

EduTrust Certification Scheme
Guidance Document

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Introduction

This document serves as a guide for the application to the EduTrust Certification Scheme which aims to enhance the quality of the private education providers in Singapore in order to achieve a world-class education hub internationally renowned for its educational service qualities. The result of a strong and robust education sector will contribute to the continual growth of the Singapore economy.

The EduTrust Certification Scheme assesses the Private Education Institution (PEI) via six criteria. Each criterion has a set of sub-criteria with statements specifying the requirements of each sub-criterion.

As a **basic** requirement, the PEI will have to meet all the criteria. Award will only be given to the PEI which has **met the specific requirements to a sufficient level at the point of application to be certified**. The type of award will depend on the extent to which the PEI complies with the specific requirements stated. Violations of any specific requirements after award may lead to suspension and/or termination of the award. The PEI shall interpret the intent of the specific requirements in the context of the PEI's operations.

In the event where any criterion or sub-criterion is not applicable to the PEI's operations or business model, the PEI may write in to request CPE for special waiver with **supporting documents and** relevant details before EduTrust application. CPE will then, on a case-to-case basis, review the request and the decision of CPE will be final. CPE reserves the right to review its decision and the waiver as and when it deems necessary or applicable. CPE's decision will be final.

Notes have also been included to further elaborate on the specific requirements stated or provide definitions to assist the PEI to understand the intent of the criteria. Definitions or interpretations of standard words or phrases shall be applicable throughout the document.

Where government agencies are referred to in this document, it means relevant Singapore government agencies which have jurisdiction over the intent of the stated requirements.

All evidence must be **documented**. This means that the requirement must be established, documented, implemented and maintained.

International student refer to any student who is holding a valid student's pass issued by Immigration & Checkpoints Authority (ICA). It will not include students of other nationality who hold other passes which are also issued by ICA, for example, dependent pass, social visit pass, work permit etc.

Policy is a definite course of actions instituted or a principle to guide the decision-making process to achieve rational outcomes and avoid unintended outcomes.

System is a set of interacting or interdependent entities forming an integrated whole, giving a macro perspective. Components within the system generally have interconnectivity i.e. functional and structural relationships.

Process is a systematic series of intended operational actions conducting to an end in a definite manner.

Procedure is a defined sequence of actions or operations for execution in a regular defined manner in order to produce consistent results.

For example, a maintenance system will indicate all the different components that require maintenance. The maintenance process will address when to maintain (frequency), who to maintain (ownership) and the resources required to implement the maintenance process. The maintenance procedure will then guide the staff what to do during the maintenance.

In order to facilitate understanding of the EduTrust Scheme, the guidance document is presented in the format below:

<i>Criterion No.</i>	<i>Criterion statement</i>
<i>Specific requirements</i>	<ul style="list-style-type: none"> - The specific requirements state the desired characteristics, qualities or benchmarks that the PEI should have. - Generally, the PEIs are expected to <u>document</u> their operations into policies, systems, processes and procedures (wherever applicable) to assist them in ensuring quality services for their students. - The PEI shall then be assessed based on the extent to which it effectively implements what are stated in the specific requirements. - Effective implementation means the PEI evaluates its performance against a set of pre-determined criteria to see if the system/process is able to achieve the original objectives.
<i>Examples of evidence</i>	<ul style="list-style-type: none"> - The examples of evidence stated serve as a <u>guide</u> for the PEI to support their claims of meeting the specific requirements stated. The evidence shall be made available to the assessors during the assessment process. - The list of examples of evidence is not exhaustive and it is the responsibility of the PEI to provide any other relevant <u>documented</u> evidence to demonstrate that it has met the specific requirements. - Site assessment will also involve interviews that serve as a form of gathering evidence to demonstrate the extent to which the specific requirements are met. - Assessors have the right to request for other <u>documented</u> evidence for clarifications when required and the PEI will be obliged to offer such evidence. - CPE reserves the right to take into consideration any other related evidence identified by the PEI to demonstrate that it has met the criteria.

1 Management Commitment and Responsibilities (50 points)

This criterion examines the PEI's leadership system, its commitment to achieve its vision and how responsibilities are spelt out to ensure that its mission is met. The leadership should set the direction with a focus on building capacity, guided by the tenets of high quality education services.

Sub-criteria

- 1.1 Vision and Mission
- 1.2 Values and Culture
- 1.3 Strategic Planning
- 1.4 Defining Responsibilities
- 1.5 Management Representative

1.1 Vision and Mission

This criterion examines how the PEI's management team develops the vision and mission appropriate for an educational institution and the constituencies it seeks to serve. It also examines how the PEI communicates its vision and mission to its stakeholders to ensure a cohesive effort in achieving its vision and mission.

Criterion 1.1.1 Defining Vision and Mission

Specific requirements

- Management team develops the organisation's vision and mission to meet key stakeholders' and industries' needs and expectations.
- Vision and mission are relevant to the PEI's business and national development.
- Top management endorses the vision and mission statements.
- Management team demonstrates commitment to produce outcomes which are consistent with the vision and mission.
- PEI regularly reviews (minimum once every two years) the vision and mission to ensure relevance.

Examples of evidence

- Documented process of setting the vision and mission.
 - Endorsed vision and mission statements.
 - Review records.
-

Criterion 1.1.2 Communication to Stakeholders

- Management team communicates* the vision and mission to all staff, students, key stakeholders (including recruitment agents if applicable) and through relevant marketing collaterals.

* Cross reference to Criterion 2.5.1 and 2.5.2.

Specific requirements

- Staff can articulate the vision and mission and what the vision and mission mean to them with respect to their job functions.
- Vision and mission are clearly communicated in the website, student handbook, relevant marketing collaterals and within school premise(s).
- PEI regularly reviews the effectiveness of the communication channels for continual improvement.

Examples of evidence

- Website, student handbook and marketing collaterals.
 - Staff and students' interviews.
 - Documented evidence of communication, for example, minutes of meetings, letters etc.
 - Review records.
-

Notes for Criterion 1.1

1. Manager refers to any director, partner or member of the PEI's committee of management who has control or management of the PEI. The guidance document will make reference to the manager as the **top management** and this may refer to the CEO, Principal or the highest ranking official of the PEI who is appointed to manage the day-to-day operations.
2. **Senior executives** refer to the PEI's staff that report directly to the top management and are involved in the daily operations of the PEI. These may refer to the heads of departments or managers within the PEI. Top management and senior executives will form the **management team** (or senior management) of the PEI.
3. Meeting stakeholders' and industries' needs and expectations may include surveys or dialogue sessions to understand their needs. It may also include national survey results, and national policies or directions given by related associations or societies. Industry refers to any association and/or company relevant to the courses offered by the PEI and for which the PEI is preparing its students for the workforce.
4. Demonstration of commitment by the management team may include personal involvement in the driving and supporting of programmes and/or initiatives undertaken by the PEI to achieve the outcomes consistent with the vision and mission.
5. Communication channels may include formal meetings or through letters, phone calls, short messaging system (SMS), electronic communication (emails), marketing collaterals etc.
6. **Marketing collaterals** (or promotion materials) refer to **all** materials (print and non-print) accessible by the public and students with information related to the PEI and the courses it offers. **Marketing collaterals have the same meaning as "advertisement" provided under the Private Education Act.**
Print materials include brochures, pamphlets, flyers, newsletters, advertisements, banners, publications etc.
Non-print materials include company websites, corporate videos and any other form of digital media.

1.2 Values and Culture

This criterion examines the beliefs that the PEI pursues to achieve its vision and mission and how it translates the values into organisation norms, guidelines or expectations that prescribe the behaviour of all organisation members. Building a desired organisational culture will complement the PEI's efforts to create a conducive environment to provide quality educational services for the students.

Criterion 1.2.1 Defining Values and Culture

Specific requirements

- Management team develops organisation's values and culture with staff input.
- Top management endorses the values and culture statements.
- Management team translates the values and culture into context for staff so that they can articulate them and reinforce them in their actions.
- Management team role-models the values and demonstrates commitment to build the culture in their words and actions.
- PEI has plans to inculcate the values and build the desired culture to achieve its vision and mission.

Examples of evidence

- Documented process of setting the values and culture.
 - Endorsed values and culture statements.
 - Documented evidence that the values and culture are translated into context for staff.
 - Action plans to inculcate the values and build the desired culture.
-

Notes for Criterion 1.2.1

1. **Values** refer to the desired ideals that the PEI wishes to develop in its students and staff as it delivers its mission and strives towards the vision. The values will drive the behaviour, decisions and practices of the PEI and are normally significant elements within the desired culture of an organisation.
2. **Culture** refers to:
 - the dominant values advocate by the PEI;
 - shared norms that develop in the organisation's operations;
 - the philosophies that guide the PEI's policies; and
 - the feeling that is evident in the staff in their interaction with one another and with their partners and stakeholders.The culture should be aligned with the PEI's vision.
3. The values and culture will form the foundation and set the direction in which the PEI designs its various programmes or initiatives to provide a holistic educational experience for the students and ensure a conducive working environment for the staff to deliver quality services.

Criterion 1.2.2 Communication to Stakeholders

Specific requirements

- Management team communicates* the values and culture to all staff, students, relevant stakeholders (including recruitment agents if applicable) and through relevant marketing collaterals.
- * Cross reference to Criterion 2.5.1 and 2.5.2
- Staff can articulate the values and culture and what the values and culture mean to them with respect to their job functions.
- Students can articulate the values.
- PEI regularly reviews the effectiveness of the communication channels for continual improvement.

Examples of evidence

- Website, student handbook and marketing collaterals.
 - Staff and students' interviews.
 - Documented evidence of communication, for example, minutes of meetings, letters etc.
 - Review records.
-

1.3 Strategic Planning

This criterion examines how the PEI does its strategic long-term and short-term planning by considering its current and potential capacities and capabilities so that the PEI can provide value-add educational services to all stakeholders. It will also examine how the PEI sets appropriate key performance indicators (KPIs) with targets to monitor, measure and evaluate its achievements.

Criterion 1.3.1 Strategic Planning Process

Specific requirements

- PEI has a regular (at least once a year) structured strategic planning process that uses appropriate models, scenario planning, analysis (e.g. SWOT) and/or key customer-requirements to produce the strategic plan.
- Management team, key staff, relevant key partners and key stakeholders collaboratively participate in the strategic planning process.
- PEI has a comprehensive strategic plan that guides the management team in their daily operations. The plan must be aligned with the PEI's vision and mission.
- PEI has unit/department workplans that guide the units/departments in their daily operations. These workplans must be aligned with the PEI's strategic plan and approved by the management team.
- Management team regularly reviews its strategic planning process for continual improvement.

Examples of evidence

- Documented evidence of strategic planning process.
 - Strategic plan, unit/department workplans.
 - Interviews with management team and staff.
 - Review records.
-

Notes for Criterion 1.3.1

1. **Strategic planning process** refers to how the PEI sets clear stakeholder-focused strategic directions and how it develops short-term (1 to 2 years) and long-term goals to support its vision and mission. It also examines how the goals are translated into strategies measured by KPIs and targets, how the plans are deployed and how performance is monitored. The deployment of strategic plan refers to the translation of this plan into specific strategies and prioritised action plans to achieve its goals. The strategic planning process shall use past trend data for review in order to formulate future-oriented strategies leveraging on the PEI's core strengths. Minutes of management and staff meetings are good evidence of the PEI's effort for constant review of its processes to improve on its educational services.
2. The **strategic plan** shall cover the following key areas:
 - (a) Long-term goals that take into consideration the business direction;
 - (b) Short-term goals;
 - (c) Strategies to realise the long-term and short-term goals;
 - (e) Key performance indicators (KPIs) to measure and evaluate the effectiveness of the strategies;
 - (f) Clear ownerships of the strategies and KPIs;
 - (g) SMART targets set for all KPIs;
 - (h) Long-term and short-term integrated approach to resource (physical, financial, human, academic etc) planning to ensure that resources are optimally used;
 - (i) Commitment to social responsibilities, community involvement and knowledge creation; and
 - (j) Any other key area deemed necessary by the PEI.
3. **Key staff** refer to staff who are not in the management team but may hold appointments which can greatly impact the PEI's operations.
Staff refer to all full-time, part-time and adjunct personnel employed (directly and indirectly) by the PEI who are responsible to deliver its educational services to the students.
4. **Key stakeholders** may refer to
 - (a) people that the PEI provides a service to, for example, students; or
 - (b) people or companies who play a critical role towards achieving the PEI's vision and mission, for example, staff, educational partners, key partners/suppliers, the community etc.It is the duty of the PEI to define its key stakeholders.
5. **Key partners** refer to organisations that have long-term relationships with the PEI and play a critical role towards achieving the PEI's vision and mission. For example, university partner and course accreditation agency.

Criterion 1.3.2 KPIs and Targets

Specific requirements

- PEI sets KPIs and SMART targets for all strategies in the strategic plan and unit/department workplans.
 - PEI has KPIs to track students' educational experiences* (proxy indicators include student satisfaction rate and number of feedback/complaints received).
- * Cross reference to criterion 2.7.
- Management team regularly reviews and updates (where necessary) the KPIs and targets set in the strategic plan to ensure relevance.
-

Examples of evidence

- Strategic plan and unit/department workplans.
 - Review records.
-

Notes for Criterion 1.3.2

1. KPIs help the PEI to monitor and evaluate the effectiveness in the implementation of the strategies within the strategic plan and unit/department workplans.
2. A well defined target is
 - (a) **S**pecific (can be easily verified);
 - (b) **M**easurable (can be easily quantified);
 - (c) **A**ttainable (can be easily translated into action);
 - (d) **R**ealistic (can be achieved with available resources); and
 - (e) **T**ime-bound (has a definite time frame).

1.4 Defining Responsibilities

This criterion examines how the PEI assigns duties and responsibilities within the organisation to meet the needs and expectations of its stakeholders, ultimately guiding the organisation towards excellence.

Criterion 1.4.1 Responsibility of All Staff

Specific requirements

- PEI maintains an up-to-date clearly defined organisation chart showing the management team which is published on its official website.
 - PEI maintains an up-to-date clearly defined organisation chart that includes all staff for internal reference.
 - PEI clearly defines individual duties and responsibilities for all staff which are clearly communicated* to the staff.
- * Cross reference to Criterion 2.5.1
- PEI regularly reviews and updates (where necessary) the duties and responsibilities of the staff to ensure relevance.

Examples of evidence

- Organisation chart.
 - Staff files.
 - Staff interviews.
 - Review records.
-

Notes for Criterion 1.4

1. Where it is not feasible to include names of all staff in the organisation chart, the PEI may supplement the organisation chart with a staff register which is aligned to the organisation chart for easy reference.

1.5 Management Representative

This criterion examines the effectiveness and efficiency of the Management Representative (MR) in the implementation of the EduTrust requirements.

<i>Criterion 1.5.1</i>	Appointment of MR
	<ul style="list-style-type: none">- Top management officially appoints the MR and the appointment is announced to all staff.
<i>Specific requirements</i>	<ul style="list-style-type: none">- MR implements effectively the requirements of EduTrust and meets deadlines when submitting the necessary reports to CPE.- MR responds promptly and communicates effectively with CPE in all aspects related to EduTrust.
<i>Examples of evidence</i>	<ul style="list-style-type: none">- Official appointment letter of MR or MR's job responsibilities.- Documented evidence of announcing the MR's appointment to staff.
<i>Examples of evidence</i>	<ul style="list-style-type: none">- Evidence of prompt and effective responses to queries or requests from CPE or its agents.

Notes for Criterion 1.5

1. Management Representative appointed must meet the following criteria:
 - full time staff of the PEI;
 - must be a member of the management team (see Notes for Criterion 1.1, item 2); and
 - must be empowered to make decisions to implement effectively the EduTrust requirements.
2. MR shall coordinate and submit the following reports when required:
 - for 1-year certification
 - a) internal review and assessment reports 3 months before end of year 1 for renewal of certification.
 - for 4-year certification
 - a) annual internal review report 1 month before end of year 1 and year 3.
 - b) interim internal review and assessment reports 3 months before end of year 2.
 - c) internal review and assessment reports 3 months before end of year 4 for renewal of certification.

2 Corporate Governance and Administration (180 points)

This criterion examines how the PEI manages its operations and resources effectively and efficiently to meet its vision and mission. In addition, it examines how the PEI manages its partnerships to value-add to its students' educational experience. The PEI will also be expected to have good communication protocols to ensure that information disseminated is accurate and not misleading. The criterion also examines how the PEI exercises due care and due diligence to uphold the core principles of confidentiality, integrity and security towards information it receives. The PEI will thus be required to discharge its ethical and legal obligations by providing privacy towards information submitted by its students and staff. The PEI will also be assessed under this criterion on how it manages feedback and complaints in order to improve its services to the students and staff.

Sub-criteria

- 2.1 Management of Financial Resources
- 2.2 Management of Resources and Facilities
- 2.3 Management of Human Resources
- 2.4 Management of Partnerships
- 2.5 Communication and Publicity
- 2.6 Management of Information
- 2.7 Management of Feedback and Complaints

2.1 Management of Financial Resources

This criterion examines how the PEI monitors and manages its financial resources and practices to ensure good financial health so as to support its vision and mission.

Criterion 2.1.1 Financial Management

- PEI has a revenue recognition policy where the financial statement reflects the work in progress.
- PEI has a clear accounting system with proper and up-to-date documentation of its financial status. Financial data must be accurate and easy to retrieve for audit purposes.
- Key finance procedures are communicated* clearly to relevant staff.

* Cross reference to criterion 2.5.1

Specific requirements

- Relevant staff adheres to all financial procedures and practices relating to student fee payments. Such staff must be properly and adequately trained.
This shall also include any part-time or freelance staff engaged by the PEI to perform such duties.
- Top management regularly monitors and endorses the PEI's financial reports.
- Management team regularly reviews its financial procedures and practices for continual improvement.

Examples of evidence

- Financial policy and procedures.
 - Interview of staff handling financial matters.
 - Financial data.
 - Documented evidence of regular monitoring of financial reports by top management.
 - Review records.
-

<i>Criterion 2.1.2</i>	Financial Statements
<i>Specific requirements</i>	<ul style="list-style-type: none"> - PEI shall comply with all reporting requirements stipulated by government agencies such as Inland Revenue Authority of Singapore (IRAS) and Accounting and Corporate Regulatory Authority (ACRA). - Submission of relevant financial statement.
<i>Examples of evidence</i>	<ul style="list-style-type: none"> - Financial statements.

Notes for Criterion 2.1.2

1. For good financial practice, annual financial (or revenue) statement should be certified by an independent external auditor (e.g. Certified Public Accountant, CPA).
2. The following financial statement is required:
 - *For annual sales turnover less than S\$5 million*
Annual revenue statement certified by an independent external auditor.
 - *For annual sales turnover S\$5 million or more*
Full annual financial statement.

<i>Criterion 2.1.3</i>	Credit standing
<i>Specific requirements</i>	<ul style="list-style-type: none"> - PEI must submit its credit rating report during EduTrust application and on an annual basis to CPE.
<i>Examples of evidence</i>	<ul style="list-style-type: none"> - Credit rating report.

Notes for Criterion 2.1.3

1. The PEI must only engage CPE-appointed credit rating companies (refer to www.cpe.gov.sg) and submit an annual credit rating report which is completed less than 3 months prior to EduTrust application or submission.
2. The PEI must ensure that it meets the minimum required credit rating (refer to www.cpe.gov.sg) before application. EduTrust certificate will **not** be awarded if the PEI fails to meet this minimum requirement. EduTrust certificate will also be suspended or terminated whenever the PEI is not able to meet the minimum credit rating requirement.

2.2 Management of Resources and Facilities

This criterion examines how the PEI manages its resources, facilities, infrastructure and environment optimally to support its strategic plan and at the same time provide for continual improvement and growth. It also examines how the PEI provides a safe and secure environment for everyone. A good management and monitoring system will ultimately contribute positively to the quality of educational services for the students.

Criterion 2.2.1 Physical Facilities and Infrastructure Maintenance

Specific requirements

- PEI has a comprehensive facilities maintenance system for all its physical facilities and infrastructure.
- PEI has a responsive monitoring system (by appointed staff or external agencies) for its facilities maintenance system.
- PEI has comprehensive maintenance records, including actions taken to address complaints (*Criterion 2.7*) or concerns with regard to physical facilities and infrastructure.
- PEI regularly reviews its physical facilities and infrastructure to ensure that they are adequate, relevant and effectively utilised to support its vision and mission.
- PEI provides adequate and relevant physical facilities and infrastructure that meet students' needs and promote students' well-being.
- PEI upgrades (*Criterion 6.4.1*) its physical facilities and infrastructure to provide a better teaching and learning environment.

Examples of evidence

-
- Responsive facilities management system.
 - Maintenance and upgrading records.
 - Review records.
-

Notes for Criterion 2.2.1

1. Examples of physical facilities and infrastructures (where applicable):
 - classrooms;
 - IT infrastructure (e.g. Internet access points, wireless Internet);
 - IT facilities (e.g. computer rooms);
 - electrical systems (e.g. lighting);
 - air-condition system;
 - library or academic resource centre;
 - special areas (e.g. study areas, recreation areas or fitness areas);
 - science labs;
 - kitchen;
 - hostel;
 - toilets;
 - canteen;
 - water dispensers;
 - furniture and fittings; etc
2. A **comprehensive maintenance system** will take into consideration preventive, scheduled and ad-hoc maintenance so as to provide a conducive environment for teaching and learning.
3. **Preventive** maintenance – conducted to ensure equipment is in optimal working condition so as to extend its lifespan. This may include partial or complete equipment overhaul or replacement of equipment parts. Preventive maintenance also allows maintenance staff to anticipate any potential problems before equipment failure.
4. **Scheduled** maintenance – conducted on a pre-planned basis to avoid or mitigate the consequences of equipment failure.
5. **Ad-hoc** maintenance – conducted to address a specific problem when it arises, hence it is not pre-planned. **Corrective** maintenance is a form of ad-hoc maintenance when it is conducted to get the equipment functioning again.

Criterion 2.2.2 Academic Resource Management

- PEI has a system to plan, manage, monitor and review its academic resources (textbooks, reference books, teaching aids etc) to support its academic programmes.

Specific requirements

- PEI ensures that academic resources are adequate, relevant, effectively utilised and easily accessible to meet the needs (*Criterion 2.7.2 and 2.7.3*) of academic staff and students.

- PEI regularly reviews its academic resources and academic resource management system for continual improvement.

Examples of evidence

- Academic resource management system.

- Documented evidence to ensure that academic resources are academic resources are adequate, relevant and effectively utilised.

- Review records.

Criterion 2.2.3 Environment Management

Specific requirements

- PEI has a comprehensive environment management system to provide a conducive environment for teaching and learning and at the same time meet the needs of students and staff.

- PEI must meet health and safety requirements of any government agency.
- PEI regular reviews the environment management system for continual improvement.

Examples of evidence

- Environment management system.

- Documented evidence of meeting health and safety requirements of the relevant government agencies.

- Review records

Notes for Criterion 2.2.3

1. A comprehensive **Environment Management System** comprises, but is not limited to, the following major areas:
 - environmental goals for the organisation;
 - processes to ensure a clean and green environment (e.g. regular cleaning, recycling efforts that involve students and staff),
 - processes to ensure a healthy environment (e.g. no smoking policy, mosquito fuming, pest control, first aid facilities, health talks and health check-ups);
 - processes to ensure a safe environment (e.g. fire drill exercise, unblocked fire exits, display of fire escape route);
 - processes to ensure a secure environment (e.g. security system); etc.

2.3 Management of Human Resources

This criterion examines the PEI's human resource framework in the areas of staff selection, management, training and development so that the staff can support the PEI's vision and mission and provide best services to the students.

Full time academic staff will be covered under Criterion 2.3.

Part-time academic staff will be covered under Criterion 5.7.

Criterion 2.3.1 Selection Process

Specific requirements

- PEI sets selection criteria and minimum qualifications required for every job function before recruitment.
For academic staff
Academic board or external partners (if applicable) sets the selection criteria and minimum qualifications.
- PEI has a selection process (e.g. verifying originality and authenticity of qualifications, entrance test, interview) to identify suitable job applicants before recruiting them.
- Management team approves shortlisted *non-academic staff* before recruitment.
Management team and academic board (including university partners if applicable) approve shortlisted *academic staff* before recruitment.
- PEI uses relevant data to refine the selection criteria and minimum qualifications to ensure relevance.
- PEI regularly reviews the selection process for continual improvement.

Examples of evidence

-
- Recruitment advertisements.
 - Documented evidence of verifying originality and authenticity of qualifications.
 - Documented evidence of approval before recruitment.
 - Review records.
 - Staff interview.
-

Notes for Criterion 2.3.1

1. In the absence of more stringent criteria for academic staff by the PEI's educational partners or academic board, the minimum criteria for academic staff qualifications (also applicable for adjunct academic staff) must meet the requirements stated in Private Education Regulations.

Criterion 2.3.2 Staff Management

Specific requirements

- PEI has a comprehensive human resource plan that meets its purposes, size and complexity.
- PEI has clear expectations (via SMART targets) for every staff in their individual plans.
Targets must be aligned to the unit/department workplan.
- PEI regularly monitors the achievement of targets by their staff.
- PEI uses students' feedback data (*Criterion 2.7.2*) to coach and mentor staff for continual improvement.
- PEI regularly reviews its human resource plan for continual improvement using relevant data.

Examples of evidence

-
- Human resource plan.
 - Documented evidence of staff appraisal and mentoring.
 - Individual plans.
 - Review records.
-

Notes for Criterion 2.3.2

1. A comprehensive **Human Resource Plan** should look into, but is not limited to, the following major areas for all staff:
 - Manpower planning (including career planning and deployment policy);
 - Recruitment and termination;
 - Training and development plan (including professional sharing);
 - Appraisal and performance system;
 - Mentoring and coaching system;
 - Redeployment and agility plan (skill and competency inventory);
 - Recognition and reward (remuneration, benefits, compensation) system including retention planning;
 - Progression and succession planning (talent management);
 - Work-life balance policy (wellness programmes);
 - Employer-employee relations (communication channels, teambuilding); etc.Due recognition will be given (*Criteria 2.3.2 and 2.3.4*) to the PEI that has been certified to People Developer or attained People Excellence Award which are administered by SPRING Singapore.
2. Deployment policy may cover the following areas on how the PEI:
 - assigns job functions to ensure best job fit;
 - carries out job rotation;
 - allocates the number of teaching hours for academic staff; etc.

Criterion 2.3.3 Management of Part-time Recruitment Staff

Specific requirements

- PEI conducts proper briefing and/or training for all part-time recruitment staff. Clear expectations and targets must be explicitly communicated.
- PEI has a monitoring process to ensure that the recruitment staff abide by the Code of Conduct and requirements as stated in Criterion 3.2.
- Where applicable
PEI has a procedure to vet and approve (by management team) any marketing collateral produced by external parties for recruitment purposes.
- PEI regularly reviews its practices in managing part-time recruitment staff for continual improvement.

Examples of evidence

-
- Documented evidence of briefing/training materials and attendance.
 - Documented evidence of monitoring process.
 - Documented evidence of vetting and approval of marketing collaterals.
 - Review records.
-

Notes for Criterion 2.3.3

1. An important aspect in the monitoring of part-time recruitment agents is to ensure that they do not collect any money from the students under any circumstances. The PEI is fully responsible for the conduct of these part-time agents.
2. The responsibility of verifying the students' application data against the course admission requirements lies with the PEI.
3. The management of any staff employed by the PEI (local and overseas) who is involved in the recruitment process will be assessed under Criterion 2.3.2. The management of part-time staff or company engaged by the PEI for recruiting students on a part-time basis, or during road shows, or on a project basis will be assessed under Criterion 2.3.3. Such staff must also follow the Code of Conduct and requirements for recruitment agents mentioned in Criterion 3.2. External recruitment agent(s) (local and overseas) engaged in recruiting students on behalf of the PEI will be assessed under Criterion 3.
4. The PEI that engages students as school ambassadors must also be responsible for their actions to ensure that they abide by stringent rules so as not to misrepresent the PEI.

Criterion 2.3.4 Staff Training and Development

Specific requirements

- PEI has a comprehensive training plan that provides adequate training to build up the competencies of all staff.
- The training plan meets the needs of the PEI and all its staff.
- PEI has a system to manage its tacit knowledge (e.g. sharing sessions, buddy system) as part of its knowledge management system.
- PEI keeps up-to-date training records and regularly monitors the utilisation of the training budget.
- PEI regularly reviews the training plan and the planning process with relevant data (e.g. post training feedback and evaluation for all key training programmes) for continual improvement.

Examples of evidence

-
- Training plan and records.
 - Documented evidence of post-training feedback and evaluation.
 - Training budget utilisation.
 - Knowledge management system.
 - Review records.
-

Notes for Criterion 2.3.4

1. A comprehensive training plan should look into, but is not limited to, the following major areas:
 - considering staff competencies in designing appropriate training;
 - meeting the staff training needs (staff has individual training roadmaps);
 - reviewing the effectiveness of the training planned;
 - considering the PEI's business focus and needs; etc.
2. Training for academic staff shall include the following areas to maximise learning outcomes for students:
 - teaching pedagogies;
 - design and implementation of varied teaching strategies;
 - design and implementation of varied assessment methods;
 - (where applicable) exposure to related industry developments to ensure relevance of teaching contents; etc.
3. Training for non-academic staff shall include basic service quality training and job related training to ensure that they are competent in their area of work.

2.4 Management of Partnerships

This criterion examines how the PEI manages its partners to ensure that the partnerships value-add to the PEI and its students.

Criterion 2.4.1 External Partners

Specific requirements

- PEI has a policy with clear objectives and criteria to identify, select, manage and review all its external partners.
- PEI signs renewable contracts (where applicable) with all its key external partners stating clearly the mutual expectations.
- PEI regularly monitors, reviews and evaluates the effectiveness of each partnership. This may include gathering relevant feedback from the partners to enhance the partnerships.
- PEI and students have benefited from the partnerships. For example,
 - improvements to systems and processes;
 - enrich students' school experiences;
 - lead to positive outcomes and trends; etc.

Examples of evidence

- Policy on identifying, selecting, managing and reviewing external partners.
 - Documented evidence of selecting, monitoring, reviewing and evaluating every partnership.
 - Partnership contracts.
 - Documented evidence of benefiting from the partnerships.
-

Notes for Criterion 2.4

1. External partners refer to organisations or people that the PEI works with to deliver its vision and mission. These may include:
 - universities and/or other educational institutions;
 - course developers, for example, National Computer Centre (NCC UK), Confederation of Tourism, Hotel and Catering Management (CTHCM UK), etc.

In the event that the partnerships involve recruitment of students for the PEI for the partners' financial gains (monetary interests), then such partners will also be defined as external recruitment agents and requirements in Criterion 3 will apply to ensure that students' interests are protected.

Local and overseas external recruitment agents engaged in recruiting students on behalf of the PEI will be assessed under Criterion 3.

2. The purpose of a contractual relationship between the PEI and its partner is to ensure that the partner value-adds to the holistic experience of the students and at the same time supports the vision and mission of the PEI. To protect the interests and reputation of the institution, the partner's contract should only be renewed if the partner does not engage in any false, misleading and deceptive conduct or contravene any expectation in the contract.
An agreement letter (instead of a contract) is sufficient for one-time partnership but the PEI must still demonstrate due diligence in the selection process. **The agreement should include critical details such as period of partnership, terms and conditions of partnerships and mutual expectations.**
3. The onus is on the PEI to ensure that its partnerships must not go against any national interest and violate laws and regulations of any relevant government agency.

2.5 Communication and Publicity

This criterion examines how the PEI manages its communication process with its staff and the public on all matters relating to the PEI. These may include communicating its vision, mission, systems and processes in a clear, unambiguous and timely manner so as to avoid any misleading and inaccurate information.

Criterion 2.5.1 Internal Communication

Specific requirements

- PEI has a communication process to ensure that information is disseminated to all staff in a timely and accurate manner.
- PEI promotes 2-way communication (e.g. meetings).
- PEI records all information disseminated. Records are easy to retrieve for audit purposes.
- PEI regularly reviews its communication channels (e.g. notice boards, emails, intranet) using relevant data to ensure they are adequate, relevant and effective.
- PEI regularly reviews its communication process for continual improvement.

Examples of evidence

- Communication records.
 - Review records.
 - Staff interview.
-

Criterion 2.5.2 External Communication

- PEI has a communication process to ensure that information is broadcast to the public (including students) in a timely manner.
- PEI has procedures and guidelines to ensure information communicated on all communication channels (e.g. letter, telephone, fax, email, website, marketing collaterals, student handbook, notice boards) is vetted and accurate.
- All information to be disseminated to the public must be approved by a member of the management team.

Specific requirements

- PEI has procedures to inform all relevant stakeholders (including CPE, any relevant government agency) promptly of relevant internal changes, for example, changes in management, courses offered, staff movements, changes in address etc.
- All information disseminated is archived. Records are easy to retrieve for audit purposes.
- PEI regularly reviews its communication channels using relevant data to ensure they are adequate, relevant and effective.
- PEI regularly reviews its communication process for continual improvement.

Examples of evidence

- Evidence of timely and accurate update of information for public.
 - Documented evidence of vetting and approval of public information.
 - Review records.
 - Student interview.
-

Criterion 2.5.3 Publicity: Course Advertisement and Promotion

Specific requirements

- PEI has a process to provide adequate essential information in a clear, timely and accurate manner so that prospective (local and international) students can make informed choices before enrolment.
- PEI has a vetting process for all advertisements and promotion materials. Final approval must be by a member of the management team before the information is made public.
- PEI archives all advertisements and promotion materials that are used during publicity and recruitment drives. The archived advertisements and materials must be easy to retrieve for audit purposes.
- PEI must adhere strictly to any relevant advertising guideline which may be imposed by any government agency (for example the Advertising Standards Authority of Singapore, ASAS) from time to time. This shall include adherence to the advertisement guidelines as stated in the Private Education Act and shall also include the proper use of CPE and EduTrust logos.
- PEI regularly reviews the processes and procedures for continual improvement.

Examples of evidence

-
- Marketing collaterals, advertisements, website etc.
 - Documented evidence of vetting and approval of publicity materials.
 - Archived publicity materials.
 - Review records.
-

Notes for Criterion 2.5

1. It is the responsibility of the PEI to ensure that all information disseminated must not include discriminatory messages (i.e. messages relating to race, religion, gender rights, etc) that are prohibited by the Singapore legal system and/or related government agencies. Messages should also be sensitive to the social norm and culture of the target audience.
2. The PEI must exercise due diligence and demonstrate honesty, fairness and truthfulness in presenting all information so that they are accurate and not misleading.
3. The following essential information (cross reference to criteria 3.2.1 and 4.5.1) must be available to all prospective students. The onus is on the PEI to ensure that the information is accurate and not misleading in any way.
 - brief school history;
 - vision and mission;
 - values and culture;
 - school location;
 - photographs of actual physical school premises;
 - school physical facilities available;
 - size and number of classrooms;
 - organisation chart showing management team;
 - members of academic and examination boards;
 - teacher-student ratio;
 - fee protection scheme;
 - dispute resolution system;
 - student support services available;
 - relevant Singapore laws;
 - feedback mechanism;
 - service quality targets;
 - course fee and duration;
 - course admission criteria;
 - course completion criteria and award;
 - course application fee;
 - agent commission (where applicable);
 - any other information mentioned in this document that made reference to criterion 2.5.2; and
 - any other information deemed essential for students to make informed choices before enrolment.

2.6 Management of Information

This criterion examines how the PEI manages and uses information innovatively to carry out performance evaluation and to support decision making at all levels of the organisation. It also examines how the PEI handles the confidentiality and security of the information provided by the students and staff.

Criterion 2.6.1 Data management

Specific requirements

- PEI has a computerised data management system to record and archive salient information in an accurate and timely manner. This information (student, staff, finance, etc) must be easy to retrieve for audit purposes.
- PEI must keep all data of their graduates (name, identification no., academic results or transcript, award given) and these data must be available perpetually.
- PEI must keep all relevant staff (including part-time) data such as name, academic qualification etc.
- PEI regularly reviews its data management system for continual improvement.

Examples of evidence

- Data records (hardcopy or softcopy)
 - Review records.
-

Notes for Criterion 2.6.1

1. The PEI is expected to keep the following updated student information (time lapse allowed: no more than 3 days). Information that will be required for submission to CPE include:
 - Student name and identification no. (NRIC no. for local/PR students and FIN no. for international students);
 - Name and identification no. of students on suspension, deferment;
 - Name and identification no. of early school leavers (including action taken by the PEI upon dismissal of student);
 - Student's nationality and residential address. For international students, residential address of their home country must also be recorded;
 - Student's contact (email address, telephone no. or mobile no.). For international students, their contact no. and address in home country and contact no. of next-of-kin must also be recorded;
 - Any unique identification no. assigned by the PEI to the students, for example, student's matriculation no. (if any) and student contract no.;
 - FPS data (insurance policy no. or escrow's acknowledgement and instalment slip nos.);
 - Course title and duration (commencement and completion date);
 - Total course fee payable for entire course (as stated in student contract);
 - Fee payment schedule (as stated in student contract);
 - Fee collected to-date and outstanding fee. Receipt no. must be recorded for each payment;
 - Status of student (e.g. active, graduated, deferred, premature withdrawal, expelled, suspended). For international student, status of the student's pass (active or cancelled) must also be recorded;
 - Any other important information deemed necessary, for example, details of refund given, transfer / withdrawal records, late fee payment; etc.

Criterion 2.6.2 Confidentiality and Security of Information

- PEI has a confidentiality and security policy on all data kept by the PEI, including course assessment materials and results.
 - PEI has procedures to restrict access levels for all information, especially sensitive information.
- Specific requirements*
- PEI communicates the confidentiality and security policy and procedure to all relevant staff.
 - PEI demonstrates strict adherence to the confidentiality policy and security procedures specified.
 - PEI regularly reviews its confidentiality and security policy and procedures for continual improvement.
-
- Examples of evidence*
- Confidentiality policy and security policy and procedures.
 - Staff interview.
 - Review records.
-

Notes for Criterion 2.6.2

1. The confidentiality policy should be printed on all relevant forms (e.g. application forms) whenever students and staff provide personal data or information to the PEI.
2. In the event that the PEI intends to use data provided for other purposes beyond the original intent of data collection, the PEI must seek the written permission from the students and/or staff before using the data unless requested by government agencies. For example, student's information in the course application form should only be used for the purpose of course administration and should not be used by the PEI for course advertisement.

2.7 Management of Feedback and Complaints

This criterion examines how the PEI sets up a system to collect feedback in a timely manner and how it responds to complaints received. This will assist the PEI to refine their policies, systems and procedures to provide high quality educational services that will benefit the students.

Criterion 2.7.1 Feedback and Complaints Management

Specific requirements

- PEI has a close-loop feedback and complaint management system to gather and address all feedback / complaints received (either from the public, staff or students).
- PEI communicates* its response time for feedback/complaint received. *(any feedback/complaint must be resolved within 21 working days)*
 - * Cross reference to Criterion 2.5.2
- PEI has a dispute resolution policy and procedures that are clearly communicated to the students. The policy shall include appeals for retention, suspension, expulsion, awards etc.
- PEI records all feedback/complaints (including disputes) and the actions taken to resolve them.
- PEI seeks feedback from its key stakeholders (including external partners) for continual improvement.
- PEI analyses the feedback/complaints received and these serve as inputs for its review process and continual improvement.
- PEI regularly reviews the feedback/complaint management system (including the feedback channels) for continual improvement.
- PEI regularly reviews the dispute resolution policy and procedures for continual improvement.

Examples of evidence

- Records of feedback/complaints and disputes.
 - Documented evidence of review, evaluation and action(s) taken for feedback/complaints and disputes received.
 - Documented evidence of monitoring response time to feedback/complaints.
 - Documented evidence of improvements made arising from feedback/complaints received.
 - Review records.
-

Notes for Criterion 2.7.1

1. Characteristics of a close-loop **feedback and complaint management system**:
 - All feedback and complaints received must be recorded. This shall include any feedback received via any mass media;
 - Ease of providing feedback and/or complaints, for example, feedback forms readily available, feedback via website and telephone call, regular meetings with stakeholders etc;
 - Acknowledgement of feedback and/or complaints received;
 - All feedback and complaints must be evaluated;
 - Any action(s) taken must be recorded;
 - Action(s) taken must be publicised where appropriate and applicable, especially if the action(s) are of public interests; and
 - The PEI informs the complainant or person giving the feedback/complaint of the action(s) taken where feasible. For staff giving feedback, this shall form part of the internal communication process (*Criterion 2.5.1*)

2. The PEI's dispute resolution policy must be aligned to the dispute resolution provision in the Private Education Act.

<i>Criterion 2.7.2</i>	Student Satisfaction Survey
<i>Specific requirements</i>	<ul style="list-style-type: none"> - PEI has a reliable process to conduct student satisfaction surveys regularly and in a timely manner, for all its courses and services rendered. - PEI regularly reviews and updates the survey questionnaire to ensure it remains relevant. - PEI regularly reviews the process of conducting student survey for continual improvement.
<i>Examples of evidence</i>	<ul style="list-style-type: none"> - Survey questionnaire and records. - Review records.

Notes for Criterion 2.7.2

1. PEI shall cover minimally the following areas (if applicable) in the student survey as part of the review process for continual improvement:
 - Adequacy and accessibility of physical facilities and infrastructure (Criterion 2.2.1);
 - Adequacy, accessibility and quality of academic resources and facilities e.g. course materials, course assessments, computer facilities, library etc (Criterion 2.2.2);
 - Environment management system (Criterion 2.2.3);
 - Academic staff performance i.e. quality of teaching (Criteria 2.3 and 5.7);
 - Non-academic staff performance i.e. quality of service rendered (Criterion 2.3);
 - External partners (Criterion 2.4.1);
 - Effectiveness of communication channels (Criterion 2.5.2);
 - Pre-course counselling experiences of students (Criteria 3.2.1 and 4.5.2);
 - Overall student satisfaction for all recruitment agents (Criterion 3.3.1);
 - Standard and quality of student support services (Criterion 4.5.1);
 - Assessment methods and frequency (Criterion 5.6.1); and
 - Overall student satisfaction level of their school experience.
2. The PEI may choose the appropriate ways to solicit feedback, for example through manual forms and on-line surveys. The chosen channels must be easily accessible by students and/or the public.
3. The PEI shall survey the following groups:
 - applicants for courses to provide feedback on pre-course administration processes;
 - students to provide feedback on their holistic education experience;
 - graduates to provide feedback on post-course administration processes;
4. Recommended survey frequencies where applicable:
 - after every module;
 - at least one survey should be conducted annually;
 - end of the course survey.

Criterion 2.7.3 Staff Satisfaction Survey

Specific requirements

- PEI has a reliable process to conduct staff satisfaction survey regularly and in a timely manner. The survey must cover academic and non-academic staff.
- PEI regularly reviews and updates the survey questionnaire to ensure it remains relevant.
- PEI regularly reviews the process of conducting staff survey for continual improvement.

Examples of evidence

- Survey questionnaire and analysed results (*criterion 6.1*).
 - Review records.
-

Notes for Criterion 2.7.3

1. The PEI shall cover minimally the following areas in the staff survey as part of the review process for continual improvement:
 - Physical working environment (Criterion 2.2.1);
 - Academic resources and support (for academic staff only – Criterion 2.2.2);
 - Human resource practices (Criterion 2.3.2);
 - Training opportunities provided (Criterion 2.3.4);
 - Communication channels (Criterion 2.5.1);
 - Assessment methods and frequency (for academic staff only – Criterion 5.6); and
 - Overall staff satisfaction level.

3 External Recruitment Agents (120 points)

This criterion examines how the PEI selects, manages and monitors its local and overseas external recruitment agents effectively to ensure that the agents continue to deliver quality services and do not engage in any misrepresentation and unethical practices.

External agents refer to agents who are not staff of the PEI but are engaged by the PEI to recruit students and/or to do marketing on behalf of the PEI.

Full-time and part-time staff of the PEI who are performing the job function of recruiting students and/or marketing for the PEI will be assessed under Criteria 2.3.2 and 2.3.3 respectively.

Sub-criteria

- 3.1 Selection of Agents
- 3.2 Management of Agents
- 3.3 Monitoring of Agents

3.1 Selection of Agents

This criterion examines how the PEI establishes its policy on engaging external agents and sets its selection criteria to ensure that only reliable and credible agents are engaged to recruit students for the PEI.

Criterion 3.1.1 Selection Process

- PEI has criteria to select potential agents.
 - PEI has a procedure to evaluate potential agents before they are approved by the management team.
- Specific requirements*
- PEI maintains an up-to-date agent list. This list must be published on the PEI's official website. Agents who are no longer representing the PEI must also be published (for at least 3 months **stating the effective date of non-representation**).
 - PEI regularly reviews the selection criteria and evaluation process for continual improvement.
-
- Examples of evidence*
- Documented evidence of selection criteria, evaluation and approval of agents.
 - Up-to-date agent list.
 - Website.
 - Review records.
-

Notes for Criterion 3.1

1. **Recruitment agents** refer to people or companies who recruit international students on behalf of the PEI for monetary interests.
2. The evaluation criteria for recruitment agents may include:
 - track records (competent);
 - job references (reputable);
 - having proper business outfits;
 - authorisation by respective government to do recruitment or links to local authorities;
 - students' satisfaction and feedback records; etc.These criteria should also be used to evaluate the agents before renewing the contracts (Criterion 3.2).
3. The agent list must include:
 - the countries in which the agents recruit students and/or perform marketing roles; and
 - expiry date of their contract.

3.2 Management of Agents

This criterion examines how the PEI manages its relationship with its agents to ensure that the agents protect the interests and reputation of the PEI by not engaging in any misleading and unethical practices in the process of recruiting students.

Criterion 3.2.1 Management of Agents

- Specific requirements*
- PEI signs renewable contracts with its agents.
 - PEI has a code of conduct for its agents.
 - PEI must provide adequate and appropriate training for its agents. All training materials and attendance list must be easy to retrieve for audit purposes.
 - PEI has a procedure to update its agents (*Criterion 2.5.2*) of any changes made to its courses, admission criteria, etc in a timely manner so that they are well informed to avoid any misrepresentation by the agents.
 - PEI regularly reviews and updates the roles of the agents to ensure relevance.
 - PEI regularly reviews its agent management practices (contract, code of conduct, training, communication channel) for continual improvement.

-
- Examples of evidence*
- Agent contracts.
 - Code of conduct for agents.
 - Documented evidence of training for agents, including training materials and attendance list.
 - Documented evidence of updating agents on all relevant changes.
 - Review records.
-

Notes for Criterion 3.2

1. Every agent must sign an individual renewable contract with the PEI. The purpose of a contractual relationship is to ensure that the agents protect the PEI's interests and reputation. The content of the contract must minimally cover the following areas:
 - contract period, which should not be more than one year;
 - roles and responsibilities and service performance indicator(s);
 - terms and conditions of engagement, including strict adherence to the code of conduct;
 - conditions of termination;
 - any fee or commission payable (if applicable) to the agent by the students;
 - action(s) by the PEI for breaching of contract terms;
 - relevant Singapore laws and regulations to ensure that overseas agents comply with such laws and regulations so that they do not provide inaccurate information to any prospective student, etc.

Any administrative or commission fee due to the agent should preferably be borne by the PEI and not the prospective students.

2. The contract, together with the code of conduct, will set the expectations that all agents must abide by. **The code of conduct will also be applicable to any staff or person engaged by the PEI to recruit students on its behalf.** The code of conduct must cover the following basic areas:
 - agents must not contravene any expectation stated in the contract;
 - agents must not be engaged in any unethical practice such as making claims, warranties, representations or statements which may be false, untrue, ambiguous, misleading, inaccurate or fraudulent;
 - agents must be aware of relevant Singapore laws and regulations of any government agency and do not go against these laws and regulations;
 - agents must apply principles of fair trading when recruiting students and must not engage in high-pressure sales, "bait and switch" advertising or similar unfair practices;
 - agents must not be negligent, careless or incompetent such that they compromise the integrity of the PEI and Singapore's reputation;
 - agents must follow the PEI's procedure to clarify any doubt; and
 - any other information deemed necessary by the PEI.

3. Training requirements for agents:

The PEI must provide adequate training (or briefing) for its agents. The purpose of the training is to enable the agents to provide high quality pre-course counselling service for prospective students. The training should preferably be conducted with 2-way communication to enable the agents to clarify any doubt with the PEI. If necessary, the training should also be conducted in the native language of the agents to ensure better clarity and avoid misunderstanding.

In pre-course counselling (Criterion 4.5.2) for prospective students, agents must cover minimally the following up-to-date information **(in addition to the requirements stipulated in the Private Education Regulations)** before students enter into any form of commitment:

- School's location(s) and a general description of the facilities and infrastructures;
- Application requirements and procedures;
- Course counselling (Criterion 4.5.2) to match the aspirations of the prospective students with the course learning outcomes;
- Type of certification awarded at the end of the course (certificate/diploma/advance diploma/degree/master/PhD etc);
- Opportunities for further education after graduation or job prospect after graduation;
- Total payable fee throughout the course duration. Fee must be transparent so that there are no hidden costs;
- FPS adopted by the school (Criterion 4.1.1), payment methods and schedule;
- Student contract (Criterion 4.2.1) clauses;
- Refund policy (Criterion 4.3.1);
- Transfer and withdrawal policy (Criterion 4.4.1);
- Students' support services (Criterion 4.5);
- Course admission requirements (Criterion 5.1.1) and any exemption (if applicable);
- Course modules and outlines (Criterion 5.1.1);
- Course duration and assessment schedules (Criterion 5.1.1);
- Promotion and award criteria, including any special condition (Criterion 5.1.1);
- Reference to CPE official website (www.cpe.gov.sg) for more details; etc.

For international students, additional information must be provided for the following areas:

- Relevant Singapore laws especially those relating to ICA and Ministry of Manpower (MOM). This include, but are not limited to, immigration requirements, laws on driving, drugs and alcohol abuse, employment, smoking, traffic and littering;
- Visa and student's pass application requirements and procedures;
- Advice on personal and medical insurance;
- Advice on accommodation and the cost of living;
- General healthcare services in Singapore; and
- English language proficiency requirement (if applicable).

The PEI may include the above information in relevant marketing collaterals for course recruitment. For international students, if necessary, agents should provide the above information in native languages of prospective students for better clarity.

3.3 Monitoring of Agents

This criterion examines how the PEI monitors its recruitment agents to ensure that the PEI is not misrepresented in any way during the process of student recruitment.

Criterion 3.3.1 Monitoring of Agent

Specific requirements

- PEI has a comprehensive monitoring process for all engaged recruitment agents to ensure that they conduct proper pre-course counselling and abide by the code of conduct.
- PEI has procedures to verify that agents have conducted proper pre-course counselling for all prospective students. This shall include collating feedback from enrolled students.
- PEI has procedures to take appropriate, timely and necessary actions (including terminating the contract) when any agent violates the contractual agreements and/or code of conduct.
- PEI has a process to evaluate the performance and effectiveness of all agents before renewing their contracts.
- Where applicable
PEI has a procedure to vet and approve any promotion material and advertisement by the agents on its behalf so that the information is truthful and does not include any misleading or malicious comments.
- PEI regularly reviews its monitoring and evaluation processes for continual improvement.

Examples of evidence

- Documented evidence of monitoring and evaluating the agents to ensure satisfactory performance.
 - Review records.
-

Notes for Criterion 3.3

1. The PEI is fully responsible for the actions and service qualities of its agents and thus it should have a comprehensive monitoring process to:
 - ensure that the agents do not collect any money from the students under any circumstance (other than the fee or commission specified in the agent contract);
 - ensure that any new agent is adequately trained so that the agent has a sound knowledge of the PEI and the course information; and
 - ensure that there is strict adherence by the agents to the code of conduct during pre-course counselling for students, for example, through the use of mystery shopper.

4 Student Protection and Support Services (210 points)

This criterion examines how the PEI provides student protection mainly via the fee protection scheme, the student contract and the refund process. The protection will enable the PEI to build a strong PEI-student relationship based on trust which will help the PEI to focus on its core business of achieving its vision and mission. The transfer/withdrawal process will also ensure greater flexibility for the industry towards building a robust educational hub that is responsive in meeting the educational needs of the students. This criterion also examines how the PEI plans, provides, manages, reviews and improves its student support services to enhance student welfare and well-being for a holistic education. The PEI should value-add to students' educational experience through enriching programmes in a conducive physical and psychosocial environment.

Sub-criteria

- 4.1 Fee Protection Scheme
- 4.2 Student Contract
- 4.3 Refund Process
- 4.4 Transfer / Withdrawal Process
- 4.5 Student Support Services

4.1 Fee Protection Scheme

This criterion examines how the PEI provides and implements fee protection for all fee payable by its students.

EduTrust Certification will only be awarded to the PEI that has adopted fee protection scheme (either Escrow or Insurance Protection Scheme) with the CPE-appointed service providers and the PEI has no implementation lapse in fee protection.

Criterion 4.1.1 Fee Protection Scheme (FPS)

Specific requirements

- PEI ensures that all prospective students have been informed of the FPS it has adopted.
 - Details of the FPS adopted must be readily available (school notice board, official website, student handbook and relevant marketing collaterals).
 - PEI's official website must include a link to CPE's website (www.cpe.gov.sg) for students to access more information on the FPS.
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Examples of evidence

- Documented evidence of FPS adopted.
 - Documented evidence that prospective students are briefed on the procedures of FPS.
-

Notes for Criterion 4.1.1

1. FPS account must be unique to the PEI as an individual entity and account sharing with other related PEIs (e.g. parent or sister company) is strictly prohibited.
2. FPS is applicable to **all** students (regardless of nationality and the type of passes, i.e. dependent's pass, student's pass, work permit etc).
3. For more details of the FPS, refer to the *FPS Instruction Manual* which is available at www.cpe.gov.sg.

Criterion 4.1.2 Implementation of FPS

- PEI has procedures to inform students (in native languages if necessary) on the operational details of the FPS, including how the students can check the CPE's official website to verify that they are protected under FPS.
 - PEI has an updated database (*Criterion 2.6.1*) to ensure that all its recruited students are protected under FPS.
- Specific requirements*
- PEI will be responsible to submit FPS data to CPE fortnightly in a CPE directed format.
 - PEI has procedures to update FPS provider(s) when there is a change to the fee protection status of a student.
 - PEI is strictly not allowed to collect fee beyond 12 months.
 - PEI regularly reviews the FPS implementation procedures for continual improvement to ensure that there is no lapse in the FPS.

-
- Examples of evidence*
- Documented evidence of absolute adherence to the FPS adopted by the PEI. Evidence may be in the form of
 - a) fee collection records;
 - b) fee coverage records (for insurance);
 - c) payment acknowledgement slips (for escrow); and
 - d) database records.
 - Documented evidence of detailed course fee breakdown, including payment schedule, for all courses.
 - Documented evidence that FPS providers are informed promptly of students' movements.
 - Review records
-

Notes for Criterion 4.1.2

1. Should the PEI offer any discount to the published course fee, the discount amount must be clearly documented in the student contract.
2. Both hard and/or soft copies of students' FPS data must be furnished immediately as and when instructed by CPE (in addition to the fortnightly updates). CPE reserves the right to conduct any ad-hoc inspection of the FPS database without giving any advance notification. Failure to provide such data for verification will be a serious breach of the EduTrust Terms and Conditions.
3. For escrow protection, the PEI and its agents are strictly **not** allowed to collect any fee directly from the students; doing so would constitute a serious breach of the EduTrust requirements.
4. For insurance protection, insurance must be bought within the **same** day (Internet application) when fee is paid.
In the case of e-banking, the insurance effective date must be the same as the date when the money is credited to the PEI's bank account. Insurance must be bought within 3 days after the money is credited to the PEI's bank account.
5. As the student contract is binding between the students and the PEI, students are **not** allowed to pay any fee directly to other parties (including partner organisations) other than the PEI's escrow bank.
6. The PEI must update FPS service provider(s) within 3 working days when
 - a student transfers course of study; or
 - a student withdraws from course of study (termination or pre-mature school leaver); or
 - a student defers or extends his/her study; or
 - student fee protection status is affected other than the circumstances listed above.
7. The PEI will be responsible for the accuracy of any translation (to other languages) of the FPS which is used to brief international students.

Criterion 4.1.3 Fee Payable

Specific requirements

- PEI declares any miscellaneous fee payable in the student contract (if possible also in the website) for the purpose of transparency in fee chargeable for all its services.
 - Fee payment schedule and payment methods (e.g. cheque, cash, credit card etc) are always communicated* to students in a timely manner.
- * Cross reference to Criterion 2.5.2

Examples of evidence

- Student contract.
-

Notes for Criterion 4.1.3

1. Miscellaneous fee refers to any non-compulsory and non-standard fee which the students will pay only when necessary or applicable, for example, re-exam fee, charges for credit card payment, administration fee for refund request, etc. Such fee is normally collected on an ad-hoc basis by the PEI when the need arises.
2. If the PEI accepts payment in foreign currencies, then it must inform the student of the exchange rate it is charging if the PEI intends to charge a different rate as compared to the rate quoted by its bank. Any administrative charge for accepting foreign currencies must also be told to the students in advance.

Criterion 4.1.4 Receipt

- Specific requirements*
- PEI issues original receipt (with comprehensive information) as acknowledgement for every payment made by the students.
 - PEI retains the duplicate copy (softcopy or hardcopy) of all receipts issued for audit purposes. The duplicate receipts must be easy to retrieve for audit purposes.
 - PEI regularly reviews its practices in issuing receipts for continual improvement.
-

- Examples of evidence*
- Duplicate copies of receipts issued.
 - Review records.
-

Notes for Criterion 4.1.4

1. A comprehensive receipt contains the following information:
 - PEI's name (as reflected in student contract);
 - student's name and identity no.;
 - payment intention;
 - date of payment;
 - course identification no. (including the name of college/institution/university awarding the qualification if applicable);
 - payment amount;
 - name and signature of staff collecting the money and issuing the receipt;
 - receipt no.;
 - outstanding amount (where applicable);
 - GST amount (where applicable);
 - insurance policy no. (where applicable); and
 - any other information that the PEI deems necessary (e.g. refund policy).
2. The PEI may choose to archive receipts in softcopy format. Receipts can only be discarded after a student has graduated or after the minimum period stipulated by IRAS or any other government agency whichever is later.

4.2 Student Contract

This criterion examines how the PEI executes the student contract for every enrolment. The contract is a critical document that helps to minimise future disputes and hence it has to be completely understood by the student prior to enrolment.

Criterion 4.2.1 Student Contract

Specific requirements

- PEI signs a student contract (with a unique no.) with the student during admission.
- Contract must indicate the detailed breakdown of total fee payable by the student together with payment schedule (i.e. exact date due).
- Contract must indicate any special conditions or agreements that the PEI has mutually agreed with the students at the point of recruitment. This shall include any fee that may or may not be refunded when the contract is terminated.
- *If the PEI adopts standard contract*
PEI's website refers to www.cpe.gov.sg for the standard CPE's student contract.
If the PEI uses non-standard contract
Contract must be available on the PEI's website and readily available upon request at all times.

Examples of evidence

- Student contracts.
-

Notes for Criterion 4.2.1

1. In the event that the PEI decides to amend the standard CPE's student contract, the PEI must justify the changes made and obtain written approval from CPE before using the amended student contract. Changes must be approved by the PEI's lawyers before submission to CPE. CPE reserves the right to reject such applications if proposed amendments are deemed disadvantageous to the students.
2. Should there be a need for the contract to be made available in other native languages (other than those provided by CPE), **the translation should be performed by a qualified interpreter and** approved by the PEI's lawyers to ensure that the intent of the contract is not compromised during the translation.
3. The PEI may apply, with supporting documents, to CPE for exemption from the requirement to have individual contract for every student if the PEI meets the exemption criteria stipulated in the EduTrust Terms and Conditions.

Criterion 4.2.2 Procedures for Executing the Student Contract

- Specific requirements*
- PEI has procedures to execute the student contract.
 - PEI must ensure that the contract clauses are clearly explained (in native language if necessary) to all prospective students before the contract is signed.
 - All original copies of the student contracts must be kept in the students' portfolios until the students have collected their graduation certificates. After which, the PEI may choose to keep them in softcopies or dispose them.
 - PEI regularly reviews the contract execution procedures for continual improvement.

Examples of evidence

-
- Signed student contracts.
 - Review records.
 - Student interview.
-

Notes for Criterion 4.2.2

1. The procedures must include, but are not limited to, the following:
 - allowing maximum refund (as stipulated by the PEI) within 7 days (minimum) after signing the contract;
 - ensuring that the contract is signed before any payment is made (except for agent commission and application fee);
 - signing 2 original copies of the contract. (1 copy must be given to the student immediately after signing and 1 copy will be kept by the PEI);
 - signing a new contract when a transfer request is approved;
 - ensuring each contract is valid only for admission to one course;
 - ensuring that both the PEI and the student acknowledge any amendment made in the contract. Otherwise no amendments are allowed; etc.
2. Application fee refers to the fee that the student pay the PEI for the sole purpose of processing the application form submitted so that the PEI can check if the student meets the course admission requirements.

4.3 Refund Process

This criterion examines how the PEI manages refunds for students under various conditions in a fair and acceptable manner.

<i>Criterion 4.3.1</i>	Refund Policy
<i>Specific requirements</i>	<ul style="list-style-type: none">- PEI has a fair and reasonable refund policy for any payment made.- The refund policy is clearly communicated to all its students via the website, student contract and student handbook.- The refund policy must be clearly explained to all students and prospective students. The policy should also be available in students' native languages where applicable.- PEI regularly reviews the refund policy to ensure that it remains fair to the students.
<i>Examples of evidence</i>	<ul style="list-style-type: none">- Refund policy (in native languages where applicable).- Documented evidence that the refund policy has been explained to the students.

Notes for Criterion 4.3.1

1. The refund policy must include, but is not limited to, the following:
 - time taken to process refund request (must not be more than 7 days);
 - any refund condition (if application);
 - any non-refundable fee paid (if applicable);
 - status of fee paid should any course be cancelled. The PEI must state the conditions under which a course may be cancelled;
 - when transfer/withdrawal application is approved; etc.

Criterion 4.3.2 Refund Procedures

Specific requirements

- PEI has refund procedures which are aligned with the refund policy to execute any refund request.
If the refund policy differs for different types of payments or different modes of payment, then there must be clearly differentiated procedures.
- The procedures are clearly communicated to the students via the website and student handbook.
- Refund records (may be in softcopy) are accurate and up-to-date. Records should be kept according to financial guidelines and are easy to retrieve for audit purposes.
- Relevant staff are conversant with the refund procedures and demonstrate strict adherence.
- PEI regularly reviews the refund procedures for continual improvement.

Examples of evidence

- Refund procedures.
 - Staff and student interview.
 - Review records, including data on time taken to process refund requests.
-

4.4 Transfer / Withdrawal Process

This criterion examines how the PEI manages students' requests for course transfer or withdrawal in a fair and acceptable manner.

<i>Criterion 4.4.1</i>	Transfer / Withdrawal Policy
<i>Specific requirements</i>	<ul style="list-style-type: none">- PEI has a fair and reasonable transfer and/or withdrawal policy.- The transfer and/or withdrawal policy is clearly communicated to all its students via the website and student handbook.- PEI clearly explains the implication of the status of the student's pass if international students withdraw from the school or are forced to withdraw from the school (e.g. caught for breaking Singapore's law).- PEI regularly reviews and updates the transfer / withdrawal policy to ensure that it remains fair to the students.
<i>Examples of evidence</i>	<ul style="list-style-type: none">- Transfer and/or withdrawal policy (in native languages if applicable).- Review records.

Notes for Criterion 4.4.1

1. **Transfer** means a student changes the course of study but remains as a student of the PEI. For an approved transfer request, the original student contract must be terminated and a new contract must be signed.
2. **Withdrawal** means the student contract is terminated and the student is no longer a student of the PEI.
3. The transfer/withdrawal policy must include, but is not limited to, the following:
 - circumstances in which a transfer/withdrawal application will be granted;
 - any additional fee payable;
 - status of student's pass for international student (where applicable);
 - **conditions for refund of any fee paid;**
 - a reasonable time frame (not more than 4 weeks) for assessing and replying to any request for transfer/withdrawal; etc.

Criterion 4.4.2 Transfer / Withdrawal Procedures

Specific requirements

- PEI has procedures which are aligned with the transfer/withdrawal policy to execute any transfer/withdrawal application.
- The procedures are clearly communicated (in website and student handbook) to the students.
- PEI maintains up-to-date transfer/withdraw records. Records must be kept (may be in soft copy) for at least 3 years and are easy to retrieve for audit purposes.
- PEI informs the FPS service providers, relevant government agencies (e.g. ICA, CPE) and other relevant parties promptly for all withdrawal cases.
- Relevant staff are conversant with the transfer/withdrawal policy and procedures and demonstrate strict adherence.
- PEI regularly reviews the transfer/withdrawal procedures for continual improvement.

Examples of evidence

-
- Transfer / Withdrawal records.
 - Staff and student interview.
 - Review records.
-

Notes for Criterion 4.4.2

1. The procedures must include, but are not limited to, the following:
 - issuing a formal letter to the student to reject the application or to effect the transfer/withdrawal. For students below the age of 18, the PEI must seek approval from the students' parents/guardians before approving the application;
 - informing ICA of any change in students' status that may affect the student's pass issued (e.g. cancellation of student's pass for withdrawal case, transfer to a course with a shorter duration, etc);
 - terminating existing student contract and signing new student contract (for transfer of course);
 - coordinating with FPS service providers for any refund. Such refunds should be given back to the students within the stipulated period (Criterion 4.3.1);
 - issuing past attendance records to students who are enrolling in another course in another PEI, etc.

4.5 Student Support Services

This criterion examines student support services that the PEI provides to meet the needs of its students so as to create an environment conducive for students to focus on their academic studies.

Criterion 4.5.1 Provision of Student Support Services

- PEI has a system to provide comprehensive student support services that meet the needs of the students.
 - The list of up-to-date student support services must be communicated (student handbook or website) to students.
 - PEI ensures that staff appointed to provide the student support services are adequately and appropriately trained.
- Specific requirements*
- PEI has facilities and/or programmes to enrich the students' educational experiences and develop them holistically so that they become socially responsible people. For example, community involvement programmes, leadership programmes etc.
 - PEI regularly evaluates the support services provided to ensure high standards of service.
 - PEI regularly reviews (scope, suitability, quality, effectiveness) the support services provided for continual improvement using students' feedback data.

-
- Examples of evidence*
- Student handbook or website.
 - Medical insurance policy for students.
 - Training records.
 - Student survey data.
 - Review and evaluation records.
-

Notes for Criterion 4.5.1

1. Compulsory student support services to be provided by the PEI for **all** its students:
 - medical insurance coverage for hospitalisation and related medical treatment for the entire course duration.
Exemption for Singaporean/PR students if they are already covered by their own medical insurance plan.
*The PEI which does not provide medical insurance coverage for any student not exempted will **not** be awarded the EduTrust certification.*
 - orientation programme for all newly-enrolled students to:
 - disseminate and reiterate important course information and other information (cross reference to Notes for Criterion 3.2 point 4);
 - inform students of their rights (this shall include internal and external grievance and dispute resolution procedures, fee protection scheme, reference to CPE's official website);
 - inform students of course deferment/extension criteria and procedures, suspension and expulsion conditions; and
 - give details of the organisation awarding the certificate (if applicable).
2. Other student support services that may be provided by the PEI:
 - Assistance to international students to help them to adapt to the local environment or seek other support services. For example, general or specialist health services (physiological, dental, mental), drug/alcohol abuse education, problem gambling, sexuality education etc.;
 - Advice or services on accommodation options for international students;
 - Close collaboration with guardians for students not exceeding 16 years of age; and
 - Career guidance programmes to assist students to proceed to higher education.
3. Facilities and programmes that the PEI may provide for their students to enrich their educational experience:
 - Recreation facilities;
 - Library;
 - Study areas;
 - Food and beverage (canteen, vending machines etc);
 - Wireless Internet connection or computer room;
 - Health promotion programmes;
 - Financial assistance scheme;
 - Assistance to disadvantage students (e.g. those with physical and/or learning disabilities); and
 - Academic assistance to students (e.g. language programmes, extra classes).
4. Minimum features/coverage for medical insurance (may be group or individual):
 - annual limit not less than S\$20,000.00 per student;
 - at least B2 ward (in government and restructured hospitals); and
 - 24 hours coverage in Singapore and overseas (if student is involved in school-related activities).

Students must be given an original copy of the medical insurance policy stating clearly the policy's terms and conditions, the claim procedure, any exclusion, etc.

Criterion 4.5.2 Counselling and Advice

Specific requirements

- PEI provides comprehensive pre-course and pastoral counselling services for all its students.
 - Course syllabi and module synopsis must be easily accessible for prospective students to make informed choices before application.
 - PEI provides adequate training for all course counsellors to ensure that they provide prospective students with good guidance.
 - Staff providing pastoral counselling should have professional qualification, otherwise the PEI must provide adequate formal training.
 - PEI regularly evaluates and reviews the counselling and advice services for continual improvement to ensure high standards of services.
-

Examples of evidence

- Student interview.
 - Counselling records.
 - Training records.
 - Review and evaluation records.
-

Notes for Criterion 4.5.2

1. Course counselling services may include:
 - assessing prospective students' educational needs based on their proficiencies;
 - providing appropriate guidance and advice on the suitability of the courses available;
 - providing career guidance relating to the courses available; etc.For pre-course counselling requirements, refer to notes for Criterion 3.2 para 3.
2. Pastoral counselling services may include:
 - providing emotional support for students to help them cope with mental stress relating to a new environment or course demands;
 - implementing programmes to create a culture and climate of care, trust and friendliness that encourage student attendance and involvement; etc.

5 Academic Processes and Assessment of Students (350 points)

This criterion examines how the PEI sets up processes to ensure that courses offered are of high quality and meet the needs and expectations of the students and the industry.

The criterion also examines how the PEI monitors the progress of the students through the most appropriate modes of assessment to achieve the course outcomes.

The PEI will also be assessed on its system to select and recruit the most appropriate part-time academic staff to deliver the courses to achieve its learning outcomes.

Sub-criteria

- 5.1 Curriculum Design and Development
- 5.2 Curriculum Planning and Delivery
- 5.3 Student Selection and Admission
- 5.4 Monitoring of Learning and Student Development
- 5.5 Student Tracking
- 5.6 Student Assessment
- 5.7 Selection of Part-time Academic Staff

5.1 Curriculum Design and Development

This criterion examines how the PEI engages its academic and examination boards (or other accreditation/validation organisations) in the process of design, development and review of the contents of all courses it offers to ensure relevance and rigour.

Criterion 5.1.1 Design and Development Process

Specific requirements

- PEI has a comprehensive curriculum design and development process for all courses.
- PEI uses innovative teaching and learning methodologies in the design and development process to maximise learning outcomes.
- PEI has procedures to address all aspects of the curriculum design and development process.
- Academic board approves the design and development outcomes of all courses, including any refinement made due to the review process.
If design and development is carried out by trained professionals or experts, the academic board is still required for endorsement.
- PEI regularly reviews the design and development process for continual improvement.

For courses which are developed / accredited by external organisations

- PEI has a process, involving its academic board, to evaluate and approve any adoption of courses which are designed and developed by external organisations.
- Where applicable
Any part of the curriculum developed by the PEI must be endorsed by the external organisation and/or the academic board.

Examples of evidence

-
- Course information in course brochures and/or website.
 - Course design and development records.
 - Documented evidence of academic board involvement.
 - Approval (contract or MOU or articulation letter) from partner organisations to offer the courses (where applicable)
 - Accreditation report by reputable bodies on the courses offered (if applicable)
 - Review records.
-

Criterion 5.1.2 Review Process

Specific requirements

- PEI has a comprehensive review process to regularly review the curriculum for all courses.
- PEI consults the relevant industry and/or academic experts or professionals and academic staff during curriculum review.
- Academic board approves outcomes and recommendations (if any) of the review process.
- PEI uses relevant data (e.g. student post-course survey data, teacher post-course survey data, exam results) in the review process. Review shall also include reviewing the curriculum delivery method.
- PEI regularly reviews the curriculum review process for continual improvement.

Examples of evidence

-
- Documented curriculum reviews for all courses.
 - Documented evidence of improvements (which are approved by academic board) made to course curriculum.
 - Minutes of consultation with industry experts or professionals.
 - Review records.
-

Notes for Criterion 5.1

1. The main components of a curriculum **design** process would encompass the following areas:
 - crafting clearly defined and measurable course learning outcomes;
 - ensuring course content balance and validity;
 - setting course admission requirements;
 - defining course scope;
 - determining module sequence;
 - ensuring coherence between course outlines and course outcomes;
 - ensuring availability of resources to support the courses offered;
 - setting assessment guideline (e.g. weighting);
 - determining the optimum duration;
 - gathering feedback from relevant experts and/or stakeholders on the core disciplines;
 - setting promotion and award criteria; and
 - having appropriate transition plans for new or revised courses where applicable.Any criterion or benchmark set by the academic board in the curriculum design process and review process must be clearly documented.
Where the PEI decides to have industrial attachment to provide academic rigour to complement the course content, the onus is on the PEI to ensure that it does not go against any regulation stipulated by any government agency.

2. The main components of a curriculum **development** process would encompass the following areas:
 - determining the necessary skills to maximise learning outcomes for the students;
 - determining the assessment mode(s) and frequency;
 - determining the appropriate teaching pedagogies;
 - developing course contents; and
 - determining the learning outcomes for every lesson.

3. The main components of a curriculum **review** process would encompass the following areas:
 - ensuring that the course contents remain responsive and relevant to advances in science, technology, industry and knowledge development;
 - reviewing if course outcomes have met the original course intent;
 - ensuring that the quality of the course contents remains high and academic standards are maintained;
 - reviewing course delivery modes and teaching strategies to maintain high standards of teaching and learning;
 - considering students, academic staff and stakeholders' inputs so as to improve the course design and development process to meet the needs of stakeholders. Inputs may be collected through end-of-course and employer survey; and
 - reviewing course and module admission requirements.

Assessment review is assessed in Criterion 5.6.1.

4. For courses which are developed in-house, due recognition may be given if the courses are endorsed by:
 - an approved accreditation/validation body (e.g. International Baccalaureate Organisation, Workforce Development Agency (WDA), Building and Construction Authority (BCA), Singapore Nursing Board (SNB), Institute of Technical Education (ITE), Cambridge International Examinations (CIE)); or
 - relevant experts (with supporting documents to demonstrate relevant expertise). However, CPE reserves the right not to recognise accreditation/validation by expert groups without providing any reason.

5. The experiences and expertise of the members of the academic board will be taken into consideration during assessment. Duties of the academic board must be clearly stated in the appointment letter issued by the PEI. EduTrust assessment will also look into the manner and frequency in which the board conducts meetings and makes decisions. Where a sub-committee is formed by the academic board, experiences of the sub-committee members will also be assessed.

6. For every course, the minimum requirements (whichever applicable) for review are:
 - module review at least once a year; or
 - course review at least once every 2 years; or
 - course review after the 1st batch of student intake.

7. PEI should also make reference to the detailed duties and responsibilities of the academic board and examination board as stated in the Private Education Regulations.

5.2 Curriculum Planning and Delivery

This criterion examines how the PEI plans the detailed course contents for classroom delivery and its close monitoring to ensure that the course outcomes are achieved. The criterion will also examine how the PEI engages its academic board in the curriculum planning and delivery process.

Criterion 5.2.1 Planning Process

Specific requirements

- PEI has a comprehensive curriculum planning process for all the courses.
- PEI has procedures to inform* students of critical course information (assignment due dates, examination dates, term timetable, lesson venues) at the start of the course.
- * Cross reference to Criterion 2.5.2
- Academic board approves the academic staff deployment.
- PEI regularly reviews the curriculum planning process for continual improvement.

Examples of evidence

- Documented evidence of curriculum planning process.
 - Documented evidence that critical course information is communicated to students.
 - Student interview.
 - Review records.
-

Notes for Criterion 5.2.1

1. The main components of a curriculum **planning** process would encompass, but are not limited to, the following areas:
 - planning of detailed course schedule which includes assignment due dates, assessment or exam dates, lesson venue, school holidays, time table, etc;
 - allocating appropriate teaching resources to support the course delivery. This may include assigning appropriate academic staff and teaching facilities to deliver the course, harnessing of resources and equipment to achieve maximum outcomes e.g. through the deployment of IT;
 - using relevant analysed data to assist in the planning; etc.

Criterion 5.2.2 Delivery Process

Specific requirements

- PEI has a process to ensure curriculum delivery based on the approved lesson learning outcomes.
- Academic board will be responsible to stipulate the optimum teacher-student ratio for every course and the mode of delivery (lecture, tutorial, practical etc) to maximise learning outcomes. The ratio should be available to prospective students for their decision-making.
- PEI has a monitoring process (which may involve the academic board) to ensure that all courses are delivered to achieve their intended learning outcomes. The PEI takes appropriate actions of intervention where necessary.
- Academic staff demonstrate the use of varied teaching strategies to motivate student learning.
- PEI provides adequate and appropriate resources (equipment and facilities) to support the curriculum delivery and meet the needs of the academic staff.
- PEI regularly reviews the course delivery process, using relevant data, for continual improvement.

Examples of evidence

- Documented evidence of ensuring high standards of curriculum delivery.
 - Documented evidence of course delivery monitoring.
 - Documented evidence of resources to support delivery.
 - Review records.
-

Notes for Criterion 5.2.2

1. Curriculum **delivery** refers to the process in which the lessons are delivered by the academic staff. The PEI must demonstrate how it monitors the delivery to ensure consistency and high quality of teaching, for example, through classroom observations by experienced academic staff/expert, academic board or through student survey. Monitoring will also ensure that course materials are delivered in a timely manner.
2. For courses offered in conjunction with a partner organisation, the PEI shall have procedures to ensure that the delivery process meets the quality and rigour stipulated by the partner organisation. These shall include academic staff qualification, course delivery modes, assessment modes and frequency and criteria for award of achievement upon course completion.
3. Examples of varied teaching strategies:
 - lecture-tutorial;
 - field work;
 - practical work; etc.

5.3 Student Selection and Admission

This criterion examines how the PEI selects prospective students for its courses to meet their needs and at the same time ensures that the students meet the admission criteria set for the courses. This will minimise transfer and withdrawal rates by ensuring the best match of students to the courses.

Criterion 5.3.1 Selection Process

Specific requirements

- PEI has procedures to manage the student selection exercise.
- PEI has a monitoring process to ensure that staff performing the selection exercise adhere strictly to the procedures.

External agents can only provide pre-course counselling (Criterion 3.2) but are not allowed to execute the selection exercise.

- Management team (and partner organisation if applicable) must approve the shortlisted applicants before they are admitted into the course.
- PEI regularly reviews the selection procedures and monitoring process for continual improvement.

Examples of evidence

- Staff and student interviews.
 - Documented evidence of selection exercise and monitoring records.
 - Review records.
-

Notes for Criterion 5.3.1

1. The procedures for student selection exercise must include, but are not limited to, the following areas:
 - verifying the originality and authenticity of documents submitted by applicants;
 - verifying that applicants meet course admission requirements;
 - administering entry tests to assess applicants' educational standards (if applicable);
 - conducting selection interview (if applicable);
 - submitting the applications to relevant external university partners (if applicable); etc.
2. Course admission requirements must be readily available and minimally address the following areas:
 - stating the required standard of English (if the course is delivered in English and the students' spoken/native language is not English). The required standard of English should be given in terms of the equivalent level of the education system of the students' home country or any other common international standards such as International English Language Testing System (IELTS) and Test of English as a Foreign Language (TOEFL);
 - admission requirements must be presented in the equivalent level of the education system of the students' home country; etc.
3. When course admission requirements include English language proficiency, the PEI must assess the prospective students and be satisfied on reasonable grounds that the prospective students possess the required English language proficiency before accepting the students for admission.
4. In the event that it is not possible to verify the authenticity of the qualifications submitted by prospective students, the PEI must administer admission tests. The PEI must be satisfied on reasonable grounds that the admission test results of the prospective students meet the course admission requirements before issuing the letter of offer to the prospective students.

Criterion 5.3.2 Admission Process

- Specific requirements*
- PEI has procedures for the student admission exercise based on approved selection results. The procedures must be clearly communicated to the students.
 - PEI has a monitoring process to ensure that staff adhere strictly to the procedures during the admission exercise.
 - PEI has an up-to-date and accurate student register (Criterion 2.6.1).
 - PEI maintains an up-to-date list of students recruited by their respective recruitment agents (if applicable).
- * Cross reference to Criterion 3.1 (agent list).
- PEI regularly reviews the admission procedures and monitoring process for continual improvement.

- Examples of evidence*
-
- Staff and student interviews.
 - Documented evidence of admission exercise and monitoring records.
 - Review records.
-

Notes for Criterion 5.3.2

1. The admission procedure must include the following:
 - informing students of course application status;
 - informing international students of ICA student's pass application status;
 - informing students of important information (e.g. FPS, contract signing, refund policy and procedure, transfer/withdrawal policy and procedure, award criteria, attendance requirements, promotion criteria, etc).
2. The student register must show students:
 - who are currently enrolled;
 - who are on suspension;
 - who are on deferment;
 - who are expelled;
 - who have terminated or withdrawn; and
 - who have graduated.
3. The PEI must only admit students recruited by its appointed agents. Hence, it will be a breach of EduTrust requirement if the PEI accepts students from agents which have no contractual relationships with the PEI.
4. PEI is not allowed to accept students after course commencement unless the provisions in the Private Education Regulations are met.

5.4 Monitoring of Learning and Student Development

This criterion examines how the PEI monitors the academic performances of the students and uses the data collected to review its processes so as to continually provide high quality educational services to develop the students to their maximum potential. It also examines how the PEI monitors student development and takes appropriate and necessary actions for students who have not met the required standards.

Criterion 5.4.1 Periodic Monitoring

- PEI has a tamper-proof and stringent students' attendance monitoring system.
 - Attendance records must be accurate, up-to-date and kept until the students graduate. Time tables for all courses must be readily available upon CPE's request for attendance verification.
 - Attendance data should be analysed (Criterion 6.1) for review purposes.
- Specific requirements*
- PEI should set minimum attendance requirement for course completion. This should be clearly communicated to the students at the start of the course (e.g. in the study guide or student handbook).
To stress the importance of attendance for maximum learning, the PEI may set minimum attendance requirement for award.
 - PEI has a system to monitor students' learning, such as lesson observations and continual assessments, to ensure that the learning outcomes are achieved.
 - PEI regularly reviews the attendance and student's learning monitoring systems for continual improvement.

-
- Examples of evidence*
- Daily attendance records.
 - Documented evidence of monitoring attendance.
 - Documented evidence of monitoring students' learning.
 - Review records.
-

Notes for Criterion 5.4.1

1. The attendance monitoring system must include:
 - collecting medical certificates for any absenteeism;
 - cancelling student's pass with ICA when international students' attendance does not meet ICA's requirement;
 - taking appropriate and timely interventions for absenteeism without valid reasons; and
 - informing parents/guardians of regular absenteeism (for international students).
2. For student's pass holders, the PEI must ensure that their attendance fulfil ICA's requirements for issuing the students' passes.
For all other students who do not require ICA's student's pass, course attendance must be at least 75% (in the absence of any other more stringent statutory requirements).
3. For international students, the PEI must only accept medical certificates as proof for absenteeism. Any other documents should only be accepted on a case-by-case basis with full justification and be acceptable by ICA.
4. To qualify for EduTrust (Star), the PEI must ensure that international students spend at least 5 hrs per day (5 days a week) within the school premise engaging in academic studies or meaningful activities (for example classes, tutorials, project work, enrichment activities or co-curricular activities).

Criterion 5.4.2 Student Development

Specific requirements

- PEI has a process to report students' academic performance and also acknowledge or recognise other forms of students' achievements (if applicable).
Where possible, students' academic progress should be reported to the parents/guardians.
- PEI communicates the minimum required academic standards that students must achieve for each module/course.
- PEI has a process to take appropriate and timely intervention for students who have underperformed i.e. not meeting stipulated academic standards.
- PEI regularly reviews the student development process for continual improvement.

Examples of evidence

- Documented evidence of reporting students' performance.
 - Documented evidence of intervention.
 - Review records.
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5.5 Student Tracking

This criterion examines how the PEI tracks their students' academic results and uses them for reviews of its operations to improve policies and procedures (e.g. student selection and admission, curriculum design and planning, student welfare and support services etc).

Criterion 5.5.1 Student Tracking

- PEI has a system to collect the following data:
 - progression rate (to the next level of the programme or to the next educational level);
 - attrition rate (leaving the course pre-maturely);
 - graduation rate (completing a course); and
 - employment rate (employed after graduation).
- Specific requirements*
- PEI uses the analysed data (Criterion 6.1) in its reviews to improve its educational programmes, policies and processes.
 - PEI tracks and analyses the performance of its graduates and uses feedback from their employers to improve its educational programmes, policies and processes.
 - PEI regularly reviews the tracking system for continual improvement.
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- Examples of evidence*
- Data collected, compiled and analysed.
 - Review records.
-

5.6 Student Assessment

This criterion examines how the PEI assesses the learning outcomes of the students through various modes of assessments. It also examines how the PEI engages the examination board to develop and implement examination policies and procedures, including the handling of examination results and appeals.

Criterion 5.6.1 Course Assessment

- PEI clearly communicates* course assessment information to all students before course commencement:
 - final and continual assessment frequency and schedule;
 - assessment modes;
 - criteria for grading and awards; and
 - assessment weighting.

Specific requirements

- * Cross reference to Criterion 2.5.2
- PEI motivates student learning and provides holistic educational experience through the use of varied assessment modes.
- PEI involves the academic and/or examination boards and representatives of relevant stakeholders in the review of assessments.
- PEI regularly reviews the course assessments using relevant data for continual improvement.

Examples of evidence

- Documented evidence of varied course assessment modes.
 - Assessment papers.
 - Review records.
-

Criterion 5.6.2 Assessment Process

Specific requirements

- Examination and/or academic boards ensure that for each course, the assessment principles, processes, methods and practices are aligned with the learning outcomes and contents.
- PEI has a process to plan examination venues, examination timetable, availability of markers, selection of markers, setting and vetting of assessment papers etc.
- PEI clearly communicates* all necessary examination information (where applicable) in a timely manner to all students:
 - exam timetable;
 - exam venues; and
 - exam duration.

* Cross reference to Criterion 2.5.2

- PEI has a process to ensure the integrity of assessments e.g. having external invigilators, proper handling of assessment papers etc.
- All major (end of course or end of module) assessment papers are approved by examination board.
- PEI has a process to ensure the validity, reliability and fairness of all assessment papers.
- PEI regularly reviews the assessment processes for continual improvement.

Examples of evidence

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- Documented evidence of the academic and/or examination boards involvement in assessment-related issues stated.
 - Documented evidence of planning the assessment process.
 - Review records.
-

Criterion 5.6.3 Assessment Results

- PEI has procedures to inform students of the assessment results and award in a timely manner.
- PEI has procedures to ensure that students meet the progression criteria before they are allowed to proceed to the next level/course.
- PEI has procedures to ensure that students meet the award criteria before awarding the certificate to uphold the standards and integrity of the courses offered. All awards must be approved by the examination board.
- Assessment results are used by the academic and/or examination boards to review the course content, delivery and assessments.

Specific requirements

- PEI has appeal procedures (including a fair and reasonable period for appeal) for academic results and/or awards which is clearly communicated* to the students. The procedures must be fair without compromising the integrity of examination process and grading standard. Final decisions for all appeals must be endorsed by the examination board before appeal results are released to the students.

* Cross reference to Criterion 2.5.2

- PEI has a moderation process for the academic results. Members on the moderation panel shall include examination board, external examiners and/or moderators.
- PEI regularly reviews the procedures for handling assessment results and appeals for continual improvement.

Examples of evidence

- Assessment results and awards issued.
 - Moderation records.
 - Appeal records (if any).
 - Review records.
-

Notes for Criterion 5.6

1. Assessment modes shall be appropriate to the course content as recommended by the academic and examination boards or relevant to the needs and norms of the industry. Assessment should preferably include both summative and formative modes. Assessment modes may include:
 - on-line or class discussion;
 - project work (individual or group);
 - research work;
 - debate;
 - presentation (individual/group);
 - daily assignments (written or oral);
 - continual class tests or quizzes;
 - practical tests (where applicable);
 - end-of-course exams; etc.Where varied assessments are present, the PEI should communicate the different weighting (i.e. the percentage of the assessment towards the final grade) to the students in a timely manner.
2. For courses which result in the award of a diploma and above, assessment frequency shall meet the following minimum requirement:
Assessment should be conducted at least twice a year (if course duration is more than 12 calendar months) or at least once per term/module (if course duration is less than 12 calendar months).
If course assessment does not meet the above requirement, the PEI shall justify with reasons (either due to industry norms or as recommended by the academic and examination boards).
3. Final exam results must be released within three months upon completion of the final examination and/or assignment of the course. Where the course is provided by external partners or foreign institutions, the PEI shall be responsible to ensure that this requirement is strictly adhered to.
4. The PEI must release appeal results within four weeks (for in-house courses) and not later than eight weeks (for courses administered by partner organisation) from the date of appeal.
5. The PEI must ensure the integrity of any assessment and does not compromise on the assessment standards set by the academic and examination boards. Assessments should be valid, reliable and fair to the students.
Validity of an assessment is an indication of the “consistency” of scores across different academic staff or over time.
Reliability of an assessment is an indication of how “well” an assessment actually measures the learning outcomes and process.
Fairness of an assessment means that it must not be biased (e.g. gender, ethnic background etc) so that all students have an equal chance of performing well.

5.7 Selection of Part-time Academic Staff

This criterion examines how the PEI engages its academic board in the process of recruitment for part-time academic staff. It also examines how the PEI deploys and monitors its part-time academic staff in the process of course delivery.

Criterion 5.7.1 Selection Process

Specific requirements

- Academic board or external partners (if applicable) set(s) the selection criteria and minimum qualifications.

Refer to Private Education Regulations for the minimum qualifications for academic staff.
- PEI has a selection process (e.g. verifying originality and authenticity of qualifications, interview etc) to identify suitable job applicants before recruiting them.
- Management team and academic board approve shortlisted applicants before recruitment.
- PEI uses relevant data to refine the selection criteria and minimum qualifications to ensure relevance.
- PEI regularly reviews the selection process for continual improvement.

Examples of evidence

- Recruitment advertisements.
 - Documented evidence of verifying originality and authenticity of qualifications.
 - Documented evidence of approval before recruitment.
 - Review records.
 - Academic staff interview.
-

Criterion 5.7.2 Management of Part-time Academic Staff

Specific requirements

- PEI's human resource plan (*cross reference to criterion 2.3.2*) includes management of part-time academic staff in the following areas:
 - deployment policy;
 - induction/orientation;
 - appraisal and performance system; and
 - training (*cross reference to notes for criterion 2.3.4 point 3*) and development plan.
 - PEI regularly monitors the part-time academic staff in the following areas:
 - delivery progress;
 - achievement of targets; and
 - teaching performance.
 - PEI uses students' feedback data* to coach and mentor the part-time academic staff for continual improvement. PEI takes appropriate actions in a timely manner to maintain high quality of course delivery.
- * Cross reference to Criterion 2.7.1 and 2.7.2
- PEI signs a renewable contract/agreement with every part-time academic staff. The contract/agreement clearly specifies the job roles, expectations and targets.
 - PEI regularly reviews the practices related to the management of part-time academic staff for continual improvement.

Examples of evidence

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- Human resource plan.
 - Documented evidence of monitoring and actions taken to address staff performance.
 - Employment contracts/agreements.
 - Review records.
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6 Quality Assurance, Monitoring and Results (90 points)

This criterion examines the quality assurance requirements of the PEI in establishing a system to meet EduTrust requirements. Through regular monitoring and analysing critical data, conducting internal review, internal assessment and management review, the PEI ensures that the systems and processes are effectively managed as it continues to deliver quality services to the students. This criterion also examines the PEI's commitment towards continual improvement so as to value-add to students' educational experience.

Sub-criteria

- 6.1 Measurement and Analysis
- 6.2 Internal Assessment and Review
- 6.3 Management Review
- 6.4 Continual Improvement

6.1 Measurement and Analysis

This criterion examines how the PEI establishes the relevant data to be collected and analysed for the purpose of measuring its performance against the targets set. It also examines the way in which the management team monitors the achievement of targets and take appropriate actions when required.

Criterion 6.1.1 Collection and Analysis of Data

Specific requirements

- PEI has a data collection process that helps it to monitor, measure and evaluate the achievement of its targets in the strategic plan.
- PEI has procedures to regularly collect, compile and analyse the data collected in a systematic and reliable manner. This shall include student satisfaction survey (Criterion 2.7.2) and staff satisfaction survey (Criterion 2.7.3).
- PEI has procedures to release relevant analysed data to the management team, relevant staff or stakeholders in a timely manner to improve its systems or processes.
The analysed data should also be readily accessible to relevant staff and for assessment purposes.
- PEI regularly reviews the data collection and analysis process for continual improvement.

Examples of evidence

- Documented samples of data collected, data compiled and data analysis report.
 - Documented evidence of sharing with relevant staff or stakeholders.
 - Review records.
-

Notes for Criterion 6.1.1

1. The data collection process should cover the following areas:
 - (a) what data to collect (scope);
 - (b) where is the data from (source);
 - (c) how to collect the data (methodology – survey, interview etc);
 - (d) when to collect the data (frequency); and
 - (e) who to collect the data (ownership).

Criterion 6.1.2 Monitoring of Results

Specific requirements

- Management team regularly monitors (at least twice a year) the achievement of targets in the strategic plan (*Criterion 1.3.1*), unit/department plans (*Criterion 1.3.1*) and individual plans (*Criterion 2.3.2*).
- Management team analyses trend data to harness on its strengths for positive trends and also to take appropriate actions for negative trends.
- PEI achieves targets in most areas. For areas that do not meet targets, PEI takes appropriate and timely actions to address the gaps.
- PEI achieves 3-year positive trend in the following key result areas:
 - strategic plan targets (*Criterion 1.3.2*);
 - overall student satisfaction (*Criterion 2.7.2*);
 - overall staff satisfaction (*Criterion 2.7.3*);
 - overall student satisfaction for recruitment agents (*Criterion 3.3.1*);
 - standard and quality of student support services (*Criterion 4.5*); and
 - quality of teaching (*Criterion 2.3* and *5.7*).
- PEI regularly reviews its KPIs and targets and makes appropriate revision to ensure they remain relevant.

Examples of evidence

- Documented evidence of monitoring the results in the strategic plan, unit/department plans and individual plans.
 - Documented data trend analysis.
 - Documented actions taken to address gaps when targets are not met.
 - Review records.
-

6.2 Internal Assessment and Review

This criterion examines how the PEI conducts its internal assessment and reviews on its operations to determine if the policies, systems, processes and procedures (as documented in the policy and operation manuals) continue to meet its needs and are effective in achieving the desired results. The assessment and review processes will also demonstrate the PEI's commitment towards continual improvement and organisational excellence so that students can benefit from the high quality of educational services of the PEI.

Criterion 6.2.1 Policy and Operation Manuals

Specific requirements

- PEI maintains up-to-date policy and operation manuals that meet EduTrust requirements.
- PEI has a document control procedure to keep track of the revision history of documents in both manuals. All revisions should reflect the changes made, the approval authority and date of revision.
- PEI ensures that the up-to-date policy and/or operation manuals are easily accessible to relevant staff for their daily operations.
- PEI has a knowledge management system to enable staff to retrieve the manuals for their reference.
- PEI regularly reviews the documents within the policy and operation manuals to ensure relevance and continual improvement.

Examples of evidence

- Policy and operation manuals.
 - Document control procedure.
 - Knowledge management system.
 - Review records.
-

Notes for Criterion 6.2.1

1. **Policy manual** is a collection of all the policies describing the quality systems within an organisation. It comprises the following documents:
 - Introduction of the company and scope of business;
 - Organisation chart;
 - Scope of application of the policy manual;
 - Control policy for policy and operation manuals;
 - Responsibilities of management team;
 - Internal and management review processes; and
 - General policies for all aspects of operations (as stated in the EduTrust document submission list).
2. **Operation manual** is a collection of processes, manuals, procedures etc (as stated in the EduTrust document submission list) that have direct impact on the business operations and quality of services.
3. The policy and procedure manuals will form part of the PEI's knowledge management system to document explicitly the operational aspects of the PEI. EduTrust requirements for both manuals are not exhaustive and the PEI should identify, collect, structure, analyse, store, safeguard, transfer and apply their own knowledge base to build a knowledge management system that helps the organisation to continually improve. The knowledge management system may have interactive features that help staff to retrieve information readily.
4. The policy manual serves as a good reference for members of the public with regard to the services provided by the PEI while the operation manual serves as a guide and benchmark for the staff to deliver the PEI's services. Hence, both the manuals will ultimately lead the PEI to provide quality educational services that benefit the students.
5. Due recognition may be given, at the discretion of CPE, to PEIs that have achieved other relevant accreditation or certification (e.g. SQC, SQC-PEO or ISO standards) of their systems and processes.

Criterion 6.2.2 Internal Assessment and Review Processes

- Internal assessment is carried out by staff that are appropriately trained and independent of the areas being assessed.
- PEI conducts regular internal reviews of all its operations. The scope and methodology of the reviews should involve the effective use of analysed data (Criterion 6.1).
- All findings (strengths and areas for improvement (AFIs)) from the review processes must be compiled into a report which will then be used for management review.

Specific requirements

- All AFIs must have Corrective Action Plans (CAPs). Proposed actions must have clear ownership and execution timeline.
- Management team endorses all CAPs before implementing the proposed action plans.
- PEI monitors and evaluates the effectiveness of the implementation of the action plans stated in the endorsed CAPs.
- PEI regularly reviews the review and assessment processes for continual improvement.

-
- Documented evidence of review and assessment processes.
 - Documented evidence that analysed data are used during review processes.

Examples of evidence

- Internal review report.
 - Documented evidence of endorsement of the CAPs.
 - Documented evidence of monitoring the implementation of CAPs.
 - Review records.
-

Notes for Criterion 6.2.2

1. **Internal review** should be an on-going process that is built into all operations of the PEI. The PEI should always use analysed data during review processes so that it can continually improve to provide better services to the students. As a minimum requirement, internal review must include:
 - reviewing the relevance of the documents in policy and operation manuals; and
 - updating and improving these documents to remain relevant and aligned to the PEI's operations.

2. **Internal assessment** is to measure the outputs of the various systems and processes against the EduTrust banding descriptors to assess the performance of the PEI. Self-score must be submitted to CPE for new, interim and renewal assessment applications.

6.3 Management Review

This criterion examines how the management team reviews the PEI's operations and management (including the strategic plan) to ensure that the PEI is on task to achieve its vision and mission. It also examines how the management team uses analysed data and review reports to continually improve the PEI's systems and processes.

Criterion 6.3.1 Review Process

Specific requirements

- PEI conducts at least one comprehensive management review meeting annually, chaired by the top management.
 - Management team regularly reviews the strategies deployed within the strategic plan.
 - All findings (strengths and AFIs) from the management review must be compiled into a report. Any action needed must have clear ownership and execution timeline.
 - PEI monitors and evaluates the effectiveness of the implementation of the action plans to address the findings.
 - PEI shares* relevant review outcomes with relevant stakeholders so that stakeholders can continually improve their services to the PEI.
- * Cross reference to Criterion 2.5.2
- PEI regularly reviews the management review process for continual improvement.

Examples of evidence

- Minutes of management review meeting(s).
 - Management review report.
 - Documented evidence that the management team reviews the strategies.
 - Documented evidence that the management review report is shared with relevant stakeholders.
 - Review records.
-

Notes for Criterion 6.3

1. A comprehensive management review process should look into, but is not limited to, the following major areas:
 - strategic business direction(s);
 - market place evaluation and strategies;
 - market-related factors such as technology, research and development, and competitors' performance;
 - performance of external suppliers or collaboration partners;
 - action plan from internal review (Criterion 6.2.2);
 - external review report, including EduTrust certification findings;
 - survey findings and feedback received;
 - achievement of targets for KPIs (in strategic plan, unit/department plans);
 - financial status;
 - resource planning (needs and deployment); and
 - any other key area identified by the PEI.

2. Effective management review and refinement must be supported by a regular and systematic approach to collect, verify, store, retrieve and analyse information (Criterion 6.1).

6.4 Continual Improvement

This criterion examines how the PEI initiates continual refinement and improvement to its policies, systems, processes and procedures to promote good governance so as to provide high quality educational services to its students. It also examines the commitment of the PEI towards making appropriate investment to enhance its institutional quality.

Criterion 6.4.1 Continual Improvement Process

- PEI demonstrates a commitment to invest in appropriate resources, technologies, learning support services, facility development and upgrading etc in order to improve and enhance institutional quality.
- PEI continually improves its policies, systems, processes and procedures* (based on the internal and management review reports) to exceed the targets set in the strategic plan.

* Cross reference to Criterion 6.2.1.

Specific requirements

- PEI's improvement plans are aimed at contributing to the well-being and holistic development of the students.
- PEI optimises its resources in the implementation of its improvement plans.
- PEI encourages and facilitates staff and students to make suggestions for continual improvement. Such suggestions are then evaluated and implemented where feasible and appropriate.
- PEI reviews and evaluates the effectiveness of the improvements implemented.

Examples of evidence

- Documented evidence of improvements made.
 - Review records.
-

Notes for Criterion 6.4

1. **Improvement plan** is a plan that the PEI is willing to commit additional resources to carry out so as to exceed its targets. Improvement plan is thus a commitment by the PEI to support knowledge creation and innovation in the workplace so that the PEI can grow and value-add to its students' holistic educational experience. Preventive and enhancement measures taken to meet targets are not taken to imply improvements although these are evidence of progressions made by the PEI.