

# Approval framework

Pathway Programs into initial teacher education (ITE)



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## 1. Purpose and context

Under Division 2B of the *Education and Training Reform Act 2006*, the Victorian Institute of Teaching (VIT) has established the requirements, criteria and standards that a program or course must satisfy before VIT can approve it as a Pathway Program into initial teacher education (ITE).

The program criteria and elements for approval can be found on pages 6–8 of this document.

### Definition

A Pathway Program into ITE is a program that is

- identified or marketed by the provider as offering to provide entry into an undergraduate Victorian ITE program
- a program with the primary purpose of providing a pathway into an undergraduate Victorian ITE program
- a program that offers a cognate discipline study in the field of education / teaching
- delivered in Victoria by a recognised higher education provider or Registered Training Organisation (RTO).

### Pathway Program objectives

1. to ensure the selection requirements for students entering an undergraduate ITE program from a Pathway Program are aligned with the intent of the [Victorian Selection Framework](#) (a selection framework for entry into ITE that has clear, transparent and evidence-based selection criteria).
2. to support quality candidates from diverse backgrounds, with a strong disposition to teach, to successfully pathway into an undergraduate ITE program.
3. to provide assurance that approved Pathway Programs into undergraduate ITE programs are rigorous and support students to demonstrate required academic skills and personal attributes to successfully enter an ITE program and maintain success throughout the program.

## 2. Scope

While there are a significant number of programs that can be used by prospective students to pathway into an ITE program, approval will only be required for those programs that are in scope as outlined below.

Providers of ITE programs should liaise with their VIT co-case managers to determine whether the programs they offer are in scope, or if the current pathways that have been accepted for the purposes of entry into the providers ITE programs are in scope.

In scope
<p>Australian Qualifications Framework (AQF) Level 5 awards (Diploma); partial / full completion of AQF Level 6 awards (Associate Degree &amp; Advanced Diploma); partial completion of Level 7 awards (Bachelor Degree) programs that are</p> <ul style="list-style-type: none"><li>• identified or marketed by the provider as offering to provide entry into an undergraduate Victorian ITE program</li><li>• a program with the primary purpose of providing a pathway into an undergraduate Victorian ITE program</li><li>• a program that offers a cognate discipline study in the field of education / teaching</li><li>• delivered in Victoria by a registered higher education provider or Registered Training Organisation (RTO).</li></ul>
Out of scope
<ul style="list-style-type: none"><li>• programs not identified or marketed by ITE providers as a Pathway Program into an ITE program (e.g. Diploma of business)</li><li>• programs in an unrelated cognate discipline area</li><li>• programs offered as a combined degree with an accredited ITE provider (e.g. Bachelor of Arts / MTeach)</li><li>• programs that pathway solely to an early childhood ITE qualification</li><li>• programs that pathway into a combined EC / Primary qualification that requires the Australian Children's Education and Care Quality Authority (ACECQA) approval of the early childhood component and VIT accreditation of the Primary component - where credit is only awarded and applied to the early childhood component of the ITE qualification</li><li>• AQF Level 7 and above programs that are not identified or marketed by ITE providers as a Pathway Program into undergraduate ITE (e.g. Bachelor of Science / Bachelor of Laws)</li><li>• programs that lead to entry to a post-graduate ITE programs.</li></ul>

Through ITE annual reporting, VIT monitors the use of Pathway Programs into accredited ITE programs. The VIT retains the right to request approval for a Pathway Program into an undergraduate ITE program that is out of scope where annual reporting data indicates a significant number of entrants into an undergraduate ITE program via the Pathway Program.

## 3. Length of approval

- Pathway Programs into ITE will be approved for a period of up to five years
- Pathway Programs into ITE should be submitted to VIT for approval within six months of their expiry date via the VIT [provider portal](#)
- submissions for the approval of Pathway Programs into ITE can be submitted in conjunction with or without an associated ITE program accreditation submission.

## 4. Program changes

Following approval of Pathway Programs into ITE, providers must report to VIT significant program changes that affect the criteria on which approval was granted.

Significant changes include how / where the program criteria have been met, for example

- change of weighted average mark requirement
- change of minimum Equivalent Full Time Study Load (EFTSL) required
- change of literacy or numeracy assessments
- change of personal attributes measure
- removal of support mechanisms for academic or non-academic skills
- changes to unit sequence / course map.

## 5. Approval fee

The fee for the approval of a Pathway Program into ITE is set by the Minister for Education and can be found on VIT's [schedule of fees](#).

## 6. Approval process for submitting a Pathway Program into ITE

Providers seeking VIT approval of a Pathway Program into ITE should refer to the program criteria and elements for approval (see below) before contacting VIT's Accreditation team to discuss clarification of the approval process and evidence requirements.

Once VIT receives a submission for the approval of a Pathway Program into ITE, the program is assessed against the program criteria by a minimum of two members of VIT's Accreditation team<sup>1</sup>, and a determination is made whether the criteria have been met. Where criteria are not met, the assessors will request further evidence from the provider.

The determination from the assessors is internally reviewed by VIT's Accreditation Manager. If VIT is satisfied the criteria have been met, VIT's Accreditation Committee (Committee) is briefed on the details of how the program meets the criteria and the Committee determines if approval is granted.

Following approval from the Committee, the provider will be notified in writing that the program is approved and may identify and market the program as a *VIT approved Pathway Program into initial teacher education*.



A VIT approved Pathway Program into ITE has been recognised to appropriately prepare for the entry into any Victorian accredited ITE program.

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<sup>1</sup> VIT's Accreditation team members have undertaken national panel training with the Australian Institute for Teaching and School Leadership in the assessment of ITE programs. This training develops an understanding of the interpretation and application of standards in higher education programs and on avoiding personal bias.

## 7. Program criteria

### AQF 5 – 6

The following program criteria and elements for approval apply to AQF Level 5 – 6 programs that meet VIT’s definition of a Pathway Program into ITE.

Criteria	Elements for approval
<p>1. Program development, design and delivery</p>	<p>The program rationale provides</p> <ul style="list-style-type: none"> <li>• an explanation of the evidence-base used in program development and design</li> <li>• how the program will support students to demonstrate the skills necessary for entry into an ITE program and success in higher education</li> <li>• details of consultation with staff from at least one of the associated ITE program(s) in the development, design and delivery</li> <li>• outline of the ongoing feedback processes in place with at least one of the associated ITE program(s) staff.</li> </ul>
<p>2. Academic capabilities</p>	<p><b>For AQF 5</b></p> <p>Demonstrate how the program requires the following from a graduate to enter an ITE program</p> <ul style="list-style-type: none"> <li>• successful completion of the award before entry into the ITE program is granted</li> <li>• successful completion of a literacy and numeracy assessment determined by the provider that               <ul style="list-style-type: none"> <li>- meets the institutional thresholds which indicate readiness to succeed in an ITE program (this may include literacy and numeracy assessment(s) within the program or an externally administered measure such as the Basic Key Skills Builder or Literacy and Numeracy Test for Initial Teacher Education)</li> <li>- is completed near the end of the award to accurately assess the development of skills throughout the program</li> </ul> </li> <li>• a weighted average mark at or above a credit.</li> </ul> <p><b>For AQF 6</b></p> <p>Demonstrate how the program requires the following from a graduate to successfully enter an ITE program</p> <ul style="list-style-type: none"> <li>• successful completion of a minimum of one year equivalent full-time student load (EFTSL)</li> <li>• successful completion of a literacy and numeracy assessment determined by the provider that               <ul style="list-style-type: none"> <li>- meets the institutional thresholds which indicate readiness to succeed in an ITE program (this may include literacy and numeracy assessment(s) within the program or an externally administered measure such as the Basic Key Skills Builder or Literacy and Numeracy Test for Initial Teacher Education)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- is completed near the time of entry into the ITE program to accurately assess the development of skills throughout the program</li> <li>• a weighted average mark at or above a credit over a minimum one year of study that enables articulation into the ITE program.</li> </ul>
3. Program structure and support	<p>How does the provider offer</p> <ul style="list-style-type: none"> <li>• access to a variety of support mechanisms (academic and non-academic) for students?</li> </ul> <p>How does the program provide</p> <ul style="list-style-type: none"> <li>• additional support for students at risk of not achieving the required literacy and numeracy standard as determined by the provider for entry into the ITE program?</li> </ul> <p>Does the programs include</p> <ul style="list-style-type: none"> <li>• appropriately structured and scaffolded units that support students to demonstrate the literacy skills required for entry into an ITE program?</li> <li>• appropriately structured and scaffolded units that support students to demonstrate the numeracy skills required for entry into an ITE program?</li> <li>• appropriately structured and scaffolded units that support students to develop and demonstrate the personal attributes for entry into an ITE program?</li> </ul>
4. Evaluation and reporting	<p>The provider and / or the associated ITE provider(s) confirm the following data will be collected and reported to VIT annually</p> <ul style="list-style-type: none"> <li>• number of entrants to the Pathway Program</li> <li>• number of graduates from the program successfully entering an ITE program</li> <li>• amount of EFTSL completed in the Pathway Program for those successfully entering an ITE program</li> <li>• commencement year into the ITE program from pathway entrants</li> <li>• number of graduates from the program successfully completing an ITE program.</li> </ul>

## AQF 7

The following program criteria and elements for approval apply to AQF Level 7 programs that meet VIT's definition of a Pathway Program into ITE.

Criteria	Elements for approval
<p>1. Program support</p>	<p>How does the provider offer</p> <ul style="list-style-type: none"> <li>• access to a variety of support mechanisms (academic and non-academic) for students?</li> </ul> <p>How does the program provide</p> <ul style="list-style-type: none"> <li>• additional support for students at risk of not achieving the required literacy and numeracy standard as determined by the provider for entry into the ITE program?</li> </ul>
<p>2. Academic capabilities</p>	<p>Demonstrate how the program requires the following from a graduate to successfully enter an ITE program</p> <ul style="list-style-type: none"> <li>• successful completion of a minimum of one year equivalent full-time student load (EFTSL)</li> <li>• successful completion of a literacy and numeracy assessment determined by the provider that               <ul style="list-style-type: none"> <li>- meets the institutional thresholds which indicate readiness to succeed in an ITE program (this may include literacy and numeracy assessment(s) within the program or an externally administered measure such as the Basic Key Skills Builder or Literacy and Numeracy Test for Initial Teacher Education)</li> <li>- is completed near the time of entry into the ITE program to accurately assess the development of skills throughout the program</li> </ul> </li> <li>• a weighted average mark at or above a credit over a minimum one year of study that enables articulation into the ITE program.</li> </ul>
<p>3. Evaluation and reporting</p>	<p>The provider and / or associated ITE provider(s) confirms the following data will be collected and reported to VIT annually</p> <ul style="list-style-type: none"> <li>• number of entrants to the Pathway Program</li> <li>• number of graduates from the program successfully entering an ITE program</li> <li>• amount of EFTSL completed in the Pathway Program for those successfully entering an ITE program</li> <li>• commencement year into the ITE program from pathway entrants</li> <li>• number of graduates from the program successfully completing an ITE program.</li> </ul>



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