

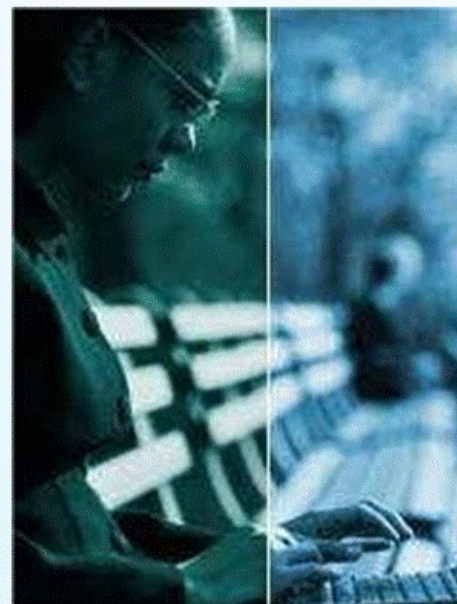


EFMD CEL

Quality Criteria Overview

**EFMD CEL -
Accreditation
for e-Learning-
supported
Management Courses
and Programmes**

**EFMD CEL -
Quality Improvement
System for e-Learning
Programmes**



The Executive Office for EFMD CEL is located at the
Swiss Centre for Innovations in Learning (SCIL),
University of St. Gallen : <http://www.scil.ch>

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





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PROGRAMME PROFILE

- Pr1 The objectives of the programme are explicitly enumerated and consistent with and integrated into an overall strategy of institutional development and quality improvement.
- Pr2 The target group of the programme is clearly defined.
- Pr3 The staff which designs, manages, runs and evaluates the programme is appropriately qualified for carrying out their responsibilities. This involves mainly the programme managers, authors, e-tutors, e-moderators, and quality managers.
- Pr4 The students/participants are provided with the relevant programme information prior to the start of the programme

PEDAGOGY

- PE1 The programme's learning objectives are clearly defined and conform to the respective professional pedagogical standards.
- PE2 The pedagogical and strategic (added) value of e-Learning within the programme is explained.
- PE3 The structure of the programme allows for a diversity of learning and teaching methods.
- PE4 Student/participant interaction with the teaching staff, other students/participants and/or interactive learning software is an essential characteristic of the programme and is facilitated through a variety of ways.
- PE5 Content making use of e-Learning is integrated into the programme's curriculum and assessment system.
- PE6 There are principles / guidelines regarding the minimum standards for course development and design as well as for the use of third-party contents.
- PE7 Instructional materials (e. g. e-Media) are reviewed periodically to ensure they meet the programme's objectives and standards.
- PE8 Feedback on both the student/participant assignments and questions is constructive and provided in a timely manner.
- PE9 The relationship between the learning objectives, assignments and assessments follows a coherent framework.
- PE10 Assessments follow the respective professional standards and are valid to the learning objectives.



ECONOMICS

- E1 The institution should demonstrate that the level of overall resourcing is appropriate to achieve the programme objectives.
- E2 There is a balance between the running and the advancement of the programme, especially with regard to the e-Learning components within it.

TECHNOLOGY

- T1 The choice of technologies is based on their appropriateness for the pedagogical concept and takes into account both the students/participants and teaching staff.
- T2 There is an IT-strategy with regard to the implementation of e-Learning which describes the technology currently used, its maintenance and considerations for future advancement.
- T3 The reliability of the technology-delivery system is monitored and documented. Service-level agreements for hardware and software reliability are in place and operational.
- T4 e-Learning delivery follows best practice recommendations concerning usability and accessibility.
- T5 The technology applied allows for the future reuse of content and information and supports sustainable development.

ORGANISATION

- O1 The institution is able to demonstrate the existence and operation of the necessary infrastructure and support for the programme.
- O2 There is a competency development policy for the staff involved in the design and running of the courses, especially those with e-Learning components.
- O3 The definition of the work processes for implementing the programme's e-Learning components is transparent for those involved in the programme's implementation.
- O4 The institution conducts a programme of continuous quality evaluation directed towards programme improvement
- O5 The institution is responsive to student/participant complaints concerning the courses, especially those with e-Learning components.

CULTURE

- C1 There are clear and demanding expectations towards the students/participants and teaching staff, as a major pillar of the programme's learning culture.



- C2 The philosophy of change, innovation and co-operation within the institution, especially with regard to e-Learning, is stated.
- C3 Consideration has been given to issues of workload, compensation, ownership of intellectual property resulting from the programme, and their impact on the staff's commitment and participation.
- C4 Commitment of the institution's leading management to support the programme's objectives and implementation, especially with regard to the e-Learning components within it.