# Securing recognised accreditation

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# Overview

- What is accreditation
- Pros and cons
- UK sector profile
- Quality assurance of private HE
- BAC accreditation
- Discussion points

# What is accreditation?

- Both a process and a status
- Involves self-assessment, onsite review, report consideration and decision
- Programme and institutional
- Overlap with audit, assessment, external examining etc
- More prevalent where a large private HE sector
- Can include: infrastructure, learning experience, financial position, governance, control and monitoring and beyond

*CHEA 2008; ENQA 2004*

# Accreditation: pros & cons

- Pros
  - International comparison
  - Student mobility
  - Developmental
  - Reassurance
  - Transparent
  - Independent, external
  - Judges educational quality
  - Promotes accountability
- Cons
  - Potential for duplication
  - Recognition of accreditors
  - Snapshot of provision

# UK sector profile

- Providers
- Students
  - Number
  - Origin
- Sector and institution maturity
- Relevant & proportionate system of ‘accreditation’ needed

# Quality assurance of private HE

- HE specific:
  - QAA REO, BAC
- Education (non-HE):
  - Ofsted, ISI, ASIC,
- Education (specific schemes/activities):
  - Accreditation UK (English language), awarding bodies, universities
- Standards:
  - ISO, IIP, UKAS

# BAC accreditation

- Application
- On site review
- Report
- Decision
- Publication
- Ongoing monitoring

# Suggested discussion points

- Does the UK need a system of accreditation?
- If so, what should it incorporate?
- Should a system of accreditation fit in with the planned alignment of HE regulation?
- Can we ensure all operators are included?
- Are there items not covered in current QA practice which should be and vice versa?

BAC
BRITISH ACCREDITATION COUNCIL

# Thank you


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