


<b>PROCEDURE</b>		
Ref. to Legislative Frameworks:  HESF2015: Standard 3.2.1 / 3.2.2 / 3.2.3 / 3.2.4 / 5.3.6  SRTO2015: Standard 1.13 – 1.20 / 2.4	<b>Equivalence of Professional Experience to Academic Qualifications (Higher Education)</b>	
Version: 2.1	Approved by: Academic Board	Issued on: 24/01/2018 Review by: 24/01/2020

### Revision History

Current Version	Description of Change	Policy Developer(s)	Effective Date
2.1	Removed references to HESF 2011  Updated the layout to be aligned with the current template  Revised the policy in accordance with the recently published AAPoly Academic Teaching Requirements Framework	Quality Assurance Support Officer	24/01/2018

## PURPOSE

This procedure details the implementation of the Equivalence of Professional Experience to Academic Qualifications (Higher Education) policy.

## POLICY STATEMENT

AAPoly Higher Education academic staff who teach award courses must be appropriately qualified in the relevant discipline, have a sound understanding of current scholarship and/or extensive professional practice in the discipline that they teach; and demonstrate an understanding of the pedagogical and/or adult learning principles relevant to the students being taught<sup>1</sup>. Academic 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 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.

## SCOPE

This policy applies to existing and new appointments of permanent and sessional Higher Education academic staff who hold responsibilities in academic oversight and/or teaching.

## DEFINITIONS

Discipline	Refers to a defined branch of study or learning. <sup>2</sup>
Relevant discipline	Similar Broad Field of Education. For assessment purposes, the ASCED code for the course and the subject being taught will be used to determine discipline relevance of the lecturer's qualifications. The Academic Board <sup>3</sup> has decided that the alignment to the first four digits of the ASCED code would meet the "relevance" test. Where the course is offered within an interdisciplinary context, the ASCED code alignment can be much broader.
Verifiable	Can be verified as authentic and truthful
Professional experience	Experience that one has gathered through his/her professional work, from which knowledge, skills, competency and expertise are demonstrated to the extent that they meet specific formal learning outcomes

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<sup>1</sup> HESF 2015

<sup>2</sup> <https://www.aqf.edu.au/sites/aqf/files/discipline-explanation.pdf>

<sup>3</sup> Academic Board minutes of 12 January 2018

## PROCEDURE

1. In determining equivalent standing, regard will be given to research profile, achievement outside tertiary education such as in industry, business or government employment, professional achievement and creative/technical portfolio.
2. If an applicant has been awarded membership by a professional body which is widely considered to represent advanced standing in that practice e.g. Chartered Accountancy, AAPoly will recognize equivalent standing up to AQF+1, if the applicant holds a cognate academic qualification at least equivalent to the AQF level of the course of study.
3. Evidence to support decisions about professional experience in lieu of a specific AQF+1 qualification may include:
  - a. Professional business or practice-based roles requiring high order judgement and the provision of expert advice;
  - b. Management of significant projects in the specific discipline area;
  - c. Evidence of industry and/or educational awards or other recognition that acknowledges leadership or expertise in the field;
  - d. Additional professional qualifications and experience including participation in advisory boards and professional networks;
  - e. Currency of publications in the field;
  - f. Leadership or management of research activities or projects; and
  - g. Teaching experience and success (including national and/or international recognition)
  - h. Professional qualifications and/or further education, training and professional development
  - i. Publications, presentations and time-limited work in progress
  - j. Relevant experience outside tertiary education in industry, business or government employment
  - k. Leadership in local, state or national advisory bodies and/or community organisations
4. Academic staff who are not yet fully meeting the standard for knowledge, skills and qualification required for teaching are formally guided and overseen by staff who have met the standard.
5. To ensure attainment of equivalence in the nearest future, professional development plans based on the credential gap analysis and bounded by specific, mutually agreed timeline will be set in consultation with the relevant academic staff.
6. All consideration for equivalence must be assessed against the Professional Equivalency Assessment Rubric appended to this procedure and the assessment must be approved by the Academic Dean.

In making an assessment of equivalence of experience to qualifications, the Academic Dean or nominee will:

- carry out their duties under this policy and associated procedures;
- take into account all factors in this policy and all evidence provided by the prospective or existing staff member and assess the evidence of experiences other than formal qualifications as to their equivalence to formal qualifications;

- document all evidence submitted and the assessment they have made as to how that experience meets contemporary regulatory requirements for qualifications;
- make recommendations of further education, training or experience and/or mentoring necessary to supplement deficits for a specific academic staff member not deemed fully qualified, in the form of a professional development plan according to the schedule in the associated procedures;
- retain a record of all deliberations for quality assurance and audit.

## **RESPONSIBILITIES**

The Academic Dean is responsible for:

- overseeing the implementation, evaluation and review of this procedure;
- communicating the policy and procedure to all stakeholders;
- reviewing evidence of qualifications and experience and assessing equivalence according to these procedures;
- developing appropriate professional development plans for academic staff not yet fully qualified;
- conducting annual reviews of this policy.

The HR Manager is responsible for:

- collating records of supervision and/or professional development and monitoring their implementation through quarterly follow up with the relevant responsible officers;
- initiating an annual review of all staff professional development.

The Heads of Academic Departments are respectively responsible for:

- implementing this procedure in their departments;
- ensuring any professional development plans that exist are effectively implemented.

## **FEEDBACK**

Please email the Academic Dean through [academicdean@aapoly.edu.au](mailto:academicdean@aapoly.edu.au) to raise any question or feedback about this procedure. The Dean will respond in writing to the question or feedback within two (2) weeks after the receipt, unless extenuating circumstances require an urgent response. The query or feedback will be recorded in the Continuous Improvement or Corrective Action register for quality assurance purposes.

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## References

Source	Document Title	Version/Date
Internal	Academies Australasia Group Code of Conduct	Current in Annual Report 2016/2017
	Academies Australasia Group Corporate Governance Statement	
	AAPoly Academic Teaching Requirements Framework	Published on 8 November 2017
	AAPoly Equivalence of Professional Experience to Qualifications Policy	v. 2.1/24012018
	AAPoly Staff Professional Development Policy and Procedure	v. 4.2/20112017
	AAPoly Staff Recruitment and Selection Policy and Procedure	v. 4.2/20112017
External	ASQA Standards for Registered Training Organisations	2015
	Higher Education Standards Framework	2015
	TEQSA Guidance Note on Academic Governance	v. 2.0/23 April 2016
	TEQSA Guidance Note on Equivalence of Professional Experience to Academic Qualifications	v. 2.2./11 October 2017