Guidelines

Submitting a change for an accredited ITE program

Contents

Purpose and context

The Victorian Institute of Teaching (VIT) grants the accreditation of Initial Teaching Education (ITE) programs on the basis that each program's implementation will continue as indicated in the submitted documentation, or as amended for approval.

In Victoria, the following condition is applied to all accredited ITE programs:
'If a provider intends to make significant changes to the approved program, those changes must first be submitted to VIT for approval'.

In accordance with the [Guidelines for the accreditation of initial teacher education programs in Australia, AITSL (2020)](#) (page 19), a provider will notify VIT of any program changes they wish to make to an accredited program. The VIT will then determine if
- this can be submitted as a minor change through annual reporting
- VIT needs to be formally notified in writing for assessment as a moderate change
- the change is so significant that it warrants reaccreditation.

Scope

The following guidelines only apply to teacher education providers who deliver VIT-accredited ITE programs.

1. Types of changes

1.1. Minor changes

These are changes that do not affect how or where the graduate teacher standards (GTS) are taught, practised and assessed. For example

- changes to title and / or code of unit or course
- changes to unit content that does not compromise mapping of the GTS
- changes to unit content or assessment task(s) that does not compromise descriptors being taught, practised and assessed.

Minor changes also include changes that do not affect how or where program standards have been met. For example

- changes to staffing that does not compromise of recency of practice requirements for staff experience in school based and / or early childhood settings
- changes to consultative committees and stakeholders that does not compromise of variation or range of perspectives
- changes to unit content that does not compromise of adherence of program to the current curriculum policy or the Schedule 1 for Program Standard 4.2, Accreditation of initial teacher education programs in Australia: Standards and Procedures, AITSL (2019)
- changes to entry requirements that does not compromise the program's adherence to either the current policy or the Victorian Selection Framework
- changes or updates of unit resources and references.

Minor changes, in accordance with Program Standard 6.4 of the Standards and Procedures, can be notified to VIT via annual reporting and do not require a formal assessment. The VIT will review the program changes notified via Annual Reporting to ensure they meet the definition of a minor program change. If they do, a note is made on the program's file within VIT's records.

Alternatively, when VIT considers the change to be moderate, the provider will be required to formally submit a program change for assessment. Where the change is considered significant, the provider will be formally required to submit a new application for accreditation.

1.2. Moderate changes

These are changes that affect how or where the GTS is taught, practised and assessed. For example

- changes to unit content that is compromised of the evidence provided against the descriptors being taught, practised and assessed in Template 3
- removal of a critical task or the introduction of a new critical task
- changes to unit learning outcomes
- changes to implement a state or national reform
- other changes that VIT determines fall within the threshold of a moderate change.

Moderate changes also include changes that affect how or where Program Standards have been met. For example

- changes to responses to Program Standards *that* compromises the evidence provided against the Standard in Template 2
- introduction or removal of a primary specialisation or secondary teaching area
- changes to mode of delivery
- changes to campus location
- changes to number of professional experience days
- changes to support arrangements within professional experience units

- changes to unit sequence and course map
- changes to credit point values and unit weighting
- introduction of an additional personal attributes measure, or the replacement of a personal attributes measure
- changes to implement a state or national reform
- other changes that VIT determines fall within the threshold of a moderate change.

Moderate changes will be assessed by VIT in accordance with the Standards and Procedures and the assessment process outlined in Appendix 2.

The VIT will take appropriate regulatory action if a provider is implementing a moderate change without prior approval.

1.3. Significant changes that exceed program change application

These are changes that substantially affect a program to the extent re-accreditation at stage one is required.

The following examples are taken from page 9 of the Guidelines for the accreditation of initial teacher education programs in Australia, AITSL (2020) document
- significant changes to program learning outcomes
- significant changes to the program structure or rationale
- significant replacement or redesign of units, including core units
- an inability to transfer pre-service teachers from the original program into the new program
- reviews, for example, those undertaken internally by the provider, or externally by the Tertiary Education Quality and Standards Agency (TEQSA), that determine the program as being new.

Please note, when 'significant' is mentioned in the examples above, it will generally mean a change that compromises the core design of the program under which it was originally accredited.

In addition to the above, VIT determines the following changes have the potential to mandate re-accreditation
- Change to program structure, content or delivery that compromises compliance of the program to the Program Standards
- changes to program structure, content or delivery that compromises of state or national education ITE requirements or initiatives
- changes to the teaching performance assessment (TPA) tool used by the program or provider.

Significant changes will require the provider to submit a new program for stage one accreditation.

1.4. Changes to the teaching performance assessment (TPA) tool

These are changes that alter the structure, content or delivery of a TPA tool. A provider considering to implement changes to the TPA tool must contact their VIT case managers to discuss relevant policies, including current state and national expectations.

1.5. Stage two accreditation

A stage two accreditation application will include changes to the program based on analysis and interpretation of evidence collected in relation to program impact. These changes are considered moderate and will be assessed through the accreditation process.

Program changes approved during the period of stage one accreditation will not be reassessed by the stage two accreditation panel. Details of changes approved within the stage one accreditation period will be provided to the panel.

Significant changes cannot be included in a stage two application as these will warrant a stage one application.

The VIT will not accept any program changes within three months of a program being due for stage two accreditation.

2. Documentation

In the first instance, providers are strongly advised to contact their VIT case managers to discuss the proposed change. This is because the degree of the change will determine what documentation is required.

Providers are not required to submit a program change for minor changes to accredited programs. They are reported to VIT through the annual reporting process.

Moderate changes to accredited programs require the following documentation
- completed VIT Program Change application form (provided by VIT on request)
- relevant supporting evidence including (but is not limited to) unit sequence or course maps, unit outlines, assessment rubrics, a revised Template 3 with tracked changes, professional experience handbook and other relevant current or proposed documentation (current and proposed) which supports the change application.

A clean copy of the full accreditation submission (including revised documentation) must be provided to VIT following the approval of the program change. Providing a clean copy is necessary to ensure that providers maintain a current version of their program to prepare for a stage 2 submission and for VIT to maintain its record of the currently accredited programs which incorporate all approved changes.

3. VIT approval and timeline

Providers are strongly encouraged to contact their VIT case managers **prior to the implementation of a change** to determine if VIT approval is required.

Providers must submit a completed program change application form for moderate changes no less than three months prior to implementation of a stage two application.

The form and supporting documentation will be assessed by the relevant VIT case managers. The approval timeline will vary depending on the degree of the proposed change.

Following VIT's assessment and approval, a recommendation for noting is made to the Accreditation Committee.

If VIT determines the proposed change exceeds the threshold for a program change, the provider will be advised to submit the program for stage one accreditation.

The VIT will notify the provider in writing of either outcome.

If a provider does not agree with the assessment made by VIT, they can appeal the decision in writing to the VIT Director, Accreditation & Professional Practice Branch. If a moderate or significant change is implemented without prior approval, VIT will investigate and may take appropriate regulatory action.

Please note, non-self-accrediting providers will also need to adhere to TEQSA's program change policy.

Appendix 1

Program change application form

Providers submitting moderate program changes to VIT for approval are required to complete this form. The form should be completed electronically so that the cells can be expanded as required. All sections must be completed and sent via email to

- VIT case managers
- VIT accreditation mailbox: accreditation@vit.vic.edu.au

Section A

Date of program change submission to VIT	
Institution	
Faculty / School / Department	

Section B

Full name of institution's contact	
Email of institution's contact	
Phone number of institution's contact	

Section C

Program title(s) and code(s) covered by this submission	
Program duration for an equivalent full-time student loan	
Delivery mode(s)	
Campus(es) where the program is offered	
Stage(s) of schooling E.g. Primary or secondary	
Program website URL(s)	
Current stage of accreditation E.g. Stage 1 or stage 2	
Current accreditation approval and expiry	
Proposed date of implementation	

Section D

Description or nature of change(s)
Description of attached supporting documentation

Rationale and impact of the change(s) on the program and graduate outcomes
Description of attached supporting documentation

Affected Program Standard(s)
Description of attached supporting documentation

Affected Graduate Teacher Standard(s)
Please confirm the following two documents are attached to your application
☐ Graduate Teacher Standard map   ☐ Revised Template 3

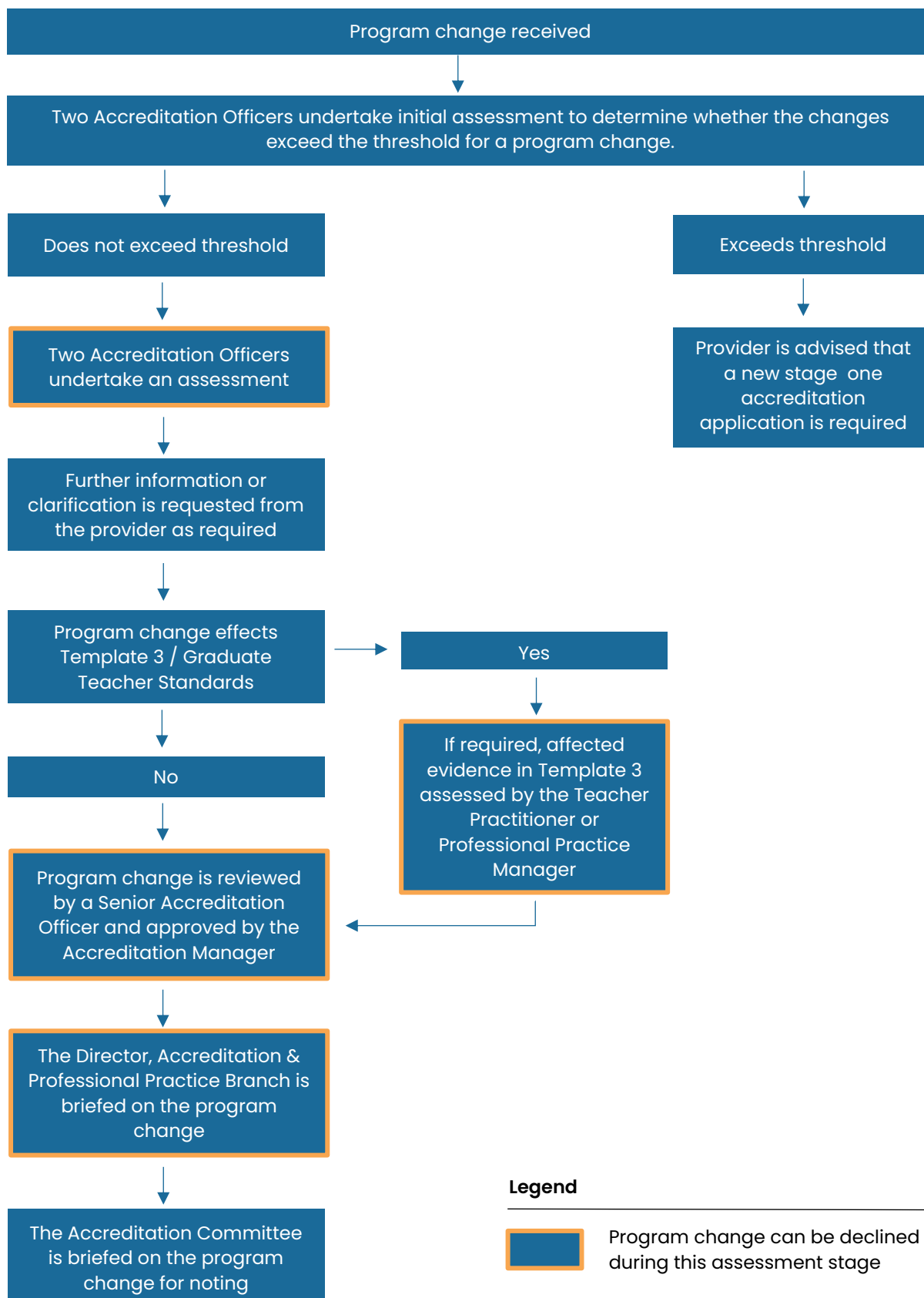| Does the change impact a Pathway Program nested in the ITE program? |
|---|
| ☐ Yes - list the affected Pathway Program(s) and include a description of the attached supporting documentation in the allocated space below |
| ☐ No - proceed to *Transition arrangements* |
| Affected Pathway Program(s) |
| |
| Description of attached supporting documentation |
| |
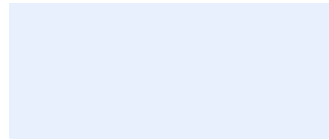
Transition arrangements
Description of attached supporting documentation

Declaration by Dean / Head of School

Full name		Position	
Signature		Date	[Choose date]

Appendix 2

Process map – Submitting a change for an accredited ITE program

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Program change received

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Two Accreditation Officers undertake initial assessment to determine whether the changes exceed the threshold for a program change.

↓ (left branch) | ↓ (right branch)

Left branch:

Does not exceed threshold

↓

Two Accreditation Officers undertake an assessment

↓

Further information or clarification is requested from the provider as required

↓

Program change effects Template 3 / Graduate Teacher Standards

→ Yes

↓ No

Right branch:

Exceeds threshold

↓

Provider is advised that a new stage one accreditation application is required

Yes path:

If required, affected evidence in Template 3 assessed by the Teacher Practitioner or Professional Practice Manager

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Program change is reviewed by a Senior Accreditation Officer and approved by the Accreditation Manager

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The Director, Accreditation & Professional Practice Branch is briefed on the program change

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The Accreditation Committee is briefed on the program change for noting

Legend

☐ Program change can be declined during this assessment stage