SYDNEY COLLEGE OF DIVINITY
Excellence in theological education

ACCREDITATION OF ACADEMIC FACULTY POLICY AND PROCEDURES

Approved	Academic Board
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Responsible Officer	Director of Academic Strategy
Author(s) and Role(s)	P Bolt (Academic Director), L Ball (Coursework Director) N Holm (Coursework Director)
Related Documents	SCD Learning & Teaching Plan Academic Faculty Classification Policy Australian Government Country Education Profiles
Higher Education Standards (2021)	3.2.1, 3.2.2, 6.3.1(a-c), 6.3.2 (a-b)
National Code (2018)	

1. INTRODUCTION

All courses and awards of the Sydney College of Divinity are developed in accordance with the SCD Strategic Plan, particularly its Vision, Mission and Values statements.

This policy deals with the accreditation of Teachers and Associate Teachers within the SCD. It sits within the ambit of the Learning and Teaching policies of the College and addresses the following Strategic Objectives:

- Develop guidelines for the recruitment, development, and retention of the highest quality academic staff.
- Encourage the development of initiatives to improve the quality of teaching and the student learning experience.
- Maintain best practice in teaching and learning strategies and delivery modes.
- Provide professional development opportunities to further the development of teaching competencies.

The policy applies to Teachers and Associate Teachers, as defined in Section 2 below. It does not apply to faculty members who do not engage in the teaching activities listed in Section 2, including those who provide student support, mentoring or counselling.

2. DEFINITIONS

2.1 Teacher:

For the purpose of this policy, a teacher is a member of staff who participates in any or all of the following:

2.1.1 Instruction

- i) the transfer of knowledge, through lectures, and equally well through appropriate printed, videotaped, or electronic teaching materials.
- ii) facilitating learning through activities, experiences, projects and events other than knowledge transfer developing values, skills and attitudes, and
- iii) meeting of special needs in various ways ranging from structured to individualised activities, including instructional support activities which aid and enrich the teaching-learning process.

2.1.2 Evaluation, that is, the process of judging the effectiveness of student learning.

2.1.3 Advising, that is, the sharing of information between faculty and student regarding the student's academic progress or professional goals, and assists the student in maximising the benefits from the educational experience.

2.1.4 Program planning identifies educational goals and contributes to their implementation.

2.1.5 Curriculum development may be directed towards either course or program development and may involve credit or non-credit activities. This is facilitated by individual involvement and collaboration with colleagues, and recommendations to the appropriate committees where necessary.

2.1.6 Supervising the performance of Associate Teachers

2.2 Associate Teacher:
The term "Associate Teacher", refers to a faculty member who carries out the same duties as a teacher, but with a lower level of responsibility. A person may be appointed as an Associate Teacher in view of having lower academic qualifications, or limited professional experience. Associate Teachers are normally appointed, under the supervision of a more senior faculty member, for a period of three years, to enable them to develop their knowledge and skills in teaching.

3. POLICY

3.1 Accreditation

Faculty Accreditation is the process by which the College ensures that students, church bodies, employers, accrediting authorities, and other stakeholders recognise the faculty as bona fide practitioners. It is also the process by which the College grants entry to qualified people as professional academics in theology.

Traditionally academic faculty have regarded their discipline as the source of their professional status. Appropriate qualifications are normally regarded as a higher degree in the subject or practice in a professional area. Faculty are granted entry to the profession after apprenticeship in the study of the discipline. Sometimes experience in the practice of a profession may also be required e.g. academics in the faculty of medicine are generally accredited doctors.

This policy notes that the *SCD Learning and Teaching Plan* (especially Goals 1 & 2, 4) reflects the notion that in the 21st century the Academy is moving to broader accreditation criteria. These criteria require academic faculty to have some qualifications in pedagogy in addition to the qualifications in the discipline. The traditional apprenticeship model by which students learn the discipline, gain the qualification, and then move into the Academy where they become apprentice masters inducting a new generation of students into the discipline is being superseded. When applied to theology, the new model emphasises:

- information management and active learning rather than knowledge transmission
- the integration of academic theology and ministry through experiential and ministry-based learning
- individual differences in learning styles and developing the ability to teach in radically different modes
- new developments in learning technology
- a basic grounding in theological knowledge combined with the development of cognitive and transferable skills to enable students to succeed in their vocations in a diverse range of ministry settings.

Although not a barrier to accreditation, applications by faculty should address these issues in the section of the application form headed "Educational Leadership, Curriculum Development, and Teaching."

This process accredits academic faculty to teach course units within a particular (sub)discipline. Accreditation is normally for one subdiscipline. However, teachers may make a case for additional subdisciplines, or individual units within an additional subdiscipline, where they have an appropriate breadth of qualifications and experience.

3.2 Qualifications

SCD Faculty will normally be accredited on the basis of:

1. possession of an appropriate academic qualification from a recognised Australian higher education provider, OR
2. possession of a recognised overseas qualification according to the guidelines of the Australian Government Country Education Profile, OR
3. possession of a qualification from an institution authorised by the Vatican to award Pontifical degrees, OR
4. a certificate of assessment of an overseas qualification from a state Overseas Qualifications Unit, or the (Commonwealth) Department of Education, Skills and Employment, indicating that the qualification is equivalent to a relevant Australian qualification, OR
5. appropriate professional experience, where the SCD is satisfied that this has given the faculty member knowledge and expertise equivalent to a relevant academic qualification (see Appendix A, part B; Appendix D).

Note: Where a faculty member has had an overseas qualification assessed, that qualification will be recognised by the SCD on the basis of its equivalence. For example, an overseas doctoral degree might be assessed as equivalent to an Australian masters degree, in which case SCD would recognise it as a masters level qualification.

3.3 Faculty from Recognised Institutions

SCD accredits faculty from institutions (generally overseas) that go through a formal process of recognition, primarily on the basis of their capacity to offer awards equivalent to those offered by SCD. (see Appendix B). Applications for SCD accreditation from serving faculty at these recognised institutions require only

> 1. An application through the online form;
> 2. A statement from the institution certifying their employment;
> 3. A current CV.

3.4 Accreditation Categories

1) Teacher
   a) is accredited to teach course units from AQF Level 5 to AQF Level 9
      i) providing the teacher possesses a qualification that is at least one AQF level higher than the level of the course being taught, which includes substantial study in the discipline being taught;
      ii) or, for units outside their specific discipline of study, provided the teacher is qualified with the ASCED 0917 narrow field of study to TWO levels higher, if this does not constitute a risk of harm (see Appendix D);
      iii) or, in applied disciplines, has significant professional experience which may be taken into account for the purpose of accreditation (see Appendix A, part B; Appendix D);
   b) is accredited to supervise research course units at AQF Levels 9 and 10
      i) providing that the teacher possesses a professional or research doctorate relevant to the discipline of the research.

2) Associate Teacher
   a) is accredited to teach course units providing they
      i) are supervised by a teacher who will
         (1) review and approve the detailed content of the course unit semester outline given to students;
         (2) advise on the inclusion of appropriate books and articles in the bibliography given to students;
         (3) approve assessment tasks as appropriate to the outcomes of the units;
         (4) review a selection of assessed material to ensure that grading is appropriate to the level of the unit;
         (5) consult with the person being supervised at least four times (or the equivalent for distance education) during the year on the progress of the unit and at least once during the teaching of an intensive;
         (6) act if necessary as a guest lecturer for those content areas where there is a clear deficiency in the expertise of the person being supervised;
         (7) take account of any student review/evaluation at the end of the unit;
         (8) keep a log of the above process for the purposes of moderation in the subject area, a copy of which will be forwarded to Academic Standards Committee twice per semester.
      ii) possess qualifications in relevant disciplines at least equal to the level of the course unit being taught.
   b) may apply to be a teacher of the course unit(s) after three years supervision.

4. PROCEDURES

1) After consultation with their Academic Dean, Academic faculty seeking accreditation should complete the online Application for Accreditation as SCD Teacher/Associate Teacher and submit it with all required documentation. A copy will automatically be sent to the Academic Dean for approval to SCD.
2) The Teaching Body Academic Dean will approve the Application.
3) The Director of Academic Strategy will file the application and associated documents and present a report to the Coursework Committee on the accreditation awarded and the units or subdisciplines covered by the accreditation.

4) The Coursework Committee will assist the Director of Academic Strategy with any difficult cases as requested, receive the Accreditation report, and report the decisions to the Academic Board.

5) When Academic Board receives and approves the accreditation, the Director of Academic Strategy will include the Faculty approval on (a) Faculty Register and (b) Faculty List Server, and (c) communicate the approval to the SCD Registrar and the Academic Dean of the relevant Teaching Body.

6) The Academic Dean of the relevant Teaching Body will encourage the approved applicant to commence the Academic Faculty Classification process (see Academic Faculty Classification Policy). The classification process takes into account the faculty member's research and scholarship outputs.

APPLICATION FOR ACCREDITATION

Personal Details		Date	
Title:	First & other names:	Last name:	
Dr/Mr/Ms …		Date of application:	
Date of Birth:		Supervisory &/or leadership responsibilities:	
Current position:			
Member Institution			
Department/ Section/ Discipline		Campus:	
Correspondence address:		Email address:	

Please attach a copy of certified transcripts of studies (or a copy of all testamurs).

If your formal qualifications are less than those shown in the table in Part A of Appendix A, please make a case for accreditation based on professional qualifications. Please attach a case using the criteria in Part B of Appendix A. If your case makes use of sections 1i or 2g, your presentation here should not exceed 250 words.

If you a member of the academic staff of an institution recognised by the SCD, you may apply for accreditation to teach in the SCD according to the policies and procedures in Appendix B. In this case you are not required to submit transcripts of studies or testamurs.

SCD Status
Subdiscipline(s) or particular units you wish to be accredited for, as advised by your Academic Dean
Are you seeking accreditation as Associate Teacher? YES / NO If YES, please write name of supervisor below

Academic Qualifications

Formal qualifications

Full name of award	Specialisation or major area of study	Name of awarding institution	Year	Name of country of award and CEP details if overseas institution

Other qualifications

Year	Qualification details

Details of all theses written:

Full title	Length (no of words):	Name of award:	Name of academic department:

Experience

Teaching experience in CEP recognised institutions (previous seven years; start with current position and work backwards)

Teaching period	Field of study area/course title	Name of organisation / institution (inc country if overseas institution)

Relevant employment experience in CEP recognised institutions (previous seven years – where relevant to higher education and discipline; start with current position and work backwards)

Employment period:	Name of employer	Position title	Relevant duties

Other Relevant Information

(including professional &/or honorary memberships, directorships, key research publications in the discipline area relevant to the course of study)

Research

'academic activities of a higher education provider that contribute to new knowledge through original investigation'.
TEQSA Guidance note: Research and Research Training, version 1.3, 5 July 2018
(https://www.teqsa.gov.au/latest-news/publications/guidance-note-research-and-research-training)

Current research (brief description)

Research projects (brief description including details of team members, your role in team, research funding:

Research Supervision

Year(s)	Title of thesis:	Institution:	Award:

Research Examination

Year(s)	Title of thesis:	Institution:	Award:

Research Publications & Presentations

Books (delete this section if not applicable)

Author(s)	Title	Place of publication	Publisher	Year

Book Chapters (delete this section if not applicable)

Book editor (s)	Title of Chapter & Book	Place of publication	Publisher	Year

Refereed Articles (delete this section if not applicable)

Author(s)	Article title	Name of journal	Volume (No)	Year	Page numbers

Refereed Paper in Conference Proceedings

Author(s)	Paper Title	Name of conference	Location	Date

Invited Plenary Addresses at Conferences (delete this section if not applicable)

Author(s)	Paper title	Name of conference	Location	Date

Scholarship

'those activities concerned with gaining new or improved understanding, appreciation and insights into a field of knowledge, and engaging with and keeping up to date with advances in the field. This includes advances in ways of teaching and learning in the field and advances in professional practice, as well as advances in disciplinary knowledge through original research'.

TEQSA Guidance Note: Scholarship, Version 2.5 12 Dec 2018 (https://www.teqsa.gov.au/latest-news/publications/guidancenotescholarship)

Current Scholarship activities (brief description)

Scholarship projects (brief description including details of team members, your role in team, funding:

Leadership and Supervision of Scholarship

Scholarship Outputs

Year(s)	Title	Publication Details	Statement of impact

Non-refereed Articles (delete this section if not applicable)					
Author(s)	Article title	Name of journal / magazine	Volume (No)	Year	Page numbers

Non-refereed Published Conference Proceedings (delete this section if not applicable)				
Author(s)	Paper title	Name of conference	Location	Date

Conference Posters (delete this section if not applicable)				
Author(s)	Poster title	Name of conference	Location	Date

Media statements/interviews (delete this section if not applicable)				
Media Type	Title of statement/interview	Name of interviewer	Name of newspaper, TV station etc	Date

Presentations, Seminars, Exhibitions (delete this section if not applicable)				
Author(s)	Details	Name of venue	Location	Date

ACCREDITATION OF ACADEMIC FACULTY

APPENDIX A   Minimum Qualifications to Teach in the SCD

Introduction

The Higher Education Standards Framework, Section 3.2 requires that

1. The staffing complement for each course of study is sufficient to meet the educational, academic support and administrative needs of student cohorts undertaking the course.

2. The academic staffing profile for each course of study provides the level and extent of academic oversight and teaching capacity needed to lead students in intellectual inquiry suited to the nature and level of expected learning outcomes.

3. Staff with responsibilities for academic oversight and those with teaching and supervisory roles in courses or units of study are equipped for their roles, including having:

    a. knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice

    b. skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of particular student cohorts, and

    c. a qualification in a relevant discipline at least one level higher than is awarded for the course of study, or equivalent relevant academic or professional or practice-based experience and expertise, except for staff supervising doctoral degrees having a doctoral degree or equivalent research experience.

4. Teachers who teach specialised components of a course of study, such as experienced practitioners and teachers undergoing training, who may not fully meet the standard for knowledge, skills and qualification or experience required for teaching or supervision (3.2.3) have their teaching guided and overseen by staff who meet the standard.

5. Teaching staff are accessible to students seeking individual assistance with their studies, at a level consistent with the learning needs of the student cohort.

The SCD has determined that the following specifications meet these standards.

Part A: Qualified to at Least One Qualification Standards Level Higher than the Course of Study Being Taught

Where the qualifications or experience of a proposed teacher are considered inadequate for unsupervised teaching within the SCD, the Coursework Committee may recommend approval of that person as an associate teacher. Strict supervision procedures are outlined in the **Accreditation of Academic Faculty: Policy and Procedures**. Associate teachers will be accredited for specific units only and normally for maximum of four units only.

All qualifications must include substantial study in the subdiscipline for which accreditation is being sought. Evidence of a commencement in relevant scholarship for early career faculty is highly desirable and sustained engagement in relevant scholarship for later career faculty is essential.

SCD Unit Level To Be Taught	Teacher	Associate Teacher
AQF Level 5	AQF Level 7 Bachelor degree in theology, ministry, divinity or philosophy	AQF Level 7 qualification in theology, ministry, divinity or philosophy
AQF Level 7	AQF Level 7 qualification in theology, ministry, divinity or philosophy with substantial study in the relevant subdiscipline **AND** A 1 year AQF Level 8 qualification in theology, ministry, divinity or philosophy with substantial study in the relevant subdiscipline *Research Units*: As well as or as a part of the above requirements, supervision of research units (research essay, research project) requires a research qualification of at least AQF Level 8	AQF Level 7 qualification in theology, ministry, divinity or philosophy with substantial study in the relevant subdiscipline **AND** A 1 year AQF Level 8 qualification in theology, ministry, divinity or philosophy with substantial study in the relevant subdiscipline
AQF Level 8	AQF Level 9 qualification in theology, ministry, divinity or philosophy with substantial study in the relevant subdiscipline *Research Units*: As well as or as a part of the above requirement, supervision of research units (research essay, research project, research methods, thesis) requires a research qualification of at least AQF Level 9	AQF Level 9 qualification in theology, ministry, divinity or philosophy with substantial study in the relevant subdiscipline
AQF Levels 9-10	AQF Level 10 qualification in theology, ministry, divinity or philosophy with substantial study in the relevant subdiscipline	

Part B: Qualified with at Least TWO AQF Levels Higher than the Unit of Study Being Taught

1. A faculty member may be accredited to teach individual units from outside their specific discipline of study, if they are qualified within the ASCED 0917 narrow field of study to TWO AQF levels higher.

    Thus, applying the rules from Part A and Part B:

AQF	Accredited teachers must be at least:	
Unit level	**in specific SCD discipline**	**In ASCED 0917 narrow field**
9	10	n/a
8	9	10
7	8	9
6	7	8
5	6	7

2. For practical or skills-based units which may entail a risk of harm, a faculty member may be accredited to teach units from outside their own subdiscipline of study, if they
    a. are accredited to teach in another subdiscipline within the same discipline; and
    b. have relevant demonstrated professional experience of at least 3 years; and/or
    c. have relevant professional development in the last 10 years.
    See further, Appendix D.

    Relevant evidence for the accreditation sought after must be provided with the application form.

Part C: Qualified with Equivalent Professional Experience

Accreditation as Teacher: Professional Qualifications	
Professional qualifications equivalent to an AQF Level that is at least one Qualification Standard level higher than the course of study being taught	
The applicant must hold a Bachelor's degree in the subdiscipline to be taught and demonstrate • high professional standing **and** • broad theological understanding and awareness.	
1) **Professional Standing**: demonstrate activity in at least two of the following areas within the past five years	Evidence required
a) Employment at a supervisory or other advanced level in work directly related to the teaching area accompanied by three references from leaders in the field *(two of whom should be external to the applicant's MI)* certifying that that the applicant is well-regarded professionally by his/her peers	Certified copies or original documents of attestation provided by officials in senior leadership positions detailing the nature and quality of the elements of experience relevant to the teaching area
b) Professional Development: maintain professional certification, attend professional conferences and workshops.	Certified copies or original documents of professional membership or conference/workshop involvement
c) Professional Leadership: Officer in international, national, or state associations	Certified copies or original documents of attestation provided by officials in senior leadership positions detailing the nature and quality of the elements of experience relevant to the teaching area
d) Books: Academic Research or practitioner-oriented scholarship	Full citation details of relevant publication(s), with a statement of the relevance to the teaching area
e) Articles: Published research in Peer-reviewed journals, or non-peer reviewed scholarship in practitioner journals	Full citation details of relevant publication(s), with a statement of the relevance to the teaching area
f) Editorials: Editorial in professional magazines or journals	Full citation details of relevant publication(s), with a statement of the relevance to the teaching area
g) Presentations: Local, regional, national or international practitioner conferences.	Certified copies or original documents of professional membership or conference/workshop involvement

h) Authoring public or professional reports	Full citation details of relevant publication(s), with a statement of the relevance to the teaching area
i) Engage in other professional duties and responsibilities deemed sufficient to demonstrate currency in teaching area.	Certified copies or other documentary evidence of attestation of such activity and a statement of its relevance to the teaching area
2) Theological understanding and awareness: demonstrate an integration of professional activity and theological understanding in at least two of the following activities within the past five years	Evidence required
a) Professional Leadership: Officer in international, national, or state associations	Certified copies or original documents of attestation provided by officials in senior leadership positions detailing the nature and quality of the theological dimensions of the professional leadership involved
b) Books: Academic Research or practitioner-oriented scholarship	Full citation details of relevant publication(s), with a statement of the theological dimensions relevant to the teaching area
c) Articles: Published research in Peer-reviewed journals, or non-peer reviewed scholarship in practitioner journals	Full citation details of relevant publication(s), with a statement of the theological dimensions relevant to the teaching area
d) Editorials: Editorial in professional magazines or journals	Full citation details of relevant publication(s), with a statement of the theological dimensions relevant to the teaching area
e) Presentations: Local, regional, national or international practitioner conferences.	Certified copies or original documents providing details of such presentations, with a statement of the theological import of the presentation(s)
f) Authoring public or professional reports	Full citation details of relevant publication(s), with a statement of the theological dimensions relevant to the teaching area
g) Engage in other professional duties and responsibilities deemed sufficient to demonstrate currency in integration of professional activity and theological understanding.	Certified copies or other documentary evidence of attestation of such activity and a statement of its theological relevance to the teaching area

APPENDIX B: Accreditation of Academic Staff from Recognised Institutions

Introduction
Academic staff from an institution recognised by the SCD may be accredited to teach within the SCD.

Recognition of institution
Nominations for recognition of institution by SCD will be submitted by an SCD teaching body to the Director of Academic Strategy. The nomination will take the form of a one page document that provides the following information: name of institution, history, courses offered, accreditation, academic staff (number and quality). The Director of Academic Strategy will consider the nomination and recommend to the Coursework Committee for recognition by Academic Board.

Accreditation of Academic Staff from Recognised Institutions
Applications for accreditation of academic staff from recognised institutions will be submitted by an SCD teaching body to the Director of Academic Strategy. It will be accompanied by proof of their status within the recognised institution and a statement that outlines the proposed activities of the applicant and their suitability to undertake these activities. The Director of Academic Strategy will consider the nomination and recommend to the Coursework Committee for recognition by Academic Board.

Duration of Accreditation
Accredited staff from recognised institutions will be required to renew their accreditation by submitting a full curriculum vitae at the time of applications for accreditation with TEQSA.

APPENDIX C: **Accreditation of Academic Staff as Teachers of subdiscipline D: Theological Education**

Introduction

The subdiscipline of Theological Education (D), established in 2017 within the discipline Humanities in the Christian Tradition, differs from the other SCD subdisciplines in that, rather than delivering part of the curriculum towards regular theological awards, it serves theological education by enabling theological teachers wishing to improve their professional work to reflect upon and engage in research about Learning & Teaching Theology towards the formal qualification of the Graduate Certificate in Theological Education (GradCertThEd).

The subdiscipline has a dual nature. It aims to foster a consistent marriage of the two elements of theology and education at all stages, aiming to produce graduates with a sufficient theological base by which to frame their educational theory and practice, and a sufficient educational context in which to ground and apply their theology.

Academic staff already accredited as SCD teachers in another (sub)discipline may be accredited to teach within the subdiscipline of Theological Education. Given the dual nature of the subdiscipline, teaching faculty require a dual qualification in both elements of *theological education* at an appropriate level for the award. Teachers need to have advanced studies in a theological discipline to ensure the theological integrity of the student's learning experience. They also need to have a current awareness of educational theory and practice with special application to the theological context.

Since the subdiscipline is specifically designed for other theological educators in the tertiary sector, teachers also require sustained and current experience in *theological education* of a demonstrable quality which commends them to learners who are their professional peers.

3. Accreditation of Teachers for (D) Theological Education

3.1 Basic Requirements for Accreditation

A PhD in their own specialty area combined with longevity, currency, and demonstrable quality in both teaching and academic leadership within that discipline of specialty. In part and normally, this will be demonstrated by accreditation, classification, and professional activity within the SCD.

Formal qualifications in education or demonstrable professional equivalence suitable for a teacher of AQF 8.

Demonstrable and recognised experience in combining both qualifications in the practice of theological education.

Currently (within the last five years) engaged in theological education.

3.2 Criteria of Accreditation

(a) Accreditation by Formal Qualification

Accreditation by Formal Qualification is achieved by:

      i. a PhD in a field of Philosophy and Religious Studies, with publications and teaching experience; **AND**

      ii. an AQF 8 qualification in the field of Education; **AND**

iii. a demonstrable combination of the two formal qualifications, whether as a formal part of an academic program (e.g. a thesis) or other significant publications; sustained (10+ years) class-room teaching experience of recognised quality; or recognised academic leadership in the theological sector.

Thus, given iii, even Formal Qualification requires a demonstration of suitability that goes beyond the acquisition of relevant academic awards.

(b) Accreditation by Professional Equivalence

Whereas there may be some who gain accreditation by formal qualification, accreditation will more commonly require the demonstration of professional equivalence, especially for the Educational element.

Accreditation by Professional Equivalence is achieved by EITHER:

i. a PhD in a field of Philosophy and Religious Studies, with publications and teaching experience; **AND**

ii. a sustained (10+ years) and current experience in education (both class-room teaching and academic leadership, and publication in learning and teaching), which is of demonstrable and recognised quality and informed by research into tertiary learning and teaching; **AND**

iii. a demonstrable combination of the two elements, at a level appropriate to the tertiary theological sector.

OR:

i. a PhD in a field of Education AND a qualification in Philosophy and Religious Studies of at least AQF 9, with publications and teaching experience; **AND**

ii. a sustained (10+ years) and current experience in theological education (both class-room teaching and academic leadership), which is of demonstrable and recognised quality and informed by research into tertiary learning and teaching; **AND**

iii. a demonstrable combination of the two elements, at a level appropriate to the tertiary theological sector.

APPENDIX D: Guidance Note: *CRITERIA FOR RISK in Selecting Teachers for "Practical" Units*

Description

There is an inherent requirement that teachers of practical units possess the necessary skills, expertise and knowledge to effectively and safely deliver core learning outcomes of a course. As such, teachers of practical units should have relevant experience in the field.

This guide distinguishes practical units from purely theoretical units by virtue of the presence of any skills-based activities, application of theoretical concepts for solving 'real-world' problems or other 'hands-on' exercises.

What are the risks?

Risks may be related to:

- Students not sufficiently meeting learning outcomes of the course.
- Students not being provided accurate, adequate or timely feedback on their practical skills/learning, thus hampering developing competencies.
- Student's own wellbeing/welfare, particularly where class-based learning involves the discussion, sharing or role-playing of topics and interventions that have the potential to provoke strong personal emotions/reactions or re-trigger traumatic/stressful memories or experiences.
- Students adopting flawed or sub-optimal skills that create a risk of harm to others, such as in placement/practicum units, fieldwork experience and/or in the relevant industry or profession during or after their studies.

Purpose

To guide MIs in the selection of teaching staff for practical or skills-based units.

Criteria:

1. Accredited to teach in the discipline,

   PLUS

2. Relevant demonstrated professional experience of at least 3 years; and/or
3. Relevant professional development in the last 10 years.

Note:

Teaching Body will examine the CUO with particular attention to the Learning Outcomes and Content, and to cross-check points 2 and 3 of the criteria above to satisfy teaching requirements.

Example:

C8145 – Pastoral Counselling: Grief, Loss and Trauma

The appropriate staff member will:

- Be accredited to teach in the Discipline of Christian Life and Ministry
- Have at least three years of experience in the field of counselling, with particular expertise / special interest in the areas of grief/loss and trauma
  - This will be demonstrated through a CV, examples of the type of counselling services provided (e.g., cases, presentations), organisations worked/roles, academic/training positions, etc.
- In addition to the above (or as a standalone criterion should they have general counselling experience), demonstrate participation in professional development in the areas of counselling for grief/loss and trauma during the last 10 years.