

Accréditation dans la formation à distance

Processus et critères

Version finale (version 5)

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Document F-1101

VERSION	ARTICLE DE TRAVAIL	RESPONSABLE	DATE	CHANGEMENTS FAITS
v1.0	Tous les articles	ENPC	28/07/04	• ENPC • Fusionnez toutes les contributions, présentez la table et la numérotation
V1.1	Tous les articles	KTH	04/08/04	• Textes écrits dans les introductions 1.1.1, 1.2.1, 1.3.1, et 1.4.1 • La plupart des textes contents révisés et/ou avancés à tous changements de structure de v 3.0 après le calibre défini le 26 août.
V1.2	Tous les articles	KTH et ENPC	12/10/04	• KTH : Organigramme supplémentaire • ENPC sectionne 3.1.4 et 3.1.5
V2.0	Tous les articles	KTH	15/10/04	• Texte de 2.1.1 et de 2.1.2 révisé • Des documents dans 2.1.6 et le sommaire de processus dans 2.1.7 appartenant à 2.1.1 et à 2.1.2 ne sont pas écrits ; les besoins promeuvent l'élaboration de toutes quatre sections • Textes de 2.1.3, de 2.1.4 et de 2.1.5 écrits • Documents dans 2.1.6 et sommaire de processus dans 2.1.7 appartenant à 2.1.3, à 2.1.4 et à 2.1.5 écrits
V2.1	Tous les articles	ENPC	19/10/04	• Texte de 2.3.2
V3.0	Tous les articles	Tous les associés	21/10/04	• Toutes les sections changées au cours de la réunion à Milan
V3.1	Tous les articles	Milano	03/11/04	• Section 2
V3.2	Tous les articles	ENPC	08/11/04	• Toutes les sections (critères)
V3.3	Tous les articles	ENPC	17/11/04	• Toutes les sections (améliorations)
V3.4	Tous les articles	ENPC	17/02/05	• Toutes les sections (amélioration de l'anglais par Colette Imbert)
V3.6	Tous les articles	ENPC	29/03/05	• Corrections au cours et après de la réunion d'Essen.
V3.7	Tous les articles	KTH, ENPC	09/04/05	• Corrections suggérées par Marianne.
V4.0	Tous les articles	ENPC	10/04/05	• Hyperliens aux documents.
V4.1	Tous les articles	SDB	11/04/05	• Corrections au numérotage de formes. • Pour unifier le format dans le document (polices, tabulations, paragraphes, etc.) • Changez les paragraphes de vocabulaire en table (alphabétiques commandés)
V4.2	Annexent de la section 1	ENPC	13/04/05	• Annexent de la section 1
V4.3	Tous les articles	MMB	13/04/05	• Propositions de/d'annotations pour la révision du document
V4.4	Tout annexe	ENPC	13/04/05	• Tout annexe
V4.5	Remplacez toutes les	ENPC	08/06/05	• Quatre annexes

	annexes par 4			
V5.0	Critères et normes	MMB	14/07/05	• S'ajouter des critères et des normes dans toutes les sections

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Préambule

Quels sont les objectifs généraux de l'accréditation dans une éducation plus élevée ?

- Pour améliorer la qualité d'une éducation plus élevée ;
- Pour donner la confiance aux familles et aux employeurs de potentiel ;
- Pour stimuler l'amélioration d'universitaire.

Et si applicable :

- Transfert de facilité des crédits (ECTS) ;
- Donnez l'accès au placement public.

Les méthodes habituelles employées sont :

- Examen par les pairs guidé ;
- Évaluation de l'accomplissement d'étudiant en ce qui concerne les objectifs du programme et de l'établissement ;
- Évaluation de personnel, corps enseignant, lieux ;
- Autre.

Quelle est l'acceptabilité sociale de l'accréditation dans une éducation plus élevée ?

Le pour

- Les corps d'accréditation sont responsables au nom du gouvernement et au nom de l'union européenne ;
- L'accréditation est juste, basé sur des critères publics.

Le contre

- Une éducation plus élevée doit être indépendant du gouvernement ;
- La qualité dans une éducation plus élevée est basée sur la recherche évaluée par examen par les pairs ;
- Les corps « administratifs » ne peuvent pas évaluer une éducation plus élevée.

Dans la section 1, nous présentons un processus général de l'accréditation. Elle est nécessaire et compatible avec la plupart des procédés d'accréditation.

Nous traitons l'accréditation d'un programme de e-learning. Si le programme existe en tête à tête et est déjà accrédité, l'accréditation se concentrera sur l'étude à distance. Si le programme n'existe pas en tête à tête ou n'est pas accrédité, alors une pleine accréditation est effectuée, y compris une évaluation du contenu de programme. Car nous traitons principalement l'e-learning, ou blended learning, nous concentrerons notre attention sur le « e » de la section 2 (pédagogique) et sur le « e » de la section 3 (gestion).

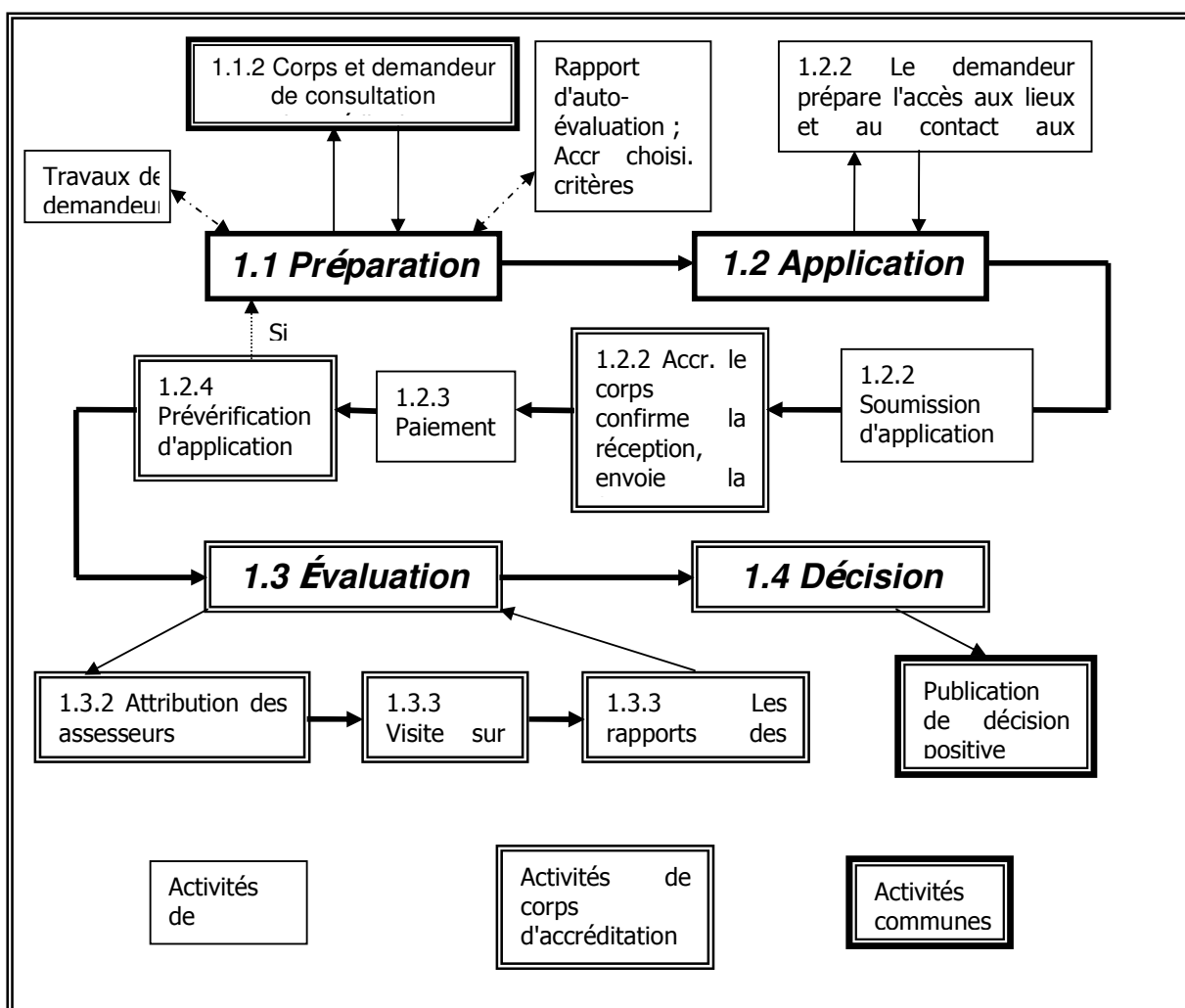
Les expériences du projet de SIG-DLAE sont dans le domaine de machiner aux maîtres de niveau. Le « e » des sections 2 et 3 sont le plus probablement applicable à d'autres champs. Il peut noter que l'Eur-As de projet de Socrates ^[1] se concentre sur l'accréditation de l'enseignement tête à tête dans la technologie. Nous considérons l'accréditation d'un programme (un maître de la Science) dans un établissement, pas l'accréditation d'un module.

Nous ne traitons pas la conformité technologique aux normes techniques. Quand requis, nous emploierons les résultats de TELCERT ^[2] (essai et certification de étude augmentés par technologie, un projet d'IST).

[1] http://www.feani.org/EUR_ACE/EUR_ACE_Main_Page.htm

[2] <http://www.opengroup.org/telcert/>

1. 1 Procédé général d'accréditation



1. 1.1 Préparation

1. 1.1.1 Introduction

L'établissement éducatif (le corps de demandeur) - aussi bien que le corps d'accréditation - doivent passer le temps considérable sur le procédé d'accréditation. Pour limiter l'itération des procédures il est donc important que tout ait soumis des formes et les documents soient aussi complets comme possible. Il est également important que l'établissement éducatif ait une vue claire de ses propres intentions d'être accrédité, comment le procédé d'accréditation fonctionne et quels facteurs le corps d'accréditation considère importants, appropriés, et proportionnés. Par conséquent la préparation de l'accréditation est une phase importante, pour le corps éducatif pour la planification et la préparation de sa demande, comme de corps

d'accréditation afin de transmettre ses vues et obtenir une première impression du demandeur. La préparation devrait être effectuée d'une telle façon quant à nécessitent une auto-évaluation du corps éducatif (cf. 3.2).

2. 1.1.2 Consultation entre le corps d'accréditation et le demandeur

Raisonnement (ce qui, pourquoi et comment)

Les contacts initiaux pour une accréditation pour la première fois fourniront une évaluation globale de la praticabilité de l'accréditation. L'acceptabilité du demandeur au procédé d'accréditation est vérifiée pendant cette phase. Ceci devrait donner un avis clair des prochaines étapes du procédé d'application et établir les contacts nécessaires pour lui. Il également donnera à l'institut d'éducation la perspicacité dans le procédé d'accréditation et indiquera clairement qu'il doit consacrer à ressources proportionnées à temps et argent pour le processus. En outre l'accord sur les honoraires pour le procédé d'accréditation sera décidé à ce stade.

Les critères d'acceptabilité sont publics et seront édités sur le site Web du corps d'accréditation.

Des critères obligatoires et facultatifs d'accréditation doivent également présent sur le site Web du corps d'accréditation.

Actions

L'établissement éducatif de demandeur vérifie les critères d'acceptabilité ([F1102](#)).

Le corps et le demandeur d'accréditation concluent un accord sur des critères choisis d'accréditation. Quelques arrangements d'accréditation (scénarios) sont prédéfinis pour l'étude mélangée, l'enseignement synchrone, etc.

L'échelle de temps, les formes, les prix, et les honoraires sont définis à ce stade.

Les critères choisis d'accréditation sont donnés à l'institut d'éducation par le corps d'accréditation.

Entrées

L'établissement éducatif vérifie les informations générales au sujet du procédé d'accréditation (F1101) édité par le corps d'accréditation sur son site Web.

L'établissement éducatif vérifie les critères d'acceptabilité ([F1102](#)) édités par le corps d'accréditation sur son site Web.

L'établissement éducatif vérifie les critères obligatoires et facultatifs d'accréditation ([F1103](#)) édités par le corps d'accréditation sur son site Web.

Sorties

Le corps d'accréditation fournit ou envoie les critères choisis d'accréditation ([R1103](#)) à l'établissement éducatif.

Les mains de corps d'accréditation ou envoie à excédent à l'établissement éducatif une version provisoire du contrat d'accréditation ([R1104](#)) avec l'évaluation pour le procédé d'accréditation.

Acteurs

L'établissement éducatif de demandeur vérifie les informations générales ([F1101](#)), les critères d'acceptabilité ([F1102](#)) et les critères obligatoires et facultatifs d'accréditation ([F1103](#)) sur le site Web du corps d'accréditation.

L'établissement éducatif de demandeur entre en contact avec le corps d'accréditation pour trouver un accord sur un choix des critères d'accréditation.

Le corps d'accréditation sera responsable de soutenir l'établissement éducatif avec toute l'information nécessaire et fournira au demandeur tous les documents et/ou informations nécessaires sur la façon les obtenir.

Les mains de corps d'accréditation ou envoie à excédent les critères choisis d'accréditation ([R1103](#)) à l'établissement éducatif.

Les mains de corps d'accréditation ou envoie au-dessus d'une version provisoire du contrat d'accréditation ([R1104](#)) avec le prix du procédé d'accréditation à l'établissement éducatif.

Critères

[F1102](#), [F1103](#)

3. 1.1.3 Le demandeur se prépare

Raisonnement (ce qui, pourquoi et comment)

C'est la phase l'où l'établissement éducatif de demandeur travaille à l'application.

Le corps d'accréditation ne fournit pas la consultation étendue, mais les questions techniques plus simples de réponses. Une liste de FAQ sera développée avec le temps par le corps d'accréditation.

Actions

L'établissement éducatif écrit le rapport d'auto-évaluation et remplit tous autres documents et formulaires priés (A, E, et F) selon les différentes sections.

Entrées

Critères choisis d'accréditation ([R1103](#)).

Documents et formes requis (A, E, et F) selon les documents internes inclus et l'information de différentes sections de l'établissement éducatif de demandeur.

Sorties

Rapport d'auto-évaluation ([A1103](#)).

Documents et formes requis (A, et F) selon les critères choisis de l'accréditation [R1103](#).

Acteurs

La partie active est l'établissement éducatif de demandeur. Le corps d'accréditation la soutient dans les limitations établies dans la section précédente « raisonnement (ce qui, pourquoi et comment) »

L'établissement éducatif écrit le rapport d'auto-évaluation ([A1103](#)).

L'établissement éducatif étudie et prépare tous documents et formes demandés et reçus (A, E, et F) selon les critères choisis d'accréditation ([R1103](#)).

Critères

Aucun

2. 1.2 Application

1. 1.2.1 Introduction

La deuxième phase du procédé d'accréditation est la soumission de l'application. C'est important que le corps éducatif a étudié toutes instructions, les critères obligatoires et facultatifs d'accréditation, et les critères choisis convenus d'accréditation de faire le procédé d'accréditation disparaître aussi lisse comme possible. Alors l'établissement éducatif doit, pour une période limitée, l'accès d'élasticité aux lieux d'établissement éducatif et les équipements pour le nombre d'assesseurs les trouvailles de corps d'accréditation nécessaires. L'établissement éducatif doit également assurer des contacts avec des étudiants d'anciennes élèves.

Le corps d'accréditation enverra un contrat et une facture définitifs juste après recevoir l'application basée sur les projets d'accord de la section « 1.1.2 consultant entre le corps d'accréditation et le demandeur ».

2. 1.2.2 Le demandeur soumet l'application (des formes et des documents)

Raisonnement (ce qui, pourquoi et comment)

Le corps d'éducation de demandeur soumet l'application.

Avec l'application, le demandeur s'assure qu'elle permet d'accéder à l'étude de distance que des équipements pendant une période limitée et le nombre d'assesseurs que le corps

d'accréditation trouvera nécessaire d'exécuter le procédé d'accréditation. Les assesseurs commettront à la confidentialité.

Avec l'application le demandeur s'assure également qu'elle fournira à des contacts d'anciens étudiants d'anciennes élèves sur demande par le corps d'accréditation.

Actions

Le demandeur sera requis de permettre d'accéder aux équipements d'étude de distance pendant une période limitée et un nombre limité d'assesseurs. Les assesseurs commettront à la confidentialité.

Le demandeur sera requis de fournir au contact d'anciens étudiants.

Entrées

Formulaire de demande ([F1201](#)) à partir du site Web de corps d'accréditation.

Rapport d'auto-évaluation ([A1103](#)).

Documents et formes requis (A, E, et F) selon les critères choisis d'accréditation ([R1103](#)).

Sorties

Le corps d'accréditation confirme la réception de l'application ([R1201](#)) et informe ce demandeur que le procédé d'accréditation commencera quand les honoraires ont été payés.

Le corps d'accréditation considère ce que le demandeur devrait payer ; c'est-à-dire, des honoraires fixes plus des coûts additionnels (coûts par exemple de documentation ou de voyage une fois requis) conformément aux projets d'accord de la section 1.1.2 consultant entre le corps d'accréditation et le demandeur.

Le corps d'accréditation envoie une facture ([R1202](#)).

Acteurs

Le corps d'éducation soumet le formulaire de demande ([F1201](#)), le rapport d'auto-évaluation ([A1103](#)) et tous autres documents demandés et les formes (A, E, et F).

Le corps d'accréditation confirme la réception de l'application ([R1201](#)) et envoie une facture ([R1202](#)).

Critères

Aucun

3. 1.2.3Le demandeur paye les honoraires

Raisonnement (ce qui, pourquoi et comment)

Le procédé d'accréditation commencera quand la quantité facturée a été payée.

Actions

De cette date, le processus doit être complété dans une période de quatre mois, ou le temps convenu conformément aux projets d'accord de la section 1.1.2 consultant entre le corps d'accréditation et le demandeur.

Entrées

Facture ([R1202](#)).

Sorties

Acquit du paiement reçu ([R1203](#)).

Acteurs

L'établissement éducatif paye la facture ([R1202](#)).

Le corps d'accréditation envoie un reçu ([R1203](#)).

Critères

Aucun

4. 1.2.4 Le corps d'accréditation préinspecte l'application

Raisonnement (ce qui, pourquoi et comment)

Le personnel au corps d'accréditation considérera l'application, les documents et le matériel en ligne pédagogique. À ce stade, l'application peut être rejetée dans des situations très évidentes : manque de documentation, inadéquats du processus, etc. En principe, la préparation d'étape 1.1 devrait empêcher cette situation de se produire.

Actions

L'application devrait être vérifiée dans un mois. C'est un procédé formel. S'il y a des erreurs dans l'application, le demandeur sera prié de soumettre l'information additionnelle instamment (dans un délai de deux semaines), autrement le procédé d'application sera prolongé par la période du retarder.

Des questionnaires sont envoyés par le corps d'accréditation aux universitaires, des instructeurs, des collaborateurs, des étudiants et des anciennes élèves sur la base des listes fournies par le corps de demandeur et selon la section 3.2.

Entrées

Application (tous les formes et documents, y compris l'auto-évaluation)

Sorties

On annonce le demandeur que l'application est considérée complète et que le procédé d'accréditation commencera ([R1204](#)).

Acteurs

Le corps d'accréditation envoie la confirmation de la réception de l'application complète ([R1204](#)).

Des questionnaires sont envoyés par Accreditation Body aux universitaires, instructeurs, collaborateurs, étudiants et anciennes élèves sur la base des listes fournies par le corps de demandeur et selon la section 3.2.

Critères

[F1102](#), [F1103](#)

3. 1.3 Évaluation

1. 1.3.1 Introduction

L'évaluation et l'évaluation de l'application est la partie la plus cruciale du procédé d'accréditation. C'est les experts en matière très importants qu'il devrait être exécuté par une équipe se composant des experts indépendants et compétents en accréditations *intrinsèquement*, d'universitaire de champ, les experts pédagogiques généraux, et les experts en matière de la distance education/e-learning. C'est un avantage si un assesseur peut couvrir plusieurs aspects de compétence. L'équipe peut inclure un ou plusieurs assesseurs avec la compétence procédurale du corps d'accréditation mais la majorité d'assesseurs doit être des experts de groupe n'appartenant pas au corps d'accréditation.

2. 1.3.2 Le corps d'accréditation affecte des assesseurs

Raisonnement (ce qui, pourquoi et comment)

Le corps d'accréditation établira une liste de professionnels qui peuvent être invités comme assesseurs. Cette liste sera publique et disponible sur le site Web. L'équipe d'assesseurs devrait avoir la qualification dans le contenu de programme, l'e-learning et les programmes nationaux.

Actions

Au moins trois assesseurs seront nommés pour chaque accréditation. Ils seront choisis avec des qualifications complémentaires. On devrait être nommé Président.

Le demandeur peut s'opposer à un assesseur. Le demandeur peut également suggérer des assesseurs mais le corps d'accréditation n'est pas lié par la proposition pour nommer les individus suggérés l'un des.

Entrées

Liste des assesseurs ([F1301](#)) et des assesseurs suggérés de l'établissement éducatif de demandeur ([A1301](#)).

Sorties

Les noms des trois assesseurs ([R1301](#))

Acteurs

L'établissement éducatif peut suggérer un ou plusieurs assesseurs ([A1301](#))
Le corps d'accréditation nomme les assesseurs ([R1301](#)).

Critères

Aucun

3. 1.3.3 Visite sur place

Raisonnement (ce qui, pourquoi et comment)

Une visite sur place sera organisée, quand requise. C'est de gagner la perspicacité dans les procédures opérationnelles de l'établissement éducatif, pour interviewer des directeurs, des universitaires, des instructeurs, et des étudiants. Si une visite sur place est organisée, alors au moins les certaines des entrevues décrites dans la section 3 seront exécutées pendant une telle visite. Dans beaucoup de cas, des services et la gestion seront évalués pendant la visite sur place.

Actions

Dans certains cas le matériel pédagogique sera de qualité exceptionnelle ou d'un tel de bas niveau qu'une visite sera sans signification. Les assesseurs préparent une visite sur place en établissant une liste de contrôle à employer pendant la visite. Des services et la gestion seront évalués par une visite sur place, et des entrevues seront exécutées avec des directeurs, des universitaires, des instructeurs, et des étudiants. Certaines des entrevues peuvent être entreprises à une distance par le téléphone ou la vidéoconférence.

Entrées

Formulaire de demande ([F1201](#)), rapport d'auto-évaluation ([A1103](#)) et tous documents et formes (A, E, et F) envoyées dedans par l'établissement éducatif. Liste de contrôle ([R1302](#)).

Sorties

Visitez les rapports (un par assesseur) ([R1303](#)).

Acteurs

Les parties actives sont les assesseurs qui rassemblent et étudient tous documents et formes d'application, les notes sur leurs impressions et entrevues, et d'autres résultats de la visite sur place et préparent alors les rapports de visite ([R1303](#)).

Critères

Aucun

4. 1.3.4 Les rapports des assesseurs

Raisonnement (ce qui, pourquoi et comment)

Le rapport d'évaluation devrait souligner des aspects positifs du demandeur et il devrait toujours préparer le terrain à accréditer l'établissement éducatif, ou à demander que le demandeur resoumettent une application après une autre année d'individu-préparation. Les assesseurs fournissent le raisonnement pour leurs conclusions. Les assesseurs emploient les normes opérationnelles ([F1104](#)).

Actions

Les assesseurs écrivent le rapport d'évaluation.

Entrées

Formulaire de demande ([F1201](#)), rapport d'auto-évaluation ([A1103](#)) et tous documents et formes (A, E, F) envoyés dedans par l'établissement éducatif ; Rapports de visite ([R1303](#)) ; lettres des anciennes élèves et du personnel.

Sorties

Rapport d'évaluation ([R1304](#)).

Acteurs

Les parties actives sont les assesseurs.

Critères

[F1102](#), [F1103](#)

4. 1.4 Décision

1. 1.4.1 Introduction

La phase finale du procédé d'accréditation est la décision et l'avis du résultat à l'établissement éducatif de demandeur.

2. 1.4.2 Le corps d'accréditation rapporte le résultat au demandeur

Raisonnement (ce qui, pourquoi et comment)

Des assesseurs annonce la décision par le corps d'accréditation et pas.

Actions

Une décision positive d'évaluation ([R1305](#)) est éditée par l'établissement éducatif de demandeur et le corps d'accréditation. Une décision négative d'évaluation (R1306) n'est pas prise à public. Le rapport d'évaluation (R1304) est également envoyé au demandeur qui se décide s'il fera le public de rapport ou pas.

Entrées

Rapport d'évaluation ([R1304](#)).

Sorties

Décision positive d'évaluation ([R1305](#)) ; Décision négative d'évaluation ([R1306](#)). Rapport d'évaluation ([R1304](#)).

Acteurs

La partie active est le corps d'accréditation. Une décision positive (R1305) est éditée par l'établissement éducatif de demandeur et le corps d'accréditation et l'établissement éducatif décide si elle éditera le rapport d'évaluation (R1304) ou pas. Une décision négative (R1306) n'est pas prise à public.

Critères

Aucun

5. 1.5 Documentation de processus (être livré/connexe)

CODE	NOM	FOURNISSEUR	CONDITION	CONFIDENTIEL	LA LIVRAISON
A1103	Rapport d'auto-évaluation (le document est composé et des composants sont énumérés dans les sections 2 et 3)	Demandeur	Obligatoire	Oui	Postal, Email
F1201	Formulaire de demande	Accumulateur. Corps Complété : Demandeur	Obligatoire	Public vide de forme Complété conf.	Serveur
A1301	Formez pour suggérer des assesseurs	Accumulateur. Corps Complété : Demandeur	Volontaire	Public vide de forme Complété conf.	Serveur
F1101	Informations générales au sujet du procédé d'accréditation	Accumulateur. Corps	Obligatoire	Non	Serveur
F1102	Critères d'acceptabilité	Accumulateur. Corps	Obligatoire	Non	Serveur
F1103	Critères obligatoires et facultatifs d'accréditation	Accumulateur. Corps	Obligatoire	Non	Serveur
F1301	Liste d'assesseurs potentiels	Accumulateur. Corps	Obligatoire	Non	Serveur
R1103	Critères choisis d'accréditation	Accumulateur. Corps	Obligatoire	Oui	Direct, postal, Email
R1104	Contrat d'accréditation d'ébauche	Accumulateur. Corps	Obligatoire	Oui	Direct, postal, Email
R1201	Confirmation de réception d'application	Accumulateur. Corps	Obligatoire	Oui	Postal, Email
R1202	Facture	Accumulateur. Corps	Obligatoire	Oui	Postal, Email
R1203	Acquit de paiement	Accumulateur. Corps	Obligatoire	Oui	Postal, Certificat de serveur de banque
R1204	Confirmation d'application complète	Accumulateur. Corps	Obligatoire	Oui	Postal. Email
R1301	Assesseurs choisis	Accumulateur. Corps	Obligatoire	Oui	Postal, Email
R1302	Liste de contrôle	Assesseurs	Obligatoire	Oui	Calibre sur le serveur
R1303	Rapport de visite	Assesseurs	Obligatoire	Oui	Postal, Email
R1304	Rapport d'évaluation	Assesseurs	Obligatoire	Oui	Postal,

				Le demandeur peut lui faire le public si accrédité	Email
R1305	Décision positive d'évaluation	Accumulateur. Corps	Obligatoire	Non	Postal. Email
R1306	Décision négative d'évaluation	Accumulateur. Corps	Obligatoire	Oui	Postal. Email

6. 1.6 *Sommaire de processus*

ÉTAPE	ACTION	L'OMS LA FAIT	ENTRÉES	SORTIES	NOTES/COMMENTS
1	Consultation entre le corps d'accréditation et le demandeur	Demandeur et corps d'accréditation	F1101, F1102, F1103	R1103, R1104	Ceci permet à un disque « des demandeurs potentiels » d'être maintenu
2	Le demandeur se prépare	Demandeur	R1103, d'autres documents demandés	A1103, d'autres documents demandés	
3	Le demandeur soumet l'application (des formes et des documents), confirmation de réception	Demandeur et corps d'accréditation	A1103, F1201, d'autres documents demandés	R1201, R1202	
4	Le demandeur paye les honoraires, Reçu expédié par le corps d'accréditation	Demandeur et corps d'accréditation	R1202	R1203	
5	Le corps d'accréditation préinspecte l'application	Corps d'accréditation	Tous ont soumis des documents et des formes	R1204	Le corps d'accréditation peut entrer en contact avec le demandeur pour clarifier/information additionnelle de demande
6	Le corps d'accréditation affecte des assesseurs	Corps d'accréditation	F1301, O1301, d'autres documents demandés	R1301	
7	Visite sur place	Assesseurs	A1103, F1201, R1302, tous ont soumis des documents et des formes	R1303	Si considéré nécessaire. Quelques entrevues peuvent être exécutées à une distance
8	Les rapports des assesseurs	Assesseurs	A1103, F1201, R1303, tous ont soumis des	R1304	



			documents et des formes		
9	Le corps d'accréditation rapporte le résultat au demandeur	Corps d'accréditation	R1304	R1305 ou R1306	Une décision positive ou décision négative

2. 2 Critères pédagogiques

1. 2.1 Conception pédagogique

1. 2.1.1 Introduction

Les critères pédagogiques de conception permet aux assesseurs d'analyser le modèle pédagogique d'un programme ou de l'ensemble de cours constituant un programme d'éducation dans l'ensemble et de donner une « image » claire et générale des discours programme, de l'environnement pédagogique qu'elle offre, et de tous ces dispositifs qui caractérisent le programme ou l'ensemble de cours. Elle détermine si les objectifs pédagogiques sont atteints.

Cette section essaye de répondre aux questions suivantes :

Pourquoi le programme existe-t-il ?

Quels sont les composants de ce programme ?

Quelles activités, services, ou usines sont offertes de mettre en application le modèle pédagogique ?

Le rendement de l'analyse peut être comparé à un « instantané » qui permet aux experts de tenir compte du contexte pédagogique et de l'offre pédagogique dans l'ensemble ; et il permet pour préciser les issues spécifiques où les anomalies peuvent exister entre les buts, les activités mises en application et les outils techniques utilisés. Par conséquent, les critères permettent à des assesseurs de concentrer leur attention sur les points critiques qui accentuent la concordance entre la conception et les choix d'exécution. Le facteur principal pour une telle évaluation est l'analyse du cours ou du programme par l'article principal des objectifs pédagogiques.

Si des anomalies sont détectées, elles exigent davantage d'analyse de comprendre comment elles sont contrôlées par le cours ou le programme lui-même et avec quel degré de succès.

2. 2.1.2 Conditions

Les conditions doivent fournir des informations sur le contexte général (marché, organisation, différents niveaux) à que le cours ou le programme éducatif doit se rapporter et dans ce qu'il est conçu.

1. Raisonement (ce qui, pourquoi, comment)

La section doit expliquer :

- *les besoins de étude*, considérant à économique, aux affaires et aux contextes de professionnel
- *choix modèle pédagogique*
- *la cible a adressé*

Afin d'évaluer les *besoins de étude*, il est utile d'obtenir des réponses aux questions suivantes :

- Avez-vous exécuté une analyse de étude des besoins ?

- Comment est-ce que ceci a été allé ? (analyse du marché, recherche en matière de Web, groupe de foyer, entrevues avec les parties principales, etc.)
- Comment avez-vous tiré les conclusions qui vous ont incité à définir les besoins de étude spécifiques ?
- Ce qui est la fiabilité de tels besoins de étude dans l'évolution à court, à moyen et à long terme de l'environnement de étude.

Le choix modèle pédagogique devrait expliquer :

- À quel point ce programme rencontre l'analyse de étude des besoins
- Quels besoins de étude de détail il satisfait
- Quels buts et effets à long terme il assume.

La cible adressée, alors, identifie une définition précise, valide et complète du profil de l'entrée de l'étudiant :

- Genre et âge
- Endroit géographique
- Fond éducatif et professionnel
- Qualifications exigées et compétences comportementales
- Motivation et espérances

2. Actions

Les demandeurs doivent les présents documents qui expliquent l'information ci-dessus indiquée. Les documents doivent fournissent l'information complète et soulignent les résultats, l'action entreprise pour obtenir eux et leur sérieux. Quand un programme a existé pendant longtemps, on lui recommande que l'information soit ajoutée sur la façon dont le programme d'études s'est développé au cours des années, incluant comment le modèle pédagogique et la définition de la cible adressée ont changé pendant la période.

3. Entrées

Le demandeur doit livrer :

- un document avec l'analyse de étude des besoins
- un document avec la description du modèle pédagogique du programme, et d'expliquer/donnant des détails des besoins de étude a précédemment analysé
- un document qui indique la cible de étude adressée et les raisons de son choix

Sorties

Un sommaire du programme d'études pour l'opération ou le programme. Une liste de points cruciaux en vue de : la perfection d'information a exigé ; la fiabilité de l'analyse de contexte ; la concordance de la cible adressée avec le modèle pédagogique choisi et avec l'étude naissante a besoin.

Acteurs

Le demandeur complète le document [F21](#) pour le programme.

Normes et critères

Standard	Critères d'indicateurs de/
I. Le programme est approprié pour les besoins professionnels.	Une étude a besoin d'analyse a été exécutée.
	Des méthodes appropriées ont été employées.
	Les besoins de étude identifiés sont fiables dans a) à court terme b) milieu-temps c) à long terme évolution de l'environnement de étude.
	Évidemment les offres d'emploi seront disponibles pour des diplômés dans le programme.
II. Le choix du modèle didactique est bien fondé.	Les raisons du choix du modèle didactique sont clairement énoncées.
	Le modèle didactique est convenu pour mettre en application les cibles de étude indiquées.
	Le modèle didactique est convenablement soutenu par les dispositifs techniques.
	Le modèle didactique répond aux exigences du groupe cible.
III. Le programme est approprié en ce qui concerne les cibles de étude.	Le cours rencontre l'analyse de étude des besoins.
	Les besoins de étude de détail sont énoncés.
	Les buts et les effets à long terme assumés sont énoncés.

	Le demandeur fournit une définition valide et complète du profil de l'entrée de l'étudiant en indiquant l'information suivante : a) genre b) âge c) endroit géographique d) fond éducatif e) fond professionnel f) qualifications exigées g) compétences comportementales h) motivation et espérances
	Les conditions du groupe cible ont été prises en compte par la formulation des cibles de étude.
	Les cibles de étude peuvent être accomplies en ce qui concerne les dispositifs techniques de l'arrangement de étude.

3. 2.1.3 Objectifs pédagogiques

Raisonnement (ce qui, pourquoi, comment)

Une fois que la figure professionnelle est identifiée, il est important d'indiquer la connaissance, les capacités et le comportement qui doivent être acquis, tenant compte également de l'utilisateur de cible du programme.

Quand la connaissance, les capacités et le comportement poursuivis sont clairs, il est facile de les traduire en objectifs éducatifs.

Pourquoi les objectifs éducatifs devraient-ils être définis avec précision dans un programme de formation ? Les buts éducatifs sont souvent trop génériques de permettre l'analyse efficace de s'ils ont été réalisés réellement. D'une part, pour obtenir une définition précise, les objectifs spécifiques et opérationnels permettent à une définition systématique et plus précise

des outils nécessaires et des modes éducatifs à poursuivre afin d'atteindre les objectifs désirés. En outre, elle permet pour identifier les outils pour évaluer si les objectifs ont été atteints ; c'est-à-dire, elle permet à des éducateurs de surveiller « en détail » le cycle entier de projet d'un point de vue pédagogique.

Concernant l'amélioration des compétences professionnelles, les objectifs éducatifs peuvent avoir le poids et la signification différents si comparé entre eux : certains seront fondamentaux, d'autres seront importants mais simplement pro-pédagogiques. Pour cette raison il est important dans cette phase de montrer la priorité et la relation entre différents objectifs, afin d'obtenir à la fin du processus un sommaire hiérarchique concis des objectifs du programme d'éducation.

Pourquoi les objectifs devraient-ils être arrangés hiérarchiquement ? Tout d'abord, ceci permet à des experts de faire une évaluation correcte des résultats du projet en cours, en se concentrant sur les facteurs principaux les plus importants et les plus appropriés. Deuxièmement, il facilite le processus de l'évaluation par le corps d'accréditation, qui peut améliorer le foyer que ses efforts sur les aspects de e-learning ont inclus dans le projet éducatif.

Actions

Le corps de demandeur doit fournir les documents qui expliquent l'information ci-dessus indiquée. Les documents doivent rapporter l'information complète et souligner les choix et leurs raisons.

Entrées

- Liste d'objectifs éducatifs, décomposée par des articles de la connaissance poursuivis, de capacités et de qualifications comportementales
- La hiérarchie des objectifs éducatifs identifiés (c.-à-d. diagrammes)
- une temps-armature dans laquelle les objectifs doivent être réalisés

Sorties

L'information et les analyses ont écrit les objectifs pédagogiques forment ([F2102](#)) avec des annexes.

Le corps d'accréditation évaluera :

1. la globalité de la documentation recueillie, y compris des notes des entrevues des candidats
2. la concordance des objectifs identifiés en vue de les résultats de l'analyse précédente des besoins (les qualifications envisagées) ;
3. la représentation graphique des prix de la hiérarchie des objectifs qui doivent être logiques avec le profil des compétences professionnelles.

Acteurs

L'établissement éducatif de demandeur complète la forme objective pédagogique ([F21](#)) et soumet des annexes à ces derniers.

Le corps d'accréditation soumet l'information aux assesseurs à employer pendant leur visite à l'établissement éducatif et à leurs entrevues avec des universitaires, des instructeurs, et des anciennes élèves.

Normes et critères

Standard	Critères d'indicateurs de/
I. Les objectifs de programme sont définis et structurés clairement.	Les objectifs éducatifs sont clairement énoncés.
	Les objectifs éducatifs sont arrangés dans une hiérarchie.
	La priorité et la relation entre les objectifs éducatifs sont clairement énoncées.
	La documentation des objectifs éducatifs est complète.
	Les lieux et les precognitions requis pour chaque cours sont clairement énoncés.
II. Les objectifs identifiés sont logiques en ce qui concerne les résultats de l'analyse précédente des besoins.	Les résultats de l'analyse de étude des besoins sont clairement consacrés aux objectifs de étude correspondants.
	Les résultats de l'analyse de étude des besoins ont été mis en application dans le programme d'études du programme.
	La structure des objectifs de programme répond aux exigences (lieux, precognitions) du groupe cible.
	La structure des objectifs de programme est soutenue par l'approche didactical.
	La structure des objectifs de programme est soutenue par les dispositifs techniques de l'arrangement de étude.
III. Les objectifs éducatifs sont mesurables.	Les indicateurs de l'accomplissement des objectifs éducatifs existent.
	La mesure de ces indicateurs peut être réalisée par des méthodes empiriques habituelles.

4. 2.1.4 Environnement pédagogique

Raisonnement (ce qui, pourquoi, comment)

Le but de cette phase d'évaluation est de comprendre les choix pédagogiques que le corps de demandeur a mis en application afin d'établir le programme et répondre à l'objectif éducatif poursuivi comme les besoins de étude des utilisateurs.

Puisque les étudiants ont différentes préférences de étude personnelles, il est important de proposer une variété de modes d'interaction : études d'individu, travail de groupe, rapports de collaboration de travail, de travail de projet, de résolution des problèmes, écrite et oraux. Ces différentes formes peuvent être pratiquées dans les salles de classe et les groupes de conférence, mais également par l'intermédiaire de l'Internet.

Furthermore, the education environment must provide a well-defined framework to assist students through the programme. Students must know where to find materials and what action is expected according to instructions and timetables. They must also have opportunities to communicate with peers and instructors. Given that different learning styles suit different students, it is essential to offer a variety of learning environments, including problem solving, lab work, Internet labs, computer simulations, group work with problems and projects, writing reports, and oral presentations. It is possible to train students in cooperation in distance education by using different software and platforms promoting CSCW (Computer Supported Cooperative Work). An important advantage of distance learning is to have access to many different learning modes since that may individualize the learning possibilities. However, the different learning modes and pedagogic objectives must meet the academic field and pedagogic objectives of the programme, without students being confronted by so many environments that they get lost.

Actions

Applicants must present documents that explain how the pedagogic objectives are met in general through the different interactive modes. The documents must give complete information and underline the results, the action undertaken to obtain them and their reliability. When a programme has existed for a long time, it is recommended that information be added on how the curriculum has developed, and how the pedagogic model and implementation have changed over the years.

Applicants shall specify which computer and video platforms students use, and what training modes they experience on site and at a distance: classroom instruction, exercises, problem solving, seminar meetings, PBL (problem-based learning), project work, group work, computer simulations (local or Internet-based IP Labs), and communication modes (synchronous and/or asynchronous).

Each single objective, codified by reference skills and indexed according to its priority, is to be mentioned with:

- the student's initial level of knowledge of the subject and the envisaged final performance level

- the pedagogic approach
- the educational figures responsible (e.g. tutors, interdisciplinary tutors, etc.), and their role(s)
- the knowledge content and the sequence of delivery
- the activities envisaged (study, exercises, project work, problem-solving, simulations, etc.)
- the students' mode(s) of participation (individual, small groups, classroom, etc.) and the tasks envisaged
- the materials available
- the format of materials (video, audio, text, combinations, etc.)
- the author(s) of the materials
- the modes of tuition and delivery of materials and activities (on-line, off-line, synchronous/asynchronous, face to face)
- the learning tools available to the student (forum, chat, email to teacher, etc.)
- the identity and means of contact with the figure responsible for managing the learning tool.
- the support services & level of assistance
- how the level of student participation and learning will be recorded and monitored i.e. whose indicators will verify learning progress up to the achievement of the objectives (e.g. collection of information from a qualitative point of view by the classroom tutor, or electronic reporting by the LMS of student messages, self-tests, etc.)
- the professional figures overseeing the monitoring process and their responsibilities
- the assessment mechanisms (tests, exercises, project work, etc.)
- the figures responsible for assessment
- the envisaged indicators of the quality of the training service

Inputs

The Applicant body will prepare detailed documentation focused on the analysis of the above points with respect to the specific objectives. Further information to be required:

- § Listing of learning and training modes employed on site and at a distance
- § Generic information if computer and or video platforms are used
- § Whether all students use the same modes or if choices are individualized according to some profile
- § How student profiles are determined

Outputs

Information and analyses entered on the Pedagogic Environment Form (F21) with Appendices.

The Accreditation body will assess:

- the relevance and effectiveness of the approach by objective
- the coherence and the effectiveness of monitoring the on-going learning results

Actors

The Applicant Educational Institution fills in the Pedagogic Environment Form (F21) and submits Appendices to these.

The Accreditation Body submits the information to the Assessors to be used during their visit to the Educational Institution and interviews with managers, academics, instructors, administrative and service staff, and alumni.

It is important that the Assessors give those interviewed not only predetermined questions to answer, but also let them write essays or speak freely about their experiences.

Standards & Criteria

Standard	Criteria / Indicators
I. The learning arrangement meets the different learning preferences within the target group.	The different learning preferences within the target group are known.
	The learning arrangement proposes a huge variety of interactional learning modes like a) Individual studies b) Group work c) Collaborative work d) Project work e) Problem solving f) Written reports g) Oral reports
	The different learning modes meet the premises and precognitions of the target group.
II. The learning arrangement meets the didactic objectives of the programme.	The different learning modes meet the didactic objectives of the programme.

	The structure of the content meets the didactic objectives of the programme.
III. Instruments for the easy orientation in the didactic environment are provided.	The didactic environment provides a well-defined framework to assist students through the courses.
	The learning materials which are provided on-line can be found easily.
	Students' actions which are expected according to instructions and timetables are clearly and unambiguously stated.
	Levels of assistance and response time to queries have been established.
	Have levels of assistance and response time to queries been made public to the persons involved?
	Levels of assistance and response time to queries meet the requirements of the target group.
	Levels of assistance and response time to queries correspond to the didactic model of the programme.

Standard	Criteria / Indicators
IV. The contents take into account the latest research and trends in the corresponding field of knowledge.	There is a clear description of measures taken to ensure that current research and trends are considered.
	The responsibility for the respective measures clearly stated (who, how, when)?
V. The methodologies selected are appropriate.	The methodologies selected are appropriate with respect to the course subject.
	The methodologies selected are appropriate with respect to the learner and its premises.
	The methodologies selected are appropriate with respect to the learning target.
	The methodologies selected are appropriate with respect to the functions of the media and communication channels selected.

5. 2.1.5 Communication Issues

Rationale (What, why, how)

Communication opportunities between peers and with instructors are vital. For that reason possibilities for synchronous and/or asynchronous communication must be offered. In addition, a well-functioning Learning Content & Competence Management System (LCMS) may be essential to structure material and respect a well-defined timetable. At the same time, the student must not be confronted with too many communication modes; this creates confusion and each mode may reach only a few users if too many are proposed. The selected communication modes must be relevant for the programme. It is also important that students are able to obtain responses to their questions within a reasonable time. They should be informed of the normal response time.

Actions

Applicants are required to make explicit their communication strategies and to specify in formal documents the choices and their advantages in consideration of the educational objectives:

- The use of a/synchronous, horizontal/vertical, one-way/multiple way communication
- impacts on the learning process
- figures responsible: their roles, tools and constraints

Further information may concern:

- which computer and video platforms students meet
- how email is used and/or if a system supporting CSCW or if a LCMS is used
- a description of the way the former systems are used
- the positive and negative experiences.

Inputs

- List of used communication systems
- Specific information about LCMS used (if any)
- Specific information about CSCW used (if any).
- Specific information about video conferencing system used (if any)
- Description of how the different communication systems are used
- Specific problems, positive and negative outcomes

Outputs

Information and analyses entered on the Communication Issues Form (F21) with Appendices.

Actors

The Applicant Educational Institution fills in the Communication Issues Form (F21) and submits Appendices to these.

The Accreditation Body hands over the information to the Assessors to be used during their visit to the Educational Institution and interviews with managers, academics, instructors, administrative and service staff, and alumni.

It is important that the Assessors give those interviewed not only predetermined questions to answer, but also let them write essays or speak freely about their experiences.

Standards & Criteria

Standard	Criteria / Indicators
I. The didactical environment ensures an unobstructed communication flow between learners, peers and instructors.	Different communication channels (on- and off-line) are provided to facilitate the contact between learners, peers and instructors.
	Different communication modes (a/synchronous, horizontal / vertical, one-way/multiple way) are provided.
	The technical features support various forms of electronic communication like e-mail, chat, forum, etc.

	Students obtain responses to their questions within 24 hours (except weekends).
II. The communication modes consider the different premises within the target group.	The different premises and precognitions within the target group are known.
	The learning arrangement proposes a set of selected communication modes which is appropriate to the premises and precognitions of the target group.
	Technical support for the use of the communication tools is provided.

6. 2.1.6 Process documentation to be delivered

CODE	NAME	PROVIDER	REQUIREMENT	CONFIDENTIAL	DELIVERY
F21	Pedagogic Design Report	Acc. Body Filled in: Applicant	Mandatory	Yes	Postal, Email
F21	Pedagogic Objectives Report	Acc. Body Filled in: Applicant	Mandatory	Yes	Postal, Email
F21	Pedagogic Environment Report	Acc. Body Filled in: Applicant	Mandatory	Yes	Postal, Email
F21	Communication Issues Report	Acc. Body Filled in: Applicant	Mandatory	Yes	Postal, Email

7. 2.1.7 Process Summary

STAGE	ACTION	WHO DOES IT	INPUTS	OUTPUTS	NOTES/COMMENTS
1	Downloading of needed forms from Accreditation Body server	Applicant		F21	The applicant may also download information and instructions on the server
2	Applicant submits information about Pedagogic Objectives and their fulfilment	Applicant	F21	F21, Appendices	
3	Accreditation Body hands the forms and information to the Assessors	Accreditation Body	F21	F21, Appendices	To be used by the Assessors at their visit and interviews with academics, instructors, and alumni
4	Applicant submits information about Pedagogic Environment and its operation	Applicant	F21	F21, Appendices	
5	Accreditation Body hands the forms and information to the Assessors	Accreditation Body	F21	F21, Appendices	To be used by the Assessors at their visit and interviews with managers, academics, instructors, alumni, and administrative and service staff
6	Applicant submits information about Communication Issues and their effectiveness and efficiency	Applicant	F21	F21, Appendices	
7	Accreditation Body hands the forms and information to the Assessors	Accreditation Body	F21	F21, Appendices	To be used by the Assessors at their visit and interviews with managers, academics, instructors, alumni, and administrative and service staff

2. 2.2 Technological facilities

1. 2.2.1 Introduction

“Technology Facilities” evaluate the quality and the level of performance of the technology system for successfully supporting the pedagogic activities. The technological Features Map allows applicants to draw up a synthetic picture of what the technological system offers in the programme, besides the platform specifically used. The aim is not to get a detailed analysis of the functions offered by a platform, because such information is readily available for most platforms available on the market. On the contrary, the aim is to determine if the functions supported and their performances meet the educational needs and the pursued objectives of the programme. The coherence of the tool set and consistency with the pedagogical design decision should be outlined.

2. 2.2.2 Technological Features Map

Rationale (What, why, how)

This is a description of ICT tools employed to support pedagogical activities, considering three levels of performance (F22).

The evaluation will be made on-line, via email, with questions from the assessors to the Educational Institution. The task is to fill in a table with data explaining what the LCMS actually offers and the pedagogic objectives that such tools facilitate. The aim is to evaluate the proper use of technological solutions in respect to pedagogic procedures and learning needs.

Documentation will be required only in some case (i.e. respect of standards). Tests of the platform or any other technological evidence may be required; therefore the Institution must supply assessors with a username and password in order to directly access and test the technical facilities. An on-site visit will be organised, if required. This is to get an insight into the operational procedures of the Educational Institution, by directly interviewing technical staff and possibly managers, teachers and students.

Actions

The applicant provides documentation about the platforms, technological features and technologies used. F22 is the basis for his work. The applicant may decide to enter his choices and comments into F22. It is up to the applicant to select representative courses or to perform a random choice.

The assessors may test and use the technological facilities (see above).

In some cases, the assessors prepare for an on-site visit by writing a checklist to be used during the visit, in reference to the table in form F22. Services, management and pedagogical issues will be evaluated by an on-site visit through interviews with managers, academics, instructors, and students. Some of the interviews may be performed at distance by phone or video-conferencing.

User tests are also be very useful for this part, for evaluating the platform usability (see notes in F22). A reliable evaluation of an e-learning programme has to be developed through two steps:

- a previous analytical enquiry that allows the evaluator to understand in detail how the programme is organized and to identify its critical characteristics
- a system of tests that will involve all the main types of potential users (teachers, students, tutors and so on), planned on the basis of the "critical points" arising from the previous analysis.

Final users have to test it so that under the supervision of a staff of assessors and evaluators, an actual idea of what is working and what has to be changed can be established.

The question therefore is:

- to verify whether prior to setting up a programme, the designers carried out user tests; then, to check over the relative documentation and results
- if such tests were not made previously, to conduct interviews with the staff involved (teachers, students...) to gather their opinions and their own evaluations.

Inputs

Internal documents

Outputs

F22: Features of the DLMS.

Actors

The active parties are the assessors: they conduct interviews and test the platform; they collect and review all the application documents, forms and impressions. They also obtain other results from the on-site visit and then write the visit reports.

The Assessor is not necessarily an expert on the whole e-learning process. The Assessor forms a team of evaluators, who travel to the Applicant's site and do direct interviews in order to witness what happens face to face.

Therefore, the assessors are equipped with an easy-to-use tool which guides them in gathering information and in checking globally the most important technical issues, while taking into account the pedagogical aims of such a technical analysis.

Standards & Criteria

For the evaluation of the technical features, it is necessary to answer some crucial questions about the characteristics of the didactic environment, the learning arrangement or the target group (questions are mentioned in the assessor's evaluation tool). As they are important for the level of technical features, answers to those questions have to be kept in mind when evaluating the standards corresponding.

User Profiles

Standard	Criteria / Indicators
I. The creation and the management of the user profiles in the LCMS is efficient.	The user profiling allows the creation of users' group profiles.
	The user profiling allows the setting of different permissions according to groups profiles.
II. The registration procedure of the LCMS meets the requirements of the learning arrangement.	An integrated registration procedure is provided.
	Registration by both - administrators as well as students - is provided.
	The registration procedure is managed by the course / platform administrator.
	Automatic e-mail-feedback / confirm for successful registration and personal account is given.
	Password changing can be proceeded automatically, contacting the administrator is not necessary.
III. The personal information area in the LCMS meets the needs of the community, depending on its size.	A rich personal information area is provided (e.g. insert and modify personal data, decide whether to make some data visible or not to other users, user searching tool, etc.)
	The personal information area does not allow to insert information about specific fields of interest.
	Interpersonal relationship is facilitated by giving the students the possibility to introduce and describe themselves and to look for classmates with similar profiles and interests.

Forum

Standard	Criteria / Indicators
I. The options for creating different user profiles meet the requirements which occur due to the number of users	The possibility of creating different forums according to different courses or learning groups is provided.

	It is possible to create and manage group resources and services belonging to the group (e.g. forum, chat, content repository, etc) by using the group tool.
II. The possibilities of message clustering provided by the forum are adequate with respect to the didactic objectives.	The possibility of creating different forums according to different courses or learning groups is provided.
	It is possible to create and manage group resources and services belonging to the group (e.g. forum, chat, content repository, etc) by using the group tool.

Standard	Criteria / Indicators
III. The possibilities of message clustering provided by the forum are adequate with respect to the didactic objectives.	High level posts clustering features are provided (threaded forum with a clear interface and visualization facilities).
	The possibility of perceiving one's position ("where you are") is given.
	The possibility of moving easily through the different thread levels is provided.
	A non-threaded forum (list of posts) is provided.
IV. The number and size of possible file attachments is appropriate to the meaning of the forum as a communication tool within the didactic environment.	The possibility of file attachments is given.
	More than one file of even big size can be attached.
	The number and size of file attachments are limited.
	Forum messages can be received automatically by a SMTP/POP e-mail client.
V. The forum moderation meets the didactic requirements and the needs of the target group.	A moderator / tutor is at the students' disposal for filtering and controlling their posts.
	A moderator / tutor is provided to ensure the quality of forum's contributions.
VI. The discussion's history is transparent and traceable.	The possibility of exporting posts is given.
	The possibility of saving posts is given.
VII. Submitted posts can be dealt with individually.	The possibility of editing submitted posts is given.
	The possibility of deleting submitted posts is given.
	The systems allows associating of deleting/editing permission with user's profiles.
VIII. Technical features ensure the quick information of students about new forum contributions.	E-mail alert to is provided to all forum users whenever there is a new contribution.
	E-Mail alert is provided to the author of a post whenever it gets a reply.

	The e-mail alert provides direct links to the new posts and discussion.
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Messaging

Standard	Criteria / Indicators
I. The messaging tool meets the requirements of the didactic environment.	An internal asynchronous messaging tool is available.
	The messaging tool has real time features, e.g. textual chatting or audio/video conference features.
	The messaging tool is integrated in the personal information area.
	There is no internal messaging tool – users personal e-mail is used to communicate.

Chat

Standard	Criteria / Indicators
I. To individualise communication, selective chat features are provided.	Both, public and private chat is provided.
	Different permissions for private chat assessing are provided.
	Different chat associated to user groups are provided.
	Chat invitation features are provided.
	The chat offers the possibility of creating dedicated chat rooms for each user group.
	The chat offers the possibility of engaging private chat conversation with the moderator.
The chat's history is transparent and traceable.	The possibility of saving contributions is given.
The chat moderation meets the didactic requirements and the needs of the target group.	The possibility of setting a list of undesired words to be censored during the conversation is given.
	The moderator can filter / delete submitted chat messages.
	The moderator can expel undesired users.

Various chat options are provided in order to support the objectives of the chat within the didactic environment.	It is possible to change online status (e.g. visible / busy / invisible).
	Graphics and emoticons are integrated.
	Status information (online/offline) is indicated.

3.

Content Delivery

Standard	Criteria / Indicators
I. The content delivered considers the content's characteristics as well as the users' individual technical premises.	The content delivered needs no special plug-in or software from client side.
	The content can be accessed with different operating systems.
	Offline, online an printable versions for all content are provided.
	Some online and some offline/printable content is provided.
	Only online content or only offline content is provided.
II. The structure and the organisation of the content allow an efficient and clear navigation.	The menu is structured hierarchically.
	Information about the user's position in the menu is provided.
	The menu is linear with only the highest level items always visible.
	A list of links is provided.

Standard	Criteria / Indicators
III. The content type is consistent with the course topics, the teaching methodologies and the learning objectives. It also respects the characteristics of the target group.	Multimedia content is provided.
	The content is of high interactivity.
	The content is of basic level interactivity.
	The content is dynamic / adaptive (personalized).
	The content is static (access to the same content for all users).
IV. Content editing and updating is supported by an integrated authoring tool.	An authoring tool is integrated online.
	An authoring tool is integrated offline.
V. The content location ensures a quick an easy access.	The content is located internal (authoring tools).
	The content is located internal (import tools).
	There are links to external content.
VI. The delivery (downloading) time meets the technological equipment and the expectations of the target group.	
VII. A rights' policy concerning the access protection is declared.	

4.

Online Tests and Surveys

Standard	Criteria / Indicators
I. The variety of question types meets the goal of the assessment.	Various kinds of questions types are provided, like: a) Multiple answer b) Multiple choice c) Single choice d) Associations e) Fill-in the blank f) Open answer g) Other: _____ h) Other: _____

II. The level of interface activity is adopted to the assessment goal and the characteristics of the target group.	There is an automatic interface adaptation according to user's answers.
	Question are selected automatically according to user's answers (adaptive testing system).
	The interface and the question pool are static.

Standard	Criteria / Indicators
III. Students are enabled to edit / replace their answers given in the online test.	Editing of previews session answers is possible.
	Replacement of previews session answers is possible.
	Answer editing is possible only during the session.
IV. Time features are established with respect to the type and the goal of the assessment.	Chronometer features are provided (e.g. 1 hour).
	Time range is provided (e.g. form 3 pm to 4 pm).
V. Feedback features concerning the result of the assessment are provided.	Screen messages about successful submission are provided.
	Screen messages about the submitted test assessment are provided.
	Students are informed about successful submission / submitted test assessment per e-mail.
VI. Answers reports are established with respect to the number of users and the teacher's needs.	Views of answers user by user are provided.
	Statistic analysis on users' answers are possible.
	The number of users who select each possible answer (for close questions) is provided.
	A list of all user answers is provided (for open questions).
	The number of users who filled in the questionnaire is available.

5.

Video

Standard	Criteria / Indicators
I. The frame rate is adopted to the teaching subject and the didactic environment.	The frame rate is 25 fps.
	The frame rate is between 24 and 14 fps.
	The frame rate is between 13 and 4 fps.

II. The dimension (pixel) is adopted to the teaching subject and the didactic environment.	The dimension is 640 x 480 pixel or more.
	The dimension is between 640 x 480 and 320 x 240 pixel.
	The dimension is less than 320 x 240 pixel.
III. The delivery considers the different technical equipment of the users.	Multi rate streaming is provided.
	Streaming / progressive download is provided.
	Download is provided.

Audio

Standard	Criteria / Indicators
I. The audio quality is adopted to its function in the lecture.	CD quality is provided (i.e.: 44 KHz, 16 bit, Stereo).
	Speaker quality is provided (i.e.: 22 KHz, 16 bit, Mono).
	Phone quality is provided.
II. The delivery considers the different technical equipment of the users.	Multi rate streaming is provided.
	Streaming / progressive download is provided.
	Download is provided.

6.

Tracking

Standard	Criteria / Indicators
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I. The user tracking methods are adopted to the size of the course and the teaching subject.	User tracking methods used: a) Number of visits b) Time of permanence c) Evaluation performance d) Participation to the asynchronous and synchronous activities e) Percentage of vision of the contents f) Date-timing mark for previews tracked date g) Number of log-ins h) Content viewed i) Evaluation performance
II. Reports and statistics are customised according to the needs of the course managers.	Possibility to construct reports based on the own requirements is given.
	Possibility to have graphic representations of the outputs is given.
III. The chosen standard fulfils the courses' needs.	A specific and widespread international standard is applied (e.g. SCORM, AICC)
	A high level international standard is applied (e.g. IMS).
	An owner standard is applied.

Virtual Classroom

Standard	Criteria / Indicators
I. The recording of virtual classroom sessions meets the requirements of the learning arrangement.	Indexed recording is applied (e.g. in SMIL).
	Scrollable recording is applied (e.g. normal Mediaplayer video).
II. The features of session scheduling and invitation consider the course size as well as the requirements of the target group.	Teachers can create a session.
	System-administrators can create a session.
	Students can create a session.
	Automatic invitation via e-mail to each participant is provided.
	Participants can auto subscribe, if allowed.

	Manual invitation via e-mail to each participant is applied.
III. To fulfil specific requirements of the course, application / screen sharing is provided.	Application and screen sharing is provided from teacher to students with remote control by participants.
	Application and screen sharing is provided from teacher to students ("application viewing").
	Application an screen sharing is allowed for all PC application.
IV. The features of online content publishing meet the requirements of the teaching object.	The teacher / tutor is able to upload many kind of file formats.
	The teacher / tutor is able to upload few kind format (e.g. images or PPT).
V. The features of pre-uploading content publishing meet the requirements of the teaching object.	The teacher / tutor is able to upload files before and / or during the lecture.
	The teacher / tutor can upload files only during the lecture.
VI. Moderation tools are applied.	Moderation tools used: a) Basic tools for participants like raise hand and emoticons b) chance to make questionnaires and evaluations c) Basic tool just for asking yes or no to participants

7.

Whiteboard

Standard	Criteria / Indicators
I. The refresh rates of the whiteboard allow to show the objects in an adequate time span.	The refresh delay is 0 seconds.
	The refresh delay is > 0 < 2 seconds.
	The refresh delay is > 2 seconds.
II. The variety of colours available meets the requirements of the course.	There are more than 20 colours.
	There are less than 20 colours.
	There is only black and white.

III. The variety of tools available meets the requirements of the course.	Tools provided: a) Pencil b) Different shapes and tools to draw graphics c) upload images d) saving options
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Standard	Criteria / Indicators
IV. The allowed number of users at the same time meets the interaction level the course aims at.	More than one user with the possibility to moderate (possible selection of tools) can use the whiteboard at the same time.
	More than one user with the possibility to moderate (possible selection of tools) can use the whiteboard at the same time.
	Only one user can use the whiteboard at a time.

8.

Agenda

Standard	Criteria / Indicators
I. The management options are adequate with respect to the community size and the didactic environment.	Different agendas according to different user groups can be created.
	Agenda management permissions (view/edit) can be set up for group administrators and for group users.
	Agenda management permissions (edit) can be set up for group administrators; view permissions only for group users.
	A mail reminder is provided.
	One agenda for all users is provided.
	The management of the agenda can only be done by the administrator.
II. The visualisation options are geared to the function of the agenda.	It is possible to choose between day, week, month and year visualisation.
	Formatting features in appointment creation are provided.
	The visualisation is fixed.

9.

Customisation

Standard	Criteria / Indicators
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I. The level of customisation is adopted to the characteristics of the target group.	
II. The customisation privileges are clearly assigned.	Both, administrator and users can customise the interface.
	Only the administrator can customise the interface.
	Customisation is a specific activity which is only done by programmers.
III. The level of graphic customisation is adopted to the demands and skills of the target group.	Graphic customisation objects: a) Colours b) Pictures c) Fonts d) Texts e) Animations f) Layout

10.

Support

Standard	Criteria / Indicators
I. The treatment of users' support requests meets the balance between individualised, but time-consuming and more general, but quick automatic help.	
II. The replies to users' support requests are competent and given quickly.	Technical-didactic-administrative help is provided by e-mail.
	Only technical help is provided by e-mail.
	At least two people are replying to two different "help-mail" accounts.
	Answers to FAQ are provided on the website.
III. The interactive help features meet the requirements of the didactic environment and consider the characteristics of the target group.	

IV. A clear and unambiguous documentation is provided to administrators and users.	
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11.

Client Technical Requirement

Standard	Criteria / Indicators
I. The client connection requirements are adopted to the characteristics of the target audience and the course subject.	
II. The client player requirements are adopted to the characteristics of the target audience and the course subject.	
III. The required plug-ins are adopted to the characteristics of the target audience and the course subject.	

12.

Usability

Standard	Criteria / Indicators
I. Disabled people are enabled to follow the online courses.	All W3C standards are fulfilled.
	Only some of the W3C standards are fulfilled.
	None of the W3C standards are fulfilled.
II. A subjective definition of the most "usable" graphic was made on the basis of usability tests.	

13. 2.2.3 Documentation to be delivered

CODE	NAME	PROVIDER	REQUIREMENT	CONFIDENTIAL	DELIVERY
F22	Features of a DLMS	Acc. body	Mandatory	Public	Website
F22	Features of a DLMS	Applicant	Mandatory	Public	Website

14. 2.2.4 Process Summary

STAGE	ACTION	WHO DOES IT	INPUTS	OUTPUTS	NOTES/COMMENTS
11	Provide information	Applicant	F22	F22	

3.

4. 2.3 *Monitoring and Evaluation*

1. 2.3.1 Introduction

For the DLAE accreditation process, it is important to verify how learning is or is not actually taking place according to the results and pedagogic objectives declared. To achieve this, it is necessary to consider some focus points, to categorize them and to supply the methods and tools to map them.

2. 2.3.2 Evaluation of fulfilment of requirements

Rationale (What, why, how)

Not only must the academic objectives of a curriculum and the objectives of a program be fulfilled but it is also important that business, workplace and social requirements are fulfilled.

Such requirements must take into account the features of the outside context (finalities of the programme in correlation with economic/workplace trends, emerging professional realities, etc.).

Ex. The labour market needs workers better able to integrate management and technical skills.

Actions

The Applicant Educational Institution sends a list of referee firms with former students (more than three years' experience) working at these companies.

Questionnaires are sent to human resource managers in these companies and to former students with more than three years' professional experience. These surveys focus on workplace, economic business, and professional trends. For example, the introduction of information and communication technologies in civil engineering may be questioned. Trends in management practices are also monitored.

Inputs

List of referee firms and contact information for one or two alumni working at these for more than three years

Outputs

Information and analyses entered on the Monitoring and Evaluation Form (F21) with Appendices.

Actors

The Educational Institute fills in Firms and Alumni Form (F21) and sends it to the Accreditation Body.

The Accreditation Body sends to Firms the Monitoring and Evaluation Form (F21) to the firms (human resource managers).

Human Resource Managers fill in Firm Monitoring and Evaluation Form (F21) and submit Appendices to be sent to the Accreditation Body.

The Accreditation Body sends Alumni Monitoring and Evaluation Form (F21) to alumna/alumni employed there and with more than three years work experience following the programme.

Alumna/alumni fill in Alumni Monitoring and Evaluation Form (F21) and submit Appendices to these, then sending them to the Accreditation Body.

Accreditation Body hands over the information submitted to the Assessors to be used during their visit to the Educational Institution and interviews with managers, academics, instructors, administrative and service staff, and alumni.

It is important that the Assessors give those interviewed not only predetermined questions to answer, but also allow them write essays or speak freely about their experiences.

Standards & Criteria

Standard	Criteria / Indicators
I. The program meets business and workplace requirements of the enterprises.	The institution provides courses or programs which are relevant for the employees.
	The discipline oriented content of the course(s) or program(s) is relevant for the employees' work and performance.
	Various education forms which are considered as relevant for the employees' work and performance have been provided, like: a) Individual studies b) Group work c) Collaborative work d) Project work e) Problem solving f) Written reports g) Oral reports
	The different education modes of E-Learning have been of special importance for the employees' work and performance.
II. Various education forms which are considered as relevant for the employees' work and performance have been provided.	Enterprises consider at least one course of the program as relevant for their job.
	Enterprises consider the discipline oriented content of course(s) or program(mes) as relevant for their present work.
	Various education forms are considered as relevant for the employees' work and performance, like: a) Individual studies b) Group work c) Collaborative work d) Project work e) Problem solving f) Written reports g) Oral reports
	Enterprises consider these different education forms as relevant for the present work of their employees.

	Any of the different education modes of E-Learning has been of special importance for the present or any earlier work of the employees.
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3. 2.3.3 Evaluation of objectives' fulfilment

Rationale (What, why, how)

Not only must the academic field objectives of a programme or a program be fulfilled but it is also important that specific pedagogical and pedagogic objectives be fulfilled.

In 2.1.4 Pedagogic Objectives different educational modes are mentioned: individual study, group work, collaborative work, project work, problem solving, written and oral reports. Most of these different forms can be practiced in classrooms and seminar groups but also via Internet.

The different educational modes are important not only for the learning process but also have impacts on the development of teamwork capacity in the complex labour market. For example, technicians and designers must work together in order to find innovative solutions. Thus general knowledge of technical problems (for designers) and general knowledge of design activities (for technicians) will be important.

Actions

The Applicant Educational Institution sends a list of referee firms employing former students with less than three years' experience.

Questionnaires are sent to the human resource managers at these companies and to the alumna/alumni working there and with less than three years experiences after the programme(s) to find out how the programme they followed met academic and pedagogic objectives.

Inputs

- List of referee firms and one or two alumni working at these for less than three years.
- Programme(s) of the Educational Institution relevant for the employees.
- Relevance of the academic field-oriented content of the programme(s) for the employees' work and performance.
- Adequacy and relevance of different education modes for the employees' work and performance (as individual study, group work, collaborative work, project work, problem solving, written and oral reports).
- Differences in the skills the employees' have gained from classroom instruction and work and from Internet instruction and work
- Have educational modes been of special value for your employees' work and performance?

Outputs

Information and analyses entered on the Monitoring and Evaluation Form (F21) with Appendices.

Actors

The Education Institute fills in Firms and Alumni Form (F21) and sends it to the Accreditation Body.

The Accreditation Body sends to Firm the Monitoring and Evaluation Form (F21) to the firms (human resource managers).

Human Resource Managers fill in Firm Monitoring and Evaluation Form (F21) and submit Appendices to these and sends them to the Accreditation Body.

The Accreditation Body sends Alumni Monitoring and Evaluation Form (F21) to some alumna/alumni (working there and with less than three years working experience after the programme).

Alumni fill in Alumni Monitoring and Evaluation Form (F21) and submits Appendices to these and sends in to the Accreditation Body.

Accreditation Body hands over the submitted information to the Assessors to be used at their visit to the Educational Institution and at interviews with managers, academics, instructors, administrative and service staff, and alumni.

It is important that the Assessors give those interviewed not only predetermined questions to answer, but also let them write essays or speak freely about their experiences.

Standards & Criteria

Standard	Criteria / Indicators
I. The program meets business and workplace requirements of the alumni.	Alumni are able to cope with emerging professional realities.
	Alumni have been provided with key competencies for the labour market.
	Alumni are able to follow / to adopt to current economic trends.
	Alumni are able to meet the social requirements at their workplace.
II. The courses'/programs' content is relevant for the professional needs.	Alumni consider at least one course of the program as relevant for their job.
	Alumni consider the discipline oriented content of course(s) or program(mes) as relevant for their present work.

	Various education forms are considered as relevant for the alumni's work and performance, like:
	a) Individual studies b) Group work c) Collaborative work d) Project work e) Problem solving f) Written reports g) Oral reports
	Alumni consider these different education forms as relevant for their present work.
	Any of the different education modes of E-Learning has been of special importance for the present or any earlier work of alumni.

4. 2.3.4 Monitoring and evaluation of learning

Rationale (What, why, how)

In this section attention is focused on what the Applicant should do in the monitoring and evaluation phase to effectively test the quality of learning; how the desired quality has or not been actually obtained?
Student performance will be assessed.

Actions

Request for and evaluation of documents about:

- student results
- how learning process results have been obtained according to the pedagogic objectives (coherence; effectiveness) declared in the project
- evaluation of learning by teachers, tutors, and/or mentors involved in the process

Inputs

Test and examination results, evaluation grids, student profile reports, instructional design documentation, guided interviews, LMS data.

Outputs

Qualitative and quantitative data and information concerning the quality of learning obtained under the system.

Actors

The Accreditation Body sends to the Applicant Body:

- evaluation grids
- templates for formatting reports
- outline of questions for face to face interview



The Applicant (pedagogical staff) sends the requested documentation to the Accreditation Body. The Accreditation Body checks the documentation and seeks, if necessary, more complete explicit documentation.

Standards & Criteria

Standard	Criteria / Indicators
I. The quality of learning is tested effectively in the monitoring and evaluation phase.	The learning effects are monitored and tested regularly.
	The responsibility for the monitoring and testing of learning effectiveness is clearly defined.
	Quantitative data concerning the learning effectiveness is provided.
	Qualitative data concerning the learning effectiveness is provided.
	Evidences of the students' performances are collected regularly.
	The verification of the learning success comprises a) knowledge b) skills c) competencies.
II. The learning process results are coherent with the pedagogic objectives. The fulfilment of those objectives is sustained by specific measures.	The pedagogic objectives are clearly stated.
	The learning process results have been obtained according to the pedagogic objectives.
	Corrective actions are taken with students whose performance is weak.
	Final exams are held a face-to-face.
	Project work and/or internship is an element of the program.

5. 2.3.5 Monitoring and evaluation of student satisfaction

Rationale (What, why, how)

In this section the focus point is about the student's satisfaction relevant for learning: their considerations, comments and suggestions.

Actions

Request for and evaluation of documents about the students' points of view regarding:

- Self-evaluation of their learning results
- the pedagogic environment which has supported their learning activities and results (educational staff, support services, technology, contents...etc)

Inputs

Guided report, guided interview, questionnaire (F21).

Outputs

F21: Qualitative information about the level of student satisfaction

Actors

The Accreditation Body sends to the Applicant Body:

- evaluation report format
- outline for face to face interview
- outline for questionnaire

The Applicant (pedagogical staff) sends the requested documentation to the Accreditation Body. The Accreditation Body checks the documentation and demands if necessary a more complete and reviewed documentation.

Following the first period of the accreditation process, the Accreditation Body could interview students directly by itself.

Standards & Criteria

Standard	Criteria / Indicators
I. The program provides satisfactory educational services for the students.	The levels of assistance and response time for queries are established.
	Relationships with tutors are positive.
	Students are allowed to express their ideas and feelings about pedagogic processes and comment on the personal level of satisfaction.
	There is a low drop out rate of students (up to 5%).
	Ample student success and satisfaction is demonstrated.

6. 2.3.6 Monitoring and evaluation of pedagogic usefulness of learning tools employed

Rationale (What, why, how)

In this section we consider learning tools to evaluate their utility and the coherence of use according to pedagogical activities:

- What kind of monitoring is done?
- How useful are these learning tools judged by the different users (students, teacher, tutor, etc.)?

Actions

Get information about use and usability of these tools by:

- students
- teachers
- tutors
- and all educational staff

Inputs

Guided interviews and questionnaires (F21)

Outputs

F21: Qualitative information and reports about learning tools

Actors

The Accreditation Body will interview:

- students
- teachers
- tutors
- pedagogical staff involved in the project

7. 2.3.7 Documentation to be delivered

CODE	NAME	PROVIDER	REQUIREMENT	CONFIDENTIAL	DELIVERY
F21	Firms and Alumni Form	Acc. Body Filled in: Applicant	Mandatory	Yes	Postal, Email
F21	Firm Monitoring and Evaluation Form	Acc. Body Filled in: Applicant	Voluntary	Yes	Postal, Email
F21	Alumni Monitoring and Evaluation Form	Acc. Body Filled in: Alumni	Voluntary	Yes	Postal, Email
F21	Student's satisfaction Monitoring and Evaluation Form	Acc. Body Filled in: Students	Voluntary	Yes	Postal, Email
F21	Monitoring and Evaluation Form of learning tools	Acc. Body Filled in: All	Voluntary	Yes	Postal, Email

8. 2.3.8 Process Summary

STAGE	ACTION	WHO DOES IT	INPUTS	OUTPUTS	NOTES/COMMENTS
1	Downloading of needed forms from Accreditation Body server	Applicant		F21	The applicant may also download information and instructions from the server
2	Applicant submits a list of relevant firms with former students (less than three years experience) working at these companies	Applicant	F21	F21	
3	Accreditation Body sends Firm Monitoring and Evaluation Form and Firm Monitoring and Evaluation Report to the firms	Accreditation Body		F21	The forms are usually sent to and handled by the human resource managers at the firms
4	Firms fill in Firm Monitoring and Evaluation Form and Firm Monitoring and Evaluation Report and send to the Accreditation Body	Firms (human resource managers)	F21	F21, Appendices	
5	Accreditation Body hands the forms and information to the Assessors	Accreditation Body	F21, Appendices	F21, Appendices	To be used by the Assessors during their visit and interviews with managers, academics, instructors, and alumni
6	Accreditation Body sends Alumni Monitoring and Evaluation Form and Alumni Monitoring and Evaluation Report to some alumna/alumni (with less than three years working experience after the programme)	Accreditation Body		F21	The forms are usually sent to one or two alumna/alumni
7	Alumna/alumni fill in Alumni Monitoring and Evaluation Form and Alumni Monitoring and Evaluation Report and send to the Accreditation Body	Alumni	F21	F21, Appendices	
8	Accreditation Body hands the forms and information to the Assessors	Accreditation Body	F21, Appendices	F21, Appendices	To be used by the Assessors at their visit and interviews with managers,



					academics, instructors, and alumni
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3. 3 Distance Learning Management

1. 3.1 Organisation of Education

1. 3.1.1 Introduction

Management refers to the organisation, established policies and structure adopted by the Educational Institution in order to manage, plan and improve the programme. It must take into account the means, targets and channels to disseminate the established policies. So, this section will be divided into three main sections: Organisation of Education, Human Resources, and Physical Resources.

The first main section, "Organisation of education" analyses the work, management, planning, communication and organisation of the programme that is carried out by teachers and the staff responsible for the educational programme.

The following activities will be taken into account in this section:

- Mission of the Educational Institution in general and for specific training goals.
- Principles and policies for managing the educational programme, and the accessibility and public nature of this information.
- Effectiveness of internal and external communication about the educational programme
- Admission services.
- Contractual and legal issues.
- Relations to firms for curricula update, exchange programs for instructors, diploma work and employment services.
- Quality plan for the improvement and review activities for the existing educational programs
- Continuous improvement of processes and activities.
- Usefulness of the educational programme for graduates and for society.
- Personal improvement and breadth development.
- Improvement and review processes of the educational programme.

In order to cover all these activities, this section will be divided into seven main subsections: Mission Statement of the Educational Institution, Communication Services, Admission and Certification Services, Contractual and Legal Issues, Relations to Firms, and Quality Plan.

The other two main sections (Human Resources and Physical Resources) will be introduced in sections 3.2 and 3.3 respectively.

2. 3.1.2 Mission Statement of the Educational Institution

What, why, how

The mission, the aims, and the goals of the Education Institute should be explicitly stated and easy to consult. In addition, the ownership structure (private, company, public, NGO, foundation etc.) must be transparent and declared. Commitment to gender mainstreaming, ethical involvement, environmental issues and sustainable development should be demonstrated.

Actions

Communicate the mission, the aims, and the goals of the Education Institute and how they are made public. Submit booklets, activity reports, etc. Also communicate ownership structure, and how that is made public.

Inputs/Criteria

The Education Institute fills in Mission and Ownership Form (F31) giving information about the mission, the aims, the goals, and the ownership structure of the Education Institute. It also lists the ways this information is made public and can be found. Submits booklets, activity reports, etc.

Outputs

Mission and Ownership Form (F31) describing mission, aims, goals, ownership structure, etc. Published material such as booklets, activity reports, etc.

Actors

Applicant Education Body sends in Mission and Ownership Form (F31) and submits relevant material.
Accreditation Body checks if the material is complete and relevant and if not requests amendments.
Accreditation Body then gives the material to the Assessors who use it in their evaluation procedure.

Standards & Criteria

Standard	Criteria / Indicators
I. The institution has clearly defined mission statement and objectives.	
II. The institution is financially able to deliver high quality educational services.	

3. 3.1.3 Communication Services

1. What, why, how

The communication management policies and strategies that are used to disseminate the information regarding the programme, as management activities, programme results, material available, etc. are evaluated. Likewise the history of the programme, the rationale for introducing it, its development and revisions, its relevance etc.

The following aspects should be differentiated:

- § Communication channels.
- § Communication media.
- § Communication targets.
- § Indicators of communication effectiveness.

2. Actions

It is necessary to identify the communication channels that are used to disseminate the management activities and collect them into one document. This document must state if the external/internal communication is effective enough and satisfactory for the staff members (it is recommended that questionnaires, statistics and measures of the effectiveness be included if they exist).

The Assessors may interview managers and staff at the applicant Education Institute about the effectiveness of internal and external communication and the knowledge about the history of the programme.

3. Inputs

The Education Institute fills in the History and Development Form (F31).

The Communication Management Form (F31) lists the communication channels used to make the principles and policies of the education programme accessible and public; and the communication channels used to publicise the commitment and activities of the educational programme supervising team.

The Communication Effectiveness Form (F31) lists the mechanisms used to measure the effectiveness of communication.

4. Outputs

History and Development Form (F31) about the education programme.

Communication Management Form (F31) listing communication channels about the education programme and its activities to public.

Communication Effectiveness Form (F31) listing the mechanisms surrounding the communication effectiveness.

5. Actors

The Applicant Education Body sends in the three forms and relevant statistics etc.

The Accreditation Body gives the material to the Assessors who use them in their evaluation procedure and for necessary interviews with managers and staff about the effectiveness of the communication.

Standards & Criteria

Standard	Criteria / Indicators
I. Communication policies and strategies are used to disseminate information about the programme.	The institution has a communication policy to ensure the dissemination of programme information.
	Management activities are deployed to disseminate relevant programme information.
	Programme results are disseminated.
	Information material (e.g. brochures, leaflets) is disseminated.

4.

5. 3.1.4 Admission and Certification Services

1. What, why, how

The institution should provide fair admission procedures. Some applications will be evaluated. The programme has defined the student's prior knowledge and expected level of competences. It may be evaluated on documents, by exam or by interviews (on-site or distance interviews). The institution will check the certificates provided.

After graduation, the institution will provide a meaningful certificate identifying of the institution, and for some years (duration to be decided by the institution) will keep track of the objectives of the programme, expected competences, etc. A secured database of alumni may be maintained.

2. Actions

The applicant provides the proof of existence of the admission procedures (A31). Examples of admission requests are provided. The applicant provides copies of the certificates and access to the secured database of alumni.

3. Inputs / Criteria

Criteria: number of complaints concerning rejected applications; number of known forged certificates.
Documents: admission procedures.

4. Outputs

Evaluation report (R1304)

5. Actors

The Applicant fills in the documents
The Accreditation team evaluates the documents.

Standards & Criteria

Standard	Criteria / Indicators
I. The institution provides fair admission procedures.	The institution has a fair admission policy.
	The admission policy provides any relevant information, concerning: a) the institution b) the duration of the curriculum c) the requirements d) the objectives e) the content f) the rate of success or failure g) students' prior knowledge h) expected level of competence.
II. The certificate provided for the graduates is meaningful and provides all necessary information.	The certificate provided for the graduates contains information about a) the institution b) the duration of the curriculum c) the requirements d) the objectives e) the content f) the rate of success or failure

6. 3.1.5 Contractual and Legal Issues

1. What, why, how

The contract signed by the institution and the student must meet the legal terms of the country in which it is administered. The contract should be fair to the students.

The institution must have a refund policy covering cases of illness, accidents, etc.

Grants and tuition fees should be decided by the management board on a fair basis and the rules for such decisions should be available.

The institution should have adequate legal counsel to protect itself, the teaching staff and the students against any action in court.

2. Actions

The applicant provides the copy of contracts and grants and provides information about its legal advisers (F31).

3. Inputs / Criteria

Criteria: number of complaints recorded by the institution.
Documents: copy of contracts, etc.

4. Outputs

Evaluation report (R1304)

5. Actors

Applicant fills in the documents
Accreditation team evaluates the documents

Standards & Criteria

Standard	Criteria / Indicators
I. The institution has legally founded contracts and documents.	
II. Tuition fees are in line with the market for the quality provided.	
III. The institution has a refund policy covering cases of illness, accidents, etc.	

7. 3.1.6 Relationships to Firms

1. Rational (What, why, how)

The existence of strong relations with firms is a sign of the usability of the education given by an institution. Companies may be consulted on the content of the programmes, on the way it is taught (blended formats, e-learning, face to face). Companies may provide internships or grants to students. Teachers may have research contracts with industry partners.

2. Actions

The applicant provides proof of existence of relationships with industry (research contracts, joint actions, internships, grants to students, etc.). The assessors may visit or request information from some of the institution's partners.

3. Inputs/Criteria

Copies of research contracts, documents concerning joint actions (F31).
List of internships, grants to students, etc.

4. Outputs

Evaluation reports, indicators (R1304).

5. Actors

The Applicant completes the documents.
The Accreditation team contacts partners.
The Accreditation team evaluates the documents.

Standards & Criteria

Standard	Criteria / Indicators
I. In order to ensure the applicability of the education given by the institution, it has strong relations with firms.	Companies are consulted about the content of the programmes.
	Companies are consulted about the way of teaching.
	Companies provide internships or grants for students.
	Teachers do have research contract with companies.
	At least 10% of the lecturers are business professionals.
	The institution has a student's service (job placement, CV, etc.).
	The institution has an alumni association.

8. 3.1.7 Quality Plan

1. Rationale (What, why, how)

For the institution to provide adequate services to its students and staff, it needs to have appropriate methods, processes and controls to assure the implementation of their mission statement and objectives. This information must be known and used by the management and staff of the institution in order for them to be able to ensure students of benefiting from a high standard of performance in the accomplishment of their own mission statement and objectives.

In order to apply for accreditation the institution is required to have a documented quality plan, which covers at least the following points:

- § Management of the institution
- § Management and planning of degree programme and courses
- § Improvement of the Institution
- § Improvement of degree programme and courses

The planning management of one course must be established following some guidelines collected in a document. This document must:

- include the organisational structure of the institution.
- include the organisational structure for the educational programme.
- define the objectives and strategies for current and future management.
- enumerate principles and policies for the supervisors of the course
- define the activities for supervisors in order to monitor the course

It is advised that the organization have an established plan for ongoing improvement of the institution and for the educational process considering the following features:

- § Sustainability
- § Coherence
- § Realism of goals and standards
- § Innovation and creativity
- § Balancing of priorities

2. Actions

Applicants must prepare documents (if not previously available) that define the established quality policies for the management, planning and supervision of their programme and courses (A3106). It is recommended that they prepare a document covering the improvement activities if not yet existing. Both documents should explain the level of involvement of the management, supervisory and administrative staff with respect to management and improvement activities for the course.

3. Inputs

- The organisational charts and structure that is used for management activities in the course
- The document that defines the quality policies
- Criteria (mandatory)
- Existence of a quality plan (F31).

4. Outputs

- Form R1304
- F31 (Quality policy)

Standards & Criteria

Standard	Criteria / Indicators
I. The institution provides appropriate methods, processes and controls to assure the implementation of their mission statement and objectives.	The institution has a quality plan.
	The quality plan covers the following points: a) management of the institution b) management and planning of degree programme and courses
	The quality plan has been in force for a reasonable period of time (3 years minimum).
	The quality policy is accredited (ISO, EFQM, etc.)
II. The planning management of one course is established by following some guidelines.	There is a document containing some guidelines for the planning management of a course.

	This document: a) the organisational structure of the institution b) the organisational structure for the educational programme c) defines the objectives and strategies for current and future management d) enumerates principles and policies for the supervisors of the course e) defines the activities for supervisors in order to monitor the course.
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Standard	Criteria / Indicators
II. The organisation has a plan for the ongoing improvement of the institution and for the educational process.	The institution has an improvement plan.
	The institution has an improvement plan, considering the following features: a) Sustainability b) Coherence c) Realism of goals and standards d) Innovation and creativity e) Balancing of priorities

9. 3.1.8 Documentation to be delivered

CODE	NAME	PROVIDER	REQUIREMENT	CONFIDENTIAL	DELIVERY
F31	Institution's Organisation chart	Applicant	Mandatory	Yes	Postal, Email
F31	Institution's Academic Staff Organisation chart	Applicant	Advised	Yes	Postal, Email
F31	Admission Procedures	Applicant	Advised	Yes	Postal, Email
F31	Contracts and grants to students	Applicant	Mandatory	Yes	Postal, Email
F31	Proof of relation to firms	Applicant	Advised	Yes	Postal, Email
F31	Quality plan/policy	Applicant	Mandatory	Yes	Postal, Email
F31	Institution's Organisation Chart Form Now is Mission Statement form	Acc. Body	Mandatory	Yes	Postal, Email
F31	History and Development form	Acc. Body	Mandatory	Yes	Postal Email
F31	Communication Management Form	Acc. Body	Mandatory	Yes	Postal, Email
F31	Communication Effectiveness form	Acc. Body	Mandatory	Yes	Postal, Email
R1304	Assessment report	Assessors	Mandatory	Yes The Applicant may make it public if accredited	Postal, Email

10. 3.1.9 Process Summary

STAGE	ACTION	WHO DOES IT	INPUTS	OUTPUTS	NOTES/COMMENTS
1	Prepare Application Documents	Applicant	Applicant documents	F31, annexes	Additional documents may be provided
2	Prepare Application Forms	Applicant	F31	Accreditation Body registers Application and assigns "Reviewer"	If additional documents are provided, they should be identified in the forms (as Appendices)
3	Review Application forms	Accreditation Body/ Reviewer	F31	R1304	Accreditation Body may contact Applicant to clarify/request additional information

2. 3.2 Human Resources

1. 3.2.1 Introduction

Education is about people. At different moments, the staff may act as learner, teacher or administrator in the learning process. In each of these roles, human understanding and communication is essential for creating a positive, efficient and effective learning environment. To create such a learning environment, a functional infrastructure is necessary. It is thus crucial that all staff members (full time) and collaborators (part time) have the necessary competence to feel secure in their roles, be it as teachers, instructors or administrators.

In a distance education environment it is still more important that this be true, since the student, who has less access to peer support than students on a campus, must trust the system and the organization. The fact that student groups in distance education are often heterogeneous with mixed ages, many cultural backgrounds and quite different experiences accentuates the need for human support. It is therefore important to organize the training so that the student considers the instructor more as a mentor than as some kind of an authority figure.

Both the educational programme per se and the educational and organizational environment must be flexible so that it is possible to meet the different student needs.

It is essential for the academic staff members to have the necessary theoretical competence in their fields, so that the students are convinced of the instructors' expertise. It is also important that students take responsibility for their own learning to create an environment which promotes deep acquisition (and avoids surface learning). This said, it is natural that continuous academic staff development is essential so that teachers can support deep learning with responsible students.

Moreover, the competence of the administrative and service staff is equally important. Administrators and service providers must feel that they are part of the learning environment and that their work contributes to the high level of an efficient learning system. Thus a continuous development programme for administrative and service staff is necessary.

2. 3.2.2 Management Staff: Suitability for the education programme

1. Rationale (what, why, how)

How well suited (trained, experienced etc.) is the management staff to carrying out the learning programme while ensuring quality, efficiency and effectiveness?

- Analysis of the organizational structure of the management staff.
- Participation of management staff in academic activities.
- Institutional assessment programme.

2. Actions

Evaluation of required documents concerning the organizational structure of the management staff, taking into account their responsibilities and actions in the general process.

3. Inputs

F32: Organizational charts of management staff, guidelines for management responsibilities for academic staff, guidelines for recruitment and supervision policies, institutional programs and timetables for reaching objectives. Curriculum vitae of managers.

4. Outputs

R1304: List of indicators with priorities regarding organizational structure, management and international mobility.

Assessment of the institutional program and policies for evaluation of management.

Strengths and weaknesses of management.

5. Actors

The Accreditation body sends the forms and the educational institution fills the forms.

6. Standards & Criteria

Standard	Criteria / Indicators
I. The management staff is well suited to carry out the learning programme while ensuring quality, efficiency and effectiveness.	Management staff is specifically trained in strategy and management of educational processes.
	Management staff qualifications are available.
	Management staff performance is evaluated periodically.
II. The management staff participates in academic activities.	

3. 3.2.3 Academic Staff: Suitability for the education programme

1. Rationale (what, why, how)

How well-suited (trained, experienced etc.) is the academic staff to putting into practice the learning programme while ensuring quality, efficiency and effectiveness?

- Analysis of the organizational structure of the academic staff.
- Policies for academic staff international mobility (indicator: degree of mobility).
- Policies for collaborators (part time academic staff as consultants, post-graduates, alumni, etc.);
- Participation of academic staff in management activities.
- Policies for the evaluation of the academic staff training process.
- Institutional assessment programme of academic staff and collaborators.

2. Actions

Evaluation of required documents concerning the organizational structure of the academic staff taking into account their responsibilities and actions in the educational process.

Questionnaire regarding internal academic staff (management and international mobility activities) and collaborators (their profiles and the process for supervising them).
Questionnaires to academic staff surveying their opinions about the institutional programme and identifying the objectives attained and not reached.

3. Inputs

F32: Organizational charts of academic staff, guidelines of management activities for academic staff, guidelines for collaborators' recruitment and supervision policies, institutional program and timetables for reaching objectives.

4. Outputs

R1304: List of indicators with priorities regarding organizational structure, management and international mobility activities; assessment of the institutional program and policies for evaluation of all categories of staff. Strengths and weaknesses of academic staff and collaborators.

5. Actors

The Accreditation Body sends forms to the Educational Institution.

The Accreditation Body sends forms to academics, instructors, and external collaborators.

The Educational Institution sends a self-evaluation report and documents with the names of Institution's Academic Staff and their educational responsibilities and actions, along with an Organization Chart.

The Educational Institution sends in a questionnaire listing the Institution's Academic Staff and their management responsibilities and international mobility.

The Educational Institution submits a completed questionnaire with a list of Collaborators and their affiliations, backgrounds and their educational and supervisory responsibilities.

The individual academic staff and collaborators return filled in questionnaires with the responses to questions about what they think of the institutional programme and how and when different objectives are met or are not met.

The Accreditation Body reviews the forms and documents and requests, if needed, amendments and revisions.

The Accreditation Body draws conclusions in a summary report and a list of indicators with priorities regarding organizational structure, management and international mobility activities; assessment of the institutional program and policies for the evaluation of academic staff and collaborators. Strengths and weaknesses of academic staff.

6. Standards & Criteria

Standard	Criteria / Indicators
I. The academic staff is well suited to put the learning programme into practice while ensuring quality, efficiency and effectiveness.	Organizational structure charts of the academic staff are available, taking into account their responsibilities and actions in the educational process.
	The institution has policies for academic staff involvement in developing and updating of instructional materials, course content, tutorial time, and teacher-student means of communication.
	Management staff performance is evaluated periodically.
	Then institution has a) trained on-line tutors b) trained process tutors c) trained content tutors d) trained help desk staff e) trained system administrators. - f)
	The academic staff holds a PhD or Master's degree.
	The academic staff has a minimum of five years' experience in research and education.
	The academic staff is competent in the field of the curriculum.
	The academic staff is competent in distance learning.
	Academic staff and collaborators are periodically evaluated.
II. The quality of collaborators is ensured by institutional policies.	
III. The mobility of the academic staff is ensured by specific policies.	There are institutional policies to ensure the mobility of the academic staff.
	There are agreements with other institutions to promote academic staff mobility.

4. 3.2.4 Academic Staff: Training and Development

1. Rationale (what, why, how)

How is the training and development of the internal and external academic staff organized to ensure the quality, efficiency and effectiveness of the learning programme? Define and describe:

- What kind of general training the institution provides for instructors.
- The participation in programmes regarding instruction, tutoring, pedagogy, and methodology.
- Training programmes for academic staff and collaborators.
- Pedagogical training of the academic staff: indicate the number of academic staff involved in the educational program who have received pedagogical training, total number of academic staff involved in the educational program, number of staff training courses offered by the institution, etc.
- Training of tutors.
- Training in new technologies.
- Degree of mobility of the academic staff. Indicate the number of academic staff involved in the educational programme who participate in mobility programmes ÷ as a fraction /percentage of the total number of academic staff involved in the educational program).

2. Actions

Analysis of activities and planning for the academic staff training and development process.

3. Inputs

F32: Institutional program for the training and development process (pedagogical, distance education-oriented and technical) for academic staff and collaborators.

4. Outputs

R1304: List of indicators and interviews with academic staff and collaborators. Strengths and weaknesses of training programme.

5. Actors

The Accreditation Body sends forms to the Educational Institution.
The Accreditation Body sends forms to academic staff and collaborators.

The Educational Institution sends in an evaluation a report and documents describing:

- What type of general training that the institution provides for instructors.
- Participation in programmes regarding instruction, tutoring, pedagogy, and methodology.
- Training programmes for collaborators.
- Pedagogical training of the academic staff. Indicate the number of academic staff involved in the educational program who have received pedagogical training, total number of academic staff involved in the educational program, number of courses offered by the institution, etc.).
- Degree of mobility of the academic staff. Indicate the number of academic staff involved in the educational programme who participate in mobility programmes ÷ as a fraction /percentage of the total number of academic staff involved in the educational program).

The individual academics, instructors and collaborators send evaluations covering:

- Participation in programmes regarding instruction, tutoring, pedagogy, and methodology.

The Accreditation Body reviews the forms and documents and requests if necessary amendments and revisions.

The Accreditation Body interviews a selected number of academic managers (deans, department chairmen etc.) about their rationales and objectives for academic staff training and development.

The Accreditation Body interviews a selected number of academic staff and collaborators to obtain their views on academic staff training and development.
their views on and evaluation of the institution's training and development programmes and courses.

The Accreditation Body makes an analysis and a list of indicators (F1104).

6. Standards & Criteria

Standard	Criteria / Indicators
I. The training and development of the internal and external academic staff is organised to ensure the quality, efficiency and effectiveness of the learning programme.	There is an institutional program for the training and development process, including pedagogical, distance education-oriented and technical training for academic staff and collaborators.
	An analysis of activities is made before planning the academic staff training and development process.
	Indicators are defined to measure the strengths and weaknesses of the training programme.
II. Academic staff is involved in training and development activities.	

5.

6. 3.2.5 Academic Staff: CVs

1. Rationale (what, why, how)

What education, qualifications, and experience do the individual academic staff and collaborators have and which improvements are needed on an individual basis to ensure a good learning programme and process?

- Name, qualifications, background and experience in distance education of each instructor.

- Courses taught by each instructor, hours per week, professional experience, special training for distance education, activities in research and publishing.
- Participation in staff training programmes by academic staff and collaborators
- Course evaluations (indicator).
- Involvement in developing and updating of instructional materials, course content, tutorial time, and teacher-student means of communication.
- Involvement in Programmes for innovation in pedagogical methodologies.
- Implication in R&D, assistance, art (when applicable), etc.
- Publications (indicator).
- Recognised research activities (indicator: quantity of articles prepared for national and international journals, patents, books and monographs, working papers, congressional minutes, speaking engagements at national and international meetings, scientific awards, etc.).
- Other professional experience.
- Special training in distance education.

2. Actions

Analysis of the instructors' CVs in the European format, training materials and research activities (evaluation and assessment of staff suitability, material quality and the impact produced for the institution). Interviews with academic staff and collaborators.

3. Inputs

F32: CVs in the European format from Academic staff and collaborators.
Courses/degrees programmes.

4. Outputs

R1304: List of indicators of qualifications, experiences and research activities. A report describing strengths and weaknesses in staff profiles. What suitable complimentary research, education and training may be needed for the individuals?

5. Actors

The Accreditation Body sends forms to academics, instructors, external collaborators and affiliated teaching staff.

The individual academics, instructors and collaborators send an evaluation, CVs in the European format and documents covering:

- Name, qualifications, background and experience in distance education of each instructor.
- Courses taught by each instructor, hours per week, professional experience, special training for distance education, activities in research and publishing.
- Participation in staff training programmes by academics and temporary collaborators.
- Development and updating of instructional materials, course contents, tutorial time, means of teacher-student communication.
- Programmes for innovation in pedagogical methodologies.
- Implication in R&D, assistance, (when applicable), etc.
- Publications (indicator).
- Recognised research activities (indicator: quantity, articles for national journals, articles for international journals, patents, books and monographs, working papers, congressional minutes, speaking engagements at national and international meetings, scientific awards, etc.).

- Other professional experience.
- Special training in distance education.

The Accreditation Body reviews the forms and documents and requests if necessary, amendments and revisions.

The Accreditation Body interviews a selected number of academic staff and collaborator about their scientific activities, pedagogical activities and development activities according to the bullet list above.

The Accreditation Body interviews a selected number of academic staff and collaborators to obtain their views on and evaluation of the institution's programmes and courses.

The Accreditation Body makes an analysis and a list of evidence of qualifications, experience and research activities; strengths and weaknesses of academic staff (R3204).

6. Standards & Criteria

Standard	Criteria / Indicators
I. The education, qualifications and experience of the individual academic staff and collaborators as mentioned in the CVs ensure a good learning programme and process.	There are CVs available in the European format from Academic staff and collaborators, including qualifications, background and experience in distance education of each instructor.
	The academic staff CVs are updated periodically.
	There are reports evaluating the strengths and weaknesses in staff profiles, including suggestions for suitable complimentary research, education and training that may be needed.
	The CVs show involvements in recognised research activities (involvement in RTD Projects, publications, patents, books, etc).
	There are records showing the involvement of academic staff in research activities.

7.

8. 3.2.6 Administrative and Service Staff

1. Rationale (what, why, how)

How is the administrative and service staff organized and chosen to ensure a smooth education process?

What qualifications and experience do the individuals have?

- Administrative and service staff organization chart.
- Description of responsibilities (name, qualifications, background, experience in distance education: administration and methodology).
- Activities of the administrative and service staff: list of their previous positions and a description of their experience.
- Organizations that institution is affiliated to. What are the benefits?

2. **Actions**

Evaluation of the organizational structure of the administrative staff, taking into account their responsibilities and actions in the educational process. Analysis of the benefits produced and received by the affiliated institutions. Interviews with administrative and service staff. Interviews with the teaching staff in order to reveal their relationship with the administrative staff.

3. **Inputs**

F32: Current organizational charts of administrative staff, list of activities, responsibilities and records of previous responsibilities. Specific training received to support training activities.

4. **Outputs**

R1304: List of indicators with the activities, responsibilities and benefits of the organizational structure and the administrative and service staff. Strengths and weaknesses administrative and service staff. What suitable complimentary training may be needed for these individuals?

5. **Actors**

The Accreditation Body sends forms to the Educational Institution.
The Accreditation Body sends forms to academics, instructors, and external collaborators.

The Educational Institution sends a report and documents concerning Institution Administrative and Service Staff and their responsibilities and actions in the educational process; and the Organization Chart.

The Educational Institution sends in filled in questionnaires describing:

- The responsibilities of administrative staff members (name, qualifications, background, experiences in distance education: administration and methodology).
- Activities of the administrative and service staff: list of their previous positions and the experience gained from these activities.

The Educational Institution sends in a filled in questionnaire covering:

- Organizations that institution is affiliated to. What are the benefits?

The Accreditation Body reviews the forms and documents and requests, if needed, amendments and revisions.

The Accreditation Body interviews a selected number of administrators and service personnel about their responsibilities, activities, etc.

The Accreditation Body interviews a selected number of academics, instructors and temporary collaborators in order to discover the relationship between them and administrative staff.

The Accreditation Body reviews the data and produces a list of indicators considering activities, responsibilities and benefits of the organizational structure and the administrative and service staff; strengths and weaknesses. Suitable complimentary training may be recommended for individuals (R3205).

6. Standards & Criteria

Standard	Criteria / Indicators
I. The administrative and service staff is selected and organised to ensure a smooth education process.	There are organizational charts of administrative staff (including list of activities, responsibilities and records of previous responsibilities, qualifications, background, experience in distance education: administration and methodology).
	The administrative and service staff performance is evaluated periodically.
	Administrative and service staff has qualifications in administration of higher education.
	Administrative and service staff receives specific training to support educational activities.

9.

10. 3.2.7 Process Documentation (to be delivered/related)

CODE	NAME	PROVIDER	REQUIREMENT	CONFIDENTIAL	DELIVERY
F32	Management staff Suitability data	Applicant	Mandatory	Yes	Postal, Email
F32	Academic staff Suitability data	Applicant	Mandatory	Yes	Postal, Email
F32	Academic staff training & development plan	Applicant	Advised	Yes	Postal, Email
F32	Academic Staff CV (European Format)	Applicant	Mandatory	Yes	Postal, Email
F32	Administrative & service staff data	Applicant	Mandatory	Yes	Postal, Email
R1304	Assessment report	Assessors	Mandatory	Yes The Applicant may make it public if accredited	Postal, Email

11. 3.2.8 Process Summary

STAGE	ACTION	WHO DOES IT	INPUTS	OUTPUTS	NOTES/COMMENTS
1	Prepare Application Documents	Applicant	Applicant documents	F32, annexes	Additional documents may be provided (this should be mentioned in the forms (as Appendices/Annexe)
2	Review Application forms	Accreditation Body/ Reviewer	F32, annexes	R1304	Additional information may be requested by Accreditation body

3. 3.3 *Physical Resources*

1. 3.3.1 Introduction

An Institution must provide the facilities and infrastructure to ensure positive development of the course. It is very important to establish different tools and ways of accessing them for students so that they can follow the course procedures. This applies to both hardware and software, which is even more important for e-learning courses or subjects. Consequently, this section comprises:

- availability of resources
- security of resources

2. 3.3.2 Availability of hardware and software resources

This section will describe the availability of resources that Institution provides to the students, management, administrative and academic staff for the positive development of the course. Two main categories of tools are to be explored:

- Physical resources: classrooms, student work and study areas, equipment for the development of activities of academic staff, student equipment, instructional materials, and library resources.
- Communication tools: means of communication (face to face, telephone, video-conferencing, email, web, portal, etc.)

1. What, why, how

The facilities and infrastructure must be satisfactory enough to allow the proper development of the course. These features will be considered :

- Classrooms
- Laboratories
- Student computer equipment (hardware and software)
- Teacher/staff equipment for distance learning (hardware and software)
- Learning and Content Management System (LCMS)
- Learning materials
- Library resources (e.g. books, on line information, databases)
- Technical support for students
- Technical support for teachers/staff
- Indicators: Statistics concerning student space in classroom areas (square meters per student), students per computer, internet bandwidth, etc.

2. Actions

The Applicant must complete form F32 with data concerning the facilities and infrastructure (physical, hardware and software) that the institution supplies to the students, and provide the policies for access to learning and content materials if available (F32), and indicate

measurements (such as student space, computer equipment available, LAN and internet bandwidths, available surface areas in classrooms, web connections per student, e-learning tools for students, communications tools for student-teacher usage, etc.

3. Inputs

Maps and blueprints of buildings and facilities, student equipment, educational computer systems and software, library resources, available learning material, etc.

4. Outputs

- Form F32

5. Actors

The Applicant fills the documents.
The Accreditation team evaluates the documents.

6. Standards & Criteria

Standard	Criteria / Indicators
I. The facilities and infrastructure (including software) ensure the proper development of the courses.	There is a policy to manage educational resources.
	The resources are adequate to offer the expected quality as stated the institution mission statement and policies.
II. Educational resources and support are available and adequately managed.	The resources are available for the students: a) for free b) included in the enrolment fee c) for an additional fee.
	The internet bandwidth for students accessing on-line resources is guaranteed.
	There are agreements with resource providers to support students.
	There are technical support services (via web, email, telephone) for staff and students.
	Academic staff has the proper equipment for distance learning provisions (hardware and software).
	The learning material is available electronically: a) Internet b) DVD/CD c) Other (specify).

	The institution provides students with computer equipment: a) Hardware b) Software.
	There is an up-to-date inventory of equipment and resources (computer systems, software, library resources, available learning material, etc.).

3. 3.3.3 Security of hardware and software Resources

The facilities and infrastructure that an Institution provides is not the only important issue regarding resources. It is also vital that the resources should be adequately protected (both hardware and software).

1. What, why, how

Both on-site and online resources must be protected to avoid unauthorised access to critical information, and to assure proper data recovery in case of information loss due to any incident.

The security procedures must also take into account laws and regulations regarding privacy issues and the confidentiality of personal information stored in their systems, and provide adequate means to protect it.

- Facilities:
 - Systems used for entrance clearing in locked rooms.
- Data Protection
 - Proxies
 - Firewalls
 - Antivirus software
 - Frequency of security updates
 - Password management
 - Protection of student information stored in the institution's systems, gathered by Internet (mail, web, etc.) or other media (MMS, SMS, etc.), especially their personal information.
 - Information backup policies
 - Contingency plans

Actions

The Applicant must complete form F32 with the security procedures used, and provide the policies for security and students' information protection.

Inputs

1. The Applicant's security procedure documents, policies and activities.

Outputs

- Form F32

Actors

The Applicant fills in the documents.
The Accreditation team evaluates the documents.

2. Standards & Criteria

Standard	Criteria / Indicators
I. On-site and online resources are protected to avoid unauthorised access to critical information and to assure proper data recovery in case of information loss due to any incident.	Information access is adequately protected.
	The institution complies with regulations regarding privacy issues and personal data protection.
	Copyright and intellectual property protection of the institution and staff is taken into account.
	Entrance in computer rooms is controlled.
	Security software (such as firewalls and antivirus) is used at the institution for data protection.
	Security updates are made a) in real-time b) daily c) weekly d) more rarely
	The institution has Information backup policies.
	The institution has contingency and recovery plans.

4.

5. 3.3.4 Documentation to be delivered

CODE	NAME	PROVIDER	REQUIREMENT	CONFIDENTIAL	DELIVERY
F32	Resource Availability Form	Acc. Body	Mandatory	Yes	Postal, EMail
F32	Resource Security Form	Acc. Body	Mandatory	Yes	Postal, EMail



R1304	Assessment report	Assessors	Mandatory	Yes The Applicant may make it public if accredited	Postal, Email
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6. 3.3.5 Process Summary

STAGE	ACTION	WHO DOES IT	INPUTS	OUTPUTS	NOTES/COMMENTS
1	Prepare Application Documents	Applicant	Applicant documents	F32.	Additional documents may be provided
2	Prepare Application Forms	Applicant	Applicant documents, F3301, F3302.	F32.	If additional documents are provided, this should be mentioned in the forms (as Appendices/Annexe)
3	Review Application forms	Accreditation Body /Reviewer	F3301, F3302.	R1304	Accreditation Body may contact Applicant to clarify/request additional information

4. 4 Vocabulary

Accreditation	Process by which a facility becomes officially certified as providing services of good quality, so that the public can trust in the quality of its services.
Accreditation body	Accrediting agency reviewing a e-learning school's educational program for quality, and certify that the school meets a minimal set of standards. It is important to be sure that the schools to which you are applying are accredited by a recognised accrediting agency, since schools without accreditation are likely to be of lesser quality.
Accreditation criteria	A criteria used as input in all e-learning evaluation and assessment needed during an accreditation process
Actors	A person involved in an accreditation process from the beginning to the end and during exchanges of information between accreditation body and accredited institution.
Administrative staff	A person having an administrative responsibility in any aspect of e-learning process.
Alumni	People who have graduated from a university, school, or college
Applicant	Educational institution initiating and participating as a main actor in accreditation process.
Assessment	It has often been used interchangeably with testing, measurement, and evaluation, or to distinguish between student assessment and program evaluation. In this document, assessment is used to emphasize understanding and description of both qualitative and quantitative evidence in making judgments and decisions. The purpose of assessment in an educational context is to make a judgment about the level of skills or knowledge, to measure improvement over time, to evaluate strengths and weaknesses, to rank students for selection or exclusion, or to motivate. An item (e.g. a question/answer pair) that is designed to measure student learning.
Communication (in education, by the institution)	Any process involving human and machine working together for understanding any e-learning content, discussion, assignment or involvement during an educational process, whatever institution and actors involved are.
Computer based tutorial	A computer-based resource that provides guided, practical information about a specific subject.
Course	A single unit of content for teaching and learning as part of one or more programs.
Course/Module/Unit	A sequence of instructional activities designed by an educator (or a faculty or other group of educators) to advance significantly student skills, knowledge, and habits of mind significantly in a particular discipline and to help students meet specified requirements (as set forth in curricula or government policy).
Credit system	A systematic way of describing an educational programme by attaching credits to its components. The definition of credits in higher education systems may be based on different parameters, such as student workload, learning outcomes and contact hours.
Didactical objectives	An objective closely linked to the teaching approach, principally handling of e-learning content and related aspects to be managed principally by tutors and teachers.
Distance learning	Teaching and learning done during a process not needing a physical face to face of tutors, teachers, and learners as in traditional education.
ECTS (European Credit Transfer and Accumulation System)	A student-centred system based on the student workload required to achieve the objectives of a programme, objectives preferably specified in terms of the learning outcomes and competences to be acquired.

Evaluation	Act of ascertaining or fixing the value or worth in an e-learning environment. The act or result of judging the worth or value of something (e.g. programme) or someone (e.g. teacher). There are two kinds: quantitative (data points to be measured) or qualitative (an appreciation). In DLAE context, there is a self-evaluation report provided by the applicant.
Evaluation form	A form (computer-based or hardcopy) designed to solicit feedback with the intention of evaluating an activity or process.
Facility	Any material and resource support contributing to the e-learning process and improved performances.
Image	A primarily symbolic visual representation other than text. For example - images and photographs of physical objects, paintings, prints, drawings, other images and graphics, animations and moving pictures, film, diagrams, maps, musical notation. Note that image may include both electronic and physical representations
Interactive Resource	A resource which requires interaction from the user to be understood, executed, or experienced. For example - forms on web pages, applets, multimedia learning objects, chat services, virtual reality.
Learning Material/Courseware	Aids to teaching that include lecture notes, slides, guided or self-help tutorials, etc. that are primarily intended to be used in a learning environment; freely available in an electronic format
Learning object (LOM)	An aggregation of digital assets that represents an educationally meaningful stand-alone unit.
Learning resource (LOM)	A resource with a learning objective. Specific kind of learning object.
Lecture	A specific content of some course characterised by its short duration, content, object or assignment.
Management (in education)	Management concerning people (administrators, technicians, service providers, teachers and students), alumni and students, pedagogy and didactic issues.
Pedagogical method	A more or less theoretical view according which background is involved in. e-learning, concerns essential tools and ways to reach pedagogical and didactical objectives, used during education process.
Pedagogical objective	An objective linked to the pedagogical approach used in e-learning process. This can have a more or less theoretical view according which background is involved in to be reached by all people implicated in learning process.
Programme	A complete set containing all courses necessary for reaching some educational degree and integrating a curriculum for (example Bachelor in BMP Bologna process).
Qualification of staff	Degree or grade of excellence or worth of the staff : distinguishing skill's attribute for e-learning related matters.
Quality	An essential and distinguishing attribute of e-learning related matter to be evaluated and assessed. E.g. a degree or grade of excellence or worth; "the quality of students has risen", "excellence programme and/or course or lecture"
Software (Dublin Core)	A computer program in source or compiled form which may be available for installation non-transiently on another machine. For software which exists only to create an interactive environment, use interactive instead.
Sound (Dublin Core)	A resource whose content is primarily intended to be rendered as audio. For example - a music playback file format, an audio compact disc, and recorded speech or sounds.
Staff	A person with managing responsibility in any aspect of e-learning process. There are several levels of management, each one with its own "devoirs and obligations"
Students	A learner who is enrolled in an educational institution



Teaching staff	A person having technical responsibilities in any aspect of e-learning process.
Text (Dublin Core)	A resource whose content is primarily words for reading. For example - books, letters, dissertations, poems, newspapers, articles, archives of mailing lists. Note that facsimiles or images of texts are still of the genre text.