

World Futures Studies Federation Guide for Programme Accreditation

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Contents

1. BACKGROUND	4
1.1. INTRODUCTION	4
Academic Mission of the Federation.....	4
Accreditation Philosophy.....	4
1.2. Terminology.....	5
2. ACCREDITATION PRE-CONDITIONS, STANDARDS AND PROCESS.....	5
2.1. Pre-conditions: Request for Accreditation	6
2.2. Accreditation Standards	7
2.2.1. Mission Standards	7
Mission Standard 1.1: Mission Statement.....	7
Mission Standard 1.2: Programme Outcomes	7
Mission Standard 1.3: Multi-Year Plan	7
Mission Standard 1.4: Qualified Officers.....	7
2.2.2. Faculty Standards	7
Faculty Standard 2.1: Qualified Faculty Ratio	7
Faculty Standard 2.2: Academically Qualified	8
Faculty Standard 2.3: Professionally Qualified	8
Faculty Standard 2.4: Faculty Review Process.....	8
Faculty Standard 2.5: Full-Time Faculty Ratio	8
Faculty Standard 2.6: Teaching Workloads	8
Faculty Standard 2.7: Faculty Engagement	8
2.2.3. Curriculum Standards	8
Curriculum Standard 3.1: Peer Benchmarking	8
Curriculum Standard 3.2: Award Level	8
Curriculum Standard 3.3: Foresight Component.....	8
Curriculum Standard 3.4: Transfer Credit	9
2.2.4. Instructional Standards.....	9
Instructional Standard 4.1: Curriculum Review.....	9
Instructional Standard 4.2: Outcome Assessments.....	9
Instructional Standard 4.3: Defined Assessments.....	9
Instructional Standard 4.4: Faculty Performance.....	9
Instructional Standard 4.5: Assessment Plan	9
2.2.5. Student Standards	9
Student Standard 5.1: Admission Requirements	9



Student Standard 5.2: Student Achievement.....	9
Student Standard 5.3: Academic Information.....	10
2.2.6. Resource Standards.....	10
Resource Standard 6.1: Library Resources.....	10
Resource Standard 6.2: Information Technology.....	10
Resource Standard 6.3: Instructional Technology.....	10
Resource Standard 6.4: Professional Support.....	10
Resource Standard 6.5: Administrative Support.....	10
Resource 6.6 Enrolment Support.....	10
2.3. Process (Illustrated in Figure 1).....	10
3. ACCREDITATION STATUS.....	14
4. FAILURE TO APPLY FOR ASSESSMENT FOR REACCREDITATION.....	14
5. COMPOSITION OF AN ASSESSMENT TEAM.....	14
6. SITE VISITS.....	15
7. FEES AND COSTS.....	16
7.1. Additional Services and fees.....	17
7.1.1. Accreditation Workshops.....	17
7.1.2. Accreditation Services Fees.....	17
8. CHANGE TO ACCREDITATION STATUS.....	18
9. CHANGES TO THE INSTITUTION OR A PROGRAM DURING THE ACCREDITATION PERIOD.....	18
10. PUBLICATION OF ACCREDITATION STATUS.....	19
10.1. Publication by WFSF Programme Accreditation.....	19
10.2. Publication by the Association of Professional Futurists (APF).....	19
10.3. Publication by Institution.....	19
11. ONGOING MONITORING OF ACCREDITED PROGRAMS.....	19
11.1. Annual Reporting.....	19
12. INTERNAL REVIEW AND COMPLAINTS.....	20
12.1. Appeal.....	20
12.2. Complaints against institutions.....	20



1. BACKGROUND

1.1. INTRODUCTION

This document sets out the guidelines that apply to the World Futures Studies Programme Accreditation process. The complete accreditation process is also published on the WFSF Programme [Accreditation website](#).

The World Futures Studies Federation (WFSF) is an international non-profit and non-governmental organization, operating under international law. It was founded in 1973 to promote the development of futures studies as an academic discipline. It is acknowledged that numerous descriptions and nomenclatures (see glossary below) have evolved to describe the futures studies field in its very varied applications internationally. It is the intention of the programme accreditation of the Federation to be as inclusive of these diverse applications as possible.

Academic Mission of the Federation

The Federation exists to support and encourage high quality, innovative, formal foresight education throughout the world. It encourages and supports the development, advancement and dissemination of futures research and foresight education. It provides standards for peer review of foresight education programmes.

Accreditation Philosophy

The WFSF has developed a quality system that allows the Federation to a) continually improve its capabilities and learning associated with the learning and teaching of foresight and futures studies programmes, b) set standards for effective learning and teaching and achieving defined graduate attributes, and c) recognise high quality programmes and courses through specialized accreditation.

Given the history and reputation of the Federation and being the peak body in foresight and futures studies, the WFSF offers the accreditation of foresight and futures studies education assuring their quality.

The Federation was guided in its development of its accreditation process and standards by a philosophy of quality assurance and continuous improvement. That philosophy is as follows:

- Accreditation should emphasize the intellectual and professional value that a foresight programme or course affords to its students and graduates.
- Accreditation of foresight programmes and courses are based on an institution's responsibility for the quality of their learning and teaching, and should be linked to the mission of the department, unit, organisation, school, institute, centre, college or university in which it is housed.
- Accreditation should verify the effectiveness of an institution's internal quality assurance. It should offer new perspectives and act as a catalyst for learning and teaching improvement.
- Accreditation should be sufficiently rigorous to ensure that only high-quality programmes and courses will qualify for accreditation.
- Accreditation standards should be reliable, useful, pre-defined, published, and implemented consistently.
- Accreditation should be flexible and useful to a broad range of missions and institutions which operate under diverse legislative frameworks.
- Accreditation processes should include self-study, external peer review evaluation, external judgement based on standards, institutional award, and periodic follow-up.



- Accreditation actions by the Federation should be published and accessible to the academic community, irrespective of whether the process leads to formal approval.
- Accreditation should be a transparent, evidence-based process carried out by a panel of independent experts that challenges institutions to continuous improvement in foresight education.
- Accreditation should be conducted over appropriate intervals to ensure that accredited programmes and courses continue to offer high quality foresight education.
- Accreditation processes should encourage innovation and experimentation, growth and quality in foresight education.
- Accreditation processes and fees should be minimized to provide a tangible cost/benefit relationship for applicants.

The WFSF offers its standards to institutions interested in achieving accreditation in foresight and futures studies. Institutions offering programmes or courses which meet the Federation's standards will be credentialed as an **Accredited Foresight Programme**. Accreditation will extend for a period of five (5) years. Review of accreditation will be available every five (5) years to ensure programmes continue to maintain high quality standards of the Federation.

1.2. Terminology

[Note: While this document refers throughout to 'foresight programmes', institutional reference to 'futures studies', 'prospectiva', 'futures foresight', 'estudios de futuros' or other similarly termed programmes sharing similar characteristics and knowledge base are included in the nomenclature. The accreditation will be termed 'Accredited Foresight Programme']

Accreditation: independent recognition that an organisation meets the requirements of governing industry standards. In foresight, accreditation of tertiary education institutions recognises institutional processes, standards and continuous improvement toward quality assurance in teaching and learning of foresight programmes.

WFSF Programme Accreditation Council: WFSF PAC

Foresight programme: academic programmes that support and encourage high quality, innovative, foresight education through the development, advancement and dissemination of futures research and foresight education.

Foresight / Prospectiva / Estudios de futuros / Futures foresight programmes: These and other terms are used internationally and refer to academic programmes or courses that are based on the corpus of knowledge underpinning the field of futures studies.

Tertiary education institutions: institutions or a unit of an organisation that offer education following the completion of secondary education. These may include departments, colleges, technikons, agencies, academies, institutes, centres and universities. Their awards may include education and training such as certificates, diplomas and advanced diplomas, undergraduate study such as associate and bachelor degrees, and postgraduate study such as graduate certificates, masters and doctoral degrees

2. ACCREDITATION PRE-CONDITIONS, STANDARDS AND PROCESS



2.1. Pre-conditions: Request for Accreditation

In order to be eligible for accreditation of a foresight programme, an institution must meet various preconditions. Phase 1 of the Programme Accreditation process requires the submission of a 'Request for Accreditation' form to be completed. The pre-conditions included in the 'Request' are as follows:

Precondition 1: Futures Studies

The institution must demonstrate that the mission of the foresight educational programme(s) sufficiently falls within the philosophy, frameworks, and methodologies of futures studies as defined by the principles of the Federation, its pluralistic approach to futures studies, and the peer-reviewed journals in this field.

Precondition 2: Credential Granting

The institution must grant a tertiary educational award in foresight and / or futures studies (certificate, diploma, associate, baccalaureate, master's or doctoral level). If an institution offers awards in futures studies and / or foresight at more than one level, the accreditation process will review all levels simultaneously. Subsequent to accreditation by the Federation, if an institution initiates a programme at a new level the awards must be reviewed within three years of the initiation.

Precondition 3: Governmental Approval

The institution must be authorized to grant awards by a recognized governmental agency. The institution should demonstrate that anti-discrimination policies govern the admission of students and employment of staff.

Precondition 4: Institutionally Accredited

The institution must be accredited by a recognized institutional accrediting body or be self-accrediting as per legislative guidelines. Subsequent to accreditation by the Federation, the institution must demonstrate continuing adherence to the standards of their institutional accrediting body.

Precondition 5: Sufficient Term of Existence

The programme(s) to be accredited must have been in existence for a sufficient period of time to make possible an evaluation of quality. The institution should be able to produce evidence of curriculum development and revision processes, of faculty development and evaluation, and of graduates and educational outcomes.

Precondition 6: Administrative Unit

The foresight programme(s) offered by the institution must be supported by an institutional administrative unit. The administrative unit must be sustained by a continuing budget. Subsequent to accreditation by the Federation, the institution must demonstrate continuing support for this administrative unit.

Precondition.7: Mode and Location of Delivery

If an institution offers foresight / futures education at multiple locations, or through distance education, including electronic media, all locations and / or all modalities will be reviewed in the accreditation process simultaneously. Subsequent to accreditation by the Federation, if an institution initiates a programme at a new location, or through a new modality, all programmes must be reviewed within three years of the initiation.

Precondition 0.8: Institutional Membership

The unit to be accredited must be an institutional member of the WFSF. The unit's foresight programme(s)



must be in compliance with the Federation’s institutional membership requirements as published by the Federation during the year of programme review, the year of the accreditation visit, and the year of accreditation. Subsequent to accreditation by the Federation, the unit must demonstrate continuing adherence to the standards of the Federation.

2.2. Accreditation Standards

The Federation offers accreditation criteria organized under 6 accreditation standards: Mission, Faculty, Curriculum, Instruction, Students, and Resources. Programmes meeting these standards, as evidenced by these criteria, will be afforded recognition by the WFSF as an “Accredited Foresight Programme” in accordance with the following standards.

2.2.1. Mission Standards

In order to be accredited, the unit must articulate a mission for its foresight programme(s) which establishes its view of foresight education in accordance with the following standards.

Mission Standard 1.1: Mission Statement

The mission statement of the programme(s) must be clear, and accessible to all stakeholders, and subject to periodic review and revision. The mission must be aligned with the institution’s mission and must include a commitment to high quality programme outcomes in foresight.

Mission Standard 1.2: Programme Outcomes

The mission statement and its supporting online documentation must specify the educational outcomes programme offered, the types of occupations the award can lead to, and identify the characteristics of students (and / or other constituents) served by the programme(s).

Mission Standard 1.3: Multi-Year Plan

The foresight educational unit must have a multi-year plan that provides a vision and direction for its work and learning environment, and demonstrate adequate resourcing to reach its administrative and academic outcomes. This plan must be reviewed for its continuing relevance, and periodically improved and updated, and be supported by the institution.

Mission Standard 1.4: Qualified Officers

The mission must be supported by qualified officers who are responsible for documenting the administrative and academic outcomes of the programme.

2.2.2. Faculty Standards

A capable and qualified faculty is essential to the creation and delivery of high-quality education. The institution must demonstrate that it recruits, develops and maintains high quality faculty in its foresight programme(s). In order to be accredited, an institution must meet the following faculty standards.

Faculty Standard 2.1: Qualified Faculty Ratio

At least 50% of the student credit hours required for the foresight programme must be taught by academically qualified faculty. Institutions which offer masters or doctoral level foresight degree programmes should have greater concentrations of academically qualified faculty.



Faculty Standard 2.2: Academically Qualified

Academic qualification requires a minimum of a degree one level above the programme in which the faculty is teaching. The faculty capabilities should be supplemented by professional experience relevant to futures studies as relevant to the mission of the programme. Faculty may demonstrate equivalence to academic qualifications through intellectual activities including a demonstrated record in futures research within five years of the accreditation visit.

Faculty Standard 2.3: Professionally Qualified

Faculty must demonstrate continuing efforts to advance the discipline of futures studies and foresight. These efforts could include participation in professional meetings or conferences, peer reviewed intellectual contributions in the academic literature, professional involvement in the form of consulting activities, leadership positions in professional or scholarly organizations, or faculty internships.

Faculty Standard 2.4: Faculty Review Process

The institution must specify expectations they have for the faculty related to the teaching, research and service they must perform as leaders of the foresight programme(s). The institution must have a formal, periodic review process that supports faculty reappointment, promotion and tenure decisions (as applicable), with a process that sets guidelines for workload levels for effective teaching, instructional innovations, and professional and intellectual contributions to futures studies and foresight.

Faculty Standard 2.5: Full-Time Equivalent (FTE) Faculty Ratio

At least 20% of the total combined teaching load in the foresight programme(s) must be carried by full time equivalent (FTE) faculty members. Institutions offering masters or doctoral level foresight degree programmes should have higher proportions of full time equivalent (FTE) faculty.

Faculty Standard 2.6: Teaching Workloads

Teaching loads should be consistent with the mission and should be balanced to support high quality teaching, faculty development, professional and intellectual contributions, and service in proportions established by the mission.

Faculty Standard 2.7: Faculty Engagement

The unit has clear standards for faculty engagement and expectations that go beyond correspondence study. These processes exist to confirm regular and substantive faculty interaction with students and student-to-student interaction, whether on-site, or in the online environment.

2.2.3. Curriculum Standards

The institution must demonstrate that it offers and maintains a high-quality futures studies and foresight curriculum. In order to be accredited, an institution must meet the following curriculum standards.

Curriculum Standard 3.1: Peer Benchmarking

The curriculum must be in consonance with the mission and reflect foresight education as self-defined by two peer benchmark programmes.

Curriculum Standard 3.2: Award Level

The foresight curriculum must develop the requisite knowledge, skills and abilities that match the level of the award as defined by the [European Qualifications Framework or comparable qualification framework](#).

Curriculum Standard 3.3: Foresight Component

Programmes at the certificate, diploma, associate degree and baccalaureate level must contain majors, minors or concentrations in foresight that constitute at least 25% of the credits that constitute the award.



Graduate and professional programs must be progressively more advanced and structured to include knowledge of the literature and learning activities that ensure ongoing professional practice and research.

Curriculum Standard 3.4: Transfer Credit

The institution should have a transfer credit evaluation system in place which ensures that course credit granted from other institutions is equivalent in quality to that offered by the institution itself, subject to normal faculty review and validation. Transfers of credit must not play a significant role in foresight programme awards.

2.2.4. Instructional Standards

In order to ensure the effective creation and delivery of instruction, and demonstrate continuing program enhancement, an institution must be innovative and future oriented. In order to be accredited, an institution must meet the following instructional standards.

Instructional Standard 4.1: Curriculum Review

Processes must exist for the review and evaluation of instructional effectiveness. At a minimum, these processes must monitor curriculum design and delivery.

Instructional Standard 4.2: Outcome Assessments

Outcome assessments must be established and functioning which assess student learning outcomes at the course and programme level.

Instructional Standard 4.3: Defined Assessments

Assessment instruments (e.g., rubrics) are detailed and appropriate to student work and respective outcomes. Feedback on student assignments and dialogues are constructive and provided in a timely manner.

Instructional Standard 4.4: Faculty Performance

Processes must exist to evaluate faculty performance and teaching effectiveness, and the use of instructional resources. These processes must show evidence of innovation in teaching, instructional delivery, and curriculum content.

Instructional Standard 4.5: Assessment Plan

The unit must have a program assessment plan comprised of components such as program learning outcomes, curriculum map, course learning objectives, direct/indirect measures, artifacts, implementation timeline, oversight responsibility, faculty review, and use of information to enhance student learning.

2.2.5. Student Standards

A high-quality learning community is important for effective foresight education. Accordingly, and offer support services that ensure the timely completion of the respective programmes of study. In order to be accredited, an institution must meet the following student standards.

Student Standard 5.1: Admission Requirements

The unit must have clear, written guidelines for admission to each foresight programme it offers. These guidelines should be consistent with the mission and should support an objective of producing a high-quality student body. The guidelines and or policies should be developed with a clear and reasonable expectation that admitted students will be qualified to complete the program of study. These guidelines / policies must be readily available to interested parties.

Student Standard 5.2: Student Achievement

A unit must gather, maintain and analyse enrolment, retention, completion rates and other information to



improve student services and reduce barriers to student success. Student achievement guidelines and academic support policies must be readily available to interested parties.

Student Standard 5.3: Academic Information

A unit must make available to students all relevant academic catalogues, calendars, attendance and grading requirements / guidelines / policies, and refund policies. Advertising, recruiting, and admissions information must accurately represent the award requirements, programme of study, course scheduling, financing, and support services.

2.2.6. Resource Standards

These resources must be adequate to achieve the mission. In order to be accredited, an institution must meet the following resource standards.

Resource Standard 6.1: Library Resources

Library and/or reference materials must be adequate to support the programme(s) offered. They must be accessible to students and faculty, and must be sufficient to support the mission. If an institution offers master's or doctoral level degree, access to a higher coverage of practitioner and scholarly journals must be provided. The Federation recognizes that a wide variety of means may be appropriate to a given circumstance. Consequently, student and faculty access is the key factor in meeting this standard.

Resource Standard 6.2: Information Technology

The programme should be designed to encourage the use of information technologies by both students and faculty. Computing, software and digital resources i) must be adequate to support the award programme(s) offered, ii) must be accessible to students and faculty, and iii) must be sufficient to support the mission.

Resource Standard 6.3: Instructional Technology

Instructional technology, digital learning platforms, web conferencing, classroom and/or meeting facilities, and instructional support materials must be adequate to support the award programme(s) offered, must be accessible to students and faculty, and must be sufficient to support the mission.

Resource Standard 6.4: Professional Support

The institution should support and encourage student and alumni participation in academic and professional organizations and intellectual contributions. This support must be adequate to achieve the mission.

Resource Standard 6.5: Administrative Support

Staff and administrative support to students is crucial to the effective employment of faculty and enhancement of instructional resources. Consequently, administrative and staff support must be adequate, display a commitment to the programme, and must be sufficient to support the award programme(s) offered, in functions such as marketing, enrolment, financial aid, admissions, registrar, retention, information technology, career placement, and alumni services.

Resource 6.6 Enrolment Support

The institution supports the recruitment of a sufficient body of mission-appropriate students to prevent under-enrolment within its courses. Achievable enrolment growth targets are set for three to five years and are supported in marketing through a multi-year financial plan. There is ample student support through faculty advising and support services to reach retention goals.

2.3. Process (Illustrated in Figure 1)



The accreditation process has been designed to operate over a five-year cycle (accreditation period) so that the Institution's programs are assessed and considered for re-accreditation in the final year of that cycle and as part of one process.

The onus is on the Institution to ensure that WFSF Programme Accreditation Council (WFSF PAC) receives the necessary information sent by the Institution, including submissions. This includes the Request for Accreditation, the Application for Accreditation, and the Annual Update forms.

The onus is on the Institution to demonstrate that its programs meet the Accreditation Standards (Standards) and to demonstrate to the WFSF PAC how it will continue to meet the Standards during the accreditation period.

The accreditation process will allow the WFSF PAC to assess the Institution's operations and how they impact on each program offered by that Institution.

In conducting an assessment for accreditation, the WFSF PAC will have regard to:

- written material provided with the Application for Accreditation
- a report of observations made by an assessment team during a site visit to the Institution
- the Institution's response to any matters that have been raised by the assessment team, and
- any other relevant information or material obtained by WFSF Programme Accreditation.

In order to be considered eligible for accreditation an institution must be an Institutional Member of the WFSF (1.0).

To apply for accreditation, the Institution must document in the **'Request for Accreditation' form** how it meets the Preconditions (1.1), and pay a candidacy fee (1.2). Once accepted into candidacy, this opens a two-year window during which an institution may complete the accreditation application.

As a candidate (2.0) the institution must conduct a self-assessment (3.0) that addresses the accreditation standards by completing the **'Programme Accreditation Submission' form**. Once completed, the institution may submit their self-assessment report (**Programme Accreditation Submission' form**) to the WFSF PAC for initial assessment. The form should address the accreditation standards (3.1). The form should have uploaded supporting documentation (3.2) appropriate to demonstrate the institution's compliance with each standard.

Upon receipt of the Self-Assessment Report, the WFSF PAC will review (4.0) the document against initial submission criteria (4.1) and for completeness (4.2).

After completion of the initial review and documentation the WFSF PAC will appoint an accreditation team (The Team) (5.0) with the endorsement of the WFSF PAC (5.1) and arrange a site visit with the institution (5.2).

The Team will commence the accreditation team evaluation (6.0) by studying the Self-Assessment Report (6.1) and determine preliminary priority considerations to supplement the standards criteria (6.2).

The Team will then visit the institution's campus (7.0) and review such aspects of the program as it deems necessary to consider relevant to compliance with the Accreditation Standards (7.1). Upon completion of its visit, the team will respond within 3 weeks with a draft report (7.2) to allow the programme leadership to offer confirmation or correction (7.3).

The Accreditation team will then prepare a final written report of its review (8.1) and submit their

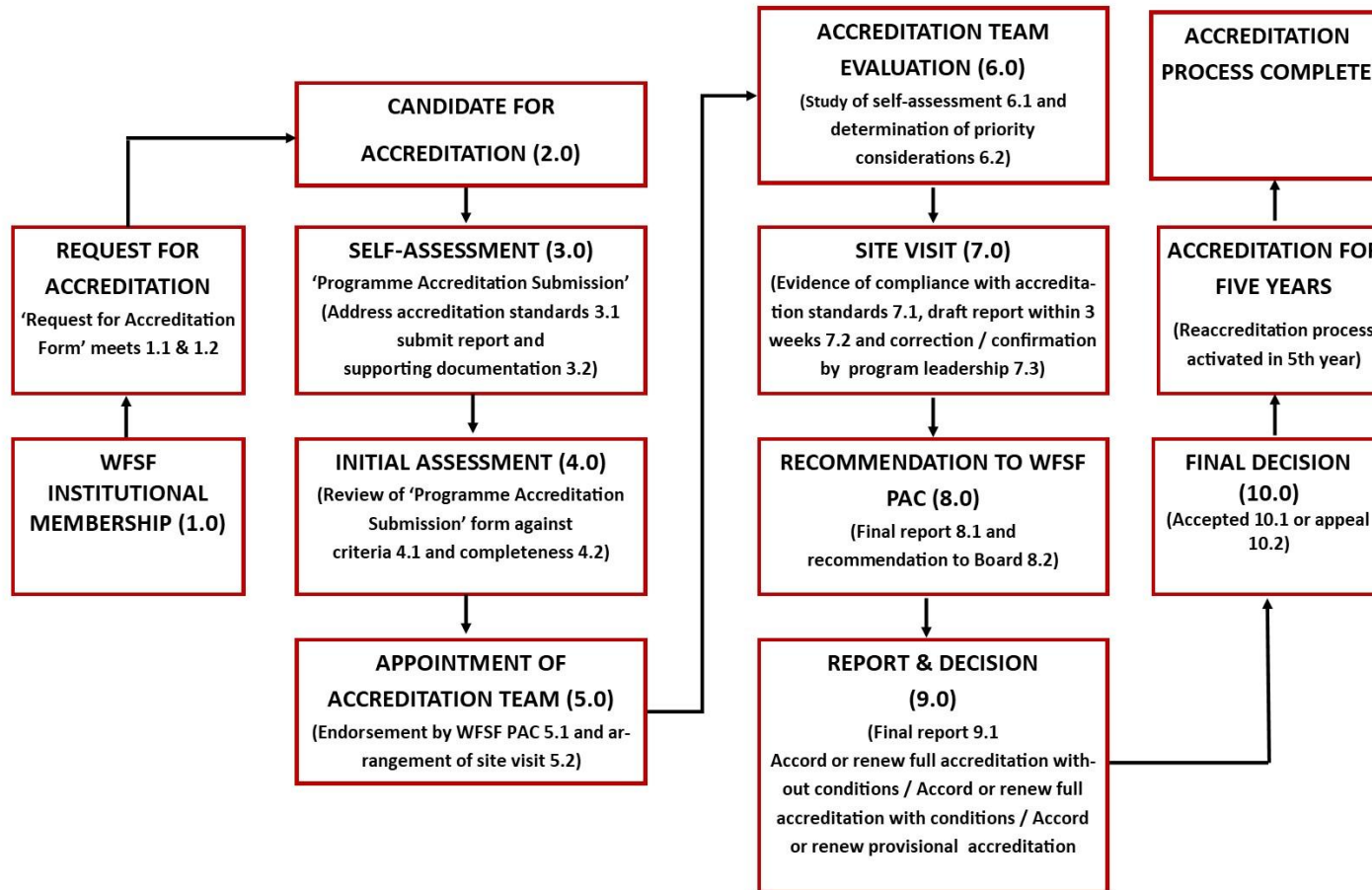


recommendation (8.2) to the WFSF PAC (8.0).

The WFSF PAC will provide a report and recommendation to the WFSF Board which will consider its final report and recommendation to make an accreditation determination (9.0). The institution will be scored on all standards for accreditation, as defined by their criteria and be judged to meet / not meet a minimum threshold total score. The WFSF Board will grant accreditation (with or without conditions), grant provisional accreditation or reject / withdraw accreditation based on the outcome of the evaluation. The institution will either accept (10.1) or appeal (10.2) the final decision (10).



Figure 1: WFSF Programme Accreditation Process





3. ACCREDITATION STATUS

The institution will receive a response from the Federation in one of five ways:

- **Accreditation without Conditions** Accord or renew full accreditation - the Standards may be met without concerns. This means the institution meets or exceeds the expectations embodied in the Federation's accreditation standards.
- **Accreditation with Conditions** Accord or renew full accreditation - the Standards may be met with concerns. This means the institution demonstrates the quality standards laid out by the Federation, but conditions must be fulfilled within a defined term.
- **Provisional accreditation with Conditions** The Standards may be met with serious concerns. This means the institution partially demonstrates the standards laid out by the Federation and conditions must be fulfilled within a defined term.
- **Accreditation Unsuccessful** The Standards may be judged not to be met if the institution fails to meet the minimum threshold score of the Standards as determined from the accreditation team's final report and recommendation.
- **Accreditation Expired.**

The institution and its unit will be notified as to the Board's decision (10.0). If an institution or program disagrees with the decision reached by the Federation, it may choose to challenge that decision (10.2), in which case it must pay an Appeal Fee. The fee to appeal a decision goes toward the cost to gather additional peer-review resources to conduct a review of the decision.

Institutions qualifying (10.1) for accreditation or renewal of accreditation i) will receive the associated credentials as soon as practically possible, and ii) will be asked to send representatives to the next Federation world conference at which time the institution will be publicly recognized and a plaque will be presented commemorating the institution's achievement.

4. FAILURE TO APPLY FOR ASSESSMENT FOR REACCREDITATION

The Institution with accredited programs must make an application for assessment in accordance with these rules prior to the expiry of their accreditation period.

There is no automatic renewal of the accreditation period for the Institution's programs. If no application is received by WFSF Programme Accreditation, no assessment will be made.

The accreditation of the Institution's programs will not be extended beyond the accreditation period if the Institution fails to make a timely application for assessment.

Failure to make an application for assessment prior to expiry of the accreditation period may result in a determination of Accreditation Expired for the Institution's program.

5. COMPOSITION OF AN ASSESSMENT TEAM

The WFSF has a pool of qualified assessors who are approved by the WFSF PAC. From this pool, the WFSF PAC will appoint an assessment team for each accreditation assessment.

The assessment team usually comprises the following assessors as approved by the WFSF PAC:



- an Assessment Team Leader who is an experienced assessor whose usual place of employment is not located in the same city as the Institution being assessed, and who is responsible for coordinating the assessment
- two further assessors (or more if agreed between the parties)
- observers (as agreed between the parties)

Each member of the assessment team is required to sign a confidentiality agreement and a declaration of any relevant personal or professional interest that may be perceived to conflict with his/her ability to undertake impartially his/her duties as a member of an assessment team.

The Institution will be informed in writing of the composition of the assessment team at least four (4) weeks prior to the site visit. The Institution will be notified of any changes to the composition of the assessment team as soon as practicable.

Where a potential conflict of interest is identified by the Institution, it must be drawn to the attention of the WFSF PAC in writing without delay.

Where a potential conflict of interest is drawn to the attention of the WFSF PAC by a third party, the WFSF PAC will notify the Institution who must promptly communicate to WFSF PAC in writing any concerns arising from the perceived conflict.

The WFSF PAC will assess any declared or potential conflict of interest and may, at its discretion, choose to:

- replace the relevant member of the assessment team
- postpone a site visit
- conduct a secondary site visit if a suitable replacement cannot be found prior to the scheduled visit
- manage the conflict of interest through provisions put in place for the assessment and supervised by the Assessment Team Leader.

6. SITE VISITS

The assessment team will make a site visit at the time notified to the Institution. At least one member of the Assessment Team will be an 'out of city' assessor. 'Out of city' means the assessor will not be a resident from or nearby the city where the institution is based and the site visit will take place.

The purpose of a site visit includes:

- providing the assessment team with the opportunity to clarify or seek further information about any issues arising from the Application for Accreditation and its attachments
- enabling the assessment team to check that all resources, policies and procedures of the Institution meet the Standards, and
- enabling the assessment team to meet and interview staff, students and other relevant persons, and to review teaching methods, materials and student assessments.



Upon receipt of confirmation of the date for the site visit, the Institution will prepare a proposed Site Visit Agenda in collaboration with the Assessment Team Leader. Consideration will be given to providing the assessment team with sufficient time to conduct all required assessments.

The proposed Site Visit Agenda must be submitted to WFSF PAC by the date specified so that planning by the assessment team can be undertaken.

The WFSF PAC will determine the final Site Visit Agenda. If the Institution delivers the programs being accredited at more than one campus, the assessment team may conduct a site visit at each of these campuses.

The duration of a site visit will depend on the number of campuses and the complexity of the programs to be accredited. Members of the assessment team must be given sufficient time to examine all the resources for the programs being assessed.

The Institution will be responsible for coordinating all arrangements for the site visit in consultation with the WFSF PAC. The WFSF PAC will be responsible for the organisation of all site visit

7. FEES AND COSTS

Fees for accreditation are set annually by WFSF PAC, which is available on the WFSF website.

The WFSF will issue a tax invoice for payment of fees for accreditation and associated site visit costs.

The cost of 'out of city' travel, including airfares, accommodation, meals, taxi fares and any other expenses associated with 'out of city' site visit by the assessment team will be the responsibility of the Institution.

Failure to pay outstanding invoices by the time specified by WFSF PAC may result in accreditation of the Institution's programs being revoked, or an assessment being delayed or not being undertaken.

Candidate sponsors. Candidates can attract sponsors who would cover costs as directly acquitted with the WFSF after approval (eg. considering the nature of business and alignment with the sponsor). This would qualify sponsor's logo presence on the banner of the WFSF accreditation services webpage after successful accreditation as long as the accreditation is current.

Schedule of Programme Accreditation Fees 2024

Institutional Eligibility Application ("Request for Accreditation")	No Charge
Application submission fee	US\$1570 Category A (High Income) US\$1045 Category B (Middle Income) US\$785 Category C (Low Income)
Annual accreditation fee for five years	US\$520 per year
Site visit fees	Institution to pay for at least one 'out of city' assessor's travel and the accommodation & subsistence costs of the assessment team
Site visit fees (observers)	At own cost or sponsored by institution
Appeal Fee	US\$520
Accreditation Services	
Workshop Session	No Charge



2-hour video consultation	US\$315
4-hour video consultation	US\$525

7.1. Additional Services and fees

7.1.1. Accreditation Workshops

The Federation will offer accreditation workshops at any regularly scheduled WFSF conference meeting, where there is sufficient demand. These sessions will be appropriate to 1) faculty or administrators from WFSF Programme Members desiring to explore the possibilities of accreditation, 2) Federation candidate members for accreditation, or 3) Federation Members seeking reaffirmation of accreditation.

Accreditation workshops will consist of 1 full day session. Morning sessions will be devoted to accreditation standards and processes. Afternoon sessions will be devoted to working with representatives from institutions desiring to actively pursue accreditation through hands-on examples of exercises for each standard. These sessions will be conducted by individuals qualified to serve on accreditation visitation teams and will explore the preparation of a Self-Assessment Report. In addition, participants will be able to discuss issues specific to an institution with the workshop presenters. Pre-Registration for each workshop will be required at least six weeks prior to the workshop.

7.1.2. Accreditation Services Fees

In addition to workshops, the Federation offers five levels of accreditation services to institutions. For institutions wishing to explore accreditation in foresight, the Federation periodically offers a 1-hour informational webinar, at no charge.

For institutions desiring a determination of Eligibility for accreditation activities, the Federation offers a 2-hour fee-based video consultation. This consultation helps the institution explore the possibilities of accreditation without the time and expense of a program review.

The third level of service involves a pre-self assessment consultation for Candidates. The Federation offers a fee-based 4-hour video consultation. This consultation allows an institution to ensure that there is a reasonable expectation for accreditation prior to undertaking a program review.

The Federation offers a fee-based evaluation service for institutions engaged in preparing an Accreditation Submission (Self-Assessment). Institutions may submit a full report, a partial report, or segments of a report for preliminary review. The reviewers will critique the report, partial report, or report segments, and make recommendations concerning the preparation of the report.

Application sponsorship institutions are able to secure sponsorship for accreditation costs with the WFSF directly invoicing the sponsor. Sponsorship will entitle the display of the sponsor's corporate



logo on WFSF Accreditation Page banner and associated communications and media.

8. CHANGE TO ACCREDITATION STATUS

The accreditation status of a Institution's program may be changed as a result of:

- the closure of the Institution or its department or school of psychology or other academic unit out of which an accredited program is taught
- the cessation of a program by the Institution
- an WFSF PAC accreditation assessment
- an WFSF PAC audit or monitoring process
- failure to meet the requirements of Accreditation with Conditions.

The Institution that has its program accreditation status changed may:

- seek an internal review of the decision to change accreditation status, or
- resubmit a new application for accreditation at any time.

9. CHANGES TO THE INSTITUTION OR A PROGRAM DURING THE ACCREDITATION PERIOD

The WFSF PAC monitors accredited programs to ensure that they continue to meet the Standards, pursuant to its accreditation agreement with the Institution.

It is the responsibility of the Institution to inform WFSF PAC as soon as possible of any changes or proposed changes to the delivery of its accredited program, including but not limited to:

- change to a multiple campus arrangement
- change to a program title
- change to staffing including number and mix
- change to resources supporting the program, and
- change to the content and/or mode of delivery of a program.

It is also the Institution's responsibility to inform WFSF PAC as soon as possible of any plans to change its relevant academic organisational unit.

The WFSF PAC may work cooperatively with the Institution to manage short-term difficulties that may arise from a proposed change.



Failure to inform WFSF PAC of any changes may impact on the future accreditation status of the program.

10. PUBLICATION OF ACCREDITATION STATUS

10.1. Publication by WFSF Programme Accreditation

WFSF PAC will maintain a publicly available list of all current WFSF Programme Accreditation-accredited programs on the WFSF website.

The list will state the current accreditation status and will be regularly amended to reflect any change in the accreditation status.

The WFSF PAC may also publish on its website a summary of the outcomes of each accreditation assessment it conducts.

10.2. Publication by the Association of Professional Futurists (APF)

The Association of Professional Futurists may also maintain a publicly available list of all current WFSF Programme Accreditation-accredited programs on the APF website as a service to members.

10.3. Publication by Institution

It is the responsibility of the Institution, at all times, to inform students and stakeholders accurately of the WFSF Programme Accreditation-accreditation status of its programs.

If a Institution changes the title of the qualification awarded on completion of an WFSF Programme Accreditation-accredited program, or changes any other significant part of a program, the Institution must not represent that the amended program as accredited by WFSF PAC.

11. ONGOING MONITORING OF ACCREDITED PROGRAMS

11.1. Annual Reporting

The Institution must submit a WFSF PAC Annual Update form at a time specified by WFSF

Failure to do so may result in the determination of Accreditation with Conditions for the program.

An Annual Update form is not required to be submitted in the final year of the Institution's current accreditation cycle if the Institution intends to make an application for reaccreditation.

The WFSF PAC may audit the Institution's accredited programs at any time during the accreditation period if it reasonably believes that one or more of its programs may no longer comply with the Standards.

The audit may include one or more of the following, depending on WFSF Programme Accreditation's determination:

- a request for information about one or more of the Institution's programs
- a request for copies of current program documentation
- a request for interview with one or more members of staff, students, or other stakeholders who might it might view reasonably be expected to contribute information useful to the conduct of the audit, and



- a site visit or visits to one or more campuses, as well as other locations where student placements or other components of education and training are conducted and/or assessed.

WFSF PAC will provide the Institution with at least twenty-one (21) days written notice of an audit.

The Institution must provide WFSF PAC with full access to staff, students, resources, documentation and facilities requested by WFSF PAC for the purpose of conducting an audit.

12. INTERNAL REVIEW AND COMPLAINTS

12.1. Appeal

If the Institution is not satisfied with WFSF Programme Accreditation's assessment and determination, it may seek to appeal the decision. The Appeal is available from the WFSF.

12.2. Complaints against institutions

The WFSF PAC may investigate a complaint received about the Institution if it relates to any part of the Standards.

The Complaints Process is available from the WFSF PAC.