Accreditation

ACDICT
The CBOK is used both to support the accreditation and certification processes. It provides:

- Essential ICT Knowledge required for any ICT professional. This includes ICT Professional Knowledge and ICT Problem Solving; and
- General ICT Knowledge which provides graduates with a breadth of understanding of the ICT industry regardless of his/her ICT job role. This includes Technical Resources, Technology Building, and ICT Management.
Skills Framework for the Information Age (SFIA)

SFIA is a *competency skills framework* for aligning a workforce to deliver the needs of an organisation.

It is the recognised *international standard* for ICT talent management.

Using SFIA gives individuals and companies a *common language* to describe the capabilities required to deliver business outcomes – how to identify skills and knowledge to get the job done.

It is also the *basis* for the professional grades, accreditation and programs of the ACS.
ICT job role & SFIA

- The ACS does NOT present a detailed syllabus of study for educational institutions to follow
- Institutions are expected to nominate one or more ICT job roles for the program
- Use ACS Skills white paper, QLD govt site, etc to specify key SFIA skills for each nominated job role.
Seoul Accord

• ACS bachelor degree accreditation is also subject to the Seoul Accord, an agreement between *international accrediting bodies* to recognise the processes and results of accreditation.

• *Current signatories* are the following organisations: ACS, BCS (United Kingdom), CIPS (Canada), JABEE (Japan), ABEEK (Korea), ABET (USA), HKIE (Hong Kong) and IEET (Taiwan).

• *Provisional signatories*: New Zealand, Philippines, Ireland
Seoul Accord

- ACS undergraduate accreditations in Australia automatically covered by Seoul Accord
  - Out-of-jurisdiction accreditations need to be separately listed with Seoul Accord at biannual meeting
  - Currently only list overseas programs of Australian-based institutions
Seoul Accord

• Postgraduate programs NOT currently covered by the Seoul Accord
  • Working party formed at recent Kuala Lumpur workshop to look at extending the Seoul Accord to Masters programs
How ACS satisfies the Seoul Accord graduate attributes

• Institutions do NOT have to show how they satisfy the Seoul Accord graduate attributes

• Programs that satisfy the ACS accreditation criteria are accepted as satisfying the Seoul Accord
Professional level accreditation

• Programs that prepare students for initial professional practice

• A qualification at AQF level 7 (or above) is a basic requirement for an ACS accredited program for initial professional practice
  • Undergraduate degrees
    • Also conversion graduate diplomas & conversion masters

• ACS ICT Graduate Attributes
  • Based on AQF level 7 graduate attributes
    • Specifically reference ICT
    • Include innovation & entrepreneurship
ACS ICT graduate attributes

• Graduates will have broad and coherent knowledge and skills for ICT professional work and/or further learning in a global economy. This knowledge should extend to being innovative and entrepreneurial as appropriate to the ICT occupation they are pursuing.

• Graduates will have broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice in ICT
ACS ICT graduate attributes

• Graduates will have well-developed cognitive, technical and communication skills to select and apply methods and technologies to:
  • analyse and evaluate information to complete a range of activities in their ICT area of expertise
  • analyse, generate and transmit solutions to unpredictable and sometimes complex ICT problems
  • transmit knowledge, skills and ideas to others

• Graduates at this level will apply knowledge and skills to demonstrate autonomy, well-developed judgement and responsibility:
  • in contexts that require self-directed work and learning
  • within broad parameters to provide specialist advice and functions
Graduate ICT job roles

• Identify ICT job role of the graduates

• SFIA skills for the intended ICT job role of the graduates
  
  • ACS ICT Skills White Paper - identifies the skills profiles for twenty five common ICT job roles.
  • Queensland government Chief Information Office

• Units that support SFIA skills identified above
ICT Essential knowledge areas

- ICT Professional Knowledge
- ICT Problem Solving
Professional knowledge

- Ethics
- Professionalism
- Teamwork concepts and issues
- Interpersonal communication
- Societal issues/Legal issues/Privacy
- Understanding the ICT discipline
ICT problem solving

• This requires knowledge of how to use modelling methods and processes to understand problems, handle abstraction and design solutions.
General ICT knowledge areas

• Technology building
• Technology Resources
• ICT management
Technology building

- Human factors
- Programming
- Systems development and acquisition
Technology resources

- Hardware and software fundamentals
- Data and information management
- Networking
ICT management

• ICT governance and organisational issues
• ICT project management
• Service management
• Security management
Postgraduate degrees for initial professional practice

- **Non-cognate**

- **Cognate**
  - A non-cognate masters and a cognate masters with different award names are offered and are identical with the exception that the cognate masters omits four ICT foundation units in the non-cognate version, and the non-cognate version meets the professional level accreditation guidelines.
  - Non-cognate entry to the cognate masters can be achieved by the satisfactory completion of a nested award (e.g. completion of a specific graduate certificate that provides ICT foundation skills and knowledge), such that the complete pathway meets the professional level accreditation guidelines.
  - A program takes both non-cognate and cognate entry students, but cognate-entry students are given advanced standing for up to four foundation subjects on specified CBOK topics and there is a rigorous process to manage this.
Advanced Professional level accreditation
Graduate attributes expected from an Advanced Professional level accredited degree

- Specialised knowledge and skills for ICT research, and/or professional practice and/or further learning.
- An advanced and integrated understanding of a complex body of knowledge in one or more disciplines or areas of practice in ICT.
Graduate attributes expected from an Advanced Professional level accredited degree

- Expert, specialised cognitive and technical skills in an body of knowledge or practice to independently:
  - analyse critically, reflect on and synthesise complex information, problems, concepts and theories in ICT;
  - research and apply established theories to a body of knowledge or practice in ICT;
  - interpret and transmit ICT knowledge, skills and ideas to specialist and non-specialist audiences.
Graduate attributes expected from an Advanced Professional level accredited degree

• Ability to apply ICT knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner.
Specific program requirements

a) Entry to the program requires:
   • An undergraduate ACS accredited degree or a course accredited by a Seoul Accord signatory, or equivalent.
   and
   • Ideally a minimum of 2-3 years ICT experience with a minimum of 2 years as SFIA generic level 4. Where this is not the case institutions should justify how the program can still achieve the desired SFIA level 5 skill.
Specific program requirements

b) Program duration equivalent to at least 18 months full time study. All units should contribute to the achievement of the designated ICT job role.

c) The program should address at least one ICT skill at SFIA level 5 or above in a specific area related to the intended career role.
Specific program requirements

d) The program should be structured so that students have a clear progression through the program to achieve the designated SFIA job role(s).

e) All units should be at an advanced level with all subjects using assessments that require elements of analysis, evaluation and synthesis (Levels 4, 5 and 6) of Bloom’s taxonomy.
Specific program requirements

f) The program should include a capstone unit in the final semester, ideally for an industry-based client, to enable the student to demonstrate application of at least one SFIA level 5 skill.

g) The program should provide appropriate coverage of the Professional Knowledge area of the ACS ICT Profession Core Body of Knowledge.
Certification

Pathway acceleration
**WIL & Honours**

- **Work integrated learning (WIL)** - Where the work-based learning extends the study period beyond the normal three-year program, the WIL component may be counted towards the experience requirements for ACS professional certification.

- **Honours** - The honours year may be counted towards the experience requirements for ACS professional certification, provided an Honours degree in ICT is awarded in an area relevant to the SFIA level 3 specialism(s) of the applicant.

- Apply to CT and/or CP certification
Advanced Professional level accreditation program

• Completion of an Advanced Professional degree may reduce the experience requirement by up to 2 years
• Applies to CP certification