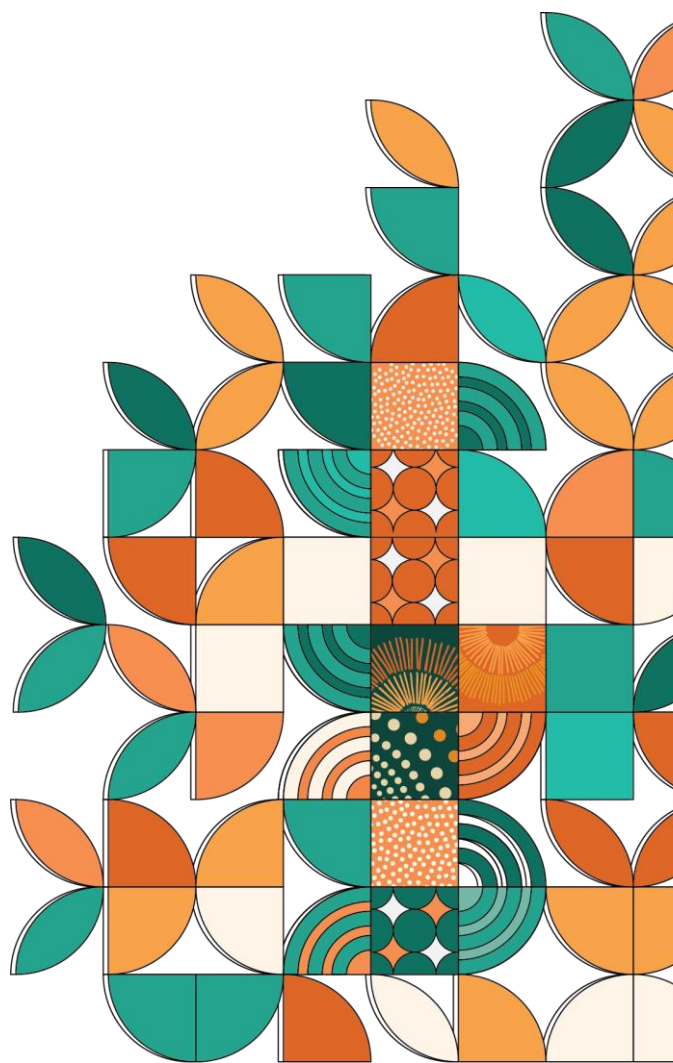# Student Support Service Procedure

SECTION 1

1. Purpose

1.1 This document, pursuant to the Student Services Support Policy, sets out the procedure for implementing the support services provided to the Institute of Health and Nursing Australia (IHNA) students as outlined in the policy.

2. Scope

2.1 This procedure applies to all students enrolled at IHNA and all staff who will be in contact with students. Some services are also available to previously enrolled students as well. This procedure aligns closely to Standard 1 (Clause 1.7) of the Standards for RTOs 2015 and ensures the strategies and practices used in relation to train and assessment that are responsive to industry and student needs and meet the requirements of the qualifications and courses provided. This procedure also addresses the National Code 2018 Standards 6 and the Enrolled Nurse Accreditation Standards 6 (Clause 6.1 and 6.3).

3. Definitions

3.1 Student Support Services refers to the additional support services available for students at IHNA. All the available services are described in this document.

SECTION 2

4. Procedure

5. IHNA Student Support Services

5.1 IHNA offers support services to help students to succeed with their study at the Institute of Health and Nursing Australia. IHNA also provides support services for students who may require assistance in non-academic related areas. Some programs or support services are applicable for particular groups of students while others are for all students.

5.2 Students of IHNA will have access to our comprehensive student support services through Websites and Student Hub to make sure they have every chance possible of successfully completing their course. IHNA provide relevant information or referrals as appropriate to overseas students who request assistance in relation to the services and programs set out in Section 4.2 Orientation Day at no additional cost to the overseas student.

6. Support to complete the enrolment

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

6.2   IHNA's admission support team inform applicants of the following before accepting an offer of enrolment for the Diploma of Nursing course.

6.3   Requiring a formal English language test result demonstrating the applicants have achieved the Nursing and Midwifery Board of Australia (NMBA) specified level of English language skills prior to commencing the program.

6.4   Requiring providing evidence of having sufficient language, literacy, and numeracy skills prior to commencing the program.

6.5   Requiring IHNA to notify the Australian Health Practitioner Regulation Agency (AHPRA) if a student undertaking clinical training has an impairment that may place the public at substantial risk of harm.

6.6   Requiring specific conditions for right of entry to health services for professional experience placement.

6.7   The NMBA requirements for registration as an enrolled nurse including, but not limited to, the registration standard on English language skills.

7. Orientation Day

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

7.2   The orientation day will provide an induction about the course including details regarding course summary, expectations, learning and teaching approaches, professional placement experience, occupational health and safety, student support services, accessing to library resources, applicable policies, assessment, progress, campus facilities and fire and safety aspects.

7.3   An orientation day schedule will be sent to the enrolled students prior to the orientation day. On the orientation day, an orientation pack will be distributed which include IHNA Student Handbook, Course information guide, e-learning information guide, professional experience placement guide, assessment guide to the students, relevant documents through IHNA online system, Student Hub. (e.g., Timetable, assessment cover sheet,

students' complaints and appeal form, feedback forms, ANMAC Enrolled Nurse Standards for Practice 2016.

7.4 Commencing students are also provided with information in plain English about:

    a. English language and study assistance programs (National Code 2018, Standard 6.1.2)

    b. Services students can access for information on their employment rights and conditions, and how to resolve workplace issues, such as through the Fair Work Ombudsman (National Code 2018, Standard 6.1.9)

7.5 Students who cannot attend the orientation day may request for the orientation pack from IHNA. The pack will be sent to the students.

7.6 The information could also be retrieved from the Knowledge Hub. The students can contact the Course Coordinator through MS Teams, email, or student portal chatbot (RISHI) to discuss further on any aspects as per the orientation day schedule.

8. 'On Arrival' Reception Service

8.1 On Arrival Reception Service can be booked by all new students (and immediate dependents) arriving in Melbourne, Sydney, Perth or Brisbane (applicable if the student is relocating to Melbourne Sydney, Perth or Brisbane for their study and arriving via flight). This service means that students will be greeted at Melbourne, Sydney, Perth or Brisbane Airports and taken to their place of accommodation.

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

9. Accommodation Support

9.1 IHNA may provide students with accommodation at a reasonable cost at Melbourne, Sydney, Perth and Brisbane Campus and will be available to a limited number of students. Our facilities are arranged as close as possible to training locations and professional experience placement venues.

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

10. Welfare Services

10.1 IHNA provides students with a broad range of welfare services including assistance with enquiries about fees, social security allowances and benefits and applications for course-related financial support. Students are requested to contact the Student Welfare Officer in person or emailing Studentsservices@ihna.edu.au at the corresponding campus for more details.

11. Student Support Services

11.1 The Student Administration and Support Officer is responsible for ensuring information up-to-date and available for students and staff on available support services and current contact list. This information is distributed to students through the orientation program. This is available on IHNA's website, Knowledge Hub, and student portal.

11.2 IHNA will provide students with contact details to refer any matters that require further follow up with relevant professionals.

11.3 Any referrals and services are arranged by IHNA at no cost to the student.

12. Counselling Services

12.1 IHNA students have access to staff for counselling and advice on appointment. An internal Counsellor is available for staff and students of IHNA to access as required.

12.2 IHNA's counsellor is also available to all students who may want to talk about:

a. stress and depression

b. relationships and family matters

c. sexual assault

d. identity issues

e. study issues and performance anxiety

f. suicidal thoughts or self-injury

g. homesickness

h. adjusting to the new environment or the Institute

i. motivation issues

j. exam stress

k. any other matters to talk about in confidence.

12.3 IHNA has an agreement with Relationship Australia to provide ongoing professional support to staff and students.

13. Complaints and Appeals Process

13.1 IHNA has Student Complaints and Appeals Policy. Any complaints or appeals from the students will be managed based on this policy. IHNA is committed to providing students with a fair and equitable process for resolving any complaints or appeals they may have. This includes the provision of an independent mediator.

13.2 IHNA has decided 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 The Resolution Institute.

    a. Contact details for Resolution Institute:

    b. Address: Level 1, 13-15 Bridge Street Sydney NSW 2000, Phone: 02 9251 3366, Fax: 02 9251 3733

    c. Email: infoaus@resolution.institute Website: https://www.resolution.institute/

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

14. Support to Aboriginal and Torres Strait Islander Students

14.1 IHNA has established the Aboriginal and Torres Strait Islanders Education and Support Committee which oversees the support initiatives for the students from Aboriginal and Torres Strait Islander background.

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

    a. Enrolment and course advice

    b. Academic support - tutoring and mentoring

    c. Presentations

    d. Job opportunities

14.3 IHNA will extend social support through cultural awareness activities, drop-in centre (crisis-help network), community organisations and events; referrals and support in housing counselling and discrimination advice; and access to the Indigenous Resource Library.

14.4 IHNA will encourage and direct the nursing students to join the Congress of Aboriginal and Torres Strait Islander Nurses.

14.5 Students of Aboriginal and Torres Strait Islander background may choose to liaise with the Campus Manager. The Campus Manager will assist with contacting the external Koori liaison officer who will provide cultural, study and general support for Indigenous

students. The Campus Manager will assist with the arrangement of appropriate cultural support services at IHNA's expense.

15. Support to Students from Culturally and Linguistically Diverse Background

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

16. Support for Students with Disabilities

16.1 IHNA will assist students with a disability to succeed in their studies. 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.

16.2 The students with any forms of disability are encouraged to:

    a. Inform IHNA clearly about the disability at enrolment

    b. Speak up about their needs

    c. Make enquiries as early as possible as IHNA may need time to organise the support that may suit them

    d. Supply a written verification of the disability by the professional of their choice (e.g., general practitioner, medical specialist, allied health professional)

16.3 Any information about student's disability will be kept confidential. IHNA respects their rights not to reveal information about their disability. However, they may need to consider its impact that may have on their support needs.

16.4 IHNA provides the following services for students with disabilities:

    a. Assistance during course application, enrolment, and orientation

    b. Assistance with physical access to buildings and special parking facilities

    c. Liaising with external agencies (e.g.: Transport and Accident Commission (TAC))

    d. Special study materials and equipment (e.g., ergonomic chair, tape recorder)

    e. Organising direct learning support (e.g., note takers, special tutors and signing

interpreters for the deaf).

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

16.6 Reasonable adjustment may include but is not restricted to:

a. the use of adaptive/assistive technology (equipment and software designed for use by people with a disability)

b. educational support

c. alternative assessment methods

d. learning and assessment aids such as papers in large print or the use of scribes or interpreters

e. extra time to complete a course or assessment.

17. Clinical Learning Laboratories

17.1 All IHNA campuses have multi-purpose clinical learning laboratories available for teaching, demonstrating and practice of skills along with access to a bathroom that includes bath and shower facility for demonstration and practice. Each clinical learning laboratory is furnished with audio-visual equipment including internet facilities available for staff and student use. In addition, there are two self-directed learning rooms that students can use for clinical skills related learning. Students must organise with the Course Coordinator if they need the extra support or assistance from a trainer or assessor for the laboratory session.

18. Referral to other services

18.1 The Student Administration and Support Officer will be familiar with services available to support students' wellbeing, including community medical and legal services, telephone counselling services (such as WIRE, Men's Referral Service, Lifeline, and others) and will maintain a database of their contact details for the purpose of referring students.

18.2 IHNA has an agreement with Relationship Australia to provide ongoing professional support to staff and students.

19. Internal Support Services

19.1 Integrated Library System

a. A library service is provided free for enrolled students. Students have access to the integrated library system for eBooks, journal articles and multitude of reading, audio-visual learning resources.

b.   Students will also be encouraged to read beyond the required and recommended reading materials for their subjects to enhance the breadth and depth of their understanding of complex and interrelated issues in their field of study.

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

19.3   Learning support

a.   IHNA tutors and support staff will be available for academic and learning support to all students who seek such support or require additional support for achieving learning outcomes.

b.   An Individual Learning Support Plan will be created in consultation with the student.

19.4   Study Skills Workshops (Webinars): Regular study skills workshops are held to assist students to learn how to succeed in their studies. To gain the greatest benefit from the resources available, all new students will be invited to participate in an online skills workshop covering library services, electronic resources, and research skills. Trainers/Assessors will liaise with support staff and identify skills and activities with which students face difficulties. Support staff will target webinars and develop support materials to help students overcome these difficulties.

19.5   Study Groups: Online informal group meetings will be facilitated to enable students to share ideas and engage in peer mentoring.

19.6   English Language Support

a.   The entry requirements for IHNA courses require specific English language levels. However, should a student require further English language support IHNA has a learning support system under which the English language educators will provide support and help students to improve English language skills in the following areas:

- Understanding the requirements of an assessment task
- English expression, grammar and academic writing, spelling
- Referencing skills
- One on one and group sessions with an English language educator which the students can book through Student Hub.

19.7   Career guidance: IHNA campuses organise career guidance sessions which include interview techniques, letters of application and CV/resumes preparation. Students can

clarify their career interests, discover new possibilities, and learn more about education and training options.

19.8 Student Representative Council

  a. IHNA has Student Representative Council (SRC) that provides a forum for students to develop soft skills such as organising, leadership, communication, mentoring new students etc. Students can raise any matters of concern relating to delivery of courses, assessments, evaluate the quality of the teaching, credit transfer, Recognition of Prior Learning (RPL), student amenities, student activities, discrimination, sexual harassment, and other issues that may arise.

  b. The purpose of an SRC at IHNA is to act as a key source of communication between the student body and IHNA. Student Representatives should be sought from all cohorts in all courses; IHNA Alumni could also be invited to participate.

  c. SRC members consult with fellow students to discuss emerging views, suggestions and issues about learning, teaching, and student services. It is essential that IHNA is adequately represented at each SRC meeting to ensure that students can present their ideas to IHNA executives present at the meeting.

19.9 Review of Student Support and Advocacy Services: Recommendations for change, addition or replacement of Student Services Support can be put forward by staff to the relevant committee at any time. All staff will be invited to participate in a major review which will be held triennially.

20. Responsibility

20.1 The National Registrar, in coordination with registrars in various campus locations, Student Administration and Support Officers, Course Coordinators and Trainers/Assessors, has the overall responsibility of implementing this procedure.

20.2 Course Coordinators and academic staff at IHNA are responsible for monitoring student progress as well as identifying students who require additional support.

20.3 The Student Administration and Support Officer is responsible for the implementation of student services and works with academic staff on supporting students with their personal and academic needs.

20.4 Students are responsible for:

  a. Seeking relevant support and professional assistance where a physical or mental health issue is having an impact upon their academic progress;

b.   Seeking and following advice from the Student Administration and Support Officer, course coordinators and academic staff;

c.   Fulfilling academic requirements, including enrolment, class registration and any other requirements by the relevant due dates; and

d.   Making contact as soon as possible with the Student Administration and Support Officer or relevant academic staff member should they receive any formal notifications regarding concerns for their progress or wellbeing.

SECTION 3

21. Associated Information

Related Internal Documents	• Student Services Support Policy • Access and Equity Policy • Academic Participation and Progress Policy • Academic Participation and Progress Procedure • Assessment Policy • Assessment Procedure • Quality Assurance and Continuous Improvement Policy • Student Handbook
Related Legislation, Standards, and Codes	• Australian Qualifications Framework (2013) • National Vocational Education and Training Regulator Act 2011 • Education Services for Overseas Students Act 2000 (ESOS Act) • National Code of Practice for Providers of Education and Training to Overseas Students (2018), Standard 6 • Standards for Registered Training Organisations (SRTO) 2015, Clause 1.7 • ANMAC Enrolled Nurse Accreditation Standards 2017, Clause 6.1, 6.3
Date Approved	10/03/2021
Date Endorsed	12/03/2021
Date of Effect	13/03/2021
Date of Review	31/07/2024
Approval Authority	Academic Board
Document Custodian	National Registrar

Education for Employment- Bridging the Gap Globally

IHNA DocID	IHNA-SSSP2-3.0
Department	Student Support
SRTO2015 Stds and sub-standards	Standards for RTOs 2015 Standard 1 - Clause 1.7 Standard 4, 5 and 6 National Code 2018 Standards 6 ANMAC Standards 2017 - Clause 6.1, 6.3

22. Change History

Version Control		Version 3.0
Change Summary	Date	Brief description of the change, incl version number, changes, who considered, approved, etc.
V.2.0	10/03/2021	Separated Policy document from Procedure, revised and updated with pertinent sections
V.3.0	07/03/2024	Updated in new template and logo

Education for Employment- Bridging the Gap Globally