

## **ADELAIDE COLLEGE OF DIVINITY INC**

### **Professional equivalency policy**

---

#### **Preamble**

Adelaide College of Divinity (ACD) is responsible for the provision of appropriately qualified teachers for their accredited higher education and vocational courses.

Students of the ACD have a right to expect to be taught and supervised by qualified and experienced teachers who meet the required internal and external standards and who have the appropriate level of knowledge for the discipline area into which they are teaching.

Those who teach accredited and recognised courses must be qualified in the relevant discipline, possessing a level of knowledge and understanding of current scholarship and/or professional practice in the relevant discipline area, and possessing an understanding of the relevant pedagogical and/or adult learning principles.

This Policy applies to all persons teaching in ACD courses, including supervisors of research students.

Teachers may be employees of colleges with whom ACD has a formal agreement. To teach and supervise in ACD courses, teachers must be formally recognised and approved to teach by the ACD, regardless of their contractual employer (for example member colleges). ACD has a process for this approval and recognition. Those teaching into courses for which ACD has a formal agreement with Flinders University must apply to Flinders University through the Head of the discipline of Theology for formal recognition.

#### **Purpose**

This Policy has been developed to describe the professional qualifications or equivalent professional experience teachers are required to demonstrate and how those qualifications are assessed by the Adelaide College of Divinity.

ACD undertakes to ensure that it complies at all times with the specifications of the Tertiary Education Quality and Standards Agency (TEQSA); that teachers are qualified to at least one Australian Qualification Framework (AQF) level higher than the course of study being taught or have equivalent professional experience in lieu of the formal qualifications. This Policy prescribes the criteria that are applied to all teachers.

#### **Scope**

This Policy applies to all persons teaching and assessing students enrolled in ACD courses and subjects (units and topics).

This Policy applies to all teachers without differentiating between those employed by the ACD or by any of its member colleges and teaching partners or other third-party arrangements.

#### **Legislation and Standards**

Australian Qualification Framework (AQF)

Higher Education Support Act 2003

Higher Education Standards Framework (Threshold Standards) 2015

Tertiary Education Quality and Standards Agency Act 2011

#### **Supporting documents**

TEQSA Guidance Note: Equivalence of professional experience to academic qualifications (Part A: Standards for Higher Education 3.2 Teaching, Higher Education Standards Framework [Threshold Standards] 2015).

## **Glossary**

### **Teachers**

Persons formally engaged to teach students enrolled in ACD higher education courses or Flinders University Theology courses (as per agreement with ACD). Teachers includes persons lecturing students and/or supervising higher degree students.

## **Delegations**

The ACD Council has delegated to the Academic Board and Executive Officer ACD responsibility for the implementation and oversight of this policy.

## **Approvals**

This policy was approved by the ACD Academic Board on 31 May 2018

## **Related Documents**

Duty Statement – Teachers in ACD Higher Education Courses

Duty Statement – Teachers in ACD VET courses

## **Provisions**

### 1. Meeting minimum standards of professional qualifications

To teach students enrolled in ACD courses all teachers must meet minimum standards of professional qualifications.

## **Minimum standards**

### 1.1 Application of the AQF course level +1 level higher Standard

ACD applies the AQF course level + 1 standard as the normal qualification requisite to teaching including supervising at a specified AQF level.

Where a person meets this standard unequivocally then equivalent professional experience does not need to be demonstrated. This does not preclude desired professional experience in addition to meeting qualification standards.

Professional and other experiences and skills will only be used to assess whether the staff member is deemed to have 'qualifications' one qualification standards level above the course being taught.

Professional experience must be current and relevant to the unit being taught.

Professional experience taken into consideration may include:

- research and/or projects at an advanced level;
- research publications and conference/seminar/workshop presentations of high academic quality and significance;
- relevant workplace experiences;
- peer reviews of teaching or teaching materials;

- leadership roles in local, state and national advisory and governing bodies and community and professional organisations; and
- ministry and leadership roles in churches.

Persons approved to teach based on recognition of professional equivalency assessments will be reviewed by the ACD every two years to confirm currency of equivalency and to review progress of staff towards completing an AQF level +1 qualification.

Studies with a research component. For persons teaching a research component of a course, the teacher will be required to demonstrate that they have relevant research skills and relevant level and breadth of research experience.

#### Exceptions

AQF Level 10 (Doctoral level) teaching staff must hold an equivalent level AQF 10 qualification.

Guest/ invited teachers. A person may be invited to deliver lectures for their experience and expertise on a subject but not hold the requisite qualifications. Such exceptions will be made where it is deemed that the teacher's contribution will assist in positively meeting student learning outcomes for that course.

Unforeseen unavailability of teachers. Where a teacher becomes unavailable for emergency or personal illness reasons and a short-term replacement teacher does not meet the minimum standards then approval must be sought through the Executive Officer to the Academic Board.

*Appendix 1 describes ACD courses in terms of AQF level and the minimum AQF qualification required to satisfy the standard.*

#### 1.2. Discipline area of qualification

Teachers will hold qualifications in the same discipline as the course content in which they are designated to teach.

Or

Teachers will hold qualifications in a related discipline or disciplines as the course content in which they are designated to teach.

#### Exceptions

In some cases, such as in emerging areas and in some professional areas, academic staff will need to demonstrate that they have gained a combination of formal qualifications as well as relevant teaching, professional, research and work experiences to comply with the minimum qualifications' requirements of this Policy.

Biblical language units/topics. Teachers supervising or teaching in these subjects must demonstrate specific qualifications in the same units/topics being taught.

#### **Cases not covered by this Policy**

Where a situation arises that is not addressed directly in this Policy then a case must be prepared to be considered by the Academic Board that is able to be defended on academic grounds and not undermine ACD standing in terms of TEQSA compliance.

#### **Records**

The Executive Officer, ACD will maintain a record of teachers and approvals.

Academic appointments must be approved by the Academic Board, ACD. Appeals against decisions of the Academic Board may be directed to the Chairperson of Academic Board. Where an appeal is

not satisfactorily resolved by the Chairperson of the Academic Board a further grievance may directed to the Chairperson of the ACD Council.

Records of approved teachers may be made available to external moderators if required.

### **Roles and Responsibilities**

Principals of member colleges or Directors of teaching streams or other nominees are responsible for assessing a teacher’s qualifications for the relevant AQF level being taught. They must be satisfied potential teacher possesses the appropriate level of skills, attitudes, knowledge and currency to undertake the specific teaching and/or supervisory duties and achieve the student learning outcomes for the teaching being assigned.

Principals and other supervisors of teachers are expected to encourage teachers to complete relevant University courses/subjects where there is a need to enhance the knowledge of pedagogical and/or adult learning principles relevant to the students being taught.

Principals and other supervisors of teachers must review all teaching staff appointments made prior to the introduction of this policy and stake steps to ensure all teaching appointments comply with this policy. Persons not meeting the requisites of this Policy must be identified to the Executive Officer, ACD.

### **Communication of this Policy**

This Policy will be referred to in all advertisements for teachers.

All teachers will have this Policy referred to at the time of their appointment and in their induction.

The Policy will be available on the ACD website.

### **Status**

<b>Approved by Academic Council</b>			
<b>Approved by ACD Council</b>		<b>Effective Date:</b> 31/5/2018	<b>Version 1.0</b>
<b>Delegation to</b>	<b>Academic Board</b> <b>Executive Officer Adelaide College of Divinity</b>	<b>Review Date:</b> 31/5/2019	<b>Page 4 of 6</b>
<b>Documents replaced by this policy</b>			

**APPENDIX 1**

<b>Course and AQF level</b>	<b>AQF Qualifications required AQF + 1</b>	<b>Demonstrated professional equivalency standards in lieu of '+ 1 AQF level'</b>
<b>Level 3 – Certificate III</b>	Level 4 – Certificate IV	
<b>Level 4 – Certificate IV</b>	Level 4 – Certificate IV TAE	Level 4 plus Qualification or experience in the area being taught
<b>Level 5 – Diploma</b>	Level 6 – Advanced Diploma, Associate Degree	
<b>Level 6 – Advanced Diploma, Associate Degree</b>	Level 7 – Bachelor Degree	Level 6 plus has performed professionally in roles relevant to the unit content
<b>Level 7 – Bachelor Degree</b>	Level 8 – Bachelor Honours Degree, Graduate Certificate, Graduate Diploma	Level 7 plus has performed professionally in roles relevant to the unit content at a senior level
<b>Level 8 – Bachelor Honours Degree, Graduate Certificate, Graduate Diploma</b>	Level 9 – Masters Degree	Level 8 plus has performed professionally in roles relevant to the unit content at a senior level.
<b>Level 9 – Masters Degree</b>	Level 10 – Doctoral Degree	Level 9 plus has performed professionally in roles relevant to the unit content at a senior level or Possesses a research master degree with at least a 30,000 word thesis in the discipline/unit field
<b>Level 10 – Doctoral Degree</b>	Level 10 – Doctoral Degree	Level 10 plus has performed professionally in roles relevant to the unit content at a senior level.

## **Equivalency criteria**

Professional experience must be current and relevant to the unit being taught.

Professional experience taken into consideration may include:

- 1) research and/or projects at an advanced level;
- 2) research publications and conference/seminar/workshop presentations of high academic quality and significance;
- 3) relevant workplace experiences;
- 4) peer reviews of teaching or teaching materials; and
- 5) leadership roles in local, state and national advisory and governing bodies and community and professional organisations.
- 6) Leadership or management of research acknowledged by peers
- 7) Leadership in development of professional standards relevant to the discipline, unit field, or unit
- 8) Performance in a role that demands high order judgement and provision of expert advice relevant to the discipline, unit field, or unit
- 9) Management of significant projects in the field
- 10) Testimonials, awards or other recognition that acknowledges leadership or expertise in the field