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THE PARLIAMENT OF THE COMMONWEALTH OF AUSTRALIA

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REPORT OF THE COMMITTEE  
OF INQUIRY INTO  
AWARDS IN COLLEGES  
OF ADVANCED EDUCATION

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COMMITTEE OF INQUIRY INTO AWARDS  
IN COLLEGES OF ADVANCED EDUCATION

P. O. Box 826,  
Canberra City, A. C. T., 2601.

12th June, 1969.

Dear Mr. Minister,

We present to you the Report of the Committee of Inquiry into Awards in Colleges of Advanced Education which was appointed by you in July 1968.

In making our recommendations we have been concerned to find practical solutions to the problems posed in our terms of reference, having regard to the history and varying levels of development of the systems of advanced education in each of the States. We believe that the adoption of the steps recommended will provide a basis for the solution of these problems but we recognise that the active co-operation of all concerned, Commonwealth, States and Colleges, will be needed if maximum benefits are to be derived from the proposals outlined in our Report.

During the course of the investigations which resulted in this Report, we were greatly assisted by the co-operation of those interviewed and the quality of the written submissions made to us.

Yours sincerely,

F. M. Wiltshire (Chairman)

J. J. Pratt

R. L. Werner

H. K. Clarke (Secretary)

The Honourable Malcolm Fraser, M. P.,  
Minister for Education and Science,  
Parliament House,  
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CONTENTS

	Page
THE TERMS OF REFERENCE AND A SUMMARY OF THE MAIN RECOMMENDATIONS .. .. .	7
CHAPTER 1: INTRODUCTION .. .. .	9
CHAPTER 2: TERMS USED IN THE REPORT .. .. .	11
CHAPTER 3: SOME GENERAL CONSIDERATIONS .. .. .	13
CHAPTER 4: THE PURPOSE OF ADVANCED EDUCATION ..	15
CHAPTER 5: CONFORMITY IN NOMENCLATURE OF AWARDS	21
CHAPTER 6: COURSES IN ADVANCED EDUCATION .. ..	25
CHAPTER 7: NOMENCLATURE OF AWARDS .. .. .	32
CHAPTER 8: NATIONAL ACCREDITATION OF AWARDS ..	41
Appendix A - Submissions to the Committee .. .. .	47
Part 1 - Written Submissions by Individuals .. .. .	47
Part 2 - Written Submissions by Organisations .. .. .	49
Part 3 - Individuals and Representatives of Organisations Interviewed .. .. .	52
Appendix B - Classification of Courses and Nomenclature of Awards in Colleges of Advanced Education, May 1969 .. .. .	58
Appendix C - Arrangements for the Administration of Advanced Education, May 1969 .. .. .	62
Appendix D - "External Study Facilities and the Relationship of Advanced Colleges to Universities" - Extracts from an address by the Commonwealth Minister for Education and Science, March 1969 .. .. .	65
Appendix E - The Council for National Academic Awards in the United Kingdom .. .. .	68
Appendix F - Accreditation in the United States of America ..	71



THE TERMS OF REFERENCE  
AND  
A SUMMARY OF THE MAIN RECOMMENDATIONS

The Committee found the questions posed by its terms of reference to be so inter-related as to require consideration as a whole rather than by each term individually. Nevertheless each term of reference was kept in mind throughout the Inquiry.

1. "To inquire into and make recommendations on the desirability of conformity in nomenclature for awards in colleges of advanced education and, if considered desirable, the steps appropriate to achieve this conformity. "

We have concluded that conformity in nomenclature of awards in colleges of advanced education is desirable (paragraph 5.15), that such conformity can only be achieved with the co-operation of the States (paragraph 5.16) and that a major step to achieve conformity would be taken by setting up a competent national body concerned with academic awards in advanced education (Chapter 8).

2. "To inquire into and make recommendations on the criteria which should be applied to the assessment of courses designed to qualify students for awards at various levels. "

Criteria have been established for broad categories of courses at various levels (Chapter 6) in colleges of advanced education, and on this basis, a system of awards has been recommended (paragraph 7.17).

3. "To inquire into and make recommendations on the nomenclature to be used for awards. "

The nomenclature recommended for awards is described in Chapter 7. For many first courses in advanced education, diplomas and advanced diplomas are recommended (paragraphs 7.26-7.32) while for certain first courses, bachelors' degrees are proposed. Provision is made for higher qualifications and distinctive names are recommended for first and higher degrees (paragraphs 7.17-7.24 and 7.38-7.43).

4. "To inquire into and make recommendations on the nature and modus operandi of a possible body to advise on comparability of standards in awards. "

An Australian Council for Accreditation of Awards in Advanced Education is recommended (paragraphs 8.8, 8.14, 8.17). Chapter 8 gives details about how it might work. We see this body contributing towards the achievement of conformity of nomenclature and assisting in the establishment of standards in the awards offered in advanced education.





## CHAPTER 1

INTRODUCTION

1.1 On 2nd June, 1968, the Commonwealth Minister for Education and Science announced the setting up of the Committee of Inquiry into Awards in Colleges of Advanced Education, with the following terms of reference:

"To inquire into and make recommendations on:

1. the desirability of conformity in nomenclature for awards in colleges of advanced education and, if considered desirable, the steps appropriate to achieve this conformity,
2. the criteria which should be applied to the assessment of courses designed to qualify students for awards at various levels,
3. the nomenclature to be used for awards,
4. the nature and modus operandi of a possible body to advise on comparability of standards in awards."

1.2 Advertisements were placed in the Australian press in all States and mainland Territories, inviting written submissions from interested persons and organisations wishing to place information before, or make representations to, the Committee. In addition, letters inviting submissions were sent to State government departments, colleges, universities, representatives of industry and others. In all, one hundred and three written submissions were received from individuals and organisations whose names are listed in Appendix A.

1.3 The Committee visited all six States and the Australian Capital Territory, making return visits as required, for the purpose of holding discussions with people who by reason of their occupation or special knowledge were expected to make informed comment on the Committee's terms of reference. These included Ministers for Education, senior government officials and persons professionally involved in education, industry, commerce or public undertakings. In some cases, those who had made written submissions were invited to develop in person the views expressed in the submission. In planning these interviews, we were obliged to make a selection but in doing so a serious attempt was made to secure a sample of opinion and point of view from as wide a range of interest and experience as possible. In all, discussions were held with one hundred and forty-one persons whose names are also listed in Appendix A. The work of the Committee was facilitated by the care with which the submissions were prepared, by the frank and useful comments in discussions and by the co-operative approach of all who gave generously of their time and knowledge.

1.4           The assistance given to the Committee by the staff of the Commonwealth Department of Education and Science is acknowledged with thanks. Thoroughly adequate accommodation was readily made available in each capital city and the services of competent stenographers were provided as required in Canberra, Sydney and Melbourne. The contribution of the Secretary, Mr. H. K. Clarke, merits special mention. He was both efficient and tireless in the performance of his duties and, in a variety of ways, greatly facilitated the work of the Committee.

## CHAPTER 2

TERMS USED IN THE REPORT

2.1 It is recognised that, for their own purposes, Commonwealth and State authorities such as the Commonwealth Advisory Committee on Advanced Education use some of the following terms with a particular meaning. The definitions and descriptions which follow are not necessarily the same as those used by other bodies.

2.2 Accreditation is the recognition of an award, following the satisfactory completion of a course which meets certain minimum criteria.

2.3 Advanced education is tertiary education other than that offered in universities or teachers' colleges.

2.4 Award is the credential given to a student on the satisfactory completion of a course of studies.

2.5 College of advanced education is the generic title which describes a place of tertiary education other than a university or a teachers' college which is assisted financially as such by the Commonwealth and the States. The colleges in the six States as listed in the schedules to the States Grants (Advanced Education) Acts 1967 of the Commonwealth Parliament appear in Appendix B. The Canberra College of Advanced Education is also included in this definition. Wherever "college" appears in this Report it refers to a college of advanced education.

2.6 A course in advanced education is one which requires as a standard of entry the satisfactory completion of full secondary education or its equivalent. It should be noted that not all courses in colleges of advanced education are necessarily courses in advanced education and that some courses in advanced education may be conducted in institutions other than colleges of advanced education.

2.7 First course is a course in advanced education which on entry normally requires not more than the satisfactory completion of full secondary education or its equivalent. Other courses in advanced education are referred to as higher courses.

2.8 Part-time equivalent does not necessarily imply twice the time of corresponding full-time studies.

2.9 Professional in this Report refers to a person who by reason of his training to an appropriate tertiary level in a substantial discipline is able to discharge the normal duties required of a practitioner in that particular discipline. It is recognised that there is a range of professional competence and that some members of a profession are trained to a higher level than others. The professional person is often supported at the sub-professional level by the technician and at another level again by the skilled tradesman. "Professional" does not necessarily imply membership of an association or society of persons in that professional discipline.

2.10 Submission includes both written statements and views submitted orally to the Committee.

2.11 Tertiary education is that level of education which follows the completion of full secondary education or its equivalent. It does not include adult education.

## CHAPTER 3

SOME GENERAL CONSIDERATIONS

3.1 The Committee appreciates the importance of making adequate educational provision to support the accelerating development of Australia as a complex modern state and accepts the fact that colleges of advanced education have an important role to play in this development. Advances in technology require the provision of a wider range of tertiary courses than has been available in the past, as well as the training at tertiary level of larger numbers of people. In addition, it is to be noted that the percentage of Australians seeking tertiary education is rising rapidly. These factors have created a demand for the provision of a greater number of tertiary courses at different levels and in a variety of institutions. One important result has been the extension and emergence of programmes in advanced education throughout Australia.

3.2 The States are at different stages of development with respect to advanced education. Some, such as Victoria and South Australia, have a long and continuous history of development of technological education up to and including the professional level. After concentrating for a period of some fifteen years on the development of universities, New South Wales is now providing an alternative form of tertiary education with the establishment of new colleges of advanced education. In the other States, colleges of advanced education have emerged in a number of ways, some of which are unique and others common to a number of States. An important stimulus to the development of this alternative system of tertiary education is the active participation of the Commonwealth following the Report of the Committee on the Future of Tertiary Education in Australia (the Martin Committee).

3.3 Each of the States has devised, or is considering, an administrative organisation to guide advanced education in that State. The current position in each State as far as it can be ascertained is shown in Appendix C.

3.4 The Committee believes that in any overall review of the Australian scene, differences between the States must be taken into account and accepts that any proposals for a general scheme of nomenclature for awards in the colleges should not retard the growth of that scheme of advanced education considered most appropriate by each State.

3.5 The Report does not treat in detail particular fields of study and makes no attempt either to assess the appropriateness of including a certain discipline in colleges of advanced education or to recommend that a course should or should not be offered at any designated level. This was not the responsibility of the Committee.

3.6           It was felt that the terms of reference precluded the consideration of awards in teachers' colleges. Further, the question of teacher education has not been referred to directly in this Report. Nevertheless, it may be that general conclusions reached in this Inquiry will have relevance for courses in the field of teacher education offered by colleges falling within the definition of colleges of advanced education given in Chapter 2.

3.7           The approach adopted in the Report has been to identify for investigation some major areas which it was felt would shed light on the terms of reference and to devote a chapter to each of these. Observations, conclusions, suggestions and recommendations have been included as far as possible as they have emerged in the development of the argument in each chapter. Comment on the terms of reference and major recommendations is given in the summary statement on page 7.

3.8           The Committee devoted considerable thought to whether its recommendations should be general or specific. It finally decided that it would be useful to include both types. Recommendations are couched in a form which makes it possible for action of a specific nature to be initiated if desired, and in some, provision is made for further inquiry and investigation.

## CHAPTER 4

THE PURPOSE OF ADVANCED EDUCATION

4.1 Early in its deliberations, the Committee came to the conclusion that serious consideration of awards in the field of advanced education could only be undertaken satisfactorily on the basis of a definitive statement of the purpose of colleges of advanced education. An examination of official statements and reports, of submissions to the Committee, and of addresses by persons with particular interests in this field elicited a great deal of useful information but failed to reveal a firm statement in sufficient detail to give the Committee what it was seeking. This is not surprising since, in some parts of Australia, the concepts inherent in advanced education are still evolving and being worked out in various ways. In this regard, the Committee acknowledges the address given by the Commonwealth Minister for Education and Science, the Honourable Malcolm Fraser, M. P., at the annual meeting of Convocation at the University of Melbourne on 28th March, 1969. Extracts from the address are included in Appendix D.

4.2 The one basic and general objective that emerges from this and other official statements is that the colleges exist to provide vocational education at the tertiary level - vocational education here meaning preparation for work in industry, commerce and the public service with due regard to the country's current needs and foreseeable future requirements. The Committee sees a need to emphasise continually this prime purpose of the colleges so that their vocational orientation is not obscured.

4.3 The importance of developing and continually modifying a system of tertiary education to remain effective in the Australian environment and to provide a product which meets the Australian demand for a well-trained work force cannot be over-stressed. It is a task which requires informed judgement in the selection of staff and care in the structuring of courses so that these are adequate for the purpose desired yet by their content and approach do not contribute to a situation where those who could become adequate practitioners in a particular discipline fail to complete their studies.

4.4 Both the universities and the colleges of advanced education have a distinctive contribution to make in the development of Australia. The comment has been made in a number of places that the colleges are "complementary to universities", that they give courses "different from but parallel to those of universities" and that the difference between the colleges and the universities "is one of emphasis". Occasionally the view was expressed to the Committee that colleges of advanced education should concentrate exclusively on courses demonstrably below university level but this is a minority view not supported by official pronouncements.

4.5 In considering the purpose of colleges of advanced education, the Committee was mindful of the role of the university in the community and of the contribution which the Australian universities have made and will continue to make. It recognises the importance of the university concept which has been built up over a great many years, and respects such objectives as the pursuit of knowledge for its own sake, the search for new knowledge, the ideal of academic excellence and the maintenance of high intellectual standards. In our society the university plays a complex role in which scholarly attitudes are of profound significance; a role, too, which includes provision for professional studies in a number of fields. There would be strong support in university circles for a concept of university education which recognises the responsibility of universities for active participation in meeting the needs of the society in which it is located.

4.6 From one point of view it is correct to say that the difference between colleges of advanced education and universities is one of emphasis. From another this is misleading and masks more basic differences between the purposes of the two types of institutions. The objectives which universities pursue as compared with colleges of advanced education have a marked effect on course content and staff attitudes in universities. For example, much of the work of university staff is research oriented and academic standing is enhanced by scholarly publication. Courses leading to a first degree are frequently structured to facilitate the progress of students with scholarly gifts to higher degrees. If the colleges of advanced education allow such considerations to blur their basic vocational purpose there will be grave danger that they will lose their special quality, become indistinguishable from universities and fail to achieve their social purposes. The special characteristics of colleges of advanced education as they appear to the Committee are outlined in paragraph 4.9.

4.7 In its deliberations, the Committee has kept in mind that the nomenclature of awards in advanced education which it recommends should neither hinder the development of colleges nor promote their transformation into universities. Rather does it hope that any system of nomenclature decided upon will contribute actively to the maintenance of the essential purpose of the colleges of advanced education.

#### Characteristics of the Colleges

4.8 The Committee notes that in line with the purpose of advanced education, as outlined earlier, certain characteristic features have emerged in the colleges and others are now appearing.

4.9 Some of the more important characteristics follow.

(i) Because the vocational needs in the tertiary educational field vary so greatly from one discipline to another, the colleges are providing courses in which both the level and the length are varied to suit these needs. In order to maintain this flexibility, which is necessary to avoid either overtraining or undertraining, it is clear that there cannot be one single type of course structure to the exclusion of other types. Neverthe-



less, the Committee sees in many parts of Australia acceptance of a three year full-time course or its part-time equivalent as the "normal" length of a course. Other courses, some of two years' duration and some longer than three years are also offered. (See Appendix B.)

(ii) In the colleges there is a general recognition of the need to structure courses and design the syllabus for individual subjects so that an educational pattern is produced in which the vocational needs of the student are well accommodated. The resulting characteristics of such courses involve an emphasis -

- (a) in the treatment of a certain subject or subjects aimed at relating the studies directly to the work situation, thus tending to reduce the more general aspects of such subjects and the course as a whole,
- (b) on studies involving the application of knowledge, with a consequent reduced emphasis on studies of a more theoretical nature,
- (c) on practical skills to a greater extent in some disciplines than would be found in courses not specifically designed for vocational purposes, such skills being of significance to the occupational needs of the student, and
- (d) on planning the courses so that they are complete in themselves, thus fitting a successful student for his work in industry or commerce.

(iii) The entry requirements of the colleges generally are more flexible than have hitherto been customary in the case of studies of a formal nature at tertiary level. In this connection the Committee notes that an accepted criterion for admission to a course in the colleges is the production of evidence that the student can undertake it with reasonable likelihood of success.

(iv) The colleges are encouraging, for the most part, the provision of education on a basis which, for some part of the course at least, allows the student to come directly into contact with the work situation. In courses in many colleges this is accomplished by part-time attendance in which evening study is combined with some day-release from his place of employment, while in other cases one or more years are set aside for part-time attendance in a course which is otherwise conducted on a full-time basis. In some other colleges "sandwich" courses have been introduced or are under consideration.

(v) Staff are selected for the colleges on the basis of their vocational experience as well as their academic qualifications, and facilities have been, and are being provided which are related to those typically used in industry and commerce.

(vi) The colleges are maintaining their contact with industry and commerce and building up further association in a number of ways. Some of these, not necessarily applying in all colleges, are:

- . the establishment of college councils with strong representation from industry and commerce,
- . the use of advisory panels at course and subject level,
- . the encouragement of academic staff in undertaking consulting work,
- . the participation in specific industrial research or surveys, and
- . the arrangement of conferences involving industry and commerce.

At present there appears to be little actual interchange with or secondment of academic staff to industry, but the Committee is satisfied that there is a reasonable likelihood that this will occur to a substantially greater extent in the future.

(vii) While the great majority of the courses provided by the colleges are designed to prepare the student for the initial phase of his professional career, increasing attention is being paid to courses beyond this phase. It has been recognised that the nature of the work performed by an individual often changes during the span of his working life and an extension of the initial training or even retraining will be necessary. Studies undertaken subsequent to the first course will not necessarily involve greater depth beyond that reached in the earlier work, though this may be the case. Such further studies in the colleges may involve an extension into areas covered only to a limited extent in courses already taken or they may involve new areas.

4.10 The confident hope was expressed in many quarters that colleges of advanced education will be characterised by good teaching. The Committee does not need to do more than to acknowledge this expectation, to support it strongly and to make the further point that good teaching must be accompanied by adequate measurement and evaluation of achievement if the student is to reap the benefit of high quality teaching. It is also hoped, therefore, that thoughtful and imaginative teaching and examining will be features of colleges of advanced education.

### The Student Population

4.11 A substantial proportion of the student population of most colleges will be attending on a part-time basis. Such students will not only be aware of the nature and demands of their field of employment but will, no doubt, be actively directing their attention to fitting themselves for advancement in that field. In addition, students attending on a full-time basis will generally be oriented towards some particular field

of employment and by association with part-time students and in other ways will become aware to some extent of the requirements of their chosen field.

4.12 As the purpose of advanced education becomes more widely understood in the community, students will be in a better position to choose the type of tertiary education most suited to their aspirations and their aptitudes. The Committee sees the student population in the colleges as a group suited to studies in which the results of their efforts are expressed in some practical fashion in industry or commerce. They are less likely to be attracted to abstract work or to studies in which the immediate objectives are less clear.

4.13 Consequent upon the orientation of course work and the students' own attitudes and experience, it is likely that the student on entering employment will be reasonably equipped with the necessary knowledge and skills to take some immediate part in the workforce of the company, government department or other organisation of which he has become a member and that "on the job" training undertaken for a particular position in industry or commerce will be reduced to a minimum.

#### The Colleges and the Community

4.14 Because colleges of advanced education have the task of preparing people for work in a wide range of industrial and commercial activities, the relationship of the colleges with employers and the community needs to be direct, close and continuing. In those States with a long history of tertiary vocational training other than in universities much has been done to develop this association. Some of the means by which this may be achieved have been listed in paragraph 4.9 (vi), but much more will need to be done and new methods of engaging the interest of industry and the public will need to be explored.

4.15 It was a matter of some disappointment to the Committee that very few representatives of industry made submissions in spite of the invitations issued to many prominent companies. No doubt there are many reasons for this but one of these must be a general failure in communication between industry and commerce on the one hand and advanced education on the other. It is doubtful whether industry yet appreciates the benefits which will accrue from the substantial investment both of people and money now being made in advanced education.

4.16 Community acceptance of the colleges will depend on the extent to which their courses serve the purpose for which they are designed and the effectiveness with which successful students can cope with the work situation for which they have been prepared. In this connection, the Committee emphasises that it would be a serious matter if a course serving a useful community need were to be replaced by one requiring a higher level of intellectual effort or a longer period of time simply because of a desire to achieve greater status. Further, it does not accept the argument that the desire to achieve greater status in the eyes of the community justifies the introduction of any particular nomenclature of award, such as a degree, for this reason alone.

4.17           The purpose of advanced education can only be achieved in the light of a clear determination of the appropriateness of the level of training in a specific discipline. In this regard the professional institutions, the employing bodies and the educational authorities all have a part to play in determining what is an appropriate level for a course thus ensuring that neither undertraining nor overtraining occurs. Serious study of the role of the various interested parties involved in determining the level of courses is necessary. Further, research into the employment situation of those who have recently completed courses and the relationship of their training both to the demands of their job and to their future prospects of advancement will be a matter of continuing importance. The Committee is aware of the variety of research projects currently being undertaken in this and related fields under the sponsorship of the Commonwealth Advisory Committee on Advanced Education.

## CHAPTER 5

CONFORMITY IN NOMENCLATURE OF AWARDS

5.1 An examination of the nomenclature used for the awards currently offered on completion of a course in advanced education (see Appendix B) shows that a variety of terms is in use. These terms include "Diploma", "Associate Diploma", "Associateship", "Associateship Diploma", "Fellowship Diploma", "Diploma in Technology", "Diploma of Licentiatehip" and "Advanced Certificate". In all some twelve terms are in use throughout the colleges for a first award.

5.2 The most commonly used terms are the "Diploma" and "Associate Diploma" but there is little uniformity in the pattern of nomenclature. For example, some colleges use different terms for courses which, although in different fields are of the same length. Again, some terms such as the "Diploma of Licentiatehip", the "Diploma in Technology" and the "Associateship Diploma" are each found in only one college.

5.3 Courses leading to the award of a degree are offered in two of the colleges, namely, the South Australian Institute of Technology and the Victorian College of Pharmacy. Thirteen courses which are offered in the South Australian Institute of Technology lead to the degrees of Bachelor of Technology (B. Tech.), Bachelor of Applied Science (B. App. Sc.) and Bachelor of Pharmacy (B. Pharm.), the awards being those of the University of Adelaide. The particular courses offered are set out below -

Bachelor of Technology (B. Tech.)

- . Civil Engineering
- . Electrical Engineering
- . Electronic Engineering
- . Mechanical Engineering
- . Surveying
- . Building Technology

Bachelor of Applied Science (B. App. Sc.)

- . Applied Chemistry
- . Applied Physics
- . Data Processing
- . Mineral Engineering
- . Primary Metallurgy
- . Secondary Metallurgy

Bachelor of Pharmacy (B. Pharm.)

- . Pharmacy

Under present arrangements with the University of Adelaide, 1969 is the last year in which new students have been enrolled in these courses. The pharmacy course offered by the Victorian College of Pharmacy is the only course available in this college and leads to the Bachelor of Pharmacy degree awarded by the Victoria Institute of Colleges.

5.4 Post-diploma activity is not conducted on a substantial scale as yet, but it is increasing and will complicate the position further as new terms are introduced (e. g., "Master Diploma" and "Diploma of Master of Technology").

5.5 Some of the terms in use explicitly indicate, by the title or its abbreviation, the disciplinary area in which the studies leading to the award have been undertaken. In other cases, the title refers to the awarding body and suggests that the holder of the qualification is a member of that body or associated with it. This nomenclature often includes the word "Institute" or its abbreviation and this is also found in the terminology frequently used by professional or learned societies.

5.6 The variety of terms in use results mainly from three factors. These are

- . a desire to avoid the use of the term "diploma" to cover a wide variety of courses at different levels and of different lengths,
- . a need to find an award alternative to "diploma" for tertiary courses in the major and well recognised professional disciplines, and
- . the inability of the colleges to make use of the term "degree".

5.7 Almost all submissions referred to the matter of conformity and most supported it to some extent, although in some submissions it was evident that views on the desirability of conformity were influenced by the degree of detail in the nomenclature proposed. General concern was expressed with the present nomenclature and with the variations in the names of awards current throughout Australia. It became clear that, in some of the submissions the concept of conformity carried over into the area of course structure and subject matter.

5.8 Whereas most persons would support some measure of conformity in the names given to awards offered in the field of advanced education, a policy of conformity which contributes to rigid uniformity in the content of courses and in the approach adopted in the presentation of those courses would be considered undesirable. The Committee agrees with this view and, in interpreting "conformity" to refer to the nomenclature used for awards, has kept this view well in mind.

5.9 Views such as the following were submitted in support of conformity in nomenclature of awards.

- (i) At present awards for similar courses have different names; conversely awards with the same name apply to courses at different levels in different States.
- (ii) There is likely to be a greater degree of confidence in common nationally recognised titles, by employers, educational institutions, professional bodies and the community both here and overseas.
- (iii) The recognition of qualifications of students who successfully complete courses in colleges of advanced education will be delayed unless there is some move towards conformity of nomenclature of awards throughout Australia.
- (iv) With increasing mobility of professional people in this country and overseas, the recognition of attainments by the common use of widely accepted titles is desirable.
- (v) Common nomenclature would be an advantage in those cases where courses satisfying a particular national need are available in one or a very limited number of colleges.
- (vi) Since academic qualifications are used as minimum entry requirements to the public service, to professional societies, etc., it is desirable that nomenclature employed should have reasonable conformity throughout Australia.
- (vii) A nation-wide system of nomenclature would generally confer status on the institutions concerned.

5.10 The foregoing is a representative sample of the views expressed in submissions. In brief, it was maintained that common nomenclature would be more meaningful to the community, to employers, to professional bodies, to arbitration tribunals, etc., with consequent benefits to the students and enhanced status for advanced education generally.

5.11 An argument advanced in opposition to conformity was that the adoption of a common nomenclature could weaken the individual characteristics of the courses in the colleges, reduce the initiative towards innovation in course structure and course work, and produce a fairly narrow pattern of courses. The Committee does not accept that a scheme of common nomenclature would have this effect.

5.12 Another argument put to the Committee was that some colleges are proud of their present nomenclature of awards and should not be obliged to abandon it in the interests of general conformity. It was also said that changes in nomenclature in respect of well established awards could lead to greater confusion than now exists, in that the significance of the change of nomenclature would not be readily understood.

5.13 We appreciate the pride that the older colleges have in the tradition and standing which their particular awards have achieved in the community and comprehend that the nomenclature used is a part of that tradition. Nevertheless, we feel that these colleges will reap additional benefits from nomenclature common throughout Australia and believe that a nationally recognised and consistent system of nomenclature of awards will assist in establishing this system of tertiary education in the minds of employers, professional bodies and the community generally.

5.14 As a result of our inquiries in different parts of Australia we are satisfied that there is considerable confusion arising from the use of different nomenclature of awards in different States. This situation will almost certainly become worse with the increase in the number of courses in the future in both existing and new institutions unless conscious effort is made to arrive at some acceptable form of conformity. The Committee also accepts the view that there is an existing problem in the recognition of awards overseas.

5.15 It is recommended that:

a common pattern of nomenclature of awards be instituted in colleges of advanced education throughout the Australian States and the Australian Capital Territory.

5.16 Since changes in the names of existing awards and decisions concerning the names of new awards in the colleges in the several States are matters which involve the State authorities, it is recommended that:

the co-operation of the States and the councils of colleges be invited in this new and important task of developing a scheme of nomenclature of awards on a national basis.

5.17 It would be possible to foster conformity in nomenclature of awards in a number of ways. We see as one practical approach, the use of a national body charged with this responsibility. Our thinking on the role of such a body and on its mode of operation is given in Chapter 8.



## CHAPTER 6

COURSES IN ADVANCED EDUCATION

6.1 In order to consider the possibility of a common system of nomenclature for awards which would cope with the diversity of the courses offered in the colleges, the Committee felt there was merit, as was suggested in a number of submissions, in attempting to classify courses as belonging to one or other of a small number of general types, for each of which a suitable style of nomenclature might be found.

6.2 In order to develop a classification, it is necessary to point to some distinguishing features of courses. Four relevant features are:

- (i) the amount of knowledge to be imparted,
- (ii) the depth of study of the subjects involved (one indicator of depth, but not the only one, being the number of years of study of the subject),
- (iii) the level of attainment on entry to the course, and
- (iv) the stage reached on completion of the course.

6.3 The four features listed above are inter-related and more explicit characteristics of a course become apparent when a particular combination of these features is considered with respect to a certain course. Thus the combination of some or all of these features will influence such characteristics as the duration of the course and the distribution of student activity between lectures, tutorials, laboratory work, etc. In addition, the combination will also affect the qualifications and experience required of the academic staff and the minimum facilities which will be needed.

6.4 The Committee believes that the particular feature in a course at tertiary level which, more than any other, forms its character is the study of one or more subjects in depth. Studies in depth which characterise a course usually involve a concentration of effort on particular subjects over two or, more usually, three years. The content of the subject studied in depth may, however, vary greatly and will depend on the objectives of the course and the nature of the particular field of study.

6.5 In a number of courses provided in the colleges, the general specification in terms of the features above may not appear to be dissimilar to that which would be given for courses provided in the same area by the universities, and the number of years of study is often the same. There are, however, real differences. The emphasis in individual subjects will frequently be different so that the overall characteristics which develop are those of a course more vocationally oriented. Some of the particular features of such courses have already been noted in paragraph 4.9.

6.6 The Committee has concluded that a number of these courses in the colleges will be at the same general level as courses in the corresponding areas in universities, although the objectives and the approach to them will be quite different in the two types of courses. Examples of such courses will probably be found in applied science, engineering, architecture, building and business studies.

6.7 On the other hand, there are, and will continue to be, numerous courses given in the colleges in which the emphasis is clearly less on depth of study and more on the acquisition of factual material to the extent that three years' study or even more is required. In these cases study of a range of subjects is not unusual but the depth of treatment in each is less than in courses of the type referred to in paragraphs 6.5 and 6.6.

6.8 In other cases again, there are courses of at least three years' duration in which the teaching is principally directed towards the acquisition of skill of a high order in a particular field together with studies of related theoretical and supporting material. In this type of course the attainment of professional skill may require prolonged association between teacher and student in small groups in studio, laboratory or clinic.

6.9 Examples of courses falling within the ambit of paragraphs 6.7 and 6.8 may be found in the performing and graphic arts, in some areas of agriculture and in some technological fields ancillary to the principal professions.

6.10 In addition, there are courses which fill a community need by providing studies extending for not more than two full-time years from the completion of secondary education. This type of course has objectives rather more limited than do the courses envisaged in the paragraphs above. Such courses are also important in the consideration of a pattern of nomenclature of awards.

6.11 The establishment of a classification of types of courses makes it possible to build up a system of nomenclature of awards appropriate to the diverse course patterns and varying levels found in the range of activity of the colleges. The more particular and precise the classification, the greater the number of classes which will be found necessary. This could lead to an unnecessarily complex system of nomenclature. The Committee decided that it would be desirable to identify a minimum number of classes, leaving each class so sufficiently general that a decision on the nature of a new course and on its structure should allow it to be readily classified. Only if a major change were intended should it be necessary to consider a reclassification of a course. It is recognised that community needs will change and that it is inevitable that some movement between classes will occur from time to time.

6.12 The categories set out below relate not only to courses currently offered in the colleges but also to some courses which are in the process of design or implementation and which have been described to the Committee.

### Category A

6.13 Courses in Category A are, in general, among the most demanding courses provided in advanced education. The prime objective of such courses is to provide sufficient training in a major vocational discipline for the discharge of normal professional duties required in industry or commerce in that discipline. (See also paragraphs 6.4-6.6.)

6.14 Typically a course in this category exhibits the following characteristics.

- (i) The course pursues one or more major subjects in depth over a period of not less than three years supported by other relevant subjects.
- (ii) The study in depth of each major subject in the course reaches towards its fundamental basis, examines its theoretical framework to some extent, explores its relationship to other areas of knowledge and provides an adequate appreciation of its application to problems associated with human endeavour or behaviour.
- (iii) The course is usually of three years' duration on a full-time basis, or part-time equivalent, following the satisfactory completion of secondary education. In some cases, the course may be longer than three years.

6.15 Further, for a course to be eligible for inclusion in Category A, it is necessary that:

- (i) the academic staff be adequately prepared by qualification and experience to present the course and sufficient in number to provide effective tuition, and
- (ii) the provision made for staff and students be adequate with respect to accommodation and to library and laboratory facilities.

### Category B

6.16 While a number of courses which fall within Category A will be offered by some colleges, in some other colleges perhaps only one or two such courses will be available. In general, the amount of educational work involving courses in Category A undertaken by the colleges will be more than matched by other courses, which will take many different forms and encompass different levels. All such other courses which lead to a first award and which will form the major part of programmes in advanced education are classified as Category B, with two sub-divisions B1 and B2.

## Category B1

6.17 Courses in Category B1 may lead to professional standing and/or public recognition but for good reason they are not appropriately placed in Category A. For example, some courses in Category B1 place marked emphasis on the applications of the discipline with a corresponding reduction in the depth of study. Others endeavour as the main objective to produce a high degree of skill as a practitioner or performer while in still other cases, competence is achieved by extensive laboratory practice, clinical experience or by fieldwork. In addition, there are and will be courses, some of which may be in the newer areas of tertiary educational work, in which the depth of study and the intellectual effort required are less than for Category A, although the general balance between theory and practice is similar to that found in courses in Category A. In this last-named case, circumstances could arise in the future due, for example, to advances in technology, calling for a course at a higher level to replace or to be additional to the course in Category B1.

6.18 The following are typical characteristics of a course in Category B1.

- (i) The course pursues one or more major subjects for at least two years, accompanied by subjects necessary for an effective appreciation of the major subject or subjects or for the effective practice of the discipline with which the course is concerned.
- (ii) The majority of subjects studied are principally concerned with the application of knowledge and the practice of the discipline. They often involve more restricted theoretical work than is found in like subjects of courses in Category A.
- (iii) The course is not less than three years' duration on a full-time basis or part-time equivalent following the satisfactory completion of secondary education.

6.19 It is desirable that the academic staff teaching courses in Category B1 be well experienced in the applications of the discipline or be skilled practitioners or performers or both. The facilities should be adequate for the practice of the subjects in studio, laboratory, field station or clinic.

## Category B2

6.20 Many courses offered by the colleges will have limited objectives and will be at the sub-professional level. Some will provide a short tertiary course for those students who may not be willing to commit themselves to a substantial programme leading to professional standing. In other cases community needs are satisfied by a course taking less than three years. Again, some courses, while being properly considered to be tertiary, lead directly from Certificate work which is not at tertiary level.

- 6.21 Characteristics of courses in Category B2 follow.
- (i) The course is of two years' duration on a full-time basis, four years on a part-time basis, or some other equivalent full-time/part-time combination, following the satisfactory completion of secondary education.
  - (ii) The course treats a fairly restricted area of knowledge and may give only the basic elements of theory before passing to applications or to the development of skills.
  - (iii) The course may have a somewhat lower standard of entry, but not inconsistent with the satisfactory completion of secondary education or its equivalent, than would be required for entry to courses in Categories A and B1.

### Higher Studies

6.22 It is expected that, following the completion of a course in Category A or B, the successful student will pursue the vocation for which he has fitted himself by those studies. However, as a result of his changed duties in industry or commerce, or because he wishes to fit himself for a higher position in his profession, or perhaps simply because of advances in the technology of his chosen field, he may wish to undertake further formal studies.

6.23 The Committee sees the colleges providing a variety of higher formal instruction ranging from the short course for which no qualification is sought or given, to the extensive course which may involve as much as two years of full-time study or its part-time equivalent. Such activities are consistent with the stated general vocational objectives of the colleges and attention has, therefore, been given to categories for those types of courses for which a formal qualification will be awarded. Categories C and D would seem to meet most needs.

### Category C

6.24 A course in Category C will usually be of one year's duration when measured on a full-time basis and will normally be the course of minimum length for which an additional formal qualification will be given. Two main types of courses can be distinguished in this category.

### Category C1

6.25 A short course concerned with a specific aspect of a discipline. It will

- (i) normally be of one year's duration on a full-time basis or two years part-time, following completion of appropriate courses at tertiary level of not less than three years' full-time duration or part-time equivalent, whether taken in a college of advanced education or a university, and
- (ii) provide either additional studies in some branch of a discipline or deal at a high level with a new subject not normally treated in a first course.

Category C2

6. 26 A short course designed to extend a first course in advanced education. It will

- (i) normally be of one year's duration on a full-time basis or two years part-time following completion of an appropriate course in a college of advanced education of not less than three years' full-time duration, and
- (ii) provide an extension in depth and breadth of the first course referred to under (i) above.

Category D

6. 27 This category provides for a demanding formal course intended to extend the competence of the student in a substantial manner. This course will

- (i) normally consist of two years' study on a full-time basis or part-time equivalent following completion of a tertiary course in a relevant field of not less than three years' full-time duration; alternatively, it may consist of not less than one year's full-time study or part-time equivalent following a tertiary course in a relevant field of not less than four years' full-time duration,
- (ii) admit students, following the completion of courses, as set out under (i) above which have been undertaken either in a college of advanced education or in a university,
- (iii) provide studies in depth or breadth or both in a significant part of a discipline at a high level, and
- (iv) consist for the main part of formal studies and project work.

6. 28 For the successful conduct of a course of this nature it will be necessary to depend on staff of high calibre, well qualified and experienced in the particular area of study and, in some cases, on the use of expert lecturers brought from industry or commerce to deal with specific topics.

\* \* \*

6.29 We believe that the four categories described in general terms in this chapter will enable a flexible yet orderly nomenclature to be developed. Recommendations for such a nomenclature are set out in Chapter 7.

6.30 While the foregoing categories cover the great majority of courses in existence in the colleges at the present time, it may be that some particular courses or some which will be planned in future years will not conform easily to this pattern. Consideration of such cases could well be a matter for the body described in Chapter 8.

## CHAPTER 7

### NOMENCLATURE OF AWARDS

7.1 Having decided on a small number of broad categories of courses in advanced education (see paragraphs 6.13-6.28), the Committee turned its attention to the selection of a nomenclature of awards appropriate to those categories.

7.2 During its investigations the Committee examined a large number of specific proposals which were set out in submissions and considered, in addition, practices in some overseas countries. It noted the introduction of the Diploma in Technology offered in colleges of advanced technology in the United Kingdom and the subsequent developments there. In addition, it had information on the nomenclature of awards used in the United States, including the associate degree, and in Europe, where a variety of terms are in use.

7.3 Consideration was given to the adoption of a system of nomenclature of awards which was not in use, either in Australia or elsewhere. Submissions made in favour of a completely new system of nomenclature of awards presented the view that the colleges should attempt to build up in the public mind the image of a new system of tertiary education not to be identified, inadvertently, with any now in existence, through the use of the same nomenclature of awards. We came to the conclusion that the choice of a totally unfamiliar nomenclature was undesirable and impracticable because of the period of time likely to elapse before such nomenclature would receive suitable recognition and be accepted by the community. Indeed, it may well be that such recognition and acceptance would never be achieved. A number of proposals which involved the use of terms familiar in Europe but unknown and likely to be misunderstood in this country were also rejected.

7.4 Some colleges use a style of award which connotes membership of an institution and leads to a particular nomenclature of awards for each college. The Committee believes that such a system is unsuitable in a general scheme of awards. Further, some colleges now include the term "Institute" in the style of their award and the appearance of this term, particularly in an abbreviated form, is likely to be confusing as a similar term is often used by professional associations and public bodies.

7.5 Another reason for not using the type of nomenclature referred to in the paragraph above for the academic award itself became apparent. In some cases a State body may be the awarding authority and will be recognised as such on the testamur and in the abbreviated description of the award. A particular college may, however, wish to grant membership of that college either to persons who have studied there or to other persons.



7.6 We concluded that the most practical procedure was to work within the framework of terms already in use and recognisable in a general way. Such terms are few in number and, after a review of existing nomenclature of awards in common use, we turned our attention to the use of the words "diploma" and "degree" in the determination of a suitable scheme of awards.

### The "diploma"

7.7 In this Report, the term "diploma" is used in the sense of an academic award in its own right and not as a document testifying to the award, for which the term "testamur" is used.

7.8 The term "diploma" is the only general word in common use for an academic award, apart from the word "degree". Unfortunately, because of the lack of alternatives, "diploma" has been used to cover awards at a number of levels ranging from post-graduate level in universities to technician level in some technical colleges in some places. Less commonly it is applied to any official document conferring an honour or a privilege.

7.9 The regard in which diplomas are held varies greatly from one situation to another and, in Victoria particularly, diplomas in a number of disciplines have achieved a high reputation. In other cases and in some other States particular diplomas, usually those of long standing, have found acceptance as tertiary qualifications.

7.10 While it would be unrealistic to ignore the disadvantages associated with the term "diploma" the Committee believes, nevertheless, that the use of this term in advanced education has much to commend it and supports its use for a substantial part of the work of the colleges. However, it became clear that it would be neither practical nor desirable to attempt to use this term to cover all types of courses presently offered or proposed in colleges of advanced education.

### The "degree"

7.11 In contrast with the situation involving "diploma", the term "degree" is commonly understood to refer to a tertiary qualification and is readily accepted as such by the community. It carries with it an assurance of acceptable standards.

7.12 The "degree" has wide acceptance both in Australia and overseas as a reputable qualification at tertiary level and possession of a degree normally gives entry to the professional ranks in most disciplinary areas. There is no other term which has this general acceptance in English speaking countries. Additionally, the degree nomenclature provides for a well recognised system of awards at different levels of performance from the bachelor degree to more senior degrees.

7.13 Most submissions advocated a system of awards which would provide for the award of degrees for some of the courses offered in the colleges. There was little support for the argument that degrees should only be offered in universities and we agree that in appropriate circumstances the award of degrees in colleges is justified, provided always that adequate safeguards are maintained with respect to quality. It is interesting to note that the large majority of senior academic staff and administrators in universities with whom the matter was discussed at length supported this view.

7.14 The Committee further believes that the use of distinctive degree nomenclature for awards in some courses in colleges of advanced education will be a proper recognition of the quality of vocational training given and will have the effect of encouraging students to make a more objective choice of the type of education best suited to their needs and aptitudes.

7.15 We doubt the validity of the argument that the introduction of degrees as awards would cause the colleges to raise their standards to unduly high levels. Rather, this might occur because of the absence of the opportunity to use degrees, if the colleges were to raise academic standards in an endeavour to demonstrate beyond all possible doubt the academic quality of their courses as compared to others using the degree nomenclature. The emergence of State bodies in some States (see Appendix C) and the membership of college councils should ensure that community needs will be kept to the fore both in the provision and nature of courses.

7.16 In many submissions it was suggested that there were advantages in giving distinctive names to the degrees offered in the colleges. There is a need to avoid misconceptions about the courses in the colleges which would arise if the degrees awarded were all identical in name with those offered by the universities in this country for courses which have a different purpose. We agree that distinctive names for degrees awarded for courses in colleges would be desirable.

7.17 It is recommended that:

the system of nomenclature of awards in colleges of advanced education be based on the terms "diploma" and "degree" and that in the case of degrees a distinctive style of nomenclature be employed in general different from that offered in Australian universities.

## COURSES LEADING TO A FIRST QUALIFICATION

### Category A

7.18 Having regard to the nature of the courses which are described by Category A (see paragraphs 6.13-6.15), the Committee recommends that:

the academic award given for the satisfactory completion of a course in advanced education which falls within Category A be a bachelor's degree.

7.19 It is not proposed that there be a large number of names for awards in this category. Indeed, most courses which, on examination, might be placed in Category A in the foreseeable future, could probably be covered by a small number of names.

7.20 It is recommended that:

the names and abbreviations set out below be adopted initially for the award of the bachelors' degrees for courses in Category A which follow the completion of three years' full-time study or part-time equivalent:

Bachelor of Technology B. Tech. ( \_\_\_\_\_ \*)

Bachelor of Applied Science B. App.Sc. ( \_\_\_\_\_ \*)

Bachelor of Business Studies B. Bus. S. ( \_\_\_\_\_ \*)

and that other titles indicative of groups of disciplines be introduced as is necessary.

\* abbreviation for disciplinary area

7.21 These names are sufficiently broad to enable each to cover many disciplines. Without in any way attempting to place within a certain category particular courses in existence at this time or contemplated, the Committee suggests that the term Bachelor of Technology could cover many aspects of engineering, building, quantity surveying, mining and related disciplines. Similarly, the degree of Bachelor of Applied Science could include applied chemistry, physics and mathematics, computer science, bio-sciences, metallurgy, mineral science, geology and certain courses in agricultural science. The degree of Bachelor of Business Studies could cover courses at an appropriate level in management, accounting and public administration.

7.22 The nomenclature of awards appearing in paragraph 7.20 does not include liberal studies. The importance of this area is recognised and when nomenclature for courses in liberal studies is required it is suggested that the broad title, Bachelor of Liberal Studies, B. Lib. S. (with the particular area of study shown), would be a suitable name.

7.23 Courses in Category A will normally require three years of full-time study and the usual practice will be for holders of such degrees to move into industry or commerce, qualified to perform normal professional duties and progress in accordance with their own capabilities. Should additional formal courses of study be sought, these no doubt will be offered in the colleges. This matter is further discussed in paragraphs 7.33-7.45.

7.24 There may be courses requiring more than three years' full-time study for the award of a first degree (such as a course in architecture). It is recommended that:

academic awards for courses requiring more than three years' full-time study or part-time equivalent be given a nomenclature different from that adopted for courses of three years' duration.

It is suggested that since these courses will require individual consideration the determination of a suitable style of nomenclature of awards for such courses can be dealt with by the body referred to in Chapter 8.

7.25 In exceptional circumstances it may not be practical to attempt to distinguish a course in a particular college of advanced education from courses in the same field offered by the universities. In such cases it is recommended that:

in a very limited number of courses where a distinction is impractical or misleading, the name of the degree awarded in colleges of advanced education be not necessarily different from that used in Australian universities.

### Category B

7.26 There is every indication that courses in this category will provide the major spread of opportunities and the bulk of the work undertaken in colleges of advanced education.

### Category B1

7.27 The Committee has considered a number of courses which might qualify for inclusion in Category B1 and has examined possible names of awards which are in use or have been suggested in a number of submissions. Some proposals were ingenious but most of them failed to convince us that they would be understood or accepted by the community.

7.28 Category B1 will encompass a wide range of courses which need to be distinguished from Category A.

7.29 It is recommended that:

the academic award given for the satisfactory completion of a course in advanced education which falls within Category B1 be an advanced diploma and that the name and abbreviation for a particular award be:

Advanced Diploma in . . . \* Adv. Dip. . . \*\*

\* specific disciplinary area

\*\* area abbreviated

7.30 The use of the term "higher" rather than advanced was considered but it was felt that the use of this term could well lead to confusion with a similar term used in the United Kingdom for courses of a different type. Additionally, the term "higher" evokes the thought that there is some lower level from which the holder of the diploma has proceeded. In the case of courses within the terms of Category B, this is not necessarily the case.

### Category B2

7.31 The Committee has considered a number of existing courses which appear to fall within the terms of Category B2. The majority of these courses lead to the award of a diploma and no substantial dissatisfaction with the term was encountered. Other terms were considered as, for example, "licentiate" but these do not appear to offer any advantages over the use of the term "diploma" for present or projected courses.

7.32 Accordingly, it is recommended that:

the academic award given for the satisfactory completion of a course in advanced education which falls within Category B2 be a diploma and that the name and abbreviation of a particular award be:

Diploma in . . . \* Dip. . . . \*\*

\* specific disciplinary area

\*\* area abbreviated

### COURSES LEADING TO A HIGHER QUALIFICATION

7.33 The needs of the majority of students will most probably be met by a first qualification but for those cases where further studies of a formal nature are needed, two categories will fill the requirements of the large majority of cases.

### Category C

7.34 Courses in Category C will be short courses which will follow the completion of first courses either immediately or after the passage of time.

### Category C1

7.35 It is recommended that:

the academic award given for the satisfactory completion of a course in advanced education which falls within Category C1 be a diploma and that the name and abbreviation of a particular award be:

Diploma in . . . \* Dip. . . \*\*

\* specific disciplinary area

\*\* area abbreviated

7.36 As is indicated in the terms of Category C1 in paragraph 6.25, admission to appropriate courses in that category is open to holders of degrees, whether obtained in a university or a college of advanced education and holders of Advanced Diplomas. It is recognised that the nomenclature recommended for Categories C1 and B2 is similar but we believe that, in practice, confusion is not likely to arise.

#### Category C2

7.37 It is envisaged that courses offered in this category will be similar to those taken as an "honours" year which extend in depth and breadth the content of the first course. The implications of a style of nomenclature for awards in Category C2 require further examination and it is suggested that this be a matter for consideration by the body referred to in Chapter 8. In this regard we are conscious of the problems of nomenclature of awards for current courses in engineering of four years' duration offered in Queensland and Victoria.

#### Category D

7.38 It is anticipated that courses in Category D will attract graduates both from the colleges of advanced education and from the universities.

7.39 It is recommended that:

the academic award given for the satisfactory completion of a course in advanced education which falls within Category D be a master's degree.

7.40 The points made regarding the particular characteristics of bachelors' degrees in colleges of advanced education (see paragraph 7.16) also apply to awards at the master's level.

7.41 Accordingly, it is recommended that:

the names and abbreviations set out below be adopted initially for the award of masters' degrees for courses in Category D which follow the completion of two years' full-time study or part-time equivalent, subsequent to the completion of a degree course of three years' duration in a college of advanced education or in a university:

Master of Technology M. Tech. ( \_\_\_\_ \*)

Master of Applied Science M. App. Sc. ( \_\_\_\_ \*)

Master of Business Studies M. Bus. S. ( \_\_\_\_ \*)

and that other titles be introduced as is necessary.

\* abbreviation for disciplinary area

7. 42 In those special cases where the first degree course is of four years' duration, the master's degree might be awarded for one further year's full-time study or part-time equivalent. This is a matter which can be considered by the body described in Chapter 8.

7. 43 The intention of these recommendations is to provide for the award of a master's degree normally as a result of five years' full-time study but it is not contemplated that in many cases this will be an unbroken period of study. There are advantages for the student in returning to a college or a university to undertake higher studies after experience in his field of employment.

7. 44 The Committee does not see the need at this time for the provision of nomenclature for courses involving major research work. Should provision for this become desirable at some time in the future, the body referred to in Chapter 8 could assume responsibility for advice as to suitable nomenclature.

7. 45 Additionally, attention is drawn to a possible need, in the future, for the provision of an academic award for persons who have distinguished themselves in industry or commerce by some outstanding contribution in the fields of applied science, engineering, commerce, etc. Such contribution should be considered on the basis of documentary and other evidence presented by the candidate for such an award. It is considered that such recognition would foster industrial research and would merit an award at a senior level. The particular name of the award could also be a matter for the body referred to in Chapter 8.

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7. 46 In this Report no attempt has been made to match any existing course with any particular award recommended, although we believe that many courses now in operation in the colleges could be assigned without difficulty to one or other of the categories which have been outlined.

7. 47 The relationship of the degrees awarded in colleges of advanced education to those awarded in universities will be a matter of continuing importance. Graduates from either type of institution will find their appropriate place in the employment situation. This will, of course, depend not only on their formal qualifications but also on those personal qualities so important in a successful industrial or commercial career.

7. 48           The Committee is mindful of the advantages of higher course work in the colleges which will attract junior staff. Such staff would be able to fit themselves by further study, by teaching experience and by their industrial work for positions of higher responsibility. In this way in due course the colleges will not depend as strongly as at present on the universities for higher qualifications sought by their staff.

7. 49           In those cases where a graduate of a college applies to a university for admission to a higher course, it is expected that each case will be examined on its individual merits. We do not doubt that, if suitable applicants are forthcoming, the universities will be prepared to admit them to appropriate courses.

7. 50           While the matter of technician training below tertiary level lies outside the scope of the present Report, we feel obliged to suggest that consideration be given by State bodies to the retention and expansion of the Certificate terminology for such courses, and to the abandonment of the term "diploma" unless the course is mainly at the tertiary level. In making these comments, we have in mind the type of course which, on completion, has reached a general level equivalent to the completion of secondary education or only a little above this level.

7. 51           There is a small number of courses for which an Advanced Certificate is given at present. Such courses often fall completely in the tertiary sector of education and are supported under the States Grants (Advanced Education) Acts 1967. While such courses follow the completion of a Certificate course which is not a tertiary course, nevertheless it is appropriate that the Advanced Certificate courses be considered as being in Category B2. The Committee holds the view that such courses could appropriately use the Diploma nomenclature for awards providing that the student reaches a point which would be the equivalent of two years' full-time study at tertiary level.



## CHAPTER 8

NATIONAL ACCREDITATION OF AWARDS

8.1 The Committee devoted considerable attention to the desirability of setting up a national body in connection with the conformity and standing of awards in advanced education. The majority of submissions were found to support the establishment of an organisation at the national level and three arguments were commonly given. First it was contended that the existence of a national body would contribute positively to the recognition of advanced education on an Australia-wide basis and would, therefore, have the effect of accelerating acceptance by the community of the colleges and the recognition of the worth of credentials awarded by them or on their behalf. The second argument raised was that a national body would be able to take action to reduce and even prevent the confusion arising from the variety of nomenclature of awards existing at the present time and which may well be expected to become worse unless some positive action is taken by some appropriate authority. A third point made was that a national body would be valuable in the event of a decision to award degrees. It was contended that there would be a greater likelihood that the standing of degrees would be accepted more readily if a nation-wide body were involved in some way.

8.2 A very much smaller percentage of submissions saw little purpose in setting up an Australian organisation, believing that such action is unnecessary and that the question of nomenclature of awards in advanced education can be left to each State to handle in its own way. As an extension of this suggestion, the proposal was made that senior officers concerned with the administration of advanced education in each of the six States might meet together and, as occasion demands, make decisions with respect to problems of nomenclature of awards common to more than one State.

8.3 The Committee accepts the view that the present situation with respect to nomenclature of awards is confused. (See paragraphs 5.1-5.6.) We feel that some uniformity throughout Australia in nomenclature would be in the interests of advanced education generally and have come to the conclusion that this can best be achieved by a national body working in close collaboration with Commonwealth, State and college authorities. The meeting of officers referred to in paragraph 8.2 is not seen as being sufficiently representative of the community to undertake the work we have in mind for such a body.

8.4 Suggestions regarding the work of an appropriate national body covered many points but broadly these can be classified into two main groups: (i) that it should accept responsibility for making awards, or (ii) that, after appropriate inquiry, it should accredit awards offered by State authorities or individual colleges.

8.5 A number of submissions which recommended that an award-making body be set up were found on inquiry to be referring to a body, either at state or national level, which would accredit a course leading to an award offered by some other institution or authority such as a college, rather than to make the award itself.

#### A Body to Make Awards

8.6 Arguments in support of a body which would make awards generally made reference to the work of the Council for National Academic Awards set up by the British Government in 1964 with the responsibility for making academic awards for certain courses in tertiary institutions which do not have the power to award their own degrees. A brief account of the National Council for Academic Awards appears as Appendix E. After examining various reports on the work of this Council, we are satisfied that it does not provide a pattern for Australia to follow. The existence of six States with responsibility for advanced education produces a situation which is different from that in the United Kingdom. Submissions indicated that there is only very limited support for a national body in Australia which would make awards and in fact there would be opposition in some quarters to such action. While not supporting all of the points made by those who would oppose the setting up of a national body to make awards, and while also accepting the fact that this approach would contribute to conformity, the Committee does not support the establishment of a nation-wide body with the responsibility for giving awards in advanced education.

#### A Body to Accredit Awards

8.7 The Committee examined the work of the National Commission on Accrediting in the United States of America but found that its operations are not directly relevant to Australia. It is essentially a body which accredits other accrediting agencies. (See Appendix F.) In most States and the Australian Capital Territory there was strong support for a nation-wide body to accredit awards offered by other authorities or colleges rather than to make awards itself and the value of an accrediting body in effecting conformity in the nomenclature of awards was raised in many submissions. Some of the smaller States saw the value of such a body in helping them to achieve acceptance of their awards by the community more quickly than could be done by a college's own individual efforts. There was general agreement by those who advocated the establishment of such a body that it should be national in character. We support an accrediting agency at the national level.

#### The Australian Council for Accreditation

8.8 There are many ways in which a national accrediting body might be constituted and operate. It could be a completely independent body set up by an Act of Parliament or an advisory body to some existing committee and with either wide or narrow responsibilities. Notwithstanding such matters as these, and they will be discussed further in paragraphs 8.10-8.13, it is recommended that:

a national body designated the "Australian Council for Accreditation of Awards in Advanced Education" be set up to accredit awards in advanced education.

This body could be referred to as the "Australian Council for Accreditation".

8.9 In carrying out its function, the Committee has in mind that the Australian Council for Accreditation will:

- (i) provide an advisory service to the Commonwealth and States in connection with awards offered in advanced education in Australia,
- (ii) arrange for the conduct of such inquiries as it may consider necessary to determine whether a particular course meets the criteria laid down for inclusion in a specific category appropriate to a particular award and if satisfied accredit the award,
- (iii) maintain continuing liaison with the government department or other authority in each State designated as having responsibility for the co-ordination of matters relating to awards in advanced education in that State,
- (iv) keep a register of awards which it has accredited,
- (v) assess periodically the adequacy of the categories on which it is basing accreditation of awards,
- (vi) review from time to time the awards it has previously accredited,
- (vii) maintain liaison with industry, professional institutions, universities and other bodies in connection with matters relating to awards offered for courses in advanced education in Australia,
- (viii) establish and maintain liaison with accrediting agencies overseas,
- (ix) undertake and arrange for research in connection with awards in advanced education, and
- (x) provide an information service in connection with advanced education in Australia.

8.10 We see advantages in making the Australian Council for Accreditation a body independent of any other committee, so that it may build up, in its own right, a reputation as a recognised authority on accreditation in the field of advanced education. On the other hand, we would not wish to recommend that another committee be set up if machinery already exists to achieve the function outlined earlier in this chapter for the Australian Council for Accreditation, but we are satisfied that no existing committee could easily assume this function without extensive re-organisation and expansion.

8.11 Association of the Australian Council for Accreditation with the Commonwealth Advisory Committee on Advanced Education has much to commend it. That Committee might find it advantageous to receive from the Australian Council for Accreditation advice on courses and awards in connection with its consideration of matters related to advanced education which are that Committee's concern.

8.12 Consequent upon these views we would support the establishment of an independent Australian Council for Accreditation, responsible direct to the Commonwealth Minister for Education and Science but associated through some of its terms of reference with the Commonwealth Advisory Committee on Advanced Education.

8.13 If the Australian Council for Accreditation is associated in some way with the Commonwealth Advisory Committee on Advanced Education, it is important to ensure that the Council be regarded nationally as the expert advisory authority on matters relating to the accreditation of awards and have the responsibility of making its inquiries and promulgating its findings in ways it considers most appropriate.

8.14 Because the Australian Council for Accreditation should command the respect of governments, educational authorities, colleges, professional institutions, industry and business, and the community generally, it is recommended that:

membership of the Australian Council for Accreditation be based on individual nomination of persons likely to make a personal contribution to the work of the Council.

8.15 It is considered that the Australian Council for Accreditation would carry out its work by using committees and panels as well as its own permanent staff. This would mean that the Council itself could meet regularly but not frequently (perhaps three times a year in ordinary session) to make major decisions, to consider reports from and ratify the work of its committees and panels, and to determine policy with respect to accreditation of awards in advanced education. In view of the importance and character of this Council, it is suggested that a membership of ten to fifteen persons might be considered in order to cover the range of interests to be served by such a Council.

8.16 It would seem appropriate for the Australian Council for Accreditation itself to determine its method of working, but the Committee suggests that the following might provide the basis of a practicable approach.

- . A small number of continuing but part-time committees be set up by the Australian Council for Accreditation in the principal educational areas in which awards are made, to consider the recommendations of expert panels of assessors who report their findings on awards submitted for accreditation and to advise the Council on matters relating to courses and awards in the area of their special competence.
- . Panels of assessors (or individual assessors) be appointed as required to examine whether requests for accreditation of particular awards meet the criteria laid down and to report to the appropriate continuing committee.

8.17 There is something to be said for the appointment of a full-time chairman of the Australian Council for Accreditation but it is recognised that this could exclude some persons of national stature who would only be available for this appointment on a part-time basis. The Committee recommends that:

the Chairman of the Australian Council for Accreditation be a part-time member and that a full-time executive member be appointed, together with permanent supporting staff.

8.18 The continuing committees referred to in paragraph 8.16 are seen as continuing bodies which consist of persons thoroughly conversant with the area of study with which the particular committee is concerned. It is considered that the executive member of the Council could be the chairman of these committees.

8.19 Co-operation between the Australian Council for Accreditation and each State authority involved in awards in advanced education is essential. If the Australian Council for Accreditation is to build up a reputation, both in Australia and overseas, as the Australian authority on accreditation of awards, it should be free to obtain, if necessary, such information as it needs to make its own assessment on a course from the appropriate source. State authorities will also need to obtain information about awards for their own purposes. Co-operation will be required so that unnecessary duplication of inquiries in the colleges can be avoided.

8.20 Without wishing to lay down in final form the procedure which the Australian Council for Accreditation will follow, the Committee sees the following as one way of handling a request that a particular award be accredited.

- . The Australian Council for Accreditation receives a formal request for accreditation.
- . The continuing committee in the area of study into which the course falls sets up an expert panel to examine the request.
- . The panel investigates the request - by visit, by study of documentation or in other appropriate ways.
- . The continuing committee examines the report of the panel and makes a recommendation to the Australian Council for Accreditation.
- . The Australian Council for Accreditation ratifies the recommendation and authorises that the accreditation of the award be recorded in the Register of Awards.

8.21 In different places in the Report we have made reference to matters which will call for further investigation and suggest that this be done by the Australian Council for Accreditation. The relevant paragraphs are 5.17, 6.30, 7.20, 7.22, 7.24, 7.37, 7.41, 7.42, 7.44, 7.45.

## APPENDIX A

SUBMISSIONS TO THE COMMITTEEPART 1 - WRITTEN SUBMISSIONS BY INDIVIDUALS

Mr. G. G. Allen	Librarian, Western Australian Institute of Technology
Professor J. A. Allen	Professor of Chemistry, University of Newcastle
Professor G. A. Barclay	Head, School of Chemistry, Macquarie University
Dr. J. H. Bradbury	Reader in Physical Chemistry, School of General Studies, Australian National University
Mr. N. W. Briton	Principal, Queensland Agricultural College
Dr. A. C. Caldicott	Minister, Churches of Christ, Toowoomba
Mr. C. Carr	Head, Department of Administrative Studies, Western Australian Institute of Technology
Sir George Cartland, C. M. G.	Vice-Chancellor, University of Tasmania
Mr. J. Collister	Acting Director, School of Mines, Kalgoorlie
Dr. R. A. Coombe	Assistant Director, Applied Science, Western Australian Institute of Technology
Mrs. Helen Crisp	Member of Interim Council, Canberra College of Advanced Education
Professor L. F. Crisp	Professor of Political Science, School of General Studies, Australian National University
Mr. B. Doman	Principal, Hawkesbury Agricultural College
Mr. F. W. Faulkner	Principal, Whyalla Division, South Australian Institute of Technology
Mr. A. E. Haller-Griffiths	Principal, Hobart Technical College
Mr. A. E. Lambert	Principal, Caulfield Institute of Technology
Professor J. A. LaNauze	Professor of History, Institute of Advanced Studies, Australian National University
Dr. P. G. Law, C. B. E.	Vice-President, Victoria Institute of Colleges
Mr. K. S. Lennie	Lecturer in Civil Engineering, Swinburne College of Technology

Professor R. L. Mathews	Dean, Faculty of Economics, School of General Studies, Australian National University
Mr. J. McClelland	Head, Division of Electronic Computation, New South Wales Institutes of Technology and Business Studies
Dr. A. H. Nash	Assistant Director, Architecture and Engineering, Western Australian Institute of Technology
Professor B. H. Neumann	Professor of Mathematics, Institute of Advanced Studies, Australian National University
Professor J. Passmore	Professor of Philosophy, Institute of Advanced Studies, Australian National University
Associate-Professor P. Pentony	Associate-Professor of Psychology, School of General Studies, Australian National University
Mr. J. A. Phillips	Ringwood, Victoria
Dr. W. Stern	Lecturer in Chemistry, New South Wales Institutes of Technology and Business Studies
Mr. D. J. A. Verco	Associate Director-General of Education, New South Wales
Mr. J. S. Walker, C. B. E.	Director-General of Education, South Australia
Mr. A. A. Warden and	Head of Department, School of Management, Hobart Technical College
Mr. R. J. K. Chapman	Lecturer, School of Management, Hobart Technical College
Mr. A. J. Wheeler	Greenslopes, Queensland
Mr. K. J. Wulff	City Beach, Western Australia
Dr. Bruce F. Yuill	Head, Department of Management, Royal Melbourne Institute of Technology



## APPENDIX A -- continued

PART 2 - WRITTEN SUBMISSIONS BY ORGANISATIONS

Academic Staff Association of Tasmanian Technical Colleges  
 Aluminium Development Council  
 Association of Professional Engineers Australia, Melbourne  
 Australasian Institute of Medical Laboratory Technology, National Registry  
 Australian Association of Social Workers Federal Council  
 Australian Chiropody Association, Sydney  
 Australian Institute of Management, National Centre  
 Australian Institute of Marine and Power Engineers, Sydney  
 Australian Society of Accountants, Melbourne  
  
 Board of Examiners, Library Association of Australia, Sydney  
 Board of Forestry Education, Victoria  
 Board of Teacher Education, New South Wales  
  
 Canberra College of Advanced Education Interim Council  
 Commonwealth Public Service Board  
 Commonwealth Scientific and Industrial Research Organisation  
  
 Darling Downs Association for Advanced Education  
  
 Education Department of Tasmania  
  
 Gordon Institute of Technology Council and Board of Studies  
  
 Institute of Chartered Accountants in Australia  
 Institute of Industrial Engineers, Sydney  
 Institute of Marine Engineers, Victorian Branch  
 Institute of Marine Engineers, Western Australian Branch  
 Institution of Engineers Australia, Sydney  
 Institution of Production Engineers Australian Council  
 Institution of Production Engineers, Sydney Section  
 Institution of Radio and Electronics Engineers Australia, Sydney  
 Institution of Surveyors Australia, Western Australia Division  
  
 Mitchell College of Advanced Education Interim Council, Bathurst  
  
 National Union of Australian University Students  
 New South Wales College of Nursing, Sydney

New South Wales group including the Associate Director-General of Education, the Director of Technical Education and representatives of the Departments of Agriculture and Health and of the Interim Council of the Mitchell College of Advanced Education

New South Wales Speech Therapy Training School

New South Wales State Conservatorium of Music

New South Wales Teachers' Federation

New South Wales Technical Education Advisory Council

Pharmaceutical Council of Western Australia

Pharmaceutical Society of South Australia Incorporated

Pharmaceutical Society of Tasmania

Public Service Board, New South Wales

Queensland Agricultural College Academic Staff Association

Queensland Agricultural College Students' Union

Queensland Conservatorium of Music

Queensland Institute of Technology, Brisbane, Staff Association

Queensland Institute of Technology, Brisbane, Students' Union

Queensland Institute of Technology, Capricornia, Principal, Academic Faculty and Students' Representative Council

Queensland Institute of Technology, Darling Downs, Students' Union

Royal Australian Chemical Institute, Melbourne

Royal Australian Institute of Architects, Sydney

Royal Melbourne Institute of Technology Association of Professional Staff

Royal Melbourne Institute of Technology Council

Royal Melbourne Institute of Technology Graduates' Association

South Australian Institute of Technology Academic Staff Association

South Australian Institute of Technology Council

Tasmanian Teachers' Federation

Teachers' College Staff Association, Bathurst

Teachers' College Administrative and Lecturing Staff, Wagga Wagga

Town Planning Students Association of Western Australia

Victoria Institute of Colleges

Victoria Institute of Colleges Staff Association Council

Victorian Association of Students of Technology

Victorian College of Pharmacy

Western Australian Institute of Technology Engineering Department  
Academic Staff

Western Australian Institute of Technology Interim Council

Western Australian Institute of Technology Student Social Workers  
Association

Western Australian Institute of Technology Western Australian Survey  
Students Association

PART 3 - INDIVIDUALS AND REPRESENTATIVES OF ORGANISATIONS  
INTERVIEWEDNew South Wales

Professor J. A. Allen	Professor of Chemistry, University of Newcastle
Professor Sir Philip Baxter, K. B. E., C. M. G.	Vice-Chancellor, University of New South Wales
The Hon. C. B. Cutler, M. L. A.	Minister for Education and Science
Department of Agriculture - Dr. F. C. Butler Mr. B. Doman	Deputy Director-General Principal, Hawkesbury Agricultural College
Department of Education - Mr. D. J. A. Verco Mr. G. W. Muir	Associate Director-General of Education Director of Teacher Education
Department of Technical Education - Mr. R. E. Dunbar Mr. W. M. Robertson Mr. H. C. M. King Mr. D. L. Phillips	Director Deputy Director Assistant to the Director Superintendent (Educational)
Emeritus Professor A. G. Mitchell	Vice-Chancellor, Macquarie University
Mitchell College of Advanced Education Interim Council - Dr. S. W. Cohen Mr. G. W. Muir Mr. V. J. Truskett	Deputy Vice-Chancellor, Macquarie University Director of Teacher Education Executive Member, Interim Council
New South Wales College of Occupational Therapy - Miss B. J. Brown Miss G. E. Sims Mrs. S. A. Crofts	Principal Senior Vice-President, New South Wales Association of Occupational Therapists General Secretary, New South Wales Association of Occupational Therapists
New South Wales Technical Education Advisory Council - Dr. F. S. Bradhurst Mr. S. E. Barratt	Chairman, Education Committee Member, Education Committee
Mr. Joseph Post, O. B. E.	Director, New South Wales State Conservatorium of Music
Public Service Board - Mr. H. H. Dickinson Mr. G. Gleeson	Board Member Senior Inspector

## School of Physiotherapy at the Royal Prince Alfred Hospital -

Miss P. Wood	Director of Studies
Dr. K. Hume	Chairman of Council
Miss P. Marsh	Vice-Chairman of Council

## Speech Therapy Training School at the Royal Alexandra Hospital for Children -

Mrs. S. Bauman	Director of Training
Miss A. White	Representative of Executive Council, Australian College of Speech Therapists

## The New South Wales College of Nursing -

Miss H. H. Harris	Principal
Miss M. V. Henlen	President of Council
Miss P. A. Tarlington	Honorary Secretary and Member of Council

## Professor J. F. D. Wood

Professor of General Education,  
University of New South Wales

Victoria

## Mr. E. J. Barker

Principal, The Ballarat Institute of  
Advanced Education

## Mr. R. D. Butcher

Executive Officer, Personnel and  
Training, Broken Hill Proprietary  
Co. Ltd., Melbourne

## Dr. W. H. Connolly, C. B. E.

Chairman, State Electricity  
Commission and President, Victoria  
Institute of Colleges

## Education Department -

Mr. F. H. Brooks	Director-General of Education
Mr. E. T. Jackson	Director of Technical Education
Mr. L. J. Watts	Assistant Director of Technical Education

Mr. R. G. Ritchie	Technical Inspector of Schools
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## Mr. J. L. Kepert

formerly Director of Technical  
Education

## Mr. I. Langlands

Chief of Division, Building Research,  
C. S. I. R. O.

## Dr. J. A. L. Matheson, M. B. E.

Vice-Chancellor, Monash University

## Dr. W. C. Radford, M. B. E.

Director, Australian Council for  
Educational Research

## Dr. A. L. G. Rees

Chairman, Chemical Research  
Laboratories, C. S. I. R. O.

Royal Melbourne Institute of Technology -  
 Brigadier P. P. Jackson, Principal  
 C. B. E.  
 Dr. R. C. Traill Vice-Principal (Advanced Studies)  
 Mr. A. K. Connor Head, Applied Physics Department  
 Mr. N. F. Herbst Head, Metallurgy, Mining and Geology  
 Department

Royal Melbourne Institute of Technology Graduates' Association -  
 Mr. A. J. Watson President  
 Miss K. Hastwell Vice-President  
 Mr. I. Douglas Member

The Hon. L. H. S. Thompson, Minister of Education  
 M. L. C.

Victoria Institute of Colleges -  
 Dr. P. G. Law, C. B. E. Vice-President  
 Mr. B. R. Hames Director, Swinburne College of  
 Technology  
 Professor K. H. Hunt Dean, Faculty of Engineering, Monash  
 University  
 Mr. R. E. Parry Academic Registrar

Victorian Association of Students of Technology -  
 Mr. M. Downes President  
 Mr. B. Hawken Vice-President  
 Mr. R. Kelly Member  
 Mr. P. Selliani Member

Victorian College of Pharmacy -  
 Mr. Nigel Manning Dean  
 Dr. G. N. Vaughan Associate Dean, Chemistry  
 Mr. A. H. Kelly Secretary/Registrar

Mr. L. W. Weickhardt Director, Imperial Chemical Industries  
 of Australia and New Zealand Ltd.,  
 Melbourne

### Queensland

Mr. L. J. Barker Principal, Queensland Institute of  
 Technology, Darling Downs

Mr. N. W. Briton Principal, Queensland Agricultural  
 College, Lawes

Darling Downs Association for Advanced Education -  
 Dr. Alex McGregor President  
 Mr. C. E. Olsen Hon. Secretary

Department of Education -  
 Mr. G. K. D. Murphy Director-General of Education  
 Mr. C. Gilmour Director of Technical Education  
 Mr. W. Wood Director of Special Education Services

Dr. A. M. Fraser Principal, Queensland Institute of  
 Technology, Brisbane

Brigadier J. E. G. Martin, C. B. E., D. S. O.	Deputy Chief Engineer, State Electricity Authority
Professor S. A. Prentice	Department of Electrical Engineering, University of Queensland
Queensland Conservatorium of Music -	
Mr. Basil Jones	Director
Mr. Maxwell Olding	Teacher in Pianoforte
Mr. Ladislav Jasek	Teacher in Violin
Dr. A. R. B. Skertchley	Principal, Queensland Institute of Technology, Capricornia

### South Australia

Emeritus Professor G. M. Badger	Vice-Chancellor, University of Adelaide
Department of Education -	
Mr. J. S. Walker, C. B. E.	Director-General of Education
Mr. M. H. Bone	Director of Technical Education
Mr. R. I. Herriot	Principal, Roseworthy Agricultural College
Emeritus Professor P. H. Karmel, C. B. E.	Vice-Chancellor, Flinders University
Mr. R. T. Kleeman, O. B. E.	President, South Australian Institute of Technology Council
Mr. R. A. Simpson	Deputy Chairman, Simpson Pope Holdings Ltd.
South Australian Institute of Technology -	
Dr. S. I. Evans	Director
Dr. E. W. Mills	Assistant Director (Academic)
Mr. L. Michael	Assistant Director (Administration and Finance)
Dr. R. V. Culver	Head, Division of Applied Science
Dr. R. W. Smyth	Head, Division of Engineering
Mr. L. A. Braddock	Acting Head, Division of Business and Social Studies
South Australian Institute of Technology Academic Staff Association -	
Mr. B. J. Sunter	President (Senior Lecturer, School of Metallurgy)
Mr. M. J. Miller	Secretary (Lecturer, School of Electronic Engineering)
Mr. C. G. Wilson	Member (Head, School of Physics)
The Hon. Mrs. J. Steele, M. H. A.	Minister of Education

### Western Australia

Mr. C. C. Adams	General Manager, Chamberlain Industries Pty. Ltd.
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Professor N. S. Bayliss, C. B. E.	Professor and Chairman of the School of Chemistry, University of Western Australia
Department of Education - Mr. H. W. Dettman Mr. J. H. Barton Mr. W. J. Patterson Mr. N. G. Traylen	Director-General of Education Deputy Director-General of Education Director of Technical Education Director of Teacher Education
The Hon. Sir Lawrence Jackson	Justice of the Supreme Court, W. A. and Chancellor, University of Western Australia
The Hon. E. H. M. Lewis, M. L. A.	Minister of Education
Mr. L. E. McCarrey	Assistant Under-Treasurer
Sir Stanley Prescott, O. B. E.	Vice-Chancellor, University of Western Australia
Professor C. Sanders	Chairman, Western Australian Tertiary Education Commission
The Western Australian Institute of Technology - Dr. H. S. Williams Dr. R. A. Coombe	Director Assistant Director, Applied Science Department
Dr. N. F. Dufty	Assistant Director, Commerce and General Studies Department

#### Tasmania

Department of Health Services - Dr. J. R. MacIntyre Dr. B. Riedel	Director-General Principal, School of Dental Nursing
Education Department - Mr. A. V. Gough Mr. P. W. Hughes Mr. J. W. Faulkner Air-Commodore J. W. C. Black	Director-General of Education Deputy Director-General of Education Director of Technical Education Registrar, Tasmanian College of Advanced Education
The Hon. W. A. Neilson, M. H. A.	Minister for Education

#### Australian Capital Territory

Sir Henry Basten, C. M. G.	Chairman, Australian Universities Commission
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## Commonwealth Public Service Board -

Mr. B. R. Hamilton	Assistant Commissioner, Review Branch
Mr. K. W. Heydon	Assistant Commissioner, Recruitment and Training Branch
Mr. R. S. M. Lineham	Inspector
Mr. L. V. Lisle	Inspector
Sir Robert Madgwick, O. B. E.	Chairman, Australian Broadcasting Commission
Sir Leslie Martin, C. B. E.	Dean, Faculty of Military Studies, Royal Military College, Duntroon
Professor R. L. Mathews	Dean, Faculty of Economics, School of General Studies, Australian National University
Dr. T. L. Robertson, C. M. G.	Chairman, Canberra College of Advanced Education Interim Council

Also

Commonwealth Advisory Committee on Advanced Education

Conference of Chief Executive Officers in Advanced Education

Mr. H. L. Elvin	Director, Institute of Education, University of London, U. K.
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## APPENDIX B

### CLASSIFICATION OF COURSES AND NOMENCLATURE OF AWARDS IN COLLEGES OF ADVANCED EDUCATION

MAY 1969

#### Explanation of the Accompanying Table

The following table classifies all the types of tertiary courses of which the Committee is aware - by length of course and nomenclature of award - and which are being conducted at present in the colleges of advanced education.

In this table the number of years shown for each course, with the exception of post-diploma courses, is given in terms of the number of years following the completion of full secondary education in the State concerned, or its equivalent. There are cases in some colleges where a course may be commenced one or two years below this entry level. In such cases the number of "tertiary" years is given.

It should also be noted that the fellowship diploma courses in the table which are marked with an asterisk generally consist of an existing three year course to which is added a fourth "fellowship" year. (Three years part-time is added at the South Australian Institute of Technology.) In at least one case (New South Wales College of Occupational Therapy) three years' experience, subsequent to the first award, is required before entering the fourth year. The fellowship diplomas offered at the Queensland Institute of Technology in civil, electrical and mechanical engineering (agricultural engineering only at Darling Downs) are integrated four year full-time courses.

Diploma courses of the "sandwich" type are offered at Footscray Institute of Technology and Swinburne College of Technology. Footscray offers such courses in mechanical and electrical engineering and Swinburne has a course in production engineering. In these courses the students take two and one half years to complete the last two years of the standard day diploma course by spending five half-year periods alternately in the college and in the place of employment.

#### Some Features of Courses in the Colleges

The accompanying table not only analyses the nomenclature of awards in use (referred to in Chapter 5) but also shows the distribution of courses in terms of length and attendance pattern (full-time or part-time\*)-

- (a) Tertiary courses in colleges of advanced education vary in length from 1F to 5F (or part-time equivalent).

- (b) The 3F course (or part-time equivalent) is by far the most common type of course in colleges of advanced education. Eighty per cent of the colleges listed in the table offer this type of course. Many of these colleges also offer courses of different length. The percentage of 3F courses is much higher than eighty per cent of the total number of individual courses.
- (c) The 2F course (or part-time equivalent) is being offered in twelve of the colleges, often, again, with other courses of differing lengths.
- (d) The 1F course, apart from post-diploma courses, is offered in two colleges both in the field of nursing.

\* F = full-time years. (Courses are quoted as the number of full-time years wherever possible although many of these are also offered in a part-time equivalent pattern.)

P = part-time years and implies there is no full-time equivalent course available.

Classification of Courses and Nomenclature of Awards in

Colleges of Advanced Education

College	(a)		(b)		Bachelor Degree 3F	Diploma					Associate Diploma		Associateship Diploma			Associateship		Certificate	
	Diploma 1F Other	Other	Fellowship 3F 4F	Diploma 3F 4F		1F 2F 3F 4F Other	3F Other	2F 3F 4F	3F Other	3F Other	3F	3F	3F Other	1F 3P					
<u>New South Wales -</u>																			
Hawkesbury Agricultural College .. .. .							2F												
National Art School .. .. .								3F	1F+2P										
N.S.W. College of Occupational Therapy .. .. .			4F*(b)					3F											
N.S.W. State Conservatorium of Music .. .. .								3F 4F											
School of Physiotherapy .. .. .								3F											
Speech Therapy Training School .. .. .								3F											
The N.S.W. College of Nursing .. .. .							1F												1F
The N.S.W. Institute of Technology .. .. .	2P								1F+3P										
Wagga Agricultural College (c) .. .. .									5P 6P										
<u>Victoria -</u>																			
Bendigo Institute of Technology .. .. .	1F										3F								
Burnley Horticultural College .. .. .								2F											
Caulfield Institute of Technology .. .. .	1F								3F										
College of Nursing, Australia .. .. .							1F												
Dookie Agricultural College .. .. .								2F											
Footscray Institute of Technology .. .. .											3F(d)								
Gordon Institute of Technology .. .. .								2F											3F 3F+3P
Longerenong Agricultural College .. .. .								2F											
Physiotherapy School of Victoria .. .. .									3F										
Preston Institute of Technology .. .. .									3F										
Royal Melbourne Institute of Technology .. .. .	2P		3F 4F*(b)											2F 3F 4F					
			3F+3P																
School of Forestry, Creswick .. .. .											3F								
Swinburne College of Technology .. .. .	1F										3F(d)								
The Ballarat Institute of Advanced Education												3F							
The Emily McPherson College of Domestic Economy										2F									
The Occupational Therapy School of Victoria ..																			
The Victorian School of Speech Therapy .. .. .																			
Victorian College of Pharmacy .. .. .										3F									
Yallourn Technical College .. .. .								3F											

60

College	(a)	(b)	Bachelor Degree 3F	Diploma					Associate Diploma		Associateship Diploma			Associateship		Certificate	
	(Post) Diploma 1F Other	Fellowship Diploma 3F 4F Other		1F	2F	3F	4F	Other	3F	Other	2F	3F	4F	3F	Other	1F	3P
<u>Queensland -</u>																	
Queensland Agricultural College .. .. .		4F*(b)							3F								
Queensland Conservatorium of Music .. .. .	1F(f)	4F*(b)							3F								
Queensland Institute of Technology, Brisbane	3P	4F							3F	6P							
Queensland Institute of Technology, Capricornia		4F							3F	6P							
Queensland Institute of Technology, Darling Downs		4F							3F	6P							
<u>South Australia -</u>																	
South Australian Institute of Technology .. .. .	3P	* (b)	3F		(g)	(g)			3F	5F							(h)
South Australian School of Art .. .. .	1F	3F+3P						2F	3F								3P
<u>Western Australia -</u>																	
The Western Australian Institute of Technology (Including: School of Mines of Western Australia The School of Occupational Therapy The School of Physiotherapy) .. .. .	3P							2F		4P							3F 3F+2P 2F+2P 3F 3F
<u>Tasmania -</u>																	
Burnie Technical College .. .. .								3F	5P	6P							
Hobart Technical College .. .. .								3F	5P	6P							
Launceston Technical College .. .. .								3F	5P	6P							
Tasmanian College of Advanced Education .. .. .								2F	3F	4F							
<u>Australian Capital Territory -</u>																	
Canberra College of Advanced Education (i) .. .. .																	

**Code:** F = full-time years. (Courses are quoted as the number of full-time years wherever possible although many of these courses are also offered in a part-time equivalent pattern.)

P = part-time years and implies there is no full-time equivalent course available.

- Notes:**
- (a) The actual award given for post diploma courses is usually a "Diploma".
  - (b) Fellowship diploma courses and the meaning of the asterisk are described in "Explanation of the Accompanying Table".
  - (c) No tertiary courses are offered in 1969. A 3F course will be introduced in 1970.
  - (d) Footscray and Swinburne also offer "sandwich" diploma courses. See the foregoing "Explanation of the Accompanying Table".
  - (e) "Diploma of Licentiatehip".
  - (f) "Master Diploma". (A one year post-Fellowship Diploma course.)
  - (g) "Diploma in Technology".
  - (h) "Advanced Certificate".
  - (i) This college has not yet decided upon its nomenclature of awards. It offers a 3F tertiary course.

## APPENDIX C

### ARRANGEMENTS FOR THE ADMINISTRATION OF ADVANCED EDUCATION

MAY 1969

#### New South Wales

Under the Higher Education Act 1969, an Advanced Education Board has been established to plan and guide the development of advanced education in New South Wales. Corporate colleges of advanced education with governing bodies independent of State Government Departments will also be established and interim councils have already been formed for the New South Wales Institute of Technology and the Mitchell College of Advanced Education, Bathurst. Provision is made, in addition, for a Universities Board, which has the responsibility for advising on university facilities. A Higher Education Authority will co-ordinate advice to the Minister for Education and Science in New South Wales on the development of both the colleges of advanced education and the universities and will seek to promote the most beneficial and effective relationship between them.

#### Victoria

The Victorian Government established the Victoria Institute of Colleges in 1965 to co-ordinate and advance the provision of tertiary education in Victoria outside the universities. The Council of the Institute has power, subject to the consent of the Governor in Council, to admit any institution offering tertiary education as an affiliated college. One of its functions is to award degrees, diplomas and other awards to enrolled students of affiliated colleges who have reached standards approved by the Institute at examination in courses approved by it. The Victoria Institute of Colleges has so far affiliated all but six of the nineteen colleges of advanced education in Victoria at present financially assisted by the Commonwealth. Most of the remaining six colleges come under the control of either the Education Department or the Department of Agriculture.

#### Queensland

In Queensland, consideration is being given to an appropriate form of administrative structure for the State's five institutions. At present these institutions come under the administrative control of the Queensland Department of Education.

### South Australia

South Australian arrangements were the subject of a report presented to the Minister of Education by an Advisory Committee in November 1965. One of its main recommendations was that an Institute of Colleges headed by a Council be established. The report saw the Council as fostering the development and improvement of advanced education over a wide range of disciplines, grading standards, co-ordinating the constituent colleges and advising the Minister broadly on the development of advanced education in South Australia. Another recommendation was that the Institute have power to award degrees and diplomas to students of affiliated institutions who reach standards approved by the Institute. The recommendations of this report are still a matter for discussion and debate in the State.

At present there are two colleges of advanced education in South Australia. The South Australian Institute of Technology has a Council and the other college, the South Australian School of Art, is administered by the Education Department.

### Western Australia

Following the Report of the Committee on Tertiary Education in Western Australia the State Government appointed in 1969 a Tertiary Education Commission which reports to the Premier. The purpose of the Commission is to advise the Government on developments in tertiary education in Western Australia, and how best to meet the needs. It is also authorised to encourage and arrange for co-ordination between institutions concerned with tertiary education in the State.

The Government has transferred academic and administrative control of the Kalgoorlie School of Mines, the Schools of Physiotherapy and Occupational Therapy, and the Muresk Agricultural College to the Western Australian Institute of Technology. Although new colleges are projected, the Institute is the only college of advanced education in the State at this time. This Institute functions under its own Council.

### Tasmania

The Tasmanian Government has established a Council of Advanced Education to administer the system of advanced education in Tasmania. The Council's immediate task is the establishment of the Tasmanian College of Advanced Education at Hobart but it will also exercise control of courses of advanced education leading to professional awards at the Hobart, Launceston and Burnie Technical Colleges. The Council will exercise a State-wide function in academic matters concerned with advanced education.

Another recent development in Tasmania is the formation of a Joint Consultative Council of the Institutions of Tertiary Education in Tasmania. The Joint Council links the University of Tasmania, the Launceston Teachers' College and the Tasmanian College of Advanced Education. It does not have statutory authority but provides a formal channel of communication and a medium for discussion and negotiation between the member institutions. One of its objectives is to facilitate recognition of the status to be accorded to individuals or courses in each of the institutions.

#### Australian Capital Territory

The Canberra College of Advanced Education is an independent institution which was established in 1967 by an Act of the Commonwealth Parliament as the first college of advanced education in the Australian Capital Territory. The governing authority of this College is its Council.



## APPENDIX D

"EXTERNAL STUDY FACILITIES AND THE RELATIONSHIP  
OF ADVANCED COLLEGES TO UNIVERSITIES"

Extracts Referring to Advanced Education from an Address  
by the Commonwealth Minister for Education and Science,  
the Honourable Malcolm Fraser, M. P., at the University of  
Melbourne on 28th March, 1969

\* \* \*

"It is now a matter of history that the Commonwealth and States accepted the major recommendation of this particular committee (the Martin Committee), that the Colleges of Advanced Education should be developed to provide a different kind of tertiary education, a viable alternative to universities.

"It is probably easier to state the purpose of these colleges than to state the precise differences between them and universities. Their purpose is to broaden educational opportunities available to students successfully completing secondary school and to provide trained people with a greater variety of talents to meet the growing and diverse needs of Australian industry and commerce, of an expanding, vital and scientific Australia.

"It is in no way intended that Colleges of Advanced Education should be inferior institutions to universities. It is not intended that students entering them should be regarded as inferior. We do not want to establish the circumstances in which those who fail to enter universities turn to the colleges. I hope it will be accepted as time progresses, (in this State considerable progress has already been made) that the colleges offer a genuine alternative and that the students who enter the colleges should not in any sense be regarded as inferior to those entering universities but rather that they should be regarded as students who have qualities and talents of a different kind, whose inclinations lie in a different direction to those who enter universities."

\* \* \*

"I now come to what is clearly the most difficult part of this discussion, the actual differences between Colleges of Advanced Education and universities. Let me say at the outset that neither institution fits neatly into a compartment. We are not going to be able to divide neatly areas of activity and say that those matters are the responsibility of a university and those the responsibility of the colleges. In some areas their responsibilities will be overlapping, although they will need to try and avoid this as much as possible.

"Some subjects will need to be taught to quite high levels in both institutions. Mathematics is an example. There are courses being offered in both types of institutions - engineering is an example in this area.

"One of the things we need to remember is that we are not starting this experiment working with a clean slate. It probably makes little sense to dismantle a system that already exists, one that has been built up by different institutions over a long period, but we do need a policy for the future to guide Australia in determining where newly introduced courses should be placed. That means that we should have a policy for determining the content of courses and perhaps, more important, the nature of courses which should be offered in each type of institution.

"There are different kinds of tests that can be applied. I am not sure if any of them are absolute, if any of them work in their entirety. I suggest that all of them can only be used as rough guides. It is held by many that courses appropriate to universities are those which demand of students a good measure of analytical and imaginative capacity and that those appropriate to Colleges of Advanced Education are the ones which are more practically oriented. Opponents of this view hold that this is merely a distinction of words; that good students, whether in universities or Advanced Colleges, will have those qualities and that their studies should be directed to developing them.

"I don't doubt that students with these qualities will be found in both institutions but I do doubt whether it is right to argue that both types of institutions should therefore provide courses aimed primarily at developing these particular qualities. That attitude does not take into account the inclinations and preferences of students, and there is no doubt that if we can provide higher education of a more practical nature for students who want it, we shall be giving them an education that will equip them for vocations which are in demand and which, not unimportantly, are also well paid. There is clearly room for both kinds of institution and it is certain that they are different in a meaningful and valuable way.

"However, categorising the capacities and characteristics of their students is not necessarily the right way to try and find the distinction between universities and Advanced Colleges because I tend to the view that the actual capacities of students going to one institution or the other may in many cases be similar. If there is a difference I think it is a difference in inclination, a difference in the sort of thing that the student wants to do with his life after he has completed his education.

"But even this is not precise. If the difference here is an accurate one it would be that those going to Advanced Colleges are more vocationally minded - they know what they want to do and they are setting out to equip themselves to do it.

"While it is true that a great number of those going to universities would not yet have made these decisions, the same kind of decision might well have been made by those who are studying architecture, engineering or medicine. However, it should be noted that courses in architecture and engineering can both be found in Colleges of Advanced Education at a high standard, so that is one of the areas which overlap. So far as Australia is concerned there is no overlapping in relation to medical students. But it might be worth noting (and I am not suggesting that we should follow the example) that in the Soviet Union medicine is taught at the technological institutions and not at universities."

\* \* \*

## APPENDIX E

### THE COUNCIL FOR NATIONAL ACADEMIC AWARDS IN THE UNITED KINGDOM

#### 1. Constitution and General Purposes

The Council for National Academic Awards was established by Royal Charter in September 1964 on the recommendation of the Robbins Committee on Higher Education as a self-governing body to supersede the National Council for Technological Awards.

The Council includes members from the universities, the technical colleges, the local education authorities and industry, who are appointed by the Secretary of State for Education and Science. During 1967-68 the Council consisted of a Chairman and twenty-four members assisted by three Assessors who were appointed by the Secretary of State for Education and Science and the Secretary of State for Scotland. Assessors are entitled to attend and speak, but not to vote, at meetings of the Council.

The main aim in establishing the Council was to provide opportunities for students to take degree courses outside the university system and to cater especially for those with an interest in industry or commerce as a career. Through the powers granted by its Charter the Council awards degrees and other academic qualifications to students completing courses comparable in standard, though not necessarily in content, with those in universities. The Council's awards are for approved courses in educational institutions which do not have the power to award their own degrees.

#### 2. Method of Operation

The work of the Council entails close examination of the courses themselves and an assessment of the staff and general facilities in the colleges. The Council is assisted in this work by Committees and Boards in particular subjects consisting of experts drawn from the universities, the technical colleges and industry as well as the professional bodies.

The Council reports that it was assisted by its following Committees during 1967-68:

- . Committee for Arts and Social Studies
- . Committee for Education
- . Committee for Research Degrees
- . Committee for Science and Technology

During the year the Council was also assisted by thirty-one subject Boards which carried out seventy-one visits to colleges. The total number of persons assisting the Council by serving on its Committees and subject Boards was 550.

### 3. The Degrees of the Council

The following degrees are offered by the Council:

Bachelor of Science (B. Sc. )

Bachelor of Arts (B. A. )

Master of Science (M. Sc. )

Master of Arts (M. A. )

Master of Philosophy (M. Phil. )

Doctor of Philosophy (Ph. D. )

Both Ordinary and Honours degrees are offered at the bachelor level.

The Council reports that the total number of students attending its degree courses in 1968-69 is 15, 656 compared with 10, 687 in the previous year. As at January 1969, forty-nine colleges were offering courses leading to the Council's degrees.

### 4. Procedure for Consideration of Courses

The Council only considers courses which have been first approved by the Department of Education and Science. Courses must therefore initially be submitted by the colleges to their Regional Advisory Councils and the Department. A fee is charged by the Council for each application for approval or renewal of approval of a course.

The Statutes of the Council stipulate that when approving courses of study in subjects assigned to the Boards they will have regard to:

- "(i) the standard of work in the subject of a course at the establishment at which it is being pursued and the facilities available thereat for that course;
  - (ii) the curriculum and syllabus of a course;
  - (iii) the qualifications of the teachers conducting a course;
  - (iv) any arrangements for practical training and experience in connection with a course;
  - (v) the standards required for admission to a course;
- and

- (vi) the arrangements for conducting examinations in the subjects assigned to the Board and for the appointment of external examiners to act with the teaching staff of the establishment. "

5. The Use of External Examiners

This is a feature of the work of the Council. The following are extracts from the Council's published Statement on this matter:

"Colleges must submit for the Council's approval proposed examination arrangements, including the examination scheme, the method of classifying awards, the terms of reference and the names of external examiners proposed, and the constitution and responsibilities of the examining board."

\* \* \*

"External examiners must be approved by the Council and appointed by the college in good time for the examiners to contribute to the design of the examinations with which they will be concerned.

"External examiners must be associated with the final examinations in the principal subjects of the course. The Council will also expect the external examiner to be associated with the examinations at any particularly significant intermediate stage of the course. Normally examination papers will be set by the college staff and submitted to the external examiner for his decision as to whether they are of the standard required by the Council. External examiners must have the right to set and alter questions.

"If any dispute which cannot be resolved should arise between a college and an external examiner it must be reported to the Council. "

\* \* \*

6. The Review of the Courses

Through its Committees and subject Boards, the Council reviews courses leading to its degrees at regular intervals as one of the ways in which it maintains its standards. The maximum period of approval of courses leading to the Council's degrees is five years. When conducting such reviews the Council requires to see documentation on the operation of the existing course, including reports from the external examiners.

## APPENDIX F

ACCREDITATION IN THE UNITED STATES OF AMERICA1. The National Commission on Accrediting

The National Commission on Accrediting was formed in the United States in 1949 by a number of associations of colleges and universities which felt that the ever-increasing number of accrediting agencies at that time - some competing with others in the same fields - was subjecting colleges and universities to conflicting demands and unnecessary expenditure.

The National Commission on Accrediting is an overall co-ordinating and supervisory body that recognises accrediting agencies. It does not directly accredit an institution itself. This is done by voluntary regional and nation-wide accrediting organisations which are recognised by the Commission.

2. Regional and Nation-wide Accrediting Organisations

The voluntary accrediting organisations, regional and nation-wide, which are recognised by the National Commission on Accrediting, have no legal control over educational institutions in the United States. These organisations promulgate criteria for standards of institutional quality and approve or admit to membership the institutions that meet those criteria. The only power which the accrediting organisations have is that of giving publicity to the lists of institutions they have accredited. Inclusion on the approved list of a nationally recognised accrediting organisation is generally accepted as a significant indication of institutional quality.

3. How Accreditation Operates

To evaluate the quality of American colleges and universities, all recognised accrediting agencies undertake the following four functions.

- (i) They publicly establish the standards by which they will judge quality, such as the academic achievement of the students, the competence of the faculty, the administration of the institution, the appropriateness of the curriculum, the quality of library and other educational resources, the adequacy of physical facilities, and the stability of financial support.
- (ii) They send qualified educators to serve as inspectors on visits to observe the operations of the institution in the light of these standards.

- (iii) They approve and include on their lists of accredited institutions only those which satisfactorily meet the standards.
- (iv) They revisit and re-evaluate these institutions periodically and remove from their lists any institution that is not continuing to meet their standards.

The following examples of accreditation procedures have been quoted by the National Commission on Accrediting.

"A new college has been established in the state of Pennsylvania and has received legal authority from the state to grant academic degrees. If it wishes to be accredited by the appropriate regional association of schools and colleges, of which there are six in the United States, because of its geographical location it applies for membership in the Middle States Association of Colleges and Secondary Schools. After its faculty and staff have prepared a thorough report on institutional objectives and operations, the college is visited by a group of faculty members and administrators, specifically designated for this purpose, from other institutions already belonging to the Association. This evaluation team may consist of the president of one institution, the director of admissions of a second, the librarian of a third, and several faculty members from other similar colleges. The team spends several days at the institution, meeting with its officials, observing classes, and evaluating its facilities and program. Following this visit, the team writes an evaluation report, containing suggestions about possible improvements in the curriculum and faculty. This information is considered by the Commission on Institutions of Higher Education of the Association, and if the college is found to meet the standards for membership, it is permitted to join the Association, thereby becoming accredited by the Association.

"Another institution, a liberal arts college in Illinois, has been a member of the North Central Association of Colleges and Secondary Schools for ten years and is due for re-evaluation. Its president reports to the Association the major changes which have occurred in the college during the decade, and the institution is visited by two or more administrators and/or faculty members from other institutions belonging to the Association. As a result of their visit, they make several recommendations concerning weaknesses, perhaps in the freshman curricula or in admission and student housing policies. The Association votes to continue the college's membership with the requirement that another evaluation be made within two years to observe that these shortcomings are corrected."