



Bendigo Kangan Institute

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).

It also ensures that processes in place adhere to the BKI Senior Secondary Framework.

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3.0 Legislative and Regulatory Context

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

- [Ministerial Order 723](#)
- [Ministerial Order 706](#)
- [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](#)

4.0 Procedural Steps

No.	Phases and steps	Name of role who actions
4.1	Admissions and Course Enrolment	

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4.1.1	<p>Entry requirements for VCE-VM and VPC</p> <p>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 style="list-style-type: none"> • 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. • 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. • Students with Additional Needs: Students with additional needs are accommodated as per the BKI Student Welfare and Accessibility Policy and Procedure and BKI Senior Secondary Framework. Additional support is provided to enable students to achieve their desired learning outcomes. <p>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, LND requirements and mandatory Student PTR requirements.</p> <p>The following will be confirmed.</p> <ul style="list-style-type: none"> • That PTR data via Ready Student (BKI Student Management System) has been completed by the Applicant and updated Digital Student Records (DSR). • That the Applicant has completed the online LND Assessment (BKSB) and updated DSR with results. • Enrolment data via Ready Student 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 or other psychosocial and wellbeing needs, they are contacted by Student Support Services to determine if the student would like support and if so assist in determining assistance required. • Referral for Assessment: If the student indicates that advice or assistance is needed post commencement of studies, the teaching department must refer the student to the Access and Equity Team for assessment. • Contact Information: The Access and Equity Team can be contacted via the Student Support and Success Tam. The Student 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 	Applicant, Teaching Department Admin, AED, Registrar
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	<p>methods and deadlines. The student makes the payment following these instructions.</p> <ul style="list-style-type: none"> • 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 	
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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:	



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4.4.1	<p>Attendance</p> <p>Teachers must ensure that information is provided to students regarding attendance expectations before they commence a VCE-VM and VPC program.</p> <p>Students, parents and caregivers should also be advised that attendance information is also available in the Senior Secondary Student Handbook.</p> <p>Monitoring of Attendance:</p> <p>The following process is undertaken in alignment with the BKI Senior Secondary Framework:</p> <ul style="list-style-type: none"> • Student absences are monitored and followed up by teachers. • <p>Students should be referred to the Senior Secondary Success Coach for non-attendance or disengagement, after the standard process of follow up has proven to be unsuccessful.</p> <p>The Success Coach may employ the following to assess and respond to the non-attendance:</p> <ul style="list-style-type: none"> • Meet with the student to assess reasons for the non-attendance • Suggesting and supporting specific strategies the student to employ to address the situation • Suggesting and supporting specific strategies for the teacher to employ to address the situation • Referrals to internal and external stakeholders as required • Parent/Guardian discussion, which may include agreeing on strategies for mitigating circumstances. <p>Identify and respond to contributing social, emotional or financial wellbeing factors. The Senior Secondary Success Coach to ensure the Student is added to the Students At Risk Register (SARR) and</p>	Teaching Department ,
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	<p>regularly monitor progress. If the non attendance is related to other intersecting wellbeing or psychosocial factors the Senior Secondary Success Coach will referred to the appropriate Student Support Team for assessment and support.</p>	
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4.4.2	<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., Ready Student and Attendance registers)..</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>	Student, Teaching Department Admin, Parent and or Guardian
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	<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>	
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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 Senior Secondary success Coach 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. 	Student, Teaching Department, Program Lead,

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	<ul style="list-style-type: none"> • 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. 	
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<p>4.2.4</p>	<p>Additional support and early intervention strategies may be coordinated through BKI’s Student Support and Success services to respond to concerns relating to attendance, engagement, wellbeing, accessibility or other factors impacting a student’s participation and success. This may include involvement from Youth Workers, Student Wellbeing, Access and Equity, Student Engagement or Safer Community teams, in collaboration with the Senior Secondary Success Coach and/or Program Lead.</p> <p>Where appropriate, Student Support and Success staff may contact students to arrange supportive engagement, wellbeing check-ins, referrals or coordinated interventions</p> <p>Documentation and Follow-Up:</p> <p>All interventions and interviews conducted by Student Support must be documented accurately. This includes liaising with the Senior Secondary Success Coach who will record 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>	<p>Student Support and Success</p>
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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. 	Students, Teaching department, Program Lead, Department Manager
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	<ul style="list-style-type: none">Each individual excursion should have a separate excursion form where a risk assessment, as per the Excursion Policy and Procedure is undertaken, evaluated, and considered to ensure all potential hazards are addressed.	
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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. 	
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<p>4.3.3</p>	<p>Student First Aid and Medical Needs whilst on Excursions</p> <p>Program Leads must ensure that when a student with a medical condition that relates to allergy and the potential for anaphylactic reaction is under the care or supervision of the school outside of normal class activities, including in the school yard, at camps and excursions, or at special events conducted, organised or attended by the school, there are a sufficient number of school staff present who have anaphylaxis training.</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. • 	<p>Students, Teaching department,</p>
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4.4	Management of Student Medical Needs	
4.4.1	<p>First Aid and Medical Support, including Asthma and Anaphylaxis Management Plan:</p> <p>BKI are an accredited and recognised Mental Health and First Aid organisation. BKI have approximately 15% of staff trained in First Aid. Over 150 staff trained and 10 staff are paid to support the business. 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>All staff are are trained to follow BKI's HSW-PR-E6.02 First Aid Procedure , if a student requires first aid. Qualified staff will provide immediate assistance, as outlined in <i>Clause 4 First Aid Response on Campus</i> under the HSW-PR-E6.02 First Aid Procedure</p> <p>In the event of a critical incident, an ambulance will be called as per the BKI Student Critical Incident Procedure to ensure the student receives professional medical care promptly.</p> <p>BKI complies with Ministerial Order 706 for Asthma and Anaphylaxis management requirements. The BKI HSW-PR-E6.02 First Aid Procedure complies with relevant legislation including the Education and Training Reform act 2006 (Vic). In addition to this procedure, BKI ensure the following procedures are undertaken for all Non-School Provider Senior Secondary students.</p> <p>Senior Secondary Program Leads will ensure:</p> <ul style="list-style-type: none"> • that an Individual Anaphylaxis Management Plan is developed, in consultation with the student's parents, for any student who has been diagnosed by a medical practitioner as having a medical condition that relates to allergy and the potential for anaphylactic reaction • that Individual Anaphylaxis Management Plans are in place as soon as practicable, preferably by the first day of the student's 	Students, Teaching department, WHS Officers, Admin officers

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attendance.

- that Individual Management Plans contains all relevant information relating to the student and the allergy, including a written diagnosis from a medical practitioner
- that Individual Management Plans contain an action plan, preventative strategies and the student's emergency contact details.
- that when a student with a medical condition that relates to allergy and the potential for anaphylactic reaction is under the care or supervision of the school outside of normal class activities, including in the school yard, at camps and excursions, or at special events conducted, organised or attended by the school, there are a sufficient number of school staff present who have anaphylaxis training.
- that staff will participate in a briefing twice per calendar year held by a staff member trained in anaphylaxis management within the last two years on:
 - the school's anaphylaxis management policy;
 - the causes, symptoms and treatment of anaphylaxis;
 - the identities of students with a medical condition that relates to allergy and the potential for anaphylactic reaction, and where their medication is located;
 - how to use an adrenaline autoinjector, including hands on practise with a trainer adrenaline autoinjector;
 - the school's general first aid and emergency response procedures; and
 - the location of, and access to, adrenaline autoinjectors

Medical Details and Emergency Contacts:

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.



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Records of student medical details are maintained securely on the BKI SharePoint Site for Senior Secondary students in compliance with the Privacy Act. This ensures that personal and sensitive information is protected and only accessible to authorised personnel.

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.

Students with medical needs are monitored by the Program Lead and VCE Success Coach, who ensure that regular updates are communicated with relevant staff members as a part of the Students at Risk (SAR) Process.

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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 Student Critical Incident Procedure to ensure the safety and well-being of all students and staff involved.</p> <p>All Senior Secondary classrooms have fobs to access lockable doors. Once doors are closed they are locked, allowing students to shelter in place in classroom areas.</p> <p>All Senior Secondary classrooms have cameras installed which are monitored by security staff at each campus, enabling immediate response to a critical incident.</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>	Teaching Department, OHS Officers
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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.

Ongoing Student Safety:

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.

Efforts are made to ensure that all students feel safe and supported after a critical incident. This may involve follow-up meetings, additional



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	supervision, or other interventions as required to address the needs of the students involved. Where appropriate, students may also be offered follow up support through Student Support and Success services following incident, wellbeing concerns or other significant events impacting on their engagement, safety or learning, including a referral to the Safer community Team for additional assessment support, safety planning or coordinated intervention when required.	
4.5.1	Structured Workplace Learning (SWL) and Student Work Placements	

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4.6	<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 VPC 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</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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workplace Occupational Health and Safety (OHS) requirements and their obligations and rights as students.

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.



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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>Teaching staff are expected to follow approved VCAA approved Study Designs for all core units. Staff must only use verified assessment tasks</p>	<p>Teaching Department, Program Lead, Department Manager, BKI People and Culture</p>
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	<p>and delivery resources that are on the Academic Integrity Teaching and Learning Intranet Site.</p> <p>Assessment tasks must not be altered from their verified master format. Any suggested changes must go through a Continuous Improvement Process that includes verification of proposed changes.</p> <p>Teaching staff must follow master delivery plans for each unit to ensure that assessment is given at the appointed times, reducing time lag between classes.</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>	
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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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<p>4.7.2</p>	<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>Student, Teaching Department, Program Lead, Department Manager,</p>
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Criteria for 'Not Satisfactory' (N) Result:

A student will receive an 'N' (Not Satisfactory) for a unit if:

- The work does not demonstrate achievement of the outcomes.

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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. <p>Student communication for 'Not Satisfactory' (N) Result:</p> <ul style="list-style-type: none"> Teaching staff must ensure that students receiving a 'Not Satisfactory' N result understand the consequences and outcomes. Teaching staff must provide clear information to students receiving an N result about opportunities to redeem the outcome. The Senior Secondary Success Coach and Program Lead must also ensure that these students are monitored and support teaching staff to offer additional opportunities to students. 	
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4.7.3	<p>Special Provision (Reasonable Adjustment)</p> <p>Reasonable Adjustment:</p> <p>BKI has a <u>Reasonable Adjustment (Special Provision) procedure</u>, 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>	<p>Student, Teaching Department, Program Lead, Department Manager,</p>
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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. <p>Final results in VASS will be cross-checked against the BKI Student Management System using the 'Student Progress Register' to ensure accurate results are represented in both systems.</p>	Teaching Department, Program Lead, Department Manager,
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4.7.5	<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 authorised staff only.</p>	Student, Teaching Department, Program Lead, Department Manager,
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4.7.6	<p>Student Progress</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 and end of each semester.</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>Two Parent/Teacher Interviews are conducted each year to provide opportunity for families and caregivers to discuss student progress.</p> <p>Student progress is also tracked via the master 'Student Progress Register' maintained by Admissions and Education Operations. The register monitors student completion rates for both core units and VET subjects. The register is to record all Eligibility Reports requested. It is also an oversight of data quality between the BKI Student Management System and the VASS System.</p> <p>Students are provided with information to request access to their personal details stored on the VCAA database in the Kangan Institute and Bendigo TAFE Student Handbooks.</p>	Student, Teaching Department, Program Lead, Department Manager,
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4.8	<p>Student Assessment Validation (Moderation)</p> <p>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</p> <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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4.9	<p>BKI's <u>Feedback Policy (Compliments and Complaints)</u> 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 <u>Feedback Policy (Compliments and Complaints)</u>.</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,</p>	Student, Teaching Department, Program Lead, Department Manager, Self- Assurance Partner, BKl Systems and Reporting
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	<p>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>	
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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>	
4.10	Eligibility for Award	

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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 as a Statement of Attainment.</p> <p>Eligibility for the award of the Victorian Certificate of Education – Vocational Major (VCE-VM)</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>Eligibility for the award of th Victorian Pathways Certificate (VPC)</p> <p>The minimum requirement for the VPC is satisfactory completion of 12 units, which must include:</p> <ul style="list-style-type: none"> • at least 2 units of VPC Literacy (or units from the VCE English group, 	Teaching Department, Program Lead, Department Manager, Graduations
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	<p>including VCE VM Literacy)</p> <ul style="list-style-type: none"> • at least 2 units of VPC Numeracy (or units from the VCE Mathematics group, including VCE VM Numeracy) • at least 2 VPC Personal Development Skills units • at least 2 VPC Work Related Skills units. <p>The remaining 4 units may include other VPC units and other curriculum, such as VCE units, VCE VM units and units of competency from nationally recognised VET qualifications. Typically, students undertake a sequence of units 1-4 across the 4 core units in Literacy, Numeracy, Personal Development Skills and Work Related Skills over two years.</p> <p>Additionally, students have the opportunity to undertake accredited VET units to ensure they meet the additional 4 required units.</p> <p>BKI does not offer the full VPC at this time. BKI offers a partial qualification - a one-year program comprising 8 core units from the VPC curriculum and selected VET units to allow students to develop positive learning and communication skills, confidence, develop self-discipline for study routines and an ability to navigate an adult learning environment in a safe and supported program. Students in the VPC program will then pathway to the VCE VM, VET or employment opportunities depending on their individual goals.</p>	
5.0	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 <u>Academic and Regulatory Compliance Policy</u> 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</p>	<p>Teaching Department, Program Lead, Department Manager, Governance, Risk and Compliance, Chief Operation Officer</p>
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	<p>Education and Training Reform Act (2006).</p> <p>The Manager of Academic Compliance, Governance Risk and Compliance, will notify the VRQA of any proposed relocation of delivery site(s), to ensure that BKI obtains registration for the new delivery site(s) prior to the commencement of delivery.</p> <p>The Manager of Academic Compliance, Governance Risk and Compliance, will notify the VRQA of any proposed closure of a campus or delivery site at least one delivery term in advance.</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>	
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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.

The Manager of Academic Compliance, Governance Risk and Compliance will notify the VRQA of any changes to the details of the Principle or governing board members within 10 working days of the change.

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

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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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6.0	Student Wellbeing	
6.1	<p>Challenges and Barriers to achieving general wellbeing</p> <p>There may be a number of factors that impact our student wellbeing, both inside and outside the classroom that impact their learning.</p> <p>If a student is identified by a teacher as possibly experiencing difficulties, they should be referred to the Senior Secondary Success Coach.</p> <p>The Senior Secondary Success Coach will meet with the student and identify on an individual basis the support that is necessary to assist the student's wellbeing and contribute to the continuity of learning.</p> <p>The Senior Secondary Success Coach will work closely with the support network that wraps around the student and monitor need, including Student Support and Success. The students may be referred to internal and/or external stakeholders.</p> <p>The Senior Secondary Success Coach to ensure the Student is added to the Students At Risk Register (SARR) and regularly monitor progress.</p>	<p>Senior Secondary Success Coach</p> <p>Program Lead</p>
6.2	<p>Learning Accessibility Plans (LAPS)</p> <p>A student may be referred to the Access and Equity Team at the time of enrolment or at any stage throughout their learning journey where disability, medical conditions, injuries, accessibility barriers, or support needs are identified. Referrals may occur prior to enrolment, during enrolment, or following commencement of studies.</p> <p>The Access and Equity Team, including an Access and Equity Advisor (AEA), Disability Transition Officer (DTO), or designated representative, may work collaboratively with the student to identify functional impacts, discuss support needs, and where appropriate,</p>	<p>Senior Secondary Success Coach</p> <p>Program Lead</p> <p>Access and Equity Advisor</p> <p>Disability Transition Officer</p>

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<p>develop a Learning Access Plan (LAP) to support equitable access, participation, and success in learning and assessment. The LAP may outline agreed reasonable adjustments, support strategies, implementation responsibilities, and review arrangements in accordance with the Disability Standards for Education 2005, the Disability Discrimination Act 1992, and BKI procedures.</p> <p>Where a student is enrolled within a Senior Secondary or VETDSS program, the Access and Equity Team may liaise collaboratively with relevant Senior Secondary staff, including the Senior Secondary Program Lead and Senior Secondary Success Coach, to support communication, coordination, and implementation of approved reasonable adjustments and support strategies.</p> <p>For students under 18 years of age, parent/carer or guardian involvement and consent may be required where appropriate and in accordance with privacy, child safety, consent, and information sharing obligations. This may include consent relating to the development, implementation, review, or sharing of a Learning Access Plan (LAP) and associated reasonable adjustments.</p> <p>Learning Access Plans (LAPs) and associated records will be managed in accordance with BKI privacy, confidentiality, records management, and information sharing requirements. Access to LAPs will be limited to relevant authorised staff with a legitimate educational or support-related need to access the information to facilitate implementation of reasonable adjustments and support strategies.</p> <p>Early identification of students who may benefit from reasonable adjustments, accessibility supports, or a Learning Access Plan (LAP) is encouraged to support proactive and timely intervention. Senior Secondary Success Coaches may monitor and coordinate support strategies in collaboration with the student, parents/carers where appropriate, relevant educators, support services, and the Access and Equity Team to support equitable participation, engagement, wellbeing, and educational success.</p>	
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6.3	<p>Restrictions, Access and Safety Plans</p> <p>Students, parents, caregivers and/or external organisations may disclose at the time of enrolment, or post study commencement, of access or interventions that have been put in place for the student.</p> <p>If a student has either a Personal Safety Intervention Order, or a Family Violence Intervention Order in place, a Safety Plan should be developed</p> <p>The monitoring and communication of any accessibility, interventions and safety plans is to be managed under the <i>Students At Risk</i> process.</p> <p>Where safety concerns are identified, consultation with Safer Community is recommended to support risk assessment, coordinated planning and appropriate safety interventions.</p>	<p>Senior Secondary Success Coach</p> <p>Program Lead</p> <p>Safer Community</p>

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6.4	<p>Students At Risk (SAR)</p> <p>SAR meetings are convened fortnightly and are chaired by the Senior Secondary Success Coaches. These meetings are to provide an update on each student that has been deemed at risk for various reasons. Reasons may include but are not limited to disengagement</p> <p><u>Mandatory attendees</u></p> <ul style="list-style-type: none"> • Senior Secondary Success Coaches • <u>Program Leads</u> • <u>Learning Support Coaches</u> • <u>Pathways Counsellor</u> • <u>Student Support and Success (Youth Worker)</u> <p>Optional attendees (as required)</p> <ul style="list-style-type: none"> • <u>Safer Community Child Safety Officers</u> • <u>Department Managers</u> • <u>Internal/external staff as required</u> <p><u>Senior Secondary Success Coaches are responsible for:</u></p> <ul style="list-style-type: none"> • <u>the storage and distribution of the meeting agendas and minutes</u> • <u>daily input and monitoring of the SAR Register</u> • <u>communicating the outcomes and issues to relevant teaching staff</u> • <u>communicating any access, restrictions or safety plans in place to relevant staff</u> • <u>actioning the register to address each student issue</u> 	<p>Senior Secondary Success Coach</p> <p>Program Lead</p>
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6.5	<p><u>Student Focus Group</u></p> <p>A Senior Secondary student focus group will be established annually, to ensure the mutual obligations of staff and students are fair and reasonable, and that the way that Bendigo TAFE and Kangan Institute staff teach our students is effective.</p> <p>This focus group will be known as the Senior Secondary Student Leadership Group. The group will be consulted with, and actively listened to on a monthly basis. Within the Senior Secondary area, Bendigo TAFE and Kangan Institute will be open to feedback, adaptive and responsive to the needs of young people.</p> <p><u>Process of election</u></p> <p>The annual process of election and oversight of the group is the responsibility of the Senior Secondary Success Coach. The Success Coach will conduct the process as follows:</p> <ul style="list-style-type: none"> • students are given all pertinent information at the first student assembly of the year • students will express their interest and self-nominate through written submission, answering designated questions • The Senior Secondary Success Coach, Program Lead and Learning Support Coach will assess all applications. • Students will be shortlisted, then advised of an interview time, where expectations will also be explained. • Students will be notified of outcomes individually by written notice <p><u>Group meetings</u></p> <ul style="list-style-type: none"> • meetings will occur monthly and will be chaired by the Senior Secondary Success Coach. A supplementary member of staff will also attend. • Meeting agendas, minutes and actions are shared with the 	<p>Senior Secondary Success Coach</p> <p>Program Lead</p>
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	<p>group and are to be stored on BKI’s secure SharePoint site.</p> <ul style="list-style-type: none"> • The Senior Secondary Success Coach must ensure that Child Safety is a standing item on the agenda. <p>Actions</p> <ul style="list-style-type: none"> • The Senior Secondary Coach will ensure that all items are recorded. • The Senior Secondary Coach will consult with the Program Lead and jointly decide what actions and responses are reasonable and accepted. • The Senior Success Coach will ensure that outcomes are also communicated back to the Student Leadership Group. 	
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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.

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Senior Secondary Success Coaches	<ul style="list-style-type: none"> • Responsible for supporting teaching staff and students for success • Responsible for Students at Risk • Responsible for Student Leadership Group • Supporting with behavioural issues, disengagement and wellbeing challenges
Admissions and Education Operations	<p>Admissions and Education Operations Senior Officers are 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 ensure:</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. • t they teach and assess students in the manner and in keeping with the standards expected by the VCAA, VRQA. • 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. • Development of a Learning Accessibility Plan • 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
Appeals Policy
Assessment Appeals Procedure
Assessment Cover Sheet
Child Safe Toolkit
Child Safety Policy
Child Safety Procedure
Document Name
Excursion policy
Feedback and Complaints Policy
First Aid Procedure
Health and Safety and Wellbeing Policy
HSW-PR-E6.02 First Aid Procedure
Non-School Foundation and Senior Secondary Provider Policy

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Document Name
Practical Placement Policy
Prevention of Potentially Harmful Behaviour
Reasonable Adjustment (Special Provision) procedure
Student Code of Conduct
Student Code of Conduct Policy
Student Critical Incident Procedure
Student Practical Placement Procedure
Student Welfare and Accessibility Procedure
Wellbeing and Access

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
3.0	28/05/2026	Director – Foundations Education Centre	Changes as part of the annual review cycle and to support VRQA re-registration requirements, ensuring that the policy and procedure are current, compliant, and aligned with applicable regulatory standards.	Chief Education Delivery Officer

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8.0 Document Custodian and Approval Authority

Document Custodian	Approval Authority	Approval Date	Scheduled Review Date
Director – Foundations Education Centre	Chief Education Delivery Officer	28/05/2026	28/05/2028

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