



IHNA[®]
Institute of Health and Nursing Australia

RTO ID: 21985

Vocational education division of
**Health Careers
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Health Education & Global Wellbeing

www.healthcareers.edu.au

www.ihna.edu.au
Toll Free: 1800 22 52 83



CHC30113 - Certificate III in **EARLY CHILDHOOD EDUCATION AND CARE**

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Introduction

The early years of life are critical to a child's social, emotional and academic development. Each child is unique and beautiful, and by nurturing and cherishing their special qualities, they can blossom and grow to their full potential. For those who love to work with children and support them during this all-important stage, this qualification can be a first step to understanding the fundamentals of childhood development. You will learn how to plan leisure and play activities which focus on the child's development.

IHNA develops and delivers comprehensive training courses for those who wish to practice in Australia, with course content that is unique due to its systematic and structured approach to theory and skills. Our course material is regularly reviewed and updated to ensure its relevance to the child care industry.

Our comprehensive learning environment is student centric, enabling each student to get personalised attention and obtain all the skills and competencies required to become a childcare educator. An education at IHNA is quality-driven due to our state-of-the-art infrastructure and qualified educators.

Our courses are delivered by experienced Trainers who are currently working in childcare industry.

IHNA's value-added all round education brings out the best in each of our students. IHNA has been privileged to train over 7,000 students since it commenced operations in 2007.



Qualification Overview

The CHC30113 - Certificate III in Early Childhood Education and Care qualification is suited to the role of workers in a range of Early Childhood Educational settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. Having completed this course, you can support the implementation of an approved learning framework, and support children's wellbeing, learning and development.

This course teaches you the skills and knowledge to provide care to children, and to plan engaging and educational activities to maximise their development. You will be able to create individual profiles and provide appropriate education and care for the children you are working with. You may choose to work under direct supervision or autonomously.

Course Details

Qualification Code	CHC30113
Qualification Name	Certificate III in Early Childhood Education and Care
Duration	42 Weeks
Volume of Learning	1 year
Amount of Training	850 hours
AQF Level	3
Course Delivery	Face to Face / Classroom and Online Mode
RTO ID	21985
CRICOS Course Code	093192F



Possible Job Outcomes

After the successful completion of the program the candidates may gain employment in the Early childhood Education Industry in such settings as Child Care Centre's, Kindergartens, Preschool programs, After School programs, Family Day Care Centre's, Play Groups and other community settings and clients' homes.

Occupational titles may include:

- Early Childhood Educator
- Childhood Educator Assistant
- Family Day Care Educator
- Nanny
- Outside School Hours Care Programme Assistant
- Playgroup Supervisor
- Preschool Assistant

Delivery Mode

The course is provided through Face to Face or Online mode of delivery. It will be delivered over 850 hours including theory, self-paced structured e-learning, simulation training (120 hours) and 160 hours of work-based training/ professional experience placement (PEP).

Besides the above structured learning, students are advised that they will be required to do unstructured learning as assigned.

The simulation training is for review of the learning activities, practicing communication, work-based skills, management skills and to undertake other assessments e.g.: group presentation/individual presentation.

Face to Face/Classroom

Face to face delivery mode is available in a full-time and part-time delivery.

Full Time: 2 days/ week classes with simulation training and Professional experience placement

Part Time: 1 day/ week classes with simulation training and Professional experience placement

All international (CRICOS) students will be enrolled in the Full time Face to face mode of delivery.

Online Mode

Full fee Students: Online Theory with on-campus simulation training and Professional experience placement

International Students (Additional course): Online Theory with on-campus simulation training and Professional Experience Placement

Students currently working in the industry/Recognition of Prior Learning (RPL): Online Theory with on-campus simulation training and Professional experience placement

The delivery mode is subject to your eligibility to access state funding requirements and other conditions, please contact our admissions consultants to know more.

Delivery Locations	Melbourne (CBD)	Melbourne (Heidelberg)	Perth	Sydney
Address	Level 5, 131 Queen Street, Melbourne, VIC – 3000, Australia	597-599 Upper Heidelberg Road, Heidelberg Heights, VIC 3081, Australia	Level 4, Carillon City Arcade, 680-692 Hay Street Mall, Perth, WA 6000, Australia	Level 7, 33 Argyle Street, Parramatta, NSW 2150, Australia
Domestic	✓	✗	✓	✓
International	✗	✗	✓	✗

Course Structure

Total number of units = 18

- 15 core units
- 3 elective units

Table 1 Distribution of hours

Unit code	Unit title	Scheduled hours	Theory Hours	Simulation Based Training (SBA)	Professional Experience Placement (PEP)	Self-paced Structured E-Learning	Assessments
Semester 1							
CHCECE001	Develop cultural competence	62	24	4	14	16	4
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	34	16	4	4	6	4
CHCDIV001	Work with diverse people	44	16	4	12	8	4
CHCLEG001	Work legally and ethically	59	36	0	10	9	4
HLTWHS001	Participate in work health and safety	34	8	8	8	6	4
CHCECE009	Use an approved learning framework to guide practice	58	24	8	12	10	4
HLTAID004	Provide an emergency first aid response in an education and care setting	26	8	8	0	6	4
CHCECE002	Ensure the health and safety of children	53	24	8	6	11	4

CHCECE004	Promote and provide healthy food and drinks	38	12	8	8	6	4
CHCPRT001	Identify and respond to children and young people at risk	42	16	8	6	8	4
		450	184	60	80	86	40
Semester 2							
CHCECE010 *	Support the holistic development of children in early childhood	76	28	8	12	22	6
CHCECE003 *	Provide care for children	70	28	8	12	16	6
CHCECE005 *	Provide care for babies and toddlers	66	28	8	12	12	6
CHCECE007 *	Develop positive and respectful relationships with children	74	28	8	12	20	6
CHCECE012	Support children to connect with their world	44	16	8	4	12	4
CHCECE011	Provide experiences to support children's play and learning	42	12	8	10	8	4

CHCECE021	Implement strategies for the inclusion of all children	66	28	8	8	18	4
CHCECE013	Use information about children to inform practice	42	16	4	10	8	4
		480	184	60	80	116	40
Total Structured Hours		930	368	120	160	202	80

Table 2: Unit description.

Unit	Description
Semester 1	
CHCECE001 Develop cultural competence	This unit describes the skills and knowledge required to work towards cultural competency and to support participation of all children and families in children's services. This support includes contributing to children's understanding and acceptance of all cultures. This unit applies to educators working in a range of education and care services.
CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety	The unit describes the skills and knowledge required to identify Aboriginal and/or Torres Strait Islander cultural safety issues in the workplace, model cultural safety in own work practice, and develop strategies to enhance cultural safety.
CHCDIV001 Work with diverse people	This unit describes the skills and knowledge required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people. This unit applies to all workers.
CHCLEG001 Work legally and ethically	This unit describes the skills and knowledge required to identify and work within the legal and ethical frameworks that apply to an individual job role. This unit applies to community services and health workers who play a proactive role in identifying and meeting their legal and ethical responsibilities.

HLTWHS001 Participate in work health and safety	This unit describes the skills and knowledge required for workers to participate in safe work practices to ensure their own health and safety, and that of others. The unit applies to all workers who require knowledge of workplace health and safety (WHS) to carry out their own work, either under direct supervision or with some individual responsibility.
CHCECE009 Use an approved learning framework to guide practice	This unit describes the skills and knowledge required to enable educators to provide children with opportunities to maximise their potential and develop a foundation for future success. This unit applies to educators working in a range of education and care services.
HLTAID004 Provide an emergency first aid response in an education and care setting	This unit describes the skills and knowledge required to provide a first aid response to infants, children and adults. The unit applies to educators and support staff working within an education and care setting who are required to respond to a first aid emergency, including asthmatic and anaphylactic emergencies.
CHCECE002 Ensure the health and safety of children	This unit describes the skills and knowledge to ensure the health and safety of children. This unit applies to educators working in a variety of education and care services.
CHCECE004 Promote and provide healthy food and drinks	This unit describes the skills and knowledge required to promote healthy eating and ensure that food and drinks provided are nutritious, appropriate for each child and prepared in a safe and hygienic manner. This unit applies to educators working in a range of education and care services.
CHCPRT001 Identify and respond to children and young people at risk	This unit describes the skills and knowledge required to support and protect children and young people who are at risk of harm. This work occurs within legislative and policy frameworks and carries a duty of care responsibility
Semester 2	
CHCECE010 Support the holistic development of children in early childhood	This unit describes the skills and knowledge to support and recognise the interrelationship between the physical, social, emotional, cognitive and communication development of children from birth to 6 years of age. This unit applies to educators working in a range of early childhood education and care services.
CHCECE003 Provide care for children	This competency unit describes the skills and knowledge required to ensure children's physical and emotional wellbeing is maintained and their self-sufficiency is nurtured. This unit applies to people who work with children in a range of early education and care services.

CHCECE005 Provide care for babies and toddlers	This unit describes the skills and knowledge required by educators working with babies and toddlers to ensure that the children's physical and emotional wellbeing is maintained. This unit applies to work with babies and toddlers from birth to 24 months in a range of early education and care contexts.
CHCECE007 Develop positive and respectful relationships with children	This unit describes the skills and knowledge required by educators working with children to ensure they can develop and maintain effective relationships and promote positive behaviour. This unit applies to educators who work with children in a range of education and care service settings.
CHCECE012 Support children to connect with their world	This unit describes the skills and knowledge required to support and encourage children's connection with their environment. This unit applies to educators working in a range of education and care services.
CHCECE011 Provide experiences to support children's play and learning	This unit describes the skills and knowledge required to support children's play and learning. This unit applies to educators working in a range of education and care services.
CHCECE021 Implement strategies for the inclusion of all children	This unit describes the skills and knowledge required to support the inclusion of all children and to work with relevant others to plan and implement support strategies where required. This unit applies to educators working in a range of education and care services.
CHCECE013 Use information about children to inform practice	This unit describes the skills and knowledge required to gather information about children through observation and other sources as a basis to inform program-planning cycles and to share with children and their families. This unit applies to educators working in a range of education and care services.

IHNA Admission Criteria and Entry Requirements

ENTRY REQUIREMENTS:

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

ADMISSION CRITERIA:

FOR DOMESTIC STUDENTS

IHNA has in place admission criteria for courses in its scope as required by its 'Application and Enrolment Procedure for VET Courses' to ensure that candidates meet industry requirements.

Applicants are required to be 18 years old.

In addition, all the applicants are required to have successfully completed an ACSF test and demonstrate competence as working at Level 3 for all indicators to enrol for this qualification (issued within the last 12 months from the time of admission).

Additional Requirement for Professional Experience Placement.

- A satisfactory National Police Clearance / Australian Federal Police Clearance Certificate (AFP) / NCC will be required for all practical placements.
- IHNA highly recommends students to complete the immunization process before the Professional Experience Placement start date as some facilities will not provide placement to student without Immunisation.

It is also essential for the student to possess basic computer skills.

Aboriginal and Torres Strait Islanders are encouraged to apply.

FOR INTERNATIONAL STUDENTS

IHNA has in place admission criteria for courses in its scope as required by its 'International Students Admission Policy and Procedure' to ensure that candidates meet industry requirements.

Offshore International students who wish to apply for this course must meet the following requirements:

- Applicants are required to be 18 years old and above; and
- International English Language Testing System (IELTS) examination (Academic) with a minimum total band score of 5.0 and minimum score of 5.0 in each of the four components of listening, reading, writing and speaking or meets equivalent English language proficiency requirements.

In addition, all the applicants are required to have successfully completed an ACSF test and demonstrate competence as working at Level 3 for all indicators to enrol for this qualification (issued within the last 12 months from the time of admission).

Additional Requirement for professional experience placement.

- A satisfactory National Police Clearance / Australian Federal Police Clearance Certificate (AFP) / NCC / National Criminal History Record Check (NCHRC) (for WA students) will be required for all practical placements.
- IHNA highly recommends students to complete the immunization process before the Professional Experience Placement start date as some facilities will not provide placement to student without Immunisation.
- Achieve competency in the unit HLTAID004 Provide an emergency first aid response in an education and care setting
- A satisfactory Working with Children Clearance is required.

It is also essential for the student to possess basic computer skills.

PHYSICAL REQUIREMENTS

While IHNA will work with you to make "reasonable adjustments" in the campus lab and classroom, there are work place practice conditions that occur in the workplace environment that are beyond IHNA's control.

The physical requirements below are necessary to function in the healthcare facility and/or community setting. Students must be able to perform and complete course objectives and requirements with or without reasonable adjustments. Our courses cater to a range of candidates. The candidates are required to be physically fit to manage tasks.

Skills and abilities that are needed to perform client care to pass the course objectives and requirements are:

- **Strength:** Sufficient to assist with lifting and transferring a client, and perform CPR
- **Mobility:** Sufficient mobility to bend, stoop, and bend down to the floor; ability to move around rapidly; and to move in small, confined areas.
- **Hearing:** Sufficient to hear through the stethoscope to discriminate sounds; to hear cries for help; to hear alarms on equipment and emergency signals; and various overhead pages.
- **Vision:** Sufficient to make physical assessments of client and equipment.
- **Communication:** Able to communicate in both verbal and written formats; and interact with clients, staff, and faculty supervisors.

If you have a disability or disorder or on any longer medications that will require reasonable adjustments to fulfil these requirements, then please declare in your course application.

LEARNING RESOURCES

IHNA requires all enrolling students to have the below learning resources that will support their learning process.

Mandatory Textbook

Students must purchase these prescribed textbook as mentioned below.

- Big Picture
- Birth to Big School

Computers

IHNA has a computer lab with computers that can be accessed during working hours. Students must have a personal computer and access to internet to access all learning resources, online library, assessments, communicate with educators, fellow students, support services etc.

All students must have a basic computer knowledge and skills.

PROFESSIONAL EXPERIENCE PLACEMENTS (PEP) (DOMESTIC & INTERNATIONAL)

Professional Experience Placements (PEP) is a compulsory component of this course and 100% attendance is mandatory. Students must complete all theory and simulation components satisfactorily prior to attending placements.

The Professional Experience Placements will be 5 days a week. Students may be allocated a morning (AM) or afternoon (PM) shifts. Morning shifts usually start at 7 am and evening shifts can finish at 10.30pm. Each shift is 8.5 hours long (including 30 mins meal break).

PEPs are undertaken in partnership with a wide range of placement providers. These providers are located throughout metropolitan, regional and rural areas, and in some cases interstate. Students must consider that they may be required to travel or relocate for the duration of the placement to the facility location. Students must attend as per schedule; no special arrangements or changes will be made on the allocated placements. PEPs may be cancelled without prior notice by the facility.

Students will need to obtain a:

- **A satisfactory National Police Clearance / Australian Federal Police Clearance Certificate (AFP)/National Criminal History Record Check (NCHRC) (for WA students)** (issued within 3 – 6 months) – Students who have a record on their Police Check may be refused PEP at facilities and this will affect their enrolment in the course.

Students are required to produce the original police check at the PEP and if requested by IHNA staff.

All students are required to complete a Police Check at the commencement of their enrolment. This is an entry requirement – PEP Facility reserves the right to refuse a student access based on concerns they may have regarding the criminal offences, prior to Professional Experience Placement.

Students must declare any convictions on their criminal record prior to enrolment. All work experience facilities require a copy of the Police Check Record and students must give IHNA full permission to forward a copy of the police check Record to their PEP facility.

If a student has a Disclosable Court Outcome registered against their name, we are unable to assist with placement as industry will not accept students without a clear record. This requirement is not negotiable and is a specific request from our partners.

All information provided to us by the student for their Police check record is kept secure and protected by implementing safeguards to prevent loss, unauthorised access, use, modification, disclosure or other misuse.

All our trainers are required to have a current Police Check.

- **Australian Working with Children Check** – Must be currently valid and relevant to the state in which the student does the PEP.

A working with Children's check may be required. It involves a national criminal history check and a review of findings of workplace misconduct. The result of a Working with Children Check is valid for five years. If you have a Working with Children's check already, it must be less than five years old.

All our trainers are required to have a current Working with Children Check.

- **Vaccination/Immunization Certificate and Proof of Immunity** (e.g. serology test results) for Professional Experience Placement. Student must complete the IHNA Immunization Declaration, get it signed and stamped by their GP and submit to IHNA prior to going for PEP.

As most healthcare facilities providing PEP may require students to have been immunised before commencing PEP, IHNA requires that students are vaccinated against preventable diseases such as diphtheria, pertussis (whooping cough), measles, mumps, rubella, chicken-pox, hepatitis B, and tuberculosis or any other as required by the facility.

Important: Any non-compliance with regard to these requirements could lead to exclusion from the placement venue. IHNA will not be responsible for this.

Additional fees will be applicable for re-assessment, rescheduling clinical placements and organising additional clinical placements. Students are responsible for payment of clinical placement in case they cannot go on allocated time or replacing hours.

Professional Experience Placement Book (PEP Book):

These are designed to be completed in the workplace. The book should be made available to the assessor on request. There are designated sections in the PEP book to be completed by the student, assessor from IHNA and work place supervisor. Work based tasks need to be performed by the students at work place.

A Third-Party Report is the document that a workplace supervisor needs to complete as proof of the student's satisfactory performance in selected tasks, as required in the PEP book.

Please note that any information provided in a Third-Party Report will be checked by IHNA.

If you are not sure as to who can complete a Third-Party Report, ask the Assessor.

Personal etiquette during PEP:

You must present for PEP in a professional manner:

- Students are required to wear their identification badge provided by IHNA always during PEP and must be clearly visible always.
- IHNA student uniform comprises the IHNA T-shirt and formal pants (black/dark blue). The IHNA T-shirt will be available for purchase on campus for AUD \$25.
- Students must wear formal covered black non-slip shoes.
- Acrylic fingernails, bracelets, dangling earrings and rings are not acceptable in a PEP setting.
- Nail polish (even clear) may not be worn.
- Hair must be above the shoulders and neatly groomed.
- Mobile phones are not permitted during PEP shifts.
- Appropriate clothing including Personal Protective Equipment (PPE) must be worn as required by the policies and procedures of the facility.

Personal valuables at PEP:

IHNA advises you not to take personal valuables (e.g. laptop computers, i-Pads) to PEP venues. If you do take personal valuables to a PEP venue, you are responsible for taking care of them.

Attendance

- 100% attendance is compulsory during PEP. You are expected to complete a full shift for all required PEP days. If you miss one or more days you are required to make up missed PEP days. This will be determined by your workplace assessor and Clinical Placement Coordinator. Failure to complete the number of PEP days will result in not meeting the requirements of PEP.
- In case a student is unable to undertake PEP at the allocated time due to unforeseen circumstances (for example, illness or injury), the student may be required to attend PEP at a later time. If a student is sick for 1 day during the PEP, the student will require to provide a statutory declaration. If a student is sick for 2 or more days during the PEP, the student will require to provide a medical certificate.
- Short term or long-term absenteeism from the PEP setting should be notified to the Course Coordinator/ Clinical Placement Coordinator and Work place assessor by the student.
- Lack of progress (in terms of assessments and attendance) and inappropriate behaviours at work place will initiate a learning contract. Please refer to Assessment Policy and Academic participation and progress policy for more details.
- Additional fees will be applicable for re-assessment, rescheduling Professional Experience Placements and organising additional Professional Experience Placements. Students are responsible for payment of Professional Experience Placement in case they cannot go on allocated time or replacing hours.

Attitude

The right attitude is very important. You will need to:

- be willing to learn;
- take initiative;

- complete the tasks assigned by IHNA;
- complete the tasks assigned by the workplace supervisor (in so far as they are in keeping with your course and your level of skill);
- listen to instructions and ask questions;
- be polite, courteous and well-mannered;
- dress appropriately; and
- follow workplace policies and procedures

Punctuality

PEP facilities expect you to be punctual. You will be required to:

- start your placement on time each day;
- take only the allocated time for lunch and tea breaks; and
- contact your workplace supervisor and your Course Coordinator/ Clinical Placement Coordinator immediately if you are unable to attend your placement.

You may be required to make up any lost time caused by absences and provide a medical certificate to your placement trainer.

Lateness for shifts:

- If the student is running late for the shift, he/she will require to notify the healthcare facility and the Course Coordinator/ Clinical Placement Coordinator as soon as possible
- Students who present late for PEP may be marked absent. It is the responsibility of the supervisor/assessor to assess the situation and make a professional decision regarding action to be taken. If in doubt, consult the relevant Course Coordinator/ Clinical Placement Coordinator.
- Repeated lateness will result in students being sent home. Student progress in the course will then be reviewed.

Pregnancy:

Pregnant students are strongly advised to contact the Course Coordinator/ Clinical Placement Coordinator to ensure that every attempt can be made to minimize the risk of harm to the developing fetus and the student, in the type of PEP undertaken. In addition, these students may be required to provide medical evidence and fit to work certificate indicating the appropriateness of undertaking a professional experience placement.

Unaccepted student behaviors:

- Students will have National Police Clearance / Australian Federal Police Clearance Certificate (AFP) / NCC completed before starting PEP as per arrangements with PEP venues.
- In the event of student's issues or problems in PEP progression (e.g. unsafe practice, unprofessional conduct, cultural incompetency or major communication concerns), a learning contract may be introduced
- The student will be removed immediately from the PEP venue if unsafe practice is identified.

Making up for missed PEP days

Hours should be compensated by undertaking additional days so as to meet the PEP hour requirement. If supplementary days are offered, students should note this may not be at their convenience. It will depend upon the availability of work place assessors and the health care facility placements. Students who have had unexplained absences will not be eligible for supplementary consideration.

Days of work

Monday, Tuesday, Wednesday, Thursday, Friday. The students may do Professional Experience Placement on Saturday and Sunday or public holidays if the Facility allows and if the work place Supervisor or assessor is available.

Time of the placement:

Student is allowed to do only morning shift or afternoon shift. Students may be allocated morning (AM) or afternoon (PM) shifts. Morning shifts usually start at 7 am and evening shifts can finish at 10.30pm. Each shift is 8 hours long (including 30 mins meal break). Students must not do night shift during Professional Experience Placement.

Safety

Your personal safety in the workplace is of utmost importance. You must comply with any occupational health and safety requirements of the PEP venue, including:

- wearing protective clothing and safety equipment;
- working in a safe manner;
- reporting any hazards or unsafe practices that you observe; and
- reporting any accidents to your workplace supervisor and work place assessor immediately.

In the event of any risk (accident, injury, damage, bullying, harassment, sudden illness) while undertaking PEP student must

- advise the workplace supervisor
- contact the IHNA course coordinator or contact person
- complete the incident report as soon as possible following the incident.

After Hours Support: Students may contact the Student Support Officer or in the case of an urgent situation, the Course Coordinator and/or Clinical Placement Coordinator may be contacted.

The students are advised not to compromise their personal safety at any cost. They should call for Emergency Assistance (000) in any emergency.

Disability and Medical Conditions:

It is your responsibility to inform IHNA if you have a disability or medical condition that may impact on your placement. Talk to your assessor about any requirements or adjustments that might need to be made.

Information about your disability will only be shared with your workplace supervisor with your approval.

What if there is a problem?

It is important that you should feel safe and well supported during the placement, and are provided with opportunities to undertake the required tasks.

If you feel unsafe, unsupported, harassed, or that you are not provided with opportunities to learn, contact your assessor immediately. Any problems with your placement should be resolved as early as possible

What if I need to change the placement arrangements?

If you are unable to complete the placement in the required time or need to stop the placement, contact your Course Coordinator/ Clinical Placement Coordinator immediately. New arrangements can be organised by the Course Coordinator/ Clinical Placement Coordinator, but they must be made in writing. Note that arranging a new placement venue will take additional time and may incur additional costs.

What if I'm injured?

If you are injured during placement you must inform your workplace supervisor and IHNA contact, as soon as possible. Students will be treated on basis of healthcare insurance they have. International students must have an OSHC to cover these expenses. For further insurance cover details please refer to the PEP agreement. The students and placement facility should comply with the associated reporting requirements (e.g. Complete the incident report as soon as possible following the incident).

Who will assess the student on their placement?

The student will be buddied with and supervised by a qualified care worker at work place. An assessor from IHNA will supervise and assess the student at the work place.

The assessor is required to observe the student's performance in the workplace environment using the professional experience assessment tools at different occasions. During the observation, the assessor will make a judgment as to whether the learner has met the required skill level for the qualification, or if further evidence is required. (Please refer to IHNA's Assessment Policy).

Assessment Strategy

Assessment is ongoing throughout the participant's PEP; assessors will gather evidence from a variety of sources such as direct observations, interviews, and analysis of documentation. Assessment will be documented continuously throughout the PEP. Tasks which cannot be completed during PEP should be tested by other forms of assessment.

The work place assessment tasks used include;

- Observation checklists
- Verbal Questions
- Third party reports
- Reflective Journals
- Work based tasks

What should I do after my PEP completion?

After the completion of PEP, the student should come back to IHNA as informed.

After the completion of PEP, the student should submit the PEP book to the Assessor or course coordinator in IHNA. Call IHNA reception and get an appointment to see the trainer for PEP book submission. Any gaps in the workplace PEP book will be identified and strategies discussed during this time.

Lack of progress or failure during PEP**Learning contract**

A learning contract is the process whereby a student is formally required to improve their performance or risk failing the PEP. Any student whose assessor/supervisor deems them to be at risk of failure or not achieving the learning objectives of practice during the placement will be placed on a learning contract. This will be discussed with the student, assessor and course coordinator. This may occur at any time during placement in any practice setting.

Learning contracts have been designed to assist students who are at risk of failing the practical component by providing an opportunity to focus on identified areas of unsatisfactory practice within the PEP timelines, in order to successfully complete the PEP.

- Students identified as having attendance issues, at risk behavior or not making satisfactory progress with the placement component of the course will be contacted within one working day of identification being made, and counseled by IHNA delegate.
- Specific Learning Objectives will be designed by the Assessor/Supervisor in conjunction with the Course Coordinator.
- Learning Objectives are to be achieved by the student within a set time frame, usually between two and five PEP days.
- Failure to achieve the learning objectives will result in the student failing the PEP component of the course and the student will be removed from placement pending further investigation into their practice.
- After assessment, IHNA will provide further support, such as one to one theory and practical sessions and e-learning.
- The student will then be re-assessed to ensure that their area of incompetency is rectified. If so they will be given another opportunity to complete their placement; if not, they will be terminated from the course.

A copy of the Learning outcomes will be recorded in the student's profile and uploaded on Academic Hub Student management system as a permanent record of any reason for poor performance or lack of participation.

Suspension of PEP

A student demonstrating unsafe work practice will immediately be removed from the placement venue. The workplace assessor will notify the course coordinator/ clinical placement coordinator immediately.

Role of IHNA Assessor

A suitably qualified IHNA Assessor will be appointed to monitor, guide and assess the competencies of students according to the requirements of the course and regulations of the accrediting authorities as applicable.

The Assessor is required to observe the student's performance in the workplace environment using the PEP assessment tools. During the observation, the Assessor will make a judgment as to whether the learner has met the required skill level for the qualification, or if further evidence is required and will report their findings to the Institute.

Role of the Supervisor:

In addition to the IHNA Assessor, a Placement Supervisor will be assigned for the student or group of students. The Supervisor is a person working at the same business who will be appointed by the placement venue and will supervise and assist the student during PEP.

The Supervisors will:

- Provide an orientation to students prior to commencement of PEP; include such information, instruction and training as necessary to enable the students to perform the PEP activities.
- Provide facilities to enable IHNA staff to conduct workplace discussions and assessments with the students.
- Allow access to relevant information about the clients in accordance with the learning objectives of students who will be advised of and abide by the laws relating to confidentiality, privacy and relevant rules, regulations, protocols, by-laws and policies of the healthcare/community care facility.
- Complete the required student documents as per the instructions if required, e.g. attendance log book and information provided.
- Notify IHNA if it is felt that the student is not complying with the general rules of the placement venue, or not making satisfactory progress.
- Treat student information, in particular medical information, in confidence.
- Explain the expectations of the facility regarding performance of tasks, standards of work, hours of work, Workplace Health and Safety requirements and any other relevant details, prior to commencement.
- Ensure that the student is adequately briefed on facility policy and procedures.
- Treat the student as a supernumerary, and not a paid member of staff.
- Inform clients and their staff as to the role of the student while undertaking placement.
- Support the student's work on a day to day basis.
- Take responsibility for the general supervision and educational development of the student while in the workplace so that placement objectives are achieved.
- Assist the student in managing complaints, leave, work related stress, injuries and liaison with IHNA Course Coordinator/ Clinical Placement Coordinator.

Role of Course Coordinator/ Clinical Placement Coordinator:

The Course Coordinator/ Clinical Placement Coordinator will maintain bi-weekly contact with the placement venue and will work closely with the workplace assessor/ workplace supervisor and the student.

The Course Coordinator/ Clinical Placement Coordinator can be contacted via email or through phone calls during office hours. Students can email any issues to the Course Coordinator/ Clinical Placement Coordinator who will address the situation as soon as practicable.

What responsibilities are involved?

A listing of the roles and responsibilities of all parties is provided below.

PEP facility roles and responsibilities

- To verify sighting of student Police Check.

- Sign and return Professional Experience Placement agreement forms.
- To treat student information, in particular medical information, in confidence.
- To explain the expectations of the facility regarding performance of tasks, standards of work, hours of work, Work Health and Safety requirements and any other relevant details, prior to commencement.
- To ensure that the student is adequately briefed on facility policy and procedures.
- To treat the student as a student, and not a paid member of staff.
- To inform clients and its staff as to the role of the student while undertaking placement.
- To support the student's work on a day to day basis.
- To take responsibility for the general supervision and educational development of the student while in the workplace so that placement objectives are achieved.
- To notify IHNA if it is felt that the student is not complying with the general rules of the PEP venue , or not making satisfactory progress.
- To notify IHNA if the student is absent or late.
- To verify student attendance records.
- To participate in the agreed assessment process.

Student roles and responsibilities:

- To arrange for a Police Check, WWCC if required, and present the original to the PEP venue and a copy to IHNA.
- To complete and sign Professional Experience Placement agreement and medical forms.
- To demonstrate sensitivity and discretion toward the clients of the service.
- To work within the facility's structure, meet the facility's standards, policies and procedures.
- To work within the hours identified on the Professional Experience Placement agreement form.
- To conform to the facility's hours and arrangements.
- To be aware of and adhere to ethical standards.
- To inform the facility and IHNA contact if they are absent.
- To actively participate in the professional learning process.
- To be aware and adhere to confidentiality.
- To be aware they are under the direction of the nominated workplace supervisor, in so far as the direction is compatible with their level of skill and knowledge.
- To be aware that they are a student and not an extra staff member.
- To notify the facility and/or IHNA if there are difficulties with the placement.
- To not use their car to transport clients, the PEP venue's staff, or the facility's equipment.

IHNA roles and responsibilities

- Negotiate individual Professional Experience Placements.

- Ensure Professional Experience Placement agreement forms are completed.
- Collect a copy of students Police check, working with children check and immunisation documents (if required).
- Ensure any Professional Experience Placement undertaken onshore by international students meets the requirements of the Guidelines for Applications for Approval of Work-Based Training in Courses for Overseas Students, the ESOS Act 2000 and the National Code 2018.
- Ensure that students and the PEP venue are aware of Work Cover responsibilities.
- Inform workplace supervisor of their supervision responsibilities.
- Inform students and workplace supervisor of learning outcomes to be assessed on the placement and assessment method.
- Provide support to the student and to the PEP venue during the placement and respond to any facility and/or student concerns.
- Monitor completion of assessable tasks.
- Facilitate any evaluation meetings with the student and workplace supervisor.
- Respond to student or PEP venue grievances according to IHNA Policy and Procedures.

Dealing with issues that arise during the placement

- Encourage students to provide feedback on their placement or to report any significant issues such as discrimination.
- Immediately follow up any significant issues with the staff at the placement location and tackle any unresolved or ongoing issues at the program or course level.
- If students are experiencing significant personal stress that is affecting their emotional health and well-being (which in turn may impair their performance and language fluency) consider deferring the placement, offering an alternate placement or offering assistance in negotiating their difficulties during the placement.
- Provide class time for de-briefing sessions to address any unresolved issues, to reflect on and build on learning (both positive and negative) and to identify issues that may be characteristic of one context.

Is this Course Right For You?

Simple questions below to guide your choice. Please check **Yes** or **No**.

1	Do I have between 10 – 15 hours a week for 40 - 50 weeks to devote to my online study if I opt for one? (depending on my pace and skills).	☐ Yes	☐ No
2	Do I have the patience to care for children on a daily basis, and cope with childish temperaments with equanimity and a sense of humour?	☐ Yes	☐ No
3	Am I able to give individual and equal care to each child, regardless of background or talents?	☐ Yes	☐ No
4	Do I have team leadership skills?	☐ Yes	☐ No

5	Am I prepared to commit to lifelong learning in order to keep up with advancements in the industry?	☐ Yes	☐ No
6	Am I prepared to undertake workplace learning experience in the childcare sector?	☐ Yes	☐ No
7	Do I enjoy a challenging and changeable work environment driven by consumer choice?	☐ Yes	☐ No
8	Am I a self - directed learner comfortable with blended mode of study?	☐ Yes	☐ No
9	Do I have an up - to - date computer with internet connection and suitable software?	☐ Yes	☐ No

Still unsure if this is the right course for you? Call us on 1800 22 52 83 to speak to an admissions consultant.

Modes of Delivery

Face to Face / Classroom Delivery: Instructional Methods

Classroom based training sessions are to develop the knowledge and theoretical understandings required to undertake a job in the childcare sector and prepare for and practice dealing with situations that may arise in this work sector. Classroom settings will ensure full access to internet, whiteboards and other learning resources.

The type of delivery selected for this course is based on the learning objectives and the nature of the teaching and learning tasks and the diversities encountered within the learners of the group. To ensure effectiveness, training programs will combine a mixture of classroom presentation and student participation methods.

To ensure the effectiveness of the training sessions, and to encourage each student to participate in a well-designed and develop training program, class sizes will be a maximum of 15 - 25 students. These restrictions will maximise trainer/student interaction on course material. Trainee feedback and student evaluations will be considered in modifying and improving courses.

Each session will be delivered through active participation between both the trainer and the students. This is to ensure student participation is mapped to the delivery style to ensure maximum learning and retention.

The theory component of this qualification, including simulated procedures in the laboratory will be delivered at IHNA facilities. Participants are expected to attend all scheduled classes. Participants cannot progress into the Professional Experience Placement component of the course until they have successfully completed all assessment requirements for the theoretical component (including the simulated procedures in the IHNA laboratory).

Blended Learning:

Teaching strategies include the use of a wide variety of sources and materials including student learner's guides and on-line materials through academic hub/IHNA E learning platform. IHNA has an online learning management system (LMS) Academic Hub.

The Academic Hub is an innovation from IHNA to provide students with better access to their enrolment details and course progression. The system can also be used to submit documents/assessments and communicate effectively with other students and nurse educators. Learning is also enhanced through the use of multimedia including audio-visual, interactive CD-ROM based materials accompanying text, websites and online discussion.

The students should be self-motivated in their approach to study, undertaking approximately 20 hours per week of study at home, with the aid of study guides and online materials through IHNA E learning platform. Trainer support is available via phone, email, and IHNA's online discussion forum.

Online Theory Delivery

The teaching and learning experience includes:

- Training Plan and timetable for progression
- Access to scholarly articles from Australian and overseas peer reviewed journals.
- Scholarly discussions with academic staff and your fellow students.
- Interactive online materials such as videos, animations and interactive diagrams.

IHNA has an online platform which allows access for our students to comprehensive LibGuides, databases and resources.

Simulation Based Training, Demonstration and Assessment

Students are required to attend mandatory on-campus simulation based training and assessment. This will allow students to develop and demonstrate the relevant course skills. Time for consultation with trainer / assessor may be allocated in order to allow students to revise their learning or understanding, perform any required tasks, practice their skills and reinforce their knowledge.

Self- Paced Structured-E Learning

Self – paced Structured-E learning- Students need to allocate certain hours of study time per unit of competence to complete training/learners activities and enhance their understanding. Students may be informed about the activities to be completed and the approximate time they will need to complete the activities.

Trainers may provide additional learning material where gaps are identified in either the participant's underpinning knowledge or skills.

Learning Support

Time for consultation with Trainer/assessors may be allocated in order to allow students to revise their learning or understanding, perform any required tasks, practice their skills, reinforce their knowledge and prepare themselves for the assessments.

All students have access to their trainer and coordinator via phone or email during business hours or as arranged by an individual with a guarantee of a reply contact within 48 hours.

Assessment

A range of assessment methods employed by IHNA ensures that assessments are fair, valid, reliable and reasonable while ensuring that IHNA meets the requirements of the relevant Training Package and the rules of evidence.

The assessment process will include the gathering of evidence to demonstrate the student's competence. Students will be advised of the assessment requirements at the beginning of each unit and also provided in the time table.

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 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:

1. Knowledge based Assessment
2. Simulation based assessments
3. PEP assessments

Knowledge Based Assessment (KBA):

These could include scenario based questions, short response questions, case studies and multiple-choice questions. The KBA aims to re-enforce your theory learning. To achieve satisfactory outcome for this assessment task, the student should attempt and answer all questions in the assessment satisfactorily.

Simulation Based Assessments (Part of both Classroom and Blended Modes):

A fully equipped simulation laboratory is available for training, practice and assessment to occur in a simulated environment (subject to units). This environment will allow students to develop and demonstrate their skills in relation to a health services set up. Additional information regarding the student conduct and lab attire is given in the Delivery and Assessment Guidelines for the qualification.

The students will be assessed in the IHNA simulated laboratory on basic hands-on skills and essential skills required by the applicable units of competency. Procedure checklists and 'what if' scenarios are used in the simulation based assessment to assess the students. Simulation based assessment also includes discussions based on scenarios and submission of a report based on the discussion.

Student will not be allowed to proceed to PEP if the course requirements on simulation assessments are not met. Please read the detailed instructions on each assessment task. The students could refer to the text book prescribed by the Institute and other resources (learners guide, interactive, webinars, power points, handouts, reference books) including the relevant websites to complete the assessment task.

Professional Experience Placement (PEP)

PEP is an essential component of each unit of this course. During the PEP, the student will apply the required essential knowledge and skills to demonstrate competency for each unit of this qualification. The student has to complete at least 120 hours of PEP in a childcare facility. The students can commence the PEP once they have completed the required assessments satisfactorily.

Each student will work in pair with a workplace supervisor from the PEP facility. An IHNA trainer and assessor will monitor the student's progress during PEP.

All PEPs are arranged by IHNA. Students may arrange PEP by themselves, if preferred, as agreed with and in consultation with, the course coordinator.

What are the advantages of PEP?

You have the opportunity to:

- Apply knowledge learned during your course in the workplace;
- Gain skills that are recognised by industry;
- Get to know facility's expectations;
- Increase your employment options and employability skills; and
- Make contact with facility.

Duration: The PEP is an essential component of the course. The student has to undertake at least 120 hours of PEP.

Where: Childcare facility

Who will arrange the placement?

The PEP will be arranged by IHNA once the student successfully completes the simulation based assessment part of the course. Typically, the Course Coordinator will take into account where the students live and their mode of transport, to try and send them to the most appropriate and convenient location. However, there is no guarantee that you will be sent to your closest or preferred facility. The students could also arrange the PEP facility by themselves, if preferred, as agreed with the course coordinator. The students are responsible to organize their own accommodation (if required) during PEP. As part of the program, the student may need to travel for PEP and all cost associated with travelling, uniform, placement material costs (e.g. for pocket articles) and accommodation shall be borne by the student.

Will I be paid?

It is important to remember that you are a student and not a paid employee, so you will not receive a working wage. Students cannot simultaneously be working for a facility and be on professional experience placement.

What if the student does not go for placement or complete the placement?

Student must inform the Course coordinator or Assessor if they have any genuine/valid reason for not attending the scheduled PEP. The final decision will be taken by the Campus Manager/Course coordinator for rescheduling the PEP. The students are responsible for payment of PEP in case they cannot go on allocated time or replacing hours.

Students who are required to re-do their PEPs, will have to pay for the PEP charges.

Additional fees will be applicable for re-assessment, rescheduling and organizing additional PEP.

Assessment Task Submission

All students should follow the time table for this qualification. The submission dates for assessment submission are published on the Student Hub for each student.

Reasonable Adjustment

Reasonable adjustments are made to ensure that the applicant/student is not presented with artificial barriers to demonstrating achievement in the program of study. Reasonable adjustments may include the use of adaptive technology, educational support, and alternative methods of assessment in line with requirements of the Training Package.

Reasonable adjustments will be provided for applicants/students with special learning needs (such as disability or a learning difficulty) according to the nature of the learning need and its application as per the requirements of Training Package.

To meet the needs of all learners, adjustments can be made to the way assessments are conducted but not to the requirements of the assessment. The purpose of these adjustments is to enhance fairness and flexibility so that the specific needs of students can be met.

Examples of reasonable adjustments:

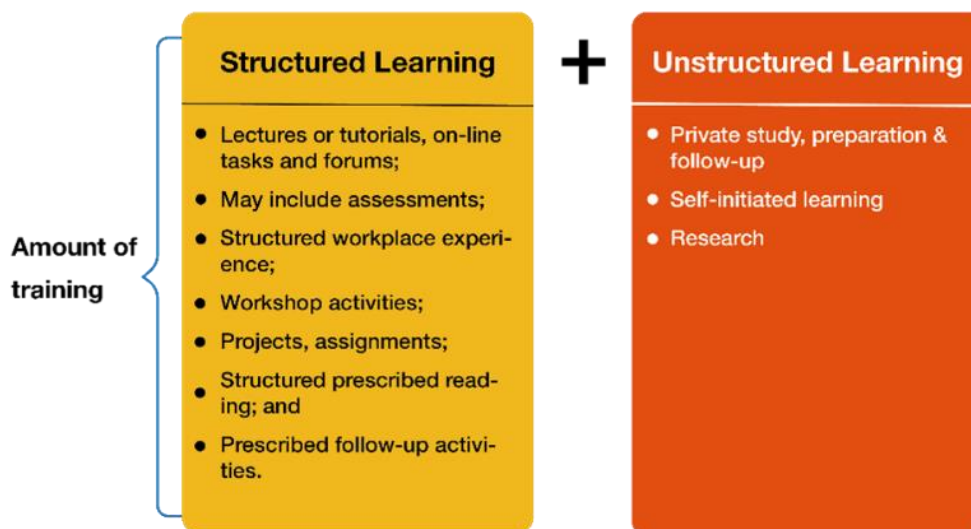
- Providing additional time for student to practice the assessment tasks
- Asking questions in a relevant practical context

It is the responsibility of each assessor to assess students' needs and make whatever reasonable adjustments are practicable to maximise students' opportunity to demonstrate their competence.

Amount of Training

is defined in the AQF as identifying the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type. It is expressed in equivalent full-time years.

Volume of Learning =



Language, Literacy & Numeracy Support:

IHNA will identify students requiring LLN support at time of admissions. The same would be conveyed to the course coordinator.

The LLN Trainer & Student Support Person will formulate a strategy in discussion with the course coordinator for every applicant based on the performance of the student in the LLN test. The strategy will be noted in the student profile on Academic Hub. Trainers and Assessors access this on a regular basis to update the progress of the student.

LLN support processes will be conducted through one on one mentoring, reasonable adjustments and counselling. Where necessary students may be referred to specialist support for further assistance.

Course Fees

Students may be eligible for government funding. Please speak to an admissions consultant to know more. Enrolling in this qualification and availing the relevant state funding, may affect student's future training options and the eligibility for further government subsidised training.

Fees Type	Melbourne (CBD)	Melbourne (Heidelberg)	Perth	Sydney
Eligible for State Funding:				
Concession Fee	\$50.00	Not Applicable	\$756.60	Not Applicable
Non-Concession Fee	\$250.00	Not Applicable	\$2535.00	Not Applicable
Not Eligible for State Funding:				
Full Fee	\$3,800.00	Not Applicable	\$3,800.00	\$3,800.00
Pay full fee upfront	SAVE \$300.00	Not Applicable	SAVE \$300.00	SAVE \$300.00
International Students				
Full Fee	Not Applicable	Not Applicable	\$12,000.00	Not Applicable

Payment plans available. Detailed fees available on IHNA Fees and Charges 2018

Domestic: <http://www.ihna.edu.au/fees-and-charges/>

International: <http://www.ihna.edu.au/fees-and-charges-cricos/>

Tuition Fees does not include any additional resources such as books, uniforms, equipment, printing, duplicate student id card etc.

"The Student tuition fees are indicative only and are subject to change given individual circumstances at enrolment. Additional fees may apply such as Student service and resource fees"

Payment Plan

A payment plan can be arranged on application. If you wish to pay your course fees off over the duration of the course the option for payment method is PaySmart.

Payment plans may be offered on a fortnightly repayment schedule and unless otherwise specified the total payment plan shall be completed at least 30 days prior to the end of the student's program of study (course) for which payment plan has been provided.

Funds will be deducted from your nominated bank/credit card account. All fees must be paid in full prior to the course concluding.

Please note that if a dishonour in any of your scheduled payment, a failed payment fee will be payable by you.

Failure to make a scheduled payment will result in the termination of the agreed tuition fee payment plan, resulting in the full outstanding balance becoming immediately due and payable.

To confirm your enrolment an enrolment deposit must be paid prior to commencement.

Termination of Payment Plan

In case of Deferral, Leave of Absence, Withdrawal and or Suspension of the enrolment, payment plan will also be terminated. However, if a student continues to be liable for tuition and/or resources, no refund will be made and or your payment plan will continue until the liability has been paid.

What happens if you are Experiencing Difficulty Paying Fees during your studies?

If you are experiencing financial hardship and having trouble paying the fees, you have two options you can take:

- Student Support who may be able to assist with a solution that meets our requirements and your unique situation.
- Any concerns or queries about payment of fees and charges may be discussed in confidence with the Campus Manager.

Collection of Unpaid Fees

We believe that we have a generous approach to our student's payments plans, and in return, we ask that the commitments that are made, are kept. The following steps will be taken in relation to the collection of unpaid tuition/resource fees:

1. For those who fail to keep up with their commitments, the matter will be brought to your attention promptly and responses sought.
2. Follow-up on a personal basis by phone call or appointment will follow if there is no response. This follow-up will be conducted by an appropriate person in a sensitive, discreet and confidential matter.
3. If this fails, a formal letter from IHNA will be sent to remind students of their obligation. This letter will include an invitation to discuss the matter with the Campus Manager and a specified timeframe for a response.
4. If this course of action is not successful, we may decide to send a letter seeking payment and outlining the possible actions, including legal action that may occur if payment is not received within the specified timeframe.
5. If the above still does not resolve fee payment then, we may seek the services of a debt collector or issue a letter through a solicitor.

Please note:

- If a payment is returned by your financial institution as unpaid, a failed payment fee will be payable by you.
- Dependent upon circumstances, access to studies may be suspended until payments have resumed.
- Your financial obligations are accepted at the time of enrolment on the return of documentation required to secure a place on a course.

Refund of Fees

Students must apply for their refunds by completing the Refund Application Form.

Fees will be refunded in full on default by IHNA when:

- Students can avail a full refund of tuition fees if applied before course start date, census date (VSL students), and the course is cancelled or rescheduled to a time student is unavailable.

- A course/qualification or unit is cancelled or re-scheduled to a time unsuitable to the student;
- A student is not given a place due to the maximum number of places being reached; or
- The registrar can approve a full refund of fees at any time during delivery if a class is cancelled because of declining student numbers, no available lecturer, or due to other circumstances caused by the IHNA.
- If IHNA fails to provide clinical/workplace assessment/reassessment placement a full refund of the Clinical assessment fee paid will be made available to the student.

Part refunds are done for students withdrawing from the course during their studies, and will be calculated on a case by case basis.

Clinical assessment/Reassessment Fee is non-refundable except if clinical/workplace reassessment placement is cancelled without penalty for IHNA.

Cooling off Period

Once enrolled, students have 5 working days cooling off period to withdraw from the course and avail a full refund of the fees paid. Please refer to the Refund Policy for more details.

Student Withdrawal / Deferral

Students seeking to withdraw from a course must complete the 'Withdrawal/Deferral from a Course Request Form' and submit to the Registrar/course coordinator. Upon submission student's records will be checked for any outstanding fees (census date applicable depending on course) Census date is applicable for calculating the fees liabilities of the student while withdrawing. If the student withdraws on or before the census date, is not liable for the tuition fees; and if the student withdraws after the census date they will incur the fees liabilities.

Any fee refund will be calculated as per the Fee Refund policy. Students will be notified of the outcome by the Student Admin/Registrar.

Once enrolled students have a 5 working days cooling off period to withdraw from the course and avail a full refund of the fees paid.

If you wish to withdraw from a course for any reason it is essential that you notify IHNA and complete the Student Withdrawal Form. If your student fees are paid, IHNA will generate a student results transcript for any units successfully completed.

If a student withdraws from a course it is at our total discretion if we allow the student to re-enrol and commence another course date. This will be determined on a case-by-case basis. Should this occur twice, no discussion will be entered into as we will not accept the next application.

Should we accept your second application, we treat this as a new application. The application process including documentation must be completed again and the fees associated with that course are payable again (resource fees are not). If there has been a fee increase, the current fee is payable. Fees for the second application would be calculated as follows:

- **Government Funded Students**

No reduction is provided to student fees.

- **Fee for Service Students**

Fees would be calculated by applying Credit Transfer to any units you may have successfully completed and making an adjustment to the new fee. This will be sent to the student prior to commencement of the course for approval.

The permission to defer a place cannot be granted for more than one year and is granted at the discretion of the Course Coordinator (or delegated nominee).

Deferral is also applicable if a student is enrolled in a program that has multiple semesters and wish to commence their studies of a semester at a later date after completing the previous semester before the semester commencement date.

Only one deferral per student per course is allowed. Students will be notified in writing of the approval of their deferral application.

A student must also notify the Institute of his/her intention to take up his/her deferred place at least two months before the commencement of his/her course of study or the offer will lapse.

Students will be informed of the outcome of the deferral request by the Registrar. All the deferral documents submitted will be stored in the IHNA KH.

Trainers and Assessor Requirements

IHNA's trainers and assessors will hold one or more of:

- Certificate IV in Training and Assessment
- A qualification in adult education at a diploma or higher level.

Anyone who provides assessment only (i.e. does not deliver training) will hold one or more of:

- Assessor Skill Set
- Certificate IV in Training and Assessment
- A qualification in adult education at a diploma or higher level.

In addition, the RTO's training and assessment for this course is delivered only by persons who have:

- Diploma in Early Childhood Education and Care or higher qualification;
- 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.

Trainer and Assessor Resources

The recommended text books for this qualification are:

- Kearns, K. (2014) Framework for Learning & Development Karen Kearns. 3rd ed. Cengage Learning Australia.
- Kearns, K. (2014) Birth to Big School. 3rd ed. Cengage Learning Australia.
- Kearns, K. (2014) The Big Picture. 3rd ed. Cengage Learning Australia.

Kearns, K. (2014) Early years Learning & Development Framework. 3rd ed. Cengage Learning Australia.

Student Resources

IHNA provides students with combination of the following resources to the student through student hub:

- Interactive
- Learners Guide
- Hand-outs
- Recorded webinars
- Other resources

The qualification time table, training plan and assessment requirements are made available as support material to all students for each unit of competency through Student Hub.

IHNA has a well-equipped simulated laboratory which provides students with the opportunity to participate in a realistic simulated environment. This provides students with the opportunity to develop and demonstrate skills and knowledge prior to undertaking PEP. It also provides a platform for students to be assessed on their practical skills.

“IHNA Student Hub- student guide” is a document created to provide a walkthrough of the features that are available for students in the IHNA Student Hub.

https://student.ihna.edu.au/uploads/user_manual/Student%20Hub_User%20Guide.pdf

Industry Engagement

All Trainers/Assessors maintain their knowledge and skills in the industry on a regular basis through attendance and participation at regular workshops/training as well as work release to re-enter industry to maintain currency and experience. Regular industry contact with facilities of students is maintained and trainers remain current with up-to-date training regarding, legislation/requirements through ongoing workshops.

Pathways: Pathways allow students to progress from one qualification to another where the first course is recognised as an entry requirement and/or provides advanced standing to the second.

Pathways into this qualification: There is no applicable pathway into this qualification.

Pathways from this qualification: Candidates may progress to higher level qualifications in the health care sector, nursing etc.

Exit Opportunities

To attain the qualification student must complete the entire course. Students have the opportunity to exit the program prior to completion at any stage but will not be issued with a statement of attainment as competent for any unit without completing all the assessment requirements for that unit.

There are no exit points from the courses that provide vocational or educational outcomes or a full qualification.

Unique Student Identifier (USI)

From 1st January 2015 students enrolling in nationally recognised training in Australia will need a Unique Student Identifier (USI).

The USI is a form of file number that will link students to their training records which are held in the national training collection. Students will be able to access their records online, download them and share them with future training organisations electronically.

With the student's permission, training organisations will be able to see their students' entire nationally recognising training record commencing with records collected in 2015. Training organisations will find it easier to assess pre-requisites and credit transfers and assess students' eligibility for government funded training places.

The USI will improve the VET sector's transparency and responsiveness, enable more evidence based policy intervention by Governments and support the management of government funded student subsidy programs.

The USI Office has developed two connection options:

1. A web services solution that provides a seamless system to system interface with a training organization's student management system and
2. The USI Registry system.

Both systems allow:

- The creation of USI accounts for students who give the training organization permission to do so
- The ability to verify a student's USI number to ensure its accuracy and reliability before uploading their AVETMISS compliant submission to the National Centre for Vocational Education Research (NCVER) database.

Students who need a USI include:

1. Students who are enrolling in nationally recognized training for the first time;
2. School students completing nationally recognized training; and
3. Students continuing with nationally recognized training.

A student who is continuing study is a student who has already started their course in a previous year (and not yet completed it) and will continue studying after 1 January 2015.

Once a student creates their USI they will be able to:

- Give their USI to each training organization they study with;
- Give their training organization permission to view and/or update their USI account;
- Give their training organization view access to their transcript;
- View and update their details in their USI account; and
- View online and download their training records and results in the form of a transcript from 2016.
- Control access to their transcript from 2016.

To create your USI, please visit <https://www.usi.gov.au/students/how-do-i-create-usi>

USI Access Form:

To gain access to the USI Registry system you are required to complete the USI Access Form. This form is available on the USI website using the following link:

<https://forms.business.gov.au/smartforms/servlet/SmartForm.html?formCode=USI-SysAccess>

This is an online form and once submitted the USI Registry system will be updated with your information. This will be completed within a couple of business days. You can access the USI Registry system through the USI website at www.usi.gov.au

The following documents are acceptable forms of ID in the USI Registry system and can be verified through the Document Verification Service:

- Driver's Licence – issued in Australia
- Medicare card – current and issued in Australia
- Passport – Australian passport
- Birth Certificate – issued in Australia
- Certificate of Registration by Descent
- Citizenship Certificate
- Visa – the international passport number is required to link to the visa
- Immi Card – issued in Australia.

Please visit <http://usi.gov.au/Students/Pages/steps-to-create-your-USI.aspx> to learn more. Further reading: link to USI website <http://www.usi.gov.au/Pages/default.aspx>

Program Unique Supervised Hours (PUSH)

For Students in Victoria

Under the Victorian VET statistical collection guidelines PUSH hours were introduced from 1 January 2016.

“The Program Unique Supervised Hours (PUSH) must always reflect the unique hours of supervised training and assessment that will occur during the Program. Note: this data element differs from the Nominal Hours or Scheduled Hours in that it must reflect actual time a student is engaged in supervised training and assessment from the student's point of view across the Program, in line with the student's Training Plan. Sources: Victorian VET Student Statistical Collection Guidelines - 2018.

Enrolments and Enquiries

If you would like to study with IHNA here are a few helpful tips to guide you through your studies. IHNA will ensure that you receive all the necessary information before you make a decision on enrolment. You must read and understand this Student Handbook, Course Brochure and Course Handbook before you enrol. You are encouraged to enquire if you require further information before enrolment.

When Can I Enrol?

If you choose to study with IHNA you can enrol in any program or course offered anytime that suits you. This can be done online or at any of our campuses.

When Can I Study?

The commencement of your course will depend on your choice of course and mode of delivery.

Speak to us for the available options before you enrol.

How long is My Enrolment?

If you have chosen to study with IHNA keep in mind your enrolment is valid for a specific period of time, as stated on each program or course, or as agreed on any special arrangement.

When does My Enrolment Commence?

Enrolment commences on the date IHNA issues you a Confirmation of Admission in print or online via email. You must meet all entry requirements to be eligible for enrolment to any course.

All program and course durations are very generous, however if you do not complete your program or course within the specified enrolment period, you will be issued with a statement of attainment for any units of competency you have successfully completed to date. Charges may apply if you wish to extend your enrolment.

National Recognition:

Credit Transfer (CT) - is the recognition of previous study for the exact module/unit by other nationally registered training organisations. IHNA can assist both Fee for Service and Funded students with CT.

Recognition of Prior Learning (RPL) - is a means of measuring skills acquired through work or life experiences or through qualifications obtained from formal studies or training. IHNA can only assist Fee for Service students with RPL.

When must this be done?

Any student who believes they may be eligible for RPL or CT before or within a week of course commencement, so that your training plan provided is accurate.

How will it help you?

If your application is successful your fee may be reduced and you may not be required to complete assessments for those units.

How do you apply?

Discuss your RPL/Credit Transfer potential with Student Administration. You will need to supply any Statement of Attainment for relevant qualifications for CT's, and additional information to support your application, eg. previous work experience, training, education, etc for RPL.

Interview

You may be requested to attend an interview at IHNA which would be organised after receipt of your application and supporting evidence.

Your request will either be:

Granted: Application accepted and prior learning recognised.

Request denied: Your prior learning has not been recognised as relevant to the course.

What does it cost?

There is an application cost of \$200 and additional fee for per unit for Recognition of Prior Learning.

Credit Transfer does not attract a fee.

How will you know if your Application has been successful?

You will be advised by email that RPL/Credit Transfer has been recognised.

RPL/Credit Transfer Appeal Process

If you are dissatisfied with the outcome of the CT/RPL process please first discuss your reasons with our student administrator who will ensure the file is reviewed by the Course coordinator.

Fees and Refunds

- In the event that IHNA is unable to honour its training commitment, it will facilitate the completion of the planned training by the participant with another RTO.
- If the student does not wish to complete their training with another IHNA, IHNA will provide a refund of any unused tuition fees that the participant may be entitled to in accordance with IHNA's Fees and Refunds policy.
- In the event we cease to provide an Approved course in which a Student is enrolled, the student is entitled to a choice of:
 - an offer of a place in a similar Approved course/VET Course of Study (replacement course) with a second provider without any requirement to pay the second provider any tuition fee for any replacement VET units (this is known as the VET Course Assurance Option') OR
 - a refund of the student's upfront VET tuition fee payments and/or a re-crediting of any FEE-HELP balance for any VET unit of study in which the student is enrolled or commences but does not complete because we cease to provide the Approved course/VET Course of study of which the unit forms part (this is known as the VET Tuition Fee Repayment Option')
- IHNA will also issue a Statement of Attainment for any units successfully completed by the student.

If you need additional support or information Contact IHNA: <http://www.ihna.edu.au/contacts>

To view our Fees and Refund Policy, please visit: <https://www.ihna.edu.au/students/ihna-fees-and-charges/>

Nature of Guarantee

IHNA is committed to ensure that once students have started studying their chosen qualification or course, provided they continue to meet all of their responsibilities as students, they will be assured completion as per the training plan. IHNA will also guarantee training and assessment of the highest quality as outlined before enrolment.

Technical/IT Requirements

Other than the normal entry requirements, learners opting for e-learning/blended mode should have some minimum computer skills, an internet connection to access the e-learning and some technical requirements as given below. IHNA will give students basic computer orientation and training to use the e-learning platform if required. Before you commence this course, please make sure your computer meets or exceeds the following specifications.

Minimum System Requirements

Minimum hardware requirements are:

- Computer with 1GHz processor
- 1GB of SDRAM
- Microsoft® Windows® XP or later
- 1024 x 768 display
- 128 GB (Gigabyte) hard disk
- CD/DVD drive
- Sound card and speakers (or headphones)
- 256 Kbps or higher modem
- Or Macintosh equivalent.

Software and Plugins

One of the following web browsers:

- Microsoft IE 9.0 (Windows)
- Firefox 10.0 (Windows and Mac)
- Google Chrome 20.0 (Windows and Mac)
- Safari 5.0 (Mac)
- Java Run Time Environment (JRE) version 6. To download the latest version, please visit: <http://www.java.com/en/download/index.jsp>
- Flash Player 9.0. To download the latest version, please visit <http://get.adobe.com/flashplayer/>
- Acrobat Reader 8.0. To download the latest version, please visit: <http://get.adobe.com/reader/>
- A word processor program; for example Microsoft® Word

IHNA Support Services

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. (Link to Support Services page in IHNA website: <https://www.ihna.edu.au/student-support-services/>)

Students of IHNA will have access to our comprehensive student support services to make sure they have every chance possible of successfully completing their course.

Support to Complete the Enrolment

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

Orientation Day

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

The orientation day will provide an orientation about the course including details regarding course summary, expectations, occupational health and safety, student support services, accessing to library resources, applicable policies, assessment, progress, campus facilities and fire and safety aspects. An orientation day schedule will be sent to the enrolled students prior to the orientation day.

Trainer / Assessor Support for Online Students

Students will be contacted by their trainers or assessors via phone, email, messaging and or through the online discussion forums. IHNA's trainers or assessors play an active role in the discussion forums. They will provide a response to a student email enquiry within 48 hours – and in most cases much sooner.

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

Community Support Services (Melbourne)

The following is a list of specialised support students available to students outside the college.

Emergencies	
Police/ Fire Department/Ambulance	000 http://www.triplezero.gov.au
Telephone Counselling Services	
Lifeline (24 Hour Counselling)	131 114
Suicide Line (State wide helpline)	1300 651 251
Salvation Army Crisis Line (24 Hours)	9536 7777
Kids Help Line (24 Hour Telephone and On-line Counselling for children and young people aged between 5 and 25 years)	1800 55 1800 www.kidshelpline.com.au
Student's Emergency Line	
International Student OSHC World Care	1800 814 781 (24 hour) https://www.oshcallianzassistance.com.au

Specialist, Welfare & Referral Services	
24 Hour Hotlines Centre Against Sexual Assault (CASA) Counselling & Support Line	03) 8345 2290 https://www.thewomens.org.au/
Victorian Sexual Assault Crisis Line - After Hours	9347 1766 1800 806 292 (Free call)
Domestic Violence Resource Centre Victoria	1800 737 732 (Free call) http://www.dvrcv.org.au/talk-someone/victorian-services
Child Protection Crisis Line 24 Hours	131 278
Victorian Poisons Information Centre	131 126
Legal	
Legal On-Line	http://www.lawreform.vic.gov.au/content/legal-online#content-area
National Social Security Rights Network	0448 007 201 http://www.nssrn.org.au/
Victoria Legal Aid	1300 792 387 www.legalaid.vic.gov.au/
Youthlaw – Young Peoples’ Legal Rights Centre	(03) 9611 2412 http://youthlaw.asn.au/
Mental Health	
Beyond Blue – National Depression Initiative	1300 22 4636 www.beyondblue.org.au/
Life Line - 24-hour telephone counselling	000 13 11 14 www.lifeline.org.au
Panic, Anxiety & Depression Assistance (PADA)	0429 88 3671 03 9819 3671 http://www.anxietyaustralia.com.au/
SANE Helpline – Information & Referral service	1800 18 7263 www.sane.org/
Suicide Line - Statewide helpline	000 13 11 14 www.lifeline.org.au

Victorian Mental Health Services	1300 558 862 www.health.vic.gov.au/mentalhealth/services/adult/inurbaneast-a.htm
Community Services	
Alcoholics Anonymous	1300 222 222 http://www.aa.org.au/
Direct Line - Confidential alcohol and drug counselling & referral line	1800 888 236 www.turningpoint.org.au/
Domestic Violence and Incest Resource Centre	1800 737 732 http://www.dvrcv.org.au/
Family Planning Victoria	1800 013 952 (Free call) 03 9257 0100 www.fpv.org.au
Gambling Help Online	1800 858 858 https://www.gamblinghelponline.org.au/
Gay and Lesbian Switchboard	1800 184 527 http://www.switchboard.org.au/
Grief Line	1300 845 745 http://griefline.org.au/
Men's Line Australia - Referral Service	1300 78 99 78 https://www.mensline.org.au/
Parent Line - Counselling, information and referral service for parents	1300 1300 52 http://www.parentline.org.au/
Victims of Crime Helpline	1800 819 817 http://www.victimsofcrime.vic.gov.au/
Domestic Violence Resource Centre Victoria	1800 737 732 (Free call) http://www.dvrcv.org.au/talk-someone/victorian-services
Women's Information and Referral Exchange (WIRE)	1300 134 130 www.wire.org.au
Housing Tenants Union of Victoria	9416 2577 https://www.tuv.org.au/

Office of Housing – Victorian State Government	1800 015 188 http://www.housing.vic.gov.au/
St Kilda Crisis Contact Centre 10am to 12 midnight - 7 days a week	9536 7777 1800 627 727 http://www.salvationarmy.org.au/en/Find-Us/Victoria/CrisisServices/Program-Information/Crisis-Support-Services/
Money & Credit	
Centrelink Youth & Students Line	132 490 1800 132 317 https://www.humanservices.gov.au/?utm_id=7
Consumer Action Law Centre	1800 466 477 http://consumeraction.org.au/
Consumer Affairs Victoria	1300 558 181 www.consumer.vic.gov.au

Community Support Services (Perth)

The following is a list of specialised support students available to students outside the college.

Emergencies	
Police, Fire & Ambulance	000 http://www.triplezero.gov.au
Police General Enquiries (24 hr)	131 444
Department for Community Development	1800 620 511 https://www.dlhc.wa.gov.au
Family & Community services offers support services when you need help and advice including:	
Crisis Care – 24hr week free counselling	13 11 14 www.lifelinewa.org.au
24hr crisis / suicide line	13 72 58 1800 627 727 www.salvationarmy.org.au/wa/
Salvo Care Line – 24 hr crisis	13 52 47 www.thesamaritans.org.au

24 hr Suicide line	13 11 14 https://www.lifeline.org.au/
Youthline	1800 198 313 www.thesamaritans.org.au
Medical & Health	
Australian Health Management	13 41 48 9862 1095 http://www.ahmoshc.com.au/oshc/oshc
Provides Overseas Student Health Cover (OSHC) for international Students Department of Health	(08) 9222 4222 http://ww2.health.wa.gov.au/Services-search
Health Services Directory – lists medical services, emergency medical transport, 24hour counselling services, crisis assistance and psychiatric or drug related emergencies. Database list of medical practitioners	1800 022 222 http://www.nhsd.com.au/
Student Support Services	
Family Planning WA	http://www.fpwa.org.au
Sexual Health Helpline	9227-6177 www.shq.org.au
Offers confidential advice on sexual health matters, family planning, clinical services, education, contraception, pregnancy and sexually transmitted infections. Disability Discrimination Unit Sussex Street Community Law Service	Ph: (08) 9470 2676 Free call: 1800 642 791 TTY: (08) 9470 2831 Fax: (08) 9470 1805
Public Transport	13 62 13 http://www.transperth.wa.gov.au
Sexual Assault	
WA Sexual Assault Services	1800 697 877 http://www.sass.org.au/

Alcohol and Drug Counselling

Alcoholics Anonymous (24 hours)	1300 222 222 http://www.aa.org.au/
Alcohol and Drug Service	(08) 9442 5000
Alcohol & Drug Information Centre	08 9442-5000 https://www.mhc.wa.gov.au/

Legal Services - Community Legal Centres

Community Legal Centres (CLCs) are not for profit, non-government organisations that provide legal and welfare services. There are some services that specialise in certain areas such as the legal problems of youth, tenants, migrants and Centrelink benefit recipients.

Others offer more general services within their local communities. Services provided by CLCs include legal information, advice and representation to individuals and groups, community education and law reform activities and advice to governments on policy issues. Most services are free or very low cost. The following services are not Legal Aid WA services. Legal Aid WA expressly disclaims any liability and responsibility for the advice and information provided by any of these services. There may be other organizations able to provide you with similar advice and information.

WA Community Legal Centres
 CASE for Refugees 245 Stirling Street, Perth WA 6000
 Ph: (08) 9227 7311 Fax: (08) 9227 7188
 Citizen Advice Bureau 25 Barrack Street, Perth WA 6000
 Ph: (08) 9221 5711 Fax: (08) 9221 5356
 Consumer Credit Legal Service (WA)
 Level 1, 231 Adelaide Terrace, Perth WA 6000
 Ph: (08) 9221 7066 Fax: (08) 9221 7088

Community Support Services (Sydney)

The following is a list of specialised support students available to students outside the college.

Emergencies

Police/Fire Department/Ambulance	000 http://www.triplezero.gov.au
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Telephone Counselling Services

Lifeline (24 Hour Counselling)	13 11 14
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Suicide Line (Statewide helpline)	1300 651 251
Salvation Army Crisis Line	(02) 9264 1711 https://salvos.org.au/
Kids Help Line (24 Hour Telephone and On-line Counselling for children and young people aged between 5 and 25 years)	1800 551 800 www.kidshelpline.com.au
Student's Emergency Line	
International Student OSHC World Care	1800 814 781(24 hour) https://allianzassistancehealth.com.au/en/student-visa-oshc/
Specialist, Welfare & Referral Services	
24 Hour Hotlines Centre Against Sexual Assault (CASA) Counselling & Support Line	9349 2210, 1800 806 292 (Free call) https://www.thewomens.org.au/ 1300 364 277 http://www.dvrcv.org.au/talk-someone/services-other-states/nsw
Child Protection Crisis Line 24 Hours	13 12 78 http://www.dhs.vic.gov.au/for-individuals/children,-families-and-young-people/child-protection
Poisons Information Centre	13 11 26 http://www.poisonsinfo.nsw.gov.au/
Community Services	
Alcoholics Anonymous	1300 222 222 http://www.aa.org.au/
Direct Line - Confidential alcohol and drug counselling & referral line	1800 888 236 www.turningpoint.org.au
Domestic Violence and Incest Resource Centre	9486 9866 http://www.dvrcv.org.au
Family Planning	1300 658 886 https://www.fpnsw.org.au/
Gamblers Help Line	1800 858 858 http://gamblinghelponline.org.au/

Gay and Lesbian Switchboard	1800 184 527 http://www.switchboard.org.au/
Grief Line	1300 845 745 http://griefline.org.au/
Men's Line Australia - Referral Service	1300 78 99 78 https://www.mensline.org.au/
Parent Line - Counselling, information and referral service for parents	1300 1300 52 http://www.parentline.org.au/
Mental Health	
Beyond Blue – National Depression Initiative	1300 224 636 www.beyondblue.org.au
Life Line - 24-hour telephone counselling	131 114 www.lifeline.org.au
Panic, Anxiety & Depression Assistance (PADA)	03 9819 3671 http://www.anxietyaustralia.com.au/
SANE Helpline – Information & Referral Service	1800 18 7263 www.sane.org
Suicide Line - Statewide helpline	13 11 14 www.lifeline.org.au
Money & Credit Centrelink Youth & Students Line	132 490 https://www.humanservices.gov.au/customer/services/centrelink/youth-allowance

Career Guidance

Career guidance is provided by assisting students (if requested) with 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. Speak to one of IHNA's friendly staff for more information.

Counselling Services

IHNA students have access to staff for counselling and advice. These services are provided by appointment by Student Support Officers. A Counsellor is available for staff and students of IHNA to access as required.

IHNA's counsellor is available to all students to discuss issues such as:

- Stress and depression
- Relationships and family matters
- Sexual assault

- Identity issues
- Study issues and performance anxiety
- Suicidal thoughts or self-injury
- Homesickness
- Adjusting to the Institute
- Motivation issues
- Exam stress or any other matter a student wishes to discuss in confidence.

The course coordinator and trainers or the delegated personnel will be available to provide additional support during the course duration.

Complaints and Appeals Process

IHNA has a Student Complaints and Appeals Policy which can be accessed at this link:

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

Contact Details for Resolution Institute

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

Phone: 02 9251 3366, Fax: 02 9251 3733

Email: infoaus@resolution.institute

Website: www.resolution.institute

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

Support to ATSI Students

IHNA endeavours to provide an environment of support and care for Aboriginal and Torres Strait Islanders students that is conducive to cultural understanding and sensitivity. Where a student identifies as an Aboriginal person and/or Torres Strait Islander during enrolment or orientation it is recorded in the Student Management System and notification made to the relevant Course Coordinator. The Course Coordinator is responsible for ensuring that the student is offered the opportunity to contact IHNA's Indigenous Health Adviser if that is their wish. The Indigenous Health Adviser can be contacted via the DoS. It is the responsibility of the Course Coordinator to ensure that appropriate referrals are made.

All Aboriginal and Torres Strait Islander students are to be offered support to assist them to participate in the training and assessment activities. IHNA may provide support services, or arrangement for services, for Aboriginal and Torres Strait Islander students and prospective students. To ensure that all curriculum and training materials are inclusive of student needs, IHNA takes into account cultural and diversity and the needs of Aboriginal and Torres Strait Islander people. Appointments with IHNA's Indigenous Health Adviser can be arranged via the DoS.

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

- Enrolment and course advice; academic support - tutoring and mentoring, photocopying and computer facilities, assessments tasks, presentations; job vacancies.

- Social support - cultural awareness activities, drop-in centre (crisis-help network), community organizations and events; referrals and support in housing counselling and discrimination advice; and access to the Indigenous Resource Library.
- IHNA will encourage and direct the nursing students to join the Congress of Aboriginal and Torres Strait Islander Nurses.
- IHNA will set up an Aboriginal student centre and Aboriginal Coordinator, to provide academic counselling and above mentioned support services for Aboriginal students once the students enrolled.

ABSTUDY policy by the Department of Education, Employment and Workplace Relations provide direction and assistance for ABSTUDY, ANF (VIC Branch) Metropolitan Education Grants and ANF Regional Education Grants, scholarships and study awards, and finance matters. IHNA has approval from Centre link for current courses. Reference Number: 3P762. IHNA will contact other organisation like Koori Heritage Trust and Victorian Aboriginal Education Association Inc (VAEAI) for further guidance so that IHNA can offer maximum support for the ATSI students.

Students enrolled in the nursing courses at IHNA can get membership from Congress of Aboriginal and Torres Strait Islander Nurses and will be eligible all their support services.

IHNA Training Plan

IHNA will provide to an enrolled student an electronic copy of their individual training plan in the student hub. This document will detail how the course will be delivered including:

- Course start and end dates
- Trainer/Assessor
- Proposed unit start and end dates
- Mode of delivery/assessment
- Any Credit Transfers/RPL that have been approved through IHNA's policy and procedures process

Support for Students with Disabilities

IHNA will assist students with a disability to succeed in their studies at the Institute. These students can consult confidentially and, if eligible, register for support (they will need recent documentation of their disability or medical condition). A learning support plan can then be negotiated with their Course Coordinator.

The students with any forms of disability are encouraged to:

- Inform IHNA clearly about the disability at enrolment.
- Speak up about their needs.
- Make enquiries as early as possible as the institute may need time to organize the support that may suit you.
- Supply a written verification of the disability by the professional of your choice (e.g. general practitioner, medical specialist, allied health professional).

Any information about your disability will be kept confidential. IHNA respects your rights not to reveal information about your disability. But, you may need to consider the impact that it may have on your support needs.

IHNA provides the following services for students with disabilities:

- Assistance during course application, enrolment and orientation.
- Assistance with physical access to buildings and special parking facilities
- Liaising with external agencies (e.g.: Transport and Accident Commission(TAC))
- Special study materials and equipment (e.g. ergonomic chair, tape recorder)
- Organising direct learning support (e.g. note takers, special tutors and signing interpreters for the deaf).

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

Reasonable adjustment may include but is not restricted to:

- The use of adaptive/assistive technology (equipment and software designed for use by people with a disability)
- Educational support
- Alternative assessment methods
- Learning and assessment aids such as papers in large print or the use of scribes or interpreters
- Extra time to complete a course or assessment.

Laws and Legislation

The following list of commonwealth and state legislation and regulations are applicable to all IHNA staff and students. Information on relevant legislation can be found through the links:

1. **The Federal Register of Legislation** <https://www.legislation.gov.au/> is the authorised whole-of-government website for Commonwealth legislation and related documents. It contains the full text and details of the lifecycle of individual laws and the relationships between them
2. These links below provide access to individual Australian state and territory legislation and information about legislation including those relevant to vocational education and training.

www.australia.gov.au/information-and-services/public-safety-and-law/legislation/states-and-territories

- **Australian Capital Territory legislation**
<http://www.legislation.act.gov.au/>
- **New South Wales legislation**
<http://www.legislation.nsw.gov.au/#/>
- **Northern Territory legislation**
<https://legislation.nt.gov.au/>
- **Queensland legislation**
<https://www.legislation.qld.gov.au/OQPChome.htm>
- **South Australian legislation**
<https://www.legislation.sa.gov.au/index.aspx>

- **Tasmania legislation**
<https://www.legislation.tas.gov.au/>
- **Victorian legislation**
<http://www.legislation.vic.gov.au/>
- **Western Australian legislation**
<https://www.slp.wa.gov.au/legislation/statutes.nsf/default.html>

3. VET Quality Framework:

The delivery and administration of vocational education and training through compliance with National Vocational Education and Training Regulator Act 2011: <https://www.legislation.gov.au/Details/C2017C00009>

Objects:

The objects of this Act are:

- a. To provide for national consistency in the regulation of vocational education and training (VET); and
- b. To regulate VET using:
 - a standard based quality framework;
 - risk assessments, where appropriate;
- c. To protect and enhance:
 - quality, flexibility and innovation in VET;
 - Australia's reputation for VET nationally and internationally;
- d. To provide a regulatory framework that encourages and promotes a VET system that is appropriate to meet Australia's social and economic needs for a highly educated and skilled population;
- e. To protect students undertaking, or proposing to undertake, Australian VET by ensuring the provision of quality VET, and;
- f. To facilitate access to accurate information relating to the quality of VET.

IHNA must ensure it complies with the conditions of its registration throughout the period of its registration. These conditions can include those that apply to all RTOs and are described within the National Vocational Education and Training Regulator Act 2011, and those imposed by ASQA on the registration of a particular RTO.

IHNA must:

- Comply at all times with the VET Quality Framework, which comprises:
- The, Standards for Registered Training Organisations (RTOs) 2015
- (<https://www.legislation.gov.au>) an essential mechanism for the regulation of vocational education and training (VET) against which applicants/RTOs are assessed. The standards guide nationally consistent, high-quality training and assessment services in the vocational education and training system;
- The Australian Qualifications Framework (AQF), the quality assured national framework of qualifications in the school, vocational education and training, and higher education sectors in Australia;
- Notify ASQA (Australian Skills Quality Authority) of material changes;

- Give ASQA information that is lawfully requested;
- Cooperate with ASQA;
- Comply with ASQA's general directions and;
- Comply with any other conditions that ASQA may impose.

4. ESOS Framework and The National Code 2018

The Education Services for Overseas Students, or ESOS Act, provides the regulatory requirements for education and training institutions offering courses to international students in Australia on a student visa. Please follow the links below for more information.

<https://internationaleducation.gov.au/Regulatory-Information/Education-Services-for-Overseas-Students-ESOS-Legislative-Framework/ESOS-Regulations/Pages/default.aspx>

The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018 (The National Code 2018) is a set of nationally consistent standards that governs the protection of overseas students and delivery of courses to those students by providers registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS). Only CRICOS courses can be offered to international students studying in Australia on a student visa. Please follow the links below for more information.

<https://internationaleducation.gov.au/Regulatory-Information/Education-Services-for-Overseas-Students-ESOS-Legislative-Framework/National-Code/Pages/default.aspx>

5. Copyright:

Copyright Act 1968 (<https://www.legislation.gov.au/Details/C2017C00094>)

Copyright exists in works and other subject-matter by virtue of the Copyright Act 1968. The only exception to this is in relation to certain limited prerogative rights of the Crown in respect of copyright in Acts of Parliament.

Regulations: The Copyright Regulations 1969 (<https://www.legislation.gov.au/Details/F2016C00343>), the Copyright Tribunal (Procedure) Regulations 1969

(<https://www.legislation.gov.au/Details/F2010C0753>) and the Copyright (International Protection) Regulations 1969 (<https://www.legislation.gov.au/Details/F2013C00711>) specify matters related to the operation of the Copyright Act.

Provisions under Part VB of The Copyright Act 1968 allow all educational institutions to copy and communicate third party material to distribute to students, within the limitations of the Statutory Education licence. The Copyright Agency Ltd (CAL) administers the Statutory Education licence on behalf of the Attorney General's Department. Any RTO electing to rely on this licence is legally allowed to introduce a wide variety of material into its training environment, both in hardcopy and digital format, without having to obtain direct permission from the owner. It facilitates compliance and good governance across the industry, while at the same time ensuring the freedom and flexibility of sharing information without infringing copyright legislation. Without this licence an educational institution is generally not allowed to reproduce any third party material from any source, other than where there is a direct licence/subscription in place, or permission has been granted by the creator of the work.

6. The Equal Employment Opportunity Acts

These acts require certain authorities to promote equal opportunity in employment without any form of discrimination, harassment or victimisation.

Commonwealth: The Equal Employment Opportunity Act 1987.

(<https://www.legislation.gov.au/Details/C2016C00775>)

VIC: Equal Opportunity Act 2010

WA: Equal Opportunity Act 1984

7. Health Practitioner Regulation National Law Acts

IHNA has courses on its scope which leads to a national registration as a health practitioner. The purpose of this Act is to provide for the adoption of a national law to establish a national registration and accreditation scheme for health practitioners.

Below are links to state wise versions of the Act;

Queensland	Health Practitioner Regulation National Law Act 2009
New South Wales	Health Practitioner Regulation National Law (NSW) No 86a
Victoria	Health Practitioner Regulation National Law (Victoria) Act 2009
Australian Capital Territory	Health Practitioner Regulation National Law (ACT) Act 2010
Northern Territory	Health Practitioner Regulation (National Uniform Legislation) Act 2010
Tasmania	Health Practitioner Regulation National Law (Tasmania) Act 2010
South Australia	Health Practitioner Regulation National Law (South Australia) Act 2010
Western Australia	Health Practitioner Regulation National Law (WA) Act 2010

Objectives and guiding principles of the Act

1. The object of this Law is to establish a national registration and accreditation scheme for—
 - a. The regulation of health practitioners and;
 - b. The registration of students undertaking—
 - Programs of study that provide a qualification for registration in a health profession or;
 - Clinical training in a health profession.
2. The objectives of the national registration and accreditation scheme are—
 - a. To provide for the protection of the public by ensuring that only health practitioners who are suitably trained and qualified to practise in a competent and ethical manner are registered; and
 - b. To facilitate workforce mobility across Australia by reducing the administrative burden for health practitioners wishing to move between participating jurisdictions or to practise in more than one participating jurisdiction; and

- c. To facilitate the provision of high quality education and training of health practitioners; and
 - d. To facilitate the rigorous and responsive assessment of overseas-trained health practitioners; and
 - e. To facilitate access to services provided by health practitioners in accordance with the public interest; and
 - f. To enable the continuous development of a flexible, responsive and sustainable Australian health workforce and to enable innovation in the education of, and service delivery by, health practitioners.
3. The guiding principles of the national registration and accreditation scheme are as follows—
- a. The scheme is to operate in a transparent, accountable, efficient, effective and fair way;
 - b. Fees required to be paid under the scheme are to be reasonable having regard to the efficient and effective operation of the scheme;
 - c. Restrictions on the practice of a health profession are to be imposed under the scheme only if it is necessary to ensure health services are provided safely and are of an appropriate quality.

8. ANMAC Standards and Criteria for the Accreditation of Nursing and Midwifery Courses leading to Registration, Enrolment, Endorsement and Authorisation in Australia.

<https://www.anmac.org.au/program-accreditation>

9. Occupational Health & Safety (OH&S)/ Work Health and Safety (WHS)

Under occupational health and safety (OH&S) and new work health and safety (WHS) legislation IHNA is obliged to provide for its staff and students:

- Safe premises
- Safe machinery and materials
- Safe systems of work
- Information, instruction, training and supervision
- A suitable working environment and facilities.

Workplace health and safety authorities in each state and territory and Safe Work Australia have responsibilities for enforcing the OH&S/WHS legislation. They provide education, training and advice on health and safety at work.

Work Health and Safety Act 2011

<https://www.legislation.gov.au/Details/C2016C00887>

Object of the Act

1. The main object of this Act is to provide for a balanced and nationally consistent framework to secure the health and safety of workers and workplaces by:
 - a. Protecting workers and other persons against harm to their health, safety and welfare through the elimination or minimisation of risks arising from work; and
 - b. Providing for fair and effective workplace representation, consultation, co operation and issue resolution in relation to work health and safety; and

- c. Encouraging unions and employer organisations to take a constructive role in promoting improvements in work health and safety practices, and assisting persons conducting businesses or undertakings and workers to achieve a healthier and safer working environment; and
 - d. Promoting the provision of advice, information, education and training in relation to work health and safety; and
 - e. Securing compliance with this Act through effective and appropriate compliance and enforcement measures; and
 - f. Ensuring appropriate scrutiny and review of actions taken by persons exercising powers and performing functions under this Act; and
 - g. Providing a framework for continuous improvement and progressively higher standards of work health and safety; and
 - h. Maintaining and strengthening the national harmonisation of laws relating to work health and safety and to facilitate a consistent national approach to work health and safety in this jurisdiction.
2. In furthering subsection (1)(a), regard must be had to the principle that workers and other persons should be given the highest level of protection against harm to their health, safety and welfare from hazards and risks arising from work as is reasonably practicable.

OH&S, WHS Regulations and Codes of Practice

Some workplace hazards can cause so much injury or disease that specific regulations or codes of practice are needed to control them. These regulations and codes explain the duties of particular groups of people in controlling these risks. There is a difference between regulations and codes:

- Regulations are legally enforceable
- Codes of Practice provide advice on how to meet regulatory requirements. Codes are not legally enforceable, but they can be used in courts as evidence that legal requirements have or have not been met.

To find out about OH&S and WHS Acts, regulations and Codes of Practice in different states and territories follow the link

<https://www.business.gov.au/info/run/workplace-health-and-safety>

10. The Australian Consumer Law

The full text of the Australian Consumer Law (ACL) is set out in Schedule 2 of the Competition and Consumer Act 2010 which is the new name of the Trade Practices Act 1974 (TPA).

The ACL includes:

- Chapter 1 – Introduction: a single set of definitions and interpretive provisions about consumer law concepts.
- Chapter 2 – General protections: general protections, which create standards of business conduct in the market, including:
 - A general ban on misleading and deceptive conduct in trade or commerce;
 - A general ban on unconscionable conduct in trade or commerce and specific bans on unconscionable conduct in consumer and some business transactions; and
 - A provision that makes unfair contract terms in consumer contracts void.

- Chapter 3 – Specific protections: specific protections which address identified forms of business conduct, including provisions:
 - Banning specific unfair practices in trade or commerce;
 - Dealing with consumer transactions for goods or services;
 - On the safety of consumer goods and product related services;
 - On the making and enforcement of information standards; and
 - On the liability of manufacturers for goods with safety defects.
- Chapter 4 – Offences: criminal offences relating to certain matters covered in Chapter 3.
- Chapter 5 – Enforcement and remedies: national enforcement powers and remedies relating to consumer law.

Further information about the ACL is set out in the Explanatory Memorandum and the Supplementary Explanatory Memorandum.

To assist in understanding the ACL and its provisions the Treasury has prepared:

- The Australian Consumer Law: An Introduction [PDF 635KB] [RTF 922KB], which briefly explains the content and context of the ACL; and
- The Australian Consumer Law: A Guide to Provisions [PDF 939KB] [RTF 1.8MB], which contains a detailed explanation of the provisions of the ACL.

ACL Regulations

Regulations made under the ACL are set out in Parts 6 and 7 of the Competition and Consumer Regulations 2010.

The ACL Regulations give practical effect to the ACL provisions dealing with:

- Prescribed requirements for asserting a right to payment;
- Agreements that are not unsolicited consumer agreements;
- Requirements for warranties against defects and repair notices; and
- Reporting requirements for goods or product-related services associated with death, serious injury or serious illness.

Further information about the ACL Regulations is set out in the Explanatory Statement.

11. The Privacy Act

The Privacy Act 1988 (Privacy Act) is an Australian law which regulates the handling of personal information about individuals. This includes the collection, use, storage and disclosure of personal information, and access to and correction of that information. The Privacy Act includes:

13 Australian Privacy Principles that apply to the handling of personal information by most Australian and Norfolk Island Government agencies and some private sector organisations

Credit reporting provisions that apply to the handling of credit-related personal information that credit providers are permitted to disclose to credit reporting bodies for inclusion on individuals' credit reports.

The Privacy Act also:

- Regulates the collection, storage, use, disclosure, security and disposal of individuals' tax file numbers
- Permits the handling of health information for health and medical research purposes in certain circumstances, where researchers are unable to seek individuals' consent
- Allows the Information Commissioner to approve and register enforceable APP codes that have been developed by an APP code developer, or developed by the Information Commissioner directly
- Permits a small business operator, who would otherwise not be subject to the Australian Privacy Principles (APPs) and any relevant privacy code, to opt-in to being covered by the APPs and any relevant APP code
- Allows for privacy regulations to be made.

12. Commonwealth Disability Discrimination Act 1992

The Commonwealth Disability Discrimination Act 1992 (<https://www.legislation.gov.au/Details/C2016C00763>) provides protection for everyone in Australia against discrimination based on disability. It encourages everyone to be involved in implementing the Act and to share in the overall benefits to the community and the economy that flow from participation by the widest range of people.

Disability discrimination happens when people with a disability are treated less fairly than people without a disability. Disability discrimination also occurs when people are treated less fairly because they are relatives, friends, carers, co-workers or associates of a person with a disability.

13. Commonwealth Age Discrimination Act 2004

The Age Discrimination Act 2004 (<https://www.legislation.gov.au/Details/C2016C00746>) helps to ensure that people are not treated less favourably on the ground of age in various areas of public life including:

- Employment
- Provision of goods and services
- Education
- Administration of Commonwealth laws and programs

Age discrimination is not unlawful in employment if a person is unable to carry out the inherent requirements of the particular employment because of his or her age.

It is not unlawful discrimination if an employee is taking particular action in direct compliance with an Award or Industrial agreement or youth wages. The Act also provides for positive discrimination, that is actions which provides a genuine benefit to persons of a particular age who experience a disadvantage because of their particular age.

14. Commonwealth Racial Discrimination Act 1975

The Racial Discrimination Act 1975 (<https://www.legislation.gov.au/Details/C2016C00089>) gives effect to Australia's obligations under the International Convention on the Elimination of All Forms of Racial Discrimination. Its major objectives are to

- Promote equality before the law for all persons, regardless of their race, colour or national or ethnic origin, and

- Make discrimination against people on the basis of their race, colour, descent or national or ethnic origin unlawful.

15. Commonwealth Sex Discrimination Act 1984

The Sex Discrimination Act 1984 (<https://www.legislation.gov.au/Details/C2016C00880>) gives effect to Australia's obligations under the Convention on the Elimination of All Forms of Discrimination against Women and certain aspects of the International Labour Organisation (ILO) Convention 156. Its major objectives are to:

- Promote equality between men and women
- Eliminate discrimination on the basis of sex, marital status or pregnancy and, with respect to dismissals, family responsibilities, and
- Eliminate sexual harassment at work, in educational institutions, in the provision of goods and services, in the provision of accommodation and the delivery of Commonwealth programs.

Further Information:

National Anti-Discrimination Information Gateway:

<https://www.ag.gov.au/RightsAndProtections/HumanRights/Pages/default.aspx>

Federal and state anti-discrimination laws:

http://www.humanrights.gov.au/info_for_employers/law/index.html

16. Any other legislation or regulations identified as relevant to the Registered Training Organisation.

17. All relevant legislation and regulations associated with Training packages and qualifications offered. This information will be located in the Delivery and Assessment Strategies for individual qualifications.

Education for Overseas Students (ESOS) legislation

As an ESOS agency under the Education Services for Overseas Students Act 2000 (ESOS Act), ASQA assesses the registration and re-registration of courses on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) and monitors providers against the:

- [Education Services for Overseas Students Act 2000](#)
- [National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018](#), and
- [ELICOS National Standards](#), if applicable

General Information to Student

Student records

As a student, you may gain access to your study records upon request to IHNA. These records include copies of assessments you have completed, applications for RPL and RPL assessments, and copies of statements of attainment and qualifications. If the copies requested are duplicate copies to replace those already provided to students, a small fee will be incurred. Please contact studentsupport@ihna.edu.au or speak to us at the reception to request any information. Students need to submit 'Student Records Access Request Form' and a Proof of ID (licence, passport) before access.

Student responsibilities:

As a student you are required to:

- Ensure that all the information provided to IHNA is accurate.
- Notify IHNA of any contact details changes (email, phone, address etc.) as soon as possible. Our contact with you is vital; keeping IHNA up-to-date with your contact details is a must so we can provide our quality service to you.
- Advise IHNA of any difficulties or problems you may experience with IHNA staff, procedures or training using the feedback options available in IHNA website or speaking to IHNA in person.
- Achieve satisfactory progress with your studies through participation as required.
- Not commit any plagiarism or cheating.
- Complete your course of study in the allocated time frame.
- Be aware that costs may be incurred for extension of study that has not been completed in the agreed allocated time frame.
- Abide by the policies and procedures pertaining to a student that are in place at IHNA.
- Repayment of any debt to be incurred under the VET Student Loans scheme arising from the provision of services
- Students may require purchasing materials to support their learning need based on the course they are enrolling in. The materials may include laptop, computer, softwares (Eg. Microsoft Word, excel, etc.), stethoscope, watch with seconds hand, text books, stationaries etc.

Code of Conduct

Student code of conduct policy

This details the expected student behaviour/conduct as well as the possible consequences to students if they misconduct (breach of the code of behaviour)

The code of behaviour requires students to exercise the following rights,

- Be treated fairly and with respect by all students and staff.
- Learn in a supportive environment which is free from harassment, discrimination and victimisation.
- Learn in a healthy and safe environment where the risks to personal health and safety are minimised.
- Have their personal details and records kept private and secure according to our Privacy Policy.
- Access the information IHNA holds about them.
- Have their complaints and appeals dealt with fairly, promptly, confidentially and without retribution.
- Make appeals about procedural and assessment decisions.
- Receive training, assessment and support services that meet their individual needs.
- Be given clear and accurate information about their course, training and assessment arrangements and their progress.
- Access the support they need to effectively participate in their training program.

- Provide feedback to IHNA on the client services, training, assessment and support services they receive.

All students, throughout their training and involvement with, IHNA, are expected to:

- Treat all people with fairness and respect and not do anything that could offend, embarrass or threaten others.
- Not harass, victimise, discriminate against or disrupt others.
- Not to engage in any form of sexual harassment.
- Not exhibit behaviour that may be interpreted as being abusive. This includes the wearing of any type of clothing that has offensive or racial words printed on it.
- Not behave in a manner that disrupts other students during classroom sessions.
- Treat all others and their property with respect.
- Respect the opinions and backgrounds of others.
- Follow all safety policies and procedures as directed by staff.
- Report any perceived safety risks as they become known.
- Not bring into any premises being used for training purposes, any articles or items that may threaten the safety of self or others.
- Not provide false information relating to their identification.
- Notify us if any of their personal or contact details change.
- Provide relevant and accurate information to IHNA in a timely manner.
- Approach their course with due personal commitment and integrity.
- Complete all assessment tasks, learning activities and assignments honestly and without plagiarism or infringing on Copyright.
- Hand in all assessment tasks, assignments and other evidence of their work.
- Make regular contact with their Trainer/Assessor.
- Prepare appropriately for all assessment tasks, visits and training sessions.
- Notify IHNA if any difficulties arise as part of their involvement in the program.
- Notify IHNA if they are unable to attend a training session for any reason at least 12 hours prior to the commencement of the activity.
- Make payments for their training within agreed timeframes, where relevant.
- Respect Copyright and Intellectual Property. All resources and materials given to the student are copyrighted material and students cannot be duplicated, distributed or published without permission from the copyright holder. Publishing includes posting of the material online, including posting on social media. The materials covered by copyright include, but are not limited to, electronic journal articles, books including eBooks, course materials such as unit guides and assessment instructions, videos, images and eLearning content. Where no citation information is given, students should assume that copyright holder is Health Careers International Pty Ltd. Copyright licensing arrangements do allow students to print or photocopy 10% or one chapter of copyrighted works such as books or eBooks for use in the course of their studies.

- Smoke only in the designated areas.
- Not to use, possess, sell or distribute any alcohol or illegal substances on IHNA property. Any student doing so will be reported to the Police and dismissed from the training.

All students are expected to follow the codes of behaviour. In case of any instances of misconduct, student involved will be contacted by an IHNA staff to discuss the event in detail and this will be documented and maintained on the student's file. In case the behaviour continues, student will be given a final warning and a time frame to rectify the same. Student may be terminated if the issue continues after 3 instances. All cases will be assessed on an individual basis.

Privacy

The Institute of Health and Nursing Australia (IHNA) is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations (SRTOs 2015). As such, IHNA is required to comply with Federal law regarding Privacy and confidentiality of employees, clients and contractors. The purpose of this policy is to outline how IHNA complies with the Privacy Act 1988 and the Australian Privacy Principles (APPs) 2014, in accordance with the Standards for Registered Training Organisations (SRTOs 2015) and the Higher Education Support Act 2003 and the VET Student Loan Act and Rule 2016.

Collection of Personal Information:

Personal information will not be collected unless:

- the information is collected for a purpose directly related to students; and
- the collection of the information is necessary for or directly related to that purpose.
- the purpose for which the information is being collected;
- if the collection of the information is authorised or required by law and
- with whom the information may be shared (such as the Australian Government or Tuition Assurance Scheme).
- the information collected is relevant to that purpose and is up to date and complete; and
- the collection of the information does not infringe upon the personal affairs of the student in an unreasonable manner.

Personal information will not be collected by unlawful or unethical means. Where personal information is collected for inclusion in a record or in a generally available publication, the Institute of Health and Nursing Australia will take all reasonable and practicable steps to ensure that, the student concerned is made aware of:

- the purpose for which the information is being collected;
- if the collection of the information is authorised or required by law and
- with whom the information may be shared (such as the Australian Government or Tuition Assurance Scheme).

Where the Institute of Health and Nursing Australia solicits and collects personal information for inclusion in a record or in a generally available publication it will take reasonable steps to ensure that:

- the information collected is relevant to that purpose and is up to date and complete; and

- the collection of the information does not infringe upon the personal affairs of the student in an unreasonable manner IHNA is committed to comply with obligation under the Privacy Act 1988, and the associated Australian Privacy Principles (APPs), in the way it specifically collects, uses, secures and discloses personal information.

IHNA is committed to safeguarding any confidential information obtained by the RTO.

IHNA will ensure that:

It maintains and provides a current Privacy Policy;

- Information gathered for the express purpose of training and assessment matters will not be disclosed to a third party unless prior written consent is provided by the individual concerned, or in the case that it is required by law;
- There is provision for the secure storage of all records;
- All information maintained on records is held in strict confidentiality

Access and Correction of Data

Access of data available with IHNA

IHNA acknowledges that as per the new APP 12, it is required to provide access to all of an individual's personal information it holds, even if that information is also the personal information of another individual, unless there are mitigating circumstances precluding access or legal grounds to refuse access.

IHNA shall consider whether the individual has a right of access to the information under other legislation. If not, IHNA may make a discretionary decision to either grant or deny access to the information.

Verifying an individual's identity

IHNA must be satisfied that a request for personal information under APP 12 is made by the individual concerned, or by another person who is authorised to make a request on their behalf, for example, a legal guardian or authorised agent. It would be impracticable for IHNA to deal with an anonymous request for personal information.

The steps appropriate to verify an individual's identity will depend on the circumstances. In particular, whether the individual is already known to or readily identifiable by the RTO. The minimum amount of personal information needed to establish an individual's identity will be sought. Where possible, the information may be sighted rather than copied or collected for inclusion in a record. For example, in a face to face dealing with an individual IHNA may reserve the right to record that an identity document was sighted without copying the document.

IHNA shall consider an application to access information not exceeding 30 calendar days after the request has been raised by an individual or other parties and after the necessary verifying process is completed.

IHNA also provides that, without limiting APP 12.5, 'access may be given through the use of a mutually agreed intermediary.' where direct access would otherwise be refused.

For example, an intermediary may need to be a qualified health service provider if used to give access to health information.

Correction of Data available with IHNA

In line with the APP 13.1, IHNA will take reasonable steps to correct personal information it holds, to ensure it is accurate, up-to-date, complete, relevant and not misleading, having regard for the purpose for which it is held.

The requirement to take reasonable steps applies in two circumstances:

- Where IHNA is satisfied,
- independently of any request, that personal information it holds is faulty; or
- Where an individual requests IHNA to correct their personal information.

IHNA will follow minimum procedural requirements in relation to correcting personal information, by:-

- Providing a written notice to an individual when a correction request is refused, including the reasons for the refusal and the complaint mechanisms available to the individual;
- Responding in a timely manner to an individual's request to correct personal information or to associate a statement with the information; and
- Not charging an individual for making a request to correct personal information or associate a statement, or for making a correction or associating a statement.

Availability of Privacy Policy

IHNA's Privacy Policy is available to all students and interested parties on the IHNA website.

Anonymity and Pseudonymity

IHNA respects and acknowledges the choice of anonymity and pseudonymity by individuals dealing with IHNA. IHNA provides opportunities for individuals to interact anonymously or by pseudonym with IHNA where appropriate. For example, of anonymous dealings may include an unidentified individual telephoning an RTO to make a general enquire about its courses or services.

Pseudonymity requires that an individual may contact an RTO and use a name, term or descriptor that is different from the person's actual name. Examples may include an email address that does not contain the person's actual name, and/or a user name that a person uses when participating in an online forum.

Personal information should only be linked to a pseudonym if this is required or authorised by law.

Collection of Sensitive Information

IHNA will only collect sensitive information from a student with their signed consent. This is either through a student enrolment form or employment contract.

Marketing Communications

IHNA will not forward contact details on to a 3rd party for direct marketing purposes, however we may use a person's contact details to inform them of upcoming events of interest. If any person wishes not to receive these communications they will have the option to opt out of further contact.

Legislation

The below mentioned legislations are a few legislations that you may need to be aware of whilst completing the course with IHNA.

You will be provided with an explanation log of the legislation from the head office on request to info@IHNA.edu.au

Name of Relevant Legislation	Web Link
Age Discrimination Act 2004	https://www.legislation.gov.au/Details/C2016C00746
Australian Human Rights Commission Act 1986	https://www.legislation.gov.au/Details/C2017C00143
Racial Discrimination Act 1975	https://www.legislation.gov.au/Details/C2016C00089
Sex Discrimination Act 1984	https://www.legislation.gov.au/Details/C2016C00880
Workplace Gender Equality Act 2012	https://www.legislation.gov.au/Details/C2016C00895
Disability Discrimination Act 1992	https://www.legislation.gov.au/Details/C2016C00763
Disability Discrimination Act – Education Standards 2005. Act No. 19 of 2005 An Act to amend the Disability Discrimination Act 1992, and for related purposes	https://www.legislation.gov.au/Details/C2016C00763
Copyright Act 1968 Act No. 63 of 1968 as amended Copyright Amendment Act 2006	https://www.legislation.gov.au/Details/C2017C00094 https://www.legislation.gov.au/Details/C2006A00158
Corporations Act 2001	https://www.legislation.gov.au/Details/C2017C00129
Corporations Regulations 2001	https://www.legislation.gov.au/Details/F2017C00256
Equal Employment Opportunity (Commonwealth Authorities) Act 1987	https://www.legislation.gov.au/Details/C2016C00775
Fair Work Act 2009 Act No. 28 of 2009 as amended	https://www.legislation.gov.au/Details/C2017C00144
Fair Work Regulations 2009	https://www.legislation.gov.au/Details/F2017C00246
Financial Management and Accountability Amendment Act 2000	https://www.legislation.gov.au/Details/C2004A00675
Freedom of Information Act 1982	https://www.legislation.gov.au/Details/C2017C00102
Income Tax Assessment Act 1997	https://www.legislation.gov.au/Details/C2017C00136
National Vocational Education and Training Regulator Act 2011	https://www.legislation.gov.au/Details/C2017C00009

National Vocational Education and Training (Consequential Amendments) Act 2011	https://www.legislation.gov.au/Details/C2011A00014
Data Provision Requirements 2011 legislative instrument Data Provision Requirements 2012.	https://www.legislation.gov.au/Details/F2013C00497
Privacy Act 1988	https://www.legislation.gov.au/Details/C2016C00979
Safety, Rehabilitation and Compensation Act 1988	https://www.legislation.gov.au/Details/C2016C00843
Standards for VET accredited courses	https://www.legislation.gov.au/Details/F2013L00177
Superannuation Act 1976	https://www.legislation.gov.au/Details/C2017C00099
Australian Consumer Law 2011	http://consumerlaw.gov.au/the-australian-consumer-law/legislation/
Work Health and Safety Act 2011	https://www.legislation.gov.au/Details/C2016C00887
National Occupational Health and Safety Commission (Repeal, Consequential and Transitional Provisions) Act 2005	https://www.legislation.gov.au/Details/C2005A00135
Work Health and Safety (Transitional and Consequential Provisions) Act 2011	https://www.legislation.gov.au/Details/C2011A00146
Social Security Act 1991	https://www.legislation.gov.au/Details/C2017C00142
Vocational Education and Training Funding Amendment Act 2001	https://www.legislation.gov.au/Details/C2004A00855

Access and Equity

IHNA's Access and Equity Policy is published in IHNA's website. It is the responsibility of all staff members to ensure the requirements of the Access and Equity Policy are met at all times. IHNA abides by current legislation in regards to equal opportunity.

IHNA acknowledges its obligations under State and Federal equal opportunity law, including:

- Anti-discrimination Act 1997
- Age Discrimination Act 2004
- Disability Discrimination Act 1992 (including Disability Standards for Education)
- Disability Discrimination Act 2005
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984

All students applying for courses will be given every opportunity and assistance to enter into courses of their choice and supported to participate and achieve competency in all curriculum activities.

Using a variety of assessment methods, support will be given to each individual student to attain competency. If competency cannot be demonstrated as being achieved, the student will not be awarded a result of “competent” until they have met all of the curriculum requirements.

IHNA is committed to offer all students the opportunity to access education and be able to perform at their optimum level in all courses.

Harassment and Discrimination

IHNA is committed to providing a learning environment free from harassment, bullying and discrimination. Unlawful discrimination covers the following: - age, disability/impairment, gender and lawful sexual activity, marital status, physical appearance, political beliefs, pregnancy, race, religious beliefs.

In accordance with Federal and State legislation, sexual harassment and discrimination on the grounds of age, impairment, industrial activity, lawful sexual activity, marital status, physical features, political belief or activity, pregnancy, race, religious belief or activity, status as a parent, will not be tolerated.

Individuals who feel they are being harassed or discriminated against should discuss the situation with IHNA management.

Work Health and Safety

IHNA is committed to providing a safe and healthy environment for staff, students and visitors. IHNA is accountable for the implementation of this policy and ensures a safe workplace and training facility is provided and maintained.

Staff, students and visitors are required to conduct themselves in a manner that does not wilfully contribute to the creation of hazards and injuries. Where an accident or hazard has been identified, it is the responsibility of all staff and students to report this immediately to IHNA management by completing an Accident/Incident/Hazard Report Form. When training is being conducted off site or at the client’s facility, the trainer will ensure a safe working environment before training is conducted.

Student safety and well-being is important to IHNA. As such, we ask our trainers and students to abide by the following guidelines:

- Students are not required to attend any class (including distance learners) before 8am or after 10pm.
- We advise students & trainers attending our night classes to leave together in a group and look out for each other’s safety. Should a student ever feel unsafe, please bring this to your trainer’s attention so that measures can be taken to maximise our student’s safety.
- For the welfare of other students and staff, students should not attend classes if they have a communicable disease such as: Influenza, Measles, Mumps, Rubella and Chicken Pox. This list is not extensive and if you are not sure what is a communicable disease you should contact reception.

General Safety, Emergency Rules and Procedures

At Induction, trainers will review General safety and Emergency procedures.

In situations where there is potential for cross-infection all standard precautions for infection control must be implemented.

All students will be made aware of evacuation plan locations and meeting points as indicated by the trainer at induction.

In the event of a fire or other life-threatening emergency, the trainer will direct evacuation. In such an event, students should take any valuables which can be secured immediately without danger, and walk directly out of the building in an orderly manner, via the nearest safe exit. Proceed to the indicated emergency assembly area as directed in the fire and safety policy of the building, which is a designated area within a safe distance from the building, and wait for the trainer to check the roll and give further instructions. Under no circumstances may you re-enter the building until you are directed to do so by the trainer.

Emergency Contact

All students are to provide an emergency contact name and number when they enrol in an IHNA course. The purpose of the Emergency Contact details is to provide all staff members with the necessary contact information in a timely manner should they need it in the event of a medical emergency involving a student. Emergency contact lists (providing a student's emergency contact name and number) for all classes will be available to trainers so they have access to necessary contact information on hand regardless of their location and delivery time of a course. This contact list will be available at all times on the student profile on AH. The content of this list will remain private and confidential.

Change of Address/Personal Details

It is important to advise IHNA if you have changed your personal details in any way. Please immediately inform your admin officer or email to studentsupport@ihna.edu.au so that your details can be amended. This is important so we are able to contact you at any time regarding any course changes. If you wish to change your name, original documentation needs to be cited i.e. marriage certificate/deed poll details for the purposes of issuing certificates and statements of attainment.

Student Photos

As a student your photo/image and/or testimonial may be used in IHNA's marketing material, including but not limited to IHNA website, YouTube, brochures, Facebook, Instagram, etc.

No photos will be released without an individual's consent and students will be required to complete IHNA Media consent form.

Copyright

Please be aware that the student resources supplied by IHNA comply with copyright laws. As such, these resources are not to be reproduced by a student or trainer without prior written approval by management.

Student Attendance

If a student is unable to attend a class, they must either contact their trainer or the IHNA office. "Informed Absence" is where a student has spoken to the trainer in advance of the class to advise they are unable to attend. "Absence" is where no contact, or contact only on the day has been made.

Students must discuss with the trainer to attend to "make up" classes on another day.

Submission of Assessments

Please follow the guidelines in the Student Hub.

Timeframe

Assessments must be submitted by the due date as indicated on your timetable and by your trainer.

Resubmits

If a student is deemed not yet competent on the first attempt at assessment the student will be re-trained and given an opportunity for one reassessment. Continued difficulties with assessment, course progress or attendance issues will result in the student being put on a Learning Contract.

Competence

IHNA has selected specific assessment tasks to ensure there is ample time and opportunity to demonstrate the required competence. The Assessment tasks are mapped to the competency standards and designed for all learners to complete. These assessments give the student an opportunity to demonstrate adequate knowledge and skills as outlined in the evidence guidelines stated within the Training package. At the end of each task, the student's progress will be marked by the assessor as 'satisfactory' or 'not yet satisfactory'.

The assessments will be evaluated based on the marking guides provided to the assessors for each assessment item. The feedback on assessment will be given back to the students in two weeks' time after submission of the assessment. The student must complete all the assessment tasks as instructed, in line with the specific instructions on how to complete the assessment tasks. To achieve a satisfactory outcome for an assessment, the student should attempt and answer all questions in the assessment task. To be deemed Competent in each Unit of competency the student need to have completed all the assessment satisfactorily. Assessment outcome for each task will be displayed in Student Hub.

Plagiarism, Collusion and Cheating**Plagiarism:**

Students are required to submit their own work for assessment. The presentation of someone else's work, words or ideas as one's own is plagiarism and therefore unacceptable. Plagiarism can be deliberate or accidental. Whenever students use the words or ideas of another person in their work, they must acknowledge where it is originally taken from.

Various forms of plagiarism as follows:

- Downloading or copying any materials/ideas or part of it from an online source and submitting it as your own work without acknowledging.
- Buying, stealing or borrowing any materials/ideas and submitting it as your own work.

Collusion:

- Is an understanding or agreement between two or more people to intentionally cooperate to gain an unfair advantage in assessment and may include.
- Unauthorised and unacknowledged joint authorship in an assessment task
- Unauthorised and unacknowledged copying or use of material prepared by another person for use in assessment

Cheating:

‘Cheating’ is to act dishonestly or unfairly to gain advantage. It can also be defined as completing an assessment without a student’s own effort and getting someone else to do the work. This is not an acceptable practice and will affect the progression of the course.

Procedures for prevention and detection of Plagiarism, Collusion and Cheating.

IHNA will inform students about cheating, collusion and plagiarism in several ways via the “guidelines to students” to make them aware of plagiarism, collusion and cheating and its consequences.

IHNA will require each student to complete an Assignment Cover Sheet that includes information on plagiarism, collusion and cheating and a signature from students indicating they have not cheated, colluded or plagiarised in their assessment. This is required to be completed by the student for each assessment task.

IHNA trainer/assessor will actively monitor students in class and/or during student assessments to detect any instance of plagiarism, collusion or cheating.

Trainers/Assessors will check the plagiarism in other forms of submitted assessments using online plagiarism detection website like

http://www.paperrater.com/plagiarism_checker

<http://www.plagiarismchecker.com/>

Principles behind the imposition of penalties for plagiarism, collusion & cheating

- All students will be given an opportunity to explain the occurrence.
- Students who unintentionally engage in plagiarism, collusion or cheating must be given appropriate counselling and guidance so that they do not repeat the offence.
- Any cheating or plagiarism will incur a penalty ranging from a reprimand and warning, in writing, through to the cancellation of all assessment results for the course.

Procedures for dealing with situations involving plagiarism, collusion & cheating:

- Any suspected case of plagiarism, collusion or cheating must be investigated by the Training Manager.
- The principles of natural justice must be applied at all stages in the process. Any student suspected of plagiarising, colluding or cheating must be given a fair hearing and the opportunity to provide evidence of authorship.
- If plagiarism, collusion or cheating is shown to have occurred, then the educator, in conjunction with the Training Manager and/or Institute Director of Studies will review the document.
- The student must be advised, in writing, of the penalty and informed that she/he has the right to appeal the penalty under IHNA Complaints and Appeals procedures.
- Details of any case of plagiarism, collusion or cheating must be recorded and the record kept in IHNA’s Knowledge Hub Records System against the specific student profiles.

Right of Appeal

Students have the right to appeal against the application and/or the outcomes of the above procedures. Refer to IHNA’s Student Complaints and Appeals Policy and Procedure.

Applicable policies and procedures for the student's reference

- Access and Equity Policy
- Students Complaints and Appeals Policy and Form
- Application and Enrolment Procedure for VET Courses
- Academic Participation and Progress Policy
- Assessment Policy
- Certification, Issuing and Recognition of Qualifications and Statements of Attainment Policy and Procedure
- Privacy Policy
- Fee Payment Policy
- Refund Policy
- Recognition of Prior Learning Policy and Procedure
- Deferral, Leave of Absence, Withdrawal and Suspension Policy and Procedure

Certificate Issuance

Students will receive a course credential/certificate on successful completion of the course.

To obtain the qualification students must complete the entire course successfully. Students have the opportunity to exit the program prior to completion at any stage and will be issued with a Statement of Attainment if they have successfully completed the assessment requirement for the unit / units.

Qualifications will be issued within 30 calendar days from the date of completion of the TPCAR by both student and assessor. Once issued, students will be notified and certificates are posted to students or students may collect the certificate from their respective campus. If you have outstanding assessments or placement, certificates will be issued after submission of all outstanding items if they meet competency.

Please advise the campus if your address has changed from when you enrolled.

Students can request for re-issue of a course credential/certificate. Students must submit an 'Application for Re-Issue of Course Credential' form and submit it to the Registrar/Student Administration Officer. The Registrar reserves the right to decide the validity of the request and grant the same. A fee of \$25 per credential will be charged for re-issuance. The re-issuance of certificate will take up to 20 working days from the approval of application for re-issuance of course credential.

Complaints and Appeals Procedure

IHNA has a procedure for complaints and appeals. If you wish to make a formal complaint, please request the appropriate forms. All complaints and appeals are taken seriously and will be dealt with appropriately in a timely manner and kept confidential.

Please refer to the IHNA website for our comprehensive Complaints & Appeals policy. If you do not have access to the internet please call the office to arrange for a hard copy to be posted to you.

Legislative and Regulatory Requirements

IHNA complies with State & Federal Legislation relating to the delivery of vocational education and training. Information about the relevant legislation can be accessed via the internet, including amendments issued from time to time.

WH&S Standards and Codes of Practice	
Safe Work Australia	https://www.safeworkaustralia.gov.au/
Equal Opportunity Act	http://www.humanrightscommission.vic.gov.au
National Vocational Education and Training Regulator Act 2011	https://www.legislation.gov.au/Details/C2017C00009
Aged Care Act 1997	https://www.legislation.gov.au/Details/C2017C00047
Department of Human Services	http://www.humanservices.gov.au
Victorian Department of Education and Early Childhood Development	http://www.education.vic.gov.au

Student Support

Returning to study can raise issues that can cause stress and anxiety to an individual.

Issues related to your course or studies should be directed to your trainer in the first instance. Our trainers are available to provide extra tutorial and support as needed. Support offered might include, but not limited to LLN, Professional Experience Placement, access to computers, financial issues.

Any medical problems or personal problems – please see your GP who will refer you to an appropriate Health Specialist. For other personal matters the following list can assist you to find a resource that may help.

Problem	Website	Phone
Alcoholism	www.aa.org.au	1300 222 22
Anxiety	www.beyondblue.org.au	1300 224 636
Asthma	www.asthmaaustralia.org.au	1800 278 462
Centrelink	www.humanservices.gov.au/customer/dhs/centrelink	13 28 50
Consumer credit and	www.financialrights.org.au	1800 007 007
Crime stoppers	www.crimestoppersvic.com.au	1800 333 000
Crisis counselling	www.lifeline.org.au	13 11 14
Depression	www.beyondblue.org.au	1300 224 636

Disabilities	www.ideas.org.au	1800 029 904
Domestic violence	www.safesteps.org.au	1800 015 188
Drug addiction: Narcotics	www.na.org.au	1300 652 820
Eating disorders	www.eatingdisorders.org.au	1300 550 236
Emergency services (police, fire, ambulance)	www.triplezero.gov.au	000
Family planning	www.fpv.org.au	1800 013 952
Gambling helpline	www.gamblershelp.com.au	1800 858 858
Gay & lesbian	www.qlife.org.au	1800 184 527
Grief support	www.grief.org.au	1800 642 066
Interpreting & translation service	www.vits.com.au	03 9280 1941
Legal information	www.legalaid.vic.gov.au	1300 792 387
Mental health advice	www.beyondblue.org.au	1300 224 636
Poison Information	www.austin.org.au/poisons	13 11 26
Pregnancy counselling	www.pregnancysupport.com.au	1300 792 798
Rape Crisis Centre	www.sacl.com.au	1800 806 292
Schizophrenia	www.sane.org	1800 187 263
Smoking - Quitline	www.quitnow.gov.au	13 78 48
Suicide Prevention	www.lifeline.org.au	13 11 14
Victims of crime support	www.victimsofcrime.vic.gov.au	1800 819 817
Women's refuge referral	www.safesteps.org.au	1800 015 188

Course Evaluations

As part of IHNA's continuous improvement process we will carry out our own evaluations both during, and at the conclusion of the course. These evaluations will assist us to improve process, delivery, training and content. Results are analysed and tabled for review and outcomes implemented.

In addition, at the final session you will be asked to complete a Learner Questionnaire on behalf of the AQTF. This data is collated at the end of the financial year and the results are posted to the IHNA's website.

Finally, all students in the VET sector may receive the following from the National Centre for Vocational Education Research, none of which are compulsory:

- an invitation to participate in a survey
- an invitation to participate in a Department endorsed project
- be contacted by the Department for audit or review purposes

Conclusion

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

Frequently Asked Questions

• Is work placement a requirement of this course?

Yes, 160 hours of work placements are a requirement for this course.

• Before gaining entry to a course, why do I need a Unique Student Identifier (USI)? How do I obtain one?

If you are a new or continuing student undertaking nationally recognised training, you need a USI in order to receive your qualification or statement of attainment. If you don't have a USI you will not receive your qualification or statement of attainment.

Your USI will give you access to an online record of the training you have done since 1 January 2015. You will also be able to produce a comprehensive transcript of your training. This can be used when applying for a job, seeking a credit transfer or demonstrating pre-requisites when undertaking further training.

If you are an International student who will be studying in Australia you will require a USI. You will only be able to create a USI once you have arrived in Australia.

To create a USI number, please visit <https://www.usi.gov.au/students>

• I'm currently living overseas, is it okay for me to do this course?

Yes, you can enrol into this course as it is a CRICOS approved course. However, you would need to come to Australia on a student visa to pursue this course.

Please refer to the entry criteria for international students or speak to one of our admissions consultants to know more details.

• What computer skills and software do I require for my course?

Technical/IT Requirements

Students should have some minimum computer skills, an internet connection to access the e-learning and some technical requirements as given below. IHNA will give students basic computer orientation and training to use the e-learning platform if required. Before you commence this course, please make sure your computer meets or exceeds the following specifications.

Minimum System Requirements

The minimum hardware requirements are:

- Computer
- Computer with 1Ghz processor
- 1GB of RAM
- Microsoft® Windows® XP or later
- 1024 x 768 display
- 128 Gb hard disk
- CD/DVD drive
- Sound card and speakers (or headphones)
- 256kbps or higher modem
- Or a Macintosh equivalent

Web browsers

One of the following:

- Microsoft IE 10.0 (Windows)
- Mozilla Firefox 31.0 (Windows and Mac)
- Google Chrome 31.0 (Windows and Mac)
- Safari 5.1 (Mac)

Plugins and software

1. Java Run Time Environment (JRE) version 7. To download the latest version, please visit: <http://www.java.com/en/download/index.jsp>
2. Flash Player 15.0. To download the latest version, please visit: <http://get.adobe.com/flashplayer/>
3. Acrobat Reader 8.0. To download the latest version, please visit: <http://get.adobe.com/reader/>
4. Microsoft® Office or equivalent

• Will I need to buy any text books or other equipment for this course?

- Students may be required to purchase textbooks, stethoscope, watch (with second hand), and uniforms as part of the course. Costs may vary, so please confirm before purchasing.
- Uniform for the Professional Experience Placements would be an IHNA T-shirt and pants (black/dark blue). The IHNA T-shirt will be available for purchase on campus for AUD \$25.

• How will I contact IHNA if I'm having a problem? How long will it take to get a response?

Students have access to a host of support services for students in academic and non-academic related areas.

- Student Support – Student can avail support to enrol into a course, administration support team provides one-on-one assistance to the students to complete the enrolment process by guiding them through documents via phone calls, emails and face-face sessions.
- Trainer/Assessor Support - At the commencement of the course, students will be introduced to their trainer/assessor via email, who will continue to give support as they progress through their studies through email and/or telephone calls. Students can contact our Student Support Team via email at studentsupport@ihna.edu.au
- Learning Support – All students will have access to support from their educators as they progress through the course. They can contact the respective educators to schedule an appointment for the same.

The response time for all support requests is between 24 - 48 hours.

- **What support services are available after hours?**

Students can raise a support request anytime of the day via email or through the student portal.

- **What will this course qualify me to do and what type of jobs will I be able to get? What is the future outlook like for me if I enrol for this course?**

After the successful completion of the program the candidates may gain employment in the Early childhood Education Industry in such settings as Child Care Centres, Kindergartens, Pre-school programs, After School programs, Family Day Care Centres, Play Groups and other community settings and clients' homes.

- **How will I access extra course resources?**

Student will have access to all course resources on the Student portal along with an online library and other additional resources. All campuses have library facilities that students can access.

- **How will I send in my assessment tasks?**

Once enrolled all student will have access to the IHNA Student Hub. All assessments will be available and can be submitted on the Student Hub. In case of any additional assessment students will be informed and provided with the assessment from campus.

- **What qualifications or experience are recommended to meet the course's entry requirements?**

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

- **Can I transfer to a campus class if I struggle online?**

Yes, students can transfer from blended to face to face mode of delivery if they like. The student support officer can help guide the student through the transition.



OUR CAMPUSES

MELBOURNE (CBD)

Level 5, 131 Queen Street,
Melbourne, VIC - 3000,
Australia

Phone: +61 3 9455 4444

MELBOURNE (HEIDELBERG)

597-599 Upper Heidelberg
Road, Heidelberg Heights,
VIC 3081, Australia

Phone: +61 3 9450 5100

PERTH (CARILLON)

Level 4, Carillon City Arcade,
680-692 Hay Street Mall,
WA 6000, Australia

Phone: +61 8 6212 8200

Victorian Government Funding



SYDNEY (ARGYLE)

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

Phone: +61 2 8228 6400

SYDNEY (WENTWORTH)

1 Wentworth Street,
Parramatta, NSW 2150,
Australia

Phone: +61 2 8228 6402

PERTH (ST.GEORGE)

Level 412,
St.Georges Tce,
WA 6000, Australia

Phone: +61 8 6212 8200

Melbourne (Administrative Office)

Level 1, 76-80 Turnham Avenue, Rosanna, Victoria 3084, Australia
Ph: +61 3 9455 4400

 www.ihna.edu.au

 enquiry@ihna.edu.au

 1800 22 52 83

A Vocational Education division of HCI



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