

# TEMPLATE C

## APPLICATION FOR ACCREDITATION OR RE-ACCREDITATION OF AN INITIAL TEACHER EDUCATION PROGRAM

### Program Standards Mapping Matrix

This template requires providers to identify how the **Program Standards** will be, or are, met in their program. In the case of re-accreditation, all required information should be provided, even if details have not changed since any previous accreditation. Attention should be drawn to any areas that have changed since the original submission.

This template is designed to:

- assist higher education providers to indicate how the program meets the Program Standards and possible sources of evidence
- help higher education providers to ensure that the program addresses all the Program Standards
- assist the accreditation panel to identify where in the program each Program Standard is met
- assist the panel in making its decision.

The completed template must be included for all program applications for accreditation. Completion of the template should include cross-referencing to the relevant section(s) in program documentation and any supporting material.

Use of the matrix is not intended to be onerous for either providers or panels. **Providers need only to provide sufficient evidence and do not need to reference every single location where a standard is addressed.** The template should be completed electronically so that the cells can be expanded as required.

The provider should indicate the evidence which would be provided at the site visit if the Authority requires one. The requirement for a site visit is at the discretion of the Authority.

## Template C: PROGRAM STANDARDS

**‘Response to Program Standards’ column should:** In most cases, indicate where (with reference to page numbers) in the program documentation this standard is met. (Included below are examples of possible evidence for each standard.)

**If a standard is addressed in a number of places in the program, it is necessary only to include major examples.**

Standard 1: Program outcomes	Examples of evidence	Response to Program Standard
1.1 At the time of <b>initial accreditation</b> , providers must show that graduates of their programs will meet the Graduate career stage of the <i>Australian Professional Standards for Teachers</i> and how this will be demonstrated.	<i>Note:</i> for transitional arrangements <sup>1</sup> see footnote	To be provided in template B
1.2 At the time of <b>re-accreditation</b> , providers must demonstrate that graduates of their programs meet the Graduate career stage of the <i>Australian Professional Standards for Teachers</i> .	<ul style="list-style-type: none"> <li>• Feedback from graduates, employers and other stakeholders</li> <li>• How feedback is used to improve the program</li> </ul>	To be provided in template B
1.3 Programs meet the requirements of the Australian Qualifications Framework (AQF) so that, on satisfactory completion, the graduate has a four-year or longer full-time-equivalent higher education qualification structured as: <ul style="list-style-type: none"> <li>• a three-year undergraduate degree providing the required discipline knowledge, plus a two-year graduate entry professional qualification<sup>2</sup>, or</li> <li>• an integrated qualification of at least four years comprising discipline studies and professional studies, or</li> <li>• combined degrees of at least four years covering discipline and professional studies, or</li> <li>• other combinations of qualifications identified by the provider and approved by the teacher regulatory authority<sup>3</sup> (‘the Authority’) in consultation with AITSL to be equivalent to the above, and that enable alternative or flexible pathways into the teaching profession<sup>4</sup>.</li> </ul>	<ul style="list-style-type: none"> <li>• Program outline including the program structure, sequencing and duration</li> <li>• Where a program submitted represents an ‘other combination of qualifications’, a rationale for choosing the particular structure and presenting it as equivalent to the approved qualifications should be provided.</li> </ul>	

<sup>1</sup> For **initial accreditation** (under the national approach to accreditation of initial teacher education programs) of an **existing program** the provider will also provide evidence that graduates of the program meet the Graduate Teacher Standards. This may include evidence of feedback from graduates, employers and other stakeholders, and evidence that this has been used to improve the program.

<sup>2</sup> In this document, references to the duration of academic programs or elements of them should be read in terms of ‘equivalent full time student load’ (EFTSL). This defines the amount of study required for completion rather than the calendar duration.

<sup>3</sup> While in most jurisdictions the accreditation functions will be undertaken by teacher regulatory authorities, jurisdictions may choose to make other arrangements, including cooperative arrangements with other regulatory authorities. In this document, the teacher regulatory authority or other body performing this function in a jurisdiction is referred to as ‘the Authority’.

<sup>4</sup> The Authority will make an initial determination about the eligibility of a program for accreditation, based on Program Standard 1.3. Where a program is “(an)other combination of qualifications” as provided for in the standard, the Authority will report its determination to AITSL, who will confer with all of the teacher regulatory authorities and either endorse or recommend reconsideration of the determination before a final decision is reached by the Authority .

Standard 2: Program development	Examples of evidence	Response to Program Standard
<p>2.1 Programs take account of:</p> <ul style="list-style-type: none"> <li>• contemporary school and system needs</li> <li>• current professional expert knowledge</li> <li>• authoritative educational research findings and</li> <li>• community expectations.</li> </ul> <p>This occurs through consultation with employing authorities, professional teacher bodies and/or the direct involvement of practising teachers, educational researchers and relevant cultural and community experts (e.g. local Aboriginal &amp; Torres Strait Islander groups, parents' organisations).</p>	<ul style="list-style-type: none"> <li>• How the following has influenced the development and review of the program: <ul style="list-style-type: none"> <li>○ range and nature of consultations undertaken</li> <li>○ communications, reports and other forms of feedback from various stakeholders</li> <li>○ evaluations of existing program(s)</li> <li>○ the research base including investigation into the provider's own practices</li> </ul> </li> <li>• A mechanism for ensuring the program is informed by school and system needs, such as ongoing involvement by practising teachers, or staffing arrangements.</li> </ul>	
<p>2.2 Programs at <b>self-accrediting higher education institutions</b><sup>5</sup> have been assessed as meeting internal accreditation processes such that there is coherence and rigour in the intended program outcomes, approaches to teaching and learning, and related student assessment.<sup>6</sup></p>	<ul style="list-style-type: none"> <li>• Documented outcome of internal accreditation of program such as minutes or date of internal accreditation.</li> </ul>	
<p>2.3 Programs of <b>non self-accrediting institutions</b> meet both the relevant accreditation requirements for such institutions and the requirements for national accreditation of initial teacher education programs.</p> <p>Wherever practicable, the two accreditation processes will be undertaken concurrently, ensuring there is coherence and rigour in the intended program outcomes, approaches to teaching and learning and related student assessment, as well as economy of effort<sup>7</sup>.</p>	<ul style="list-style-type: none"> <li>• Documented outcome of certification of program through the relevant external accreditation process.</li> </ul>	

<sup>5</sup> For these purposes, a self-accrediting provider is defined as a university or a self-accrediting higher education institution listed in Table 1 or 2 of the Australian Qualifications Framework Register <http://www.aqf.edu.au/RegisterAccreditation/AQFRegister/tabid/174/Default.aspx>.

<sup>6</sup> Please note: Depending on the whether a provider is a self-accrediting or non-self-accrediting institution, only one of the items will apply, that is either 2.2 **OR** 2.3 but **NOT** both.

<sup>7</sup> If a non self-accrediting provider wishes to have the national accreditation of its initial teacher education program(s) undertaken concurrently with other applicable accreditation requirements (as suggested by Program Standard 2.3), it should contact the jurisdictional teacher regulatory authority about this as early as possible.

Standard 3: Program entrants	Examples of evidence	Response to Program Standard
<p>3.1 All entrants to initial teacher education will successfully demonstrate their capacity to engage effectively with a rigorous higher education program and to carry out the intellectual demands of teaching itself. To achieve this, it is expected that applicants' levels of personal literacy and numeracy should be broadly equivalent to those of the top 30 per cent of the population.</p>	<ul style="list-style-type: none"> <li>• Provider's policy outlining selection criteria and entry procedures</li> <li>• Mechanisms for identifying students requiring support<sup>8</sup></li> <li>• Unit or program pre-requisites</li> <li>• Admissions data</li> </ul>	
<p>3.2 Providers who select students who do not meet the requirements in 3.1 above must establish satisfactory additional arrangements to ensure that all students are supported to achieve the required standard before graduation.</p>	<ul style="list-style-type: none"> <li>• Mechanisms for identifying students requiring support</li> <li>• Compensatory units and other support provided to these students</li> <li>• Assessment procedures and graduation requirements</li> <li>• Graduate outcomes demonstrating that standards 3.1 / 3.2 are met</li> </ul>	
<p>3.3 Graduate-entry initial teacher education programs have clear selection criteria and equitable entry procedures that require students to have achieved a discipline-specific qualification relevant to the Australian curriculum or other recognised areas of schooling provision. For secondary teaching this is at least a <i>major study</i><sup>9</sup> in one teaching area and preferably a second teaching area comprising at least a <i>minor study</i><sup>10</sup>. For primary teaching this is at least one year of full-time-equivalent study relevant to one or more learning areas of the primary school curriculum.</p>	<ul style="list-style-type: none"> <li>• Provider's selection policy outlining selection criteria and entry procedures</li> <li>• Unit or program pre-requisites</li> <li>• Admissions data</li> </ul>	
<p>3.4 Students admitted to programs on the basis of an International English Language Testing System (IELTS) assessment, or an equivalent English language proficiency assessment, have attained an overall IELTS (or equivalent) score of 7.5 (with no score below 7 in any of the four skills areas, and a score of no less than 8 in speaking and listening), either on entry to or on graduation from the program.</p>	<ul style="list-style-type: none"> <li>• Provider's policy outlining selection criteria and entry procedures</li> <li>• Mechanisms for identifying / monitoring students requiring additional support</li> <li>• Unit or program pre-requisites</li> <li>• Admissions data</li> </ul>	
<p>3.5 Recognition of prior learning or credit transfer arrangements are determined by providers in accordance with the AQF <i>National Principles and Operational Guidelines for Recognition of Prior Learning</i> and <i>Good Practice Principles for Credit Transfer and Articulation from Vocational Education and Training to Higher Education</i><sup>11</sup>.</p>	<ul style="list-style-type: none"> <li>• General policy on credit transfer</li> <li>• Details of Articulation agreements/arrangements</li> </ul>	

<sup>8</sup> **Note:** AITSL has commissioned further work on defining the levels of personal literacy and numeracy that are broadly equivalent to the top 30% of the population.

<sup>9</sup> Study undertaken for a major study will be equivalent to a total of three-quarters of a year of successful full time higher education study, usually comprising sequential discipline study taken over three years. In most programs, this equates to six units, with no more than two at first year level and no fewer than two units at third year level.

<sup>10</sup> Study undertaken for a minor study will be equivalent to a total of half a year of successful full time higher education study, usually comprising sequential discipline study taken over two years. In most programs, this equates to four units, with no more than two at first year level.

<sup>11</sup> [http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF\\_Handbook\\_81-99.pdf#Page=11](http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_81-99.pdf#Page=11) and <http://www.mceecdya.edu.au/mceecdya/default.asp?id=11908> . These documents provide agreed guidelines for the assessment of learning undertaken outside the program, and for granting credit or standing as a result of that assessment.

Standard 4: Program structure and content	Examples of evidence	Response to Program Standard
4.1 Program structures must be sequenced coherently to reflect effective connections between theory and practice.	<ul style="list-style-type: none"> <li>• Clear aims and objectives or intended outcomes</li> <li>• Rationale for sequence of program and balance and relationship between theory and practice</li> <li>• Duration and nature of each professional experience</li> </ul>	
4.2 Professional studies in education include discipline-specific curriculum and pedagogical studies, general education studies and professional experience. The professional studies in education will comprise at least two years of full-time-equivalent study <sup>12, 13</sup>	<ul style="list-style-type: none"> <li>• Program and unit outlines clearly identifying the units addressing this standard</li> <li>• Aims and objectives of the units including assessment policies and procedures, identified level, credit point value (weighting within total program) and pre-service teacher workload</li> <li>• Identification of pre-requisite and co-requisite units, compulsory and elective units</li> </ul>	
4.3 Discipline studies will normally be completed either in a separate discipline degree completed prior to a graduate-entry initial teacher education program, or as part of an integrated undergraduate teaching degree or combined teaching/discipline degree program.	<ul style="list-style-type: none"> <li>• For graduate entry programs – a combination of the selection policy and admissions data</li> <li>• For undergraduate programs – shown in program and unit outlines</li> </ul>	
<p>4.4 <b>Primary programs</b> Teacher education programs that prepare primary teachers must include study in each of the learning areas of the primary school curriculum sufficient to equip teachers to teach across the years of primary schooling.</p> <p>In <u>undergraduate primary programs</u>, at least one half of the program (i.e. normally two years of full-time-equivalent study) must be dedicated to the study of the discipline of each primary learning area and discipline-specific curriculum and pedagogical studies.</p>	<ul style="list-style-type: none"> <li>• Alignment with the relevant curriculum<sup>14</sup></li> <li>• Program and unit outlines with clear links to all learning areas (or equivalent) in the relevant curriculum and clearly indicating the duration of units</li> </ul>	

<sup>12</sup> These standards refer to the amount of study to be undertaken in particular areas in terms of years of full-time equivalent study. This is compatible with the measurement of student load in terms of equivalent full-time student load (EFTSL). In a traditional structure of eight units per year, one unit would be equivalent to one eighth of a year of full-time equivalent study. The use of 'equivalent' recognises that many programs are now structured to deliver more than one year's study in a calendar year, and the increasing use of flexible delivery options.

<sup>13</sup> *In graduate entry programs up to one-quarter of a year of full time equivalent study of relevant discipline studies may be undertaken as electives - see 4.4 and 4.5.*

<sup>14</sup> Until the Australian curriculum is fully implemented, specification of minimum discipline requirements will be as described in the Programs Standards, unless a jurisdiction has greater requirements. In these cases, the minimum requirement will be the same as what is currently required in that jurisdiction. For further information please refer to Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures. p3

<p>This must include at least one quarter of a year of full-time-equivalent study of discipline and discipline-specific curriculum and pedagogical studies in each of English/literacy, mathematics/numeracy, and at least one eighth of a year of full-time-equivalent study of discipline-specific curriculum and pedagogical studies in science.</p> <p>The remainder of the program may be structured to include extension or specialist studies in priority areas or related curriculum areas.</p> <p><u>Graduate entry primary programs</u> must comprise at least two years of full-time-equivalent professional studies in education.</p> <p>These programs must include at least one year of full-time-equivalent study of discipline-specific curriculum and pedagogical studies across the learning areas of the primary school curriculum. Programs must include at least one quarter of a year of full-time-equivalent study of discipline-specific curriculum and pedagogical studies in each of English/literacy and mathematics/numeracy, and at least one eighth of a year of full-time-equivalent study of discipline-specific curriculum and pedagogical studies in science.</p> <p>These programs may include up to one quarter of a year of full-time-equivalent study of relevant discipline studies as elective units which could be undertaken by applicants who do not fully meet prerequisite discipline study requirements.</p>	<p>Where literacy, numeracy and science are not covered in clearly identifiable separate units, providers should clearly identify where these are covered</p>	
<p><b>4.5 Secondary programs</b>  <u>Undergraduate secondary programs</u> must provide a sound depth and breadth of knowledge appropriate for the teaching area/s the graduate intends to teach.</p> <p>These programs should provide at least a <i>major study</i><sup>15</sup> in one teaching area and preferably a second teaching area comprising at least a <i>minor study</i><sup>16</sup>.</p> <p>In addition, these programs must include a minimum of one quarter of a year of full-time-equivalent study of discipline-specific curriculum and pedagogical studies for each teaching area the graduate intends to teach. Discipline-specific curriculum and pedagogical studies will prepare graduates to teach across the years of secondary schooling.</p> <p><u>Graduate entry secondary programs</u> must comprise at least two years of full-time-equivalent professional studies in education.</p>	<ul style="list-style-type: none"> <li>• Alignment with the relevant curriculum (refer to footnote 17)</li> <li>• Program and unit outlines with clear links to all learning areas (or equivalent) in the relevant curriculum and clearly indicating the duration of units<sup>17</sup></li> </ul>	

<sup>15</sup> Study undertaken for a major study will be equivalent to a total of three-quarters of a year of successful full time higher education study, usually comprising sequential discipline study taken over three years. In most programs, this equates to six units, with no more than two at first year level and no fewer than two units at third year level.

<sup>16</sup> Study undertaken for a minor study will be equivalent to a total of half a year of successful full time higher education study, usually comprising sequential discipline study taken over two years. In most programs, this equates to four units, with no more than two at first year level.

<sup>17</sup> Where requirements are not undertaken in clearly identifiable separate units, providers should clearly identify where these are covered, and that they add up to the required amount of study.

<p>Programs must include a minimum of one quarter of a year of full-time-equivalent study of discipline-specific curriculum and pedagogical studies for each teaching area that the graduate intends to teach. The discipline-specific curriculum and pedagogical studies should prepare graduates to teach across the years of secondary schooling.</p> <p>These programs may include up to one quarter of a year of full-time-equivalent study of relevant discipline studies as elective units which could be undertaken by applicants who do not fully meet prerequisite discipline study requirements.</p>		
<p>4.6 <b>Specialist programs</b> Where initial teacher education programs include specialist area studies (e.g. primary physical education, secondary special education, secondary teacher-librarianship etc), these studies must comprise one year of full time equivalent study relevant to that specialist area.</p>	<ul style="list-style-type: none"> <li>• Program outline clearly identifying the units addressing this standard (refer to footnote 15)</li> </ul>	
<p>4.7 <b>Non-traditional and other settings</b> Some teacher education programs prepare graduates for teaching across traditional boundaries.</p> <p>Programs that prepare graduates to teach in both early childhood settings and primary schools are expected to prepare graduates for teaching the curriculum in both contexts.</p> <p>Programs that prepare graduates for middle school teaching may have a stronger emphasis on teaching particular year levels (e.g. Years 5 to 9) but must fully address the requirements for primary teaching and for secondary teaching in at least one <i>major study</i> or two <i>minor studies</i> in secondary teaching areas.</p> <p>Programs that prepare graduates for teaching across P/F/R/K-Year 12 must address the requirements for both primary and secondary teaching.</p> <p>Programs that prepare graduates for teaching in other specialised teaching roles in schools and other educational settings must address the specific content and pedagogy of the specialisation.</p>	<ul style="list-style-type: none"> <li>• Alignment with the relevant curriculum</li> <li>• Program and unit outlines with clear links to all learning areas (or equivalent) in the relevant curriculum and clearly indicating the duration of units (refer to footnote 15)</li> </ul> <p><b>Note:</b> As required, and in discussion with regulatory authorities, AITSL may develop more detailed guidelines for specific types of programs.</p>	

Standard 5: School partnerships	Examples of evidence	Response to Program Standard
5.1 Providers have established enduring school partnerships to deliver their programs, particularly the professional experience component.	<ul style="list-style-type: none"> <li>Quality (school) partnerships both existing and planned including the active engagement of the supervising teacher in the assessment</li> <li>Partnerships that are broader than professional experience</li> <li>Feedback processes</li> <li>Feedback used to improve the program, quality and sustainability of partnerships</li> </ul>	
5.2 The professional experience component of each program must include no fewer than 80 days of well-structured, supervised <sup>18</sup> and assessed teaching practice in schools in undergraduate and double-degree teacher education programs and no fewer than 60 days in graduate entry programs.	<ul style="list-style-type: none"> <li>Program outlines indicating the duration of professional experience</li> </ul>	
5.3 Providers describe in detail the elements of the relationship between the provider and the schools, the nature and length of professional experience placements, the components of the placement, including the planned experiences and related assessment criteria and methods, and the supervisory and professional support arrangements.	<ul style="list-style-type: none"> <li>Quality (school) partnerships both existing and planned indicating how they are developed, resourced and maintained</li> <li>Arrangements in place to ensure a quality supervised teaching practice</li> <li>Assessment arrangements, including clarity on the roles of school and provider staff</li> <li>Collaborative work between providers and their partner schools</li> <li>Feedback from partners on the quality and sustainability of partnerships</li> </ul>	
5.4 Providers and their school partners ensure the professional experience component of their program provides their program's students with professional experience that enables: <ul style="list-style-type: none"> <li>working with learners in a variety of school year levels</li> <li>appreciation of the diversity of students and communities which schools serve (e.g. rural and metropolitan settings, culturally and linguistically diverse communities, Indigenous communities, etc).</li> </ul>	<ul style="list-style-type: none"> <li>Range of supervised teaching practice a graduate will normally have experienced through the program</li> <li>Arrangements in place to ensure a quality supervised teaching practice</li> <li>Data from pre-service teachers, partner schools and stakeholder organisations on the quality of the professional experience and/or partnership</li> </ul>	

<sup>18</sup> "Supervised teaching practice" refers to the required component of an initial teacher education program during which pre-service teachers engage in teaching and learning processes in schools and other educational settings, supervised and mentored by a suitably qualified and registered teacher. The purposes are to develop, practise, improve and assess professional knowledge and skills.

<p>5.5 Providers and their school partners ensure that teachers supervising professional experience (in particular the supervised teaching practice) are suitably qualified and registered. They should have expertise and be supported in coaching and mentoring, and in making judgments about whether students have achieved the Graduate Teacher Standards.</p>	<ul style="list-style-type: none"> <li>• Evaluations undertaken to assess strength and effectiveness of school partnerships</li> <li>• Documentation supplied to supervising teachers and how they are selected and supported</li> <li>• How school-based personnel are engaged in designing, implementing and assessing supervised teaching practice</li> <li>• Feedback from supervisors, mentors and other relevant staff on the quality of support provided</li> </ul>	
<p>5.6 Providers require that the supervised teaching practice:</p> <ul style="list-style-type: none"> <li>• mandates at least a satisfactory formal assessment of the program's students against the professional practice elements<sup>19</sup> of the Graduate Teacher Standards as a requirement for graduating from the program</li> <li>• is undertaken mostly in a recognised Australian school setting over a substantial and sustained period that is relevant to an authentic classroom environment, and</li> <li>• includes a designated role for supervising teachers in the assessment of the program's students.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional experience placement requirements including handbook</li> <li>• Assessment arrangements, including clarity on the roles of school and provider staff</li> <li>• How the Graduate Teacher Standards are used as the basis for assessment of pre-service teachers in their supervised teaching practice</li> <li>• Requirement that pre-service teachers will not receive the award unless they have been assessed as satisfactory in classroom practice</li> </ul>	
<p>5.7 School partnership arrangements provide for the timely identification of program students at risk of not satisfactorily completing the formal teaching practice, and of ensuring appropriate support for improvement or program counselling.</p>	<ul style="list-style-type: none"> <li>• Documentation supplied to supervising teachers and how they are selected and supported</li> <li>• The procedures for identifying and supporting students at risk of not satisfactorily completing this component of the program</li> </ul>	

<sup>19</sup> The standards and descriptors within the Professional Practice domain of the Australian Professional Standards for Teachers.

Standard 6: Program delivery and resourcing	Examples of evidence	Response to Program Standard
6.1 Programs must use effective teaching and assessment strategies (linked to intended learning outcomes) and resources, including embedded information and communication technologies.	<ul style="list-style-type: none"> <li>Program and unit outlines providing evidence of teaching and assessment strategies used, and documentation of the usage of digital resources and tools to complement teaching and assessment strategies</li> </ul>	
6.2 Programs are delivered by appropriately qualified staff, consistent with the staffing requirements in the relevant <i>National Protocols for Higher Education Approval Processes</i> <sup>20</sup> , including an appropriate proportion who also have contemporary school teaching experience.	<ul style="list-style-type: none"> <li>Provider/faculty/school staff recruitment policy and professional development policy</li> <li>List of staff involved in the delivery of the program, including their qualifications and teaching experience</li> </ul>	
6.3 Providers ensure that programs use contemporary facilities and resources, including information and communication technologies, which students can expect to be available in schools.	<ul style="list-style-type: none"> <li>Site visit</li> <li>Detail of resources and equipment used in the program</li> <li>Student feedback on the adequacy of resources and facilities</li> </ul>	
6.4 Providers ensure that their facilities conform to the general expectation for a contemporary higher education learning environment appropriate to the mode of delivery, including such matters as access to: <ul style="list-style-type: none"> <li>education-related library resources</li> <li>information and communication technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Site visit</li> <li>Detail of resources and equipment used in the program</li> <li>Student feedback on the adequacy of resources and facilities</li> </ul>	

<sup>20</sup> [http://www.deewr.gov.au/HigherEducation/Programs/StudentSupport/NationalProtocolsforHEApprovalProcesses/Documents/NationalGuidelinesOct2007\\_AandB.pdf](http://www.deewr.gov.au/HigherEducation/Programs/StudentSupport/NationalProtocolsforHEApprovalProcesses/Documents/NationalGuidelinesOct2007_AandB.pdf), and in particular section 17.7, p.18. This section provides assurance that “students are taught and supported by staff with academic and professional expertise to facilitate quality learning outcomes and who contribute to the advancement of knowledge and understanding”.

Standard 7: Program information and evaluation	Examples of evidence	Response to Program Standard
7.1 Providers use a range of data, such as student assessment information, destination surveys, employer and other stakeholder feedback to drive program improvement and periodic formal evaluation.	<ul style="list-style-type: none"> <li>• Details of provider processes for ongoing monitoring, review and continuous improvement of the program content, delivery methods, assessment and learning outcomes</li> <li>• Feedback from students, staff, partners, graduate employers and other stakeholders on program outcomes</li> </ul>	
7.2 Providers report annually to the Authority outlining challenges encountered or any changes in programs.	<ul style="list-style-type: none"> <li>• Providers should provide a statement of willingness to comply with this standard in Template A</li> <li>• Providers should highlight: <ul style="list-style-type: none"> <li>○ changes to program content/ delivery</li> <li>○ how achievements influence program delivery</li> <li>○ major challenges encountered and the response</li> </ul> </li> </ul>	
7.3 Providers supply data as required to support local and national teacher workforce supply reporting, to support program and provider benchmarking, and to build a cumulative database of evidence relating to the quality of teacher education in Australia. Data collected is held in a centrally managed database and, under agreed protocols, will be available to all jurisdictions and teacher education providers for research, evaluation and program improvement.	<ul style="list-style-type: none"> <li>• Providers should provide a statement of willingness to comply with this standard in Template A.</li> </ul>	