

VCAA Bulletin

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

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New options for Year 11 and 12 students

Victoria is transforming the delivery of senior secondary education with the introduction of two programs that will offer greater access to quality vocational and applied learning pathways, while making sure student achievement is equally celebrated and recognised.

The [VCE Vocational Major \(VCE VM\)](#) is a two-year program within the VCE that will replace Intermediate and Senior VCAL. It will prepare students to move into apprenticeships, traineeships, further education and training, university (through non-ATAR pathways) or directly into the workforce.

The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and 12 standards-based certificate that meets the needs of a smaller number of students who are not able or ready to complete the VCE (including the VCE VM). The VPC will help students move into a senior secondary qualification, entry level vocational education and training, or straight into a job. Students will be able to start their VPC at any time during the school year and the time to finish the program will be flexible.

The VCAA has reached a major milestone with the accreditation and release of the [VCE VM study designs and support materials](#).

The new curriculum features improved breadth and quality, a simplified structure and reduced repetition. The studies allow students to apply knowledge and skills in practical contexts, including taking part in community-based activities and collaborative projects.

The VPC will soon be accredited, and the curriculum will be released upon accreditation.

You are invited to attend our online professional learning sessions about the programs in May and June. We are also looking forward to meeting many of you in person during face-to-face workshops in various metropolitan and regional locations throughout Term 3. During these workshops, we will provide an overview of the new curriculum and support materials to help you to develop student-centred and engaging projects connected to the real world and community. Please register for the [sessions](#) and [workshops](#) through the Professional Learning page.

Find out more on the [Senior Secondary Certificate Reform](#) page or [email us](#).

Contents

Excellence and awards

Top Designs 2022 opens	4
Margaret Schofield Memorial Scholarships recipients announced	5
Top Screen Jury Prize winners announced	5
Registrations for PESA 2022 state heats open	7
Top Acts 2022	7

Early Years

Twilight Webinar audio recordings now available	8
---	---

Foundation–10

Curriculum

English student work samples to support curriculum implementation in specialist schools	9
Explore more resources unpacking the Languages curriculum, F–10	10
Access annotated classroom resources for Critical and Creative Thinking, F–10	10
Professional learning: Introducing the VCAA digital Languages Assessments	10

Assessment

Arts assessors and Critical and Creative Thinking supervisors required	10
NAPLAN 2022 test information	10

Victorian Certificate of Education

VCE Offshore school partnership model builds high-quality teaching and learning	11
---	----

Curriculum

On-demand videos exploring the new VCE English and English as an Additional Language (EAL) and VCE Literature study designs	11
VCE Biology (2022–2026) teaching resources	11
VCE Systems Engineering (2019–2024) update	11
VCE Extended Investigation professional learning	11
Amendments to VCE English and English as an Additional Language (Units 1 and 2: 2023–2027; Units 3 and 4 2024–2027) study design	12
Webinar series to support the new VCE English and English as an Additional Language (EAL) and VCE Literature study designs	12
New VCE Mathematics school-assessed coursework professional learning videos available	12
Applications for the 2023 VCE Drama and Theatre Studies playlists	12
Evaluation of VCE studies online monitoring questionnaire	12
Consultation period for proposed VCE study designs (to commence in 2024)	12

Assessment

VCE Drama and VCE Theatre Studies performance examinations	12
--	----

Senior Secondary Certificate Reform

Curriculum now available for VCE Vocational Major for 2023	12
--	----

Vocational Education and Training

VCE VET (VE1) Programs in VASS	13
Assessing Groups for VET	13
VASS deadlines for VET	13
Eligibility reports for VET students	13
School-based apprenticeships and traineeships access	13
Expressions of interest for VCE VET programs under major review in 2022	13
VCE VET Program Minor reviews	14
VCE VET Program reviews pending	14
Unit 3–4 sequences in transitioning qualifications (VE1, VE2, VE3)	14
VET cluster and provider handbooks	14
Units of competency transition requirements	14
VCE VET Integrated Technologies webinar	15
Nominations are now open for the 2022 Victorian Training Awards	15

Administrative advice

Special Examination Arrangements applications for 2022 external assessments	16
GAT timings and sample questions released	16
VCE, VCE VET, VCAL and International Baccalaureate enrolment data	16
Changes to VCAA fees and charges	16

Bulletin board

Continuity of early learning course	16
-------------------------------------	----

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.

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Message from the CEO

Welcome back to the classroom and the start of Term 2. I hope you had an enjoyable break with your family and loved ones.



Senior Secondary Certificate Reform

I'm delighted to have reached a major milestone in the senior secondary certificate reform program with the accreditation and release of the curriculum of the VCE Vocational Major (VCE VM), to be introduced in 2023. The Victorian Pathways Certificate (VPC) will soon be accredited, and the curriculum will be released upon accreditation.

These changes are being implemented in response to the Firth Review of vocational and applied learning. The review found that we need to do more to make vocational and applied learning in schools consistently high quality, relevant to the needs of students and employers, and accessible to all students across our state.

The new pathways aim to provide students with high-quality vocational and applied learning pathways that secure their future, meet the skills needs of the modern economy, and ensure these pathways are celebrated and recognised.

Find out more on the [Senior Secondary Certificate Reform](#) page.

General Achievement Test

The times for the General Achievement Test (GAT), which will be held on Wednesday 7 September, have now been confirmed.

As previously advised, all students enrolled in one or more VCE or scored VCE VET Unit 3–4 sequence will be required to sit Sections A and B of the GAT. For the first time this year, Senior VCAL students will also sit Section A, which will measure the literacy and numeracy skills of participants against new standards based on the [Australian Core Skills Framework](#).

Section A sample questions and tasks are now available on the [Sample 2022 GAT material](#) page.

Section B is similar to [past GAT papers](#).

For more details, including registration links, refer to [Notice to Schools 49/2022](#).

VCE Season of Excellence

There are many Season of Excellence exhibitions still running and everyone is invited to go and see the amazing examples of student work on display. Make sure you get in before they close for the year:

- [Top Screen, ACMI, Fed Square](#) – closes Tuesday 10 May
- [Top Designs, Melbourne Museum](#) – closes Sunday 10 July.
- [Top Arts, The Ian Potter Centre: NGV Australia](#) – closes Sunday 24 July

Also, don't miss out on tickets for [Top Acts](#), which takes place on Friday 20 May at the [Melbourne Recital Centre](#).

Stephen Gniel
Chief Executive Officer

Top Designs 2022 opens

Top Designs was officially launched on Friday 1 April at Melbourne Museum. Suzy Chandler, Executive Director of Curriculum, was the master of ceremonies and congratulated this year's exhibitors, 'who exemplify the highest standards within their studies'.

Top Designs showcases the work of the highest-achieving students from across Victoria. This year, 83 students had their works selected from close to 1,000 submissions.

The studies represented in Top Designs 2022 include VCE Media, Product Design and Technology, Theatre Studies, Systems Engineering and Visual Communication Design, VCE VET Creative and Digital Media, VET Integrated Technologies, VET Furnishing and VET Music Industry (Sound Production).

Top Designs will be open until Sunday 10 July. Bookings can be made through the [Melbourne Museum](#). Visit the [Season Hub](#) for further details and updates.



Part of the Top Designs 2022 gallery space at Melbourne Museum, with Product Design and Technology works on display. Photo by Nicole Cleary.

Margaret Schofield Memorial Scholarships recipients announced

Congratulations to two recipients of a Margaret Schofield Memorial Scholarship for Performance, who were recently recognised at this year's Top Class Music.

Sujie Kim from Glen Waverley Secondary College and Virtual School Victoria has played violin since the age of 7. She is continuing her music studies with a Bachelor of Music (Performance) at the University of Melbourne, building her skills as a chamber and orchestral musician, and intends to participate in violin competitions both locally and internationally in the coming years.

Ava McDermott from the Victorian College of the Arts Secondary School is studying jazz voice at the University of Melbourne and continuing classical-voice lessons. Ava wants to experiment with new arrangements for jazz standards in an ensemble so she can gain confidence in playing cohesively and exchanging ideas with peers.



From left: Sujie Kim, Fiona Cochrane, Trustee of the Margaret Schofield Memorial Scholarships, and Ava McDermott at Top Class Music 2022. Photo by Nicole Cleary.

The family of the late Margaret Schofield established the scholarships in her name to recognise her achievements as a musician and her commitment to music education. Successful applicants receive a \$7,000 scholarship to assist them with pursuing their passion of music in tertiary education. Applications are open each year to students who have completed their VCE at a government secondary school.

Top Screen Jury Prize winners announced

Each year, the Top Screen Jury Prize celebrates outstanding filmmaking talent to encourage further development of skills and passion. Prize winners were announced at the Top Screen Premiere on Thursday 10 March at The Capitol, where award-winning screenwriter and playwright, Kim Ho, officially launched Top Screen 2022.

This year's winning film was *The Flower in Me* by Erin Kim from Templestowe College. The first runner up was *Strings* by Alissa Mohamed from Narre Warren South P-12 College and the second runner up was *Puppet Show* by Finn Woodlock from Billanook College. Each filmmaker took home a Melbourne International Film Festival (MIFF) Share Pass and ACMI membership, and will be invited to participate in the MIFF Schools Jury.



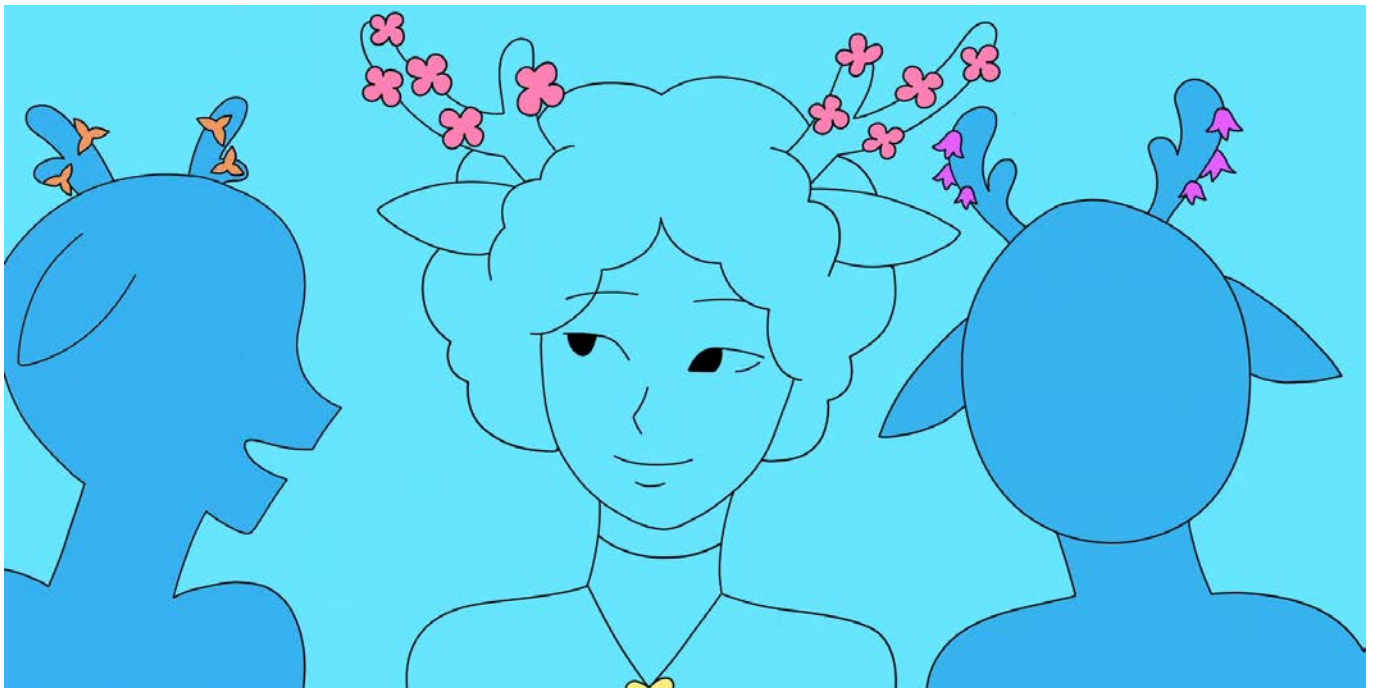
From left: Top Screen Jury Prize winners Alissa Mohamed, Erin Kim and Finn Woodlock.

The Jury Prize is selected by MIFF programmer Kate Fitzpatrick, MIFF publications and content manager Adolfo Aranjuez, ACMI school programs producer Garry Westmore, and Alice McShane, program manager of the Human Rights Arts and Film Festival.

The winning film, *The Flower in Me*, is an animation about self-acceptance and celebration.

'Some of the best art manages to encapsulate commentary in a single frame or mere minutes, and *The Flower in Me* is one such work,' said Adolfo Aranjuez. 'The film is profound in its simplicity – its clean lines and hand-drawn style belie a work that is tremendously imaginative, presenting a world of creatures at once humanoid and cervid, where coming of age is marked by the blooming of a flower bud and a goldfish-dog is a trusted confidant.'

Tickets for [Top Screen 2022](#) screenings and education programs are currently on sale. Sessions will take place at The Capitol and ACMI until Tuesday 10 May.



Still from *The Flower in Me* by Erin Kim from Templestowe College.

Registrations for PESA 2022 state heats open

Registrations for the Plain English Speaking Award (PESA) 2022 are now open.

PESA is a public-speaking competition for students aged 15–18 years. It provides an excellent opportunity for students to build self-confidence and extend their skills in oral communication, speech writing and research.

The competition encourages students from government, Catholic and independent schools to speak to their peers from other schools on topics they are passionate about.

In Australia each year states and territories organise and conduct competitions at school, regional and state levels. State winners then go to the national final, which is held in the various states and territories on a rotational basis.

[Register online](#) by 9am on Monday 2 May.

Send any questions about the state heats to the [Festival and Events](#) team.

Top Acts 2022

Bookings for Top Acts 2022 on Friday 20 May at 7.30pm are now open through the [Melbourne Recital Centre](#). Visit the [Season Hub](#) for further details and updates.



Melanie Xuereb from Catholic Regional College, Sydenham performs at Top Acts 2021. Photo by Nicole Cleary.

Twilight Webinar audio recordings now available

You can now access a series of [short audio recordings](#) and a [fact sheet](#) that supports the information presented in the recent February Twilight Webinar *'To play or not to play': The role of the adult in understanding and collaborating in children's play. A conversation with Dr Sarah Young.*

We have been considering alternative ways to make information from our webinars available to professionals who may be unable to participate in the live event. The move to providing an audio recording is a new initiative and we hope it provides an effective alternative professional learning model for you.

We have also created a binder cover and spine insert for your collection of Early Years fact sheets to accompany the 2021 and 2022 Twilight Webinars. Email the [Early Years Unit](#) for a free downloadable copy.

Find out more

Subscribe to the [Early Years Alert](#) to find out about upcoming webinars and professional learning resources.

For any further queries, please email the [Early Years Unit](#) or call (03) 9059 4584.

Curriculum

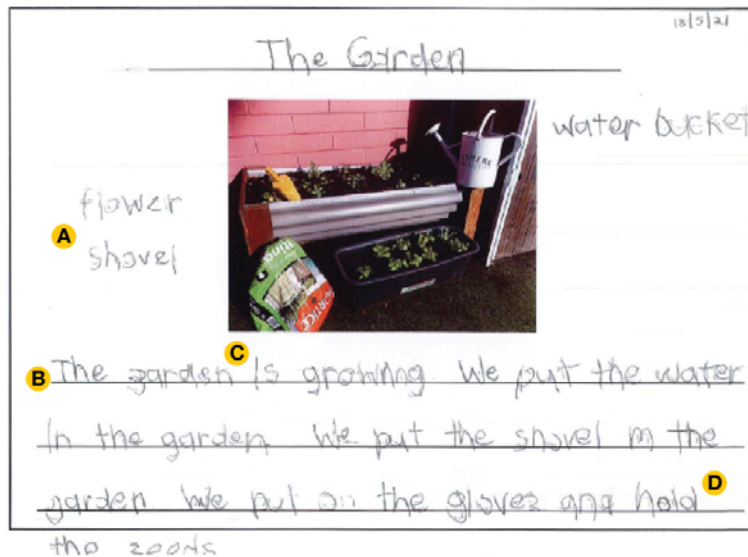
English student work samples to support curriculum implementation in specialist schools

In partnership with a Victorian specialist school and a special education consultant, the VCAA has produced [sets of annotated student work samples](#) to share with other specialist schools when moderating the English curriculum at Levels C and D, toward Foundation level.

One set of work samples features work assessed at Levels C and D (Towards Foundation) of the English curriculum; the other set features work from this cohort assessed at Foundation and Level 1 of the curriculum.

These resources are intended for specialist schools, to be used as part of professional discussions to support teachers deepen their understanding of what achievement looks like at Levels A–D, and how students may move from Levels A–D to the F–10 curriculum.

Sample 2



Assistance provided to the student

- Verbal recounting (student) and scribing (teacher)
- Some prompting ('Can you tell me more?')

Highlights

- Clear labelling of the picture (see 'A' on the sample)
- Complete and well-formed sentences (see 'B' on the [sample](#))
- Good pressure with the pencil (see 'C' on the [sample](#))
- Intentional writing
- Clear recount (see 'D' on the [sample](#))
- Can manipulate a pencil and trace letters
- Can form letters (wrote name independently) but skips between upper and lower case
- Can stay on task
- Selected own words

Gaps

- The recount lacks sequence
- Cannot encode, but can trace

A student work sample, with teacher's annotations to highlight gaps and opportunities. Each work sample also includes a brief discussion of the moderation process undertaken.

Explore more resources unpacking the Languages curriculum, F–10

We have published seven more easy-to-use [Languages resources](#) to help unpack the Languages content descriptions and achievement standards.

Each resource addresses either F–6 or 7–10 in an example Language (for example, Modern Greek, Japanese and Spanish) and includes example activities based around a central theme (for example, Celebrations, Food, and Travel and Tourism). Teachers of any Language can adapt these examples and develop units of work tailored to their chosen language and culture.

Access annotated classroom resources for Critical and Creative Thinking, F–10

Our new [annotated list of classroom resources](#) illustrates the kind of resources that can be used when designing teaching and learning activities for Critical and Creative Thinking (CCT).

The classroom resources range from classic picture books, such as *The Very Cranky Bear*, and online interactive games for students, to journal articles and videos that can be used as teacher reference. Each resource is aligned to one or more CCT strand.

Professional learning: Introducing the VCAA digital Languages Assessments

To support teachers implementing the Victorian F–10 Languages Curriculum, the VCAA (in collaboration with the Australian Council for Education Research) is providing access to a suite of digital Language Assessments aligned to the Victorian Curriculum F–10. The suite of resources includes listening and reading assessments for Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek and Spanish F-10 Languages. These digital assessments are available to schools and after-hours providers at no cost.

Our upcoming professional learning webinar will provide teachers with an understanding of the Language Assessments and how they can be used to better target individual students' learning needs. This short session will include practical tips on how to get started with the Languages Assessments, using them with the curriculum, and where to find additional Language resources.

The webinar will be held on Monday 2 May at 4–4.45pm. [Register](#) now to attend.

Assessment

Arts assessors and Critical and Creative Thinking supervisors required

The VCAA is seeking applications from current and retired teachers to assess in the Arts and supervise Critical and Creative Thinking (CCT) assessments. The aim of this assessment project is to measure the Victorian Government's Education State Targets by assessing student artwork, performances and CCT at Years 6 and 10.

The Arts assessments will focus on Visual Arts and Music. This is a great opportunity for teachers to assess in their chosen Art field. The Arts assessments will be held at various school locations during Term 2 (23 May to 24 June) and Term 3 (11 July to 12 August). The minimum requirement is one full day and you may assess for multiple days with the agreement of your principal. The commitment you make to assess the Arts is your choice and reliant on your availability. CRT payments are payable either to individuals or schools, as applicable. A half-day paid training session will be held for successful applicants on Thursday 19 May at 1–5pm via WebEx.

CCT assessments are online and will be held during Term 3 (18 July to 5 August). Supervisors are allocated to schools based on availability and school locations. Supervisors are compensated for travel and CRT payments are payable for each school supervised. IT helpdesk and support is available to supervisors during the assessment period. A half-day paid training session will be held for successful applicants on Thursday 23 June (time to be confirmed) via WebEx.

Apply via the [Sessional Staff Management System \(SSMS\)](#). For more information, please contact Education State Sample Assessments on (03) 9084 8555.

NAPLAN 2022 test information

Refer to [Notice to Schools 57/2022](#).

VCE Offshore school partnership model builds high-quality teaching and learning

Since the VCE Offshore Program was established in 2000, over 7,000 students have successfully completed the VCE internationally, with 94 per cent of graduates going on to enrol in Australian universities. There are currently 29 offshore programs delivering the VCE to students in China, Malaysia, Timor Leste, Vietnam and the Philippines, and the program is expanding to Sri Lanka in 2022.

VCE Offshore is delivered through a unique school partnership model between Victorian and offshore schools. Victorian teachers mentor VCE offshore teachers at their offshore partner school, to support delivery of the VCE and build teacher capacity. Mentors build offshore VCE teachers' understanding of the VCE study designs, approaches to learning and teaching, and assessment of student work.

The VCE Offshore partnership model leads to strong relationships between school leaders, VCE coordinators and teachers, provides professional learning opportunities for Victorian and offshore teachers, and ensures a high quality of teaching and learning to support offshore VCE students achieve their academic goals.

We implement a quality assurance framework to ensure the integrity of the VCE. This includes visits to each offshore school, observation of examination delivery and school audits.

In response to COVID-19, technologies are being used to conduct virtual site visits, remote audits and online surveys. Survey data collated at the end of 2021 showed that out of 291 VCE offshore teachers surveyed, 91 per cent indicated that working with a Victorian teacher mentor was a valuable experience and 93 per cent responded that delivering the VCE has supported them to develop their teaching practice. Similarly, 93 per cent of Victorian teacher mentors said that mentoring has been a valuable experience and has developed their professional practice.

Information collated through offshore program and school-based audits, student results, teacher survey responses and student tertiary pathways data is analysed and reported back to the VCAA International Committee and licensed Victorian schools. This rich data and analysis supports the VCAA and Victorian schools to identify areas of strength, focus and improvement in following years.

The VCE Offshore Program is delivered on the Victorian academic timetable and the Northern Hemisphere timetable.

To learn more about the VCE Offshore Program, please email the [International Manager](#).

Curriculum

On-demand videos exploring the new VCE English and English as an Additional Language (EAL) and VCE Literature study designs

Refer to [Notice to Schools 38/2022](#).

VCE Biology (2022–2026) teaching resources

Refer to [Notice to Schools 39/2022](#).

VCE Systems Engineering (2019–2024) update

Refer to [Notice to Schools 42/2022](#).

VCE Extended Investigation professional learning

Refer to [Notice to Schools 44/2022](#).

Amendments to VCE English and English as an Additional Language (Units 1 and 2: 2023–2027; Units 3 and 4 2024–2027) study design

Refer to [Notice to Schools 51/2022](#).

Webinar series to support the new VCE English and English as an Additional Language (EAL) and VCE Literature study designs

Refer to [Notice to Schools 52/2022](#).

New VCE Mathematics school-assessed coursework professional learning videos available

Refer to [Notice to Schools 53/2022](#).

Applications for the 2023 VCE Drama and Theatre Studies playlists

Refer to [Notice to Schools 54/2022](#).

Evaluation of VCE studies online monitoring questionnaire

Refer to [Notice to Schools 55/2022](#).

Consultation period for proposed VCE study designs (to commence in 2024)

The consultation period for the proposed study designs for [VCE Legal Studies](#) and [VCE Sociology](#) will open on Monday 2 May and conclude on Monday 30 May.

Feedback from teachers, students and other stakeholders is an important part of the review and accreditation process for VCE studies. Please review the relevant consultation documents (including the proposed study design, summary of proposed changes to the study design and study review plans) and respond to the online questionnaires via the study pages.

Assessment

VCE Drama and VCE Theatre Studies performance examinations

Refer to [Notice to Schools 59/2022](#).

Senior Secondary Certificate Reform

Curriculum now available for VCE Vocational Major for 2023

Refer to [Notice to Schools 50/2022](#).

VCE VET (VE1) Programs in VASS

All VCE VET Programs are now available in VASS. Thank you for your patience as we have made these active. Providers are reminded to submit their assessment plans for scored programs as soon as available.

Assessing Groups for VET

Please ensure that the Assessing Group (delivery location) is identified on VASS when setting up VET classes.

Email the [VET Unit](#) for more information

VASS deadlines for VET

Important administrative dates for VET are listed on the VASS homepage. The first critical date for VET is Monday 9 May, after when schools will not be able to enrol students into Unit 3–4 sequences for scored VCE VET programs. Enrolments and amendments to enrolments for all other qualifications will still be able to be made, noting that government, Catholic and independent school sectors determine funding for VET programs included on VASS on Monday 9 May.

As apprenticeships and traineeships are not funded in this manner there is no deadline for student enrolment into VE2 apprenticeships and traineeships.

Eligibility reports for VET students

It is important for schools to run VCE and VCAL eligibility reports following the completion of their VET enrolments. Students at risk of not meeting the requirements of the VCE or VCAL should be identified early while there is still the opportunity to plan for additional VET to be undertaken over the remainder of the year.

Please note that the VET eligibility report may be misleading and the Student Full Details Report from VASS should be used to identify the amount of credit students may receive from their VET enrolment.

School-based apprenticeships and traineeships access

For access to school-based apprenticeships and traineeships (VE2) in VASS, please email the [VET Unit](#) a signed copy of the training plan provided by the RTO, including the contact details of the student, school, workplace and RTO.

Expressions of interest for VCE VET programs under major review in 2022

If you are an experienced teacher or trainer, consider becoming a member of our reference groups for the redevelopment of the following VCE VET programs:

- VCE VET Agriculture and Horticulture
- VCE VET Applied Fashion Design and Technology
- VCE VET Community Services
- VCE VET Furnishing
- VCE VET Hair and Beauty
- VCE VET Health
- VCE VET Hospitality (Hospitality and Kitchen Operations)
- VCE VET Laboratory Skills
- VCE VET Sport and Recreation.

These programs remain unchanged for 2022. Future VCE VET program redevelopments will be published in the Bulletin.

If you would like to be involved in this process, please [register online](#).

VCE VET Program Minor reviews

The following VCE VET programs are undergoing a minor review in 2022, for 2023 implementation:

- VCE VET Applied Language
- VCE VET Integrated Technologies.

More information will be provided in future Bulletin editions.

VCE VET Program reviews pending

The following VCE VET programs are scheduled for review during 2022, pending extensions to their current Victorian accredited qualifications:

- VCE VET Building and Construction
- VCE VET Engineering.

More information will be provided in future Bulletin editions.

Unit 3–4 sequences in transitioning qualifications (VE1, VE2, VE3)

VCE students who have transitioned into a new qualification for their second year of a program should ensure they have consolidated their enrolment into a single certificate on VASS, to ensure they are accruing a Unit 3–4 sequence. Transition advice can be found on the [VCE VET Programs](#) page. Schools should ensure that, once enrolments are finalised, students are accruing the expected amount of credit towards their VCE.

This transition advice applies to school-based apprenticeships and traineeships, as well as approved VCE VET programs. For example, students who were enrolled in VE2 – SBAT UEE30811 Certificate III in Electrotechnology Electrician in 2021 can continue their enrolment on VASS in this qualification. All commencing students in 2022 should enrol in VE2 – SBAT UEE30820 Certificate III in Electrotechnology Electrician.

If the current release of the qualification is not yet available on VASS, please email the [VET Unit](#) for more information.

VET cluster and provider handbooks

Due to a number of training package changes this year that affect VCE VET programs, it is advised that the following note be used in school and RTO promotional handbooks: 'THIS PROGRAM IS SUBJECT TO CHANGE FOR 2023'.

The VET Unit is able to check the handbook details, if required. Please email the [VET Unit](#) for more information.

Units of competency transition requirements

As per the advice of the Australian Skills Quality Authority (ASQA), if a qualification or accredited course specifies a core or named elective unit that has been superseded, removed or deleted, you must continue to include the unit as named in the qualification or course being delivered (see [Clauses 1.26 to 1.27: Manage transition from superseded training products](#)).

If you are choosing to import a unit into a qualification or course where it is not listed or named, you must deliver the current version of the unit of competency (look for the [TGA](#) green 'Current Status', rather than the red 'Superseded Status').

Transition to new units when:

- delivering a full qualification, course, or skillset as published on TGA
- delivering a stand-alone unit
- importing a unit as an elective that is not listed or named in the qualification, course, or skillset, as published on TGA.

Do not transition to new units when:

- the superseded, removed or deleted unit is listed or named in the qualification, course, or skillset, as published on TGA
- ASQA advice is to continue with the unit published in the qualification.

VCE VET Integrated Technologies webinar

Schools and providers delivering 22586VIC Certificate II in Integrated Technologies are invited to attend an information webinar on Tuesday 3 May at 2–3.30pm. For further details, email the [VET Unit](#).

Nominations are now open for the 2022 Victorian Training Awards

In 2022, the [Victorian Training Awards](#) mark their 68th year of celebrating the outstanding achievements of apprentices, students, teachers, employers and training providers in the VET sector.

You may want to nominate yourself, your students, your organisation, or someone else you know.

Award winners will be announced at a gala ceremony in September and will receive \$5,000 in prize money and a trophy. Winners in select categories represent Victoria at the Australian Training Awards in Adelaide in November.

Nominations are [now open](#) and close at midnight on Saturday 28 May.

If assistance is required with preparing nominations, the awards team can put you in touch with professional support to review the nomination and make sure it is of the highest quality. This is a free service available to all nominators.

Categories available for VCE or VCAL students, teachers or training providers include:

- School-based Apprentice or Trainee of the Year
- Teacher/Trainer of the Year
- Training Provider of the Year (multiple categories).

Administrative advice

Special Examination Arrangements applications for 2022 external assessments

Refer to [Notice to Schools 46/2022](#).

GAT timings and sample questions released

Refer to [Notice to Schools 49/2022](#).

VCE, VCE VET, VCAL and International Baccalaureate enrolment data

Refer to [Notice to Schools 56/2022](#).

Changes to VCAA fees and charges

Refer to [Notice to Schools 58/2022](#).

Bulletin board

Continuity of early learning course

The Victorian Academy of Teaching and Leadership (VATL) is offering an online course on supporting children and families experiencing vulnerability or disadvantage. The course will focus on strengthening partnerships that have the biggest impact on a child's transition to school.

The sessions are designed for teams of between three and six people, comprising any combination of principal, assistant principal, early childhood services, primary schools, outside-school-hours care and support service providers.

Applications close Friday 6 May and the course commences Wednesday 11 May.

For more information and to apply, go to the VATL [Continuity of Early Learning](#) page.