

VCAA Bulletin

Official publication for Early Years, F–10, VCE, VCAL and VET

No. 53 | October 2019 | ISSN 1448-2371



Important VCE professional development opportunities

VCE briefing sessions

Each year, the VCAA runs a program of briefing sessions for VCE leaders, providing an overview of current VCE matters and the opportunity for participants to develop their skills and knowledge. At the start of this year, we delivered 16 sessions over five weeks in both regional and metropolitan centres. Our team travelled nearly 5000 kilometres and presented to over 400 participants. The topics covered included an introduction to the [VCE Continuum of Practice](#) and how to build effective and compliant school-based assessment.

The response from participants was overwhelming positive. ‘It was great to be able to talk to others and think about what makes a good assessment task,’ said one principal. ‘The planning tools were useful in building a shared view and approach. Lots to think about and discuss back at school and use.’ As a result of your feedback, we have undertaken several initiatives, including developing [VCE administration checklists](#) for principals, coordinators and teachers.

[Registrations](#) for the 2020 VCE briefing sessions are now open. The sessions will begin in February and run until March 2020. A number of regional areas will be included, among them Wangaratta, Shepparton, Warrnambool, Bendigo and Lakes Entrance. Download the list of dates and locations from the VCAA website.

In 2020, the emphasis will be on opening up the briefings to VCE teachers, administrators and coordinators, in addition to school leaders. Areas and topics covered in the briefings will include:

- an executive presentation, ‘What is the future for learning and teaching?’
- an administrative update, including enrolment, school assessment, ‘S’ and ‘N’ decisions versus graded assessment, and the VCAA quality assurance process
- an explanation of the school-based assessment audit, including process outline and key findings
- a curriculum workshop ‘Unpacking VCE study designs’.

For more information, contact Student Records and Results: (03) 9032 1743 or student.records@edumail.vic.gov.au.

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The VCAA *Bulletin* is authorised and published by the Victorian Curriculum and Assessment Authority. Principals are advised to encourage teaching staff to have an [individual subscription](#). [Notices to Schools](#) are also available on the VCAA website.

The VCAA does not endorse the products or services of any external organisation's articles published in the *VCAA Bulletin*.

Designer: Robyn Scott

Editorial and subscription enquiries: (03) 9032 1634 or vcaa.bulletin@edumail.vic.gov.au.

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Analysing your school's VCE results

In response to participant feedback, the VCAA has also scheduled several of the annual 'Analysing your School's VCE Results' training sessions to align with the VCE briefing sessions in February and March 2020. This will give participants the option to attend both sessions at around the same time, which will be particularly helpful in planning travel and accommodation. The school data analysis sessions are hands on for school staff responsible for the delivery of the VCE, from the classroom teacher to the school leadership team. Their purpose is to increase knowledge and skills in using the VCE assessment results to identify strengths and weaknesses in a school's VCE performance and to inform professional learning discussions with fellow teachers around improving student outcomes.

The sessions will draw on the data made available to schools via the VCE Data Service and VCE External Assessment Results Service. They are approximately three-hours' long and enable hands-on engagement with your school's data on the following topics:

- study score calculation
- VCE statistical moderation
- VCE adjusted scores
- longitudinal results linking to NAPLAN, the VCE and the General Achievement Test.

In addition, three webinars will be offered on the following topics:

- VCE examination statistics
- VCE indicative grades

[Registrations](#) for the sessions are now open.

For more information, contact the Data Analysis, Measurement and Reporting Unit: (03) 9603 7937.

Excellence and awards

VCE Season of Excellence

VCE Season of Excellence 2020 applications closing soon

VCE Season of Excellence applications for Top Designs, Top Arts and Top Class Sound are closing soon.

- [Top Arts](#) applications close on Thursday 17 October 2019.
- [Top Designs](#) applications close on Wednesday 23 October 2019.
- [Top Class Sound](#) applications for VCE Music Performance, Music Investigation and VCE VET Music Industry (Performance) students close on Wednesday 23 October 2019.

The [VCE Season of Excellence](#) is a five-month arts festival showcasing outstanding senior secondary student work from Victorian schools. It comprises 12 concerts (Top Class and Top Acts), two exhibitions (Top Arts and Top Designs), screenings of short films (Top Screen) and a research presentation (Top Talks). A number of associated education programs are offered in conjunction with exhibition viewing, screenings and the research presentation.

VCAL Achievement Awards

Nominate someone for the VCAL Achievement Awards

Nominations for the VCAL Achievement Awards are now open. The VCAL Achievement Awards recognise the outstanding achievements of young people who participate in the VCAL, as well as the contribution and achievement of VCAL teachers and partner organisations that have facilitated the development and delivery of innovative VCAL programs. Guidelines and links to online nomination forms can be found on the VCAL Achievement Awards webpage. Nominations must be submitted online by 5pm Friday 22 November 2019.

Refer to [Notice to Schools 115/2019](#).

New VEYLDF resource: Learning Practice Guide

The [Learning Practice Guide](#), part of the VCAA's series of literature reviews and practice guides about the Victorian Early Years Learning and Development Framework (VEYLDF), is now available for early childhood professionals.

The VEYLDF describes five Learning and Development Outcomes. The information and reflective scenarios in this practice guide will help professionals engage with key concepts of the VEYLDF, particularly the Learning and Development Outcome: 'Children are confident and involved learners'. This Outcome has the following four key components of learning:

- Children develop dispositions for learning, such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.
- Children develop a range of skills and processes, such as problem-solving, enquiry, experimentation, hypothesising, researching and investigating.
- Children transfer and adapt what they have learnt from one context to another.
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials.

The *Learning Practice Guide*, written by Dr Jen Jackson and Kate Noble (Mitchell Institute, Victoria University), Dr Jeanne Marine Iorio (College of Arts and Education, Victoria University) and Dr Dan Cloney and Pru Mitchell (Australian Council for Educational Research), focuses primarily on the Practice Principle, 'Assessment for learning and development'. Its relevance also extends to the other seven principles, reflecting the integrated nature of early childhood practice. The effective assessment of children's learning and development can provide a strong evidence base for early childhood professionals' critical reflection, conversations with families or other professionals about children's progress, and efforts to improve equity and responsiveness to diversity.

The first section of the guide reminds early childhood professionals of the theory and pedagogy that underpins day-to-day practice, and helps them find ways to recognise children's confidence and involvement in learning as a key component of their professional practice.

The second section describes scenarios to prompt professional reflection, and illustrates ways in which early childhood professionals can improve their practice in relation to this Learning and Development Outcome.

A summary of research about the four key components of learning, and how they can be assessed, is available in [Assessment of Children as Confident and Involved Learners in Early Childhood Education and Care: Literature Review](#). The *Learning Practice Guide* complements this literature review by describing how the Learning and Development Outcome can be supported in practice.

[Watch videos](#) of Dr Jen Jackson and Dr Dan Cloney discussing the assessment of children's learning. To order a copy of these resources, contact the Early Years Unit: veylf@edumail.vic.gov.au

Online Transition Learning and Development Statement: FAQs and available supports

The Online Transition Learning and Development Statement (Online TLDS) has reopened for 2019. As many early childhood educators are starting to plan, here is some timely information to support this process.

What should families know about the Online TLDS?

The TLDS seeks family's views on their child's transition and also, importantly, incorporates the child's own voice around their hopes and goals for primary school. The Online TLDS is a collaborative effort and the planning period is the ideal time to start engaging families in the process.

The TLDS is completed online for most children moving to primary school. Parents have the option to opt out of the online version if they choose, so this is an ideal time to chat with the family to make sure that they know this. To support this conversation, early childhood educators should provide them with the [Introduction to transition information sheet](#), which is available in a range of different languages on the Department of Education and Training's website.

The family does not want to use the Online TLDS. What should be done now?

A TLDS should still be completed for the child, the electronic statement can be used. The electronic statement can be found via the [Transition learning and development statement](#) webpage.

Having trouble logging in?

A new username and password was sent to all kindergarten and long day care services on 25 July 2019 to the service email listed in National Quality Agenda IT System.

As this was sent in an email from the organisation 'LinkIt', first ensure that this is not in the junk folder. If the details still can not be found, early childhood educators can [access the login page](#) and generate a new temporary password by entering their user name (which is the service ID number, including the SE- part) into the login page and selecting the 'lost password' button.

Need some help with using the Online TLDS?

There is a [range of resources](#) available to support early childhood educators in using the Online TLDS, including user guides, support videos and tip sheets.

Still not able to log in or have other questions?

For IT support, early childhood educators can contact the State Library Victoria: (03) 8664 7001 (toll free 1800 629 835) or support@kindergarten.vic.gov.au.

For any other enquiries, contact the Transition to School team: psts@edumail.vic.gov.au.

Foundation–10

Curriculum

Online language assessments

The VCAA continues to offer a suite of free, online language assessments in Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek and Spanish. Teachers can use these language assessments to quickly and accurately test students' additional language reading and listening skills, while collecting valid diagnostic information they can use to better target individual students' areas of need.

Developed with the Australian Council for Educational Research (ACER), teachers can register and access the language assessments directly through the [VCAA Language Assessment](#) webpage on the ACER website.

Redevelopment of the Bushfire Education website

The VCAA has been redeveloping and updating teaching resources on the [Bushfire Education website](#), with the new resources to be uploaded by mid-October 2019. These resources are structured around the four themes of 'Learning about bushfires', 'Preparing for bushfires', 'Responding to bushfires' and 'Recovering from bushfires'. Each theme is explored through a series of sequenced lesson plans suitable for primary and secondary schools up to Year 8. All lesson plans have specific learning intentions that link to the relevant curriculum area content descriptions, and include suggestions of additional quality resources that teachers can access.

For more information, go to the [Bushfire Education website](#) or contact the Victorian Curriculum F–10 Unit: vcaa.f10.curriculum@edumail.vic.gov.au.

Download new Digital Technologies posters

These [two downloadable resources](#) illustrate the difference between Digital Technologies in the Victorian Curriculum F–10 and ICT, providing visual representations and examples of the components of the Digital Technologies curriculum and elements of ICT.

Teachers and schools are encouraged to download, print and display the A3 posters.

Access world views and religions resources

The Victorian Curriculum F–10 includes multiple opportunities for students to learn about world views and religions. This enables students to be more engaged at both a local and global level, understanding the perspectives of diverse local communities and being better informed about the beliefs and practices of traditions other than their own.

To support this learning, the VCAA has produced [four sample units of work for Years 3–10](#). Each sample unit of work is linked to a different curriculum area: Civics and Citizenship, Geography, History and Intercultural Capability.

Find more curriculum implementation resources

The VCAA continues to develop and provide teachers with resources to support the implementation of the Victorian Curriculum F–10. New resources recently published include:

- [Mathematics – Computational and algorithmic thinking](#), Unpacking the content descriptions (Levels 4, 5 and 6)
- [Home Economics sample unit of work](#), Food from different cultures (Levels 5 and 6) – this sample unit of work completes the suite of sample units for Foundation to Level 10

To find out when new resources become available, read the *VCAA Bulletin* or sign up for the [F–10 Curriculum Update](#).

Victorian Certificate of Education

Curriculum

VCE English and English as an Additional Language (EAL) Text List: List 2

The VCAA advises that there are a number of texts on List 2 that will stay on the VCE English and English as an Additional Language (EAL) Text List for five years, rather than the usual four years. The reasoning behind this decision is to provide at least two years for each pairing to support planning and teaching in schools.

Refer to [Notice to School 120/2019](#).

Applications for VCE State Reviewer positions

The VCAA is seeking applications from teachers to undertake the role of State Reviewer for VCE studies commencing 1 January 2020. The VCE State Reviewer is a paid position and the appointee is required to undertake a range of activities, including participation in the delivery of VCAA professional learning programs, providing feedback and advice to schools, assisting in the preparation of published advice, and supporting the work of the VCAA in auditing School-assessed Coursework and School-assessed Tasks. It is desirable that a VCE State Reviewer is currently teaching, or has recently taught, the study at Units 3 and 4 levels.

State Reviewer positions for VCE studies are appointed for two years commencing 1 January of the first year of appointment and concluding 31 December at the end of the appointment period. The following VCE studies will have vacancies in 2020–2021:

VCE study code	VCE study	VCE study code	VCE study
AH03	Agricultural and Horticultural Studies	LO14	Languages: Italian
AR03	Art	LO40	Languages: Indonesian Second Language
BI03	Biology	LS03	Legal Studies
DA03	Dance	MC04	Music Performance
DR03	Drama	OS03	Outdoor and Environmental Studies
DT03	Product Design and Technology	PE03	Physical Education
EC03	Economics	PH03	Physics
EV03	Environmental Science	PL03	Philosophy
FY03	Food Studies	PY03	Psychology
HH03	Health and Human Development	RE03	Religion and Society
HI08	History – Australian History	SE03	Systems Engineering
HI17	Ancient History	TS03	Theatre Studies
LI01	Literature	VC03	Visual Communication Design
LO04	Languages: Chinese First Language		

Applications will open on the Sessional Staff Management System (SSMS) for the vacant positions from Thursday 10 October 2019 to Monday 4 November 2019.

For more information and to apply, go to the [SSMS website](#). Applications can only be made through the SSMS website.

For information about the roles and responsibilities of these important positions, refer to the ‘VCE State Reviewers roles and responsibilities and conditions of appointment’ document available from the [VCE General Advice and Policy](#) webpage. Alternatively, contact the VCE Curriculum Unit: school.assessment.vcaa@edumail.vic.gov.au or (03) 9032 1735.

VCE Extended Investigation in 2020: Statement of school readiness

All schools offering VCE Extended Investigation for the first time in 2020 are required to complete a statement of school readiness.

The statement of school readiness form should be downloaded from the [VCE Extended Investigation](#) study webpage, completed and emailed to the VCAA by Friday 15 November 2019.

Professional learning will be available to all schools delivering VCE Extended Investigation early in 2020. All teachers of this study are strongly advised to attend.

For information about the delivery of VCE Extended Investigation in 2020, contact Jennifer Quick, Manager, VCE Curriculum: vcaa.vce.extended.investigation@edumail.vic.gov.au or (03) 9032 1736.

Review of VCE study designs: Consultation closed

The consultation draft study designs for the following VCE studies were made available for stakeholders in August and September 2019:

- VCE Biology
- VCE Chinese First Language
- VCE Classical Greek
- VCE Environmental Science
- VCE History
- VCE Indonesian First Language
- VCE Japanese First Language
- VCE Korean First Language
- VCE Vietnamese First Language.

All feedback has been forwarded to the panels for consideration before the final draft study design is provided to the VCAA Board for approval. The VCAA would like to thank everyone who responded to the consultation drafts.

Resources for VCE Biology

The 'VCE Biology School-based assessment report' and PowerPoint presentation from the Term 3 School-based assessment webinars are now available on the VCE Biology study webpage.

Refer to [Notice to Schools 119/2019](#).

Assessment

2019 Written examination instructions and other materials

[Information and materials](#) to assist students preparing to sit the 2019 end-of-year VCE written examinations are now available. These materials include sample front covers, relevant instructions, multiple-choice answer sheets, data books, formula sheets and covers of answer books for relevant examinations. A summary of those examinations, with new examination specifications and changed examination formats for 2019, has also been provided. Note that there is an updated version of the examination specifications for the VCE Theatre Studies and VCE Texts and Traditions written examinations.

Teachers should ensure that students are aware of approved materials, examination formats and instructions, and understand how to complete multiple-choice answer sheets and answer books. Students should practise these procedures before their examinations. The webpage also includes an 'Examinations frequently asked questions' document for students. Any queries about materials should be directed to VCE Examinations: (03) 9032 1789 or examinations.vcaa@edumail.vic.gov.au.

Refer to [Notice to Schools 116/2019](#).

Approved materials for VCE examinations

Information about materials and equipment authorised for use in VCE written examinations is available in the authorised materials section of the [VCE Examinations and Assessment](#) webpage.

2019 VCE written examinations observation visits

A VCAA appointed senior project officer may attend schools to observe the conduct and administration of any VCE written examination.

2019 Derived Examination Score applications and Emergency Special Examination Arrangements

VCE Coordinators and VASS Administrators must ensure they are aware of the 2019 requirements for submitting Derived Examination Score and/or Emergency Special Examination Arrangements applications.

Refer to [Notice to Schools 106/2019](#).

Use of technology in 2020 VCE Mathematics examinations

The VCAA monitors developments in calculator, software and related technology and annually publishes details of approved technology for use in VCE Mathematics examinations for the forthcoming year in the October issue of the *VCAA Bulletin*.

Approved calculators or software may be used in specified mathematics examinations, as applicable. If there are doubts about whether a particular calculator or software is approved, schools should contact VCE Examinations, preferably at the beginning of the course.

In specified examinations, a scientific calculator may also be used. A scientific calculator does not have graphic, symbolic or programming capability. It does not have extended memory capable of storing text and/or symbols. For further information, contact VCE Examinations: examinations.vcaa@edumail.vic.gov.au.

Conditions of use

The conditions under which all calculators may be used are as follows:

- The calculator must be silent and of the hand-held type, containing its own power source.
- Students will be entirely responsible for ensuring adequate power supply to their calculators and the proper working order of their calculators.
- Students must supply their own spare batteries or ensure calculator batteries are fully charged; any battery failure or other fault that limits the usefulness of a calculator during an examination will not be taken into consideration by the assessors.
- No student may borrow a calculator from another student after entering the examination room.

Other technology

Other technology, such as computers, laptops, tablets and iPads, can be used only with the prior approval of the VCAA.

Use of calculators and software

In 2020, either one approved CAS calculator or one approved CAS software may be used for Further Mathematics Examination 1, Further Mathematics Examination 2, Mathematical Methods Examination 2 and Specialist Mathematics Examination 2.

One scientific calculator may also be used for Further Mathematics Examination 1, Further Mathematics Examination 2, Mathematical Methods Examination 2 and Specialist Mathematics Examination 2.

No calculators or software of any kind are permitted for Mathematical Methods Examination 1 and Specialist Mathematics Examination 1.

Approved CAS calculators

In 2020, the following CAS calculators are approved by the VCAA for use in Further Mathematics Examination 1, Further Mathematics Examination 2, Mathematical Methods Examination 2 and Specialist Mathematics Examination 2. The full functions of approved CAS calculators may be used; that is, the memory on these calculators do not require clearing prior to entry to the examination.

- Casio – Algebra or ClassPad series
- Hewlett Packard – HP 40/48/49/50 or HP Prime series
- Texas Instruments – TI 89/92/Voyager or TI-Nspire CAS series.

Approval for CAS software

Schools that wish for students to use CAS software for any of Further Mathematics Examination 1, Further Mathematics Examination 2, Mathematical Methods Examination 2 and Specialist Mathematics Examination 2 must apply in writing to the VCAA for approval.

For approved schools only, students are permitted to use one of Casio ClassPad Manager, HP Prime Emulator, Mathematica, Maple, MATLAB or TI-Nspire, and files of that software type stored on a USB, for these examinations, provided that they meet VCAA specifications for the conduct of computer-assisted examinations. For further information, contact VCAA Assessment Operations: vcaa.assessment.operations@edumail.vic.gov.au.

2019 VCAL briefings

The VCAA will conduct briefings in November and December 2019 to deliver updates for schools and providers of the VCAL.

School leaders, VCAL coordinators and experienced VCAL teachers are encouraged to attend.

Refer to [Notice to Schools 113/2019](#).

2019 VCAL Induction

The 2019 VCAL Induction will be held on Friday 15 November 2019 from 9.30am to 3.30pm at the Jasper Hotel, 489 Elizabeth Street, Melbourne.

Refer to [Notice to Schools 121/2019](#).

VCAL Showcases 2019

The VCAA is collaborating with the Catholic Education Commission of Victoria (CECV) to provide VCAL practitioners with an opportunity to share best practice in VCAL delivery and aspects of their own VCAL programs.

Refer to [Notice to Schools 122/2019](#).

Vocational Education and Training

Applications open for Top Designs 2020

From 2020, Top Designs (as part of the VCE Season of Excellence) will present works from the following VCE VET Programs:

- VCE VET Furnishing
- VCE VET Engineering
- VCE VET Integrated Technologies
- VCE VET Music Industry (Sound Production)
- VCE VET Creative and Digital Media.

Students can apply to have their work exhibited at the Melbourne Museum as part of Top Designs 2020. Applications are now open and available from the [Season of Excellence](#) webpage.

Applications close 11.59pm Wednesday 23 October 2019.

Top Designs 2020 panel applications

Applications are invited for the vacant VCE VET Engineering Panel position from teachers of the program. For more information and to apply, contact the VET unit: vet.vcaa@edumail.vic.gov.au.

Changes to VCE VET Scored Assessment for 2020 workshop

The VCAA has undertaken a review of VCE VET Scored Assessment, which is the first significant review since the inception of the program.

The VCAA will be holding a workshop 9am–12.30pm Thursday 5 December 2019 on the changes to task types, how to modify your coursework tasks to comply with the new rules, and the new tools for task types.

To register for this professional learning activity, visit the [VCE VET Scored Assessment](#) webpage.

VET Statewide workshops

The VET Statewide workshops will be held during November 2019. It is very important that schools with students undertaking VET have at least one staff member attending, as there will be significant information about VET reforms, including revised VCE VET programs for 2020, updates on VASS certificate types, revised VCE VET Scored Task Types and processes, Structured Workplace Learning and School-based Apprenticeships and Training recognition, quality assessment samples and an update on Get VET promotional material.

Workshops will be hosted at the following 14 locations: Ballarat, Bendigo, Brimbank, Dandenong, Geelong, Horsham, Melbourne, Mildura, Traralgon, Preston, Ringwood, Shepparton, Wangaratta and Warrnambool. Registration details and further information regarding venues is available on the [VET Statewide Workshops](#) webpage.

VCE VET Applied Language

Schools with enrolments in VE1 – 10297NAT Certificate II in Applied Language and 10661NAT Certificate III in Applied Language need to ensure that the language of study is selected when enrolling students on VASS. Error messages will appear on the certificate eligibility report if the language of study is not selected from Stream B – VCE Language.

VCE VET Animal Studies requirement for VASS enrolment

Schools are reminded that where they have VCE students who commenced ACM20110 Certificate II in Animal Studies in 2018, and who are continuing this year in the new ACM20117 Certificate II in Animal Studies, they will need to make some changes on VASS in order for a Unit 3–4 sequence to accumulate.

In order to be eligible for a Unit 3–4 sequence this year, continuing students will need to be re-enrolled in all units of competency completed with an S in 2018. The enrolment for VCAL students will not need to change.

VCE or VCAL eligibility reports should be run for concerned students to ensure they are receiving their full entitlement of credit.

High-level VET qualification applications

Providers and schools wishing to deliver Certificate IV or higher VET qualifications in 2020 must submit an application to the VCAA and obtain approval before commencing any training.

The revised application form and information for high-level VET qualifications is available on the [Block Credit Recognition](#) webpage.

VCE VET Scored Assessment Audit

School coursework audit notification emails will be sent to selected schools and registered training organisations (RTOs) for the 2019 audit of their scored VCE VET programs. It is important to follow the instructions included with the email. The school or RTO identified as the Assessing Group has the responsibility of providing the audit material to the VCAA. The schools selected for audit in 2019 did not follow up on their 2018 audit results.

A full audit program will recommence in 2020 following the introduction of the revised VCE VET Scored Assessment arrangements.

Questions regarding the audit can be directed to the VET Unit: (03) 9032 1737.

VCE VET State Reviewer vacancies for 2020

Applications are invited for the vacant VCE VET State Reviewer positions for 2020 in the following VCE VET program areas:

- Integrated Technologies
- Community Services
- Furnishing.

State Reviewers can be teachers of the program at Units 3 and 4 levels. The VCE VET State Reviewer is a paid position and is required to undertake a range of activities, including participating in VCAA professional development, providing feedback and advice to schools and registered training organisations, assisting in the preparation of published advice regarding scored assessment, conducting coursework audits and preparing feedback as a result of the coursework audits. Appointments will be made from 1 January to 31 December 2020.

For more information and to apply, contact the VET Unit: vet.vcaa@edumail.vic.gov.au.

Structured Workplace Learning recognition reminder

As only one unit of credit is available per year for students undertaking Structured Workplace Learning recognition, or two for School-based Apprenticeships and Traineeships recognition, work placements and reflections in the Workplace Learning Record must be completed in time for the result to be entered on VASS by Monday 11 November 2019.

New Get VET videos

Six new [Get VET videos](#) are now available on the VCAA website:

- Building and Construction
- Electrical Industry
- Hair and Beauty
- Laboratory Skills
- Music Industry
- Sport and Recreation.

These videos have been produced to support teachers in informing and inspiring students, parents and guardians about the opportunities available through VET, by providing a behind-the-scenes look into the world of VET, as well as sharing insights from students currently undertaking the program.

For all Get VET promotional material and links to the currently available videos, go to the [Get VET](#) webpage.

VCE VET Sport and Recreation

The Certificate II in Outdoor Recreation has been revised and the majority of units rewritten. The revised VCE VET program will not be available until later this year following the publication of Purchasing Hours for the units and approval by the VCAA committees. The VCE VET program will closely reflect SIS20419 Certificate II in Outdoor Recreation, which is available via training.gov.au.

There will also be changes to the electives in Certificate II and III in Sport and Recreation. These changes will be published later in 2019.

VCE VET Information, Digital Media and Technology

The ICT30115 Certificate III in Information, Digital Media and Technology has been superseded and replaced by ICT30118 Certificate III in Information, Digital Media and Technology from 2019.

There have been minor changes to the qualification but all students undertaking training will be required to be enrolled in the new qualification from 2020. Further details and program structure will be available on the [VCE VET Information, Digital Media and Technology](#) webpage in November.

Vocational Education and Training

Discovering Rail Careers

The VET Certificate II in Heavy and Light Rail Fundamentals (Pre-vocational) will commence in 2020. This course is for secondary students considering a career pathway into the expanding rail industry.

The Rail Academy is conducting a half-day workshop for students and staff to promote the rail industry and increase understanding about learning and work opportunities. Hear from industry experts and find out how to locate and effectively use career information. Student career practitioners, counsellors and student teachers would benefit from attending.

The Discovering Rail Careers event will take place 10am–12pm Wednesday 20 November 2019 at the Rail Academy, Shea Street, Newport.

To register, email railcareers@levelcrossings.vic.gov.au.

For further information and flyers promoting the event, contact 0459 869 828.

Administrative advice

Submission of School Indicative External Assessment Grades for all VCE written exams and the Extended Investigation Externally-assessed Task

Monday 21 October 2019 is the last day that School Indicative External Assessment Grades for all VCE written exams and the Extended Investigation Externally-assessed Task can be entered.

Refer to [Notice to Schools 114/2019](#).

Bulletin board

Victorian Design Challenge 2020

Creative Victoria and the National Gallery of Victoria (NGV) are offering a \$20,000 major prize for professionals, \$5000 for tertiary students and a tailored prize package for school students (primary and secondary) who present the best design idea in their category addressing one of Australia's fastest growing waste problems – e-waste.

The E-Waste Challenge aims to highlight the capacity and responsibility of designers to contribute to shifting behaviour, raising awareness, redesigning products, or devising smart end-of-life solutions that reduce the negative impacts of e-waste.

The expert jury will shortlist five submissions from the professional category (national) and three submissions from each student category (Victoria only) to go through to round two – a live 'pitch' presentation at the NGV during Melbourne Design Week (12–22 March 2020).

Registrations close Friday 1 November 2019. For more information, go to the [E-Waste Challenge](#) webpage.

Ignite and Inspire

[Registrations](#) are open for the annual conference of ACHPER Victoria, the professional association for teachers and other professionals working in the fields of physical education, health education, outdoor education, sport education, whole of school activity and student wellbeing. Ignite and Inspire is the largest event of its kind in the southern hemisphere, and will involve more than 1000 delegates over two days (Thursday 28 and Friday 29 November 2019). This year will include a range of new presenters and new content delivered in over 180 sessions at Monash University, Clayton. For more information, go to the [ACHPER Victoria](#) website.