

External Perspectives on Accreditation

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(occasional ACS accreditation panel chair)

ACS - EA Accreditation Panels

Are invited by Uni's - there is no compulsion

Know that university courses are not *primarily* professional training

Aim to help departments do as well as they can, not cane them

Seek just what you would expect of QA - courses that:

- explicitly meet a range of **internal and external influences**

- clearly specify objectives

- specify structural and functional designs to achieve those objectives

- mobilise quality educational and institutional resources

- operationalise the designs and resources in teaching & learning

- authentically assess students

- provide access to operational evidence of all the above

Looking at internal and external influences ...

Course Design Influences

The Discipline(s)

international curricula - CS2013, IS2007
CORE, ACPHIS ... ACDICT!
texts, conferences, journals

Course Design Influences

The Discipline(s) (CS2013, IS2007, texts, journals, CORE, ACPHIS...)

The Profession(s)

ACS-EA:
SFIA

CBoK, Seoul Accord, ..
Accreditation manual (3 levels, capstone unit ...)

ALIA, DAMA, RIMPA, PMI...

Course Design Influences

The Discipline(s) (CS2013, IS2007, texts, journals, CORE, ACPHIS...)

The Profession(s) (ACS-EA, ALIA, PMI... SFIA)

The Government

AQF, TEQSA
compacts

Course Design Influences

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The Profession(s) (ACS-EA, ALIA, PMI... SFIA)

The Government (AQF, TEQSA)

The University

grad skills and attributes

educational themes – work-integrated-learning, internationalisation

T & L practices – Bloom, etc

policy & processes

quality assurance – moderators, reviews ...

PKIs ...

Course Design Influences

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The Government (AQF, TEQSA)

The University (Grad skills, educational themes, policy & processes)

The Market

sources of students – school / vet / mature age

graduate destinations – local workplace

collaborations / competition

undergrad / masters – multi-disciplinary

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The University (Grad skills, educational themes, policy & processes)

The Market (source of students, grad demand, competition)

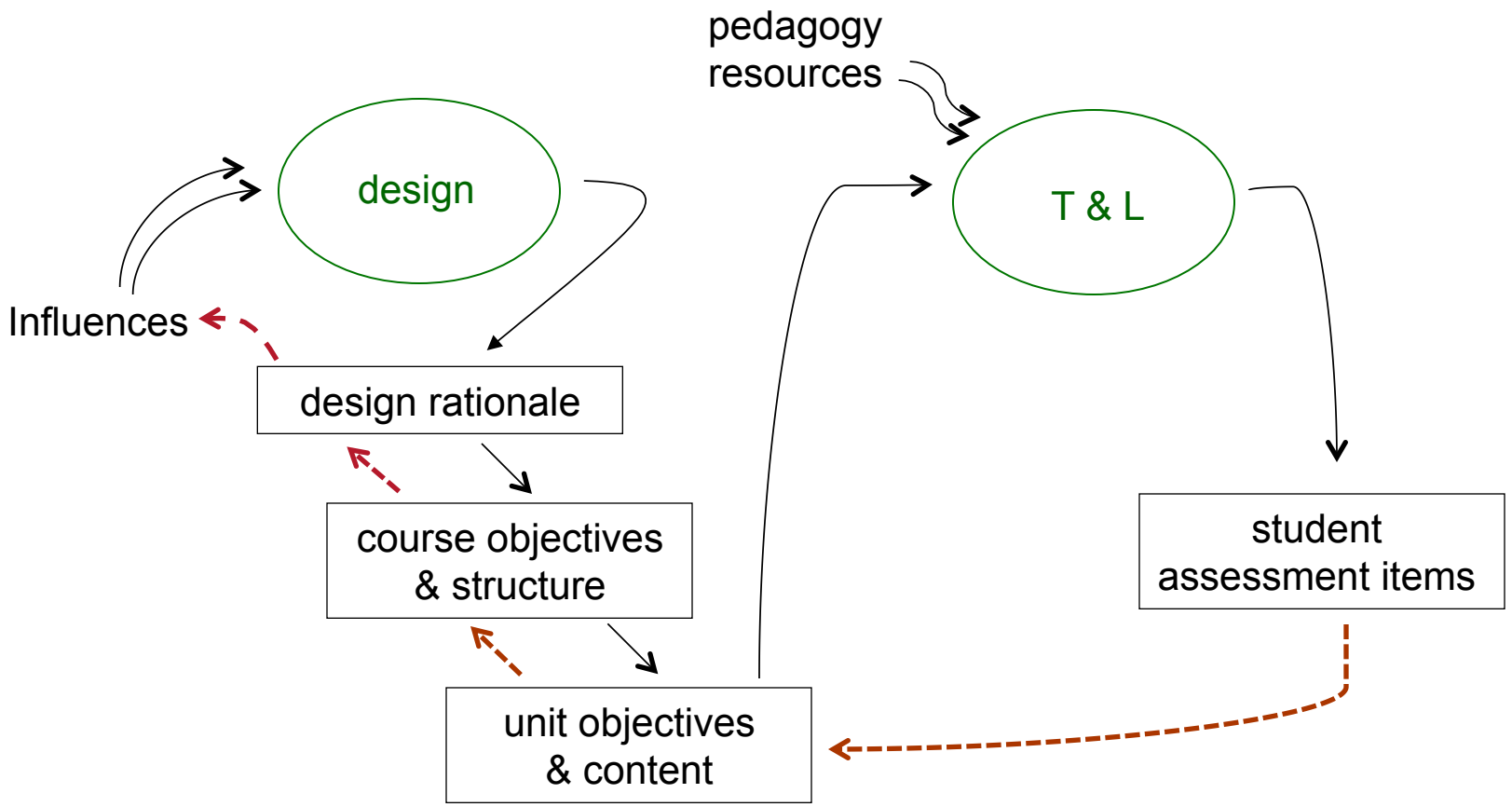
The Faculty

academic capability & interest profiles,
research agenda, industry engagement
alliances & inter-disciplinary relationships

Course Design Influences

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The Profession(s)	(ACS-EA, ALIA, PMI... SFIA)
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The University	(Grad skills, educational themes, policy & processes)
The Market	(source of students, grad demand, competition)
The Faculty	(academic capabilities, research, engagement...)

Course Design & Teaching



←-- feed back: *closing the loop*. ACS-EA looks at artefacts and talks with participants

Accreditation Issues

Difficulties of reification: making abstract into actual:
management-speak
generic skills, especially assessment
professionalism, especially ethics

Making the concrete accessible:
simplification – the one-page quality portfolio (TEQSA)

Masters courses:
conversion .vs. extension masters courses (AQF)
CBoK - seems designed for undergrad courses
does it work so well with masters courses ? (ACS)

SFIA:
seems very light on software engineering

...

Possible workshop in Canberra – RMIT / UC

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