

# Academic Qualifications and Experience Policy

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## Purpose

This Policy outlines the standards and criteria for assessing the professional experience of Academic Staff and ensures that Academic Staff are appropriately qualified in the field/discipline in which they teach or assess.

This Policy is intended to complement and support, and should be read in conjunction with, Kaplan's overarching staff recruitment, training and induction policies and processes.

## Definitions

<b>Academic Staff</b>	Academic staff of either or both the University of Adelaide College non-award programs at both the Adelaide campus and Melbourne campus, as well as the University of Adelaide award programs taught at the Melbourne campus.
<b>AQF</b>	The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.
<b>TEQSA</b>	The Tertiary Education Quality and Standards Agency.
<b>Non-Award</b>	A structured program of learning (non-formal learning) that does not lead to an officially accredited Australian Qualifications Framework (AQF) qualification.
<b>Award Programs</b>	An approved combination of Programs and other requirements (where relevant) in which a student is enrolled which, when completed, leads to the conferral of an Award.

## Scope

This policy is applicable to Academic Staff engaged by Kaplan Higher Education Pty Ltd ("Kaplan") to deliver Non-Award programs at The University of Adelaide College ("The College") Adelaide and Melbourne campuses, and/or University of Adelaide award programs taught at "The University of Adelaide, Melbourne campus". This Policy applies to all Academic Staff (covering employees and contractors) teaching or assessing Tertiary Education Quality and Standards Agency (TEQSA) approved Non-Award programs for the College, and to all Academic Staff (covering employees and contractors) teaching or assessing Australian Qualification Framework (AQF) accredited higher education award programs for Kaplan at the University of Adelaide, Melbourne campus. This Policy reflects the *Higher Education Standards Framework (Threshold Standards) 2021* (the Threshold Standards') and the TEQSA Compliance Guide on Scholarship (v. 3.0).

## Policy Principles and Standards

1. Kaplan requires that Academic Staff who are employed or contracted to teach or undertake teaching roles at The College or The University of Adelaide, Melbourne campus are appropriately qualified in the discipline in which they are engaged.

To comply with the Threshold Standards, all Academic Staff engaged by Kaplan at The College or The University of Adelaide, Melbourne campus must have:

- a qualification in a relevant discipline at least one AQF level higher than the program of study being taught, OR
  - equivalent relevant academic, professional, or practice-based experience and expertise.
2. For those assessed under the criteria of equivalent academic, professional, or practice-based experience, staff must have:
    - An AQF level qualification at the same level being taught; plus
    - a sufficient combination of evidence to demonstrate the one AQF level higher learning outcomes.
  3. Kaplan recognises that some discipline areas require a combination of registration, industry, or professional experiences and qualifications to achieve expert-level professional standards. In such cases, the relevant professional and industry experience would be used to assess the equivalence of being one AQF level above that being taught.
  4. All Academic Staff are to be fully informed of the requirements for delivering relevant College Non-Award and University of Adelaide Award programs and have approval for delivering higher education subjects in accordance with this Policy before undertaking any of those activities.
  5. All Academic Staff engaged by Kaplan at The College or The University of Adelaide, Melbourne campus must also remain current with contemporary developments in their specific discipline and be actively engaged in continuing professional development.
  6. In addition, all Academic Staff engaged by Kaplan at The College or The University of Adelaide, Melbourne campus must remain current with the latest advancements in pedagogical best practice. This can encompass contemporary teaching methods, learning science, or assessment strategies relevant to their discipline, role, modes of delivery, or the specific needs of student cohorts.
  7. The criteria below are considered the minimum qualifications or professional equivalence criteria for Academic Staff.

Subject/ Program AQF Qualification Level being taught	Minimum staff AQF Qualification Level	Professional Experience Equivalence Criteria
<b>ELICOS</b>	<p><b>Teachers</b></p> <p>Bachelor's degree or Diploma and a suitable TESOL qualification</p> <p><b>Senior academic leader</b></p> <p>Bachelor's degree, and Postgraduate TESOL</p>	Nil

<p><b>Level 5</b> <b>Diploma</b></p>	<p><b>Level 6</b> <b>Associate degree</b></p>	<p>AQF Level 5 plus a sufficient combination of the following to demonstrate AQF level 6 learning outcomes:</p> <ul style="list-style-type: none"> <li>• Enrolled in bachelor or higher degree</li> <li>• Strong academic record in a relevant discipline area (eg. Distinction average)</li> <li>• Relevant professional experience</li> <li>• Relevant industry training or non-formal course(s)</li> <li>• Teaching, mentoring experience (eg. PASS leader)</li> <li>• Leadership experience</li> <li>• Performing in a role that requires high order judgement/provision of expert advice</li> <li>• Professional registration and participation in professional networks</li> </ul>
<p><b>Level 6</b> <i>Associate degree</i></p> <p><i>Note: Includes Foundation Studies Program and the bridging semester of Degree Transfer Extended Program</i></p>	<p><b>Level 7</b> <b>Bachelors degree</b></p>	<p>AQF Level 6 plus a sufficient combination of the following to demonstrate AQF level 7 learning outcomes:</p> <ul style="list-style-type: none"> <li>• Enrolled in honours or higher degree</li> <li>• Strong academic record in a relevant discipline area (eg. Distinction average)</li> <li>• Relevant professional experience</li> <li>• Relevant industry training or non-formal course(s)</li> <li>• Teaching, mentoring experience (eg. PASS leader)</li> <li>• Leadership experience</li> <li>• Performing in a role that requires high order judgement/provision of expert advice</li> <li>• Professional registration and participation in professional networks</li> <li>• Participation on advisory boards</li> </ul>
<p><b>Level 7</b> <i>Bachelor Degree</i></p> <p><i>Note: Includes Degree Transfer Standard Program</i></p> <p><i>Note: Includes University</i></p>	<p><b>Level 8</b> <b>Bachelor Honours Degree, Graduate Certificate, Graduate Diploma</b></p>	<p>AQF Level 7 plus a sufficient combination of the following to demonstrate AQF level 8 learning outcomes:</p> <ul style="list-style-type: none"> <li>• Enrolled in honours or higher degree</li> <li>• Strong academic record in a relevant discipline area (eg. Distinction average)</li> <li>• Relevant professional experience</li> </ul>

<p><i>of Adelaide bachelor level programs taught at the Melbourne Campus</i></p>		<ul style="list-style-type: none"> <li>• Relevant industry training or non-formal course(s)</li> <li>• Teaching, mentoring experience (eg. PASS leader)</li> <li>• Leadership experience</li> <li>• Performing in a role that requires high order judgement/provision of expert advice</li> <li>• Professional registration and participation in professional networks</li> <li>• Participation on advisory boards</li> <li>• Peer reviewed publications in the field of study</li> <li>• Other publications (eg. books, reports, presentations)</li> </ul>
<p><b>Level 8</b></p> <p><i>Graduate Certificate, Graduate Diploma</i></p> <p><i>Note: Includes bridging component of Pre-Master's Program</i></p>	<p><b>Level 9</b></p> <p><b>Masters by research or program work</b></p>	<p>AQF Level 8 plus a sufficient combination of the following to demonstrate AQF level 9 learning outcomes:</p> <ul style="list-style-type: none"> <li>• Enrolled in Masters or higher degree</li> <li>• Strong academic record in a relevant discipline area (eg. Distinction average)</li> <li>• Relevant professional experience</li> <li>• Relevant industry training or non-formal course(s)</li> <li>• Teaching, mentoring experience (eg. PASS leader)</li> <li>• Leadership experience</li> <li>• Performing in a role that requires high order judgement/provision of expert advice</li> <li>• Professional registration and participation in professional networks</li> <li>• Participation on advisory boards</li> <li>• Peer reviewed publications in the field of study</li> <li>• Other publications (eg. books, reports, presentations)</li> </ul>

<p><b>Level 9</b></p> <p><i>Master's Degree (Program work)</i></p> <p><i>Note: Includes Pre-Master's Program Accelerated and credit-bearing component of Pre-Master's Program</i></p> <p><i>Note: Includes University of Adelaide master's level programs taught at the Melbourne Campus</i></p>	<p><b>Level 10</b></p> <p><b>Doctorate by research or program work</b></p>	<p>AQF Level 9 plus a sufficient combination of the following to demonstrate AQF level 10 learning outcomes:</p> <ul style="list-style-type: none"> <li>• Enrolled in PhD/Doctorate</li> <li>• Strong academic record in a relevant discipline area (eg. Distinction average)</li> <li>• Relevant professional experience</li> <li>• Relevant industry training or non-formal course(s)</li> <li>• Teaching, mentoring experience (eg. PASS leader)</li> <li>• Leadership experience</li> <li>• Performing in a role that requires high order judgement/provision of expert advice</li> <li>• Professional registration and participation in professional networks</li> <li>• Participation on advisory boards</li> <li>• Peer reviewed publications in the field of study</li> <li>• Other publications (eg. books, reports, presentations)</li> </ul>
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## Recognition of Professional Designations

The College recognise existing professional designations when assessing Academic Staff against the professional experience equivalence criteria outlined in the table above. These equivalences include, but are not limited to:

- a) Current registration as a Certified Financial Analyst (CFA).
- b) Current registration as a Certified Financial Planner (CFP).
- c) Current registration as a Fellow Chartered Financial Planner (FChFP).
- d) Current registration as a Certified Practising Accountant (CPA); or
- e) Current registration as a Chartered Accountant (CA).
- f) Current registration as a Fellow of the Australian Human Resources Institute (FAHRI).
- g) Current registration as a Fellow of the Australian Marketing Institute (FAMI CPM).
- h) Current registration as a Fellow of the Australian Institute of Project Management (FAIPM).
- i) Current registration as a Fellow of the Australian Institute of Management (FAIM).
- j) Current registration as a Chartered Manager with the Institute of Managers and Leaders (CMgr MIML).
- k) Current registration as a medical practitioner, or equivalent, in Australia.

The College or The University of Adelaide, Melbourne campus may also accept the international equivalents of these professional registrations or designations.

## Exceptions

Any Academic Staff member who does not meet the requirements of this Policy must submit a case for approval to deliver a specific subject/program to the Academic Dean who will seek endorsement from the Vice President, Academic followed by approval from the Academic Board before commencing any teaching activities.

## Version Control and Accountable Officers

It is the joint responsibility of the Implementation Officer and Responsible Officer to policy compliance.

<b>Policy Category</b>	Academic			
<b>Responsible Officer</b>	Vice President, Academic			
<b>Implementation Officer</b>	Academic Dean			
<b>Review Date</b>	August 2025			
<b>Approved by</b>				
<b>Version</b>	<b>Authored by</b>	<b>Brief Description of the changes</b>	<b>Date Approved:</b>	<b>Effective Date:</b>
1.0	Vice President Academic and Academic Dean	Creation of Policy	24/08/2023	01/09/2023