

CONTENTS

1	PRELIMINARIES	1
	Commencement	1
	Purpose	1
	Application	1
2	DEFINITIONS	1
3	POLICY	2
4	RESPONSIBILITIES	3
5	PROCEDURES	3
6	RELATED LEGISLATION AND DOCUMENTS	3
	Institute Documents	3
	Applicable External Standards and Codes	3
7	FEEDBACK	3
8	APPROVAL DETAILS	4

1 PRELIMINARIES

Commencement

This policy and procedure commence on 1 April 2023

Purpose

This scholarship framework outlines how the Polytechnic Institute Australia (“PIA”) encourages and supports scholarly activity undertaken by the academic staff and the basis for those scholarly activities.

The framework is designed to ensure that PIA meets the two key drivers of scholarship, viz:

- To ensure academic staff are up to date with not only the content being taught (to ensure relevance in the workplace) but also with how to better engage with students, how to make better use of technology in the learning environment, and how to improve the learning experience and outcomes of students; and
- To comply with the requirements of the Higher Education Standards Framework (Threshold Standards).

Application

This policy and procedures apply to all academic staff at PIA.

2 DEFINITIONS

The definitions of terms used in this document are contained in the Institute Glossary

Scholarship Framework

3 POLICY

3.1 The Higher Education Standards Framework (Threshold Standards) requires staff with responsibility for academic oversight, teaching and supervisory roles for courses and units (that is, course and unit coordinators) to have all three of the following:

- 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 AQF 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.¹

3.2 Scholarship within PIA will be based on the model developed by Ernst Boyer² which identified four aspects of scholarship:

- Discovery – what we know as traditional academic research.
- Integration – bringing knowledge and research from different disciplines together.
- Application – using knowledge to assist individuals or professions = connect knowledge with practice.
- Teaching – developing your skills as a teacher to improve student engagement and outcomes through active and critical learning.

3.3 The TEQSA Guidance Note on Scholarship³ recognises a number of activities that can be considered as scholarship, recognising the different needs and level of maturity of an organisation. PIA will use these examples to guide the application of scholarship and the collection of data to recognise the contribution by staff members.

3.4 The Framework, focuses on the teaching-learning nexus, and is based on the premise that engagement in academic scholarship will lead to effective teaching. It will bring together both discipline-based and practice-based learning. The Framework has the following principles:

- A collaborative, collegial approach towards the acquisition of skills and knowledge;
- Individual staff member's ownership of their Scholarship Plan;
- Discipline-based and practice-based learning are equally important; and
- The most relevant quality indicator is the quality of student engagement.

3.4 Each member of the PIA academic staff (whether full-time, part-time or casual) is required to provide evidence of their engagement in scholarly activities in the advancement of their discipline knowledge and professional teaching practice and be able to apply these to their teaching activities.

3.5 A culture of scholarship is a key outcome for the Institute. It is a fundamental characteristic of higher education and will be supported financially and through allocation of time to an academic. Some activities may include:

¹ (Higher Education Standards Framework (Threshold Standards) 2015; Standard 3.2: Staffing - 3.2.3)

² E.L. Boyer (1990) *Scholarship Reconsidered: Priorities of the professoriate*, New York: Jossey-Bass.

³ <https://www.teqsa.gov.au/latest-news/publications/guidance-note-scholarship>

Scholarship Framework

- membership of professional organisations;
- engagement with discipline related activities including seminars, conferences, literature reviews; research contributions;
- undertaking higher or broader formal qualifications in their discipline or pedagogy; and
- practice based learning including integration or adaptation of current/updated ideas into teaching, adaptation of the curriculum and/or delivery model, enhancing student engagement through learning innovation.

4 RESPONSIBILITIES

- 4.1 The Dean has responsibility for the administration of this framework.

5 PROCEDURES

- 5.1 The detailed procedures and requirement to apply this Scholarship Framework are set out in the Continuing Professional Development Policy and Procedures.
- 5.2 Each academic staff member in conjunction with their Head of Discipline or Academic Manager will develop an annual Continuing Professional Development Plan. The execution of the plan, including any amendments will be review each semester and formally once a year.
- 5.3 The Associate Dean (Learning & Teaching) will maintain a register of planned and actual scholarly activities which will be reported to the Academic Board annually.

6 RELATED LEGISLATION AND DOCUMENTS

Institute Documents

Continuing Professional Development Policy and Procedures
Individual Scholarship Plan

Applicable External Standards and Codes

Standards/Code	Standards/Clauses
Higher Education Standards Framework (Threshold Standards) 2021	Various
ESOS National Code	Various
National Code of Practice for Providers of Education and Training to Overseas Students 2018	10

7 FEEDBACK

- 7.1 PIA staff and students may provide feedback about this document by emailing policy@pia.edu.au for such feedback to be incorporated into a future review.

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Page 3 of 4



8 APPROVAL DETAILS

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Administrator	Dean
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