



EDUCATION IS KEY

Policies & Procedures Guide



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General Information

Office Hours

The administrative office hours are Monday to Friday, 7:30am to 5:00pm.

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Vocational Courses

VET refers to vocational education and training that focuses on delivering skills and knowledge required for specific industries. It supports young people's transitions to employment, vocational and higher education pathways.

Other benefits of VET participation include obtaining practical experience from work through structured workplace learning (SWL) placements, gaining insight into how workplaces operate, developing employability skills, and improving communication and interpersonal skills.

Unique Student Identifiers

All students studying a VET course are required to have a unique student identifier (USI). These are required at enrolment; it is the responsibility of VET trainers and the VET Coordinator to ensure that all students have a USI. A student cannot be awarded a certificate if they do not have a USI. Information about USIs and how to apply for a USI can be found via www.usi.gov.au.

Training & Assessment

Vocational education and training (VET) teachers use competency-based training and assessment methods. VET teachers will have developed their skills in this area while completing their Certificate IV in Training and Assessment qualification. As a VET teacher, you will need to maintain currency in this area which could include upgrading to new Training Package qualifications. It is important to remember that some key features of competency-based assessment are that:

- It is based directly upon the skills and knowledge required to do a job role in a specific industry
- It takes account of what the learner can do, irrespective of how they learned it
- It allows learners to be assessed when ready, and reassessed if Not Yet Competent when first tested
- It provides learners with a record of the competencies and skills they have developed.

Competency based assessment is designed to ensure industry standards will be met and to encourage people to develop more skills. Principles of assessment are required to ensure quality outcomes. Assessments should be fair, flexible, valid and reliable as follows:

Fairness: Fairness requires consideration of the student's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them.

Flexible: To be flexible, assessment should reflect the student's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the student; and, support continuous competency development.

Validity: Validity is concerned with the extent to which an assessment decision about a student, based on the evidence of performance by the student, is justified. It requires determining conditions that weaken the truthfulness of the decision, exploring alternative explanations for good or poor performance, and feeding them back into the assessment process.

Reliability: In general, reliability is an estimate of how accurate or precise the task is as a measurement instrument. Reliability is concerned with how much error is included in the evidence.

Code of Conduct

All teachers undertaking assessment of our behalf are required to abide by the Code of Practice for Assessors, as follows:

1. The different needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity.
2. Potential forms of conflict of interest in the assessment process and/or outcomes are identified and, if necessary, appropriate referrals are made.
3. All forms of harassment are avoided throughout the planning, conduct, reviewing and reporting of outcomes.
4. The rights of the candidate are protected during and after the assessment.
5. Personal or interpersonal factors that are not related to the assessment of competency must not influence the assessment outcomes.
6. The candidate is made aware of the rights and processes of appeal.
7. Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency.
8. Assessment decisions are based on available evidence that can be produced and verified by another assessor.
9. Assessments are conducted within the boundaries of the assessment system policies and procedures.
10. Formal agreement is obtained both from the candidate and the assessor that the assessment was carried out in accordance with agreed procedures.
11. Assessment tools, systems and procedures are consistent with equal opportunity legislation.
12. The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment.
13. The candidate is informed of all assessment reporting processes prior to the assessment.
14. Confidentiality is maintained in respect of the assessment results.
15. Assessment results are released only with the written permission of the candidates.
16. The assessment results are consistent with the purposes explained to the candidate.
17. Self-assessments are periodically conducted to ensure competencies are current against the Training and Assessment Competency Standards.
18. Professional development opportunities are identified and sought.
19. Opportunities for networking amongst assessors are created and maintained.
20. Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Training & Assessment Strategies

The Training and Assessment Strategy (TAS) describes the approach of the RTO to the delivery and assessment activities the student must undertake to achieve the relevant qualification. The TAS outlines:

- The clients and the environment
- The location of training
- Training and assessment arrangements (including the competencies to be covered and the sequence in which this will occur)
- Staff qualifications and experience
- Details of moderation
- Validation processes and industry consultation.

When developing TASs it is imperative that trainers deliver the current competencies from the current qualification and Training Package ensuring the packaging rules are met. For each unit of competency, the employability skills, elements and performance criteria, required skills and knowledge, evidence guide and range statement must all be incorporated in training and assessment program development.

A TAS will be developed by the trainer and delivering institution for each qualification delivered through Education Is Key. Education Is Key will provide a template and example TASs. TASs must be updated whenever changes to Training Packages, qualifications, teaching staff or delivery occurs.

VET Assessment Task Sheets

Vocational Competencies can be assessed through a variety of methods including formal assessment, observation, class exercises, practical activities, work placements. All vocational assessment tasks need to clearly have the competency being assessed on the task. Students are deemed competent when they have demonstrated the knowledge and skills to meet the performance criteria for each competency in the workplace. Specific assessment criteria, elements and performance criteria, the range statement and assessment conditions are found in the training packages and VET teachers need to refer to each specific unit of competency being assessed when designing assessment tasks.

For each assessment task, students are to receive clear statements about what is required and under what conditions it will be undertaken.

This includes:

- Course Title
- Unit Title, Value, Semester and Year
- Due date or time allowed, as appropriate to the task
- The RTOs name, code and explanation – Education Is Key RTO 46220
- The name and code of the VET qualification being delivered
- The name and code of the units of competency being assessed
- Clear instructions regarding the nature of the task
- Clear statement of conditions under which the task will be undertaken, including any policy around the submission of drafts
- Explicit task-specific criteria for assessment and/or marking schemes
- Where work is completed out of class, reference to the requirement for the student to include a statement that the work presented is their own

These details will be specified in the assessment instruments developed by Education Is Key.

Volume of Learning

Australian Qualifications Framework



The Australian Qualifications Framework (AQF) defines the volume of learning as ‘a dimension of the complexity of a qualification. It is used with the level criteria and qualification type descriptor to determine the depth and breadth of the learning outcomes of a qualification. The volume of learning identifies the notional duration of all activities required for achievement of the learning outcomes specified for a particular AQF qualification type. It is expressed in equivalent full-time years.’

The AQF volume of learning is part of the complexity requirements of a qualification. The AQF provides a guide to the volume of learning which describes how long a learner who does not hold any of the competencies identified in the relevant units of competency would take to develop all the required skills and knowledge. The AQF specifies the volume of learning in years.

RTOs are required to comply with the AQF in applying the volume of learning to programs and must develop and implement strategies for training and assessment that are consistent with the AQF.

The volume of learning identifies the notional duration of all activities required to achieve the learning outcomes of the course, including all teaching and learning activities such as guided learning (classes, lectures, tutorials, online or self-paced study), individual study, research, learning activities in the workplace and assessment activities.

Nominal (supervised) hours represent the supervised structured learning and assessment activity required to sufficiently address the content of each unit (acknowledging that progress can vary between learners). Nominal (supervised) hours

are assigned to learning and assessment activities that are delivered via face-to-face, online and/or structured distance education.

Unsupervised hours represent activities that contribute to achieving the course outcomes that are not supervised by an RTO trainer or assessor. These may include activities such as non-supervised work experience, field placement, private study and/or assignment work.

‘Amount of training’ has a different meaning to volume of learning. The amount of training provided by an RTO is part of the overall volume of learning and relates primarily to formal activities including classes and other activities as well as workplace learning.

Conversion of AQF volume of learning to hours

Certificate I	Certificate II	Certificate III	Certificate IV
0.5-1 year	0.5-1 year	1-2 years	0.5-2 years
600-1200 hours	600-1200 hours	1200-2400 hours	600-2400 hours

The amount of training comprises the formal learning activities you provide to learner while the volume of learning includes all activities (formal structured activities plus unstructured, unsupervised activities such as individual study, research, field-placement, non-supervised work experience etc).

Both the amount of training and volume of learning guidelines intend to:

- Ensure the training offered by an RTO is of sufficient duration
- Establish a general guideline on sufficient duration as that which enables a learner to gain the skills and knowledge specified by a particular qualification

Recording Vocational Competencies

All assessments are mapped to the units of competency in the Education Is Key Student Management System (SMS). By marking the student 'Satisfactory' across all assessment tasks mapped to a unit, the system will make the student 'Competent' in the unit and record the unit end date. This will occur automatically.

Students may be recorded as Competent or Not Yet Competent for a unit of competency. All VET activity is measured for reporting purposes. Reports of student activity are available in the Education Is Key SMS for each semester, Education Is Key will review student assessment progress and unit completions.

Students may also receive RPL or Credit Transfer (CT) for a unit of competency and this is recorded accordingly in the Education Is Key SMS. However, this is entered by the Education Is Key after the RPL process has successfully been completed and/or evidence of CT has been provided.

Trainers should enter competencies regularly and cross-check the resulting portal with personal records on a regular basis. Trainers must also communicate with students regularly regarding their progress towards competency and qualification achievement.

It should be noted that, despite the course content structure, students may gain competencies at any point in the VET course e.g. through Structured Workplace Learning or through other activities in class. Students also have the right to request another competency assessment when they feel ready for this if they have been assessed as Not Yet Competent when first assessed. This is to be managed in negotiation with the trainer.

Certification

Students receive a Certificate (qualification) if all the required units of competency are achieved to industry standard and the Structured Workplace Learning placement(s) (if necessary) has been successfully completed. A Statement of Attainment is awarded for partial completion of a qualification.

Vocational certificates are produced by Education Is Key at the end of each school year for students after a rigorous data checking process. Certificates are not printed for continuing students as their vocational studies are deemed to still be in progress.

A student leaving school to work, go to further education or move interstate, can request that their VET qualifications be issued.

Certificates are to be issued to students within 28 days of the completion of their course or from the time they withdraw from the course. Most students, who complete their vocational studies at the end of October, will be issued their certificates in November. Certificates are sent to the school for distribution.

Students can also access a digital copy of their certificate from the Learner Portal by selecting 'Academic Transcript' in the My Account Menu.

Moderation

Moderation is conducted once a year with multiple VET trainers delivering the same course across all Education Is Key schools. All assessment instruments are reviewed and moderated to ensure they are appropriate for the units of competency and reflect information contained in the elements, performance criteria, range of variables and evidence guide as well as include detail regarding how evidence is collected and the basis on which assessment decisions are made.

Validation

Validation is a quality review process that confirms that Education Is Key's assessment system can consistently produce valid assessment judgements. A valid assessment judgement is one that confirms a learner holds all the knowledge and skills described in a training product.

Validation activities are conducted after assessment is complete, so that Education Is Key can consider the validity of both assessment practices and judgements.

Validation involves checking that assessment tools have produced valid, reliable, sufficient, current and authentic evidence - evidence that allows Education Is Key to make reasonable judgements about whether training product requirements have been met.

The validation process involves reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes if applicable.

The validation process also includes acting upon any recommendations for future improvement. As part of validation, Education Is Key provides a documented plan which describes:

- Who will lead and participate in the validation activities
- Which training products will be the focus of the validation
- When assessment validation will occur, and
- How the outcomes of those activities will be documented and acted upon.

Appeals

Students in vocational courses are entitled to appeal against results for individual assessment tasks and the procedures by which unit results are derived. If a student is dissatisfied with the accuracy of their unit assessment, they should first discuss this with their VET trainer and then the VET Coordinator if the issue is not resolved with the trainer. If the student is still not satisfied after a review has occurred, they may make a formal appeal to Education Is Key.

Employability Skills

Employability skills are embedded into all VET courses. Employability Skills apply across a variety of jobs and life contexts. They are sometimes referred to as key skills, core skills, life skills, essential skills, key competencies, necessary skills, and transferable skills. Industry's preferred term is Employability Skills.

Employability Skills are defined as 'skills required not only to gain employment, but also to progress within an enterprise to achieve one's potential and contribute successfully to enterprise strategic directions.

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning, and technology.

All Training Packages have been reviewed to ensure that Employability Skills feature in their units of competency and all new Training Packages must now include Employability Skills. A summary of the employability skills required by industry for each qualification are outlined in the qualification document at www.training.gov.au.

Foundation Skills

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

VET trainers must assess the foundation skills of students and access additional support programs available at the college to help students i.e. study skills, ESL, Refugee Bridging Program etc.

Responsibilities of VET Trainers

NOTE: these responsibilities are additional to general responsibilities as a teacher/trainer

- To deliver courses based upon current Training Packages
- To hold the vocational and training and assessment qualifications necessary to deliver those courses
- To undertake professional learning and industry experience to maintain currency in industry skills
- Regularly maintain record of industry currency, experience, professional learning and qualifications
- To attend industry network meetings (or similar) related to the course/s being taught
- To provide students the relevant information about their courses, competencies and requirements through unit outlines and other information.
- To offer students who are work-ready the opportunity to undertake Structured Workplace Learning
- To organise and monitor Structured Workplace Learning in a timely manner, consistent with the Directorate's and college's processes and duty of care policies
- To undertake assessment in a manner consistent with the principles of competency-based assessment
- To ensure that assessment is also consistent with Education Is Key assessment policies
- To ensure that assessment strategies and tools are developed in consultation with industry and that tools and evidence are validated
- To develop and maintain a Training and Assessment Strategy for each qualification delivered
- To keep records of student assessments in a well-organised, secure manner which is available to other staff in the college
- To communicate with students regularly regarding their progress towards competency and qualification achievement
- To advise students regularly about opportunities such as Recognition of Prior Learning, credit transfer, Australian School based Apprenticeships and pathways following from vocational education
- To attend the VET teacher meetings as specified
- To adhere to all VET dates and deadlines as specified in the college calendar

Qualifications & Industry Currency

VET trainers need to have:

- A Training and Assessment Qualification. This can be one of the following:
 - TAE40116/TAE40122 Certificate IV in Training and Assessment,
 - TAE40110 Certificate IV in Training and Assessment, plus the competency TAELLN411 Address adult language, literacy and numeracy skills and TAEASS502 Design and Develop Assessment Tools **or**
 - Diploma or higher qualification in Adult Education (VET)**and**
 - Any other qualifications stipulated by the relevant training package
 - Any other skills or experience stipulated by the training package (e.g. 'competency to a level at least equal to that which they are delivering').

Industry Currency

VET trainers are required to maintain their currency in the delivery of their VET course. This means that they should complete an industry placement or appropriate Professional learning, to ensure that they are delivering the units of competency to the standards deemed by industry.

Other options include documented meetings and consultations with industry, guest speakers in the classroom, and excursions to industry, participating in specific industry competitions, Structured Workplace Learning visits, attending specific industry workshops and forums and so on.

Professional Development

VET trainers are required to complete VET professional development each year. This is an important aspect of fulfilling the standards, maintaining industry currency and VET knowledge and skills. The maintenance of a high level of skills is essential to Education Is Key and a requirement of Teachers working in VET. Education Is Key considers the currency of trainers and assessors as vital and has developed these guidelines to ensure all VET Teachers meet the minimum requirements.

Professional development activities and opportunities may include:

- Formal external training
- In-house meetings, skill briefs, compliance updates
- Industry seminars, forums and webinars
- On-the-job training, coaching and mentoring
- Networking events
- Placements/secondments in Industry
- Industry journals, magazines, newsletters and other publications **and**
- Working closely, or shadowing, with other trainers and assessors

The delivery of training and assessment does not constitute professional development on its own. Professional development activities require structure and a clear link to how the trainer and assessor's skills and knowledge have been enhanced through their participation.

Education Is Key has a VET Teacher Registration system that requires any trainer who is delivering and/or assessing a VET program to have an active registration.

To maintain registration, the trainer must complete a minimum amount of Continuing Professional Development (CPD) activities as outlined in the next few sections of this guide.

CPD Requirements

To maintain registration as an Education Is Key VET Trainer, trainers must undertake CPD across four key areas:

Teaching	Assessment	Industry & Compliance	Systems & Community
Theory Design Facilitation Evaluation	Theory Products Processes Validation	Engagement Networks Vocational competence Workforce development	System standards System stakeholders Products Processes
PD Day/Conferences Association membership e.g. VELG/VETIG Course evaluations	PD Day/Conferences Association membership e.g. VELG/VETIC VET cluster meeting Validation sessions	Work in industry Industry course/PD industry network Trade association membership Industry newsletter subscription	VET webinar Trade show expo VET cluster meeting

Non-teaching staff involved in VET are also encouraged and supported to attend relevant PD.

Vocational Teacher Qualifications Register

All VET trainers must maintain an ongoing record of their qualifications, industry currency, experience and professional learning. A Trainer Profile will need to be completed each time there is a new Training Package, Qualification, Unit change or update.

A soft copy of all VET and academic qualifications and relevant certificates must be uploaded to the Trainer's Portfolio in the Education Is Key SMS. All ongoing PD activities are uploaded and logged in the Education Is Key SMS.

Professional Associations

VET trainers are encouraged to join professional and industry associations. They are a great way to network, make industry contacts and stay abreast of changes or trends emerging in specific industry areas. This involvement must be documented to contribute to your currency and industry engagement requirements.

Privacy Act

With respect to the collection, use and disclosure of personal information, Education Is Key is bound by the Information Privacy Act 2014. Please see the VET Coordinator at your school if you have any specific questions about your responsibilities in this area.

Workplace Health and Safety

Most vocational courses incorporate units on Workplace Health and Safety (WHS). As an RTO, Education Is Key must comply with relevant State and Commonwealth legislation relating to Workplace Health and Safety. Teachers therefore need to be embedding safe work practices in their classrooms.

Industry Engagement

Training Packages are developed by industry to meet industry training needs. Each Training Package is regularly reviewed with extensive consultation to ensure it meets industry's changing needs. It is vital that VET trainers regularly consult with industry to ensure that their training and assessment is in line with industry and the changing industry environment. Trainers should keep a register of their industry engagement, recording every time they discuss their course, assessment items, and student readiness for the industry, latest initiatives or knowledge in the industry and so on with a representative or stakeholder in their industry area.

Resources

Schools partnering with Education Is Key are expected to ensure the facilities and equipment provided to students are maintained and reflect current industry practice.

Schools should budget for the purchasing of equipment and consumables for the delivery of the VET qualification. Assessment is required to take place in an industry environment or simulated environment that mirrors industry. This includes, but not limited to, industry standard software, hardware, tools, equipment, documents, plans, PPE and safety protocols.

Continuous Improvement

It is a requirement for all RTOs to have a continuous improvement strategy that ensures that students are receiving quality training and assessment. You must collect, analyse and act on relevant data for continuous improvement of training and assessment.

Data is collected from a variety of sources such as employer feedback, parent satisfaction surveys, parent teacher evenings, student satisfaction and learner engagement surveys, informal communication, anecdotal information and end of unit evaluations. You should be documenting when you examine, review, reshape or modify what you deliver and how you assess based on feedback from your students, employers and industry representatives.

Education Is Key will use the information collected to review its policies and procedures. You must be able to demonstrate that you are not just doing the same thing all the time but rather are engaged in a process of continually improving to ensure quality outcomes for students and ultimately industry. You should keep records of the changes you have made to your training and assessment practices in light of student, employer and industry feedback.

Structured Workplace Learning (SWL)

SWL is the workplace component of a school vocational education program delivering national recognised qualifications. It provides supervised learning activities contributing to an assessment of competence and achievement of outcomes and requirements of a particular Training Package. Students whom you regard as work-ready should be encouraged to undertake SWL. These placements give them valuable industry contacts, an opportunity to practise skills and a broader knowledge of the work environment.

Recognition of Prior Learning (RPL)

Students with skills and/or experience which may be relevant to a vocational course in which they are enrolled are entitled to seek acknowledgment of this through a Recognition of Prior Learning (RPL) process. These skills and knowledge may have been gained through formal or informal training or work, community or life experience. If students apply for RPL they will be asked to supply evidence to support their application.

Where students believe that they already possess some competencies in a VET course they should discuss the possibility of applying for skills recognition with their VET Coordinator. If students' RPL application is successful, it means that they will not need to undertake the relevant part/s of a course. They will not, however, receive standard units for the parts not undertaken. If students are unsuccessful they may appeal against the decision.

The Education Is Key procedures for Recognition of Prior Learning are:

- VET teachers will make available RPL information to all students and explain the process
- Students discuss the possibility of applying for recognition with their VET Coordinator
- Students must be enrolled in the vocational course to access the RPL assessment procedures
- The student completes a Student Application for Recognition of Prior Learning
- The student compiles an evidence portfolio
- Education Is Key evaluates the application, provides guidance and identifies potential for competency assessment
- When a decision is made the student is informed in writing of the decision. Recognition is granted or denied. The results of the assessment are recorded and added to Education Is Key's Student Management System as appropriate.

Credit Transfer

Credit transfer allows students to count relevant, successfully completed competencies or qualifications towards a current qualification or course. It involves assessing a previously completed competency to see if it provides equivalent learning or competency outcomes to those required within your current course of study.

Students who wish to receive recognition of AQF qualifications and Statements of Attainment issued by any other RTO are to see the VET Coordinator. Copies of certificates must be made and sent to Education Is Key for verification. The student will then be notified at the completion of the process.

The purpose of credit transfer is to make it easier for students to move between courses and institutions and to gain credit for previous study so they can complete their current qualification more quickly.

Students with vocational qualifications from Education Is Key are entitled to Credit Transfer in relevant courses to other Registered Training Organisations (RTOs). Credit transfer means that they do not need to repeat training for competencies which they have already achieved. They can therefore save themselves course fees and training time. Students will usually need to show their vocational certificate to the next RTO in order for credit transfer to be arranged.

The USI website now has a Transcript Service. USI account holders can now use their USI to access their national training record online in the form of a USI Transcript. The transcript will show their nationally recognised training from 2015 - collating training outcomes from different training providers, in different states, and across different years – in the one record. They will also be able to download or print their USI Transcript and share it electronically with future training providers if they wish.

Pathways for Students after VET

These include:

- Credit transfer to other RTOs
- Traineeships at higher levels
- Apprenticeships
- Employment
- Study at university

All students undertaking vocational study through Education Is Key should be encouraged to consult regularly with the Careers Advisor or Transitions Officer at their respective school. They can assist with career exploration and career pathways activities.

Reasonable Adjustment for Students with Disabilities and Additional Needs

Education Is Key meets the teaching and learning needs of the full range of students within VET courses. All RTOs must meet their access and equity obligations by providing equivalent opportunities for all their students, including those with an identified learning need or disability.

There are a range of staff available to assist students in regard to disabilities, additional needs and access and equity issues. All staff are responsible for assisting students through a process of referral to the appropriate staff.

Students must still meet the requirements of the Training Package, including the conditions of modified assessment of a competency. VET teachers are required to be familiar with the specific circumstances of workplace health and safety and structured workplace learning required by the Training Package, in the application of Special Consideration.

VET teachers should undertake literacy and numeracy assessment of all students joining vocational courses and provide assistance or make adjustments to course delivery as appropriate. Students with literacy and numeracy issues should be made aware of the sources of assistance within the college, such as Study Skills assistance, ESL tutorials and a school counsellor.

Teachers should also ensure that reasonable adjustment is made for students with physical disabilities.

In addition to internal policies and procedures, All schools are also governed by all Education Department policies relating to racism, sexual harassment, WH&S and the provision of learning opportunities.

LLN REQUIREMENTS

Language, Literacy and Numeracy (LLN) Policy

Purpose:

To ensure all learners are provided with appropriate support to develop the language, literacy, and numeracy skills required to successfully participate in training and assessment and to meet workplace and societal demands.

Policy

Education Is Key recognises the diversity of learners' LLN skills and commits to identifying individual needs early and providing support or reasonable adjustments to promote equitable access to learning.

Statement:

Procedures:

- **Initial Assessment:**
 - All learners will complete a validated LLN assessment during the enrolment process or prior to commencement of training.
 - LLN assessment results are used to identify learners who may require additional support or adjustments.
- **LLN Support Strategies:**
 - Where a need is identified, a tailored support plan will be developed in consultation with the learner. This may include:
 - One-on-one support sessions
 - Referrals to LLN specialists or external programs
 - Adjustments to training materials (e.g., plain English, use of visuals, translated content)
 - Technology aids (e.g., screen readers, voice-to-text)
- **Trainer Responsibilities:**
 - Trainers and assessors are responsible for embedding LLN support strategies into their training and assessment practice.

- LLN awareness training will be provided to staff as part of their professional development.
- **Review and Monitoring:**
 - LLN support strategies will be monitored regularly to evaluate their effectiveness and adjusted as required.
 - Learner progression and feedback will inform ongoing improvements to LLN support services.

MENTAL HEALTH AND WELLBEING

Mental Health and Wellbeing Support Policy

Purpose:

To promote and support the mental health and wellbeing of learners and staff across all RTO activities, in alignment with the revised RTO Standards. This policy ensures that mental health is recognised as a priority area in learner support, fostering safe, inclusive, and responsive learning environments.

Policy Statement:

Education Is Key is committed to identifying and addressing the mental health and wellbeing needs of learners and staff. The organisation will provide access to resources, promote a culture of care and inclusion, and take proactive steps to ensure mental health challenges are supported with sensitivity and confidentiality.

Procedures:

- **Identification and Early Intervention:**
 - Trainers and assessors will be trained to recognise signs of mental health distress and refer learners to appropriate internal or external supports.
 - Wellbeing check-ins may be conducted as part of learner support and engagement processes.
- **Support Pathways:**
 - Learners will be informed of available mental health and wellbeing resources during induction and through ongoing communication (e.g., student handbook, LMS).
 - Referral partnerships may be maintained with local counselling or mental health support services.

- **Crisis Management:**
 - In the case of a learner presenting with immediate risk, staff will follow the RTO's Critical Incident Procedure and refer to relevant authorities or emergency services.
 - All incidents will be documented and reviewed in accordance with privacy legislation and continuous improvement processes.
- **Staff Training and Wellbeing:**
 - Staff will have access to mental health awareness training.
 - Leadership will actively support a mentally healthy workplace through flexible practices, supportive communication, and staff wellbeing initiatives.
- **Continuous Improvement:**
 - Feedback on mental health support services will be collected and reviewed regularly to inform policy updates and support practices.

Complaints Policy and Procedure

The purpose of this policy and procedure is to outline Education Is Key's approach to managing dissatisfaction, formal complaints for participants, clients, staff and other members of the community. It provides a transparent approach for all complaints to be acknowledged, addressed, and recorded in a fair, efficient and confidential manner. Education Is Key acknowledges and agrees that it will respond to and cooperate in good faith with any complaints handling mechanism or process required by regulatory bodies, for the purpose of resolving complaints or other issues in relation to the Education Is Key's Services

This policy is based on providing and maintaining training and assessment services that are fair and reasonable and afford a forum where issues or inadequacies can be raised and resolved. This process provides opportunity for complaints to be recorded, acknowledged and dealt with in a fair, efficient and effective manner.

The object of this policy is to ensure that Education Is Key staff and representatives act in a professional manner at all times. This policy provides clients with a clear process to register a complaint. It ensures all parties involved are kept informed of the resulting actions and outcomes.

1. Policy Statement

Education Is Key acknowledges the participants' right to lodge a complaint when they are dissatisfied with the training and /or administration services or experiences that they have been provided by Education Is Key.

Education Is Key will ensure that participants have access to a fair and equitable process for expressing complaints, and that Education Is Key will manage the complaint with fairness and equity.

In doing so, Education Is Key ensures that:

- i. It has written procedures in place for collecting and managing complaints in a constructive and timely manner;
- ii. procedures are communicated to all staff and participants;
- iii. all necessary documentation and resources are in place to enable clients to submit a complaint;
- iv. each complaint and its outcome is recorded in writing; and
- v. student complaints and their outcomes are fed into continuous improvement initiatives.

2. Policy Principles

In managing complaints, Education Is Key will ensure that:

- i. The principles of natural justice and procedural fairness are adopted at every stage of the complaint process.
- ii. The complaints policy is publicly available.
- iii. There is a procedure for making a complaint.
- iv. Complaints are treated seriously and dealt with promptly, impartially, sensitively and confidentially.
- v. Complaints will be resolved on an individual case basis, as they arise.
- vi. All participants have the right to express a concern or problem and/or lodge a complaint if they are dissatisfied with the training that they have been or the conduct of another participant.
- vii. All complaints are acknowledged in writing and finalised as soon as practicable.

- viii. The complaint resolution procedure is based on the understanding that no action will be taken without consulting the complainant and respondent, using a process of discussion, cooperation and conciliation.
- ix. The rights of the complainant and respondent will be acknowledged and protected throughout the complaint resolution process, including the conduct of separate interviews initially.
- x. In the interest of confidentiality, the number of people involved in the resolution process will be kept to a minimum.
- xi. Final decisions will be made by the CEO of Education Is Key or an independent party to the complaint.
- xii. The complaint resolution procedure emphasises mediation and education while acknowledging that in some instances formal procedures and disciplinary action may be required.
- xiii. If the complaints process fails to resolve the complaint or the complainant is not satisfied with the outcome of the complaint the matter will be referred to an independent third party for review, at the request of the complainant. All costs incurred for the third-party review will be advised to the complainant.
- xiv. All complaints will be handled as Staff-In-Confidence and will not affect or bias the progress of the client in any current or future training.

3. Education Is Key's Responsibilities

If a participant has a complaint, they are encouraged to speak immediately with the trainer to resolve the issue. If the complainant is not satisfied that the issue has been resolved they will be asked to complete a Complaints Form, to lodge a formal complaint. Education Is Key will then investigate the complaint and advise the complainant of the outcome.

If the complainant is not satisfied with the outcome they may write to the CEO, setting out in detail the issue of concern. This may lead to occasions where an industry-training representative may be invited to act as an objective party in order to negotiate a satisfactory resolution.

4. Process

If a participant has a complaint, they are encouraged to speak immediately with the trainer to resolve the issue. If the complainant is not satisfied that the issue has been resolved they will be asked to complete a Complaints Form, to lodge a formal complaint. Education Is Key will then investigate the complaint and advise the complainant of the outcome.

If the complainant is not satisfied with the outcome they may write to the CEO, setting out in detail the issue of concern. This may lead to occasions where an industry-training representative may be invited to act as an objective party in order to negotiate a satisfactory resolution.

All complaints shall follow the below process:

- i. Complaints are to be made in writing within 7 calendar days of the incident using the Complaints Form.
- ii. A submitted complaint form will constitute a formal complaint from the participant. Further detail of the complaint can be provided by the participant verbally.
- iii. The CEO of Education Is Key must be informed of receipt of all complaints immediately.
- iv. The CEO of Education Is Key may delegate responsibility for the resolution of the complaint.
- v. In the case of a complaint, the CEO of Education Is Key will initiate a transparent, participative investigation to identify the issues.
- vi. Complaints will be processed in accordance with the Complaints flowchart (see below)
- vii. Complaints, where possible, are to be resolved within 14 calendar days of the initial application.
- viii. In all cases the final conclusion will be assessed by the CEO of Education Is Key.
- ix. The participant will be advised in writing of the outcome of their complaint, within seven (7) days of resolution.
- x. If the outcome is not to the satisfaction of the participant, they may seek an appointment with the CEO of Education Is Key.
- xi. If the participant is not satisfied with the decision they have the option to seek outside assistance to pursue the complaint.

5. Records Management

Records of all complaints and their outcomes are maintained securely. The Administration Manager is responsible for ensuring that all complaint records are scanned and uploaded to the aXcelerate database and added to the complaints register.

6. Monitoring & Improvement

All complaints practices are monitored by the CEO and will be discussed at Management Review Meetings with areas for improvement identified and acted upon.

7. Escalating Complaints to ASQA

If a complaint has not been resolved by the CEO, the participant may lodge their concerns using ASQA's online complaints portal. Complaints referred by another agency may be accepted through agreed alternative communication protocols.

Issues raised in complaints undergo an assessment to determine whether they are within ASQA's jurisdiction. Where a complaint relates to a provider or an issue that is the responsibility of an alternate agency, ASQA will inform the complainant of the appropriate agency to respond to their complaint.

ASQA also provides information on its website about other agencies that may be able to assist individual participants to resolve their complaints.

A person lodging a complaint about a provider to ASQA may be asked to disclose their identity to ASQA to help with assessment of the information that they are providing. Education Is Key will provide assistance to the participant during this process. The response to the complainant must include information that demonstrates that the matter was thoroughly reviewed and what actions and outcomes have been identified as a result of the complaint.

Opportunities for improvement that were identified as a result of the complaint are to be recorded by Education Is Key in a Continuous Improvement Register.

Records of complaints are to be kept up-to-date at all times to accurately reflect how the matter was responded to and the duration from the date the complaint was received to the date the complaint was resolved.

Privacy Policy

Education Is Key is required to maintain personal details that relate to our participants. At all times we must comply with regulatory requirements related to data privacy. Education Is Key will comply with the information privacy principles of the Privacy Act 1988 and the Australian Government Department of Education, Skills and employment's VET Data Policy, Part B, Clause 7.2, that states:

Where personal information is collected from a student, RTOs must make students aware of the purposes for which their information may be collected, used or disclosed.

1. Participants' Access to Records

Participants are entitled to have access to their academic record on request. To facilitate this, participants who request access to their records are to be provided with this access at the earliest opportunity by Education Is Key.

If the participant requires copies of documents from their records, copies are to be provided. Participants must submit a written request detailing what records they would like access to (signed and dated), or if the request is over the phone the participant must be identified by asking for their full name, address and date of birth.

Once the participant has been identified, Education Is Key can provide records, in any of the following forms:

- Any Certificates or Statements of Attainment previously achieved
- An academic progress report
- A current record of results
- A copy of all of the participant's information held by Education Is Key

All records remain the property of Education Is Key, and are to be retained to comply with regulatory requirements. Requests by participants to access records are to be dealt with quickly, and in a friendly and professional manner.

Continuous Improvement

1. Qualitative Data Collection

Qualitative data will be collected from our internal processes, including complaints and appeals, moderation, validation and quality auditing. These processes produce outcomes such as recommendations and opportunities for improvement. In addition to these, we also seek input directly from our employees, trainers, participants and any other third party with whom we interact.

Feedback may be submitted to Education Is Key via email at any time, by any stakeholder. All feedback will be collated and stored for future reference and recordkeeping.

Internal data collection methods include:

- Participant feedback – Feedback forms will be provided on completion or withdrawal from all courses, and feedback can be submitted on request by participants at any time
- Support sessions – Feedback will be collected from trainers and support staff during in-person or virtual support sessions conducted at least once per school term
- Trainer feedback – Feedback will be requested from all trainers on completion or cancellation of all courses, and feedback can be submitted on request by trainers at any time

2. Reporting Feedback

Education Is Key must provide an annual summary report of quality indicators to ASQA.

3. Implementation

Once improvements have been identified and agreed to, they are implemented by Education Is Key with clearly defined actions, responsibility delegation and validation guidance.

Assessments

Assessment resources are provided by Education Is Key for all Units of Competency offered on scope. The assessment resources are mapped according to the Unit of Competency:

- Elements
- Performance criteria
- Required knowledge
- Required skills
- Location of assessment within cluster (as appropriate)

Assessments are developed and mapped by Education Is Key, and assessment mapping is provided for all assessment resources.

1. Student Assessment Information

For all assessments, information is provided to the student regarding:

- What an assessment is
- What tasks are required to be completed in order to pass an assessment
- What evidence is acceptable
- Who is available to help
- Feedback and results

2. Trainer Assessment Information

For all assessments, information is provided to the trainer in the form of an Assessor Guide, including:

- All information provided to the student, plus:
 - Model answers
 - Assessment mapping
 - Assessment conditions

The Assessor Guide supports assessors to make consistent judgements about competence.

3.Submissions

Students should upload their own assessment submissions to Education Is Key's Learner Portal on the Axcelerate platform. The exception to this is for Observation assessments, for which the assessor can upload evidence of student competence to Axcelerate directly, after completing an observation period.

4.Attempts

Students are allowed 3 attempts at an assessment without penalty. Education Is Key's Axcelerate portal facilitates these 3 attempts automatically. If a student requires more than 3 attempts, the trainer should inform Education Is Key, and Education Is Key will allocate more attempts at our discretion. This policy is enforced so that further assistance can be provided for students or cohorts that repeatedly require more than 3 attempts to achieve competency.

Industry Engagement

1. Industry Consultation

Education Is Key is committed to delivering training programs that build industry capacity. Training and assessment strategies applied by Education Is Key will be developed in direct consultation with employers and the wider industry and other stakeholders as appropriate.

Education Is Key information collection related to Industry Consultation relates to the following factors:

- Regular reviews of the hospitality industry's needs for skills and knowledge. This will often be related to skills shortages and should be supported with reference to authoritative industry publications or stakeholders.
- Direct Education Is Key employee involvement in the industry.
- Activities undertaken by trainer/assessors to maintain their industry knowledge and vocational competence - membership of industry forums and associations, part-time work, attendance at industry conferences and workplace visits.
- Education Is Key maintains membership with State Industry Training Advisory Bodies and other relevant networks and VET and Industry Associations.

2. Record of Engagement

The Trainer Matrix and Accelerate records provide key sources of data to evidence industry involvement activities together with formal professional development activities.

3. Industry Contributing to Assessment Evidence

Where industry representatives are engaged to contribute toward assessment evidence, Education Is Key will use a standard approach to collect this evidence. We do not however, advocate the use of industry evidence (also referred to as third party evidence) as a substitute for the gathering of direct evidence by an Assessor.

Training Package Transition

The transition to new training packages is to be managed by Education Is Key to ensure the transition is actioned in a systematic way integrating other impacted areas of operations. As required, Education Is Key will apply to have new/changed training package qualifications and/or units of competency added to its scope of registration by submitting an application to change RTO scope of registration to ASQA.

Enrolments in new qualifications or units of competency are to commence as soon as practicably possible to allow students to access the most current qualification and to minimise the period that students enrolled in superseded qualifications are being managed.

Where a training product on its scope of registration is superseded, all students' training and assessment is completed and the relevant AQF certification documentation is issued or students are transferred into its replacement, within a period of one year from the date the replacement training product was released on the National Register.

Where an AQF qualification/skill set/units of competency are no longer current and have not been superseded, all students' training and assessment is to be completed by the timeline stated on training.gov.au. A new learner is not to commence training and assessment in a training product that has been removed or deleted from the National Register.

1. Monitoring the Status of Training Packages

It is the responsibility of Education Is Key to monitor the status of training packages to remain aware of changes in the revised training package and how these might affect scope of registration. The primary information source for monitoring the status of training packages is the National Register (training.gov.au).

2. Keeping Students Informed

Education Is Key will take steps to inform existing students of the changes to the applicable qualification. Before engaging with students, Education Is Key will ensure that the options that students will have available to them have been fully considered.

3.Revision of Training & Assessment Materials

Education Is Key will undertake an analysis of current training and assessment resources to identify relevant changes that are required to ensure training package requirements are being met. Once these have been identified, Education Is Key will revise training and assessment materials accordingly.

Plagiarism

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition.

1. Education Is Key's Responsibilities

- Inform all students of expectations related to assessment
- Where referencing is required Inform all students of referencing techniques and provide clear examples of what is acceptable
- Explain to students what constitutes plagiarism
- Assist students to understand and apply correct referencing techniques
- Set appropriate conditions for group activities and make clear the distinction between group work and individual work
- Cultivate a climate of mutual respect for original work

2. Students' Responsibilities

- Submit only work that is their own or that properly acknowledges the ideas, interpretations, words or creative works of others
- Avoid lending original work to others for any reason
- Be clear about assessment conditions and seek clarification if in doubt
- Be clear about what is appropriate referencing and the consequences of inappropriate referencing
- Discourage others from plagiarising by observing the practices above

3. Dealing With Plagiarism

In the case of suspected plagiarism, the trainer will report the incident to Education Is Key. Education Is Key, in consultation with the trainer, will determine if the plagiarism has resulted from poor academic practice or was intentional. This preliminary step may involve an informal interview with the student. Education Is Key and the trainer will:

- Consider the extent of the plagiarism (noting that the more extensive the plagiarism, the more likely it was intentional)
- Review the course profile and other information provided to students by the Trainer/Assessor to determine if adequate information had been given
- Identify if the student has been previously warned of plagiarism
- Determine whether the student is new to adult vocational education and training (it would be expected that continuing students would be more likely to understand plagiarism and its consequences)

If the above factors have been considered and it has been determined that the plagiarism has arisen from poor academic practice, the student is to be requested to revise the work and resubmit it for the assessment. If, after consideration of the above factors, it is determined that the plagiarism was intentional, the student's work is not to be accepted and the student is to be issued with an alternative assessment to complete. The student will be given a formal warning (in writing) by Education Is Key explaining the seriousness of the incident and the consequences if the student is found to plagiarise again.

Students who commit plagiarism after being formally warned are to be withdrawn from the program they are enrolled in, and issued with a refund of their tuition fees less all expenses incurred by Education Is Key up to the point of their withdrawal.

Marketing & Advertising Material

Marketing material used by schools delivering Education Is Key courses must be approved by Education Is Key. This includes website content, course brochures and other student-facing information that is issued prior to enrolment, advertisements, etc. It is critical that the partnership that exists between Education Is Key and schools is clearly explained to prospective students, so they can make an informed choice when enrolling. Marketing material should identify the partnership/third party arrangement in an obvious way using easy to understand language. The organisations party to the agreement must incorporate both logos in the marketing material.

Fees & Refunds

1. Fees Payable

The number of students enrolled in any class should be confirmed by the school by the 15th March each year. Education Is Key will issue each school's annual invoice by the 20th March each year, and fees are payable by 31st March. Fees must be paid in full (or as per arrangements made individually with the school) within 30 days of invoice.

2. Access to Resources

Access to learning and assessment resources can be restricted by Education Is Key until an invoice is settled after 60 days. No certificates or statement of attainments will be issued without the account being settled in full.

3. Fees & Charges Schedule

At a minimum, the schedule of fees and charges contained in the contract between Education Is Key and each school is to include:

- The total amount of all fees including course fees, administration fees, material fees, and any other charges associated with delivering an Education Is Key program
- The fees and charges for additional services as required, including:
 - Issuance of a replacement certificate or statement of attainment
 - Options available to students who are deemed 'Not Yet Competent' on completion of their qualification

4. Withdrawal or Cancellation of Student Enrolments

If a student wishes to withdraw from their course after enrolment but before completion of the course, the school must give notice in writing to Education Is Key. Education Is Key will ensure the student understands their rights with regards to the refunding of tuition fees. The student will be advised of other options, such as suspending the enrolment and re-commencing in another scheduled training program.

Students who have not completed any units and withdraw prior to 2 months from commencement will receive a full refund. Students who have completed units and withdraw prior to 6 months from commencement will be charged an issuing fee for their Statement of Attainment and the balance refunded at a cost of \$50 per unit. Students who have completed units and withdraw after 6 months from commencement will be charged an issuing fee for their Statement of Attainment at a cost of \$50 per unit and 50% of the balance refunded.

Students who give written notice to cancel their enrolment and who are eligible for a refund are to be provided with a Withdrawal Refund Application Form. Students who may not be eligible, but are requesting a refund should also be provided with the Withdrawal Refund Application Form so the request can be considered by Education Is Key. Where refunds are approved, the refund payment is to be paid to the school or organisation within 14 days from receipt of notice of withdrawal. Tuition refunds are to be paid via electronic funds transfer using the authorised bank account nominated by the school on the Withdrawal Refund Application Form.

Note: If for any reason Education Is Key is unable to fulfil its service agreement with a school/organisation and/or student, Education Is Key must refund the student's proportion of fees paid for services not received.

5. Consumer Protection

The nominated Consumer Protection Officer for Education Is Key is the CEO of Education Is Key.

6. Protecting Fees Being Paid In Advance

Education Is Key acknowledges that it has a responsibility under the Standard for Registered Training Organisations 2015 Standard 7 Clause 7.3 to protect the fees paid in advance for training and assessment services being delivered. Education Is Key will maintain compliance with RTO Standards 2015 Standard 7.3 by not charging more than \$1500 in prepayment fees.

7. Keeping Students Informed

Education Is Key undertakes to provide full fee information to each school/organisation prior to enrolment, including the total amount of all fees including course fees, administration fees, materials fees and any other charges, as well as payment terms including the timing and amount of fees to be paid and any non-refundable deposit/administration fee.

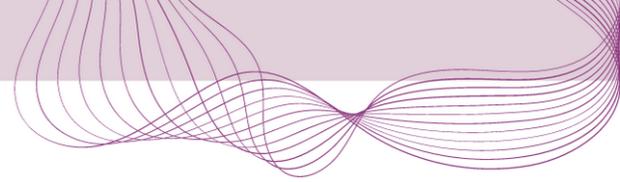
8. Student Complaints About Fees or Refunds

A school or organisation who is unhappy with the Education Is Key arrangements for the collection and refunding of tuition fees are entitled to lodge a complaint. This should occur in accordance with the Education Is Key Complaints and Appeals policy and procedures located in this manual.

9. Recovery of Outstanding Fees

EIK will pursue the recovery of outstanding fees according to organisational procedures that will include, but are not limited to:

- Contacting the school in writing to request payment
- Maintaining records of all correspondence regarding outstanding payments
- Negotiate payment arrangements if appropriate
- Establish regular payment reminders



Policy and Procedure Appendix 1

Closer or sale of Education Is Key RTO 46220

In the unlikely of closure or sale of the RTO Education Is Key (EIK) will have the responsibility to

- offer you another training provider if want to continue your training
- issue your statement of attainment for completed units of competency
- issue your transcript of results for a completed qualification
- return any unmarked assessments to you in an online format from the LMS
- refund any portion of the fees paid for future course/s

Trainer Currency

EIK (RTO 46220) requires each trainer delivering any qualification or individual units of competency to take part in continuous industry currency activities and vocational knowledge and skills enhancement. This can be achieved by completing the following (as example)

Industry Currency

Volunteer to prepare meals at a Not-for-profit organisation

Run an independent catering company

Work at a coffee shop on the weekend

Attend Sous Vide workshop

Attend hands on cooking lessons

Attend Les Torques Blanches meetings

Participate in EIK training days

This should be meaningful engagement to ensure skills and knowledge current industry standards are achieved

Vocational Currency

Read ASQA monthly email

Read journals

Participate in moderation of assessments

Participate in unit of competency update development panels

Become a member and interact with VETR

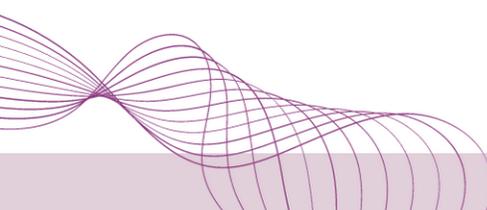
Julie Armstrong
Managing Director

 0439 315 448

 educationiskey.com.au

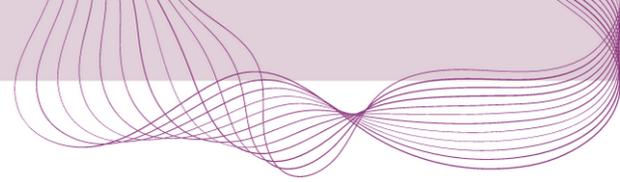
 35/32 Queens Road, Melbourne 3004

 info@educationiskey.com.au





EDUCATION IS KEY



Evidence from the above should be uploaded to the Axcelerate system using the PD log link. Each activity or evidence may be linked to various units of competency. When loading allocate the units and the elements you consider included.

Once loaded EIK trainer manager will confirm the details and either approve the pd records or ask for further information.

How much is enough?

It is important that all trainers stay current across all the units of competency they deliver. It is an expectation that across each year each element should be linked to a form of professional learning completed.

Opportunities for professional learning and engagement will be offered by EIK, this can form part or all of the requirements depending on the number of sessions attended and completed. These will be available on a monthly basis through either face to face or online.

Julie Armstrong
Managing Director

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