



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 staff members to the University in fixed term, continuing or casual roles.
- 1.2. This policy is intended to ensure that the University's academic 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, and understand 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, being a level higher than the program in which they are teaching a course of study; or
 - b) Are deemed to have obtained equivalent professional experience in lieu of the formal qualifications.

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2. SCOPE AND APPLICATION

- 2.1. This policy applies to fixed term, continuing and casual academic staff with teaching responsibilities, at the University of Adelaide.
- 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
- 3.1.3. 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:

Role	Qualifications or equivalence required to teach
Academic Program Directors Discipline Leaders Major Coordinators Course Coordinators Lecturers	<ol 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 have been assessed as having relevant professional or practice-based experience equivalent to 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 the approval of the delegated authority, may be at the same AQF qualification level, without the relevant experience equivalent to one qualification level above the program in which the course(s) are being taught, and MUST be receiving supervision for teaching at that level.</p>
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

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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 program 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 staff are made by the delegated authority, acting on advice from senior members of academic staff 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 other and/or additional evidence (not set out in this procedure) may be considered in determining equivalence of qualifications.

3.3. Basis for assessment

- 3.3.1. Staff members 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 experience of teaching 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 appropriateness of the qualifications and experience of teaching staff covered by this procedure will be assessed with 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 of teaching staff	Demonstration of a sufficient combination of the following equivalence factors to meet the learning outcomes of the AQF
AQF Level 7 – Bachelors (Pass)	Minimum Level AQF8: Bachelor Honours Degree, Graduate Certificate, Graduate Diploma OR AQF Level 7: Bachelors (Pass) plus a sufficient combination of criteria outlined in column 3 to be assessed as equivalent to AQF8 OR A sufficient combination of the criteria outlined in column 3 to be assessed as equivalent to AQF8	A sufficient combination of the following to demonstrate AQF level 8 learning outcomes <ul style="list-style-type: none"> • Enrolled in honours or higher degree • 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
AQF Level 8 – Bachelors (Honours) Graduate Certificate Graduate Diploma	Minimum Level AQF9: Masters qualification OR AQF Level 8: Bachelors (Honours), Graduate Certificate, Graduate Diploma plus a sufficient combination of the criteria in column 3 to be assessed as equivalent to AQF9 OR A sufficient combination of the criteria outlined in column 3 to be assessed as equivalent to AQF9	A sufficient combination of the following to demonstrate AQF level 9 learning outcomes: <ul style="list-style-type: none"> • Enrolled in Masters or higher degree • 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)
AQF Level 9 – Masters	AQF Level 10: Doctoral qualification OR	A sufficient combination of the following to demonstrate AQF level 10 learning outcomes: <ul style="list-style-type: none"> • Enrolled in PhD/Doctorate • Strong academic record in a relevant discipline area

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	<p>AQF Level 9: Masters plus a sufficient combination of the criteria in column 3 to be assessed as equivalent to AQF10;</p> <p>OR</p> <p>A sufficient combination of the criteria outlined in column 3 to be assessed as equivalent to AQF10</p>	<ul style="list-style-type: none"> • 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)
AQF Level 10 – Doctoral	<p>Level 10: Doctoral</p> <p>OR</p> <p>10+ years relevant professional experience with a sufficient combination of the criteria in column 3 to be assessed as equivalent to AQF10</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 • 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)

4. PROCEDURES

4.1. Hiring Manager to ensure compliance with relevant procedures

- 4.1.1. The Hiring Manager will ensure that the selection process has been followed for the recruitment of academic staff members, 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 to demonstrate the candidate's qualification(s) (including copies of relevant qualifications) and evidence of equivalence as required by this procedure.
- 4.1.4. The evidence of the preferred candidate's qualification(s) or equivalence factors must be collected by the Hiring Manager prior to an offer of employment being made to the preferred candidate.
- 4.1.5. Subsequent to compiling the necessary selection information/documentation, the Hiring Manager will provide a written recommendation to the Head of School for approval.

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

- 4.2.1. The Head of School will review the recommendation made by the Hiring Manager. Each case must be assessed on its merits and approved by the Head of School.

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- 4.2.2. The Head of School must be able to demonstrate that they have assessed an academic staff member's equivalence claims for the relevant AQF level in accordance with this procedure; and
- 4.2.3. They must provide details of how each individual academic staff member was assessed as meeting the requirements of this procedure.

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. In each case, 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, and current (within the last five (5) years).
- 4.3.3. Each case must be assessed on its merits and be approved by the Head of School.
- 4.3.4. 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.

6. USEFUL INFORMATION AND RESOURCES

University related documents and policies

[Recruitment Policy and Procedures](#)

Useful web-links

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

[Academic Staff Equivalence Assessment Form](#)

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