STUDENT SUPPORT

The Institute of Health & Nursing Australia (IHNA) offers support services to help students to succeed in their studies at IHNA. IHNA also provides support services for students who may require assistance in non-academic related areas. Some programs or support services are applicable for groups of students while others are for all students.

Trainer / Assessor support for e-learning students

Students will be contacted by their trainers/assessors via phone, email, messaging and/or through Microsoft Teams. IHNA's trainers/assessors play an active role through Microsoft Teams. They will provide a response to a student's email enquiry within 48 hours, during weekdays, and in most cases much sooner.

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

Support to complete the enrolment

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 calls, emails, and face-to-face sessions. No prior appointment required.

Support to Aboriginal and Torres Strait Islander Peoples

Students of Aboriginal and Torres Strait Islander background may contact the Training Manager/Course Coordinator for scholarship and/or any cultural, study or general support. The Training Manager/Course Coordinator will assist them in liaising with the Aboriginal and Torres Strait Islanders Education & Support Committee.

Students enrolled in the nursing courses at IHNA can get membership from Congress other Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINaM) and will be eligible for all their support services.

Clinical Learning Laboratories

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 a bath and a 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 real skills-related The clinical laboratory and the library will be open from 08.30 to 18.30 hours so that students could get more time for practice. Students have to organise with the Course Coordinator if they need extra support or assistance from a trainer/assessor for the laboratory session.

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Learning Support

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

Technical Support

Technical Support is available 24x7 via chat from the student's portal. Students can also call the Toll-Free number 1800 22 52 83 and press 2 for technical support.

Extended administrative/learning support

IHNA is committed to helping students with all their study and administrative needs. If students have any questions about their course, IHNA will be able to point them in the right direction.

Administrative Support Staff are

1. Lakshmi Indukuri
   Student Welfare Officer,
   Contact Phone: 03 9450 4420
   lakshmi.indukuri@ihna.edu.au
2. Arshad Abdul Samad
   Student Support Officer (Melbourne Campus)
   Contact Phone: 03 9450 5100
   arshad@healthcareers.edu.au

The following links provide additional information on the support services offered by IHNA

https://ihna.edu.au/students/student-support-services-victoria/

https://myihna.powerappsportals.com/

STUDENT ENTRY REQUIREMENTS AND INDUCTION

IHNA shall ensure that where courses have specific entry requirements these are clearly stated in course information published on the website and related marketing materials.

Specific entrance requirements may include:

- Pre-requisite skills, experience, qualifications, or units of competency
- Completion of qualifying processes including interviews; presentation of portfolios; and supplementary application forms
- Holding current police or working with children's checks where required by employers or regulatory authorities
- Minimum age requirements where required by a regulatory authority

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- Attendance at compulsory information sessions
- Testing of literacy and numeracy or aptitude
- Completion of specified secondary schooling

IHNA shall ensure that potential students are provided with access to clear information prior to enrolment regarding the commitment they are entering. This will include where applicable:

- Fees and charges and the total cost of enrolment
- Responsibilities with respect to payment of fees and charges
- Eligibility for funding and the impact on future eligibility
- The currency of the training product
- The location and duration of the course
- Delivery modes and assessment methods
- Work placement arrangements
- IHNA student code of conduct

IHNA shall maintain student support services to provide advice to students prior to and during the application and selection process to ensure that students can make an informed decision regarding:

- Appropriateness of courses for their desired employment or education outcomes
- Services available to support individual learning needs
- Alternate pathways for achieving desired outcomes
- Availability of advanced standing through credit transfer and recognition of prior learning
- Availability of fee payment plans

Students will be using the following platforms during their course of study:

- Student Support and Administrative Platform - Student Hub
- Learning Management System - Student Hub and/or Canvas
- Communication – Microsoft Education Suite especially Microsoft Teams

Minimum hardware and software requirements

The minimum hardware requirements are:
- Computer with 1.7 GHz processor
- 4 GB of RAM
- Microsoft® Windows 7 Pro (32bit or 64 bit) or later
- 1024 x 768 display
- 128 Gb hard disk
- CD/DVD drive
- Sound card and speakers (or headphones)
- 1 Mbps or higher modem
- Or a Macintosh equivalent.

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Recommended web browsers

Latest versions of the following:

- Google Chrome Windows and Mac)
- Mozilla Firefox (Windows and Mac)
- Safari (Mac)

Plugins and software

Latest versions of the following:

- Java Run-Time Environment (JRE) version 8. To download the latest version, please visit: http://www.java.com/en/download/index.jsp
- Flash Player 32.0. To download the latest version, please visit:
  - http://get.adobe.com/flashplayer/
- Acrobat Reader 11.0 To download the latest version, please visit:
  - http://get.adobe.com/reader/
- Microsoft® Office or equivalent

LEARNING MATERIALS

IHNA ensures learning materials are presented in a variety of formats to optimize the learning experience, some of which are given below:

- Interactive guided content
- Discussion forums
- Learner's guide
- Videos
- Pre-recorded webinars
- Handouts
- Required and recommended readings

These contents are developed using standard content development tools like Articulate Storyline, PowerPoints, Zoom, Canvas, etc. and meet the high-level principles of the Web Content Accessibility Guidelines. Where possible, content is provided in multiple formats for e.g., transcripts are provided for audio, the same content is provided in both HTML and PowerPoint formats etc. to address the varying needs of the learner.

STUDENT ENGAGEMENT

IHNA Training provides a learning experience that is engaging and interactive. We monitor students' participation and ensure that they continue to progress through their course.

Collaborative learning opportunities will be provided so that they can interact with peers through

- Discussion forums
- Webinars
- Microsoft Teams

Feedback is embedded in IHNA's education, training, and assessment activities. Ongoing feedback will be provided to students in different forms through:

- Interaction with trainer/ assessors
- Student support team
- E-learning support team

Informal feedback is offered at any time spontaneously in the moment or during the action, as rapport building with students to effectively encourage, coach or guide them in their learning, which might occur in the classroom, over the phone, in an online forum or virtual classroom.

Formal feedback is generally associated with assessment tasks and is recorded as evidence.

Formative assessment is utilised to monitor student learning to provide ongoing feedback for students to improve their learning. Formative feedback is provided early in the course, and prior to summative assessments. In some cases, feedback is required before students can progress, or feel capable of progressing, to the next stage of the assessment.

IHNA educators also provide students with regular opportunities to give and receive peer feedback that enriches their learning experiences and develops their professional skill set.

Inactive students will be contacted fortnightly to understand reasons for nonattendance and organise additional support, support sessions, and resources to help students progress through the course, to the best of our ability.

MODE AND METHOD OF ASSESSMENTS

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

To determine the student's skills and knowledge in a unit of competency, a qualified trainer and assessor will conduct assessments. Trainers will be provided with a Trainer's marking guide which will provide clear instructions and guidance to the assessment process and the criteria to the base judgment of competence.

These assessment methods and strategies are consistent with the Training Package. All assessment tools are mapped to the current version of the unit of competency including all elements, performance criteria, knowledge evidence, performance evidence and assessment conditions.

Assessment strategies used are:

- Knowledge Based Assessment
- Theory Assessments
- Unit Examinations
- Projects
- Simulation-Based Assessments
- Professional Experience Placement (PEP)

IHNA uses various platforms and tools to facilitate ad conduct the assessment of practical skills.

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 a 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.

Currently, IHNA uses Student Hub to train and assess students for their practical skills. Students would upload evidence requested to Student Hub in various formats such as pdf, Word documents, PowerPoint presentations etc. In the future IHNA plans to implement the submission of various other forms of evidence such as audio-visual clips etc. and conduct simulation training using augmented and mixed reality technologies such as Microsoft HoloLens.

TRAINERS AND ASSESSORS

IHNA training and assessment for all courses are delivered only by persons who have:

- current industry skills directly relevant to the training and assessment being provided; and
- current knowledge and skills in vocational training and learning that informs their training and assessment.

Industry experts, e.g., workplace supervisors, may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.

All trainers with qualifications awarded overseas have formal evidence of equivalence from an approved Australian recognition authority.

All trainers and assessors will complete the related skill matrices prior to delivering and assessing the units of competency.