

Academic Qualifications and Experience Policy

1 Purpose

This Policy:

- outlines the standards and criteria for assessing the professional experience of academic staff involved in teaching and academic supervisory roles which are connected with Kaplan Higher Education Pty Ltd, trading as Murdoch Institute of Technology (“the School”)’s award courses; and
- ensures that academic staff undertaking teaching and academic supervisory roles 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.

2 Scope

This policy is applicable to Kaplan Higher Education Pty Ltd, trading as Murdoch Institute of Technology (“the School”). The Policy applies to all academic staff (covering employees and contractors) teaching or assessing Australian Qualification Framework accredited higher education courses at the School. This Policy reflects the *Higher Education Standards Framework (Threshold Standards) 2015* (‘the Threshold Standards’).

3 Policy Principles and Standards

- 3.1 The School requires that academic staff who are employed or contracted to teach or undertake academic or teaching and learning supervisory roles are appropriately qualified in the discipline in which they are engaged.
- 3.2 To comply with the Threshold Standards the School’s academic staff must have:
 - *a qualification in a relevant discipline at least one AQF qualification level higher than the course of study being taught, OR*
 - *equivalent relevant academic or professional or practice-based experience and expertise; AND knowledge of contemporary developments in their specific discipline or field, be actively engaged in continuing professional development, scholarship, research or knowledge of contemporary teaching, learning and assessment relevant to their discipline, role, modes of delivery and the specific needs of student cohorts.*
- 3.3 For those assessed under the criteria of equivalent academic, professional or practice-based experience, staff must have acquired sufficient professional experience working in the relevant field or industry. At the School this is determined as:
 - *equivalent professional experience that demonstrates achievement of specific knowledge and skills relevant to the role; and*
 - *a minimum of five years current and appropriate industry experience.*
- 3.4 The School 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.
- 3.5 All academic staff are to be fully informed of the requirements for delivering relevant School higher education courses, and have approval for delivering higher education subjects in accordance with this Policy before undertaking any of those activities.
- 3.6 The criteria below are considered the minimum qualifications or professional equivalence for academic staff teaching and assessing KHE courses.

Subject/ Course AQF Qualification Level being taught	Minimum staff AQF Qualification Level	Professional Experience Equivalence Criteria
Level 5 Diploma <i>Only when the Diploma is a stand- alone qualification</i>	Level 6 Associate Degree	AQF Level 5 WITH EITHER Minimum 5 years relevant professional full-time experience in a relevant field and/or discipline area, together with a sound understanding of current scholarship in the discipline and demonstrated ability to engage students in intellectual inquiry OR <ul style="list-style-type: none"> Enrolment in a relevant AQF Level 6 program plus relevant professional experience, together totalling 3 years.
Level 6 Associate Degree <i>Only when the Associate Degree is a stand-alone qualification</i>	Level 7 Bachelor Degree	AQF Level 6 WITH EITHER <ul style="list-style-type: none"> Minimum 5 years relevant professional full-time experience in a relevant field and/or discipline area, together with a sound understanding of current scholarship in the discipline and demonstrated ability to engage students in intellectual inquiry OR <ul style="list-style-type: none"> Enrolment in a relevant AQF Level 7 program plus relevant professional experience, together totalling 3 years.
Level 7 Bachelor Degree	Level 8 Bachelor Honours Degree, Graduate Certificate, Graduate Diploma	AQF Level 7 plus current registration (or equivalent) to practice within a relevant profession WITH EITHER <ul style="list-style-type: none"> Minimum 5 years relevant professional full-time experience in a relevant field and/or discipline area, together with a sound understanding of current scholarship in the discipline and demonstrated ability to engage students in intellectual inquiry OR <ul style="list-style-type: none"> Enrolment in a relevant AQF Level 8 program plus relevant professional experience, together totalling 3 years.
Level 8 Graduate Certificate, Graduate Diploma	Level 9 Masters by research or coursework	AQF Level 8 plus current registration (or equivalent) to practice within a relevant profession WITH EITHER <ul style="list-style-type: none"> Minimum 10 years relevant professional full-time experience in a relevant field and/or discipline area, together with a sound understanding of current scholarship in the discipline and demonstrated ability to engage students in intellectual inquiry OR <ul style="list-style-type: none"> Enrolment in a relevant AQF Level 9 program plus relevant professional experience, together totalling 3 years.

Subject/ Course AQF Qualification Level being taught	Minimum staff AQF Qualification Level	Professional Experience Equivalence Criteria
Level 9 <i>Masters Degree (Coursework)</i>	Level 10 Doctorate by research or coursework	AQF Level 9 plus current registration (or equivalent) to practice within a relevant profession WITH EITHER <ul style="list-style-type: none"> • Minimum 10 years relevant professional full-time experience in a relevant field and/or discipline area, together with a sound understanding of current scholarship in the discipline and demonstrated ability to engage students in intellectual inquiry OR Enrolment in a relevant AQF Level 10 program plus relevant professional experience, together totalling 3 years.

3.7 Recognition of professional designations

The School recognises some existing professional designations when assessing academic staff against the professional experience equivalence criteria outlined in the table above.

These include:

- (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).

The School may also accept the international equivalents of these professional registrations or designations.

3.8 Exceptions

Any academic staff member that does not meet the requirements of this Policy must submit a case for approval to deliver a specific subject to the Head of Faculty or Dean, which must also be approved by the Academic Board before commencing any teaching activities.

4 Scholarship

The School recognises that the engagement in scholarly activities is a significant element of academic staff experience. The School is, therefore, committed to fostering a culture of scholarship amongst all of our academic staff (both internal and external), by supporting all academic staff to undertake regular scholarly activities. All academic staff are required to annually declare to the School the nature of their scholarly activities throughout the previous year and provide further details or evidence to confirm these activities at the School's request. All scholarly activities are recorded and maintained on a centralised register.

The following table outlines The School's scholarship expectations and examples of scholarship activities.

Scholarship expectation	Examples of scholarship activities
Demonstrate current discipline knowledge and provide evidence of ongoing intellectual engagement.	<ul style="list-style-type: none"> • Attendance and presenting at conferences • Participation in networks, communities of practice or mentoring activities • Actively engaged in ongoing academic study • Undertaking CPD including as required as part of professional designation.

Scholarship expectation	Examples of scholarship activities
Service to the profession	<ul style="list-style-type: none"> Engagement in and/or leadership roles in professional organizations Leadership in the development of professional standards Mentoring Ongoing maintenance and upgrade (where appropriate) of professional qualification
Maintain and develop discipline specific expertise through literature, new research, interaction with peers	<ul style="list-style-type: none"> Publishing articles related to research within the discipline or profession Accessing current research through The School Australia databases etc. Attend and participate in workshops, seminars, conferences Active membership of peer working groups
Actively engage with current thinking and practices relevant to discipline	<ul style="list-style-type: none"> Contributions in the field of study through participation in advisory boards and professional networks Actively engage in industry forums, think tanks and industry regulatory bodies
Ongoing development of teaching practice	<ul style="list-style-type: none"> Participate in external benchmarking project Participate in assessment benchmarking activities Undertake and complete the Kaplan Way training Professional development or other relevant professional development activities Be actively involved with the development and review of curricula Lead faculty validation and moderation processes
Supporting students to become critical, creative thinkers and enhancing teaching	<ul style="list-style-type: none"> Attendance and participation in assessment workshops Consistent achievement of a high ranking from student feedback (SELTS) together with constructive feedback.

Version Control and Accountable Officers

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

Policy Category	Academic			
Responsible Officer	Vice President, Academic			
Implementation Officer	College Director			
Review Date	December 2019			
Approved by				
KHE Academic Board				
Version	Authored by	Brief Description of the changes	Date Approved:	Effective Date:
1	Academic Quality and Governance Team	New policy. Aligns standards across Kaplan Australia academic entities.	1.12.2016	15.12.2016