



Health Careers International
Building Health Careers

Corporate Profile
& Information
April 2015

HCI Locations



Welcome to Health Careers International Group



Health Careers International is a group of organisations committed to quality health education. This commitment is fulfilled through the establishment of three organisations: Institute of Health and Nursing Australia, Institute of Health and Management and Edusystems Australia.

The HCI Group commenced operations in 2007 and has trained over 5,000 students through IHNA, which is HCI Group's RTO division.

The HCI Group comprises three divisions: The Institute of Health and Nursing Australia (IHNA), The Institute of Health and Management and EduSystems Australia Pty Ltd.

IHNA's focus is firmly on the development and delivery of quality education, training and management systems for the healthcare sector.

It currently offers vocational education courses and continuing professional development programs from campuses in Melbourne, Sydney, Perth and through its partnerships internationally. IHNA has an extensive library of online programs. Flexible learning arrangements, allow students to balance their study and work commitments. Learning is further enhanced by simulated laboratory activities and professional work placements at healthcare facilities.

IHNA is governed by a Board of Studies, with a diverse and highly qualified membership that includes external members. The Board of Studies brings together experts from education, business and health to oversee and advise management and the academic staff. The Board ensures our programs remain relevant to industry, meet the high expectations of students and satisfy the changing requirements of industry. IHNA's VET programs are accredited by Australian Standards and Quality Agency (ASQA) and the Initial Registration of Overseas Nurses program, return to practice and Diploma of Nursing accredited by both Australian Nursing Midwifery Accreditation Council and ASQA.

HCI Group also owns the Institute of Health and Management (IHM), which is a private Higher Education Provider, specializing in the provision of postgraduate higher education courses in nursing, nursing specializations and management. IHM is accredited by the Tertiary Education Quality and Standards Agency, Australia.

Edusystems Australia is HCI Group's technology division. It develops innovative online applications and enterprise systems that extend the capacity of client organisations to manage their compliance, quality systems and communication with internal and external stakeholders.

HCI Group's component organisations each have unique and complementary roles in achieving the group's vision of becoming a leading corporate group in delivering education and related services.

Bijo Kunnumpurath
CEO and Managing Director



Health Careers International (HCI) is a group of companies that specialise in education and systems to develop the careers of healthcare professionals around the world.

HCI Group embraces the latest technologies and collaborative tools in the design and delivery of its healthcare education and training programs. This approach allows HCI to create new opportunities for students around the world to develop and enhance their skills, and for Governments and healthcare organisations to more effectively develop the future health workforce.



HCI Group's core capabilities are in the delivery and management of healthcare education and systems, including the following:

- Project planning and the development of healthcare training schools and campuses from concept to operation;
- Development of opportunities for continuing education through student exchange, study tours and professional development workshops;
- Realising education pathways and programs from vocational to post-graduate level;
- Development of blended delivery options for the training and placement of highly skilled and specialised healthcare staff, including online continuing professional development;
- Project planning and management for the development and transfer of tailored education and integrated systems, including:
 - » Contextualised education and training to meet the needs of a local market and workforce;
 - » Accreditation and approvals from local regulators and boards;
 - » Integration of education, quality and student management functions:
 - Advanced Student Management Systems (SMS);
 - Learner Management Systems (LMS);
 - And; Quality Management Systems (QMS);
 - » Train the Trainer programs.
- Audit and compliance assessments and consulting and ongoing quality assurance programs.



Our Vision

To become a flagship provider of health care education.

Our Mission

To deliver excellence in teaching and learning in Australia and internationally.

Our actions to achieve this mission will include:

- To remain focused on workforce outcomes for our students
- To deliver education pathways from VET to higher education programs nationally and internationally
- Diversify the scope of our programs to include healthcare administration and management
- Strive to deliver a leading educational experience
- To be recognised by our peers and regulators as a provider of choice
- To be recognised by our staff and the industry as an employer of choice

Innovation

Innovate, and be forward thinking in the design of our programs and services;

Adopt a culture of innovation in every aspect of the delivery of our programs and services.

Our Values - ICE

Innovation Caring Excellence

Caring

Maintain a primary focus on the welfare of our students and define the unique requirements of our students and celebrate their diversity.

Excellence

Strive to consistently deliver excellence in training delivery;

Provide an educational environment that is inclusive and reflects the diversity of communities it serves.



Institute of Health and Nursing

Australia

RTO ID: 21985

CRICOS Code: 03386G

Innovation, Caring, Excellence

Institute of Health and Nursing Australia

Institute of Health and Nursing Australia

The Institute of Health and Nursing Australia (IHNA) is a Registered Training Organisation (RTO) approved by the Australian Standards and Quality Agency (ASQA) to provide education and training courses in the fields of nursing and healthcare in Australia and India.

As one of Australia's leading providers of comprehensive health and nursing education, IHNA's high quality healthcare courses open a multitude of education pathways and are complemented by continuing professional education and up-skilling programs.

These work-ready programs are available at campuses in Perth, Melbourne and Sydney and in Asia, and via blended delivery which allows students to balance their study and work commitments.

IHNA's competency is in the development and delivery of vocational education and professional development, which includes the following:

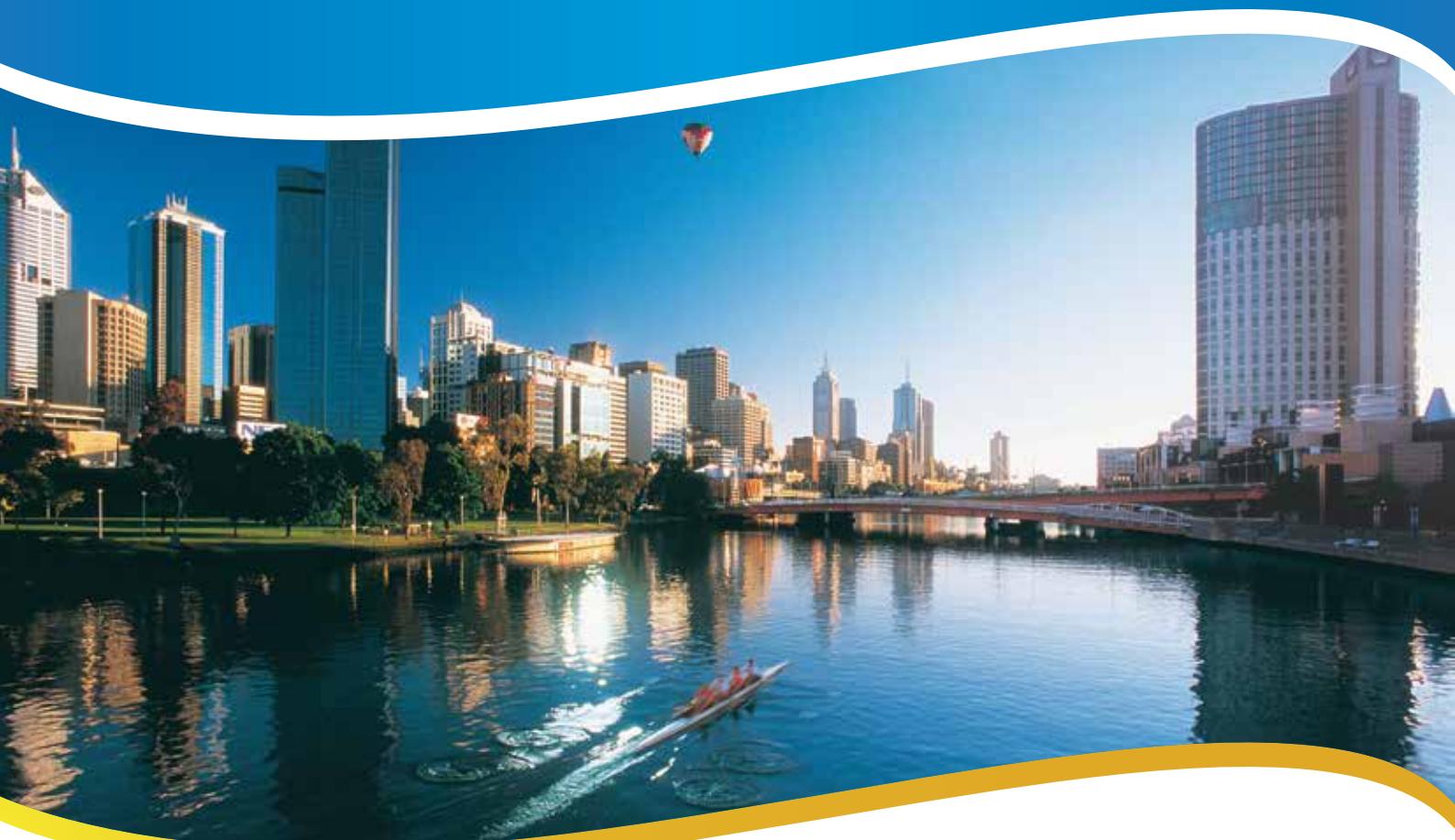
Developing partnerships in India, Malaysia and the Philippines to deliver Australian healthcare qualifications;

With education institutions for the delivery of Certificate level programs for Aged Care, Disability Care and Home and Community Care;

With hospitals and healthcare organisations to deliver Certificate, Diploma and Advanced Diploma of nursing programs, complemented by professional development and staff development programs;

Developing tailored and specialised curriculum, online teaching resources and contextualised education for individual organizations, education institutions and hospitals;

Development and delivery of re-skilling and up-skilling programs for healthcare staff.





IHNA History

Key milestones for the Institute of Health and Nursing Australia include:

- 2007 - IHNA commences offering a Bridging program for overseas trained nurses, and education and training programs in health and nursing from its campus in Heidelberg, Victoria.
- 2008 - IHNA expands its scope to include Certificate courses in Aged and Community Care.
- 2009 - IHNA opens second campus in Perth offering a Bridging program for overseas trained nurses and VET programs.
- 2010 - IHNA Melbourne campus begins offering the Diploma of Nursing program.
- 2011 - IHNA Perth relocates to specialised training centre and commences offering a Diploma of Nursing program. IHNA commences offering Professional Development programs.
- 2012 - IHNA commences offering Australia's first online Return to Practice program.
- 2013 - IHNA opens Sydney campus, IHNA opens a marketing office in Malaysia and Philippines.
- 2014 - CRICOS approval, VET Fee Help approval, Advanced Diploma program accredited for blended delivery, Diploma of nursing program commences in Sydney campus.
- 2015 - IHNA establishes partnership with MWT IHM for the delivery of IHNA curriculum in India.

Looking Ahead – The Next Three Years

The Institute of Health and Nursing Australia has in place an ambitious plan for growth for the period to 2018 which will see it enhance its reputation as a leading provider of education to the healthcare sector.



Simulation will play an important role in maximizing the student experience and enhancing work readiness.

Key milestones for IHNA by 2018 include:

- To be recognised as one of the leading healthcare education providers in Australia in the non-university sector;
- To consolidate its position as a national provider of training in Health and Nursing with increased enrolments across all campuses in Melbourne, Perth and Sydney
- Achieve enrolment of 10,000 students by 2018 across its courses in classroom and online learning environments;
- Commence course delivery in India, Malaysia and Philippines through partnerships with local providers and industry partners;
- Increase the rate of completion for funded students within the VET Fee Help and other funding streams;
- Continue development of our campuses with enhanced simulation facilities in all the markets and the addition of a Melbourne CBD simulation centre
- Conduct market evaluation of opportunities for the delivery of specialist healthcare education in overseas markets;
 - » Develop the capability of IHNA staff to develop and deliver CPD and specialist education in international markets;
 - » Develop opportunities for streaming of students from IHNA programs.



Institute of Health and Nursing Australia

Board of Studies

Board Chair
John Braddy

John is a TVET Consultant involved in the placement of over 50 people in local industry and training in Warrnambool, Victoria. These people include long term unemployed, people from non-English speaking backgrounds, mature aged and people at risk. John has over 40 years of experience in Education and Training.

He has a Diploma of Workplace Learning & Assessment, a Bachelor of Arts, a Bachelor of Education and a Master of Education. His professional memberships include being a Fellow of the Institute of the Motor Industry, UK; and a member of the Australian Institute of Training and Development, the American Institute of Training and Development, the Australian College of Education, the Australian Association of Research in Education and the Higher Education Research & Development Society of Australia.

Helen is a registered psychiatric nurse. Her academic qualifications include Master of Health Science (Mental Health), Post Graduate Diploma of Advanced Psychiatric Nursing, Bachelor of Psychiatric Nursing and Certificate IV in Workplace Assessment and Training.

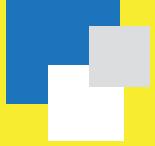
During her 30 year career she has held several key positions. More recently she had held the positions of Psychiatric Nurse Consultant (RPN 5) at Austin Health and Senior Psychiatric Nurse/Deputy Director of Nursing (RPN 6) at Eastern Health Mental Health Program. In 2007 she took a secondment to the Department of Health as Senior Project Officer in the Mental Health and Drugs Division, following which she decided to return to the clinical field and currently she is the Unit Manager of the Secure Extended Care Unit at Austin Health.

Recruiting and retaining nursing staff in this difficult era of global nursing shortages is also an area in which she has had much experience including recruiting overseas educated nurses from South Asia.

Her expertise in this area includes travelling to India and Malaysia to initially recruit, then design and deliver a pre-registration course for the 20 recruits based on their identified education and experiential needs. This has been documented in her Master thesis and other research projects.

In 2008 she published an article in the Australian Journal of Advanced Nursing entitled: The experiences, challenges and rewards of nurses from South Asia in the process of entering the Australian nursing system.

Board Member
Helen Walters



Institute of Health and Nursing Australia

Board of Studies

Board Member
Annemarie Alexander

Annemarie is the Director of Nursing & Midwifery/Hospital Program Manager Swan Kalamunda Health Service Western Australia.

Annemarie commenced her nursing career at the Southern General Hospital in Glasgow, Scotland as an enrolled nurse, before moving to Western Australia (WA) in 1982. She then obtained a Hospital Based Diploma of General Nursing at the WA School of Nursing, before completing a Graduate nurse program at Royal Perth Hospital (RPH).

Annemarie worked in a wide range of specialties while at RPH including Cardiothoracic, Orthopedic trauma and Stroke Neurology. During this time she obtained a Bachelor of Nursing and several post graduate certificates at Edith Cowan University.

Annemarie developed the "Stroke Unit Management Manual" which is still in use across WA and has assisted in the development of the Neuroscience Nursing certificate. Annemarie is also the nursing representative on the State Clinical Reference group for Stroke. In 2001 she attained the position of Nursing Director for the Neurosciences Division at Royal Perth Hospital. In collaboration with Dr Joyce Hendricks she developed the Graduate certificate in Clinical Nursing and promotes lifelong learning. Annemarie is currently working towards a Master of Health Service Management degree.

Annemarie commenced as the Director of Nursing and Midwifery/Hospital Program Manager at Swan Kalamunda Health Service in September 2003. Since that time she has developed a comprehensive Stroke Unit, a Palliative Care service, and a Neonatal Nursery. She has also been involved in the creation and fit out of a new theatre at Kalamunda Hospital and is currently involved in developing a new hospital in Midland, Western Australia.

Cheryl is Director, Compliance and Training Services Pty. Ltd, and has been a Lead Auditor for Victorian Qualifications and Registration Authority for registration of Registered Training Organisations. Her key Skills and competencies include;

Content Coordinator for the review of the Pulp and Paper Training Package including managing the Box Hill Writing Team, Pulp and Paper unit content, liaisons with Industry Skills Council, Unions, and Pulp and Paper employees.

Managing the site Implementation of Global SAP upgrade, a Production Office and the integrity of SAP inputs, establishing processes for error monitoring and corrective actions. Facilitation of continuous improvement of the business using SAP data.

Managing a variety of Business System development, implementation and maintenance. Including Safety, Standard Operating Procedures, Document Management, Business Continuity and non-accredited Training.

Chief executive Officer of Registered Training Organisation with extensive experience in designing and implementing Nationally Accredited Training across several training packages.

Managing compliance and auditing for AQTF, ISO9001 and SafetyMap systems.

Experience in design and implementation of change management programs including up-skilling and/or multi-skilling the manufacturing workforce, Frontline Management for factory supervision.

Broad range of skills and qualifications including Engineering (Degree), Research, Education (Dip Ed), Lean, 6-sigma Greenbelt, Training (Dip in TAA), Auditing, and First Aid.

Participation on steering committees for State and Federal government and associated projects. Recognized for attention to detail and ability to facilitate the successful delivery of projects and business outcomes. Experienced Project Engineer, managing large and small projects, on time and within budget, across a variety of technical areas.

13 years-experience as a Research Metallurgist including laboratory, experimentation, pilot plant development and customer service.

Board Member
Cheryl Richards



Institute of Health and Nursing Australia

Board of Studies

Board Member

**Bijo
Kunnumpurath**
Managing Director,
HCI Group

Bijo is Managing Director of Health Careers International which he founded in 2007. A Diploma of Mechanical Engineering graduate with extensive project management and business management experience, Bijo is the driving force behind all programs and activities in the Institute and has successfully started a number of international businesses.

Current developments include: IHNA Institute of Health and Nursing Australia with campuses in Victoria and Western Australia and in India, MWT (student recruitment agency) and edu@online (research and e-learning development), a resource company in Malaysia and in Australia. Bijo is a member of Rotary International and a leader in his community where he contributes to the development, education and integration of his community members into Australian society.

Shali is a Registered Nurse and holds a Diploma of Nursing, Post Basic BSc. Nursing, a Masters in Orthopaedic nursing, a Post Graduate Diploma in Nursing Administration and Certificate IV in Training and Assessment.

Shali has extensive experience in Neonatal, Orthopedic, Medical-Surgical nursing and Aged Care, and has worked in India, Malaysia and Australia. Shali has also worked as a course coordinator for aged care programs and as a clinical nurse and nurse educator.

Board Member

Shali Bijo

Manager,
Curriculum Development
IHNA

Board Member

**Simon
Schweigert**
Managing Director
and Business Strategist

Simon is a Business and Communications Strategist and Consultant who works with some of Australia's leading healthcare providers and industry representative organizations. Simon has extensive experience in Asia and works with IHNA CEO and its Management team with a focus on business growth and the evaluation and development of strategic initiatives. Simon holds a Diploma of Advanced Management Communication from RMIT in Australia.

IHNA Courses and Programs



IHNA holds the ISO 9001:2008 quality accreditation and is accredited by the Australian Skills Quality Authority (ASQA). The Australian Nursing and Midwifery Accreditation Council (ANMAC) also accredits IHNA nursing programs and IHNA is registered with AHPRA (Australian Health Practitioners Registration Board) to deliver its Bridging Program for Overseas Qualified Registered Nurses, as well as its Return to Practice Program for Registered Nurses.



Nursing Courses



Initial Registration for Overseas Registered Nurses (IRON)

This course is designed to provide you with the knowledge, skills and understanding to practice safely and competently in a variety of health care settings. On completion graduates will be eligible to apply to the Australian Health Practitioners Regulation Agency (AHPRA) for registration as a registered nurse.

Registered Nurse Re-entry to Practice Program

This course is designed to provide you with the knowledge, skills and understanding to practice safely and competently in a variety of health care settings. On completion graduates will be eligible to apply to the Australian Health Practitioners Regulation Agency (AHPRA) for registration as a registered nurse.

Registered Nurse Refresher Program

This program allows registered nurses to update and refresh their knowledge and competency in acute care nursing.

HLT 51612 Diploma of Nursing (Enrolled Division 2 nursing)

The aim of this course is to produce highly skilled, competent and confident, critical thinking enrolled nurses. The Diploma of Nursing is nationally accredited and after successful completion of the program students can apply to the Australian Health Practitioners Regulation Agency (AHPRA) for registration as a registered nurse.

HLT61107 Advanced Diploma of Nursing (Enrolled-Division 2 nursing)

The aim of the Advanced Diploma in Nursing is to enable students to acquire advanced skills, knowledge and insights beyond their undergraduate and graduate certificate studies.

Health and Community Services Courses

CHC30212 Certificate III in Aged Care

This course is designed to give the student entry into the aged care sector as a personal care assistant. The course modules are structured to provide a balanced program of theory and practice, relevant to the career opportunities across the aged care industry.

CHC30312 Certificate III in Home and Community Care

This course is designed to give the student entry into the Home and Community Care sector as a personal assistant. The course modules are structured to provide a balanced program of theory and practice, relevant to the career opportunities across the Home and Community Care industry.

HLT32512 Certificate III in Health Services Assistance

This program prepares students for a range of work roles that provide assistance to health professionals in the care of patients. Health Services Assistants are involved in direct client contact under supervision.

HLT32512 Certificate III in Health Services Assistance (assisting in nursing work in acute care)

This program is aimed at workers who are in direct contact with patients/clients on a day-to-day basis. The workers work under supervision most of the time, but are sometimes required to take a more supervisory role.

CHC40128 Certificate IV in Aged Care

This program is suitable for people who are employed in aged care work or have prior experience in aged care work, and who want to upgrade their knowledge and skills in this area.

CHC40212 Certificate IV in Home and Community Care

The program is suitable for people who are employed in home and community care work or have prior experience in that sector and who want to upgrade their knowledge and skills in this area.

CHC40312 Certificate IV in Disability

This program provides students with the essential grounding to provide valuable care for people with disabilities.

IHNA Skill sets and Professional Development Courses

- **Basic Life Support**
- **Manual Handling**
- **Intravenous Cannulation**
- **Provide First Aid**
- **CPR Program**
- **IELTS Program**

IHNA Online Professional Development Courses



- Fire and Safety for Health Professionals
- Introduction to Electrocardiogram
- Suction and Tracheostomy Care
- Pressure Ulcer care for Health Care Professionals
- Infection Control for Health Care Professionals
- Communication and Documentation
- Manual Handling Refresher
- Dementia Management
- Blood Transfusion
- Burnout Syndrome
- Diabetes Management
- Palliative Care
- Wound Management
- Conflict Resolution
- Pneumonia Management
- Bronchial Asthma
- Cerebro Vascular Accident
- Aggression Management for Nurses and Health Support Workers
- Myocardial Infarction
- Pain Management
- Parenteral Nutrition
- Medication Calculation and Administration

IELTS Preparation and Courses

IHNA provides training for the Academic IELTS test, with a specific focus on healthcare language and situations students are likely to encounter in healthcare work environment. Our course consists of four parts: Listening, Reading, Writing and Speaking.



Institute of Health and Nursing
Australia

Innovation, Caring, Excellence

Institute of Health and Nursing Australia

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OVERSEAS CAMPUS

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Institute of Health and Management

The Institute of Health and Management (IHM)

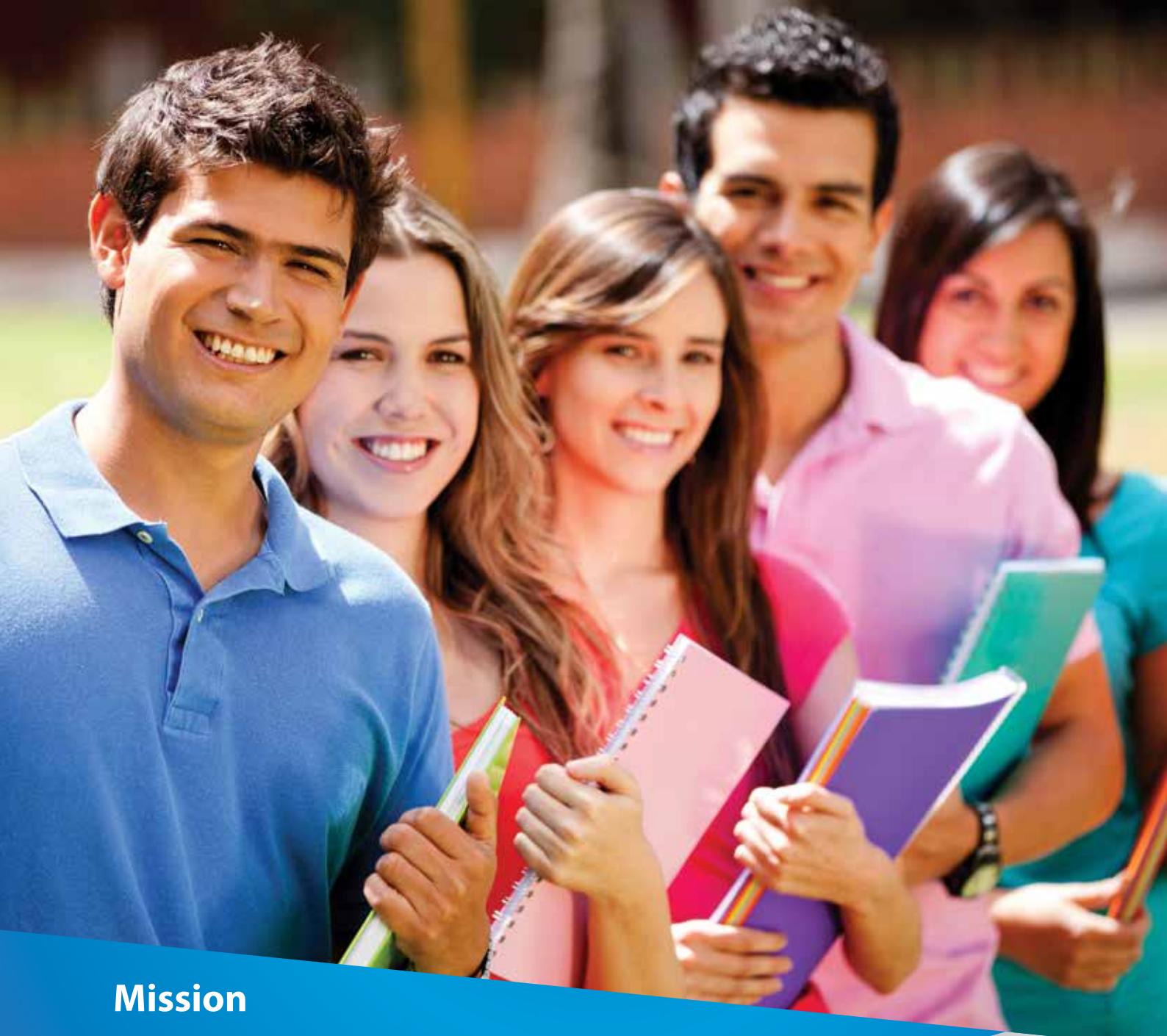
is accredited by the Tertiary Education Quality and Standards Agency (TEQSA) for the delivery of specialised postgraduate courses which encompass health, management, research, and nursing specialties.

IHM has also established the Asia Pacific Professional Development Course Centre (APDCC) which specialises in high level professional development and consultancy services for leaders in the healthcare sector.



IHM's competency is in the development and delivery of higher and specialised education and the development of healthcare leaders. This includes the following:

- Developing worldwide partnerships for the delivery of specialised postgraduate nursing programs:
 - » Specialist nursing programs are currently available in Acute Care & Paediatric Nursing;
 - » Critical Care, Geriatric, Peri-operative Nursing will be available from 2016.
- Development of customised Professional Development modules in specialty nursing to meet the individual needs of a healthcare facility;
- Consultancy and education for senior healthcare leaders;
- Train-the-Trainer programs for educators, and resources to improve and enhance the learning experience for students.



Mission

The mission of the Institute of Health and Management is to serve the community and health industries through the provision of outstanding specialised postgraduate courses which encompass health, management, research, and nursing specialties.

Vision

At IHM, the vision is to be a reputable higher education institution in the field of health and management specialties.

Values

IHM adopts the following values that guide its growth as a higher education institution in postgraduate courses in health and management.

The organisation values:

- Perception in action that will guide the development of our postgraduate specialty courses.
- Passion for knowledge that has the capacity to transform individuals working in specialised areas in health and management
- Perseverance for quality in higher education will provide the drive to achieve excellence in everything we do.
- Persuasion to engage in partnership collaboration is the basis to provide diversity in postgraduate specialty education.

IHM is committed to making these values real for the institution, staff and students.

Looking Ahead – The Next Three Years



The Institute of Health and Management understands that its student and client base are diverse and come from many areas including Australian and overseas trained healthcare professionals, new students or students looking to continue their life-long learning goals or re-entering the healthcare sector after a time away from the workforce.

The Australian Workforce Productivity Agency in its report Australia's Workforce of 2025 projects the need for increased and additional qualifications over the next two decades. IHM will work with these increased needs to raise the average qualification levels in the healthcare sector (especially in nursing specialisation) consistent with the emerging trends in the quality of healthcare services and the focus on public safety.

Rising minimum levels of qualifications and professional development and the increasing labour demand in the healthcare sector are occurring against a backdrop of declining satisfaction with traditional education provision reflected in a rise in attrition rates.

To meet this demand for qualifications and skills, IHM offers the following high quality and student focused programs:

- Graduate Diploma of Nursing (Specialisation - Paediatric Nursing)
- Graduate Diploma in Nursing (nested course with the graduate certificate)
- Graduate Certificate in Nursing (Non-Specialisation)



Institute of Health and Management Governance

Board of Governors

The Board of Governors of the Institute of Health Management (IHM) is responsible for the overall conduct, management administration and control of the affairs of the organisation. The basic responsibility of the Board is to represent the interests of IHM in directing its affairs and to do so within the statutes relating to the organisation as a private higher education provider.

The Board of Governors carries out its responsibilities through a stewardship role, and delegates the day-to-day management of IHM to the Senior Management Team of the organisation, governance and organisational committees.

Policies and procedures that are developed and implemented to underpin the ethical conduct and compliance will be approved by the Board. The Board of Governors is responsible for the establishment of governance and organisational Committees to assist the Board to meet its corporate and regulatory obligations. With the establishment of these Committees, the Board understands that these structures will play a significant part in the Board's deliberations and operation at a strategic level. As such, the committee structures will be reviewed on a regular basis and the Board will receive annual performance reports from the committees.

In addition to the governance committees, the Board of Governors may from time to time establish specific sub-committees or working parties to address particular projects or issues. All operations of the Board of Governors and the related committees are to be undertaken in a culture of respect, integrity, accountability, good faith, due diligence, sound governance, risk management and sustainability on behalf of the organisation as a private higher education provider.

Current Board of Governors Composition

Associate Professor Anthony Welch - Chair (External)

Associate Professor Anthony Welch has held a number of positions in the discipline of nursing in both the private and public sectors of the health care industry (Australia, New Zealand, Singapore, and Hong Kong). Such positions have included Hospital Manager, Director of Nursing, Deputy Director of Nursing, Senior Supervisor, Unit Manager, Principal Educator, Senior Lecturer, Associate Professor, Director of Undergraduate Studies, and Director of Post-Graduate Studies. He has also been a foundation member of two Schools of Nursing in Australia.

His thirty years of teaching in the tertiary sector have included Professional Development, Psychiatric/Mental Health Nursing, Creative Arts Therapy, Counselling, Spirituality, Men's Health, Qualitative Research Methods, Evidence-based Practice, Trans-cultural Nursing, Indigenous Health, Community Health, and Philosophic Inquiry.

Other professional activities have included invited International Scholar/Professor, Invited Keynote Speaker, Member of an Aged Care Consultancy Team to China under the auspices of the Myer Foundation, and Ministerial appointments.

His qualifications include Doctor of Philosophy, RMIT University, Melbourne; Master of Education, LaTrobe University, Melbourne; Bachelor of Education, LaTrobe University, Melbourne; Bachelor of Nursing, RMIT University, Melbourne; Diploma of Applied Science (Nursing Education), Lincoln Institute of Health Sciences; Graduate Diploma in Counselling and Communications, St John of God Institute, Sydney; Certificate in Psychiatric Nursing, Larundel Psychiatric Hospital, Melbourne and; Certificate in General Nursing, Lewisham Hospital, Sydney.



Institute of Health and Management

Governance

Mr Rob Ryan (External)

Mr Ryan's qualifications include Bachelor of Nursing, Philip Institute of Technology; Diploma of Applied Science (Nursing)/Registered General Nurse, RMIT; Graduate Certificate Education & Training, Victoria University; Graduate Diploma Educational Administration; Ballarat University and; Masters of Education University of Ballarat.

His career spans a number of academic and professional roles including lecturing at The University of Melbourne and Victoria University and consultancy and research roles. He also has extensive nursing experience working as a senior Nurse Practitioner, Senior nurse and Team Leader, a Community Nurse and a Deputy Charge Nurse.

Mr Ryan also has extensive scholarly publications as well as many board and committee memberships within other organisations.

Mr Fong is the co-founder, director and head of Achiever Consulting Group and Head of Asia, Centre for Corporate Public Affairs. He has accumulated over 20 years of corporate public affairs, corporate leadership developments, government affairs and regional business development across Asia-Pacific.

He is an internationally experienced senior executive with a global perspective and an in-depth knowledge of the healthcare markets, high tech digital media and the high touch geo-political landscape across Asia.

Mr Fong works with corporations, public sector agencies and peak industry groups on a full range of projects that include best practice management of the public affairs function, structural reviews, CSR and issues management strategy, reputation measurement and reviews and stakeholder engagement strategy and reviews. Mr Fong also provides senior executive mentoring focusing on corporate strategy and effective stakeholder engagement in Asia.

Since the mid '80s, he managed Fortune 100 brands in Hong Kong, China, Korea, Australia and the US being Country Head, Asia Regional Head and Vice President and General Manager of a global business in the US.

Mr Joseph Fong (External)



Institute of Health and Management Governance

Mr Bijo Kunnumpurath (Internal)

Mr Bijo Kunnumpurath as the Managing Director of IHM provides overall leadership , vision and direction for the organisation and works closely with the Board of Governors in relation to the organisation. He manages and oversees systems and policy implementation in the areas of risk management and quality assurance. He provides business development strategies to grow the commercial aspects of the organisation and he promotes & ensures compliance with legal and statutory obligations and all policies & procedures relevant to the organisation's operations.

Dr Lee Meng Lim [Ph.D (Education) La Trobe; MN, RMIT University; BA, Flinders University; BNSG (Community Health) SturtCAE-Flinders; RN] is our Acting CEO and Director of Studies. As well as being a registered nurse, she has extensive experience in higher education. This includes academic work such as her twenty years experience at Victoria University, where she served as Senior Lecturer and International Coordinator. She was awarded the Vice Chancellor's Citation for Outstanding service to Victoria University in 2007, and the 2009 citation for outstanding engagement and the peak award for outstanding engagement . Dr Lim is internationally known for scholarly activities including professional development, research, publication and leadership. Dr Lim's approach to teaching and learning is to empower students by developing their self efficacy and encouraging initiative and leadership." She was formerly the Director of Nursing at Parkway College of Nursing, Singapore.

Dr Lee Meng Lim (Internal)

Institute of Health and Management

Academic Board

The purpose of the Academic Board is to ensure that academic activity is promoted and conducted, as the primary activity undertaken at IHM, in a manner that is conducive to IHM's success as a Higher Education institution and in accordance with all relevant legislative and ethical requirements. The Board will encourage the development and maintenance of high standards of teaching, learning and scholarship.

The Academic Board oversees the academic governance and provides advice to the Board of Governors on all relevant matters and is responsible for advising on all academic matters of IHM with particular emphasis on the overview of academic programs of the organisation, assessment standards and practices and accreditation accountability requirements. The advice may relate to, but is not to be limited to the following:

- Academic policies and procedures
- Academic plans and priorities
- Academic quality assurance mechanisms including community engagement
- Teaching, learning and research activities
- Assessment monitoring/moderation
- Benchmarking academic standards
- Teaching staff succession planning

To assist with these matters the Academic Board has established a number of committees, principally the Teaching and Learning Committee, the Course Advisory and Development Committee, the Library Committee, the Survey Management Committee and the Research Committee.





Institute of Health and Management

Academic Board Composition

Dr Marilyn Richardson-Tench - Chair

(External)

Dr Richardson-Tench's credentials include PhD, Monash University, Melbourne; Master of Educational Studies, Monash University, Melbourne; Bachelor of Applied Science (Advanced Nursing), La Trobe University, Melbourne; Certificate of Clinical Teaching, Suffolk College of Higher and Further Education, United Kingdom; Refresher Course in Anaesthetics, North-East Thames Regional Authority, United Kingdom and; Certificate of Operating Room Techniques and Management, The Royal Melbourne Hospital.

Her academic career has produced numerous publications including Research in Nursing and she has previously been a Senior Lecturer at Victoria University and La Trobe University and a Director of Under-graduate Studies at Victoria University, School of Nursing and Midwifery, after being promoted from her position as deputy head of that school.

Dr Richardson-Tench is a member of the Perioperative Nurses Group, Victoria, The Australian College of Operating Room Nurses and the Australian Day Surgery Nurses Group.

Mrs Akkireddi's credentials include Bachelor of Science (Nursing), Osmania University, India, Master of Science (Nursing), Madras University, India, Bachelor of Education, La Trobe University , Graduate Diploma in Adolescent Health, Melbourne University and Certificate 4 in Training and Assessment.

Her experience is extensive and includes over thirty years of as an academic, mainly at RMIT University, teaching course, units and clinical programs related to children, young people and families, including paediatric nursing, school nursing, adolescent nursing, family nursing and transcultural nursing). Teaching nursing and non-nursing undergraduate and post-graduate students. She has undertaken extensive curriculum development. Her public health experience includes conducting specific programs such as nutrition and immunisation, managing paediatric units and aged care facilities as well as conducting heath related study tours.

Mrs Aruna Akkireddi

(External)



Institute of Health and Management

Academic Board Composition

Dr Lee Meng Lim - Acting CEO (Internal)

Dr Lee Meng Lim [Ph.D (Education) La Trobe; MN, RMIT University; BA, Flinders University; BNSG (Community Health) SturtCAE-Flinders; RN] is our Acting CEO and Director of Studies. As well as being a registered nurse, she has extensive experience in higher education. This includes academic work such as her twenty years experience at Victoria University, where she served as Senior Lecturer and International Coordinator. She was awarded the Vice Chancellor's Citation for Outstanding service to Victoria University in 2007, and the 2009 citation for outstanding engagement and the peak award for outstanding engagement . Dr Lim is internationally known for scholarly activities including professional development, research, publication and leadership. Dr Lim's approach to teaching and learning is to empower students by developing their self efficacy and encouraging initiative and leadership."She was formerly the Director of Nursing at Parkway College of Nursing, Singapore.

Clive has a wide range of experience in clinical nursing in the fields of neuroscience, orthopaedic, thoracic and vascular nursing. His teaching experience in the Higher Education field at Undergraduate level including theory and clinical teaching is extensive. Clive has been involved in curriculum development and is currently a member of the College of Health and Biomedicine Learning and Teaching Executive Committee.

Dr Clive Miller (External)

Committees

The committees set out in the IHM governance are delegated responsibility for specific operational and academic areas.

All committees responsible for academic matters report, either directly or indirectly, to the Academic Board, which in turn reports to the Board of Governors.

Committees responsible for operational matters report to the Board of Governors.

Each committee has its own Terms of Reference, which make provision for the establishment of subcommittees and for the oversight of projects carried out by staff or groups of staff, known as working parties.



Institute of Health and Management

Key Team Members

Mr Bijo Kunnumpurath as the Managing Director of IHM provides overall leadership, vision and direction for the organisation and works closely with the Board of Governors in relation to the organisation. He manages and oversees systems and policy implementation in the areas of risk management and quality assurance. He provides business development strategies to grow the commercial aspects of the organisation and he promotes & ensures compliance with legal and statutory obligations and all policies & procedures relevant to the organisation's operations



Mr Bijo Kunnumpurath
Managing Director



Dr Lee Meng Lim
Acting CEO

Dr Lim, as acting CEO and Director of studies, provides overall academic leadership, governance and strategy to the Institute of Health and Management. She has been involved with the institute since it was established in February 2012. Dr Lim continues to take a leading role in the institute, drawing on her extensive leadership experience and expertise to coordinate a working team for the submission of high quality course approvals documentation to the Tertiary Education Quality Standards Agency (TEQSA), Australia.

Institute of Health and Management

Key Team Members

Mr Webb has a BA (Communication) from Victoria University. He is currently undertaking a master's program in communication and has 12 years' experience in eLearning, project management, strategic planning, cross cultural and inter cultural communication, interpersonal communication, research, publication and student learning support.

A member of the team responsible for the founding and development of the Institute of Health and Management, Mr Webb has developed extensive knowledge of the regulatory requirements for higher education and has been involved in almost every aspect of higher education development.

He currently occupies the role of e-Learning and Communication Consultant. He contributes to strategic planning and implementation of online teaching and learning and communication among internal and external stakeholders



Mr David N. Webb
e-Learning and Communication
Consultant



Mr Henry Sun
Research and Learning Support
Information Officer

Mr Sun is IHM's Research and Learning Support Information Officer. His role encompasses the provision of learning support to students, including help with academic writing, citation styles, research skills and assists with locating resources. He also provides resource and information support to academic staff.

Henry has finished an M. Sc in Food Science and Nutrition from University of New South Wales and a Bachelor's Degree in Public Health from Tianjian Medical University, China. He has extensive knowledge and academic skills including literature searches and locating resources for students.



Institute of Health and Management

Key Team Members

Ms Chongath is IHM's Project and Research Assistant. She provides research and administrative support and assists with the development of course curriculam, study/learning guides and other documents relating to course development and delivery.

Latha has a M.Sc. (Microbiology) from Bangalore University, India. She is currently undertaking a master's program in Agronomy from the University of Wyoming, USA, and has 3 years' experience working in a research laboratory and 2 years' experience assisting in course and curriculum development. Ms Chongath is part of the team that has developed Institute of Health and Management since shortly after its inception and continues to make valuable contributions in many areas.

Ms Latha Chongath
Project and Research Assistant

Mr Mong Kee Lim

Administrative Support Officer

Mong Kee's qualifications include BSC (University of Malaysia), Diploma in Systems Analysis and Design (Napier College od Technology) and MSc in Applications of Computing (North Londong Polytechnic). He has extensive extensive as an SAP consultant, analyst and programmer for organisations including Deloitte Consulting, Public Transport Coroporation, RMIT University and several other organisations.

His role is to provide administrative and material support to the IHM team, which he began to do shortly after IHM was founded. His invaluable contribution and experience has helped shape the organisation and his calmness and humility have been influential to the establishment of our organisational culture.

Mr Sankaran has a Master of Business Administration (HR) (Central Queensland University, a Graduate Diploma in Business Management (Central Queensland University), Master of Philosophy in Bioinformatics (Bharathiar University), Master of Science in Bioinformatics (Bharathiar University) and a Bachelor of Science in Physics, Kannur University. He is responsible for recruitment, talent management and has contributed to the development of the human resource policy framework. He has been with Institute of Health and Management since its inception.

Anurenj Sankaran
Human Resource Manager

Mr Dhawal Patel

Account Administrator

Mr Patel has CPA associate membership, is currently pursuing CPA status with the Australian Institute of Practical Accounting. He has a Bachelor of Commerce in advanced accounting and auditing (University of Mumbai) and a Master of Professional Accounting (Central Queensland University). He is responsible for day to day account keeping, financial record keeping, accounts payable and reporting and has been involved in the development of Institute of Health and Management from its inception.

Partnerships and Collaboration for International Delivery

IHM



IHM enjoys a sound international reputation in a variety of regions through the development of partnerships and collaborations. IHM also leverages the market presence and facilities of IHNA marketing offices and staff in Malaysia, India and Philippines to provide a local market presence for clients and student support.

One such partnership is with health providers in Singapore for the development and delivery of professional development and tailored training for healthcare managers and leaders.

IHM has developed the following professional development programs for international markets:

- Critical care nursing
- Paediatric nursing
- Emergency and trauma nursing
- Orthopaedic nursing

IHM Programs and Courses



IHM's online courses are designed to help healthcare professionals to continue with the professional development at their own time and pace.

Nurses are constantly faced with the increasing demand to remain both professionally up-to-date and personally capable of coping with change in health field.

What might have been adequate preparation for the practice of nursing a few years ago is insufficient for today's needs. As a mechanism for coping with change, exposing the professional nurse to CPD activities is central to the profession and the delivery of safe nursing practice and of health care.



Institute of Health and Management

Graduate Diploma in Nursing

12. Analyse and critique contemporary theories that inform practice;
13. Analyse legal, ethical, social, cultural and political dynamics within the patient-centred framework and current health care environment;
14. Engage in collaborative relationships with agencies and other health care professions nationally as well as to acquire up to date knowledge and skills in nursing practice through the exploration of a range of research on best practices; and
15. Demonstrate leadership and management skills by taking responsibility to co-ordinate day to day running of a medical-surgical ward or environment including seeing to the needs of the community and newly qualified graduates.

Nested Course Structure

Students may choose to exit midway through the course, in which case they may graduate with a Graduate Certificate in Nursing, consisting of four units of study over one study period full time or, for non CRICOS students, two study periods part time.

Students who have already completed a Graduate Certificate in Nursing may be eligible for advanced standing, subject to credit transfer and recognition of prior learning procedures.

Fees

For the latest fee schedule, go to www.ihm.edu.au/fees-and-charges.html or call +613 9455 4458.

Inquiries and Applications

Call +613 9455 4458 or apply online at <http://www.ihm.edu.au/course-offerings.html>

Admission Requirements

1. To be eligible for admission to the program (face to face/online) an Australian domestic applicant will:
 - Be graduates who have completed the Bachelor of Nursing or equivalent;

CRICOS Provider 03407G

Course Code	: GDN
Award Titles	: Graduate Diploma in Nursing
AQF Level	: 8
Accreditation	: TEQSA
Duration	: 1 year full time or 2 years part time
Course delivery	: On Campus - Domestic, Overseas (CRICOS) and Online (for both domestic and offshore)
Availability	: Available to domestic, overseas (CRICOS)* and offshore applicants
Nested Course	: Graduate Certificate in Nursing

Phase 1

Aims

The aims of phase 1 of the course are to:

1. Provide qualified nurses with educational opportunities specific to the advancing role of the registered nurse, thereby facilitating their professional growth and development;
2. Build upon undergraduate education and previous experience by providing expansion of knowledge, an increased perception in complex relationships affecting nursing;
3. Increase analytical ability and skills when assessing the health needs of patients;
4. Develop further knowledge and skills in research and evidence-based practice in nursing;
5. Develop further skills to investigate, challenge and improve current practice in nursing and;
6. Enhance students' acceptance of responsibility and initiative for defining and attaining the knowledge required for expertise in the practice setting.

Learning Outcomes

Upon completion of phase 1 of the course (Graduate Certificate in Nursing), students are expected to:

1. Demonstrate the knowledge and skills required to function as an advanced nurse in a practice area;

*Overseas (CRICOS) students must undertake the course full time on campus to meet student visa requirements.

2. Demonstrate knowledge and skills required to act as a role model in supporting nurses addressing clinical concerns or issues relating to patient care;
3. Demonstrate the communication and teamwork skills required to engage and collaborate with internal and external stakeholders in establishing standards of practice and preferred patient outcomes;
4. Demonstrate the ability to use critical thinking processes, problem solving skills and effective communication relevant to assessing the needs of sick patients;
5. Synthesise and communicate knowledge of physiology and pathophysiology to plan, implement and evaluate relevant collaborative interventions to address scenarios pertaining to the management of patients with different health conditions or illnesses;
6. Identify and promote the team concept in meeting patients' specific needs in the acute, chronic or rehabilitation phases of illness and/or disability;
7. Recognise the importance of promoting health within the culture of patients or communities;
8. Demonstrate leadership qualities by taking initiative and responsibility to undertake a research project aimed at improving the quality of patient care; and
9. Analyse and evaluate literature relating to evidence based practice.

Phase 2

Aim

The aim of the Graduate Diploma in Nursing is to enable students to acquire advanced skills, knowledge and insights beyond their undergraduate and graduate certificate studies.

Learning Outcomes

Upon completion of the Graduate Diploma in Nursing (Phases 2), students will be expected to:

9. Demonstrate the ability to work competently within the scope of practice and professional standards as required;
10. Demonstrate leadership qualities by taking initiative and responsibility to undertake a research project to improve the quality of patient care;
11. Analyse and evaluate literature relating to evidence-based practice;

Clinical Leadership and Management in Nursing and Specialisations	GDN3986
Professional Issues and Policies in Nursing and Specialisations	GDN3987
ePortfolio	GDN3988

Intake and Study Calendar

			Graduate Certificate INTAKE 1 complete on 16 Oct. Students able to enrol here	Graduate Certificate INTAKE 2 complete on 15 Jan. Students are able to enrol here
Week 1 - 2 Orientation	Intake 1 11 May	Intake 2 10 Aug	Intake 3 9 Nov	Intake 4 8 Feb - 19 Feb / 2016
Week 3 - 8 Teaching period 1	25 May - 3 Jul	24 Aug - 2 Oct	23 Nov - 1 Jan	22 Feb - 1 Apr
Week 9 - 12 Break 1	6 Jun - 31 Jul	5 Oct - 30 Oct	4 Jan - 29 Jan	4 Apr - 29 Apr
Week 13 - 18 Teaching period 2	3 Aug - 11 Sep	2 Nov - 11 Dec	1 Feb - 11 Mar	2 May - 10 Jun
Week 19 - 24 Break 2	14 Sep - 23 Oct	14 Dec - 22 Jan	14 Mar - 22 Apr	13 Jun - 22 Jul

- Be registered with APHRA as a registered nurse (Division 1); and
 - Be working in the area of nursing at the time of applying to enter the program.
2. To be eligible for admission to the program (face to face) an overseas (CRICOS) applicant will:
 - Be International graduate nurses who have completed the Bachelor of Nursing or equivalent and be registered with the National Nursing Board from their country of origin or practice;
 - Be working in nursing at the time of applying to enter the program;
 - Possess an IELTS level of at least 6.5 with all bands no less than 6.
 3. To be eligible for admission to the program offshore applicants who wish to take the course online from outside Australia will:
 - Be International graduate nurses who have completed the Bachelor of Nursing or equivalent and be registered with the National Nursing Board from their country of origin or practice;
 - Be working in nursing at the time of applying to enter the program;
 - Possess an IELTS level of at least 6.5 with all bands no less than 6.

The course coordinator is responsible for selection of candidates for admission in accordance with the Student Selection and Admission Policy and Procedures for Courses Delivered to Overseas Students

Units of Study

Phase 1	
Nursing Knowledge 1	GCNNK1
Nursing Knowledge 2	GCNNK2
Clinical Project	GCNP3
Research in Nursing	GCNRN4
Exit with Graduate Certificate in Nursing	
Phase 2	
Entry for holders of a Graduate Certificate or equivalent qualification	
Evidence Based Practice in Nursing and Specialisations	GDN3985



Institute of Health and Management

Level 7, 33 Argyle Street,
Parramatta, NSW 2150, Australia
Tel: +61 2 8228 6400

CRICOS Provider 03407G



Institute of Health and Management



Graduate Diploma of Nursing (Specialisation – Paediatric Nursing)

Course Code : GDNP
Award Title : Graduate Diploma of Nursing (Specialisation - Paediatric Nursing)
AQF Level : 8
Accreditation : TEQSA
Duration: 2 study periods full time or 4 study periods part time
Course delivery: Online (e-Learning)
Availability : Domestic and offshore. Not available for overseas (CRICOS) students

Course Aims

The aims of the course are to:

1. Develop knowledge and skills in the principles of practice in paediatric nursing;
2. Promote the team concept in meeting children/adolescents' specific needs in the acute, chronic or rehabilitation phases of illness and or/disability;
3. Increase and enhance an awareness of the importance of the family unit in paediatric nursing;

4. Provide graduate nurses with educational opportunities specific to the role of the paediatric nurse, thereby facilitating their professional growth and development;
5. Increase the awareness of providing accuracy and quality of nursing decisions;
6. Develop competence and skills in research and evidence-based practice in paediatric nursing;
7. Develop skills to investigate, challenge and improve current practice in paediatric nursing;
8. Develop knowledge of contemporary theories that inform practice;
9. Provide knowledge related to the social and political dynamics within current health care environment;
10. Provide skills to adapt to the changing needs within the health care environment including its political processes that facilitate institutional and social change;
11. Provide skills to engage in collaborative relationships with agencies and other health care professions nationally as well as to acquire up to date knowledge and skills in paediatric nursing practice through the exploration of a range of research of best practices; and

12. Provide leadership and management theories and skills related to senior nursing role and responsibilities such as day to day running of a paediatric ward or environment including the needs of the community and mentoring of the newly qualified graduates.

Units of Study

Phase 1

Paediatric Nursing Knowledge 1	PCPN3981
Paediatric Nursing Knowledge 2	PCPN3982
Clinical Project	PCPN3983
Research in Nursing	PCPN3984
Phase 2*	
Evidence Based Practice in Nursing and Specialisations	PCPN3985
Clinical Leadership and Management in Nursing and Specialisations	PCPN3986
Professional Issues and Policies in Nursing and Specialisations	PCPN3987
ePortfolio	PCPN3988

*To receive the award, students must complete all units in both phases of the course. Students who complete only phase 1 will receive a certificate of completion and an academic transcript of results

Admission Requirements

To be eligible for entry as a domestic student you must be:

- An Australian citizen or permanent resident;
- Qualified with a degree in nursing or equivalent;
- Registered with APHRA as a division 1 nurse and;
- Working in the area of paediatric nursing at the time of applying

To be eligible for entry as an offshore student you must be:

- An international graduate with a Bachelor of Nursing or equivalent;
- Registered with the National Nursing Board in the country in which you practice;
- Working in nursing when you apply and;
- Able to provide evidence of an IELTS level of at least 6.5 or equivalent

Important Dates

Normal Enrolment period*	Classes commence	Late Enrolment	Expected Completion
5th of March 2015 – 20th of April 2015	4th of May 2015	21st of April 2015 – 18th of May 2015	11th of December 2015
4th of May 2015 – 24th of August 2015	7th of Sept – 27 Nov 2015	25th of August 2015 – 21st of September 2015	22nd of April 2016
7th of September 2015 – 21st of September 2015	4th of Jan 2016	22nd of December 2015 – 18th of January 2016	12th of August 2016

Fees

For the latest fee schedule, go to www.ihm.edu.au/fees or call +613 9455 4458.

*Late enrolment is not recommended for students who wish to apply for advanced standing through credit transfer or recognition of prior learning (RPL)



Institute of Health and Management

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Institute of Health and Management

Asia Pacific Professional Development Course Centre

About the APPDCC



The Asia Pacific Professional Development Course Centre (APPDCC) was established by Institute of Health and Management Pty Ltd (IHM) as a centre for learning and innovation in healthcare and higher education. It was the vision of Dr Lee Meng Lim (pictured on the left) and draws upon the expertise of IHM staff and management, whilst operating independently of the institute, with its own strategic plan and business priorities.

Vision

IHM's vision for the APPDCC is that it shall be established as a recognised and trusted brand throughout both Australia and the Asia Pacific region and that the centre's reputation will be a recognised and trusted brand among those within these sectors and will provide additional input of revenue, complementing IHM's higher education operations.

Mission

The mission of APPDCC is to promote excellence in life long learning and development that complements and builds upon formal education to enhance the effectiveness of organisations and their participants.

Values

The APPDCC team values:

- Leadership - Recognising and enhancing the potential of the individual to inspire others and unite collegial teams in pursuit of organisational goals
- Lifelong learning - Our growth, development and knowledge acquisition as professionals should not cease when we graduate from formal education. We therefore seek to promote learning opportunities outside of formal institutions
- Interaction across borders - We transcend boundaries to create meaningful exchange of ideas, practices and learning opportunities. The boundaries we transcend include those of nations, as well as cultural, linguistic and professional and disciplinary boundaries

Institute of Health and Management

APPDCC

Services

New Institution Start up Consultancy

The APPDCC team offers expertise in the establishment of new educational institutions. Consultants will guide your organisation through the process of development and implementation of higher education operations both within the Australian system and abroad.

The expertise of the team is based on first hand experience, having successfully established a higher education institution, as well as extensive other experience in the higher education sector.

Higher Education Consultancy

With expertise in accreditation, e-learning content and platform development, online teaching and learning and organisational communication in a higher education setting, APPDCC can solve problems and provide advice.

Leadership Consultancy

Step forward with confidence! Help your organisation to thrive with help from APPDCC's consultants. Share in their expertise in leadership, change management and communication to release your organisation's untapped potential.

Workshop Development

All workshops and consultancy services are delivered on site at your premises. Whichever country your organisation is in and regardless of whether it is in a city or a remote rural area, APPDCC consultants and educators will attend your premises and attend to your organisation's consultancy and professional development needs on site.

Professional Development

With expertise in education, nursing and leadership the APPDCC team has a proven track record of designing, customising and delivering workshops and professional development programs in specialised areas of nursing practice, management and leadership to meet the needs of partner organisations. Fly in workshops combine with consultancy to identify and address knowledge gaps within your organisation.

Online Professional Development

APPDCC delivers online PD programs with a difference. Instead of leaving you on your own like most online PD providers, APPDCC PD programs give you ongoing contact with educators, subject matter experts and support staff over the twelve week duration of each program. This allows you to develop a deeper understanding of the content, ask questions and participate in an interactive learning experience.

Participants in APPDCC PD programs also have contact with one another, potentially creating even more networking and collaboration opportunities than is the case in a physical seminar room.

All online PD programs are delivered in short course format over a twelve week period. Participation in each course equates to 40 CPD hours.

Participants in each course receive full online APPDCC membership, which includes access to an online library, academic databases and learning support materials.

To find out more or apply for any of the courses outlined below, go to

<http://www.appdcc.ihm.edu.au/online-pd.html>



APPDCC - Online PD Courses

Critical Care Nursing

The primary aim of this course is to provide the Registered Nurse with further clinical knowledge to understand and confidently manage nursing care of critically ill patients as part of a healthcare team. The course is aimed at Registered Nurses who are working in an acute care hospital setting.

Topics included

- Introduction to Critical Care nursing
- Safety & Quality in Critical Care
- Assessment in Critical Care
- Care of the critically ill with Neurological Disorders
- Care of the critically ill with Pulmonary Disorders
- Care of the critically ill with Cardiac Disorders
- Care of the critically ill with Gastrointestinal Disorders
- Care of the critically ill with Renal and Genitourinary Disorders
- Care of the critically ill with Endocrine Disorders
- Care of the critically ill with Burns & Trauma

Learning Outcomes

At the end of the course students will be able to:

- Understand the principles and scope of critical care nursing
- Understand the legal and ethical issues relevant to critical care nursing
- Describe safety and quality issues presented in critical care
- Describe the advanced assessment skills required for nursing practice in critical care
- Describe the pathophysiology, care and management of disorders encountered in critical care
- Discuss the role of technology in the management and care of the critically ill patient
- Develop knowledge, problem solving ability and aptitude for the safe and effective practice of nursing in critical care
- Understand the emotional and spiritual support required for the critically ill patients and their family

APPDCC - Online PD Courses

Gerontological Nursing

The aim of this 40 hour specialty short course is to provide an educational introduction of gerontological nursing to experienced registered nurses. It also provides newly qualified graduate nurses with introductory educational opportunities specific to the role of the gerontological nurse. It therefore facilitates professional growth and development in this specialised field of nursing

Topics included

- The Ageing Body
- Digestive and Renal and Reproductive Systems
- Musculoskeletal System changes
- Immune/ Endocrine/Lymphatic System
- Integumentary System
- Cardiovascular System
- Respiratory System
- Nervous System
- Mental and Social Health
- Pain/ Medication Management

Learning Outcomes

At the end of the course students are expected to be able to:

- Describe the normal ageing processes and their effects on the ageing body
- Demonstrate the ability to assess the ageing body
- Demonstrate the ability to identify pathophysiology and some common conditions that affect older people
- Plan and identify appropriate nursing care and interventions for gerontological patients to enhance the quality of life
- Assess the mental health issues and abnormal or concerning behaviours exhibited by older persons and understand appropriate nursing care

APPDCC - Online PD Courses

Emergency and Trauma Nursing

The course provides an educational introduction to experienced registered nurses and also provides newly qualified graduate nurses with introductory educational opportunities specific to the role of the emergency and trauma nurse to facilitate professional growth and development in this specialised field of nursing.

Topics include

- Introduction to Emergency and Trauma Nursing
- Safety & Quality in Emergency
- Principles of Assessment in Emergency
- Eye, Dental, Ear, Nose & Throat Emergencies
- Neurological & Neuromuscular Emergencies
- Cardiovascular Emergencies
- Respiratory Emergencies
- Gastrointestinal Emergencies
- Renal & Genitourinary Emergencies
- Orthopaedic & Neurovascular Emergencies
- Endocrine Emergencies
- Obstetrics & Gynaecological Emergencies

Learning Outcomes

At the end of the course students are expected to be able to:

- Understand the principles and scope of emergency and trauma nursing
- Describe safety and quality issues presented in emergency and trauma nursing
- Describe the advanced assessment skills required for nursing practice
- Describe the pathophysiology, care and management of conditions
- Discuss the role of technology in the management and care of the patient
- Develop knowledge, problem solving ability and aptitude for safe and effective practice
- Understand the legal and ethical issues relevant to emergency and trauma nursing
- Understand the emotional and spiritual support required for the ill patient and their family
- Understand the role of the nurse in patient and family education

APPDCC - Online PD Courses

Paediatric Nursing

The aim of this 40 hour specialty short course is to provide an educational introduction of paediatric nursing to experienced registered nurses. It also provides newly qualified graduate nurses with introductory educational opportunities specific to the role of the paediatric nurse, and therefore facilitates professional growth and development in this specialised field of nursing.

Topics included

- Introduction to Paediatric Nursing
- Growth and development – principles and assessment , Paediatric assessment
- Assessment and Management of Hospitalised Children with Respiratory conditions, Cardiovascular conditions, Gastrointestinal conditions, Musculoskeletal conditions, endocrine and metabolic conditions, Neurologic conditions, Hematologic conditions and Child with Cancer

Learning Outcomes

At the end of the course students will be able to:

- Understand the principles and scope of paediatric nursing
- Describe the assessment skills required for paediatric nursing practice
- Describe the pathophysiology, care and management of conditions encountered in a paediatric setting
- Develop knowledge, problem solving ability and aptitude for safe and effective paediatric nursing practice
- Understand the legal and ethical issues relevant to paediatric nursing
- Understand the psychosocial needs of the hospitalised child and their family

APPDCC - Online PD Courses

Renal Nursing

The aim of this 40 hour specialty short course is to provide an educational introduction of paediatric nursing to experienced registered nurses. It also provides newly qualified graduate nurses with introductory educational opportunities specific to the role of the paediatric nurse, and therefore facilitates professional growth and development in this specialised field of nursing.

Topics included

- Overview of the renal system
- Principles and scope of renal nursing
- Common investigations in renal disease
- Overview of renal diseases
- Acute renal failure
- Chronic renal failure
- Haemodialysis
- Peritoneal dialysis
- Renal transplantation
- Legal and ethical issues relevant to renal nursing
- Renal nutrition

Learning Outcomes

At the end of the course students will be able to:

- Understand the principles and scope of renal nursing
- Understand the legal and ethical issues relevant to renal nursing
- Describe safety and quality issues presented in renal nursing
- Describe the advanced assessment skills required for nursing practice in renal nursing
- Describe the care and management of renal disorders
- Discuss the role of technology in the management and care of patients with renal disorders
- Develop knowledge, problem solving skills and attitude for the safe and effective practice of renal nursing
- Understand the emotional and spiritual support required for patients with renal disorders and their family



Institute of Health and Management

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www.myihm.com.au



EduSystems Australia Pty Ltd

EduSystems Australia

EduSystems Australia develops innovative online applications and enterprise systems that extend the capability of an organisation to manage its compliance and quality systems.

Knowledge Hub Compliance is an innovative web based collaborative platform for organisations in healthcare and education that offers organisations a 360 degree view of the regulatory landscape and real-time checks of their compliance status.



EduSystem's competency is in the delivery of Knowledge Hub as a stand-alone, or the basis for an integrated, compliance management system. This includes the following:

- Project planning and management of enterprise scale quality assurance and compliance management systems for education institutions, healthcare providers and other healthcare organisations;
- Project planning and design of e-learning curriculum and learner management systems, including:
 - » Hosting, customisation of content and the delivery of e-learning resources;
- Project planning and management to integrate staff and student management systems onto a single platform for better management of regulatory compliance, including the integration of delivery platforms for:
 - » Accredited education courses;
 - » Continuing professional development and staff development programs;
 - » And; specified staff development activities.

About EduSystems Australia Pty Ltd

EduSystems Australia Pty Ltd is a division of HCIGroup and was established in 2011 as a result of HCI's frustrated search for a technology solution to provide a single and dynamic platform on which to manage the group's hundreds of daily interactions and to capture those within an integrated compliance and quality system.



Knowledge Hub Compliance

Knowledge Hub Compliance is an enterprise wide platform for managing the information flows and compliance of an organisation through a single point of access.

Knowledge Hub Compliance ensures that compliance standards are available as a guide that becomes a dynamic ready reckoner for easy reference at any time. The standards also connect to form your plans of action for implementation with the Compliance Framework thus functioning as goal posts for your compliance requirements as you strive to achieve total quality.

Knowledge Hub Compliance has been developed with the education and healthcare sectors in mind, but is rapidly becoming the central platform for organisations operating in a variety of compliance driven or regulated industries.

EduSystems works with organisations for the design and development of E-learning resources and staff development. Knowledge Hub platform is able to customise to meet the needs of individual organisations. EduSystems is working with several leading organisations for the integration of Knowledge Hub as a single platform for staff education across multiple sites.

Knowledge Hub Compliance

Streamlined Solutions for Compliance, Collaboration and Documentation



www.knowledgehub.com.au
info@knowledgehub.com.au

Compliance Management has never been easier.

Introducing Knowledge Hub... a step-by-step compliance solution that ensures success!



Organizations today face many challenges in keeping up with compliance regulations. Automated compliance management solutions can address these challenges in an effective way; helping to meet regulatory mandates at a fraction of the cost of manual processes.

The Knowledge Hub platform has been created by compliance experts and is a simple solution that will streamline your operations and guide you to a successful audit. Our intelligent software is designed to offer enterprise-wide support through a system of continuous compliance monitoring. Identify compliance gaps, set in place remediation measures, and easily maintain records required to demonstrate proof of compliance.

Knowledge Hub



Hello Thomas Cherian Logout



NEWS

IHNA Philippines office opened
Health Careers International Pty Ltd opened its marketing office in Philippines. The address is... [More »](#)

18 March 2015

DIARY

Molly Pinto
Out of Office : Molly Pinto at Swancare from 07:00 AM to 03:00 PM

10 April 2015

Corporate Documents



Student Hub

The screenshot shows the IHNA Student Hub dashboard. At the top left is the "Student Hub" logo with three stylized circles. At the top right is the IHNA logo with the text "Institute of Health and Nursing Australia". The dashboard features a central grid of icons and a sidebar on the left.

Left Sidebar:

- Profile picture placeholder.
- Hello Mr. IHNA Student
- Last Login: Feb 24, 2015
- Email: ihnastudent@ihna.com.au
- View Profile
- Edit Profile
- Change Password
- Change Theme
- User Guide
- Logout

Central Grid:

Assessments	E-Learning	IHNA Online Library
Resources	Learner's Guide	Course Calendar
Messages	Journals	Next

Right Sidebar:

- Quick Launch
- Presentation Mode
- Your Notifications: No Notifications found
- IHNA News: View all
- IHNA at Australia Business Week in India
- IHNA at Australia Business Week in India
- IHNA Now Offers Support Classes for Certificate ...

Bottom navigation bar: Home / E-learning / Support / IHNA Online Library / Online Database Search / eMIMS online © 2015 All Rights Reserved ihna.edu.au

Academic Hub



Institute of Health and Nursing
Australia

Student Search Menu Quick Launch

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