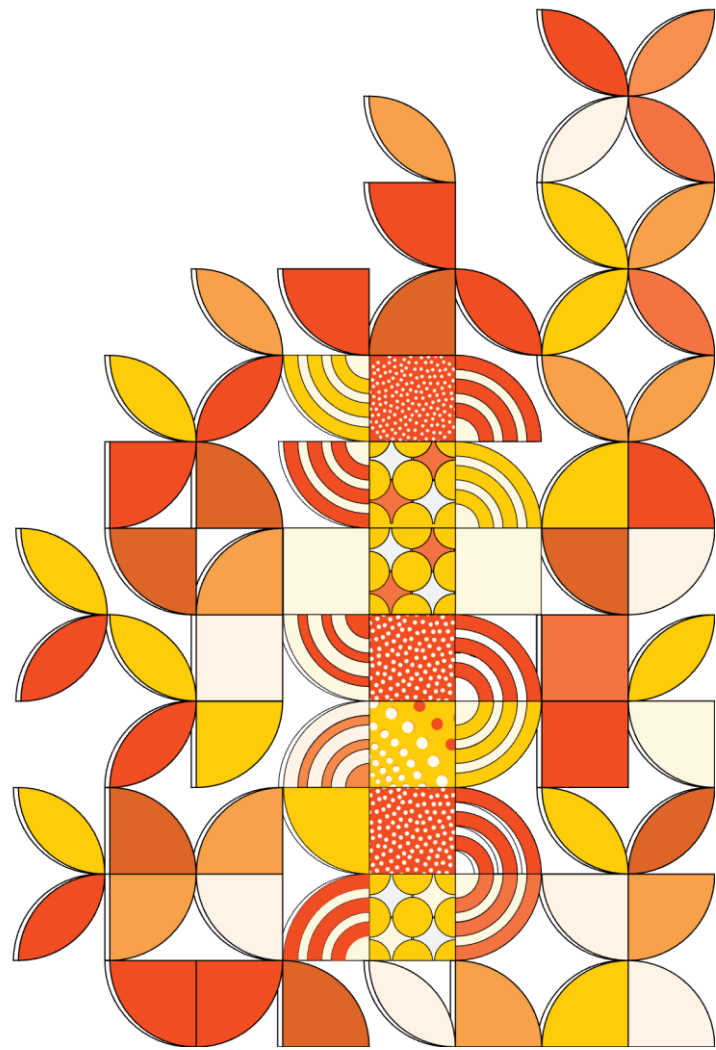


Academic Staff Teaching Qualifications and Equivalence Professional Experience Policy



SECTION 1

Purpose

1. The Academic Staff Teaching Qualifications and Equivalence Professional Experience Policy outlines the principles, guidelines, and objectives upheld by the Institute of Health and Management (IHM) to ensure that academic staff possess suitable qualifications in their respective disciplines, thereby facilitating high-quality education delivery and achieving optimal learning outcomes.

Scope

2. This policy applies to all staff, full-time, part-time, casual academic staffs enrolled in award courses.

Definitions

3. Definitions for key terms are presented in the [Glossary of Terms](#).

Suite documents

4. This Policy is linked to the following:
 - a) Academic Staff Teaching Qualifications and Equivalence Professional Experience Procedure
 - b) See also the Associated Information listed in the 'Related Internal Documents' in Section 3 below.

SECTION 2

Policy

5. Principles

- 5.1. This Policy supports IHM's dedication to delivering exceptional teaching, mentoring, and supervision to students through qualified and experienced staff.
- 5.2. This Policy aligns with the requirements of the Higher Education Standards Framework (Threshold Standards) 2021 specifically section 3.2.
- 5.3. The purpose of this Policy is to set out the principles and procedures for IHM academic staff who teach award courses to ensure they have appropriate qualifications in the relevant discipline and are:
 - a) qualified in at least one Australian Qualifications Framework (AQF) level higher than the course of study being taught (e.g. if the staff member is required to teach courses at AQF Levels 6-8, they would normally be expected to hold an AQF Level 9 qualification or above)

- b) or deemed to have obtained “equivalent professional experience” (equivalent relevant academic or professional or practice-based expertise) in lieu of formal qualifications as specified in section 6 of this Policy, except for staff who are supervising doctoral degrees who must themselves have a doctoral degree or equivalent research experience.
 - c) knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice
 - d) skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of student cohorts
- 5.4. Where academic staff do not have the required level of formal (AQF) qualifications in a discipline relevant to the subject matter, they will need to demonstrate that they have a combination of formal (AQF) qualifications and relevant teaching, professional, research and/or work experiences.
- 5.5. Where academic staff teaching a specialised component of a course of study, do not fully meet the standard are supervised by staff who do meet the Standard, provided that the qualifications and experience of staff collectively and individually meet the requirements of the Standards.
- 5.6. Teaching staff are accessible to students seeking individual assistance with their studies, at a level consistent with the learning needs of the student cohort.
- 5.7. Any teaching and professional experience must be current and relevant to the subject matter being taught and must be supported by appropriate evidence and/or references.
- 5.8. Higher education work experience (such as teaching and research) will be considered to be an extension of professional experiences where a staff member was originally employed because of their relevant professional experiences.
- 6. Minimum Requirements for the Qualifications of Teaching Staff**
- 6.1 The table below outlines the minimum requirements, and professional experience equivalence as additional evidence or standards as appropriate for different disciplines or professional areas of study.

AQF level being taught	Required AQF Level	Professional Experience Equivalence
Level 6 Associate degree/Advanced Diploma	Level 7 Bachelor's Degree	If no AQF 7: current registration (or equivalent) to practice within relevant profession; PLUS EITHER - 3 years' relevant professional experience within the last 5 years; OR - Enrolment in relevant AQF Level 7 program.

AQF level being taught	Required AQF Level	Professional Experience Equivalence
<p>Level 7 Bachelor Degree</p>	<p>Level 8 Bachelor Honours degree/ Graduate Certificates/ Graduate Diploma</p>	<p>If No AQF Level 8: Level 7 qualification (bachelor’s degree) and current (membership) registration to practise within the relevant profession (if relevant)</p> <p>PLUS, ONE OF THE FOLLOWING:</p> <p>3 years' relevant teaching, research and/or professional experience in the last 5 years</p> <p>OR</p> <p>Completion of at least two-thirds of a relevant level 9 (Masters) course, plus some relevant teaching, research and/or professional experience, together totalling 3 years.</p>
<p>Level 8 Bachelor Honours Degree/ Graduate Certificate/ Graduate Diploma</p>	<p>Level 9 Master degree by research or coursework</p>	<p>If no AQF Level 9: Level 8 qualification and current (membership) registration to practice within the relevant profession (if relevant)</p> <p>PLUS ONE OF THE FOLLOWING:</p> <p>5 years' relevant teaching, research and/or professional experience in the last 10 years</p> <p>OR</p> <p>Completion of at least two-thirds of a relevant level 9 (Masters) course plus some relevant teaching, research and/or professional experience, together totalling 5 years</p>
<p>Level 9 Master Degree (Coursework)/Master Degree (Extended)</p>	<p>Level 10 – Doctoral degree by research or coursework</p>	<p>If no AQF Level 10: Level 9 qualification and current (membership) registration to practice within the relevant profession (if relevant)</p> <p>PLUS ONE OF THE FOLLOWING</p> <p>5 years' relevant teaching, research and/or professional experience in the last 10 years</p> <p>OR</p> <p>Completion of at least two-thirds of a relevant level 10 (Doctoral) course plus some relevant teaching and/or professional experience, together totalling 5 years</p>
<p>Professional Doctorate or PhD student</p>	<p>PhD or Research Professional Doctorate plus research publications in the relevant discipline</p>	<p>Principal Supervisor: PhD or Research Professional Doctorate or equivalent plus research publications in the relevant discipline. Secondary (Co-) Supervisor: As above but could be varied by the school to include staff with</p>

AQF level being taught	Required AQF Level	Professional Experience Equivalence
		many years of experience in achieving research publications in the discipline area and/or are staff who have extensive and highly successful professional experience relevant to the research project.

7. Exceptions (If Applicable)

7.1. The following categories of staff may be exempted from these general requirements, but must have a level of knowledge and expertise that will demonstrably enhance the learning experiences of students:

- a) Occasional guest lecturers and teachers/instructors who do not teach more than one-third of the unit in any teaching session may be exempted from the requirements.
- b) Workplace learning educators and workplace learning supervisors are generally expected to have at least a Bachelor qualification plus two years' full-time equivalent experience in the discipline in the past 10 years. If they do not possess a Bachelor qualification, they will require extensive workplace experience as deemed appropriate by the Academic Dean.
- c) Where a unit has a research component, the staff member teaching the research component will be required to demonstrate that they have relevant research skills and successful research experiences.
- d) Existing staff may be exempt if they can demonstrate that they have been successful teachers in the relevant course/s at IHM for a significant period.
- e) There may be special circumstances not covered by these guidelines. In such cases, an academically defensible position must be made for each individual staff member. For example, at the time of approving any policy on this topic, existing staff may be exempt from the operation of the Policy for a specific subject or cohort of students, if they can demonstrate to the Head of the School and/or the Academic Dean that they have been successful teachers for a significant period of time.
- f) Each case must be evaluated on its individual merits. A record must be made and kept of the exemption and the reasons for it.

Responsibilities

8. Academic Dean and Head of School

- 8.1 Responsible for demonstrating that they have assessed an academic staff member's qualification and their "equivalence" of experiences for the relevant AQF level being taught.
- 8.2 They must be satisfied that professional experience will provide relevant staff with the appropriate level of skills, attitudes, knowledge, and currency to undertake the specific teaching duties.

- 8.3 In assessing a staff member's eligibility to teach at any specific AQF level, Heads of Schools or Academic Dean should assess broader skills and experiences, such as the following:
- research and/or creative work and/or projects at an advanced level;
 - research publications and conference/seminar presentations;
 - relevant workplace experiences;
 - peer reviews of teaching or teaching materials; and
 - leadership roles in local, state, and national advisory and governing bodies and community and professional organizations.
- 8.4 Schools will develop guidelines that are consistent with this Policy. Heads of Schools or Academic Dean must maintain suitable records that includes:
- the details of the guidelines used by the schools in assessing "equivalent experiences";
 - details of how each individual academic staff member seeking "equivalence" was assessed as having satisfied those guidelines; and
 - exceptions to the guidelines and the rationale for the exceptions (approvals of these exceptions must be evidence-based and identify the relevant skills, knowledge and experiences of the staff member
- 8.5 Heads of School and academic staff supervisors will encourage academic staff to complete relevant approved IHM courses where there is a need to enhance the knowledge of pedagogical and/or adult learning principles relevant to the students being taught.
- 8.6 The Academic Board is responsible for: a) endorsing and amending this, Policy; and b) monitoring the implementation and reporting on the outcomes of this Policy, with the assistance of the People and Culture Department and Head of School/ Academic Dean.
- 8.7 The people and Culture Department is responsible for implementing this Policy

SECTION 3

Associated Information

<p>Related Internal Documents</p>	<ul style="list-style-type: none"> ● Academic Staff Promotions Policy ● Academic Staff Teaching Qualifications and Equivalent Professional Experience Procedure ● Academic Standards, Expectations and Qualifications Policy ● Academic Leadership Performance Matrix
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	<ul style="list-style-type: none"> Academic Leadership Statement
Related Legislation, Standards, and Codes	Tertiary Education and Quality Standards Agency Act 2011 Higher Education Standards Framework (Threshold Standards) 2021 Education Services for Overseas Students Act 2000 National Code of Practice for Providers of Education and Training to Overseas Students 2018 Australian Qualifications Framework TEQSA Guidance note: Determining equivalence of professional experience and academic qualifications
Date Approved	07.08.2024
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Approval Authority	Academic Board Endorsed by Board of Directors
Responsibility for implementation	People and Culture Department
Document Custodian	Academic Dean
IHM Doc ID	IHM-AQEPEP1-2.0

Change History

Version Control		
Change Summary	Date	Short description of change, incl version number, changes, who considered, approved etc.
Version 1.0	31.03.2021	New Policy
Version 1.1	28.11.2023	The definitions have been relocated to the IHM glossary and the template has been updated.
Version 2.0	07.08.2024	Policy and Procedure separated into two documents Content updated to align with AQF Framework