PURCHASING GUIDELINES

FOR VICTORIAN GOVERNMENT

SCHOOLS FOR THE DELIVERY OF

VOCATIONAL EDUCATION AND TRAINING (VET)

**CONTENTS**

Glossary 4

Overview 5

Context 6

Delivery of VET by an RTO 6

Auspice arrangements 6

Permission To Teach and VET 7

Written agreements 7

Step by Step Guide for Schools 10

Roles and Responsibilities 12

Student 12

Parent/Guardian 12

School 12

Registered Training Organisation (RTO) 14

Resources for Purchasing VET 15

Purchasing policy 15

VCAA VCE VET Programs 15

Victorian Skills Gateway 15

training.gov.au 15

MySkills 15

Checklists 16

Factors for schools to consider when establishing a Purchasing Contract with an RTO 16

Factors for RTOs to consider when entering into a Purchasing Contract with a School 18

Factors for the school and RTO to consider when establishing an Auspicing Agreement 19

Fees and Charges 20

Parent payments in Victorian government schools 20

Deliverables Between the Parties 21

Accountabilities of Schools and RTOs 22

Duty of care – Schools 22

RTO responsibilities 23

Anaphylaxis management in schools 23

CRICOS registration for international students 24

Parent/Guardian consent 25

Student health and engagement 25

Excursions and activities 26

Students With Disabilities 27

Managing Issues 28

Disputes 28

Access to information 28

Complaints and appeals 29

Additional Resources 30

# Glossary

**AQF**

**ASQA**

**CAPs**

**CECV**

**DET**

**ISCs**

**ISV**

**MIPs**

**NRT**

**PTT**

**RPL**

**RTO**

**RTO Standards**

**SBAT**

**SPAG**

**SRP**

**SWL**

**TSC**

**TTC**

**VASS**

**VCAA**

**VCAL**

**VCE**

**VET**

**VIT**

**VRQA**

**WE**

**WLC**Australian Qualifications Framework

Australian Skills Quality Authority

Career Action Plans

Catholic Education Commission of Victoria Ltd

Department of Education and Training

Industry Skills Councils

Independent Schools Victoria

Managed Individual Pathways

Nationally Recognised Training

Permission To Teach

Recognition of Prior Learning

Registered Training Organisation

Standards for Registered Training Organisations (RTOs) 2015

School Based Apprenticeship and Traineeship

School Policy and Advisory Guide

Student Resource Package

Structured Workplace Learning

Trades Skills Centre

Trade Training Centre

Victorian Assessment Software System

Victorian Curriculum and Assessment Authority

Victorian Certificate of Applied Learning

Victorian Certificate of Education

Vocational Education and Training

Victorian Institute of Teaching

Victorian Registration and Qualifications Authority

Work Experience

Workplace Learning Coordinator

# Overview

Schools have primary responsibility for the delivery of senior secondary curriculum to their enrolled students.

To offer Vocational Education and Training (VET) programs, schools must enter into contractual arrangements with Registered Training Organisations (RTOs), if the schools are not themselves an RTO, or if the school is an RTO but does not have the program it is seeking to offer listed on their scope of registration.

These Guidelines has been developed to assist government schools as they engage with RTOs and schools for the provision of VET.

DET policy requires all government schools entering into arrangements with RTOs to have a valid, signed Contract or Agreement with the RTO for the delivery of VET programs. [(Reference 56 of the SRP Guide)](http://www.education.vic.gov.au/school/teachers/management/finance/Pages/srpref056.aspx)

This document provides guidance to government schools to assist them when engaging RTOs to deliver or auspice the delivery of VET as part of a student’s senior secondary program.

RTOs include:

* TAFE providers;
* Private RTOs;
* Registered schools, including both government and non-government that are also RTOs; and
* Learn Local providers that are also RTOs.

Schools should use these Guidelines to understand their accountabilities and obligations when seeking to engage RTOs. The Guidelines also provide helpful suggestions on how schools should address issues of quality and value for money, duty of care arrangements for students, and the key planning issues that need to be considered when negotiating contractual agreements.

Non-government schools entering into similar purchasing arrangements are encouraged to obtain advice from the Catholic Education Commission of Victoria (CECV) or Independent Schools Victoria (ISV) before entering into a contractual agreement with an RTO.

Critical to establishing beneficial arrangements between schools and RTOs is building respectful and professional relationships between the parties and establishing open and ongoing communication, to support the operation of the contract or agreement. This will ensure that both parties are engaged in ensuring the students’ needs and outcomes are met with the provision of quality VET arrangements.

# Context

Schools have primary responsibility for the delivery of curriculum for their students. However in certain circumstances schools may choose to purchase the VET qualification and/or units of competency that are “fit for purpose,” have local industry recognition, and are age appropriate for school students to undertake within a senior secondary certificate. Government schools may choose a VET qualification or units of competency that make up the VET qualification from a range of RTOs for a nominated group of students.

There are various reasons why schools would purchase a VET qualification and/or units of competency, including:

* The school is not registered to deliver the VET qualification and/or units of competency - the school is not an RTO, or the school is an RTO but does not have the VET qualification and/or units of competency listed on their scope of registration
* Teachers do not have sufficient training experience or qualifications to deliver the VET qualification and/or units of competency as required under standards required by VRQA or ASQA
* The school does not have the industry standard facilities and equipment to conduct the training under standards required by VRQA or ASQA

It is important for all schools to ensure that they continue to meet their responsibilities and accountabilities in accordance with the School Policy and Advisory Guide (SPAG) when purchasing VET qualifications and/or units of competency from RTOs.

## Delivery of VET by an RTO

Schools can enter into a purchase arrangement with an RTO on a ‘fee for service’ basis for the RTO to directly deliver the training and assessment of the VET qualification and/or units of competency to secondary students.

The RTOs can deliver the VET in a number of different settings:

* at the RTO site
* in the school or Trade Training Centre (TTC) or Trade Skills Centre (TSC)
* a combination of the above.

In some circumstances, schools can work collaboratively to develop partnership arrangements where they cluster for the purchasing of VET qualifications and/or units of competency from RTOs.

## Auspice Arrangements

In auspicing arrangements, the training and assessment of the VET qualification and/or units of competency are delivered by the school under the supervision of an RTO. The RTO is responsible for the issuing of qualifications and/or ‘statement of attainment’ and must ensure that the school’s training and assessment meets the requirements of VRQA or ASQA.

Before establishing an auspicing arrangement, schools should consider if they can and want the VET qualification and/or units of competency to be delivered on their premises. It will be important to consider if the school’s premises meet the requirements for the delivery of the relevant certificate and that the RTO is able to auspice the VET qualification and/or units of competency. The RTO may assist in this regard by auditing school staff and facilities to consider opportunities for auspicing of identified units of competency.

Where an RTO auspices the school’s delivery of the VET qualification and/or units of competency, the teachers in the school who will deliver the program must have all of the following:

* hold either registration as a teacher or Permission To Teach (PTT) with the Victorian Institute of Teaching (see *Education and Training Reform Act 2006* (Vic));
* hold Certificate IV in Training and Assessment (TAE40116) or an approved equivalent;
* have the relevant vocational competencies at least to the level being delivered or assessed;
* can demonstrate current industry skills directly relevant to the training/assessment being undertaken; and
* continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence (see Standards for NVR Registered Training Organisations Section 15.4 and Australian Quality Training Framework - Essential Conditions and Standards for Continuing Registration Section 1.4).

Where staff are engaged in providing services at a school and are absent due to unforeseen circumstances, replacement staff must be found that satisfy the criteria listed above. If such replacement staff satisfy the above criteria but not the requirement to hold either registration as a teacher or Permission To Teach with the Victorian Institute of Teaching, the replacement staff can be utilised if they are supervised by a VIT registered teacher.

An auspice arrangement can:

* provide sustainable delivery of the VET qualification and/or units of competency in a school’s curriculum, with the teacher delivering within the school’s existing timetable structure
* provide the opportunity to exchange ideas and agree to share expertise, effort, equipment, costs and resources for mutual benefit
* allow schools to host and deliver to students from other schools in their auspiced VET qualification and/or units of competency.

## Permission To Teach and VET

The Victorian Institute of Teaching (VIT) has developed a category of Permission to Teach (PTT) designated for VET trainers. For more information on PTT, including PTT (VET), visit VIT’s website: <https://www.vit.vic.edu.au/registering-as-a-teacher/how-do-i-register-as-a-teacher/applying-for-permission-to-teach-ptt>

## Written Agreements

All schools entering into direct arrangements with RTOs must have a valid, signed contract. There are four standard Contracts and Agreements that schools must use for the purchase of the VET qualification and/or units of competency.

The four types of templates are:

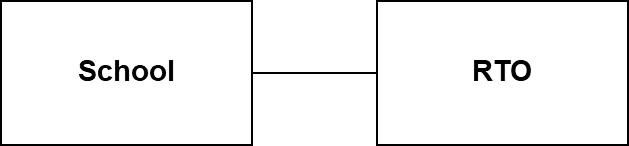
1. Standard VET Purchasing Contract
2. Standard VET Auspicing Contract
3. School to School VET Purchasing Agreement
4. School to School VET Access Agreement.

The Standard Contracts and Agreements for use by schools are available on the DET website at: <http://www.education.vic.gov.au/school/teachers/management/finance/pages/purchasing.aspx>

### Standard VET Purchasing Contract

This contract is to be used by schools when purchasing a VET qualification and/or units of competency from an RTO and the VET program is to be delivered and assessed by the external RTO’s own staff. Site of delivery can be either at the School or RTO (or at an alternative agreed upon site).

The school’s ongoing monitoring of the contract is important to ensure continuing value for money and that deliverables are being met according to the contract.



### Standard VET Auspicing Contract

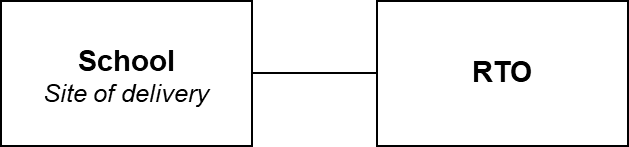
This contract is to be used for the purpose of a school entering into an auspicing arrangement with an RTO.

That is where the school is in a position to deliver some or all of the VET qualification and/or units of competency to their students using their own staff and facilities, however, the school is not an RTO, or the school is an RTO but does not have the VET qualification and/or units of competency listed on their scope of registration.

In these arrangements an RTO is engaged to provide oversight and monitoring of the school’s teaching of the program to ensure that registration requirements are met. This may include (but is not limited to):

* professional development
* supervision of staff
* curriculum materials
* validation of assessment.

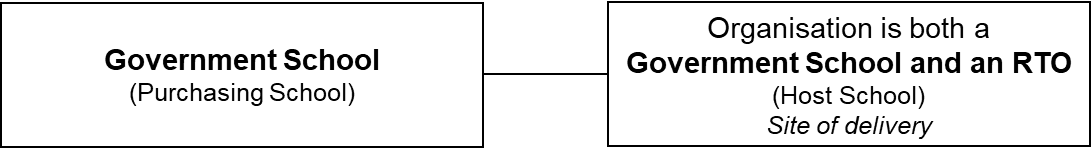
All certification is provided by the RTO and the RTO is responsible for l compliance with all requirements of the registering body – either ASQA or VRQA.



### School to School VET Purchasing Agreement

This agreement is to be used for the purpose of a government school entering into an access arrangement with another government school where the Host School is also an RTO.

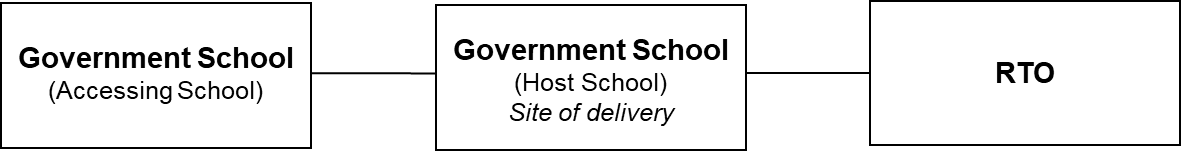
This agreement is only applicable when a government school purchases from another government school.



### School to School VET Access Agreement

This agreement is to be used for the purpose of a government school entering into an access arrangement with another government school where the Host School has an agreement with an RTO for either auspicing or direct delivery of VET qualifications.

This agreement is only valid when a government school purchases from another government school. In these arrangements the Accessing School is required to read and understand the Host School’s contract (the Host School is required to have in place a Standard VET Auspicing Contract or Standard VET Purchasing Contract).



# Step By Step Guide for Schools

Setting up Purchasing and Auspicing Contracts with an RTO or Access Agreements with another government school

### Step 1: Consider your needs for a VET qualification and/or units of competency

* Student career aspirations, student needs and subject selections
* VCAA VCE VET Programs and requirements, for example qualifications/units of competencies which make up the VCAA program or other block credit arrangements
* Local industry needs including alignment with skill shortage areas, and opportunities for future employment
* Structured Workplace Learning (SWL) opportunities
* Existing delivery resources/arrangements, for example opportunities for sharing program delivery across the district/cluster and economies of scale (e.g. facilities, staffing).

### Step 2: Decide on the delivery mode

* What delivery mode and learning teaching strategies are most suitable for your students? (e.g. do you have students with special needs, age of students, geographical considerations?)
* Do you have both the teaching and physical resources that meet the requirements of the VET qualifications you have decided to offer to students? Is it most appropriate to:

1. deliver and assess the qualification at your school with the RTO providing auspicing services, or
2. send students to an RTO to access training and delivery, or
3. access training and assessment from another school that is purchasing VET from an RTO?

### Step 3: Identify the most appropriate RTO for each VET qualification and/or units of competency

* Use <http://www.training.gov.au> to search the national register of RTOs and accredited courses to find RTOs registered to deliver the qualifications you require. The [Victorian Skills Gateway](http://www.education.vic.gov.au/victorianskillsgateway/Pages/home.aspx) will identify TAFE Institutes and Government subsidised RTOs and the courses they deliver.
* Ensure that RTOs are registered with VRQA or ASQA and have the VET qualification and/or units of competency you are seeking to purchase on their scope of registration
* Find out what their costs are for the delivery mode you have determined
* Look for providers that will provide value for money (cost, support services, quality systems, infrastructure etc.)
* Ask if they have experience in delivering VET to senior secondary students
* Confirm if it is financially viable for both parties to enter into arrangements
* When the RTO is undertaking scored assessment, ensure that all associated responsibilities are clearly understood
* Ensure that the RTO has systems, policies, procedures and safeguards in place to ensure students are safe and supported while undertaking the VET qualification and/or units of competency. This includes ensuring the RTO:
* can provide a suitable and safe premises for students
* can provide adequate supervision for students
* has teaching staff that are appropriately qualified
* has obtained Working With Children Checks for staff that will be supervising students in program delivery
* implements strategies to prevent workplace discrimination, harassment and bullying
* can appropriately manage student disabilities, medical needs and welfare issues
* has appropriate emergency management plans and procedures in place
* has published their complaints and appeals processes.
* Determine if any travel involved is suitable for your students.

### Step 4: Consider duty of care requirements

* Principals and teachers are held to a high standard of care in relation to students
* The duty of care requires all principals and teachers to take all reasonable steps to reduce risk.

### Step 5: Negotiate with the RTO and complete the relevant standard Contract or Agreement

* Ensure the RTO is aware of the key elements of the service to be provided, including deliverables and timeframes, and curriculum requirements (e.g. VCE VET Programs and block credit arrangements, scored assessment where available, and the contribution of the VET qualification and/or units of competency to the VCE or VCAL)
* Clarify all costs the school will be accountable for, including any costs to students/parents such as a materials levy
* Establish timelines for reporting student progress and competency achievements
* Once the school has selected an RTO, a Contract or Agreement should be completed and signed by the school and RTO before delivery commences.

**\*\*\*Note that contract variation can be made with the agreement of both parties.**

### Step 6: Establish how the arrangements will be implemented

Assign school contacts to be responsible for:

* student and school administration requirements, including the RTO reporting on the deliverables listed in the Reporting Details schedule within agreed timeframes
* ensuring that the RTO has adequate notice of any issues or problems that may affect the training and assessment environment (e.g. known student absence, pupil free days, excursions, or specific student needs such as literacy, numeracy and welfare or other items identified in the contract)
* ongoing student support
* ensuring successful student outcomes in terms of completion of the VET qualification and/or units of competency.

# Roles and Responsibilities

The following outlines the key roles and responsibilities of parties but is not an exhaustive list.

## Student

* Discusses aspirations, choices and relevance of the VET qualification and/or units of competency to their course of study with parent/guardian and career adviser and subject teachers
* Decides, together with their parent/guardian and career adviser, which VET qualification and/or units of competency will form part of their course of study
* Attends training as organised by the school and notifies the school and RTO (if applicable) of absences
* Undertakes and completes the appropriate VET qualification and/or units of competency to the best of their ability, including any mandatory work placements.

## Parent/Guardian

* Supports and assists their child to make appropriate and informed course and career choices
* Gives permission for the student to undertake the VET qualification and/or units of competency, including any training outside of normal school hours and any required travel arrangements
* Gives permission for the student to undertake and Structured Workplace Learning
* Reports any absences to the school as required
* Maintains communication to support the school and RTO with any issues during the VET qualification and/or units of competency
* In giving permission for the student to undertake the VET qualification and/or units of competency, provides details of any known medical condition which may affect the student and any medication or treatment which may be relevant, and gives consent to the release of any necessary health information in relation to the student by the Principal pursuant to the *Health Records Act 2001* (Vic)
* Makes any payments as required by the program which are covered by the [Parents Payment Policy](http://www.education.vic.gov.au/school/principals/spag/management/Pages/parentpayments.aspx).

## School

**Before contracting the VET qualification and/or units of competency:**

* Provides advice to the student in developing their career plan, including advice about the VET qualification and/or units of competency, course and RTO details
* Where possible offers the VET qualification and/or units of competency on the basis of student aspirations and demand
* Consider the advantages and disadvantages between purchasing and auspicing arrangements with an RTO for the delivery of the VET qualification and/or units of competency and selects the most optimal option/s
* Checks that the RTO is registered with the VRQA or ASQA and has on their scope of registration the VET qualification and/or units of competency to be delivered
* Negotiates individual arrangements with RTOs ensuring key deliverables can be provided within agreed timeframes
* Chooses an RTO to contract based on market options, value for money and track record of quality delivery
* If the VET qualification and/or units of competency is a VCE VET Program, ensures the subject meets the VCE VET unit requirements
* Checks the contribution towards the VCE or VCAL of the VET qualification and/or units of competency on VASS to ensure the student is eligible to complete their VCE or VCAL
* Where the RTO is providing access to scored assessment, ensures the RTO clearly understands the associated responsibilities
* Conducts a risk assessment and takes all reasonable steps to reduce risks in the provision of the VET qualification and/or units of competency
* Informs the RTO of any student issues that need to be addressed to minimise health and safety risk while attending training, including medical information and treatment, and specific student needs
* Provides the student with information on the VET qualification and/or units of competency
* Provides a school staff member to regularly communicate with the student for ongoing pastoral and duty of care requirements
* Develops a sustainable funding model using the Student Resource Package and targeted VET funding
* Complies with the Parent Payments in Victorian Government Schools policy in the delivery of the VET qualification and/or units of competency
* In instances where classes are discontinued and the arrangement with the RTO ceases, the school organises alternative arrangements with the support of the RTO.

**During delivery of the VET qualification and/or units of competency:**

* Arranges for appropriate SWL to match the VET qualification and/or units of competency being undertaken
* Retains core responsibilities for the student including, duty of care, maintenance of records, reporting etc.
* Manages the contract and ongoing relationship with the RTO for the delivery of the VET qualification and/or units of competency.

## Registered Training Organisation (RTO)

**Before contracting the VET qualification and/or units of competency:**

* Ensures registration with VRQA or ASQA and ensures that the VET qualification and/or units of competency to be delivered is on their scope of registration
* Ensures the packaging of units of competency to be delivered within the VET qualification and/or units of competency are ‘fit for purpose,’ meet training package requirements, and are age appropriate for school students to undertake within a senior secondary certificate
* Negotiates individual arrangements with schools ensuring key deliverables can be provided within agreed timeframes
* Takes all reasonable steps to reduce risk in the provision of the VET qualification and/or units of competency
* Provides a key contact person to regularly communicate with the school
* Meets relevant standards as required by VRQA or ASQA
* Notifies the school of attendance information and absences when there is delivery outside the school site.

**During delivery of the VET qualification and/or units of competency:**

* Engages with school in ongoing relationship under the contract
* Delivers the VET qualification and/or units of competency under purchase or auspice arrangements
* Is responsible for the assessment of and reporting on the student for the VET qualification and/or units of competency under purchasing arrangements (not auspicing arrangements) and ensuring assessment and reporting meets contractual obligations
* Is responsible for the supervision of students undertaking VET at the RTO’s site
* Is responsible for issuing VET certificates or statements of attainment in a timely manner as indicated in the contract
* Where the regular trainer is unavailable due to unforeseen circumstances, the RTO is responsible for organising alternative arrangements as follows:
  + Where delivery is taking place at the school, RTO has the responsibility to arrange a replacement trainer. The replacement trainer should have the appropriate VIT registration of Permission To Teach. If the replacement trainer does not have VIT registration of Permission to Teach, they may attend class as a guest speaker under the supervision of a school teacher.
  + Where delivery is taking place at the RTO, the RTO has the responsibility to arrange a replacement trainer to take the class and supervise students.

# Resources For Purchasing VET

This section provides background information and relevant resources for schools to reference as they commence a process for the procurement of RTOs to deliver a VET qualification and/or units of competency.

## Purchasing Policy

Schools are required to follow the purchasing policy as outlined in the Finance Manual for Victorian Government Schools. A copy of the Manual is available on the DET website: <http://www.education.vic.gov.au/school/principals/finance/Pages/guidelines.aspx>

## VCAA VCE VET Programs

VET in the VCE or VCAL allows students to include vocational studies within their senior secondary certificate. VCE VET Programs are vocational training programs approved by the VCAA which offer students the opportunity to gain the VCE or VCAL, and a nationally portable VET qualification. Selected VCE VET Programs offer scored assessment for Units 3 and 4.

Students who undertake VET or Further Education (FE) qualifications that are not included in the suite of approved VCE VET Programs and School Based Apprenticeships and Traineeships (SBATs) may be eligible for credit towards their VCE. This credit is called Block Credit Recognition.

To be eligible for credit the student must be enrolled in the VCE. Credit will be available for full or partial completion of a nationally recognised qualification or state accredited curriculum.

For further information, please visit the VCAA website: <http://www.vcaa.vic.edu.au/Pages/vet/index.aspx>

## Victorian Skills Gateway

The Victorian Skills Gateway is a comprehensive online resource that makes it easier to find training that fits, with information about jobs and courses tailored to the needs of different users, including students, adult learners, careers practitioners, employers and parents.

<http://www.skills.vic.gov.au>

**\*\*\*This information is provided for publically funded (**[**Skills First**](http://www.education.vic.gov.au/skillsfirst/Pages/about.aspx)**) RTOs only**

## Training.gov.au

This the National Register for all nationally recognised qualifications and RTOs. It provides information on:

* VET qualifications, including details of qualification structures, competency requirements and requirements for any pre –requisites.
* RTOs including the qualifications they are registered to deliver, who their registering body is and whether they have any restrictions on their registration.

<https://training.gov.au>

## MySkills

This is a Federal Government initiative to assist in choosing training providers. It provides information regarding both VET qualifications and RTOs.

<https://www.myskills.gov.au/>

# Checklists

These checklists have been developed to remind and prompt schools and RTOs of the relevant issues that need to be considered in the provision of a VET qualification and/or units of competency through purchasing and auspicing arrangements..

## Factors for Schools to consider when establishing a Purchasing Contract with an RTO

**Student learning and education needs**

* Can the program content (units of competency) be packaged successfully as part of a VET qualification to provide credit into the VCE or VCAL?
* Are the VET qualification and delivery modes appropriate for school aged students?
* Do the qualifications and/or units of competency suggested by the RTO and/or school have a clear pathway to further VET qualifications or employment?
* Is the school satisfied that the RTO will meet the needs of the school and students?
* Does the RTO have experience in delivering to school students to address school student requirements in a training environment?
* Are there any students with special learning needs requiring specific support? Has the RTO been informed and have suitable arrangements been put in place by the school and the RTO?
* Is the RTO providing access to scored assessment for the relevant VET qualification and/or units of competency?

**Scope**

* Is the RTO registered with VRQA or ASQA and have on its scope of registration the capacity to deliver the VET qualification and/or units of competency you want?   
  See <http://training.gov.au> and <http://www.vrqa.vic.gov.au>

**Quality Assurance**

* Has the RTO demonstrated to the school the RTO’s record and teaching capabilities in delivering quality training?
* Have all parties complied with requirements under the *Working With Children Act 2005* (Vic)?
* Has a schedule of visits been agreed between the school and the RTO?
* Has the RTO demonstrated how it will meet the National Standards for RTOs in relation to the delivery to your students? See <https://www.legislation.gov.au/Details/F2017C00663>

**Workplace Learning**

* Has the school outlined to the RTO any expectations with respect to SWL or any mandatory work placement requirements?
* If required by the school, is the school satisfied that the RTO can incorporate SWL or mandatory work placement in the program?
* Is there any requirement for assessment of competency in the workplace?

**Student Health, Safety and Welfare**

* Has the school provided to the RTO details of any known medical condition which may affect students and any medication or treatment which may be relevant?
* Has the school provided the RTO with a copy of students’ Individual Anaphylaxis Management Plans? ([Ministerial Order 706](http://www.education.vic.gov.au/Documents/school/teachers/health/Anaphylaxis_MinisterialOrder706.pdf))
* Has the school provided the RTO with a copy of the school student engagement policy? (covering welfare issues)
* Has the RTO provided the School with a copy of the RTO policies around health, wellbeing, welfare and engagement?
* Is the school satisfied that the school policy and RTO policy regarding student welfare are in alignment?
* Is the school satisfied that the RTO’s student welfare policy addresses both the RTO and school responsibilities with respect to duty of care?
* Is the school satisfied that clear processes of communication have been put in place to manage welfare issues? (e.g. attendance, injuries, bullying, duty of care, etc.)
* Has the school confirmed appropriate and safe travel arrangements for delivery of training external to the school site?

**Delivery**

* Does the timetabled duration of the program fit with the requirements of students and the school and the VET qualification requirements and any VCAA requirements?
* Is the timetable sufficient to achieve industry competence in the program’s listed units of competency?
* Have e-learning opportunities for program delivery and assessment been considered?
* Has consideration been given to a program delivery structure to allow for a student exit point? (e.g. in cases where a student’s circumstances mean that they are unable to continue with the program to completion)
* Have the previous VET qualifications and/or units of competency undertaken by students been considered?

**Assessment**

* Are there any circumstances where a pre-assessment of students capabilities are required to determine their capacity to undertake the VET qualification and/or units of competency?
* Is there an agreed assessment location for students (e.g. school, RTO, workplace or a combination)?
* Are all parties aware of the VCAA requirements for scored assessment of selected VCE VET Programs and the related responsibilities of the home school and the RTO?
* Has the capacity for the RTO to provide formative and summative assessment measures and the nature of how this is provided back to the school been discussed with the RTO?

**Reporting**

* Is there agreement on deliverables and timeframes between the RTO and the school in the Contract and Agreement schedules? (i.e. enrolments, results, attainment and certificates etc.)
* Does the school require additional record keeping by the RTO? (e.g. progression in completing units of competencies during the year)
* Are there additional RTO contacts required beyond those nominated in the contract?
* Will reporting of units of competency for VCE and VCAL credit on the VASS take place?

**Costs and Value**

* Does the school have a full list of itemised prices and understanding of costs and has this informed the value of the contract?
* Does the school have an understanding of the proposed costs and value relative to the cost of delivery by RTOs within the market?
* Does one RTO provide additional value over another? (e.g. support services)
* Has the school informed the RTO of the Parent Payments in Victorian Government Schools policy and ensured compliance with the policy?

## Factors for RTOs to consider when entering into a Purchasing Contract with a School

**Student needs**

* Is the RTO satisfied they can effectively service the educational needs of school students?
* Has the RTO been informed of any student with special learning needs requiring specific support?
* Have suitable arrangements been put in place by the school and the RTO for students with special learning needs requiring specific support?

**Scope**

* Is the RTO registered by VRQA or ASQA and have on their scope of registration the qualification sought by the school? See <http://training.gov.au> and <http://www.vrqa.vic.gov.au>

**Quality Assurance**

* Have all relevant parties complied with requirements under the *Working With Children Act 2005* (Vic)?
* Have visits been agreed to between the school and the RTO? (And incorporated into the contract if necessary?)

**Workplace Learning**

* Has the RTO discussed with the school any expectations of the school with respect to SWL?
* If required by the school, has the RTO demonstrated to the school how it can incorporate SWL in the program?

**Student Health, Safety and Welfare**

* Has the school provided to the RTO details of any known medical condition which may affect the student and any medication or treatment which may be relevant?
* Has the school provided the RTO with a copy of students’ Individual Anaphylaxis Management Plans? ([Ministerial Order 706](http://www.education.vic.gov.au/Documents/school/teachers/health/Anaphylaxis_MinisterialOrder706.pdf))
* Has the school provided the RTO with a copy of its student engagement policy? (covers welfare issues)
* Has the RTO provided the school with a copy of their policies around health, wellbeing, welfare and engagement?
* Are there clear protocols established which detail how the RTO and school will manage welfare issues that arise on a day-to-day basis? (e.g. attendance, injuries, bullying, duty of care, etc.)

## Factors for the School and RTO to consider when establishing an Auspicing Agreement

* The RTO may require a site visit by one of their staff members that is a specialist in the auspiced program to determine if the school can satisfy quality requirements and standards.
* The requirements of the RTO processes for enrolment are understood.
* The requirements of the RTO processes for student results are understood.
* Ensure that necessary practices are in place to record the school delivered units of competency.
* The qualification and associated units of competency have been explored, decided and agreed upon by the school for school delivery in accordance with the VCAA guidelines and VCE and VCAL requirements.
* Facilities, equipment and other resources needed to support the delivery and assessment of the selected VET qualification and/or units of competency have been discussed with the RTO and will be available when the training commences.
* Occupational health, safety and welfare requirements relevant to the selected qualification and associated units of competency have been identified and addressed, including maintenance of facilities, equipment and other resources.

Staff involved in the delivery and assessment of units of competency meet the following requirements:

* hold either registration as a teacher or permission to teach with the Victorian Institute of Teaching (VIT);
* hold Certificate IV in Training and Assessment (TAE40116) or an approved equivalent;
* have the Occupational Health and Safety knowledge to deliver the particular certificate units of competency where appropriate;
* have the necessary training and assessment competencies as determined by the Industry and Skills Council Advisory Committee or its successors;
* have the relevant vocational competencies at least to the level being delivered or assessed;
* can demonstrate current industry skills directly relevant to the training and assessment being undertaken; and
* continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence.
* The RTO’s role in developing teachers’ capacity to deliver to industry standards has been considered.
* The VET qualification and/or units of competency are appropriately timetabled and teaching venues have been identified.
* The current training package that the qualification comes in is accessible by teachers delivering and assessing the auspiced program.   
  See <http://training.gov.au> or <http://trainingsupport.skills.vic.gov.au/curriculum.cfm>
* The RTO is satisfied that the school will provide an outline of the requirements of the VET qualification and/or units of competency to students.

There will be processes put in place to record and report in a timely manner on the VET qualification and/or units of competency undertaken by students upon:

* Enrolment: the qualification title and units of competency, including student learning support and case management requirements.
* Completion: the student’s achievement on the units of competency.
* The RTO may audit school staff and facilities to ascertain the capacity of the school to auspice delivery for some identified units of competency.

# Fees and Charges

## Parent Payments in Victorian Government Schools

Victorian legislation provides that instruction in the standard curriculum program must be provided free to all students in Victorian government schools. Free instruction includes the provision of learning and teaching activities, instructional supports, materials and resources, and administration and facilities associated with the standard curriculum program. Free instruction applies to VET programs. This is the case for both purchasing and auspicing arrangements.

Parents and guardians can be asked to pay for essential education items including:

* items provided by the training provider which students take possession of including learning materials and log books
* materials for learning and teaching where your child consumes or takes possession of the finished articles (e.g. food produced in hospitality, items produced in furnishing and engineering, ownership of music or media items)
* uniform or trade appropriate clothing and equipment (e.g. work boots, protective clothing and tools or equipment such as knives, musical instruments etc.)
* travel costs incurred in the course of receiving the instruction from a teacher or other person (e.g. to TAFE)
* essential services associated with, but not considered to be part of, 'instruction' in the standard curriculum program, such as costs associated with camps and excursions which all students are expected to attend (e.g. work placements, site visits and trade expos).

Optional extras are those that are provided in addition to the ‘standard curriculum program’, and which are offered to all students. These optional extras are provided on a user-pays basis and if you choose to access them for your child you will be required to pay for them:

* instructional supports, resources and administration beyond the provision of the standard curriculum program (e.g. student computer printing for personal use, internet access for recreational or non-school use, and religious education materials)
* extra-curricular programs or activities offered in addition to the standard curriculum program (e.g. instrumental music tuition)
* entry fees for school run performances, productions and events
* materials for subjects where the payment sought is the difference between the basic materials or services required for the standard curriculum program and higher cost alternatives which may be more desirable (e.g. requesting payment for the use of mahogany in woodwork instead of the standard pine)
* materials and services offered in addition to the ‘standard curriculum program’ (e.g. school magazines or school photographs)
* school facilities and equipment not associated with provision of the ‘standard curriculum program’, and not otherwise provided for through the School Resources Package (e.g. student accident insurance, and hire/lease of equipment such as musical instruments or notebook computers).

Payment requests by schools must be clearly itemised within each category.

The RTO must not request any payments from students or parents for or in relation to the provision of a VET qualification and/or units of competency. Only schools may charge fees directly to students.

Once a student has left school, the school will not bear any responsibility for additional costs that may be incurred by the student, for example, printing of replacement certificates or statements of attainment.

For further information on Parent Payments in Victorian Government schools please visit the Department website: <http://www.education.vic.gov.au/school/principals/spag/management/Pages/parentpayments.aspx>

# Deliverables Between the Parties

The standard Contracts and Agreements for use by government schools have been created to allow schools and RTOs to fully understand their respective obligations regarding the delivery of a VET qualification and/or units of competency. It provides the framework for both parties to negotiate the specific activities and conditions to be delivered by the external provider.

The standard Contracts and Agreements can be found at: <http://www.education.vic.gov.au/school/teachers/management/finance/pages/purchasing.aspx>

The standard Contracts and Agreements provide schools with the capacity to incorporate additional information or specifications in relation to student needs or other special requirements as agreed by both parties.

Standard Contracts and Agreements include the following schedules:

* Program Details
* Services
* Training
* RTO Personnel / School Personnel / Host School Personnel / Trainers
* Students’ Details
* Reporting Details
* Template – Request for RTO to contract with a Sub-Contractor
* Template – Contract Variation Notice
* Template – Agreement Variation Notice
* Equipment provided by School Council/Purchasing School
* Fees

The standard Contracts and Agreements require that the RTO must provide the School Council with all reports, data or other information that the School Council may request to enable it to adequately assess the performance of the RTO. Additionally the RTO must permit the School Council, its employees, agents or representatives access to any premises where the services are being provided.

The Contracts and Agreements should reflect the range of activities that schools and the RTOs have agreed to be delivered. It also confirms the terms of the relationships between the two parties that schools are obligated to address.

Variations to contracts can be made using the Template – Contract Variation Notice or Template – Agreement Variation Notice, which are attached to the standard Contracts and Agreements.

# Accountabilities of Schools and RTOs

The responsible parties in VET purchasing and auspicing arrangements have different duties in the planning and delivery of the VET qualification and/or units of competency. Schools and RTOs need to be aware of these accountabilities.

## Duty of Care – Schools

School staff owe a duty of care in relation to their students. This duty of care requires that school staff take active and reasonable steps to reduce risks of reasonably foreseeable injury to their students.

These steps will include:

* When engaging an RTO to provide a VET qualification and/or units of competency to students, the school principal must undertake due diligence and enquiries to ensure that the provider will deliver a suitable and quality program and has systems, policies, procedures and safeguards in place to ensure students are safe and supported while undertaking the VET qualification and/or units of competency. This includes ensuring that the RTO:
  + is properly registered with the VRQA or ASQA and the VET qualification and/or units of competency is on their scope of registration
  + can provide a suitable and safe premises for students
  + can provide an adequate supervision of students
  + has teaching staff that are appropriately qualified
  + has obtained Working With Children Checks for staff that will be supervising students
  + implements strategies to prevent workplace discrimination, harassment and bullying
  + can appropriately manage student disabilities, medical needs (having been provided by the school with student medical and treatment information) and welfare issues
  + has appropriate emergency management plans and procedures in place.
* Ensuring that the RTO signs a standard Contract or Agreement
* Ensuring that the RTO provides appropriate preparation for students prior to the commencement of the VET qualification and/or units of competency (e.g. requiring that students undertake relevant Occupational Health and Safety training)
* Implementing strategies to ensure that school staff can identify and address any incidents or issues that may arise while a student is undertaking the VET qualification and/or units of competency. This should include:
  + regularly checking in with students as to the progress of the VET qualification and/or units of competency and asking if they have any particular concerns
  + nominating a school staff member/s for the student to contact regarding any issues the student may experience with their VET qualification and/or units of competency
  + providing pastoral care and supports to address issues that may arise while undertaking the VET qualification and/or units of competency.
* Schools should also have a clear understanding of financial requirements and internal delivery of core responsibilities that continue (e.g. reporting, attendance, records management etc.).

## RTO Responsibilities

The RTO must:

* provide a safe place of training
* provide supervision of the student consistent with the RTO code of conduct
* ensure it understands and complies with its obligations under the Contracts and Agreements
* provide the student with information and support about the training requirements being undertaken
* ensure all trainers providing training services to the school have undertaken a satisfactory police records check and a satisfactory Working With Children Check under the *Working With Children Act 2005* (Vic), unless the RTO is satisfied that such person is exempt under the Act from a check
* ensure all trainers comply with the requirements under the standards for RTOs registered with VRQA or ASQA
* report any student absences to the school in the first hour of training delivery or as agreed between the parties.

## Anaphylaxis Management in Schools

Anaphylaxis is a severe and sudden allergic reaction when a person is exposed to an allergen. The most common allergens in children are eggs, peanuts, tree nuts (e.g. cashews), cow's milk, fish and shellfish, wheat, soy, certain insect stings and medications.

Anaphylaxis is a serious health issue for a percentage of the population and the Department recognises the key to preventing an anaphylactic reaction by a student is knowledge, awareness and planning.

*Ministerial Order 706: Anaphylaxis Management in Victorian Schools* is effective from 22 April 2014 and replaces *Ministerial Order 90*. The new Ministerial Order includes requirements that registered schools must meet if the school has enrolled a student where the school knows, or ought reasonably to know, that the student has been diagnosed as being at risk of anaphylaxis.

These requirements include having an anaphylaxis management policy covering matters described in *Ministerial Order 706*, and complying with the Anaphylaxis Guidelines, as developed by DET.

Registered schools must meet these requirements as a condition of registration, in relation to the minimum standards and other requirements for school registration, and under Section 4.3.1(6)(c) of the *Education and Training Reform Act 2006* (Vic).

Further information about *Ministerial Order 706* or anaphylaxis management can be obtained from the Department’s website at <http://www.education.vic.gov.au/school/teachers/health/Pages/anaphylaxisschl.aspx>

Further information can also be obtained by contacting the Royal Children’s Hospital Anaphylaxis Advisory Line on 1300 725 911.

## CRICOS Registration for International Students

Any organisation that proposes to provide education or training courses to international students must first be registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) for the course for the state or territory in which delivery will occur.

CRICOS is maintained by the Commonwealth Department of Education (DOE) under the *Education Services for Overseas Students Act 2000* (Cth) (ESOS Act). An overseas student is a person (whether within or outside Australia) who holds a student visa defined by the ESOS Act.

**Victorian Government schools**

The Department of Education and Training (DET/the Department) is the registered provider of all education services delivered to international students through Victorian government primary, secondary, and English Language Schools on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS). DET administers the International Student Program through the International Education Division (IED). The IED is responsible for ensuring that all government schools comply with all of the requirements of the ESOS Act, the associated ESOS National Code Standards (consumer protection standards) and the *Education and Training Reform Act 2006* (Vic).

The Department has established a robust accreditation system that ensures international students studying in a Victorian Government school receive a high quality, safe and secure educational experience. The accreditation system ensures all schools offering services to international students have the demonstrated capacity to meet the highest standards in the provision of educational and support services and comply with state and federal legislation.

Victorian Government schools delivering programs to fee paying international students holding a subclass 571 student visa require accreditation through the IED as the registered education provider.

**Non-government schools**

Non-government schools in Victoria must apply to the VRQA for approval to deliver courses to overseas students. Approval may be granted by the VRQA (under the *Education and Training Reform Act 2006* (Vic)) for a period of up to five years.

As part of the approval process, schools will be assessed under the authority of the VRQA and must demonstrate compliance with the requirements of the ESOS Act, the Education Services for Overseas Students Regulations 2001(Cth) (ESOS Regulations) and National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (The National Code of Practice 2007) which is established under the ESOS Act.

Schools seeking approval for registration on CRICOS will also be assessed against the VRQA Guidelines on homestay accommodation for overseas - Minimum age 13 and the VRQA Guideline on the provision of VCAL courses to overseas students (if applicable) and any other guidelines issued by the Authority. The VRQA may also consider the suitability of the course for overseas students and any other matters relating to the management or operations of the school.

Non-government schools are required to contact the Federal Department of Education directly to obtain CRICOS registration.

**Registered Training Organisations (RTOs)**

Where schools are entering into purchasing and auspicing arrangements with RTOs for the delivery of VET, the RTO is not required to obtain CRICOS registration for these school enrolled students. The requirements for CRICOS registration for Victorian Government schools and non-government schools are outlined above.

Where schools are using a RTO to deliver part of a qualification (i.e. VET as part of VCAL or VCE) to an overseas student, the RTO is not required to have CRICOS registration. CRICOS registration for courses is not transferable between providers and the school remains responsible for the welfare of any overseas student studying with another provider. The VRQA must be advised in writing of all providers (school and RTO) to be involved in providing a registered course, the role played by each provider in the delivery of a course and the single provider recommended to be registered for the course. Under the ESOS Act, the registered provider (the school) is responsible for meeting the obligations and for any breaches of the ESOS Act or National Code 2007, regardless of whether it is the registered provider or the provider with whom it has an arrangement who is responsible for that activity. Further information is available at <http://www.vrqa.vic.gov.au/registration/Pages/schcricos.aspx>

## Parent/Guardian Consent

Schools are advised to seek parental/guardian approval for student participation in a VET qualification and/or units of competency where the delivery takes place outside the school or under the guidance of external staff.

## Student Health and Engagement

The school should provide the RTO with a copy of the Student Engagement and Inclusion Guidance policy and the RTO should provide the school with its relevant polices relating to health, first aid, wellbeing, welfare and engagement. The school should be satisfied that school policy and RTO policy are in alignment. This policy can be obtained at: <http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/studentengagementguidance.aspx>

**Attendance**

Students are expected to attend the school in which they are enrolled, during normal school hours every day of each term, unless:

* there is an approved exemption from school attendance for the student; or
* the student is registered for home schooling and has only a partial enrolment in a school for particular activities.

A student is considered to be in attendance at school when involved in an offsite curriculum program or other activity organised by the school (for example an excursion or camp), or where the student is engaged in a re-engagement program or another school part time to make up full time attendance and the schools or settings have agreed the time fractions, allocation of Student Resource Package (or other funding) and the educational plan for the student.

Where there are arrangements for RTOs to deliver a VET qualification and/or units of competency on behalf of schools, schools should have clear processes in place to manage and respond immediately on the day to absences reported by parents and students, as well as absences that occur without prior notice.

Under purchasing arrangements the RTO must record and monitor the attendances and engagement of the students and report this back to the school.

Under auspicing arrangements, the school must record and monitor the attendances of the students and report this back to the RTO.

In relation to absences, it is recommended that the general process be followed as outlined:

**Suggested process for managing explained and unexplained absences in VET qualifications and/or units of competency delivered at the RTO site or a site external to the school (e.g. another school, TTC/TSC etc.)**

|  |  |
| --- | --- |
| Explained absences | Unexplained absences |
| 1. Student or parent reports absence directly to the school. | 1. RTO/Host School becomes aware student is absent from their VET qualification and/or units of competency. |
| 1. School reports absence to RTO Key Contact person or other nominated individual. | 1. RTO/Host School notifies Key Contact person or other nominated individual at the school. |
| 1. RTO notifies relevant personnel. | 1. School follows up unexplained absence with student or parent. |
|  | 1. If absences remain unexplained, school to follow the DET School Attendance Guidelines. |

***Students and Parents***

Students and parents should always report absences directly to the school, not the RTO.

***School***

Where the school is notified of an absence by students or parents, the school should report the absence to the RTO Key Contact person or other nominated individual.

***RTO***

Where a student is absent from the RTO premises and the RTO has not been previously notified, the RTO should contact the School Key Contact person or other nominated individual at the school.

The School Attendance Guidelines are available on the DET website: <http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/attendance.aspx>

## Excursions and Activities

There are a range of documents that have been prepared in relation to excursions and activities for school students. RTOs should speak directly with schools to ensure all policy requirements are met before finalising excursions and activities. Further information is available on the Department’s website at: <http://www.education.vic.gov.au/school/principals/spag/safety/pages/excursions.aspx>

# Students With Disabilities

Under section 32 of the *Disability Discrimination Act 1992* (Cth), education providers must comply with the Disability Standards for Education 2005. The Disability Standards for Education 2005 set standards for education and training providers, including Victorian government schools. To comply with the Standards, education providers must make ‘reasonable adjustments’ to accommodate a student with a disability. RTOs must comply with the Disability Standards for Education 2005.

An adjustment is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. Adjustments may, or may not require additional resources. Some students benefit from small adjustments to the curriculum such as the delivery of instructions in writing rather than verbally, sitting at the front of the classroom, or taking regular breaks to get up and move limbs or stretch their back. Others require more substantial adjustments, such as assistance with self-care or intensive supervision.

The Disability Standards apply to all students with a disability, not just those who are eligible for support under the Program for Students with Disabilities.

Adjustments may involve a combination of:

* Addressing physical barriers, including modifications, to ensure access to buildings and facilities
* Modifying programs and adapting curriculum delivery and assessment strategies
* Providing ongoing consultancy support or professional learning and training for staff
* Specialised technology or computer software or equipment
* Provision of study notes or research materials in different formats
* Services such as sign language interpreters, visiting school teams or specialist support staff
* Additional personnel such as tutors or aides for personal care or mobility assistance.

More information on the *Disability Discrimination Act 1992* (Cth) and adjustments can be found in the Program for Students with Disabilities – Operational Guidelines for Schools 2018 available at: <http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdhandbook.aspx>

Information about the Disability Standards for Education 2005 can be found at: <http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/legislation.aspx>

# Managing Issues

## Disputes

The School Council should seek legal advice from the DET Legal Division at each stage of dispute resolution, as outlined below. If the dispute remains unresolved, the School Council should seek further legal advice from the Legal Division regarding their options.

**Disputes - Standard VET Purchasing Contract and Standard VET Auspicing Contract**

The Standard VET Purchasing Contract and Standard VET Auspicing Contract outline a process to manage disputes between the parties.

If any dispute arises under or in connection with the Contract which is not able to be resolved by the School Council and the RTO within 14 days, the nominated senior executive officer (or equivalent) of each of the School Council and the RTO will promptly meet and discuss in good faith with a view to resolving the dispute.

If any dispute is unable to be resolved in accordance within 14 days, the parties have agreed in the contract to endeavour in good faith to settle the dispute by mediation administered by the Australian Commercial Disputes Centre (ACDC) in accordance with ACDC's guidelines, before resorting to arbitration or litigation.

If the parties fail to settle any dispute in mediation, the parties may agree to submit the dispute for resolution to final and binding arbitration under the Rules of Arbitration of the Institute of Arbitrators and Mediators Australia by one or more arbitrators appointed in accordance with those rules.

**Disputes - School to School VET Purchasing Agreement and School to School VET Access Agreement**

If a dispute arises between two government schools, within 14 days a nominated senior executive officer (or equivalent) of each party will promptly meet and discuss in good faith with a view to resolving the dispute.

If any dispute is unable to be resolved in 14 days, or such other time as the parties may agree, the parties agree to refer the dispute for resolution by the Secretary of DET.

**Disputes – Continuing Obligations**

The parties to a dispute will continue to perform their respective obligations under the contract or agreement, pending the resolution of the dispute.

## Access to Information

The RTO is required under the standard Contracts to provide timely information on both attendance and reporting and assessment.

Where there are issues with obtaining access to information, in the first instance, the school should raise the issues with the RTO Key Contact Person as nominated in the contract as it is a contractual requirement that information listed in the Reporting Details schedule is provided to the school according agreed deadlines.

## Complaints and Appeals

There are a range of complaint processes in relation to schools and RTOs.

**Government Schools – Parent Complaints**

If you are a parent, when making a complaint:

* your child's school should always be your first point of contact
* concerns are best resolved at the school
* the Department expects that most complaints will be resolved by the school.

Further information on Parent Complaints – Government Schools is available at: <http://www.education.vic.gov.au/school/parents/complaints/Pages/default.aspx>

**Complaints and Appeals - RTOs**

RTOs are required to have a complaints and appeals process that will ensure learners' complaints and appeals are addressed effectively and efficiently. This is required whether the RTO is registered with VRQA or ASQA. This is also required under Part 4.6A.2 of the *Education and Training Reform Act 2006* (Vic). Contact the RTO directly for more information about their complaints and appeals processes.

**Registration requirements**

Where schools are entering into purchase or auspice arrangements with an RTO, the RTO must be:

* registered with either the VRQA or ASQA; **and**
* the VET qualification and/or units of competency being purchased or auspiced must be listed on the scope of registration of the RTO, which is available on either the ASQA or VRQA website.

Concerns about any aspects of registration requirements can be raised with either:

* VRQA: <http://www.vrqa.vic.gov.au/complaints/Pages/default.aspx>
* ASQA: <http://www.asqa.gov.au/complaints/making-a-complaint.html>

# Additional Resources

**Anaphylaxis Management in Schools**

On 14 July 2008, the Children’s Services and Education Legislation Amendment *(Anaphylaxis Management) Act 2008* (Vic) came into effect amending the *Children’s Services Act 1996* (Vic) and the *Education and Training Reform Act 2006* (Vic) requiring that all licensed children’s services and schools have an anaphylaxis management policy in place.

Available at: <http://www.education.vic.gov.au/school/teachers/health/Pages/anaphylaxisschl.aspx>

**Australian Skills Quality Authority (ASQA)**

ASQA is the national regulator for Australia’s vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.

Available at: <http://www.asqa.gov.au/>

**ASQA – Support with Complaints and Grievances**

ASQA has the authority to investigate formal complaints that allege training organisations are breaching, or have breached, the *National Vocational Education and Training Regulator Act 2011* (Cth) and/or its associated legislative instruments.

Available at: <https://www.asqa.gov.au/complaints>

**DET Disability Action Plan**

The Disability Action Plan 2013-16 outlines a wide range of strategies and actions that celebrate and recognise diversity and the achievements and contributions of people with disabilities in our economy and communities.

Available at: <http://www.education.vic.gov.au/hrweb/divequity/pages/disability.aspx>

**DET Standard VET Contracts and Agreements**

Schools must have a contract with each organisation providing education, training or assessment on its behalf, including education, training or assessment delivered by a school on behalf of an RTO, and keep a register of these agreements. Template agreements have been developed for use by government schools.

Available at: <http://www.education.vic.gov.au/school/teachers/management/finance/pages/purchasing.aspx>

**Disability Standards for Education**

The Disability Standards for Education clarify the obligations of education and training providers and seek to ensure that students with disability can access and participate in education on the same basis as other students. The Standards were formulated under the *Disability Discrimination Act 1992* (Cth) and came into effect in August 2005.

Available at: <https://www.education.gov.au/disability-standards-education-2005>

***Education and Training Reform Act 2006* (Vic)**

The *Education and Training Reform Act 2006* (Vic) represents an undertaking by the Victorian Government to ensure that Victoria has a robust and modern legislative framework for education and training.

Available at: <http://www.education.vic.gov.au/about/department/legislation/Pages/act2006.aspx>

**National Training Register**

Training.gov.au is the official National Register on VET in Australia and is the authoritative source of information on training packages, qualifications, accredited courses, units of competency, skill sets and RTOs.

Available at: <http://www.training.gov.au>

**Parent Payments in Victorian Government Schools**

The Parent Payments in Victorian Government Schools policy ensures government school-level parent payment policies and processes are compliant with the Department's policy requirements.

Available at: <http://www.education.vic.gov.au/school/principals/spag/management/Pages/parentpayments.aspx>

**Program for Students with Disabilities – Operational Guidelines for Schools 2018**

The Department provides a range of policies, programs and resources for schools to support the delivery of high quality schooling for all students, including students with disabilities. These resources may be provided in the Student Resource Package, through student support services including psychologists, social workers, youth workers, speech pathologists and visiting teachers or through specific early identification and intervention programs. The Program for Students with Disabilities is one such form of provision available to schools.

Available at:

<http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdhandbook.aspx>

**School Based Apprenticeship and Traineeship (SBAT) Guidelines**

Guidelines are available for schools and stakeholders outlining the roles and responsibilities in relation to School Based Apprenticeships and Traineeships. This general resource could be used to inform and support students about the option of undertaking an apprenticeship or traineeship as part of their school program.

Available at: <http://www.education.vic.gov.au/Documents/school/principals/curriculum/sbatguide.pdf>

**School Policy and Advisory Guide**

The School Policy and Advisory Guide (formerly known as the Victorian Government Schools Reference Guide) provides Victorian government schools with quick and easy access to governance and operational policies and advice. It complements the Department’s extensive web resources and directs users to relevant web content and supplementary information.

The Guide’s information comes from a range of legislative and regulatory requirements, primarily the *Education and Training Reform Act 2006* (Vic) and the Education and Training Reform Regulations 2007(Vic). Where appropriate, a specific web page will identify its related legislation or regulation.

Available at: <http://www.education.vic.gov.au/school/principals/spag/Pages/spag.aspx>

**Standards for RTOs 2015**

The Standards are used by ASQA as an instrument in protecting the interests of all students undertaking VET in Australia.

The Standards guide nationally consistent, high-quality training and assessment services in the VET system.

Available at: <http://www.comlaw.gov.au/Details/F2013L00167>

A Users’ Guide to the Standards for RTOs 2015 is also available: <https://www.asqa.gov.au/standards>

**Structured Workplace Learning (SWL) Portal**

Structured workplace learning (SWL) is on-the-job training during which a student is expected to master a set of skills or competencies, related to a course accredited by the VRQA or ASQA and undertaken as part of either the VCE or VCAL.

The Department has developed the SWL Statewide Portal, a website which provides students and teachers with a single, easy to navigate, information and referral point for SWL opportunities offered by a diverse range of employers. Searching on the portal can be done by location, industry or VET certificate.

If you are a student or teacher looking for SWL opportunities, see: <http://www.workplacements.education.vic.gov.au/>

**Student Resource Package (SRP) Guide – Reference 56**

VET qualification and/or units of competency are considered standard curriculum, therefore government schools must provide VET tuition free of charge. This is a reference for Victorian Government schools.

Available at: <http://www.education.vic.gov.au/school/teachers/management/finance/Pages/srpref056.aspx>

**Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL) Administrative Handbook**

This publication is an all-inclusive guide for principals, teachers and administrators outlining the rules, regulations and policies governing the delivery of the VCE and VCAL. It is updated every year and is published by the VCAA.

Available at: <http://www.vcaa.vic.edu.au/Pages/schooladmin/index.aspx>

**VCE VET Programs**

VCE VET Programs are vocational training programs approved by the VCAA following consultation with schools, industry and training providers. VCE VET Programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain a senior secondary certificate (VCE or VCAL) and a VET qualification.

Available at: <http://www.vcaa.vic.edu.au/pages/vet/programs/index.aspx>

**VCE Scored Assessment**

Selected VCE VET Programs have a study score component based on the designated Units 3 and 4 sequence of their program. For scored VCE VET Programs, the study score is calculated using assessments of each student’s levels of performance.

Available at: <http://www.vcaa.vic.edu.au/Pages/vet/programs/scoredasses.aspx>

**Victorian Curriculum and Assessment Authority (VCAA)**

The VCAA is an independent statutory body responsible to the Victorian Minister for Education, serving both government and non-government schools.

The mission of the VCAA is to provide high quality curriculum, assessment and reporting that enables individual lifelong learning.

Available at: <http://www.vcaa.vic.edu.au/>

**Victorian Institute of Teaching (VIT)**

The Victorian Institute of Teaching is a statutory authority for the regulation of the teaching profession in Victoria established by the *Victorian Institute of Teaching Act 2001* (Vic).

Available at: <http://www.vit.vic.edu.au/>

**Victorian Registration and Qualifications Authority (VRQA)**

The VRQA is the statutory authority responsible for ensuring that employers of apprentices and trainees and providers of education and training (including course and qualification owners) meet quality standards, and that information is readily available to support informed choice in education and training.

The VRQA:

* registers certain education and training providers and awarding bodies
* registers certain qualifications and accredits courses
* registers children for [home schooling](http://www.vrqa.vic.gov.au/registration/Pages/homeschooldefault.aspx) in Victoria
* regulates [apprenticeships and traineeships](http://www.vrqa.vic.gov.au/apptrain/Pages/appdefault.aspx) in Victoria.

Available at: <http://www.vrqa.vic.gov.au>

**VRQA Guidelines for VET Providers**

The VRQA has developed the [VRQA Guidelines for VET Providers](http://www.vrqa.vic.gov.au/Documents/vetproviderguidelines_1.pdf) to strengthen the quality of VET in Victoria.

Available at: <http://www.vrqa.vic.gov.au/registration/Pages/vetqualitydef.aspx>

**VRQA – Support with Complaints and Grievances**

The VRQA may investigate complaints with respect to registration standards of providers of education and training.

Available at: <http://www.vrqa.vic.gov.au/complaints/Pages/tovrqa.aspx>

**Victorian Skills Gateway**

The Victorian Skills Gateway is a comprehensive online resource that makes it easier to find training that fits, with information about jobs and courses tailored to the needs of different users, including students, adult learners, careers practitioners, employers and parents. For support for selecting a training provider and finding the best fit RTO, visit the Victorian Skills Gateway at:

Available at: <http://www.education.vic.gov.au/victorianskillsgateway/>

**VET for Secondary School Students**

VET is a key component of the Victorian Government’s strategy to increase student retention, improve year 12 or equivalent completion rates, and address skill shortages by providing options for all students.

VET for Secondary School Students comprises nationally recognised certificates undertaken by Victorian students which can contribute towards the completion of a senior secondary certificate through either the VCE or the VCAL.

Available at: <http://www.education.vic.gov.au/school/teachers/teachingresources/careers/Pages/vet.aspx>

**Workplace Learning**

Students can undertake workplace learning through work experience, structured workplace learning (SWL), a school-based apprenticeship or traineeship (SBAT) or school community work (volunteering work).

Available at: <http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/default.aspx>