

## Guidance note

# VET / industrial experience pathways into Initial Teacher Education

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Effective date: 1/04/2023

## Background

Under the *Education and Training Reform Act 2006* (Vic) (the Act), the Victorian Institute of Teaching (VIT) has the power to accredit Initial Teacher Education (ITE) programs and register suitably qualified teachers and early childhood teachers to undertake the duties of a teacher in Victorian schools or early childhood services.

The Act was amended in 2021 to impose new regulatory responsibilities on VIT. Specifically, that VIT, when performing its functions, must have regard to raising the quality of teaching and to consider the safety and wellbeing of children, including by taking into account community expectations.

VIT supports providers to develop and deliver employment-based ITE programs, which allow preservice teachers (PSTs) to undertake all or part of their supervised teaching practice (STP) employed by a school under VIT's [Permission to Teach \(Internship\)](#) category.

## Purpose

This guidance note has been developed to ensure individuals entering an employment-based ITE program from a VET / industrial experience background meet VIT's policy requirements.

There are two key elements of this guidance note

### Entry into an ITE program

1. to ensure entrants into an ITE program from a VET / industrial experience background have the requisite skills and experience to gain PTT (Internship) in their teaching areas.

### Registration requirements after graduation

2. to ensure entrants to ITE programs from a VET / industrial experience background will meet VIT's qualifications policy and be eligible to register as a teacher at the completion of their ITE program.

## Qualifications packages

ITE providers are to ensure that prospective PSTs meet VIT's qualification policy.

In general, one of these qualification packages, along with the successful completion of an ITE program, will meet VIT requirements to apply for registration as a teacher:

Qualifications packages	ITE program
<ul style="list-style-type: none"><li>a. 3-year undergraduate degree</li><li>b. apprenticeship and 8 years of related industry experience (section 3 of <a href="#">VIT Qualifications Policy</a>)</li></ul>	Accredited ITE program of a minimum of 2-years EFTSL
<ul style="list-style-type: none"><li>c. Certificate of Technology or equivalent qualification of at least one year induration (FTE) and 6 years of related industry experience (section 4 of <a href="#">VIT Qualifications Policy</a>)</li></ul>	Accredited ITE program of a minimum of 2-years EFTSL
<ul style="list-style-type: none"><li>d. 4-year accredited ITE program.</li></ul>	

## PTT (Internship)

PTT (Internship) is the category of registration that a pre-service teacher (PST) must obtain to undertake the duties of a teacher as part of the relevant accredited employment-based ITE program.

PSTs undertaking an employment-based ITE program must meet the requirements of VIT's [Permission to Teach \(Internship\)](#) category.

An application for PTT (Internship) is a two-step process, with the application initiated by the ITE provider, followed by completion of the process by the PST.

PTT (Internship) is granted for specified teaching methods. PSTs will need to provide relevant evidence to VIT to demonstrate that they have the requisite skills and experience to be granted PTT (Internship) in their teaching areas.

Generally, it is recommended that PSTs provide VIT with all academic and industrial experience related documentation that they provided to their ITE provider to enable entry into the ITE program. The table on the next page provides a summary of the qualification related evidence necessary for PSTs to demonstrate how they meet the teaching area included within the application.

The evidence requirements will vary depending on the section of VIT's Qualification policy under which the application for PTT (Internship) is granted.

Please note, the following is not an exhaustive list and additional evidence may be required.

Qualification / experience	Evidence list	Applicable sections of the VIT Qualifications Policy
Apprenticeship	<ul style="list-style-type: none"> <li>certificate of proficiency or transcript of all subjects studied for the trade qualification plus a certificate of completion of an apprenticeship.</li> </ul>	Section 3
Certificate of technology	<ul style="list-style-type: none"> <li>full transcript of all subjects studied for the qualification plus a certificate of completion.</li> </ul>	Section 4
Equivalent qualification of at least one year in duration	<ul style="list-style-type: none"> <li>full transcript of all subjects studied over at least one year duration.</li> </ul>	Section 4
Relevant industrial experience	<ul style="list-style-type: none"> <li>references and/or statements of service provided on company letterhead. These are required to be signed off by the employer or their delegate, detailing the dates or duration of employment, including the time fraction where possible, and outlining nature of the job performed</li> <li>where the PST was self-employed, official statements issued by their Tax Agent or Accountant confirming their business name and how long the business has been in operation for.</li> </ul>	Section 3 and 4  <i>Note: section 3 requires no less than 8 years of industrial experience, and section 4 requires no less than 6 years of industrial experience.</i>
VET specific requirements	<ul style="list-style-type: none"> <li>TAE40116 Certificate IV in Training and Assessment or its successor <b>or</b></li> <li>TAE40110 Certificate IV in Training and Assessment plus the following units:               <ul style="list-style-type: none"> <li>– TAE40111 (or its successor) or TAE40111A, and</li> <li>– TAE40112 (or its successor) or TAE40112A or TAE40112B <b>or</b></li> </ul> </li> <li>a diploma or higher level qualification in adult education.</li> </ul> <p>Trainers and assessors delivering VET qualifications must also meet the Australian Skills Quality Authority (ASQA) trainer and assessor requirements, found <a href="#">here</a>.</p>	Section 3 and 4

## ITE program entry and qualifications assessment

This section details the evidence requirements for entrants into an ITE program with a VET / industrial experience background.

ITE providers must ensure that the programs entry requirements adhere to the requirements of the Standards and Procedures, and the Guidelines, and compliance with the requirements of [Schedule 1](#); as well as ensuring that PSTs admitted to the program are also eligible for registration with VIT.

ITE providers must also ensure compliance with Australian Qualifications Framework (AQF) rules and the Tertiary Education Quality and Standards Agency (TEQSA) Higher Education Standards Framework when admitting PSTs into an ITE program.

The intent of this section is to ensure that PSTs who enter innovative ITE programs will be able to evidence the requirements for an application for Permission to Teach (Internship) registration with VIT, and upon completion of the ITE program, the requirements for teacher registration with VIT.

### Provider evidence requirements

ITE providers are required to complete the PTT (Internship) industrial experience pathways to ITE qualifications spreadsheet and send this to [evidenceofcompletion@vit.vic.edu.au](mailto:evidenceofcompletion@vit.vic.edu.au) in no less than three (3) weeks of the course commencing to allow a review of PSTs admitted to the program. VIT will provide the relevant spreadsheet to ITE providers with approved VET / industrial experience pathways into ITE.

ITE providers will then be able to submit a Teaching Position request through their portal no less than six (6) weeks prior to the PST undertaking the school component of their study. This is to allow sufficient time for the PST to submit a Permission to Teach application and VIT assessment and processing times.

This is a quality assurance process intended to look only for outliers that may require further investigation by VIT in relation to adherence with the relevant VIT Qualifications Policy to mitigate risks of PST ineligibility for registration with VIT.

### Qualification requirements

ITE providers are to ensure that prospective PSTs meet VIT's Qualification Policy.

When considering PST enrolments into an ITE program, or when assessing PTT (Internship) applications for teacher registration, that have a trade and/or applied learning background, ITE providers and VIT will typically use sections three and four of the VIT qualifications policy. These sections relate to candidates with an approved certificate of proficiency / completion in a trade, an approved certificate of technology or equivalent qualification, together with relevant industry experience.

### Apprenticeships, completion of trade, certificates of technology

*Relates to sections 3 and 4 of the [VIT Qualifications Policy](#)*

Apprenticeships and trade technician courses usually mix academic studies with work-based training and experience in a diverse range of industries, that are transferable to the curriculum, such as building and construction, hairdressing, cooking, electrical and automotive.

Apprenticeships and trade technician courses can be completed full-time, part-time or be school-based (VCE or VCE Vocational Major), generally taking up to four-years to complete. The work-based experience provides practical skills relevant to the chosen industry, whilst the study undertaken at a Registered Training Organisation (RTO), usually a Technical and Further Education (TAFE) institute, provides a formal education.

The Victorian Registration & Qualifications Authority (VRQA) determines which qualifications are available as apprenticeships and traineeships in Victoria, these are called approved training schemes. Courses that are outside the VRQA's jurisdiction are accredited by the Australian Skills Quality Authority (ASQA).

## **Equivalent qualifications**

*Relates to section 4 of the [VIT Qualifications Policy](#)*

An equivalent qualification is defined by VIT as a cognate discipline, Vocational Education and Training (VET) or applied learning course of study that is transferable to the curriculum\*.

An equivalent qualification is related to a PST's trade / vocation. An equivalent qualification should provide the PST with a discipline-specific qualification relevant to the curriculum, or other recognised area of schooling provision, to ensure they are suitably qualified for the subject area the PST will be teaching under PTT (Internship).

In Victoria, VET courses are accredited by VRQA and/or ASQA and may be developed by the Department of Education and Training (DET) to support Victorian industry and community needs.

ITE providers are to determine equivalence of VET qualifications to the Australian Qualifications Framework (AQF) when considering a prospective student's enrolment in an ITE program.

For the purposes of this guidance note, consistent with the AITSL [Guidelines for the accreditation of initial teacher education programs in Australia](#), and the [Standards and Procedures](#), curriculum is defined as:

*\*Curriculum refers to the Foundation to Year 12 Australian Curriculum, alternative curriculum frameworks that have been assessed by the Australian Curriculum, Assessment and Reporting Authority (ACARA) as meeting the requirements of the Australian Curriculum, any curriculum authorised by jurisdictional authorities, and the Early Years Learning Framework for Australia.*

## **Industrial experience**

*Required for both sections 3 and 4 of the [VIT Qualifications Policy](#)*

Provides assurance that the PST has relevant experience appropriate for the nominated teaching area, that accompanies their formal training. Industrial experience is employment usually gained after the commencement of the relevant qualification.

The qualifications policy includes minimum lengths of experience, in years, that the PST is required to have depending on the section of the policy being used as a pathway to ITE.