

# Guidelines

## Changes to accredited ITE programs



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## 1. Preamble

Accreditation is granted on the basis that the program will continue to be implemented as indicated in the documentation submitted or as amended for approval. In the case of accreditation with conditions, it is expected that the program, apart from those aspects specified in any conditions attached to the accreditation, will continue to be implemented as indicated in the documentation submitted, *Guidelines for the accreditation of initial teacher education programs in Australia, AITSL (2020) page 19*.

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

## 2. Scope

The following guidelines apply to teacher education providers who deliver VIT accredited initial teacher education (ITE) programs within Victoria. The following guidelines exclude ITE programs that do not hold VIT accreditation.

## 3. Types of changes

### 3.1. Minor changes

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

- Change to title and/or code of unit/course
- Change to unit content *that does not compromise mapping of the GTS*
- Change 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/where Program Standards have been met. For example:

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

### 3.2. Significant changes

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

- Change to unit content *that compromises the descriptors being taught, practised and assessed*
- Introduction of a new critical task
- Change to unit learning outcomes

Significant changes also include changes that affect how/where Program Standards have been met. For example:

- Introduction or removal of a primary specialisation or secondary teaching area
- Change to mode of delivery
- Change to number of professional experience days
- Change to support arrangements within professional experience units
- Change to unit sequence/course map
- Change to credit point values/unit weighting

### 3.3. Changes that exceed program change submission

These are changes that substantially affect a program to the extent re-accreditation is required. The following examples are taken from *Guidelines for the accreditation of initial teacher education programs in Australia, AITSL (2020) page 9*:

- 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

In addition to the above, VIT determine that 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*
- Change to program structure, content or delivery *that compromises State or national education ITE requirements or initiatives*
- Change of TPA tool utilised by the program/provider

### 3.4. Changes to the Teaching Performance Assessment (TPA)

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

## 4. Documentation

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

Minor changes to accredited programs do not require a provider to submit a program change to VIT and are reported annually to VIT through the annual reporting process.

Significant changes to accredited programs require the following documentation:

- Completed VIT Program Change Template (provided by VIT on request)
- Relevant supporting evidence which may include (but is not limited to) unit sequence/course maps, unit outlines, assessment rubrics, professional experience

handbook and any other relevant documentation (current and proposed) which clearly supports the change submission

In cases where VIT deems a change to substantially affect a program to the extent re-accreditation is required, providers are to follow the *Guidelines for the accreditation of initial teacher education programs in Australia, AITSL (2020)*.

Under Program Standard 6.4 all providers are required to report annually to the Authority on their accredited programs to allow any issues to be identified, investigated and addressed by the Authority and/or provider prior to (re)applying for stage two accreditation. As set out in Program Standard 6.4, annual reporting will include changes to the program.

Within annual reporting documentation, a provider will have the opportunity to report on two types of program changes; minor changes that do not require VIT approval and significant changes that have been submitted to/approved by VIT throughout the reporting cycle. Where significant changes have not yet been submitted to/approved by VIT, a provider is to contact their case managers.

## 5. VIT approval and timeline

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

Changes that are deemed significant are to be submitted to VIT in the form of a completed Program Change [Template](#) no less than three months prior to implementation, unless in extenuating circumstances where a program change submission requires urgent assessment. The contents of the completed template and supporting documentation will be assessed by the relevant VIT case managers.

The significance of the proposed change will determine the approval timeline.

Following assessment, a recommendation for noting is made to the Accreditation Committee except in instances where VIT finds a change to be substantial and will therefore require the program to be submitted for re-accreditation.

VIT will notify the provider in writing of either outcome.

If a provider does not agree with the assessment made by VIT, an appeal to the VIT Director, Accreditation & Professional Practice, may be made by the provider in writing. If a significant change is implemented without prior approval, VIT will investigate.

Please note: Non self-accrediting providers will also need to adhere to TEQSA program change policy.

# Program change submission template

Providers submitting significant program changes to VIT for approval are required to complete this template. The template 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](mailto:accreditation@vit.vic.edu.au)

Section a	
Date of program change submission to VIT:	
Institution:	
Faculty/School/Department:	
Institution's contact for Program change:	
Name	
Email	
Phone number	

Section b	
Program title(s) and code(s) covered by this submission:	
Program duration (EFTSL):	
Delivery mode(s):	
Campus(es) where the program is offered:	
Stage(es) of schooling:	<i>Eg. Primary, secondary</i>
Program website URL(s):	
Current stage of accreditation:	<i>Eg. Stage 1, stage 2</i>
Current accreditation approval and expiry:	
Proposed date of implementation:	

Section c	
Description/nature of change(s):	Description of attached supporting documentation/evidence:
<i>E.g. To offer two additional primary specialisations within the Bachelor of Education (Primary) program.</i>	<i>E.g. The following documents (attached) evidence the described change:</i> <ul style="list-style-type: none"> <li>• <i>Course map (page 5)</i></li> <li>• <i>Unit outlines (page 7)</i></li> <li>• <i>Evidence to meet Program Standard 4.4 (page 18)</i></li> </ul>
Rationale for the change(s):	Description of attached supporting documentation/evidence:
<i>Section to include impacts of the change(s) on program and graduate outcomes.</i>	<i>E.g. The following documents (attached) evidence the rationale for the change:</i> <ul style="list-style-type: none"> <li>• <i>Excerpt from 'ACARA 2012, The Shape of the Australian Curriculum, Version 3' (page 20)</i></li> </ul>
Affected Program Standards:	Description of attached supporting documentation/evidence:
<i>E.g. 4.2, 4.4</i>	<i>E.g. The following documents (attached) evidence the Program Standards affected by the change:</i> <ul style="list-style-type: none"> <li>• <i>AITSL Program Standards Matrix Template 2, standards 4.2, 4.4</i></li> </ul>

Affected Graduate Teacher Standards:	Description of attached supporting documentation/evidence:
<i>E.g. 2.3, 2.5</i>	<i>E.g. The following documents (attached) evidence the Graduate Teacher Standards affected by the change:</i> <ul style="list-style-type: none"> <li><i>AITSL Graduate Teacher Standards Matrix Template 3, standards 2.3, 2.5</i></li> </ul>
Transition arrangements (if any):	Description of attached supporting documentation/evidence:

#### Declaration by Dean / Head of School

Name:	
Position/Title:	
Date:	
Signature:	

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