



## ACS Accreditation Support Services

See the [ACS Accreditation Website](#) for an Overview of the accreditation scheme and details of its rationale and processes.

ACS Accreditation support is available to providers contemplating accreditation. The process for accreditation is specified in the [Accreditation Manual](#) Volume 1. The preliminary phase of the process involves a self-analysis of the provider and the program based on the accreditation criteria (Accreditation Manual Volume 2). The self-analysis is best driven by drafting an accreditation application (see Accreditation Manual Volume 3).

The support services aim to assist providers in their self-analysis and to provide the guidance necessary to design and construct high-quality programs that may be accreditable. Note that these activities are not pre-requisites for ACS accreditation, nor do they guarantee eventual accreditation. The ACS and its agents will not involve themselves in any way in the engagement as consultants, or actively contribute to program design. In accordance with ISO17024, these services are totally divorced from the accreditation evaluation itself.

The following options are indicative of the support the ACS can provide. They may be tailored by negotiation and bespoke support may also be arranged to suit particular needs. Contact us at [accreditation@acs.org.au](mailto:accreditation@acs.org.au) or +61 (0) 2 9299 366.

### 1. Program Preliminary Appraisal

The ACS will appoint an ICT higher education expert to undertake an Accreditation Preliminary Appraisal on request for a provider with existing ACS accreditations, or an provider seeking ACS accreditation that has completed a self-assessment.

The ICT higher education expert will review the provider's program design, prepare a report, and advise on the interpretation of accreditation requirements, application preparation, application evaluation and on the accreditation process but will not engage with the work of the provider such as program design, subject curriculum, assessment, staffing, facilities, etc.

Providers with existing programs are expected to liaise with the expert to provide any IT access permissions that may be appropriate and provide digital navigation to assist appraisal.

## 2. Program Design Workshop

This workshop is aimed at the curriculum development team. It will enable the provider to complete a self-analysis and identify corrective actions in readiness for an accreditation application or to support a TEQSA application. The ACS will appoint an ICT higher education expert to present the workshop in conjunction with the provider.

Participants will review and discuss their program design in terms of the following topics, producing a Development Plan with actions to address accreditation criteria.

1. Principles of Design Quality, the practice of authentic Quality Audit
2. Quality Criteria – ACS graduate standards
3. International bodies of knowledge, curricular & skills frameworks
4. Program design for Seoul Accord
5. Program design for occupational alignment
6. Program design for CBoK
7. Professional skills & work readiness
8. Development Plan and preparation for ACS accreditation

The expert's role is to help the provider plan an accreditation submission, to identify matters to be resolved before accreditation, to maintain an ongoing relationship with the provider until either the accreditation application is sufficiently advanced for an ACS case manager to be assigned, or the expert decides that the provider is not ready to proceed with an accreditation application.