

CHS Academic Staff Qualifications and Equivalence Policy

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Table of Contents

1. Purpose.....	2
2. Scope	2
3. Definitions	2
4. Legislative References	2
5. Qualifications and Equivalence Framework	3
6. Records.....	5
7. Related Documents	5
8. Related Legislation	5

1. Purpose

This policy outlines the appropriate qualifications and/or equivalent professional experience for academic teaching staff at ECA College of Health Sciences.

2. Scope

This policy applies to all staff with responsibilities for academic oversight or teaching, tutoring and supervisory roles. This policy should be read in conjunction with other related policies (see Related Documents).

3. Definitions

Item	Definition
<i>AQF</i>	The Australian Qualifications Framework, which describes the minimum standards and levels of Australian qualifications and award courses.
<i>Course</i>	A structured sequence of study leading to the award of a degree, diploma, certificate or other recognized qualification, which when successfully completed is conferred on the graduand by the Board of Directors of CHS.
<i>Cognate discipline</i>	A closely allied discipline or area of study. Typically in the same broad Field of Education as classified by the Australian Bureau of Statistics in the <u>Australian Standard Classification of Education (ASCED), 2001</u> .
<i>Course Learning Outcome</i>	A statement of the knowledge, skills, and application of knowledge and skills that students are expected to have achieved upon completion of the course.
<i>Professional work experience</i>	Work experience that includes some authority for decision-making, individual accountability for results, and that is characterised by specified in-depth work requirements and the ability to use independent judgment and discretion in the performance of duties.
<i>Qualification</i>	Refers to the broad discipline-free nomenclature used in the AQF to describe each category of AQF qualification.
<i>Unit Learning Outcome</i>	A statement of what students are expected to learn and/or skills they are expected to acquire in the unit and be able to demonstrate upon completion of the unit.

4. Legislative References

The [Australian Qualifications Framework, Second Edition, January 2013](#) (AQF) is the national policy specifying criteria for classification of Australian qualifications. It incorporates the qualifications from all education and training sector into a single comprehensive national qualifications framework.

The organising framework for the AQF is a taxonomic structure of levels and qualification types, each of which is defined by a taxonomy of learning outcomes. The taxonomic approach is designed to enable consistency in the way in which qualifications are described as well as clarity about the differences and relationships between qualification types.

The AQF Levels define the relative complexity and depth of achievement and the autonomy required of graduates to demonstrate that achievement. In the AQF there are 10 Levels with Level 1 having the lowest complexity and AQF Level 10 the highest complexity. The Levels are defined by criteria expressed as learning outcomes.

AQF qualification type is the nomenclature used in the AQF to describe each discipline-free category of AQF qualifications. Each qualification type is defined by a descriptor expressed as learning outcomes.

There are 14 AQF qualification types from across all education and training sectors.

The [Higher Education Standards Framework \(Threshold Standards\) 2015](#) Standard 3.2 requires that:

3. *Staff with responsibilities for academic oversight and those with teaching and supervisory roles in courses or units of study are equipped for their roles, including having:*
 - a. *knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice;*
 - b. *skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of particular student cohorts; and*
 - c. *a qualification in a relevant discipline at least one level higher than is awarded for the course of study, or equivalent relevant academic or professional or practice based experience and expertise, except for staff supervising doctoral degrees having a doctoral degree or equivalent research experience.*

5. Qualifications and Equivalence Framework

Academic oversight, teaching, and supervisory roles involve the exercise of academic judgement and include conducting classes or seminars, online course delivery or facilitation, and setting and marking formative and summative assessment tasks.

Staff with responsibilities for academic oversight or teaching and supervisory roles in courses or units will have appropriate qualifications or equivalent experience as set out in Table 1 below (except as noted immediately below).

Staff without appropriate qualifications or experience may teach components of a course under the supervision of staff with appropriate qualifications or experience where they are employed:

- as professional specialists to meet specified educational needs;
- to teach as part of their career development; or
- to teach in emergent academic disciplines where a plan to support their development, with appropriate timelines, is implemented and they are working under the supervision of an appropriately qualified staff member.

The criteria set out in Table 1 below are applied in the context of the discipline and the relevant Course and Unit Learning Outcomes. The criteria may be varied or added to by the Academic Board for specified award courses as appropriate for the discipline or for individual staff members, provided staff can demonstrate equivalence of professional or practiced-based experience (with reference to AQF criteria) and are equipped to meet students' educational needs.

Decisions about the equivalence of experience of teaching staff are made by the Dean on the advice of the Directors of Study and other senior academic member(s) of the College with demonstrated expertise in the relevant discipline as appropriate. Evidence to support decisions about equivalence of experience may include, but is not limited to:

- experience in professional, business or creative or other practice-based roles requiring high order judgement and the provision of expert advice;

- managerial experience in a related field;
- testimonials, awards or other recognition that acknowledges leadership or expertise in the field;
- professional qualifications, experience and standing, including participation in advisory boards and professional networks;
- leadership in the development of professional standards;
- peer reviewed publications and/or scholarship in a related field or other publications such as professional and/or industry reports;
- leadership or management of research acknowledged by peers; or
- current teaching experience in a related field with demonstrated success and evidence of scholarship in the field.

The assessment of equivalent experience will be made with reference to the relevant Course Learning Outcomes and AQF Level of award. The number of years of experience stipulated in Table 1 below is indicative and may be varied as appropriate for particular disciplines or professions. What is considered to be ‘current’ experience will depend on the pace of change in a particular discipline or profession.

Table 1. Criteria for Assessing Appropriateness of Qualifications and/or Experience of Staff Overseeing or Teaching in a Course

Course Level	Minimum Qualification/Experience to Oversee or Teach at the Course Level
Diploma (AQF 5)	<ul style="list-style-type: none"> • Bachelor degree (AQF 7) in a cognate discipline; and/or • at least five-years full-time managerial and/or professional work experience in a related field; and/or • at least five-year full-time current teaching experience at AQF 5 with demonstrated success and evidence of scholarship in the field.
Bachelor (AQF 7)	<ul style="list-style-type: none"> • Bachelor Honours degree, Graduate Certificate or Graduate Diploma (AQF 8) in a cognate discipline; and/or • Bachelor Degree (AQF 7) in a cognate discipline <u>and</u> at least five-years full-time managerial and/or professional work experience in a related field; and/or • Bachelor Degree (AQF 7) in a cognate discipline <u>and</u> at least five-year full-time current teaching experience at AQF 7 with demonstrated success and evidence of scholarship in the field.
Bachelor Honours; Graduate Certificate; Graduate Diploma (AQF 8)	<ul style="list-style-type: none"> • Master degree (AQF 9) in a cognate discipline; and/or • Bachelor Honours degree, Graduate Certificate or Graduate Diploma (AQF 8) in a cognate discipline <u>and</u> at least five-years full-time managerial and/or professional work experience in a related field; and/or • Bachelor Honours degree, Graduate Certificate or Graduate Diploma (AQF 8) in a cognate discipline <u>and</u> at least five-year full-time current teaching experience at AQF 8 with demonstrated success and evidence of scholarship in the field.
Masters (coursework) (AQF 9)	<ul style="list-style-type: none"> • PhD (AQF 10) in a cognate discipline; and/or • Master degree (AQF 9) in a cognate discipline <u>and</u> at least five-years full-time managerial and/or professional work experience in a role requiring specialised knowledge, expertise and independent high-level planning and management of people and/or complex processes/projects; and/or • Master degree (AQF 9) in a cognate discipline <u>and</u> at least five-year full-time current teaching experience at AQF 9 with demonstrated success and evidence of scholarship in the field.
Masters (research) (AQF 9)	<ul style="list-style-type: none"> • PhD (AQF 10) in a cognate discipline; and/or • Master degree (research) (AQF 9) in a cognate discipline <u>and</u> at least five-years full-time managerial and/or professional work experience in a role

	<p>requiring specialised knowledge, expertise and independent high-level planning and management of people and/or complex processes/projects; and/or</p> <ul style="list-style-type: none"> • Master degree (research) (AQF 9) in a cognate discipline <u>and</u> at least five-year full-time current teaching experience at AQF 9 in programs with a significant research component, with demonstrated success and evidence of scholarship in the field; and/or • at least 10-years current research experience in a related field equivalent to a Doctoral degree, to be determined with reference to evidence which might include peer-reviewed publications, research-related awards or prizes, professional reports, a body of creative work, and/or expert commentary.
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Course Level	Minimum Qualification/Experience to Oversee or Teach at the Course Level
PhD (AQF 10)	<ul style="list-style-type: none"> • Doctoral degree (AQF 10) in a related field with a record of peer-review publication and current research training; and/or • at least 10-years current research experience in a related field equivalent to a Doctoral degree, to be determined with reference to evidence which might include peer-reviewed publications, research-related awards or prizes, professional reports, a body of creative work, and/or expert commentary <u>and</u> with a record of peer-review publication and current research training.

6. Records

Records associated with this policy will be maintained according to the Records Management Policy and Record Retention and Disposal Schedule.

7. Related Documents

This policy should be read in conjunction with the:

- CHS Academic Titles, Appointments and Promotions Policy
- CHS Academic Integrity Policy and Procedures
- CHS HR Manual
- CHS Education Assistance Guidelines
- CHS Equity and Diversity Policy
- CHS PD Policy and Procedure

8. Related Legislation

- Higher Education Support Act 2003
- Tertiary Education Quality and Standards Agency (TEQSA) Act 2011
- TEQSA Higher Education Standards Framework (Threshold Standards) 2015
- Education Services for Overseas Students (ESOS) Act 2000 and National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018)
- Australian Qualifications Framework (AQF).