

Expression of Interest Requirements

Procurement title: Victorian Aspiring Principal Assessment (VAPA) Assessor

# Background

Established on 1 January 2022 as a statutory authority, the Victorian Academy of Teaching and Leadership (the Academy) delivers a portfolio of evidence-informed professional learning programs (which includes coaching, assessments, mentoring and the provision of resources) to ensure continuous, high-quality school teaching and leadership across the Victorian education sector.

The Victorian Aspiring Principal Assessment (VAPA) is an assessment which forms part of the Academy’s Leadership Excellence portfolio of programs, supporting a system-wide approach to identify and prepare Victoria’s future principals. The VAPA is the on-demand assessment for aspiring and past principals which advises on the extent of their readiness for the principal role and determines targeted professional development for progression toward this role.

On 1 January 2022, the Victorian Government mandated that to be eligible for appointment as a principal in a Victorian government school, a person must either:

* be a substantive Principal of a registered school in Victoria, or
* have a statement of readiness following the completion of VAPA.

The VAPA uses a mixed-method approach to assess the current capability of candidates. The assessment methods include:

1. 360-degree assessments – the collection of evidence from a range of people who work closely with the candidate (self-included) to assess their capabilities against the VAPA Framework (professional practice) and their emotional intelligence (social and emotional leadership competencies).
2. A portfolio – a compilation of purposefully selected and concisely annotated artefacts to indicate evidence of current capabilities against selected performance indicators of the VAPA framework.
3. An interview – an interview to collect evidence about how a candidate has applied their knowledge and leadership skills in the workplace and to clarify any gaps from the 360-degree assessments and/or the portfolio of evidence.

An Assessment Panel, comprised of a Lead Assessor and Partner Assessor and trained in the VAPA Framework and assessment methods, assesses, interviews and moderates the scores of candidate performance on each of the assessment methods. They are also responsible for making an overall ‘on-balance’ judgement of a candidate’s current level of competence. Following this, every candidate:

* receives verbal and written feedback on how they performed against the Professional Practice Areas of the VAPA framework and the emotional leadership competencies of the Emotional Intelligence Framework
* is advised whether they have met the VAPA requirements (and is issued a Statement of Readiness) or if further evidence or development is required.

Candidates can use the feedback received to focus on future professional development opportunities, assist with performance and development planning and to support their application for principal roles in the Victorian education system.

Candidates who initially do not meet the requirements are provided support by a Quality Assurance and Development Lead to build their leadership capabilities. These candidates are then provided with the opportunity to submit evidence of their growth to meet the standard at a later stage. This further evidence is assessed by the Assessment Panel as noted above.

Over 1,200 educators have completed the VAPA and received a Statement of Readiness. This has created a large pool of candidates ready to take the next step in their career of becoming principals. 460 of these educators have subsequently been appointed to a substantive principal position.

This Expression of Interest process pertains to the engagement of a pool of both Lead and Partner Assessors.

# Industry Briefing

A briefing on this EOI process for prospective respondents will be held:

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| --- | --- |
| **Date and time** | 14 July 2025, 10.00 – 11.00 am Melbourne time |
| **Location** | Briefing will be held online via WebEx. Confirmed attendees will receive the link before the event. |
| **Attendance at this briefing is** | Optional |
| **Requirements for attendance** | If you wish to attend the industry briefing, please contact [vapa@education.vic.gov.au](mailto:vapa@education.vic.gov.au) to receive an online meeting invitation and link |

# Scope

The Academy is undertaking an EOI process to engage a pool of Assessors to undertake VAPA assessment services as both:

* Lead Assessors: responsible for onboarding of their assigned candidates and the assessment of these candidates. They are the primary point of contact for assigned candidates throughout the assessment.
* Partner Assessors:responsible for the assessment of their assigned candidates. They also hold responsibility for supporting the lead to ensure bias is checked and there is adherence to process.

At a high level, the following table articulates the responsibilities required of the VAPA assessor role, these will vary dependent upon specific lead or partner assessor assignments:

|  |
| --- |
| **Assessor responsibilities include:** |
| Onboard candidate |
| Assess, moderate and score candidate portfolio |
| Prepare for and conduct candidate interview |
| Moderate and finalise candidate scores |
| Total hours for an assessment |
| * Up to 15 hours for a Lead Assessor, up to 9 hours for a Partner Assessor |
| Attend training, development and meetings |
| Total hours for training, development and meetings |
| * Up to 60 hours annually |
| Stakeholder communication |

Administrative related responsibilities for either assessor role include:

* Submit timesheets and invoices in Academy templates within 30 days of the service delivery in accordance with Academy processes and requirements. The Academy timesheet and invoice templates will be provided to assessors upon commencement of their engagement with the Academy.
* Maintain specified insurance and coverage as noted below. Providing evidence of the currency of the insurance to the Academy if requested.
* Provide evidence of the currency of the insurance to the Academy if requested.
* Contact the VAPA inbox [vapa@education.vic.gov.au](mailto:vapa@education.vic.gov.au) for any queries regarding their assessor work.

**Out of Scope:**

* Registration of VAPA candidates.
* Allocating candidates to assessors.
* Administration of candidate surveys.
* Ongoing support of the candidates beyond the contract term.

# Requirements

The Buyer invites suppliers to respond to the following requirements.

## Service Requirements

### Deliverables

The following table articulates the roles and responsibilities of the two assessor types.

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| --- | --- | --- |
| **Responsibilities** | **Lead Assessor** | **Partner Assessor** |
|  | * Up to 15 hours per assessment | * Up to 9 hours per assessment |
| **Candidate onboarding:** | * Conduct candidate onboarding per the required VAPA process. * Schedule and meet the candidate. * Enter assessment timeline in VAPA system. | * Not required |
| **Candidate assessment:** | * Assess the candidate portfolio against the VAPA framework. * Enter scores in the VAPA system. * Conduct all activities as required by VAPA framework including assessment against approved rubric and utilising approved framework methodology only. | * Assess the candidate portfolio against the VAPA framework. * Enter scores in the VAPA system. * Conduct all activities as required by VAPA framework, including assessment against approved rubric and utilising approved framework methodology only. |
| **Candidate interview:** | * Prepare for and conduct the candidate interview utilising the required methodology. * Record notes as required. | * Prepare for and conduct the candidate interview utilising the required methodology. * Record notes as required. |
| **Moderation and finalisation of candidate scores:** | * Meet as an assessment panel. * Moderate and finalise candidate scores based on portfolio and interview against VAPA framework. * Enter moderated scores in VAPA system. | * Meet as an assessment panel. * Moderate and finalise candidate scores based on portfolio and interview against VAPA framework. |
| **Candidate outcome debriefing:** | * Conduct candidate outcome debriefings (1 x professional practice, 1 x Emotional Intelligence) including feedback on developmental opportunities per VAPA framework. | * Not required. |
| **Stakeholder communication:** | * Primary contact and liaison for candidate. * Liaise with assigned VAPA Quality Assurance and Development Lead regarding candidate progress and escalation of queries or identified departure from framework process. | * Liaise with assigned VAPA Quality Assurance and Development Lead regarding candidate progress and escalation of queries or identified departure from framework process. |
| **Training and development:** | * Attend all mandatory training and moderation activities, including moderation and huddle meetings. * Complete all mandatory eLearning modules. * Engage in feedback sessions with Quality Assurance and Development Leads. * Participate in other activities as may be reasonably required, including surveys and information gathering exercises intended to review, validate or improve the VAPA framework and process. * Maintain accreditations as required, such as to the Genos Emotional Intelligence framework. | |

All assessments must be completed online. Whilst most training is planned to be delivered to assessors online, there may be some travel where you are required to travel to Academy centres for training or conferences. The Academy will meet travel expenses, including accommodation, incurred by Assessors in the performance of Services. All travel and accommodation requests must be pre-approved in writing by the Academy. Travel and accommodation expenses will be paid to assessor at the prescribed Australian Tax Office (ATO) rates.

This EOI is a competitive market process to engage individual assessors. While the Academy anticipates a market rate of $130.00 per hour, applicants are required to propose their own competitive hourly rate in the Pricing Template.

Deliverables / Outputs / Delivery timeline

Given that candidates engage in the VAPA at any time of the calendar year, the deliverables are not associated with certain times of the calendar year. Instead, the timeline for Deliverables 1 through to 4 is expected on average to occur within five weeks of the candidate’s initial application, noting this timeline may be extended should the candidate be unresponsive throughout the assessment. The following table outlines the deliverables and the expected timeframe for assessors to complete the required work.

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| --- | --- | --- |
| **Assessor Deliverables** | **Lead Assessor** | **Partner Assessor** |
| **Deliverable 1:**  Onboard candidate: | Week 1  Within 5 business days of their initial application been accepted by the Academy VAPA team | Not required |
| **Deliverable 2:**  Assess and score candidate portfolio | Week 2  Within 5 business days of completion of the candidates onboarding | |
| **Deliverable 3:**  Prepare for and conduct candidate interview | Week 3 – 4  Within 5 business days of the initial assessment and score of the candidate portfolio | |
| **Deliverable 4:**  Moderation and finalisation of candidate scores | Week 5  Within 5 business days of the Candidate Interview. | |
| **Deliverable 5:**  Training and meetings | As required.  Note: Assessors will receive notification one-month prior to any training.  Note: Key meetings (such as Huddles and Quarterly Assessments) are on a recurring calendar throughout the calendar year, and these will be provided to Assessors upon engagement) | |

Assessor roles are available for an initial 2-year period until 31 December 2027 (Completion Date) or as notified in writing by the Academy. The Academy may offer up to 2 additional Agreements with Terms of up to one year, in its sole and absolute discretion, to be confirmed in writing at least one month prior to the Completion Date of each iterative Agreement. The total duration would be no longer than 4 years in total (2026-2029).

It is recommended that Victorian Public Service employees working in a full-time capacity do not apply to undertake services as a VAPA Assessor due to the time required to undertake this role, the substantial nature of the assessment process and the standard of delivery required.

### Key Performance Indicators (KPIs)

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| --- | --- | --- | --- |
| **Indicator to be measured** | **Measure to be used** | **Result to be achieved** | **Measurement period** |
| Timeliness | Adherence to timelines as outlined in the VAPA Assessor Handbook. | Responsibilities delivered on time for no less than 100% of the time. | As per the published timelines in the VAPA Assessor Handbook. |
| Issue resolution | Resolution of issues arising from provision of services - acknowledged within 24 hours of issue being raised and addressed within 10 business days. | 90% of issues identified have been resolved within 10 business days. | Acknowledged within 24 hours of issue being raised and addressed within 10 business days. |
| Customer service and stakeholder collaboration | Time taken to respond to verbal and written correspondence between the Academy and the assessor. | 100% of verbal and written correspondence between the Academy and the assessor are acknowledged within 2 business days of receipt.  100% of meeting actions are actioned within specified timeframe.  100% of timesheets and invoices are compliant with Academy processes and requirements. | Within 2 business days of initial correspondence.  Timesheets and invoices provided monthly. |
| Monitoring | Meetings   * Agenda to be distributed 2 business days prior to meeting date. * Minutes to be distributed within 5 business days post meeting date. | Agenda to be provided for all meetings.  All meetings between the assessor and the Academy to be minuted.  90% of meetings with the Academy are attended, or >24 hours’ notice provided if unable to attend.  All meetings between the assessor and the Academy adhere to the Academy’s value norms and all required discussion points actioned as agreed. | The Academy will provide the agenda 2 business days prior to meeting date.  The Academy will provide the minutes within 5 business days post meeting date |
| Quality Delivery | High quality assessment delivery. | 100% of provided templates and tools are used to support consistent and equitable provision of the assessment.  100% of all documentation completed and submitted to Academy requirements.  100% attendance at all mandatory training and moderation activities, including moderation and huddle meetings. | Throughout assessment schedule. |
| Service provision | Availability for assignment as assessor for 40 weeks in the calendar year.  Services delivered in accordance with the contract.  Conduct all assessment tasks online within the total hours agreed in the contract. | Assessor to provide >12 weeks notice of an extended period  (more than 2 weeks) of unavailability.  Services delivered as per the contract for no less than 99% of the time. | As per agreed contract.  Throughout service agreement period. |

### Insurance

The supplier must maintain the following levels of insurance coverage for the term of any awarded contract:

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| --- | --- |
| Type of cover | Minimum cover required |
| Professional indemnity | Minimum of AUD $1,000,000 and up to $5,000,000 |

## Policy Requirements

In providing the above goods and services, the supplier must meet the following policy requirements of the Buyer and/or the Victorian Government.

### Privacy

The Buyer is subject to legislative requirements regarding the storing, processing and transmission of its data to and by third-party suppliers or applications. A Privacy Impact Assessment (PIA) may need to be undertaken at the commencement of a supplier’s engagement to ensure that their services are consistent with these. If required, the supplier must actively participate in the PIA and promptly implement any relevant actions required by the PIA’s findings.

# Evaluation

Your response will be evaluated against the following evaluation criteria:

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| --- | --- | --- |
| **Evaluation criteria** | | |
| **Technical criteria** | **Weighting** | **Assessment** |
| * School leadership experience | 40% | Weighted scoring out of 100%. |
| * Technical capability | 15% |
| * Interpersonal capability | 20% |
| * Communication and stakeholder engagement | 15% |
| * Methodology | 10% |
| **Commercial criteria** | |  |
| * Insurance | | Risk assessment. Factored into value for money analysis. |
| * Acceptance of proposed terms | |
| * Conflict of interest | |
| * Compliance with privacy requirements | |
| **Pricing** | |  |
| * Pricing information | | Factored into value for money analysis. |