

# Course and Subject Delivery and Management Procedure

## Section 1 - Purpose

(1) This procedure supports the [Course and Subject Policy](#) by setting out the requirements for academic management and delivery of courses and subjects.

### References

(2) Where a supporting document is referenced in this procedure, it will be listed in the associated information tab.

## Section 2 - Glossary

(3) Most terms used in this procedure are defined in the glossary section of the [Course and Subject Policy](#). For the purposes of this procedure, the following additional terms have the definitions stated:

- a. CSU Replay – content creation functionality that is part of the University’s online learning environment, and which can also be added as audio/video capture software to personal computers. CSU Replay’s components include Replay Central (Ecosystem server), Replay Capture Appliance, Replay Podium Capture, Replay People and Content Recording, Personal Capture, External Media Ingest, Interact interface, iTunesU interface, Interactive Video Teaching recording.
- b. Elite athlete or performer: includes elite athletes, pre-elite athletes, elite sports support people and elite performers, which are defined as follows:
  - i. elite athlete: a person who is a national representative in their sport. To be considered an elite athlete, a person will normally have been identified and recognised as such by a national sporting body;
  - ii. pre-elite athlete: an athlete who has been recognised by a regional academy or national sporting organisation for their potential to attain high honours in their sport, and who has begun the academy’s or organisation’s training program for promising athletes;
  - iii. elite sports support person: a referee, coach, official or someone in another support role, working at the national representative level of a sport, with travel and training commitments similar to those of an elite athlete. To be considered an elite sports support person, the person will normally be associated with a national sporting body;
  - iv. elite performer: someone who has performed in extensive or significant productions or performances at a state, national or international level.
- c. External education technologies – online and mobile technologies which allow user participation and interaction and are not integrated with Charles Sturt University systems, are not centrally supported by the Division of Information Technology or Division of Learning and Teaching, and have not been centrally assessed by these divisions. These technologies include participative technologies in the virtual or physical classroom, collaboration tools, blogging, pod/vodcasting and curation tools, learning analytics and adaptive learning technologies, social networks synchronous chat systems, social bookmarking, file sharing, communication tools and instant messaging.
- d. Host faculty – the faculty responsible for administering a shared course.

- e. Placement provider – a business or organisation that provides a placement to a student.
- f. Shared course – a course developed, delivered and reviewed in collaboration between two faculties.
- g. Workplace learning (WPL) coordinator – as defined in the WPL academic management and support roles section of this procedure.
- h. Workplace learning (WPL) team – as defined in the ‘WPL academic management and support roles’ section of this procedure.

## Section 3 - Policy

(4) This procedure supports the [Course and Subject Policy](#) and should be read alongside that policy.

## Section 4 - Procedure

### Academic leadership roles

(5) The [Academic Institutional Leadership Positions Appointments Policy](#) and [procedure](#), and their supporting documents, define the accountabilities of the following academic leadership roles:

- a. Associate Dean;
- b. Sub-Dean;
- c. Head of School;
- d. Associate Head of School; and
- e. Course Director.

(6) In addition, many academic staff have one or more of the following roles as part of their annual work allocation:

- a. Honours (or Dissertation) Advisor;
- b. Subject Coordinator;
- c. subject convener; or
- d. workplace learning coordinator.

(7) Collectively these roles, together with senior academic leadership positions, make up the management structure for development, delivery, quality assurance and review of courses or subjects.

### Academic calendar

(8) The [Course and Subject Policy](#) authorises the Provost and Deputy Vice-Chancellor (Academic) to approve the principles for preparation of the University’s academic calendar for delivery of subjects and related activities.

(9) These principles are defined within the [Academic Calendar Schedule](#), which states the scheduling rules and parameters for calculating the official dates of each standard teaching period.

(10) The Division of Student Administration (DSA) is responsible for preparing the academic calendar dates each year, according to the principles and rules defined within the [Academic Calendar Schedule](#).

### Variations to session dates for courses, subjects and classes

(11) For a delivery to take place other than according to the session dates in the approved academic calendar, the variation must have been approved by the Provost and Deputy Vice-Chancellor (Academic) or their nominee for such approvals. They may approve the following types of delivery outside standard session dates:

- a. offering a course or subject in a non-standard calendar such as an Australian offering in a term intended for offerings outside Australia, or an offering for students outside Australia in a domestic session, or offering a course in a combination of domestic sessions and international terms;
- b. start and end-dates for sessions outside the standard dates;
- c. scheduling a class for on-campus students outside of session dates; or
- d. scheduling a residential school or online intensive outside the two-week residential school period within each session or outside the periods designated for on-campus residential schools outside of session dates.

(12) For the Provost and Deputy Vice-Chancellor (Academic) or their nominee to consider one of these types of request, the faculty or school must demonstrate that they have consulted all affected parties.

(13) The Provost and Deputy Vice-Chancellor (Academic) or their nominee will apply the following criteria in their decision:

- a. Academic quality will not be compromised but if possible enhanced by the delivery.
- b. The delivery will comply with the University's policies and procedures for student administration, learning and teaching, and staff conditions.
- c. The benefits of the proposed variation outweigh any additional resourcing such as formal exams.
- d. The delivery will meet professional registration or accreditation requirements (if the course has these) for non-standard dates or duration of study.
- e. The delivery will accommodate the needs of partners in the delivery for it to take place outside standard session dates.
- f. The delivery can be adequately resourced, for example with laboratory and/or classroom space.
- g. The delivery will not cause significant problems for delivering other courses or subjects, including timetabling of teaching space and support divisions' ability to support both deliveries.

### **Scheduling residential schools**

(14) In August of each year, each faculty will inform the Division of Student Administration of all residential schools the faculty intends to run in the following year.

- a. The proposed dates will be reviewed by the central divisions that provide services for residential schools, and may be modified in consultation between these divisions and the faculty.

(15) Residential schools will only be held in the fortnight allocated for them within sessions, or the breaks between sessions, unless the Provost and Deputy Vice-Chancellor (Academic) or their nominee approves a scheduling variation: see the section on variations to session dates above.

(16) Residential schools for commencing students will not be held before the start of their first session of enrolment.

(17) In addition, when scheduling residential schools, faculties are expected to:

- a. minimise the time students will be away from home;
- b. avoid scheduling across public holidays; and
- c. where the residential school will be held on campus, provide students with an opportunity to use the library and student services, as follows:
  - i. where the residential school is run over a long enough period of time, provide students with a break of two hours for this purpose; or
  - ii. where the residential school is compressed into one or two full days, advise students beforehand that if they want to use the library and/or student services while on campus, they will need to arrive on the

business day before the school or stay for the business day after the school.

## **Residential school services**

(18) When residential schools are held on campus at times agreed with central service divisions:

- a. The following units will provide services necessary for students to undertake the learning and receive advice:
  - i. Division of Facilities Management;
  - ii. Division of Information Technology;
  - iii. Division of Library Services;
  - iv. Division of Student Administration;
  - v. Division of Student Success; and
  - vi. Residence Life.

(19) The Division of Student Administration will advise the relevant student services of the dates of on-campus residential schools.

(20) When residential schools are held off campus, or at dates not agreed with central service divisions, the faculty or relevant divisions will ensure that:

- a. learning spaces are adequate for the learning activity; and
- b. students have access to the services they need to participate, such as (where relevant) accommodation, catering, childcare, IT access.

## **Academic staff qualifications and equivalent professional experience**

(21) Staff who teach and/or assess students in any coursework subject offered by the University (including courses offered with third parties), must have:

- a. a qualification in the same discipline as the subject, or a closely-related discipline, which is one Australian Qualifications Framework (AQF) level higher than the award to which the course leads; or
- b. a combination of a qualification or qualifications, and professional experience, that are assessed as equivalent to the above.

(22) The requirements in clause (21) also apply to a staff member if they are to supervise a student's research for a research component subject in a coursework course.

(23) The [Higher Degree by Research Policy](#) states the qualifications and experience required of a staff member to supervise a higher degree by research candidate.

(24) Where a coursework subject involves a research activity, the staff member teaching this component must demonstrate that they have relevant research skills and experience.

(25) Heads of School and supervisors of academic staff will encourage staff to complete relevant university courses and/or subjects where these are needed to enhance their pedagogical and/or adult learning knowledge and skills for the cohort of students they will be teaching.

(26) The staff qualification requirements stated above do not apply to:

- a. guest lecturers and teachers/instructors who teach one-third or less of the subject in any session; and
- b. existing staff appointed before the University established any policy on qualifications required of teaching staff,

who demonstrate to the Head of School and/or Executive Dean that they are successful teachers.

(27) A staff member of a placement provider may supervise a student's workplace learning placement for a professionally accredited course and assess their performance on behalf of the University if the placement provider staff member:

- a. holds the level of professional registration to which the course leads (regardless of the AQF level of their professional qualification); and
- b. has substantial professional experience.

### **Assessment of equivalent qualifications and experience**

(28) Where a staff member does not have a relevant qualification one Australian Qualifications Framework (AQF) level higher than the award to which the course leads, the relevant Executive Dean or their nominees will:

- a. assess staff members' qualifications and experience for equivalence; and
- b. keep a record of such assessments.

(29) The Executive Dean will ensure that the faculty develops guidelines, supplementing the University-level guidelines in the guidelines section below, to ensure consistency in these assessments for the faculty and its schools.

(30) In assessing equivalence, the assessor will consider the staff member's broader skills and experience, such as:

- a. their advanced level research, creative work and/or projects;
- b. their research publications and conference/seminar presentations;
- c. their relevant workplace experience;
- d. peer reviews of their teaching and/or teaching materials; and
- e. their leadership roles in advisory and governing bodies and community and professional organisations.

(31) Records of equivalence assessments will include:

- a. the guidelines used in assessment;
- b. how each staff member was assessed as satisfying the guidelines; and
- c. the rationale for any exceptions where a staff member was assessed as equivalent although they did not satisfy the guidelines.

(32) University-level guidelines on assessing equivalence are in the guidelines section of this procedure below. Faculties and schools may require additional evidence and/or standards for assessing equivalence in specific disciplines or areas of professional study.

(33) To be assessed for equivalence, a staff member must have a qualification at the same AQF level as the award of the course in which they will teach. Professional and other experience can normally only be used to assess equivalence to a qualification one AQF level higher than the staff member's qualification.

(34) Where a staff member is assessed as having equivalent experience, on the basis of relevant professional and/or industry experience, the faculty may set a time-limit after which the staff member must demonstrate to the satisfaction of the assessor that their experience remains current.

(35) The qualification and professional and other experience must be in the same discipline as the subject(s) the staff member will teach, or a closely related discipline.

## **Indigenous cultural competence**

(36) The [Indigenous Australian Content in Courses and Subjects Policy](#) states requirements for professional development in Indigenous cultural competence, for staff who design and/or deliver Indigenous Australian studies subjects.

## **English language, literacy and numeracy**

(37) If teaching staff or supervisors become aware that students or higher degree by research candidates need support to improve their English language, literacy and numeracy (LLN) skills, they will refer them to sources of support.

(38) Staff will monitor the LLN skills of students who enter the course with credit and so bypass early subjects designed to check LLN skills.

## **International study**

(39) The Office of Global Engagement and Partnerships will maintain and publish to students a list of locations approved for international study.

(40) Where a student wishes to go on international study, they must first have the approval of the Course Director to do so.

## **Flexibility for elite athletes and performers**

(41) The University is committed to providing reasonable flexibility for elite athletes and performers to fulfil their sporting or performance commitments while they are students.

(42) Accordingly, Course Directors and Subject Coordinators are expected as far as possible to enable these students to meet any attendance or participation requirements in other ways, either by adjusting or waiving the requirements for the student.

(43) To be eligible for such flexibility, the student must:

- a. be on the University register of elite athletes and elite performers maintained by the Student Liaison Officer (Elite Athletes and Sport); and
- b. provide satisfactory evidence of the relevant sporting or performance commitments to the Course Director or Subject Coordinator.

## **Service teaching**

(44) Where one academic unit service-teaches a subject that is compulsory in another academic unit's course(s), major or specialisation, the service teaching unit must provide the relevant Course Director or (for a major) discipline lead, before the start of the relevant session or term, with details of any proposed changes made to the subject.

(45) The following positions will arbitrate disputes over service teaching:

- a. for disputes between schools within a faculty, where the Heads of School have been unable to resolve them, the Executive Dean; or
- b. for disputes between schools in different faculties, the Executive Deans or, where the Executive Deans have been unable to resolve the matter, the Provost and Deputy Vice-Chancellor (Academic).

(46) The [Course and Subject Life Cycle Procedure](#) states detailed requirements for service teaching arrangements

between academic units.

## **Workplace learning**

(47) The [Course and Subject Design \(Coursework\) Procedure](#) states the principles for design of workplace learning (WPL) subjects, and the criteria these subjects must meet to be classified as such.

### **WPL academic management and support roles**

(48) Titles of academic roles responsible for WPL vary between faculties and schools. In the provisions on WPL below, the title 'WPL coordinator' is used for academic roles that support students to undertake WPL and support placement provider staff to deliver it. This title refers to roles titled 'WPL coordinator', other roles responsible for liaison with placement providers to set up and monitor WPL and, where other roles do not perform the required actions, the subject coordinator of the WPL subject.

(49) Titles of administrative roles that support WPL delivery and record keeping also vary. The term 'workplace learning team' is used for faculty or school professional staff who support WPL.

### **Scheduling WPL placements**

(50) In WPL subjects where the faculty or school arranges students' placement, the Subject Coordinator will:

- a. in the subject outline, provide an indicative calendar of likely placement dates; and
- b. give students reasonable notice of their placement location (normally eight weeks notice), so they can book accommodation and travel if needed.

### **Preparations for WPL**

(51) WPL coordinators will ensure that, before students go on WPL, they are informed of:

- a. how to meet expectations of professional performance and behaviour at the level appropriate to their study;
- b. how to meet the standards expected by the placement provider and, where relevant, professional standards; and
- c. the scope of practice expected by their discipline.

(52) Sub Deans (Workplace Learning) and Workplace Learning Managers will ensure that measures are in place to prepare and monitor placements so that:

- a. students, staff and placement providers meet legal and ethical responsibilities;
- b. where an external placement site will host several students or a series of placements, its facilities are fit for their educational purpose and will accommodate the numbers of students and staff who use them;
- c. due care is taken of students, staff, clients and the workplace environment;
- d. there are arrangements to support and maintain contact with students;
- e. a WPL academic staff member or the WPL coordinator monitors each student's wellbeing as they undertake the placement;
- f. students receive educational and other support as needed;
- g. students have sufficient access to the University's learning management system and other online learning resources and services without unexpected costs while away at workplace learning;
- h. any critical incidents are managed promptly; and
- i. records of the placement are managed, archived and eventually disposed of, as required by the University's record management policies.

## **WPL assessment**

(53) Workplace learning, teaching and assessment strategies will ensure the student and University receive accurate, constructive feedback in time to support learning.

(54) WPL assessment should be conducted either:

- a. by the WPL coordinator or a suitably qualified academic, where possible incorporating feedback from the placement provider staff member(s) who supervise(s) the student during their WPL; or
- b. in a professionally accredited course, by a staff member of the placement provider who is registered as a professional in the relevant profession, at the level of registration to which the course leads, and has substantial professional experience.

(55) The [Assessment Policy](#) and [Assessment - Academic Progress Procedure](#) include some other requirements specific to WPL assessment.

## **WPL agreements with placement providers**

(56) For each student's placement, the WPL coordinator and/or Workplace Learning Manager will ensure that, before the student goes on the placement, there is a WPL agreement for the placement, signed on behalf of the University and the placement provider and, where appropriate, the student.

- a. The standard university template for these agreements is available from the faculty's workplace learning team.
- b. Where the text of the template is not changed or new conditions added, the WPL coordinator can sign the agreement on behalf of the University.
- c. Where the template is changed, or new conditions added, or the placement provider asks that their own template be used for the agreement, the workplace learning team will consult Legal Services about whether the agreement is suitable prior to signing by the Head of School, or nominee.
- d. Where the agreement is with a placement provider outside Australia, the WPL coordinator and/or Workplace Learning Manager must involve the Office of Global Engagement and Partnerships, who will negotiate the agreement and sign it on behalf of the University, in consultation with Legal Services.

(57) The workplace learning team will upload the signed WPL agreement to the University's agreement contract register in the records management system.

## **WPL risk management**

(58) The University manages risk in relation to WPL placements in accordance with its [Risk Management Policy](#). The following specific requirements for managing risk apply to such placements:

- a. WPL coordinators will inform and prepare students, workplaces and WPL staff to respond to critical incidents in accordance with the [Critical Incident Management Guidelines](#).
- b. Students and staff will follow health and safety procedures as required by WPL providers.
- c. WPL coordinators will collaborate with students and placement provider staff to identify and address risks to students on placement and staff who support them.
- d. The teaching school will advise the workplace of a serious and imminent threat to any person's health or safety, even if this involves sharing personal information as needed to give the advice. (Privacy legislation permits disclosure for this purpose.)

(59) The [Assessment Policy](#) and [Assessment - Conduct of Coursework Assessment and Examinations Procedure](#) state requirements for the process to be followed when a student going on WPL will place anyone at risk of harm.



(60) The [Student Misconduct Rule](#) states requirements for the process to be followed when a student continuing with WPL will place anyone or the good reputation of the University at risk of harm.

(61) Where a staff member believes that a student has committed misconduct when participating in WPL, whether at a University location or an external workplace, they should report the misconduct. The [Student Misconduct Rule](#) defines types of misconduct and how to report it.

### **Interstate and international placements**

(62) The University supports students to undertake WPL placements interstate or overseas. WPL coordinators will make arrangements to:

- a. ensure parity of learning outcomes with local placements; and
- b. adhere to the requirements of interstate and other countries' legislative requirements relevant to WPL.

### **WPL insurance**

(63) The University's general insurance of students covers students who undertake approved WPL, whether with an external organisation or on campus. Insurance coverage starts when the WPL placement has been approved.

(64) In some cases, a student may undertake WPL for a subject after the end of the relevant session, when the student has begun a period of leave of absence. For the University's insurance to cover the student in such a case:

- a. the leave of absence itself must have been approved in writing (for example, in an email);
- b. the workplace learning must have been approved in writing as meeting specific WPL requirements of a specific subject, by the Course Director, Associate Head of School or Head of School; and
- c. both written approvals must be retained in the relevant student record keeping system.

(65) The following coverage will apply for students on WPL in Australia and while travelling directly to/from the workplace:

- a. general and products liability insurance;
- b. professional indemnity insurance;
- c. medical/veterinary malpractice insurance; and
- d. personal accident insurance (this last provides generic safety net cover only).

(66) Students are not covered by worker's compensation insurance unless they are also employees of the University. They must ensure they have access to Medicare and/or private health insurance to cover medical and hospital expenses. They should also seek professional advice on whether they need additional insurance (taking their personal circumstances into account), such as private health insurance and/or personal accident, trauma and/or income protection insurance.

(67) Students who undertake WPL placements outside Australia will be covered only by the University's general and products liability, professional indemnity and medical/veterinary malpractice insurances, provided that:

- a. the Office of Global Engagement and Partnerships has negotiated and approved their overseas WPL; and
- b. the student has registered their overseas placement program with CSU Global.

(68) The University's student personal accident insurance covers students only in Australia, so students going overseas must ensure they have adequate insurance cover, including travel and medical insurance. It is essential that students seek professional advice on this. The University Travel Office can help with travel insurance for travel that is arranged by or through them.

## **WPL access for students with a disability**

(69) The University may support a student to have reasonable adjustments for their WPL, to accommodate a disability or long-term physical or mental health condition, or carer responsibility for an immediate family member who has a disability or long-term physical or mental health condition.

(70) To be considered for reasonable adjustments while on WPL, the student must have:

- a. registered with the Disability Services, provided the documents required for an assessment, been assessed by the Disability Services and been issued with a study access plan that includes the relevant adjustments; and
- b. consented in writing to the sharing of the study access plan with the relevant placement provider staff.

(71) The University will work with placement providers to provide reasonable adjustments, to ensure students with a study access plan can participate in WPL placements.

(72) Where WPL is a compulsory component in the course, course staff should consider the needs of students with a disability during enrolment, course planning and placement allocations.

## **WPL records**

(73) Workplace learning teams, in collaboration with WPL coordinators, will ensure that the following records are managed, archived and disposed of in accordance with the [Records Management Policy](#) and relevant retention schedules:

- a. records of student checks (including working with children checks);
- b. signed WPL agreements;
- c. WPL supervisor reports; and
- d. placement hours for course accreditation and professional registration requirements.

(74) Relevant data should be stored in InPlace (the University's WPL management system), from which data is uploaded to the University's records management system.

## **Copyright and learning resources**

(75) Subject Coordinators will ensure that their provision of learning resources to students via the learning management system or by any other means does not breach copyright. If they are in doubt, they should consult the University's Copyright Service.

## **External educational technologies**

(76) Staff must not enter on behalf of the University into any formal contract for provision of an external educational technology (EET). Such contracts can only be approved by the officer in the Division of Information Technology responsible for these approvals.

(77) Staff who wish to use an EET in teaching a subject must:

- a. before use, perform a risk assessment, complete the risk assessment checklist and provide this to the Head of School and then, for approval, to the Senior Manager, Learning Technologies and Enterprise Architecture, Division of Information Technology;
- b. ensure that the EET meets the University's accessibility standards;
- c. establish rules for engagement in the EET to create a safe environment for students and staff;
- d. monitor student and staff use of the EET regularly to check that these rules are being followed;

- e. not use an EET as a subject's official online presence in place of the subject site in the University's learning management system;
- f. protect students' personal information entrusted to the University from being publicly revealed;
- g. state in the subject outline if an assessment activity involves using an EET;
- h. not use the EET to return assignments without the approval required in the [Assessment - Conduct of Coursework Assessment and Examinations Procedure](#);
- i. not use the EET unless it is free of charge to students; and
- j. have a back-up plan in case the EET is unavailable, particularly where it is used in assessment.

(78) Use of an EET should be evaluated specifically as part of subject reflection: see the [Course and Subject Quality Assurance and Review Procedure](#).

(79) The [External Educational Technologies for Learning and Teaching Guidelines](#) provide detailed advice for staff on considering whether to use an EET, how to perform the risk assessment, and responsible use of EETs.

## **Use of CSU Replay or other lecture recording software**

(80) CSU Replay recordings and associated information created using any CSU Replay component are the intellectual property of Charles Sturt University. They remain Charles Sturt University copyrighted material, even when downloaded to a device external to University systems.

(81) Each staff member or student who uses CSU Replay or another software platform to record, edit or upload an audio or video recording must:

- a. adhere to the University's [Intellectual Property Policy](#) and any relevant copyright processes of the University, and must also do this in distributing any recordings;
- b. inform verbally anyone they are recording, that they are recording and, if the person asks that their image or voice not be recorded, must not record that person's image or voice; and
- c. if they intend to publish a recording to an audience beyond students enrolled in the relevant course and staff who teach in the course, obtain consent to publish it from anyone who appears or is heard in the recording, before publishing it.

(82) If a staff member or student using CSU replay to record material or an event believes there has been a breach of copyright or privacy, or that the content is illegal or inappropriate, they must contact the Division of Information Technology service desk or Student Central immediately to ask that the recording be quarantined. Other staff or students may ask that a recording be quarantined for the same reasons.

(83) The CSU Replay system administrator will immediately notify the relevant Head of School or Executive Director if a recording is quarantined, so they can decide whether the recording can be published or must be deleted.

(84) The CSU Replay System Officer may move or copy files between presenter accounts only if directed by the presenter or relevant Head of School or Executive Director.

## **Research**

(85) Where a course requires students to undertake research, the research must comply with the requirements of the [Research Policy](#) and its supporting procedures, for example on matters such as:

- a. ethics approval for research in areas of known ethical complexity;
- b. research safety approval for research involving radioactive material or human biological specimens;
- c. Defence Trade Controls scrutiny for research that may involve controlled technologies;

- d. research data management; and
- e. authorship of research outputs.

(86) The [Academic Integrity Policy](#) and [Academic Integrity Procedure](#) state requirements for students to have training in research integrity before they undertake research.

(87) The Subject Coordinator is responsible for ensuring that any research students' conduct for a coursework subject complies with these requirements.

(88) The [Assessment - Research Components of Coursework Courses Procedure](#) states requirements to ensure compliance of research projects in research component subjects.

## Section 5 - Guidelines

### Assessing equivalence of academic staff qualifications and experience

(89) This table sets out University-level guidelines on how to assess a staff member's qualifications and experience, where:

- a. they do not hold a qualification one Australian Qualifications Framework level higher than the highest award of the course in which they will be teaching; or
- b. for supervision of a doctoral candidate, do not themselves possess a doctoral degree and research publications.

AQF level to be taught	The staff member should have:
Level 6 (associate degree, advanced diploma)	Equivalence is not normally assessed: the minimum qualification to teach any student of the University is a bachelor degree.
Level 7 (bachelor degree)	<p>A bachelor degree and (where relevant) current registration to practise in the relevant profession, and one of:</p> <ul style="list-style-type: none"> <li>a. three years relevant teaching, research and/or professional experience in the past five years; or</li> <li>b. completion of at least two-thirds of a relevant masters course and relevant teaching, research and/or professional experience, together totalling three years.</li> </ul>
Level 8 (bachelor (honours) degree, graduate certificate, graduate diploma)	<p>A level 8 qualification and (where relevant) current registration to practise in the relevant profession, and one of:</p> <ul style="list-style-type: none"> <li>a. five years relevant teaching, research and/or professional experience in the past 10 years; or</li> <li>b. completion of at least two-thirds of a relevant masters course and relevant teaching, research and/or professional experience, together totalling five years.</li> </ul>
Level 9 (master by coursework, master (extended))	<p>A masters degree and (where relevant) current registration to practise in the relevant profession, and one of:</p> <ul style="list-style-type: none"> <li>a. five years relevant teaching, research and/or professional experience in the past 10 years; or</li> <li>b. completion of at least two-thirds of a relevant level 10 doctoral course and relevant teaching, research and/or professional experience, together totalling five years.</li> </ul>

AQF level to be taught	The staff member should have:
<p>Level 9 (master by research) – coursework subjects only</p> <p>See the <a href="#">Higher Degree by Research Policy</a> for requirements for qualifications and/or experience to supervise in a master by research.</p>	<p>A masters degree and (where relevant) current registration to practise in the relevant profession, and one of:</p> <p>a. five years relevant teaching, research and/or professional experience in the past 10 years; or</p> <p>b. completion of at least two-thirds of a relevant level 10 doctoral course plus relevant research experience, together totalling five years.</p>
<p>Level 10 (PhD or professional doctorate)</p> <p>See the <a href="#">Higher Degree by Research Policy</a> for requirements for qualifications and/or experience to supervise in a doctoral course.</p>	<p>Many years of research publications in the discipline area.</p>

(90) The [External Educational Technologies for Learning and Teaching Guidelines](#) provide detailed advice for staff on considering whether to use an external educational technology (EET) and responsible use of EETs.

## Status and Details

<b>Status</b>	Current
<b>Effective Date</b>	1st November 2020
<b>Review Date</b>	1st November 2023
<b>Approval Authority</b>	Provost and Deputy Vice-Chancellor (Academic)
<b>Approval Date</b>	30th October 2020
<b>Expiry Date</b>	Not Applicable
<b>Unit Head</b>	Janelle Wheat Pro Vice-Chancellor (Learning and Teaching)
<b>Author</b>	Kai Jensen
<b>Enquiries Contact</b>	Division of Learning and Teaching