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| **guidelines and application form (de grants)** |

**The document contains two sections:**

**Section A:** This section outlines the grant program and statement of requirements and is for the provider’s reference.

**Section B:** This section is for the provider to include their response (provider’s proposal) and demonstrate their suitability to deliver the program of work.

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| **SECTION A - A1 ABOUT THE GRANT** |

**Acknowledgement of Country**

We wish to pay our respects to the Traditional Owners on the land which the department and our potential grant providers work on and pay our respects to their elder’s past and present.

**The grant opportunity**

Funding is available to expand the current Casual Relief Teacher Professional Learning offering (Common Funding Agreement). The funding was awarded as part of the 2022 Victorian Government Schools Agreement. The funding is for 2.5 years, commencing on 30 January 2024 and concluding on 30 June 2026.

**Background and context**

The purpose of the funding is to engage a suitably qualified provider to design and deliver a professional learning program to support approximately 8000 CRTs, of which approximately 2500 CRTs teaching directly in Victorian government schools. This program aims to ensure CRTs continue to build capability and grow their professional practice by engaging in necessary professional learning and maintain their Victorian Institute of Teaching (VIT) registration.

This grant supports a number of department priorities:

**Enabling strong student outcomes**

Building capability of CRTs will strengthen the learning experience for students, supporting students to stay in school and continue to maintain high student outcomes and teaching excellence.

**Enabling teacher supply**

The Casual Relief Teachers Arrangements (CRT) report (VAGO 2012) highlighted that schools continue to increasingly engage CRTs to provide to provide continuity of teaching to students when a regular teacher is absent. CRTs continue to support the talent pipeline of teachers in schools either to cover known or unplanned leave.

In addition, CRTs continue to support the challenges in teacher supply in rural and regional areas. As such, the CRT professional learning will also include access to rural and regional professional learning events as this will help to equip CRTS and in particular rural and regionally-based CRTs.

**Focusing on teacher excellence**

CRTs are required to maintain the same professional standards as fixed-term and ongoing teachers, though without the same support (Pearson, 2012). CRTs need access to professional learning to ensure they maintain and develop their professional knowledge and practice, they are well placed to continue student learning in the classroom, and they can meet the VIT requirements for achieving or maintaining registration and continue to develop professional practice.

CRTs are employed to work across multiple schools, regions and sectors. As part of research shared by the Australian Institute for Teaching and School Leadership (AITSL), 75% of CRTs usually work in the same setting on a regular basis, however approximately 59% of CRTs report they are not included in the professional learning offered onsite at the schools where they teach (AITSL, 2018).

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| **A2 ELIGIBILITY - WHO CAN APPLY?** |
| The department welcomes organisations to apply who are able to deliver a high quality sector and state-wide professional learning program to Victorian CRTs. |

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| **A3 SERVICES REQUIRED** |
| At a high level, the department is seeking the following program components:  **Synchronous components**   * The design, delivery and administration of webinars, facilitated virtual discussions/workshops, delivered both live and an on-demand format * The design, delivery and administration of in person professional development activities, for example in person workshops and teacher meets * Development and implementation of a marketing and engagement plan, for each delivery year.   **Asynchronous components**   * Online modules/content * An existing, functional learning portal/platform which will accommodate access to all sector and state-wide current and new CRTs * Technical support and learning support, if required by CRTs and the department * Preparation and issuing of student completion certificates and reporting requirements to meet Victorian Institute of Teaching (VIT) registration policy and process.   **Out of scope**  The following services are out of scope:   * The purchase and customisation of a learning management system or learning portal/platform (the provider will have an existing suitable platform/portal).   **Statement of requirements**  **Component 1: Casual Relief Teacher (CRT) professional learning program**  **1.1 Professional learning program design**   * A kick-off meeting with the department and up to four provider representatives (anticipated time allowance 3 hours) * Development of professional learning underpinned by Victorian Institute of Teaching (VIT) requirements and the Australian Teaching Professional Standards with consideration to CRT capability and professional learning needs, and CRT learner personas * Provision of an online portal/learning platform which enables CRTs to access CRT relevant learning content with functionality for CRTs to receive learning reminders, prompts, notices and learning completion accreditation/certificate records. CRT access to the learning platform/portal will be at no cost to CRTs. CRTs will not be required to renew their learning portal/platform registration * The learning components will connect and be supported by a combination of technologies, supports and resources * The provider’s learning portal/platform will provide an option for the department or other education bodies, such as VIT to host modules/content with an option to produce student records for these department/VIT modules.   **1.2 Professional learning program delivery**  **For each delivery year, the provider will:**  Develop a marketing and engagement plan, for each delivery year to help profile the learning opportunities to CRTs with consideration to relevant channels, strategies, metro or regional factors and develop communications to help connect CRTs with the learning program.  **1.3 Design, administer and deliver the following asynchronous learning**   * Up to 41 webinars (duration between 30 – 60 minutes to be discussed with the department), available live and on demand via an accessible digital platform * Up to 12 x 90 minute webinars, available live and on demand via an accessible digital platform, to be discussed with the department * Up to 3 x comprehensive virtual programs, available live and on demand via an accessible digital platform to be discussed with the department.   **1.4 Design, administer and delivery the following synchronous learning**   * Up to 20 CRT in person workshops with each workshop in duration for up to 6 hours, with locations to be discussed with the department * Up to 5 teach and meet in person small group meetings of up to 2 hours, with locations to be discussed with the department * In consultation with the department, the provider will consider the following learning domains when designing the CRT professional learning program:  |  |  | | --- | --- | | Curriculum | Curriculum based - including subject specific professional learning | | STEAM | | Pedagogy | Pedagogy | | Differentiation | | Literacy and Numeracy | | Advancements in Education (Cutting edge approaches) | | Managing student behaviour post-COVID | | Teaching Reading | | Inclusion | | Engagement (Hands on Learning, Using Games) | | Assessment and Reporting | | Managing Students | Student needs following post-COVID | | Student behaviour | | Wellbeing | Supporting students with Learning Difficulty (including Special Ed) | | Teacher Wellbeing | | Increasing Pride | | Professional | VIT registration | | Occupational Health and Safety | | Legal Liability | | ICT and Software systems in schools (for example enrolment/records systems and platforms). | | First aid | | Job hunting for CRTs | |
| **Component 2: Increasing supports to help CRTs achieve full registration**   * The provider will be invited to suggest an approach and activities to support and enable CRTs to achieve full registration and if agreed with by the department, be required to implement and monitor the approach and activities.   **Component 3: Enhance learning design and experience over the duration of the grant**   * The provider will provide an approach to continuous improvement to refine, enhance the learning design and experience for CRTs over the duration of the grant * This might include ensuring adequate events and coverage in rural and regional locations.   **Component 4: Development, administration and reporting of a principal/school leadership survey**   * The provider will design and develop a survey to measure confidence in CRTs professional practice * The provider will provide the opportunity for the department to review the proposed survey * The provider will administer the survey approximately once per year at agreed intervals/times in consultation with the department * The provider will administer the survey to sector-wide school leadership representatives * The data collected by the survey may be used at later stages by the provider for comparative analysis when preparing the required reports, and by the department to learn more about CRT engagement and professional practice needs.   **Component 5: Evaluation**   * The provider will conduct learning evaluation surveys or similar methods following learning events * The data may include qualitative and quantitative data to indicate levels of engagement, capability uplift and teacher growth and confidence levels for CRTs.   **Assumptions**   * The provider will be open to recommendations from Subject Matter Experts (SMEs) and leading practitioners * The provider will design and produce all the learning content along with relevant SMEs * Include number of hours in one business day is 8hrs to inform providers’ pricing schedule * The provider will provide technical support/attend to enquiries from learners and provide a direct contact channel, for example a telephone number and email address.   **Expected Outputs**   * Project artefacts, learning plan schedule * A comprehensive learning program to support CRTs professional development and growth * Outputs as required to deliver each component 1-5 (for example marketing and engagement plan) * A learning platform/portal with access available to all CRTs sector and statewide, at no cost to CRTs * Selection, administration and coordination of SMEs and facilitators to support a high quality and valued learning experience for CRTs * Technical solutions options for digital, online and virtual components, along with technical support if required to learners and facilitators * Administration and coordination of all in-person activities/events.   **Definitions**  **Asynchronous:** Flexible, unscheduled learning often supported through online modules, learning aids and discussion boards.  **Online learning module:** Digital learning modules to provide point-of need support, knowledge or prompt learning with multi-mode or learning activities either embedded or scaffolded.  **Professional learning program:** A professional learning program immerses learners in content designed from a capability framework and informed evidence and knowledge about what the learners need to know to develop professionally in their role and grow and perform successfully.  **Synchronous:** Real-time, live learning often extended through interactions, discussions and group activities. |

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| **A4 GRANT PROPOSAL EVALUATION** |
| To ensure the successful provider can deliver to accommodate the sector-wide and state-wide scale of the program, the department will apply the following service criteria:  **The department will evaluate proposals with the following criteria and weighting schedule:**   |  | | --- | | Criteria 1: Past performance – 10% | | Provider to demonstrate previous or current work, including work within the education sector. | | Criteria 2: Service capability – 70% | | Provider to demonstrate ability to deliver against the scope/requirements, demonstrating similar projects of scale, complexity, personalisation and budget. | | Provider to demonstrate evidence and examples of learning design, development and delivery and project planning aligned to the program. | | Criteria 3: Capability, knowledge, experience, stakeholder management – 20% | | Provider to detail of the availability of appropriately experienced personnel and their proposed role in the program. | | Provider to detail ability and approach to working collaboratively with key stakeholders within the education or equivalent sector. | | Provider to demonstrate experience in delivering blended learning programs for teachers across multiple school settings and education sectors. | |

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| A5 DELIVERABLES AND MILESTONES |

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| The deliverables and milestones outlined below will focus on the robust administration of the learning program and delivering high learner engagement.  The department will seek trimester reports from the successful provider, and request the provider report on:   * Learning mode and delivery plan and schedule (including mode, frequency, type and topic of sessions delivered; attendance registrations, actual attendance and learning portal data insights) * Marketing and engagement activities * Learner feedback on quality of professional learning (including content, relevance, mode, learning activities and quality of facilitation) * Trends analysis where applicable with regard to professional practice, capability uplift and confidence in practice * Any challenges that have arisen and any actions or recommendations for improvements in the delivery. |
| **The department is seeking the provider to achieve the below deliverables and milestones**   |  |  |  | | --- | --- | --- | | Milestone | Deliverable | Milestone due | | **Year 1 2024** | | | | Kick off/Project set up, learning design | Learning schedule agreed  Learning portal launched | *Commencement of engagement/contract* | | Marketing and engagement plan developed | Marketing and engagement plan drafted and provided to department | *End of Term 1* | | Trimester 1 learning program delivered as per the agreed learning schedule (including location, mode, learning topics) | Delivery reports to be included in Trimester 1 summary report | *End of Term 2* | | Provider issues trimester report to department | Trimester report drafted and provided via email | End of Term 2 | | Trimester 2 learning program delivered | Delivery reports to be included in Trimester 2 summary report | *End of Term 3* | | Provider issues trimester 2 report to department | Trimester report drafted and provided via email | End of Term 3 | | Trimester 3 learning program delivered | Delivery reports to be included in Trimester 2 summary report | *End of Term 4* | | Provider issues trimester 3 report to department | Trimester report drafted and provided via email | End of Term 4 | | Participant/school leadership surveys issued as agreed with the department | Participant survey data reported in trimester report | *Following each learning event as per the agreed learning schedule* | | Provider records attendance of registered vs actual and successful completions. | Participant attendance or digital learning engagement reported in trimester report. | *Following each learning event as per the agreed learning schedule* | | **Year 2 2025** | | | | Learning schedule and portal curated | Learning schedule and portal | *End of February* | | Marketing and engagement plan implemented | Marketing and engagement plan drafted and provided to department | *End of Term 1* | | Trimester 1 learning program delivered as per the agreed learning schedule (including location, mode, learning topics) | Delivery reports to be included in Trimester 1 summary report | *End of Term 2* | | Provider issues trimester report to department | Trimester report drafted and provided via email | End of Term 2 | | Trimester 2 learning program delivered | Delivery reports to be included in Trimester 2 summary report | *End of Term 3* | | Provider issues trimester 2 report to department | Trimester report drafted and provided via email | End of Term 3 | | Trimester 3 learning program delivered | Delivery reports to be included in Trimester 3 summary report | *End of Term 4* | | Participant/school leadership surveys issued as agreed with the department | Participant survey data reported in trimester report | *Following each learning event as per the agreed learning schedule* | | Provider records attendance of registered vs actual and successful completions. | Participant attendance or digital learning engagement reported in trimester report. | *Following each learning event as per the agreed learning schedule* | | **Year 3** **2026** | | | | Learning schedule and learning portal curated | Learning schedule and learning portal | *End of February* | | Marketing and engagement plan developed | Marketing and engagement plan drafted and provided to department | *End of Term 1* | | Trimester 1 learning program delivered as per the agreed learning schedule (including location, mode, learning topics) | Delivery reports to be included in Trimester 1 summary report | *End of Term 2 or by 30 June.* | | Provider issues trimester report to department | Trimester report drafted and provided via email | End of Term 2 or by 30 June | | Participant/school leadership surveys issued as agreed with the department | Participant survey data reported in trimester report | *Following each learning event as per the agreed learning schedule* | | Provider records attendance of registered vs actual and successful completions. | Participant attendance or digital learning engagement reported in trimester report. | *Following each learning event as per the agreed learning schedule* | |

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| A6 ASSESSMENT AND CONTRACT INFORMATION |
| The department invites suitable providers to submit a proposal to deliver this program.  To ensure proposals can be assessed, the department requires the proposal to meet the following requirements:   |  |  |  |  | | --- | --- | --- | --- | | Staff have or can satisfy suitable WWCC / police check processes |  | The organisation can demonstrate and uphold the Risk management (ANZ standard) |  | | The organisation can provide a certificate of Incorporation or company registration. |  | The organisation maintain an Asset register (refer VCFA) |  | | The organisation can provide certificates of insurance: public liability, professional indemnity |  | The organisation can met the department’s privacy requirements (refer VCFA) |  | | The organisation has a compliant and current ACN/ABN Number |  | The organisation has a suitable complaints handling system |  |   **Assessment**  Proposals received by the department will be assessed in accordance with the criteria outlined on page 7.  **The assessment of the provider’s application will be made based on responses to B3 – B9 set out in SECTION B.**  The provider is able to include additional components, for the department’s consideration.  **Contract**  Both parties will be required to comply with **the Terms and Conditions of the Victorian Common Funding Agreement (VCFA) as set out in the attached VCFA Standard Contract.**  **Governance of the grant:**  The provider and the department will conduct minimum trimester grant project management meetings which will include standard agenda items of delivery milestones, review, risks, issues and achievements, along with relevant focus areas such as learning design, topics, content suitability and scale.  The provider and department may arrange additional meetings which may include:   * Learning schedule discussions * Insights/challenges/innovation opportunities.   **Upon completion of the project**  A certificate or statement acknowledging is required that grant funds were spent in accordance with the terms and conditions of the grant on an authorised project and that the project has operated as planned; and a certified statement of expenditure signed by a responsible officer covering the period of the grant. |

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| **A7 INDICATIVE TIMELINE** |

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| **Event** | **Date** |
| Sourcing document (Guidelines and Application Form) distributed / published | 3 November 2023 |
| Applications open | 3 November 2023 |
| Applications closed | 24 November 2023 |
| Receipt of applications acknowledged | 27 November 2023 |
| Successful provider notified of outcome | 6 December 2023 (approximately) |
| Agreement negotiated | 8 December 2023 (approximately) |
| Agreement copies signed | 8 December 2023 (approximately) |
| Expected agreement commencement date | By 30 January 2024 |
| Expected agreement completion date | 30 June 2026 |

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| **A8 SUBMISSION PROCESS** |
| **Proposal format**  The department welcomes providers to complete their proposals using the enclosed template and attaching any additional information, artefacts as attachments for the department’s consideration. The department suggests that PDF format be used to manage file size.  The provider may offer additional components as part of their proposal.  **Enquires**  Enquiries about the grant can be made to: school.leadership@education.vic.gov.au.  **Proposal submissions**  Proposals are required to be submitted by to school.leadership@education.vic.gov.au. Proposals will be acknowledged and then provided to the evaluation panel.  **The evaluation panel membership will consist of:**   * Director/or equivalent providing leadership, governance and program expertise * A specialist/policy employee providing policy and program expertise * A specialist employee providing expertise as a Victorian teacher. |

**SECTION B – PROVIDER’S PROPOSAL (PROVIDER TO COMPLETE)**

1. **APPLICATION FORM**

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| Name of Grant / grant program |

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| B1 ORGANISATION DETAILS |

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|  | **ORGANISATION DETAILS** |  | **CONTACT DETAILS** |
| Formal name : |  | Name : |  |
| Trading name : |  | Position |  |
| Address : |  | Phone : |  |
| ACN/ABN : |  | Email : |  |
| Website : |  |  |  |

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| B2 ELIGBILITY |

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| Describe how your organisation meets the eligibility described in **Section A2.** |

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| B3 MILESTONES |

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| How you will achieve milestones?  Include comments in the below table where you wish to elaborate or propose adjustments or as a separate comment here:   |  |  |  |  | | --- | --- | --- | --- | | Milestone | Milestone evidence/deliverable | Milestone due | Provider comments | | Year 1 2024 | | | | | Kick off/Project set up, learning design | Learning schedule agreed  Learning portal launched | *Commencement of engagement/contract* |  | | Marketing and engagement plan implemented | Marketing and engagement plan drafted and provided to department | *End of Term 1* |  | | Trimester 1 learning program delivered as per the agreed learning schedule (including location, mode, learning topics) | Delivery reports to be included in Trimester 1 summary report | *End of Term 2* |  | | Provider issues trimester report to department | Trimester report drafted and provided via email | End of Term 2 |  | | Trimester 2 learning program delivered | Delivery reports to be included in Trimester 2 summary report | *End of Term 3* |  | | Provider issues trimester 2 report to department | Trimester report drafted and provided via email | End of Term 3 |  | | Trimester 3 learning program delivered | Delivery reports to be included in Trimester 3 summary report | *End of Term 4* |  | | Provider issues trimester 3 report to department | Trimester report drafted and provided via email | End of Term 4 |  | | Participant/school leadership surveys issued as agreed with the department | Participant survey data reported in trimester report | *Following each learning event as per the agreed learning schedule* |  | | Provider records attendance of registered vs actual and successful completions. | Participant attendance or digital learning engagement reported in trimester report. | *Following each learning event as per the agreed learning schedule* |  | | Year 2 2025 | | | | | Learning schedule and portal curated | Learning schedule and portal | *End of February* |  | | Marketing and engagement plan implemented | Marketing and engagement plan drafted and provided to department | *End of Term 1* |  | | Trimester 1 learning program delivered as per the agreed learning schedule (including location, mode, learning topics) | Delivery reports to be included in Trimester 1 summary report | *End of Term 2* |  | | Provider issues trimester report to department | Trimester report drafted and provided via email | End of Term 2 |  | | Trimester 2 learning program delivered | Delivery reports to be included in Trimester 2 summary report | *End of Term 3* |  | | Provider issues trimester 2 report to department | Trimester report drafted and provided via email | End of Term 3 |  | | Trimester 3 learning program delivered | Delivery reports to be included in Trimester 2 summary report | *End of Term 4* |  | | Participant/school leadership surveys issued as agreed with the department | Participant survey data reported in trimester report | *Following each learning event as per the agreed learning schedule* |  | | Provider records attendance of registered vs actual and successful completions. | Participant attendance or digital learning engagement reported in trimester report. | *Following each learning event as per the agreed learning schedule* |  | | Year 3 2026 | | | | | Learning schedule and learning portal curated | Learning schedule and learning portal | *End of February* |  | | Marketing and engagement plan implemented | Marketing and engagement plan drafted and provided to department | *End of Term 1* |  | | Trimester 1 learning program delivered as per the agreed learning schedule (including location, mode, learning topics) | Delivery reports to be included in Trimester 1 summary report | *End of Term 2*  *Or 30 June* |  | | Provider issues trimester report to department | Trimester report drafted and provided via email | End of Term 2 or 30 June |  | | Participant/school leadership surveys issued as agreed with the department | Participant survey data reported in trimester report | *Following each learning event as per the agreed learning schedule* |  | | Provider records attendance of registered vs actual and successful completions. | Participant attendance or digital learning engagement reported in trimester report. | *Following each learning event as per the agreed learning schedule* |  | |

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| B4 BUDGET FOR THE GRANT |

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| Income | | Expenditure | |
| Item | Amount | Item | Amount |
| Funds from DE |  | Expense: |  |
| Funds not from DE |  | Expense: |  |
| * Grant (Commonwealth) |  | Expense: |  |
| * Grant (State, non DE) |  | Total Expenditure |  |
| * Grant (Other) |  |  |  |
| * Other budget |  |  |  |
| Total Activity Income |  | Total in-kind support (estimated) |  |

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| B5 GOVERNANCE AND RISK |

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| Describe the governance arrangements for your organisation managing this grant (officer responsible, role of board / committee, etc., financial responsible roles). Describe any significant risks and their contingencies (or attach relevant documentation).  Include any real, perceived or potential conflict of interest (if any), associated with the delivery of the Grant Program or Agreement. |

## B6 PROVIDER’S RESPONSE

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| Detail your methodology, resourcing, timing, deliverables, etc. Show how this proposal aligns to the **Statement of Requirements (Services Required)** |
| Specify any assumptions that you have made in preparing the above proposal.  Identify any innovative or value-adding elements of this proposal and how they improve the delivery of the requirements. |
| **KEY PERSONNEL/RESOURCING** |
| Identify the key personnel who will be involved in this work and their roles in its delivery and how the provider will support learner enquires and technical needs during each school term, and during holiday periods.  Please note, all key personnel must have undergone appropriate risk-based employment screening prior to commencement on this work. At a minimum, this includes a police check in the country where they are based. |
| **PROVIDER’S ADDITIONAL COMPONENTS OFFER (if applicable)** |
| Please provide any additional offerings, ensuring you have included your costs for these as part of your budget outline. |
| **FINANCIAL SUITABILITY** |
| Providers are required to demonstrate that they have the financial capability to provide the required goods and services over the term of the proposed engagement.  For these questions, ‘provider’ applies to the business itself, its parent or any associated entities or any director(s). |

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| FINANCIAL REQUIREMENTS | *Yes or No?* |
| Are there any significant events, matters or circumstances which have arisen within the past 12 months that could significantly affect the operations of the provider? |  |
| Are there or have there been any:   * bankruptcy and/or de-registration actions; or * insolvency proceedings (including voluntary administration, application to wind up, or other like action)   either actual or threatened, against the provider in the past three years? |  |
| Is the provider currently in default of any agreement, contract, order or award that would or would be likely to adversely affect the financial capacity of the provider to meet the requirements of this grant |  |
| Are there any other factors which could adversely impact on the financial ability of the provider to successfully meet the requirements of this grant proposal? |  |
| If the answer to any of the above questions is 'yes', provide further information and describe the actions being taken to resolve the issue(s). | |
| **AGREEMENT WITH THE TERMS AND CONDITIONS** | |
| The department has **attached** a copy of the proposed **VCFA contract** for the engagement of a suitable provider.  In this section please either:   * confirm your acceptance of this contract’s terms in full; or * specify the extent to which you do not accept those terms and provide reasons | |

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| CONFLICT OF INTEREST |
| Declare any actual, potential or perceived conflicts of interest that your organisation or key personnel may have in relation to this grant proposal. |
| **REFEREE DETAILS** |
| Please provide a minimum of two contacts who can be contacted regarding the provider’s experience. |
| **EVALUATION CRITERIA RESPONSE** |
| **Please demonstrate your alignment to Criteria 1: Past performance** |
| Include dates and details where possible and applicable. |
| **Please demonstrate your alignment to Criteria 2: Service capability** |
|  |
| **Please demonstrate your alignment to Criteria 3: Capability, knowledge, experience, stakeholder management.** |
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| **Declare any funding currently being received from the Victorian Government or other**  **organisations for this activity or similar activities.** |
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| B7 DOCUMENT CHECKLIST (please attach required documentation with this application form) |

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| A suitable police checks process for staff/facilitators |  | Risk management model (ANZ standard) |  |
| Certificate of Incorporation or company registration |  | Maintain asset register (refer VCFA) |  |
| Complaints handling system |  | Privacy systems/approach (refer VCFA) |  |
| ABN Number (if registered for GST) |  | Complaints handling approach |  |
| Most recent annual report financials |  | Emergency management procedures. |  |
| Current relevant insurance (including public liability) |  | Other: |  |

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| B8 SIGNATORY (delegated authority) |

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| Name: …………………………………………    Position: …………………………………………  Sign here: .........................................................  Date: ……………………………. | Secondary contact (optional):  Name: ……………………………………………  Position: …………………………………………… |

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