



**ACS Accreditation Committee**

**Document 3: Preparation of Submission Documentation  
ACCREDITATION MANAGEMENT MANUAL**

**Australian Computer Society  
Professional Standards Board**

**2016**

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## 1. INTRODUCTION

The key objective of the submitted documentation is to provide primary evidence that a program satisfies the accreditation criteria set for assessment of professional ICT education programs. This Submission Guidelines document has been prepared to assist with the preparation of the accreditation submission by the Educational Institution (hereafter referred to as the “Institution”). The guidelines must be read in conjunction with the Accreditation Administrative Guidelines (Document 1) and the Accreditation Application Guidelines (Document 2).

### 1.1. Structure and Content

The submitted documentation will include an introductory section with primary contact information, a summary of the accreditation request and a brief report on specific actions in response to any previous accreditation visit report. The major component of the submission will be a coherent self-analysis, reporting against the criteria for accreditation.

The accreditation process is focused on systems that are already in place, not to require their creation. To this end much of the documentation requested should already exist and not require specific research or development.

The self-analysis against the criteria for accreditation may be presented in an overview format with pointers to attached evidence and other support material. It is generally preferred that this overview be published as a stand-alone document with separate appendices providing the substantiating material in a systematically indexed fashion.

The ACS is not prescriptive about the format of the submitted documentation, but requests that the presentation is logically structured, easily readable and free-standing. Each criterion must be addressed in a definitive manner and be sufficient for the evaluation panel to form a judgment on the specific requirement. In the Summary of Accreditation Criteria, performance indicators must be included against each criterion.

***It is not expected that submissions will respond in detail to every individual performance indicator, nor to every element suggested in the guidelines below; rather that sufficient information is provided for an evaluation panel to make a holistic assessment.***

The Accreditation Panel may at any stage request further information relevant to the criteria.

### 1.2. Standard of Presentation

The standard of presentation is important. A key objective of accreditation is to ensure international comparability and recognition. Submissions should be of a suitable standard for international audit.

The Seoul Accord, an agreement between signatory countries, recognises comparability of accreditation systems and standards for professional ICT programs. The Accord is maintained through an ongoing program of mutual inspection and validation. It is possible at any time that the process of ACS accreditation of programs within any Australian institution may be subject to scrutiny and/or participation by observers from other Seoul Accord signatories.

If the initial documentation is not considered to meet the following guidelines, the Institution may be asked to resubmit before a visit is scheduled.

## **2. GUIDELINES FOR DOCUMENTATION PREPARATION – INTRODUCTORY SECTION OF SUBMISSION**

The mandatory information requested in this section establishes the key parameters for the accreditation process.

### **2.1. Contact Details**

***The applicant must complete Form 1***

### **2.2. Accreditation Request**

#### **2.2.1. ICT Programs**

For each ICT program to be submitted for accreditation, the following information must be provided:

- Full title of program;
- Full title of degree/s awarded on completion, and abbreviation(s);
- Campus(es) of delivery;
- Program duration (full time basis);
- Current accreditation status;
- Level of accreditation sought;
- Original accreditation date;
- Date of last major revision.

Program and degree titles must match those appearing in the literature published by the education provider. Some universities employ a formal degree title, and a more detailed title which appears on the testamur and/or transcript. Where such distinctions exist, they should be clarified.

It must be clarified as to whether program majors or specialisations are identified on testamurs and/or transcripts. Institutions are advised that if accreditation is sought for only some, but not all majors or specialisations, then accreditation can only be granted if the major or specialisation is identified on either the testamur or transcript.

Clearly outline any changes to program or degree titles since the previous accreditation (both approved and proposed changes).

***Complete Form 2 for each program***

#### **2.2.2. Combined or Double Degree Combinations**

The combined or double degree combinations must be clearly listed for each of the ICT programs nominated in 2.2.1 above. Indicate the full-time equivalent study duration for each double degree combination. State the full title and abbreviation of each permitted combination degree.

### 2.3. Action Resulting from Previous Accreditation

Any significant actions taken since the previous accreditation cycle should be identified and explained for the use of the visiting Panel. In particular, specific measures taken to address concerns and recommendations raised in the previous accreditation visit report should be documented.

## 3. GUIDELINES FOR ACCREDITATION – ANALYSIS AGAINST CRITERIA

The following subsections provide guidance for undertaking a self-review against the accreditation criteria, and correspond to similarly numbered sections in Document 2. These guidelines have been prepared to assist in assembling relevant evidence to demonstrate compliance with the criteria. ***The guidelines provide an indication of the scope and the detail expected, but are not meant to be prescriptive.*** The Panel will make judgement against the criteria in a holistic manner rather than testing absolute compliance against a pre-determined checklist.

### 3.1. Management and Resources

#### 3.1.1. Organisational Structure and Commitment to ICT Education

##### STRUCTURE OF EDUCATIONAL INSTITUTION

- Describe the organisational structure of the Institution including:
  - Title of chief executive officer of the Institution (e.g. Vice-Chancellor) and name of incumbent;
  - Name of the principal academic entity responsible for ICT education (e.g. Faculty of ICT), (hereafter called the “ICT School” or the “School”), and names of comparable entities in other disciplines;
  - Title of the head of the School (e.g. Dean of ICT) and name of incumbent;
  - Title of person at corporate level to whom the head reports (e.g. Deputy Vice-Chancellor) and name of incumbent.
  
- In relation to ICT programs, describe the level of accountability the School has (subject to institutional approval processes) for:
  - program educational design and review;
  - program delivery;
  - management of physical resources and facilities;
  - financial management;
  - appointment and supervision of staff;
  - professional development of staff;
  - research and commercial activities.

##### RELATIVE SIZE OF THE ICT SCHOOL

- Provide a clear indication of the dimension of the ICT School in relation to that of the overall education Institution using indicators such as student load, budget proportions, or staff numbers. Clearly indicate the number of continuing academic staff (EFTS) and sessional / casual academic staff (EFTS) involved as the main lecturer of units.

## **ICT SCHOOL STRUCTURE**

- Describe the organisational structure of the School, including:
  - Titles and names of officers having responsibility across the School (e.g. associate deans, deputy deans, business manager, executive officer, etc), and names of incumbents;
  - Names of sub-entities (e.g. Departments) and scope of their responsibilities;
  - Titles of the heads of sub-entities, and names of incumbents;
  - Titles and names of those accountable for program administration and coordination;
  - Titles and names of those appointed as leaders of academic staff teams accountable for the design, delivery and quality management of each individual program;
  - Accountabilities for line management of academic and support staff.

## **COMMITTEE STRUCTURES**

- With reference to ICT program design, review, continuous improvement and approval, provide an overview of committee structures at Institution, School and at sub-entity levels.

## **STRATEGIC STATEMENT OF INSTITUTIONAL SUPPORT**

- Provide evidence of the Institution's long-term commitment to ICT as a discipline, for example, through corporate mission statements and strategic plans, or otherwise. Proportional contributions of the ICT School (past and projected) to the corporate achievements of the Institution may also help with substantiation.
- Provide any available evidence of the ICT School's engagement in long-term planning processes.

### **3.1.2. Academic and Support Staff Profile**

#### **STAFF STRENGTH**

- Provide information to demonstrate the strength of the academic staff profile in each of the program disciplines as well as that of the support staff team. The following suggestions are made.
- In a tabular format, list the names and any role titles of ICT academic staff appointed to the School, grouped against the School's organisational sub-entities. Where appropriate, list the key undergraduate program(s) each incumbent contributes teaching input to. Indicate the gender of each staff member and level of academic appointment. Show also EFT fraction of appointment and EFT distribution of workload against: ICT undergraduate teaching and educational development, research and consulting, management, administration and governance, other activities.
- Provide details of numbers and seniority of administrative, technical and professional staff within each organisational sub-entity of the School.

- For each program provide an estimate of the percentage or time fraction of formal teaching contact provided from the following sources:
  - Academic staff appointed to the School;
  - Academic staff from within the Institution but external to the ICT School;
  - Sessional / Casual staff and guests.
- For each program clearly indicate the level of direct teaching input from adjuncts and industry professionals practicing in ICT or in other designated fields.
- For each member of continuing ICT academic staff appointed to the School, sessional / casual staff who act as main lecturer for units, as well as for adjunct appointments, provide a 1-2 page CV summarising academic appointment record, qualifications, professional affiliations, experience in professional practice, teaching experience, professional contributions to educational development, ICT research and consulting, publication record and any other professional development activity.
- Analyse the capacity and competency of the teaching staff to cover all areas of the curriculum, and indicate any strategies for reinforcing areas of weakness, staffing new areas of specialisation, and succession planning for academic and organisational leadership. Critically assess the range and depth of staff expertise underpinning each technical specialisation. (Note that in general the specified minimum continuing staffing levels must be met.)
- Provide an estimate of student to staff ratio using a basis of ICT taught EFTSU to appointed ICT teaching staff EFT -on a school, organisational sub-entity or program basis. Show both the ratio of students to School appointed staff, and the ratio of students to total staff, using the institution's own mechanisms for converting sessional staff teaching hours into equivalent full-time staff numbers.

## **WORKLOAD MANAGEMENT**

- Describe the ICT School's arrangements for allocating and managing staff workloads, clearly indicating the maximum annual teaching allocation that can be applied for continuing and sessional / casual staff.

### **3.1.3. Academic Leadership and Educational Culture**

- Describe the mechanisms for formal leadership and management of the teaching team at the individual program level. Define the level of autonomy and accountability of the program teaching team in the tasks of educational innovation, design, review and continuous quality improvement.
- Describe the formal linkages the program teaching team has with external constituencies, the student body and program management committees at the Institution, School and sub-entity levels.
- Describe any specific initiatives that:
  - Promote awareness and adoption of current educational thinking and best practices;
  - Internationalise the curriculum and promote awareness of cross cultural issues;

- Promote community outreach;
  - Provide an inclusive operating environment.
- Provide a brief profile of the School’s strategic directions for research, research record and associated professional activities. Outline major research achievements, collaborations both within and external to the Institution. In particular, highlight industry linked research. Discuss the linkages between research and undergraduate teaching.

#### **3.1.4. Facilities and Physical Resources**

- Briefly describe the classrooms, meeting rooms, library and information resources, and computing and communication facilities and services available to students and staff, and comment on their adequacy to meet the objectives of the School and the program/s to be accredited. In particular, give:
  - Details of learning-support centres or special facilities;
  - Titles of laboratories in active use for teaching;
  - Facilities available to students for project work, including dedicated space provided for students to work collaboratively, workshops and technical staff support;
  - Details of IT support available to students and staff.
- Discuss any strategic directions for capital investment and facilities development.

#### **3.1.5. Funding**

- Describe the Institution’s arrangements for funding the School and/or ICT programs. Indicate the factors used in determining the allocation, and how they are weighted.
- Discuss the adequacy of the resources available to meet the objectives of the School, and of the program(s) to be accredited. Comment on any recent or prospective trends in the School’s financial situation, and their impact on program effectiveness. Indicate what steps are being taken to address any perceived inadequacies.

#### **3.1.6. Strategic Management of Student Profile**

##### **ENROLMENT DATA**

- Provide statistical data for the current and past two years to show trends for commencement enrolment numbers, entry rank cut-off score, graduation rates and honours distribution. The data needs to be dis-aggregated, where possible, for each program that has been submitted for accreditation.

##### **STUDENT SELECTION AND ENTRY REQUIREMENTS**

- Specify rules for entry and selection procedures for applicants in the following categories:
  - Commonwealth/HECS/Government/Student loan funded;
  - Australian/New Zealand fee paying;
  - International fee paying;



- Articulating students following agreed pathways from other universities or post-secondary programs.
- Outline any processes for admitting minority groups or classes of students to special pathways.
- Outline policies and processes for assessment of prior learning and the determination of advanced standing.

## **PROGRESSION AND GRADUATION RATES**

- Provide a brief analysis of student progression rates for each year level and an outline of progression and exclusion rules.

## **3.2. Academic Programs**

It is usually appropriate to develop a full and separate response for each individual academic program against criteria 3.2.1 through 3.2.4 below.

### **3.2.1. Specification of Educational Outcomes**

- Clearly describe the targeted field of ICT practice and any specialisation offered for the program.
- Present or review the rationale for the nature of the program offering and for any particular focus.
- Present the full specification of outcomes for the program including the educational objectives and targeted graduate capabilities. In particular, address the projected levels of competence, enabling knowledge and skills, ICT application skills as well as personal and professional skills and attributes. Clearly identify the ICT roles for which the program explicitly prepares its graduates.
- Provide evidence of any documentation that communicates for the benefit of stakeholders, and in particular students, a 'big picture' description of the program objectives, outcomes and design philosophy. Examples of overview and outline publications should be made available at both the program and individual unit of study level to demonstrate the clarity of presentation.

### **3.2.2. Titles of Program and Award**

- Justify the title of the program and any associated tags in relation to the program objectives, field of ICT practice and any declared specialist focus.

### **3.2.3. Programs for Professional Level Accreditation**

- Document in detail the program structural design, clearly indicating the titles of all units of study (or subjects) and the academic credit each carries within the program structure. (See Form 2)
- Relate the structural design of the program to the educational objectives, designated field of practice and any nominated specialisations. Form 3 is a

recommended approach to documenting the overall rationale for the program and explicitly shows how the program addresses at least one ICT skill at SFIA level 3 or above in a specific area related to the intended career role.

- Clearly demonstrate how the educational design of the program assures delivery of CBOK requirements, and thus a satisfactory level of attainment of the Seoul Accord graduate attributes in all graduates. Note that not all CBOK areas need be covered to the same depth, although certain areas, as specified in *Document 2 - Application Guidelines – Professional Level Courses*, must be covered in depth. Justify the extent of CBOK area coverage by reference to the particular program objectives.<sup>1</sup> In particular, clarify how the program addresses the “Professional Knowledge” area, paying careful attention to describing how knowledge and application of ICT ethics is covered and assessed, and also how the program covers the “ICT Management” area of Project Management.
- Use Form 4 to map all units of study against the CBOK with associated Bloom’s levels for lectures, laboratories, assignments, exams, etc. It is suggested that this form be completed once for all undergraduate units of study and again for postgraduate units of study regardless of the number of programs included in the accreditation application. Form 5 is then used to map the units of study (from Form 4) to specific programs.
- Provide information that identifies those advanced units that provide depth, and justifies this designation (*See Document 2 - Application Guidelines – Professional Level Courses, Appendix 5*). The Bloom’s levels for the various components (lectures, laboratories, assignments, exams, etc) of each unit of study from Form 4 will be helpful in the determination of advanced units.
- Provide details of the Capstone Unit(s) and of how they comply with the ACS Guidelines (*See Document 2 - Application Guidelines – Professional Level Courses, Appendix 3*).
- Identify which complex computing attributes are addressed by individual units to show where students are required to apply their knowledge to complex computing problems and that this exposure is progressively acquired throughout their program. (*See Document 2 - Application Guidelines –Complex Computing, Appendix 6*).
- Demonstrate how the program provides a structured learning experience to facilitate a smooth transition to professional practice or, in the case of programs targeting a research role, further study in the discipline (*See Document 2 - Application Guidelines – Professional Level Courses, Appendix 4*). In particular:
  - Document any work placement requirements or options (Work-Integrated Learning or Industry-Based Learning) for students and the processes and procedures for disseminating, tracking, reviewing and assessing experiences and learning outcomes.
  - Provide an overview of the range and depth of professional practice exposure (other than formal work placement) embedded as part of the educational experience within units of study and within the program as a whole. Describe how the learning outcomes of these exposure episodes are tracked and assessed.

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<sup>1</sup> In particular, if any area of CBOK is covered in a minimal fashion, this needs to be carefully justified.

- Clearly indicate details of any projects (team or individual) that students undertake for real clients, which require students to work in ways consistent with industrial practice.
- Explain the requirements that must be satisfied for the award of the degree in terms of the structure of academic credits.
- Document all modes and implementation pathways via which the program and the degree requirements may be completed. This should include any of the following that may apply:
  - core or elective unit of study options;
  - elective major or minor study streams;
  - particular study requirements for honours;
  - requirements for various specialisations;
  - advanced standing and IPL arrangements
  - workplace learning or cooperative options;
  - study through alternative campuses or institutions;
  - external or distance delivery;
  - study abroad;
  - part-time modes;
  - remote campus or offshore implementations.
- Clearly define the program study duration and the impact any of the above options may have on this.
- Using a tabular or other approach, map the structures for all dual degree derivatives of each host ICT program. Clearly indicate where core or elective units of study are deleted from the host program for each dual degree combination and provide a rationale to demonstrate that equivalent learning outcomes are assured.

### **3.2.4. Programs for Advanced Professional Level Accreditation**

- Document in detail the program structural design, clearly indicating the titles of all units of study (or subjects) and the academic credit each carries within the program structure. (See Form 2)
- Relate the structural design of the program to the educational objectives, designated field of practice and any nominated specialisations. Form 3 is a recommended approach to documenting the overall rationale for the program and explicitly shows how the program addresses at least one ICT skill at SFIA level 5 or above in a specific area related to the intended career role.
- Detail the entry requirements to the program remembering that a program submitted for Advanced Professional level accreditation should require:
  - 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.
- Clearly demonstrate how the educational design of the program assures:

- Program duration equivalent to at least 18 months full time study; all units should contribute to the achievement of the designated ICT job role;
  - The program addresses at least one ICT skill at SFIA level 5 or above in a specific area related to the intended career role;
  - The program is structured so that students have a clear progression through the program to achieve the designated SFIA job role(s);
  - All units are 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;
  - The program includes 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; and
  - The program provides appropriate coverage of the Professional Knowledge area of the ACS ICT Profession Core Body of Knowledge (Section 3.2.5 (*see also Appendix 7: Extract from ICT Profession Core Body of Knowledge*)).
- Use Form 6 to map all units of study against the CBOK Professional Knowledge area with associated Bloom’s levels for lectures, laboratories, assignments, exams, etc. Form 7 is then used to map the units of study (from Form 6) to specific programs.
  - Explain the all requirements that must be satisfied for the award of the degree.
  - Document all modes and implementation pathways via which the program and the degree requirements may be completed. This should include any of the following that may apply:
    - core or elective unit of study options;
    - elective major or minor study streams;
    - advanced standing and IPL arrangements
    - requirements for various specialisations;
    - workplace learning or cooperative options;
    - study though alternative campuses or institutions;
    - external or distance delivery;
    - study abroad;
    - part-time modes;
    - remote campus or offshore implementations.
  - Clearly define the program study duration and the impact any of the above options may have on this.
  - Using a tabular or other approach, map the structures for all dual degree derivatives of each host ICT program. Clearly indicate where core or elective units of study are deleted from the host program for each dual degree combination and provide a rationale to demonstrate that equivalent learning outcomes are assured.

### 3.2.5. Curriculum

- In an appendix, provide a brief description of each unit of study (subject or course, depending on institutional terminology) including its level and prerequisites; its

scope, coverage and learning outcomes and how these map to the educational objectives and graduate capabilities targeted for the program as a whole. It is preferable if the units are described clearly in terms of student learning objectives; however, if the Institution, as a policy, favours some alternative approach, this may be used instead. The details for units contained in multiple programs need only be provided once; this single appendix should contain details of all units offered, catalogued in a sensibly ordered fashion.

### **3.3. Quality Systems**

In responding to each of the criteria in this category, the following analysis and specific items of supporting evidence are suggested as appropriate. In many circumstances a unified response for the School as a whole will be appropriate for this category.

#### **3.3.1. Engagement with External Stakeholders**

- Describe the mechanism(s) for seeking advice from industry, the community and professional bodies. Provide evidence to substantiate the level of interaction and influence exercised by external constituents, including the terms of reference and representative activities of any formally constituted advisory bodies. Supply agendas and minutes of meetings of advisory bodies demonstrating their input into program development over the period since the last accreditation.
- For each advisory body, provide lists of current members' names and affiliations.
- Describe the influence that industry advisory bodies have at the individual program level.

#### **3.3.2. Feedback and Stakeholder Input to Continuous Improvement Processes**

- Outline in detail the specific mechanisms for gaining input and feedback from students, employers, graduates and the wider community. Demonstrate the impact these measures have on the quality assurance system.
- In particular, emphasise any mechanisms for engagement of the student body in the quality cycle. Describe the scope for student input to review and improvement of the operating environment, the program and unit outcome targets, the program structure, the curriculum detail, the learning approaches and the assessment measures.
- Specifically outline any involvement of external constituencies in establishing and reviewing the educational outcomes specification, in the educational design processes and in monitoring the attainment of program objectives and graduate capabilities at the individual program level.

#### **3.3.3. Processes for Setting and Reviewing Educational Outcomes**

- Outline the approach to setting and reviewing program level objectives and targeted graduate capabilities as a specification of outcomes. Clearly indicate the level of engagement and staff accountabilities for this process and the frequency of review.

- Explain the mechanisms for ensuring that projected program outcomes reflect the needs of external constituents.

#### **3.3.4. Approach to Educational Design and Review**

- Outline the approach to educational design and review. Clearly indicate the staff accountabilities for this task, the forum, breadth of input and frequency of review and the nature of the approach.
- In particular, outline any processes that map and track the aggregated learning outcomes and assessment mechanisms from individual units of study to ensure delivery of the targeted outcomes set for the program as a whole, thus closing the quality loop at the program level.
- Provide evidence that the results of assessment of student performance and learning outcomes and the feedback and input from all constituencies are being systematically applied to the continuous improvement of the program and curriculum, the delivery approach and the operating environment.

#### **3.3.5. Approach to Assessment and Performance Evaluation**

- Provide an overview of the processes for management and review of assessment.
- Provide an overview of the range of approaches to assessment, how the deployment of these is controlled within individual units of study, and the strategies for ensuring that the aggregated assessment measures reflect the true capability and level of achievement of the individual.

#### **3.3.6. Management of Alternative Implementation Pathways and Delivery Modes**

- Describe the mechanisms for assuring the equivalence of learning outcomes where alternative implementation pathways are offered.
- Describe the process of moderation across different cohorts.

#### **3.3.7. Benchmarking**

- Outline the details and outcomes of any comparative analysis that has been undertaken with national and/or international practices and where these activities have influenced standards for establishing educational outcomes and assessment processes.

#### **3.3.8. Approval Processes for Program Management**

- Describe the formal processes at Institution, School and sub-entity level for approval of proposed programs, and program amendments. Summarise the requirements that must be satisfied for approval to be considered.

### **4. SUBMISSION OF INITIAL DOCUMENTATION**

One copy of the documentation should be bound in one or more volumes, (as suggested in section 1.1 above) and should include a Table of Contents clearly indicating the structural layout of the submission.

The Institution should provide an electronic copy of the initial documentation.

The initial documentation should be accompanied by:

- the Institution's Calendar;
- the Handbook, Calendar supplement, or other official publication relating to the School, and containing the public statement of program details;
- major current items of promotional literature concerning ICT programs and/or website references to these items.

The Institution should ensure that the Institution-nominated member of the Panel has a full copy of all documentation.

All documentation should be submitted to:

ACS Accreditation  
[accreditation@acs.org.au](mailto:accreditation@acs.org.au)

Australian Computer Society  
PO Box 534  
Queen Victoria Building  
Sydney NSW 1230  
Australia

The ACS will arrange distribution of documentation to the individual Panel members.

Documentation should be received by the Society **12 weeks prior** to the scheduled visit date.

## 5. INFORMATION TO BE AVAILABLE FOR INSPECTION DURING THE PANEL VISIT

- Copies of all current marketing literature.
- A list showing the name(s) of the staff member(s) currently responsible for delivery of each unit of study.
- For a representative range of example units of study at each year level and for each program, the unit outline document distributed to students, examples of teaching materials and resources, examples of formative and summative assessment materials including examination papers, and specifications for assignments, projects and laboratory activity, examples of graded student work including submissions and examination scripts, journals and portfolios, assignments, project reports, laboratory reports, professional practice log books. Examples of low, medium and high achievement should be available in each case, demonstrating a distinction in grading across the various performance thresholds. It is essential that this includes material for capstone units and all units designated as “advanced”.
- Graded student design and project reports/thesis submissions at various year levels. A range of graded final year project/thesis reports are necessary (unless the program does not include project or thesis units) where full accreditation is being considered.
- Prime documentation associated with teaching and learning planning, review, management and quality improvement should be made available. Any appropriate records of formal proceedings, reports and submissions, trend and data analysis, quality system records or evidence of action implemented should be presented for perusal. This should include records of meetings of program teaching teams, staff-student consultative forums, industry advisory body meetings, key documents associated with formal program reviews as well as appropriate meeting records and documented action follow ups at all organisational levels.
- Details of stakeholder surveys including teaching quality and unit of study/program evaluations, student destination surveys, employer or graduate surveys.
- Copies of annual reports for the School and/or associated research centres (if available).
- Access to the Institution’s and/or School’s human resource policy documents, including:
  - appointment and tenure;
  - promotion (an example of promotion criteria would be welcome);
  - professional development;
  - supervision and staff counselling;
  - appointment, training, supervision and counselling of sessional staff;
  - any merit-based reward systems.



## 6. VERSION HISTORY

### AUTHORS

Graham Low	Andrew Johnson	
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### VERSION HISTORY

Date	Document Version	Revision History (reason for change)	Author /Reviser
2 Oct 2013	1.0	Creation of original document	
4 Apr 2014	1.1	Formatting updates	Graham Low
10 Nov 2015	1.2	Changes to section 3.2.3	Graham Low
19 Feb 2016	2.0	Version update in alignment with CBOK release	Berny Martinez

### APPROVALS

Date approved	Version:	Approved By	Date in force	Date of Next Review
15 Dec 2015	1.2	Professional Standards Board	15 Dec 2015	n/a
19 Feb 2016	2.0	Professional Standards Board	19 Feb 2016	n/a

<b>Custodian title &amp; e-mail address:</b>	
<b>Responsible Business Group:</b>	
<b>Distribution:</b>	Public document
<b>Content Security:</b>	N/A.