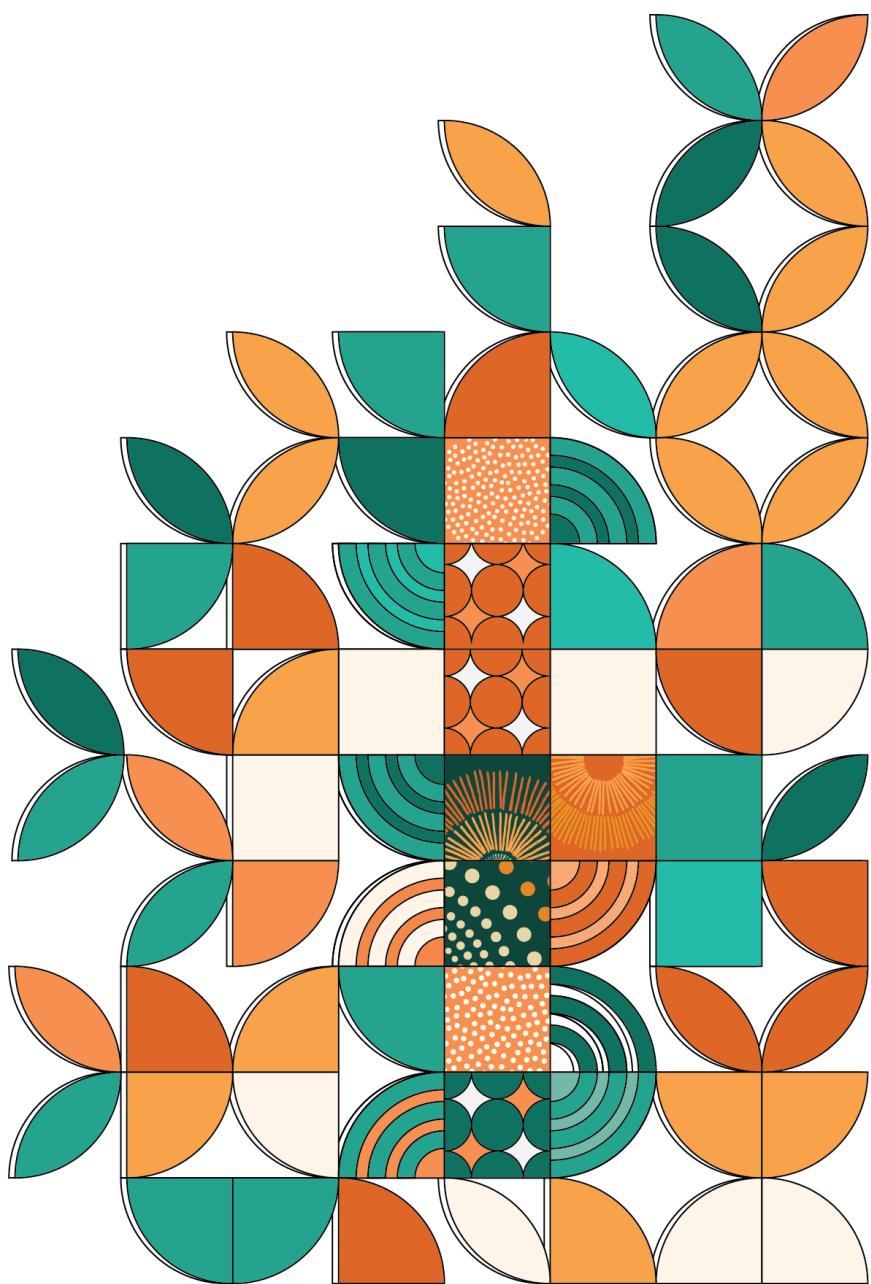# Course Delivery Procedure

SECTION 1

1. Purpose

1.1   This procedure is to ensure that the Institute of Health and Nursing Australia (IHNA) maintains standardisation, equivalence and consistency in course delivery and assessment across all the approved locations and delivery modes.

2. Scope

2.1   This procedure applies to all forms of approved delivery modes—face to face, blended and online delivery across all campuses.

3. Definitions

3.1 Refer to the IHNA Glossary of Terms.

SECTION 2

4. Procedure

4.1 IHNA offers courses leading to certifications listed on the TGA website https://training.gov.au/Organisation/Details/21985. Additionally, IHNA offers individual courses, units or modules that do not lead to an AQF award. IHNA is committed to upholding rigorous academic standards, ensuring alignment with IHNA's internal policies and procedures and maintaining compliance with external legislation and accreditation standards including the Standards for Registered Training Organisations 2015 and the Enrolled Nurses Accreditation Standards 2017.

4.2 All the courses are developed with reference to the Design and Development Procedure that ensures graduate outcomes and the principles that guide assessment, learning experiences and course enhancement.

4.3 IHNA maintains procedures that govern:

   a. the design and delivery of courses;

   b. the approval and review of courses; and

   c. assessment in courses.

5. Course delivery

5.1 IHNA predominantly uses two modes of delivery to teach approved courses: face to face and blended. All the students have an opportunity to choose the mode of delivery as per the Admission and Enrolment Policy except the students who are on student visas.

5.2 For face to face delivery, all students within a cohort must participate in a minimum of 16 hours per session. This includes attendance at lectures, tutorials, structured interactive learning, simulation-

based training, objective structured clinical assessment (OSCA) and support sessions per week at the approved campus locations.

5.3 In the blended delivery mode, students engage in online theory classes and attend campuses for simulation, practical sessions and assessments. This approach facilitates a harmonious balance between academic pursuits and personal commitments, aiding students in managing their studies alongside work. This delivery mode is, however, not applicable to international students.

6. Delivery modality and assigned responsibilities

Steps	Face to face delivery	Blended delivery	Responsibility
6.1	Each unit in the course is added in Learning Management System (LMS)		Learning Design team
6.2	All the learning resources required for the delivery of a unit isadded to the respective course for the unit in LMS		Learning Design team
6.3	Resources are be created as follows, but not limited to: • Cover Page for the course • Introduction Module for the unit containing - An introduction to the unit (preferably as a video by the educator); - Learning outcomes for the unit (based on the details in the Unit Guide); - Assessment requirements (based on the details provided in TGA for the unit); - Required and/or Recommended Readings for the unit. • Each topic in the unit should be created as Module in the course • Each Module should contain: - An introduction video for each topic - Learning content for each topic added as one or more pages using a mix of one or more ▪ Text		Learning Design team

	▪ Image ▪ Video ▪ Interactive Content ▪ Mini quizzes as learning checkpoints - Required and/or Recommended Readings for the topic	
6.4	Resources can be developed by referring to, but not limited to: • Resources at Resource Hub in Knowledge Hub • eBooks • Articles and journals, books from IHNA Library • Web content • Blogs • Videos • Webinars • White papers	Course Curriculum team
6.5	Unit content in LMS will be streamlined such that student goes through the course content sequentially	Learning Design team
6.6	Educator resources must be kept unpublished to prevent access by students	Learning Design team
6.7	Students are provided log in access to LMS and Knowledge Hub	Administrative Staff
6.8	Students are contacted to ensure they have access to LMS and Knowledge Hub	Administrative Staff

6.9	Students are enrolled to orientation course in LMS at the start of the course		Administrative Staff
6.10	Orientation takes place in the classroom	Orientation takes place online through MS Teams/Zoom	Administrative Staff and Academic Staff
6.11	On completion of the orientation course, students are added to the unit in LMS as per the timetable		Administrative Staff
6.12	Lectures and tutorials aredelivered on campus	Lectures and tutorials are delivered online through MS Teams/Zoom	Educators
6.13	80% Attendance is mandatory for international students.	80% Attendance is required through attending sessions either on campus or online.	Students
6.14	Lectures are recorded and made available for future reference and further study.		Administrative/Academic Staff
6.15	In addition to Lectures and Tutorials, students are provided with Structured Interactive Learning (in LMS) which is to be completed as part of the unit		Students
6.16	Student can access eBooks and HCI Library for further learning		Students
6.17	On completing their learning in LMS, students should access and submit their summative assessments from Student Hub		Students
6.18	Closed book exams will be administered in the classroom under invigilation.		Educators
6.19	Simulation based training will be conducted in the IHNA labs.		Academic Staff
6.20	Practical placement, if required, will be arranged by IHNA per the availability and requirement of the course		Academic Staff

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6.21	Students are required to do practical placement, if required, as outlined for the course requirements	Students
6.22	Upon completion of the practical placement, students will submit the completed professional experience placement book online or at the campus	Students
6.23	A staff member will go through the practical placement book and any pending assessments	Academic Quality Coordinators
6.24	Students will be called for a final discussion (Final assessment day) with the Academic staff within 14 days from the date of submission of the practical placement book	Administrative Staff
6.25	All assessments will be finalised and training plan signed off.	Course Coordinators
6.26	All requirements for the certificate issuance checklist will be confirmed	Administrative Staff
6.27	Certificate of completion for the course will be issued to the student 30 days from the training plan sign off day	Registrar

7. Student support and communication

7.1 **Equitable course delivery and support:** Courses, regardless of the delivery mode, guarantee all students uniform and fair access to facilities, infrastructure, resources, andsupport, facilitating their advancement and attainment of learning objectives.

7.2 **Academic and support services for student success:** IHNA Staff is accessible to address any student inquiries related to their studies. The academic staff are dedicated to assisting students in developing the necessary skills to advance and successfully complete their courses within the specified timeframe and in alignment with expected academic standards. This support encompasses guidance on understanding assessment or task expectations, honing writing skills, providing literacy related support, accessing appropriate resources, using information technology, solving mathematical problems and mastering referencing techniques.

7.3 **Student support network and communication channels:** Every student will be allocatedto a specific educator, student admin, course coordinator and placement coordinator. Students have the ability to communicate with their assigned educator, student admin, course coordinator and/or placement

coordinator through platforms such as LMS, Student Hub, IHNA website, and/or MS Teams.

8. Responsibility

8.1 The Learning and Teaching Committee (LTC) has the accountability to oversee the procedure.

8.2 The Academic Director, National Training Managers, Course Coordinators, and Course Managers are responsible for implementing this procedure.

9. Relevant Standards

9.1 Standard for RTOs 2015 Clauses 1.1 to 1.4 and 2.2 implementing, monitoring and evaluating training and assessment strategies and practices.

9.2 Enrolled Nurse Accreditation Standards 2017 Criterion 3.10 Equivalence of unit outcomes for programs taught in Australia in all delivery modes in which the program isoffered (units delivered on-campus or in mixed-mode, by distance or by e-learning methods)

SECTION 3

10. Associated Information

Related Internal Documents	- Course Design and Development Procedure - Recognition of Prior Learning Policy - Recognition of Prior Learning Procedure - Admission and Enrolment Policy - Complaints and Appeals Policy - Training Plan - Student Orientation - Assessment Policy and Procedure
Related Legislation,Standards, and Codes	- National Vocational Education and Training Regulator Act 2011 - Standards for Registered Training Organisations 2015 - Education Services for Overseas Students Act 2000 (ESOS Act) - National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code) - Australian Core Skills Framework - Equal Opportunity Act 1995 - Disability Standards for Education 2005 - Enrolled Nurse Accreditation Standards 2017 - Relevant State and Territory funding contracts and eligibility documents
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Department	Academics
SRTO2015 Stds and sub section	Standards for RTOs 2015 - Clauses 1.1 to 1.4 - Clauses 2.2

11. Change History

Version Control		Version 2.0
Version No.	**Date**	**Brief description of the change, incl version number, changes, who considered, approved, etc.**
V.1.0	10/03/2021	Developed the procedure in accordance with the National Delivery arrangement and technology-enhanced framework
V.1.1	1/11/2021	Renamed Tutor to Teaching Support Officer
V.2.0	23/11/2023	Updated in the new template and logo

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