ACADEMIC STAFF QUALIFICATIONS AND EQUIVALENCE POLICY

Policy Category	Academic
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Responsible Officer	Dean Academic
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References and Legislation	TEQSA Higher Education Standards Framework (Threshold Standards) 2015; National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2017; Higher Education Support Act 2003 (Cth); and Australian Qualifications Framework, Second Edition, January 2013.

Version	Change Description	Approved	Effective Date
1.3	New policy created Logo updated	12 May 2017 May 2018	May 2018
2.0	Review and minor updates	Academic Board 9 October 2020	26 October 2020
2.1	Minor changes to job titles and extension of review date	CEO 11 July 2023	11 July 2023
2.2	Minor changes to job titles and extension of review date	CEO 30 January 2025	30 January 2025

1.   Purpose

This Policy outlines the appropriate qualifications and/or equivalent professional experience for academic teaching staff at Asia Pacific International College.

2.   Scope

This Policy applies to all Staff with responsibilities for academic oversight or teaching and supervisory roles.

3.   Definitions

Item	Definition
AQF	The Australian Qualifications Framework, which describes the minimum standards and levels of Australian qualifications and award courses.
Course	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 APIC.

Item	Definition
Cognate discipline	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 Australian Standard Classification of Education (ASCED), 2001.
Course Learning Outcome	A statement of the knowledge, skills, and application of knowledge and skills that students are expected to have achieved upon completion of the course.
Managerial work experience	Work experience includes responsibility for planning and organizing resources (including Staff), leading or influencing individuals or groups, and controlling processes. That is characterised by the requirement to make decisions that can have a significant impact on the organisation.
Professional work experience	Work experience includes some authority for decision-making, individual accountability for results, characterised by specified in-depth work requirements, and the ability to use independent judgment and discretion in duties' performance.
Related field	Belonging to the MANAGERS or PROFESSIONALS, major groups are classified by the Australian and New Zealand Standard Classification of Occupations (ANZSCO).
Qualification	This refers to the broad discipline-free nomenclature used in the AQF to describe each category of AQF qualification.
Unit Learning Outcome	A statement of what students are expected to learn and/or skills they are expected to acquire in the unit and demonstrate upon completion of the unit.

4.   Legislative References

4.1   The Australian Qualifications Framework, Second Edition, January 2013 (AQF), is the national policy for regulated Australian education and training qualifications. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.

4.2   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 how qualifications are described and clarity about the differences and relationships between qualification types.

4.3   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.

4.4   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.

4.5   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

5.1 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.

5.2 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 Appendix 1 in accordance with the Threshold Standards.

5.3 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.

5.4 The criteria set out in Appendix 1 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 individual staff members provided. Staff can demonstrate equivalence of professional or practiced-based experience (with reference to AQF criteria) are equipped to meet students' educational needs.

5.5 Decisions about the equivalence of experience of teaching Staff are made by the Dean Academic on the advice of the Deputy Dean (Programs) and other senior academic members of the College with demonstrated expertise in the relevant discipline as appropriate.

5.6 Evidence to support decisions about the 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.

5.7 The assessment of equivalent experience will be made regarding the relevant Course Learning Outcomes and AQF Level of award. The number of years of experience stipulated in Appendix 1 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.

6. Recording of Qualifications and Equivalence

6.1 The qualifications/experience of Staff with responsibilities for academic oversight or teaching will be recorded as part of their staff record, as will the approved level of teaching in which they may be engaged.

Appendix 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)	- 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 a five-year full-time current teaching experience at AQF 5 with demonstrated success and evidence of scholarship in the field.
Bachelor (AQF 7)	- 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 a 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)	- Masters 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 a five-year full-time current teaching experience at AQF 8 with demonstrated success and evidence of scholarship in the field.
Masters (coursework) (AQF 9)	- PhD (AQF 10) in a cognate discipline; and/or - Masters 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 CEOple and/or complex processes/projects; and/or - Masters degree (AQF 9) in a cognate discipline <u>and</u> at least a five-year full-time current teaching experience at AQF 9 with demonstrated success and evidence of scholarship in the field.
Masters (research) (AQF 9)	- PhD (AQF 10) in a cognate discipline; and/or - Masters 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 requiring specialised knowledge, expertise, and independent high-level planning and management of CEOple and/or complex processes/projects; and/or

- Masters 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 regarding evidence which might include peer-reviewed publications, research-related awards or prizes, professional reports, a body of creative work, and/or expert commentary.

Course Level	Minimum Qualification/Experience to Oversee or Teach at the Course Level
PhD (AQF 10)	- 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 regarding 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.