

Non School Foundation and Senior Secondary Provider Procedure

1.0 Purpose

To ensure that Bendigo Kangan Institute (BKI) meets the requirements for Victorian Registration and Qualifications Authority (VRQA) registration in relation to the offer and delivery of accredited senior secondary courses in a non-school environment. This procedure excludes Corrections Education Students.

As a Child Safe Organisation, BKI has a strong commitment to Child Safety and ensures all staff are aware of the Child Safety Policy and Procedure and understand that they are expected to meet Mandatory reporting requirements pursuant to the Children Youth and Families Act 2005.

2.0 Scope

This procedure applies to all Bendigo Kangan Institute (BKI) students enrolled in accredited senior secondary courses registered with the Victorian Registration and Qualifications Authority (VRQA). It includes all BKI staff involved in the delivery of these courses, encompassing teachers, administrative staff, support staff, and any other personnel contributing to the educational experience and welfare of students in the Victorian Certificate of Education – Vocational Major (VCE-VM) and the Victorian Pathways Certificate (VPC) programs.

This procedure covers all activities related to the teaching, assessment, student support, and administrative processes including enrolment and completions for the VCE-VM and VPC programs at BKI. It ensures compliance with VRQA registration requirements and Victorian Curriculum and Assessment Authority (VCAA) standards.

Exceptions to this procedure include Corrections Education Students and any other programs or courses not registered with the VRQA as accredited senior secondary courses.

This procedure ensures that all stakeholders, including students and staff, adhere to the guidelines and standards set by the Education and Training Reform Act 2006, the VRQA Guidelines for minimum standards of registration for Non-School Foundation and Senior Secondary Providers (NSFSSP), and the Victorian Curriculum and Assessment Authority (VCAA).

3.0 Legislative References

In addition to the Non-School Foundation and Senior Secondary Provider Policy

- Ministerial Order 723
- Privacy and Data Protection Act 2014
- Occupational Health and Safety Act 2004
- Australian Quality Training Framework (AQTF)
- Australian Qualifications Framework (AQF)
- VET Funding Contract – Skills First program
- AVETMISS for VET providers
- Skills First Quality Charter
- The Australian Professional Standards for Teachers

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4.0 Procedural Steps

No.	Phases and steps	Name of role who actions
4.1	Admissions and Course Enrolment	
4.1.1	<p data-bbox="293 535 884 568">Entry requirements for VCE-VM and VPC</p> <p data-bbox="293 607 1197 804">There are no specific entry requirements for admission into the Victorian Certificate of Education – Vocational Major (VCE-VM) and Victorian Pathways Certificate (VPC) programs. However, teachers must ensure that students are entering at the appropriate level and that the Senior Secondary course suits their learning needs, abilities, and interests.</p> <ul data-bbox="343 846 1197 1312" style="list-style-type: none"> <li data-bbox="343 846 1197 1043">• Students Under 17: Students who are under the age of 17 must present a Transition from School form, completed by their school and signed by the school principal. Students cannot be enrolled without this transition form being provided to BKI. This form is then lodged with the Department of Education through BKI's youth transition officers. <li data-bbox="343 1048 1197 1144">• Diverse Enrolment: BKI accepts students into the VCE-VM and VPC programs from a variety of backgrounds, including different genders, ages, social backgrounds, and nationalities. <li data-bbox="343 1149 1197 1312">• Students with Additional Needs: Students with additional needs are accommodated as per the BKI Student Welfare and Accessibility Policy and Procedure. Additional support is provided to enable students to achieve their desired learning outcomes. <p data-bbox="293 1355 1197 1552">This procedure ensures that all stakeholders, including students and staff, adhere to the guidelines and standards set by the Education and Training Reform Act 2006, the VRQA Guidelines for minimum standards of registration for Non-School Foundation and Senior Secondary Providers (NSFSSP), and the Victorian Curriculum and Assessment Authority (VCAA) and BKI Enrolment Procedure</p>	Teaching Department Admin

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No.	Phases and steps	Name of role who actions
4.1.2	<p>Pre-enrolment Information Session</p> <p>Online Application: VCE-VM and VPC applicants apply online for a place in either of the programs via the Kangan Institute or Bendigo TAFE websites.</p> <p>Conduct Information Session: Applicant attends an information session on-site or via an online presentation including Curriculum information, LLN requirements and mandatory Student PTR requirements.</p> <p>The following will be confirmed.</p> <ul style="list-style-type: none"> • That PTR data via Eloqua communications has been completed by the Applicant and updated DSR. • That the Applicant has completed the online LLN Assessment (BKSB) and updated DSR with results. • Enrolment data via Eloqua communications has been completed by the Applicant and updated DSR. • Original documents for evidence of eligibility and/or Citizenship have been sighted and uploaded where appropriate or utilise Document Verification Service (DVS). • The USI number and name if provided are correct. <p>Information and Guidance: At the session, applicants receive advice and guidance on their eligibility to receive Government Funding and all other enrolment-related information, including:</p> <ul style="list-style-type: none"> • Fees • Payment terms and conditions • Eligibility for concession rates • Course guides and prospective student guides • Student handbooks 	Applicant, Teaching Department Admin, AED, Registrar

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No.	Phases and steps	Name of role who actions
4.1.3	<p>Application Assessments and Interviews:</p> <p>BKI Must conduct a Pre-Training Review (PTR) for potential students wishing to study at Bendigo Kangan Institute. The PTR must be conducted prior to enrolment to.</p> <ul style="list-style-type: none"> • Determine Learning Support (LS) if required • Discuss with applicant training timetable • Discuss payment options, fee waivers and concessions where applicable and confirm update in DSR 'How do you intend to pay' (refer to 4.3.4 for options) Complete the Staff section of the PTR and make a judgement about whether: <ol style="list-style-type: none"> 1. The course is suitable for the applicant - given their employment aspirations and ambitions, their indicated learning styles and abilities; and 2. The applicant is suitable for the course – given their language, numeracy and digital capability, previous study and employment history. <p>Refer to Pre Training Review Procedure BKSB assessment tool and 'BKSB Staff User Guides' located on the PTR Information site.</p> <p>Staff must complete training to conduct Pre-Training Interviews and be registered as an Authorised Enrolment Delegate (AED) prior to commencing this duty.</p> <p>For further information regarding AED training and authorisation, refer to the Authorised Enrolment Delegates (AED) intranet site.</p> <p>On-Campus Assessments: Applicants are invited on campus to undertake both a Pre-Training Assessment and Pre-training Review (PTR).</p>	Applicant, Teaching Department Admin, AED, Registrar

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4.2	Identify any additional learning or support needs at enrolment via the Pre-Training Review prior to actually enrolling the student.	
4.2.1	<p>During the Pre-Training Review BKI Staff identify if undertaking the VCE program is the most suitable qualification for the student to enrol, this is based on the individual's existing educational attainment, capabilities, aspirations and interests and with due consideration of the likely further educational aspirations or job outcomes and skills;</p> <p>Teachers must assess the proposed learning strategies ensuring materials are appropriate for that individual; where the proposed learning includes portions delivered online, teachers need to identify the individual learner's digital capability, including access to necessary technology, and where necessary identify steps to overcome any barriers in this regard; and if an applicant has other learning needs that need to be considered.</p> <ul style="list-style-type: none"> • Identification of Needs: Where a student indicates on the enrolment form and during their Pre-Training Interview that they have an existing disability, the teaching department must ascertain if assistance is required. • Referral for Assessment: If the student indicates that advice or assistance is needed, the teaching department must refer the student to the Disability Liaison Officer for assessment prior to completing the enrolment and offering the student a place in the course of study. • Contact Information: The Disability Liaison Officers can be contacted via the Bendigo Kangan Institute Disability Support Unit. The Student Welfare and Accessibility Policy and Procedures provide additional information regarding this process. 	Learning Support Uni, Teaching Department
4.3	Unit Selection and Statement of Fees	

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4.3.1	<p>On-Campus Enrolment:</p> <ul style="list-style-type: none"> • Unit Confirmation: When a student enrolls in person on campus, the teaching department will confirm the specific units the student is enrolling in based on their course requirements and interests. • Statement of Fees: After unit confirmation, the student is provided with a Statement of Fees, detailing the cost associated with their chosen units. This statement includes information on payment terms and conditions, eligibility for concessions, and any applicable fees. • Payment Processing: The student makes the payment using their preferred method (cash, cheque, credit card, etc.). If the student is eligible for a concession, they must present a valid concession card at this time. • Confirmation of Enrolment: Once payment is processed, the student receives a Confirmation of Enrolment document. This document lists all the units the student is enrolled in, confirms the receipt of payment, and provides any additional relevant enrolment information. • Distribution of Materials: The student is provided with essential materials, including course guides, student handbooks, and other informational resources to support their studies. <p>Email Enrolment:</p> <ul style="list-style-type: none"> • Enrolment Pack: For students enrolling via email, the teaching department sends an enrolment pack that includes unit selection options and a Statement of Fees. This pack provides comprehensive information on the units available, payment terms and conditions, eligibility for concessions, and required documentation. • Unit Selection: The student reviews the unit selection options and confirms their choices by responding to the email or completing an attached form. • Statement of Fees: The student receives a Statement of Fees that outlines the costs associated with their chosen units. This document also includes information on payment terms, conditions, and eligibility for any concessions. • Payment Instructions: The enrolment pack includes detailed instructions for making payments, including accepted payment methods and deadlines. The student makes the payment following these instructions. • Confirmation of Enrolment: After the payment is received and processed, the student is sent a Confirmation of Enrolment document via email. This document lists all the units the student is enrolled in, confirms the receipt of payment, and provides any additional relevant enrolment information. • Distribution of Materials: Along with the Confirmation of Enrolment, the student receives digital copies of essential materials, such as 	Applicant, Teaching Department Admin, AED, Registrar
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	<p>course guides, student handbooks, and other informational resources to support their studies.</p> <p>Record Keeping and Follow-Up:</p> <ul style="list-style-type: none"> • Documentation: All enrolment-related documents, including the Statement of Fees, Confirmation of Enrolment, and any correspondence, are stored securely in the student's digital file. • Verification: The teaching department verifies that all required documentation is complete and accurate. Any discrepancies or missing information are addressed promptly by contacting the student. • Follow-Up: If additional information or action is required from the student (e.g., submission of a concession card or additional forms), the teaching department follows up to ensure all requirements are met. • Support Services: Students are informed about available support services, including academic advising, disability support, and financial aid. Contact information for relevant support services is provided. 	
4.4	Attendance and Assessment Requirements:	
4.4.1	<p>Teachers must ensure that the following information is provided to students regarding attendance before they commence a VCE-VM and VPC program:</p> <ul style="list-style-type: none"> • Student absences are to be monitored by teachers and provided to the Program Lead at the end of each week. • The Program Lead collates attendance information and takes appropriate action on a case-by-case basis. • Youth workers can contact the student(s) to arrange an interview if directed by teaching staff and/or the Program Lead to ascertain the reason for absence and if welfare intervention is required. Referrals can be made if required. • The Program Lead is to contact the student's parent or guardian to inform them of any action to address non-attendance (informal) 	Teaching Department Admin,

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4.4.2	<p>Monitoring of Attendance:</p> <p>The monitoring of attendance and supervision of VCE-VM and VPC students is a critical responsibility of the Institute. This process aims to identify and support "at risk" students in the areas of education, welfare, and safety.</p> <p>Teachers are required to record attendance daily using the designated attendance management system (e.g., JRPlus). Any absences must be noted, and follow-up actions must be initiated as per the institute's guidelines.</p> <p>Minimum Class Time and Attendance Rules:</p> <p>The Victorian Curriculum and Assessment Authority (VCAA) has directed schools to set the minimum class time and attendance rules. (detailed below 4.2.3) These rules are designed to ensure that students receive adequate instructional time to meet the learning outcomes.</p> <p>If a student completes all required tasks satisfactorily but fails to meet the attendance requirements, the school must assign an 'N' (Not Satisfactory) for one or more outcomes, thereby preventing the student from receiving credit for the unit.</p> <p>Attendance Thresholds:</p> <p>The Institute and college have defined that an 'N' (Not Satisfactory) can be assigned for a unit if a student's attendance falls below 80% without a valid explanation. This threshold is essential to ensure that students participate actively in their learning.</p> <p>Approved absences, such as those due to illness or other valid reasons, are not included in the 80% calculation. However, students must provide verification for these absences within two weeks.</p> <p>Teachers are responsible for informing students about the importance of maintaining attendance above this threshold and the consequences of failing to meet the attendance requirements.</p> <p>Attendance Verification and Reporting:</p> <p>Students are required to verify their absences promptly, providing necessary documentation such as medical certificates or other valid proof. This verification must be submitted no later than two weeks after the absence.</p> <p>Teachers must ensure that attendance records are accurate and up-to-date. Regular reports on student attendance should be generated and reviewed to identify any patterns of absenteeism.</p> <p>In cases of excessive unexplained absences, the teaching department must initiate an intervention process, which may include</p>	Student, Teaching Department Admin, Parent and or Guardian
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	meetings with the student and their parents or guardians (if the student is under 18) to discuss strategies for improving attendance.	
4.2.3	<p>Student at risk -10% non- attendance</p> <ul style="list-style-type: none"> • The student will be placed on the agenda for discussion the weekly SARs meeting (Students At Risk). • In the SARs meeting, a course of action and strategy will be actioned and documented on the Students At Risk Register.. • The Program Lead will arrange a meeting with parents/guardians and students to outline the intervention strategy. This meeting will be documented and notes of the meeting to be retained. <p>Any intervention strategy and/or behavioral contract implemented and copies of any contract to be sent to the parents/guardians, students and student records.</p> <p>Student at Risk 20% non- attendance The Program Lead will trigger another intervention process(Formal)</p> <ul style="list-style-type: none"> • The student will be consistently monitored through SARs where a further intervention strategy will be discussed and actioned. This strategy will be documented on the Students At Risk Register. • The Program Lead will arrange a meeting with the parents and students to outline the intervention strategy and discuss students' options and the impact on their educational performance. • If a student does not respond to improve their attendance a formal letter will be sent to the student's parents informing them of the Institute's intent to withdraw the student from being eligible to be assessed and advising that will result in the student not being eligible to qualify VCE-VM, or VPC and/or VET certificates. • Parents and students may contact the Program Lead for an interview to discuss action and options for a student to continue. • Students will be withdrawn within 4 weeks from VCE-VM or VPC if unexplained absence continues, and Department of Education will be notified if the student is less than 17 years old. 	Student, Teaching Department, Program Lead,

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4.2.4	<p>Youth Worker Interventions for Absenteeism</p> <p>Youth Worker Contact:</p> <p>Additional interventions by youth workers can be initiated to address student absenteeism. If directed by teaching staff and/or the Program Lead, youth workers will contact the student(s) to arrange an interview.</p> <p>Interview Arrangement: During the interview, the youth worker will ascertain the reason for the student's absence and determine if any welfare intervention is required.</p> <p>Welfare Intervention:</p> <p>If the interview indicates that welfare intervention is necessary, the youth worker will take appropriate steps to address the student's needs. This may include providing support, resources, or making referrals to other services.</p> <p>Referrals: Referrals to internal services or additional support within the Institute can be made if required. The youth worker will follow up on the referrals to ensure the student receives the necessary assistance.</p> <p>Documentation and Follow-Up:</p> <p>All interventions and interviews conducted by youth workers must be documented accurately. This includes recording the reason for the absence, the outcome of the interview, and any actions taken.</p> <p>Regular follow-ups are conducted to monitor the student's progress and ensure that the interventions are effective in improving attendance and addressing any underlying issues.</p>	Youth Worker, Program Lead
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4.3	Supervision Roles and Responsibilities	
4.3.1	<p>General Supervision:</p> <ul style="list-style-type: none"> Teachers are responsible for the supervision of students during class time, break times including lunch break, and while on excursions. This includes monitoring student behaviour, ensuring a safe environment, and providing guidance as needed. Security cameras and security guards are also on-site to monitor behaviours and ensure campus safety. They assist in maintaining a secure environment for all students and staff. In the event of a critical incident or an incident requiring first aid, BKI staff will follow the established First Aid Procedure or Critical Incident Procedure to ensure prompt and appropriate response. 	Teaching Department
4.3.2	<p>Supervision – Off-Campus and Conduct Expectations</p> <p>Lunch Break Off Campus:</p> <ul style="list-style-type: none"> Students are permitted to leave the campus to purchase lunch. However, a signed notice from the student’s parents or guardians (for students who are under 18) giving permission must be received by BKI prior to the student being allowed to leave campus. All teachers must mark attendance rolls immediately after the lunch break. Any instances of non-attendance must be recorded, and non-attendance processes must be implemented promptly. Students who leave BKI campuses during class time without signed consent will be subject to formal disciplinary actions as outlined in the Student Code of Conduct procedure and the VCE Student Handbook. Parents or guardians will be notified of any breaches. 	Students, Teaching department, Parents/Guardians

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4.3.3	<p>Excursion Forms and Information</p> <p>Preparation for Excursions:</p> <p>Prior to attending excursions or camps, students are required to complete an Excursion Agreement Form and an Excursion Emergency Medical Information Form, both of which must be signed by parents or guardians where appropriate.</p> <p>Teachers must ensure that students receive comprehensive documentation and information outlining the activity, including but not limited to:</p> <ul style="list-style-type: none">• Date of activity• Location of activity• How this activity relates to Learning Outcomes within the curriculum being delivered• Transport arrangements to and from the activity• Departure and return times• Departure and return locations• Names of staff who will be attending and supervising• For camps, a statement confirming that an emergency management plan has been prepared specifically for this activity, with emergency contact details listed• Students will receive appropriate training required to enable them to operate safely and effectively in the particular activity• Any emergency contact details for the teachers and staff involved in the activity <p>Student Supervision on Excursions</p> <p>Safety and Authorisation:</p> <ul style="list-style-type: none">• Teachers and teaching departments are responsible for ensuring the safety of students is paramount when organising and attending excursions.• All excursions must be authorised by either the Program Lead or the Department Manager.• Each individual excursion should have a separate excursion form where a risk assessment is undertaken, evaluated, and considered to ensure all potential hazards are addressed.	Students, Teaching department, Program Lead, Department Manager
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	<p>Staff and Supervision:</p> <ul style="list-style-type: none"> • If additional staff and/or supervisors are required to attend excursions, they must hold a valid Working With Children Check. • Permission from parents or guardians of each student must be obtained for each individual student participating in the excursion. • Excursions that occur to the same place on a regular basis for a determined period may be signed off via one excursion form for the duration of the visits for each student. 	
4.3.3	<p>Student First Aid and Medical Needs whilst on Excursions</p> <p>During excursions teachers must ensure that a mobile first aid kit is taken to the excursion.</p> <ul style="list-style-type: none"> • If a student has a medical action plan a copy must be taken on the excursion by the teacher. • If there is an emergency which requires medical assistance, it is the teacher's responsibility to provide the Medical Action Plan to ambulance or First Aid support staff. • In the event of a medical emergency where the student does not have a Medical Action Plan, the supervising teacher must ensure that First Aid is given as needed and an ambulance called if required. • The student's parents/guardians must be informed of any medical or emergency incidents that occur whilst on excursions. • If an ambulance is needed and called any cost of emergency transport must be borne by the student or their parents. 	Students, Teaching department,

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4.4	Management of Student Medical Needs	
4.4.1	<p>First Aid and Medical Support:</p> <p>BKI maintains a register of qualified First Aid staff at all campuses. These staff members are trained to handle medical emergencies and provide first aid as needed.</p> <p>In accordance with BKI's First Aid policies and procedures, if a student requires first aid, qualified staff will provide immediate assistance.</p> <p>In the event of a critical incident, an ambulance will be called as per the Student Critical Incident Procedure to ensure the student receives professional medical care promptly.</p> <p>Medical Details and Emergency Contacts:</p> <p>Upon enrolling, students are required to complete a Medical Details form and provide a list of emergency contacts. This information ensures that BKI can respond effectively in case of a medical emergency.</p> <p>Records of student medical details are maintained securely in compliance with the Privacy Act. This ensures that personal and sensitive information is protected and only accessible to authorized personnel.</p> <p>Medication is not administered to underage students without written consent from a parent or guardian. This policy ensures the safety and well-being of all students.</p>	Students, Teaching department, OHS Officers, Admin officers

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4.4.2	<p>Emergency Response:</p> <p>Teachers have access to a duress alarm to alert authorities if a medical emergency occurs. This system ensures that help can be summoned quickly to address the emergency.</p> <p>In a critical or emergency situation, BKI staff will follow the established Critical Incident and Emergency Management Procedures to ensure the safety and well-being of all students and staff involved.</p> <p>Critical/Emergency Incident Reporting</p> <p>Incident Reporting:</p> <p>In the event of a critical incident, first aid situation, or medical emergency involving a student, detailed notes must be taken by the teacher or staff member present. These notes should include the nature of the incident, actions taken, and any relevant observations.</p> <p>A report of the incident must be entered into the Occupational Health and Safety (OHS) system by the teacher. This report should detail the incident comprehensively, including any first aid administered and the outcome of the situation.</p> <p>Review and Analysis:</p> <p>The incident report will be accessible only to OHS staff who will review it to ensure that the correct procedures were followed. This review process helps maintain high standards of safety and emergency response within BKI.</p> <p>OHS staff will analyse the incident to determine if any preventive measures can be implemented to avoid similar incidents in the future. This continuous improvement process ensures that BKI's emergency management procedures remain effective and up-to-date.</p> <p>Ongoing Student Safety:</p> <p>Following an incident, staff are expected to follow Critical Incident and Emergency Management Procedures to ensure ongoing student safety. This includes offering support to students who may have witnessed the incident, ensuring they have access to counselling or other necessary resources.</p> <p>Efforts are made to ensure that all students feel safe and supported after a critical incident. This may involve follow-up meetings, additional</p>	Teaching Department, OHS Officers
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	supervision, or other interventions as required to address the needs of the students involved.	
4.5.1	Structured Workplace Learning (SWL) and Student Work Placements	

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<p>4.6</p>	<p>Student safety is paramount at BKI. BKI has a no-risk tolerance for avoidable harm to safety. Prior to placement, staff assess the suitability of the placement for meeting the requirements of the assessable activities as well as any potential risk, and wellbeing of students. BKI ensures that all placements are with a suitable organisation or business, these requirements are defined in the BKI Practical Placement Policy and Student Practical Placement Procedure</p> <p>Placement Agreements summarise the obligations of the student and the host organisation, agreements must be completed and signed by the student (parent/guardian for students under 18) and the employer or their representative (Host organisation) before placement commences. BKI maintains a central register to record placement hours and activities, and students must keep a logbook of tasks and complete associated assessments. If a student cannot obtain a work placement, simulated activities are provided to ensure course requirements are met.</p> <p>Structured Workplace Learning (SWL) and Student Work Placements</p> <p>Offering Structured Workplace Learning: Structured Workplace Learning (SWL) will be offered to VCE-VM or VCE students for a maximum of 20 days per semester.</p> <p>All placements must be with suitable organisations or businesses that meet the criteria defined in the BKI Practical Placement Policy and Student Practical Placement Procedure.</p> <p>Teacher Visits and Responsibilities: During SWL placements, teachers must visit all students to ensure their progress and well-being in the workplace environment.</p> <p>Teachers are responsible for ensuring this contact occurs for all students undertaking SWL.</p> <p>Prior to the commencement of SWL, students must be informed of workplace Occupational Health and Safety (OHS) requirements and their obligations and rights as students.</p> <p>Placement Agreements and Documentation: Placement Agreements summarising the obligations of the student and the host organization must be completed and signed by the student (or parent/guardian for students under 18) and the employer or their representative before the placement commences.</p>	<p>Placement team for all activities with exception of onsite inspections which are the responsibility of the relevant teaching department</p>
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	<p>All SWL forms, including the Placement Agreement, must be fully completed and signed prior to the start of the placement.</p> <p>Student Safety and Suitability Assessments: BKI has a zero-risk tolerance for avoidable harm to student safety. Staff must assess the suitability of the placement for meeting the assessable activities' requirements and any potential risks to student well-being.</p> <p>Only placements that meet BKI's safety and suitability criteria are approved.</p> <p>Central Register and Logbooks: BKI maintains a central register to record placement hours and activities.</p> <p>Students must keep a logbook of tasks performed during their placement and complete associated assessments. This logbook is a record of their learning experiences and achievements.</p> <p>Simulated Activities:</p> <p>If a student cannot obtain a work placement, simulated activities are provided to ensure course requirements are met. These simulations replicate real-world tasks and environments to provide practical experience.</p>	
	VCE Teaching Staff	

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<p>4.7</p>	<p>BKI is following the transition requirements under the new One VCE Reform, whereby all teaching staff are working towards VIT registration, in alignment with the Victorian Institute of Teaching - Employer Pack - A Guide to Teacher Registration. BKI employs experienced staff to deliver and assess VCE-VM and VPC units.</p> <p>Teaching and Learning Staff Qualifications</p> <ul style="list-style-type: none"> • BKI ensures the integrity of its teaching by having competent and qualified staff who deliver and assess its VCE units. • Staff teaching requirements are set out in the Trainer and Assessor Qualifications Policy and the BKI Recruitment Policy. • Staff are expected to hold Permission to teach and/ or be registered with the Victorian Institute of Teaching. • . • Staff who have PTT and are teaching VCE-VM Core Units are expected to be working towards full registration, as • PTT can be granted for a maximum of three years. It is not a renewable form of registration. <p>All teachers are expected to attend professional development in their vocational subject areas</p> <p>Teacher Expectations:</p> <p>Teachers are expected to have a thorough understanding of the VCE-VM and VPC curriculum for the current year, including study designs, assessments, and curriculum guidelines.</p> <p>BKI teachers access the VCE Administrative Handbook 2024 and other BKI Policies and Procedures.</p> <p>Teachers are provided with all the necessary educational resources, support, and mentoring to ensure that best practice models underpin teaching.</p> <p>BKI provides ongoing professional development opportunities to deepen pedagogical practice, ensuring teaching staff remain current with VCAA requirements while developing proficiency against the Australian Professional Standards.</p> <p>Teaching staff must ensure that students are provided with opportunities to learn and provided with the necessary resources to allow them to obtain the accreditation or qualification they are working towards.</p>	<p>Teaching Department, Program Lead, Department Manager, BKI People and Culture</p>
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	<p>Teachers must teach and assess students in the manner and in keeping with the standards expected by the VCAA, VRQA as well as meeting other legal responsibilities in relation to discrimination, mandatory reporting, occupational health and safety and privacy.</p> <p>Teaching Staff are expected to demonstrate their commitment to child safety by maintaining a current Working With Children Check at all times they are employed by BKI in a teaching capacity.</p>	
4.7.1	Assessment – Authentication and Reporting	

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4.7.2	<p>Student Assessment and Authentication</p> <p>Assessment and Authentication:</p> <p>Students must observe and apply VCAA authentication rules. They must sign an authentication record for work done outside class when submitting completed work, as outlined in the Student Handbook.</p> <p>Each piece of assessment (SAC or SAT) will have a signed student declaration on the front cover prior to submission. Additionally, each SAT assessment will require the completion of a detailed VCAA student authentication form.</p> <ul style="list-style-type: none"> • All Assessments must be authenticated. • Teachers must use an Assessment Cover Sheet template and complete this with the outlined details and attached to each student's assessment piece. • Students must sign an assessment cover sheet to confirm any work submitted is their own. • Teaching and Learning templates are available for teachers to access on the BKI Intranet under Teaching and Learning. <p>Principles of Assessment:</p> <ul style="list-style-type: none"> • BKI adheres to the Principles of Assessment, ensuring assessments are Valid, Reliable, Fair, Efficient, and Flexible. • To satisfactorily complete a VCE unit, students must demonstrate their achievement of the set of outcomes as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's judgment of the student's overall performance on a combination of set work (learning activities) and assessment tasks (including school-based assessments) related to the outcomes. Students should be provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and key skills required for the outcomes for the unit. <p>Criteria for 'Not Satisfactory' (N) Result:</p> <p>A student will receive an 'N' (Not Satisfactory) for a unit if:</p> <ul style="list-style-type: none"> • The work does not demonstrate achievement of the outcomes. 	Student, Teaching Department, Program Lead, Department Manager,
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	<ul style="list-style-type: none"> The student has failed to meet a school deadline for the school-based assessment task, including extensions and special provisions. The work cannot be authenticated due to lack of attendance. There has been a substantial breach of VCAA rules and BKI policies and procedures. <p>Considerations for 'Not Satisfactory' (N) Result:</p> <p>Before assigning an 'N' result, teaching staff should consider:</p> <ul style="list-style-type: none"> Whether any other work, activities, or discussions could contribute to demonstrating the achievement of learning outcomes. Whether the decision can be reasonably delayed to allow the student to submit work to achieve a satisfactory outcome. 	
4.7.3	<p>Special Provision (Reasonable Adjustment)</p> <p>Reasonable Adjustment:</p> <p>BKI has a Reasonable Adjustment (Special Provision) procedure, enabling all students an opportunity to participate in and complete their secondary-level studies.</p> <p>Special provision provides equivalent, alternative arrangements for students without conferring an advantage over others.</p>	Student, Teaching Department, Program Lead, Department Manager,

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4.7.4	<p>Reporting and Record-Keeping</p> <p>VASS Reporting:</p> <p>At the end of each semester, the VASS Administration Officer must provide the following reports to the Program Leads, VCE, and the Department Managers, Foundations:</p> <ul style="list-style-type: none">• Participation rates for completing student groups.• Completion rates for completing student groups.• Outcome data for completing student groups.• Eligibility Reports from VASS must be provided at the following times:<ul style="list-style-type: none">○ Term 1 after enrolment completion.○ Mid-year upon completion of Semester 1.○ End of Semester 2.○ As requested by Department Managers or Program Leads.	Teaching Department, Program Lead, Department Manager,
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<p>4.7.5</p>	<p>Assessment Records:</p> <p>BKI keeps records of student assessments and ensures the quality of assessments through validation processes. Teachers participate in annual VCAA quality assurance processes.</p> <p>Student records are stored in compliance with the Privacy Act and are only disclosed with student, parental, or guardian consent (if the student is under 18), in keeping with BKI's Privacy Policy and Procedures.</p> <p>BKI collates and reports annual analysis of student participation data, completion rates, and outcomes on its website.</p> <p>Procedures are in place for timely provision of results, in line with VCAA administrative dates, and for re-issuing statements or certificates of results if required.</p> <p>BKI ensures correct enrolment of students to meet the requirements for their accredited qualification. A policy exists for Academic Records Management and Retention, including the destruction of assessments and coursework after final grading.</p> <p>BKI supports the use of the Victorian Assessment Software System (VASS) as per VCAA requirements. Students are provided with VASS administration dates in the VCE-VM and VPC Student Handbook to inform them of term dates and withdrawal deadlines.</p> <p>The integrity of student results and privacy of student records are maintained by restricting system access to authorized staff only.</p>	<p>Student, Teaching Department, Program Lead, Department Manager,</p>
<p>4.7.6</p>	<p>Student Reports</p> <p>In order to ensure that the parents of VCE-VM and VPC students are informed of their children's progress BKI ensures that reports are sent out to parents of VCE-VM and VPC students in the middle of each Term.</p> <p>Reports are given in order to advise parents of units passed and of progress, attendance, and behavior and to request a meeting to discuss any concerns.</p>	<p>Student, Teaching Department, Program Lead, Department Manager,</p>

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4.8	Student Assessment Validation (Moderation) To ensure the consistency of assessments and results VCE-VM and VPC teachers participate in VCAA Validation and moderation activities this is in line with the BKI Validation Procedure <ul style="list-style-type: none">• Validation is scheduled and BKI Teachers meet formally and informally to discuss the development of tasks, topics and approaches to VCE-VM and VPC tasks.• BKI VCE-VM and VPC Teachers meet twice yearly to validate and moderate their assessments using BKI documentation.• Feedback is an important part of this process, collaboration, supporting the development of best practices in the assessment of VCE-VM and VPC among the teaching teams.	Teaching Department, Program Lead, Self-Assurance Partner
4.8.1	Feedback, Appeals and Complaints	

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<p>4.9</p>	<p>BKI's Feedback Policy (Compliments and Complaints) ensures that feedback is valued and integrated into the Institute's core business. All feedback, whether a compliment or a complaint, is used to drive improvements in BKI services.</p> <p>Feedback Culture: Bendigo Kangan Institute fosters a culture in which feedback is highly valued. Staff are well-trained and supported to manage and respond to feedback effectively.</p> <p>The Institute responds to feedback and makes improvements based on the information received. This approach ensures continuous enhancement of services and student experiences.</p> <p>Complaints Definition of a Complaint: A complaint, also known as a grievance, is an expression of dissatisfaction with:</p> <p>The quality of an action taken, decision made, or service provided by the Institute, anyone under the Institute's oversight, or an Institute contractor.</p> <p>A delay or failure in providing a service, taking an action, or making a decision by the teacher or Institute.</p> <p>Handling Complaints: Teachers must ensure that student complaints are handled as per the Feedback Policy (Compliments and Complaints).</p> <p>All complaints will be treated in a confidential manner and recorded and stored securely in the BKI complaints management system.</p> <p>Appeals Assessment Appeals Policy: BKl has an Assessment Appeals Policy, which outlines its commitment to the principles of natural justice and procedural fairness. This policy applies to appeals of decisions made by BKl, including assessment outcomes.</p> <p>All students have the right to request a review of a decision concerning their studies. The request must be submitted in writing within 28 days of the student being notified of the decision.</p>	<p>Student, Teaching Department, Program Lead, Department Manager, Self- Assurance Partner, BKl Systems and Reporting</p>
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	<p>This policy is publicly available on BKI's website and is referenced in the student handbook.</p> <p>Right to Appeal: Students have the right to appeal BKI decisions about:</p> <ul style="list-style-type: none">• Non-satisfactory completion of a unit.• Special Provision.• A breach of rules. <p>Students also have the right to appeal to the VCAA on school decisions about a Breach of Rules. For more information, refer to VCAA's website.</p> <p>Informing Students:</p> <p>Students must be informed of their right to appeal an assessment outcome or to make a formal or informal complaint regarding any aspect of their learning experience that they believe has been unfair or inequitable or has unfairly impacted their learning outcomes.</p>	
4.9.1	Eligibility for the award of VCE-VM	

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4.10	<p>BKI will provide students with qualifications according to the Certificate and Statement Policy and in compliance with BKI's obligations under relevant legislation and regulatory requirements. VCE VM students will be awarded a statement of attainment and qualification upon successful completion of all course requirements. VCE VM students who have completed VET units and have ended their studies after successfully finishing one or more accredited units from a nationally recognised qualification or accredited course will receive partial completion of a VET qualification.</p> <p>To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:</p> <ul style="list-style-type: none"> • 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence) • 2 VCE VM Numeracy or VCE Mathematics units • 2 VCE VM Work Related Skills units • 2 VCE VM Personal Development Skills units • 2 VET credits at Certificate II level or above (180 nominal hours) <p>Students must complete a minimum of three (3) other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the academic year to enable these to be integrated.</p> <p>BKI students who include VET studies in their VCE design receive the appellation of 'Vocational Major' on their VCE certificates in recognition of their structured workplace learning.</p>	<p>Teaching Department, Program Lead, Department Manager, Graduations</p>
Governance and Probity		

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<p>BKI maintains robust governance and probity standards to ensure effective management and compliance with all regulatory and legislative requirements. BKI Academic and Regulatory Compliance Policy outlines BKI's commitment to compliance with all Commonwealth and State legislation and regulatory requirements relevant to its scope of registration and operations as a Registered Training Organisation (RTO). Supporting all BKI staff and personnel, involved in training and assessment. It ensures that staff are informed of the current and any changes to legislative and regulatory requirements that affect their duties. uphold its responsibilities and obligations as a registered training provider.</p> <ul style="list-style-type: none">• Teaching and support staff must ensure that they follow VCAA and VRQA processes in relation to meeting governance requirements.• BKI will inform the VRQA in writing of any changes to its management structure or its executive officers including its Chief Executive Officer within 10 business days of the change occurring. <p>Governance Structure</p> <p>BKI has established governance and management structures to effectively oversee its operations, finances, physical environment, staff, and students. The governing body's structure and charter are publicly available on the BKI website. Key responsibilities include ensuring compliance with all relevant legislation and regulatory standards, maintaining financial viability, and providing high-quality education and training services.</p> <p>Legislative and Regulatory Compliance</p> <p>BKI is committed to compliance with all Commonwealth and State legislation and regulatory requirements relevant to its scope of registration and operations as a Registered Training Organisation (RTO) This includes adherence to the Victorian Registration and Qualifications Authority (VRQA) Guidelines and adherence to the minimum Standards outlined in the Guidelines for Non-school Senior Secondary Education Providers, and the Standards listed in the Education and Training Reform Act (2006).</p> <p>Internal Audits and Monitoring</p> <p>BKI conducts regular internal audits and monitors its operations and practices to ensure compliance with all relevant standards and legislation. This includes capturing, retaining, and managing records</p>	<p>Teaching Department, Program Lead, Department Manager, Governance, Risk and Compliance, Chief Operation Officer</p>
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accurately, and providing truthful and accurate responses to information requests by regulators or government authorities.

Fit and Proper Person Requirements

All executive officers, high managerial agents, and individuals who exercise control over BKI's management are required to meet Fit and Proper Person Requirements. This ensures that key personnel have the necessary characteristics and principles to deliver high-quality services and outcomes for VET graduates. BKI maintains a register of declarations and ensures compliance through regular updates and notifications to ASQA and VRQA.

Financial Viability and Risk Management

BKI ensures its financial viability and risk management through sustainable business operations. This includes maintaining adequate public liability insurance, holding required insurances, and providing evidence of financial viability and risk assessments when requested by regulators.

Reporting and Documentation

BKI maintains accurate and comprehensive records to support compliance with legislative and regulatory requirements. This includes maintaining a Register of Trainers and Assessors, documenting professional development activities, and ensuring all training and assessment strategies meet the requirements of training packages and accredited courses.

Public Availability of Policies

BKI's policies and procedures are made publicly available on its website, ensuring transparency and accessibility. This includes information on legislative and regulatory compliance, governance structures, and procedures for managing complaints and appeals.

By adhering to these governance and probity standards, BKI ensures that it operates in a manner that is ethical, transparent, and accountable, fostering trust and confidence among students, staff, and stakeholders.

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5.0 Roles and Responsibilities

Role	Responsibilities
Head of Governance Risk and Compliance	<p>Manager Academic Compliance Supports:</p> <ul style="list-style-type: none"> BKI compliance obligations with VRQA registration requirements for VCE-VM and VPC students. The development and maintenance of policies and procedures in relation to VCE-VM and VPC students.
Director of Education, Foundations	<p>Director of Education, Foundations Ensure that:</p> <ul style="list-style-type: none"> BKI meets and maintains all requirements for VRQA registration as a VRQA Non-School Foundation and Senior Secondary Provider.
Department Manager/s Foundations	<p>Department Manager/s, Foundations (Metro and Regional)</p> <ul style="list-style-type: none"> Ensure all VCE-VM and VPC staff meet their obligations in relation to the provision of students and comply with VCAA requirements for the teaching and assessment of these courses.
Program Lead, VCE (Metro) and Program Lead, VCE and Work Education (Regional)	<p>Program Lead, VCE (Metro) and Program Lead, VCE and Work Education (Regional) support:</p> <ul style="list-style-type: none"> All staff delivering to the requirements of the VCAA to ensure that BKI students are given the opportunity to graduate. Program Leads must also ensure the selection of units upon enrolment follows the eligibility for student success. Student monitoring on a weekly basis through Students At Risk meetings (SARS), including periodic reports via VASS for progress eligibility.
Senior Administration Officer	<p>Senior Administration Officer, is responsible for:</p> <ul style="list-style-type: none"> Ensure correct and timely student enrolment. Provide Eligibility Reports from VASS
VCE-VM and VPC Teachers	<p>VCE-VM and VPC Teachers ensures:</p> <ul style="list-style-type: none"> Students are provided with opportunities to learn and provided with the necessary resources allowing them to obtain the accreditation or qualification they are working towards. To teach and assess students in the manner and in keeping with the standards expected by the VCAA, VRQA. Ensures alignment to other legal responsibilities in relation to discrimination, mandatory reporting, occupational health and safety and privacy.

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Role	Responsibilities
Disability Liaison Officer	<p>The Disability Liaison Officer provides:</p> <ul style="list-style-type: none"> • Assessment to establish if the student is eligible for assistance. • Help with application and enrolment. • Advocacy on behalf of students with disabilities, including negotiating alternate or modified assessments, or extra time in a course. • Organising additional learning assistance both in and out of class, e.g., note-takers, participation assistants, tutors or sign language interpreters
Student Wellbeing and Accessibility Services	<p>Student Wellbeing and Accessibility Services provides a range of services to include but not limited to:</p> <ul style="list-style-type: none"> • Counselling and Welfare • Youth Support • Employment Centre • Library • Learning Support

6.0 Related Documents

Document Name
Non-School Foundation and Senior Secondary Provider Procedure
Student Welfare and Accessibility Procedure
Feedback and Complaints Policy
First Aid Procedure
Assessment Appeals Procedure
Assessment Appeals Policy
Child Safety Policy
Child Safety Procedure
Student Code of Conduct Policy
Student Code of Conduct
Child Safe Toolkit
Child Safe Policy – Youth Version
Student Critical Incident Procedure

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Document Name
Excursion policy
Practical Placement Policy
Student Practical Placement Procedure
Reasonable Adjustment (Special Provision) procedure
Wellbeing and Accessibility Policy
Health and Safety and Wellbeing Policy
Prevention of Potentially Harmful Behaviour
Assessment Cover Sheet

7.0 Version Control and Change History

Ver.	Issue Date	Document Custodian	Description of Change	Approval Authority
1.0	28.08.2019	Chief Learning Officer	Initial Policy	Board of Studies
1.1	01.12.2023	Chief Learning Officer	Minor Amendment	Board of Studies
2.0	19.06.2024	Director, Foundations Education Centre	Updated in line with policy to reference and reflect new VCE Vocational Major	Chief Industry and Education Officer and Board of Studies

8.0 Document Custodian and Approval Authority

Document Custodian	Approval Authority	Approval Date	Scheduled Review Date
Director, Foundations Education Centre	Chief Industry and Education Officer	19/06/2024	19/06/2026

Approval Authority: Chief Industry and Education Officer

Doc Custodian: Director, Foundations Education Centre

Version No: 2.0 Issue Date: 19/06/2024

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