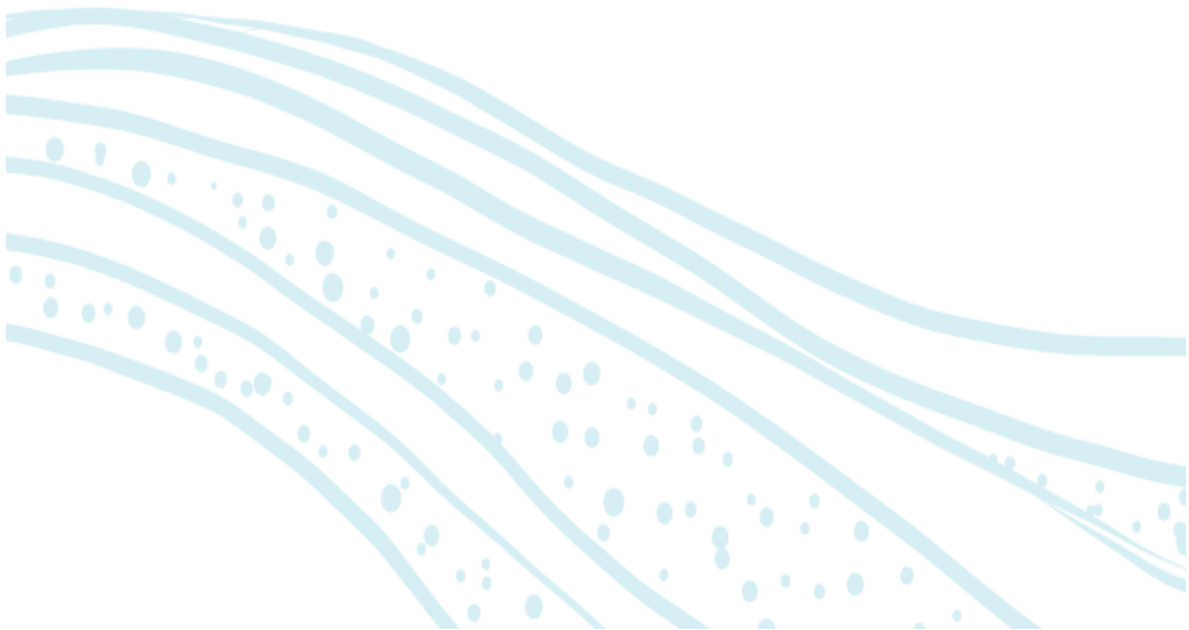


# A REVIEW OF THE 2023 ACT RESTRICTED PERMIT TO TEACH (RPTT) PILOT.

February 2024

Chris Morrissey  
Peter Fock

Faculty of Education, University of Canberra



## CONTENTS

Contents.....	2
Introduction .....	4
ITEC Focus paper.....	4
Statistical summary.....	4
ACT PILOT RPTT REVIEW METHODOLOGY.....	6
Preservice teachers.....	6
ITE provider participants.....	6
Statistical analysis of the impact of PST participation in the RPTT pilot on their academic results and the TPA results .....	7
Preservice teacher surveys .....	8
Summary.....	8
Preservice teacher interviews.....	8
Summary.....	8
Survey of UC staff involved- summary of responses .....	10
Unit convenor feedback on the impact of PST participation in the RPTT pilot on individual unit results.....	12
Statistical analysis of the impact of PST participation in the RPTT pilot on their academic results and the TPA results .....	13
Summary.....	13
Introduction .....	13
Context.....	14
Overall analysis .....	15
Measures considered.....	15

Identified Final Year ITE students as at January 2023 .....	16
Course Participation in 2023 (ie. Units attempted per person) .....	16
Unit Success in 2023 (ie. % of units passed) .....	17
Grade Point Average (GPA) comparison for RPTT Granted PST .....	18
Course Completion Rates - Course Status as at 9 January 2024 .....	19
Performance in Elements 1 to 3 of the Teaching Performance Assessment (TPA).....	19
CONCLUSION.....	21

## ITEC Focus paper.

Following the TQI June 2022 meeting, the Board Chair had preliminary discussions with providers and employers about possible changes to the TQI Permit to Teach policy to allow ITE students to work in ACT schools from the beginning of the final year of study. The Board asked that ITEC finalise its advice on this possibility and forward this to the Board for discussion at the September Board meeting.

The Board chair indicated in discussions with employers and providers, a preference for a proposal from employers and providers that could be considered by the Board. TQI would not be a party to the proposal but could assist with the development.

With this approach in mind, the Board chair asked ITEC to refine its advice to focus on what should be considered by the Board when considering a proposal to allow a Permit to Teach from the beginning of the final year of an ITE program.

Two draft principles were proposed focused on two key sets of concerns. The first was about **assuring the integrity and quality of the initial teacher education program** and the second was about **ensuring that initial teacher education students are adequately supervised, monitored, and supported while working in schools**.

*Assuring the integrity and quality of the program includes ensuring that the students approved to work from the beginning of their final year remain on track to course complete; that there is an appropriate balance of work time and study time; and addressing conflicts with Professional Experience placements, Teaching Performance assessment and LANTITE, and payment versus non-payment time.*

*Ensuring initial teacher education students are adequately supervised, monitored, and supported while working in schools encompasses processes for access to and exit from the program; determining responsibility for mentoring, monitoring, feedback and interventions; level of engagement between schools and ITE providers; access to professional learning; and resolution of conflicts that may arise. (ITEC Focus paper, August 2022)*

Following the acceptance of ITEC’s advice at TQI’s September Board meeting, a series of discussions between UC and each of the employers, ED, CECG and AIS, developed proposals that addressed the criteria agreed to by the TQI Board. Three proposals were presented to TQI from employer groups in November/ December 2022 and were accepted in January 2023 paving the way for the introduction of a pilot RPTT. A review of the 2023 RPTT pilot was agreed to by each of the employer groups in their 2022 proposal.

## Statistical summary

Across 2023, 319 UC Preservice teachers were deemed to be eligible for the RPTT and 88 PSTs undertook RPTT positions. The courses studied by these PSTs were:

### Course

Early Childhood/Primary	11
Primary UG	21
Primary PG	5
Secondary UG	35
Secondary PG	16

Total	88
-------	----

And the systems that they worked in were:

**System**

	Gov.	Indep.	Catholic	Total
Primary/ EC	30	2	3	36
Secondary	34	8	11	52
Total	64	10	14	88

UC is participating in a research project involving 6 universities across 5 states exploring RPPT experiences entitled, 'Filling the void: *Implications for pre-service teachers, initial teacher education providers and the teaching profession*. A qualitative research design is being employed situated within an interpretative paradigm. Qualitative research methods will be used to analyse policies, survey responses, and professional views expressed in interviews.

This review has adopted some of the research methods involved in this project including:

- Preservice teacher surveys and interviews
- ITE provider surveys and feedback

At the request of TQI, this review also includes a statistical analysis of the impact of PST participation in the RPTT pilot on their academic results and the TPA results

### Preservice teachers

*PST surveys:* A survey instrument was designed by participating universities and applied across all sites. Approximately 72 UC PSTs employed under the ACT RPTT arrangement were invited to participate in an online survey in November 2023. 24 PSTs responded to the survey, a return rate of 33%. There were 41 survey statements utilising a 5-point Likert scale and arranged into 3 subjects: Reasons for choosing to work as a RPTT PST, Experience of RPTT employment and completion of degree, and Recommendations. A mean, mode and standard deviation was calculated for each question to assist with interpretation of the responses.

*PST interviews:* Following the implementation of the surveys, ACT respondents were invited to participate in an online interview. 6 PSTs accepted this invitation and participated in individual interviews in December 2023. An interview protocol for semi-structured interviews was developed based on Interview questions created by the lead university and used across all sites. Participants were each asked the same questions and were also invited to add further comments about their RPTT experience. All the interviews were transcribed, and the transcripts were analysed for themes emerging from the responses to each question.

### ITE provider participants

Faculty of Education professional and academic staff who were involved in the preparation and implementation of the RPTT pilot were invited to participate in an open-ended survey that explored perceptions around the value and impact of the RPTT. 2 professional staff and 3 academic staff completed the survey that focused on the benefits and long-term consequences of the initiative, their involvement in the RPTT pilot and the impact on their workload. A summary of their responses will be presented later.

Convenors of units that included the TPA were also invited to contribute their reflections on the impact on the academic performance of their PSTs participating in a RPPT. Where possible, the convenors compared the academic performance of the PSTs in their unit in Semester 1 and 2.

## Statistical analysis of the impact of PST participation in the RPTT pilot on their academic results and the TPA results

A comprehensive analysis was undertaken of participant's academic results, including the TPA, and compared with the academic results of PSTs who were eligible to apply for a RPTT but did not, and 4<sup>th</sup> year PSTs who were ineligible for a RPTT. The analysis will be presented later.

## PRESERVICE TEACHER SURVEYS

### Summary

There were 41 survey statements utilising a 5-point Likert scale and arranged into 3 topics:

1. Reasons for choosing to work as a RPTT PST
2. Experience of RPTT employment and completion of degree, and
3. Recommendations.

The UC mean is included in parentheses for several of the statements. A mean of 5.0 would represent a 100% agreement for a survey item from all participants and a mean of 2.5 would represent a 50% agreement.

1. The highest scoring reasons for choosing to work as a RPTT were related to PSTs classroom and career preparation (4.8) followed by receiving an approach from a school (3.8). The lowest scoring item was being attracted to the position through an employer information session (0.05).
2. Five statements in the survey 'experience' topic scored a mean greater than 4. These were in order: PSTs met their course requirements outside of school hours (4.8) and that school leadership and staff were supportive of their study requirements (4.25), PSTs confidence had developed through their RPTT employment (4.7) and that the RPTT employment had been very positive (4.1). The lowest scoring item related to the flexibility of the university in supporting PSTs with a RPTT (1.8)
3. Recommendations made by PSTs focused on more flexible arrangements being offered by the university relating to course delivery (4.5), recognition of RPTT for credit towards their course and the TPA (4.9), and for greater support from the university for RPTT participants (4.7).

## PRESERVICE TEACHER INTERVIEWS

### Summary

Interviewees offered a variety of reasons for applying for a RPTT including being approached by a school, encouraged by a mentor teacher while on placement or by a UC teacher in a clinic. However, recurring themes emerging for PSTs were a perception of their own readiness to be in a classroom, a desire to get more school experience and build connections and to '*try before buying*'.

The interviewees used a variety of words to describe combining teaching with course completion including challenging, stressful, hectic, and 'definitely' hard, even in situations where the PSTs had a half study load. However, they valued the support provided by colleagues to be able to manage the dual responsibilities.

To manage their teaching commitments, PSTs encountered a variety of attendance arrangements from being on their school site two or three days a week to being required to attend over 5 days. However, the simpler the arrangement, the better it was for the PST.

The interviewees identified several benefits of participating in a RPTT such as familiarity with the day-to-day requirements of teaching, access to school systems and resources, building



confidence in their teaching practice, having their own classroom, and support for their university studies from the insights and authentic experiences provided by classroom teaching.

The challenges of participating in a RPPT identified by PSTs included the heavy workload; a shortage of mentoring, induction, and orientation; becoming familiar with school systems; school timetabling; maintaining motivation for university work and having to meet their placement requirements and the impact of doing a placement with a mentor in another school.

With respect to the provision of support while on a RPTT, PSTs acknowledged that their school, the university, and peers were all involved, and that the flexibility of the school was highly valued.

Participating PSTs offered several pieces of advice to students who are considering combining a RPTT position with the completion of their studies including undertaking a lighter teaching or study load; maintaining a work-life balance; seeking support from your school for your teaching and your studies; setting time aside for your studies; and to ask lots of questions.

While the interviewees had quite different RPTT experiences and encountered a variety of benefits and challenges, overall, they are supportive of the ACT 2023 Pilot RPTT arrangements.

### Survey

Five UC staff (two members of the professional staff and three academic staff) who were closely involved with management of the 2023 RPTT processes participated in the survey.

The respondents identified several benefits of the initiative for PSTs such as being involved in a lower-stakes employment than a contracted teacher and not locked in if they don't feel that the school is a good fit. RPTTs also provide PSTs with an opportunity to experience how schools operate in a manageable way (max. 3 days per week), and provides PSTs with a rich learning opportunity to hone their skills as a teacher, and by undertaking a RPTT whilst still studying, they can seek and receive support on campus from unit convenors and fellow students as well as have an opportunity to earn a good income within their chosen profession, so that the employment contributes to their professional growth. PSTs are also able to apply the skills learnt in their degree and to work during their final year of their degree and ease the financial burden of studying when they can earn money doing what they're studying to do. RPTTs allow PSTs to be the 'teacher-in-charge' of a classroom providing a greater sense of responsibility to the class and to other teachers, to feeling more like they 'belong'. Participation also helps a PST understand better whether they want the role, are ready for the role, and to consider how to take best advantage of their remaining time as a student.

The involvement of professional and academic staff was varied. Professional staff were involved in processes such as generating lists of students who met the eligibility criteria, contributing to the creation of routines for UC and TQI, testing the robustness of the policies and agreements in place and performing a statistical review of the academic impact on PSTs of their involvement in the RPTT initiative. Other 'administrative' involvement included setting up the UC RPTT process, responding to PST's RPTT queries, emailing PSTs re eligibility, liaising with Academic staff and other business units relating to RPTT and assessing RPTT self-assessment forms.

Academic staff were involved in providing advice to PSTs regarding eligibility, supporting course planning to enable PSTs to take up an RPTT in their final year of studies, liaising the UC professional team to expediate the process for PSTs where necessary, replying to student emails, supporting the Placement Office and ensuring that placements are appropriately scheduled when students are on RPTT and communicating to students when their applications do not meet the requirements. Further academic involvement included involvement in the consultation process between the university, employer groups and TQI in the design of the parameters surrounding the ACT version of the RPTT, providing guidance to employers and schools on the processes, and supporting professional staff to assess individual cases against the criteria of the RPTT.

Professional and academic respondents considered that involvement in the RPTT processes added to their workloads including supporting PSTs to complete their university requirements in terms of assessments, liaising with mentors to advocate for PSTs course requirements, increased email and phone traffic ensuring that PSTs and schools are meeting their obligations and redirecting PSTs to the correct processes to follow. Professional staff identified that an initial lack of clarity around RPTT eligibility caused some additional workload and suggest that the current process needs to be further streamlined to reduce the impact on workload. The professional staff member who designed and carried out the eligibility process, felt a responsibility to ensure that PSTs who did not meet the criteria did not inadvertently end up on the list as they considered that there is risk involved in the initiative, such as an incident at

a school, and felt it was important that should such an event eventuate that at least the process was sound and had been strictly adhered to.

In conclusion, the respondents were asked if, from their involvement with the 2023 pilot, they believed the RPTT model will have long term consequences for the profession. A broad range of views were provided in the following reflections:

*I think it will have impacts in terms of staffing an area that is enduring chronic shortages. I am concerned that PSTs do not always receive the level of support that's needed when placed in a school under an RPTT and that some are feeling overwhelmed as a result. Effective, highly supportive mentoring needs to be in place. Graduates seem to be afforded more support via the industrial agreement measures than RPTTs who are less experienced and still juggling study loads. It's a great way for PSTs to earn a decent living whilst concluding their studies. I think internships throughout the degree, without PSTs being expected to take responsibility for entire classes until their final year, is a good move. Possibly working in a school 1-3 days per week as LSAs or supporting small group learning.*

*This model replicates some aspects of the NSW conditional accreditation. The implications for this could be the reduced exposure to schools if the requirements and Conflict of Interest conditions were to be relaxed and PSTs allowed to do final placements in a school where they have already been. This is something that has been contentious. I do not believe that the current model is meeting all the needs of the workforce, particularly the unstaffed positions. Some PSTs will experience the complexities and heavy workload before they are even qualified and thus it will be interesting to see 'drop out' rates and years of teaching before leaving the profession. I wonder if the 'number of years' after graduation teachers leave the profession will decrease, because they have been in the profession longer - as an early starter.*

*I think as long as it is always negotiated mutually between the universities, the employer groups and the accrediting body and people's positions are equally acknowledged and catered for then there is potential for positive outcomes for the RPTT. In particular, giving PSTs extra time in classrooms whilst they're studying provides them with additional rich opportunities to put theory into practice and they are financially remunerated for this work which shows them the value of this work. I also think that the impact on the profession could potentially be more highly skilled teachers as they will have had more supported teaching time in schools prior to graduation. However, if the RPTT is not carefully monitored it could have the opposite effect of dissuading students from completing their studies due to the pressure put on them before they've even graduated.*

*It will be useful for more PSTs to get a sense of what it is actually like to be a teacher before they finish their qualification. I fear it may bring forward for some, the 3-to-5-year early career teacher burn-out. I am pleased that the RPTT conditions of employment put in place in ACT help to alleviate that prospect in the immediate term. I fear that some PSTs who were not granted a RPTT will resent that and already be offside with the industry before qualifying. Possibly a paid internship model for all final year PSTs would prevent that. Such an arrangement would I think, change the nature of the University/Education industry relationship. I don't see the initiative solving any of the problems associated with attracting more people into the profession and addressing workforce shortages. Some FTE was filled for schools in 2023 by PSTs with a RPTT. Now we can't go back.*

## UNIT CONVENOR FEEDBACK ON THE IMPACT OF PST PARTICIPATION IN THE RPTT PILOT ON INDIVIDUAL UNIT RESULTS.

Five convenors of secondary units that included PSTs who participated in a RPTT provided their reflections on the impact on their academic performance in their unit. Where possible, the convenors compared the academic performance of their PSTs on TPA assessment tasks in Semester 1 and 2. The feedback varied as evidenced in the following reflections.

A convenor reflected that it appeared to them that PSTs on a RPTT performed better on their TPA than their peers who were not on any permit to teach, usually providing excellent pedagogical examples throughout the assessment. Another convenor reflected that of the six students in their unit on a RPTT, the Semester 2 results on TPA related assessments were either the same or lower, and that overall the final grades across the entire unit were down by about 5 marks on average. One convenor who had only one PST on a RPTT in their unit found a very consistent performance across both semesters with the PST maintaining an overall Credit grade (only 0.05 difference!). However, there was a significant improvement demonstrated in their TPA assessment with increased understanding of AITSL standards demonstrated across the board (excelling in student understanding through ILPs and professional discussions with mentors; and content planning and data analysis). As well, their overall preparation of lessons and planning maintained consistency across all relevant tasks for both semesters. Of four PSTs in another unit, the convenor reported two PSTs with stronger results in Semester 2 while the performance of the other two dropped. The final convenor reflected that the performance of the 5 students in their unit who completed their TPA while on a RPTT, 3 raised their grade to a Distinction level, 1 maintained their distinction grade and the other their credit grade.

# STATISTICAL ANALYSIS OF THE IMPACT OF PST PARTICIPATION IN THE RPTT PILOT ON THEIR ACADEMIC RESULTS AND THE TPA RESULTS

## Summary

Seeking to understand whether the granting of a RPTT to a PST impacts their academic performance, this paper uses data from UC systems to identify patterns, trends and tendencies. While acknowledging some deficiencies in the data and approach, some observations can be made and justified. They are that, as a cohort, PSTs who were granted a RPTT:

- Participated in their academic course, per person, more than PSTs deemed 'eligible' but not participating and significantly more than 'non-eligible' peers, ie. Final Year Initial Teacher Education students (FYITE) as determined on 23 January 2023.
- Succeeded in their academic work (pass vs fail) to at least the same extent as PSTs deemed 'eligible' but not participating and significantly better than 'non-eligible' peers. Achieved marginally superior results compared with other FYITE evidenced by Unit Results
- Completed their courses at a greater proportion than PSTs deemed 'eligible' but not participating and significantly more than 'non-eligible' peers. Their completion rate was also considerably higher than that of final year cohorts from previous years.
- Improved, very minimally, their course Grade Point Average after/while participating.
- Received slightly higher marks for an assignment aligned with the Teaching Performance Assessment (TPA) (Elements 1 to 3) compared with other FYITE students in 2023 and 2022.

An incidental, but perhaps no less important, observation is that the academic performance of PSTs who were deemed eligible for a RPTT and informed of that status, but who were not granted a Permit, also appears not to have been adversely affected.

These results should be understood in the context that, to some extent, PSTs granted a RPTT will be some of the better performing students. They were deemed capable by the schools seeking to employ them. However, it is clear and defensible to state that the granting of a RPTT to a PST has not adversely impacted their academic performance.

Some improvements to the data capture routines and data maintenance are necessary. A January 2024 meeting with TQI reached agreement to, henceforth, add the Date of Approval of an RPTT to the PST record and capture the changing Course Progress status of a student. These will help fine tune future analysis.

## Introduction

This exercise seeks to understand the impact on the academic performance of students who, in 2023, obtained employment in a school as a result of their eligibility under the provisions of the RPTT initiative. It compares their 2023 performance against their prior performance and against the academic performance of other cohorts, identified as being, in some way, similar in nature the employed cohort.

It is immediately problematic because:

- PSTs became eligible for a RPTT at various junctures through the year as a result of satisfying a given criterion:

- Results for standard teaching periods (eg. Semester 1) released
- Status of LANTITE updated after 4 testing windows in the year
- Resolution of outstanding Withheld results from previous teaching periods
- Resolution of Course Progression issues (eg. Academic Probation)
- Resolution of administrative anomalies (eg. Multiple course records)
- Acceptance of Credit from other institutions.

As a result, it is difficult to establish a single cohort for all purposes.

- Some PSTs who subsequently become eligible, and in some cases employed, were not identified as FYITE when the first list of eligible PSTs was created in January 2023.
- Some PSTs who were employed were not students at UC when the first list of eligible PSTs was created in January 2023 in January 2023.
- It isn't clear from UC records when a PST was employed nor whether they remained employed.
- A subset of RPTT eligible PSTs are also eligible for an Unrestricted PTT. Clarification from TQI in January 2024 confirms that the PSTs under analysis in this paper were employed under the RPTT initiative.
- Some PSTs are essentially 'COMPLETED' at the time of processing but their academic record is yet to reflect that.

For much of the following analysis it has been necessary to take a pragmatic approach to establishing the cohorts under consideration. For example, a list of PSTs considered to be 'Final Year' students (defined as those requiring 24 Credit Points or less on 23 January 2023) was established at the beginning of 2023. Some of those PSTs satisfied the conditions to be included on the initial RPTT list. Much of the analysis hereunder compares the 2023 academic performance of 'final year' ITE students as identified in January 2023, who were:

- initially eligible (and subsequently employed)
- initially eligible (and not subsequently employed)
- initially ineligible.

The object of the analysis is to determine whether any trends are apparent in the academic performance of those PSTs receiving a RPTT compared with similar cohorts or, with their projected performance without employment. It is hoped that by recognising and accounting for the difficulties in establishing cohorts for this purpose, any trends identified are robust. Where necessary the numbers of PSTs under consideration below have been included along with necessary caveats.

Unless otherwise noted, for all purposes, a cut-off date of 30 November 2023 has been used

## Context

### *The process for determining eligibility*

The process evolved over 2023. The following is the final form.

1. The Faculty of Education runs a process to determine eligibility for an RPTT. These processes coincided with the release of academic results and LANTITE results.
2. The principle employed is that only clearly eligible PSTs are picked up in this 'Auto' process. There are many reasons why a PST might not be determined as eligible when this process is run. For example, they may have more than one active course or a Withheld unit result. Such records are considered 'Difficult to determine' and excluded from the list(s).
3. The faculty advises PSTs via email that they are on the list(s).

4. An announcement is sent to all PSTs indicating that eligible students have been notified. If a PST is not notified and they believe that they are eligible, they are invited to complete the Self-Assessment form to have their case assessed.
5. The submission of this form notifies the Faculty Academic Programs Team to review the claims of the PST. If they are deemed to be eligible, they are notified by email and their name added to the RPTT eligibility list.

### *As it happened*

1. Base data of 23 January - First automated process (including updated late results from SEM2, 2022)
  - 116 eligible
2. 3 April – January Run updated with LANTITE results
  - 18 eligible
3. Base data of 7 June – Full run with SEM 1 results (including updated late results from SEM1)
  - 53 eligible
4. 10 August – June Run updated with WINTER TERM results
  - 5 eligible
5. Base data of 20 September – Full Run with LANTITE results
  - 41 eligible
6. Base data of 7 December – Full Run with SEM 2 results plus LANTITE results
  - 28 eligible
7. Reviewed Self-assessments – various date and events
  - 58 eligible

### Overall analysis

- Across 2023, 319 Preservice teachers were deemed to be eligible for the RPTT
  - This includes 38 students who were, on the face of it, also eligible for an Unrestricted Permit To Teach
  - By the time of this analysis 88 PSTs had secured a RPTT
- Of the 88 PSTs who secured a RPTT, their eligibility was determined (added to the list)
  - 45 in Quarter 1
  - 20 in Quarter 2
  - 14 in Quarter 3
  - 9 in Quarter 4
- Of the 88 PSTs who secured a RPTT, their employment across sectors:
  - 64 in ACT ED schools
  - 14 in CECG schools
  - 10 in Independent schools
- Of the 88 PSTs who secured a RPTT, their course of study:
  - 11 – Early Childhood (Bachelor)
  - 21 – Primary (Bachelor)
  - 35 – Secondary (Bachelor)
  - 5 – Primary (Master)
  - 16 - Secondary (Master)

### Measures considered

Relevant measures for analysis are:

- Participation Rate
- Completion Rate
- Grade Point Average (GPA)
- Performance in the Teaching Performance Assessment (TPA)

#### Identified Final Year ITE students as at January 2023

The following analysis considers the performance of identified Final Year ITE students (FYITE) in January 2023. In that process

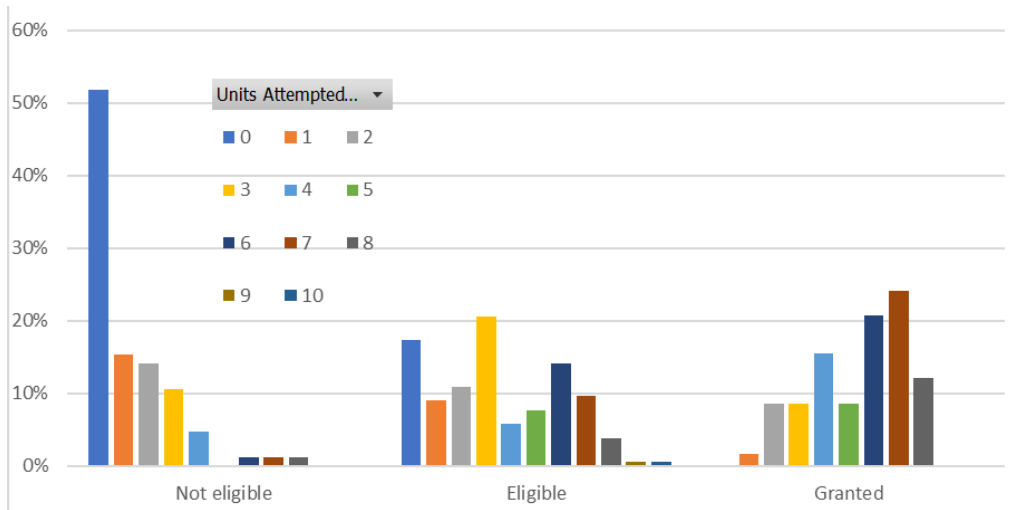
- 299 PSTs as FYITE
- By the end of 2023
  - 85 remained **'Not Eligible'**
  - 214 were eligible
    - 58 **'Granted'** an RPTT
    - 156 remained **'Eligible'** but not Granted

These labels are used in the following tables.

#### Course Participation in 2023 (ie. Units attempted per person)

# of units attempted in 2023	Not eligible	Eligible	Granted	Grand Total
1	13	14	1	28
2	12	17	5	34
3	9	32	5	46
4	4	9	9	22
5		12	5	17
6	1	22	12	35
7	1	15	14	30
8	1	6	7	14
9		1		1
10		1		1
0	44	27		71
<b>Grand Total</b>	<b>85</b>	<b>156</b>	<b>58</b>	<b>299</b>





Unit Success in 2023 (ie. % of units passed)

Units passed / Units attempted %	Not eligible	Eligible	Granted	Grand Total
0.0	4			4
33.3	1			1
50.0	1			1
66.7		1	1	2
75.0	1	1		2
80.0		1		1
100.0	30	124	57	211
TBC	4	2		6
(blank)	44	27		71
<b>Grand Total</b>	<b>85</b>	<b>156</b>	<b>58</b>	<b>299</b>

Unit Success in 2023 (ie. % of units passed)

Units passed / Units attempted %	Not eligible	Eligible	Granted	Grand Total
0.0	4			4
33.3	1			1
50.0	1			1
66.7		1	1	2
75.0	1	1		2

80.0		1		1
100.0	30	124	57	211
TBC	4	2		6
(blank)	44	27		71

<b>Grand Total</b>	<b>85</b>	<b>156</b>	<b>58</b>	<b>299</b>
--------------------	-----------	------------	-----------	------------

	0.0	33.3	50.0	66.7	75.0	80.0	100.0	TBC	Total
Not eligible	10%	2%	2%	0%	2%	0%	73%	10%	100%
Eligible	0%	0%	0%	1%	1%	1%	96%	2%	100%
Granted	0%	0%	0%	2%	0%	0%	98%	0%	100%
<b>Grand Total</b>	<b>2%</b>	<b>0%</b>	<b>0%</b>	<b>1%</b>	<b>1%</b>	<b>0%</b>	<b>93%</b>	<b>3%</b>	<b>100%</b>

Grade Point Average (GPA) comparison for RPTT Granted PST

For reference the GPA Scale is:

Grade	Points	Step Diff
HD	7	14.3
D	6	14.3
C	5	14.3
P	4	14.3
PX	3	42.9
N	0	0

Comparing Course GPA prior to eligibility with latest Course GPA (2023 versus Prior performance), PST's who:

- Became eligible in Q1
  - 45 students - average change in GPA: 0.0241

- Became eligible in Q2 and 3
  - 34 students - average change in GPA: -0.0066
- Overall (Qs 1 to 3)
  - 79 students - average change in GPA: 0.0109

Course Completion Rates - Course Status as at 9 January 2024

*January 2023 identified Final Year students*

Course status as as 9 Jan 2024	Not eligible	Eligible	Granted	Grand Total
ENROLLED	24	16	3	43
INTERMIT	2			2
INACTIVE	26	13	5	44
COMPLETED	14	125	50	189
DISCONTIN	19	2		21
<b>Grand Total</b>	<b>85</b>	<b>156</b>	<b>58</b>	<b>299</b>

	COMPLETED	ENROLLED	INTERMIT	INACTIVE	DISCONTIN	Total
Not eligible	16%	28%	2%	31%	22%	100%
Eligible	80%	10%	0%	8%	1%	100%
Granted	86%	5%	0%	9%	0%	100%
<b>Grand Total</b>	<b>63%</b>	<b>14%</b>	<b>1%</b>	<b>15%</b>	<b>7%</b>	<b>100%</b>

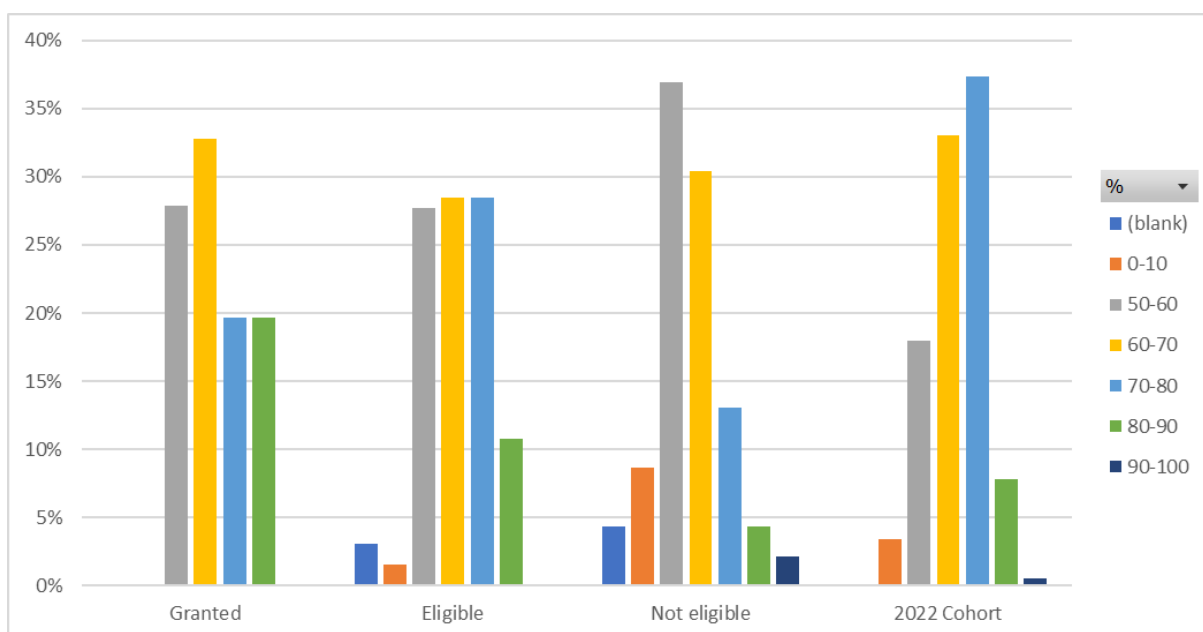
*Completion Rate (Course Status) of PSTs Granted RPTT vs Completion Rate of other cohorts*

Course Status at End of Year	2023			
	Granted RPTT	2023 Final Year Cohort	2022 Final Year Cohort	2021 Final Year Cohort
ENROLLED	5%	14%	16%	10%
INTERMIT	0%	1%	1%	1%
INACTIVE	9%	15%	16%	19%
COMPLETED	86%	63%	60%	66%
DISCONTIN	0%	7%	8%	4%
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Performance in Elements 1 to 3 of the Teaching Performance Assessment (TPA)

Marks awarded for academic assignments that aligned with TPA Elements 1 to 3 were analysed for the 2023 FYITE, comparing cohort results across the 3 categories of students, and with the 2022 FYITE cohort.

<b>% Marks (grouped by 10s)</b>	<b>Granted</b>	<b>Eligible</b>	<b>Not eligible</b>	<b>2022 Cohort</b>	<b>Grand Total</b>
(blank)		4	2		6
0-10		2	4	7	13
50-60	17	36	17	37	107
60-70	20	37	14	68	139
70-80	12	37	6	77	132
80-90	12	14	2	16	44
90-100			1	1	2
<b>Grand Total</b>	<b>61</b>	<b>130</b>	<b>46</b>	<b>206</b>	<b>443</b>



<b>Average per cohort</b>	<b>Granted</b>	<b>Eligible</b>	<b>Not eligible</b>	<b>2022 Cohort</b>	<b>Grand Total</b>
<b>Average of %</b>	<b>67.28</b>	<b>65.69</b>	<b>56.99</b>	<b>66.31</b>	<b>65.33</b>

This analysis was performed, and this document was created by:

Peter Fock  
 Digital Solutions Manager  
 Faculty of Education  
 University of Canberra  
 18 January 2024

## CONCLUSION

This review of the 2023 ACT RPTT Pilot was undertaken as a condition of the RPTT agreement between UC, ACT education employers and TQI.

The review has gathered feedback from stakeholders using several methods including surveys, interviews, and statistical analysis.

A meeting has also been held between UC and TQI staff involved the 2023 RPTT operational processes where there was a consensus that the 2023 processes adopted had been effective and efficient with some minor changes were made in the 2024 processes.

The review will be tabled at the TQI Initial Teacher Education committee (ITEC) in March 2024 and at the TQI Board later in March.

Based on the outcome of this review, I believe that there are grounds for the continuation of the ACT RPPT arrangements, however, feedback from employers is not included in the review due to the timing of the preparation of the report during school holidays.

Employers' feedback will be included in the research project referred to on p. 6 and has also been sought by TQI.

Associate Professor Chris Morrissey

February 2024