External Perspectives on Accreditation

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(occasional ACS accreditation panel chair)
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: CBoK, Seoul Accord, ..
  Accreditation manual (3 levels, capstone unit …)

- SFIA

- 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

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

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

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

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

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
Course Design Influences

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

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

The Government  (AQF, TEQSA)

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

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

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

The Government (AQF, TEQSA)

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

- Course objectives & structure
- Unit objectives & content
- Pedagogy & resources
- Student assessment items

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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