

Registration Audit Policy

Effective date: 25 May 2026

Purpose

This policy outlines how the Victorian Institute of Teaching (VIT) conducts audits of teacher registration applications to ensure teachers meet and maintain registration standards. Audits act as a quality assurance and regulatory mechanism to verify compliance, uphold professional standards, and maintain public confidence.

Scope

This policy applies to all teachers and early childhood teachers registered with VIT who may be selected for audit. An audit may occur when a teacher applies for

- annual registration
- full registration as a provisionally registered teacher (PRT), or
- full registration as an experienced returning registered teacher (ERRT).

For clarity, throughout this document, the term ‘teacher’ includes both teachers and early childhood teachers.

Key policy points

Evidence requirements	Teachers are required to provide relevant evidence so VIT can complete an audit of their application. • For renewal audits, VIT may examine how professional learning aligns with the Australian Professional Standards for Teachers (APST), including evidence of recency and the context of professional practice. • For provisional to full and ERRT audits, VIT may review the number of teaching days declared, process documentation, and other evidence demonstrating achievement of the APST.
Selection for audit	Selection is generally undertaken at random, considering sector, setting and characteristics of teaching practice. This approach ensures a proportionate and representative cross-section of the teaching profession is selected.
Due process and fairness guide all audit activity	The VIT sets clear expectations for evidence and provides reasonable timeframes for teachers to respond. The VIT completes audits and communicates outcomes in a timely manner. Teachers may request a deferral in exceptional circumstances.
Regulatory action may occur where needed	Not complying with an audit may lead to an application lapsing, a change to registration type, or referral to VIT’s Professional Conduct Branch.

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1. Policy statement

- 1.1 The VIT is responsible for ensuring that all registered teachers meet and maintain the Australian Professional Standards for Teachers (APST) at the Proficient level and comply with registration requirements set under the *Education and Training Reform Act 2006 (Vic)*.
- 1.2 The policy is guided by the following principles

Regulatory integrity	Audits uphold the integrity of VIT's registration processes and ensure only suitable and qualified individuals are registered.
Risk-based oversight	Audits focus on areas of higher risk, using data, trends and emerging regulatory concerns to guide decisions.
Transparency and consistency	Audits are conducted in a fair, consistent and transparent way across all teacher categories.

2. Selection for audit

- 2.1 Most applications are selected at random. We also aim to review a balanced and representative cross-section of the profession. In some cases, we consider additional risk-based factors, including
- whether the practice was undertaken in a non-school setting
 - employment type
 - time away from the profession
 - concerns related to the Inquiry process
 - profile of the workplace (e.g. complaints and compliance history)
 - any inconsistencies in declarations or information provided.
- 2.2 We may also audit applications retrospectively, within two years of submission to VIT. This helps us maintain a representative sample and provide additional assurance where needed.
- 2.3 If a teacher passes an audit, they will generally not be audited again for the same application type for the next five years.

3. Notification of an audit and timeframes to provide evidence

- 3.1 If an application is selected for audit, we will notify the teacher via email.
- 3.2 Our email will outline the specific evidence required and the due date for submission, which will be at least 21 days of the request. For a general list of evidence that may be requested during an audit, please refer to [Annexure 1](#).
- 3.3 If submitted evidence is incomplete or invalid, we will contact the teacher and provide a reasonable timeframe to submit additional evidence.
- 3.4 For provisional to full or experienced returning teacher applications, the audit will focus on whether the required process was followed. This recognizes that assessment against the APST is determined by the workplace.

Deferral of audit

- 3.5 We understand teachers may need to defer an audit due to exceptional circumstances.
- 3.6 The onus is on the teacher to request a deferral in the form of a written explanation and supporting evidence.
- 3.7 The maximum deferral period is three months.

4. Audit outcomes

- 4.1 We will let the teacher know the outcome of the audit within 21 days of receiving satisfactory evidence.
- 4.2 An audit will lead to one of the following outcomes
- a. **passed:** the application is approved
 - b. **incomplete:** we will contact the teacher and provide a reasonable opportunity to submit additional evidence
 - c. **unsuccessful:** the application will be closed – the teacher's current registration will remain active until its expiry date.

Unsuccessful audit outcomes

- 4.3 If an audit is unsuccessful and the application is closed because the evidence requirements have not been met, the impact on a teacher's registration will depend on the type of application.
- a. **Annual renewal**
 - i. The teacher's registration will expire at the end of the registration grace period (31 December in the year of the audit).
 - ii. If the teacher can't meet annual renewal requirements by this date, they may apply for registration again after 31 December.
 - iii. If there is an open application, VIT may decide to
 - impose conditions, limitations, restrictions; or
 - refuse a registration application of a teacher.If this occurs, VIT will
 - provide written notice of the proposed decision; and
 - give the teacher 28 days to make a submission about the proposed decision.The VIT will consider any submission before making a final decision.
 - b. **Provisional to full**
 - i. The teacher's provisional registration will expire at the end of the grant.
 - ii. The teacher may apply for a further grant of provisional registration from three months before the expiry date.
 - c. **Experienced returning registered teacher (ERRT)**
 - i. The teacher's ERRT registration will expire at the end of the grant.
 - ii. The teacher may apply for provisional registration from three months before the expiry of their ERRT grant.
- 4.4 Cases of non-compliance or false declarations may be referred to VIT's Professional Conduct Branch for further investigation. This may include audits conducted retrospectively.

5. Disputes

- 5.1 If you are dissatisfied with an audit outcome, you may request an internal review.
- 5.2 Requests should be made in writing to vit@vit.vic.edu.au within 28 days of outcome.
- 5.3 The VIT ensures procedural fairness in all audit and review processes.

6. Privacy and document management

- 6.1 We manage all audit documentation in line with our privacy and recordkeeping obligations. This means information is handled in accordance with VIT's Information Privacy Policy to ensure it is protected, stored securely, and used appropriately.

Definitions

Term	Definition
Australian Professional Standards for Teachers (APST)	• Approved as the professional practice standards used by VIT to regulate Victorian teachers and early childhood teachers. • Nationally consistent standards published in February 2011 by AITSL. • The APST comprise seven Standards, which outline what teachers should know and be able to do. The Standards are grouped into three domains of teaching: Professional Knowledge, Professional Practice, and Professional Engagement. • Victoria uses the Areas of Focus and Descriptors of the APST at the Professional Career Stages of Graduate and Proficient
Educational leadership	Educational leadership is typically the work of a principal or school leader but can also include work for the Department of Education and Training (DET), the Catholic Education Office (CEO) or other educational organisations schools/services deal with directly. Educational leadership roles can be both in and out of schools/services where the nature of their work has a relationship with the standards of professional practice. Educational leaders may not be teaching learners, but their work will directly influence teaching and learning in classroom situations.
Equivalent practice	Equivalent practice is work that clearly relates to the APST and supports your ability to practise at the Proficient level if you return to teaching in a Victorian school or early childhood service. Equivalent practice should include • delivery of an approved curriculum • assessment of learners' progress and needs • adjustment of practice to support learning • reporting on learner achievement • providing feedback on learning • review and reflection to improve learning.
Inquiry process	A cycle of reflective practice, as prescribed by VIT, where a teacher • identifies an area of need for the learners • undertakes professional learning and develops a question for inquiry • identifies and implements strategies to support the learning needs • reflects on the effectiveness of their practice • demonstrate an understanding of their legal obligations with respect to child safety and wellbeing.

Term	Definition
Non-school or early childhood setting	An alternative institution not identified as an early childhood service, primary, secondary, P-12 or special education school and provides opportunities to • deliver an approved curriculum • individually assess student learning against the approved curriculum • plan for learning against the approved curriculum • provide feedback on learning to students both formally and informally • report this progress (informally and formally) to parents / carers • demonstrates clear understanding of the legal obligations pertaining to registered teachers and strategies to ensure a safe and inclusive learning environment • be able to demonstrate all 37 descriptors of the APST at the proficient standard • be able to undertake all of the compulsory requirements of VIT's Inquiry process to demonstrate proficiency of practice.
Professional practice	Professional practice includes teaching, equivalent practice or educational leadership undertaken during the period of registration renewal.
Recency of practice	Recency of practice means • you have taught for a minimum of 20 days per year (which can be averaged over five years) • you have undertaken at least 20 hours of standards referenced professional development activities per year. To renew your registration as a teacher, you need to maintain recency of practice by engaging in teaching, equivalent practice or educational leadership during the renewal period.

Term	Definition
Teaching	Teaching includes both face-to-face and remote learning contexts where the work includes • direct interaction with a group of school- aged or early childhood aged learners • all aspects of classroom management, including the supervision of the learners and the need to maintain a safe learning environment • planning, teaching and assessing against an approved curriculum • reporting to parents / carers and • engaging in any other education settings • The opportunity to demonstrate practice against the Australian Professional Standards for Teachers at the Proficient Teacher level. Please note, *Direct interaction must include real time engagement with learners. This may include a combination of pre-recorded lesson delivery and real time interaction with learners. Teaching does not include supporting the learning of your own dependents where instruction is with learning provided by another teacher / education provider.
Teaching day	VIT defines 7.6 hours as equivalent to a day of teaching. If you are employed as a teacher for a full day (ongoing, contract or casual), this is considered a day of teaching. Teachers employed for half a day as teacher, regardless of face-to-face teaching time, VIT will consider this half a day of teaching. Teaching hours include face-to-face teaching time, as well as the time you spend preparing the learning environment and assessing learner's work.

Relevant legislation and policy

- [Education and Training Reform Act 2006 \(Vic\)](#)
- [Experienced Returning Registration Policy](#)
- [Privacy Policy](#)
- [Provisional to Full Registration Policy](#)

Annexure 1

Type of application, pre-requisites	General evidence requirements for audit
Annual renewal Professional practice* (days): At least 20 days in previous year (or across the past five years on an averaged basis) – this must be completed while holding valid VIT registration. Professional learning^ (hours): At least 20 hours of professional learning aligned with APST and spanning all three domains in the previous year. *Note: Pre-service practice, experience while holding PTT or provisional registration cannot be included. ^Note: Professional learning must be standard-based and directly support practice. Where VIT has mandated specific learning, this can be included as part of the learning hours calculated.	- One of the following - Confirmation of practice form - Signed Statement(s) of Service including your role, employer name, dates of employment - Signed letter(s) on official letterhead of your employer outlining employment dates, your role and number of hours or days worked - Pay slips which include your role, employer name, hours or days of work and pay period - The date, duration and type of professional learning undertaken, which APST it addresses, and reflections on what you learned from the activity and how it will be applied to your practice to improve learning outcomes.
Provisional to full registration Teaching days*: Must have completed at least 80 days of teaching in the past five years. Meeting the standards: Demonstrate proficiency against APST using VIT's inquiry process. *Note: Teaching experience and evidence against the APST must be completed while holding valid provisional registration / ERRT. Pre-service teacher practice or PTT experience cannot be counted.	Documentation provided to the teacher's workplace panel.
ERRT Teaching days: Must have completed at least 80 days of teaching in the past five years. Meeting the standards: Demonstrate proficiency against APST through the ERRT return to full pathway. *Note: Teaching experience and evidence against the APST must be completed while holding valid provisional registration / ERRT. Pre-service teachers practice or PTT experience cannot be counted.	Completion of all evidence as outlined in ERRT return to full pathway.

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