

DISTANCE AND ONLINE EDUCATION

This document is part of a set of guidelines that relate to ECTE accreditation. In particular it contains the *Guidelines for Distance and Online Education*, providing quality assurance standards for institutions and programmes that entail distance and online delivery modes.

Today there are many ways to receive a higher education other than being physically present in a residential context (school or study centre). Alternative delivery methods range from extension programmes, situated learning contexts, evening classes, correspondence modules and online education. While differing in their delivery, these programmes all offer education that is physically distant from a campus or office and therefore may be grouped under the heading 'distance education'. Distance education (DE) may be defined as a way of providing education that involves the transfer to the student's location of the materials that form the main basis of study, rather than the student moving to the location of the resource provider. Online education (OE) is considered in this document as a further distinction of DE that makes special use of educational technology and the internet. The specific guidelines concerning OE draw on Appendix F of the *ICETE Standards and Guidelines for Global Theological Education*¹, authored by Dr Paul Branch and Dr Rick Weymouth.

DE/OE delivery approaches can be very eclectic, and their accreditation requires a careful balance of sensitivity to the contexts in which students are learning, new techniques of teaching and the parameters of quality and fitness for service. The ECTE accredits programmes that make partial or full use of DE/OE delivery approaches on the condition that they satisfy comparable quality standards with respect to residential, campus-based delivery approaches. This means no discrimination will be made toward DE and OE awards in terms of level, quality or learning outcomes.

We offer this update as a tool in helping our stakeholders progress toward greater fitness for service, for God's greater glory in Europe.

ECTE Review committee

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¹ <https://icete.info/wp-content/uploads/2019/05/Standards-and-Guidelines-for-Global-Evangelical-Theological-Education-2019.pdf>

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CRITERIA AND PROCEDURES

1 – Criteria for the accreditation of DE and OE programmes

To successfully obtain accreditation of a DE/OE programme, an institution must satisfy the following criteria:

1. Follow all the normal criteria and procedures for accreditation outlined in the *Criteria and Procedures*² for ECTE Accreditation and meet the institutional and programme standards outlined in the *Standards and Guidelines*³ for ECTE Accreditation.
2. Fulfil the additional/revised guidelines for distance and online education listed in this document (sections A and B below). For this purpose, specific sections in both the institutional and programme Self Evaluation Reports need to be produced and corroborated by site visits⁴.

2 – Procedures for the accreditation of DE/OE programmes

The procedures for achieving the accreditation of a programme that makes full or partial (blended/hybrid) use of DE/OE in its delivery are as follows:

1. The institution follows all the normal procedures for accreditation outlined in the *Criteria and Procedures* for ECTE Accreditation.
2. When filling out the *Institutional Accreditation Application* and, successively, the *Programme Accreditation Application*⁵, the institution clearly indicates to what extent the institution and its programmes are delivered by DE/OE (partial or full).
3. When producing the *Institutional Self Evaluation Report*, the institution includes a response to the guidelines for distance or online education in Section A below. The onsite VET panel includes these additional/revised guidelines in the scope of the visit and in the *Institutional Review Report*.
4. When producing the *Programme Self Evaluation Report*, the institution includes a response to the guidelines for distance or online education in Section B below. The onsite VET panel includes these additional/revised guidelines in the scope of the visit and in the *Programme Review Report*.
5. The institution undergoes the normal cycle of annual reporting and cyclical review as outlined in the *Criteria and Procedures* for ECTE Accreditation with the addition that documents (and visits) will refer to both Section A and B below.

² See <http://ecte.eu/qa/procedures/>

³ See <http://ecte.eu/qa/standards/>

⁴ See *Guidelines for Producing Self-evaluation Reports* (section 1.3.4 and SER templates in section 2) and *Guidelines for Site Visits* (section 1.5) <http://ecte.eu/qa/guidelines/>

⁵ See <http://ecte.eu/qa/forms/>

3 – Procedures for blended/hybrid delivery

While some institutions have chosen to invest heavily in one delivery method, others have found that a combination of several delivery methods is the best solution. This means that the same degree may be delivered: 1) as a full-time residential programme, 2) as a fully developed DE/OE programme or 3) as a combination of delivery modes where DE/OE are only used partially. The latter can also be called ‘blended’ or ‘hybrid’ delivery. The following procedures may apply:

1. A programme will normally be classified as blended delivery, when more than 20% of the total credits in the programme are delivered in different modes.⁶
2. The procedures for achieving the accreditation of a blended delivery programme are the same as section 2 above. It should be kept in mind however that some standards will need to be satisfied in more than one way in order to match the multiple delivery. A programme that blends residential and online education, for example, will need to satisfy standards relating to student services both in residential and online contexts.
3. Institutional and programme Self Evaluation Reports include a careful description and justification of the blended delivery mode and a description of how the different modes of delivery are blended.

4 – Procedures for adding a DE/OE delivery mode to an existing programme

A theological institution that has a residential programme already accredited by the ECTE, may wish to add DE/OE delivery methods to an existing programme. Here are the procedures for this:

1. All changes in delivery modes need to be communicated to the ECTE Quality Assurance Coordinator (QAC) before they are put into place. This can take place using the Annual Progress Report or at any other time through formal communication.
2. The QAC will verify the entity of the delivery changes and, if they are considered to be minor (e.g. impacting less than 20% of total credits), they may be approved by the Council as a minor programme change. In this case, no further accreditation procedures are required.
3. If the QAC considers the delivery changes to be of greater entity (e.g., impacting more than 20% of total credits), the institution will be asked to undertake the procedure for achieving the accreditation of a blended delivery programme (see section 3 above). In this case, the institution and the programme will need to undergo a new review.

⁶ For example, a blended delivery programme would be one where 80% of the credits are delivered residentially and 20% online or where 40% of the credits are delivered residentially and 60% online.

5 – Extension centres and satellite campuses

A theological institution may deliver part or all of its programme in an extension centre or establish a permanent satellite campus. This is an important distinction for accreditation purposes.

EXTENSION CENTRES

Extension centres are classified by the ECTE as a mode of (DE) delivery that is used by an institution. Typically, an extension centre:

1. Is organisationally dependent and coordinated by a ‘mother’ institution.
2. Is located remotely from the ‘mother’ institution, which may also mean in a different language area.
3. Offers facilities for the delivery of learning and assessment of a programme.
4. Has local facilitators that may or may not be staff employed by the ‘mother’ institution.
5. Does not have claims of independence.

An institution that is delivering a programme in one or more extension centre is subject to the regulations in these *Guidelines for Distance and Online Education Programmes*.

SATELLITE CAMPUSES

Satellite campuses are considered as institutions that are partially dependent from a ‘mother’ institution and have a variable degree of autonomy. Typically, a satellite campus:

1. Is organisationally partially independent from the ‘mother’ institution.
2. Replicates the delivery of programmes together with a ‘mother’ institution.
3. May conduct other autonomous educational activities.
4. Has partial claims to independence.

The accreditation of programmes delivered through satellite campuses will be evaluated by the ECTE on a case by case basis, as there are many variables that can change. For example:

- In some cases, satellite campuses may employ their own educational staff, have their own mission and identity statement, be governed locally and use distinctive approaches to teaching and learning. In these cases, the satellite campus is distinct in terms of quality assurance from the ‘mother’ institution and should undergo separate accreditation procedures related both to institutional and programme standards.
- In other cases, satellite campuses have been included in the accreditation of the ‘mother’ institution from the start and do not present distinct quality assurance situations. They offer programmes approved in conjunction with the accreditation of the mother institution and fulfil similar QA criteria. They may in other terms be considered as an extension.

In all cases, satellite campuses are subject to the full regulations of the *Standards and Guidelines for ECTE Accreditation* and the danger of franchised accreditation must be avoided.

A. INSTITUTIONAL GUIDELINES FOR DE/OE

When seeking institutional accreditation that includes distance and online delivery modes, the institutional standards outlined in Part A of the *Standards and Guidelines* for ECTE Accreditation need to be re-examined with these particular delivery modes in mind. While in many cases the standards remain the same, the particular nature of DE/OE programmes requires the addition of the guidelines outlined below.⁷ For ease of reference, additional guidelines are referenced to the appropriate institutional guideline in the *Standards and Guidelines* for ECTE Accreditation.

The guidelines generally apply to a wide range of distance and online education delivery modes, including extension centres, multi-site delivery, situated learning, blended delivery and full online delivery.

A.1 – Identity and purpose (DE/OE)

ADDITIONAL/REVISED GUIDELINES FOR INSTITUTIONS USING DE/OE DELIVERY

Concerning identity and purpose, most of what is found in the *Standards and Guidelines* for ECTE Accreditation remain unchanged for institutions using DE/OE delivery. The following additional guidelines should be considered:

1. Institutions making use of online delivery operate in full legality and respect of national laws concerning internet security and privacy of users (*A.1.2 - Legal and fiscal status*).
2. DE/OE delivery is reflected in the mission, vision and goals of the institution and is embraced by the administration, with support from the governing body, as a strategic means toward the accomplishment of these ends (*A.1.3 – Vision and mission*).
3. In their public information, institutions include an accurate description of the delivery mode, of its requirements (e.g. availability of devices, internet connection, etc) and costs. Where OE is extensively used, it is advised that samples of delivery (tasters) are made available to prospective students (*A.1.4 - Public information*).
4. All public information is freely available on the Internet (*A.1.4 - Public information*).

A.2 – Governance and quality assurance (DE/OE)

ADDITIONAL/REVISED GUIDELINES FOR INSTITUTIONS USING DE/OE DELIVERY

Concerning governance and quality assurance, most of what is found in the *Standards and Guidelines* for ECTE Accreditation remain unchanged for institutions using DE/OE delivery. The following additional guidelines should be considered:

1. DE/OE delivery modes are fully integrated and managed through the institution's structure of academic administration which includes student invoicing. This is particularly important for blended delivery programmes (*A.2.2 – Leadership and management*).
2. Decision-making structures include remote staff and student representation (*A.2.3 – Decision-making structures*).
3. DE/OE delivery is fully represented in institutional planning, budgeting, fund-raising, and quality assurance processes with regard to both current operations and future development (*A.2.4– Strategic planning*).

⁷ The standards outlined below are taken from the SG-GETE Appendix F.

4. Educational leadership has clearly identified the target audience for the DE/OE programme and, in the case of OE delivery, is aware of the diversity of their students' digital experience and accessibility (A.2.4– *Strategic planning*).
5. For OE delivery, internal quality assurance includes care and attention to issues of technological progress and fruition (A.2.5– *Internal quality assurance policies and procedures*).
6. For OE delivery, institutions have contingency plans that address the possibilities of disrupted internet service both from the institutional side and from the student's side (A.2.5– *Internal quality assurance policies and procedures*).
7. When new modes of delivery are implemented, special care is given to collecting and acting on student feedback in the first cycles of delivery. Institutions monitor the competence of their staff in relation to the chosen delivery method(s) especially when educational staff is performing in new roles (e.g. as online tutors)(A.2.5– *Internal quality assurance policies and procedures*).

A.3 – Human resources (DE/OE)

ADDITIONAL/REVISED GUIDELINES FOR INSTITUTIONS USING DE/OE DELIVERY

Concerning human resources, the following guidelines need to be added to the *Standards and Guidelines* for ECTE Accreditation for institutions using DE/OE delivery, especially in the area of educational staff.

1. Institutions develop appropriate staffing plans and recruit staff to match the chosen delivery approach. This might involve new or redesigned staff positions such as content experts (developers, authors or writers), instructional designers, multimedia production experts, tutors and facilitators, field placement coordinators, local mentors,⁸ and technical support staff. In smaller institutions, a single person might occupy several or all of these roles (A.3.1– *Human resources*).
2. Institutions employ or have sufficient access to senior educators who are conversant with the literature of chosen delivery mode, are aware of what constitutes best practices in the field, can demonstrate an understanding of the various strengths and weaknesses of different delivery modes and of the media they employ and are capable of leading and training others in developing programmes, courses and lessons (A.3.1– *Human resources*).
3. Institutions provide initial and ongoing administrative and technical training for non-educational staff in the chosen mode(s) of delivery (A.3.1– *Human resources*).
4. Institutions employ administrators and/or technicians with adequate experience and expertise in supporting and developing the chosen mode of delivery. This is especially important for OE delivery. In extension centres, local support staff should also be envisioned. (A.3.2– *Non educational staff*).
5. Institutions provide initial and ongoing training for educational staff in the chosen mode(s) of delivery. This might include, for example, training in the delivery of intensive teaching for delivery in extension centres, or training in the use of a VL and online tutoring practices for online delivery. All educational staff receive ongoing training in learning design (A.3.3– *Educational staff*).
6. Institutions provide educational staff with the necessary tools and means to successfully employ the chosen delivery method(s) (A.3.3– *Educational staff*).
7. Student-instructor ratios are appropriately set to match best practice in the chosen delivery mode (A.3.3– *Educational staff*).

⁸ These might include competent individuals/leaders residing in the local physical context of each DE/OE student, who are able to help students achieve the programmes learning outcomes.

8. In cases of OE, where online tutoring consists in facilitating learning through existing study materials rather than directly instructing in a field of expertise, the academic qualifications of a limited number of tutors can be lower than those indicated in A.3.3 of the *Standards and Guidelines*, provided that they are sufficiently qualified and proficient in the field. In every case, however, the learning content is developed by educational staff with the required qualifications (A.3.3– *Educational staff*).
9. Staff involved in DE/OE delivery normally does not incur in additional personal costs nor is expected to work during non-contracted hours in order to deliver learning. Institutions monitor healthy working and studying habits for staff and students that work and study from home (A.3.4 – *HR policies and procedures*).
10. Fees and remuneration of non-permanently contracted staff (i.e. local supervisors or online tutors) are appropriately contracted to reflect workloads (A.3.4 – *HR policies and procedures*).

A.4 – Community and context (DE/OE)

ADDITIONAL/REVISED GUIDELINES FOR INSTITUTIONS USING DE/OE DELIVERY

Concerning community and context, institutions using DE/OE delivery engage in different kinds of communities and hence some careful additions and revisions need to be made to the *Standards and Guidelines* for ECTE Accreditation.

1. Institutions have a written policy that is regularly assessed on how to foster a healthy sense of learning community in the absence of a physical context. This includes setting correct expectations around what can and cannot be achieved, and the strategies that will be employed (A.4.1 – *Learning community*).
2. Where appropriate, non-curricular community activities are arranged (even remotely), and social media are used to increase informal communication (A.4.1 – *Learning community*).
3. Institutions develop and implement ongoing and realistic strategies to offer pastoral and spiritual support and positive character role-modelling to students (A.4.1 – *Learning community*).
4. Ethical codes and disciplinary regulations (e.g. netiquette codes for OE) are in place as appropriate to the delivery mode and are used to encourage the cultivation of responsible character in community (A.4.1 – *Learning community*).
5. Institutions leverage situated learning contexts to cultivate strong relationships, collect feedback and cooperate with the local faith communities of their students (A.4.2 – *Stakeholder community*).
6. As appropriate, institutions cooperate with other academic and professional communities in sharing and producing digital resources for OE (A.4.2 – *Stakeholder community*).
7. Institutions are conscious of the obstacles to remote communication and sensitive to issues of potential isolation and have written policy on communication strategies at all levels and with all members of the DE/OE learning community that is implemented and regularly assessed (A.4.4 – *Communication*).

A.5 – Educational resources (DE/OE)

ADDITIONAL/REVISED GUIDELINES FOR INSTITUTIONS USING DE/OE DELIVERY

Concerning the educational resources for institutions using DE/OE delivery, a number of important additions and revisions need to be made to the *Standards and Guidelines* for ECTE Accreditation.

1. Student services are tailored to fit the chosen DE/OE delivery mode (A.5.1 – *Student services*).
2. An induction programme is available to all students, providing general orientation to student services available to them, information on the delivery mode, programme introduction elements, timetables and important dates, instructions on course delivery and assessment submission, and instructions on how to access technical, pastoral or administrative support when needed (A.5.1 – *Student services*).
3. Institutions ensure that adequate, fit for purpose and readily accessible study facilities are available to students in accordance with the DE/OE delivery mode. In the case of local evening classes, extension centres or satellite campuses, study facilities will take the form of suitable physical venues as outlined in A.5.2 of the *Standards and Guidelines*. In the case of OE, study facilities will normally take the form of a virtual learning environment (VLE) that should be designed to be user-friendly, complete, uncluttered, easily navigable, aesthetically pleasant and security-protected⁹ (A.5.2 – *Study facilities*).
4. Students are supplied with remote or local access to the necessary learning resources that are required to meet programme outcomes. These normally includes free, full-text access to digital library resources (A.5.3 – *Library/learning resource centres*).
5. Learning resources are used in full compliance with copyright, sharing consent and intellectual property regulations (A.5.3 – *Library/learning resource centres*).
6. Given the potentially higher attrition rates in non-residential delivery, student progress and drop-out rates are closely monitored with a view to remove unnecessary obstacles to student success and satisfaction (A.5.4 – *Information management*).
7. Institutions provide adequate technical infrastructure and qualified personnel who assure that all related systems and procedures function correctly, safely and reliably. Students also receive timely and effective technical assistance from the institution's IT department. This is particularly important for OE when a VLE is used (A.5.4 – *Information technology*).
8. Students are clearly informed about which technologies and communication lines they can use with educational and non-educational staff to support their learning and assist them in their educational process.¹⁰ These communication lines are regularly tested to ensure their reliability, fruition and student satisfaction levels. It is good practice to inform students of response times (A.5.4 – *Information technology*).
9. The institution ensures that the technologies that undergird OE delivery (i.e. VLE, Internet access, servers or web hosting service, cybersecurity, system updates, backups, etc.) are available, functioning properly and appropriate to meet the demands of the size of the institution and the number of users (A.5.5 – *Virtual Learning Environments and educational resources*).

⁹ The term learning management system (LMS) can be frequently used as a synonym.

¹⁰ In an OE course, this might be a discussion forum. In an extension centre or as a communication line with registry, it might be an email group. Whatever the case, students should clearly know where and how to make contact when necessary.

A.6 – Finances and sustainability (DE/OE)

ADDITIONAL/REVISED GUIDELINES FOR INSTITUTIONS USING DE/OE DELIVERY

One main addition needs to be made to the *Standards and Guidelines* for ECTE Accreditation concerning finances and sustainability of institutions that make use of DE/OE delivery modes.

1. The institution provides a specific financial analysis of DE/OE operations to guarantee viability and sustainability and ensure that students will be able to complete their study programmes (A.6.3 – *Sustainability*).

B. PROGRAMME GUIDELINES FOR DE/OE

When seeking programme accreditation that includes distance and online delivery modes, the institutional standards outlined in Part B of the *Standards and Guidelines* for ECTE Accreditation need to be re-examined with these particular delivery modes in mind. While in many cases the standards remain the same, the particular nature of DE/OE programmes requires the addition of the guidelines outlined below.¹¹ For ease of reference, additional guidelines are referenced to the appropriate programme guideline in the *Standards and Guidelines* for ECTE Accreditation.

The guidelines generally apply to a wide range of distance and online education delivery modes, including extension centres, multi-site delivery, situated learning, blended delivery and full online delivery.

B.1 – Holistic integration (DE/OE)

ADDITIONAL/REVISED GUIDELINES FOR INSTITUTIONS USING DE/OE DELIVERY

Concerning holistic integration, most of what is found in the *Standards and Guidelines* for ECTE Accreditation remain unchanged for institutions using DE/OE delivery. One main additional guideline should be considered:

1. Institutions have carefully outlined policies and procedures indicating how holistic integration will be achieved given the distinctive potential and the limitations of the chosen DE/OE delivery mode. Procedures might include active partnerships with local churches, organisations and mentors. These policies are regularly reviewed and revised. Particular care, creativity and innovation are given to learning outcomes and activities related to spiritual formation and character education (*B.1.1 – Holistic integration*).

B.2 – Curriculum development (DE/OE)

ADDITIONAL/REVISED GUIDELINES FOR INSTITUTIONS USING DE/OE DELIVERY

Concerning curriculum development, there are several guidelines that need to be added to the *Standards and Guidelines* for ECTE Accreditation for institutions using DE/OE delivery, especially in the area of design, learning activities, feasibility, credit allocation and duration and monitoring processes.

1. The design of the programme includes a specific analysis of the context that has determined the choice of DE/OE delivery (*B.2.1 – Design and approval processes*).
2. If blended/hybrid delivery programmes deliver the same modules in more than one mode (e.g. both residentially and online in order to enhance flexible learning pathways for students), proof is provided that they meet the same learning outcomes (*B.2.2 – Outcomes and fitness for purpose*).
3. Module descriptors feature a description of the DE/OE instructional methods that will be used (*B.2.3 – Curricula, module descriptors and learning activities*).
4. Learning activities are designed within modules to help meet learning outcomes as fitting to the chosen DE/OE delivery context (*B.2.3 – Curricula, module descriptors and learning activities*).
5. In practice-oriented programmes, care is given in designing placement opportunities that take advantage of situated learning contexts (*B.2.5 – Content, level, feasibility and progression*).

¹¹ The standards outlined below are taken from the SG-GETE Appendix F.

6. Since DE/OE programmes are typically part time, special care is used in designing feasible time frames that enable smooth student progression (*B.2.5 – Content, level, feasibility and progression*).
7. ECTS credits are calculated and allocated for all learning activities that occur through DE/OE delivery. Where modules are delivered in more than one mode, the credit calculation will consider different learning activities, but must amount to the same quantity of learning hours (*B.2.6 – Credit allocation and duration*).
8. Learning calendars balance the distribution of learning time and must reflect module duration and the amount of learning hours that are being required of students studying through DE/OE delivery. OE programmes explicitly select and justify self-paced, cohort-based or combined approaches (*B.2.6 – Credit allocation and duration*).
9. Monitoring processes include a specific focus on student satisfaction related to the DE/OE delivery (*B.2.8 – Monitoring processes*).

B.3 – Learning, teaching and assessment (DE/OE)

ADDITIONAL/REVISED GUIDELINES FOR INSTITUTIONS USING DE/OE DELIVERY

The following guidelines in the area of learning, teaching and assessment need to be added to the *Standards and Guidelines* for ECTE Accreditation when an institution is using DE/OE delivery:

1. Institutions articulate their educational philosophy and adult pedagogy practices to include specific reference to the chosen mode of DE/OE (*B.3.1– Educational philosophy and adult pedagogy*).
2. Institutions specifically formulate how the chosen mode of DE/OE contributes to student-centred learning and teaching. This is also reflected and articulated in the design of all modules in the programme (*B.3.2– Student-centred learning and teaching and assessment*).
3. Institutions have a list of indicators of quality in learning and teaching that reflect the chosen delivery mode (*B.3.2– Student-centred learning and teaching and assessment*).
4. Institutions implement good practice in module design in relation to the chosen DE/OE mode of delivery. This should be supported by research, implemented in training module writers and supported by a process of testing, editing and revision (*B.3.3– Module design and delivery*).
5. Modules include an induction that clearly explain to students how the learning will be delivered and how they will be assessed in the DE/OE context (*B.3.3– Module design and delivery*).
6. OE modules select and justify the use of synchronous, asynchronous and semi-calendarized learning on the basis of the module learning outcomes and of students' contexts (*B.3.3– Module design and delivery*).
7. Assessment is designed to be suitable and feasible for the chosen DE/OE delivery context. Where necessary, measures must be put in place to avoid unfairness and cheating. Where modules are delivered in more than one mode, the assessment must be comparable (*B.3.6 - Assessment*).
8. Mechanisms are in place to provide prompt, regular feedback to students (*B.3.6 - Assessment*).

B.4 – Student admission, progression, recognition and certification (DE/OE)

ADDITIONAL/REVISED GUIDELINES FOR INSTITUTIONS USING DE/OE DELIVERY

For institutions using DE/OE delivery, the area of student admission, progression, recognition and certification requires some additional guidelines to the *Standards and Guidelines* for ECTE Accreditation.

1. Institutions have remote admission procedures that are suitable for DE/OE students (*B.4.1 - Admission*).
2. Institutions have admission criteria that include connectivity and access specifications for OE students (*B.4.1 - Admission*).
3. Progression and recognition regulations do not discriminate between delivery modes (*B.4.2 – Progression* and *B.4.3 - Recognition*).
4. Graduation ceremonies are suitable for the contexts of DE/OE students and arrangements are in place for the secure delivery of certification documents (*B.4.4 – Graduation and certification*).
5. Certification such as the *Diploma Supplement* should include a description of the DE/OE delivery mode (*B.4.4 – Graduation and certification*).

B.5 – Qualification nomenclature and credits (DE/OE)

ADDITIONAL/REVISED GUIDELINES FOR INSTITUTIONS USING DE/OE DELIVERY

No revisions or additions need to be made to the *Standards and Guidelines* for ECTE Accreditation concerning qualification nomenclature and credits of programmes that make use of DE/OE delivery modes.

These Guidelines have been approved by the ECTE Council, 28 May 2020 and are valid until their revision.

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