



DONCASTER
SECONDARY COLLEGE

PURCHASING SECONDARY COURSES AND VOCATIONAL TRAINING FROM EXTERNAL PROVIDERS POLICY

This policy will be reviewed every three years or as directed by DET

Date reviewed: December 2020

Date of next review: 2023

PURPOSE

To provide breadth of curriculum and to meet the needs of students the College may enter into a partnership with external providers. Examples of such arrangements include: delivery of the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL), or other external providers offering programs with a focus on targeted education.

This policy outlines the requirements for purchasing secondary courses and vocational training from external providers. To offer Vocational Education and Training (VET) Programs, schools often enter into arrangements with external providers to deliver part, or all, of the Victorian Certificate of Education (VCE), or the Victorian Certificate of Applied Learning (VCAL).

External providers may include:

- TAFE providers.
- Private Registered Training Organisations (RTOs).
- Registered schools, including both government and non-government that are also RTOs.
- Learn Local providers that are also RTOs.
- Other non-school providers delivering the VCE and the VCAL.
- Targeted short duration program providers e.g. road safety training.

BROAD GUIDELINES

- Schools have primary responsibility for the delivery of senior secondary curriculum to their enrolled students.
- To offer VET courses, schools must enter into contractual arrangements with Registered Training Organisations (RTOs) if the school is not an RTO or an RTO that is not registered for the particular program it is seeking to offer.
- In relation to specific targeted programs which may be of a controversial nature it is important that the program offers learning that is meaningful to students and the community taking into account cultural influences and setting.
- Targeted short-term providers must provide programs which complement and remain school and teacher driven within the context of the Victorian Curriculum and Assessment Authority's curriculum guidelines.
- The selection of any external provider should include an examination of the providers' policy, ensuring it is aligned to fit with government policy, school policy and the needs of the school.
- Providers must meet all OHS standards and provide a Risk Register.
- The school will have a contract or Memorandum of Understanding with each organisation providing education and training services on its behalf. These contracts/MOU will include reference to arrangements such as: refund, confidentiality and privacy, dispute resolution, termination, severability and costs and Working With Children Check requirements.
- For International students where any part of the VCE or VCAL is being delivered by a registered third-party provider copies of the relevant signed contract or agreement will be provided to the International Education Division.
- Purchase all of a full senior secondary curriculum will only be made for the purpose of a re-engagement program.

- Schools who wish to have senior secondary student/s undertake Community VCAL (CVCAL) at a Non-Secondary School Provider (NSSP), endorsement by the Regional Director is required in order to enter into a partnership with an NSSP
- The purchase process will be consistent with the School Policy and Advisory Guide (SPAG) and the Student Resource Package (SRP) Guide. See also:

[School Policy and Advisory Guide - Partnerships](#)

[School Policy and Advisory Guide - Purchasing](#)

[School Financial Guidelines](#)

[Student Resource Package Guide - Vocational Education and Training in Schools \(VETiS\) \(Reference 56\)](#)

- Department contracts and agreements must be used when purchasing senior secondary courses and Vocational Education and Training from external providers. The contracts and agreements outline the role of the school and of the external provider in meeting each party's responsibilities and accountabilities. Examples of education and training services purchased from external providers include the delivery of VETiS programs and the non-VET elements of the VCE and the VCAL.
- VET in Schools program arrangements must have a valid, signed contract or agreement developed by the Department with the RTO for the delivery of VET in Schools programs. The contracts and agreements developed by the Department are listed below:

[Standard VET purchasing contract \(docx - 143.53kb\)](#) This contract is required where a government school engages the services of a registered training organisation (RTO) to provide a VET qualification and/or units of competency to its students.

[School to school VET purchasing agreement \(docx - 142.74kb\)](#) This agreement is required where a government school engages the services of a government school RTO to provide a VET qualification and/or units of competency to its students.

[Standard VET auspiced contract \(docx - 152.9kb\)](#) This contract is required where a government school provides some, or all, of the VET qualification or units of competency to its own students under a third party (auspiced) arrangement with an RTO. The RTO monitors the VET services delivered on its behalf and issues the statement of attainment or certificate accordingly.

[School to school VET access agreement \(docx - 115.59kb\)](#) This agreement is required where a government school engages the services of another government school that is auspiced by an RTO, to provide a VET qualification and/or units of competency to its students.

[Purchasing Guidelines for the Delivery of VETS \(docx - 2.43mb\)](#) This document provides a comprehensive guide on the range of standard contracts and agreements that schools are required to use when entering into arrangements with RTOs for the delivery of VET Programs. 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.