



Staff Qualifications Procedure

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1. OVERVIEW

- 1.1. The purpose of this procedure is to detail the minimum qualifications required for the appointment of academic teaching staff members to the University in fixed term, continuing or casual roles and to provide a process for Hiring Managers and Heads of School to ensure these qualifications are met before an academic teaching staff member is engaged.
- 1.2. This procedure is intended to ensure that the University's academic teaching staff are appropriately qualified in the relevant discipline; have a sound understanding of current scholarship and/or professional practice in the discipline that they teach; have an understanding of the pedagogical and/or adult learning principles relevant to the students being taught, and:
 - a) are qualified to at least the Australian Qualification Framework (AQF) Qualification Standards level higher than the program in which they are teaching a course of study; or

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- b) are deemed to have obtained sufficient equivalent professional experience in lieu of the formal qualifications.

2. SCOPE AND APPLICATION

- 2.1. This procedure applies to continuing, fixed term and casual academic staff with teaching responsibilities, and prospective staff applying to teach at the University of Adelaide (“teaching staff”).
- 2.2. This procedure does not apply to professional staff, Titleholders, academic staff who hold a PhD/Doctorate, or short-term academic visitors.

3. PRINCIPLES

3.1. Staff members to be appropriately qualified

- 3.1.1. The University is committed to ensuring that students receive a quality learning experience across all its teaching locations and delivery modes.
- 3.1.2. Students are entitled to expect that they are being taught by a staff member who is knowledgeable and skilled in the particular field of study at a more advanced level than the level of the course being taught and that the expertise of the teaching staff has been clearly established through an assessment of formal academic qualifications, equivalent professional experience or a combination of both.

3.2. Teaching staff qualifications and professional equivalency

- 3.2.1. The University requires teaching staff to hold the qualification level set out in the table below:

Academic teaching staff members	<ul style="list-style-type: none"> 1. A qualification in a relevant discipline at least one level higher than the program in which the course is being taught; or 2. A qualification in a relevant discipline at the same AQF level and/or assessed as having relevant professional or practice-based experience equivalent to at least the one qualification level above the program in which the course is being taught.
Casual staff not covered above	<p>As 1 or 2 above; or</p> <p>With approval of Head of School, qualifications at the same AQF qualification level, without the relevant experience equivalent to the one qualification level above the program in which the course(s) are being taught, but receiving teaching</p>

	supervision and guidance for teaching at that level by staff who have the required qualifications and/or experience.
Guest lecturers Honorary clinicians Supervisors of professional placements	No specified qualification requirement; candidates are selected for the distinctive and necessary expertise and experience they bring to the particular activity.

- 3.2.2. The above requirement applies to all academic staff teaching and assessing students enrolled in undergraduate and postgraduate award programs and courses, whether they are employed by the University or by any of its teaching partners (including onshore and offshore partners).
- 3.2.3. If a course is being taught in programs at different AQF levels, the qualifications and experience requirements will relate to the highest of the AQF levels.
- 3.2.4. Where professional accreditation bodies set more stringent requirements for staff qualifications and professional engagement, these must be satisfied in addition to the requirements established by this procedure.
- 3.2.5. Decisions about the relevance of qualifications and equivalence of teaching staff are made by the Head of School acting on advice from senior academic staff members with expertise in the relevant discipline, as appropriate.
- 3.2.6. The appropriateness of the qualifications and experience of teaching staff will be assessed with reference to the criteria set out in clause 3.4.
- 3.2.7. The Executive Dean may determine that additional evidence (not set out in this procedure) may be considered in determining equivalence of qualifications.

3.3. Basis for assessment

- 3.3.1. Academic teaching staff who are to be assessed on a combination of formal qualifications and/or professional or other experiences, should have formal qualifications at least at the same AQF level as the program in which the course is being taught.
- 3.3.2. Professional and other experiences will be considered in assessing whether the staff member is deemed to have “qualifications” equivalent to one qualification level above the program in which the course is being taught.
- 3.3.3. The basis for judging equivalent experience is the documented professional and practice-based teaching experience of staff, including previous experience teaching at the required AQF level.
- 3.3.4. Any teaching and professional experience must be current and relevant to the course being taught.

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3.4. Criteria for assessing equivalence

3.4.1. The Hiring Manager, supervisor or equivalent will assess the appropriateness of the qualifications and experience of teaching staff covered by this procedure by reference to the criteria set out in the table below.

AQF Level (of program(s) in which the course(s) are being taught)	AQF Level required of teaching staff	Demonstration of a sufficient combination of the following equivalence factors to meet the learning outcomes of the AQF
<p>Level 7 – Bachelors (Pass)</p>	<p>Level 8: Bachelor Honours Degree, Graduate Certificate, Graduate Diploma</p> <p>OR</p> <p>Level 7: Bachelors (Pass) plus a sufficient combination of professional or practice-based experience (criteria outlined in column 3)</p> <p>OR</p> <p>A sufficient combination of professional or practice-based experience (criteria outlined in column 3)</p>	<p>A sufficient and appropriate combination of the following to demonstrate AQF level 8 learning outcomes</p> <ul style="list-style-type: none"> • Enrolled in Level 8 program or higher. • Strong academic record in a relevant discipline area (e.g. Distinction average). • Relevant professional experience. • Relevant industry training or non-formal course(s). • Teaching, mentoring experience (e.g. PASS leader). • Leadership experience. • Performing in a role that requires high order judgement/provision of expert advice. • Professional registration and participation in professional networks. • Participation on advisory boards. • Peer reviewed publications in the field of study. • Other publications (e.g. books, reports, presentations). • Undertaking a professional development program in University teaching.
<p>Level 8 – Bachelors (Honours)</p> <p>Graduate Certificate</p>	<p>Level 9: Masters</p> <p>OR</p> <p>Level 8: Bachelors (Honours), Graduate Certificate, Graduate</p>	<p>A sufficient and appropriate combination of the following to demonstrate AQF level 9 learning outcomes:</p> <ul style="list-style-type: none"> • Enrolled in a Level 9 or higher program.

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<p>Graduate Diploma</p>	<p>Diploma plus a sufficient combination of professional or practice-based experience (criteria in column 3)</p> <p>OR</p> <p>A sufficient combination of professional or practice-based experience (criteria outlined in column 3)</p>	<ul style="list-style-type: none"> • Strong academic record in a relevant discipline area (e.g. Honours 1st Class or 2(1)). • Relevant professional experience. • Teaching, mentoring experience. • Performing in a role that requires high order judgement/provision of expert advice. • Leadership in the development of professional standards. • Professional registration and participation in professional networks. • Participation on advisory boards. • Peer reviewed publications in the field of study. • Other publications (e.g. books, reports, presentations).
<p>Level 9 – Masters</p>	<p>Level 10: Doctoral</p> <p>OR</p> <p>Level 9: Masters plus a sufficient combination of professional or practice-based experience (criteria outlined in column 3)</p> <p>A sufficient combination of (criteria outlined in column 3)</p>	<p>A sufficient combination of the following to demonstrate AQF level 10 learning outcomes:</p> <ul style="list-style-type: none"> • Enrolled in PhD/Doctorate. • Strong academic record in a relevant discipline area. • Relevant professional or research experience. • Teaching, mentoring experience. • Performing in a role that requires high order judgement/provision of expert advice. • Leadership in the development of professional standards. • Participation in advisory boards and professional networks. • Peer reviewed publications in the field of study. • Other publications (e.g. books, reports, presentations).
<p>Level 10 – Doctoral</p>	<p>Level 10: Doctoral</p> <p>OR</p> <p>10+ years relevant professional experience with a sufficient</p>	<p>Relevant professional experience (10+ years) and a sufficient combination of the following to demonstrate AQF level 10 learning outcomes:</p> <ul style="list-style-type: none"> • Teaching, mentoring experience.

	combination of professional or practice-based experience (criteria outlined in column 3)	<ul style="list-style-type: none"> • Performing in a role that requires high order judgement/provision of expert advice. • Leadership in the development of professional standards. • Participation in advisory boards and professional networks. • Peer reviewed publications in the field of study. • Independent research carried out. • Other publications (e.g. books, reports, presentations).
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4. PROCEDURES

4.1. The Hiring Manager must ensure compliance with relevant procedures

- 4.1.1. The Hiring Manager must follow the selection process in the recruitment of academic teaching staff in accordance with the University’s [Recruitment procedure](#) and this procedure.
- 4.1.2. The Hiring Manager will contact the preferred candidate and advise them that they have been recommended for appointment.
- 4.1.3. In consultation with the preferred candidate, the Hiring Manager will obtain any supporting information and/or documentation (including copies of relevant qualifications) to demonstrate the candidate’s qualification(s) and evidence of equivalence as required by this procedure.
- 4.1.4. The Hiring Manager must collect and check the sufficiency of evidence of the preferred candidate’s qualification(s) or equivalence factors.
- 4.1.5. After compiling the necessary selection information/ documentation/evidence, the Hiring Manager will provide a written recommendation to the Head of School for approval.
- 4.1.6. An offer of employment must not be made to the preferred candidate until the evidence of equivalence is approved by the Head of School.

4.2. Head of School will assess an academic staff member’s equivalence

- 4.2.1. The Head of School will review and, if appropriate, approve the recommendation made by the Hiring Manager. Each case must be assessed on its merits by reference to clause 3.4.1.
- 4.2.2. The Head of School must be able to demonstrate that they have assessed the academic staff member’s equivalence claims for the relevant AQF level in accordance with this procedure and will record details of the equivalence assessment on the checklist, to show how the requirements of this procedure have been met.

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4.3. Required evidence of equivalence

- 4.3.1. In assessing evidence of professional experience to determine equivalence, the Head of School will consider the full range of relevant, verifiable professional activities of the individual.
- 4.3.2. Each case must be assessed on its merits. It is expected that the assessed experience will be of at least commensurate standing to the required qualification level; of at least three (3) years' duration, within the last five (5) years.
- 4.3.3. Once the evidence of equivalence has been assessed as adequate to meet the requirements, the Head of School will approve the appointment and the offer can be made.
- 4.3.4. A copy of the checklist will be saved to the staff member's HPE file with the other recruitment documentation.
- 4.3.5. Evidence to support a decision about equivalence of experience might include (but is not limited to):
- a) Experience in professional, business or creative roles;
 - b) Teaching and/or student mentoring experience and success;
 - c) Professional qualifications, experience and standing;
 - d) Experience in professional development and training;
 - e) Performance in a role that requires high order judgement and/or provision of expert advice;
 - f) Leadership in the development of professional standards;
 - g) Participation on advisory boards and or professional networks;
 - h) Design, creative and technical achievements;
 - i) Publications and presentations; and
 - j) Outputs from projects.

5. DEFINITIONS

Australian Qualifications Framework (AQF): The [AQF](#) is the national policy for regulated qualifications in Australian education and training.

Hiring Manager: A person within a School/Branch who has a hiring need, i.e. the supervisor of the prospective staff member.

6. USEFUL INFORMATION AND RESOURCES

University related documents and policies

[Recruitment Policy and Procedures](#)

[Academic Staff Equivalence Assessment Form](#)

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Related legislation

[Tertiary Education Quality and Standards Agency Act \(Cth\) 2011](#)

[Education Services for Overseas Student Act \(Cth\) 2000](#)

Useful web-links

[Tertiary Education Quality and Standards Agency](#)

[Australian Qualifications Framework](#)

[TEQSA Guidance Note: Equivalence of professional experience to academic qualifications](#)

[National Code of Practice for Providers of Education and Training to Overseas Students 2018](#)

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