



**CONIES COUNCIL ON INTERNATIONAL HIGHER EDUCATION SUPERVISION
ICHE INTERNATIONAL CONFEDERATION OF HIGHER EDUCATION**



**BOARD of ACCREDITATION
POSTGRADUATE PROGRAMME
AUTO EVALUATION FORM**



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Auto-Evaluation Declaration for CONIES-ICHE Programme Accreditation

We are committed to ensuring that the policies detailed in the Auto-Evaluation for Accreditation as an Accredited Provider of Programme will be fully applied to this programme. All the material in this Auto-Evaluation has been developed independently by the Applicant. Any material in the application or auto-evaluation that is the intellectual property of any other person or organisation is used with the expressed permission of that person or organisation. Evidence to this effect is provided with this application.

With the signature below we confirm that all relevant documents are enclosed to support this application. Our auto-evaluation document will not be considered unless the applicant institution has confirmed this agreement.

Seal of the Institution:

Signed:
(Chief Executive/Principal/Vice Chancellor)
Name (Block Capitals)

Date:

Signed:
(CONIES-ICHE office)

Date received:



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CRITERIA FOR PROGRAMME ACCREDITATION AND AUTO EVALUATION

I General Criteria

- Rationale
- Structure
- Learning outcomes
- Content
- Assessment
- Internal verification / review and evaluation
- Market needs
- Target group of learners
- Resources (general)
- Tutor details
- Examination materials
- Self evaluation for accreditation
- Internal auditor qualification

II Provision Criteria

- Provider
- Collaborative Provision
- Cross-border Higher Education
- Trans-national Quality Assurance
- Trans-national Academic Recognition
- Trans-national Professional Recognition
- Collaborative Trans-national Provision
- Recruitment
- Resources
- Support
- Outcomes

III E-Learning Criteria

- Quality of Education
- Technical Quality
- The catalogisation of multi-media applications
- The quality of visual features
- Learning and cognitive theories
- The functionality of the application

IV Criteria for Quality of Online Education

- Online learning is appropriate to the institution's mission and purposes
- The institution's plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes
- Online learning is incorporated into the institution's systems of governance and academic oversight
- Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats
- The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals



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- Faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported
- The institution provides effective student and academic services to support students enrolled in online learning offerings
- The institution assures the integrity of its online offerings

V Online Education and Open Educational Resources OER Auto-Evaluation

- Extent of actual use of online education and OER in the institution
- Assessing vision of openness and strategy for open educational practices
- Implementing and promoting Open Educational Practices



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SECTION I - GENERAL CRITERIA

Programme for which you seek accreditation:

Please note that CONIES-ICHE expects that a Higher Education Institution applying for postgraduate programme accreditation has sufficient resources including appropriately qualified and experienced staff to support the delivery of the programme. Evidence of the resources for a learning programme will be an element of quality audit visits.

There are certain key elements of a programme which are essential if CONIES-ICHE, as an Accrediting Body is to accredit it and provide certification by awarding accreditation to a programme.

General Criteria for Programme Accreditation are

- **Rationale**
- **Structure**
- **Learning outcomes**
- **Content**
- **Assessment**
- **Internal verification / review and evaluation**
- **Market needs**
- **Target group of learners**
- **Resources (general)**
- **Tutor details**
- **Examination materials**
- **Self evaluation for accreditation**
- **Internal auditor qualification**



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Criterion 1: Rationale

Please state how this requirement is met

Criterion 2: Structure

Please state how this requirement is met

Criterion 3: Learning Outcomes of the Programme

Please describe the overall outcomes of the programme and complete

Unit 1

LO1

LO2

LO3

LO4

(Add other LO numbers and Units as required)

You may add the programme curriculum and syllabus instead



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Criterion 4: Content	
Programme	Content
Unit 1	
LO1	
LO2	
LO3	
LO4 (add other LO numbers and Units as required) You may add the programme curriculum and syllabus instead	

Criterion 5: Assessment		
Programme	Assessment Criteria	Assessment Method
Unit 1		
LO1		
LO2		
LO3		
LO4 (add other LO numbers and Units as required) You may add the programme curriculum and syllabus instead		



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Criterion 6: Key Skills (optional - where appropriate)	
Learning Outcome	Key Skills
Unit 1	
LO1	
LO2	
LO3	
LO4 (add other LO numbers and Units as required) You may add the programme curriculum and syllabus instead	

Criterion 7: Internal Quality Assurance	
	Learning Programme or QMS
Internal Moderation and Verification	
Review and Evaluation	



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CRITERION 8 – Market Needs

Please outline your reasons to apply for CONIES-ICHE Accreditation.

A large, faint, light-gray map of South America is overlaid on the response area. The map shows the outlines of the continents and the borders of the countries, serving as a background for the text input.



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CRITERION 9: Target Group of Learners

Please describe the target group of learners.

A large, faint, light-gray map of South America is overlaid on the response area. The map shows the outlines of the continents and major countries, including Brazil, Colombia, Venezuela, Ecuador, Peru, Bolivia, Paraguay, Uruguay, Argentina, and Chile. It serves as a background for the text input area.



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CRITERION 10: Resources

Please place X beside the following facilities that you are providing to learners

- ☐ Library
- ☐ Computer Lab
- ☐ On campus Internet / WiFi Facility
- ☐ Online Resources
- ☐ Handout
- ☐ Qualification Induction
- ☐ Career Progressions



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CRITERION 11: Tutors Details

For each **lecturer / tutor** please attach the following to this application

- (1) Up to date CVs
- (2) Certified Copies of academic qualifications relevant to sector

Name	Academic Qualification	Years of Teaching Experience	Qualifications / Modules taught



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CRITERION 12: Examination Material

1. What facilities do you have for the security of examination material?
2. Describe how your institution intends to organise examinations?
3. How do you recruit and train examiners?



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CRITERION 13: Self-Evaluation for accreditation

Self-Evaluation for accreditation The institution has already conducted an institutional self-evaluation	Y/N
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CRITERION 14: Internal Auditor qualification

Institution has personnel with certified Internal Auditor qualification	Y/N
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SECTION II - PROVISION CRITERIA

CRITERION 1: PROVIDER

The provider adheres to all CONIES-ICHE standards in OER and e-learning.
The provider is committed to continuous improvement.
The provider implements and shows a demonstrable commitment to educational values, has a clear mission and vision statement.
The provider applies legal or CSR-standards-based norms of good ethical business and employment practice.
In trans-national programme the provision occurs in another country where the provider ensures compliance to all relevant legal requirements.
The provider is financially sound and meets the obligations to students.
Student records are complete, accurately run, up to date, confidential personal data.
Sufficient resources are available ensuring all students receive individual service.
All staff and tutors possess adequate qualifications and experience.
Tutors provide high quality support.



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CRITERION 2: COLLABORATIVE PROVISION

Any programme provision delivered by two or more institutions is regulated by a written agreement which covers and specifies the respective rights and division of responsibilities between the partner institutions.
One institution, the actual provider, is responsible for delivery of the provision, and the student is made aware of this.
In case of split or joint provision, the providers are both actual providers and responsible for delivery of the provision, and the student is made aware of the respective part of provision.
The actual provider applies procedures ensuring all aspects of a provision meet CONIES-ICHE standards.
In trans-national programme the provision occurs in another country where the provider ensures compliance to all relevant legal requirements.
In case of double or dual degree the student is made aware of the respective degrees awarded by each institution and their level and nature.



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CRITERION 3: CROSS-BORDER HIGHER EDUCATION

Higher education institutions are responsible for the quality as well as the social, cultural and linguistic relevance of education and the standards of qualifications provided in their name, no matter where or how it is delivered.

Standards for higher education institutions/providers delivering cross-border higher education:
Ensure that the programmes they deliver across borders and in their home country are of comparable quality and that they also take into account the cultural and linguistic sensitivities of the receiving country. It is desirable that a commitment to this effect should be made public.
Recognise that quality teaching and research is made possible by the quality of faculty and the quality of their working conditions that foster independent and critical inquiry.
support good working conditions and terms of service, collegial governance and academic freedom
Develop, maintain or review current internal quality management systems so that they make full use of the competencies of stakeholders such as academic staff, administrators, students and graduates and take full responsibility for delivering higher education qualifications comparable in standard in their home country and across borders. Furthermore, when promoting their programmes to potential students through agents, they should take full responsibility to ensure that the information and guidance provided by their agents is accurate reliable and easily accessible.
Consult competent quality assurance and accreditation bodies and respect the quality assurance and accreditation systems of the receiving country when delivering higher education across borders, including distance education.
Share good practices by participating in sector organisations and inter-institutional networks at national and international levels.
Develop and maintain networks and partnerships to facilitate the process of recognition by acknowledging each other's qualifications as equivalent or comparable.
Where relevant, use codes of good practice such as the UNESCO/Council of Europe Code of Good Practice in the Provision of Transnational Education and other relevant codes such as the Council of Europe/UNESCO Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications.
Provide accurate, reliable and easily accessible information on the criteria and procedures of external and internal quality assurance and the academic and professional recognition of qualifications they deliver and provide complete descriptions of programmes and qualifications, preferably with descriptions of the knowledge, understanding and skills that a successful student should acquire. Higher education institutions/providers should collaborate especially with quality assurance and accreditation bodies and with student bodies to facilitate the dissemination of this information.
Ensure the transparency of the financial status of the institution and/or educational programme offered.



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OECD: *Recommendation of the Council concerning Guidelines for Quality Provision in Cross-Border Higher Education*. 2 December 2005 - C(2005)147.

United Nations Educational, Scientific and Cultural Organization: *Guidelines for Quality Provision in Cross-border Higher Education*. UNESCO 2005, Paris, (ED-2005/WS/76)





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CRITERION 3-A: TRANSNATIONAL ACCREDITATION AND QUALITY

Quality Assurance and Accreditation:
Ensure that the quality assurance and accreditation arrangements include cross-border education provision in its various modes.
Sustain and strengthen the existing regional and international networks or establish regional networks in regions that do not already have one.
Establish links to strengthen the collaboration between the bodies of the sending country and the receiving country and enhance the mutual understanding of different systems of quality assurance and accreditation.
Provide accurate and easily accessible information on the assessment standards, procedures, and effects of the quality assurance mechanisms on the funding of students, institutions or programmes where applicable as well as the results of the assessment.
Apply the principles reflected in current international documents on cross-border higher education such as the UNESCO/Council of Europe Code of Good Practice in the Provision of Transnational Education
Reach mutual recognition agreements with other bodies on the basis of trust in and understanding of each other's professional practice, develop systems of internal quality assurance and regularly undergo external evaluations, making full use of the competencies of stakeholders.

OECD: *Recommendation of the Council concerning Guidelines for Quality Provision in Cross-Border Higher Education*. 2 December 2005 - C(2005)147.

United Nations Educational, Scientific and Cultural Organization: *Guidelines for Quality Provision in Cross-border Higher Education*. UNESCO 2005, Paris, (ED-2005/WS/76)



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CRITERION 3-B: TRANSNATIONAL ACADEMIC RECOGNITION

<i>Standards of mutual recognition:</i>
exchange information and good practice, disseminate knowledge, increase the understanding of international developments and challenges and improve the professional expertise of their staff
Strengthen their co-operation with quality assurance and accreditation bodies to facilitate the process of determining whether a qualification meets basic quality standards, as well as to engage in cross-border cooperation and networking with quality assurance and accreditation bodies. This cooperation should be pursued both at regional and cross-regional level
Establish and maintain contacts with all stakeholders to share the information and improve the links between academic and professional qualification assessment methodologies.
Where appropriate, address the professional recognition of qualifications in the labour market and provide necessary information on professional recognition, both to those who have a foreign qualification and to employers. Given the increasing scope of the international labour markets and growing professional mobility, collaboration and co-ordination with professional associations are recommended for this purpose
Use codes of practice such as the Council of Europe/UNESCO Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications and other relevant codes of practice to increase the public's confidence in their recognition procedures, and to reassure stakeholders that the processing of requests is conducted in a fair and consistent manner
Provide clear, accurate and accessible information on the criteria for the assessment of qualifications, including qualifications resulting from cross-border provision

OECD: *Recommendation of the Council concerning Guidelines for Quality Provision in Cross-Border Higher Education*. 2 December 2005 - C(2005)147.

United Nations Educational, Scientific and Cultural Organization: *Guidelines for Quality Provision in Cross-border Higher Education*. UNESCO 2005, Paris, (ED-2005/WS/76)



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CRITERION 3-C: PROFESSIONAL TRANSNATIONAL RECOGNITION

<i>Standards of professional recognition:</i>
Develop information channels that are accessible both to national and foreign holders of qualifications to assist them in gaining professional recognition of their qualifications, and to employers who need advice on the professional recognition of foreign qualifications. Information should also be easily accessible to current and potential students
Establish and maintain contacts between the professional bodies of both sending and receiving countries, higher education institutions/providers, quality assurance and accreditation bodies, as well as academic recognition bodies to improve qualification assessment methodologies
Establish, develop and implement assessment criteria and procedures for comparing programmes and qualifications to facilitate the recognition of qualifications and to accommodate learning outcomes and competencies that are culturally appropriate in addition to input and process requirements
Improve the accessibility at the international level of up-to-date, accurate and comprehensive information on mutual recognition agreements for the professions and encourage the development of new agreements

OECD: *Recommendation of the Council concerning Guidelines for Quality Provision in Cross-Border Higher Education*. 2 December 2005 - C(2005)147.

United Nations Educational, Scientific and Cultural Organization: *Guidelines for Quality Provision in Cross-border Higher Education*. UNESCO 2005, Paris, (ED-2005/WS/76)



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CRITERION 3-D: COLLABORATIVE TRANS-NATIONAL PROVISION

<i>In the case of collaborative arrangements there should be written and legally binding agreements or contracts setting out the rights and obligations of all partners.</i>
<i>Academic quality and standards of transnational education programmes should be at least comparable to those of the awarding institution as well as to those of the receiving country.</i>
<i>The policy and the mission statement of institutions established through transnational arrangements, their management structures and educational facilities, as well as the goals, objectives and contents of specific programmes, sets of courses of study, and other educational services, should be published, and made available upon request to the authorities and beneficiaries from both the sending and receiving countries.</i>
<i>Information given by the awarding institution, providing organization, or agent to prospective students and to those registered on a study programme established through transnational arrangements should be appropriate, accurate, consistent and reliable.</i>
<i>Where a programme is delivered through a collaborative arrangement, the nature of that arrangement and the responsibilities of the parties should be clearly outlined.</i>
<i>The awarding institution is responsible for and should control and monitor information made public by agents operating on its behalf, including claims about the recognition of the qualifications in the sending country, and elsewhere.</i>
<i>Staff members of the institutions or those teaching on the programmes established through transnational arrangements should be proficient in terms of qualifications, teaching, research and other professional experience.</i>
<i>The awarding institution should ensure that it has in place effective measures to review the proficiency of staff delivering programmes that lead to its qualifications.</i>
<i>Transnational education arrangements should encourage the awareness and knowledge of the culture and customs of both the awarding institutions and receiving country among the students and staff.</i>
<i>The awarding institution should be responsible for the agents it, or its partner institutions, appoint to act on its behalf. Institutions using agents should conclude written and legally binding agreements or contracts with these, clearly stipulating their roles, responsibilities, delegated powers of action as well as monitoring, arbitration and termination provisions.</i>
<i>Awarding institutions should be responsible for issuing the qualifications resulting from their transnational study programmes. They should provide clear and transparent information on the qualifications, in particular through the use of the Diploma Supplement, facilitating the assessment of the qualifications by competent recognition bodies, the higher education institutions, employers and others. This information should include the nature, duration, workload, location and language(s) of the study programme leading to the qualifications.</i>
<i>The admission of students for a course of study, the teaching/learning activities, the examination and assessment requirements for educational services provided under transnational arrangements should be equivalent to those of the same or comparable programmes delivered by the awarding institution.</i>



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The academic work load in transnational study programmes, expressed in credits, units, duration of studies or otherwise, should be that of comparable programmes in the awarding institution, any difference in this respect requiring a clear statement on its rationale and its consequences for the recognition of qualifications.

Code of Good Practice in the Provision of Transnational Education. Council of Europe; DGIV/EDU/HE (2002) 8 Orig. Eng., Strasbourg, 31 January 2002. Directorate General IV: Education, Culture and Heritage, Youth and Sport (Directorate of School, Out-of-School and Higher Education/Higher Education and Research Division) Code of Good Practice in the Provision of Transnational Education (adopted by the Lisbon Recognition Convention Committee at its second meeting, Rīga, 6 June 2001)



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CRITERION 4: RECRUITMENT

The provider, staff, representatives and agents, conduct all promotional activity in a fair and ethical manner, follow commonly accepted best practices, and comply with all relevant legislation.
All advertising or promotional material gives a clear, accurate, real, current and verifiable information of the provider, faculty, provision, objectives and outcomes.
All enquiries from potential applicants are dealt with fast, appropriately and friendly.
Prior to enrolment on a course, the prospective student is made aware of the terms and conditions, either in the prospectus or information material, by correspondence, or in discussion with the provider.
Providers offer sufficient information enabling applicants to fully assess the suitability of a course, including an opportunity to discuss it with the provider prior to enrolment.
The applicant is made aware before enrolment of the own responsibility to evaluate the suitability of the course, and in particular in relation to the own needs, qualifications, abilities and plans.
Access requirements imposed by the provider for any course are appropriate, kept to the necessary minimum and published.
Enrolment when completed is confirmed to the student.



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CRITERION 5: RESOURCES

Course materials are structured to facilitate individual study and the development of skills, knowledge and competences.
The provider ensures that course materials are effective and accurate.
All resources provided are appropriate to the needs, knowledge and experience of a stated level of students.
Course materials are designed for a specific and clearly stated level of student learning.



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CRITERION 6: SUPPORT

The student has overall responsibility for his or her own learning, and is informed that the provider's role is supportive.
The provider is committed to supporting students achieve their educational objectives.
Students are encouraged to complete their courses.
Progress is monitored, students are provided with timely and useful feedback on their progress in relation to achievements and outcomes.
Support is sufficient to meet the needs of students, encourage the learning process and facilitate successful completion of the course.
Support is appropriate to the level of the course.
Support is provided on a timely and possibly personal basis.
The provider has adequate procedures to settle any disputes between the student and the provider, and students are made fully aware of the opportunities to resolution.



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CRITERION 7: OUTCOMES

Each course states what outcome the student will achieve on successful completion.
Outcome oriented methods, materials and tutoring are sufficient.
Each course promotes development and facilitates student progress to a higher level of competence.
Courses leading to degrees are evaluated.
Assessments of the student's competence and achievements during or on completion of a course are appropriate, and results communicated to students.
Documentation of outcomes is confirmed to each student on course completion.
The outcome of a course is the declared competence to sit examinations, or be other assessment, or by an external organisation, the student is notified, and of responsibilities of provider and applicant, prior to enrolment.
The course and objectives are embedded in a larger educational, academic or professional context.



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CRITERION 7-A: MASTERS LEVEL

Qualifications that signify completion of the second cycle are awarded to students who:

- have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;
- can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
- have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;
- can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;
- have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.



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CRITERION 7-B: DOCTORATE LEVEL

Qualifications that signify completion of the third cycle are awarded to students who:

- have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field;
- have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity;
- have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication;
- are capable of critical analysis, evaluation and synthesis of new and complex ideas;
- can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise;
- can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society;



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Structure of the Qualifications Framework QF applied by CONIES-ICHE

Framework level	Level indicators	Degree level
Level 6 Graduate	Level 6 qualifications recognise a specialist high level knowledge of an area of work or study to enable the use of an individual's own ideas and research in response to complex problems and situations. Learning at this level involves the achievement of a high level of professional knowledge and is appropriate for people working as knowledge-based professionals or in professional management positions. Level 6 qualifications are at a level equivalent to Bachelors degrees with honours, graduate certificates and graduate diplomas.	Grade Bachelor (Hons) 1 st cycle
Level 7 Postgraduate	Level 7 qualifications recognise highly developed and complex levels of knowledge which enable the development of in-depth and original responses to complicated and unpredictable problems and situations. Learning at this level involves the demonstration of high level specialist professional knowledge and is appropriate for senior professionals and managers. Level 7 qualifications are at a level equivalent to Masters degrees, postgraduate certificates and postgraduate diplomas.	Licenciado Master 2 nd cycle
Level 8 Postgraduate	Level 8 qualifications recognise leading experts or practitioners in a particular field. Learning at this level involves the development of new and creative approaches that extend or redefine existing knowledge or professional practice.	Doctor PhD / DBA 3 rd cycle



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SECTION III

E-LEARNING CRITERIA FOR THE QUALITY OF MULTI-MEDIA EDUCATION APPLICATIONS

CRITERION 1: EVALUATION OF MULTI-MEDIA APPLICATIONS

Indicators for the evaluation of the education quality and technique of the educational software (OTA, 1988).

Educational Quality:
General Educational Quality
Content
Pedagogic adequation
Question techniques
Motivation
Results of exams by examiners
Creativity
Control of the learner
Objetives, propositions and results foreseen in the learning
Support
Simulations
Possibilities of intervention of the lecturer
Evaluation and registry of grades
Documentation and support materials



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Technical Quality:
General technical quality
Clarity
Access and use in practice
Graphics and audio
Tests and peripherals included in software package
Issues of hardware and marketing



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CRITERION 2: CATALOGATION & DESCRIPTION OF INTERACTIVE MULTIMEDIA APPLICATION

The catalogization of multimedia applications:
Basic characteristics of the application
Authorship
Supplementary materials
Presentation of the application (title, authors (editorial), language, ...)
Catalogisation (teme, destinataries, typology, ...)
Basic Description (objectives, contents, activities,...)



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CRITERION 3: TÉCNICAL & ESTHETICAL ASPECTS

The Quality of the Visual Environment
Simplicity
Coherence
Clarity
Adaptability
System of navigation
Adapting to the purpose of the application



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CRITERION 4: PEDAGOGIC CRITERIA

Kemp y Smellie (1989)

Behavioral and cognitive theories:
Motivation
Presentation of learning objectives
Knowledge of the recipients and design of the action
Organization and adaptation of content
Respect for individual differences and rhythms
Participation
Interaction
The extent to which the methodological strategies proposed in the application enable cooperative work
The attitudes are promoted from the media application (autonomy, responsibility, initiative, ...) regarding the process of learning
The support and tutoring systems and their adaptation to users and objectives of the application
The activities presented in the application are the most appropriate, allowing to develop skills and competencies at the highest level consistent with the objectives of the application
Adequate teaching resources (organizers, maps, ...) to the learning process used
The application supports a tracking system that allows for a formative learning assessment conducted



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CRITERION 5: FUNCTIONAL CRITERIA

The functionality of the application will be determined by the:
Level of effectiveness in achieving the objectives
Relevance of learning
methodological contribution
Application for the purchase of learning
Relationship between economic cost of use and their effectiveness

Resources:

<http://www.uv.es/bellochc/pwedu5.htm>

Criterios de calidad de las aplicaciones multimedia educativas

- Bartolomé, A. (1999) Hipertextos, hipermedia y multimedia: configuración técnica, principios para su diseño y aplicaciones didácticas. En Cabero, J. (coord.). Medios audiovisuales y nuevas tecnologías para la formación del siglo XXI. Murcia: DM.
- Cabero, J. y Duarte, A. (1999) Evaluación de medios y materiales de enseñanza en soporte multimedia. Pixel-Bit. Revista de Medios y Educación, 13, <http://tecnologiaedu.us.es/bibliovir/pdf/47.pdf>
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SECTION IV - CRITERIA FOR QUALITY OF ONLINE EDUCATION

CRITERION 1: *Online learning is appropriate to the institution's mission and purposes.*

Interregional Guidelines for the Evaluation of Distance Education

Council of Regional Accrediting Commissions (C-RAC) (2011)

Analysis/Evidence:
The mission statement explains the role of online learning within the range of the institution's programs and services
Institutional and program statements of vision and values inform how the online learning environment is created and supported
As appropriate, the institution incorporates into its online learning programs methods of meeting the stated institutional goals for the student experience at the institution
The recruitment and admissions programs supporting the online learning courses and programs appropriately target the student populations to be served
The students enrolled in the institution's online learning courses and programs fit the admissions requirements for the students the institution intends to serve
Senior administrators and staff can articulate how online learning is consonant with the institution's mission and goals



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CRITERION 2: The institution's plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes

*Interregional Guidelines for the Evaluation of Distance Education
Council of Regional Accrediting Commissions (C-RAC) (2011)*

Analysis/Evidence:
Development and ownership of plans for online learning extend beyond the administrators directly responsible for it and the programs directly using it
Planning documents are explicit about any goals to increase numbers of programs provided through online learning courses and programs and/or numbers of students to be enrolled in them
Plans for online learning are linked effectively to budget and technology planning to ensure adequate support for current and future offerings
Plans for expanding online learning demonstrate the institution's capacity to assure an appropriate level of quality
The institution and its online learning programs have a track record of conducting needs analysis and of supporting programs



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CRITERION 3: Online learning is incorporated into the institution's systems of governance and academic oversight

*Interregional Guidelines for the Evaluation of Distance Education
Council of Regional Accrediting Commissions (C-RAC) (2011)*

Analysis/Evidence:
The institution's faculty have a designated role in the design and implementation of its online learning offerings
The institution ensures the rigor of the offerings and the quality of the instruction
Approval of online courses and programs follows standard processes used in the college or university
Online learning courses and programs are evaluated on a periodic basis
Contractual relationships and arrangements with consortial partners, if any, are clear and guarantee that the institution can exercise appropriate responsibility for the academic quality of all online learning offerings provided under its name



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CRITERION 4: Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats

*Interregional Guidelines for the Evaluation of Distance Education
Council of Regional Accrediting Commissions (C-RAC) (2011)*

Analysis/Evidence:
The curricular goals and course objectives show that the institution or program has knowledge of the best uses of online learning in different disciplines and settings
Curricula delivered through online learning are benchmarked against on-ground courses and programs, if provided by the institution, or those provided by traditional institutions
The curriculum is coherent in its content and sequencing of courses and is effectively defined in easily available documents including course syllabi and program descriptions
Scheduling of online learning courses and programs provides students with a dependable pathway to ensure timely completion of degrees
The institution or program has established and enforces a policy on online learning course enrollments to ensure faculty capacity to work appropriately with students
Expectations for any required face-to-face, on-ground work (e.g., internships, specialized laboratory work) are stated clearly
Course design and delivery supports student-student and faculty-student interaction
Curriculum design and the course management system enable active faculty contribution to the learning environment



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CRITERION 5: The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals

*Interregional Guidelines for the Evaluation of Distance Education
Council of Regional Accrediting Commissions (C-RAC) (2011)*

Analysis/Evidence:
Assessment of student learning follows processes used in onsite courses or programs and/or reflects good practice in assessment methods
Student course evaluations are routinely taken and an analysis of them contributes to strategies for course improvements
Evaluation strategies ensure effective communication between faculty members who design curriculum, faculty members who interact with students, and faculty members who evaluate student learning
The institution regularly evaluates the effectiveness of the academic and support services provided to students in online courses and uses the results for improvement
The institution demonstrates the appropriate use of technology to support its assessment strategies
The institution documents its successes in implementing changes informed by its programs of assessment and evaluation
The institution provides examples of student work and student interactions among themselves and with faculty
The institution sets appropriate goals for the retention/persistence of students using online learning, assesses its achievement of these goals, and uses the results for improvement



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CRITERION 6: Faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported

Interregional Guidelines for the Evaluation of Distance Education
Council of Regional Accrediting Commissions (C-RAC) (2011)

Analysis/Evidence:
Online learning faculties are carefully selected, appropriately trained, frequently evaluated, and are marked by an acceptable level of turnover
The institution's training program for online learning faculty is periodic, incorporates tested good practices in online learning pedagogy, and ensures competency with the range of software products used by the institution
Faculty are proficient and effectively supported in using the course management system
The office or persons responsible for online learning training programs are clearly identified and have the competencies to accomplish the tasks, including knowledge of the specialized resources and technical support available to support course development and delivery
Faculty members engaged in online learning share in the mission and goals of the institution and its programs and are provided the opportunities to contribute to the broader activities of the institution
Students express satisfaction with the quality of the instruction provided by online learning faculty members



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CRITERION 7: The institution provides effective student and academic services to support students enrolled in online learning offerings

*Interregional Guidelines for the Evaluation of Distance Education
Council of Regional Accrediting Commissions (C-RAC) (2011)*

Analysis/Evidence:
The institution's admissions program for online learning provides good web
The institution provides an online learning orientation program
The institution provides support services to students in formats appropriate to the delivery of the online learning program
Students in online learning programs have adequate access to student services, including financial aid, course registration, and career and placement counseling
Students in online learning programs have ready access to 24/7 tech support
Students using online learning have adequate access to learning resources, including library, information resources, laboratories, and equipment and tracking systems
Students using online learning demonstrate proficiency in the use of electronic forms of learning resources
Student complaint processes are clearly defined and can be used electronically
Publications and advertising for online learning programs are accurate and contain necessary information such as program goals, requirements, academic calendar, and faculty
Students are provided with reasonable and cost



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CRITERION 8: The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings

*Interregional Guidelines for the Evaluation of Distance Education
Council of Regional Accrediting Commissions (C-RAC) (2011)*

Analysis/Evidence:
The institution prepares a multi-year budget for online learning that includes resources for assessment of program demand, marketing, appropriate levels of faculty and staff, faculty and staff development, library and information resources, and technology infrastructure
The institution provides evidence of a multi-year technology plan that addresses its goals for online learning and includes provision for a robust and scalable technical infrastructure



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CRITERION 9: The institution assures the integrity of its online offerings

Interregional Guidelines for the Evaluation of Distance Education
Council of Regional Accrediting Commissions (C-RAC) (2011)

Analysis/Evidence:
The institution has in place effective procedures through which to ensure that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit. The institution makes clear in writing that these processes protect student privacy and notifies students at the time of registration or enrollment of any projected additional costs associated with the verification procedures. (Note: This is a federal requirement. All institutions that offer distance education programs must demonstrate compliance with this requirement.)
The institution's policies on academic integrity include explicit references to online learning
Issues of academic integrity are discussed during the orientation for online students
Training for faculty members engaged in online learning includes consideration of issues of academic integrity, including ways to reduce cheating

Sources:

Interregional Guidelines for the Evaluation of Distance Education
Council of Regional Accrediting Commissions (C-RAC) (2011)

DISTANCE EDUCATION PROGRAMS

Interregional Guidelines for the Evaluation of Distance Education (Online Learning)

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SECTION V

Online education and Open Educational Resources OER Auto-Evaluation

Step 1: To what extent are you actually using online education and OER in your institution?

	No use or repurposing of OER takes place.
	Individuals are informally starting to use or repurpose OER.
	Some departments or teams are using or repurposing OER.
	OER are used or repurposed in the whole organization.
	The use or repurposing of OER is embedded into the everyday practice within the organization and supported through an OER policy.

Please mark your choice with x

Please describe the reasons for your judgment.

--

Do you have a process in place for creating OER in your institution?

	No general process of creating OER is in place.
	Individuals are starting to create OER.
	Some departments or teams have created OER.
	The organization's tools for creating OER are largely accepted and used in the organization.
	A process for creation of OER is in existence, tools for creation are used and regularly maintained and tool use is supported by a policy.

Please mark your choice with x

Please describe the reasons for your judgment.

--



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To what extent are you sharing OER and also the open educational practices associated to it in your institution?

	No OER or experiences are shared.
	Individuals are informally starting to use tools for sharing resources or practices.
	Some departments or teams have started to use tools for sharing OER or OEP.
	The organization's tools for sharing OER or OEP are accepted and used in the organization.
	Tools for sharing OER and OEP are accepted and used organization wide, and supported through a policy.

Please mark your choice with x

Please describe the reasons for your judgment.

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To what extent is your institution working with open learning architectures?

	No experience with open learning architectures.
	Individuals are starting to use open learning architectures.
	Some departments or teams are using open learning architectures.
	Open learning architectures are used organization wide.
	Open learning architectures are embedded into the organization at all levels; learners are encouraged to choose their own learning objectives and methods for learning and are supported through facilitation and coaching.

Please mark your choice with x

Please describe the reasons for your judgment.

--



Is a vision for open educational practices shared across the institution?

Please mark your choice with x



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Are open educational practices included in existing strategies and policies?

	OEP are not part of the strategy of the organization nor are they included in policies.
	Staff and learners are aware of an organizational intention for the development of OEP but are not fully committed Implementation of OEP is left to individual, team or department level
	OEP is mentioned in some strategic papers and plans. There is some cross-referencing between an OEP strategy and other strategic plans.
	OEP are implemented across the whole organization through a prominent strategy or policy Leadership from the top exists Staff and learners are aware of the organizational strategy for the development of OEP Cross-referencing between the OEP strategy and the other strategic plans of the organization exist.
	The management of OEP follows a clear strategic plan or organizational policy Internal stakeholders as well as partners, clients and other external stakeholders share the vision for the development of OEP.

Please mark your choice with x

Please describe the reasons for your judgment.



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Are open educational practices embedded in the organization's business model?

	OEP are not part of the business model of the organization or contributing to their value creation.
	OEP is not part of the business model of the organization but individuals recognize the potential of OEP, re-use of resources, and innovation.
	Teams and departments are beginning to view OEP as part of their business strategy.
	OEP is embedded in the business model of the organization, use and reuse of educational resources reduces costs and open learning environments are part of the general services and offerings.
	OEP uptake and wide adoption constitute a major asset in uniquely positioning and differentiating the institution in the marketplace and is central to the organization and continuously improved.

Please mark your choice with x

Please describe the reasons for your judgment.

--

Are you involved in any partnerships in relation to open educational practices?

	No partnerships within the organization or with other organizations exist with regard to OEP.
	Informal links between individuals or teams in relation to OEP exist within the organization.
	Links between organizations are being established with regard to OEP From these, a small number of OEP partnership projects are beginning to occur.
	The organization is involved in several ongoing and successful partnerships or alliances regarding OEP.
	The organization is embedded within a generating environment of social networks and partnerships to share, cocreate and exchange experience and practices on OEP.

Please mark your choice with x

Please describe the reasons for your judgment.

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Are open educational practices perceived as relevant across the institution?

	OEPs are not viewed as relevant to the teaching and learning context.
	Some individuals view OEP as relevant to some extent
	Teams and groups within the organization start to view OEP as relevant to their own learning or teaching context
	OEPs are organization-wide perceived as relevant and desired practices by professionals and learners
	OEPs are perceived as a relevant part of the organizations professional work and are communicated as such to learners, outside partners and clients.

Please mark your choice with x

Please describe the reasons for your judgment.

--



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Step 3: Implementing and Promoting Open Educational Practices

Is an IPR, DRM and copyright regulation for OER in use?

	No IPR frameworks or concepts are used to support use or reuse of OER.
	Some individuals are informally developing OER and share them under free licenses.
	Some departments and teams are using free licenses for sharing OER.
	Educational resources are published under free licenses and practice, understanding and knowledge of how to use such licenses exists.
	An institution wide policy to create, use and publish educational resources under free and open licenses is embedded in the institution.

Please mark your choice with x

Please describe the reasons for your judgment.

--

Is there a motivational framework for open educational practices in existence (e.g. incentives)?

	There are no incentives for OEP.
	Individuals are motivated to develop, use and reuse OER and use open learning architectures.
	Motivation to develop, use and reuse OER and open educational practices on a department or team level is simulated through incentives.
	Incentives to stimulate the transformation of educational scenarios and resources into OEP exist on an organizational level.
	OEP is supported through an organization wide motivation framework.

Please mark your choice with x

Please describe the reasons for your judgment.

--



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Are open educational practices used?

<input type="checkbox"/>	There is no use of OEP
<input type="checkbox"/>	OEP are applied in a few courses.
<input type="checkbox"/>	The use of OEP means that the organization is now offering a small number of new courses, using more flexible and innovative delivery methods and OER.
<input type="checkbox"/>	OEP is an established reality organization wide.
<input type="checkbox"/>	OEP are embedded into the organization's culture and are a subject to regular reflection.

Please mark your choice with x

Please describe the reasons for your judgment.

Do you have tools in place to support sharing and exchanging information about open educational practices?

<input type="checkbox"/>	No tools for supporting the sharing of open educational practices e.g. social networks, blogs, etc. exist.
<input type="checkbox"/>	Individuals are starting to use tools for sharing open educational practices e.g. social networks, blogs, etc.
<input type="checkbox"/>	Teams, departments and learners are adopting tools for sharing and exchange of information about educational practices e.g. social networks, blogs, etc.
<input type="checkbox"/>	Use of digital tools to support sharing and exchange about OEP are a widespread reality on an organizational level.
<input type="checkbox"/>	The use of digital tools which support sharing and exchange of information about OEP are embedded into organizational policies and infrastructures and are continuously reviewed and improved.

Please mark your choice with x

Please describe the reasons for your judgment.



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Do you apply quality concepts to open educational practices?

<input type="checkbox"/>	No quality, evaluation or assessment models for OEP exist within the organization.
<input type="checkbox"/>	Individuals are applying quality concepts for OEP.
<input type="checkbox"/>	The organization has started to apply quality concepts for some elements of OEP e.g., quality guides for OER, assessment models for open learning.
<input type="checkbox"/>	Specific quality concepts for OEP are applied organization-wide.
<input type="checkbox"/>	A policy for institution-wide agreed quality concepts for OEP is in use and regularly updated.

Please mark your choice with x

Please, describe the reasons for your judgment.

What level of knowledge and skills do teachers have in relation to open learning architectures and open educational practices?

<input type="checkbox"/>	Teachers have little or no understanding of open learning architectures.
<input type="checkbox"/>	A small number of teachers have sufficient knowledge to apply OEP.
<input type="checkbox"/>	Knowledge and skills to create open learning architectures within the organization's educational programs are beginning to diffuse from a handful of to teaching staff more generally.
<input type="checkbox"/>	A significant number of teachers across the whole organization have the skills and confidence to successfully create open learning architectures.
<input type="checkbox"/>	The vast majority of teaching staff have the knowledge, skills and confidence to successfully and appropriately create open learning architectures.

Please mark your choice with x

Please, describe the reasons for your judgment.



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Please, try to reflect on the level of digital literacy skills within your organization.

<input type="checkbox"/>	Teachers have little or no digital literacy.
<input type="checkbox"/>	A small number of teachers are beginning to develop digital literacy.
<input type="checkbox"/>	Digital literacy is increasing as a skill among teachers within the educational programmes of the organization.
<input type="checkbox"/>	The level of digital literacy among teachers is constantly improving.
<input type="checkbox"/>	The vast majority of the teaching staff possesses digital literacy.

Please mark your choice with x

Please, describe the reasons for your judgment.

Are support mechanisms in place to support the development of open educational practices?

<input type="checkbox"/>	There are no support mechanisms to support teachers in the development of OEP.
<input type="checkbox"/>	A small number of teachers are starting to informally assist each other in the development of OEP.
<input type="checkbox"/>	Support processes to develop OEP are starting to be provided at the team and department level.
<input type="checkbox"/>	There are support mechanisms within the organization to support teachers in the development of OEP
<input type="checkbox"/>	Support mechanisms are embedded in the organization's policy in order to support teachers in the development of OEP.

Please mark your choice with x

Please, describe the reasons for your judgment.



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APPENDIX to Section I General Criteria

GUIDANCE FOR COMPLETING AN APPLICATION FOR ACCREDITATION OF A POSTGRADUATE PROGRAMME BY CONIES-ICHE

The purpose of this guidance is to assist you in presenting your programme in a standard format that mirrors the format of programmes approved by **CONIES-ICHE**.

Title of learning programme

The learning programme title should reflect the nature and level of the course, e.g. Business Management Level 7 QF or Research Methods Level 8 QF. The title may also include the type of qualification e.g. certificate or diploma.

Programme level

When you state a level it should relate to the definitions of postgraduate levels as identified in an applicable National Framework.

Structure of the Qualifications Framework QF applied by CONIES-ICHE

Framework level	Level indicators	Degree level
Level 6 Graduate	Level 6 qualifications recognise a specialist high level knowledge of an area of work or study to enable the use of an individual's own ideas and research in response to complex problems and situations. Learning at this level involves the achievement of a high level of professional knowledge and is appropriate for people working as knowledge-based professionals or in professional management positions. Level 6 qualifications are at a level equivalent to Bachelors degrees with honours, graduate certificates and graduate diplomas.	Grade Bachelor (Hons) 1 st cycle
Level 7 Postgraduate	Level 7 qualifications recognise highly developed and complex levels of knowledge which enable the development of in-depth and original responses to complicated and unpredictable problems and situations. Learning at this level involves the demonstration of high level specialist professional knowledge and is appropriate for senior professionals and managers. Level 7 qualifications are at a level equivalent to Masters degrees, postgraduate certificates and postgraduate diplomas.	Licenciado Master 2 nd cycle
Level 8 Postgraduate	Level 8 qualifications recognise leading experts or practitioners in a particular field. Learning at this level involves the development of new and creative approaches that extend or redefine existing knowledge or professional practice.	Doctor PhD / DBA 3 rd cycle



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When defining the level and outcomes of your learning programme, please consider the **Dublin Descriptors**

Qualifications that signify completion of the second cycle are awarded to students who:

- have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;
- can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
- have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;
- can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;
- have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

Qualifications that signify completion of the third cycle are awarded to students who:

- have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field;
- have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity;
- have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication;
- are capable of critical analysis, evaluation and synthesis of new and complex ideas;
- can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise;
- can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society;



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Glossary

1. The word '**professional**' is used in the descriptors in its broadest sense, relating to those attributes relevant to undertaking work or a vocation and that involves the application of some aspects of advanced learning. It is not used with regard to those specific requirements relating to regulated professions. The latter may be identified with the profile / specification.
2. The word '**competence**' is used in the descriptors in its broadest sense, allowing for gradation of abilities or skills. It is not used in the narrower sense identified solely on the basis of a 'yes/no' assessment.
3. The word '**research**' is used to cover a wide variety of activities, with the context often related to a field of study; the term is used here to represent a careful study or investigation based on a systematic understanding and critical awareness of knowledge. The word is used in an inclusive way to accommodate the range of activities that support original and innovative work in the whole range of academic, professional and technological fields, including the humanities, and traditional, performing, and other creative arts. It is not used in any limited or restricted sense, or relating solely to a traditional 'scientific method'.



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When defining and stating the level of your learning programme, please take into account:

- The target group
- Any necessary prior learning requirements
- Learning support facilities available
- The programme content
- Any specialist resources required
- The length of the programme
- The number of learning hours
- The nature of the assessment process
- Progression opportunities for those who successfully complete the programme

If an institution requires accreditation for postgraduate programmes at different levels, separate submissions must be made for each level.

Rationale

Each programme submitted to CONIES-ICHE must include a rationale that sets out the aims and objectives of the programme. In this section you should explain why your organisation believes that there is a need for this particular postgraduate programme. You should state who the programme is designed for and mention any evidence you have of local or national needs.

Please attach any examples of publicity materials or the course leaflet if this is available. Once your learning programme has been accredited, to CONIES-ICHE accreditation should be mentioned in the leaflet or publicity materials.

Programme aims

The aims for the programme should be broad statements outlining its purpose and describing the benefits to students of completing the programme.



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Programme objectives

The objectives should result from the aims. They should be specific and quantifiable, involving statements of intent to achieve particular goals. The objectives should indicate how the tutor/s will enable the aims to be achieved, so that the students can demonstrate the learning outcomes.

Structure

Is the programme made up of a number of modules, and if so, are they all mandatory? Where there are optional units you should include information about the number and the degree of choice required to complete the award. Also explain the assessment of prior learning applied and the recognition of transfer credits policy.

Learning Outcomes

The learning outcomes indicate what it is expected that a student will have learnt at the end of the programme. Where a programme is in modules, learning outcomes should be listed for each module. Learning outcomes must be consistent with the level of the programme. Examples of suitable active verbs are given below and may be taken also from the QF levels and Dublin Descriptors:

- Enable . . .
- Demonstrate . . .
- Explore . . .
- Introduce . . .
- Present . . .
- Develop . . .
- Investigate
- Instruct . . .
- Supply . . .
- Evaluate . . .
- Justify . . .

This is not an exhaustive list, but simply examples. It is important to use words which express the intentions clearly and precisely.

Content

This section expands on the information contained in the learning outcomes. It defines the scope of the learning within the unit/programme. Content will show the level and range of skill, knowledge and understanding required to complete the unit/programme. It is helpful if you can list the content under the headings of the Learning Outcomes.



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Principles of Assessment

- Students' assessment activities must show evidence of assessment by tutors
- Assessment must be rigorous, fair and free from bias
- Candidates may only submit their own work. Copied plagiarised work be disqualified
- Time-constrained assessments should be supervised under examination conditions
- Computer Marked Assignments and/or Tutors Marked Assessment records and internal verification of these will be part of the CONIES-ICHE quality audit process
- The assessments should cover all the learning programme outcomes

Assessment Criteria

The assessment criteria should cover all the learning outcomes for the module/programme that have been listed above. They should describe the quality of work the learners must produce.

The assessment strategy must clearly indicate the baseline achievement for the learner to pass the programme and the procedures for credits transfer and APL, acceptance of late work and re-sits/re-submissions.

Grading Criteria

CONIES-ICHE requires the use of grades in an accredited programme. Because grading is an essential part of a qualification programme please provide both a justification and the grading criteria you wish to apply on a separate sheet.

The marking criteria will tell students how well they must do the assessment tasks to achieve the grading levels. Grading criteria should complement pass criteria by offering clear guidance on how to improve planning, information seeking and evaluation skills, within the programme. "Merit" criteria (good) should include criteria which show the depth and breadth of understanding of the learning outcomes of the programme, and the degree of independence shown by the student in achieving the outcomes. In addition, "distinction" (very good, excellent) will show an analysis of information related to the understanding of the learning outcomes, as well as the degree of independence and originality of the student's work. Simply doing more is not a measure of greater achievement.



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Assessment Methods

Assessment methods should reflect the level of the programme being assessed. Assessment activities and assessor's records e.g. observation sheets, checklists, feedback sheets must provide a clear audit trail.

Alternative / Special Arrangements for Assessment

The organisation's arrangements for any learners that require alternative assessment, as set out in the centre approval, should be applied to all programmes:

Internal Quality Assurance

Please provide details of your internal verification/moderation procedures. Who will be involved in this process in addition to the tutors responsible for delivery of the programme? What are the arrangements for sampling and standardisation? How will the centre's review and evaluation procedures be applied to this programme? Please provide information about the system and process. How is client feedback obtained? How will student achievement data be stored?