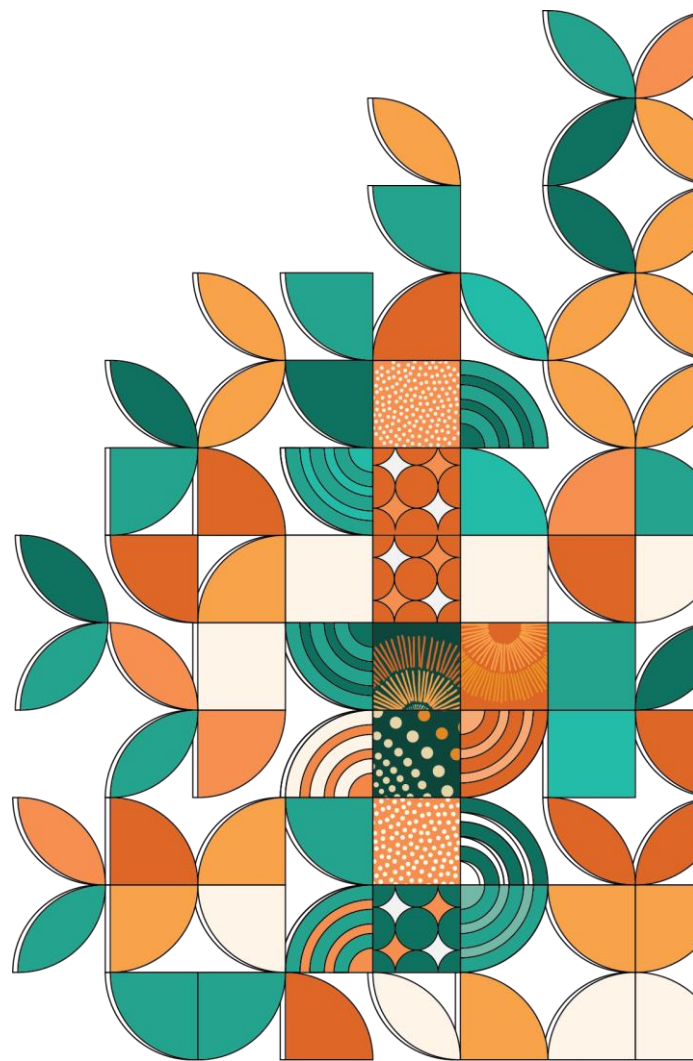


Student Support Services Procedure



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 with 2025 Standards for RTOs, Practice Guides – Outcome Standards for RTOs and ensures the strategies and practices used in relation to train and assessment 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, Standard 6 and the Enrolled Nurse Accreditation Standard 6 (Clause 6.1 and 6.3).

3. Definitions

- 3.1 Refer to IHNA's Glossary of Terms

SECTION 2

Procedure

4. Principles

- 4.1 The Student Support and Quality Assurance Department are responsible for ensuring information on available support services is up-to-date and available for students and staff. This information is distributed to students during the orientation program and is available on IHNA webpage as well.
- 4.2 IHNA provides relevant information or referrals as appropriate to overseas students who request assistance in relation to the services and programs set out in Orientation Day at no additional cost to the student.

5. Support to complete the enrolment

- 5.1 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-to-face sessions. Refer to IHNA's Admission and Enrolment Policy and Procedure.
- 5.2 Students can send their enquiry via email at studentsupport@ihna.edu.au, walk into any of the campuses or seek support from Admission Officers through IHNA's interactive chatbot system

'Rishi'.

6. Orientation Day

- 6.1 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. Refer to IHNA's Student Orientation Policy and Procedure.
- 6.2 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, access to library resources, applicable policies, assessment, progress, campus facilities and fire and safety aspects.
- 6.3 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 includes the IHNA Student Handbook, a Course information guide, an E-learning information guide, a professional experience placement guide, an assessment guide to the students, relevant documents through the IHNA online system, and Student Hub. (e.g., Timetable, assessment cover sheet, students' complaints and appeal form, feedback forms, ANMAC Enrolled Nurse Standard for Practice 2017).
- 6.4 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 information on their employment rights and conditions and how to resolve workplace issues, such as through the Fair Work Ombudsman (National Code 2018)
- 6.5 Students who cannot attend the orientation day may request the orientation pack from IHNA. The pack will be sent to the students.
- 6.6 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 any aspects as per the orientation day schedule.

7. 'On Arrival' Reception Service

- 7.1 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.

7.2 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.

7.3 The fees for 'on arrival service' will be paid by the student and will depend on the distance and location of the drop-off.

8. Accommodation Support

8.1 IHNA may provide students with referrals to external accommodations at a reasonable cost at Melbourne, Sydney, Perth and Brisbane Campus.

8.2 Students can contact the student support manager at studentsupport@ihna.edu.au for more details. Enrolled students will be allowed to visit the accommodation facilities prior to making decisions on finalising the accommodation.

9. Welfare Services

9.1 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 to studentsupport@ihna.edu.au at the corresponding campus for more details.

10. Student Support Services

10.1 The Student Administration and Support Officer is responsible for ensuring information is up-to-date and available for students and staff on available support services and the 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.

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

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

11. Counselling Services

11.1 IHNA students have access to an internal Counsellor when students are at-risk or suffering from mental health illnesses/issues. If a student requests specialised help, they will be referred to an external counselling service.

11.2 IHNA's counsellor is also available to all students who may want to talk about the issues mentioned below but is not limited to:

- 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.

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

11.4 If a student requires immediate emergency help, they will be supported in contacting emergency services.

11.5 The Student 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)

12. Medical Issues

12.1 The Student Support Officer is available to help students locate an appropriate medical professional to fulfil their specific needs wherever they may be located. Staff will be made aware of this resource so that they can direct students accordingly.

12.2 The emergency phone number for an ambulance in Australia is '000'. Students will be advised that this number should only be dialled in an emergency and when an ambulance, police, or fire attendance is required. Students will also be advised that there is a fee for ambulance usage if not covered by a person's health insurance or ambulance membership.

13. Support to Aboriginal and Torres Strait Islander Students

13.1 IHNA has established the Aboriginal and Torres Strait Islander Education and Support Committee, which oversees the support initiatives for students from Aboriginal and Torres Strait Islander backgrounds.

13.2 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.

- e. Financial Support for Fees (based on State Requirements and case-by-case basis)

13.3 IHNA will extend social support through cultural awareness activities, community organisations and events; referrals and support in housing counselling and discrimination advice; and access to the Indigenous Resource Library.

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

13.5 Students of Aboriginal and Torres Strait Islander backgrounds 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.

14. Support to Students from Culturally and Linguistically Diverse Backgrounds

14.1 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 backgrounds, 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.

14.2 How do students access this service? From LMS. Students can request for support via their Learning Management System, IHNA website or via Rishi (chatbot) and depending on the nature of support, the matter will be forwarded to the relevant department within 5 working days.

15. Support for Students with Disabilities

15.1 IHNA students with a disability 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. Refer to IHNA's Disability Policy and Procedure.

15.2 The students with any form 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).

15.3 Any information about a student's disability will be kept confidential. IHNA respects their rights not to reveal information about their disability. However, the student needs to consider its impact on the provision of the support they might need.

15.4 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).

15.5 The Course Coordinator will negotiate with other IHNA trainers and assessors to provide alternative assessments and special considerations.

15.6 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.

16. Clinical Learning Laboratories

16.1 All IHNA campuses have multi-purpose clinical learning laboratories available for teaching, demonstrating and practising of skills along with access to a bathroom that includes bath and shower facility for demonstration and practice.

16.2 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.

16.3 Students must organise with the Course Coordinator if they need extra support or assistance from a trainer or assessor for the laboratory session.

16.4 Students can make a booking through their Learning Management System, Student portal or in the campus by reaching out to the Lab Assistant.

16.5 Labs can be open for extended hours if required by the student.

17. Internal Support Services

17.1 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.

17.2 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.

17.3 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.

17.4 Study Skills Workshops (Webinars): Regular study skills workshops are held to assist students in learning 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.

17.5 LLND Sessions: IHNA organises weekly LLND sessions for any Student having difficulties in these aspects. Students can register to be a part of the session by emailing at studentsupport@ihna.edu.au. Alternatively, Educators can also refer students to these sessions as and when required.

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

17.7 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:
 - i. Understanding the requirements of an assessment task;

- ii. English expression, grammar and academic writing, spelling;
- iii. Referencing skills;
- iv. One on one and group sessions with an English language educator which the students can book through Student Hub.
- b. Students can contact their course coordinator to access this support or raise a ticket via their Student Management System.

17.8 Career Guidance/ Job Readiness Session:

- a. IHNA campuses organise career guidance sessions which include interview techniques, letters of application and CV/resume preparation. Students can clarify their career interests, discover new possibilities, and learn more about education and training options.
- b. Course Coordinators are responsible for organising a career guidance session for students close to the end of their course.

17.9 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.
- d. Students can request their course coordinators if they want to be a part of the SRC.

17.10 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.

18. Complaints and Appeals Process

- 18.1 Refer to IHNA's Student Complaints and Appeals Policy and Procedure for the resolution of any complaints. 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.

- 18.2 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.

Contact details for Resolution Institute:

Address: Suite 602, Level 6, Tower B, Zenith Centre, 821–843 Pacific Highway, Chatswood NSW 2067, PO Box 440, Chatswood NSW 2057, Phone: 02 9251 3366, or 1800 651 650 Fax: 02 9251 3733

Email: infoaus@resolution.institute Website: <https://www.resolution.institute/>

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

19. Responsibility

- 19.1 Campus Managers have the overall responsibility of implementing this policy.
- 19.2 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.
- 19.3 Course Coordinators and academic staff at IHNA are responsible for monitoring student progress as well as identifying students who require additional support.
- 19.4 The Student Support Officer and Student Administration are responsible for the implementation of student services and works with academic staff on supporting students with their personal and academic needs.
- 19.5 Students are responsible for:
- Seeking relevant support and professional assistance where a physical or mental health issue is having an impact on their academic progress;
 - Seeking and following advice from the Student Administration and Support Officer, course coordinators and academic staff;
 - Fulfilling academic requirements, including enrolment, class registration and any other requirements by the relevant due dates; and
 - Students will be notified formally if there are concerns about their progress or well-being. In such cases, they are highly encouraged to contact their Student Administration and Support Officer or relevant academic staff member as soon as possible.

SECTION 3

20. 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 • Student Handbook • Continuous Improvement Policy • Continuous Improvement Procedure • Student Complaints and Appeals Policy • Student Complaints and Appeals Procedure
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 • 2025 Standards for RTOs • Practice Guides – Outcome Standards for RTOs • ANMAC Enrolled Nurse Accreditation Standards 2017, Clause 6.1 and 6.3 • Relevant State and Commonwealth contracts and eligibility documents (VET Student Loans, Skills First Program, Department of Training and Workforce Development (DTWD), Smart and Skilled)
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Department	Student Support
2025 Standards for RTOs	Practice Guides – Outcome Standards for RTOs - Quality Area 2 National Code - Standard 6 ANMAC Standards 2017 - Clause 6.1, 6.3

21. Change History

Version Control		Version 4.1
Change Summary	Date	Brief description of the change, including version number, changes, who considered, approved, etc.

V.2.0	10/03/2021	Separated the Policy document from the Procedure, revised and updated with pertinent sections
V.3.0	07/03/2024	Updated in the new template and logo
V.4.0	26/06/2024	Added section about Medical Issues Added section related to Student Support Plan
V.4.1	06/03/2025	Changed Standards for RTOs 2015 to 2025 Standards for RTOs, Practice Guides – Outcome Standards for RTOs