

VCAL Procedure

1.0 Purpose

To ensure that BKI policies and procedures satisfy the requirements of Victorian Registration and Qualifications Authority registration in relation to the offer and delivery of accredited senior secondary courses in a non-school environment. This procedure excludes Corrections Educations Students.

As a Child Safe Organisation BKI has a strong commitment to Child Safety and ensures that all VCAL 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 Policy

Refer to the VCAL Policy

Excursions Policy

3.0 VCAL Procedure steps

3.0	Entry requirements for VCAL	<ul style="list-style-type: none"> • Although there are no entry requirements for entry into VCAL teachers must ensure that students are entering at the appropriate level of VCAL to suit their learning needs, abilities and interests. • Students who are under the age of 17 must present a Transition from School form that has been completed by their school and signed by the school principal. Students must not 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. • BKI accepts students into the VCAL program from a variety of backgrounds, gender, ages, social backgrounds and nationality. <i>Students must be over 15 years of age prior to enrolling.</i> • Students with additional needs are accommodated as per the BKI Student Welfare and Accessibility Policy and Procedure. • Additional support can be provided to allow students to achieve their desired learning outcomes. • VCAL students are assisted in enrolling in a learning program that is a level that matches their skills and abilities.
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3.1	<p>Application and Pre Enrolment Information Session</p>	<ul style="list-style-type: none"> • VCAL Students are to apply online for a place in either of the programs via the Kangan Institute or Bendigo Tafe Websites. • Ensure that the Next Step team reviews the application and the applicant is then invited to an Information Session. • At this information session, applicants will receive advice and guidance on their eligibility to receive Government Funding, and all other enrolment related information including; <ul style="list-style-type: none"> ○ Fees ○ Payment terms and Conditions ○ Eligibility for concession rates. ○ Course guides, prospective student guides. ○ student handbooks • VCAL courses conduct information, LL&N assessments (BKSB), Pre-Training Interviews and enrolment sessions. (Staff will receive training to conduct Pre-Training Interviews and must be registered as an Authorised Enrolment Delegate (AED) prior to commencing this duty.) <p>Enrolment of Students with Disabilities</p> <ul style="list-style-type: none"> • Where a student indicates on the enrolment form and their Pre-Training Interview that they have an existing disability, the teaching department is to ascertain if assistance is required. • Where the student indicates that advice or assistance is required, 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. • The Disability Liaison Officers can be contacted via the Bendigo Kangan Institute Disability Support Unit. The Student Welfare and Accessibility Policy and Procedures provides additional information in relation to this process.
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3.2	<p>Identify any additional learning or support needs at enrolment via the Pre Training Review prior to actually enrolling the student.</p>	<ul style="list-style-type: none"> • It is the responsibility of the Teaching department to conduct a Pre Training Review of potential students wishing to study at Bendigo Kangan Institute • The Pre Training Review must be conducted prior to enrolment and should include; Identifying any competencies previously attained (RPL, Recognition of Current Competencies (RCC) or Credit Transfers), Assessment of the most suitable qualification for the student to enrol into, based on the individual's existing educational attainment, capabilities, aspirations and interests and with due consideration of the likely job outcomes from the development of new competencies and skills; • 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; • The PTR is to be stored in the Teaching Department as part of the Students file, Confirm Identity (Photo ID required) and confirm Enrolment offer for student to progress with enrolment.
3.3	<p>CRN selection for enrolment and statement of fees.</p>	<ul style="list-style-type: none"> • The CRN Selection Documentation must be generated. • Teaching departments can use the CRN Selection tool to produce the following documents for the Student; <ul style="list-style-type: none"> CRN Selection for enrolment and Statement of Fees • Prior to enrolment, the teaching Department must supply each eligible individual with a Statement of Fees that includes a quote of the total cost to them for their proposed course of study.

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3.4	Information provided to students about VCAL as well as VCAA attendance and assessment requirements.	<p>Teachers must ensure that the following information is provided to students regarding attendance prior to them commencing the VCAL.</p> <ul style="list-style-type: none"> • The monitoring of attendance and supervision of VCAL and students is a responsibility of the Institute to identify and minimize “at risk” students in the areas of education, welfare and safety. • VCAA has directed schools to set the minimum class time and attendance rules. Where a student has completed all tasks satisfactorily but there has been a substantive breach of attendance rules, the school must assign N for one or more outcomes and thus the Unit. • The Institute and college has defined that an ‘N’ can be given for a unit of a student’s unexplained attendance if that unit falls below 80%, thus preventing the students from ‘satisfactorily completing’ the unit. Approved absences (illness, etc.) are not included in this figure. Students are required to verify their absence no more than two weeks after the absence.
3.5	Attendance recorded in CELCAT	<ul style="list-style-type: none"> • Teachers are to record students’ attendance at the start of each day by the teacher in class. • Teachers are to note attendance in the attendance record keeping system. (CELCAT). • Any requests from students to attend appointments during class times is recorded and teachers are to ensure that parental permission is granted if the student is under 18. • Instances of non-attendance are noted by teacher during the day of non-attendance. • A message is generated and sent to administration notifying of absence. Administration is to send notification to the student and parent.
3.6	Monitoring of student Attendance	<ul style="list-style-type: none"> • Student absences are to be monitored by teachers and provided to lead educators at the end of each week. • Lead Educator is to collate information and prepare a report. • Youth workers are to contact student to arrange an interview to ascertain reason for absence and if welfare intervention is required. Referrals are to be made if required and a report sent to the Lead Educator (informal) • Lead Educator to contact the student’s parent informing of action to address non-attendance (informal)

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<p>3.6.1</p>	<p>Student at risk - 10% non-attendance</p>	<ul style="list-style-type: none"> • The Lead Educator will trigger an intervention process (Formal) • A student “at risk” meeting will be called by Lead Educator and include teacher, support worker and Lead Educator to discuss an intervention strategy. The strategy will be documented. • The Lead Educator will arrange a meeting with parents and students to outline the intervention strategy. This meeting will be documented and notes of the meeting to be retained. • Any intervention strategy and/or behavioural contract implemented and copies of any contract to be sent to the parents, students and student records.
<p>3.6.2</p>	<p>Student at Risk 20% non-attendance</p>	<ul style="list-style-type: none"> • The Lead Educator will trigger another intervention process (Formal) • A ‘Student at Risk’ meeting to be called by Lead Educator and will include the student’s teacher, Lead Educator and Student Support to discuss a further intervention strategy. This strategy will be documented. • The Lead Educator will arrange a meeting with the parents and student as well as the Students Support Manager to outline the intervention strategy and discuss students’ options and the impact on their educational performance. • If student does not respond to improve their attendance a formal letter will be sent to the student’s parents informing 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 VCAL and/or VET certificates. • Parents and students may contact Lead Educator for interview to discuss action and options for a student to continue. • Students will be withdrawn within 4 weeks from VCAL if unexplained absence continues and Department of Education will be notified if the student is less than 17 years old.

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3.7	Supervision	<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. Security cameras and Security Guards are also on site and monitor behaviours. In the event of a critical incident or an incident requiring first aid BKI staff will follow the First Aid procedure or Critical Incident Procedure.
3.7.1	Supervision – off campus and conduct expectations	<ul style="list-style-type: none"> Students are permitted to leave the campus to purchase lunch. A signed notice from the student’s Parents/guardians (for students who are under 18) giving permission, must be received by BKI prior to the student being permitted to leave campus in order to purchase lunch. All teachers must mark attendance rolls immediately after the lunch break. If there is any non – attendance this will be recorded and non- attendance processes implemented. Students who breach this condition and leave BKI campuses during class time without signed consent will have commence formal disciplinary actions imposed on them as per the Student Code of Conduct procedure and VCAL student Handbook and their parents will be notified.

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3.7.2	Excursions Forms and Information	<p>Prior to attending excursions or camps students will:</p> <ul style="list-style-type: none">• Be required to complete an Excursion Agreement Form as well as an Excursion Emergency Medical Information Form which is to be signed by parents/guardians where appropriate.• Teachers are to ensure that students receive documentation and information outlining the activity, including but not limited to:<ol style="list-style-type: none">1) Date of activity2) Location of activity3) How this activity relates to Learning Outcomes within the curriculum being delivered.4) Transport arrangements to and from the activity5) Departure and return times6) Departure and return locations7) Names of staff who will be attending/supervising8) For camps, a statement confirming that an emergency management plan has been prepared specifically for this activity, with emergency contact details listed also.9) Students will receive appropriate training which is required to enable the student to operate safely and effectively in the particular activity.10) Any emergency contact details for the teachers/staff involved in the activity
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3.7.2	<p>Student Supervision on Excursions</p>	<p>Teachers and teaching departments are responsible for ensuring that the safety of students is paramount when organising and attending excursions. The following ratios are a guide for teachers in relation to the numbers of teachers required for a number of students. If there are students with additional needs larger numbers of supervisors can be included but must hold valid Working With Children Checks.</p> <ol style="list-style-type: none"> 1) Teacher / student ratio – Day excursions minimum 2 / 20 dependant on student cohort. 2) Teacher / student ratio – Overnight excursion without outdoor recreation/sporting activities 2 / 20 3) Teacher / student ratio – Overnight excursion with outdoor recreation/sporting activities – see student excursion policy. (Standard is 1/10) <p>Depending on the type of activities to be undertaken during an excursion there may be a need for teachers/staff trained in outdoor education to undertake a risk assessment and excursion planning.</p> <p>Excursion planning should take into account the following;</p> <ul style="list-style-type: none"> • The experience, qualifications and skills of staff (including volunteers, instructors etc) • The age, maturity, physical characteristics and gender of students • The ability and experience of the students • The size of the group • The nature and location of the excursion • The activities to be undertaken • Requirement outlined in the safety guidelines for Education Outdoors for adventure activities, overnight and camps activities • For overnight or extended activities, planning, supervision, communication and risk assessment plan, approval
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3.7.3	Student First Aid and Medical Needs whilst on Excursions	<ul style="list-style-type: none"> • During excursions teachers must ensure that a mobile first aid kit is taken to the excursion. • 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. •
3.7.8	Critical/Emergency Incident Reporting	<ul style="list-style-type: none"> • In the event of a critical incident/first aid or emergency that occurs to a student – whether it occurs on campus or on an excursion or during workplace structured learning- Notes must be taken and a report entered in to the OHS system by the teacher detailing the incident and any actions taken. • This information will exist as a record of the incident and will only be accessible by OHS staff who will review the incident to ensure that correct procedure was followed and to analyse if any structures can be put in place to ensure that the same incident does not occur in future. • Critical Incident and Emergency Management Procedures and processes are expected to be followed by staff and all efforts made to ensure ongoing student safety following an incident. This may include but is not limited to ensuring students who witness a critical incident are offered ongoing support if required.

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3.8	Structured Workplace Learning	<ul style="list-style-type: none"> • Students in Intermediate and Senior level VCAL complete 5 or 10 days of Work Structured Work Place Learning. This is organised with • VCAL teachers and Student Transition Officers. • Whilst on Structured Workplace Learning placements all students have a visit from a teacher as well as phone contact from the Transition officers. • It is the responsibility of the teacher to ensure that this contact takes place for all students in their course. • Prior to the commencement of structured learning students must be informed of any workplace OHS requirements as well as any obligations and rights they have as student undertaking SWL. • Teachers must ensure that students and parents and employers sign the SWL agreement and are fully informed of any additional requirements of the placement, for example if the placement requires the student to work with hazardous materials or stay overnight etc.
3.8.1	Structured Workplace Learning Structured Work Place Learning requirements	<ul style="list-style-type: none"> • All Structured Work Place Learning forms must be fully completed and the work Structured Work Place Learning organisation check against the register to confirm an appropriate industry for a VCAL student to undertake work Structured Work Place Learning. • Student may only undertake Structured Work Place Learning for a certain time each year and the students are listed on a central register so track hours and organisation.
3.9	Student Information	<ul style="list-style-type: none"> • Students have the right to request information held by the Institute about them at any time. • Student Information is private and confidential and this must be respected by all teaching staff. • Discussing a student's academic or personal development with unauthorised staff or the general public is not permitted nor will it be tolerated. • Information can be provided to student counsellors, other teachers of the student for professional consults, requests from Centrelink, the Victorian Police and your Managers as long as it requested in a correct manner or the information disclosed as per legislative or regulatory requirements
		<ul style="list-style-type: none"> •

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3.10	Student Records and Results	<ul style="list-style-type: none"> • In order to ensure the accuracy of student records BKI teachers confirm that data is correctly provided to support staff and entered as per VCAA requirements. • BKI maintains the integrity of student results and the privacy of student records by ensuring that access to the system is only accessible by staff who are authorised to use the system. • If Students have any concerns regarding the accuracy of student records they are able to raise these concerns with the VRQA or BKI as per the Students Complaints and Grievance policy and procedure.
3.11	VCAL Teaching Staff	<ul style="list-style-type: none"> • 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. • 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. • Teaching Staff are expected to demonstrate their commitment to child safety by maintaining a current Working With Children Check at all times they employed by BKI in a teaching capacity.
3.11.1	Teaching and Learning Staff Qualifications	<ul style="list-style-type: none"> • BKI ensures the integrity of its teaching by having competent and qualified staff who deliver and assess its VCAL 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 be registered with the Victorian Institute of Teaching. • All teachers are expected to attend professional development in their vocational subject areas.

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3.12	Student Assessment Authentication	<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.
3.13	Student Assessment Validation and Moderation	<ul style="list-style-type: none"> • In order to ensure the consistency of assessments and results VCAL teachers participate in VCAA moderation activities. • BKI Teachers meet formally and informally to discuss development of tasks, topics and approaches to VCAL tasks. • BKI VCAL Teachers meet twice yearly to validate and moderate their assessments using BKI documentation. • Feedback is important part of this process, collaboration, supporting development of best practice in assessment of VCAL amongst the teaching teams.
3.14	Student Reports	<ul style="list-style-type: none"> • In order to ensure that the parents of VCAL students are informed of their children's progress BKI ensures that reports are sent out to parents of VCAL students at mid-year and end of year. • Reports are given in order to advise parents of units passed and of progress, attendance, behaviour and to request a meeting to discuss any concerns.

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3.15	Student Complaints	<ul style="list-style-type: none"> Teachers must ensure that student complaints are handled as per the Students Complaints and Grievance Procedure and Policy. Students must be informed of their right to appeal an assessment outcome or to make a formal or informal complaint in relation to any aspect of their learning experience which they believe has not been fair or equitable or which has unfairly impacted on their learning outcomes. All complaints will be treated in a confidential manner and recorded and stored securely in the BKI complaints management system.
3.16	Meeting VRQA and VCAA Governance Requirements	<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.

4.0 Roles and Responsibilities

Role	Responsibility
Manager Academic Governance and Quality	<ul style="list-style-type: none"> To oversee the AG&Q team who ensure that BKI meets its compliance obligations in relation to VRQA registration requirements for and VCAL students. Overseeing the development of policies and procedures in relation to /VCAL students.
Education Manager Youth and Education	<ul style="list-style-type: none"> Ensuring that all /VCAL staff meet their obligations in relation to the provision of students and comply with VCAA requirements for the teaching and assessment of these courses.
Executive Director of Studies	<ul style="list-style-type: none"> To ensure the quality of the qualifications in the teaching portfolio in relation to youth education which includes and VCAL.
VCAL Teachers	<ul style="list-style-type: none"> To 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. To 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.

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5.0 Related Policies and Procedures

Assessment Appeals Procedure
 Code of Student Conduct Procedure
 Student First Aid Procedure
 Student Welfare and Accessibility Procedure
 Student Complaints and Grievance Procedure

6.0 References

Children, Youth and Families Act 2005
 Child Wellbeing and Safety Act 2005
 Disability Discrimination Act 1992
 Disability Standards for Education 2005
 Education and Training Reform Act 2006
 Education and Training Reform Regulations 2017
 Education for Overseas Students Act 2000 (ESOS Act)
 Ministerial Order 723
 Victorian Equal Opportunity Act 2010
 Guidelines for Non-school Senior Secondary Education Providers 2017
 Privacy and Data Protection Act 2014
 Occupational Health and Safety Act 2004
 Victorian Curriculum and Assessment Authority website (VCAA)
 BKI VCAL Student Handbook

7.0 Definitions

Word/Term	Definition
BKI	Bendigo Kangan Institute
BKSB	Online program used to access students literacy and numeracy levels,
Child Safe Organisation	A Child Safe Organisation is one which provides services or facilities for children and is required to implement the Child Safe Standards to protect Children from Harm.
Child Safe Standards	There are seven Child Safe Standards- they aim to promote the safety of children, prevent child abuse and ensure that organisations and businesses have effective processes in place to respond to and report all allegations of abuse.
Child	A person who is under the age of 18.

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Word/Term	Definition
Disability Discrimination Act 1992	Disability discrimination is when a person with a disability is treated less favourably than a person without the disability in the same or similar circumstances. The Commonwealth Disability Discrimination Act 1992 (DDA) makes it against the law to treat a person unfairly because of a disability.
Equal Opportunity Act 2010	It is against the law under the act to discriminate against a person on the basis of their personal characteristics, these personal characteristics include things such as age, carer or parental status, disability, marital status, race. The objectives of the Act are to encourage the identification and elimination of discrimination, sexual harassment and victimisation and their causes.
	Victorian Certificate of Education
VCAL	Victorian Certificate of Applied Learning
Victorian Regulatory and Qualifications Authority	Registering body with whom all providers in Victoria need to be registered in order to provide an accredited senior secondary course.
Victorian Curriculum and Assessment Authority	Victorian Curriculum and Assessment Authority- Awarding body for /VCAL qualifications
VASS	Victorian Assessment Software System

8.0 Version Control and Change History

Ver.	Approved By	Approval Date	Issue Date	Description of Change	Next Scheduled Review Date	Document Owner
1.0	Board of Studies	28/08/2019	28/08/2019	Initial policy	01/12/2023	Chief Learning Officer
1.1	Board of Studies	05/02/2020	06/02/2020	Minor Amendment	01/12/2023	Chief Learning Officer