

Western Sydney University: Statement on Sustained Scholarship and qualification standards for Third Party Providers

The following statement on sustained scholarship and qualification standards are aligned with the requirements of the Higher Education Standards (HES) Framework to provide guidance on how the University can address the experience requirements in line with the HES Framework. All academics undertaking teaching must meet the minimum standards.

HES Framework Standard <https://www.teqsa.gov.au/latest-news/publications/guidance-note-determining-equivalence-professional-experience-and-academic>

Statement on Sustained Scholarship

Western Sydney University's mission statement acknowledges multiple forms of scholarship including discovery, learning and teaching (transmitting, transforming and extending knowledge), integration (interpreting and making interdisciplinary connections) and application/engagement (engaging in the solution of socially consequential problems of knowledge).

The work done as an anchor institution necessitates the acknowledgement of broader forms of scholarship including the applied work of citizenship (partnering of academics with the community, industry) (informed by Boyer, 1990; Glassick, Huber and Maeroff, 1997; Colbeck and Michael, 2006).

Note: When assessing scholarship, this statement follows the guidance note on scholarship provided by TEQSA: “[...]individual teachers will need to be participating in scholarship that is relevant to their teaching roles and informs their teaching as required by the Standards.”

<https://www.teqsa.gov.au/latest-news/publications/guidance-note-scholarship>

Scholarship should also be assessed against accreditation needs when called upon.

Evidence of Sustained Scholarship according to type of scholarship		
Discovery (usually associated with academic's discipline and/or cross-disciplinary scholarship)	Learning and Teaching (usually associated with teaching and learning practice)	Application/Engagement and Integration and Citizenship (usually associated with academic's discipline or unit or course responsibilities)
Research Grant (Categories 1, 2, 3)	Conference presentation; conference paper or poster; refereed conference presentation	Association executive membership
Research report	Editorial board membership	Maintain certification/ membership with professional body
Research book, book chapter	Invited Reviewer of publication/textbook	Industry experience

Journal Article	Teaching case dissemination (published or presented at conference)	Presentations that place academic staff member in direct contact with community/industry
Conference paper/Conference Poster presentation	Invited lectures or seminar presentations	Consultation activity
Textbook; textbook chapter	Evidenced participation in professional learning related to learning and teaching.	Substantial involvement with professional body
Editor of special issue	Other Grants - including internal grants (can relate to all areas of scholarship).	Substantial involvement with community organization/industry partner.
Refereed Conference Proceeding		Other Grants - including internal grants (can relate to all areas of scholarship).
Invited Reviewer of publication/textbook		
Association executive membership		

A note on Skill base for TPPs – Where our TPPs deliver diplomas or undergraduate degrees, the skill base, qualification standards and scholarship equates to the Level A academic hired through Western Sydney University. Based on the Western Sydney University Academic Staff Agreement (2017) this is stated as:

A level A academic will normally have completed 4 years of tertiary study in the relevant discipline and/or have equivalent qualifications and/or experience. In many cases a position at this level will require an honours degree or higher qualification, an extended professional degree, or a 3-year degree with postgraduate diploma. In determining experience relative to qualifications, regard is had to teaching experience, experience in research, experience outside tertiary education, creative achievement, professional contributions and/or to technical achievement. A level A academic will not be required to teach primarily in units which are offered only at Masters level or above.

Where our TPPs deliver a bachelor(honours) or postgraduate by coursework, the skill base, qualification standards and scholarship equates to the Level B academic hired through Western Sydney University. Based on the Western Sydney University Academic Staff Agreement (2017) this is stated as:

A level B academic will have qualifications and/or experience recognised by the institution as appropriate for the relevant discipline area. In many cases a position at this level will require a doctoral or masters qualification or equivalent accreditation and standing. In determining experience relative to qualifications, regard is had to teaching experience, experience in research, experience outside tertiary education, creative achievement, professional contributions and/or to technical achievement.

Qualification Standards

Academic staff members will be qualified to at least one Australian Qualifications Framework (AQF) level higher than the course of study being taught, or have equivalent relevant academic or professional or practice based experience and expertise. Staff supervising doctoral degrees must have a doctoral degree or equivalent research experience. Academic staff members whose initial preparation is outside of their discipline will need to show evidence of discipline knowledge and currency through scholarship, professional experience and engagement. Publications, grants and professional engagement activities must be within the discipline and completed in the preceding five-year period to maintain status.

The table below shows the minimum standards for the appointment of staff with Academic oversight, teaching or supervisory duties for courses at AQF Levels 7 - 10 taught throughout the University.

AQF level being taught	Required Minimum AQF Qualification to teach.	Guideline on Equivalence
Level 7 – Bachelor Degree	Level 8 – Bachelor Honours, Graduate Certificate, Graduate Diploma	<ul style="list-style-type: none"> • AQF Level 7 qualification; and • Current accreditation/registration within a relevant profession (if applicable); and • Either: <ul style="list-style-type: none"> ○ A total of 3 years of professional experience that is relevant to the subject being taught that has been completed within the past 5 years; or ○ A combination of professional experience which is relevant to the subject being taught undertaken within the past 5 years, and current enrolment in an AQF Level 8 course which together total 3 years.
Level 8 – Bachelor Honours Degree, Graduate Certificate,	Level 9 – Masters	<ul style="list-style-type: none"> • AQF Level 8 qualification; and • Current accreditation/registration within a relevant profession (if applicable); and • Either

Graduate Diploma		<ul style="list-style-type: none"> ○ A total of 5 years of professional experience that is relevant to the subject being taught and that has been undertaken within the past 8 years; or ○ A combination of professional experience which is relevant to the subject being taught and has been undertaken within the past 8 years, and, current enrolment in an AQF Level 9 course together totalling 5 years.
Level 9 – Master Degree	Level 10 – Doctorate by research or coursework	<ul style="list-style-type: none"> • AQF Level 9 qualification; and • Current accreditation/registration within a relevant profession (if applicable); and • Either <ul style="list-style-type: none"> ○ A total of 5 years of professional experience that is relevant to the subject being taught and that has been undertaken within the past 8 years; or ○ A combination of professional experience which is relevant to the subject being taught and has been undertaken within the past 8 years, and, current enrolment in an AQF Level 8 course together totalling 5 years.
Level 10 – Doctorate by research or coursework		<ul style="list-style-type: none"> • All staff teaching at AQF Level 10 (Doctoral Degree) level are required to have attained an AQF level 10 qualification and have achieved any other requirements determined by the School.

References:

Boyer, E.L. (1990) *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching, Princeton N.J.

Colbeck, C. L., & Michael, P. W. (2006). The public scholarship: Reintegrating Boyer's four domains. *New directions for institutional research*, 2006(129), 7-19.

Glassick, C. E., Huber, M.T, & Maeroff, G. I. (1997) *Scholarship Assessed: Evaluation of the Professoriate*. Jossey Bass, San Francisco.

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