

VET Teacher Qualifications and Competency Procedure

Policy code:	CG1674
Policy owner:	Director of Skills and Education Delivery
Approval authority:	Pro Vice-Chancellor, VET and Pathways
Approval date:	16 December 2025
Next review date:	06 May 2028

Table of Contents

Purpose	1
Scope	2
Legislative Context	2
Definitions	2
Actions	6
Working Under Direction	8
Professional Development of VET Teaching Staff	10
Register of Trainers and Assessors	10
Teacher Induction	11
Records Management	11
Records Disposal	12
Supporting Documents	12
Responsibility	12
Promulgation	12
Implementation	13

Purpose

The [VET Teacher Qualifications and Competency Procedure](#) details the training, assessing and vocational qualifications and competency requirements for staff delivering and assessing the University's Vocational Education and Training (VET), Victorian Pathways Certificate (VPC), and Victorian Certificate of Education Vocational Major (VCE VM) and Vendor Accredited Programs.

The University is committed to, and values highly skilled teaching staff. As such the University requires and supports staff to pursue higher levels of teaching and assessing qualifications. In addition to this, the University requires staff to maintain current vocational competence and engagement with industry.

The University strongly encourages VET, VPC and VCE VM teaching staff to acquire higher level qualifications in teaching at degree level or higher.

The [VET Teacher Qualifications and Competency Procedure](#) also ensures compliance with regulatory requirements.

Scope

This Procedure applies to all VET, VPC and VCE VM teachers training and/or assessing the University's VET, VPC, VCE VM and Vendor Accredited programs or courses, regardless of the nature of their engagement and where and how training and assessment occurs. This includes, but is not limited to permanent, contract and sessional staff, and approved teachers who deliver on our behalf as part of an Auspice or DJSIR approved sub-contracting arrangement either on or off-shore.

This Procedure does not apply to Program Manager positions.

Legislative Context

National Vocational Education and Training Regulator Act 2011

- National Vocational Education and Training Regulator (Outcome Standards for Registered Training Organisations) Instrument 2025
- Credential Policy Standards for Registered Training Organisations 2025 Education and Training Reform Act 2006
- Education and Training Reform Regulations 2007 (Regulations 2007) Schedule 7
- Department of Education and Training Contract (Dual Sector)
- Education Services for Overseas Student Act 2000
- The National Code of Practice for Providers of Education and Training to Overseas Students 2018
- VRQA Guidelines for Non-School Providers: Minimum Standards for Registration to Provide an Accredited Senior Secondary or Foundation Secondary Course 2022
- **VRQA Guidelines to the Minimum Standards and Requirements for School Registration 2022**
- Guidelines for VET Providers
- Victorian Certificate of Applied Learning 2017: Guidelines for new providers
- VCAA annual VCE VET Administrative Handbook
- Global Wind Organisation, Requirements for Training Providers

Definitions

Term	Definition
ASQA	<p>The Australian Skills Quality Authority ASQA is the national regulator for Australia's vocational education and training sector.</p> <p>ASQA regulates courses and training providers to ensure nationally approved quality standards are met.</p>
Assessment	<p>The process by which an NVR registered training organisation, or a third-party delivering services on its behalf, collects evidence for the purposes of determining whether a VET student is competent to perform to the standard specified in the training product.</p>
Adult education qualification	<p>An adult education qualification has a focus on training and assessing adults. The qualification does not need to include the words 'adult education' in the title; however, units or subjects completed within the qualification need to demonstrate the skills and knowledge required to train</p>

	<p>adults. The academic transcript or record of results for the qualification will provide the evidence to demonstrate this.</p> <p>Examples of adult education qualifications include:</p> <ul style="list-style-type: none"> • Master of Education or Doctoral degree with an adult education focus. • Degrees and associate degrees in adult and vocational teaching • Graduate Diploma of Adult Language, Literacy and Numeracy Practice
Competency	<p>The consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.</p>
Credential Policy	<p>Is the document titled “Credential Policy”, listed on the National Register, as in force from time to time.</p> <p>Note: Section 191A of the Act permits this instrument to make provision in relation to a matter by applying, adopting or incorporating any matter contained in another instrument or other writing as in force or existing from time to time.</p>
Current industry skills	<p>Current industry skills are the knowledge, skills and experience required by VET teaching staff and those who provide training and assessment under supervision in accordance with the National Vocational Education and Training Regulator (Outcome Standards for Registered Training Organisations) Instrument 2025 and <i>Credential Policy</i> to ensure that their training and assessment is based on current industry practices and meets the needs of industry.</p> <p>Current industry skills may be informed by consultations with industry and may include, but are not limited to:</p> <ol style="list-style-type: none"> a. having knowledge of and/or experience using the latest techniques and processes. b. possessing a high level of product knowledge. c. understanding and knowledge of legislation relevant to industry and to employment and workplaces. d. being customer/client oriented. e. possessing formal industry and training qualifications; and f. training content that reflects current industry practice.
Industry	<p>Refers to bodies that have a stake in the services provided by RTOs. These can include, but are not limited to:</p> <ol style="list-style-type: none"> a. enterprise/industry clients, e.g. employers. b. group training organisations. c. industry and employer organisations. d. industry regulators. e. skills service organisations or similar bodies. f. unions.
Industry engagement	<p>May include but is not limited to, strategies such as:</p>

	<ul style="list-style-type: none"> a. partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs. b. involving employer nominees in industry advisory committees and/or reference groups. c. embedding staff within enterprises. d. networking in an ongoing way with industry networks, peak bodies and/or employers. e. developing networks of relevant employers and industry representatives to participate in assessment validation; and f. exchanging knowledge, staff, and/or resources with employers, networks and industry bodies.
2025 Standards for RTO's	<p>The objectives of the RTO Standards are to ensure nationally consistent, high-quality training and assessment services within Australia's VET system.</p> <p>Continual compliance with the 2025 Standards for RTO's is a condition for all RTO's and for applicants seeking registration under the Act.</p>
Professional Development	<p>Undertake continuing professional development to maintain current skills and knowledge in training and assessment, including skills and knowledge relating to engaging and supporting VET students. Develop and/or maintain an individual's skills, knowledge, expertise and other characteristics as a trainer or assessor. This includes both formal and informal activities that encompass vocational competencies, currency of industry skills and knowledge and practice of vocational training, learning and assessment, including competency-based training and assessment. Examples of professional development activities include:</p> <ul style="list-style-type: none"> a. participation in courses, workshops, seminars, conferences, or formal learning programs. b. participation in mentoring, professional associations or other learning networks. c. personal development through individual research or reading of publications or other relevant information. d. participation in moderation or validation activities; and e. participation in industry release programs.
Registered Training Organisation RTO	Registered Training Organisation. A training organisation listed on the National Register, or by the relevant state-based authority, as a registered training organisation. Federation University/TAFE's RTO number is 4909.
Skill Set	A single unit of competency or a combination of units of competency from a training package which links to a licensing or regulatory requirement, or a defined industry need.
VCAA	The Victorian Curriculum and Assessment Authority.
VCE VM - Victorian Certificate of Education Vocational Major	The VCE VM is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. Accredited and monitored by VCAA and VRQA.

VET Teacher	For the purpose of this procedure, a VET Teacher is any person engaged to teach or assess the University VET (vocational education and training) programs.
VIT	Victorian Institute of Teaching: https://www.vit.vic.edu.au/
Vocational Competency	Vocational competency is broad industry knowledge and experience, usually combined with a relevant industry qualification. Vocational competency must be considered on an industry-by-industry basis and with reference to the guidance provided in the Assessment Guidelines of the relevant Training Package.
VPC - Victorian Pathways Certificate	The VPC is an accredited foundation secondary qualification under the Education and Training Reform Act 2006. It aligns to Level 1 in the Australian Qualifications Framework. While the VPC is not a senior secondary qualification, it can be a pathway to the VCE. Accredited and monitored by VCAA and VRQA.
VPC and VCE VM Teacher	For the purpose of this procedure, a VPC and VCE VM Teacher is any person engaged to teach or assess within the VPC or VCE VM programs.
VRQA	<p>The Victorian Registration and Qualifications Authority (VRQA) is the Victorian statutory authority responsible for ensuring that employers of apprentices and trainees and providers of education and training (including course and qualification owners) meet quality standards, and that information is readily available to support informed choice in education and training.</p> <p>The VRQA:</p> <ul style="list-style-type: none"> • registers certain education and training providers and awarding bodies • registers certain qualifications and accredits courses • regulates apprenticeships and traineeships in Victoria. <p>The Victorian Registration and Qualifications Authority VRQA also registers providers to deliver the Victorian Certificate of Education Vocational Major (VCE VM) and/or the Victorian Pathways Certificate (VPC) in full or single courses in a non-school setting.</p> <p>The <i>Education and Training Reform Act 2006</i> (the Act) lists the minimum standards (officially called the prescribed minimum standards) that senior secondary education providers must satisfy to be and remain registered.</p> <p>The Act provides that the VRQA must not register a person, body or school as a senior secondary provider unless the VRQA is satisfied that the school person, body or school meets the relevant standards.</p> <p>These Guidelines deal with the minimum standards that apply to non-school providers offering an accredited senior secondary course such as the VCE VM or the VPC.</p>
Skills First Teacher - applicable to government funded students only	<p>A Skills First Teacher is an individual who is a trainer and/or assessor who:</p> <ol style="list-style-type: none"> a. is employed: <ol style="list-style-type: none"> i. directly by the RTO; ii. engaged by the RTO as a sole trader; or

	<ul style="list-style-type: none"> iii. engaged by the RTO through a subcontracting arrangement b. is listed on the Register of Trainers and Assessors; and c. has relevant training and vocational competency.
--	--

Actions

Federation University is committed to providing quality training and assessment for its students, recognising the fundamental relationship between trainer and/or assessor qualifications, current industry skill, vocational competency, professional development, and training and assessment outcomes.

Prior to the commencement of teaching and as required by ASQA and internal Federation University requirements Credential Policy 2025, Credentials for delivery of training and assessment, section 1A, Teaching staff must hold a:

1. TAE40122 Certificate IV in Training and Assessment or its successor, **or**
2. TAE40116 Certificate IV in Training and Assessment or its successor, **or**
3. A diploma or higher-level qualification in an approved adult education qualification, **or**
 - i. A secondary teaching qualification and one of the following credentials:
 - TAESS00011 Assessor Skill Set, or
 - TAESS00019 Assessor Skill Set or its successor, or
 - TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set or its successor.

Note: The units completed within the diploma or higher-level qualification need to demonstrate the skills and knowledge required to train adults. An academic transcript or certified statement of results for the qualification needs to be provided as evidence to demonstrate this. The qualifications should be mapped and evidence documented within the Trainer Skills Matrix.

In addition to the above ASQA clauses, standard 3.3 requires that all training and assessment must be delivered by those who have:

- a. have industry competencies, skills and knowledge that are relevant to, and at least to the level of, the training product being delivered or assessed by the person; and
- b. maintain an understanding of current industry practices relevant to the training or assessment being delivered by the person.
- c. meet any specific Training Package / licensing requirements.
- d. through professional development activities, continuously develop and improve their vocational and teaching skills and knowledge;
- e. a current working with children (WWCC) check or be VIT registered, (for any exclusions and / or exemptions refer to the [Working With Children \(WWC\) Check Procedure](#)).

Credential requirements for the delivery of the training and assessment for training products from the TAE Training Package.

To deliver training and assessment for an AQF qualification or skill set from the TAE Training Package, the person must either:

- hold one of the training and assessment credentials outlined at section 2A, or
- hold one of the training and assessment credentials outlined at section 2B and work under the direction of a trainer or assessor with one of the relevant training and assessment credentials at section 2C.

2A. Delivery of TAE training and assessment

To deliver training and assessment for any AQF qualification or skill set from the TAE Training Package or its successor, the person must hold the qualification or skill set at least to the level being delivered. To deliver training

and assessment for the TAE40122 Certificate IV in Training and Assessment or its successor or the TAESS00019 Assessor Skill Set or its successor, the person must hold one of the following credentials:

- TAE50122 Diploma of Vocational Education and Training or its successor,
- TAE50116 Diploma of Vocational Education and Training,
- TAE50216 Diploma of Training Design and Development,
- TAE50211 Diploma of Training Design and Development, or
- A higher-level qualification in adult education or vocational education and training.

It is preferred but not mandatory that those delivering the qualifications from the TAE training package also hold the specific unit TAERES501 Apply Research to Training and Assessment Practice.

2B. Delivery of TAE training and assessment under direction

A person who holds one of the credentials listed in this section can deliver training and contribute to assessment (including conducting assessment and collecting assessment evidence) for the credentials specified below from the TAE training package, provided they work under the direction of a trainer or assessor who holds a relevant Diploma or higher-level qualification (as per section 2C), but cannot make assessment judgements.

To deliver training and assessment under direction for the TAE40122 Certificate IV in Training and Assessment or its successor, TAESS00019 Assessor Skill Set or its successor, or TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set or its successor, the person must hold one of the following credentials:

- TAE40122 Certificate IV in Training and Assessment or its successor,
- TAE40116 Certificate IV in Training and Assessment,
- A secondary teaching qualification and one of the following credentials:
 - TAESS00011 Assessor Skill Set, or
 - TAESS00019 Assessor Skill Set or its successor, or
 - TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set or its successor.

2C. Providing directions on the delivery of TAE training and assessment

A trainer and assessor who satisfies the requirements of this section is permitted to provide directions to others delivering training and assessment for a training product from the TAE Training Package in accordance with Section 2B.

Where a trainer or assessor is providing directions, they are responsible for providing oversight, guidance and quality assurance in respect of an individual to ensure the quality of training and assessment delivered by that person.

The RTO is responsible for determining the nature and extent of direction required and any necessary restrictions and ensuring the quality of training and assessment is consistent with the Outcome Standards. To provide direction related to the delivery of training and assessment for an AQF qualification or skill set from the TAE Training Package, the person must hold one of the following credentials:

- TAE50122 Diploma of Vocational Education and Training or its successor,
- TAE50116 Diploma of Vocational Education and Training,
- TAE50216 Diploma of Training Design and Development,
- TAE50211 Diploma of Training Design and Development, or
- A diploma or higher-level qualification in adult education or vocational education and training.

In certain circumstances, incremental progression will be contingent on teaching staff meeting the education qualification requirements as set out in the current relevant Enterprise Agreement in addition to other criteria.

Evidence in the form of academic transcripts, demonstrating compliance with the above requirements must be uploaded by teaching staff onto the University Human Resources Management System (Workday) if they are responsible for delivering and/or assessing the University's VET/VCE VM or VPC programs.

Qualification and vocational information for VET teaching staff must also be recorded in the Skills First Register of Trainers and Assessors.

This includes, but is not limited to ongoing, contract, and sessional staff approved to be delivering programs on behalf of Federation University under either Auspice, or approved subcontracting arrangements either on or off-shore.

VCE VM or VPC Requirements

Teachers delivering any VCE VM or VPC Strand must hold an appropriate AQF 6 qualification with specialist subject knowledge, be VIT registered or have Permission to Teach (PPT) and hold:

1. TAE40122 Certificate IV in Training and Assessment or its successor, **or**
2. TAE40116 Certificate IV in Training and Assessment or its successor, **or**
3. diploma or higher-level qualification in an approved adult education qualification, **or**
4. A credential issued by a higher education provider (as defined in the Higher Education Support Act 2003) which would enable the individual to satisfy the academic requirements for registration as a secondary school teacher in accordance with the registration requirements in at least one following credentials, or the successor to one of the following credentials:
 - i. TAESS00011/TAESS00019 - Assessor Skill Set; **or**
 - ii. TAESS00024 - VET Delivered to School Students Teacher Enhancement Skill Set

Vendor Accredited Programs - Requirements

The University may have an arrangement with a vendor to deliver programs that are developed, accredited and maintained by the vendor. Teachers delivering these programs may require additional qualifications, training and/or skills to those listed above.

When planning the delivery of a vendor accredited program, all staffing requirements must be considered, and any relevant program standards or other documentation must be referenced to ensure teaching staff are suitably qualified and competent to deliver the program.

Working Under Direction

In exceptional circumstances and only with prior written approval from the Director of Skills and Education Delivery, the University may engage an individual who is not a trainer or assessor but who works under the direction of a trainer/assessor, but they **do not** determine assessment outcomes. Approval to train under direction will require completion of a fully documented Direct Supervision plan approved by the Director of Skills and Education Delivery.

The University must ensure that any individual delivering training and conduct assessment under direction, must hold one of the following credentials:

- TAESS00021 Facilitation Skill Set or its successor,
- TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set or its successor,
- TAESS00030 Volunteer Trainer Delivery and Assessment Contribution Skill Set or its successor,
- TAESS00029 Volunteer Trainer Delivery Skill Set or its successor,
- TAESS00020 Workplace Trainer Skill Set or its successor,
- TAESS00028 Work Skill Instructor Skill Set or its successor,

- TAESS00022 Young Learner Delivery Skill Set or its successor,
- TAESS00015 Enterprise Trainer and Assessor Skill Set
- TAESS00003 Enterprise Trainer and Assessor Skill Set,
- TAESS00008 Enterprise Trainer – Mentoring Skill Set,
- TAESS00013 Enterprise Trainer – Mentoring Skill Set,
- TAESS00007 Enterprise Trainer – Presenting Skill Set,
- TAESS00014 Enterprise Trainer – Presenting Skill Set,
- A secondary teaching qualification.

1E. Providing direction on the delivery of training and assessment

A trainer and assessor who satisfies the requirements of this section is permitted to provide direction to others delivering training and assessment in accordance with Sections 1C and 1D of this policy, or to experts engaged in accordance with Standard 3.3.

Where a trainer or assessor is providing direction, they are responsible for providing oversight, guidance and quality assurance in respect of a person who does not have the full training and assessment credential to ensure the quality of training and assessment delivered by that person.

The requirements below apply to all trainers or assessors giving direction regardless of whether the person receiving direction is an industry expert, holds a relevant skill set, or is actively working towards a credential. A person providing direction must hold one of the following credentials:

- TAE40122 Certificate IV in Training and Assessment or its successor,
- TAE40116 Certificate IV in Training and Assessment,
- A secondary teaching qualification and one of the following credentials:
 - TAESS00011 Assessor Skill Set, or
 - TAESS00019 Assessor Skill Set or its successor, or
 - TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set or its successor,
- A diploma or higher-level qualification in adult education or vocational education and training.

In addition:

- have industry competencies, skills and knowledge that are relevant to, and at least to the level of, the training product being delivered or assessed by the person; and
- maintain an understanding of current industry practices relevant to the training or assessment being delivered by the person.
- any requirements, conditions or restrictions considered necessary on the individual's involvement in the provision of training and collection of assessment evidence.
- holds a current working with children (WWCC) check or be VIT registered, (for any exclusions and / or exemptions refer to the [Working With Children \(WWC\) Check Procedure](#)).

Any trainers employed under direction must be included on the qualification documentation, including TAS Part A, Delivery Plan and Trainer Skills Matrix. Details of the supervisor must be included in this documentation as well.

Industry experts may be involved in the assessment judgement, working alongside a qualified trainer/assessor to conduct an assessment.

As part of the formal industry engagement requirement of the Standards for Registered Training Organisations 2025, the inclusion of industry experts is the only approved practice for utilising supervision arrangements.

Arrangements must be established to ensure qualifications are delivered and assessed by appropriately qualified staff in accordance with this Procedure. Evidence of this appropriateness must be maintained as per requirements described in the Record Keeping section of this Procedure.

For teachers of VCE VM or VPC who are not VIT registered at the time of registration a documented supervision arrangement must be put in place.

Professional Development of VET Teaching Staff

Opportunities for training, industry release and staff development will be made available to increase the vocational skills and pedagogical knowledge of VET and VCE VM or VPC teachers, and to engage with industry and broaden the areas in which individual teachers are qualified and competent to train and assess.

The University encourages VET and VCE VM or VPC teachers in the attainment of degrees or higher qualifications in education and training.

Professional development relates to the individual and qualifications, therefore formal professional development records must be documented on the following:

1. Individual work plans as part of the Performance Review and Development Program.
2. Updated on the [Trainer Skills Matrix](#) for each qualification taught; and
3. Recorded in the Skills First Register of Trainers and Assessors.

Evidence of qualifications and certificates must be formally cited and authenticated by the Program Manager and uploaded on Workday as part of the individual teacher's personal information file.

The [Performance Review and Development Program Procedure](#) will be utilised to identify, plan and record evidence relating to professional development in training, assessment, current vocational competencies and teaching. VET and VCE VM or VPC teaching staff will be expected to undertake a minimum level of professional development each year.

Skills First trainers and assessors may be required to undertake specific professional development as directed by the Department of Education and Training such as online learning.

Register of Trainers and Assessors

The Department of Education and Training requires all RTOs to establish and maintain a Register of Trainers and Assessors. In accordance with the Skills First Funding Contract this Register must contain the following information for everyone employed by the University to train and / or assess for vocational education and training, including those engaged through a sub-contractor:

- the individual's name.
- whether the University engages the individual as a trainer or assessor, or as both.
- which qualifications the individual will be delivering training and / or assessment.
- the title of the highest qualification in training and assessment that the individual has obtained, and the date on which it was obtained.
- details of the individual's vocational competencies for each industry area in which they will deliver qualifications, being either:
 - the title of the highest qualification in each industry area that the individual has obtained that is at least of the level being delivered, and the date on which it was obtained; or
 - confirmation that their vocational competencies have been mapped and determined to be equivalent to the level being delivered;

- details of the individual's current industry skills that are directly relevant to the training and / or assessment being delivered.
- details of the individual's participation in professional development, including:
 - in the fields of knowledge and practice of vocational training, learning and assessment, including competency-based training and assessment;
 - the individual's participation in professional development related to online delivery; and
- whether that trainer or assessor is involved in the delivery of qualifications / courses on the Foundations Skills List or Training and Assessment Course List.

Teacher Induction

As part of the induction process, all qualifications, current industry skills and knowledge, and vocational competencies must be verified by the hiring manager or Program Manager, including comprehensive referee checks. Furthermore, the inductee is required to fill out a Trainer Skills Matrix prior to the receipt of their employment contract from People and Culture (P&C).

New trainers and / or assessors must be enrolled in the University's specified induction online training, which includes the Child Safe standards module.

Information regarding the regulatory requirements associated with the trainer and/or assessor role, and Federation University/TAFE management and administrative responsibilities towards managing qualification and competency evidence will be provided to the trainer and/or assessor on orientation.

Records Management

The Trainers SkillsMatrix is completed/updated annually in the Curriculum Centre for each assessor/trainer including qualifications and industry currency in relation to each unit of competency taught.

Documentary evidence confirming vocational qualification(s), training and assessment qualification(s) and any professional development must be sighted and retained in each staff member's Workday file; this includes evidence such as transcripts, testamurs and/or industry associate membership cards.

On commencement with the University (*or after 1st pay period to access Workday*) all staff must upload (*cited and signed by Supervisor*) copies of their formal qualifications, licenses and competencies directly to the Human Resources portal, Workday.

Web link to instruction manual:

<https://federationuniversity.sharepoint.com/teams/WDocs?>

It is the responsibility of staff to ensure that they continue to upload further cited qualifications, licenses and competencies as they receive these.

It is the responsibility of the Associate Director/ Program Managers to ensure all staff complete and keep their records updated.

Document Title	Location	Responsible Officer	Minimum Retention Period
Testamur / Statements	P&C Workday Staff Files	Program Manager	50 years after last contact

Victorian Institute of Teaching VIT Registration	P&C Workday Staff Files	Program Manager	Period of registration
Working With Children Check	P&C Workday Staff Files	Program Manager	Period of Registration
Trainer Skills Matrix	Curriculum Centre	Program Manager	2 years after cessation of delivery / assessment activities
VetTAC	Staff Files	Program Manager	2 years after cessation of delivery / assessment activities
Register of Trainer & Assessors	Centers	Associate Directors	
Direct Supervision Record Sheet	Within Department	Directors/Associate Director/Program Manager	2 years after cessation of delivery/assessment activities

Records Disposal

University records must only be disposed of in accordance with the University's Records Disposal Process as outlined in the Records Framework Procedure. Authorisation must be obtained from the Faculty/Centre/College, Records Management Services and the University Registrar or their delegate prior to disposal. Records must not be destroyed where it is known that those records may likely be required in evidence, either now or in the future.

Supporting Documents

- [Performance Review and Development Program Procedure](#)
- Federation University Australia TAFE Teaching Staff Agreement 2025-2028
- [Trainer Skills Matrix](#)
- [VET Teacher Work Plan](#)

Forms.

- [Direct Supervision Record Sheet](#) (DOCX 355.2kb)
- [Professional Development Application Form VET](#) (DOCX 954.8kb)

Responsibility

The Executive Director/Directors/Associate Directors/Program Managers are responsible for ensuring compliance with the terms and conditions of the [VET Teacher Qualifications and Competency Procedure](#).

The Pro Vice-Chancellor, VET and Pathways and Chief Executive, TAFE, as the Approval Authority, is responsible for monitoring the implementation, outcomes and scheduled review of this procedure.

The Director of Skills and Education Delivery, as the Document Owner, is responsible for maintaining the content of this procedure.

Promulgation

The procedure will be communicated throughout the University via:

- Announcement the University's News webpage;
- Inclusion in the University Policy Library;
- Annual professional development includes assessment activities and workshops.

Implementation

The [VET Teacher Qualifications and Competency Procedure](#) will be implemented throughout the University through completion and collection of appropriate forms as listed in this procedure.

Director of Skills and Education Delivery will meet with key stakeholders to discuss this procedure and its requirements.