

MAPPING PROFESSIONAL ACCREDITATION

TEQSA BRIEFING

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Phillips **KPA**





TERMS OF REFERENCE

Practical impact of accreditation on providers

Advantages and disadvantages

Emerging trends

Impact on innovation and course design

Opportunities for collaboration to reduce the burden



OBJECTIVES OF THE REPORT

To provide DET, HE Standards Panel, TEQSA and Minister with an overview of the accreditation landscape.

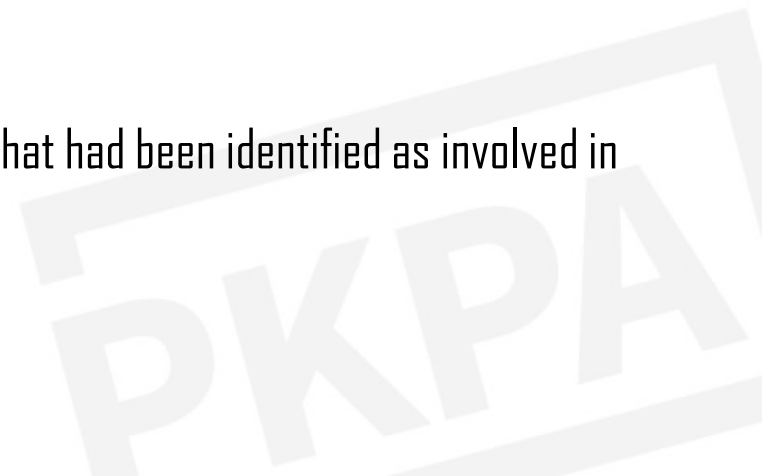
Based on the UA/PA joint statement to describe current general practices and trends.

To highlight opportunities for more efficient collaboration in the future.



INPUT FROM

- Universities Australia
- Professions Australia
- Australian Council for Private Education & Training (ACPET)
- Council of Private Higher Education (COPHE)
- Australian Health Professions Accreditation Councils' Forum
- All university Vice Chancellors.
- All Councils of Deans
- All accrediting and professional agencies that had been identified as involved in course approvals/accreditation.



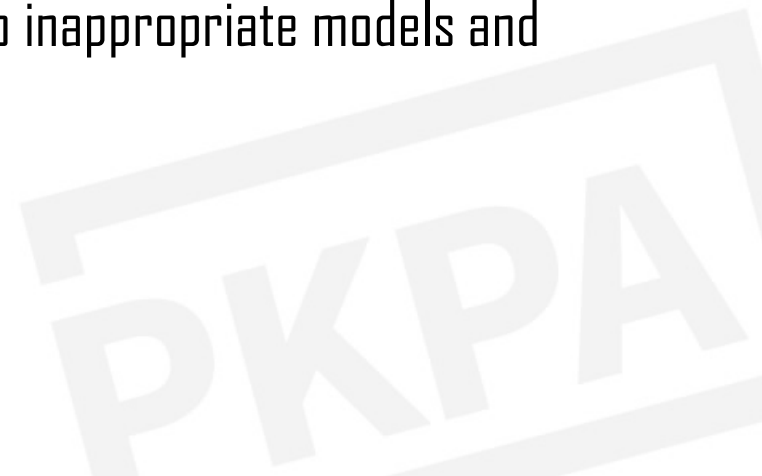


PRELIMINARY FINDINGS

- Accreditation criteria and processes converging to common pattern:
 - Outcomes based
 - Non-prescriptive /flexible
 - 5-10 year with annual monitoring
 - Benchmarking (patchy)
 - Transparent
 - Consultative/collaborative
 - Aware of broader academic and national regulatory environment

EMERGING TRENDS

- Attempts to harmonise – national and international.
- Development of common sets of principles of good practice.
- Initial accreditation followed by data based monitoring to assess risk.
- Caution about being “funnelled” into inappropriate models and outcomes.



OPPORTUNITIES FOR IMPROVEMENT

- Better understanding of TEQSA/HESF/AQF.
- Better ways to assess evidence of outcomes-based learning.
- Approaches towards benchmarking of learning outcomes.
- Common agreed datasets and indicators for annual monitoring and risk identification.
- Sharing and training of assessors.



ANYTHING ELSE TO TELL US?

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<https://docs.education.gov.au/node/41756>