

ACADEMIC STAFF QUALIFICATIONS (DLI) POLICY

Section 1 - Preamble

- (1) This Policy is effective from 1st December 2025.

Section 2 - Purpose

- (2) This Policy sets out the principles and responsibilities for requirements in relation to knowledge, skills and qualifications for those with responsibilities for academic oversight or teaching of Deakin University Lancaster University Indonesia (DLI) curriculum.

Section 3 - Scope

- (3) This policy applies to all current and prospective staff, whether employed by DLI or a third party, with responsibilities for academic oversight or teaching and supervisory roles in DLI Higher Education programs or modules (academic staff).
- (4) This policy does not apply to:
 - a. occasional and/or guest lecturers;
 - b. partner supervisors of students undertaking placements, internships or other forms of work-integrated learning;
 - c. employees involved in the delivery of DLI Pathway programs. Staff qualification requirements for these programs are set out in the [Pathway Programs \(DLI\) Policy](#).
- (5) During the establishment of DLI, all policy, procedures and supporting processes will be regularly reviewed. In the establishment phase, defined as the first two years from when students commence DLI programs, any issues arising from the implementation of current policy, procedure or process will be referred to a jointly-convened Policy and Procedure Review Panel (PPRP). The PPRP will comprise designated academic and professional service representatives from the University Partners and the Office of the Rector. The PPRP will recommend an outcome best aligned with relevant principles and the best interests of any student(s) concerned, and will advise DLI on the future development of policy, procedure and supporting processes. During the establishment phase, the PPRP may make recommendations to vary any given policy only with endorsement from relevant University Partner governance processes. All policy and procedure will be subject to a full review at the end of the two-year establishment phase.

Section 4 - Policy

Principles

- (6) DLI is committed to providing high quality teaching, mentoring and supervision to all its students by appropriately qualified and experienced staff.
- (7) Academic staff should have appropriate qualifications and experience (where relevant) to enable them to carry out academic oversight and/or teaching and supervisory roles in a manner that is consistent with appropriate academic standards and meets the educational needs of DLI students. Such roles involve the exercise of academic judgement and include teaching, online course delivery or facilitation and summative assessment.

- (8) To ensure the delivery of quality education, staff with academic oversight or teaching and supervisory roles should either:
 - a. hold a formal qualification in a commensurate subject area at least one qualification level higher than the program of study in which the teaching is occurring; or
 - b. hold a qualification in a commensurate subject area equal to the level at which the teaching is occurring, and have equivalent experience and expertise equivalent to one level higher than the program in which they are teaching.
- (9) Where a program of study leads to more than one award, the highest award defines the level of the program.
- (10) Where a module is listed as a program requirement for more than one program, academic teaching staff should have the level of qualification for the program that leads to the highest award.
- (11) Equivalence of experience is granted for one level increment only.
- (12) The Rector is responsible for the assessment and approval of an academic staff member's qualifications and equivalence of professional experience.
- (13) In determining the equivalence of experience, the following will be considered:
 - a. verifiable activities, including professional, academic, research and/or practice-based experience;
 - b. the learning outcomes and learning and teaching activities of the program or module the staff member intends to teach, supervise and/or oversee;
 - c. currency and relevance.
- (14) Where a staff member does not meet all relevant criteria outlined in this policy (refer Table 1), an explicit and time-limited professional development plan, which may include mentoring or team teaching, must be put in place to enable the staff member to make the transition to academic teaching successfully.

Minimum qualification levels and experience

- (15) The following table sets out minimum qualification requirements for academic staff and criteria to demonstrate the equivalence of experience for each program type and level:

TABLE 1: MINIMUM QUALIFICATION REQUIREMENTS AND CRITERIA TO DEMONSTRATE EQUIVALENCE

Program type and level*	Minimum qualification/experience to oversee or teach in a program of this type
Diploma Advanced Diploma Associate Degree (AQF Level 5 or 6; FHEQ Level 5; KKNi Level 4 or 5)	Bachelor Degree level qualification in a relevant discipline (AQF Level 7; FHEQ Level 6; KKNi Level 6) or above No equivalence is recognised
Bachelor Degree; (AQF Level 7; FHEQ Level 6; KKNi Level 6)	Bachelor Honours Degree level qualification that requires additional study beyond a Bachelor Degree, in a relevant discipline (AQF Level 8; FHEQ Level 6; KKNi Level 7) or above OR

	<p>Bachelor Degree level qualification in a relevant discipline (AQF Level 7; FHEQ Level 6; KKNi Level 6) and one of the following:</p> <ol style="list-style-type: none"> Typically 5 years current relevant professional, creative or other practice-based experience in a role/s requiring advanced knowledge, highly developed skills and independent planning and management of people, processes and/or projects; or Typically 5 years current experience successfully teaching a program in a related area at a Bachelor Level or above informed by scholarship in the discipline and teaching and learning practice. <p>Note: The number of years of experience stipulated is indicative and may be varied as appropriate for particular disciplines or professions. What is considered to be 'current experience' will depend on the pace of change in a particular discipline or profession.</p>
<p>Bachelor Honours Degree Graduate Diploma Graduate Certificate (AQF Level 8; FHEQ Level 6; KKNi Level 7)</p>	<p>Masters Degree level qualification in a relevant discipline (AQF Level 9; FHEQ Level 7; KKNi Level 8) or above</p> <p>OR</p> <p>Bachelor Honours Degree level qualification in a relevant discipline (AQF Level 8; FHEQ Level 6; KKNi Level 7) and one of the following:</p> <ol style="list-style-type: none"> Typically 5 years current relevant professional, creative or other practice-based experience in a role/s requiring advanced knowledge, highly developed skills and independent planning and management of people, processes and/or projects; or Typically 5 years current experience successfully teaching a course in a related area at Level 7 or above informed by scholarship in the discipline and teaching and learning practice; or Current research experience in a relevant area equivalent to a Master Degree, to be determined with reference to evidence that might include independently peer-reviewed publications, research-related awards or prizes, professional reports, body of creative or other practice-based work and/or expert commentary. <p>Note: The number of years of experience stipulated is indicative and may be varied as appropriate for particular disciplines or professions. What is considered to be 'current experience' will depend on the pace of change in a particular discipline or profession.</p>
<p>Masters Degree (AQF Level 9; FHEQ Level 7; KKNi Level 8)</p>	<p>Doctoral Degree level qualification (research or professional) in a relevant discipline (AQF Level 10, FHEQ Level 8, KKNi Level 9)</p> <p>OR</p> <p>Masters Degree level qualification in a relevant discipline (AQF Level 9; FHEQ Level 7; KKNi Level 8) and one of the following:</p> <ol style="list-style-type: none"> For coursework components, extensive current experience practising as an expert in the relevant profession; or For research and research training components, current research experience in a relevant area equivalent to a Doctoral Degree, to be determined with reference to evidence which might include independently peer-reviewed publications, research-related awards or prizes, professional reports, body of creative work and/or expert commentary.
<p>Doctoral Degree (AQF Level 10, FHEQ Level 8, KKNi Level 9)</p>	<p>Doctoral Degree (research or professional) in a relevant area (AQF Level 10, FHEQ Level 8, KKNi Level 9)</p> <p>OR</p> <p>Masters Degree (AQF Level 9; FHEQ Level 7; KKNi Level 8) and one of the following:</p>

	<ul style="list-style-type: none"> a. For coursework components, extensive current experience practising as an expert in the relevant profession; or b. For research projects (in addition to higher degrees by research theses) or research training components, current research experience in a relevant area equivalent to a Doctoral Degree to be determined with reference to evidence which might include independently peer-reviewed publications, research-related awards or prizes, professional reports, body of creative work and/or expert commentary.
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* Qualification levels which are broadly aligned with relevant national qualification frameworks: the [Australian Qualifications Framework](#) (AQF); [The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#) (FHEQ); and the Indonesian National Quality Framework – Kerangka Kualifikasi Nasional Indonesia (KKNI).

^ As of 2025 all DLI dual awards are at Bachelor Degree level (AQF level 7, FHEQ level 6, KKNI level 6).

Assessing evidence of experience

(16) Evidence to support decisions about equivalence of experience may include evidence of (but is not limited to):

- a. experience in professional, business or creative or other practice-based roles requiring high order judgement and the provision of expert advice;
- b. management of significant projects in the field;
- c. testimonials, awards or other recognition that acknowledges leadership or expertise in the field;
- d. professional qualifications, experience and standing, including participation in advisory boards and professional networks;
- e. leadership in the development of professional standards;
- f. design, creative or other practice-based technical achievements;
- g. peer reviewed and other publications in the field or other publications such as books and reports;
- h. leadership or management of research acknowledged by peers;
- i. teaching experience and success; and/or
- j. scholarship.

(17) Staff without appropriate qualifications or combination of qualifications and experience may teach components of a program under the supervision of staff with appropriate qualifications or experience where they are employed:

- a. as professional specialists to meet particular education needs;
- b. to teach as part of their career development, including HDR students.

Roles and Responsibilities

Role	Responsibility
University Partners	Setting minimum qualifications or equivalent experience for staff with responsibilities for academic oversight or teaching
DLI Chief Operating Officer or nominee	Employing academic staff with appropriate qualifications or combination of qualifications and experience
DLI Rector or nominee on the advice of academic	Making decisions about the equivalence of professional or practice-based experience

staff with expertise in the relevant discipline, as appropriate	
Appropriately qualified DLI academic staff	Supervising staff without appropriate qualifications or experience who teach components of the program

Section 5 - Procedure

(18) There is no procedure under this policy.

Section 6 - Definitions

(19) For the purposes of this policy:

- a. **AQF:** The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training.
- b. **FHEQ:** the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) outlines the different levels of higher education qualifications awarded in England, Wales, and Northern Ireland.
- c. **KKNI:** The Indonesian National Quality Framework – Kerangka Kualifikasi Nasional Indonesia (KKNI) is the national standard for assessing learning outcomes and leveling qualifications in Indonesian education and training.

(20) **Qualification level:** refers to the qualification/s held by the staff member that enables them to carry out academic oversight and/or teaching and supervisory roles in a manner that is consistent with appropriate academic standards and meets the educational needs of DLI students. The higher education systems and related program and qualification frameworks of core DLI jurisdictions (Australia, Indonesia, and the United Kingdom) differ markedly and may require case by case judgement as to whether a specific combination of qualification and experience exceeds DLI staff qualification requirements. In such cases staff qualifications will be assessed by the Rector in accordance with this policy.

ASSOCIATED DOCUMENTS

- [Australian Qualifications Framework](#) (AQF)
- [Pathway Programs \(DLI\) Policy](#)
- [The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#) (FHEQ)
- [Indonesian National Quality Framework – Kerangka Kualifikasi Nasional Indonesia](#) (KKNI)

POLICY DETAIL	
Name of policy	Staff Qualifications (DLI) Policy
Overarching legislation	<p>Australia Deakin University Act 2009 Higher Education Standards Framework (Threshold Standards) 2021 Provider Course Accreditation Standards (specifically 3.2) Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act)</p> <p>Indonesia Indonesian National Quality Framework, (Kerangka Kualifikasi Nasional Indonesia) Presidential Decree No. 8/2012 Indonesian Qualification Framework Implication and Implementation Strategies 2012</p>

	United Kingdom UK Quality Code for Higher Education Frameworks for HE Qualifications of UK Degree-Awarding Bodies The English higher education regulator, the Office for Students and its conditions of registration, and other relevant government bodies and agencies; The Charter, Statutes and Ordinances of the University of Lancaster .
Approved by	Yayasan Governing Board
Approval date	1 December 2025
Date of effect	1 December 2025
Version	Version 2.0
Date of review	Within 12 months of approval
DLI	Joint Management Committee 26 November 2025
Deakin University agreement	International Branch Campus Working Group under delegated authority of the Academic Board 29 July 2025 IBCWG 9-25 Report to AB / item 3.
Lancaster University agreement	Policy Approval Sub-Group of Senate 18/11/2025 By correspondence
Responsible Executive	DLI Rector
Implementation Officer	DLI Chief Operating Officer
Policy/procedure superseded	Interim Joint DLI Staffing Qualifications Vers 1.0
Summary	This policy describes the requirements and principles governing the minimum requirements for academic staff qualifications and professional experience.
Key words for online searching	Staff, qualifications, professional experience
Category	Academic
Target audience	Students, staff

Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
2.0	University Partners	Staff Qualifications (DLI) Policy New policy built on interim joint policy.	July 2025	July 2025
1.0	University Partners and Navitas	Interim Joint DLI Staffing Qualifications Policy New policy. One of 23 new policies approved under the Interim Joint Policy Framework as an interim step during the start-up phase of the Bandung Campus.	March 2024	March 2024