

EDUCATION ACCREDITATION AND COURSE ENDORSEMENT PROGRAMS: POLICY AND PROCEDURES

This document was approved and adopted by the Board of ACHSM
at its meeting held 18 September 2024.

These Guidelines shall take effect as of 1 January 2025.

Subject to alternate decisions by the Board, these Guidelines shall remain current until 31 December 2028.

Recommending reading:

[ACHSM Education Accreditation and Course Endorsement Programs:
Guidelines and Information for Universities and Education Organisations.](#)

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Definitions

For the purposes of these guidelines the following definitions will be used:

Accredited programs: refers to a university/tertiary level program that has been formally recognised and approved by ACHSM as a result of demonstrated compliance to Standards within the ACHSM Accreditation Program.

Accreditation standards: needed to assure safety of educational offerings, to ensure that are fit for their purpose, promote the interoperability, and quality and safety so that a desired, proportionate and achievable level of performance is measured against which courses are accredited or approved. They include the expectations related to the way in which the courses are designed, their governance, and the content of the offerings, their modes of delivery and how evaluation is achieved and acted upon. Standards set out the specifications to ensure that the accreditation process assesses educational products and services consistently and reliably.

ACHSM: refers to The Australasian College of Health Management.

ACHSM Competency Framework/Competencies: refers to the [ACHSM Master Health Service Management Competency Framework \(2022\)](#).

Course: a term used to describe a cohesive educational program that may or may not entitle participants to a qualification. Some education providers may use the term **program** in this regard.

Course Endorsement Program: a program of review and recognition by ACHSM for short courses in health management. This program does not apply to accredited programs.

Course Endorsement Criteria: specific steps, actions and activities that need to be demonstrated to achieve a Standard.

CPE: refers to continual professional education.

Education Accreditation Program: the program developed by ACHSM that assesses compliance to the promulgated Standards for tertiary level learning programs offered by universities/tertiary education organisations and usually align to the Australian Qualifications Framework (AQF Levels 7 to 10) degrees programs.

Education Accreditation Program Standards: the desired and achievable level of performance required in educational offerings. The Standards for the Accreditation Program are for the use in the accredited programs.

Educational offerings: a collective term that refers to courses or programs that are included in the ACHSM Education Program.

Evidence required: refers to the minimum set of evidence or information required to demonstrate compliance to Standards. Universities/organisations may be asked for additional information or may elect to provide other data and information to demonstrate approach and compliance.

Health and social care systems: describes the complex array of individuals and organisations, private and publicly owned and operated, that together act to enhance the health and wellbeing of the community.

Health and social care policy: describes the formal and informal, broad and specific directions that together seek to set the agenda for health and social care sectors.

Health economics: describes applying economic principles and practices to the health industry and understanding how economic considerations influence health behaviours and healthcare utilisation.

Health management: describes the broad spectrum of management strategies directed at improving the health and

wellbeing of the community. The practice of health management is an enabling profession. Health management includes domains such as health and social care systems, health and social care policy, health economics, health and social care leadership, health and social care workforce.

Surveyors/Assessors: individuals who have been appointed to that role by ACHSM and who are appropriately trained and briefed to review course proposals and delivery against the Standards developed and approved by the ACHSM.

Unit: a term used to describe a unit of study normally undertaken over one semester/trimester for which an overall mark or grade is given. Some educational providers may use the terms **subject or course**.

1 Introduction

The Australasian College of Health Service Management's (ACHSM) mission is to be a leader in professional growth and development for health leaders and senior manager level, and to develop, equip and support high-performing health, community, and social care leaders to deliver quality services and improve community health and wellbeing.

ACHSM's role is to provide leadership in health service management and professional development. As part of this, ACHSM is committed to ensuring that graduates from health management programs have the recognised capabilities and attributes to meet the challenges of leading and managing in the health, aged and social care sectors.

ACHSM accredits or endorses educational programs in health management (or equivalent) to:

- demonstrate industry endorsement of the scope and quality of programs
- provide graduates with a qualification to obtain or advance ACHSM membership
- gain or sustain professional competence.

ACHSM has extended its accreditation and endorsement role to international programs. University courses operating regionally (e.g. Hong Kong and Fiji) are also being considered for inclusion in these programs.

This document describes the purpose of the Education Accreditation and Course Endorsement Programs and outlines the policies and processes that support them. This document should be read in conjunction with:

- **ACHSM Education Accreditation and Course Endorsement Programs: Guidelines for Educational Providers.** These guidelines will assist education providers to prepare for and achieve accreditation or endorsement.
- **ACHSM Education Accreditation and Course Endorsement Programs: Standards or Criteria** which describes the standards and criteria expected of educational programs and short courses in health management.

2 Separate Programs: Accreditation or Endorsement

ACHSM offers two programs for university undergraduate, postgraduate and short courses, workshops, and conferences offered by education and learning providers. This reflects the changing landscape of educational providers and the offerings available for the professional development and education in health service management.

These two programs represent separate review opportunities for distinct types of education opportunities covered by each program. Both programs operate on assessing compliance to the Accreditation Standards or Endorsement Criteria documents published by ACHSM.

Education Accreditation Program

This program is to assess compliance to the Accreditation Standards for tertiary level programs offered by universities/tertiary education and align to the Australian Qualifications Framework (AQF Levels 7 to 10) degree programs.

Course Endorsement Program

This program involves the review and recognition by ACHSM for short courses in health management. Structured short courses, discrete learning activities or professional development conferences can be submitted for Course Endorsement program against the Criteria established.

3 History, Value and Purpose

ACHSM has a long history of providing a program of accreditation for tertiary level programs in health management. ACHSM uses its professional, development and sector experience to provide an independent and objective set of programs and guidelines that recognise professional capabilities and competencies in individual health managers (ACHSM Certification Program) and for tertiary and professional learning organisations (Education Accreditation and Course Endorsement Program).

The ACHSM Education Accreditation and Course Endorsement Program involves a review by trained surveyors/members of ACHSM, against the agreed set of ACHSM Education Accreditation Standards or Course Endorsement Criteria.

The ACHSM Education Accreditation Program involves a survey every four years for established continuing programs and two years for newly established continuing programs. A mid-accreditation review by the education provider against any recommendations made during the previous survey.

The Course Endorsement Program involves a single review and assessment process against the Criteria for short courses, workshops, and conferences. Short courses offered as one-off learning opportunities but can also run on a continual basis by the education provider. The Course Endorsement by ACHSM would cover a particular period of endorsement.

The Education Accreditation Program Standards developed from formal consultation and analysis of the experience of ACHSM's members. The ACHSM Competencies form an important part for the Education Accreditation Program developed by ACHSM in consultation with international peer organisations and expressed as the [Master Health Service Management Competency Framework](#).

ACHSM's contribution to professional learning and development is a well-established process in the health industry and encourages continuous quality improvement. The ACHSM Education Accreditation and Course Endorsement Program accredits or endorses individual short courses and educational offerings from education providers. The Education Accreditation and Course Endorsement Program aim to build relationships between the health sector and education providers through ongoing dialogue and partnership.

The ACHSM offers free student membership for health management students in accredited education courses. A register of accredited courses is published on the [ACHSM website](#). ACHSM uses a points-based system for members to attain Associate Fellowship (12 points) and Fellowship (45 points). Points for Accredited or Endorsed education programs are as follows:

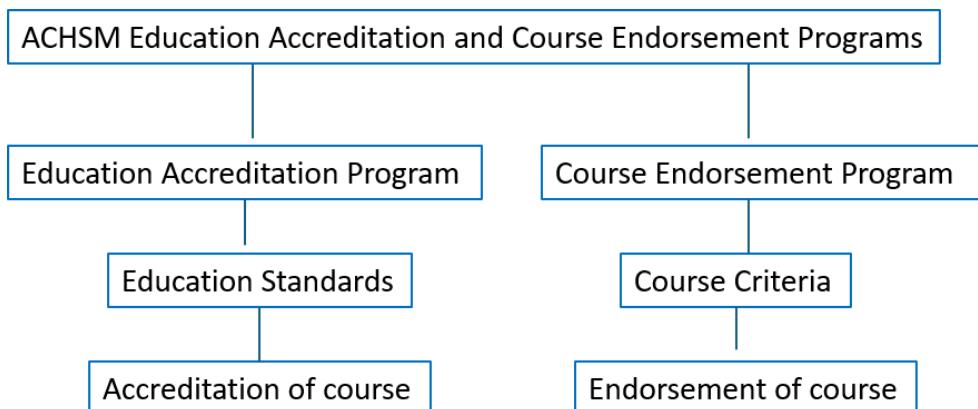
Course	Health management Qualification Accredited by ACHSM	Health management Qualification not Accredited by ACHSM	Other management Qualification
PhD/Professional Doctorate	8 points	7 points	4 points
Graduate Diploma/Master's degree	7 points	5 points	3 points
Bachelor's degree, Graduate Diploma or Graduate Certificate	6 points	4 points	2 points
Diploma, Advanced Diploma or Associate degree	5 points	3 points	1 point

Completion of accredited programs shall entitle the graduate to entry and advancement in the ACHSM through the acquisition of points towards membership including attainment of ACHSM Fellowship. Course Endorsed courses may also contribute points towards membership but may also be programs deemed suitable for CPD or CPE purposes.

Education providers need to ensure active industry engagement in their programs. Industry endorsement aids in marketing of programs that meet the Tertiary Education Quality and Standards Agency (TEQSA) requirements and standards for industry relevance. This is particularly important for international students who require funders' support (such as governments) to give assurance that the programs are recognised by industry via an accreditation process.

ACHSM commits itself to the process of Accreditation or Endorsement of education offerings in health management. ACHSM's Education Accreditation Program and Endorsement Program will accredit or endorse programs that meet the **community, professional and industry standards** identified by ACHSM.

- **Accredited programs** are designed to ensure the graduate has achieved the ACHSM professional competencies:
 - Graduates at this level will have broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of HSM practice (AQF level 7 bachelor's degree)
 - To an advanced level (AQF level 8 Graduate Certificates and Diplomas) Graduates at this level will have advanced theoretical and technical knowledge in one or more disciplines or areas of HSM practice
 - At the specialist levels (AQF levels 9). Graduates at this level will have advanced and integrated understanding of a complex body of knowledge in one or more disciplines or areas of practice.
- **Endorsed programs** shall be those educational offerings that contribute to the breadth of knowledge and understanding in the industry **such as short courses, workshops and conferences for CPE purposes**.
 - Short courses may also be endorsed by the ACHSM for CPE purposes or to progress to formalised credentials.



A schedule of courses and the benefits to which graduates are entitled will be maintained by ACHSM and published on the website.

4 Program Governance

The governance and administration of the Education Accreditation and Course Endorsement program involves several components:

The ACHSM Board

The ACHSM Board is responsible for overall direction of the Education Accreditation and Course Endorsement Program including the following elements:

- Approval of the policy setting via approval of this document.

- Identification and implementation of strategies and their application to progress the Accreditation and Endorsement Program.
- Approval of the accreditation standards, criteria and processes.
- Approval of accreditation reports and recommendations for accreditation or endorsement.
- Delegation of authority and responsibility for implementation and monitoring of the program to a relevant subcommittee of ACHSM.
- Establishment and resourcing of the secretariat support required the program.

Role of the Chief Executive Officer (CEO)

The CEO and ACHSM Corporate Office are responsible for the overall administration of the accreditation program. The CEO will support the Board and ACHSM's Education Committee to develop policy and standards, promote the program and monitor and evaluate its performance. The CEO will manage the day-to-day functioning of the Education Accreditation and Course Endorsement Program through a task specific secretariat.

ACHSM Secretariat

ACHSM will establish an accreditation secretariat within the ACHSM office with responsibilities as described in Section 7. Accreditation/Endorsement processes.

The ACHSM Education Committee

The Board may delegate certain authority to the Education Committee to promote, monitor and evaluate the program. In turn, the ACHSM Education Committee may establish an Accreditation Subcommittee. The delegations, and conditions of those delegations shall be determined by the Board and published in the Terms of Reference of the Committee and Subcommittee. The broad role of the committees is to oversee the Education Accreditation and Course Endorsement Program on behalf of the Board and ensure that the program reflects the needs of the health industry.

Without limiting the authority of the Board, these delegations may include:

- Authority to independently accredit or endorse educational offerings within criteria established by the Board.
- Authority to identify, educate and approve surveyors.
- Authority to receive reports and to make recommendations to the Board regarding those reports.
- Authority to supervise the Education Accreditation and Course Endorsement programs and their outcomes, to receive and consider complaints and make recommendations regarding complaints.

Accreditation Surveyors

Two to three trained and experienced surveyors undertake each accreditation survey. Accreditation surveyors will be members of ACHSM, preferably with experience in tertiary programs, curriculum development and health, or aged and social care sector management experience and/or experienced surveyors elsewhere in the health sector.

The skills and attributes of the members of the survey team should include:

- Relevant background and experience in health management.
- Experience in training/education/research (senior academic and/or educational management experience).

- Senior experience within ACHSM and/or SHAPE.
- Certified Health Manager (CHM) or Certified Health Executive (CHE) qualification.

5 Objectives and Principles of Accreditation or Endorsement

The ACHSM Education Accreditation and Endorsement Program has the following objectives to:

- Recognise excellence in the education of health services managers and leaders.
- Promote contemporary education and learning in the health leadership and management discipline that ultimately supports high quality health service delivery establish standards for the delivery of formal universities programs in health and aged care services management.
- Encourage a process of continuous quality improvement within these academic programs through participation in a continuing accreditation program.
- Recognise academic programs that meet these standards through a transparent and objective process.
- Recognise graduates from these accredited universities as meeting the educational requirements for admission to, or advancement within the ACHSM.
- Build the relationship between the health sector and education providers to ensure that graduates meet the needs of the health and aged care industries.
- Facilitate and influence the development of a sound foundation for ongoing professional development and learning in the health management field and the pathways that support this.

The following **principles** guide the policy and process of accreditation and endorsement:

- Accreditation is assessed through a set of ACHSM Standards, an evidence-based criteria underpinned by the ACHSM's competency framework for health services managers and leaders.
- The process is sufficiently flexible to recognise the range of academic programs across education organisations while ensuring that the standards/ criteria are consistent with the ACHSM's competency framework.
- Accreditation Surveyors will meet selection criteria established by the ACHSM and will be committed to continuing professional development.
- ACHSM's process will ensure transparency of the Accreditation and Endorsement Program, in particular that no conflict of interest exist between the Surveyors and the education provider; and that dispute resolution processes are established.
- Education Accreditation is a process of continuous improvement rather than a 'one off' critical review.
- Course Endorsement is a single review of a course, workshop, or conference.
- Accreditation is of benefit to education organisations, the health sector and health services leaders and managers.
- The cost of the accreditation process should be met from the fees charged to education organisations for this program and those fees should be used solely to meet the cost of the program.

Frameworks guiding the Education Accreditation and Course Endorsement process

The ACHSM Education Accreditation and Course Endorsement Program uses a set of agreed standards which are established to assess the major capabilities health management programs need to address in their course content. These are grouped into the following categories:

- **Core knowledge and skills** required of all managers e.g., Financial and Human Resource (HR) management, strategic

thinking and planning, basic organisational management/behaviour, and organisational change.

- **Core knowledge and skills required of health managers** e.g., understanding the design and workings of the healthcare system, clinical governance, governance of the health and social care system, quality, safety, health policy and reform, the roles of organisational stakeholders and ethical management.
- **Specific technical health management skills** e.g., service planning, case mix management, digital management, infrastructure management.
- **Core relationship skills** e.g., working with others, building and negotiating stakeholder relationships, influencing and facilitating, service integration, interpersonal communication skills, having difficult conversations.
- **Core personal attributes** e.g., self-awareness and self-management, lifelong learning, resilience and empathic management.

Scope of programs

ACHSM has developed a set of Accreditation Standards and Endorsement Criteria which underpin the Education Accreditation and Course Endorsement Program.

The principles underpinning the development of the new standards include the following:

- Standards/criteria differ between the various categories for accreditation or endorsement.
- A clear link is determined between assessments within the program and the demonstration of competencies required of a professional health manager.
- A glossary which recognises the variety of terminology and its translation to the accreditation standards or endorsement criteria.
- A reliance on evidence to demonstrate the compliance with the standards or criteria.
- Avoiding duplication of education accreditation by determining that TEQSA approved universities have in place the broadly based policies and processes that ensure program quality and achievement at the required level and focus the standards on the industry specific and professionally relevant elements.
- Standards that are suitable for use for international accreditation.

6 The Accreditation Standards and Endorsement Criteria

The [Education Accreditation Standards](#) and the [Course Endorsement Criteria](#) are separate documents. The document includes information of the various levels of accreditation or endorsement along with the evidence required to show how the program meets or is likely to meet those standards or criteria.

Both the Standards and the Criteria are broadly categorised under course governance, scope and content, delivery, and capability.

Course Governance

The ACHSM expects that the organisation seeking accreditation or endorsement courses has systems and structures in place that seek to ensure that the program has been designed and is delivered in accordance with national standards, organisational policies and procedures and the industry needs.

Programs within universities are required to meet the national (AQF or equivalent) requirements as well as the institutional requirements (e.g., generic graduate outcomes) and industry or content specific elements. To avoid duplication, where the university has been TEQSA accredited (or equivalent) then ACHSM will assume that it has in

place mechanisms to ensure the program meets the necessary national and institutional outcomes and inputs. This may be reinforced where the ACHSM has been formally represented on institutional accreditation processes.

Where the university or organisation is not subject to TEQSA approval processes then the ACHSM accreditation process will explore the presence of these quality control measures.

Course delivery

The course that is subject to accreditation or endorsement should be designed, developed and implemented in a manner most likely to achieve the stated objectives of the course and to meet community, academic, professional and industry standards.

Where appropriate and the courses offered leads to an appropriate award within the broad definitions of the Australian Qualifications Framework or equivalent and thus the learning outcomes are consistent with the AQF description for that level of award.

- **Educational outcomes.** The ACHSM Standards will focus on the educational outcomes seeking evidence of competencies achieved rather than the structure of the course. The standards focus on industry engagement in the design and delivery of the program and a demonstration that the program is well lead, and has the resources required to ensure graduate outcomes are achievable.
- **Industry engagement.** The program has been designed in consultation with industry and is delivered in a means which engages industry. Appropriately qualified and experienced individuals have considered the course/program design and determined that it meets those requirements. The program and school/department has constructive partnerships with a relevant mix of health departments and government, non- government and community health agencies to promote mutual interests in the education and training of graduates skilled in professional health management practice. This is commonly achieved by the involvement of a multidisciplinary course advisory committee.
- **Academic leadership.** The course should have an identified discipline leader who has credibility to the industry and is appropriately qualified. Industry credibility may result from industry experience and connection, contribution to the HSM body of knowledge, or from thought leadership in the field. Operating within the organisation's academic governance principles, systems and processes, the program leadership and management have sufficient authority to design and develop the program.
- **Academic team.** The team delivering the program (either from within the education provider or if outsourced) have a demonstrated commitment to educational standards and the team as a whole, is adequately qualified and experienced to deliver education in health management. Additionally, the team and/or organisation has a demonstrated commitment to contributing to the industry through advisory functions to industry, collaborations with industry bodies, and engagement and thought leadership through research. Resourcing levels should be compliant with academic industry wide benchmarks but sufficient to meet the needs of students and to permit engagement with industry.
- **Academic support.** Students should have reasonable access to infrastructure to support learning including lecture rooms library support and learning support platforms. Additionally, academic staff should be able to access the level and type of administrative support needed to run the program effectively and efficiently. This support should include reasonable access to professional development including the development of teaching skills.
- **Course evaluation.** The program has in places mechanisms to monitor the performance and the achievement of course outcomes. In the event of existing programs, measures of quality outcomes are available for scrutiny.

Content and scope

The content and scope of the program should meet relevant community, professional and industry standards.

Regarding units that are the subject of accreditation, this may be best linked to developing the competencies consistent with the [ACHSM Master Health Service Management Competency Framework](#). The scope and content of courses that are subject to endorsement shall be determined against known industry or professional standards that may be determined by the professional judgement of the surveyors.

Additionally, consideration of the program will be focussed on the broad functions of health managers and leaders involved in leading and managing health systems, services, or organisations, leading people and managing self.

- **Leading and managing systems/services/organisations.** The overarching focus here is the development of a thorough awareness of the health context both in terms of its intentions, how this plays out in practice and what this means for the work of managers.
- **Leading and managing people.** Overall health managers must be able to develop capabilities and the strategies needed to manage in the complex systems that characterise health organisations.
- **Managing self.** The intention is to promote a recognition that effective managers and leaders draw upon their values, strengths, and abilities in everything they do.

Teaching and Learning Strategies

The evaluation of programs will also focus on the teaching and learning strategies used in the delivery of the program. These strategies may include:

- The program demonstrates that the content is derived from theory, research and practice which generate concepts, ideas, frameworks, data, and tools.
- The program is focussed, and student directed with contribution from students' experiences and thinking to the content and process of teaching and learning, for example action learning and research, problem-based learning.
- Experiential learning is incorporated into courses to ensure that all students can combine their structured learning in the context of managing and enabling in the health, aged and social care sectors and organisations.
- Students (in whatever learning mode is being used) are engaged in exploring, debating, and applying the content (theirs' and the lecturers').
- There is the application of ideas in the classroom – e.g., skill practice, exercises, application activities, role-plays, simulations, reflective practice.
- There is a focus on the application of learning to skills development through authentic assessment, action learning and research, reflective practice, case studies.
- There is assessment of student understanding and application to both formative and summative assessments. Assessments are authentic (real world based) and genuinely assess competencies.

7 Accreditation/endorsement processes

The process of accreditation or endorsement may be determined by the context and by the capability of the ACHSM to undertake the assessment. Accreditation of programs against the breadth of competencies is a structured process. Programs for endorsement may be incorporated into that process. However, programs for endorsement may also be expedited, based on pre-existing criteria, and undertaken either by ACHSM staff or individually by surveyors.

All communication between the education provider and the ACHSM will be through the Secretariat within the ACHSM Corporate Office. Nominated contact people at each organisation will be identified as the key person for communication.

Step 1 Application

- Universities, institutions, or organisations will be asked to complete the appropriate form when making an application for accreditation. The Secretariat will consult with the organisation and provide the application form at least six months prior to their accreditation survey. Completed application forms will be submitted to the Accreditation Sub-Committee.

Step 2 Preliminary assessment and preparation

- The Secretariat will compile all documentation and seek additional documentation where appropriate.
- The Secretariat will consult with the Chair of the Education Committee (or Accreditation subcommittee) to identify suitable surveyors and engage the survey team.

Step 3 Preliminary evaluation

- The survey team will assess the documentation and identify any additional information required.
- Online review, by each surveyor, of the evidence provided by the organisation will be undertaken against each standard.
- A teleconference between surveyors will occur to discuss evidence and areas where further clarification and/or discussion is required.
- Online surveys may be used to gather input and feedback from stakeholders as required.

Step 4 Interview

- The survey team will determine if a formal interview is required.
- The Secretariat will consult with the institution to agree a date and timeline for the survey. The institution will be provided with a copy of the Accreditation and Endorsement Guidelines which outlines the standards and methods for provision of materials to support the accreditation or endorsement survey.
- The Secretariat will assemble the survey team, including a designated team leader. The Secretariat will inform the organisation of the composition of the survey team.
- Where it is appropriate, surveys will be conducted virtually but it is recognised that from time to time (and particularly for new courses), it will be beneficial for universities and Surveyors alike to engage in a face-to-face assessment.
- If a face-to-face survey is requested, a half-day (typically 10.00am to 3.00pm) site visit will be arranged.

Step 5 Report preparation

- The panel will prepare a draft report with the aid of the secretariate (note: The ACHSM should review its internal resources and their role to ensure that the assessor's role is focussed on the evaluation and decision making and less on the construction of the report and its detail). A template should be used to improve the efficiency of the review.
- If required, a teleconference between Surveyors will be conducted to identify key observations that will enable the preparation of the report and agree the recommendations.
- Once accredited or endorsed by the panel, the draft report will be circulated to the applicant for comment and correction of any errors of fact or provision of any additional information they consider relevant.
- Upon receipt of any comments, a final version of the report will be prepared and submitted to the Accreditation Subcommittee and through that to the Education Committee.
- The report may recommend the course be:

- Accredited without limitation for the maximum period (four years for ongoing courses and two years for new courses).
- Accredited with advice regarding ongoing improvement.
- Accredited with restrictions either on term or scope with required improvements to be made and the course reconsidered.
- Not accredited or endorsed.
- The report will identify the reasons for the decision.
- A time limit should apply to any recommendation. A time limit may apply to a limitation. Survey reports are to be completed and submitted to the Secretariat within four weeks of the accreditation survey.

Step 6 Decision

- The Accreditation Subcommittee will make recommendations to the Education Committee and in turn to the Board regarding a final decision which will be communicated to the relevant organisation/university.
- Following the decision by the Board, the CEO of the ACHSM will inform the institution in writing, of the outcomes of their review. The institution will be provided with a copy of the accreditation report. Feedback will be sought regarding the accreditation program and the survey process.
- The institution will be presented with their accreditation certificate at an appropriate time and place.

Step 7 Review

- Institutions or organisations providing accredited or endorsed courses are invited to provide a mid-term expedited review to identify and changes of substantial nature that may have occurred since the review was undertaken and to identify outcome evaluations.

Expedited Courses Endorsement review

ACHSM receives requests to endorse short courses, workshops, or conferences for points towards Continuous Professional Development (CPD) requirements. In these circumstances, an expedited process may be able to be used to provide a rapid response.

The key criteria to be considered would include:

- The relevance of the program to health management.
- Alignment to one or more competencies from the Master Competency Framework.
- The quality of the content and its delivery.
- The quality of the presenters.
- The extent of the program.

An application for expedited endorsement may be received by ACHSM's Secretariat in an appropriate format. The Secretariat will undertake an initial review against ACHSM's criteria and engage a single surveyor to consider the request and make recommendations to the Chair of the Education Committee, who will have the authority to approve the request and to identify conditions to be applied to the approval.

8 Accreditation and Endorsement Decisions

Following the completion of the accreditation and course endorsement review and consideration of findings by the ACHSM Education Committee and the ACHSM Board may make the following accreditation or endorsement awards:

Education Accreditation Program

- For new or first-time accredited courses an award of two years accreditation.
- For courses previously accredited an award of four years accreditation.
- Where specific achievable compliance or improvement recommendations have been made a period of 90 days will be afforded to the institution for appropriate changes in rectifications; followed by further review by ACHSM following which a final award determination will be made.
- Where more involved change and improvement actions and course enhancement has been identified but where there has been substantial due achievement of compliance to the Standards, a period of accreditation will be awarded on the expectation that changes and improvements will be made by the institution before the next accreditation round.
- Determination of no accreditation award for the course.

Course Endorsement Program

- Where specific achievable compliance, explanation or additional information issues may be identified in submitted short courses, additional detail will be requested from education providers and a subsequent decision will be determined by ACHSM.
- Short course may be endorsed.
- Determination of no endorsement for the short course.

9 Accreditation and Endorsement Fees

The fee for accreditation or endorsement is set by the ACHSM Board. These costs are calculated by identifying the costs of maintaining the program (staff and resourcing) and ensuring the ongoing review and improvement of the program. There is clear commitment on the part of the ACHSM and the Board that all monies collected are for the sole purpose of managing the program and not cross subsidising any other operations of the ACHSM.

The current fee structure is available on request via accreditation@achsm.org.au (ACHSM Secretariat).

10 Conflict of interest

Any member of the Board, Education Committee or Survey Team that has a formal association with an education provider should declare their interests at any meeting. The ACHSM Conflict of Interest policy applies to all components of the ACHSM Accreditation Program.

11 Confidentiality

Due to the sensitive nature of the accreditation or endorsement process, confidentiality by the Survey Team is paramount. The Secretariat, Education Committee and members of the Survey Team must complete a confidentiality agreement. A confidentiality agreement is provided as Appendix D in the [Education Accreditation and Course Endorsement Programs: Guidelines and Information for Universities and Education Organisations](#).

Completed confidentiality agreements will be held by the Secretariat in accordance with ACHSM's documentation policies. Surveyors will respect the intellectual property rights of the education provider once the material for the Survey is shared.

12 Dispute Resolution

All grievances and complaints by educational providers should be addressed to the ACHSM Secretariat in writing in the first place. The Secretariat will determine one of the following:

- That the matter can be dealt with administratively by the ACHSM corporate office and puts in place a remedial action plan.
- That the matter should be dealt with by the Education Committee and is referred to the Chair for attention.
- That the matter should be dealt with by the Board and is referred to the Board for action.

The Board, Education Committee and Accreditation Sub-Committee are informed of all grievances and complaints including any that are resolved through administrative action by the National office.

All grievances and complaints are recorded by the Secretariat and a report is provided annually to the Board on the performance of the accreditation process.

An education provider has the right to appeal the outcome on one or more of the following grounds:

- An error occurred in the making of the accreditation decision or the process leading to that decision.
- Relevant and significant evidence:
 - was not properly considered, or
 - was incorrectly interpreted,in the making of the original accreditation decision or the process leading to that decision.
- Inappropriate weighting was given to evidence used in the making of the original accreditation decision or in the process leading to that decision.
- The reasons provided for the accreditation decision are inconsistent with the evidence upon which that decision was made.

Any costs of the appeal process shall be borne by the education provider unless otherwise determined by the ACHSM Board. The original accreditation status awarded to the organisation shall remain in force until the appeal is finalised.

If the education provider is seeking to appeal the outcome the following process is to be followed:

- The education provider is to provide the grounds for appeal, in writing, to the ACHSM Accreditation Secretariat within 28 days of receiving the accreditation decision.
- The Secretariat will formally acknowledge the application for appeal in writing.
- The ACHSM CEO and the CEC Chair will review the application and agree options for action which may include:
 - Follow-up with the Lead Surveyor.
 - Discussion with whole survey team.
 - Seek view of independent surveyor to review the report and recommendations.
 - Convene an appeals committee, established by the ACHSM Board.
 - Seek ACHSM Board decision.
- The outcome of the appeal is communicated in writing to the education provider.

The Board shall have sole discretion to determine the method of hearing any appeal. The appeal decisions of the Board shall be final.