

# Accreditation in distance learning

## Processes and criteria

### Full version (version 5)

### 14th of July 2005

### Document F-1101

VERSION	WORK ITEM	RESPONSIBLE	DATE	CHANGES MADE
v1.0	All items	ENPC	28/07/04	<ul style="list-style-type: none"> <li>ENPC</li> <li>Merge all contributions, introduce table and numbering</li> </ul>
V1.1	All items	KTH	04/08/04	<ul style="list-style-type: none"> <li>Texts entered into Introductions 1.1.1, 1.2.1, 1.3.1, and 1.4.1</li> <li>Most content texts revised and/or extended into all the structure changes of v 3.0 following the defined template on August 26<sup>th</sup>.</li> </ul>
V1.2	All Items	KTH and ENPC	12/10/04	<ul style="list-style-type: none"> <li>KTH : Flow diagram added</li> <li>ENPC sections 3.1.4 and 3.1.5</li> </ul>
V2.0	All Items	KTH	15/10/04	<ul style="list-style-type: none"> <li>Text of 2.1.1 and 2.1.2 revised</li> <li>Documents in 2.1.6 and Process Summary in 2.1.7 belonging to 2.1.1 and 2.1.2 are not entered; needs further elaboration of all the four sections</li> <li>Texts of 2.1.3, 2.14 and 2.1.5 entered</li> <li>Documents in 2.1.6 and Process Summary in 2.1.7 belonging to 2.1.3, 2.1.4 and 2.1.5 entered</li> </ul>
V2.1	All Items	ENPC	19/10/04	<ul style="list-style-type: none"> <li>Text of 2.3.2</li> </ul>
V3.0	All Items	All partners	21/10/04	<ul style="list-style-type: none"> <li>All sections changed during the meeting in Milan</li> </ul>
V3.1	All items	Milano	03/11/04	<ul style="list-style-type: none"> <li>Section 2</li> </ul>
V3.2	All items	ENPC	08/11/04	<ul style="list-style-type: none"> <li>All sections (criteria)</li> </ul>
V3.3	All items	ENPC	17/11/04	<ul style="list-style-type: none"> <li>All sections (improvements)</li> </ul>
V3.4	All items	ENPC	17/02/05	<ul style="list-style-type: none"> <li>All sections (improvement of English by Colette Imbert)</li> </ul>
V3.6	All items	ENPC	29/03/05	<ul style="list-style-type: none"> <li>Corrections during and after the Essen meeting.</li> </ul>
V3.7	All items	KTH, ENPC	09/04/05	<ul style="list-style-type: none"> <li>Corrections suggested by Marianne.</li> </ul>
V4.0	All items	ENPC	10/04/05	<ul style="list-style-type: none"> <li>Hyperlinks to documents.</li> </ul>
V4.1	All items	SDB	11/04/05	<ul style="list-style-type: none"> <li>Corrections to the forms numbering.</li> <li>To Unify the format in the document (fonts, tabulations, paragraphs, etc.)</li> <li>Change the vocabulary paragraphs to a table (alphabetical ordered)</li> </ul>
V4.2	Annexes of section 1	ENPC	13/04/05	<ul style="list-style-type: none"> <li>Annexes of section 1</li> </ul>
V4.3	All items	MMB	13/04/05	<ul style="list-style-type: none"> <li>Annotations / proposals for the revision of the document</li> </ul>
V4.4	All annexes	ENPC	13/04/05	<ul style="list-style-type: none"> <li>All annexes</li> </ul>
V4.5	Replace all annexes by 4	ENPC	08/06/05	<ul style="list-style-type: none"> <li>Four annexes</li> </ul>
V5.0	Criteria & Standards	MMB	14/07/05	<ul style="list-style-type: none"> <li>Adding of criteria &amp; standards in all sections</li> </ul>

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## ***Preamble***

What are the general objectives of accreditation in higher education?

- To improve the quality of higher education;
- To give confidence to families and potential employers;
- To foster academic improvement.

And when applicable:

- Ease transfer of credits (ECTS);
- Give access to public funding.

The usual methods used are:

- Guided peer review;
- Assessment of student achievement with respect to the objectives of the programme and institution;
- Evaluation of staff, faculty, premises;
- Other.

What is the social acceptability of accreditation in higher education?

Pros

- Accreditation bodies are accountable on behalf of government and on behalf of the European Union;
- Accreditation is fair, based on public criteria.

Cons

- Higher education must be independent of the government;
- Quality in higher education is based on research evaluated by peer review;
- "Administrative" bodies are not able to assess higher education.

In section 1, we present a general process of accreditation. It is necessary and compatible with most accreditation processes.

We deal with the accreditation of an e-learning programme. If the programme exists face to face and is already accredited, the accreditation will focus on distance learning. If the programme does not exist face to face or is not accredited, then a full accreditation is performed, including an evaluation of the programme content. As we deal mainly with e-learning, or blended learning, we will focus our attention on the "e" of section 2 (pedagogical) and on the "e" of section 3 (management).

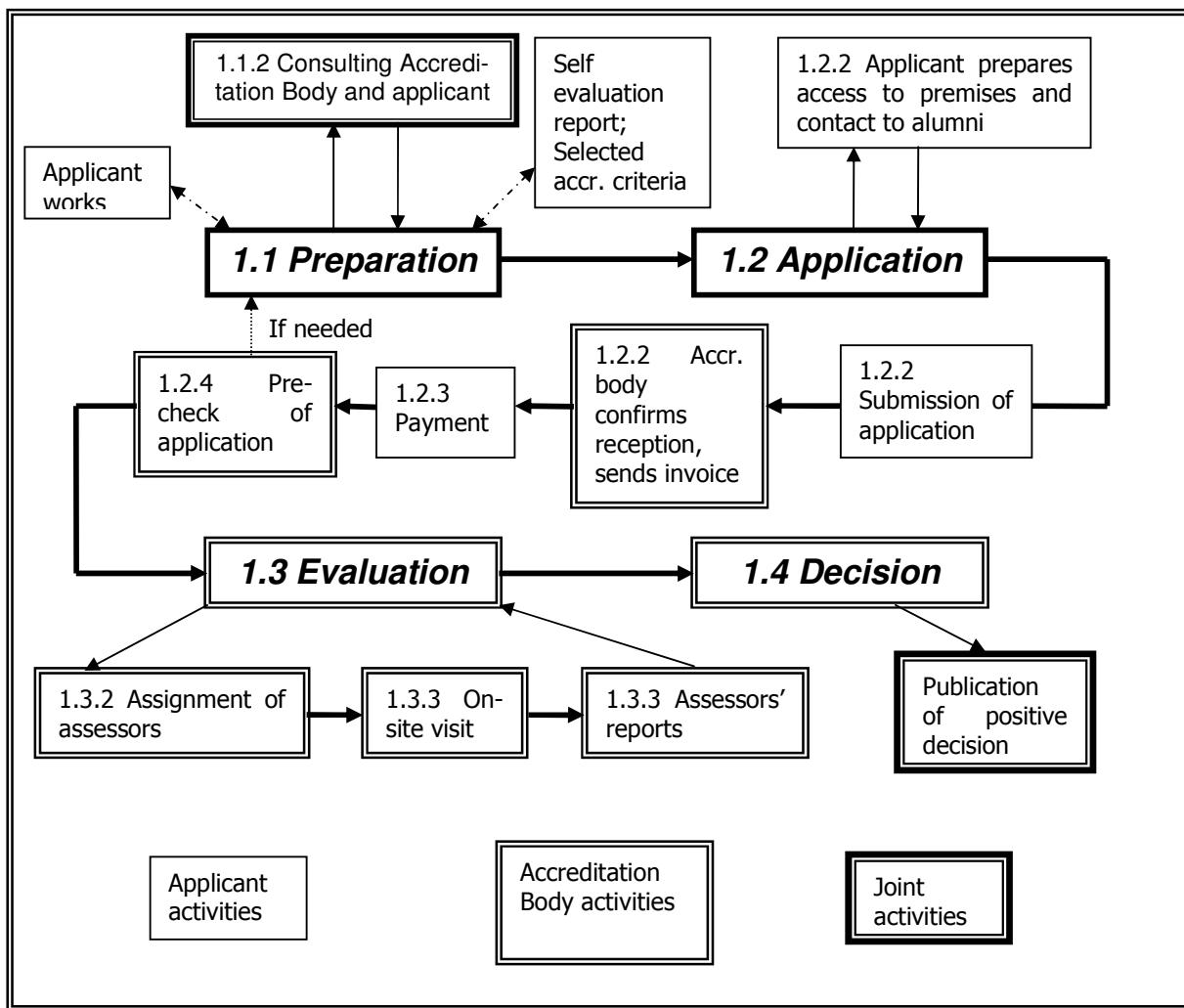
The experiments of the SIG-DLAE project are in the field of engineering at the Masters level. The "e" of sections 2 and 3 are most probably applicable to other fields. It may be noted that the Socrates Project Eur-Ace<sup>1</sup> focuses on accreditation of face-to-face teaching in engineering. We consider the accreditation of a programme (a Master of Science) in an institution, not the accreditation of a module.

We do not deal with the technological compliance to technical standards. When required, we will use the results of TELCERT<sup>2</sup> (Technology Enhanced Learning Testing and Certification, an IST project).

<sup>1</sup> [http://www.feani.org/EUR\\_ACE/EUR\\_ACE\\_Main\\_Page.htm](http://www.feani.org/EUR_ACE/EUR_ACE_Main_Page.htm)

<sup>2</sup> <http://www.opengroup.org/telcert/>

## 1 General accreditation process



### 1.1 Preparation

#### 1.1.1 Introduction

The Educational Institution (the Applicant Body) – as well as the Accreditation Body – have to spend considerable time on the accreditation process. To limit iteration of procedures it is therefore important that all submitted forms and documents be as complete as possible. It is also important that the Educational Institution has a clear view of its own intentions to be accredited, how the accreditation process operates and what factors the Accreditation Body considers important, relevant, and adequate. Therefore the preparation of the accreditation is an important phase, both for the Educational Body for the planning and preparation of its application, as well as for the Accreditation Body in order to transmit its views and to get a

first impression of the applicant. The preparation should be performed in such a manner as to entail a Self-Evaluation of the Educational Body (cf. 3.2).

### 1.1.2 Consulting between the Accreditation Body and Applicant

#### Rationale (what, why and how)

The initial contacts for a first-time accreditation will provide a global assessment of the feasibility of the accreditation. The eligibility of the applicant to the accreditation process is checked out during this phase. This should give a clear view of the coming steps of the application process and establish the necessary contacts for it. It will also give the Education Institute insight into the accreditation process and make it clear that it has to devote adequate resources in time and money for the process. Also agreement on the fee for the accreditation process shall be decided at this stage.

Eligibility Criteria are public and will be published on the website of the Accreditation Body.

Mandatory and Optional Accreditation Criteria are also to be presented on the website of the Accreditation Body.

#### Actions

The applicant Educational Institution checks the Eligibility Criteria ([F1102](#)).

The Accreditation Body and applicant reach an agreement on Selected Accreditation Criteria. Some accreditation settings (scenarios) are pre-defined for blended learning, synchronous teaching, etc.

Time scale, forms, prices, and fees are defined at this stage.

The Selected Accreditation Criteria are given to the Education Institute by the Accreditation Body.

#### Inputs

The Educational Institution checks the General Information about the Accreditation Process ([F1101](#)) published by the Accreditation Body on its website.

The Educational Institution checks the Eligibility Criteria ([F1102](#)) published by the Accreditation Body on its website.

The Educational Institution checks the Mandatory and Optional Accreditation Criteria ([F1103](#)) published by the Accreditation Body on its website.

#### Outputs

The Accreditation Body delivers or sends the Selected Accreditation Criteria ([R1103](#)) to the Educational Institution.

The Accreditation Body hands or sends over to the Educational Institution a draft version of Accreditation Contract ([R1104](#)) with pricing for the Accreditation Process.

### Actors

The applicant Educational Institution checks General Information ([F1101](#)), the Eligibility Criteria ([F1102](#)) and Mandatory and Optional Accreditation Criteria ([F1103](#)) on the Accreditation Body's website.

The applicant Educational Institution contacts the Accreditation Body to find an agreement on a selection of accreditation criteria.

The Accreditation Body shall be responsible for supporting the Educational Institution with all needed information and provide the applicant with all necessary documents and/or information about how to obtain them.

The Accreditation Body hands or sends over the Selected Accreditation Criteria ([R1103](#)) to the Educational Institution.

The Accreditation Body hands or sends over a draft version of Accreditation Contract ([R1104](#)) with price for the Accreditation Process to the Educational Institution.

### Criteria

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

#### 1.1.3 The Applicant prepares itself

##### Rationale (what, why and how)

This is the phase during which the applicant Educational Institution works on the application. The Accreditation Body does not provide extensive consultancy, but answers simpler technical questions. A FAQ list will be developed over time by the Accreditation Body.

##### Actions

The Educational Institution writes the Self-Evaluation Report and completes all the other requested documents and forms (A, E, and F) according to the different sections.

##### Inputs

Selected Accreditation Criteria ([R1103](#)).  
Documents and forms required (A, E, and F) according to the different sections inclusive internal documents and information from the applicant Educational Institution.

##### Outputs

Self-Evaluation Report ([A1103](#)).

Documents and forms required (A, and F) according to the Selected Accreditation Criteria [R1103](#).

### Actors

The active party is the applicant Educational Institution. The Accreditation Body supports it within the limitations established in the previous section "Rationale (what, why and how)"

The Educational Institution writes the self-Evaluation report ([A1103](#)).  
 The Educational Institution studies and prepares all the requested and received documents and forms (A, E, and F) according to the Selected Accreditation Criteria ([R1103](#)).

### Criteria

None

## 1.2 Application

### 1.2.1 Introduction

The second phase of the accreditation process is the submission of the application. It is important that the Educational Body has studied all the instructions, the Mandatory and Optional Accreditation Criteria, and the agreed Selected Accreditation Criteria to make the accreditation process go as smooth as possible. Then the Educational Institution must, for a limited period of time, give access to the Educational Institution's premises and facilities for the number of assessors the Accreditation Body finds necessary. The Educational Institution must also ensure contacts with alumni students.

The Accreditation Body will send a definitive contract and invoice immediately after receiving the application based on the draft agreements of Section "1.1.2 Consulting between Accreditation Body and applicant".

### 1.2.2 Applicant submits application (forms and documents)

#### Rationale (what, why and how)

The applicant Education Body submits the application.

With the application, the applicant insures that it provides access to the distance learning facilities for a limited period of time and the number of assessors the Accreditation Body will find necessary to perform the accreditation procedure. Assessors will commit to confidentiality.

With the application the applicant also insures that it will provide contacts with former alumni students upon request by the Accreditation Body.

## Actions

The applicant will be required to provide access to the distance learning facilities for a limited period of time and a limited number of assessors. Assessors will commit to confidentiality.

The applicant will be required to provide contact with former students.

## Inputs

Application form ([F1201](#)) from the Accreditation Body website.

Self-Evaluation Report ([A1103](#)).

Documents and forms required (A, E, and F) according to the Selected Accreditation Criteria ([R1103](#)).

## Outputs

The Accreditation Body confirms the reception of the application ([R1201](#)) and informs that applicant that the accreditation procedure will start when the fee has been paid.

The Accreditation Body considers what the applicant should pay; that is, a fixed fee plus additional costs (e.g. Documentation or travel costs when required) in accordance with the draft agreements of Section 1.1.2 Consulting between Accreditation Body and applicant.

The Accreditation Body sends an invoice ([R1202](#)).

## Actors

The Education Body submits Application form ([F1201](#)), Self-Evaluation Report ([A1103](#)) and all other requested documents and forms (A, E, and F).

The Accreditation Body confirms reception of application ([R1201](#)) and sends an invoice ([R1202](#)).

## Criteria

None

### 1.2.3 Applicant pays the fees

#### Rationale (what, why and how)

The accreditation process will start when the invoiced amount has been paid.

## Actions

From this date, the process must be completed within a period of four months, or the time agreed in accordance with the draft agreements of Section 1.1.2 Consulting between Accreditation Body and applicant.

### Inputs

Invoice ([R1202](#)).

### Outputs

Receipt of received payment ([R1203](#)).

### Actors

The Educational Institution pays the invoice ([R1202](#)).  
The Accreditation Body sends a receipt ([R1203](#)).

### Criteria

None

## 1.2.4 The Accreditation Body pre-checks application

### Rationale (what, why and how)

The staff at Accreditation Body will consider the application, documents and the pedagogical on-line material. At this stage, the application may be rejected in very obvious situations: lack of documentation, inappropriate of the process, etc. In principle, step 1.1 Preparation should prevent this situation from occurring.

### Actions

The application should be checked within a month. This is a formal procedure. If there are errors in the application, the applicant will be requested to submit the additional information urgently (within two weeks), otherwise the application procedure will be prolonged by the period of the delay.

Questionnaires are sent by the Accreditation Body to academics, instructors, collaborators, students and alumni on the basis of lists provided by the applicant body and in accordance with Section 3.2.

### Inputs

Application (all forms and documents, including the Self-Evaluation)

### Outputs

The applicant is notified that the application is considered complete and that the accreditation process will start ([R1204](#)).

### Actors

The Accreditation Body sends the confirmation of reception of complete application ([R1204](#)).

Questionnaires are sent by Accreditation Body to academics, instructors, collaborators, students and alumni on the basis of lists provided by the applicant body and in accordance with Section 3.2.

### Criteria

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

## 1.3 Evaluation

### 1.3.1 Introduction

The evaluation and the assessment of the application is the most crucial part of the accreditation procedure. It is very important that it should be performed by a team consisting of independent and competent experts on accreditations *per se*, academic field experts, general pedagogical experts, and distance education/e-learning experts. It is an advantage if one assessor is able to cover several competence aspects. The team may include one or several assessors with procedural competence from the Accreditation Body but the majority of assessors must be of the group experts not belonging to the Accreditation Body.

### 1.3.2 The Accreditation Body assigns assessors

#### Rationale (what, why and how)

The Accreditation Body will establish a list of professionals who may be called upon as assessors. This list will be public and available on the website. The team of assessors should have qualification in the programme content, e-learning and the national programmes.

#### Actions

At least three assessors will be appointed for each accreditation. They will be selected with complementary qualifications. One should be appointed chairman.

The applicant may object to an assessor. The applicant may also suggest assessors but the Accreditation Body is not bound by the proposal to appoint any of the suggested individuals.

#### Inputs

List of assessors ([F1301](#)) and suggested assessors from the applicant Educational Institution ([A1301](#)).

#### Outputs

The names of the three assessors ([R1301](#))

**Actors**

The Educational Institution may suggest one or more assessors ([A1301](#))  
The Accreditation Body appoints assessors ([R1301](#)).

**Criteria**

None

**1.3.3 On-site visit****Rationale (what, why and how)**

An on-site visit will be organised, when required. This is to gain insight into the operational procedures of the Educational Institution, to interview managers, academics, instructors, and students. If an on-site visit is organised, then at least some of the interviews described in Section 3 shall be performed during such a visit. In many cases, services and management will be evaluated during the on-site visit.

**Actions**

In some cases the pedagogical material will be either of outstanding quality or of such a low level that a visit will be meaningless. The assessors prepare an on-site visit by establishing a checklist to be used during the visit. Services and management will be evaluated by an on-site visit, and interviews will be performed with managers, academics, instructors, and students. Some of the interviews may be undertaken at a distance by phone or video-conferencing.

**Inputs**

Application Form ([F1201](#)), Self-Evaluation Report ([A1103](#)) and all the documents and forms (A, E, and F) sent in by Educational Institution. Check list ([R1302](#)).

**Outputs**

Visit Reports (one per assessor) ([R1303](#)).

**Actors**

The active parties are the assessors who collect and study all the application documents and forms, notes on their impressions and interviews, and other results from the on-site visit and then write up the visit reports ([R1303](#)).

**Criteria**

None



### 1.3.4 Assessors' reports

#### Rationale (what, why and how)

The assessment report should emphasize positive aspects of the applicant and it should always pave the way to accrediting the Educational Institution, or to requesting that the applicant resubmit an application after another year of self-preparation. The assessors provide rationale for their conclusions. The assessors are using the operational standards ([F1104](#)).

#### Actions

The assessors write the assessment report.

#### Inputs

Application Form ([F1201](#)), Self-Evaluation Report ([A1103](#)) and all the documents and forms (A, E, F) sent in by Educational Institution; Visit Reports ([R1303](#)); letters from alumni and staff.

#### Outputs

Assessment Report ([R1304](#)).

#### Actors

The active parties are the assessors.

#### Criteria

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

## 1.4 Decision

### 1.4.1 Introduction

The final phase of the accreditation process is the decision and the notification of the result to the applicant Educational Institution.

### 1.4.2 The Accreditation Body reports the result to the applicant

#### Rationale (what, why and how)

The decision is notified by the Accreditation Body and not by assessors.

## **Actions**

A Positive Assessment Decision ([R1305](#)) is published by both the applicant Educational Institution and the Accreditation Body. A Negative Assessment Decision (R1306) is not made public. The Assessment Report (R1304) is also sent to the applicant which decides itself if it will make the report public or not.

## **Inputs**

Assessment Report ([R1304](#)).

## **Outputs**

Positive Assessment Decision ([R1305](#)); Negative Assessment Decision ([R1306](#)). Assessment Report ([R1304](#)).

## **Actors**

The active party is the Accreditation Body. A positive decision (R1305) is published by both the applicant Educational Institution and the Accreditation Body and the Educational Institution decides if it will publish the Assessment Report (R1304) or not. A negative decision (R1306) is not made public.

## **Criteria**

None

### 1.5 Process Documentation (to be delivered/related)

CODE	NAME	PROVIDER	REQUIREMENT	CONFIDENTIAL	DELIVERY
A1103	Self-Evaluation report (the document is composite and components are listed in sections 2 and 3)	Applicant	Mandatory	Yes	Postal, Email
F1201	Application Form	Acc. Body Filled in: Applicant	Mandatory	Empty form public Filled in conf.	Server
A1301	Form to suggest assessors	Acc. Body Filled in: Applicant	Voluntary	Empty form public Filled in conf.	Server
F1101	General Information about the Accreditation Process	Acc. Body	Mandatory	No	Server
F1102	Eligibility Criteria	Acc. Body	Mandatory	No	Server
F1103	Mandatory and Optional Accreditation Criteria	Acc. Body	Mandatory	No	Server
F1301	List of potential assessors	Acc. Body	Mandatory	No	Server
R1103	Selected Accreditation Criteria	Acc. Body	Mandatory	Yes	Direct, Postal, Email
R1104	Draft Accreditation Contract	Acc. Body	Mandatory	Yes	Direct, Postal, Email
R1201	Confirmation of application reception	Acc. Body	Mandatory	Yes	Postal, Email
R1202	Invoice	Acc. Body	Mandatory	Yes	Postal, Email
R1203	Receipt of payment	Acc. Body	Mandatory	Yes	Postal, Bank server certificate
R1204	Confirmation of complete application	Acc. Body	Mandatory	Yes	Postal, Email
R1301	Selected assessors	Acc. Body	Mandatory	Yes	Postal, Email
R1302	Checklist	Assessors	Mandatory	Yes	Template on server
R1303	Visit report	Assessors	Mandatory	Yes	Postal, Email
R1304	Assessment report	Assessors	Mandatory	Yes The Applicant may make it public if accredited	Postal, Email
R1305	Positive Assessment Decision	Acc. Body	Mandatory	No	Postal, Email
R1306	Negative Assessment Decision	Acc. Body	Mandatory	Yes	Postal, Email

## 1.6 Process Summary

STAGE	ACTION	WHO DOES IT	INPUTS	OUTPUTS	NOTES/COMMENTS
1	Consultation between Accreditation Body and applicant	Applicant and Accreditation Body	F1101, F1102, F1103	R1103, R1104	This allows a record of "potential applicants" to be maintained
2	The applicant prepares itself	Applicant	R1103, other requested documents	A1103, other requested documents	
3	Applicant submits application (forms and documents), confirmation of reception	Applicant and Accreditation Body	A1103, F1201, other requested documents	R1201, R1202	
4	Applicant pays the fees, Receipt mailed by accreditation body	Applicant and Accreditation Body	R1202	R1203	
5	The Accreditation Body pre-checks application	Accreditation Body	All submitted documents and forms	R1204	Accreditation Body may contact Applicant to clarify/request additional information
6	Accreditation Body assigns assessors	Accreditation Body	F1301, O1301, other requested documents	R1301	
7	On-site visit	Assessors	A1103, F1201, R1302, all submitted documents and forms	R1303	If considered necessary. Some interviews may be performed at a distance
8	Assessors' reports	Assessors	A1103, F1201, R1303, all submitted documents and forms	R1304	
9	The Accreditation Body reports result to applicant	Accreditation Body	R1304	R1305 or R1306	Either a positive decision or negative decision



## 2 Pedagogical Criteria

### 2.1 Pedagogical Design

#### 2.1.1 Introduction

The pedagogical design criteria allows the assessors to analyse the pedagogic model of a programme or the set of courses constituting an education programme on the whole and give a clear and general “picture” of the programme addresses, the pedagogic environment it offers, and all those features that characterise the programme or set of courses. It determines if the pedagogic objectives are reached.

This section attempts to answer the following questions:

Why does the programme exist?

What are the components of this programme?

Which activities, services, or tools are offered to implement the pedagogic model?

The output of the analysis can be compared to a “snapshot” that allows the evaluators to take into account the pedagogic context and the pedagogic offer on the whole; and it makes it possible to point out the specific issues where discrepancies may exist between purposes, implemented activities and technical tools employed. Therefore, the criteria enable assessors to focus their attention on critical points that highlight the coherence between the design and the implementation choices. The key factor for such evaluation is the analysis of the course or programme through the key item of the pedagogic objectives.

If discrepancies are detected, they require further analysis to understand how they are managed by the course or programme itself and with what degree of success.

#### 2.1.2 Requirements

The Requirements must give information about the general context (market, organisation, individual levels) which the course or educational programme must refer to and within which it is designed.

##### Rationale (What, why, how)

The section must explain:

- *learning needs*, regarding to economic, business and professional contexts
- *pedagogic model selection*
- *target addressed*

In order to evaluate the *Learning needs*, it is useful to obtain answers to the following questions:

- Have you performed a learning needs analysis?
- How was this done? (market analysis, web research, focus group, interviews with key parties, etc.)
- How did you reach the conclusions that made you define the specific learning needs?



- What is the reliability of such learning needs in the short-, medium- and long-term evolution of the Learning Environment.

The *Pedagogic model selection* should explain:

- How well this programme meets the learning needs analysis
- Which specific learning needs it addresses
- Which long term purposes and effects it assumes.

The *Target Addressed*, then, identifies a clear, valid and complete definition of the learner's input profile:

- Gender and age
- Geographical location
- Educational and professional background
- Required skills and behavioural competences
- Motivation and expectations

## Actions

Applicants must present documents that explain the above specified information. The documents must give complete information and emphasize 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 over the years, including how the pedagogic model and the definition of the target addressed have changed during the period.

## Inputs

The Applicant must deliver:

- a document with the Learning Needs Analysis
- a document with the description of the pedagogic model of the programme, and explaining / giving specifics of the learning needs previously analysed
- a document that specifies the learning target addressed and the reasons for its choice

## Outputs

A summary of the curriculum for the operation or the programme. A list of crucial points in regard to: the completeness of information required; the reliability of the context analysis; the coherence of the target addressed with the selected pedagogic model and with the emerging learning needs.

## Actors

The Applicant fills in the document [F21](#) for the programme.

## Standards & Criteria

Standard	Criteria / Indicators
<b>I. The programme is relevant for the professional needs.</b>	A learning needs analysis has been performed.
	Appropriate methods have been used.
	The identified learning needs are reliable in the <ul style="list-style-type: none"> <li>a) short-time</li> <li>b) medium-time</li> <li>c) long-time</li> </ul> evolution of the learning environment.
	There is evidence that employment opportunities will be available for graduates in the programme.
<b>II. The choice of the didactic model is well founded.</b>	The reasons for the choice of the didactic model are clearly stated.
	The didactic model is suited to implement the stated learning targets.
	The didactic model is appropriately supported by the technical features.
	The didactic model meets the requirements of the target group.
<b>III. The programme is appropriate in respect of the learning targets.</b>	The course meets the learning needs analysis.
	The specific learning needs are stated.
	The long term purposes and effects assumed are stated.
	The applicant provides a valid and complete definition of the learner's input profile by specifying the following information: <ul style="list-style-type: none"> <li>a) gender</li> <li>b) age</li> <li>c) geographical location</li> <li>d) educational background</li> <li>e) professional background</li> <li>f) required skills</li> <li>g) behavioural competences</li> <li>h) motivation and expectations</li> </ul>
	The requirements of the target group have been taken into consideration by the formulation of the learning targets.
	The learning targets can be fulfilled with regard to the technical features of the learning arrangement.

### 2.1.3 Pedagogic Objectives

#### Rationale (What, why, how)

Once the professional figure is identified, it is important to specify the knowledge, abilities and behaviour that are to be acquired, also taking into account the target user of the programme. When the knowledge, the abilities and the behaviour pursued are clear, it is easy to translate them into educational objectives.

Why should the educational objectives be defined precisely in a training programme? The educational purposes are often too generic to allow effective analysis of whether they have actually been realised. On the other hand, to get a clear definition, specific and operational objectives allow a systematic and clearer definition of the needed tools and educational modes to be pursued in order to reach the desired objectives. Furthermore, it makes it possible to identify the tools for assessing whether the objectives have been reached; that is, it allows educators to monitor 'in detail' the entire project cycle from a pedagogic point of view.

Regarding the improvement of professional competences, the educational objectives may have different weight and significance if compared to each other: some will be fundamental, others will be important but merely pro-pedagogical. For this reason it is important in this phase to show the priority and the relation between individual objectives, in order to obtain at the end of the process a concise hierarchical summary of the objectives of the education programme.

Why should the objectives be arranged hierarchically? First of all, this enables evaluators to make a correct assessment of the on-going project's results, by focusing on the most important and relevant key factors. Secondly, it facilitates the process of assessment by the Accreditation body, which may better focus its efforts on the e-learning aspects included in the educational project.

#### Actions

The Applicant Body must provide documents that explain the above specified information. The documents must report complete information and underline the choices and their reasons.

#### Inputs

- List of educational objectives, broken down by items of knowledge pursued, abilities and behavioural skills
- The hierarchy of the identified educational objectives (i.e. diagrams)
- a time-frame in which the objectives are to be realised

#### Outputs

Information and analyses entered the Pedagogic Objectives Form ([F2102](#)) with Appendices.

The Accreditation body will assess:

1. the comprehensiveness of the documentation gathered, including notes from the candidates' interviews
2. the coherence of the objectives identified in regard to the results of the previous needs analysis (the skills envisaged);
3. the graphical representation of the hierarchy of objectives which must be coherent with the profile of professional competences.

### Actors

The Applicant Educational Institution fills in Pedagogic Objective Form ([F21](#)) and submits Appendices to these.

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

### Standards & Criteria

Standard	Criteria / Indicators
<b>I. The programme objectives are defined and structured unambiguously.</b>	<p>The educational objectives are clearly stated.</p> <p>The educational objectives are arranged in a hierarchy.</p> <p>The priority and the relation between the educational objectives are clearly stated.</p> <p>The documentation of the educational objectives is comprehensive.</p> <p>The premises and preconditions needed for each course are clearly stated.</p>
<b>II. The objectives identified are coherent with regard to the results of the previous needs analysis.</b>	<p>The results of the learning needs analysis are clearly dedicated to corresponding learning objectives.</p> <p>The results of the learning needs analysis have been implemented in the curriculum of the programme.</p> <p>The structure of the programme objectives meets the requirements (premises, preconditions) of the target group.</p> <p>The structure of the programme objectives is supported by the didactical approach.</p> <p>The structure of the programme objectives is supported by the technical features of the learning arrangement.</p>
<b>III. The educational objectives are measurable.</b>	<p>Indicators for the achievement of educational objectives do exist.</p> <p>The measurement of those indicators can be realised by usual empiric methods.</p>

## 2.1.4 Pedagogic Environment

### Rationale (What, why, how)

The aim of this phase of evaluation is to understand the pedagogical choices which the Applicant Body has implemented in order to set up the programme and meet the pursued educational objective as well as the users' learning needs.

Since students have different personal learning preferences, it is important to propose a variety of interaction modes: individual studies, group work, collaborative work, project work, problem solving, written and oral reports. These different forms can be practiced in classrooms and seminar groups, but also via 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
<b>I. The learning arrangement meets the different learning preferences within the target group.</b>	<p>The different learning preferences within the target group are known.</p> <p>The learning arrangement proposes a huge variety of interactional learning modes like</p> <ul style="list-style-type: none"> <li>a) Individual studies</li> <li>b) Group work</li> <li>c) Collaborative work</li> <li>d) Project work</li> <li>e) Problem solving</li> <li>f) Written reports</li> <li>g) Oral reports</li> </ul> <p>The different learning modes meet the premises and preconceptions of the target group.</p>
<b>II. The learning arrangement meets the didactic objectives of the programme.</b>	<p>The different learning modes meet the didactic objectives of the programme.</p> <p>The structure of the content meets the didactic objectives of the programme.</p>
<b>III. Instruments for the easy orientation in the didactic environment are provided.</b>	<p>The didactic environment provides a well-defined framework to assist students through the courses.</p> <p>The learning materials which are provided on-line can be found easily.</p> <p>Students' actions which are expected according to instructions and timetables are clearly and unambiguously stated.</p> <p>Levels of assistance and response time to queries have been established.</p> <p>Have levels of assistance and response time to queries been made public to the persons involved?</p> <p>Levels of assistance and response time to queries meet the requirements of the target group.</p>

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Levels of assistance and response time to queries correspond to the didactic model of the programme.

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

## 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
<b>I. The didactical environment ensures an unobstructed communication flow between learners, peers and instructors.</b>	<p>Different communication channels (on- and off-line) are provided to facilitate the contact between learners, peers and instructors.</p> <p>Different communication modes (a/synchronous, horizontal / vertical, one-way/multiple way) are provided.</p>
	<p>The technical features support various forms of electronic communication like e-mail, chat, forum, etc.</p>
	<p>Students obtain responses to their questions within 24 hours (except weekends).</p>
<b>II. The communication modes consider the different premises within the target group.</b>	<p>The different premises and preconditions within the target group are known.</p>
	<p>The learning arrangement proposes a set of selected communication modes which is appropriate to the premises and preconditions of the target group.</p>
	<p>Technical support for the use of the communication tools is provided.</p>

**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



### 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 *Technological facilities*

### 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 **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
<b>I. The creation and the management of the user profiles in the LCMS is efficient.</b>	<p>The user profiling allows the creation of users' group profiles.</p> <p>The user profiling allows the setting of different permissions according to groups profiles.</p>
<b>II. The registration procedure of the LCMS meets the requirements of the learning arrangement.</b>	<p>An integrated registration procedure is provided.</p> <p>Registration by both - administrators as well as students - is provided.</p> <p>The registration procedure is managed by the course / platform administrator.</p> <p>Automatic e-mail-feedback / confirm for successful registration and personal account is given.</p> <p>Password changing can be proceeded automatically, contacting the administrator is not necessary.</p>
<b>III. The personal information area in the LCMS meets the needs of the community, depending on its size.</b>	<p>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.)</p> <p>The personal information area does not allow to insert information about specific fields of interest.</p> <p>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.</p>

## Forum

Standard	Criteria / Indicators
<b>I. The options for creating different user profiles meet the requirements which occur due to the number of users</b>	<p>The possibility of creating different forums according to different courses or learning groups is provided.</p> <p>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.</p>
<b>II. The possibilities of message clustering provided by the forum are adequate with respect to the didactic objectives.</b>	<p>The possibility of creating different forums according to different courses or learning groups is provided.</p> <p>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.</p>

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

## Messaging

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

## Chat

Standard	Criteria / Indicators
<b>I. To individualise communication, selective chat features are provided.</b>	<p>Both, public and private chat is provided.</p> <p>Different permissions for private chat assessing are provided.</p> <p>Different chat associated to user groups are provided.</p> <p>Chat invitation features are provided.</p> <p>The chat offers the possibility of creating dedicated chat rooms for each user group.</p> <p>The chat offers the possibility of engaging private chat conversation with the moderator.</p>
<b>The chat's history is transparent and traceable.</b>	<p>The possibility of saving contributions is given.</p>
<b>The chat moderation meets the didactic requirements and the needs of the target group.</b>	<p>The possibility of setting a list of undesired words to be censored during the conversation is given.</p> <p>The moderator can filter / delete submitted chat messages.</p> <p>The moderator can expel undesired users.</p>
<b>Various chat options are provided in order to support the objectives of the chat within the didactic environment.</b>	<p>It is possible to change online status (e.g. visible / busy / invisible).</p> <p>Graphics and emoticons are integrated.</p> <p>Status information (online/offline) is indicated.</p>

## Content Delivery

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

Standard	Criteria / Indicators
<b>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.</b>	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).
<b>IV. Content editing and updating is supported by an integrated authoring tool.</b>	An authoring tool is integrated online.
	An authoring tool is integrated offline.
<b>V. The content location ensures a quick and easy access.</b>	The content is located internal (authoring tools).
	The content is located internal (import tools).
	There are links to external content.
<b>VI. The delivery (downloading) time meets the technological equipment and the expectations of the target group.</b>	
<b>VII. A rights' policy concerning the access protection is declared.</b>	

### Online Tests and Surveys

Standard	Criteria / Indicators
<b>I. The variety of question types meets the goal of the assessment.</b>	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: _____
<b>II. The level of interface activity is adopted to the assessment goal and the characteristics of the target group.</b>	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
<b>III. Students are enabled to edit / replace their answers given in the online test.</b>	Editing of previous session answers is possible.
	Replacement of previous session answers is possible.
	Answer editing is possible only during the session.
<b>IV. Time features are established with respect to the type and the goal of the assessment.</b>	Chronometer features are provided (e.g. 1 hour).
	Time range is provided (e.g. from 3 pm to 4 pm).
<b>V. Feedback features concerning the result of the assessment are provided.</b>	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.
<b>VI. Answers reports are established with respect to the number of users and the teacher's needs.</b>	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.

## Video

Standard	Criteria / Indicators
<b>I. The frame rate is adopted to the teaching subject and the didactic environment.</b>	The frame rate is 25 fps.
	The frame rate is between 24 and 14 fps.
	The frame rate is between 13 and 4 fps.
<b>II. The dimension (pixel) is adopted to the teaching subject and the didactic environment.</b>	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.
<b>III. The delivery considers the different technical equipment of the users.</b>	Multi rate streaming is provided.
	Streaming / progressive download is provided.
	Download is provided.



## Audio

Standard	Criteria / Indicators
<b>I. The audio quality is adopted to its function in the lecture.</b>	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.
<b>II. The delivery considers the different technical equipment of the users.</b>	Multi rate streaming is provided.
	Streaming / progressive download is provided.
	Download is provided.

## Tracking

Standard	Criteria / Indicators
<b>I. The user tracking methods are adopted to the size of the course and the teaching subject.</b>	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
<b>II. Reports and statistics are customised according to the needs of the course managers.</b>	Possibility to construct reports based on the own requirements is given.
	Possibility to have graphic representations of the outputs is given.
<b>III. The chosen standard fulfils the courses' needs.</b>	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
<b>I. The recording of virtual classroom sessions meets the requirements of the learning arrangement.</b>	Indexed recording is applied (e.g. in SMIL).
	Scrollable recording is applied (e.g. normal Medioplayer video).
<b>II. The features of session scheduling and invitation consider the course size as well as the requirements of the target group.</b>	Teachers can create a session.
	System-administrators can create a session.



	<p>Students can create a session.</p> <p>Automatic invitation via e-mail to each participant is provided.</p> <p>Participants can auto subscribe, if allowed.</p> <p>Manual invitation via e-mail to each participant is applied.</p>
<b>III. To fulfil specific requirements of the course, application / screen sharing is provided.</b>	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 and screen sharing is allowed for all PC application.
<b>IV. The features of online content publishing meet the requirements of the teaching object.</b>	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).
<b>V. The features of pre-uploading content publishing meet the requirements of the teaching object.</b>	The teacher / tutor is able to upload files before and / or during the lecture.
	The teacher / tutor can upload files only during the lecture.
<b>VI. Moderation tools are applied.</b>	<p>Moderation tools used:</p> <p>a) Basic tools for participants like raise hand and emoticons</p> <p>b) chance to make questionnaires and evaluations</p> <p>c) Basic tool just for asking yes or no to participants</p>

### Whiteboard

Standard	Criteria / Indicators
<b>I. The refresh rates of the whiteboard allow to show the objects in an adequate time span.</b>	The refresh delay is 0 seconds.
	The refresh delay is > 0 < 2 seconds.
	The refresh delay is > 2 seconds.
<b>II. The variety of colours available meets the requirements of the course.</b>	There are more than 20 colours.
	There are less than 20 colours.
	There is only black and white.
<b>III. The variety of tools available meets the requirements of the course.</b>	<p>Tools provided:</p> <p>a) Pencil</p> <p>b) Different shapes and tools to draw graphics</p> <p>c) upload images</p> <p>d) saving options</p>



Standard	Criteria / Indicators
<b>IV. The allowed number of users at the same time meets the interaction level the course aims at.</b>	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.

## Agenda

Standard	Criteria / Indicators
<b>I. The management options are adequate with respect to the community size and the didactic environment.</b>	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.
<b>II. The visualisation options are geared to the function of the agenda.</b>	It is possible to choose between day, week, month and year visualisation.
	Formatting features in appointment creation are provided.
	The visualisation is fixed.

## Customisation

Standard	Criteria / Indicators
<b>I. The level of customisation is adopted to the characteristics of the target group.</b>	
<b>II. The customisation privileges are clearly assigned.</b>	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

### Support

Standard	Criteria / Indicators
<b>I. The treatment of users' support requests meets the balance between individualised, but time-consuming and more general, but quick automatic help.</b>	
<b>II. The replies to users' support requests are competent and given quickly.</b>	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.
<b>III. The interactive help features meet the requirements of the didactic environment and consider the characteristics of the target group.</b>	
<b>IV. A clear and unambiguous documentation is provided to administrators and users.</b>	

### Client Technical Requirement

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

**Usability**

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

### 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

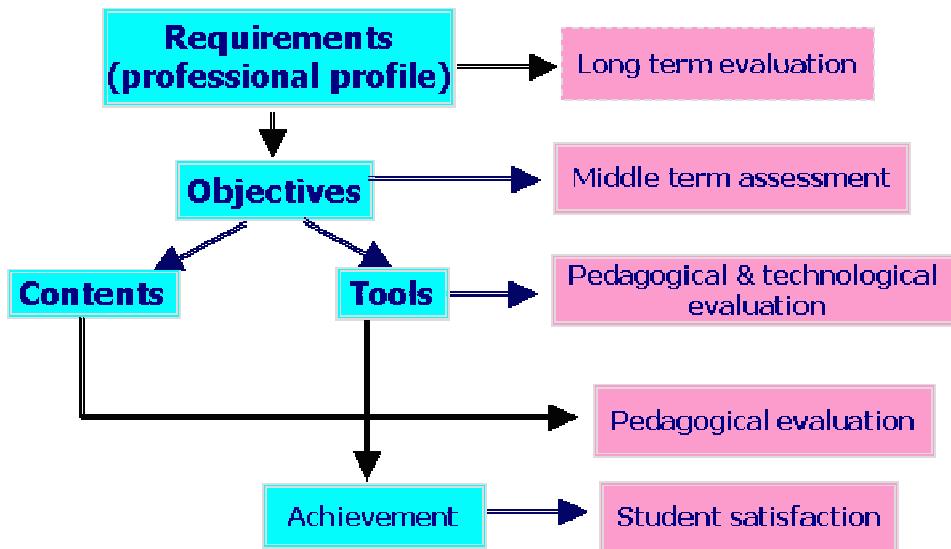
### 2.2.4 Process Summary

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

## 2.3 Monitoring and Evaluation

### 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.



### 2.3.2 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
<b>I. The program meets business and workplace requirements of the enterprises.</b>	<p>The institution provides courses or programs which are relevant for the employees.</p> <p>The discipline oriented content of the course(s) or program(s) is relevant for the employees' work and performance.</p> <p>Various education forms which are considered as relevant for the employees' work and performance have been provided, like:</p> <ul style="list-style-type: none"> <li>a) Individual studies</li> <li>b) Group work</li> <li>c) Collaborative work</li> <li>d) Project work</li> <li>e) Problem solving</li> <li>f) Written reports</li> <li>g) Oral reports</li> </ul> <p>The different education modes of E-Learning have been of special importance for the employees' work and performance.</p>
<b>II. Various education forms which are considered as relevant for the employees' work and performance have been provided.</b>	<p>Enterprises consider at least one course of the program as relevant for their job.</p> <p>Enterprises consider the discipline oriented content of course(s) or program(mes) as relevant for their present work.</p> <p>Various education forms are considered as relevant for the employees' work and performance, like:</p> <ul style="list-style-type: none"> <li>a) Individual studies</li> <li>b) Group work</li> <li>c) Collaborative work</li> <li>d) Project work</li> <li>e) Problem solving</li> <li>f) Written reports</li> <li>g) Oral reports</li> </ul>
	<p>Enterprises consider these different education forms as relevant for the present work of their employees.</p> <p>Any of the different education modes of E-Learning has been of special importance for the present or any earlier work of the employees.</p>

### 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
<b>I. The program meets business and workplace requirements of the alumni.</b>	<p>Alumni are able to cope with emerging professional realities.</p> <p>Alumni have been provided with key competencies for the labour market.</p> <p>Alumni are able to follow / to adopt to current economic trends.</p> <p>Alumni are able to meet the social requirements at their workplace.</p>
<b>II. The courses'/programs' content is relevant for the professional needs.</b>	<p>Alumni consider at least one course of the program as relevant for their job.</p> <p>Alumni consider the discipline oriented content of course(s) or program(mes) as relevant for their present work.</p> <p>Various education forms are considered as relevant for the alumni's work and performance, like:</p> <ul style="list-style-type: none"> <li>a) Individual studies</li> <li>b) Group work</li> <li>c) Collaborative work</li> <li>d) Project work</li> <li>e) Problem solving</li> <li>f) Written reports</li> <li>g) Oral reports</li> </ul> <p>Alumni consider these different education forms as relevant for their present work.</p> <p>Any of the different education modes of E-Learning has been of special importance for the present or any earlier work of alumni.</p>



### 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
<b>I. The quality of learning is tested effectively in the monitoring and evaluation phase.</b>	<p>The learning effects are monitored and tested regularly.</p> <p>The responsibility for the monitoring and testing of learning effectiveness is clearly defined.</p> <p>Quantitative data concerning the learning effectiveness is provided.</p> <p>Qualitative data concerning the learning effectiveness is provided.</p> <p>Evidences of the students' performances are collected regularly.</p> <p>The verification of the learning success comprises</p> <ul style="list-style-type: none"> <li>a) knowledge</li> <li>b) skills</li> <li>c) competencies.</li> </ul>
<b>II. The learning process results are coherent with the pedagogic objectives. The fulfilment of those objectives is sustained by specific measures.</b>	<p>The pedagogic objectives are clearly stated.</p> <p>The learning process results have been obtained according to the pedagogic objectives.</p> <p>Corrective actions are taken with students whose performance is weak.</p> <p>Final exams are held a face-to-face.</p> <p>Project work and/or internship is an element of the program.</p>

### 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
<b>I. The program provides satisfactory educational services for the students.</b>	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.

### 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

### 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

### 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

### 3 Distance Learning Management

#### 3.1 *Organisation of Education*

##### 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 or 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.



### 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
<b>I. The institution has clearly defined mission statement and objectives.</b>	
<b>II. The institution is financially able to deliver high quality educational services.</b>	

### 3.1.3 Communication Services

#### 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.

#### 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.

#### 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.

#### 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.

#### 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
<b>I. Communication policies and strategies are used to disseminate information about the programme.</b>	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.

### 3.1.4 Admission and Certification Services

#### 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.

#### 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.

#### Inputs / Criteria

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

#### Outputs

Evaluation report ([R1304](#))

#### Actors

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

## Standards & Criteria

Standard	Criteria / Indicators
<b>I. The institution provides fair admission procedures.</b>	<p>The institution has a fair admission policy.</p> <p>The admission policy provides any relevant information, concerning:</p> <ul style="list-style-type: none"> <li>a) the institution</li> <li>b) the duration of the curriculum</li> <li>c) the requirements</li> <li>d) the objectives</li> <li>e) the content</li> <li>f) the rate of success or failure</li> <li>g) students' prior knowledge</li> <li>h) expected level of competence.</li> </ul>
<b>II. The certificate provided for the graduates is meaningful and provides all necessary information.</b>	<p>The certificate provided for the graduates contains information about</p> <ul style="list-style-type: none"> <li>a) the institution</li> <li>b) the duration of the curriculum</li> <li>c) the requirements</li> <li>d) the objectives</li> <li>e) the content</li> <li>f) the rate of success or failure</li> </ul>

### 3.1.5 Contractual and Legal Issues

#### 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.

#### Actions

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

#### Inputs / Criteria

Criteria: number of complaints recorded by the institution.

Documents: copy of contracts, etc.

#### Outputs

Evaluation report ([R1304](#))

**Actors**

Applicant fills in the documents  
Accreditation team evaluates the documents

**Standards & Criteria**

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

**3.1.6 Relationships to Firms****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.

**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.

**Inputs/Criteria**

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

**Outputs**

Evaluation reports, indicators ([R1304](#)).

**Actors**

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

## Standards & Criteria

Standard	Criteria / Indicators
<b>I. In order to ensure the applicability of the education given by the institution, it has strong relations with firms.</b>	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.

### 3.1.7 Quality Plan

#### 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

## 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.

## 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](#)).

## Outputs

- Form [R1304](#)
- [F31](#) (Quality policy)

## Standards & Criteria

Standard	Criteria / Indicators
<b>I. The institution provides appropriate methods, processes and controls to assure the implementation of their mission statement and objectives.</b>	<p>The institution has a quality plan.</p> <p>The quality plan covers the following points:</p> <ul style="list-style-type: none"> <li>a) management of the institution</li> <li>b) management and planning of degree programme and courses</li> </ul> <p>The quality plan has been in force for a reasonable period of time (3 years minimum).</p> <p>The quality policy is accredited (ISO, EFQM, etc.)</p>
<b>II. The planning management of one course is established by following some guidelines.</b>	<p>There is a document containing some guidelines for the planning management of a course.</p> <p>This document:</p> <ul style="list-style-type: none"> <li>a) the organisational structure of the institution</li> <li>b) the organisational structure for the educational programme</li> <li>c) defines the objectives and strategies for current and future management</li> <li>d) enumerates principles and policies for the supervisors of the course</li> <li>e) defines the activities for supervisors in order to monitor the course.</li> </ul>

Standard	Criteria / Indicators
<b>II. The organisation has a plan for the ongoing improvement of the institution and for the educational process.</b>	<p>The institution has an improvement plan.</p>
	<p>The institution has an improvement plan, considering the following features:</p> <ul style="list-style-type: none"> <li>a) Sustainability</li> <li>b) Coherence</li> <li>c) Realism of goals and standards</li> <li>d) Innovation and creativity</li> <li>e) Balancing of priorities</li> </ul>

### 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

### 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

## 3.2 Human Resources

### 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.

### 3.2.2 Management Staff: Suitability for the education programme

#### 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.

#### Actions

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



### 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.

### 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.

### Actors

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

### Standards & Criteria

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

### 3.2.3 Academic Staff: Suitability for the education programme

#### 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.

#### 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.

**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.

**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.

**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.

## Standards & Criteria

Standard	Criteria / Indicators
<b>I. The academic staff is well suited to put the learning programme into practice while ensuring quality, efficiency and effectiveness.</b>	<p>Organizational structure charts of the academic staff are available, taking into account their responsibilities and actions in the educational process.</p> <p>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.</p> <p>Management staff performance is evaluated periodically.</p> <p>Then institution has</p> <ul style="list-style-type: none"> <li>a) trained on-line tutors</li> <li>b) trained process tutors</li> <li>c) trained content tutors</li> <li>d) trained help desk staff</li> <li>e) trained system administrators.</li> <li>f)</li> </ul> <p>The academic staff holds a PhD or Master's degree.</p> <p>The academic staff has a minimum of five years' experience in research and education.</p> <p>The academic staff is competent in the field of the curriculum.</p> <p>The academic staff is competent in distance learning.</p> <p>Academic staff and collaborators are periodically evaluated.</p>
<b>II. The quality of collaborators is ensured by institutional policies.</b>	
<b>III. The mobility of the academic staff is ensured by specific policies.</b>	<p>There are institutional policies to ensure the mobility of the academic staff.</p> <p>There are agreements with other institutions to promote academic staff mobility.</p>

### 3.2.4 Academic Staff: Training and Development

#### 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).

### **Actions**

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

### **Inputs**

[\*\*F32:\*\*](#) Institutional program for the training and development process (pedagogical, distance education-oriented and technical) for academic staf and collaborators.

### **Outputs**

[\*\*R1304:\*\*](#) List of indicators and interviews with academic staff and collaborators. Strengths and weaknesses of training programme.

### **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](#)).

### Standards & Criteria

Standard	Criteria / Indicators
<b>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.</b>	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.
<b>II. Academic staff is involved in training and development activities.</b>	

### 3.2.5 Academic Staff: CVs

#### 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.



## 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.

## Inputs

[F32](#): CVs in the European format from Academic staff and collaborators.  
Courses/degrees programmes.

## 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?

## 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).

## Standards & Criteria

Standard	Criteria / Indicators
<b>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.</b>	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.

### 3.2.6 Administrative and Service Staff

#### 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?

#### 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.

#### Inputs

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

## 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?

## 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 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).

## Standards & Criteria

Standard	Criteria / Indicators
<b>I. The administrative and service staff is selected and organised to ensure a smooth education process.</b>	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.

### 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

### 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 Physical Resources**

#### **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

#### **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, visio-conferencing, email, web, portal, etc.)

#### **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.

#### **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.

### Inputs

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

### Outputs

- Form [F32](#)

### Actors

The Applicant fills the documents.

The Accreditation team evaluates the documents.

### Standards & Criteria

Standard	Criteria / Indicators
<b>I. The facilities and infrastructure (including software) ensure the proper development of the courses.</b>	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.
<b>II. Educational resources and support are available and adequately managed.</b>	The resources are available for the students: <ul style="list-style-type: none"> <li>a) for free</li> <li>b) included in the enrolment fee</li> <li>c) for an additional fee.</li> </ul>
	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: <ul style="list-style-type: none"> <li>a) Internet</li> <li>b) DVD/CD</li> <li>c) Other (specify).</li> </ul>
	The institution provides students with computer equipment: <ul style="list-style-type: none"> <li>a) Hardware</li> <li>b) Software.</li> </ul>
There is an up-to-date inventory of equipment and resources (computer systems, software, library resources, available learning material, etc.).	



### 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).

#### 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

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.

## Standards & Criteria

Standard	Criteria / Indicators
<b>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.</b>	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 <ul style="list-style-type: none"> <li>a) in real-time</li> <li>b) daily</li> <li>c) weekly</li> <li>d) more rarely</li> </ul>
	The institution has Information backup policies.
	The institution has contingency and recovery plans.

### 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



### 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 Vocabulary

<b>Accreditation</b>	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.
<b>Accreditation body</b>	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.
<b>Accreditation criteria</b>	A criteria used as input in all e-learning evaluation and assessment needed during an accreditation process
<b>Actors</b>	A person involved in an accreditation process from the beginning to the end and during exchanges of information between accreditation body ands accredited institution.
<b>Administrative staff</b>	A person having an administrative responsibility in any aspect of e-learning process.
<b>Alumni</b>	People who have graduated from a university, school, or college
<b>Applicant</b>	Educational institution initiating and participating as a main actor in accreditation process.
<b>Assessment</b>	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.
<b>Communication (in education, by the institution)</b>	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.
<b>Computer based tutorial</b>	A computer-based resource that provides guided, practical information about a specific subject.
<b>Course</b>	A single unit of content for teaching and learning as part of one or more programs.
<b>Course/Module/Unit</b>	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).
<b>Credit system</b>	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.
<b>Didactical objectives</b>	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.
<b>Distance learning</b>	Teaching and learning done during a process not needing a physical face to face of tutors, teachers, and learners as in traditional education.
<b>ECTS (European Credit Transfer and</b>	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.

<b>Accumulation System)</b>	
<b>Evaluation</b>	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.
<b>Evaluation form</b>	A form (computer-based or hardcopy) designed to solicit feedback with the intention of evaluating an activity or process.
<b>Facility</b>	Any material and resource support contributing to the e-learning process and improved performances.
<b>Image</b>	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
<b>Interactive Resource</b>	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.
<b>Learning Material/Course ware</b>	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
<b>Learning object (LOM)</b>	An aggregation of digital assets that represents an educationally meaningful stand-alone unit.
<b>Learning resource (LOM)</b>	A resource with a learning objective. Specific kind of learning object.
<b>Lecture</b>	A specific content of some course characterised by its short duration, content, object or assignment.
<b>Management (in education)</b>	Management concerning people (administrators, technicians, service providers, teachers and students), alumni and students, pedagogy and didactic issues.
<b>Pedagogical method</b>	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.
<b>Pedagogical objective</b>	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.
<b>Programme</b>	A complete set containing all courses necessary for reaching some educational degree and integrating a curriculum for (example Bachelor in BMP Bologna process).
<b>Qualification of staff</b>	Degree or grade of excellence or worth of the staff : distinguishing skill's attribute for e-learning related matters.
<b>Quality</b>	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"
<b>Software (Dublin Core)</b>	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.
<b>Sound (Dublin Core)</b>	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.
<b>Staff</b>	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"



<b>Students</b>	A learner who is enrolled in an educational institution
<b>Teaching staff</b>	A person having technical responsibilities in any aspect of e-learning process.
<b>Text (Dublin Core)</b>	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.