



ACS Accreditation underpins the calibre of future professionals who will be relied on for expertise and professionalism in digital technology-related disciplines.

ACS promotes quality in ICT-related higher education to meet future industry needs. ACS sets graduate standards, provides support for improvement in higher education and gives recognition to quality programs through structured review and accreditation of ICT-related degree and masters programs.

ACS accreditation strengthens ICT higher education. ACS accreditation is awarded to an institution and its programs only after a rigorous evaluation of their capacity to produce graduates who have the knowledge and skills required of an ICT professional. Not all ICT programs achieve ACS accreditation, and many are required to address shortcomings within set time frames to maintain accreditation status. The process is a stimulus for rigour in program design and a filter for those not able to meet the standards.

Benefits of ACS accreditation:

With a growing range of ICT-related courses on offer, ACS accreditation provides quality assurance and a marketing edge for degree and masters programs. Faculties can be reassured that program design is robust and meets market needs. Industry can be confident that the qualification is founded on sound curriculum, specialist teaching capability and effective industry linkage.

Students can be reassured that their qualification has industry recognition. International students can be reassured that their qualification aligns with an appropriate ANZSCO code for skilled migration purposes. The ACS website [accredited courses listing](#) provides recognition and differentiation from non-accredited courses.

ACS accreditation criteria and standards:

Before ACS accredits its programs, an institution must first be accredited by TEQSA (Tertiary Education Quality and Standards Agency) as ACS does not duplicate that assessment. International institutions seeking ACS program accreditation should likewise be accredited or registered with a national statutory body.

ACS accreditation criteria draw from the following standards:

- the [Australian Qualification Framework](#) (AQF);
- the [Australian Higher Education Standards Framework](#) (HESF);
- the ACS Core Body of Knowledge for ICT (CBoK), available [here](#);
- the international [Seoul Accord](#) graduate attributes; and
- the [Skills Framework for the Information Age](#) (SFIA).

ACS accreditation examines:

1. the educational institution: ICT discipline-specific criteria within the HESF; and
2. each program: ICT discipline-specific criteria to meet AQF standards:
 - A. Program design
 - B. ICT job role & related SFIA skills
 - C. ICT knowledge: Essential, general & specialist
 - D. Advanced ICT knowledge: complex computing
 - E. Integrated & applied ICT knowledge & skills
 - F. Preparation for professional practice

For more information and key accreditation documents [click here](#).



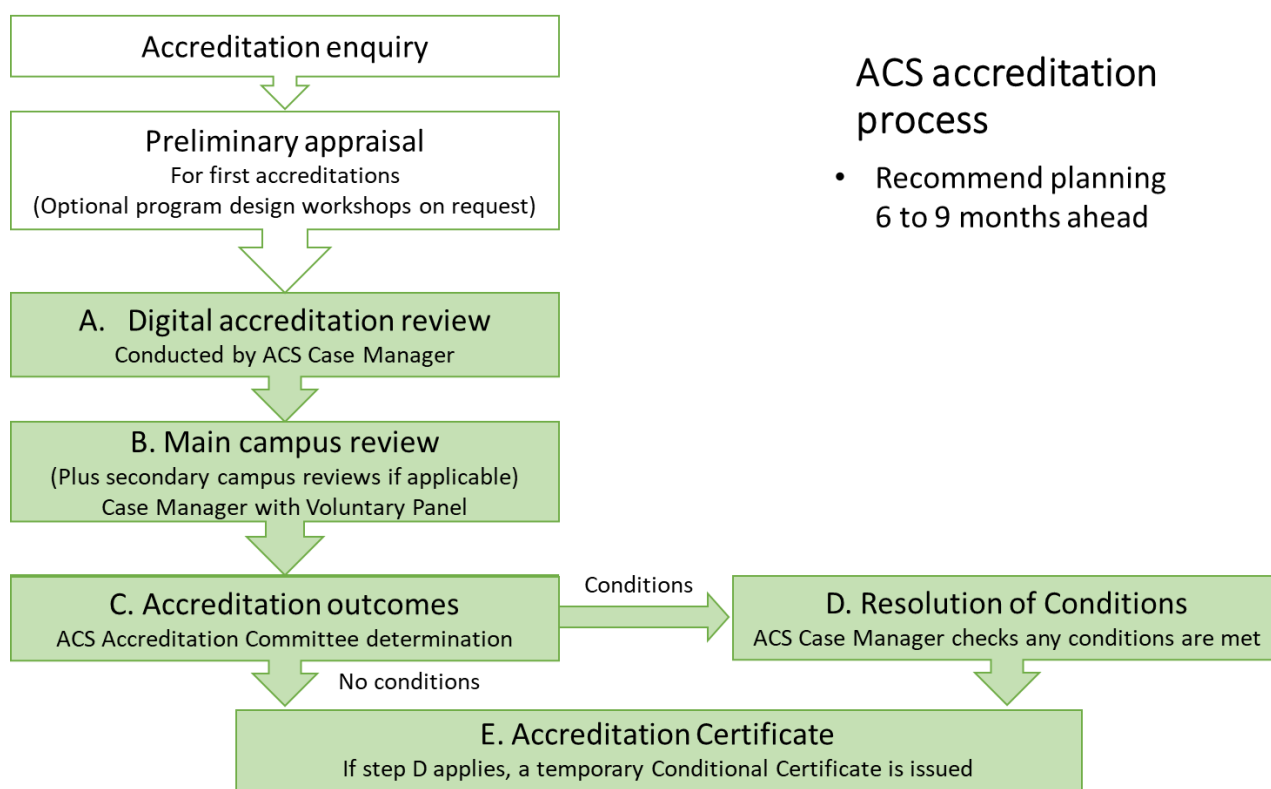
The ACS accreditation experience:

ACS accreditation aligns with the Universities Australia/Professions Australia *Joint Statement of Principles for Professional Accreditation* (2016), available [here](#). The ACS accreditation process was redesigned in 2019 to:

1. Simplify process
2. Align standards with TEQSA, the HESF and the AQF
3. Be clear on criteria but flexible on forms of evidence
4. Reduce duplicate information and duplicate analysis
5. Streamline submissions & reduce compliance costs
6. Seek a more authentic evaluation

A Preliminary Appraisal helps institutions new to ACS accreditation to plan and prepare for accreditation and to self-assess for readiness to proceed. ACS also offers program design workshops on request.

Before work starts on an application, the ACS Case Manager plans and prepares with the institution. Applications are brief and ACS will seek digital information access rather than big bespoke reports. Accreditation starts with a digital review then proceeds to a campus review by an expert panel. Outcomes are determined by the ACS Accreditation Committee. Conditions of accreditation may be imposed, and corrective actions may be required by a set date.



ACS accreditation process

- Recommend planning 6 to 9 months ahead

Obtaining ACS accreditation:

Higher education providers new to ACS or those not yet familiar with the ACS 2019 accreditation process reforms should acquaint themselves with our flexible service model before planning a submission. Make early contact to ask how ACS can help and what fees will apply.

For further information, please contact us at accreditation@acs.org.au or +61 (0) 2 9299 3666

For Accreditation Scheme documents: <https://www.acs.org.au/cpd-education/acs-accreditation-program.html>



Specialist Accreditation

With growing need for recognised expertise in contentious areas of ICT the ACS has responded with the creation of specialist accreditations.

Cyber Security:

There have been calls from government and industry for recognition of specialist Cyber Security qualifications and expertise. In 2019 the ACS introduced a specialist accreditation in Cyber Security.

The ACS website [accredited courses listing](#) provides recognition and differentiation from non-specialist courses.

The ACS offers **Specialist Accreditation in Cyber Security** for higher education programs with (in summary):

- an identifiable title that distinguishes it from non-specialist programs
- an objective to produce graduates prepared for a specialist Cyber Security job role
- development of skills required for the Cyber Security professional role and mapped to the SFIA framework
- at least 1 EFTSL (8 subjects) of Cyber Security content (including Cyber Security related subjects)

For details see section 3.4 of ACS [Accreditation Manual Volume 2](#).

Data Science (proposed):

'Data Science', for the purpose of ACS accreditation, covers a cluster of academic and occupational streams including Data Science, Data Analytics, Data Architecture, Data Engineering and Data Wrangling often in tandem with Business Analysis, Database Management, Business Intelligence, Visualisation, Statistics and other related areas.

Data Science has become a high-profile field increasingly attracting interest from students. Educational institutions have responded with extraordinary growth in new degree and masters programs in Data Science, Data Analytics and related areas. So how can students and employers differentiate or have confidence in a program or qualification?

The Institute of Analytics Professionals Australia (IAPA <https://www.iapa.org.au/>) sets professional standards in Data Science, Data Analytics and related fields and in 2019 joined forces with ACS. With growing need for expertise in Data Science-related fields, ACS and IAPA are considering a specialist accreditation in Data Science, combining ACS capability in higher education quality assurance with IAPA subject matter expertise. Enquire with ACS for further information.