

Professional Experience to Academic Qualifications Equivalency Procedures

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1. Governing Policy

[Professional Experience to Academic Qualifications Equivalency Policy](#)

2. Purpose

These procedures set out the process by which an academic staff member's professional experience and expertise, and/or other professional qualifications, can be assessed as meeting the requirements and professional competency to undertake their position or role with the University as set out in the [Academic Career Framework](#).

3. Assessment of Equivalence

- a. When assessing the equivalence of professional experience and expertise all relevant and verifiable professional activities will be considered.
- b. Evidence submitted to demonstrate equivalence must relate to significant and relevant professional activity undertaken within the last 5 years.
- c. Each claim must be assessed on its merits and approved by the Vice-President and Executive Dean or Portfolio Head (or delegate).
- d. Professional experience equivalence is normally granted only to staff who meet the minimum AQF qualification level and demonstrate appropriate professional standing. Approval of a higher-level equivalence may be granted only in exceptional circumstances by the Vice-President and Executive Dean or Portfolio Head (or delegate).

4. Evidence

All relevant and verifiable professional activities and qualifications will be considered when determining the weight and value of an individual's professional experience and expertise. This includes, but is not limited to, evidence of:

- a. leadership in the development of professional standards
- b. performing in a role that requires high order judgment and the provision of expert advice, or roles at a senior level
- c. managing significant projects in the field
- d. testimonials, awards or other recognition that recognises leadership or expertise in the field
- e. contributions in the field through participation on advisory boards and in professional networks

- f. peer reviewed publications
- g. Non-Traditional Research Outputs (NTR0's) such as books, reports and artistic works
- h. leadership or management of research acknowledged by peers
- i. teaching experience including teaching at lower AQF levels, delivery of professional development or public lectures.

5. Professional Experience Equivalence Criteria

- a. The Assessment Rubric ([Appendix A](#)) provides guidance on the criteria and evidence that may be used to determine equivalence of professional experience across academic Levels (A – E). It outlines the indicative professional experience, standing, and scholarly activity relevant to demonstrating equivalence at each level.
- b. In addition, the table below outlines the criteria typically used to demonstrate professional experience equivalence at each AQF level. It is not exhaustive and should be applied with consideration of the specific discipline or professional context.

AQF Level Taught	Minimum AQF Required	Equivalence
AQF Level 5 Diploma	AQF Level 6	A Level 5 qualification PLUS: the professional experience equivalent to current Academic Level (Assessment Rubric – Appendix A).
AQF Level 6 Advanced Diploma / Associate Degree	AQF Level 7	A Level 6 qualification PLUS: the professional experience equivalent to current Academic Level (Assessment Rubric – Appendix A).
AQF Level 7 Bachelor Degree	AQF Level 8	A Level 7 qualification PLUS: the professional experience equivalent to current Academic Level (Assessment Rubric – Appendix A).
AQF Level 8 Graduate Certificate / Graduate Diploma / Bachelor Honours Degree	AQF Level 9	A Level 8 qualification PLUS: PLUS: the professional experience equivalent to current Academic Level (Assessment Rubric – Appendix A).
AQF Level 9 Masters Degree	AQF Level 10	A Level 9 qualification PLUS: the professional experience equivalent to current Academic Level (Assessment Rubric – Appendix A).

6. Form

Determining Equivalence of Professional Experience to Academic Qualifications Application Form (link pending)

Approval Authority	Vice-President (Corporate Services)
Responsible Officer	Chief People Officer
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* Unless otherwise indicated, this policy or procedures still apply beyond the review date.

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Appendix A – Equivalency of Qualifications Assessment Rubric

Professional Experience Equivalence by Academic Level

Criterion	Level A	Level B	Level C	Level D	Level E
<i>Professional experience</i>	Up to 5 years	5-9 years	10+ years	10+ years	10+ years
<i>Professional standing</i>	Consider the criterion provided according to the setting/reach of the activities undertaken. A candidate does not require evidence for all criterion but must demonstrate at least three in addition to the appropriate professional experience.				
	Evidence submitted to demonstrate equivalence must relate to significant and relevant professional activity undertaken within the last 5 years.				
Development of professional standards/guidelines/policies/procedures	Contributed with support and guidance at local team/discipline level (1 example)	Independently contributed at organisational level (2-3 examples)	Significant and wide- ranging leadership contributions at state level (3-4 examples)	A sustained leadership contribution at national level	A distinguished and sustained leadership contribution at international level
Provides advice	Provides advice as subject matter expert to local team/discipline (1 example)	Provides advice as subject matter expert at organisational level (2-3 examples)	Provides advice as subject matter expert at State level (3-4 examples)	Provides advice as subject matter expert to at National level	Provides advice as subject matter expert at International level
Managing significant projects in the field	Contributed with support and guidance at local team/discipline level (1 example)	Independently contributed at organisational level (2-3 examples)	Significant and wide-ranging leadership Contributions at state level (4+ examples)	A sustained leadership contribution at national level	A distinguished and sustained leadership contribution at international level

Recognition that acknowledges, excellence, leadership, or expertise in a relevant field	Testimonials, awards, or other recognition from peers	Testimonials, awards, or other recognition from organisation	Testimonials, awards, or other recognition from state-wide services	Testimonials, awards, or other recognition from national bodies	Testimonials, awards, or other recognition from international bodies
Participation in advisory groups/boards and professional networks	Contributed with support and guidance at team/discipline level (1 example)	Independently contributed at organisational level (2-3 examples)	Significant and wide- ranging leadership contributions at state level (4+ examples)	A sustained leadership contribution at National level	A distinguished and sustained leadership contribution at International level
Peer reviewed publications	High impact or citations (1 example)	High impact or citations (2-3 examples)	High impact or citations along with senior authorship status (3-4 examples)	High impact or citations along with senior authorship status (5-9 examples)	High impact or citations along with senior authorship status (10+ examples)
Other scholarly outputs	Books, commissioned reports, relevant media engagement (1 example)	Books, commissioned reports, relevant media engagement (2-3 examples)	Books, commissioned reports, relevant media engagement (4+ examples)	Books, commissioned reports, relevant media engagement (5-9 examples)	Books, commissioned reports, relevant media engagement (10+ examples)
Recognised research leadership	Making an active contribution to the conduct of research activity in the discipline; with support and guidance from a more senior clinician/academic	Making an independent, high-quality contribution to research activity in the discipline	Makes significant and original high-quality contributions to research	Makes an outstanding high-quality contribution to research activity through original and innovative contributions to the advancement of knowledge in the discipline	Making a distinguished contribution to research in the discipline