

Accreditation and Monitoring Preservice Teacher Education programs

POLICY

Version: 1.0

Version effective: 19/10/2026

Audience: External - publicly available

1. Purpose

To set out the QCT's requirements for the approval and monitoring of preservice teacher education programs in Queensland, in accordance with the Education (Queensland College of Teachers) Act 2005.

2. Rationale

This policy supports the implementation of Section 236 of the Education (Queensland College of Teachers) Act 2005 (QCT Act), which outlines how the QCT approves preservice teacher education programs.

The QCT must consider if the qualification resulting from successful completion of a preservice teacher education program will be suitable to be a prescribed qualification for provisional registration.

3. Scope

This policy applies to all higher education providers that deliver preservice teacher education programs in Queensland. This includes programs that are accredited or seeking accreditation in Queensland, or multi-jurisdictional providers incorporated in Queensland, delivering a program from their Queensland campus location. It includes initial and ongoing accreditation and monitoring requirements throughout the approved accreditation period.

4. Policy statement

The QCT accredit and monitor programs in adherence with state and national standards, in accordance with Section 235 of the QCT Act.

4.1 State standards

Under Section 272, the QCT is required to deliver the direction provided by the Minister. Queensland accreditation requirements are set out in *Template D*, Additional requirements for program accreditation in Queensland, which represents Queensland-specific priorities and legislative requirements. All approved preservice teacher education programs must meet the requirements of *Template D*.

4.2 National standards

The QCT adopt the national standards to approve preservice teacher education programs. This includes:

- a) each of the Program Standards outlined in the Australian Institute for Teaching and School Leadership (AITSL) Standards and Procedures; and
- b) the Australian Professional Standards for Teachers (APST) Graduate career stage.

Accreditation and monitoring process

The QCT implement the accreditation and monitoring function in accordance with the national Standards and Procedures, Guidelines to the Accreditation of Initial Teacher Education Programs in Australia and the QCT Implementation Advice.

4.3 Approval

- a) The Professional Standards Committee of the QCT has delegated authority of the QCT Board to approve preservice teacher education programs.
- b) Where a program is approved, notice of the approval will be given to the provider in the form of an Approval Notice. The Approval Notice will state:
 - the approval period
 - conditions, and
 - monitoring requirements.
- c) The length of accreditation set will be no longer than five years.
 - Extensions of up to 12 months may be requested and will be considered by the Professional Standards Committee.
- d) Where a program is not approved, an information notice will be provided about the decision.

Monitoring

- a) Once an Approval Notice has been provided, the approved program must continue to meet the requirements of the standards, on which the program has been approved including:
 - i) Template D (additional Queensland requirements)
 - ii) University-based supervisors for preservice teachers must hold Queensland teacher registration
 - iii) Institutional participation in monitoring and moderation projects
 - iv) Submission of annual statements on programs and any other reporting required of Queensland higher education providers.
- b) Should Template D or national standards change during the accreditation period, the higher education provider is not required to make changes to the original approved program as stated on the information notice until the next accreditation period.
- c) Should evidence against standards change throughout the accreditation period, notification to the QCT is required to determine approval requirements.
 - i) Significant program changes will require a new accreditation application
 - ii) Major program changes will require approval from the Professional Standards Committee
 - iii) Minor changes must be reported to the QCT through annual reporting.

5. Responsibilities

Role/Stakeholder	Responsibilities
Australian Institute for Teaching and School Leadership (AITSL)	A Commonwealth government agency 'providing national leadership for the Australian States and Territories in promoting excellence in the profession of teaching and school leadership'.
ITE provider	The Queensland higher education institution responsible for delivering the initial teacher education program.
Professional Standards Committee	A committee of the QCT Board responsible for approving and monitoring preservice teacher education programs.

6. Definitions

Term	Definition
Australian Professional Standards for Teachers (APST)	The nationally agreed Standards which state what teachers should know and be able to do across four career stages. The APST are the professional standards adopted by the QCT under section 235 (1) (a) of the <i>Education (Queensland College of Teachers) Act 2005</i> .
Initial Teacher Education (ITE) program	Means a preservice teacher education program.

Template D

Queensland specific accreditation requirements for initial teacher education programs delivered in Queensland.

7. Legislation

- [Education \(Queensland College of Teachers\) Act 2005](#)
- [Education \(Queensland College of Teachers\) Regulation 2016](#)

8. Considerations

Commitment to Human Rights, Multiculturalism, Equity, and Child Safety

The QCT is committed to upholding the principles of the *Human Rights Act 2019 (Qld)*, the *Queensland Multicultural Recognition Act 2016*, and the *Child Safe Organisations Act 2024 (Qld)*. This policy has been developed to ensure fairness, inclusivity, and the safety and wellbeing of all individuals, including children and young people.

In line with these commitments, this policy:

- respects, protects, and promotes human rights.
- supports equitable access to services and opportunities for all individuals, including those from culturally and linguistically diverse backgrounds.
- embeds principles of equity, diversity, and inclusion in its design and implementation.
- prioritises the safety, wellbeing, and empowerment of children and young people, ensuring compliance with Child Safe Standards.

This policy will be reviewed regularly to ensure compliance with these principles and to reflect the evolving needs of Queensland's communities, including children and young people.

9. Related documents

- QCT Implementation Note (available via QCT Accreditation Portal)
- [Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures](#)
- [Guidelines to the Accreditation of Initial Teacher Education Programs in Australia](#)
- [Template D Additional requirements for program accreditation in Queensland.](#)

10. Document details

Title	Accreditation and monitoring policy
Record number	2026/517260
Owner – Unit/Role	General Manager, Professional Standards
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11. Version history

Version	Record number	Date	Author	Changes made
1.0	2026/517260	14/9/26	General Manager, Professional Standards	Created