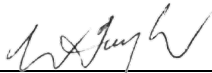
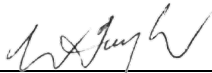
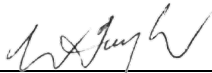


<b>Policy Name</b>	<b>ACADEMIC STAFF - QUALIFICATIONS ANDEQUIVALENCE POLICY</b>
<b>Policy Number</b>	<b>A013_PO_HE (Academic)</b>
<b>Purpose</b>	This policy provides the guidelines and criteria for professional experience equivalence of academic staff to teach at Higher Education Australian Qualification Framework (AQF)levels.
<b>Scope</b>	This policy applies to all academic staff teaching higher education subjects provided by Whitehouse.
<b>Policy Statement</b>	<p>The <a href="#">Higher Education Standards Framework (Threshold Standards) 2015</a> specify that academic teaching staff must be qualified to at least one level of qualification higher than the course of study being taught (AQF+1), or have equivalent relevant academic, professional or practice-based experience and expertise.</p> <p><b>Principles</b></p> <ol style="list-style-type: none"> <li>1. In the event that a staff member is not qualified to at least one level of qualification higher than the course of study being taught, assessment for professional equivalence takes into account how their professional experience demonstrates achievement that is equivalent to the specific knowledge and skills established in the learning outcomes of the required AQF level being considered.</li> <li>2. Assessment of professional equivalence includes consideration of the full range of professional experience, including teaching experience at lower AQF levels, conducting professional development seminars, giving public lectures, scholarship and professional practice. Professional experience must be current and relevant to the area being taught.</li> <li>3. Full-time and Part-time academic staff who are assessed on a combination of formal qualifications and professional experience must have formal qualifications to at least the same level as that being taught. Professional experience will only be used to assess one Qualification Standards level above that being taught.</li> <li>4. Casual staff and guest lecturers may be utilised for their industry expertise and depth of professional experience but their academic engagement will be supervised by the Academic Director and/ or course leader.</li> <li>5. Professional experience must be current and relevant to the area being taught.</li> <li>6. When determining how professional experience demonstrates achievement that is equivalent to the specific knowledge and skills established in the learning outcomes of the required AQF level being considered and to ensure consistency of judgment, the assessor refers to the criteria set out in the table below. The criteria below are considered minimum guidelines although specialisations may require additional evidence or standards as appropriate for different disciplines of study.</li> </ol>

Staff Qualification AQF Level	Equivalence
Level 7 – Bachelor Degree	This is the minimum qualification level required by a full-time or part-time academic to teach in a Whitehouse Bachelor Degree. To meet the requirement to be qualified to at least one level of qualification higher than the course of study being taught, the staff member must also provide evidence of current discipline specific professional experience of at least three years (gained in the last five years).
Level 8 – Bachelor Honours Degree, Graduate Certificate, Graduate Diploma (preferred qualification for the purpose of teaching at Level 7)	Level 7 qualification PLUS either: <ul style="list-style-type: none"> <li>• 3 years relevant professional experience in the last 5 years demonstrating achievement equivalent to AQF Level 8</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• enrolment in a relevant (discipline specific) Level 9 Masters Degree, plus current and relevant professional experience, together totalling 3 years and demonstrating achievement equivalent to AQF Level 8.</li> </ul>
Level 9 - Masters Degree (preferred qualification for the purpose of teaching at Level 8)	Level 8 qualification PLUS either: <ul style="list-style-type: none"> <li>• 5 years relevant professional experience in the last 10 years demonstrating achievement equivalent to AQF Level 9</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• enrolment in a relevant doctoral degree program plus some relevant professional experience, together totalling 5 years and demonstrating achievement equivalent to AQF Level 9.</li> </ul>
Level 10 – Doctoral Degree (preferred qualification for the purpose of teaching at Level 9)	Level 9 qualification PLUS either: <ul style="list-style-type: none"> <li>• 5 years relevant full time professional experience in the last 10 years demonstrating achievement equivalent to AQF Level 10</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• enrolment in a relevant doctoral program plus relevant professional experience, together totaling 5 year and demonstrating achievement equivalent to AQF Level 10s.</li> </ul>

	<p><b>Exceptions</b></p> <ol style="list-style-type: none"> <li>Occasional guest lecturers and casual teachers working in a subject support and/or specialist expertise role will be exempt from the requirement to hold a qualification to at least one Qualification Standards level higher than the course of study being taught. However they must be able to bring a level of knowledge and expertise which will add value to the teaching of the relevant discipline area. They will be supervised by an appropriately qualified academic staff member.</li> <li>Teachers who are not responsible for subject coordination and who, combined with other guest lecturers and teachers, do not deliver more than 50 per cent of the teaching of a subject require qualifications at least at the same level as the subject being taught. plus appropriate relevant professional experience.</li> <li>Whitehouse recognises that there may be cases not covered by these guidelines. In such cases the principles of Recognition of Prior Learning should be applied and an academically defensible case made for each individual case.</li> </ol>
<b>Relevant Legislation</b>	<ul style="list-style-type: none"> <li><a href="#">Higher Education Standards Framework (Threshold Standards) 2015</a></li> <li><a href="#">TEQSA Guidance Note: Determining Equivalence of Professional Experience and Academic Qualifications</a></li> <li><a href="#">2016 Higher Education Support Act (2003)</a></li> <li><a href="#">Australia Qualifications Framework (AQF)</a></li> <li><a href="#">Education Services for Overseas Students Act 2000 (ESOS)</a></li> <li><a href="#">Commonwealth Register of International Courses for Overseas Students (CRICOS)</a></li> </ul>
<b>Key Related Documents</b>	<p>Qualifications and Equivalence Procedure</p> <p>Academic Credit / Recognition of Prior Learning Policy</p> <p>Academic Credit / Recognition of Prior Learning Procedure</p> <p>Code of Conduct</p> <p>Staff Handbook</p>
<b>Responsible Officer</b>	Academic Director
<b>Approval Authority/ Authorities</b>	<p>Executive Directors</p> <p>Academic Board</p>
<b>Date Approved</b>	10/04/2017
<b>Date of Commencement</b>	11/04/2017
<b>Date for Review</b>	11/04/2020
<b>Documents superseded by this Procedure</b>	<p>Qualifications and Equivalence Policy and Procedure December 2014</p> <p>003-13P Quality Assurance and Continuous Improvement Policy</p> <p>003-13P Quality Assurance and Continuous Improvement Procedure</p>

<b>Amendment History</b>	<p><b>05/2018</b> Re-branding – Header &amp; Footer only</p> <p><b>12/2016</b> Policy and Procedures separated and HE and VET documentations separated. Updated formatting and minor amendments</p>								
<b>Signed and dated for Whitehouse Pty Ltd</b>	<table border="0" style="width: 100%; text-align: center;"> <tr> <td data-bbox="402 478 781 556"></td> <td data-bbox="781 478 1193 556">Les Taylor</td> <td data-bbox="1193 478 1518 556">30/05/2018</td> </tr> <tr> <td data-bbox="402 556 781 623"><b>Signature</b></td> <td data-bbox="781 556 1193 623"><b>Name</b></td> <td data-bbox="1193 556 1518 623"><b>Date</b></td> </tr> </table>				Les Taylor	30/05/2018	<b>Signature</b>	<b>Name</b>	<b>Date</b>
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<b>Signature</b>	<b>Name</b>	<b>Date</b>							

INFORMAITON FOR PUBLISIHING ON POLICY REGISTER	
<b>Category</b>	Academic
<b>Stakeholders</b>	Academic Board Executive Management LTACC Academic Staff Administration Staff Students