

Academic Staff Qualifications and Experience Policy

1. Purpose

The purpose of the *Academic Staff Qualifications and Experience Policy* (“policy”) is to ensure that academic staff appointed to teach and assess students enrolled at the Institution are qualified to an appropriate level as per the Australian Qualifications Framework (AQF) in the relevant discipline and professional experience as required by legislation.

2. Scope

All current and prospective academic staff at the Institution, including casual staff and staff employed by accredited third parties. This policy does not apply to partner supervisors of students undertaking industry placements, as the Institution assures itself that such individuals are appropriately qualified to teach or supervise students through the provision of the *Employability Policy* (and associated procedures).

3. Definitions

See *Glossary of Terms*.

4. Policy statements

4.1 Academic staff responsible for the oversight, teaching, or supervision of a subject must:

- must hold a qualification in the relevant discipline at least one AQF level higher than the course for the subject being taught. For example, if a subject is classified at AQF Level 8 but forms part of a Level 9 course, the staff member must hold a qualification at AQF Level 10.; **or**
- have equivalent professional experience as outlined in Tables 1 and 2.

4.2 The minimum qualification required for teaching at the Institution is AQF Level 7 (Bachelor). However, an exception applies to the Diploma of Sports Management (High Performance), where AQF Level 6 (Associate Degree) is

accepted as the minimum qualification, or equivalent professional experience.

4.3 Professional equivalence is only granted for one AQF level increment.

4.4 All academic staff must demonstrate up-to-date knowledge of contemporary developments in their discipline or field. They are required to actively engage in continuing professional development, scholarship, research and/or maintain current expertise in contemporary teaching, learning and assessment practices relevant to their discipline, role, modes of teaching and the specific needs of their student cohorts.

4.5 Professional experience must be current, documented and directly relevant to the subject area being taught.

4.6 All applications for professional equivalence must be directly mapped to the relevant detailed Field(s) of Education as defined by the [Australian Bureau of Statistics](#). This mapping is documented as part of the equivalence assessment process to ensure transparent and justified decision-making, particularly for cases where qualifications are not in the field of study being taught.

4.7 Demonstrating equivalence through professional experience should be considered an exception rather than standard practice. In exceptional cases, where academic staff are assessed using a combination of formal qualifications and professional experience, they must, at a minimum, hold formal qualifications at least equivalent to the level of the course being taught.

4.8 Academic staff who do not meet these requirements are supervised and supported by staff who meet the standard using a development plan that addresses their specific needs.

4.9 Occasional guest lecturers must demonstrate substantial expertise and experience in the relevant discipline. While the AQF+1 requirement does not apply, guest lecturers must provide evidence of their professional standing and the value they add to the teaching of the relevant discipline area

4.10 Teachers, tutors and instructors who are not responsible for subject coordination and who deliver less than 40% of the total teaching load must hold qualifications at least equivalent to the level of the course being taught, in addition to possessing relevant professional experience.

4.11 Partner supervisors overseeing students in work integrated learning placements must be appropriately qualified. However, they are considered an exception, as their qualifications are suitability are assured through the *Employability Policy* and *Employability Procedures - Work Integrated Learning*.

4.12 The Institution recognises that engagement in scholarly activities is a significant aspect of academic staff experience. It is committed to fostering a culture of scholarship by supporting all academic staff to participate in regular scholarly activities as outlined in the Scholarship and Scholarly Practice Framework.

4.13 For academic staff who hold overseas qualifications, an advisory assessment may be conducted to determine the alignment of the overseas qualification with the AQF. This assessment considers the level, content, and learning outcomes of the qualification in relation to the AQF. The process may involve reference to official guidelines such as those provided by the Australian Government Department of Education.

4.14 All professional equivalence appointments are reviewed annually by the relevant Dean/Associate Dean in consultation with the Deputy Vice Chancellor (Learning and Teaching) to ensure ongoing relevance and compliance with policy. Outcomes of the review are reported to the Learning and Teaching Committee.

4.15 The criteria outlined in Tables 1 and 2 are considered the minimum qualifications or professional experience for academic staff teaching and assessing the Institution's courses. The Deputy Vice Chancellor (Learning and Teaching) may, at their discretion, set higher requirements where necessary to ensure academic quality, regulatory compliance or discipline specific expectations.

Table 1: Assessing equivalence table for staff **in the field**. Staff and potential staff should use the [Assessing Equivalence for Academic Staff - IN FIELD OF STUDY Form](#) provided.

AQF Level being taught	Required AQF Level for staff	Professional experience equivalence
AQF Level 5 Diploma of Sports Management (High Performance) ONLY (only as a stand- alone qualification)	AQF Level 6	AQF Level 5 qualification and have a minimum of five years' relevant, full-time professional experience in the discipline or field, demonstrating a sound understanding of current scholarship and the ability to engage students in intellectual inquiry. OR Enrolled in an AQF Level 6 course and relevant professional experience, with the combined course duration and experience totalling at least three years.

<p>AQF Level being taught</p>	<p>Required AQF Level for staff</p>	<p>Professional experience equivalence</p>
<p>AQF Level 7 Bachelor Degree</p>	<p>AQF Level 8</p>	<p>AQF Level 7 qualification or higher and maintain current registration to practice within the relevant discipline (e.g., CPA Membership), plus a minimum of five years' relevant professional experience.</p> <p style="text-align: center;">OR</p> <p>Enrolled in an AQF Level 8 course or higher and possess relevant teaching and/or professional experience, with the combined duration totalling at least five years.</p> <p>Supplementary evidence considered in assessment of professional equivalence</p> <p>Fellowship of a relevant Learned or Professional Society (for example, CPA Australia, Australian Institute of Management) may be considered to satisfy equivalence guidelines for teaching at Level 8 when appointments are based on exceptional achievement and/or service to the profession.</p> <p>Staff who hold minimum qualifications for teaching at Level 7 and also hold part-time or formal Adjunct appointments with an Australian university are deemed to have equivalency for teaching in Level 7 courses.</p>

AQF Level being taught	Required AQF Level for staff	Professional experience equivalence
AQF Level 8 Graduate Certificate Graduate Diploma Bachelor Honours Degree	AQF Level 9	<p>AQF Level 8 qualification or higher and maintain current registration to practice within the relevant profession (e.g., CPA membership), plus a minimum of five years' relevant professional experience.</p> <p style="text-align: center;">OR</p> <p>Enrolled in a AQF Level 9 course or higher and possess relevant teaching and/or professional experience, with the combined duration totalling at least five years.</p> <p>Supplementary evidence considered in assessment of professional equivalence</p> <p>Fellowship of a relevant Learned or Professional Society (for example, CPA Australia, Australian Institute of Management) may be considered to satisfy equivalence guidelines for teaching at Level 8 when appointments are based on exceptional achievement and/or service to the profession.</p> <p>Staff who hold minimum qualifications for teaching at Level 8 and also hold part-time or formal Adjunct appointments with an Australian university are deemed to have equivalency for teaching in Level 8 courses.</p>

AQF Level being taught	Required AQF Level for staff	Professional experience equivalence
AQF Level 9 Master's Degree by Coursework Juris Doctor	AQF Level 10	<p>AQF Level 9 qualification or higher and maintain current registration to practice within the relevant profession (e.g., CPA membership), plus a minimum of five years' relevant professional experience.</p> <p style="text-align: center;">OR</p> <p>Enrolled in an AQF Level 10 course and possess relevant teaching and/or professional experience, with the combined duration totalling at least five years.</p> <p>Supplementary evidence considered in assessment of professional equivalence</p> <p>Fellowship of a relevant Learned or Professional Society (for example, CPA Australia, Australian Institute of Management) may be considered to satisfy equivalence guidelines for teaching at Level 9 when appointments are based on evidence of exceptional achievement and/or service to the profession.</p> <p>Staff who hold minimum qualifications for teaching at Level 9 and also hold part-time or formal Adjunct appointments with an Australian higher education provider are deemed to have equivalence for teaching in Level 9 courses.</p>

Table 2. Assessing equivalence table for staff **not in the field of study**. Staff and potential staff should use the [Assessing Equivalence For Staff AQF1 NOT-IN-FIELD Form](#) provided.

AQF Level being taught	Required AQF Level for staff	Professional experience equivalence
<p>AQF Level 5 Diploma of Sports Management (High Performance) ONLY (only as a stand-alone qualification)</p>	<p>AQF Level 6</p>	<p>Where staff hold an AQF Level 6 qualification that is NOT IN THE FIELD of STUDY being taught professional equivalence may be established by considering relevant in-field experience and supporting evidence.</p> <p>Equivalence criteria</p> <p>A minimum of five years' relevant professional experience in the discipline or field of study</p> <p>Additional evidence (as applicable)</p> <ul style="list-style-type: none"> • A qualification lower than AQF Level 6 that is in the relevant field. • Relevant experience outside tertiary education in industry, business or government employment. • Leadership roles in local, state or national advisory bodies and/or community organisations. • Fellowship or membership of a relevant Learned or Professional Society (e.g., CPA Australia, Australian Institute of Management). <p>All evidence must be appropriately documented and assessed.</p>

<p>AQF Level 7 Bachelor Degree</p>	<p>AQF Level 8</p>	<p>Where staff hold an AQF Level 8 qualification that is NOT IN THE FIELD of STUDY being taught, professional equivalence may be established by considering relevant in-field experience and supporting evidence.</p> <p>Equivalence criteria</p> <p>A minimum five years' relevant professional experience in the discipline or field.</p> <p>Additional evidence (as applicable)</p> <ul style="list-style-type: none"> • A qualification lower than AQF Level 8 that is in the relevant field. • Relevant experience outside tertiary education in industry, business or government employment. • Leadership roles in local, state or national advisory bodies and/or community organisations. • Fellowship or membership of a relevant Learned or Professional Society (e.g., CPA Australia, Australian Institute of Management). <p>All evidence must be appropriately documented and assessed.</p>
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<p>AQF Level 8 Graduate Certificate Graduate Diploma Bachelor Honours Degree</p>	<p>AQF Level 9</p>	<p>Where staff hold an AQF Level 9 qualification that is NOT IN THE FIELD of STUDY being taught, professional equivalence may be established by considering relevant in-field experience and supporting evidence.</p> <p>Equivalence criteria</p> <p>A minimum five years' relevant professional experience in the discipline or field.</p> <p>Additional evidence (as applicable)</p> <ul style="list-style-type: none"> • A qualification lower than Level 9 that is in field. • Relevant experience outside tertiary education in industry, business or government employment. • Leadership roles in local, state or national advisory bodies and/or community organisations. • Fellowship or membership of a relevant Learned or Professional Society (e.g. CPA Australia, Australia Institute of Management). <p>All evidence must be appropriately documented and assessed.</p>
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<p>AQF Level 9 Masters Degree by Coursework</p>	<p>AQF Level 10</p>	<p>Where staff hold an AQF Level 10 qualification that is NOT IN THE FIELD of STUDY being taught, professional equivalence may be established by considering relevant in-field experience and supporting evidence.</p> <p>Equivalence criteria</p> <p>A minimum of five years' relevant professional experience.</p> <p>Additional evidence (as applicable)</p> <ul style="list-style-type: none"> • A qualification lower than Level 10 that is in field • Relevant experience outside tertiary education in industry, business or government employment. • Leadership roles in local, state or national advisory bodies and/or community organisations. • Fellowship or membership of a relevant Learned or Professional Society (e.g., CPA Australia, Australian Institute of Management). <p>All evidence must be appropriately documented and assessed.</p>
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5. Roles and responsibilities

5.1 Academic Board is responsible for overseeing the effectiveness and implementation of this policy, including monitoring performance.

5.2 The Learning and Teaching Committee (LTC) is responsible for monitoring the qualifications and equivalent professional experience of academic staff.

5.3 The Deputy Vice Chancellor (Learning and Teaching) is the responsible officer of this policy and responsible for monitoring its effectiveness, approving academic staff qualifications and their equivalent professional experience and reporting annually to the LTC and Academic Board.

5.4 The Dean or Associate Dean, in consultation with the DVC (Learning and

Teaching), are responsible for assessing academic staff member qualifications and their equivalent professional experience and complete the equivalence table. They also provide guidance and support to academic staff to ensure compliance with legislative standards and are required to maintain accurate and comprehensive records.

5.5 The Chief Quality Officer is responsible for monitoring all academic staff qualifications for regulatory purposes.

5.6 Academic staff are responsible for ensuring that their qualifications meet the equivalence requirements set by the Institution. Where staff do not meet these standards, a professional development plan is established in collaboration with their line manager to support them in achieving professional equivalence in their teaching practice.

6. Related documents

Human Research Ethics Policy

Recruitment Guidelines

Protection of Freedom of Speech and Academic Freedom Policy

Scholarship and Scholarly Practice Framework

Scholarship and Scholarly Practice Policy

Scholarship and Scholarly Practice Procedures

Staff Recruitment, Induction and Performance Policy

7. Version history

Summary of changes	Approved by	Approval date
New Equivalence in Academic Staff Qualifications Policy and Assessing Equivalence Procedures	Academic Board	2 August 2019
Above instruments rescinded. New policy created.	Academic Board	19 November 2021

<p>A comprehensive review was undertaken to respond to internal audit findings, including updated Field of Education mapping.</p> <p>Confirmation that the AQF level 7 is the minimum qualification required for teaching, with the exception of the Diploma of Sports (High Performance).</p> <p>Introduction of advisory assessments to support staff holding overseas qualifications.</p> <p>Annual review of professional equivalence appointments to ensure ongoing compliance and currency.</p>	<p>Academic Board</p>	<p>20 February 2026</p>