**A for Criteria for the Accreditation of Flexible Course programmes**

Framework & Eligibility

1.1 This document sets out the criteria for Flexible Courses accreditation. While setting the standards that accredited provision is expected to meet, these criteria are not intended to be so prescriptive as to stifle innovation or to preclude other measures by which quality may be assessed.

1.2 At the core of the accreditation scheme is full recognition of the autonomy of individual degree awarding institutions to offer Flexible Courses and of the need for individuals and employers to have an internationally recognized accreditation process.

1.3 Accreditation assesses the current standards of Flexible Courses offered at an institution while promoting a developmental philosophy and a commitment to continual improvement. Institutions gaining accreditation are expected to maintain and demonstrate this commitment to regular improvement.

1.4 Assessors will base their judgement on the overall context of the Flexible Course provision under assessment, taking into account the quality of the institution offering the Flexible Course.

1.5 Each Flexible Course hold specific name of the programme based on the topic and it is delivered by its own way to provide promised education. Any Flexible Courses that bear different topics and so are delivered differently, must meet accreditation standards as one Flexible Course with different topic/name of the programme. Close attention will be paid to the programmes submitted to ensure that the accredited portfolio is clear to all participants and ordering party.

Collaborative Provision

1.6 Where a Flexible Course is to be awarded jointly by more than one institution, one (accredited) institution is to be designated the lead provider and will be responsible for what is delivered by the partner institution(s).

2 THE INSTITUTION

2.1 The assessment of Flexible Courses provision will take account of the institution offering the programmes. The institution will have:

(i) an appropriate mission, explicitly expressed and regularly reviewed, which reflects its key strengths;

(ii) a well-defined, credible and coherent strategy, realistically reflecting its resources and constraints as well as its stated mission;

(iii) well defined and implemented policies of governance and continuous improvement, with members of the corporate community participating in the development of these policies;

(iv) market legitimacy, secured financial viability and institutional continuity;

(v) a discrete identity and an appropriate degree of autonomy (e.g. from the wider University) for decision making on issues such as strategic development and resourcing with respect to educational provision and management of educational resources;

(vi) an effective and integrated organization for the management of activities, with a significant degree of autonomy and control over its future;

(vii) identified its target population and have a developer sense of the market for its products including means of regular access to employer opinion; and

(viii) a clearly articulated and effective policy with regards to its relations with the organizational and managerial world, including a well-developed customer orientation.

2.2 The institution should be able to demonstrate satisfactory outcomes from its own internal and national audit processes. The institution should provide evidence that it has responded successfully to any recommendations resulting from these processes.

2.3 Institutions should demonstrate that the level of overall resourcing is appropriate for postgraduate/post-experience students. Library, computing and research facilities must be of a high standard and should be accessible, at least electronically, out of normal working hours and at weekends. Access to literature search facilities.

3 FACULTY

3.1 The institution offering an accredited programme must be able to provide relevant evidence of the quality of teaching from within its faculty, and be able to demonstrate high levels of quality cross its faculty.

3.2 Faculty providing Flexible Courses must be appropriately qualified and credible. For Flexible Courses teaching team postgraduate degree is not required.

3.3 The Flexible Courses teaching team should:

(i) be aware of debates at the forefront of knowledge in the relevant field;

(ii) be able to relate their subject to other subjects in certain Flexible Course;

(iii) have an up-to-date understanding of subjects of their teaching.

3.4 The institution should have a well-founded faculty development policy to ensure that faculty continues to meet high standards.

3.5 Due regard will be given to the following factors:

(i) the need for a critical mass of core staff to administer, deliver and manage the Flexible Course effectively;

(ii) new innovative approaches to delivery and learning which transcend the traditional concept of the school and tutor/student interaction.

3.6 The institution should address the issues of collegiality, availability and integration of staff into the total teaching and learning environment of the school, including part time faculty, faculty from another part of the institution, staff from other institutions and practitioners. All members of the Flexible Course teaching team, irrespective of origin, should be subject to the institution’s quality assurance policy.

4 PROGRAMME MANAGEMENT & STUDENT ENGAGEMENT

4.1 Mechanisms must exist to ensure adequate feedback and response to student reactions to course delivery and content on the Flexible Course.

4.2 There should be clearly defined roles relating to the academic leadership and administrative responsibilities for the Flexible Course programmes with individuals identified for each.

4.3 The institution should be able to demonstrate a level and quality of administrative support appropriate to the size of the Flexible Course provision.

5 STUDENTS

5.1 There should be an expectation on the part of the provider that the student will be able to understand the teaching of the programme and achieve the standard required for the education process (including required language abilities). Evidence will be required to show rigour in procedures and standards for admission, for example, reference from student´s employer or academic leadership from student´s home university, testimonial, applicant´s statement.

5.2 The Flexible Course is intended for a variety of able candidates, primarily:

(i) graduates from any discipline; and/or, holders of an equivalent professional qualification.

(ii) Experienced workers with the potential to meet the learning requirements of certain Flexible Course may also be considered as candidates.

6 PURPOSE AND OUTCOMES

6.1 The Flexible Course is:

(i) a career development advanced course for those with significant relevant work experience, which contributes to learning.

(ii) A scientific research advanced course for those are students of relevant study programme, which contributes to learning.

6.2 The purpose of a Flexible Course is to:

(i) enhance and develop previous relevant experience;

(ii) develop strategic and analytical thinking, innovation and wanted skills;

(iii) extend view in relevant sector;

(iv) encourage personal development.

7 CURRICULUM

Nature and design

7.1 The nature of a Flexible Course is based on the assumption of significant relevant previous experience of the participants. It should offer both a rigorous and intellectually demanding programme of study and the opportunity for personal development.

Knowledge, Understanding

7.2 Programme design and review has incorporated an understanding of the balance between theory and practice, and between functional and integrative teaching.

Teaching, Learning and Assessment

7.3 The applied nature of much of the Flexible Course demands a range of teaching and learning methods. These methods include lectures and field trips or visiting lectures. Field trips / visiting lectures are designed as in-company training by a mentor or as lecture with a representative of an institution or company.

7.4 Certificate of participation receive every student who participates at least 75 % of total credit hours.

8 MODE AND DURATION

Duration

8.1 The duration of a Flexible Course programme is expected to be equivalent to at least 10 days full time study.

8.2 A Flexible Course correspond to the equivalent of at least 35 contact hours learning effort (30 hours of lectures and 5 hours of field trips / visiting lectures). Contact hour is studying on a face-to face basis.

Delivery Mode

8.3 Flexible Courses programmes are always full-time.