Capacity building for self-accrediting authority:

Towards a collaborative HEPP-QN model

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Self Accrediting

- ❑ Ideal
- ❑ Aspiration
- ❑ Conscientious Objection
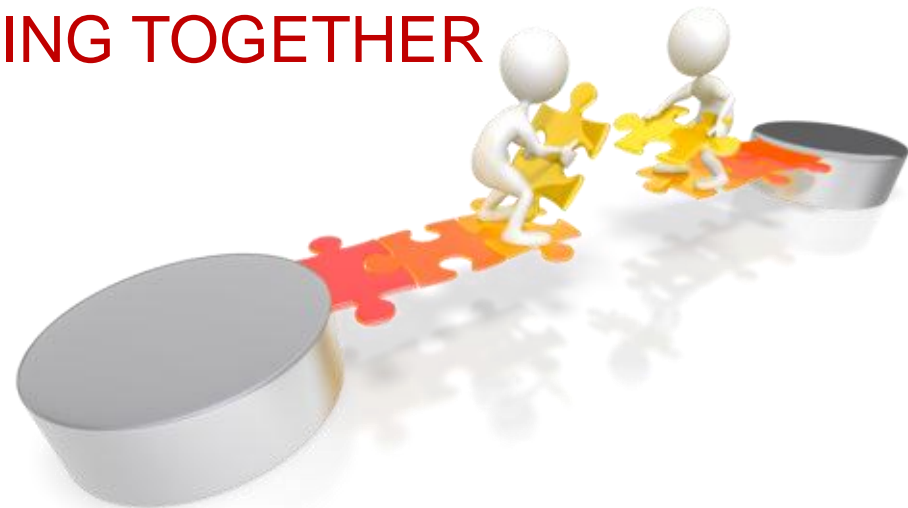
HEPP-QN Signature

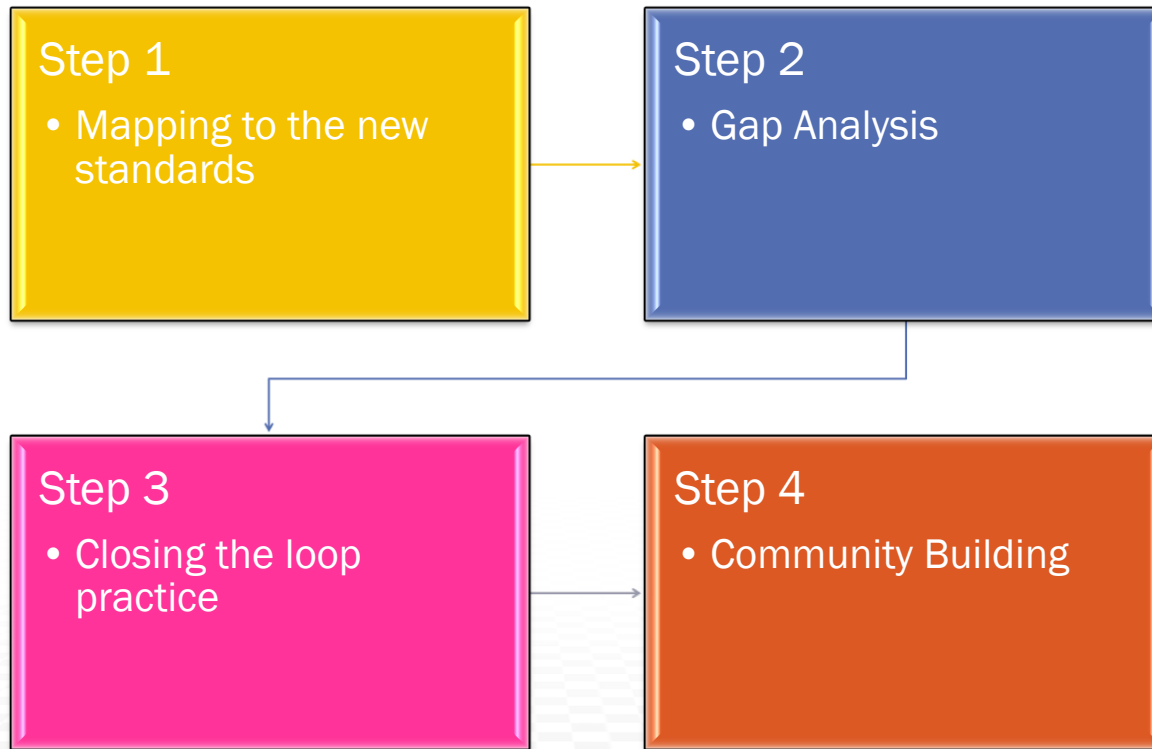**1** ➤ Why the SA Project?

2 ➤ SA and the HEPP-QN

3 ➤ Australian Profile

4 ➤ COLLABORATION AND ACHIEVING TOGETHER

QUALITY IS A MOVING TARGET

Project Circuit

Step 1
- Mapping to the new standards

Step 2
- Gap Analysis

Step 3
- Closing the loop practice

Step 4
- Community Building

Context - Diversity

National Register breakdown as at September 2016

Provider Category	SAA* (full or partial)	Non-SAA	Total
Higher Education Provider	10	118	118
Australian University	40	0	40
Australian University of Specialisation	1	0	1
Overseas University	2	0	2
TOTAL PROVIDERS	53	118	171

*SAA = Self-accrediting Authority (a provider can self-accredit some or all of its courses)
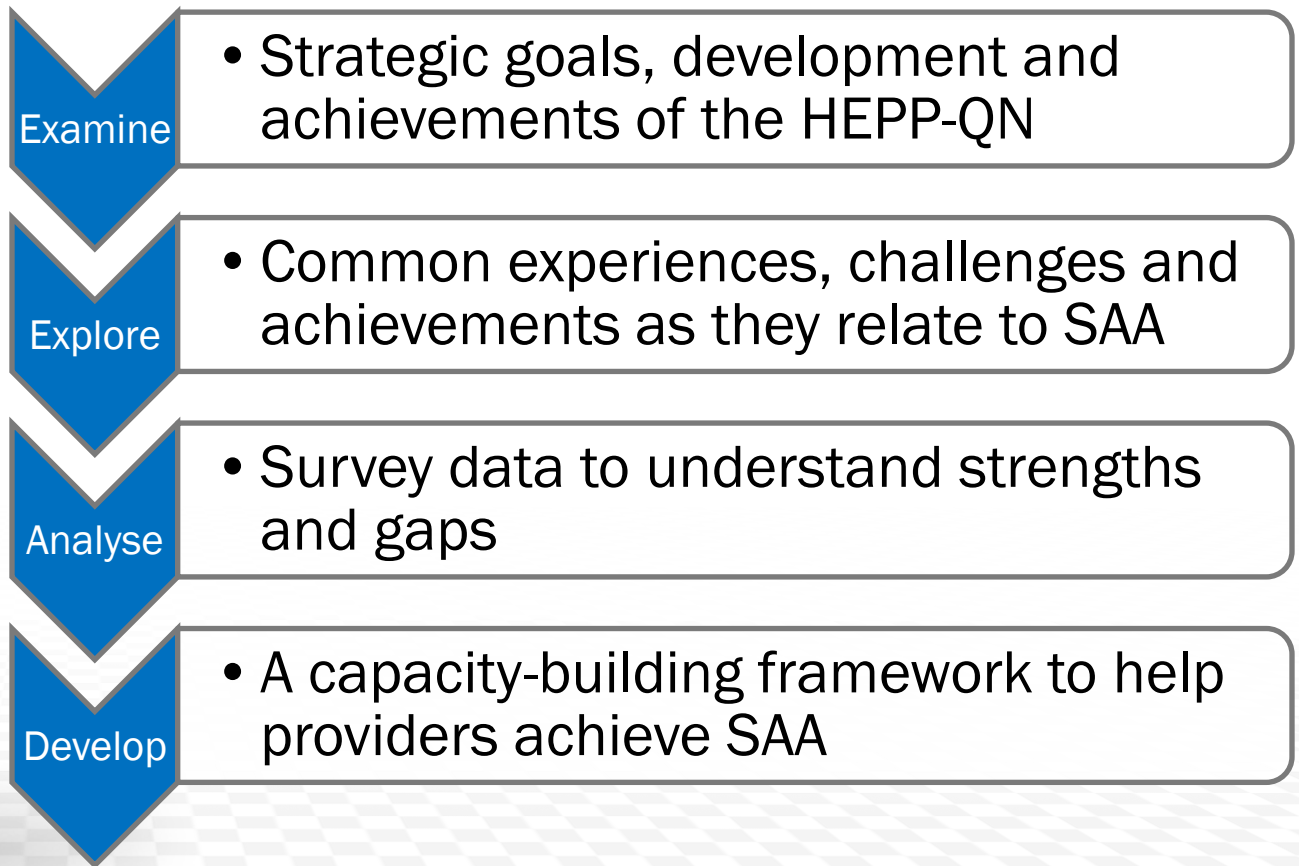
Self-Accrediting and Quality Framework

❑ Design, delivery, accreditation, monitoring, quality assurance, review and improvement of courses of study

❑ Capability in planning and establishment of new courses of study

❑ Competent academic governance

❑ Breath and depth of academic leadership, scholarship

❑ Professional accreditation

Project Methodology

Examine
- Strategic goals, development and achievements of the HEPP-QN

Explore
- Common experiences, challenges and achievements as they relate to SAA

Analyse
- Survey data to understand strengths and gaps

Develop
- A capacity-building framework to help providers achieve SAA

Data Collection

Two main approaches:

Self-Review

- Of participating institutions
- Online survey and oral interviews
  - Focus on attitudes and perceptions of SAA

Peer-Review

- Of data provided through self-review
- Use to establish a profile of strengths and gaps

Project Summary & Outcome

A capacity-building framework for…

Self Accrediting

Achieving Together
The Power of Collaboration

Achieving
Together
The Power of Collaboration

Thank You