

VCAA Bulletin

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PESA National Finalists. L to R: Emily Kim, Matisse Reed, Esther Nixon, Adele Burke, Matthew Shaw, Fergus Dale, Aditi Tamhankar. Photo: Nicole Cleary

Plain English Speaking Award

The 2017 National Final of the Plain English Speaking Award, hosted by the VCAA, took place on Monday 14 August at the National Gallery of Victoria. Seven Finalists gathered from around Australia to share the winning speeches from their state and territory finals. The competition was extremely close and saw Emily Kim from North Sydney Girls' High School in New South Wales take out top honours, with Aditi Tamhankar from St Peter's Girls' School, South Australia as the runner-up.

Parliamentary Secretary for Education Judith Graley MP was present to announce the winner and runner-up. She commended the students for their outstanding skills in public speaking, and acknowledged their hard work and dedication in reaching the National Final.

Emily Kim, whose winning speech 'The P word' unpacked the stigma around menstruation, will go on to represent Australia at the English Speaking Union's 2018 International Public Speaking Competition (IPSC) in London. The IPSC is one of the world's largest public speaking competitions, attracting more than 50,000 students from up to 50 countries across the globe.

Runner-up Aditi Tamhankar used her speech, 'The Game Changer', to show audiences that mindset can be more powerful than luck and circumstance in determining the course of our lives. Adele Burke, from Canberra Girls Grammar School, spoke about reproductive rights and the impact they can have towards the resolution of numerous global issues, such as inequality and socioeconomic disparities. Esther Nixon from Ursula Frayne Catholic College, Western Australia revealed why ethics in business is more important than ever before, and how consumers can empower themselves when confronting big corporations. Matthew Shaw from Darwin High School shared his experience as a foreigner in a strange land, and why cultural understanding is of paramount importance in our current social and political landscape. Matisse Reed from St Monica's College, Queensland explored experience and understanding as the most valuable form of knowledge in her speech 'Knowledge is power'.

Victoria was represented by State champion Fergus Dale, Caulfield Grammar School, whose speech 'The disregarded identity of regional Australia' challenged the long-held stereotypes of rural Australia by highlighting the innovation that occurs within regional multicultural societies.

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Editor: Lauren Chester Designer: Robyn Scott

Editorial and subscription enquiries phone (03) 9032 1634, email vcaa.bulletin@edumail.vic.gov.au.

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This year the award celebrated an astounding 40 years of national competition. To mark the occasion, the award returned to the venue where it all began in 1977 – the NGV International. Inaugural winner and honoured guest Dr. Mary-Rose McLaren was head adjudicator alongside adjudicators British Consul General Chris Holtby OBE and David Adams LLB. Winner of the 2016 PESA National Final and 2017 IPSC Winner Luke Macaronas acted as MC and interviewed fellow alumni and keynote speaker Isabel Crawford, who won the National Final in 2012 and the IPSC in 2013.

In the weekend leading up to the National Final on Monday, the finalists enjoyed a program of activities and workshops that showcased the rich cultural make up of Melbourne. This included a workshop run by Isabel Crawford, a trip to Malthouse Theatre to see VCE Drama listed performance *The Real and Imagined History of the Elephant Man*, Traditional Yum Cha at the Oriental Teahouse and a Birrarung Wilam Walk by The Koorie Heritage Trust.

The VCAA congratulates the finalists on their impressive speeches and involvement in this special anniversary for the Plain English Speaking Award.

Registrations for the 2018 Plain English Speaking Competition will open in March of 2018. Information is available on the [PESA](#) page.

VCAA perspectives go global in the name of science

Maria James, VCAA's Science Curriculum Manager, was invited by the Ministry of Education, Culture, Sports, Science and Technology, Japan (MEXT), to present at the 19th OECD/Japan Seminar on 'The Future of Learning – Scientific Literacy and Proactive, Interactive and Deep Learning' in July. We sat down with Maria to ask her a few questions about her experience, and what we can gain from this kind of cultural exchange.

What was the purpose of your visit?

MJ: The Japanese curriculum is currently being redeveloped. Programme for International Assessment (PISA) results show that Japanese students are among the top performers in science, but interest is well below the OECD mean (for 15 year-old students across the world). This is a significant issue, so MEXT looked globally to inform its curriculum redevelopment. The equivalent Australian student cohort performed well in international science tests and also reported high engagement with science, being well above the OECD mean, so we were invited to unpack our curriculum to explore elements that contribute to high engagement.

What did you present on?

MJ: The title of my presentation was 'Engaging students with science: Australian and Victorian perspectives'.

What else did you do while you were there?

MJ: I met with researchers from the National Institute for Educational Policy Research (NIER), visited the Shibuya Ward Nishihara Elementary School and attended a workshop with the Innovative Schools Network 2030.

What can we learn from the Japanese education system?

MJ: Several interesting observations I noted were:

- the practice of 'lesson study', where teachers prepare and deliver a lesson in class while other teachers and pre-service teachers observe, provide feedback and discuss
- a strong evidence-based approach to curriculum review and development, including consideration of national and international test data
- the development of a mapping tool to record student progress in capabilities and attitudes in all learning areas
- the establishment of learning community partnerships between schools, universities and curriculum bodies to engage in action research
- proactive endeavours to globalise education.

What was the highlight of your visit?

MJ: There were two main highlights: being able to immerse myself in the PISA data presented by Andreas Schleicher (Director for Education and Skills) at the seminar – particularly mulling over Australia's relative rankings globally – and visiting the National Museum of Emerging Science and Technology.

The only thing that could have made this experience even better was if it was scheduled for late March ... that is, cherry blossom season!

VCE Season of Excellence

Applications opening soon for the 2018 VCE Season of Excellence

Applications for the 2018 Season of Excellence (the Season) will open on Friday 1 September for Top Designs, Top Arts, Top Screen and Top Class Sound.

The Season is a five-month arts festival that celebrates outstanding VCE student work and achievement and gives students valuable insight into the process undertaken to craft folios and performances that form part of VCE and VCE VET Unit 3 and 4 visual and performing arts, technology and design studies. The festival features 12 concerts (Top Class and Top Acts), two exhibitions (Top Designs and Top Arts) and screenings of short films (Top Screen).

Students that receive a very high mark for their performance exam will be contacted to audition (or selected to play) for Top Class Drama, Top Class Theatre Studies, Top Class Music and Top Class Dance. Auditions will take place in mid-late January 2018.

Applications for all relevant subjects in Top Designs, Top Arts, Top Screen and Top Class Sound will close on Thursday 19 October, except for Theatre Studies Design and VCE VET Creative and Digital Media, which will close on Thursday 9 November. For more information, please visit the [VCE Season of Excellence webpage](#) or sign up to receive [Season of Excellence updates](#).

New study to be included in 2018 Top Designs

From 2018, VCE Theatre Studies Design will be included in the Top Designs exhibition at the Melbourne Museum.

Students interested in applying are required to submit photographs and/or recordings of their final works, a print version of their oral framing statement, as well as copies or photographs of their research and development materials from Outcome 1, and the completed task for school assessed coursework for Outcome 2.

Students who are accepted into Top Designs will not be eligible to be considered for Top Class, as their work will be required at the VCAA and the Melbourne Museum for exhibition preparation and display.

Students who are shortlisted, or choose not to apply and achieve a very high mark for their performance exam, will be contacted in December 2017 to audition for Top Class Theatre Studies in January 2018.

For further information please visit the [VCE Season of Excellence webpage](#), or contact the VCAA Season of Excellence team: vcaa.seasonofexcellence.s@edumail.vic.gov.au.



Jake Kirby of Sandringham College displays his Theatre Studies Design at Top Acts 2016. Pic: Mark Farrelly

VCE Theatre Studies – free educational resource

The VCAA invites students and teachers to view the new short documentary series *Top Acts: Focus On ... Theatre Studies*, exploring the theatre journeys of three 2017 VCE Theatre Studies students featured in Top Acts 2017 at the Melbourne Recital Centre. To view the films, visit the [Top Acts](#) page.

For more information, please refer to [Notice to Schools 82/2017](#).

Intentional teaching and mathematics

Children enjoy playing with mathematical ideas, and use numeracy in their everyday lives, even from when they are very young. The VCAA's Early Years Twilight Seminar held on Wednesday 3 May 2017 explored intentional teaching to build on the informal mathematics knowledge that children have, and how quality interactions can support learning. Given that the quality of teaching and learning opportunities in the early years sets the pattern for later learning, it is important for early childhood professionals to make the most of these opportunities, and assess young children and support them to learn, so that each of those children is working within their zone of proximal development. A video of the Early Years Twilight Seminar is available on the Early Years' [past professional learning webpage](#).

Revised Transition Learning and Development Statement

The revised Transition Learning and Development Statement is now available on the Department of Education and Training website.

The new and improved statement makes it easier for early childhood educators and families to complete, and is more useful for prep teachers and outside school hours care (OSHC) educators to support every child's continuity of learning.

The revised statement was developed with input from experts and academics, families, experienced early childhood and OSHC educators and F–2 primary school teachers. New features include:

- The electronic statement can either be emailed to families and schools, printed out, or mail delivered if preferred. Note: Hard copies are also available to order.
- A drop-down, selectable list of learning and development outcome descriptors taken from the Victorian Early Years Learning and Development Framework (VEYLDF) and Victorian Curriculum F–2. Educators can edit the descriptors, choose to write their own, or simply select relevant descriptors that best describe the child's learning and development.
- An intentional teaching strategies section enables educators to input teaching strategies alongside the relevant learning and development outcome. This provides helpful information for the prep teacher and OSHC educator and provides continuity for the child.
- For children with a disability or developmental delay, the enhanced transition section improves information sharing to support effective transition outcomes.
- A list of prompt questions has been included to assist families in considering what they might like to share with their child's new school. Families may choose to complete as much as they like in this section. New resources to support family involvement in completing the Transition Statement are available on the DET website. Translated resources are also available.
- Parents/guardians can choose to opt out of the opportunity for the early childhood service to share their child's Transition Statement directly with the school or OSHC program (if applicable).

State Library Victoria (SLV) is available to provide IT support to ECEC services to complete the electronic Transition Statement, and this support will continue in 2018.

Visit the [Transition to School](#) page to access user guides, videos, the Transition to School Resource Kit and other useful information.



Curriculum

Term 3 Professional Learning facilitated by Specialist Teachers

The VCAA organises professional learning sessions to support teachers' learning and understanding of the Victorian Curriculum F–10. These sessions facilitated by Specialist Teachers provide a peer-to-peer learning experience and are offered to teachers from Catholic, Independent, and Government schools. The sessions can be accessed online, by attending a full-day workshop, or can be scheduled in response to requests for support from networks and clusters of schools.

There is no cost to teachers who register for these sessions. All Victorian Government schools received funding in June 2017 to support teacher attendance in these professional learning sessions. The funding provides Casual Relief Teacher (CRT) release for government school teachers to attend these sessions.

More information and a list of the areas in which support is available, how networks/clusters of schools can request support and the session times are available from the [Statewide Professional Learning Sessions page](#).

Term 3 Online Professional Learning facilitated by Curriculum Managers

The VCAA is continuing to offer a series of online professional learning sessions to assist teachers to work with the Victorian Curriculum F–10 when planning comprehensive teaching and learning programs. These online sessions operated between 3.45 and 4.45pm.

The online sessions will commence again in the week beginning 28 August. The timetable for the rest of Term 3 and early Term 4 will be published on Monday 20 August. To learn more about the new sessions and register for any of these online sessions please refer to the [F–10 Resources and Support Professional Learning page](#).

Mathematics sample programs for Years 7–10

Mathematics sample programs for Years 7–10 are now available on the Victorian Curriculum F–10 [teaching and learning resources webpage](#), under 'Mathematics sample program'.

The Mathematics sample programs illustrate how the Mathematics curriculum could be organised into yearly teaching and learning programs based on a selection and sequence of topics covering the three strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Teachers are advised that while these sample programs provide comprehensive coverage of content descriptions from the three strands of the Mathematics curriculum and are sequenced to develop knowledge and skills expressed in the achievement standards, there are other ways that the curriculum content can be arranged to suit the learning needs of students.

Sample programs for Prep–Year 6 will be available towards the end of Term 3.

Indicative progress examples added

Indicative progress examples are now available for most curriculum areas. These are located on the Victorian Curriculum F–10 resources pages under [Curriculum area advice](#).

The indicative progress examples are designed to be used with the indicative progress templates as stimulus material to support teachers to develop their own descriptions of indicative progress.

The examples illustrate a progression of learning within a specific context. They show components of the achievement standards only, and these are highlighted in colour to make the connections explicit to the reader. By developing indicative progress descriptions during the planning phase, teachers will be better placed to explain the learning expectations to the students and assess and report student achievement.

Online assessment tools for Languages available now

The VCAA recently launched a suite of free, online language assessments to support Victorian schools deliver the Victorian Curriculum Languages. These language assessments are available now to all Victorian schools, including community language schools.

Developed with and hosted by the Australian Centre for Educational Research (ACER), the language assessments are offered in eight languages:

- Chinese (background and second language learner)
- French
- German
- Indonesian
- Italian
- Japanese
- Modern Greek
- Spanish.

The language assessments consist of separate listening and reading tests and provide teachers with a snapshot of students' reading and listening skills, which teachers can use to better target individual students' learning needs.

The language assessments are:

- a resource schools may choose to use to support their teaching of Languages. These assessments are suitable for Levels 5–6 onwards in the F–10 Language sequence and Level 7–8 onwards in the 7–10 Language sequence
- a useful diagnostic tool of student progress in listening and reading
- online and available to used at anytime
- capable of providing results immediately.

The language assessments focus on the receptive skills of listening and reading, and are not intended to be the sole means of assessing student progress against the Victorian Curriculum Languages achievement standards. To register and access the language assessments, go to the [Curriculum planning and assessment page](#).

Assessment

Important dates for 2018

NAPLAN 2018 tests have been scheduled to be conducted from Tuesday 15 May to Thursday 17 May 2018. Further information on the transition to NAPLAN Online will be sent to schools shortly.

NAPLAN reporting packages

The NAPLAN 2017 reporting packages will be delivered to schools in the week beginning **Monday 14 August 2017**.

The reporting packages will include an Individual Student Report for each student who sat the NAPLAN 2017 tests. These reports are to be delivered to parents, and as parental interest in NAPLAN results is very high, it is essential that they are delivered as soon as possible after their arrival at the school. Individual Student Reports are confidential documents that contain personal information about each student. Given the need for confidentiality, the VCAA asks all schools to consider a direct mail-out to parents or issuing the reports directly, for example, through an information night or by parental collection from the school.

The format of the reports will again be the same for all states and territories and will be very similar to those provided in 2016.

Access to students' NAPLAN Writing test images

This year, Victorian schools will again be provided with access to scanned images of their students' NAPLAN Writing test responses. The VCAA believes this provision will assist schools with interpretation of NAPLAN writing results and inform classroom teaching and learning programs.

The Writing test images will be available via the NAPLAN Test Administration website. Access to the images will be provided from Tuesday 15 August 2017. The images will be available for a five-week period until the end of Term 3.

Details about access to the website and instructions about how to download images will be sent to school principals with the NAPLAN reporting packages.

Please note that schools will have access only to images of the Writing tests of their own students and that the images are made available strictly for internal school use.

NAPLAN Data Service 2017

NAPLAN 2017 results will be made available for schools to access from the secure web-based NAPLAN Data Service. Past and present NAPLAN results can be accessed by schools on this website.

The full suite of Data Service reports – showing school, state and some national data – will be released to schools from **Tuesday 15 August 2017**.

For security purposes, NAPLAN Data Service passwords are changed annually. All schools will have received a letter containing their new NAPLAN Data Service password in the first week of August.

NAPLAN Data Service Professional Development workshops

As in previous years, the VCAA will be conducting NAPLAN Data Service professional development workshops for principals, NAPLAN coordinators and teachers throughout Term 4 in 2017. Further details of these workshops, including a list of times and venues, will be provided to schools as soon as they become available.

On Demand

The On Demand program was updated in 2017 to support the Victorian Curriculum. Regular analysis and calibration of the On Demand test questions is integral to the accuracy of the On Demand program. This review work ensures the integrity of question content and the accuracy of the difficulty value assigned to each test question. The VCAA is planning to collect the On Demand data in September and December 2017.

The VCAA will be contacting schools that use On Demand to request their participation in this important work by granting access to the school's On Demand data. The primary focus of the 2017 analysis will be the On Demand testing scale which generates students' results. This important data analysis will ensure that the questions in the VCAA On Demand tests continue to accurately reflect the Victorian Curriculum and offer teachers a valuable support for their teaching programs via calibrated Standard Scores. The review will analyse how each question is performing using empirical observation of students' answers to the On Demand test questions. Further information will be forwarded to schools before September 2017.

See also [Bulletin Board](#)

Curriculum

Consultation open for proposed study designs: VCE Drama, VCE Theatre Studies, VCE Languages

The consultation period for the proposed study designs for Drama, Theatre Studies and twelve VCE Languages is now open and will conclude on Friday 8 September 2017.

The languages included in the consultation are: Arabic, Chinese Second Language, Chinese Second Language Advanced, French, German, Greek, Indonesian Second Language, Italian, Japanese Second Language, Korean Second Language, Spanish, and Vietnamese Second Language.

Interested teachers and other stakeholders can review the consultation documents (including the draft study design and summary of proposed changes) and respond to the online questionnaires, which are available on the relevant [VCE study pages](#).

For enquiries about the consultation process, contact the VCE Curriculum Unit: vcaa.vce.pd@edumail.vic.gov.au.

Review of VCE study designs: Consultation closed

The drafts of the proposed study designs for VCE Classical Studies and Dance were made available for consultation with teachers and other key stakeholders in July and August 2017.

The consultation period has now ended. The VCAA would like to thank everyone who responded to the consultation drafts. All feedback has been forwarded to the appropriate review panels for consideration before the final drafts of the study designs are prepared for consideration by the VCAA Board.

VCE Chinese Language, Culture and Society

Units 3 and 4 of VCE Chinese Language, Culture and Society will be offered for the first time in 2018.

This VCE study is designed for students who have already studied Chinese as part of their secondary education, typically for at least 100 hours prior to the commencement of Unit 1. The new study design and Advice for teachers are both available on the [VCE Chinese Language, Culture and Society study page](#) on the VCAA website.

Eligibility criteria for entry to Units 3 and 4 – VCE Chinese Language, Culture and Society

Students are not eligible for this study if they have had either:

- six months or more education in a school where Chinese is the medium of instruction, or
- two years (24 months) or more residence in any of the VCAA nominated countries or regions.

The nominated countries and regions are China, Taiwan, Hong Kong and Macau. Students cannot receive credit for both this study and any other VCE Chinese study.

The application form for enrolment in VCE Chinese Language, Culture and Society is available on the [Forms page](#) on the VCAA website.

VCE Dance consultation focus group

A focus group meeting will be held for teachers of VCE Dance to gather feedback about the consultation draft of the study design. This feedback will inform further development of the study prior to its reaccreditation. The meeting will be on Wednesday 23 August, Deakin University Burwood Campus, 4.15–6.15pm.

For more information, and to register, please refer to [Notice to Schools 86/2017](#).

Assessment

VCE written examinations 2017: Assessor training meeting dates

This information is for individuals who have applied to assess 2017 VCE written examinations. Only those individuals appointed by the VCAA to be assessors or emergency assessors can attend these training meetings.

Appointed assessors and emergency assessors will receive an email from the VCAA confirming their appointment, which will include the venue for the training meeting. Enquiries regarding assessor training should be directed to VCAA Assessment Operations: vcaa.assessment.operations@edumail.vic.gov.au.

Please refer to the [VCE Assessors – Information and training page](#) for 2017 assessor training dates.

Information for schools about assessor training meetings

If an offer of appointment is made by the VCAA, school-based staff who will be undertaking VCAA activities during school hours are required to ensure that their release has been approved and confirmed with their school. The VCAA may need to contact schools for administrative or audit purposes.

The VCAA provides principals in schools with information about the appointment of staff from their schools, the dates of assessor training meetings and the availability of Casual Relief Teacher (CRT) payments to secure the release of staff. In requesting the school to agree to the release, the professional development benefits are acknowledged, as is the commitment required to do the work in very tight timelines.

Enquiries regarding assessor training meeting payments can be directed to Assessment Services on (03) 9225 2305 or assessment.administration.vcaa@edumail.vic.gov.au.

Training for the conduct of the 2017 VCE written examinations

It is a VCAA requirement that all newly appointed chief supervisors attend training prior to starting their role.

In October 2017, the VCAA will conduct training sessions for new chief supervisors appointed after this year's General Achievement Test (GAT). The training sessions will be held at the VCAA Assessment Centre (189 Urquhart St, Coburg).

For more information, and to register, please refer to [Notice to Schools 81/2017](#).

Victorian Certificate of Applied Learning

See also [Bulletin Board](#)

VCAL Achievement Awards speech and highlights

VCAL Student Award winner Chelsea Chatfield delivered an inspiring speech on behalf of all the VCAL award winners at the 2016 VCAL Achievement Awards held on Monday 26 May 2017 at Deakin Edge. An audio recording and transcript of Chelsea's speech, as well as video highlights of students and teachers sharing what VCAL means to them, are now available on the [VCAL Achievement Awards webpage](#).

Join the VCAL Quality Assurance panel

VCAL Quality Assurance (QA) panels close Wednesday 6 September. Participation in VCAL QA is an excellent professional development opportunity and is highly valued by the VCAL community.

For more information, and to apply online, please refer to [Notice to Schools 84/2017](#).

See also [Bulletin Board](#)

Updated trainer and assessor requirements

The TAE Training Package was updated in April 2016, with the core units 'Design and develop assessment tools' and 'Address adult language, literacy and numeracy (LLN) skills' being added to the TAE40116 Certificate IV in Training and Assessment. The core units of the Assessor Skill Set were updated to include the unit 'Design and develop assessment tools'.

To ensure the VET workforce has appropriate skills in designing and developing assessment tools and identifying and evaluating LLN requirements, Skills Ministers have agreed to update the Standards to align with the changes to the TAE Training Package.

Skills Ministers agreed that trainers and assessors who do not hold the relevant units will have until 1 April 2019 to meet the new credential requirements.

Teachers/trainers that hold the TAE40110 Certificate IV in Training and Assessment, are NOT required to undertake the new TAE40116, BUT will need to ensure that they hold:

- either one of the following:
 - TAE LLN411 Address adult language, literacy and numeracy skills
 - TAE LLN401A Address adult language, literacy and numeracy skills
- plus one of the following:
 - TAE ASS502 Design and develop assessment tools
 - TAE ASS502A Design and develop assessment tools
 - TAE ASS502B Design and develop assessment tools.

Some trainers and assessors who hold the TAE40110 may have completed one or more of the relevant units as electives or as part of ongoing professional development.

If you do not currently hold the relevant units, you will need to complete them **before 1 April 2019** to meet the new requirements.

Further details are available on the [Australian Government Department of Education and Training](#) website.

VCAA VET Assessment Quality project: Expressions of interest from teachers and trainers

The VCAA is developing quality assessment materials such as: program plans, assessment strategies and sample material for Units 1 to 4 for all VCE VET programs undertaken by schools.

The VCAA has received a number of Expressions of Interest from teachers and trainers across a range of industry areas interested in participating in this project, and we have extended the closing date so there is still time to register your interest.

Meetings of interested teachers and trainers will be held in various locations. An allocation of three days of CRT release will be available to support teachers/trainers involvement in the project. Please [register your interest](#) by **Friday 31 August**.

Review of Block Credit Recognition

The VCAA is undertaking a review of the Block Credit Recognition policy. The survey about this is now closed and feedback gathered will inform proposed models for consultation and further investigation. The VCAA will be seeking input from schools and RTOs during the next phase of this review.

Promotion of VET project

During 2017–2018 the VCAA is undertaking a project to develop materials to support the delivery of VET for secondary students. The VET Unit would like to hear from schools that would be prepared to profile their VCE VET Programs and/or students' achievement in VET. If you have student success stories, best practice models, innovative program delivery, industry relevant assessment and partnerships you would like to share, please email: vet.vcaa@edumail.vic.gov.au. Further updates and project activities will be provided in future editions of the *VCAA Bulletin*.

Structured Workplace Learning credit project update

The Structured Workplace Learning (SWL) credit project is making progress, some of the activities undertaken include:

- development of 26 Workplace Learning Records (WLR) to be used by students to collect evidence of learning in the workplace
- testing of the WLRs by pilot schools and students
- the circulation of draft 'Assessment Guidelines to credit for SWL'
- commencement of employer visits to receive input and feedback
- commencement of investigation into the duplication and similarities between assessment in VCE Industry and Enterprise, VCAL Work Related Skills and the WLR.

A further workshop for pilot schools and LLENs is to be held in September. Further updates and project activities will be provided in future editions of the *VCAA Bulletin*.

VCE VET Engineering Studies

The current 22209VIC Certificate II in Engineering Studies is scheduled to expire on 31 December 2017. A project steering committee has been convened by the Curriculum Maintenance Managers to redevelop the course. The course development is in the final stages and further advice regarding accreditation will be provided in the next edition of the *VCAA Bulletin*.

VCE VET Furnishing

All enrolments for the VCE VET Furnishing program in 2018 must be in the MSF20516 Certificate II in Furniture Making Pathways. The units for scored assessment in 2018 are published in the [VCE VET Furnishing Program Booklet Extract](#).

Schools are encouraged to communicate with partner RTOs to ensure that they have the MSF20516 Certificate II in Furniture Making Pathways on their scope of registration to enable delivery in 2018.

VCE VET Building and Construction

The current Certificate II in Building and Construction is scheduled to expire on 31 December 2017. A replacement qualification is currently being considered by the VRQA for accreditation. Once accredited, this will form the basis of the new VCE VET program to be delivered to commencing students from 2018, further advice will be provided in the next edition of the *Bulletin*.

Assessing Groups for scored VCE VET programs

Some schools have a number of students within their VCE VET Unit 3 and 4 class group that are not planning to undertake scored assessment, this may be due to them having a primary VCAL enrolment. Where this results in fewer than five students from the assessing group undertaking scored assessment, the following options must be considered:

1. Partner with another assessing group (possibly a neighbouring school).
2. Select the RTO as the assessing group.

Where a school does not select an assessing group that is able to be statistically moderated, the VCAA will identify the RTO as the default assessing group.

Schools are requested to amend the assessing group nomination as soon as possible and before Monday 13 November 2017.

High level VET qualification applications

A reminder for providers/schools planning to deliver high level VET qualifications in 2018, that an application must be submitted and approved prior to commencement of any training.

The revised application form for high-level VET qualifications is available on the [VCAA VET block credit recognition webpage](#).

Last day for VET Assessment Plans

Schools are reminded that the last day for Assessment Plans to be entered is Friday 18 August 2017. This data should contain all VET Assessment Plans for scored VCE VET programs.

The final date for enrolment in VCE Units 1 and 2, units of competency (UoCs) in unscored VET certificate programs and VCAL units is Monday 13 November 2017.

For more information, please refer to [Notice to Schools 78/2017](#).

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World Skills Competitions

The first round of competitions for World Skills 2018 are being held across Victoria. The competitions allow VET students to compete in industry-based activities with other students undertaking the same qualification.

The competitions for VCE VET Building and Construction are as follows:

- Melbourne region – Tuesday 12 September, Bayside P-12 College TTC, Paisley campus
- Melbourne East region – Thursday 14 September, Chisholm Institute, Frankston campus
- Victorian State Final – Saturday 28 October, Bayside P-12 College TTC, Paisley campus

Winners from the regional competitions go on to the state finals with place getters being eligible to represent Victoria at the National Final next year.

For further enquires, please contact Daniel Bonnici at Bayside P-12 College: 0403 563 443.

National Skills Week, 28 August–3 September

Now moving into its seventh year, National Skills Week will again set out to bring to life the talents, skills, career pathways and value of apprentices and trainees across Australia to the wider public and employers. The week is dedicated to raising the status of practical and vocational learning.

According to Senator The Hon. Simon Birmingham, Minister for Education and Training, 'National Skills Week is an exciting opportunity to celebrate and reflect on how important Vocational Education and Training (VET) is to our nation and the lives of individual Australians.'

For more information, visit the [National Skills Week website](#).

2017 PixelEd 'Meet Industry Event' for VCE VET Creative Digital Media trainers

This year the PixelEd 'Meet Industry Event' will feature presentations from industry on engaging industry practitioners. Hear what is happening in the creative and digital media industry, help maintain your industry currency as well as network with Creative Digital Media associates.

The dinner will be held on Thursday 24 August at 6.00pm at Angliss Restaurant, William Angliss, 555 La Trobe St, Melbourne. For further information and registration go to the [PixelEd website](#).