

ICT : Making The Connection Summit

Future Development and Requirements of the ICT Profession and Sector

Implications for Accreditation and Development of the Profession

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Role of Accreditation in General

Accreditation bodies

- ◆ Provide **guidelines** to institutions on the design of degree programs suitable for a particular profession
- ◆ Do not themselves DESIGN programs
- ◆ Aim to **assist and support** institutions to design and offer programs that are suitable
- ◆ In determining what “suitable” means, take note of current and anticipated future needs of the profession in its full breadth



Role of ACS PSB

In the context of this summit (the PSB does quite a lot more!) ..

- ◆ Establish the Core Body of Knowledge in ICT against which accreditation applications will be assessed
- ◆ Establish the criteria and processes for accreditation at professional level of bachelor degrees in ICT
- ◆ At 5-yearly intervals, and on the invitation of institutions, assess detailed applications for accreditation of programs



Recent and Current Activities

◆ In 2008

- finalised a major revision of the Core Body of Knowledge

(see <http://www.acs.org.au/attachments/ACSCBOKWorkingPaperV5.0Oct2008.pdf>)

- established a design process for an ICT degree program based on meeting knowledge and skill requirements for ICT professional job roles specified in advance as the desired vocational outcomes of the program



Recent and Current Activities

- ◆ In 2009
 - will complete a review of the actual accreditation processes, policies and procedures
 - will address the issue of accrediting sub-degree qualifications (at Computer Technologist level) and specialist postgraduate qualifications (at Computer Specialist level)



ICT CBOOK

- ◆ Core Body of Knowledge in ICT has to describe the common aspects that we expect ALL accredited ICT programs to cover.
- ◆ Based strongly on SFIA (“Skills Framework for the Information Age” developed in the UK.
- ◆ Stratified to cover truly core areas, then role-specific requirements, then application-area contextual requirements.



CBOK Structure



Main Issues to Highlight

- ◆ Degree design process is mostly top-down : design to take account of desired vocational outcomes.
- ◆ ICT is very broad, and CBOK and design process respect this.
- ◆ Programs aligned with “traditional” ICT disciplines (Computer Science, Information Systems, Software Engineering) will still be significantly informed by widely accepted international norms.
- ◆ As well as role-specific technical knowledge and skills, problem-solving skills, communication skills, teamwork skills, understanding professionalism and an ability to learn about ICT contexts are fundamentally important.

