

National accreditation summary statement

An accredited initial teacher education (ITE) program has undergone an in-depth assessment against nationally agreed standards and procedures to become nationally accredited. The process is designed to be rigorous and nationally consistent, to ensure that all ITE graduates meet the *Australian Professional Standards for Teachers* (the Teacher Standards) at the Graduate career stage.

The process also involves an assessment of the provider's quality assurance processes, to ensure the program prepares pre-service teachers to be classroom-ready, with the skills required to positively impact on student learning and wellbeing outcomes.

Additionally, the provider must ensure the program complies with current threshold Higher Education Standards as established by the *Tertiary Education Quality and Standards Agency Act 2011* and the *Education Services for Overseas Students Act 2000*¹.

More information on the accreditation process is available on the [AITSL website](#).

Program details	
Jurisdiction	Tasmania
Program title	Bachelor of Education (Health and Physical Education)
Program type	Undergraduate
Program code	43J
Provider	University of Tasmania
Faculty/School/Department	College of Arts, Law and Education
Program duration in equivalent full-time student load (EFTSL)	4 years
Delivery mode	Blended: Online and face-to-face
Campus location/s	Launceston
Length of professional experience component (days of supervised practice)	80 days
Stage/s of schooling	Primary, Secondary
Primary specialisation/s offered (primary programs)	N/A
Teaching areas offered (secondary programs)	Health and Physical Education
Original program commencement	2015
Last accreditation	January 2020

¹ As amended or superseded from time to time.

Approval expiry

January 2025

Program Description

The University of Tasmania's Bachelor of Education (Health and Physical Education) course (43J) is an initial teacher education degree that prepares students to teach health and physical education from foundation through to year 12. The course has been designed to develop teachers who can inspire people to be healthy for life, with a primary focus on the dimensions of health and wellbeing.

The program is informed by core theoretical knowledge, evidence-based practice, and underpinned by a strong theory-practice nexus enacted in collaboration with appropriate employing authorities. At the core of the program is the pre-service teacher who is educated to:

- have ownership of a reasoned and critical perspective
- have capacity to operate inclusively in highly diverse contexts
- have curricular and pedagogical competence
- be appropriately collaborative and context-honouring in a community of learners
- have capacity to be resilient learners who make evidence-based lifelong contributions to their field.

The course content and practical experience provides theoretical and practical opportunities to practice what is learned in a safe and supportive environment.

Additional Information

UTAS employs robust procedures to ensure the quality of our courses and units are maintained to the Australian Professional Standards for Teachers (Teacher Standards) and by other Higher Education regulatory bodies and policy documents, for example, the Tertiary Education Quality and Standards Framework (TEQSA), and the Australian Qualifications Framework.

There is a formalised UTAS internal Table of Approvals for all changes to existing units and courses and new proposals, with approval required from (in this order) course meetings, the School of Education Learning and Teaching Committee (SELTC), the College of Arts, Law and Education Learning and Teaching Committee (CLTC), and the University Course and Unit Proposals Committee (UCUPC). The Teachers Registration Board (TRB) Tasmania are consulted regarding changes and no change is progressed without their approval as the regulator.

Additionally, our Course Advisory Committee meetings remain an important course of quality assistance and stakeholder engagement, and our membership of the Graduate

Teacher Performance Assessment (GTPA) consortium has allowed benchmarking for quality assurance.

Quality assurance of assessment results is provided through internal moderation of all fail (NN) and High-Distinction (HD) grades, and selected moderation at other grade boundaries Pass (PP); Credit (CR), and Distinction (DN), for a minimum of 6 assessment pieces.