

Distance Learning

The basic criteria laid down by the Accreditation Council, as derived from § 2 of the University Accreditation Act, also apply to private universities which offer distance learning, since quality standards for both institution and academic degree are the same as for on-site learning. But due to the particularities of distance learning, several additional areas must also be evaluated:

Staff and curricular responsibility

For distance learning, pedagogical and curricular responsibility is divided into three functional areas:

- Course author (content and pedagogical approach)
- Technical assistant (creation of electronic, interactive teaching materials)
- Tutor (work organisation, communication, support in time-based course completion)

The applicant must therefore prove that:

- Teachers' roles and areas of responsibility are clearly defined in terms of the threefold division mentioned earlier.
- The subject matter expertise of tutors matches their assignments.
- Teachers either have sufficient experience with or are being trained in didactic methods and communication.

Forms of communication and necessary technical equipment

- The use of specific forms of communication such as discussion forums, simulation, automatic correction programmes, self-evaluation tests and video sequences must facilitate interactive learning processes and the development of learning strategies at the appropriate level.
- Both technical equipment as well as the logistics and IT departments must have greater capabilities than in the traditional setup of an institution.
- The creation and distribution of course materials must be trouble-free.
- Teachers must have technical support to develop and apply their teaching materials.
- The institution's equipment must fulfil the requirements of on-site sequences of courses as well.