



Determining Equivalence of Professional Experience and Academic Qualifications Policy and Procedure

1 Purpose

The Institute is committed to ensuring that:

- students are taught by academic staff qualified in the relevant discipline at a level more advanced than the level of the course being taught;
- the expertise of the academic staff has been established through an assessment of formal academic qualifications, equivalent professional experience, or a combination of both.

2 Scope

This policy and procedure applies to all academic staff of the Institute engaged in teaching into the Institute or partner institution award courses of AQF level 5 and above, and those engaged with their recruitment, with the following exceptions:

- one-off guest lecturers who will bring a level of knowledge and expertise which will add value to the teaching of the relevant discipline area;
- interns and/or work placement coordinators who support student allocations to
- industry, and may assess those aspects of a student's learning, but are not responsible for unit coordination or content delivery.

This policy and procedure is intended to expand upon the principles contained within the *MIT Academic and General Staff Recruitment Policy and Procedure* regarding the assessment of the expertise of academic staff.

3 Definitions

Term	Definition
academic staff	are academic staff teaching students at the Institute and includes staff with responsibilities for academic oversight and those with teaching and supervisory roles in courses or units of study.
Executive Dean	is the Head of the Academic Department at the Institute to whom the Heads of School report.

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Term	Definition
AQF level	means the Australian Qualifications Framework level with defines each level by a set of learning outcomes that should be attained by a graduate of a qualification at that level. The AQF levels give an indication of the relative complexity and/or depth of achievement and the autonomy required to demonstrate that achievement.
checklist	means the Checklist annexed to this policy and procedure, referred to in clause 5.4.
framework	means the framework for determining equivalent experience as detailed in clause 5.3.
professional experience	means the relevant types of experience contained in the framework and includes practice-based experience and expertise.
Standards	means Higher Education Standards Framework (Threshold Standards) 2021, Section 3.2.
teaching experience	includes teaching at a lower AQF level than that being assessed, conducting public seminars and giving public lectures.

4 Policy Statement

- 4.1 The Institute will only appoint academic staff (to teach students) that are qualified to at least one AQF 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, subject to 4.2.
- 4.2 Although academic staff will normally have the requisite level of qualification, without the need to rely on professional experience to demonstrate equivalence, it is recognised that some disciplines require a combination of registration, experience and qualifications to achieve specialist or expert-level professional standards. Where staff do not have an AQF+1 qualification, the Heads of School are authorised to assess the equivalence of professional experience and appoint academic staff to teach students based on the framework contained at clause

5.3. subject to ratification by the Executive Dean.

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- 4.3 Academic staff may only be appointed on the basis of a full range of professional equivalence, requisite to academic qualifications, following an assessment under the framework, and provided that:
- academic staff who are assessed on a combination of formal qualifications and professional experience must have a minimum academic qualification at least to the same AQF level as the course of study being taught;
 - the professional experience will only be used to assess one AQF level above that being taught;
 - the professional experience demonstrates achievement that is equivalent to specific knowledge and skills established in the learning outcomes of the relevant AQF level;
 - the professional experience must be current and relevant to the area being taught;
 - the appointment reflects the particular educational needs of the course of study (e.g. involvement of experienced or specialist practitioners, or those from emergent disciplines);
 - Institute staff who are appropriately qualified and meet the Standards requirements are designated to guide and oversee the academic staff appointed on the basis of professional equivalence; and
 - where an individual does not strongly meet all of the criteria for equivalence, the individual will be required to complete a timely professional development plan and/or teach under the guidance of a mentor or in a team teaching role.
- 4.4 Where a Head of School is unable to determine through assessment, under the framework, if equivalence of professional experience applies, he or she may refer the assessment to the Executive Dean for determination. An application considered to involve exceptional circumstances may also be referred to the Executive Dean to determine equivalence under this policy and procedure.

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5 Procedure

- 5.1 The following framework must be used to when assessing the equivalence of professional experience. Assessment must also take into account how the professional experience demonstrates achievement that is equivalent to the specific knowledge and skills established in the learning outcomes of the relevant AQF level being considered, recognizing that learning outcomes are specific for each discipline and AQF level.
- 5.2 Additional evidence or standards may be required as appropriate for different disciplines of study.
- 5.3 The Framework:

Award Level	Required AQF level (AQF+1) or Equivalent Professional Experience	Evidence- each criterion is to be assessed in combination with others
Diploma/ Advanced Diploma/ Associate Degree AQF level 5 and 6	Level 7 - Bachelors in the relevant discipline	No equivalence recognised. The minimum qualification level to teach at AQF level 5 or above is a bachelor degree.

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Award Level	Required AQF level (AQF+1) or Equivalent Professional Experience	Evidence- each criterion is to be assessed in combination with others
Bachelor AQF Level 7	<p>Level 8 - Honours, Graduate Certificates, Graduate Diplomas in the relevant discipline;</p> <p>OR</p> <p>Level 7 qualification and current registration to practice within the relevant profession; and/or is currently enrolled in a relevant level 9 (Masters) course;</p> <p>AND</p> <p>Demonstrates a broad, current and coherent knowledge of the theory and practice of their discipline or profession:</p> <ul style="list-style-type: none">• Has contributed significantly to their profession or industry over the past 3 years (in the last 5 year period); and• Has teaching qualifications and/or experience, and demonstrated ability to develop and communicate knowledge	<ul style="list-style-type: none">• Experience in industry, business or government;• Leadership roles within a work-based context and the wider community;• Professional development programs undertaken;• Experience in projects, creative work, research and/or collaborative work in employment or with the Institute;• Extra-curricular professional activities;• Technical achievement;• Teaching experience;• Publications, presentations and conference participation related to their profession or discipline area.

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Award Level	Required AQF level (AQF+1) or Equivalent Professional Experience	Evidence- each criterion is to be assessed in combination with others
Graduate Diploma AQF Level 8	<p>Level 9 - Masters by research or coursework in the relevant discipline</p> <p>OR</p> <p>Level 8 qualification and current registration to practice within the profession; and/or is currently enrolled in a relevant doctoral program;</p> <p>AND</p> <ul style="list-style-type: none"> • Demonstrates a current, coherent and advanced knowledge of the theory and practice of their discipline or profession over the past 5 years (in the last 10 years); • Able to apply a critical analytical approach to complex problems to find solutions; • Has contributed significantly to their profession or industry; • Has undertaken professional or practice based research or investigative projects, and demonstrates a developed knowledge of research principles and methodology; • Has teaching qualifications and/or experience, and demonstrated ability to develop and communicate knowledge and ideas to a variety of audiences. 	<ul style="list-style-type: none"> • Management and leadership roles within a work-based context and the wider community; • Professional development programs undertaken; Outputs from projects, research or collaborative work in employment or with the Institute that evidences planning, the development and application of a research methodology; • Extra-curricular professional activities; • Technical/creative achievement; • Teaching experience other contributions to the discipline of education; • Publications, presentations and conference participation related to their profession or discipline area.

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Award Level	Required AQF level (AQF+1) or Equivalent Professional Experience	Evidence- each criterion is to be assessed in combination with others
Masters AQF Level 9	<p>Level 10 - Doctorate by research or coursework in the relevant discipline</p> <p>OR</p> <p>Level 9 qualification and current registration to practice within the relevant profession</p> <p>OR</p> <p>Current enrolment in a relevant doctoral program;</p> <p>AND</p> <ul style="list-style-type: none">• Demonstrates a complex and broad understanding of the theory and practice of their discipline or profession over a 10 year period (with 5 of those years at a senior level);• Sustained contribution to the knowledge of their profession or discipline;• Has a substantial knowledge of research principles and methods applicable to their field of work; Sustained and acknowledged technical achievement; <p>Has independently undertaken extensive work-based projects involving research, analysis and written reports or complex project management;</p> <ul style="list-style-type: none">• Publications;• Has demonstrated high-level	<ul style="list-style-type: none">• Professional qualifications, extensive professional development and training; Leadership in the development of professional standards/advisory bodies/community organisations/professional networks;• Fellow of a relevant Professional Association (<i>where such appointments are made to either honour exceptional achievement and/or service</i>);• Seniority of work-based professional practice, demonstrating high order judgement/provision of expert advice;• Evidence of standing in their profession or discipline such as testimonials, awards or other recognition that acknowledges leadership or expertise in education; Evidence of technical achievement;• Management of significant projects including evidence of the scope and nature of

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Award Level	Required AQF level (AQF+1) or Equivalent Professional Experience	Evidence- each criterion is to be assessed in combination with others
	communication skills and/or has teaching qualifications or experience.	work- based projects and/or research undertaken, and the output from these; <ul style="list-style-type: none">• Publication and/or research record at an advanced level; Evidence of capability to teach at Masters level;• Contributions in the discipline of education.

- 5.4 The relevant Head of School and/or Executive Dean will complete the checklist as part of any assessment to determine equivalence of professional experience.

6 Responsibilities

6.1 The Institute-

The Institute may commission an independent audit to test the effectiveness of the implementation of this policy and procedure together with its transparency and equity in relation to its application.

6.2 Academic Board-

The Academic Board is responsible for the implementation of the framework, the processes under this policy and procedure and its timely review.

6.3 Heads of School and Executive Dean-

The Heads of School and the Executive Dean will:

- demonstrate they have assessed an academic staff member's equivalence claims for the relevant AQF level against the framework

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in clause 5.3;

- ensure professional experience assessments are academically defensible; and
- provide Human Resources with details of any assessment determining equivalence of professional experience, together with a completed checklist and any supporting evidence which meets the framework.

6.4 Human Resources department The Human Resources department will:

- provide all staff involved with recruitment of academic staff with advice on the assessment of applications under this policy and procedure;
- maintain appropriate records to ensure the Institute can meet its reporting responsibilities to TEQSA; and
- provide a report to the Academic Board on an annual basis containing-
 - a) The number of applications considered for equivalence;
 - b) The number approved and not approved against each AQF award type;
 - c) For each School, the relative number of academic and teaching staff with the prescribed qualification for the courses in which they are teaching and those with equivalent professional experience approved by the Institute.

7 Implementation and communication

This procedure will be implemented and communicated through the Institute via:

- Announcement on the Institute's webpage;
- Internal circulation to all current and future academic staff;
- Included in annual staff professional development.

8 Supporting documents and References

Higher Education Standards Framework (Threshold Standards) 2015

TEQSA Guidance note: Determining Equivalence of Professional Experience and Academic Qualifications

MIT Academic and General Staff Recruitment Policy and Procedure

MIT Workforce, Recruitment, Retention and Professional Development General Guidelines

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Determining Equivalence of Professional Experience and Academic Qualifications Checklist

NAME OF ACADEMIC STAFF MEMBER: _____

SCHOOL: _____

NAME OF ASSESSOR: _____

LEVEL TO BE TAUGHT: _____

DATE: _____

No equivalence is recognised for teaching at AQF Levels 5 and 6. The minimum qualification level to teach at AQF level 5 or above is a bachelor degree.

Award Level	Required AQF level (AQF+1) or Equivalent Professional Experience	Evidence- each criterion is to be assessed in combination with others	To be completed by assessor providing comment
	Level 8 - Honours, Graduate Certificates, Graduate Diplomas in the relevant discipline; OR Level 7 qualification and current registration to	<ul style="list-style-type: none">• Experience in industry, business or government;• Leadership roles within a work-based context and the wider community;• Professional development programs undertaken;• Experience in projects, creative work, research and/or collaborative work in employment or with the	

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Bachelor AQF Level 7	practice within the relevant profession; and/or is currently enrolled in a relevant level 9 (Masters) course; AND Demonstrates a broad, current and coherent knowledge of the theory and practice of their discipline or profession: <ul style="list-style-type: none">• Has contributed significantly to their profession or industry over the past 3 years (in the last 5 year period); and• Has teaching qualifications and/or experience, and demonstrated ability to develop and communicate knowledge.	Institute; <ul style="list-style-type: none">• Extra-curricular professional activities;• Technical achievement;• Teaching experience;• Publications, presentations and conference participation related to their profession or discipline area.	
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Graduate Diploma AQF Level 8	<p>Level 9 - Masters by research or coursework in the relevant discipline</p> <p>OR</p> <p>Level 8 qualification and current registration to practice within the profession; and/or is currently enrolled in a relevant doctoral program;</p> <p>AND</p> <ul style="list-style-type: none">• Demonstrates a current, coherent and advanced knowledge of the theory and practice of their discipline or profession over the past 5 years (in the last 10 years);• Able to apply a critical analytical approach to complex problems to find solutions;• Has contributed significantly to their	<ul style="list-style-type: none">• Management and leadership roles within a work-based context and the wider community;• Professional development programs undertaken; Outputs from projects, research or collaborative work in employment or with the Institute that evidences planning, the development and application of a research methodology;• Extra-curricular professional activities;• Technical/creative achievement;• Teaching experience other contributions to the discipline of education;• Publications, presentations and conference participation related to their profession or discipline area.	
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	<p>profession or industry;</p> <ul style="list-style-type: none"> Has undertaken professional or practice based research or investigative projects, and demonstrates a developed knowledge of research principles and methodology; Has teaching qualifications and/or experience, and demonstrated ability to develop and communicate knowledge and ideas to a variety of audiences. 		
	<p>Level 10 - Doctorate by research or coursework in the relevant discipline</p> <p>OR</p> <p>Level 9 qualification and current registration to practice within the relevant profession</p> <p>OR</p>	<ul style="list-style-type: none"> Professional qualifications, extensive professional development and training; Leadership in the development of professional standards/advisory bodies/community organisations/professional networks; Fellow of a relevant Professional Association (<i>where such</i> 	<ul style="list-style-type: none">

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Masters AQF Level 9	<p>Current enrolment in a relevant doctoral program;</p> <p>AND</p> <ul style="list-style-type: none">• Demonstrates a complex and broad understanding of the theory and practice of their discipline or profession over a 10 year period (with 5 of those years at a senior level);• Sustained contribution to the knowledge of their profession or discipline;• Has a substantial knowledge of research principles and methods applicable to their field of work; Sustained and acknowledged technical achievement;• Has independently undertaken	<p><i>appointments are made to either honour exceptional achievement and/or service);</i></p> <ul style="list-style-type: none">• Seniority of work-based professional practice, demonstrating high order judgement/provision of expert advice;• Evidence of standing in their profession or discipline such as testimonials, awards or other recognition that acknowledges leadership or expertise in education; Evidence of technical achievement;• Management of significant projects including evidence of the scope and nature of work- based projects and/or research undertaken, and the output from these;• Publication and/or research record at an advanced level; Evidence of capability to teach at Masters level;• Contributions in the discipline of education.	
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	<p>extensive work-based projects involving research, analysis and written reports or complex project management;</p> <ul style="list-style-type: none">• Publications;• Has demonstrated high-level communication skills and/or has teaching qualifications or experience.		
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Are there exceptional circumstances to the above that would justify the appointment of this academic staff member? Please explain in detail:

Are there conditions attached to this appointment, such as a professional development plan and/or requirement to teach under the guidance of a mentor or in a team teaching role.

Provide details:

Signature of Assessor: _____
(Head of School)

Ratified by: _____
(Executive Dean)

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