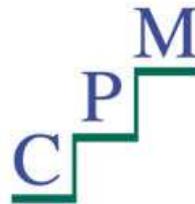




AUSTRALIAN
MARKETING
INSTITUTE



CERTIFIED
PRACTISING
MARKETER

Australian Marketing Institute

Part 1: Accreditation Overview (University)

Assessment and Accreditation of Marketing Degree Courses in Tertiary Education

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Executive Summary

The Assessment and Accreditation of Marketing Degree Courses in Tertiary Education Standards provide a set of guidelines to assist tertiary institutions self-assess the rigour of their marketing degree courses for accreditation by the Australian Marketing Institute.

Part 1 provides an overview of the background to AMI accreditation. It:

- Provides information about AMI's role and functions;
- States the aims of accreditation process;
- Outlines the benefits of AMI accreditation;
- Describes the development and use of the guidelines;
- Affirms that the accreditation process aims to respect tertiary education autonomy; and
- States the general principles that guide the AMI's conduct of the accreditation process;

Part 2 outlines the accreditation criteria guidelines for the assessment process.

Part 3 describes the accreditation process from initiation to final report of the accreditation. It:

- Outlines the assessment process
- Describes the role and responsibilities of its assessment teams and Accreditation Committee
- Provides information on feedback to the institution and review of reports
- Describes the accreditation decision, final report, ongoing monitoring of accredited institutions and appeal process

Overview

This *Assessment and Accreditation of Marketing Degree Courses in Tertiary Education Guide* aims to assist tertiary institutions in preparing a submission to the Australian Marketing Institute (AMI) for accreditation of their marketing degree courses.

The guidelines provide information on the accreditation process, criteria, assessment, review and reporting framework. The framework is reviewed every three (3) years to ensure currency in response to evolving local and global marketing practices and needs.

For each accreditation process, the AMI appoints a qualified assessment team, who are subject matter experts, to evaluate and provide constructive feedback on the submission. The assessment team seeks to assure the Accreditation Committee and the Board that the tertiary institution has demonstrated that it is meeting, or will meet, the AMI standards for professional marketing education.

1. The Australian Marketing Institute (AMI)

The Australian Marketing Institute's record of service to the marketing profession goes back to our origin in 1933. Over the intervening years we have continually evolved to meet the changing needs of marketers, delivering services to help members maximise their professional growth.

Today the AMI represents professional marketers throughout Australia from all marketing functions and industries. Through our unified voice, the Institute has established strong links with business, academia and government.

The AMI is the professional association for marketers. The Institute offers to members:

- a respected and authoritative voice for the profession
- strong advocacy of the highest standards in marketing
- the opportunity to achieve career advancement and enhanced credibility through professional development programs
- access to the latest information on marketing practice
- networking with fellow practitioners

The AMI serves marketing professionals in all sectors - public and private enterprise, SME's, not for profit and education.

The AMI's leadership role in advancing the marketing profession has resulted in the emergence of Certified Practising Marketer (CPM) accreditation as a practising benchmark, the establishment of a Code of Professional Conduct, and the move towards defined practising guidelines for marketers and marketing metrics for organisations.

The AMI CPM is the peak professional benchmark for marketers. Unlike tertiary qualifications, CPM is recognition of both formal education and successful application of marketing knowledge and skills. It is our goal to increase the rate of professionalism in marketing in Australia and overseas.

The AMI is actively growing ties with international marketing bodies such as the UK Marketing Society, American Marketing Association and Marketing Science Institute to ensure global perspectives are reflected at a local level.

Members guide the policy and priorities of the Institute through elected State Councils and a National Board of Directors, ensuring representation for every state at the national level. Branch offices in each state conduct events on topics of local interest to augment national programs.

The AMI's membership, structure and functions are defined in its constitution.

2. Aims of AMI Accreditation

As the professional association for marketing professionals, it is vital for the Australian Marketing Institute to have formal input into how prospective marketers are educated in tertiary institutions that offer marketing degree courses.

The accreditation will allow tertiary institutions to add the AMI's imprimatur to their qualifying courses, and will enable the AMI to contribute to ongoing marketing curriculum development. It will also further several important inter-related aims and benefits:

- To provide industry feedback, knowledge and experience for curriculum development, which will ensure continual professional relevance.
- To learn from an independent professional body and subject matter experts through peer review process.
- To help institutions promote their marketing courses by providing a recognisable "badge".
- To enhance credibility and prestige of the individual graduates and the profession as a whole.
- To clearly signal appropriate marketing courses to those choosing a marketing career.
- To increase awareness and visibility of the AMI as an accrediting body for marketing education.

3. Promoting Best Practice

AMI accreditation acts in a general way to promote best practice through the exposure and experiences of our Board, Accreditation Committee and assessment team with developments nationally and internationally both in industry and academia. We wish to encourage more

direct mechanisms for disseminating innovation and best practice within the Australian marketing education community.

4. Our Key Focus

Our key focus is to provide industry feedback, knowledge and experience for curriculum development and improvement which will ensure continual professional relevance for marketing graduate.

- Focus on the achievement of objectives and outcomes of the marketing degree courses, including knowledge, competencies and attributes;
- Review detailed specification of curriculum content, quality of teaching, processes for continuous review and improvement of programs;
- Monitor implementation of recommended changes after the accreditation of the course is approved; and
- Include an ongoing cycle of review during the accredited period.

5. Statement of Principles

The AMI has adopted the following statement of principles for its accreditation process:

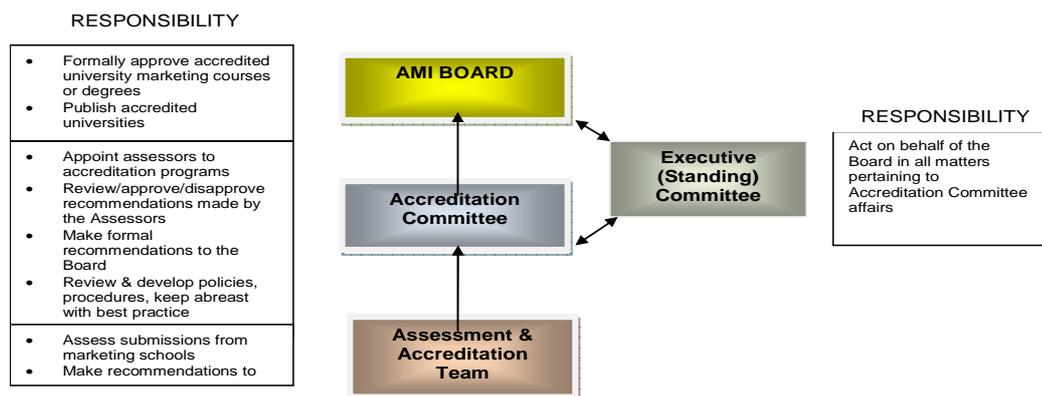
- Accreditation is a voluntary, collegial and collaborative process based on self and peer assessment for improvement of academic quality and public accountability;
- The AMI accreditation process is intended to be constructive and to respect the expertise and autonomy of the tertiary institution that offers undergraduate and post-graduate marketing education; and
- The AMI adopts a consistent approach to ensure the assessment team and staff implement the accreditation process in an open, objective and collaborative manner;
- Include mechanisms to ensure that the assessment team, accreditation committee, and staff apply guidelines and procedures in a consistent and appropriate fashion; and
- Review its accreditation processes and guidelines every three (3) years to ensure their currency.

6. Accreditation Committee

An Accreditation Working Party of twelve people involved in the academic sector was formed with the following tasks:

- Review and approve guidelines, policies and procedures relating to the accreditation of marketing degree courses
- Review and respond to recommendations of the assessment team in relation to the accreditation of institutional marketing degree courses
- Make recommendation on the accreditation of undergraduate and post graduate degree courses

Accreditation Structure and Responsibilities (Overview)



7. Development of the Standards

In 2006, the AMI responded to expressions of interest by tertiary institutions for the accreditation of their marketing degree courses. Research and discussions were carried out with various Australian professional accreditation bodies and in April 2007, the AMI received approval from its Board to establish its accreditation program for implementation in 2009.

The AMI publishes and maintains the Certified Practising Marketer (CPM) programs for professional marketers and has a system for assessing the competencies of graduates against the accreditation guidelines.

In 2008 a working party representing a panel of academics (*Appendix 1*) from leading institutions around Australia assisted in the development of the accreditation standards and process.

8. Eligibility Criteria

The eligibility criteria of the tertiary institution will include:

- **The institution:** The institution is a reputable provider of education with guarantee of standing.
- **Academics:** The tertiary institution's teaching academic staff must have appropriate marketing and teaching experience and qualifications.
- **Assessment:** Assessment is appropriate and planned.
- **Evaluation and Review:** Improvements are ongoing.
- **Quality Assurance:** The academic quality and standards of tertiary courses are primarily secured by the quality assurance processes of each institution through external auditing bodies.

9. Confidentiality

Accreditation reports are confidential between AMI and the tertiary institution. It is not appropriate for AMI to publish these reports.

10. Criteria Guidelines

The criteria provide a set of guidelines to assist tertiary institutions self-assess the rigour of their marketing degree courses against professional marketing standards in Australia. It is the responsibility of the tertiary institution to develop and implement a marketing curriculum that will enable students to attain the desirable competencies and attributes of marketing graduates.

11. Criteria for Assessment

To be considered as a tertiary degree course in marketing, the course content must be made up of marketing subject matter. Or, it must constitute a qualification in a particular discipline with a major in marketing where the number of units satisfies high education requirements.

The formal criteria include the following:

1	Management Responsibility	<ul style="list-style-type: none">• Mission and objectives• Governance and Organisational structure• Academic leadership and educational outcome• Academic and support staff profile• Delivery of marketing education• Facilities and physical resources• Educational budget• Strategic management and student profile
2	Quality Systems	<ul style="list-style-type: none">• Continuous renewal• Course management
3	The Academic Program	<ul style="list-style-type: none">• Specification of educational curriculum and outcome• Titles of program and award• Program structure and implementation framework
4	Students	<ul style="list-style-type: none">• Student administration• Assessment methods• Relationship between assessment and learning

12. Accreditation Approach

The AMI recognises that most tertiary institutions have their degree courses approved by Federal and State governments and that their existing programs have been audited by external quality assurance bodies, such as AUQA or EQUIS for their educational quality systems. In many circumstances a unified response for the tertiary institution as a whole will be appropriate for the criteria. Evidence of the institutions' guarantee of standing from these processes will be taken into consideration in AMI accreditation.

This pragmatic approach will help minimise the additional efforts required of institutions to submit additional reports that have already been authorised by these bodies. However, this will not preclude the assessment team from reviewing these areas and AMI expects that the information will be made available to our assessment team for review via their institution's security intranet site.

13. Types of Institutes to be considered

As the Australian higher education system contains a wide variety of institutions, a phased approach for accrediting marketing degree courses is adopted as follows:

13.1 Phase 1

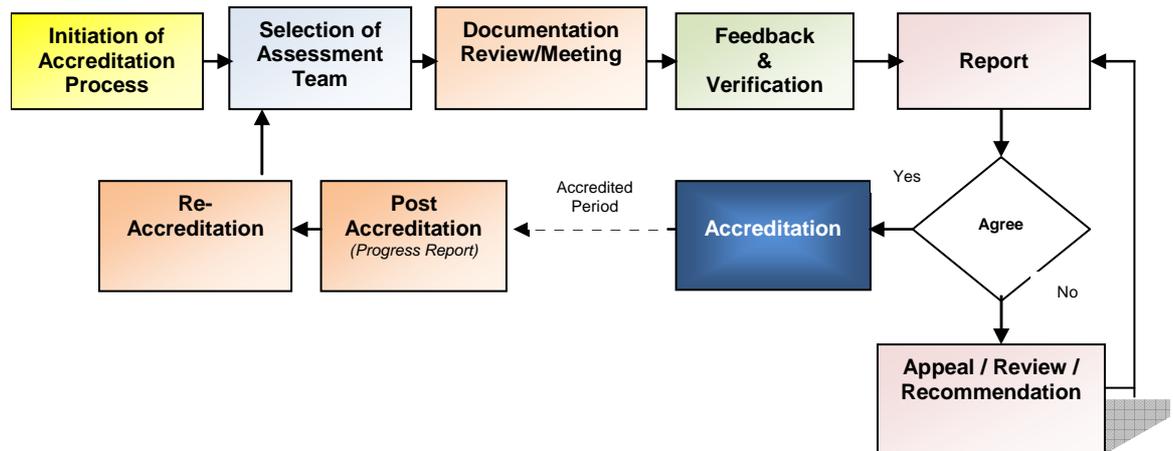
Tertiary institutions (Government and Non-Government)

13.2 Phase 2

TAFE institutions
Private business colleges

14. Accreditation Framework

The major steps in the AMI accreditation process involve:



15. The Assessment and Accreditation Process

15.1 Initiation

The institution will normally submit an application to AMI for a marketing degree course or courses to be accredited. AMI will issue a timely reminder where an assessment is due.

The AMI will acknowledge the application by issuing a date for submission of initial documentation and a targeted assessment date. Guidelines for preparing the documentation are provided to the institution.

15.2 Assessment Team

An independent assessment team comprising senior academics and industry marketing subject matter experts undertakes the evaluation of degree course(s). The Accreditation Committee formally approves the recommendations of the assessment team.

15.3 Accreditation Process

The accreditation process involves a formally documented submission from the institution concerned. The submission documentation provides a fundamental self-review against the AMI accreditation criteria.

The team conducts a desktop document review and holds a tele-conference with representatives of the institution to discuss initial findings some 4 to 5 weeks prior to the visit (if required) to discuss initial findings. A preliminary report is prepared for the educational institution to advise of any initial concerns the assessment team may have and any additional data or information that is required.

Following the campus visit (if required), a formal report provides recommendations on accreditation to the Accreditation Committee. The Committee approves a draft version of the report for release and invites comment from the institution before finalising its decision on accreditation.

15.4 The Accreditation Cycle

As far as possible, accreditation is scheduled so that all programs offered by an institution are reviewed at intervals of five (5) years (full calendar year basis). Established programs which meet all criteria are normally accredited or re-accredited for the five-year period.

Should AMI be unable to schedule procedures to re-accredit within a five-year period, or should an institution be unable to meet a schedule through genuine misadventure, existing accreditation will be extended for one (1) further calendar year.

Where a program is scheduled for closure, accreditation can normally be extended from year to year for a limited time.

16. Introducing New Degree Courses

Tertiary institutions are required to advise AMI of the intention to introduce a new course. This will normally be undertaken at the time internal institutional approval has been obtained for the course's introduction, and must be provided prior to commencement of the first cohort of students.

Given the strong focus on graduate outcomes, a new program cannot be given full accreditation until after the emergence of the first group of graduates. To provide the institution and its students with reasonable reassurance, provisional accreditation may be accorded on the basis of compliance with the criteria to the extent then possible. A new program is considered for full accreditation when it reaches completion (i.e. graduation of its first sizeable intake of students).

17. Changes to Existing Degree Course

Where major amendments are being proposed and will result in changes to the degree course title or formal course objectives and/or graduate capability targets, then AMI must be notified in writing of such changes prior to the implementation of the change.

Under such major changes the Accreditation Committee will take the decision on whether to maintain continuing full accreditation or whether to consider the revised course for provisional accreditation.

18. Offshore, Remote Campus and Distance Based Courses

Offshore, remote campus and distance based degree courses may well be alternative implementations of a host program already established on an institution's home campus and are thus undifferentiated in title, award and specified outcomes. Alternatively such offerings may be quite separate to courses offered to the home campus and are thus fully differentiated.

19. Publication of Accreditation Status

AMI publishes a listing of accredited degree courses with assigned term of accreditation on its website.