

Higher Education Academic Teaching Requirements Procedure

Policy code:	CG1999
Policy owner:	Deputy Pro Vice-Chancellor (Learning and Teaching)
Approval authority:	Pro Vice-Chancellor, Learning and Teaching
Approval date:	08 May 2026
Next review date:	20 November 2028

Table of Contents

Purpose	1
Scope	1
Legislative Context	2
Definitions	2
Actions	2
Action 1 - Qualifications as part of workload allocation	3
Action 2 - Academics coordinating a unit	3
Action 3: Academics teaching into a unit	5
4. Monitoring the progress and completion of the Graduate Certificate in Education (Tertiary Education)	6
5. Ensuring academic teaching staff engaged in research supervision are registered as supervisors as per the HDR Supervision Procedure	7
6. Ensuring academic teaching staff are accessible to students	7
7. Encouraging ongoing scholarship among academic teaching staff to ensure currency and relevance	8
8. Ensuring Honours Supervision and Examination is undertaken by adequately trained staff	10
Supporting Documents	11
Responsibility	11
Promulgation	11
Implementation	11
Records Management	11

Purpose

This procedure details how Federation University will ensure that academic staff who teach award courses:

- Are appropriately qualified in the relevant discipline by having a qualification at least one [Australian Qualification Framework AQF](#) level higher than the course of study being taught; or are deemed to have obtained the "equivalent professional experience" in lieu of the formal qualification.
- Have a sound understanding of current scholarship and/or professional practice in the discipline that they teach;
- Have an understanding of the pedagogical and/or adult learning principles relevant to the students being taught.
- Provide relevant academic assistance to students in a timely manner.

Scope

This procedure applies to all academic staff engaged in the delivery of all undergraduate and postgraduate award courses, whether employed directly by the University or by its teaching partners, both on and offshore.

Legislative Context

- Federation University Australia Act 2010
- The Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act)
- Higher Education Standards Framework (Threshold Standards) 2021

Definitions

Term	Definition
Academic staff	Academic staff under direct employment includes those who are continuing, contract, sessional or at a partner provider location.
Academic levels	The qualifications, duties and responsibilities of academic staff members in accordance with the Minimum Standard for Academic Levels as per the University Collective Agreement.
Australian Qualification Framework AQF	The Australian Qualifications Framework is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF was first introduced in 1995 to underpin the national system of qualifications in Australia encompassing higher education, vocational education and training and schools.
Course	A course of study/research leading to the granting of an official award or qualification of the University contained in HE Current Award Courses Register of the University's Legislation. A course contains subsidiary elements variously referred to as units, competency units or modules
GCETE	Graduate Certificate in Education (Tertiary Education).
Partner provider (also referred to as third party)	An approved educational institution that delivers university courses/units as part of an agreement with Federation University.
Qualification	Accredited courses and National Training Package qualifications.
Relevant Discipline	Requires staff to have a qualification in the field they are teaching that is at least one level higher than is being taught.
Scholarship	Activities concerned with gaining new or improved understanding, appreciation and insights into a field of knowledge, and engaging with and keeping up to date with advances in the field.
Your Growth Matters	Your Growth Matters (YGM) is the University's performance review process designed to help employees achieve meaningful individual goals, develop skills, and contribute to the University's success.

Actions

Action 1 - Qualifications as part of workload allocation

Scope: Ensure academic teaching staff hold a qualification one level higher than the course to be taught in the workload allocation.

	Activity	Responsibility	Steps
A.	Confirming, verifying and maintaining appropriate records of staff qualifications.	Executive Dean of Institute/ People and Culture (PC)	<ol style="list-style-type: none"> 1. Refer to the Continuing and Fixed-Term Recruitment and Appointment Procedure PC2054. 2. Institutes are responsible for maintaining records for all staff, including casual/ sessional, such as resumes, qualifications, relevant trade certificates, licences and Working with Children Check information. This information must be collected, stored and disclosed in line with the University's Information Privacy Procedure. Records to be stored in WorkDay. 3. All copies of qualifications, relevant trade certificates, licences and Working with Children Check information must be signed and dated upon sighting of the original documentation. Records to be stored in WorkDay.
B.	Allocating academic teaching workloads	Executive Dean of Institute	<ol style="list-style-type: none"> 1. Check the academic teaching staff member holds a qualification in a relevant discipline at least one AQF level above the AQF level to be taught (note exemption for placements and units conducted under supervision). 2. If the academic staff member does not hold an AQF+1 qualification, refer to Action 2.

Action 2 - Academics coordinating a unit

Scope: Ensure academic teaching staff who coordinate a unit and who do not hold a qualification one level higher than the course they are teaching, demonstrate equivalency (excluding PhD supervisors).

	Activity	Responsibility	Steps
--	----------	----------------	-------

A.	Confirming, verifying and maintaining appropriate records of staff qualifications and equivalency.	Executive Dean of Institute/PC	1. Refer to the Continuing and Fixed-Term Recruitment and Appointment Procedure PC2054 .
B.	Demonstrate equivalency if the qualification(s) held are not AQF +1	All academic teaching staff without AQF+1 qualifications	<ol style="list-style-type: none"> 1. Complete the Higher Education Academic Teaching Requirements Equivalency Form and provide evidence of 75 points of equivalency in addition to relevant AQF qualifications 2. Submit Higher Education Academic Teaching Requirements Equivalency Form to Executive Dean of the Institute delegates such as Deputy Dean or Head of Discipline for approval.
C.	Assess equivalency	Executive Dean of Institute	<ol style="list-style-type: none"> 1. Review and assess Higher Education Academic Teaching Requirements Equivalency Form and evidence portfolio submitted by academic teaching staff members. If form and evidence submitted is sufficient to demonstrate equivalency to the proposed course delivery, indicate approval on the form. Records to be stored in WorkDay. 2. If the form and evidence submitted is not deemed satisfactory, provide employee with an opportunity to provide additional evidence and/or a work plan to enable staff to achieve AQF+1 3. Ensure evidence of equivalency determination is retained by People and Culture and stored in WorkDay. Refer to the Continuing and Fixed-Term Recruitment and Appointment Procedure PC2054: <ol style="list-style-type: none"> a. the Higher Education Academic Teaching Requirements - Equivalency Form

			b. certified qualifications documentation c. any other supporting documentation proving equivalency
D.	Allocate academic teaching workloads	Executive Dean of Institute	1. Confirm academic teaching staff member meets the equivalency requirements in the relevant discipline and allocate teaching load accordingly
E.	Review the academic teaching staff's equivalency annually	Executive Dean of the Institute	1. Review academic teaching staff's equivalency each teaching period to ensure teaching staff identified as not AQF+1 have correct supervision and allocated workloads.

Action 3: Academics teaching into a unit

Scope: Ensure academic teaching staff who teach in a unit, are not unit coordinators, and who do not hold a qualification one level higher than the course they are teaching, demonstrate equivalency (excluding PhD supervisors).

	Activity	Responsibility	Steps
A.	Confirming, verifying and maintaining appropriate records of staff qualifications and equivalency	Executive Dean of Institute/PC	1. Refer to the Continuing and Fixed-Term Recruitment and Appointment Procedure PC2054 .
B.	Demonstrate equivalency if the qualification(s) held are not AQF +1	All academic teaching staff without AQF+1 qualifications	1. Complete the Higher Education Academic Teaching Requirements Equivalency Form and provide evidence of 75 points of equivalency in addition to relevant AQF qualifications. 2. Submit Higher Education Academic Teaching Requirements Equivalency Form to Executive Dean of the Institute delegates such as Deputy Dean or Head of Discipline for approval.
C.	Assess equivalency	Executive Dean of Institute	1. Review and assess Higher Education Academic Teaching Requirements Equivalency Form and evidence portfolio

			<p>submitted by academic teaching staff members. If form and evidence submitted is sufficient to demonstrate equivalency to the proposed course delivery, indicate approval on the form.</p> <ol style="list-style-type: none"> If the form and evidence submitted is not deemed satisfactory, provide employee with an opportunity to provide additional evidence and/or a work plan to enable staff to achieve AQF+1 Ensure evidence of equivalency determination is retained by People and Culture. Refer to the Continuing and Fixed-Term Recruitment and Appointment Procedure PC2054: <ol style="list-style-type: none"> the Higher Education Academic Teaching Requirements - Equivalency Form certified qualifications documentation any other supporting documentation proving equivalency
D.	Allocate academic teaching workloads	Executive Dean of Institute	<ol style="list-style-type: none"> Confirm academic teaching staff member meets the equivalency requirements and allocate teaching load accordingly.
E.	Review academic teaching staff's equivalency annually	Executive Dean of Institute	<ol style="list-style-type: none"> Review academic teaching staff's equivalency each year for teaching staff identifies as not AQF+1 as teaching workloads are allocated.

4. Monitoring the progress and completion of the Graduate Certificate in Education (Tertiary Education)

	Activity	Responsibility	Steps
A.	Monitor the progress and completion of Graduate Certificate in Education (Tertiary Education)	Executive Dean of Institute or nominee	<ol style="list-style-type: none"> Ensure all new academic teaching staff appointed at Levels A-C are enrolled into

	(GCETE) or other Education qualifications that have sufficient understanding of the theoretical foundations of education, teaching and adult learning.		<p>the Graduate Certificate in Education (Tertiary Teaching) (GCETE) or a suitable Education Qualification and have completed at least 50% by the end of their academic probation period, with exceptions for those who hold current and relevant teaching qualifications or awards.</p> <ol style="list-style-type: none"> 2. Probation goals to include GCETE unit completion targets. Line managers to ensure this probationary goal is met. 3. Review progress in YGM check-ins.
--	--	--	--

5. Ensuring academic teaching staff engaged in research supervision are registered as supervisors as per the HDR Supervision Procedure

	Activity	Responsibility	Steps
A.	Ensure staff engaged in research supervision are registered as supervisors as per the Higher Degree Research (HDR) Supervision Procedure	Executive Dean of the Institute or nominee	1. Refer to the HDR Supervision Procedure

6. Ensuring academic teaching staff are accessible to students

	Activity	Responsibility	Steps
A.	<p>Teaching staff are accessible to students seeking individual assistance regarding the learning content of their unit of study. This assistance is not designed to replace scheduled classes or repeat content from classes a student may have missed.</p> <p>If students require additional explanation of class content, they can</p>	All academic teaching staff	<ol style="list-style-type: none"> 1. Create designated consultation times each teaching period. 2. Communicate consultation times with students. 3. Reply to student communication within two (2) business days.

contact their lecturer/tutor in the following ways:

- during the specified consultation times as detailed at the commencement of the unit;
- seek an appointment time; or
- ask questions via email.

Teaching staff are expected to respond within two (2) full working days (between 8am and 6pm), excluding weekends, public holidays and periods of approved leave.

7. Encouraging ongoing scholarship among academic teaching staff to ensure currency and relevance

	Activity	Responsibility	Steps
A.	Determine teachers' understanding of current scholarship/professional practice in nominated discipline and in the areas of tertiary learning and teaching practice.	Staff member's YGM supervisor	<ol style="list-style-type: none"> 1. Emphasise University's requirements in maintaining current scholarship/professional practice in nominated discipline 2. Authenticate academic staff's understanding of scholarship requirements to ensure they are familiar with current research and trends in their discipline 3. Review relevance and currency with the Federation University Teaching Expectations
B.	Encourage academic staff to identify and incorporate specific scholarship of learning and teaching (SoLT) activities in the development of objectives of their Your Growth Matters (YGM)	Staff member's YGM supervisor	<ol style="list-style-type: none"> 1. As part of the YGM process, identify, discuss and agree annual scholarship objectives that could include, but is not limited to: <ul style="list-style-type: none"> • Scholarly writing/editing such as academic book reviews, book chapters, peer review of journal

			<p>articles or research journal articles</p> <ul style="list-style-type: none"> • Conference presentation/ attendance • Undertaking original research • Joining professional and/or discipline-specific bodies • Establishing an intra-university network of academic peers for reflective practice • Undertaking scholarly secondments • Professional development opportunities • Additional information for the SoLT see the Research Into SoLT moodle site • See TEQSA 2022 Guidance Notes: Scholarship <p>2. As part of the YGM process, review academic staff scholarship activities on an annual basis.</p>
C.	Encourage academic staff to document their ongoing scholarship in an eportfolio or within the YGM platform aligned to goals, key performance indicators (KPI) and milestones.	Staff member's YGM supervisor	<p>1. Academic staff are encouraged to document ongoing scholarship within eportfolio or within their YGM platform. See key resources including frameworks at the following website link: Academic Promotion Resources.</p> <p>2. Explain the categories (Learning and Teaching, Research and Innovation, Academic Citizenship) and what sort of information could be provided in each one.</p> <p>3. Explain the benefits of keeping an up-to-date portfolio that will assist with future promotional opportunities.</p>
D.	Utilise the peer review process for academic teaching staff on probation, permanent and sessional staff	Staff member's supervisor	<p>1. Inform academic teaching staff of the peer review process.</p>

			2. Implement and document the peer review process according to the Peer Review and Benchmarking Resource .
E.	Provide relevant professional development opportunities	Staff member's supervisor	1. Where applicable – offer existing academic staff the opportunity to complete the Graduate Certificate in Education (Tertiary Education) or internal/external professional development.

8. Ensuring Honours Supervision and Examination is undertaken by adequately trained staff

	Activity	Responsibility	Steps
A.	<p>Ensure that Honours (AQF 8) supervision is undertaken by a suitably qualified staff member with AQF 8 + 1 qualification and/or deem equivalent through the Higher Education Equivalency Form</p> <p>or</p> <p>The Honours supervisor who does not have an AQF 8+1 equivalence is supervised by a staff member with AQF 8+1 qualification on a regular basis (ie quarterly)</p>	Staff member's YGM supervisor	<ol style="list-style-type: none"> 1. Emphasise University's requirements in maintaining current scholarship/ professional practice in nominated discipline 2. Authenticate academic staff's understanding of scholarship requirements to ensure they are familiar with current research and trends in their discipline 3. Demonstrate evidence of discussions with Honours supervisors throughout the thesis period, particularly discussing student progress towards qualification milestones.
B.	<p>Ensure that Honours (AQF 8) examination is undertaken by a suitably qualified staff member with AQF 8 + 1 qualification and/or deem equivalent through the Higher Education Equivalency Form</p> <p>or</p> <p>The Honours examiner who does not have an AQF 8+1 equivalence is supervised by a staff member with AQF 8+1 qualification</p>	Staff member's YGM supervisor	<ol style="list-style-type: none"> 1. Emphasise University's requirements in maintaining current scholarship/ professional practice in nominated discipline 2. Authenticate academic staff's understanding of scholarship requirements to ensure they are familiar with current research and trends in their discipline 3. Demonstrate suitable supervision with evidence of discussions between Honours

			examiners throughout the thesis period, particularly discussing student progress towards qualification milestones (for example, pre-post and during thesis submission)
C.	Honours examination will be undertaken by two examiners, only one of whom may hold less than AQF +1 equivalence	Staff member's YGM supervisor	1. Ensuring examination occurs

Supporting Documents

- [Academic Governance Policy](#)
- Higher Education Standards Framework (Threshold Standards) 2021
- [Research and Research Training Policy](#)
- [Higher Education Assessment \(inclusive of FedTASKs\) Procedure](#)
- [Professional Development Procedure](#)
- [Appointment and Assessment of Partner Teaching Staff Procedure](#)

Forms.

- [Higher Education Academic Teaching Requirements Equivalency Form](#) (DOCX 193.9kb)

Responsibility

- The Pro Vice-Chancellor, Learning and Teaching (as the Approval Authority) is responsible for monitoring the implementation, outcomes and scheduled review of this procedure.
- The Deputy Pro Vice-Chancellor (Learning and Teaching) (as the Document Owner) is responsible for maintaining the content of this procedure as delegated by the Approval Authority.

Promulgation

The [Higher Education Academic Teaching Requirements Procedure](#) will be communicated throughout the University via:

1. An Announcement Notice under "FedNews"
2. Inclusion on the University's online Policy Library

Implementation

The [Higher Education Academic Teaching Requirements Procedure](#) will be implemented throughout the University via:

1. Information Sessions within each Institute

Records Management

Document Title	Location	Responsible Officer	Minimum Retention Period
Staff qualification	Workday/PC staff file	Director PC	Destroy 50 years after date of separation from the agency if the employee was not exposed to hazardous materials. (If the employee has been exposed to hazardous substances the destroy date is 100 years after date of separation from the agency.
Higher Education Academic Teaching Requirements - Equivalency Form	Workday/PC staff file	Director PC	Destroy 50 years after date of separation from the agency if the employee was not exposed to hazardous materials. (If the employee has been exposed to hazardous substances the destroy date is 100 years after date of separation from the agency.