



Curtin Equivalence of Qualifications Guidelines

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These Guidelines aim to provide assistance in the application of the process for assessing Equivalence of Qualifications for staff at Curtin. This aims to provide a 'how to' guide for staff submitting an application for Equivalence of Qualifications, guidance for Heads of School to ensure staff are appropriately qualified to teach and supervise, and guidance for the establishment and operation of the Equivalence of Qualifications process.

This is intended as a tool to assist staff and your feedback is always welcome to improve this guide.



Support

Further information on any of the matters raised in these Guidelines can be obtained from:

- Your Faculty Deputy Pro Vice Chancellor;
- Your Dean of Learning and Teaching; or
- Director Course and Teaching Quality, Curtin Learning and Teaching, email: clt@curtin.edu.au

1. Introduction

The [Higher Education Standards Framework \(Threshold Standards\) 2015](#), in particular Section 3.2 and Section 4, relating to academic staff teaching or supervising in a course of study, stipulate that an institution must ensure staff are qualified at an appropriate level. Higher education students are entitled to expect that they are being taught by someone who is qualified in the particular field of education in which they are studying. The [Threshold Standards](#) specify that teaching and supervisory staff must be qualified to at least one AQF level of qualification higher than the course being taught, or if not, that the staff member has the appropriate equivalent relevant academic, professional or practice-based experience and expertise (Section 3.2.3). In addition, staff supervising doctoral degrees, must have a doctoral degree or equivalent research experience (Section 4.1 and 4.2).

Determining equivalence of professional experience is more than the time worked in a particular profession and assessment must take into account how a person's professional experience demonstrates equivalence to the knowledge and skills in the learning outcomes of the required AQF level being considered. To ensure compliance of these requirements, a process/framework for determining equivalence has been established at Curtin, to avoid inconsistent and ad hoc judgements being made when determining equivalent professional experience. This has been codified in the [Equivalence of Qualifications Procedures](#) for staff in teaching and supervisory roles with the exception of staff supervising the thesis component of a higher degree by research degree which is codified in the [Supervision of Higher Degree by Research \(HDR\) Students Policy and Procedures](#) for staff supervising time-based theses as part of a higher degree by research course.

These Guidelines are designed to provide advice and guidance to assist in the implementation of the *Equivalence of Qualifications Procedures*.

2. Staffing Requirement

The Tertiary Education Quality and Standards Agency (TEQSA) considers that *“higher education students are entitled to expect that they are being taught by someone who is qualified in the particular field of education (also known as field of study) at a level more advanced than the level of the course being taught, and that the teacher’s expertise has been clearly established through an assessment of formal academic qualifications, equivalent professional experience, or a combination of both.”*¹

[Threshold Standard](#) 3.2 details expectations regarding staff who teach in courses offered by higher education providers, in particular, ensuring there is sufficient staffing profile within degree programs to ensure there is adequate educational expertise to facilitate and ensure achievement of course learning outcomes; administrative support and academic and learning support for students; and accessibility of staff.

¹ # [TEQSA Guidance Note – Determining Equivalence of Professional Experience and Academic Qualifications, Oct 2017](#)

The two sections¹ that relate to the ‘qualification’ of academic teaching staff are:

- 3.2.3 *Staff with responsibilities for academic oversight and those with teaching and supervisory roles in courses or units of study are equipped for their roles, including having:*
- *Knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice;*
 - *Skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of particular student cohorts, and*
 - *A qualification in a relevant discipline at least one level higher than is awarded for the course of study, or equivalent relevant academic or professional or practice-based experience and expertise, except for staff supervising doctoral degrees having a doctoral degree or equivalent research experience.*
- 3.2.4 *Teachers who teach specialized components of a course of study, such as experienced practitioners and teachers undergoing training, who may not fully meet the standard for knowledge, skills and qualifications or experience required for teaching or supervision (3.2.3) have their teaching guided and overseen by staff who meet the standard.*

These Standards are to avoid students being taught by inexperienced and/or underqualified staff, particularly staff whose level of qualifications, teaching and professional/practical experience is lower than the level of course they are teaching (including research experience for research training if applicable to the provider). The Standards also seek to avoid an environment where academic leaders have insufficient academic skills and experience to provide the necessary scholarly leadership to credibly guide and oversee learning and teaching.

2.1 What are the requirements and expectations of staff with academic oversight or teaching and supervisory roles in units or courses of study?

Staff in teaching and supervisory roles should have, and maintain, contemporary discipline-specific knowledge informed by evidence or practice and contemporary discipline-specific pedagogical skills that relate to their specific teaching context. Curtin provides for staff to annually undertake seven hours of professional learning within academic workloads (see [Professional Development in Tertiary Teaching for Teaching Staff Policy](#)) and all new-to-Curtin staff must complete the *Professional Learning Essentials Program* (Academic Board 2017).

These staff also need to be qualified for their role. To be qualified they must hold an academic qualification above that of the course level in which they are teaching, or have the equivalent experience. Equivalent experience is not limited to time in professional practice, it must also involve assessment of evidence across a combination of academic, professional or practice experience.

2.2 What is meant by ‘appropriately qualified’?

Curtin therefore needs to ensure staff with responsibilities for academic oversight and those in teaching and supervisory roles are appropriately equipped for their role. This can be done by one of three ways. The staff member i) has the appropriate qualification (i.e. AQF+1); ii) is appropriately ‘guided or overseen’; or iii) has been deemed as having an Equivalence of Qualifications.

- i) Have the **appropriate qualification** in a relevant discipline at least one level higher than is awarded for the course of study (i.e. AQF+1). For example, a Bachelor course (AQF Level 7) requires the teaching/supervisory staff to have a Bachelor Honours Degree (AQF Level 8) or higher. This should be determined when:
- Selecting and recruiting staff** - The selection and recruitment process is the ideal time to ensure staff have the appropriate qualification for the role in which they will be teaching or supervising students. If for some reason they do not fully meet the required Standard for teaching or supervision for which they are being employed, an assessment of Equivalence of Qualifications is required prior to appointment.
 - Re-assigning staff** (e.g. a staff member is asked to teach into a higher AQF level course, or is appointed as a unit or course coordinator) – When re-assigning staff it is imperative that staff have the appropriate level of qualification for the course of study in which they will be teaching if this is a higher level than their current teaching responsibilities. If the staff member does not have the appropriate qualification level, an assessment for Equivalence of Qualifications is needed.

The Table below provides an overview of the AQF level for each Curtin course of study and the required qualification.

Curtin Course of Study	AQF Qualification Minimum Requirement
Associate Degree AQF level 6	Bachelor Degree (AQF Level 7)
Bachelor Degree AQF Level 7	Bachelor Honours, Graduate Certificate, or Graduate Diploma qualification (AQF Level 8)
Bachelor Honours Degree AQF Level 8	Masters Degree (AQF Level 9)
Graduate Certificate Graduate Diploma AQF Level 8	Masters Degree (AQF Level 9)
Masters Degree AQF Level 9	Doctoral Degree (AQF Level 10)
Doctoral Degree AQF Level 10	Doctoral Degree (AQF Level 10)

- ii) Are **guided or overseen** by staff who meet the [Threshold Standard](#). As mentioned above, Threshold Standard 3.2.4 recognizes that in practice, it is sometimes more desirable to employ a staff member who may not fully meet the requirements of the Standard due to a particular educational need in the course of study (e.g. involvement of experienced practitioners) provided their involvement is ‘guided or overseen’ by staff who do meet the Standard².

TEQSA largely leave the interpretation of what is considered to be ‘guided and overseen’, up to the individual institution. As such, Curtin needs to be able to demonstrate, through appropriate evidence, that staff who do not hold the appropriate qualification are indeed ‘guided or overseen’ (supervised) by a staff member who does meet the Standard. This supervision will

² [TEQSA Guidance Note: Staffing, Learning Resources and Educational Support, V1.3 \(22 November 2017\)](#)

depend on the staff member and their qualification, and may be in the form of direct supervision (e.g. co-teaching in the same learning environment) or indirect supervision (e.g. mentoring, membership of an active course or unit teaching team). It is highly likely that oversight would typically involve both direct and indirect supervision. The required extent of being 'guided or overseen' will be related to the skill level of the staff member being 'guided or overseen', and to the risk and complexity of the tasks that students are being taught or supervised including assessment.

Are Unit Coordinators automatically considered to be guiding and overseeing staff? This will depend on the interaction between the Unit Coordinator and the staff member and would not be automatically guaranteed. If, for example, there is a 'nominal' Unit Coordinator, who does not oversee or direct the work of the staff member, then the answer would be no. If, on the other hand, the Unit is relatively small and the Unit Coordinator directly supervises the work of the staff member, the answer would be yes.

In the case of inter-professional or multi-disciplinary teaching contexts where teachers may not hold contemporary knowledge and pedagogical skills or professional registration in the teaching discipline, these staff must also be supervised.

Where it is deemed necessary for a staff member to be 'guided or overseen' (indirectly and directly), this will be required for the **whole period of teaching** or until the staff member obtains the appropriate level of qualification or has been assessed as having Equivalence of Qualifications.

In the Centre for Aboriginal Studies, all new or early career academics are assigned a mentor in the first 12 months of their contract. Once they are deemed to be competent the early career academic continues to be mentored as new tasks or responsibilities arise. Senior and more experienced academics mentor less experienced academics and they are usually academically qualified at a Masters level or higher before they can mentor. This could be seen as equivalent to the way in which Research Supervision is conducted in some respects.

To obtain the appropriate level of qualification, staff may undertake a **professional development plan** (normally outlined in their work plan) to meet the Standard. This plan may include further study (e.g. Masters or Doctoral study), in which case TEQSA expresses the expectation that staff remain on track for timely completion of the degree/plan so that they become qualified to the AQF+1 Level.

Only staff who are qualified according to the [Threshold Standards](#), should be involved in assessing students; if they are not qualified they should be under direct supervision when assessing students.

iii) Undertake an **assessment of Equivalence of Qualifications**. Determining Equivalence of

Qualifications is more than just a measure of the time worked in a particular profession. It must take into consideration how the professional experience demonstrates the equivalence to specific criteria required for the relevant AQF level. The [Equivalence of Qualifications Procedures](#), underpinned by the Threshold Standard, provide the framework.

Curtin use the criteria as prescribed by the AQF to assess knowledge and skills and the application of these, for a particular AQF level. Assessment of equivalence is based on evidence provided for each of the criteria. The process is outlined in more detail in Section 3 of these Guidelines.

2.3 To Whom does the Standard apply?

The [Threshold Standards](#) clearly relate to staff with responsibilities for academic oversight (e.g. academic management and coordination) and those with teaching and supervisory roles in courses or units of study (3.2.3). In some Faculties this may also relate to clinical or workplace supervision.

In the Curtin context, an analysis of position and role descriptions for staff involved in teaching or supervision, would indicate that this applies to all staff who teach on average, at least one contact hour per week or more than one quarter of the content for a unit, for a full semester or are directly responsible for the assessment of students. This applies to new and existing staff, and staff appointed on a fixed-term or continuing basis, and includes: all academic staff who are teaching students (face-to-face or online); staff supervising Higher Degree by Research (HDR) students and all associate and sessional teaching staff, including laboratory tutors, demonstrating staff, clinical supervision, and clinical teaching.

Campuses Other Than Bentley: The [Equivalence of Qualifications Procedures](#) apply to all Curtin campuses. Where applicable, other campuses will convene a campus-based Panel for the assessment of applications for Equivalence of Qualifications, comprising the same or equivalent members described in section 4.1 of these guidelines.

Partnership Arrangements: Staff teaching into Curtin courses of study via a partnership arrangement, will be required to meet the Threshold Standards. The relevant Curtin Head of School is currently responsible for staff being appointed and therefore will ensure that the staff have the appropriate AQF+1 qualification to the course of study in which they are teaching or supervising. Existing staff must also meet the requirement. If a determination for Equivalence of Qualifications is needed for either new or existing staff for these partnerships, the relevant Curtin Faculty Panel will consider these.

Research Staff: Staff supervising the thesis component of a Higher Degree by Research degree are included in the Threshold Standard and should refer to the [Supervision of Higher Degree by Research Students Policy](#) and [Procedures](#) for detailed procedures.

2.4 Implications for the University for not meeting requirements

If staff teach at an AQF level where they are not appropriately qualified to do so, or their teaching responsibilities are not being appropriately 'guided or overseen' to the required level, Curtin may be considered to be non-compliant with the [Tertiary Education Quality and Standards Agency Act 2011](#),

which would put Curtin's registration as a self-accredited Higher Education provider at risk.

3. Equivalence of Qualifications process

Staff who do not have the appropriate AQF+1 level qualification will require an assessment of their qualifications for equivalence to teach at that level. An Application for Equivalence of Qualifications form (see Appendix A) is completed and submitted to the Head of School. The Head of School will assess the application and provide a recommendation to the relevant Deputy Pro Vice-Chancellor. The Deputy Pro Vice-Chancellor will assesses the evidence, consider the recommendation and provide a determination.

It is acknowledged that Schools will need to make fairly quick decisions, in particular with regards to employment or backfilling of staff who need to take unexpected leave. Consequently the responsibility for determination of Equivalence of Qualifications has been allocated to the Deputy Pro Vice-Chancellor in the first instance. The aim is for the process to be efficient and workable to provide a determination in a timely manner.

Feedback on the draft Procedures, suggested a checklist of standard, acceptable criteria be developed for each School which could further streamline the process. In addition, where there is already a process in place, or where a staff member has been through a similar process, this evidence may contribute to the Equivalence of Qualifications process.

If there is a conflict of interest or there is difficulty making a determination due to the specialized subject matter, the Deputy Pro Vice-Chancellor will refer the case to the relevant Faculty/Campus Equivalence of Qualifications Panel. This Panel will also be responsible for investigating any appeals that arise from the application of this process.

An Equivalence of Qualification process flowchart is provided in Appendix C.

3.1 Roles and responsibilities in the of the Equivalence of Qualifications process

The role of the **Head of School** will be to:

- Ensure teaching staff have the appropriate qualifications for the level in which they are teaching;
- Ensure staff submit an *Application for Equivalence of Qualifications* form for assessment, if required;
- Consider and assess applications for Equivalence of Qualifications using the AQF criteria as prescribed for the AQF level being sought, providing a recommendation to the Deputy Pro Vice-Chancellor;
- Ensure applicants meet all the required criteria using their judgement with regards to the degree of depth of each criteria required for the School/discipline;
- Seek additional information from the applicant if clarity is required; and
- Provide their recommendations to the Deputy Pro Vice-Chancellor.

The role of the **Deputy Pro Vice-Chancellor** will be to:

- Consider and assess applications for Equivalence of Qualifications, including evidence provided and the recommendation provided by the Head of School, to make a determination or refer the application to an Equivalence of Qualifications Panel;
- Ensure applicants meet all the required criteria using their judgement with regards to the degree of depth of each criteria;
- Seek additional information from the applicant if further clarity is required;
- Provide a defensible decision with appropriate feedback for the determination;
- Provide notification in writing, of decisions made to: the applicant; the relevant line manager (if different from the Head of School); and People and Culture; and
- Provide feedback on the process for continuous improvement and benchmarking of decisions.

The role of the **Equivalence of Qualifications Panel** will be to:

- Consider and assess applications for Equivalence of Qualifications where a determination has been referred from the Deputy Pro Vice-Chancellor or a conflict of interest has been declared;
- Investigate and consider appeals against the Equivalence of Qualifications process; and
- Provide feedback on the process for continuous improvement and benchmarking of decisions.

3.2 Criteria for Equivalence of Qualifications

Curtin uses the criteria as prescribed by the [Australian Qualifications Framework](#) to assess and determine Equivalence of Qualifications. Staff must meet all the required criteria for the course of study in which they are teaching or supervising, but this may not necessarily be to the same degree of depth for all criteria. In assessing an application, the following will be taken into consideration:

- The current academic qualifications of the staff member;
- The full range of professional experience and teaching experience of the staff member, for example professional development seminars, public lectures, scholarship and professional practice; and
- The prescribed criteria for assessing professional equivalence at the required level.

3.3 Type of evidence

Table 1 below, provides examples of the kinds of evidence which could be provided to address the criteria for each AQF level. The types of evidence are broad enough to enable learning outcomes to be tailored to each field and level of education being considered. Evidence of good teaching (e.g. teaching scores, peer review of educational practice) should be used where applicable and appropriate.

Award Type and Level	AQF Level and Criteria Required (All must be met but depth may vary)	Kinds of Evidence
Associate Degree AQF level 6	Required Equivalence: Bachelor Level (AQF Level 7) Knowledge: Broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice.	<ul style="list-style-type: none"> • Leadership roles within a work-based context and the wider community; • Professional development programs undertaken;

Award Type and Level	AQF Level and Criteria Required (All must be met but depth may vary)	Kinds of Evidence
<p>Minimum Requirement: Bachelor qualification (AQF Level 7)</p>	<p>Skills: Well-developed cognitive, technical and communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> • Analyse and evaluate information to complete a range of activities; • Analyse, generate and transmit solutions to unpredictable and sometimes complex problems; and • Transmit knowledge, skills and ideas to others. <p>Application: Apply knowledge and skills to demonstrate autonomy, well-developed judgement and responsibility:</p> <ul style="list-style-type: none"> • In contexts that require self-directed work and learning; and • Within broad parameters to provide specialist advice and functions. <p>Summary: Broad and coherent knowledge and skills for professional work and/or further learning.</p>	<ul style="list-style-type: none"> • Experience in projects, research or collaborative work in employment or with Curtin; • Exhibitions of creative work; • Extra-curricular professional activities; • Technical achievement; • Teaching experience; and/or • Publications, presentations related to their profession or discipline area.
<p>Bachelor AQF Level 7</p> <p>Minimum Requirement: Bachelor Honours, Graduate Certificate, or Graduate Diploma qualification (AQF Level 8)</p>	<p>Required Equivalence: Bachelor Honours, Graduate Certificate, or Graduate Diploma (AQF Level 8)</p> <p>Knowledge: advanced theoretical and technical knowledge in one or more disciplines or areas of practice.</p> <p>Skills: advanced cognitive, technical and communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> • Analyse critically, evaluate and transform information to complete a range of activities; • Analyse, generate and transmit solutions to complex problems; and • Transmit knowledge, skills and ideas to others. <p>Application: Apply knowledge and skills to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner or learner.</p> <p>Summary: Advanced knowledge and skills for professional or highly skilled work and/or further learning.</p>	<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 Curtin that evidences planning, the development and application of a research methodology; • Exhibitions of creative work; • Extra-curricular professional activities; • Technical achievement; • Teaching experience; and/or • Publications, presentations related to their profession or discipline area.
<p>Bachelor Honours; Graduate Certificate; Graduate Diploma AQF Level 8</p> <p>Minimum Requirement: Masters qualification (AQF Level 9)</p>	<p>Required Equivalence: Masters Degree (AQF Level 9)</p> <p>Knowledge: advanced and integrated understanding of a complex body of knowledge in one or more disciplines or areas of practice.</p> <p>Skills: Expert, specialised cognitive and technical skills in a body of knowledge or practice to independently:</p> <ul style="list-style-type: none"> • Analyse critically, reflect on and synthesise complex information, problems, concepts and theories; • Research and apply established theories to a body of knowledge or practice; and • Interpret and transmit knowledge, skills and ideas to specialist and non-specialist audiences. <p>Application: Apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner.</p> <p>Summary: Specialised knowledge and skills for research, and/or professional practice and/or further learning.</p>	<ul style="list-style-type: none"> • Professional qualifications, extensive professional development and training; • Seniority of work-based professional practice; • Evidence of standing in their profession or discipline; • Evidence of design, creative or technical achievement; • Evidence of the scope and nature of work-based projects and/or research undertaken, and the output from these; and/or • Publication record.

Award Type and Level	AQF Level and Criteria Required (All must be met but depth may vary)	Kinds of Evidence
Masters AQF Level 9 Minimum Requirement: Doctoral qualification (AQF Level 10)	Required Equivalence: Doctoral Degree (AQF Level 10) Knowledge: Systematic and critical understanding of a substantial and complex body of knowledge at the frontier of a discipline or area of professional practice. Skills: Expert, specialised cognitive, technical and research skills in a discipline area to independently and systematically: <ul style="list-style-type: none"> • Engage in critical reflection, synthesis and evaluation; • Develop, adapt and implement research methodologies to extend and redefine existing knowledge or professional practice; • Disseminate and promote new insights to peers and the community; and • Generate original knowledge and understanding to make a substantial contribution to a discipline or area of professional practice. Application: Apply knowledge and skills to demonstrate autonomy, authoritative judgement, adaptability and responsibility as an expert and leading practitioner or scholar. Summary: Systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice.	<ul style="list-style-type: none"> • Professional qualifications, extensive professional development and training; • Evidence of leadership and standing in their profession or discipline; • Evidence of sustained design, creative or technical achievement; • Evidence of independent, sustained practice-based research and innovation; • Evidence of the scope and nature of work-based projects and/or research undertaken, with outputs demonstrating a contribution to the body of knowledge; and/or • Publication record, particularly refereed publications.
Doctoral Degree AQF Level 10 Minimum Requirement: Doctoral qualification (AQF Level 10)	Required Equivalence: Doctoral Degree (AQF Level 10)	Please refer to the Supervision of Higher Degree by Research (HDR) Students Procedures for requirements

Table 1: AQF qualification levels and criteria with suggested types of evidence
 Source: Australian Qualifications Framework, Second Edition January 2013 available at: <https://www.aqf.edu.au/>

4. Equivalence of Qualifications Panel

In cases where determination of Equivalence of Qualifications cannot be determined by the Deputy Pro Vice-Chancellor, these will be referred to and determined by an Equivalence of Qualifications Panel, established in each Faculty/Campus.

If an applicant wishes to lodge an appeal, their case should be referred to the Equivalence of Qualifications Panel for investigation.

4.1 Composition of the Panel

A Faculty Equivalence of Qualifications Panel will be comprised of three members:

- The Pro Vice-Chancellor (PVC), who will be the Chair of the Panel. He or she is responsible for providing advice and guidance on the Equivalence of Qualifications Procedures generally,

considering applications and ensuring that decision outcomes are notified to the relevant stakeholders;

- A suitably experienced staff member, who must be external to the Faculty. This could be a Pro Vice-Chancellor, Deputy Pro Vice-Chancellor, Associate Deputy Vice Chancellor, or a Head of School; and
- One other academic staff member who is a discipline expert nominated by the Head of School, relevant to the application being considered.

4.2 Other campuses and partner arrangements

Other Curtin campuses are required to convene an Equivalence of Qualifications Panel when required, and the composition will be staff holding similar or equivalent positions to those outline in Section 4.1. The role of the Panel remains the same as outlined below.

4.3 Frequency of panel meetings

The Chair will decide when the Equivalence of Qualifications Panel is required to convene. Only those applications referred by the Deputy Pro Vice-Chancellor or any appeals will require an Equivalence of Qualifications Panel to convene.

4.4 Reporting the outcome

The Deputy Pro Vice-Chancellor is responsible for notifying the applicant, in writing (electronic or hardcopy), of the outcome in a timely manner. A copy of the outcome should be provided to the relevant line manager, if different from the Head of School, and to People and Culture to be retained with the applicants' personnel details.

Where an Equivalence of Qualifications Panel is convened, the Chair is responsible for notifying the applicant, the line Manager/Head of School and People and Culture of the outcome.

A Report template is provided in Appendix B to assist with the recording and reporting the outcome of decisions.

5. Quality assurance, review and reporting

5.1 Automation of recording qualifications against course of study

The Curtin Optimisation Project is working towards automating, through the timetabling process, staff qualifications and the unit/course AQF level in which they are teaching, with records held in the Alesco system. This would provide the opportunity to capture any mismatches between qualification level and the AQF level being taught. It is anticipated that this will be implemented for use in 2019.

5.2 Annual reporting

People and Culture will record the outcomes of the Equivalence of Qualifications determinations as received and provide an annual report for the Deputy Vice-Chancellor, Academic. The report will include:

- The number of applications considered over the 12 month period;
- The number of applications referred to an Equivalence of Qualifications Panel;
- The number of appeals considered by the Equivalence of Qualifications Panel;
- The number of successful and unsuccessful outcomes for each AQF Level;
- The number of academic staff, the AQF Level in which they are teaching and their qualification, including those with equivalent professional experience approved under the Equivalence of Qualifications process.

5.3 Audit of the Equivalence of Qualifications process

People and Culture, as official holders of employment details, will select a number of applications, from across Faculties and Campuses, for review by an independent moderator. This may be an internal or external moderator as determined by the Director, People and Culture. This will review the process for best practice and consistency. The findings, along with feedback from stakeholders in the Faculty, will inform improvement of the process.

6. Appendices

Appendix A: Application for Equivalence of Qualifications

Appendix B: Equivalence of Qualifications Report

Appendix C: Equivalence of Qualifications Process Flowchart



Application for Equivalence of Qualifications

1. Personal Details

Name of Applicant:	
School:	
Faculty:	
Current Position:	

2. AQF Level being assessed

Current highest qualification:	
Equivalence of Qualification AQF level being sought:	

NOTE: Please refer to the [Supervision of Higher Degree by Research \(HDR\) Students Procedures](#) if seeking Equivalence of Qualifications to teach components of Higher Degrees by Research.

3. Equivalence of Qualification evidence

Provide a *Statement of Evidence* for the Equivalence of Qualifications Panel which outlines how you consider your knowledge, skills and the application of these, contribute to equivalence against the [AQF Level](#) being applied for. The Statement of Evidence should address each of the AQF criteria listed for that particular level.

Statement of Evidence

Knowledge and work-based practice:	
Specialist/technical skills, qualifications, professional development:	
Application of knowledge and skills:	

Include an **up-to-date curriculum vitae (CV) or resume** which highlights evidence of leadership and standing in the profession or discipline. If not already included in your CV or resume, also include a list of publications, refereed papers, book chapters, books, and/or conference presentations which contribute to the body of the theoretical and/or technical knowledge of the discipline. Please include any other evidence you consider would contribute to and support your Equivalence of Qualifications application.

5. Submission

Submit your application for Equivalence of Qualification to your relevant **Head of School** in your Faculty or Campus, along with supporting documentation. In considering your application, you may be asked for further information.

The outcome of your application for Equivalence of Qualification will be provided in writing (electronically) and a copy retained by Curtin People and Culture.

Applicant

Date submitted

Updated 25 June 2018

Any feedback or suggestions for improving this application template, can be provided to clt@Curtin.edu.au



Equivalence of Qualifications Report

1. Applicant Details

Name of Applicant:	
Current Position:	
School:	
Faculty:	

2. AQF Level being assessed

AQF level currently qualified to teach:	
Equivalence of Qualification AQF level sought:	

3. Equivalence of Qualification Outcome

Decision:	<input type="checkbox"/> <i>Approved</i> OR <input type="checkbox"/> <i>Not Approved</i> <i>If the applicant is required to provide further information in order to reach a decision, tick the NOT APPROVED box and indicate what further information is required.</i>
Rationale supporting Decision:	
Additional information requested:	<i>Yes (provide details)</i> OR <i>No</i>

4a. Equivalence of Qualifications Authorising Officer

Deputy Pro Vice-Chancellor
(Name and Faculty)

Signature

Date

OR

4b. Equivalence of Qualifications Panel composition (if applicable)

The Faculty Equivalence of Qualifications Panel considering this application was chaired by a Pro Vice-Chancellor, supported by two other members, as outlined below:

Suitably experienced staff member external to the Faculty: (Name and Area)	
One other Academic Staff member or discipline expert nominated by the Head of School: (Name and School)	

Chair (Pro Vice-Chancellor)

Signature

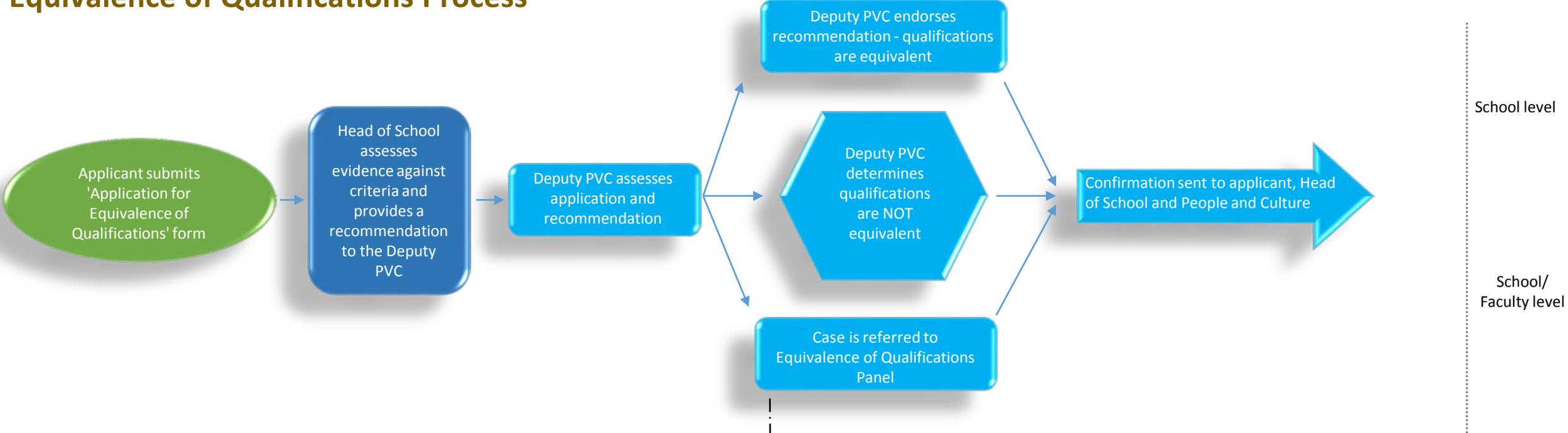
Date

As Chair, the Pro Vice-Chancellor is responsible for notification of the outcome to the applicant, the relevant line manager/Head of School and People and Culture.

Updated 25 June 2018

Any feedback or suggestions on improvement for this template can be provided to clt@curtin.edu.au

Equivalence of Qualifications Process



Equivalence of Qualification Panel and Appeal process

