

# Changes to accredited ITE programs

## INFORMATION SHEET

Before making any changes to an accredited program within an accreditation cycle or prior to reaccreditation, initial teacher education (ITE) providers seek approval from the QCT for the proposed change/s. The QCT will determine if a proposal for change/s can be addressed through a request to the QCT or annual reporting (minor change); formal notification to and approval by the QCT's Professional Standards Committee (PSC) (significant change); or, where changes are considered to substantially affect an accredited program, by re-submission of the amended program for accreditation.

### Minor changes that may be reported in annual reporting

These are changes that do not affect how/ where the Graduate Standards are taught, practised and assessed.

Examples:

- Update of staffing
- Update of resources/references e.g. to include new curriculum documents
- Changes to title and/or code of unit/course
- Minor change to content of a unit e.g. to address curriculum or educational policy change
- Minor change to assessment e.g. substitution of a similar task that assesses the same descriptors
- Minor changes to data collection e.g. instrument used
- Changes to consultative committees
- Minor change to entry requirements providing policy met
- Changes to partnership agreements providing policy met
- Minor changes to professional experience e.g. adjustments to placement with a year.

### Significant changes that require approval prior to implementation

The graduate standards are addressed but how / where they are taught, practised or assessed may change.

Examples:

- Mode of offering - ITE provider needs to show that new mode enables equivalent opportunities for meeting graduate standards
- Major change to content or assessment of up to 4 units - ITE provider needs to show that identified descriptors are still taught/practised/ assessed as before
- Major change to sequence e.g. change to order affecting up to 4 units - ITE provider needs to consider prerequisites, impact on professional experience etc.
- Introduction of a new critical task
- Major changes to data collection, entry requirements, and/or student support mechanisms
- Introduction of a new specialisation
- Changes to overall professional experience program.

### Changes that substantially affect a program to the extent re-accreditation is required

Any changes more than outlined above would need to be considered, on a case by case basis, as to whether a new submission is required, taking into account the effect on where the graduate standard are taught, practised and assessed.

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