



Standards for Accreditation

&

Key Performance Indicators

International Schools

This document contains 19 pages

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Introduction

Accreditation by the Canadian Education Council for International Schools is independent and unbiased and will provide education authorities, students, their parents, and employers with reassurance that the institutions accredited are fit for the purpose of delivering an ethical, high quality education and related services.

In accrediting education institutions such as schools and training organisations CEC considers the performance of the institutions in relation to a wide range of features, facilities and activities delivered. Standards for Accreditation are grouped into eight Areas of Operation as described in detail below. While several of the features, such as health and safety, are based on (legal) requirements which depend on the school destination, it is appreciated that these may not be matched or required in other countries. Similarly, the rules and regulations applying to students entering to Canada for study purposes are likely to be different from those which apply to students entering other countries to study.

Nevertheless, CEC's accreditation sets out to demonstrate that students entering education institutions in any country will receive a sound educational experience, delivered

with the aid of appropriate human and physical resources in a safe, caring and hygienic environment; that, in addition, successful students will be rewarded by the award of a genuine qualification, which will enhance the students' careers and/or further study prospects. It is expected that the institution will be able to demonstrate that it is operating within the legal educational framework of the home country and that students from other countries will be admitted, subject to fulfilling the passport/visa requirements of the host country.

CEC's accreditation arrangements normally require that two visits are made to the institution, namely a Stage 2 visit, which focuses on the premises, health and safety, education facilities, courses and their delivery, student welfare, and marketing and recruitment, followed by a Stage 3 visit, which focuses on management, staff qualifications and meetings with staff, the delivery of the academic programme and meetings with students, together with a meeting with the owners and senior managers. To reduce costs to the institution visits usually combine these two Stages into a single visit, which may occupy one or two days, depending on the size of the institution, and will normally be undertaken by two experienced CEC Inspectors.

Visits to the institution will be undertaken following receipt of a fully completed CEC Application Form and supporting documentation as described below, together with payment of the agreed fees.

(Note: the term "staff" used in this document refers to all employees, management, teaching faculty and support staff.)

Standards for Accreditation

To gain a satisfactory threshold accreditation, institutions must normally be deemed to satisfy all of the Sub-Areas in all eight Areas of Operation.

Institutions satisfying an indicator of commendable provision (these are listed at the end of each Area of Operation and marked * throughout this document) will achieve a commendable grade for that Sub-Area.

A commendable grade, normally for the majority of Sub-Areas with that provision in a given Area of Operation, will result in Commendable for the Area overall.

The award of Premier School, status is given when (normally) all of the six Areas of Operation capable of being commendable (that is, Areas A, B, C, D, E and G) are graded Commendable.

Notes:

AF = Box required on Application Form (Y/N or details required)

1 = Submitted with Application Form

2 = Inspected/checked with Principal at Stage 2

3 = Inspected/checked with Principal at Stage 3

3# = Verified through discussions with staff and/or students at Stage 3 (may also be checked with the Principal)

Stage 2 and 3 will normally be combined into a single visit as mentioned in the introduction denoted 2/3

CEC recognises that many institutions offer online learning programmes in different forms and that some of the Sub-Areas below may not be relevant.

Areas of Operation

A Premises, and Health and Safety

Documentation required for this Area:

AF, 2/3 Floor plan of each site being inspected, showing classrooms and other teaching facilities, offices, toilets, student study areas, refreshment areas, residential areas and emergency exits.

AF, 2/3 List of all teaching rooms showing capacities and any specific teaching resources.

Expected standards for accreditation are that:

A.1 2/3	The School has documented tenure on its premises and appropriate planning approval.
	Supporting documentation required:
A.1.1 AF, 2/3	Lease agreement or evidence of ownership (as applicable);
A.1.2 AF, 2/3	Confirmation from the local council that the School has permission to use the premises for educational purposes.
A.2 2/3	All external and internal signage is clear, comprehensive, current and accurate. (This includes School, floor and room signs; and courses, affiliations and logos on display.)
A.3 2/3, 3#	* Building facilities, maintenance and security ensure a safe and clean environment for staff and students, with adequate lighting, heating and ventilation, and sanitary provision. (Toilets should be clean and well maintained with full hand washing and drying facilities.)
A.4 2/3	Any dedicated facilities for the preparation of food and drink meet statutory, local authority, hygiene requirements.
	Supporting documentation required:
A.4.1 AF, 2/3	Local regulation certificate showing compliance with health/sanitary regulations or satisfactory inspection reports by the local Environmental Health Department or equivalent if required.

A.5 2/3, 3#	*	Students have access to informal study areas including IT provision where appropriate. (It is expected that there are opportunities for independent study within the School, that is, quiet study areas and casual access to IT laboratories/Wi-Fi facilities. Students are expected to have free access to the internet, including e-mail.)
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A.6 2/3, 3#	*	All staff have access to work spaces, including those which are shared (hot-desking) and IT.
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A.7 2/3, 3#	*	Classrooms, laboratories, workshops, and other specialised teaching areas, provide safe and adequate space for the numbers of students required to use them and are equipped to a level consistent with the needs of the academic programmes. (Classrooms: The number of seats in teaching facilities should match class numbers. IT laboratories are expected to have up-to-date computers, printers etc. with broadband access. Schools teaching English language are expected to have supporting technology.)
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A.8 2/3, 3#		The School's health and safety measures ensure that local legal (statutory) and CEC requirements are met in relation to general safety, first aid, fire precautions and safety in areas of particular hazard (e.g. science laboratories); relevant staff receive appropriate training in these aspects, and rules and procedures are properly displayed and students and staff fully briefed. This applies to all premises owned or leased by the School. (CEC recognises that some requirements may not be achievable in certain countries.)
		Supporting documentation required:
A.8.1 1		Health and safety declaration by Principal/Owner (Appendix 3 to Application Form);
A.8.2 AF, 2/3		Health and safety risk assessment, with all recommendations addressed;
A.8.3 AF, 2/3		External fire risk assessment undertaken by an appropriately qualified organisation/person, with all recommendations met;
A.8.4 AF, 2/3		Health and safety policy, including duty of care to students;
A.8.5 2/3		Staff training records in relation to first aid, fire precautions and emergencies, and safety in areas of hazard;
A.8.6 2/3		List of qualified first-aiders and their certificates, and/or other medical facilities; (At least one first aider should have a certificate from attending a three day course.)
A.8.7 2/3		Health and safety law poster on display;
A.8.8 2/3		An approved accident report book;

A.8.9 2/3	1	Fire Precautions declaration (Appendix 4 to Application Form);
A.8.10 2/3		Records of testing of fire detection equipment, extinguishers, alarms and emergency lighting;
A.8.11 2/3		Fire notices and emergency/fire exit signs;
A.8.12 2/3		Records of timed fire drills (evacuation of the premises) including any hazards encountered, and remedial actions taken;
A.8.13 2/3		Safety rules applicable to areas of hazard;
A.8.14 2/3		Records of portable appliance testing (PAT), (this may not be appropriate in some countries);
A.8.15 2/3		Gas and electrical safety certificates provided by qualified contractors, (these may not be required in some countries);
A.8.16 2/3		Carbon monoxide detector is appropriately sited and operational;
A.8.17 2/3		Fire extinguishers correctly wall or floor mounted;
A.8.18 2/3		List of trained fire marshals. (NB lists of fire marshals and first aiders/medical staff should be prominently displayed on student notice boards).

***Indicators of commendable provision in relation to Sub-Areas of Operation A3, A5, A6 and A7 are:**

A.3 2/3,3	The premises, including the toilets, are well furnished, in a good state of repair, and extremely clean; there are secure access arrangements.
A.5 3#	There is an appropriately sized student common room with seating and students have access to refreshments and/or recreation facilities. (The common room may be shared with staff.)
A.6 3#	There is appropriate office space where all staff have designated workspaces equipped with individual IT facilities; and the staff have access to personal storage and refreshment facilities.
A.7 2/3,3	The majority of classrooms/IT laboratories have projection facilities and/or a high standard of relevant facilities for practice-based courses.

B Governance, Management and Staff Resources

An opportunity should be made for the Inspectors to meet the School's owner(s) where appropriate and the Chair of Governors.

Expected standards for accreditation are that:

B.1 2/3, 3#	The School has a clear, concise and easily intelligible statement of its School philosophy, vision, mission, core values and objectives which is appropriate for the scope of its operation. The foregoing School statement is properly communicated to and generally known, understood and supported by the school's management, staff, students (currently enrolled and prospective), the latter's parents and other stakeholders. Suitable procedures are deployed to gauge the effectiveness and continuing relevance of the statement in the operation, policy formulation, decision making, internal reviews and audits and general ethos of the School.
	Supporting documentation required:
B.1.1 1, 2	Copy of the School's institutional statement;
B.1.2 1	Written procedures for disseminating the statement to appropriate stakeholders;
B.1.3	Written procedures for monitoring the effectiveness and continuing relevance of the statement;
B.1.4	Minutes of meetings to review the school statement.
B.2 2/3, 3#	Effective procedures are used to elicit and analyse feedback to determine the school's degree of success in realising its goals in the School statement. Evidence that the school responds positively to such feedback.
	Supporting documentation required:
B.2.1 AF, 2/3	Questionnaires distributed to stakeholders regarding the effectiveness of the School statement.
B.2.2 AF, 2/3	Records of management meetings held at which such evidence is considered and acted upon, with decisions communicated accordingly.
B.3 2/3, 3#	A suitably constituted governing body has responsibility for overseeing the general direction of the school, determining Schoolal strategy and ensuring the effective accountability of the school's management.
	Supporting documentation required:
B.3.1 AF, 2/3	Governing body articles;
B.3.2 AF, 2/3	Description of how governing body members are selected, their terms of reference, appointment conditions (including their training and updating), and arrangements for evaluating the governing body;
B.3.3	Minutes of meetings.
B.4 2/3, 3#	There is a constructive, fruitful and co-operative relationship between the school's governing body and its management. The respective roles and areas of jurisdiction between governance and management are fully defined and are understood and accepted by all parties concerned.
	Supporting documentation required:

B.4.1 AF, 2/3	Organogram outlining the governance and managerial structure of the school;
B.4.2 AF,2/3	Outline of the processes by which key decisions are made, communicated and implemented;
B.4.3	Minutes of meetings held between the governing body and the Head / management demonstrating how the relationship between the governance and management elements of the school work in practice.

B.5 2/3, 3#	There is a recognised Head of the school who is responsible to the governors' for the day to day management of the school, the delivery of the academic programme and the welfare of the students.
	Supporting documentation required:
B.5.1 AF, 2/3	Roles and responsibilities of the Head;
B.5.2 AF,2/3	Appointment procedures for the Head;
B.5.3	Procedures for the evaluation of the Head by the governing body.

B.6 2/3, 3#	The Head operates according to a coherent school development plan determined in conjunction with the governing body and covering a period of at least one year which
	sets realistic and appropriate educational and financial goals, and plans for the short, medium and long term, includes details of budgetary implications, contains input from staff, is communicated effectively to all stakeholders and is subject to regular review and, if appropriate, updating.
	Supporting documentation required:
B.6.1 AF, 2/3	School development plan;
B.6.2	Records of relevant meetings.

B.7 2/3, 3#	The School's staff complement and structures are appropriate for the scale and nature of its operation.
	Supporting documentation required:
B.7.1 AF, 2/3	Diagram of staffing structure with names (this includes management, teaching and support staff).

B.8 2/3, 3#	* Internal communication amongst staff is effective. (Regular, recorded meetings of staff should take place to manage the operation of the School.)
	Supporting documentation required:
B.8.1 AF, 2/3	Minutes of staff meetings.

B.9 2/3, 3#	Local/legal employment requirements are met/good practice exists in terms of equal opportunities, disciplinary and grievance procedures, Employer's Liability insurance, Public Liability insurance, staff workloads.
	Supporting documentation required:
B.9.1 AF, 2/3	Employer's Liability Insurance certificate;
B.9.2 AF, 2/3	Public Liability Insurance
B.9.3 AF, 2/3	Equal opportunities policy relating to employment;
B.9.4 2/3	Written procedures for staff discipline and complaints/grievance.

B.10 * 2/3	Courses and/or academic subject areas are managed by appropriately qualified and experienced staff.
	Supporting documentation required:
B.10.1 2/3	CVs of the relevant staff.

B.11 2/3, 3#	Classes are timetabled appropriately in terms of rooms sizes, and their facilities, and programmes and assignments are timetabled to provide reasonable workloads for staff and students which comply with national requirements.
	Supporting documentation required:
B.11.1 2/3	Current course and room timetables;

B.12 2/3	Written procedures exist for the production and conduct of summative and formative tests/mock examinations, course work and other assessments; there are arrangements for the secure storage of examination papers, students' scripts and students' work.
	These should satisfy the requirements of the appropriate examination board(s).
	Supporting documentation required:
B.12.1 AF, 2/3	Written procedures for the production of examination/test papers for formative tests/mock examinations;
B.12.2 AF, 2/3	Written procedures for the conduct of assessments, including invigilation arrangements;
B.12.3 2/3	Arrangements for the collection, receipt and secure storage of examination/test papers and students' scripts, course work and other submitted work;
B.12.4 AF, 2/3	Certified approval of the School by an awarding body as a test/examination centre (original documents required).

B.13 * 3#	New staff receive an appropriate induction. There are appraisal/performance review and staff development systems for staff and all staff are encouraged/supported in engaging in self-development.
	Supporting documentation required:
B.13.1 1	Staff handbook;
B.13.2 2/3	Records to show that staff have signed confirming receipt of their copy of the staff handbook at induction;
B.13.3 2/3	Written staff induction programme;
B.13.4 2/3	Appraisal/performance review system;
B.13.5 2/3	Staff development policy;
B.13.6 2/3	Records of staff development activities.

B.14 * 3#	All teaching staff are subject to monitoring of their teaching (that is, delivery of the academic programme) with a view to achieving continuous improvement of standards.
	Supporting documentation required:
B.14.1 2/3	Written procedures for the monitoring of the delivery of the academic programme;
B.14.2 2/3	Records of monitoring of the delivery of the academic programme;

B.15 2/3	Copyright regulations are observed.
	Supporting documentation required:
B.15.1 AF, 2/3	Copyright Licence or equivalent and/or suitable copyright notices at photocopiers

B.16 2/3	Data protection requirements are observed.
	Supporting documentation required:
B.16.1 AF, 2/3	Registration with the Information Commissioner's Office (ICO) or local equivalent . Show us how do you do the protection of the Data.

***Indicators of commendable provision in relation to Sub-Areas of Operation B8, B10, B13 and B14 are:**

B.8 3	Formal minutes of staff meetings, which record actions agreed, designated individuals responsible for the actions, and an audit trail that these actions have been completed.
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B.10 3	There is a designated person or persons one of whose principal roles is to take responsibility for the successful delivery of the academic programme. (Roles may include ensuring that: students are properly registered with the awarding body; appropriate arrangements are made for examinations and that these are communicated clearly to students, that appropriate facilities and resources are in place; cover for absent staff is arranged; course reviews are arranged.)
B.13 3#	Annual appraisals/performance review are formally recorded and agreed performance targets are actioned.
B.14 3	There are written procedures in place for addressing issues identified in the recording of the delivery of the academic programme and for monitoring improvement; and evidence to show the effective use of these procedures.

C Learning and Teaching: Course Delivery

Expected standards for accreditation are that:

C.1 3#	Pre-enrolment, students receive details of entry requirements/other criteria, fee charges and refund policy and the personal documentation which has to be produced in order to complete enrolment.
	Supporting documentation required:
C.1.1 1,3#	Pre-enrolment information.
C.2 3#	Students are carefully briefed on the nature and requirements of their chosen courses, including curriculum, assessment regulations and reading lists.
	Supporting documentation required:
C.2.1 2/3	Course handbooks/course descriptions.
C.3 *	Academic staff have an appropriate level of subject knowledge (normally at least a first degree, or equivalent professional qualification) and pedagogic skills as evidenced (normally) by formal qualifications.
	Supporting documentation required:
C.3.1 2/3	CVs of all teaching staff detailing: ▪ Responsibilities within the School; ▪ Academic, professional and teaching qualifications; ▪ Summary of academic career and other relevant employment; ▪ - Recent/current self-development activities.

C.4	*	The delivery of courses is conducted in ways which facilitate student learning, success and active participation, and is supported by appropriately equipped teaching facilities. (Classroom observation by Inspectors will assess the effectiveness of course delivery.)
	3#	
Supporting documentation required:		
C.4.1		Sample lesson plans relating to the course description;
	3	
C.4.2		Written procedures for teachers on providing feedback on students' work;
	3	
C.4.3		Samples of marked student work;
	3	
C.4.4		Sample marking guidelines indicating how grades are allocated against published academic criteria.
	2/3	
C.5		The School library, which can be online, provides copies of set texts. Guidance is provided on the use of public and electronic libraries. Guidance on further study and careers is available in the School.
	2/3, 3#	

***Indicators of commendable provision in relation to Sub-Areas of Operation C3 and C4 are:**

C.3		The majority of teaching staff have a formal pedagogic qualification.
	3	
C.4		Delivery of the academic programme may be deemed be commendable through the use of appropriate teaching and learning approaches, the effective use of teaching and learning support materials and equipment (this may include a learning and teaching platform, such as 'Blackboard'), and high quality, comprehensive hand-out materials.
	3	
C.5		In addition to an appropriate range of supporting texts, the library has study spaces, IT provision and, where appropriate, a licence for students to access electronic libraries. Commendable is also possible where a School has either no in house library or minimal library provision but where all students have borrowing rights and access to the online resources of a library.

D Quality Assurance and Enhancement

Course review is an important procedure whereby the School reviews the delivery of its courses and the success of the students as part of a process of continual improvement and of ensuring the ongoing relevance of the curriculum.

Expected standards for accreditation are that:

D.1	*	The School undertakes an annual academic review and/or internal audit of its courses which includes formal input from students and staff.
	3#	

	Supporting documentation required:
D.1.1 2/3	Written procedures for academic review/internal audit;
D.1.2 2/3	Records of academic review meetings which include action points;
D.1.3	Records of how grades are awarded during internal reviews and on the basis of what published criteria.

D.2 2/3	* As part of the academic review process, the School monitors students' academic development and pass/completion rates, and analyses examination results and conducts research to identify trends and inconsistencies.
	Supporting documentation required:
D.2.1 2/3	Student examination/test results;
D.2.2 2/3	Written analyses of student performance by course and cohort.

D.3 3#	* As part of the course review process, mechanisms exist for students to provide feedback on the delivery of their courses. The mechanisms may include student questionnaires assessing individual staff performance, course delivery and academic/welfare support; representation on course committees and/or staff/student liaison groups.
	Supporting documentation required:
D.3.1 2/3	Examples of completed student feedback questionnaires;
D.3.2 2/3	Records of relevant meetings involving students.

D.4 3#	The School has written procedures to improve and enhance the quality of its teaching and learning.
	Supporting documentation required:
D.4.1 3	Written procedures which cover course delivery, formative assessment and monitoring student progress;
D.4.2 3	Records of completion, pass rates and attendance rates.

D.5 2/3	For internally developed or modified courses the school has written procedures for curriculum development and course design; the academic level of internal courses is consistent with internationally equivalent courses.
	Supporting documentation required:
D.5.1 2/3	Written procedures for course design and curriculum development;

D.5.2 2/3	Records of relevant course development meetings;
D.5.3 2/3	Course descriptions including outline of curriculum, learning outcomes, teaching approaches and assessment arrangement;
D.5.4 2/3	Course approval documentation;
D.5.5 2/3	Evidence of external validation.

***Indicators of commendable provision in relation to Sub-Areas of Operation D1, D2 and D3 are:**

D.1 2/3	Formal minutes of course review meetings show that effective action is taken as a result of the course review process.
D.2 2/3	Statistical analysis is made of examination results, making comparisons across modules assessed at a given time and with earlier results, together with evidence of any action taken OR cohort analyses are made showing the progression of all students who enrol on each course at a given time and gain a formal award.
D.3 3#	There is documented evidence to show that effective action is taken in response to student feedback.

E Student Welfare

Schools in many countries now seek to recruit international students from other countries. Such students often need support in addition to that provided for home students.

Expected standards for accreditation are that:

E.1 3#	*	Ongoing welfare support is available to students from designated and suitably qualified staff.
		Supporting documentation required:
E.1.1 1, 2/3		Evidence of welfare staff's qualifications and training certification;
E.1.2		Records of the provision of welfare facilities and services to students.
E.2 3#		There is an induction programme for newly enrolled students.
		Supporting documentation required:
E.2.1 2/3		Written student induction programme;
E.2.2		Student handbook;

1	
E.2.3 2/3	Records to show that students have signed confirming receipt of their copy of the Student Handbook at induction.

E.3 2	* In the case of students with special learning, medical or physical needs, the requirements of current legislation are met and a level of support is offered appropriate to the needs of the individual.
	Supporting documentation required:
E.3.1 2	Disability strategy policy statement or outline, which must include advice to students with special learning, medical or physical needs which the school cannot provide to seek guidance from appropriate bodies with the latter's contact details and with appropriate follow-up verification procedures;
E.3.2 2	Written documentation where students have the opportunity to declare special learning, medical or physical needs.

E.4 3#	Formal and informal mechanisms exist for students' complaints and grievances to be considered and, where appropriate, addressed.
	Supporting documentation required:
E.4.1 AF, 2/3	Written student complaints and grievance procedure.

***Indicators of commendable provision in relation to Sub-Areas of Operation E1 and E3 are:**

E.1 2/3	Welfare support is provided by experienced staff or those with relevant formal qualifications.
E.3	Special needs support is provided by suitably qualified and experienced staff.

F Awards and Qualifications

An external course/programme is one in which the curriculum and assessment schedule is provided by an approved awarding body, including approved awarding bodies, Such as Canadian Ministries of Education

An internal course/programme is one which has been devised or modified by the School and subsequently validated by an approved awarding body.

Expected standards for accreditation are that:

F.1 2	External courses. The School can demonstrate that its external courses lead to genuine accredited awards, such as those leading to awards from recognised awarding bodies (Canadian Ministries of Education); the School ensures that students are registered with the relevant awarding body.
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	Supporting documentation required:
F.1.1 1	Course summary for each approved external course;
F.1.2 2/3	Confirmed centre status of recognised awarding bodies (originals) ;
F.1.3 2/3	Written evidence that students are registered with the awarding body;

F.2 2/3	Internal courses/programmes. The School can demonstrate that its internal or modified courses/programmes lead to fully accredited awards from professional examining bodies.
	Supporting documentation required:
F.2.1 1	Course summary for each internal course;
F.2.2 2/3	Documentation confirming awarding body recognition of the School's internal courses/programmes (originals) .

F.3 2/3	A documented framework for the frequent and regular formative assessment of students. Summative assessment of students is undertaken in an ethical, fair and robust manner.
	Supporting documentation required:
F.3.1 2/3	Written guidance for staff on formative assessment and summative assessment of all courses/programmes;
F.3.2 2/3	Written regulations for summative assessment for internal courses/programmes where the summative assessment is not provided by the awarding body;

F.4 3#	Students are made aware of what constitutes academic misconduct, such as cheating, personation, collusion, fabrication and plagiarism, and of the consequent penalties. The School takes steps to prevent academic misconduct.
	Supporting documentation required:
F.4.1 AF, 2/3	Written procedures relating to the conduct of assessments;
F.4.2 AF, 2/3	Written guidance on academic misconduct.

G Marketing and Recruitment of Students

Expected standards for accreditation are that:

G.1 2, 3#	* All staff and education representatives/agents adopt an honest, ethical approach in the marketing of the School and its courses and in the recruitment of students. An appropriate infrastructure exists for dealing with student enquiries.
	Supporting documentation required:
G.1.1 AF, 2/3	Ethics policy in relation to the marketing of the School, the recruitment of students and the verification of ethical practice among staff and agents;
G.1.2 AF, 2/3	Written administrative procedures for processing student enquiries.

G.2 2/3, 3#	* Agents working on behalf of the School are recruited in the context of formal appointment criteria, are fully briefed and provided with relevant School literature so as to be able to counsel prospective students about visa applications, if appropriate, and course application process and associated aspects of course entry. The School has effective systems to monitor agents' practices and procedures.
	Supporting documentation required:
G.2.1 1, 2/3	Written criteria for the appointment of agents;
G.2.2 1, 2/3	Written briefing documents for agents;
G.2.3 1, 2/3	Copy of agent agreement;
G.2.4 1, 2/3	List of active agents and their contact details (there should be a file for each agent);
G.2.5 1, 2/3	Evidence of monitoring the performance of agents such as records of agents' student recruitment data and student feedback/satisfaction questionnaires.

G.3 2/3, 3#	In its promotional literature and website the School provides prospective students with accurate and comprehensive information on admissions requirements and procedures, courses available, tuition fees and living costs, living conditions, accommodation and student welfare. Prospectuses, websites and marketing literature neither include misleading, inaccurate or ambiguous statements in these respects nor draw false or unfounded comparisons with any other provider.
	Supporting documentation required:
G.3.1 1, 2/3	The School website will be viewed and continuously monitored by ASIC;
G.3.2 1, 2/3	School prospectus (where applicable);
G.3.3 AF, 2/3	Approvals/licences for the use of images used on the website and/or other hard copy literature;
G.3.4 2/3	Sample advertisements and other marketing literature where applicable.

G.4 3#	Academic selection criteria, including English language requirements, are appropriate to the academic standards of the courses for which students have applied so that the
	latter have a reasonable expectation of being successful. In selecting students, the School meets the requirements of equal opportunities and anti-discrimination legislation.
	Supporting documentation required:
G.4.1 1	Written academic admissions requirements.
G.4.2 1	Written English language admissions requirements.
G.4.3 AF, 2/3	The School's equal opportunities policy statement in relation to student selection.

***Indicators of commendable provision in relation to Sub-Areas of Operation G1 and G2 are:**

G.1 2/3	Implementation of the ethics policy is monitored at a senior level and the School takes responsibility for the training, briefing and updating of its staff and agents.
G.2 2	The School's agents have undertaken the Canadian Education Council training programme OR have been admitted to full membership of an appropriate professional association for educational agents.

H Systems Management and Compliance with Immigration Regulations

CEC expects all of its accredited Schools to have written procedures for all of their policies and actions, and that the person with responsibility for each procedure is able to explain it to the Inspectors. This has the added advantage that if staff undertaking particular roles leave or are unavailable at short notice, other staff assuming these roles will know exactly what is expected of them. This applies in particular to procedures for the recruitment, enrolment and monitoring of attendance and academic progress of home and international students.

Expected standards for accreditation are that:

H.1 2/3, 3#	An appropriate infrastructure exists for dealing with student applications and making offers. Written administrative procedures exist for: • processing applications; • monitoring the number of offers made and accepted; • the admission of students, to include verification of students' academic qualifications, including competence in English language or other language of instruction at an appropriate level; • checking the financial viability of the students; • student admission and enrolment; the payment of deposits and fees and for maintaining financial records, together with a policy for the refund of deposits.
	Supporting documentation required:
H.1.1 1,2/3	Student application form;
H.1.2 1, 2/3	Written administrative procedures for processing applications;
H.1.3 2/3	Sample offer letter and visa letter (if appropriate);
H.1.4 AF, 2/3	Written administrative procedures for monitoring the number of visa letters issued and accepted (if appropriate);
H.1.5 2/3	Confirmation of students' academic qualifications and relevant language competence prior to joining the course (to be kept in student files);
H.1.6 AF, 2/3	Written administrative procedures for checking the student's financial status;
H.1.7 1, 2	Enrolment form;
H.1.8 AF, 2/3	Written administrative procedures for student admission and enrolment;
H.1.9 AF, 2/3	Written administrative procedures for handling deposits, fee payments and refunds and for maintaining records of these transaction;
H.1.10 AF, 2/3	School policy for the refund of deposits;
H.1.11 1, 2/3	A list of all students showing: course; date of arrival at the School; date of enrolment on current course; nationality and a record of sight of passport and visa details (if appropriate);
H.2 2/3, 3#	The School maintains accurate and up-to-date student files and stores these securely.
	Supporting documentation required:
H.2.1 1, 2/3	Written administrative procedures for creating and maintaining student files;

H.2.2 2/3	Sample student files;
H.2.3 AF, 2/3	Evidence of a self-service system for students to update their personal details.

H.3 2/3	The School can demonstrate that it attempts to identify those students who have been granted a visa to enable them to study at the School but who fail to enrol within ten working days from the scheduled commencement date of the course (that is, no shows) and is able to inform the immigration authorities accordingly.
	Supporting documentation required:
H.3.1 AF, 2/3	Written administrative procedures for investigating a no show and reporting to immigration authorities;
H.3.2 AF, 2/3	Sample letter to immigration authorities informing of a no show.

H.4 2/3, 3#	Students are enrolled on courses which comply with local Education Department requirements and with immigration authorities' requirements (if appropriate).
	Supporting documentation required:
H.4.1 AF, 2/3	Written administrative procedures for recording and monitoring student attendance;
H.4.2 2/3	Completed student attendance registers;
H.4.3 2/3	Sample records of cumulative attendance;
H.4.4	Course timetables.

H.5 2/3	The School has robust procedures for contacting students who miss classes without authorisation to ascertain the reasons for absence and to issue warnings that deregistration will occur in the case of inadequate attendance. If required, the School informs immigration authorities that the registration of relevant students has been cancelled.
	Supporting documentation required:
H.5.1 AF, 2/3	Written administrative procedures for dealing with student absences and if appropriate reporting to immigration authorities;
H.5.2 AF, 2/3	Sample warning letters to students regarding unsatisfactory attendance;
H.5.3 AF, 2/3	Sample letter to immigration authorities advising that a student's registration has been cancelled due to unsatisfactory attendance.

H.6 2/3, 3#	The School closely monitors students' academic progress, for example through a system of personal academic tutoring and/or formative assessments, to ensure that they are capable of completing their chosen course. The School has robust procedures for issuing warnings to students whose progress is unsatisfactory. The School is able to inform immigration authorities of students unlikely to gain the qualification in the expected time.
	Supporting documentation required:
H.6.1 AF, 2/3	Sample student assessment records;
H.6.2 2/3	Student files incorporating academic progress records;
H.6.3 2/3	Written administrative procedures for dealing with unsatisfactory student progress and if appropriate reporting to immigration authorities;
H.6.4 AF, 2/3	Sample warning letters to students regarding unsatisfactory progress;
H.6.5 AF, 2/3	Sample letter to immigration authorities that a student is unlikely to gain the registered qualification in the expected time.

H.7 2/3	In the case of students requiring a visa the School is able to inform the immigration authorities within ten working days of confirmation of voluntary withdrawals and deferrals together with the reasons for these.
	Supporting documentation required:
H.7.1 AF, 2/3	Written administrative procedures for dealing with voluntary withdrawals and deferrals and if appropriate reporting to immigration authorities.
H.7.2 AF, 2/3	Sample letters to immigration authorities regarding withdrawals and deferrals.

H.8 2/3, 3#	All staff appointments are made in the context of written procedures; and the qualifications of appointees and their right to work are verified.
	Supporting documentation required:
H.8.1 AF, 2/3	Written staff appointment procedures, job descriptions and appointment criteria;
H.8.2 AF, 2/3	Sample job advertisements;
H.8.3 AF, 2/3	Sample contracts for management, academic and support staff;
H.8.4 AF, 2/3	Written evidence that staff qualifications have been verified;
H.8.5 AF, 2/3	A list of staff showing their visa status (if appropriate) and written evidence of verification that staff have the right to work in the country.

H.9 2/3	The School creates and maintains accurate and up-to-date staff files .
	Supporting documentation required:
H.9.1 1, 2/3	Written administrative procedures for creating and maintaining staff files;
H.9.2 2/3	Examination of a sample of staff files;
H.9.3 AF, 2/3	Evidence of a self-service system for staff to update their personal details.
H.10 2/3	The School has systems in place for notifying local education authorities and immigration authorities (if appropriate) and CEC of any change of premises or extension of existing premises.

I Leadership of Learning

CEC expects all of its accredited Schools to model and engage in learning while supporting others to do so, as well as seeking new learners' skills in a clearly communication. The expectations are embedded in the culture of the schools, reflected by learners', teachers', and leaders' behaviours and attitudes toward learning.

Expected standards for accreditation are that:

	Supporting documentation required:
I.1.1	The Leadership Performance Planning Worksheet
I.1.2	Sample of the designed plan that outlines specific leadership activities or tasks that need to take place to effectively implement the changes needed to move the school closer to the leadership standard.

J Growth in Learning

CEC expects all of its accredited Schools to positively impacts learners throughout their journey of learning. A positive impact on the learner is reflected in readiness to engage in and preparedness for the next transition in their learning and to reflected in learners' ability to meet expectations in knowledge and skill acquisition.

	Supporting documentation required:
J.1.1	Documentation <i>of</i> learning focuses on displaying artifacts: What did the learner do? What is the result of the learning?

J.1.2	Documentation for learning focuses on interpretation of artifacts: Why do I accept this artifact as evidence of my learning progress?
J.1.3	Results of CEC approved external assessments