



E FMD Certification of e-Learning (CEL)

CEL - Certification for e-Learning-supported Management Courses and Programmes

CEL - Marketing Strategy to promote advanced Quality of e-Learning

CEL - Quality Management System stressing continuous Quality Improvement

CEL – Certification by EFMD (European Foundation for Management Development)



The Executive office for EFMD CEL is located at the Swiss Centre for Innovations in Learning (SCIL), University of St. Gallen, www.scil.ch

More information on EFMD CEL: <http://www.efmd.org/cel>



EFMD Certification of e-Learning (CEL)

CEL is a joint initiative between
the European Foundation for Management Development (EFMD),
the Swiss Centre for Innovations in Learning (SCIL) at the University of St. Gallen,
and Spirus Applied Learning Solutions AG.

The Executive Office of EFMD CEL is located at SCIL.
If you are interested in finding out more about CEL,
please contact :

Prof. Dr. Dieter Euler
dieter.euler@unisg.ch

Dr. Sabine Seufert
sabine.seufert@unisg.ch

© EFMD

EFMD, Gachard House, rue Gachard 88, Box 3 - 1050 Brussels, Belgium, Tel.: +32.2.629.08.10 Fax: +32.2.629.88.11
website: <http://www.efmd.org/cel>

TABLE OF CONTENTS

1. What is CEL?	3
1.1. Overview	4
1.2. CEL Governing Boards	4
1.3. What makes CEL unique?	6
2. CEL Certification Process.....	7
2.0. Preliminary Inquiry	7
2.1. Application	8
2.2. Eligibility.....	8
2.2.1. Eligibility Briefing.....	9
2.2.2. Eligibility Criteria.....	9
2.3. Self-Assessment (SA).....	12
2.4. Auditor’s Review of the Self-Assessment, Student Interviews.....	13
2.5. Audit Team Visit (ATV)	14
2.6. Audit Team Report (ATR)	15
2.7. Programme Manager’s Commitment for Improvements, Factual Correction of the Audit Team Report	15
2.8. Awarding Body Decision	16
2.9. CEL Certification	17
2.10. Reporting on Results (RoR)	18
2.11. Re-Certification	18
3. Provision of Assistance.....	19
4. Fee Schedule	20
4.1. Initial Certification for one Programme	20
4.2. Bundle Option	20
4.3. One-Year Option	20
4.4. Re-Certification	21
4.5. Provision of Assistance	21

What is Cel?

1. WHAT IS CEL?

1.1. Overview

- *CEL-Certification for e-Learning-supported Management Courses and Programmes*
- *CEL-Marketing Strategy to promote advanced Quality of e-Learning*
- *CEL-Quality Management System stressing continuous Quality Improvement*
- *CEL-Certification by European Foundation for Management Development (EFMD) in Brussels.*

After a period of testing and exploring e-Learning in different contexts, there is a broad consensus that much more effort should be put into the question of quality improvement. The quality of both the products and programmes in the field of e-Learning vary widely. Although some proposals exist, there is still a lack of a concept of quality improvement which is theoretically sound and at the same time meeting the expectations of practice.

When analysing the relevant initiatives of other organisations, some references to e-Learning can be found. Within the context of distance learning programmes, some institutions have started to sketch specific criteria for e-Learning components within distance learning. However, there are no comprehensive e-Learning quality systems currently in operation. To date, no system exists designed to cover the multi-dimensional challenges of introducing and running e-Learning programmes in the field of management education.

To a large extent, a system of quality improvement establishes its own quality criteria which are theoretically sound and supported by empirical evidence. For that reason, the Swiss Centre for Innovations in Learning (SCIL) evaluated the relevant literature and subsequently conducted an empirical study. The aim was to identify the main factors to ensure a sustainable development of e-Learning innovations within universities, thus forming the foundation for the CEL process.

1.2. CEL Governing Boards

- *CEL Awarding Body* accredits auditors and awards the CEL quality label in the area of management education. The members of the CEL Awarding Body are as follows:
 - Stig Hagstrom, Professor, Co-Director of SCIL (Stanford Center for Innovations in Learning, Stanford University) (US)
 - August-Wilhelm Scheer, Professor, Director of the Institute for Information Systems, University of Saarbrücken, founder of IMC (GE)
 - Michel Tarder, Professor, Director, iCampus (FR)

- Nigel Paine, Head of People Development, BBC Training & Development (UK)
 - Richard Straub, Director of Learning Solutions, IBM Europe, Middle East and Africa, Chairman of the e-Learning Industry (FR)
 - Omid Afnan, Director, Sun Microsystems (CA)
 - Dieter Euler, Professor, Director of the Institute of Business Education and Educational Management, Scientific Lead of SCIL (Swiss Centre for Innovations in Learning), representative from the CEL Supervisory Board
 - Eric Cornuel, Professor, Director General of EFMD, representative from EFMD
- *CEL Supervisory Board* monitors the running and strategic progression of the system. The board set up CEL in its initial stages. It mainly counsels the awarding body, decides upon the eligibility of certification candidates, recruits auditors and implements quality assurances for the auditors. The following three institutions constitute the CEL Supervisory Board:
 - European Foundation for Management Development (EFMD) represented by Eric Cornuel and Jim Herbolich,
 - SCIL (Swiss Centre for Innovations in Learning) at the University of St. Gallen represented by Dieter Euler and Sabine Seufert,
 - Spirus Applied Learning Solutions AG represented by Shahin Sobhani
- *CEL Research unit* conducts research activities on assuring the continuous development of the quality management procedure and criteria. It also monitors the development of the relevant market. These tasks are carried out by SCIL (Swiss Centre for Innovations in Learning) which integrates other researchers as needed.
- *CEL Advisory Board* assembles renowned experts in the field of e-Learning and gives feedback on the CEL certification procedure and its quality framework. The CEL Awarding Body includes:
 - Usama Zariif, EAMS, Director of Micro, Small and Medium Enterprises
 - Matty Smith, Henley Management College, Director of Learning and Teaching Services
 - Alan Richter, QED Consulting, LLC President
 - Carlo Cutropia, ESIC, Deputy Director
 - Mark Fenton-O’Creevy, Open University, Director of Programmes and Curriculum
 - Roland Van Dierdonck, Vlerick Leuven Gent Management School, Dean
 - Toby Thompson, Cranfield School of Management, Networked Learning Executive
 - Dietmar Albrecht, Volkswagen Coaching GmbH, Head of Strategy Knowledge and Learning
 - Michael Feters, Babson College, Provost

- Simon Markus, Credit Suisse, Head of Learning Services and member of the Credit Suisse Business School management team
 - Ulrich Bernath, EDEN, Director of Center for Distance Education
 - William Shea, Harvard Business School Publishing, Sr. Strategic Relationship Manager
- *CEL Executive Office* runs the day-to-day business. SCIL at the University of St. Gallen fulfills this role.

1.3. What makes CEL unique?

The uniqueness of CEL is characterized by two aspects:

- *First, CEL focuses on programmes in management education and does not just focus on e-Learning products by giving a software criteria catalogue.*
- *Secondly, the quality framework represents a conclusive system of relevant factors based on substantial research.*

Based on this research, a set of criteria was isolated and clustered into the following dimensions:

- *Programme Strategy* takes up questions like: Are the main characteristics of the programme transparent for all interested parties? What (added) value does the programme provide especially by integrating e-Learning components?
- *Pedagogy* covers all aspects of the learning and teaching process and addresses questions such as: What type of learning environments does the programme consist of? What is the (added) value of the learning processes supported by e-Learning?
- *Economics* involves all facets related to efficiency in the use of resources. The main question is: Are the resources in terms of funds and competencies efficiently used?
- *Organisation* deals with the question: Are the organisational measures in running the programme adequate to meet the programme's underlying objectives?
- *Technology* addressing the question: Is the functionality of the technology implemented adequate to meet the programme's underlying objectives?
- *Culture* looks into the facet: Are the cultural factors of change and innovation considered adequately?

These dimensions are the main categories of a systemic view on e-Learning quality development within programmes. All of these dimensions are furnished with concrete criteria, each of which is part of a coherent system.

2. CEL CERTIFICATION PROCESS

The CEL certification is composed of several distinct stages. Figure 1 below describes this process and shows the way in which the different stages are linked. A brief description of each stage is provided. The different stages are:

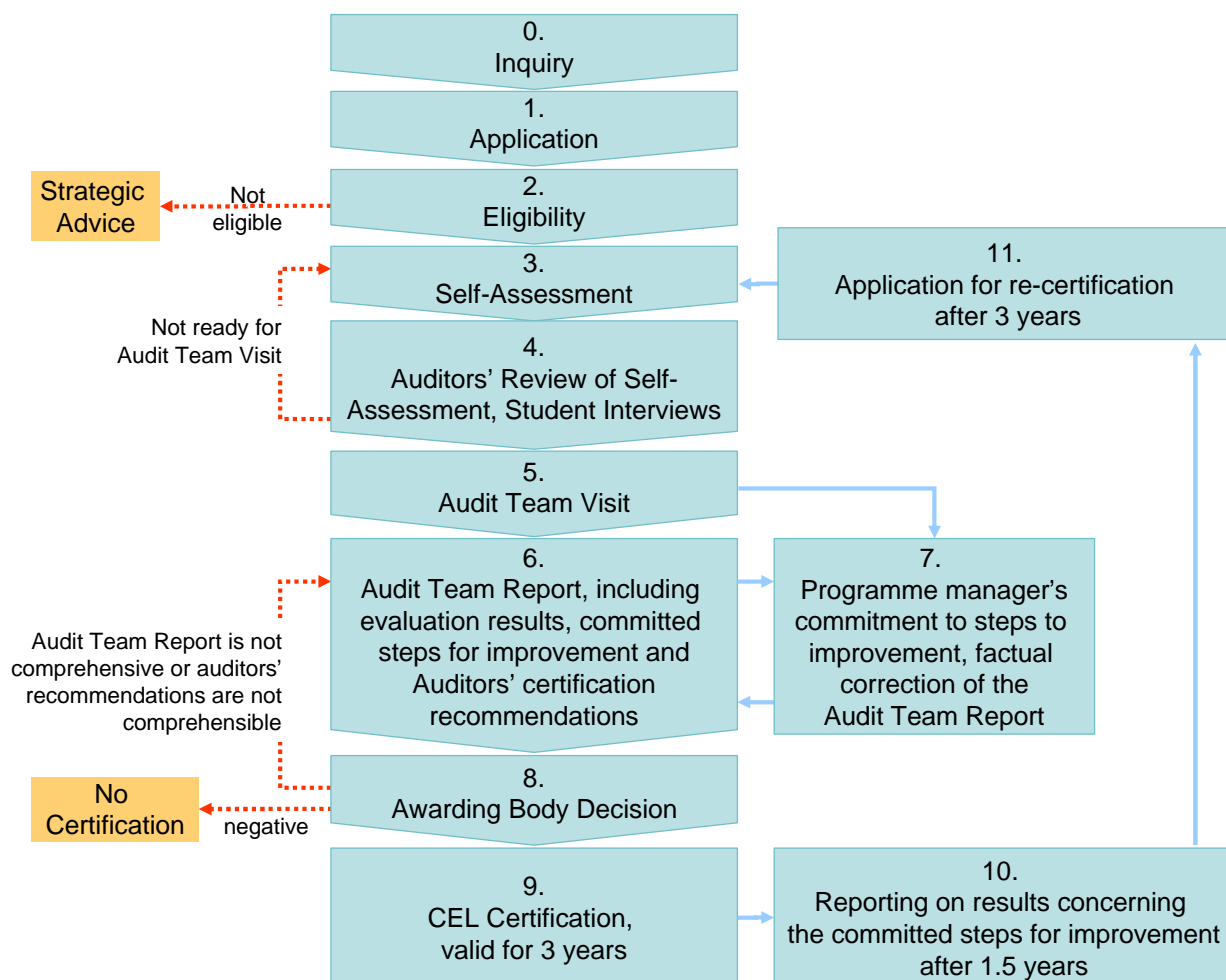


Fig. 1: Overview of the CEL Certification Process

2.0. Preliminary Inquiry

This stage involves the first contact between the institution that wants to submit a programme for certification and CEL. It may be initiated by either the inquiring institution or by CEL.

During the first contact, the CEL representative informs the institution briefly about the CEL process and answers questions that the institution may have in this respect. Moreover, the CEL representative will encourage the interested candidates to access the EFMD website (www.efmd.org/cel) for information available on CEL, offer to send them the standard

introductory package of documents on CEL certification and encourage the institution to apply for eligibility.

If it is believed that the programme may not qualify for eligibility, the institution will be informed of the reasons and will be offered the possibility to receive further strategic advice from a CEL expert.

In sum, before an institution decides to enter into the CEL process, it will have to be clearly informed that:

- Whatever the views offered by the CEL representative, they will have been offered only as advice. The programme can still apply for eligibility and the advice offered to the institution at this stage will be part of the information on which eligibility will be based.
- At the programme institution's request, a standard package of information will be sent to them describing CEL in more detail and including information about EFMD membership. By formally applying to enter into the process, an institution implicitly acknowledges that it has read the documents in the standard CEL introductory package.

2.1. Application

During this stage the programme management formally applies to begin the CEL process. This requires the submission to the CEL Executive Office of a completed application data sheet which can be downloaded from <http://www.efmd.org/cel>. The data sheet is a short questionnaire that provides basic factual information about the programme and allows a preliminary formal assessment of the programme's quality in comparison with the CEL criteria. The Data sheet is provided by the CEL Executive Office in the standard CEL introductory package.

The data sheet should be completed in a clear and concise manner. The CEL Executive Office can provide assistance as required on filling in the data sheet. When the data sheet is received, the CEL Executive Office will analyse it for clarity, consistency and completeness. If needed, the CEL Executive Office may request further clarifications.

2.2. Eligibility

Being declared eligible signifies that: (1) the programme's application to enter into the CEL process has been formally accepted, and (2) CEL will work with the programme manager and the institution towards the twin objectives of quality improvement and future certification. This phase is designed to make sure that institutions enter into the CEL process with a full understanding of the criteria and with a reasonable prospect of certification within a three-year period. It is important to avoid misunderstanding at this early stage to forestall the danger of subsequent disappointment and frustration.

The eligibility phase consists of a preliminary fact-finding carried out by the CEL Executive Office and followed by the decision of the CEL Supervisory Board. A major aim of this initial screening of the programme's application is to measure the distance that separates it from the desirable standard within each of the principal CEL criteria.

It must be understood, however, that the declaration of eligibility to enter the process does not constitute any guarantee or any formal prediction of the programme's ultimate success in achieving certification.

2.2.1. Eligibility Briefing

Once the data sheet has been received and approved by the CEL Executive Office, a briefing session by a CEL expert will be scheduled. This briefing session should take place as soon as possible and usually not later than two months after receipt of the finalised Data sheet. This briefing session takes place by phone and will be done by the CEL Executive Office. Under exceptional circumstances, the briefing session may take place by means of a one-day visit of a CEL adviser. In that case, the per day fee established for CEL advice will be applied (see sections 3-4).

The objectives of this briefing session are:

- to make sure that the programme's management understands the CEL criteria and procedures,
- to help the programme's management launch the CEL process internally by briefing selected key staff members and by answering questions in an open forum, and
- to guide the programme's management in setting up working parties to prepare the CEL Self-Assessment Report (SA) and brief the institution's CEL project leader on how to manage the process effectively.

2.2.2. Eligibility Criteria

The CEL Supervisory Body will declare an institution eligible to begin the CEL quality improvement and certification process if it can demonstrate that it satisfies the preliminary conditions set out below. This screening process is designed to ensure that a programme:

- falls within the scope of the CEL scheme (e.g. duration, etc.),
- is e-Learning supported in terms of the CEL procedure,
- is integrated into the organisation's strategy, and
- has a reasonable prospect of satisfying CEL criteria within 3 years.

2.2.2.1. Basic Criteria of a Programme

Programmes in management education can be of a different nature, especially when they are supported by e-Learning:

- On one extreme, there are highly formalised programmes such as an Executive MBA Programme covering more than 1000 hours of candidate learning effort.
- On the other side, there are programmes of shorter duration addressing specific issues of management education in a systematic way. Such programmes may combine different modules which can also be chosen separately. Part of the candidate learning effort is supported by e-Learning and/or other means of self-directed learning. Such programmes should represent a minimum complexity, which is generally presumed if the overall learning effort of the candidate (= contact and/or self-learning hours) exceeds 100 hours.
- Another category consists of customised or company specific programmes which aim explicitly at stated objectives of competency development, but are flexible in the application of different learning methods (e.g. e-Learning, coaching, instruction, assignments). Within such a framework, there may not be a linear succession of pre-determined teaching events, but rather a defined portfolio of methods which are flexibly applied in order to achieve the programme's objectives.

The CEL Supervisory Board eventually decides on a programme's eligibility. In making its decision, the Supervisory Board considers the following aspects:

- Modern management education takes place within different organisational formats covering a broad spectrum such as indicated in the above-mentioned examples.
- A programme submitted must have been operated at least once.
- A programme includes a participant feedback mechanism although it doesn't necessarily end with an examination or the like.

2.2.2.2. Criteria for e-Learning Supported Programmes

A programme is to be regarded as "e-Learning supported" if a minimum of 20 % of its overall duration is delivered by teaching and learning methods within the e-Learning range. This is the case if *at least one of the following two requirements* is fulfilled:

- Interactive multimedia: the programme uses one or more media types other than printed text or recorded lecture material (e.g., CBTs (computer-based trainings), WBTs (web-based trainings), interactive simulations, assignments or WebQuests including searching internet resources,

- Network interaction: the programme requires the use of a network to provide interactivity or to connect several students to an e-Tutor/e-Moderator or to each other (e.g., virtual seminars (asynchronous), virtual classroom sessions (synchronous), e-Tutor feedback, discussions in communities of practice, etc.)

Given this definition, a CD-ROM-based course with interactive exercises for students would qualify as e-Learning according to the project's criteria since it would meet the requirement for interactive multimedia. A course using printed materials and an asynchronous, threaded online discussion group would also qualify as it would meet the requirement for network interaction. However, a distance education course consisting of printed materials accompanied by video clips of recorded lectures would not qualify since the course would lack both the interactive multimedia components and the network interaction.

Within this framework, e-Learning can be regarded as an enrichment of traditional learning and teaching methods, it may be an integrated part of the learning environment ('blended-learning' approach) or it may be implemented as a comprehensive virtual program.

2.2.2.3. Integration into the Strategy of the Institution

The programme must be connected to the institution's strategic development. The objective of the management education programme must be consistent with and fully integrated into an overall strategy of institutional development and quality improvement.

2.2.2.4. Certification within a 3-year Period

While it is not expected that all programmes will meet CEL standards at the moment of the eligibility decision, the institution must be able to demonstrate that it has the desire and the resources to make continuous progress towards this goal and that CEL certification is an achievable objective within a three-year period.

2.2.2.5. The Eligibility Decision

The CEL Supervisory Board is responsible for the eligibility decision within a 60-day period of receiving the data sheet. The final decision is made by a majority vote of the Supervisory Board.

The decision to declare a programme eligible will be accompanied by a preliminary assessment of its situation with respect to CEL standards. The decision to declare a programme ineligible will be founded on clear evidence that the institution does not meet the basic programme criteria, the e-Learning supported criteria, the integration into the institution's strategy or that it will not be ready for CEL certification within 3 years unless exceptional time, effort and resources are devoted to the task.

The outcome of the eligibility decision will be reported to the programme's institution in writing by the CEL Executive Office.

2.2.2.6. After Eligibility

If a programme is declared eligible, it is free to advance on to Stage 3 of the CEL process: Self-Assessment (SA).

A programme that is declared eligible is expected to inform the CEL Supervisory Board within two months of its plan for the remainder of the CEL process. Eligibility is valid for a 2-year period within which the programme is expected to initiate the Self-Assessment process and set a date for the Audit Team Visit (ATV). If the programme's institution gives no formal indication of its intention to initiate the Self-Assessment stage of the CEL process within one-year period, the programme loses its eligibility status. Once the one-year period has elapsed, an institution wishing to reactivate the eligibility status of the programme is required to formally renew its application.

If a programme is declared ineligible or if, having been declared eligible, it decides not to proceed to Stage 3 within the CEL process, it will be offered the possibility of getting strategic advice from a CEL expert for a fee (see sections 3-4).

A programme that is declared ineligible will receive advice from the CEL Supervisory Board on when and how to reapply for eligibility.

2.3. Self-Assessment (SA)

During the eligibility briefing, the programme's institution will be advised on how to initiate the Self-Assessment (SA) process. The aim of this advice is to ensure that the programme management understands what is expected and how best to proceed.

The programme management carries out an extensive self-evaluation and drafts a Self-Assessment Report (SAR) in accordance with the guidelines indicated in the document "Guide for Self-Assessment". The SAR is intended to be self-critical rather than promotional, and analytical as well as descriptive. The objective of the self-assessment and the accompanying report is to assist in the CEL certification process, not simply to accumulate a mass of data. However, the information produced must be sufficient to allow an understanding of the programme's situation and support the work of the auditor team.

This self-evaluation process is designed to help the programme management gain a clearer understanding of its strategic position by assessing its strengths and weaknesses, by measuring the principal constraints and opportunities determined by its environment, and by looking

realistically at the coherence between its ambition and its resources. The process is also designed to lead the institution to judge the overall effectiveness of its own processes.

With these objectives in mind, there will constantly be a balance between the facts and their interpretation. On one hand, all factual and descriptive information should be interpreted and eventually assessed. On the other hand, all claims, judgements and statements should be backed up by the facts necessary to corroborate them.

This stage of the process is expected to take between three to six months, but the duration is up to the programme's institution. During this period, the programme management may request advice and assistance in preparing its SAR. This will usually be given by phone or e-mail. However, if a representative of the programme management is willing to travel to meet the CEL expert or the expert is available to travel to meet a representative of the programme management, the recommendations can also be provided in person. In the latter case, the institution should cover the expert's travel expenses and the per day fee established for CEL advice will be applied (see sections 3-4).

Four copies of the Self-Assessment Report written in English are required. Two of them should be submitted to the CEL Executive Office and the other two copies should be sent directly to the respective auditors.

2.4. Auditor Review of the Self-Assessment & Student Interviews

To prepare for the student interviews and the succeeding Audit Team Visit, auditors thoroughly work through the Self-Assessment Report. Should the auditors observe substantial gaps in the provided reflections and documentation that would endanger an efficient and effective certification process, they can return the Self-Assessment Report to the programme management for proper completion. Such a rejection must be enacted in agreement with the CEL Executive Office and should include an adequate extension of time as well as an offer for support or assistance.

As a major step within the CEL certification process and to build up on a properly completed SAR, learners will also be interviewed to include their views in the CEL quality evaluation process. Since it cannot be expected that learners are available during the Audit Team Visit, student interviews are conducted by phone prior to the ATV. To conduct these interviews as effectively and efficiently as possible, the programme management is asked to provide at the end of the Self-Assessment Report a list of the participants' names from the programme's most recent session (initials are fine as long as they allow a one-to-one identification of the participants) The audit team then randomly selects at least 6 participants for whom the programme management should provide detailed contact information. Three to four of the selected participants will be interviewed by phone for 15 - 20 minutes on programme aspects that

have been identified as relevant from the learner perspective in the “Manual on CEL Quality Criteria”. The results of these interviews will be included anonymously in the Audit Team Report.

2.5. Audit Team Visit (ATV)

The Audit Team Visit (ATV) lasts 1.5 days during which the CEL auditors meet and interview a variety of people representing the programme’s different activities and interests (e.g. students, tutors, authors, administrative personnel, instructors/trainers).

As soon as the programme management can estimate the amount of time needed for the Self-Assessment phase, the institution should contact the CEL Executive Office to schedule the ATV. The date of the Audit Team Visit should be determined at least 3 months in advance. In estimating the date for the ATV, the programme management should take into account that the SAR must reach the CEL Executive Office at least 6 weeks prior to the date of the ATV. The date of the ATV is to be negotiated between the programme management and the CEL Executive Office since the availability of the potential members of the audit team must often be taken into account. Six weeks before the ATV, the programme management needs also send the CEL Executive Office a proposed audit visit schedule in accordance with the ATV guidelines and forms provided. This schedule will be reviewed by the CEL Executive Office and changes proposed if needed.

The audit team will receive not only the programme’s SAR, but also its application, the report from the CEL expert who performed the eligibility briefing and a copy of the letter sent to the institution declaring the programme eligible. The tasks of the audit team and the characteristics and expectations of the ATV are described in detail in the documents “CEL Guide for Audit Team Visit (ATV)” and “CEL Guide for Auditors” which are always sent to the auditors before the visit takes place. This document also indicates which other documents are usually sent to the audit team before the visit.

The audit team that carries out the on-site visit is composed of two members. For corporate programmes that are seeking certification, an auditor from the corporate sector is present. One of the two auditors will be appointed chairperson by the CEL Executive Office. On receipt of the SAR, the chairperson may contact the other auditor to prepare the ATV. In each case, the ATV begins with a private meeting of the audit team members usually on the evening prior to the ATV. The aim of the meeting is to discuss the way in which they will organise their work during the Audit Team Visit and determine the issues on which emphasis should be placed.

At the end of the ATV, the chairperson presents the programme management the audit team’s preliminary conclusions and recommendations for quality improvement during an oral feedback session. Based on these conclusions and recommendations, the programme management and the

auditors will jointly discuss ways for programme improvement, including future steps that will be taken and measurable goals if applicable. The jointly agreed upon major steps for improvement will become part of the Audit Team report (ATR) and hence will be a part of the Awarding Body decision.

2.6. Audit Team Report (ATR)

Subsequent to the ATV, the chairperson writes the Audit Team Report (ATR) setting out the audit team's assessment of the programme against the CEL criteria and standards and including the steps agreed upon for the programme's future development. These recommendations and descriptions will be of three types:

- **Agreed upon developments:** These are steps for improvement that have been jointly agreed upon between the programme management and the auditors at the end of the Audit Team Visit. The programme management is expected to follow these steps for improvement and report on progress within 1.5 years after successful certification.
- **Recommendations by the audit team:** These are suggestions which the audit team, based on the professional experience of its members, believes to be helpful for the programme management to achieve its strategic objectives. The programme management is not obliged to follow these recommendations.

Beside the verbal description of the assessed programme quality, auditors will also provide a detailed programme rating against the CEL criteria (above-standard, to-standard, below-standard, not applicable) that sums up the audit team's assessment

Although the ATR has a very important impact on the certification decision to be taken by the Awarding Body, the audit team's positive recommendation does not automatically result in CEL certification. The CEL certification process incorporates a strict separation of powers between the auditors and the Awarding Body members to guarantee that the certification decision will be taken as objectively as possible.

2.7. Programme Manager's Commitment for Improvements, Factual Correction of the Audit Team Report

The draft report, agreed upon by the auditors, is then sent by the CEL Executive Office to the programme management without the recommendations to get the final commitment for the agreed steps for improvement and to confirm factual accuracy. It must be returned to the CEL Executive Office within two weeks with the indication that the institution wishes to proceed with the certification process.

This is to ensure that the steps agreed upon for improvement are not externally imposed, but that the programme management demonstrates its own intent, confidence, and persuasion to include the assessment results into the internal continuous improvement process. In this sense, the consensually agreed upon steps for improvement also become a part of the audit team's certification recommendation and the Awarding Body's certification decision.

The management of a programme, for which the ATR does not convey that they are ready for certification and which decides not to apply to the CEL Awarding Body, can work on its own to make the necessary improvements to attain CEL certification or can opt to do this with the assistance of a CEL expert by making the request to the CEL Executive Office.

2.8. Awarding Body Decision

The CEL Executive Office presents the final report and the audit team's recommendations to the Awarding Body which makes the final decision on CEL certification. The Awarding Body members will have a 2-week deadline to review the report and raise questions which will be collected by the Awarding Body's chairman. The chairman ensures that the auditor team receives the Awarding Body's open questions. If too many questions remain open and the Awarding Body members do not get a comprehensive and comprehensible view and report on the programme, the chairman - as a mean of internal quality assurance - can decide to send the report back to the audit team for revision. The chairman sets a reasonable timeframe during which the audit team will have to rework the Audit Team Report.

Once the questions of the Awarding Body members have been answered, a conference call will be set up by the CEL Executive Office between the members of the Awarding Body. It lies within the duties of the Awarding Body's chairman duty to check and proactively reveal and detect any potential conflicts of interest with the Awarding Body members. In case a conflict of interest is detected, the chairman will not send the Audit Team Report to the respective Awarding Body member and will inform the latter of the decision not to involve him or her in the specific certification decision process. However, it is obvious that the chairman does not have complete information on all the tasks and duties of the current Awarding Body members. Hence, should an Awarding Body member be personally involved in a specific certification (i. e. as an auditor or as a programme representative) or if an Awarding Body member has any distinct relationship with a certification candidate (i. e. employee, implementation partner, competitor or others), it is his/her personal responsibility to immediately declare his/her interest of conflict and withdraw from this specific decision process. After eliminating potential conflict of interest issues, the Awarding Body members will inform the chairman of their vote. The voting is made by a simple majority of the Awarding Body members present; the EFMD does not have a vote. To successfully decide on a certification, at least three members of the Awarding Body must be attendant. The Chairman will inform EFMD of the results of the voting. The Executive Office

will inform the institutions of the results by telephone. EFMD will send an official confirmation letter to the programme management signed by the Director General of EFMD.

The outcome can be ‘full certification’ or ‘rejection’. The outcome will be communicated to the programme management within 48 hours after the Awarding Body’s decision.

- **Full Certification:** This is the certification for programmes that, in the Awarding Body’s judgement, meet all the CEL quality standards. It is a certification awarded for a three-year period.
- **Rejection:** This is the outcome for programmes that, in the Awarding Body’s judgement, are below the CEL standard of quality in a given set of CEL criteria. Both the degree to which the quality is below the CEL standard or the number of CEL criteria affected will be grounds for the CEL Awarding Body to reject a programme’s certification.

In this case, the programme management can work on its own to make the necessary improvements to attain CEL certification or can opt to do this with the assistance of a CEL expert by making a request to the CEL Executive Office (see section 3).

A programme that has been denied certification cannot resubmit an application within a one-year period.

2.9. CEL Certification

A successful CEL certification is valid for three years. During this time period, a programme may be published and marketed with the EFMD CEL quality label.



However, there are certain important limitations in the use of EFMD’s quality label:

- CEL certification is bound to the one specific programme certified by CEL auditors and may not be conferred autonomously to similarly structured programmes by the programme management.
- CEL certification is bound to the programme, its concepts and structures as a whole. Hence breaking a CEL certified programme apart and recombining it with new or other modules does not automatically lead to new CEL certified programmes unless they have been assessed by the CEL auditors as well.
- CEL certification is declared void by the CEL Awarding Body immediately in case of the dishonest, unfair or misleading use of the EFMD CEL quality seal.

2.10. Reporting on Results (RoR)

The institution is required to submit a development report to the CEL Executive Office after 18 months on how it is fulfilling the audit team’s recommendations and the steps agreed upon for improvements included in the Audit Team Report. The Report on Results (RoR) will be taken into consideration during the re-certification process. The RoR should be at least 2 pages in length and must address all the steps agreed upon for improvement in the Audit Team Report. The CEL Executive Office will check on comprehensiveness and comprehensibility.

2.11. Re-Certification

CEL certification is granted for a limited 3-year period; therefore, an institution must be re-certified before its certification expires.

Since preparing for re-certification may take a few months, the programme management must apply for re-certification approximately six months before its certification expires. The details on the re-certification procedure are described in the document “CEL Re-Certification Procedures”. This document is sent to all programme institutions applying for re-certification.

3. PROVISION OF ASSISTANCE

During the entire CEL certification process, the programme management has the option to ask CEL experts for:

- strategic advice for non-eligible institutions to change their eligibility status,
- assistance during the Self-Assessment phase, if help is needed,
- consultation for non-certified programmes in order to improve areas where the programme does not yet satisfy the CEL standards,
- further consultation for certified programmes for more progress even in areas where the programme has already met the CEL standards at a threshold level.

However, it is very important for the credibility of the CEL quality certification that there is a strict separation of power between those providing assistance for a specific programme, those evaluating the quality (auditors) and those making the certification decision (Awarding Body members). The CEL Executive Office ensures that conflicts of interest are avoided by employing independent partners on a case by case basis.

4. FEE SCHEDULE

4.1. Initial Certification for One Programme

Initial Payment: 2.500 Euros due 30 days after the Application Data sheet has been approved by the CEL Executive Office for presentation to the CEL Supervisory Board for the eligibility decision.

Main Payment: 7.500 Euros due 30 days after the Self-Assessment report is sent to the CEL Executive Office.

Final Payment: 2.500 Euros due one week after the CEL Awarding Body's decision.

4.2. Bundle Option

A bundle option price package will be given when two or three programmes are presented simultaneously and during the same Audit Team Visit. The price in Euros is as follows:

	1st programme	2nd programme	3rd programme
Initial payment	2500		
Second payment	7500	7500	7500
Final payment	2500	1250	1250
Total	12500	21250	29000

4.3. One-Year Option

A one-year option price package will be given when a second or more programmes are taken through the CEL certification process within 12 months. The price in Euros is as follows:

	1st programme	2nd programme	3rd programme
Initial payment	2500		—
Second payment	7500	7500	7500
Final payment	2500	2500	2500
Total	12500	22500	32500

4.4. Audit Team Visit Costs

The institution applying for CEL certification is responsible for all costs associated with the Audit Team Visit.

4.5. Re-Certification

- Main Payment: 7.500 Euros
- Final Payment: 2.500 Euros

4.6. Provision of Assistance

Strategic advice for non-eligible institutions, on-site assistance during the Self-Assessment, consultation for non-certified programmes or further consultation for certified programmes: 1.500 Euros per day. Travel, lodging and other direct expenses for CEL experts are to be paid by the institution seeking CEL certification for a programme.