

1. Purpose

- 1.1 The purpose of this policy is to establish clear principles and procedures for the recruitment, appointment, and ongoing engagement of academic staff at Central Australian Institute of Technology Higher Education (CAIT Hi-Ed). It ensures that all academic staff possess the appropriate academic qualifications, relevant professional experience, and teaching capabilities to support high-quality student learning and uphold the standards expected in Australian higher education.
- 1.2 This policy sets out the minimum qualification requirements for academic staff in accordance with the Australian Qualifications Framework (AQF) and the Higher Education Standards Framework (Threshold Standards) 2021, as regulated by the Tertiary Education Quality and Standards Agency (TEQSA). It also outlines how professional or industry experience may be recognised as equivalent to formal academic qualifications where appropriate, particularly in disciplines where current practice-based knowledge enhances student learning.
- 1.3 In addition to qualification standards, this policy details the recruitment process for academic staff, promoting merit-based selection, transparency, and fairness. It ensures that recruitment practices are inclusive and aligned with CAIT Hi-Ed's values, while also meeting compliance obligations. It supports the appointment of staff at appropriate academic levels (Levels A to E), with expectations for academic activities, such as teaching, curriculum development, scholarly engagement, and student support, clearly defined.
- 1.4 Ultimately, this policy supports the strategic goal of building and sustaining a capable, qualified, and experienced academic workforce that contributes to academic excellence, regulatory compliance, and continuous improvement in teaching and learning outcomes at CAIT Hi-Ed.

2. Scope

- 2.1 This policy applies to all academic staff at CAIT Hi-Ed who are involved in teaching, assessment, curriculum development, academic leadership, or scholarly activity. It covers staff employed on a full-time, part-time, sessional, or casual basis, and applies across all academic levels, from Associate Lecturer (Level A) to Professor (Level E). The policy also governs the recruitment, selection, appointment, and induction processes for new academic staff.
- 2.2 In addition, the policy outlines the criteria and procedures for recognising equivalent professional or industry experience in cases where formal academic qualifications may not be held, particularly in practice-based disciplines. It ensures all academic appointments are compliant with the Higher Education Standards Framework (Threshold Standards) 2021 and TEQSA requirements, and applies to all courses and programs delivered by CAIT Hi-Ed, regardless of delivery mode or location.

3. Policy

- 3.1 CAIT Hi-Ed is committed to ensuring that all academic staff possess the appropriate qualifications, experience, and capabilities to deliver high-quality education, support student learning, and contribute to the academic integrity and reputation of the institution. The recruitment and appointment of academic staff are conducted in accordance with merit-based principles, with a strong emphasis on academic and professional standards, equity, and transparency.
- 3.2 Academic staff are expected to hold qualifications that are at least one level higher than the courses they teach, as defined by the Australian Qualifications Framework (AQF). Where formal qualifications are not available or not directly aligned, equivalent professional or industry experience may be recognised, provided it is supported by robust evidence and formally assessed against established criteria. This ensures that students are taught by staff who not only meet academic standards but also bring relevant, current, and applied knowledge into the learning environment.
- 3.3 The institution acknowledges the diverse roles that academic staff may perform and therefore aligns responsibilities and expectations to the appropriate academic level, from Level A (Associate Lecturer)

to Level E (Professor). Staff are expected to contribute across teaching, assessment, curriculum development, academic governance, and scholarship or professional engagement, depending on their appointment type and level.

3.4 This policy supports CAIT Hi-Ed's broader commitment to quality assurance, continuous improvement, and compliance with the Higher Education Standards Framework (Threshold Standards) 2021 as regulated by TEQSA. It provides a foundation for attracting and retaining qualified, experienced, and committed academic staff who uphold the institution's values and contribute to its strategic and academic goals.

4. Principles

- 4.1 Academic staff are recruited and appointed through transparent, equitable, and merit-based processes that assess qualifications, teaching capability, and disciplinary expertise.
- 4.2 All academic staff must hold qualifications at least one AQF level above the level of teaching, or demonstrate equivalent professional or industry experience supported by documented evidence.
- 4.3 Staff responsibilities are aligned with their academic level (A to E), ensuring clarity in teaching, assessment, curriculum development, scholarship, and academic leadership expectations.
- 4.4 Recruitment and staffing decisions are guided by the Higher Education Standards Framework (Threshold Standards) 2021 and meet TEQSA's regulatory requirements.
- 4.5 Academic staff are supported through induction, professional development, and performance review processes to ensure continuous improvement and maintenance of teaching quality.
- 4.6 CAIT Hi-Ed values a diverse academic workforce and promotes inclusive practices in recruitment, appointment, and academic engagement.

5. Minimum Qualification Levels and Recognition of Equivalent Professional Experience

- 5.1 CAIT Hi-Ed will recognise equivalent professional experience in cases where an academic staff member does not hold a formal qualification one AQF level above the course they are assigned to teach. This recognition will ensure that suitably experienced professionals may be appointed where their industry knowledge and expertise contribute meaningfully to the quality of student learning, particularly in applied or vocationally-oriented disciplines.
- 5.2 Professional experience will only be recognised as equivalent if it is directly relevant to the subject area being taught and demonstrates a depth of knowledge, skill, and practice commensurate with the AQF level of the qualification being delivered. Equivalence will not be granted automatically and will require a formal and documented assessment process.
- 5.3 To assess equivalent professional experience, the following factors will be considered:
 - Years and breadth of professional practice (typically a minimum of years of recent, high-level experience as provided in the table above)
 - Industry recognition or accreditation (e.g. membership of a professional body, certifications, or awards)
 - Demonstrated leadership, innovation, or impact within the field or profession
 - Evidence of applied knowledge or contributions to the profession, such as publications, presentations, portfolios of work, or professional consultancy
 - Relevance and currency of the experience to the subject area being taught

CAIT Hi - Ed Academic Qualification, Experience and Recruitment Policy and Procedure

5.4 Applicants or current staff seeking recognition of professional equivalence will be required to submit a formal application, including:

- A detailed CV highlighting relevant roles and responsibilities
- A statement addressing how their professional experience meets or exceeds the learning outcomes expected at the relevant AQF level
- Supporting documentation (e.g. reference letters, industry certifications, project reports, or published works)

5.5 The application will be assessed by the Academic Dean and, where required, reviewed by the Academic Board or an appointed panel. The final decision will be documented and retained in the staff member's employment record.

5.6 CAIT Hi-Ed will ensure that staff appointed on the basis of equivalent professional experience are supported with professional development, peer mentoring, and ongoing performance monitoring to ensure teaching quality is maintained and compliant with TEQSA requirements.

5.7 To ensure alignment with the AQF and TEQSA expectations, the following table outlines the minimum qualifications required to teach at each course level at CAIT Hi-Ed, and what may be considered as equivalent professional experience.

Course Level	Minimum AQF Qualification Required	Acceptable Equivalent Professional Experience
AQF Level 7 (Bachelor Degree)	AQF Level 7 or AQF Level 8 (Grad Dip/Honours) or higher	AQF Level 7 qualification or appropriate qualification and 5 –10 years of relevant professional practice; peer recognition; applied research outputs; teaching portfolio.
AQF Level 8 (Graduate Diploma)	AQF Level 8 or AQF Level 9 (Master's) or higher	AQF Level 8 qualification or appropriate qualification and 10+ years of relevant professional experience; leadership roles; publications; curriculum development experience.
AQF Level 9 (Master's Degree)	AQF Level 9 or AQF Level 10 (Doctoral Degree)	AQF Level 9 qualification or appropriate qualification and distinguished industry profile; 10+ years' experience; major scholarly or industry contributions.

6. Academic Staffing Levels and Role Expectations

6.1 CAIT Hi-Ed adopts the nationally recognised academic levels A to E to define roles, responsibilities, and performance expectations of academic staff.

Level	Title	Typical Activities	Qualifications / Experience
Level A	Associate Lecturer / Tutor	Support teaching; mark assessments; assist in curriculum delivery under supervision	AQF Level 8 minimum; early career academics or equivalent professional experience
Level B	Lecturer	Deliver and assess courses; develop learning materials; supervise students; engage in scholarly activities	AQF Level 9 or those currently undertaking an AQF Level 10 (Doctoral degree); teaching experience; evidence of an emerging academic profile.
Level C	Senior Lecturer	Lead course/unit development; supervise Honours or PG students; contribute to quality assurance; engage in research or professional scholarship	Doctorate; strong teaching experience; academic leadership potential

Level D	Associate Professor	Academic leadership; significant curriculum oversight; supervision of research; mentor staff	Doctorate; leadership in teaching, research or industry engagement
Level E	Professor	Strategic academic leadership; high-level research or scholarship; institutional and external representation	Doctorate; nationally/internationally recognised standing; extensive academic or professional contributions

- Each academic staff member is expected to contribute to a mix of:
 - ✓ Teaching and assessment
 - ✓ Curriculum development
 - ✓ Student support
 - ✓ Scholarly activity
 - ✓ Professional practice supervision
 - ✓ Institutional service and academic governance

6.2 Full-Time Equivalent (FTE) workloads for Lecturers at CAIT Hi-Ed will be allocated across the following key areas of academic activity:

- Teaching and Learning: Approximately 60–70% of FTE, including delivery of lectures, tutorials, student consultation, assessment, and curriculum development.
- Scholarly Activity / Professional Development: Approximately 20–30% of FTE, including engagement in applied research, industry liaison, scholarly publications, and participation in academic communities of practice.
- Service and Administration: Approximately 10–20% of FTE, including contributions to academic governance, course coordination, student support, and institutional committees.

6.3 Workload proportions may be adjusted by the Academic Dean based on institutional priorities, the staff member's role (e.g. leadership responsibilities), or specific contractual arrangements (e.g. part-time or sessional staff).

7. Recruitment Procedure

7.1 Workforce Planning and Position Approval

7.1.1 Academic staffing needs will be identified through workforce planning in alignment with CAIT Hi-Ed's academic offerings, enrolment forecasts, and strategic goals.

7.1.2 The Academic Dean, in consultation with Manager of Corporate Support and Governance Services (CS & GS) and CEO, will determine staffing requirements, including academic leadership roles (e.g. Course Coordinators, Head of Discipline, etc), the position level (e.g. Level A–E), and employment type (full-time, part-time, sessional).

7.1.3 A Position Description (PD) will be developed, outlining the role's responsibilities, reporting lines, required qualifications, experience, and key selection criteria.

7.1.4 Final approval for recruitment and academic leadership appointments will be obtained from the Academic Board or a delegated authority.

7.2 Advertising and Candidate Outreach

7.2.1 Academic positions will be advertised through appropriate channels, including the CAIT Hi-Ed website, higher education job boards, and professional or discipline-specific networks.

7.2.2 The advertisement will include:

- Role title and academic level
- Employment type and duration
- Essential and desirable selection criteria
- Application process and closing date
- A statement promoting equal opportunity and diversity

7.3 Application and Shortlisting

7.3.1 Applicants will be required to submit:

- A cover letter addressing the selection criteria
- An up-to-date curriculum vitae (CV)
- Certified copies of qualifications
- Evidence of professional experience or equivalency, where applicable

7.3.2 A selection panel, comprising the Academic Dean (or delegate), a senior academic staff member, and a representative from administration or HR, will assess applications against the advertised criteria.

7.3.3 A shortlist of candidates will be compiled based on qualifications, experience, and suitability for the role.

7.4 Interview and Assessment

7.4.1 Shortlisted candidates will be invited to participate in an interview, which may be conducted in person or via videoconference.

7.4.2 Interviews may include:

- Behavioural and competency-based questions
- A teaching demonstration or presentation
- Assessment of disciplinary knowledge and student engagement strategies
- Questions related to academic integrity and scholarship

7.4.3 Referee checks will be conducted prior to any appointment offer.

7.5 Qualification and Experience Verification

7.5.1 All academic qualifications will be verified through certified documentation and, where applicable, recognition of overseas qualifications.

7.5.2 Where academic qualifications do not meet the AQF level requirement, equivalent professional experience will be assessed using a documented and approved process. A formal record of the assessment, including supporting evidence and the rationale for equivalency, will be maintained in a register by CAIT Hi-Ed. This register will be securely stored and made available for internal or external review upon request.

7.5.3 The Academic Dean will confirm that the candidate meets minimum requirements for teaching at the designated AQF level.

7.6 Selection and Appointment

7.6.1 The selection panel will make a recommendation based on the interview and reference checks.

7.6.2 The Academic Dean will submit a final recommendation to the Academic Board or its delegate for approval.

7.6.3 Successful candidates will receive a formal offer of appointment, including the role description, salary, and employment conditions.

7.6.4 Unsuccessful candidates will be notified in writing.

7.7 Induction and On boarding

7.7.1 All newly appointed academic staff will participate in a formal induction process which will include:

- An overview of CAIT Hi-Ed's academic and governance structures
- Key policies, procedures, and quality assurance frameworks
- Familiarisation with learning technologies and support systems
- Information on professional development and performance expectations

7.7.2 Where appropriate, new staff will be assigned a mentor or academic supervisor to support their transition into the role.

8. Professional Development and Capability Building

9.1 CAIT Hi-Ed will recognise the ongoing professional development of its academic staff as essential to delivering high-quality teaching, maintaining academic standards, and enhancing student outcomes. The institution will commit to fostering a culture of continuous learning by providing structured and supported opportunities for academic staff to build their teaching capabilities, disciplinary expertise, and scholarly engagement.

9.2 All academic staff will be expected to engage in ongoing professional development activities that are relevant to their academic role, level of appointment, and discipline area. These activities may include attendance at internal and external workshops, participation in seminars and webinars, short courses, conferences, peer review processes, and industry engagement. CAIT Hi-Ed will actively support access to such opportunities and will encourage academic staff to remain current with developments in higher education and their respective fields.

9.3 Particular emphasis will be placed on enhancing pedagogical capability, including inclusive teaching practices, curriculum design, assessment methods, student-centred learning, and the effective use of learning technologies. Academic staff will also be encouraged to engage in scholarly and professional activities that contribute to their field and support academic currency, especially where industry or professional accreditation requirements apply.

9.4 All newly appointed academic staff will undertake a structured induction program that will introduce institutional policies, academic standards, learning systems, and quality assurance expectations aligned with TEQSA and the Higher Education Standards Framework (Threshold Standards) 2021. Mentoring or peer support will be provided to support the integration of new staff, particularly those who are new to higher education teaching.

9.5 Professional development goals and outcomes will be reviewed annually as part of the staff performance review process. Academic staff will be supported to develop and implement a Professional Development Plan (PDP) that aligns with their role, aspirations, and institutional priorities. These plans will inform decisions about academic support, workload planning, and career progression.

9. Performance Review and Ongoing Capability Monitoring

- 10.1 CAIT Hi-Ed will implement a structured and consistent performance review process to support the ongoing development, accountability, and academic excellence of its teaching staff. All academic staff, regardless of employment type or academic level, will participate in regular performance reviews, conducted at least annually or as required under their employment arrangements.
- 10.2 The performance review process will provide a formal opportunity for academic staff and their supervisors to reflect on achievements, teaching quality, professional development, and contributions to curriculum, governance, and scholarly activities. It will also serve as a mechanism to identify strengths, address areas for improvement, and align individual goals with institutional priorities.
- 10.3 As part of the performance review, academic staff will be expected to present evidence of their teaching effectiveness (such as student feedback, peer reviews, or teaching portfolios), participation in scholarly or professional activities, and engagement in professional development. Where relevant, contributions to research, academic leadership, mentoring, or community engagement will also be considered.
- 10.4 Supervisors or academic leaders will assess individual performance in relation to role expectations, level of appointment, and institutional standards. Constructive feedback will be provided, and development opportunities or support mechanisms will be identified to address any performance gaps or future career objectives.
- 10.5 Performance reviews will also inform decisions about role renewal, promotion, workload allocation, and eligibility for professional development funding. Where performance concerns are identified, a structured improvement plan will be implemented, with regular follow-up and support.
- 10.6 In addition to formal reviews, CAIT Hi-Ed will monitor the ongoing capability of academic staff to ensure that teaching remains current, relevant, and aligned with sector best practices. This will include monitoring qualifications, engagement in scholarship or industry practice, and responsiveness to student needs and feedback.

10. Roles and Responsibilities

11.1 Academic Dean:

- Provide strategic oversight of academic recruitment, appointment, and capability development
- Approve position descriptions and confirm academic level and role expectations
- Oversee the selection and appointment process for all academic staff
- Verify academic qualifications and assess equivalent professional experience
- Approve individual professional development plans and monitor their implementation
- Lead the performance review process and ensure alignment with institutional standards

11.2 Selection Panel:

- Be composed of the Academic Dean (or delegate), a senior academic, and a representative from HR or administration
- Review applications against selection criteria and shortlist candidates
- Conduct interviews and assess teaching capability and disciplinary expertise
- Make merit-based recommendations for appointment
- Ensure fairness, equity, and transparency in the selection process

11.3 Human Resources / CS & GS/Administration:

- Coordinate the recruitment process, including advertising, scheduling interviews, and preparing offer letters

- Maintain accurate records of staff qualifications, contracts, and on boarding documentation
- Ensure employment processes comply with institutional policies and relevant legislation
- Support the induction of new academic staff and track participation in professional development
- Assist with logistics and documentation for performance reviews

11.4 Academic Board:

- Provide governance oversight of academic staffing decisions and related policies
- Approve or endorse academic appointments, particularly those involving professional equivalence
- Monitor compliance with the Higher Education Standards Framework (Threshold Standards) 2021
- Review reports on academic staffing, performance, and professional development outcomes

11.5 Academic Staff:

- Maintain up-to-date qualifications and, where required, provide evidence of continued professional or scholarly engagement
- Participate in induction, professional development, and performance review processes
- Contribute to teaching, assessment, curriculum development, and student support
- Engage in scholarly activity or professional practice appropriate to their academic level
- Adhere to institutional policies, academic standards, and code of conduct expectations

11. Authority and Compliance

File Number	HEP12
Status	Current
Approval Authority	Academic Board.
Legislative Compliance	<ul style="list-style-type: none"> • Workplace Gender Equality Act 2012; • Australian Qualifications Framework (AQF); • Higher Education Standards Framework (2021); • Tertiary Education Quality and Standards Agency Act 2011; • Privacy Act 1988; • Equal Opportunity Act 2010; • Fair Work Act 2009 (Cth)
Supporting Documents	<ul style="list-style-type: none"> • Academic Staff Position Description Template • Academic Staff Recruitment and Selection Checklist • Interview guide and Assessment Form • Academic Staff Appointment Approval Form • Academic Qualification Verification Checklist • Professional Equivalence Assessment Form • Guidelines for Assessing Professional Equivalence • Academic Staff Qualification Register • Academic Staff Induction Programme Outline

	<ul style="list-style-type: none"> • Professional Development Plan Template • Academic Staff Performance Review Template
Related Documents	<ul style="list-style-type: none"> • CAIT Hi-Ed Academic Quality, Standards and Integrity Policy and Procedure • CAIT Hi-Ed Equity and Diversity Policy and Procedure • CAIT Hi-Ed Privacy Policy
Higher Education Standards Framework (Threshold Standards) 2021	<ul style="list-style-type: none"> • Standard 3.2; ss 1 – 6 • Standard 5.1; ss 1 - 2 • Standard 5.3; ss 1 – 2 • Standard 6.2; ss 1
Education Services for Overseas Students (ESOS Act) and National Code of Practice for Providers of Education and Training to Overseas Students 2018	<ul style="list-style-type: none"> • Standard 6; ss 9 • Standard 7 • Standard 8; ss 1 & 4 • Standard 11; ss 1 • Standard 14; ss 1 • Standard 15; ss 2
Responsible Officer	Academic Dean.
Responsible Executive	CEO.
Enquiries Contact	Academic Dean.
Effective Date	
Expiry Date	Not applicable
Next Review	3 Years from the effective date

Appendix 1: Academic Staff Recruitment Process Flow Chart

Step 1: Workforce Planning & Position Approval

This step involves identifying academic staffing needs based on CAIT Hi-Ed's enrolment forecasts, academic offerings, and strategic goals. The Academic Dean, in consultation with senior leadership, will determine the role's level and type, followed by the development of a Position Description (PD). Final approval for recruitment will be obtained from the Academic Board or its delegate.



Step 2: Advertising & Candidate Outreach

Once approved, academic roles will be advertised through a range of platforms including the CAIT Hi-Ed website, higher education job boards, and professional networks. The advertisement will include the role's academic level, employment type, selection criteria, and a statement promoting equal opportunity and diversity.



Step 3: Application & Shortlisting

Applicants will submit a cover letter, CV, certified qualifications, and evidence of experience if applicable. A selection panel will review applications against the criteria and compile a shortlist based on suitability, experience, and qualifications.



Step 4: Interview & Assessment

Shortlisted candidates will participate in interviews, which may include behavioural and competency questions, teaching demonstrations, and academic knowledge assessments. Referee checks will be completed before any appointment decision is made.



Step 5: Qualification & Experience Verification

All qualifications will be verified for authenticity and relevance, including equivalency assessments for international or professional experience. The Academic Dean will confirm that the candidate meets the minimum qualifications required for the AQF level of teaching.



Step 6: Selection & Appointment

The selection panel will make a recommendation based on interviews and reference checks. The Academic Dean will submit this to the Academic Board or delegate for final approval. A formal offer will then be issued, and all other applicants will be informed of the outcome.



12. Review Schedule

This policy will be reviewed by the Academic Board every three years.

Version History			
Version No	Approved by	Approval Date	Revision Notes
1.0	Academic Board	16/5/2025	