ACADEMIC QUALIFICATIONS AND EXPERIENCEPOLICY

Purpose

Lincoln Institute of Higher Education Australia (LIHE) strives to be an acclaimed higher education institution. LIHE courses shall be taught by highly qualified and experienced academic staff. LIHE is committed to employing high-quality staff from a range of backgrounds and ensuring that they have the support to develop as teachers and leaders in the higher education sector.

This Academic Qualifications and Experience Policy outlines the standards and criteria for assessing the professional experience of academic staff involved in teaching, assessment, academic oversight, academic supervision, curriculum delivery and related academic responsibilities, which are connected with LIHE award courses. Further, it sets out the ways that LIHE shall ensure that academic staff undertaking teaching, assessment, academic oversight and supervisory roles are appropriately qualified in the field/discipline in which they teach, assess, supervise or provide academic oversight.

This policy is intended to complement and support, and should be read in conjunction with, LIHE's overarching staff recruitment, training and induction policies and processes. It also supports LIHE's commitment to maintaining academic quality, discipline currency, teaching and assessment capability, and appropriate academic governance across all approved higher education courses and delivery modes.

Scope

This policy applies to all LIHE academic staff (covering employees and contractors) teaching assessing, supervising students, contributing to curriculum delivery, or holding academic oversight responsibilities in TEQSA-accredited higher education courses within the Australian Qualifications Framework.

This policy applies to full-time, part-time, casual, sessional, fixed-term, continuing, adjunct, visiting, guest, industry-based and contracted academic staff where they undertake, support or contribute to teaching, assessment, supervision, curriculum delivery, academic leadership, course coordination, subject coordination, moderation or academic oversight.

This policy applies to academic staff involved in all approved modes of delivery, including face- to-face, online, blended, intensive, workplace-based, industry-based, supervised practice, research supervision, project supervision and work-integrated learningactivities.

Principles

LIHE will recruit, appoint and maintain academic staff who are appropriately qualified in the discipline in which they teach, assess, supervise or provide academic oversight.
LIHE's staffing policies and practices, including recruitment, retention, promotion, training and development, will be inclusive and will support diversity. LIHE will provide equitable access to employment, professional development and advancement opportunities, subject to the inherent requirements of academic roles and applicable law. This policy also reflects the Higher Education Standards Framework (Threshold Standards) 2021 ('the Threshold Standards'). To comply with the Threshold Standards, all LIHE academic staff shall have the following cumulative requirements:

I. A completed qualification in a relevant discipline at least one AQF level higher than the course

of study being taught (AQF+1), or equivalent relevant academic, professional or practice-based experience and expertise formally assessed and approved in accordance with this Policy. The qualification, experience or expertise relied upon must be directly relevant to the units or academic responsibilities for which the staff member teaches, assesses, supervises or provides academic oversight; AND

II. Relevant professional experience in the same discipline or field, demonstrating the achievement of knowledge, skills and professional competencies relevant to the role, the course level, the units taught, and the student cohort; AND

III. Current knowledge of contemporary developments in their specific discipline or field, demonstrated through active and continuing engagement in scholarship, research or advances in professional practice relevant to the role and discipline; AND

IV. Contemporary skills in teaching, learning and assessment principles, including skills relevant to the specific discipline, the delivery modes approved for the course, and the needs of the particular student cohorts;

Academic staff must be able to demonstrate prior to appointment and on an ongoing basis, that they possess and maintain current knowledge of the discipline or professional field in which they teach, assess, supervise or provide academic oversight. Such currency may be demonstrated through ongoing scholarship, research, professional practice, industry engagement, continuing professional development, publication, conference participation, professional accreditation, professional registration, external engagement, consultancy, creative practice, peer-reviewed outputs, curriculum leadership, disciplinary benchmarking, or other recognised scholarly and professional activities relevant to the role.

Academic staff must also possess and continually develop contemporary knowledge and skills in teaching, learning, assessment, educational technologies, inclusive education, student engagement, feedback practices, curriculum delivery, academic integrity, moderation and the effective support of diverse student cohorts. Staff must be capable of delivering education effectively across the mode or modes of delivery approved for the relevant course or subject. LIHE shall support, document, monitor and review the maintenance of academic currency, professional currency, teaching capability and assessment capability through recruitment processes, induction, professional development, performance review, course monitoring, subject review, moderation, scholarly activity reporting and academic governance processes.

In meeting the cumulative requirements set out above, academic staff must hold a relevant AQF+1 qualification or have equivalent relevant academic, professional or practice-based experience and expertise formally assessed and approved under this Policy, together with the other applicable requirements for professional experience, discipline currency, scholarship and contemporary teaching, learning and assessment capability.

relevant professional experience in related industry. Where LIHE considers whether a staff member's professional experience is relevant and sufficient for the purposes of this Policy, it will have regard to the following:

I. The nature, duration, currency, depth and seniority of the professional or practice- based experience, and its direct relevance to the specific discipline, units, course level and student cohort; and

II. Evidence that professional experience enables the staff members to discharge their specific teaching, assessment, supervisory or academic oversight responsibilities effectively, having regard to the level, discipline and learning outcomes of the course concerned.

The assessment of equivalence must be evidence-based, transparent, consistently applied, and documented before the staff member commences the relevant academic duties. Equivalence must not be assumed solely on the basis of employment history, professional seniority, program enrolment, title, or industry reputation. Equivalence will be assessed against the learning outcomes and specifications of the relevant AQF level and the knowledge and skills expected within the particular field of education. Length of professional experience alone will not establish equivalence.

LIHE recognises that in some discipline areas, professional registration, industry experience and specialised practical expertise are integral to academic credibility and effective teaching. Where applicable, these are additional components of the staff member's overall qualification and experience profile and do not, of themselves, establish AQF equivalence. For doctoral supervision, the staff member must hold a doctoral qualification relevant to the field of research or possess equivalent research experience formally assessed and approved in accordance with this Policy. The staff member must also demonstrate current knowledge of contemporary developments in the relevant field through continuing research activity, publication and scholarly engagement. Any determination of equivalent research experience must demonstrate sustained and substantive research achievement commensurate with doctoral-level attainment and must be approved by the Academic Board, or its formally authorised delegate, before supervision commences.

All academic staff who are appointed will be fully informed of the requirements for delivering relevant LIHE higher education courses and have approval for delivering higher education subjects in accordance with this Policy before undertaking any of those activities.

Academic oversight of a course or unit will be undertaken only by a staff member who holds a qualification in a relevant discipline at least one AQF level higher than the course of study being overseen, or who has equivalent relevant academic, professional or practice-based experience and expertise formally assessed and approved in accordance with this Policy, and who demonstrably meets the applicable requirements for discipline currency, professional experience, scholarship and contemporary teaching, learning and assessment capability. Where LIHE appoints an Academic Dean or other academic leader with oversight responsibility for a course, that person's qualifications, professional experience and discipline expertise must align with the field or fields of education of the course concerned. This requirement applies to all academic staff with oversight responsibilities, regardless of employment category or time fraction.

The criteria below are considered the minimum qualifications or professional equivalence for academic staff teaching and assessing LIHE courses.

Subject/ Course AQF Qualification Level being taught	**Minimum staff AQF Qualification Level**	**Minimum Cumulative Qualification and Experience Requirements**
Level 7 *Bachelor Degree*	**Level 8** Bachelor Honours Degree, Graduate Certificate,	Staff teaching, assessing, supervising or providing academic oversight for Level 7 (Bachelor Degree) courses must cumulatively meet all of the following requirements: **1. AQF+1 or formally determined equivalent experience and expertise : A completed AQF Level** 8 qualification (Bachelor Honours Degree, Graduate

	Graduate Diploma	Certificate or Graduate Diploma), or higher, in a discipline directly relevant to the units being taught, assessed, supervised or overseen. A Masters or Doctoral qualification in a relevant discipline is preferred; AND **2. Relevant Professional Experience :** Relevant professional, industry or practice-based experience in the relevant discipline or field, sufficient to support effective teaching, assessment, supervision or academic oversight at Level 7; AND **3. Discipline Currency :** Demonstrated current knowledge of contemporary developments in the relevant discipline, maintained through continuing scholarship, research or advances in professional practice; AND 4.**Teaching, Learning and Assessment** Capability: Current skills in contemporary teaching
Level 8 *Graduate Certificate, Graduate Diploma*	**Level 9** Masters Degree (Coursework or Research)	Staff teaching, assessing, supervising or providing academic oversight for Level 8 (Graduate Certificate or Graduate Diploma) courses must cumulatively meet all of the following requirements: **1. AQF+1 or formally determined equivalent experience and expertise:** A completed AQF Level 9 (**Master's degree**) qualification in a discipline directly relevant to the units being taught, assessed, supervised or overseen. A Doctoral qualification in a relevant discipline is preferred.; AND **2. Relevant Professional Experience:** Relevant professional, industry or practice-based experience in the relevant discipline or field sufficient to support effective teaching, assessment, supervision or academic oversight at Level 8; AND **3. Discipline Currency :** Demonstrated current knowledge of contemporary developments in the relevant discipline, maintained through continuing scholarship, research or advances in professional practice; AND
		4. Teaching, Learning and Assessment Capability : Current skills in contemporary teaching, learning and assessment principles relevant to the discipline, delivery mode, role and needs of the student cohort.

Level 9 *Masters Degree (Coursework)*	**Level 10** Doctoral Degree (research or coursework)	Staff teaching, assessing, supervising or providing academic oversight for Level 9 (Master's Degree (Coursework)) courses must cumulatively meet all of the following requirements: 1. **AQF+1 or formally determined equivalent experience and expertise : A completed AQF Level 10 (Doctoral Degree) qualification in a discipline directly relevant to the units being taught, assessed, supervised or overseen; AND** 2. **Relevant Professional Experience:** Substantial and current professional, research or practice-based experience in the relevant discipline or field, at a level commensurate with the academic and intellectual demands of Level 9 postgraduate coursework; AND 3. **Discipline Currency:** Demonstrated current knowledge of contemporary developments in the relevant discipline, maintained through continuing scholarship, research or advances in professional practice; AND 4. **Teaching, Learning and Assessment Capability** : Current skills in contemporary teaching, learning and assessment principles relevant to the discipline, delivery mode, role and needs of the student cohort.
Level 10 *Doctoral Degree*	**Level 10** Doctoral Degree and active research standing	Staff teaching, assessing, supervising or providing academic oversight for Level 10 (Doctoral Degree) courses must cumulatively meet all of the following requirements: **1. AQF+1 or formally determined equivalent experience and expertise : A completed AQF Level** 10 (Doctoral Degree) qualification in a discipline directly relevant to the doctoral research being supervised. For doctoral supervision, the staff member must hold a doctoral qualification relevant to the field of research or possess equivalent research experience formally assessed and approved in accordance with this Policy; AND **2. Relevant Professional Experience:** Active research standing in the relevant discipline, demonstrated through current research activity, publication and scholarly engagement appropriate to the nature and level of the doctoral research being supervised; AND **3. Discipline Currency:** Demonstrated current knowledge of contemporary developments in the relevant discipline, maintained through continuing scholarship, research or advances in professional practice; AND **4. Teaching, Learning and Assessment Capability:** Current skills in contemporary teaching, learning and assessment principles relevant to the discipline,

Enrolment in a higher qualification must not be relied upon in isolation as evidence of equivalence. Where enrolment in a higher qualification forms part of an equivalence assessment, LIHE must verify and document evidence of satisfactory academic progress, relevance of the program to the discipline or field, relevance to the staff member's academic role, and the staff member's capacity to meet all teaching, assessment, supervision or academic oversight responsibilities.

Equivalence assessments must consider, as applicable to the role:

- Verified academic qualifications and certified transcripts;
- Relevance of the qualification or experience to the discipline, subject, course and level of study;

- Professional registration, accreditation, certification or recognised standing;
- Duration, currency, depth and seniority of professional or practice-based experience;
- Evidence of scholarship, research, publication, professional contribution or current practice;
- Evidence of teaching, learning, assessment and curriculum capability;
- Experience with the relevant student cohort and delivery mode;
- Capacity to engage students in intellectual inquiry and higher order learning;
- Evidence of continuing professional development; and
- Any limitations, supervision arrangements, mentoring requirements or professional development requirements attached to the appointment.

The Head of Faculty, Head of School or Academic Dean, as applicable, is responsible for reviewing equivalence evidence and making a recommendation. The Academic Board, or an academic governance body formally authorised by the Academic Board, is responsible for approving equivalence decisions before the staff member commences the relevant academic duties.

Each equivalence decision must be recorded in the relevant meeting minutes and retained in the staff member's record. The record must include the staff member's name, role, subject or course responsibilities, qualification or experience being relied upon, evidence reviewed, rationale for the decision, any conditions attached to the approval, and confirmation that the staff member is appropriately equipped for the assigned academic responsibilities.

The Institute will provide the equivalence decision documents for each staff member in relation to whom an equivalence determination is made to TEQSA as part of all future course accreditation applications. No equivalence determination will be made or acted upon unless the Academic Board, or its formally delegated body, has reviewed and approved the decision prior to the staff member commencing the relevant academic duties.

Recognition of Professional Designations

A professional designation will be recognised under this Policy only where the issuing body and the designation are relevant to the discipline of the course or unit concerned. A designation does not, of itself, substitute for the AQF+1 qualification requirement or formally establish equivalent relevant academic, professional or practice-based experience and expertise. It must be assessed in conjunction with verified academic qualifications, relevant professional experience, discipline currency, scholarship or professional engagement, and teaching, learning and assessment capability. LIHE recognises some existing professional designations when assessing whether academic staff meet the cumulative requirements outlined in this Policy. These include:

a. Current registration as a Member, Senior Member or Fellow of the Australian Computer Society (ACS), relevant to the discipline or professional field

b. Current registration as a Certified Practicing Accountant (CPA) or Chartered Accountant, where relevant to the discipline or professional field;

c. LIHE recognises professional designations such as CPA, CFA, ACS membership, professional fellowships, specialist registrations, professional licences and other equivalent Australian or international credentials as relevant evidence when assessing academic staff qualifications and professional expertise, particularly in specialised fields. Such designations do not automatically constitute AQF equivalence and must be assessed in conjunction with verified qualifications, professional experience, discipline currency, scholarly or professional engagement, and teaching, learning and assessment capability.

LIHE may also accept the international equivalents of these professional registrations or designations where their status, issuing body, level, currency and relevance can be verified and documented.

Academic Oversight of Specialised Teaching and Supervised Arrangements

This section gives effect to the provisions of the Threshold Standards governing specialised and supervised teaching arrangements. LIHE may engage experienced practitioners, industry experts, guest lecturers, sessional staff, visiting academics or teachers with specialised expertise to contribute to specialised components of a course or subject where their contribution strengthens the educational experience and is appropriate to the approved curriculum. A person engaged under this section does not replace the requirement for appropriately qualified academic staff who meet all of the cumulative academic qualification, professional experience, discipline currency and teaching, learning and assessment capability requirements of the Threshold Standards applicable to their role. This arrangement applies only to specialised components and may not be used as a substitute for the academic qualification and experience requirements that apply to the course generally.

Where a person contributing to specialised teaching does not fully satisfy all academic qualification or experience expectations for the relevant academic role, the teaching activity must operate under the guidance, mentoring, monitoring and academic oversight of an appropriately qualified academic staff member. This arrangement is not an exemption from LIHE's academic quality expectations. Academic responsibility for curriculum alignment, assessment quality, moderation, student learning outcomes and academic governance remains with the appropriately qualified academic staff member and relevant academic leader.

Specialised teaching or supervised teaching arrangements must be approved before the relevant teaching activity commences. Approval must be based on a documented assessment of the person's expertise, the nature and scope of the teaching contribution, the relevance of the expertise to the curriculum, any limitations on the teaching role, and the oversight arrangements required to assure academic quality.

The approval record must clearly identify:

- The name and role of the person undertaking specialised teaching;
- The subject, component, topic or learning activity to which the person will contribute;
- The specific academic qualification or experience expectations not fully satisfied, if any;
- The evidence of specialised professional, practice-based, industry or scholarly expertise relied
- upon;
- The academic staff member appointed to provide guidance, mentoring, monitoring and academic oversight;
- The basis on which the supervising academic staff member is considered appropriately qualified and experienced;
- The responsibilities of the supervising academic staff member for curriculum alignment, teaching quality, assessment design, assessment marking, moderation, feedback and student support;
- The frequency and form of monitoring, mentoring and review;
- Any restrictions on assessment, supervision, independent teaching or academic decision- making; and
- Any workload allocation or adjustment required to enable effective supervision and oversight.

The Institute will retain the approval and oversight records for each specialised or supervised teaching arrangement and will provide these records to TEQSA as part of all future course accreditation applications where such arrangements apply.

The Head of Faculty, Head of School or Academic Dean, as applicable, is responsible for recommending specialised teaching or supervised arrangements. The Academic Board, or an academic governance body formally authorised by the Academic Board, is responsible for approving such arrangements and ensuring that they are recorded in meeting minutes.

The appointed supervising academic staff member must review the teaching contribution, ensure that learning activities remain aligned with approved subject and course learning outcomes, oversee the quality of assessment and feedback where relevant, and report any concerns to the relevant academic leader.

LIHE shall maintain records of all specialised teaching and supervised teaching arrangements, including evidence considered, approvals, supervision plans, workload considerations, monitoring outcomes and any review actions.

Scholarship

LIHE recognises that engagement in scholarly activities is a significant element of academic staffing experience. LIHE 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 will annually declare to LIHE the nature of their scholarly activities throughout the previous year and provide further details or evidence to confirm these activities at LIHE's request.

All scholarly activities are recorded and maintained in a central register.

Academic scholarship and professional currency must be relevant to the discipline or field in which the staff member teaches, supervises or provides academic oversight, and are mandatory cumulative requirements alongside the applicable AQF+1 qualification or formally determined equivalent relevant academic, professional or practice-based experience and expertise, and relevant professional experience. Evidence of scholarship and professional currency will be considered in recruitment, appointment, allocation of teaching responsibilities, professional development planning, annual performance review, course monitoring and academic governance reporting. Scholarship and professional currency activities relied upon under this Policy must be dated and recorded in the central scholarship register and will normally include activity within the preceding three years, so that currency can be objectively verified. Activity in an unrelated discipline or field will not be counted towards a staff member's scholarship or currency for a role in a different discipline.

LIHE shall support academic staff to maintain and enhance scholarship through workload planning, access to scholarly resources, participation in professional development, engagement with industry and professional bodies, peer collaboration, scholarly dissemination, research activity, professional practice, curriculum development and other discipline-relevant activities.

The following table outlines LIHE'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.	• Attendance and presentation 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. • Publication, research dissemination, professional writing, invited presentations or discipline-based scholarly outputs; • Engagement with current professional standards, regulatory developments, industry practice and emerging knowledge in the field.
Service to the profession	• 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 • Participation in external advisory committees, accreditation activities, professional panels, peer review, journal reviewing or community of practice leadership.

Maintain and develop discipline-specific expertise through literature, new research, interaction with peers	• Publishing articles related to research within the discipline or profession • Accessing current research through LIHE Australia databases etc. • Attend and participate in workshops, seminars, conferences • Active membership of peer working groups. • Engagement with contemporary evidence, professional practice updates, disciplinary benchmarking, applied research, consultancy or practice-based inquiry.
Actively engage with current thinking and practices relevant to discipline	• 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. • Participation in industry partnerships, professional accreditation processes, employer consultation, discipline communities and applied professional projects.
Ongoing development of teaching practice	• Participate in external benchmarking project • Participate in assessment benchmarking activities • Undertake and complete the LIHE training

	• Professional development or other relevant professional development activities • Be actively involved in the development and review of curricula • Lead faculty validation and moderation processes. • Undertake professional development in learning design, assessment, feedback, academic integrity, educational technology, online and blended delivery, inclusive
Supporting students to become critical, creative thinkers and enhancing teaching	• Attendance and participation in assessment workshops • Consistent achievement of a high ranking from student feedback (SELTS) together with constructive feedback. • Evidence of reflective teaching practice, peer review of teaching, response to student feedback, improvement of learning resources, innovation in curriculum delivery, and support for student success.

Teaching, Learning and Assessment Capability

All academic staff involved in teaching, assessment, supervision or academic oversight must possess and maintain contemporary teaching, learning and assessment capability appropriately to their role, discipline, course level, delivery mode and student cohort.

Prior experience of teaching in higher education itself does not satisfy this requirement. Contemporary teaching, learning and assessment capability is a mandatory cumulative requirement that must be separately demonstrated, for example through recent completion of relevant teaching or assessment professional development, peer review of teaching, reflective teaching practice, application of contemporary assessment and feedback methods, or evidence of constructive student feedback. This capability will be verified at appointment and reviewed on an ongoing basis.

Such capability includes, but is not limited to, knowledge and skills in curriculum delivery, learning design, assessment design, assessment marking, moderation, feedback, academic integrity, inclusive teaching, student engagement, educational technology, online and blended learning, work-integrated learning, supervision, and support for students from diverse backgrounds.

LIHE shall provide induction, mentoring, professional development and access to relevant resources to support staff in maintaining and enhancing teaching, learning and assessment capability. Participation in relevant professional development shall be documented, monitored and reviewed through staff records, performance review, course review, subject review, moderation processes and academic governance reporting.

Academic staff must undertake professional development appropriate to their role and must provide evidence of engagement when requested by LIHE. Where gaps in teaching, learning or assessment capability are identified, the relevant academic leader must ensure that appropriate support, mentoring, professional development or workload adjustment is implemented and monitored.

LIHE will ensure that academic staff are reasonably accessible to students seeking individual academic assistance, consultation, supervision and feedback at a level appropriate to the mode of delivery and

the learning needs of the student cohort. Expectations regarding staff availability and student consultation will be communicated to students through subject outlines, learning management systems and other approved communication channels.

Governance, Responsibilities and Records

The Academic Board is responsible for oversight of this Policy and for assuring that LIHE's academic staffing arrangements support the quality, integrity and effective delivery of its higher education courses.

The Chief Executive Officer is responsible for ensuring that LIHE has appropriate institutional systems, resources and staffing processes to support implementation of this Policy.

The Academic Dean is responsible for monitoring implementation of this Policy, advising on academic staffing requirements, ensuring that academic leaders apply the Policy consistently, and reporting relevant matters to the Academic Board.

Heads of Faculty, Heads of School, Course Coordinators and Subject Coordinators are responsible for ensuring that academic staff appointed or allocated to teaching, assessment, supervision or academic oversight roles are appropriately qualified, experienced, current and supported for their assigned responsibilities.

Human Resources, in consultation with the relevant academic leader, is responsible for verifying academic qualifications, professional credentials, professional registrations, employment history and other relevant evidence prior to appointment. Verification records must be retained in accordance with LIHE's recordkeeping requirements.

Recruitment and appointment processes must ensure that position descriptions, selection criteria, interview processes and appointment recommendations address the required academic qualifications, discipline currency, professional expertise, teaching and assessment capability, delivery mode requirements and student cohort needs relevant to the role.

For every academic role, the position description, its essential selection criteria and the corresponding job advertisement will expressly reflect the cumulative applicable requirements of the Threshold Standards namely, the academic qualification requirements, the discipline currency and scholarly engagement requirements, and the professional experience and teaching, learning and assessment capability requirements as both criteria to be met before appointment and as ongoing responsibilities to be maintained throughout the appointment.

Position descriptions will be tailored to the specific discipline and units for which the role carries teaching, supervisory or oversight responsibility. The job advertisement for each role will be consistent with the corresponding position description and must not present professional experience as a substitute for the required academic qualification.

LIHE shall maintain complete and accurate staff records, including verified qualifications, professional registrations, curriculum vitae, evidence of scholarship and professional currency, teaching experience, professional development, equivalence decisions, supervised teaching arrangements, workload considerations, appointment approvals and performance review outcomes.

Academic leaders must review staff capability regularly, including at appointment, before allocation of teaching or supervision responsibilities, during annual performance review, as part of course and subject monitoring, and whenever there is a material change to course delivery, subject allocation, delivery mode, accreditation requirements, professional requirements or staff role responsibilities.

LIHE will maintain an academic staffing profile for each course of study that provides the academic oversight, discipline expertise, teaching capacity and supervisory capability necessary to support students in achieving the expected learning outcomes appropriate to the AQF level of the qualification.

For each course of study, the Institute will maintain a staffing complement and academic staffing profile sufficient to meet the educational, academic-support and administrative needs of the student cohort and to provide the level and extent of academic oversight and teaching capacity needed to lead students in intellectual inquiry suited to the level of the course, as required under the applicable staffing sufficiency provisions of the Threshold Standards. Staffing capacity will be planned and documented before each course is approved or re- approved and monitored thereafter. No individual staff member will be allocated a total time fraction exceeding 1.0 FTE across all their responsibilities. The Institute will manage the level of casualisation in each course to protect continuity of student support and teaching quality, and will confirm the timing of appointment of all 'to be recruited' positions before the course commences. The Institute will ensure that teaching staff are accessible to students seeking individual assistance at a level consistent with the learning needs of the cohort and the mode of delivery, as required under the applicable student accessibility provisions of the Threshold Standards, and will communicate consultation and availability arrangements to students through subject outlines and the learning management system.

The Academic Dean shall ensure that summary reports on academic staffing capability, professional development, scholarship, equivalence decisions and supervised teaching arrangements are provided periodically to the Academic Board for monitoring and quality assurance purposes.

Where a risk or gap is identified in academic qualifications, discipline currency, teaching capability, assessment capability, professional registration, supervision capacity or workload capacity, the relevant academic leader must implement and document appropriate actions. Actions may include professional development, mentoring, moderation, and revised workload

allocation, revised teaching allocation, additional academic oversight, recruitment, or removal from academic duties until the matter is resolved.

The Academic Board will minute its consideration of this Policy at the time of its approval and at each subsequent revision, including its assessment of whether the Policy satisfactorily addresses any concerns raised by TEQSA or another regulatory or professional accreditation body. The Academic Board will ensure that all future course proposals and course-approval documentation align with this Policy as revised, and that the version and approval history of this Policy is maintained on the Institute's policy register.

Compliance

All LIHE academic staff, academic leaders, relevant professional staff and contractors involved in recruitment, appointment, teaching allocation, assessment, supervision, academic oversight, staff development, staff records or academic governance will comply with this Policy and related policies and procedures. Non-compliance may result in disciplinary action.

File Number	LIHE-GEN-COR-70005-D
Responsible Officer	Chief Executive Officer
Contact Officer	Academic Dean
Legislative Compliance	• *Higher Education Standards Framework (Threshold Standards) 2021* • *Australian Qualifications Framework(2013)* • *Tertiary Education Quality and Standards Agency Act 2011*

Supporting Documents	• *Workforce* Management Plan • Professional Development Policy; • Staff Recruitment, Review & Promotions Policy; • Course Development and Review Policy; • Assessment Policy; • Learning and Teaching Policy; • Staff Induction Procedures; • Records Management Policy
Related Documents	• Staff *Recruitment, Review & Promotions Policy*
Superseded Documents	
Effective Date	1 January 2022
Next Review	3 years from the effective date or earlier where required due to legislative, regulatory, governance or institutional changes

Definitions

Academic Staff: Academic Dean, Course and Subject Coordinators, Lecturers and Tutors and any other staff member, contractor, sessional teacher, supervisor, guest lecturer, visiting academic or practitioner who undertakes or contributes to teaching, assessment, supervision, curriculum delivery or academic oversight in a LIHE higher education course.

Qualified: An academic staff member who holds a completed qualification in a relevant discipline at least one AQF level higher than the course of study being taught, assessed, supervised or academically overseen, or who has equivalent relevant academic, professional or practice-based experience and expertise formally assessed and approved in accordance with this Policy. The staff member must also demonstrate relevant professional experience, contemporary disciplinary knowledge informed by continuing scholarship, and contemporary teaching, learning and assessment capability appropriate to their academic responsibilities.

***Australian Qualifications Framework (AQF)*:** National guidelines that regulate Australian post-compulsory education and training qualifications. The framework identifies learning outcomes for each

AQF level and qualification, policy requirements, educational and economic objectives, governing and monitoring arrangements.

AQF levels: An indication of the relative complexity and/or depth of achievement and the autonomy required to demonstrate that achievement. AQF level 1 has the lowest complexity, and AQF level 10 has the highest complexity.

Professional Experience: Experience obtained through the practice of a profession, including teaching experience, scholarship and professional practice, and from which professional competency, knowledge, skills and learning outcomes achieved can be assessed.

Academic Currency: Demonstrated current knowledge and active engagement in a discipline, professional field, industry, practice area, research area or scholarly field relevant to the staff member's academic responsibilities.

Professional Currency: Demonstrated maintenance of contemporary professional knowledge, skills, registration, accreditation, practice, industry engagement or professional standing relevant to the staff member's academic role.

Equivalence: For the purposes of this Policy, equivalence means a formally documented determination that a staff member's relevant academic, professional or practice-based experience and expertise demonstrates knowledge and skills equivalent to those expected at the required AQF level in the relevant field of education. Equivalence must be determined against the learning outcomes and specifications of the relevant AQF level and the requirements of the particular discipline and academic role. Length of professional experience alone does not establish equivalence. Each determination must be evidence-based, individually assessed, documented and approved by the Academic Board or its formally authorised delegate before the staff member undertakes the relevant academic duties.

Academic Oversight: Responsibility exercised by appropriately qualified academic staff for ensuring the academic quality, curriculum alignment, teaching quality, assessment integrity, moderation, student support and learning outcomes of a course, subject, component or learning activity.

Specialised Teaching: Teaching or educational contribution undertaken by a person with specialised professional, industry, practice-based or scholarly expertise relevant to a particular component of a course or subject.

Teaching, Learning and Assessment Capability: The knowledge, skills and professional practices required to design, deliver, assess, support and improve student learning effectively across relevant disciplines, course levels, delivery modes and student cohorts.

Research: The systematic experimental and theoretical work, application and/or development that results in an advancement of knowledge.

Tertiary Education Quality and Standards Agency (TEQSA): Australia's regulatory and quality agency for higher education. TEQSA's primary aim is to ensure that students receive high- quality education at any Australian higher education provider.

Review Schedule

This policy shall be reviewed by the Academic Board every three years or earlier where required to ensure continued alignment with applicable legislative, regulatory, academic governance, professional accreditation or institutional requirements.

Version History			
Version number:	Approved by:	Approval Date:	Revision Notes:
1.0	Academic Board	17/09/2020	New policy
1.1	Academic Board	22/02/2023	TEQSA and CRICOS requirements incorporated
1.2	Academic Board	27/11/2025	
1.3	Academic Board	28/07/2026	Updated AQF qualification and professional equivalence requirements, including discipline currency, scholarship, teaching capability, academic oversight, specialised teaching arrangements, and evidence and approval requirements to strengthen alignment with the HESF and TEQSA guidance.

*Policy review date is 3 years from date of approval