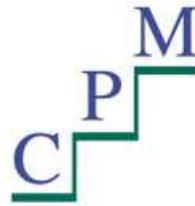




AUSTRALIAN
MARKETING
INSTITUTE



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Australian Marketing Institute

Part 2: Accreditation Criteria Guidelines (University)

Assessment and Accreditation of Marketing Degree Courses in Tertiary Education

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Attributes of Marketing Graduates

The tertiary institution has defined the attributes that marketing students should exhibit on graduation.

The quality of each marketing degree course will ultimately be judged by the ability of its graduates to perform at a high level in the changing and competitive business environments of its marketing practitioners. This requires a flexibility of approach and a commitment to a lifetime of continuing marketing education.

The marketing degree course should be appropriate for graduate marketers to develop contemporary marketing thinking and concepts; formulate appropriate marketing strategy and plans to achieve organisational objectives; acquire specific theoretical knowledge and applied skills in preparation for continued career advancement. In addition to knowledge and skills, problem-solving ability and appropriate attitudes are of equal importance.

Standards for Marketing Education

1 Mission and Objectives

1.1 Statement of Mission and Objectives

- The tertiary institution has defined its mission and the objectives of the marketing degree course and has made them known to its stakeholders.
- In addition to marketing education, the mission encompasses corporate and social responsibility, with good governance and corresponding management accountabilities.
- The objectives of the marketing degree course incorporate an educational process that will result in a marketing graduate initially competent to practice marketing, with an appropriate foundation for further professional development and learning.

1.2 Participation in Formulation of Mission and Objectives

The tertiary institution's mission and objectives have been defined in consultation with its stakeholders.

1.3 Academic Autonomy

The tertiary institution has sufficient autonomy to design and develop the curriculum.

The Marketing Curriculum

2 Specification of Educational Outcome

The tertiary institutions must ensure that their marketing graduates develop to a substantial degree the general attributes listed below:

- a. Ability to apply knowledge of marketing fundamentals;
- b. Ability to communicate effectively, not only with professional marketers, but also with the community at large;
- c. In-depth technical competence in the marketing discipline;
- d. Ability to undertake problem identification and solution, to be able to critically analyse;
- e. Ability to adopt a systemic approach to designing and operating marketing activities;
- f. Ability to function effectively as an individual and in multi-disciplinary and multi-cultural teams, with the capacity to be a leader or manager as well as an effective team member;
- g. Understanding of the social, cultural, global and environmental responsibilities of the professional marketer, and the need for sustainable development;
- h. Understanding of professional and ethical responsibilities and commitment to them; and
- i. Expectation of the need to undertake lifelong learning, and capacity to do so.

Note

Each marketing unit of the degree course submitted for accreditation must be supported by a published specification of educational outcomes. It should

- include a statement of broad educational objectives as well as targeted graduate capabilities for the degree course;
- present the rationale for the nature of the marketing unit offering and for any particular focus. The rationale should be founded on the needs of industry and the community, trends in professional practice and comparisons with national and international marketing education providers;
- address the projected levels of technical competence, enabling knowledge and skills, marketing application skills as well as personal and professional skills and attributes.

The statement of broad educational objectives should reflect the specialist marketing focus and the anticipated career destinations of graduates.

The educational objectives statement would also be expected to reflect the desired characteristics and/or capabilities and/or achievements of mature graduates within the first few years of their career following graduation.

Each graduate capability target should ideally include measurable performance indicators to provide a basis for monitoring the level of attainment.

The specification of educational outcomes should provide a platform for the educational design and review tasks and a key reference for tracking the aggregation of learning outcomes and assessment measures from individual academic marketing units comprising the degree course.

3 Title of Course and Award

To be eligible for accreditation, a marketing degree course must include the word *marketing* in its title and, unless the circumstances are exceptional, must lead to a degree which includes *marketing* in its title.

This will most commonly be reflected in the title of the degree course, or cited as a major field or study in the academic transcript (e.g. Bachelor of Business (Major in Marketing)). It is not essential however for any nominated specialisation to appear in the title.

A degree course that omits coverage of substantial topics in the field implied by the title, in which a professional in that field could reasonably be expected to have competence, should not be accredited.

The following is a *SAMPLE* list of marketing degree course units:

- The Marketing Concept
- Marketing Law
- Marketing Behaviour
- Marketing Planning
- Transnational Marketing
- Marketing Research Methods
- Marketing Innovation Management
- Services Marketing and Management
- Marketing Communications
- eMarketing
- Marketing Theory and Practice
- Buyer Behaviour
- Strategic Marketing
- Marketing Decision Analysis
- Sales Management and Negotiation
- International Marketing
- Brand Management

Logistics and Fulfilment
Advertising Management
Marketing Internship
Social Marketing

Note

The Accreditation Committee does not wish to be prescriptive about titles, nor does it wish to encourage a proliferation of specialist titles that may have transitory lifetimes. It reserves the right to query a title or field of practice which it regards as inappropriate, or to decline to accredit.

4 Curriculum Structure and Implementation Framework

The tertiary institution has developed descriptions of the marketing degree course content, extent and sequencing of the curriculum that guide both staff and students on the level of knowledge and understanding, skills and attitudes expected of students at each stage of the degree course.

Much of the following may be adequately documented in internal statements prepared for the purposes of curriculum planning, review and approval and/or in public statements to the course components:

- a. Document in detail the degree course structural design, clearly indicating the titles of all academic units or subjects and the academic credit each carries within the course structure. Relate the structural design of the course to the educational objectives, designated field of the practice and/or a nominated specialisation.
- b. Explain the requirements that must be satisfied for the award of the degree in terms of the structure or academic credits.
- c. Document all modes and implementation pathways via which the course and the degree requirements may be completed. This should include any of the following that may apply:
 - Core or elective academic unit options;
 - Elective major or minor study streams;
 - Particular study requirements for Honours;
 - Requirements for various specialisations;
 - Workplace learning or cooperative options;
 - Study through alternative campuses or institutions;
 - Defined bridging routes;
 - External or distance delivery;
 - Study abroad;

- Part-time modes; and
 - Remote campus or offshore implementations.
- d. Clearly define the course study duration and the impact any of the above options may have on this.

e. Integrated Approach

The structure should be sufficiently flexible to provide for prior learning of students as well as for the differences in individual learning ability. It must accommodate the curriculum requirements and should facilitate an integrated approach to:

- Developing enabling skills and knowledge
- Developing in depth technical competence
- Providing practical learning, problem solving and project-based learning
- Developing personal and professional capabilities
- Exposing students to professional marketing practice

The structure should also promote a graded transition of learning experiences from a structured beginning to a more independent learning approach as the course progresses.

f. Dual Degrees

Where a dual degree course comprises two separate course outcomes, each in a designated specialist field, the policy and criteria must be satisfied for each individual outcome. There will need to be evidence of the development of the appropriate depth of technical skills and knowledge, design and problem solving capability and appropriate exposure to professional practice in the respective specialist field.

h. Alternative Implementation Pathways.

Flexible delivery options are usually implemented as alternative pathways within a single course definition. Such pathways can range from alternative academic units selected from a list of electives for a student studying on the home campus, major and minor elective sequences, optional cooperative modes, project and/or thesis options, workplace learning options, distance modes and various articulation routes right through to an offshore implementation of the course.

The course structure must accommodate such alternative pathways in such a way as to assure the equivalence of educational outcomes for every individual student.

The early stages of the course should be tailored to the backgrounds of commencing students and should provide appropriate pathways for each group admitted. This should include special support courses for students admitted from disadvantaged or unconventional backgrounds, or with language difficulties.

5 Curriculum

In an appendix, provide a brief description of each academic unit or subject 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 degree course as a whole.

This description should also include details of the learning activities and assessment processes and demonstrate how these assure the delivery of the learning outcomes, thus closing the quality loop at the academic unit level.

Include details of the modes of delivery e.g. lecture, tutorial, workshop, assignment, problem or project-based learning, individual and teamwork, distance interaction, industry interaction and the contributions each of these elements is expected to make.

The curriculum must provide for the delivery of the educational course outcomes in accordance with the requirements and explicit learning experiences including skills and knowledge development; in-depth technical competence; personal and professional skills development; and marketing application experience.

Assessment of Students

6 Student Assessment Methods

- The tertiary institution has defined and documented the methods used for assessment, including the criteria for progression in the course.
- The reliability and validity of assessment methods are evaluated and new assessment methods are developed where required.
- The institution ensures that the scope of the assessment, and assessment standards and processes are consistent across its teaching sites.

Note

There should be evidence that the assessment tools and evaluation processes within individual academic units are rigorous and aligned with the designated learning outcomes for the unit.

Summative and formative assessment tools may include examinations, tests, project reports, self/peer/mentor appraisals, portfolios and journals, oral examinations and interviews and behavioural observations.

Other sources of performance data at both the level of academic unit and for the course as a whole will include surveys, focus and discussion groups, questionnaires and professional interviews.

Collectively these widespread measures will provide the inputs for performance evaluation and monitoring delivery of outcomes at all levels.

7 Relationship between Assessment and Learning

- The assessment principles, methods and practices are appropriate for the educational objectives of the marketing education and promote learning.

Note

Assessment methods should be explicit and made known to students at the outset of the course or the course component.

When a tertiary institution changes the learning objectives of its marketing degree course/s, the assessment process and methods should reflect these changes. Assessment should address and be developed in conjunction with the new objectives.

Students

8 Student Administration

- The tertiary institution has a clearly defined admission policy that is consistently applied and reviewed periodically
- The relationship between selection criteria, the objectives of the marketing degree course and desired attributes of graduates is stated.
- The tertiary institution publishes details of policy and processes for admission, selection, retention and progress monitoring; performance warning, exclusion and appeal; student advisory services, as well as retention and progress monitoring.

9 Strategic Management of Student Profile

A criterion for viability is therefore a continuing level of demand for admission from adequately-qualified candidates in sufficient numbers to maintain the course. Ongoing viability should be monitored through rigorous demand analysis.

The admission system must adequately publicise the qualifications required for entry and ensure that only qualified candidates are admitted. The tertiary institution should be able to demonstrate a reasonable relationship between admission standards and student retention and graduation rates.

Determination of Honours must be based on a sound performance analysis rationale and reflect a standard of excellence commensurate with the performance criteria embedded within the education outcomes specification and external benchmarks.

10 Impairment and Disability

- The tertiary institution has policies on admission and procedures for the support of students with disabilities

11 Student Support and Counselling

- The tertiary institution offers appropriate student support, including counselling, health and academic advisory services, in response to poor student progress, and the social and personal needs of the students.
- There are appropriate pathways for students to exit from the marketing degree course.

Academic Staff and Teachers

12 Recruitment

- The tertiary institution has a staff and teacher recruitment plan that outlines the type, responsibilities and balance of academic staff required to deliver the curriculum adequately, including the balance between marketing and non-marketing academic staff, and between full-time and part-time staff.

Note

The academic staff must be sufficient in number and capability to assure the quality of the marketing education and the attainment of its stated outcomes.

In no case should a degree course be dependent on a single individual.

It is considered important that the staff should come from a diversity of backgrounds, embodying a mix of academic experience and marketing-practice experience in non-academic environments, preferably international as well as Australian. The institution's research and/or professional activities should include vigorous interaction with industry and also community interaction.

13 Qualifications

In gauging the capabilities of staff, the accreditation committee will look at qualifications (both in marketing and in education), research and marketing practice activities, teaching experience, and contributions to the advancement of marketing knowledge, practice and education. Involvement in professional bodies and Certified Practising Marketer (CPM) status and effective participation in on-going professional development are also relevant to admission.

14 Staff Appointment, Promotion and Development

The tertiary institution

- has appointment and promotion policies that address a balance of capacity for marketing teaching, research and service functions
- has a process for development and appraisal of academic and general staff.
- have employment practices that are gender-balanced and culturally inclusive.

Governance and Administration

15 Governance and Organisational Structure

- The governance structures and functions of the tertiary institution are defined, including the tertiary institution's relationships within the university and with its campuses.
- The governance structures set out the committee structure, and reflect representation from academic staff, students and other stakeholders in decision making.

Notes

There must be an identifiable organisational structure responsible for marketing education within the educational institution awarding the degree. Most commonly this will take the form of a faculty or school - a substantial organisational entity providing a key focus on and responsibility for marketing education and scholarship.

There are many ways of administering a tertiary institution. The AMI does not impose or advise specific structures. It does, however, expect the institution to exhibit sufficient control over its curriculum to allow its objectives to be achieved.

It would normally be expected that the tertiary institution would have leadership responsibility for:

- the educational design, delivery, support and management of the marketing degree course;
- the management of associated resources; and
- the appointment and professional activity of staff

If this is not the case, the educational institution will need to demonstrate how sufficient marketing expertise is brought to bear on decisions in these areas.

The delegated accountability within the tertiary institution for the management and delivery of each marketing education should be clearly specified.

There must be evidence that the tertiary institution regards marketing education as a significant and long-term component of its activity, and has adequate arrangements for planning, development, delivery, and continuous quality improvement of marketing degree courses, and for supporting the associated professional activities of staff.

16 Academic Leadership and Educational Outcome

- The responsibilities of the academic head of the marketing education for the marketing degree courses are clearly stated.
- The academic head must have sufficient authority to administer the educational course to meet the objectives of the marketing degree course. The AMI expects such authority to extend to overall responsibility for the delivery of the marketing education at sites geographically separated from the main campus of the marketing school.
- There should be a clearly identified course leader/co-coordinator of the teaching team for each marketing degree course. Terms of reference, accountabilities and reporting for the teaching team and course leader should be clearly defined and understood by all stakeholders.

Note:

The accreditation committee will look for evidence of a dynamic, innovative and outward-looking intellectual climate in the tertiary institution such as:

- an awareness amongst teaching staff of current educational thinking and development;
- a proactive attitude to the adoption of best practice e.g. embracing and applying current educational thinking through Faculty teaching and seminar series, engaging in an Australian Learning and Teaching Council funded national project on teaching generic skills (2008-2010), professional development run by the University Centre of Learning and Teaching, and by engaging in the scholarship of teaching through publications.

There should be significant, ongoing involvement of teaching staff in the processes of setting educational outcome targets, detailed educational design, review and continuous quality improvement.

The teaching team would be expected to meet regularly to consider input and feedback, and use this in the on-going improvement of learning strategies, structure, curriculum content and delivery.

Through policy and operating practices there should be clear acknowledgement of the need to interlink research, industry and community interaction with teaching to enrich the experiences of students and facilitate the ongoing professional development of staff.

17 Delivery of Marketing Education

It is recognised that marketing education will increasingly be staffed and delivered in a variety of modes. Students will be supported to undertake learning activities at locations other than the “host” campus through distance delivery, offshore arrangements, and/or workplace and cooperative learning courses. Educational institutions will form partnerships with both traditional and non-traditional providers to facilitate the delivery of marketing education.

The educational institution awarding the degree will be considered responsible for assuring the capabilities of all staff involved, and the accreditation committee will require evidence of how this is achieved. There should be a clear and direct line of responsibility for the curriculum and its resourcing to deliver the marketing education.

18 Facilities and Physical Resources

For both on-campus and external students alike there must be adequate classrooms, learning-support facilities, study areas, library and information resources, computing and information-technology systems, and general infrastructure to fully support the achievement of the targeted learning outcomes for each specific course.

For distance, remote campus or offshore implementations there must be communication facilities sufficient to provide students with learning experiences and support equivalent to on-campus attendance.

19 Funding

The funds provided through the host institution, from all sources including government grant funds, fee income, and direct income earned through research and entrepreneurial activity, must be sufficient to adequately support the current marketing education and satisfy the resource aspects of the accreditation criteria.

The strategic planning cycle and funding distribution models must ensure predictable levels of support and the on-going viability of the marketing education.

Offshore Education Courses

Australian tertiary institutions are now offering marketing degree courses that are taught wholly or partly at offshore locations. They include the following arrangements:

20 Offshore Courses

The institution operates a wholly-owned campus in another country (“the host country”) and teaches the entire degree courses there.

In some cases, Australian staff are seconded to the offshore campus, or travel to the offshore campus for limited periods to teach. For the latter arrangement, the course may be structured in modular form. Australian staff operating in this way are usually assisted by locally-recruited staff. In other cases, teaching is conducted entirely by local staff; there may be an Australian course leader or campus head.

21 Partnership Program

The offshore campus may be a partnership between Australian and a local university or other provider. The degree may be awarded jointly by the two institutions, or by the Australian institution alone.

The degree awarded may be differentiated in some way from the corresponding degree (if any) awarded at the Australian (home) campus. More often, the degree is specifically marketed as being indistinguishable from the home-campus offering, and the graduate testamur carries no indication of where the studies leading to the degree were undertaken.

In some cases a specific feature of the course may be to promote student mobility between locations and encourage students to complete a course across two or more locations.

22 Accreditation Policy

AMI accreditation criteria must be met for offshore degree courses. It is a requirement that documentation submitted for accreditation of a course should include information about all major locations at which the degree course is offered. An institution that uses a variety of educational delivery systems at various locations must demonstrate comparable quality of its educational programs for all students. It must meet AMI accreditation standards at all the various locations at which the included degree courses are delivered.

Where the offshore course is separately identified from the home course, it will normally be treated as a separate accreditation exercise and each course will be evaluated for accreditation in its own right. The offshore course must be identified in some way that is evident from the testamur held by graduates e.g. the award title may be different, or the delivery location must be shown.

Where graduates of the offshore and the home courses hold identical testamurs, and the two are represented by the university as one course offered in multiple locations, then AMI will evaluate and accredit the course as a single entity. The accreditation criteria must be met at all locations or combinations of locations through which the course can be completed. The course cannot be accredited at any location unless it is accredited at all locations.

The university concerned will be expected to reimburse AMI for all costs associated with an offshore accreditation visit. This may include a charge for the time of assessment team, which at present is not normally charged within Australia.

AMI wishes to undertake offshore accreditation activities only where these are acceptable to relevant authorities in the host country. On receipt of a request from an Australian tertiary institution for offshore accreditation, the AMI will wish to negotiate with the host-country authorities and will not wish to undertake a visit until those authorities have expressed their concurrence with the arrangements. Wherever possible AMI's preference will be to conduct visits jointly with host-country authorities. The tertiary institution will be kept fully informed of such negotiations and involvement to the maximum extent appropriate.

Distance Education

The AMI has developed the following guidelines to evaluate, for accreditation, degree courses leading to the professional marketing degree which are conducted partly or largely in distance mode.

23 Guidelines

- a A distance mode offering should be built on an existing marketing education degree course, concurrently offered in traditional mode to on-campus student cohorts.
- b Electronic learning opportunities for group and team-based learning experience are to be provided for distance mode students to interact with other online students.
- c A distance education course should be designed explicitly for external students, not just adapted from on-campus materials. The educational design, learning activities, learning resources and assessment measures for a distance mode implementation of a course must be purpose built to support the external student in a comprehensive and independent manner.
- d Distance mode learning must be underpinned by a sound delivery platform using electronic and print-based resources that satisfy defined standards of quality, consistency, effectiveness of learning support and performance monitoring, ensuring educational outcomes equivalent to those of on-campus students.
- e When developing or enhancing study materials, academic staff should have access to instructional design, multi-media and editorial consultants.
- f There must be in place an overarching quality system that fully incorporates the distance mode, and engages the distance education students as a key stakeholder within the educational system. Appropriate mechanisms should be in place to ensure timely and adequate feedback on matters such as assessment and queries within the quality system.
- g The academic staff must be committed, equipped and adequately resourced to support implementation of the distance-based learning mode.
- h There must be equitable access to student services, academic and administrative support for distance and on-campus students alike such as library, counselling and study skills.
- i The performance and accessibility of electronic communication systems must be adequate to ensure the quality and effectiveness of learning support and performance monitoring, equivalent to that experienced by on-campus students.

Quality Systems

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In many circumstances a unified response for the school as a whole will be appropriate for this category.

24 Continuous Renewal

The tertiary institution has procedures for regular review and updating of its structure and functions to rectify deficiencies and meet changing needs.

The process of renewal is based on prospective studies and analysis and is capable of leading to revisions of policies and practices of the marketing education in accordance with past experience, present activities and future perspectives.

The institution is responsible to changes in the Australian marketing education context, specifically addressing through the curriculum issues identified as of contemporary importance, including those identified as such by the AMI.

25 Engagement with External Constituencies

- 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.
- Describe how the education institution's industry linkages are able to enrich the learning experience of students through professional practice exposure and any direct project opportunities.

Note

Valid preparation of students for professional marketing practice requires interaction with industry on a continuing basis. The marketing school must secure the active participation of practicing professional marketers, graduates, professional bodies and employers of marketing graduates in defining, updating and evaluating educating outcomes for each course.

26 Feedback and Stakeholder Input to Continuous Improvement Processes

- There must be formal processes for securing specific and systematic feedback from students, graduates, employers or marketing and representatives of the wider community. Demonstrate the impact these measures have on the quality assurance system.
- Direct involvement of the student body as partners in the processes of continuous quality improvement is strongly encouraged. Staff-student consultation forums, focus groups and commissioned submissions can facilitate productive involvement as well as providing direct educational experiences for the student in the processes of quality assurance.
- There should be evidence of the systematic application of feedback in conjunction with other quantitative measures to setting, monitoring and reviewing outcomes at course and academic unit level.

27 Processes for Setting and Reviewing the Educational Outcome Specification

- There should be formal, documented processes for setting and reviewing the detailed educational objectives and graduate capability targets for each degree course as a whole. Reviews should be regular and on-going.
- The processes should also ensure that educational outcomes upwardly map to demonstrate a satisfactory level of attainment of the generic attributes. Systematic review processes should be inclusive of all staff engaged in the delivery of the course, and involve the on-going input of external constituencies as well as feedback and input from the student body.

28 Approach to Educational Design and Review

- Schools should be able to demonstrate that they are able to implement and change the curriculum according to the overall review outcome requirements.
- It is appropriate that review of the overall curriculum leading to major restructuring occurs from time to time, but more gradual changes to the curriculum and its components are also important.
- The education institution has the responsibility, authority and capacity to plan, implement and review the curriculum to achieve the objectives of the marketing degree course. The review body includes representation from staff, students and other stakeholders.

29 Approach to Assessment and Performance Evaluation

- The accreditation committee looks for evidence that summative and formative assessment tools and evaluation processes within individual academic units are rigorously aligned with the designated learning outcomes for the unit.
- There should be a documented system for setting, reviewing and monitoring the delivery of learning outcomes associated with professional practice exposure.
- The assessment regime should address the full range of graduate capabilities, including personal and professional skills development.

30 Benchmarking

- Tertiary institution should engage in some form of comparative analysis to ensure that exit-level performance standards are comparable with national practice, and preferably international practice for the full range of graduate capabilities.

Note

Comparative analysis could include exchanges of teaching and assessment materials, discussion forums, visitation teams and/or the use of external examiners.

Beyond this, more systematic benchmarking could help in identifying best practices and specific directions for improvement. The accreditation process will evaluate course standards, but education providers should do so as part of the process of setting the performance criteria and monitoring targeted graduate outcomes, and not rely on the accreditation system for this.

31 Approval Processes for Course Development and Amendment

- Describe the formal processes for approval of proposed courses, and course amendments.
- Summarise the requirements that must be satisfied for approval to be considered.