



The accreditation process involves a rigorous assessment against a set of nationally agreed standards. Accreditation standards and procedures are designed to ensure that all graduates of Initial Teacher Education (ITE) programs meet the *Australian Professional Standards for Teachers* at the Graduate career stage. This assessment ensures the program is of high quality and prepares pre-service teachers for the teaching profession.

# Initial Teacher Education Program Accreditation Summary

TEACHER EDUCATION PROGRAM



UNIVERSITY OF CANBERRA

The accreditation process includes an assessment of a provider's quality assurance and continuous improvement mechanisms, as well as ensuring that the provider has a nationally endorsed teaching performance assessment which all graduates must successfully complete. More information on the accreditation process can be found on the AITSL website - Accreditation Standards and Procedures <https://www.aitsl.edu.au/deliver-ite-programs/standards-and-procedures>

Jurisdiction	Australian Capital Territory
Provider	University of Canberra (UC)
Program Title/s	347JA Bachelor of Secondary Education (Arts), 348JA Bachelor of Secondary Education (Science), 330JA Bachelor of Secondary Education (Health and Physical Education)
Minimum Program Duration	4 years
Program Type	Undergraduate
Program duration in equivalent full time student load (EFTSL)	4 years
Stage of schooling	Secondary
Mode(s) of delivery	Blended (on campus and online)
Campus location(s)	Bruce, ACT
Approval date of current accreditation	26 February 2026
Accreditation outcome	Approved
Accreditation expiry date (optional)	31 December 2030

## University of Canberra (UC)

### Quality Assurance processes in place

Quality assurance processes in place to continually assess this Initial Teacher Education (ITE) program and associated student outcomes include, but are not limited to, consideration of:

- Teacher Performance Assessments (TPA) data as the TPA is a required final year assessment completed by all ITE students
- national collections of data including that from the Quality Indicators for Learning and Teaching (QILT) surveys across the student life cycle in higher education from commencement to employment
- student attrition and retention
- graduate completions
- professional experience placement data and reports

Other processes include:

- strategic, data informed improvements to units and courses are undertaken regularly through established faculty and university level quality assurance and review processes, supporting a cycle of continuous monitoring and improvement.
- minor adjustments to units of study are reviewed and endorsed through standard academic governance processes, with
- documentation guided by a unit modification template that ensures alignment with unit learning outcomes, course learning outcomes, and relevant professional or graduate standards
- more substantial revisions, including changes to unit descriptions, learning outcomes, study level, or significant remediation of modules and assessments, require approval through higher level governance bodies such as Faculty Boards or University Curriculum Committees.

Approved changes to courses at the university level are operationalised through dedicated central support teams to ensure consistent implementation and quality assurance. The institution adopts a comprehensive quality management approach across the full lifecycle of its courses, with processes designed to maintain academic quality, meet national regulatory requirements (including the Higher Education Standards Framework), and align with institutional strategic goals.



# ITE Program Accreditation Summary

## University of Canberra (UC)

### Program description and rationale

The University of Canberra's 347JA Bachelor of Secondary Education (Arts), 348JA Bachelor of Secondary Education (Science), and 330JA Bachelor of Secondary Education (Health and Physical Education) are four-year undergraduate programs comprising of discipline studies and professional studies, which prepares graduates to teach in secondary school settings in Australia.

At their core the programs encourage and equip preservice teachers to develop the skills, competence, understanding, knowledge and experience necessary to assume professional responsibilities in a wide range of educational contexts. All programs develop preservice teachers' understanding of life-long learning, the cycles of human and intellectual development and of learning and pedagogy in many different environments. Of particular significance in Secondary Education is an emphasis on grounding theory in practice and on informing practice with theory: core units of study immerse preservice teachers in diverse theories of teaching and learning and salient aspects of teacher professionalism, and these are applied to authentic educational environments throughout the program.

The Bachelor of Secondary Education programs require pre-service teachers to complete the Assessment for Graduate Teaching (AfGT), as the endorsed Teaching Performance Assessment (TPA) in their final year.



# ITE Program Accreditation Summary

## University of Canberra (UC)

Conditions placed on the accreditation (*section 74 (4) ACT Teacher Quality Institute 2010*)

- TQI imposes the following standard conditions on all accredited ITE programs. Additional conditions may be imposed on individual programs.
- If University of Canberra intends to make significant changes to the approved program, those changes must first be submitted to TQI for approval.
- TQI may require the program to be amended so that it continues to satisfy the Accreditation Guidelines to ensure a qualification appropriate for entry to teaching as approved by the Ministers of Education.
- TQI will require information from University of Canberra to verify the program complies with the requirements of a qualification appropriate for entry to teaching.



# ITE Program Accreditation Summary

## University of Canberra (UC)

More information about each accredited course of initial teacher education

This accreditation period is 26 February 2026 to 31 December 2030, as initial teacher education (ITE) programs under as prescribed under section 78 of the ACT Teacher Quality Institute Act 2010 (the Act) relating to Initial Teacher Education (ITE) programs under Division 7.2 sections 74 and 76 Act; and for the purposes of registration under Division 4.3 sections 33, 33A and 34 of the Act.