EduTrust Certification Scheme Guidance Document

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WHAT IS THE EDUTRUST CERTIFICATION SCHEME?

1.   The Committee for Private Education (CPE) takes a balanced and holistic approach towards raising the quality and standard of the private education sector. CPE's two-tier regulatory regime comprises the Enhanced Registration Framework (ERF) and the EduTrust Certification Scheme (EduTrust). The ERF sets out the basic standards that private education institutions (PEIs) need to adhere to in order to operate; the EduTrust requires PEIs to provide a higher standard of educational services in order to be certified.

2.   EduTrust certification of a PEI is done through an assessment of how well its systems and processes address and align with the seven criteria required under the EduTrust Framework and produce the desired outcomes through effective implementation. A certificate is awarded to a PEI which meets the minimum requirements to be certified. The type of certificate awarded depends on the extent to which the PEI meets or exceeds the requirements.

THE EDUTRUST FRAMEWORK

3.   The EduTrust framework assesses a PEI's academic processes, corporate governance and administration, quality management and the protection and welfare of students; and aims to recognise PEIs that are able to consistently maintain a high standard of quality in the overall provision of education services and make continual improvements that lead to positive student outcomes.
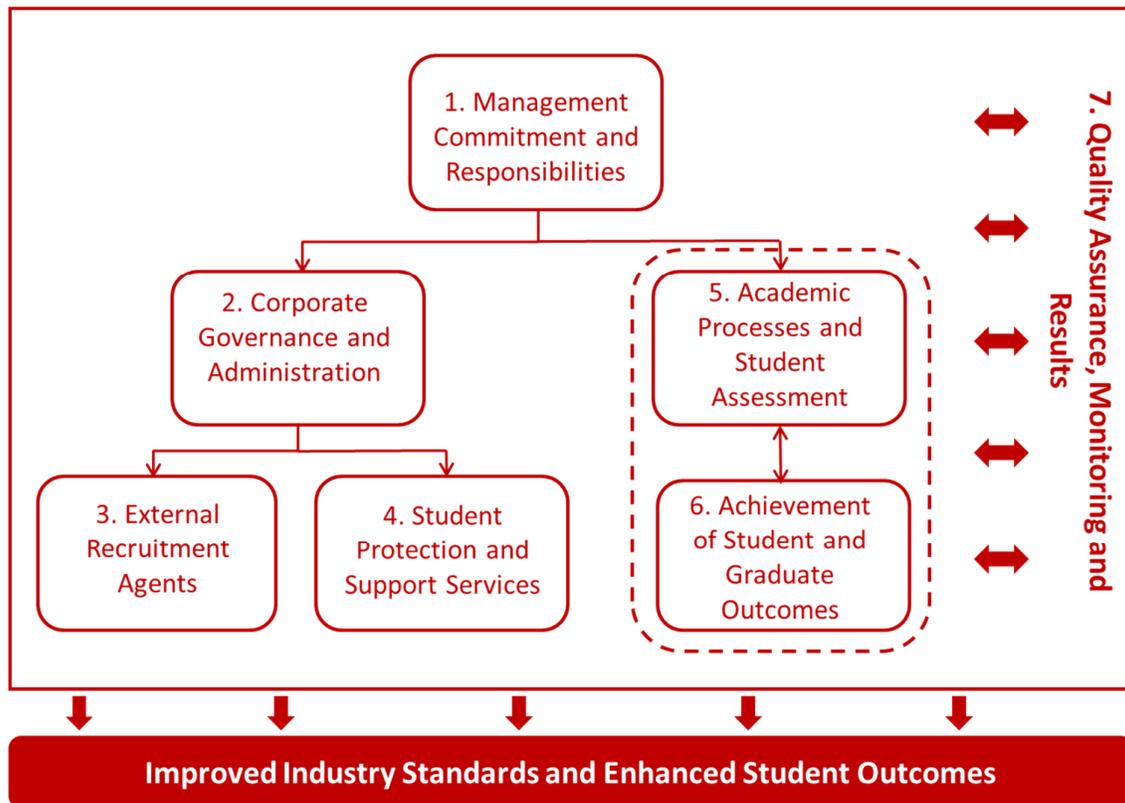
4.   The framework provides a comprehensive set of requirements which every applicant to the scheme and every certified PEI has to meet and maintain. The framework covers the key aspects of the PEI's policies and operations, which are addressed in the seven criteria.

5.   "Management Commitment and Responsibilities" examines the leadership system that sets and drives the strategic direction for the PEI. This in turn guides the implementation of an efficient and effective administrative system as well as sound governance, which are examined under "Corporate Governance and Administration". Good systems and processes enable smooth operations in the PEI's delivery of its services which are examined under the following criteria:

- "External Recruitment Agents" examines how the PEI selects, manages and monitors its external student recruitment agents effectively; and

- "Student Protection and Support Services" examines how the PEI protects student fees, executes contractual agreements with students, and supports student development via various channels and mechanisms.

6.   "Academic Processes and Student Assessment", which covers the core business of a PEI, examines how it sets up its academic processes to produce the desired learning outcomes. As an indication of the PEI's quality as an education institution, "Achievement of Student and Graduate Outcomes" examines the extent to which education in the PEI results in the achievement of positive student and graduate outcomes, including academic performance, progression and/or employment. PEIs are required to benchmark the performance of its students and graduates against that from identified comparable local and/or international institutions and/or standards. For PEIs offering external degree programmes (EDP), performance outcomes of graduates at the Graduate Employment Survey (GES) will also be used as a measure of the quality of student outcomes.

7.   "Quality Assurance, Monitoring and Results" provides the overarching mechanism for ensuring that all systems and processes implemented in accordance with the EduTrust requirements are reviewed regularly for continual improvement.

8.   The criteria support a systems perspective of the organisation. The PEI is expected to manage all components of its quality systems as an integrated whole to achieve continual positive outcomes. A focus on managing performance, coordinating of key processes and using feedback from outcomes would lead to cycles of improvement.

9.   The framework encourages the PEI to conduct regular reviews of all its systems and processes to identify strengths and gaps. The PEI is to determine, with rationale, the appropriate frequency of each review.

10.   This EduTrust Guidance Document ("GD") is designed to focus PEIs on putting in place effective and efficient systems and processes, producing outcomes leading to high quality education services.

11.   From this point onwards, the pronoun "you" refers to the reader, who can be one of the many people from the PEI, management of the PEI and/or the PEI's Management Representative. You are expected to interpret the contextual relevance of the term "you" wherever it may be found in this document.

12.   The term "Describe/Show" requires you to explain and demonstrate clearly your policies, systems, processes and procedures relevant to the criteria and their implementation through written documents and samples of evidence.

13.   Criterion requirements are defined under the respective criterion of the EduTrust framework. While the requirements generally apply to all PEIs, they do not prescribe how you are to structure your organisation or run your operations. Instead you can adapt them according to your needs. You are also encouraged to develop strategies and techniques that best suit your business model.

14.   You shall interpret the intent of the specific requirements in the context of your operations and will be assessed based on the extent to which you effectively implement systems and processes that meet the criterion requirements.

15.   This document shall be read together with the Private Education Act, the Private Education Regulations, the EduTrust Terms and Conditions, as well as other related documents. Where government agencies are referred to, it means relevant Singapore government agencies and their related laws and regulations take precedence over the stated requirements within this document.

Format of Criterion Requirements

16.   The EduTrust certification scheme has 7 criteria, 27 sub-criteria and 36 items. Each item has a set of specific requirements. This GD presents the criterion specifications in the following format.

Criterion Number   **Criterion Title**

**2   Corporate Governance and Administration
    (180 points)**   **Criterion Score**

This criterion examines your efficiency and effectiveness in the management of administrative operations and resources, external partnerships, corporate governance, communication processes, management and confidentiality of information, and feedback and complaints in order to improve services provided.   **General description of Criterion requirement**

Sub-criterion Number

Sub-criteria and Items   **Sub-criterion Title**   **Item Number and Title**

2.1   Corporate Governance and Financial Resources
        2.1.1   Corporate Governance and Financial Resources

2.2   Human Resource Management
        2.2.1   Staff Selection and Management
        2.2.2   Staff Training and Development

Sub-criterion Number and Title

2.2   Human Resource Management

This sub-criterion examines your human resource management system in the areas of staff selection, recruitment, management, training and development.

Item Number   **Item Title**

Item 2.2.1   Staff Selection and Management   **General description of sub-criterion requirements**

Describe/Show

1. Your human resource management system which is aligned to strategic goals and organisational values. The system shall include:

    a. Selection and recruitment[1]   **Indexed point referenced to note 1 below**
    b. Manpower planning and deployment
    c. Staff code of conduct
    d. Appraisal and performance monitoring[2]
    e. Rewards and recognition
    f. Talent management and retention

2. Your review of the human resource system and practices for continual improvement   **Reference notes to elaborate on the requirements. Definitions of key terms are given in the Glossary of Terms**

Notes

1. Process for staff selection and recruitment should include:

    a. Setting selection criteria and minimum qualifications required for every job function before recruitment. For academic positions, Academic Board and external academic partners (if applicable) should set the selection criteria
    b. Verifying the originality of applicants' academic qualifications
    c. Approving all shortlisted staff before recruitment. For academic positions, approval by Academic Board and external academic partners (if applicable) is required.

2. Including setting and monitoring of achievement of targets in individual staff work plans.   **Notes which apply in general to the sub-criterion, are stated without an index**

For staff whose job duties include the recruitment of students, the agent code of conduct stated under Item 3.2.1 applies.

17.   The certification result of each application is derived through an examination of your documented and implemented systems, processes and outcomes. How you address each requirement is assessed through observations and judgements via sampling of evidence seen from documentation checks and engagement with your stakeholders. Student outcomes, including the academic performance, progression and/or employability of your students and graduates, will also be examined.

18.   You are expected to understand the framework requirements as stated in the GD and to align your systems and processes with the requirements. The EduTrust scoring rubric (page vii) guides you in assessing how well you have complied with the requirements. An area for improvement (AFI) could be raised in cases of non-compliance to requirements. It is your responsibility to determine the root cause of the non-compliance through further analysis of approaches, processes and systems and take appropriate corrective action. CPE's interpretation of the requirements will take precedence over any other interpretation.

19.   When there is no observation made, it does not necessarily mean that you have fully met all EduTrust requirements. Further review and improvement of approaches, processes and systems may be required.

20.   Certified PEIs must comply with the Terms and Conditions governing EduTrust Certification Scheme at all times. In the event where any criterion, sub-criterion or item is not applicable to your operations or business model, declaration or waiver of relevant requirements may apply. You may refer to www.cpe.gov.sg for further information.

21.   The maximum number of points that a PEI can score for EduTrust certification is 1,000. Each criterion is assigned a different number of points. The specific point allocation for each criterion is shown in the following table:

Criterion	Points for Criterion	Sub-Criterion		Points for Sub-Criterion
1. Management Commitment and Responsibilities	50	1.1.	Vision, Mission and Values	20
		1.2.	Strategic Planning	30
2. Corporate Governance and Administration	180	2.1	Corporate Governance and Financial Resources	30
		2.2	Human Resource Management	40
		2.3	Partnerships	20
		2.4	Communication	20
		2.5	Data, Information and Knowledge Management	30
		2.6	Feedback Management	40
3. External Recruitment Agents	80	3.1	Selection of Agents	20
		3.2	Management of Agents	30
		3.3	Monitoring and Evaluation of Agents	30
4. Student Protection and Support Services	200	4.1	Fee Protection Scheme	40
		4.2	Student Contract	40
		4.3	Refund	30
		4.4	Course Transfer, Withdrawal and Deferment	40
		4.5	Student Support Services	50
5. Academic Processes and Student Assessment	250	5.1	Course Design, Development and Review	60
		5.2	Course Planning and Delivery	50
		5.3	Student Selection and Admissions	40
		5.4	Student Conduct and Learning	40
		5.5	Student Assessment	60
6. Achievement of Student and Graduate Outcomes	150	6.1	Measurement of Student and Graduate Outcomes	30
		6.2	Student and Graduate Outcomes	120
7. Quality Assurance, Monitoring and Result	90	7.1	Performance Management and Analysis	30
		7.2	Internal Assessment	20
		7.3	Management Review	20
		7.4	Continual Improvement	20
		Total		**1000**

EDUTRUST SCORING RUBRIC

22.   During the EduTrust assessment, you will be placed in a band for each criterion based on how well the requirements have been met. The bands are then translated into different number of points allocated to each criterion. The points are further totalled to determine the type of EduTrust certificate that you qualify for.

Band Descriptor	Not evident	Beginning	Meeting Expectation	Exceeding	Excellent
Band Score	1	2	3	4	5
Approach	No organised approach to item requirements is evident	The beginning of an organised approach is evident	An effective and organised approach meeting the minimum requirement is evident	An effective, efficient and organised approach meeting overall requirements is evident	An effective, efficient and well integrated approach meeting all requirements is evident
Processes	Processes are not in place or in their infancy stage	Processes are established but with weak deployment in key areas	Processes are deployed and well-managed by owners in key areas	Intended processes are well-managed by owners; desired outputs are produced by these processes	All processes are well-managed by owners leading to quality outputs by all processes
Systems	Systems are non-existent	Systems do not interact with one another; there are limited outcomes	Key systems are established, producing limited outcomes	Key systems are interacting with one another, producing desired outcomes with no conflicts	All systems are interacting with one another, producing good quality outcomes
Review	No planned review; no improvement is made	Early stages of review; improvements to systems and processes are limited	There is evidence that the systems and processes are regularly reviewed and action plans for improvement are implemented	Implemented action plans for improvement are monitored for effectiveness and to bring about positive impact resulting in favourable outcomes	Many to most trends and current performance levels are evaluated against relevant comparisons and/or benchmarks

Explanatory notes for terms used in the EduTrust Scoring Rubric:

Term	Explanation
Approach	Comprises appropriate policies, methods, tools and techniques which are used to carry out the processes to meet the requirements.
Process	A systematic series of procedures that takes one or more kinds of inputs and creates outputs.
System	Refers to a group of interdependent and integrated processes that leads to an end result or desired outcome(s).
Review	The evaluation conducted to assess the appropriateness, relevance and effectiveness of the approach, process and system for continual improvement.
Comparisons/ Benchmarking	PEIs are expected to seek and compare in key and appropriate areas, with best practices and best performance for similar activities, within or outside the private education industry, to achieve improvements to existing processes and results. The objectives of benchmarking are to determine what and where improvements are called for, to analyse how other organisations achieve their high performance levels and to use this information to improve performance. In the chosen areas of focus, performance levels should be evaluated against relevant benchmarks and efforts taken to ensure that improvements trends are positive.

23.   The table below shows the three certificate types which you are eligible for depending on the scores attained during the EduTrust assessment. Certificates are valid for either a period of one or four years. PEIs with four year certification are subject to an interim assessment at the end of the second year during the validity period.

Award	Characteristics
EduTrust Star 	EduTrust Star (750 points and above) Award is given to PEIs for attaining a commendable level of performance in managing their institutions and providing an outstanding quality of education and welfare for their students. This mark is a symbol of recognition for outstanding achievement. The EduTrust Star has a validity of up to four years.
EduTrust 	EduTrust (600 to 749 points) Award is given to PEIs for sustaining an excellent level of performance in managing their institutions and providing high quality education standards and welfare for their students. The EduTrust has a validity of up to four years.
EduTrust Provisional 	EduTrust Provisional (500 to 599 points) Award is given to PEIs that have attained a minimum level of performance in key areas of administration and provision of educational services. The EduTrust Provisional has a validity of up to one year. In accepting the award, the PEI acknowledges the need for improvements to meet the level of performance expected of the four-year EduTrust award in its existing management practices and service provisions, and strives to achieve this.

GLOSSARY OF KEY TERMS

The definitions for common terms used in the GD are given below. Definitions of more specific terms can be found in the respective criteria.

Benchmarking	It is the process of comparing one's business processes and performance metrics to best practices from the industry or other organisations. In the process of best practice benchmarking, management identifies the best organisations in their industry, or in another industry where similar processes exist, and compares the outcomes and processes of those studied to one's own outcomes and processes to understand why these organisations are successful. You should select carefully the areas in which benchmarking would lead to substantial improvements in the quality of student services and academic outcomes
External Academic Partners	Refers to organisations that the PEI works with to deliver its vision and mission. These may include universities and/or other educational institutions, course developers, qualification awarding bodies, specialised academic facilities providers (e.g. science laboratories) and industrial attachments partners
Fairness	For student assessments, fairness in an assessment implies that all students sit the assessment under the same condition, that no one has prior knowledge of the questions, and that students are able to appeal the results
Management	Refers to the highest ranking officer of the PEI (e.g. CEO, Principal) and the direct reports (e.g. Directors, Head of Departments, Managers) who are appointed to manage the day-to-day operations
Management Representative (MR)	The MR is a member of the Management and is responsible for ensuring the effective implementation of the requirements of the EduTrust certification scheme. The MR is also the main liaison between the PEI and CPE when it comes to communicating with and responding to CPE on time for all matters relating to the EduTrust certification. This includes the prompt submission of required reports such as the Fee Protection Scheme (FPS) records and annual internal review reports (if applicable) to CPE
Reliability	For student assessments, reliability in an assessment refers to the consistency and accuracy in the results arising from the assessment
Student Recruitment Agents	Recruitment agents refer to people or companies who are not your staff but are engaged by you to recruit students and/or to do marketing on your behalf
Validity	For student assessments, validity in an assessment refers to the "appropriateness" of the assessment to the learning objective

Criterion Requirements

1   Management Commitment and Responsibilities (50 points)

This criterion examines how you demonstrate commitment to achieve the vision of the PEI and how you conduct your strategic planning.

Sub-criteria and Items

1.1   Vision, Mission and Values
      1.1.1   Vision, Mission and Values

1.2   Strategic Planning
      1.2.1   Strategic Planning

1.1 Vision, Mission and Values

This sub-criterion examines how you develop the vision and mission for your educational institution and how you translate your values into expectations of behaviour in support of the desired organisational culture.

Item 1.1.1   Vision, Mission and Values

Describe/Show how you

1. Set your organisation's vision, mission and values

2. Communicate the vision, mission and values to key stakeholders[1]

3. Develop and execute plans to inculcate the values in key stakeholders

4. Commit yourself as a role model in producing outcomes which are consistent with the vision, mission and values

5. Review the vision, mission and values to ensure relevance

Notes

1. Key stakeholders refer to:
   a. People that the PEI provides a service to (e.g. students); and
   b. People or companies who play a critical role towards achieving the organisation's vision and mission (e.g. staff, educational partners, key partners, the community etc.)

1.2   Strategic Planning

This sub-criterion examines how you conduct your strategic planning to provide educational services that are aligned with your vision and mission.

Item 1.2.1   Strategic Planning

Describe/Show

1. Your process in developing and implementing effective strategies to realise long-term and short-term goals, key performance indicators and related targets

2. Your department/unit work plans that are aligned with your strategic plans

3. How you review your department/unit plans and where necessary, revise plans

4. Your review of the strategic planning process and strategic plan for continual improvement

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Notes

1. Key performance indicators should include those for students' educational experience and student learning outcomes.

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2 Corporate Governance and Administration (180 points)

This criterion examines your efficiency and effectiveness in the management of administrative operations and resources, external partnerships, corporate governance, communication processes, management and confidentiality of information, and feedback and complaints in order to improve services provided.

Sub-criteria and Items

2.1 Corporate Governance and Financial Resources
    2.1.1 Corporate Governance and Financial Resources

2.2 Human Resource Management
    2.2.1 Staff Selection and Management
    2.2.2 Staff Training and Development

2.3 Partnerships
    2.3.1 Partnerships

2.4 Communication
    2.4.1 Internal and External Communication

2.5 Data, Information and Knowledge Management
    2.5.1 Data and Information Management
    2.5.2 Knowledge Management

2.6 Feedback Management
    2.6.1 Feedback Management
    2.6.2 Student Satisfaction Survey
    2.6.3 Staff Satisfaction Survey

2.1   Corporate Governance and Financial Resources

This sub-criterion examines how you monitor and manage your corporate governance and financial resources to ensure operational sustainability and good financial health.

Item 2.1.1   Corporate Governance and Financial Resources

Describe/Show how you

1. Maintain a governance[1] system that ensures transparency and accountability and fulfils your responsibility to the community

2. Establish a revenue recognition policy where fees from all courses are recognised on an accrual basis over the period in which the courses are conducted

3. Ensure staff handling finances maintain accurate and proper record-keeping of financial data and fee payments

4. Regularly monitor your financial statements[2]

5. Review your corporate governance and financial procedures for continual improvement

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Notes

1. The governance system encompasses, but is not limited to, management, financial and organisational controls, risk management, compliance with statutory and regulatory requirements, succession planning for top management, policies on ethical behaviour and programmes to support community involvement.

2. For good financial practice, the annual financial statements should be certified by an independent external auditor based on guidelines stipulated by Accounting and Corporate Regulatory Authority (ACRA) Companies Act.

2.2 Human Resource Management

This sub-criterion examines your human resource management system in the areas of staff selection, recruitment, management, training and development.

Item 2.2.1   Staff Selection and Management

Describe/Show

1. Your human resource management system which is aligned to strategic goals and organisational values. The system shall include:

   a. Selection and recruitment[1]
   b. Manpower planning and deployment
   c. Staff code of conduct
   d. Appraisal and performance monitoring[2]
   e. Rewards and recognition
   f. Talent management and retention

2. Your review of the human resource system and practices for continual improvement

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Notes

1. Process for staff selection and recruitment should include:

   a. Setting selection criteria and minimum qualifications required for every job function before recruitment. For academic positions, Academic Board and external academic partners (if applicable) should set the selection criteria;
   b. Verifying the originality of applicants' academic qualifications;
   c. Approving all shortlisted staff before recruitment. For academic positions, approval by Academic Board and external academic partners (if applicable) is required.

2. Including setting and monitoring of achievement of targets in individual staff work plans.

For staff whose job duties include the recruitment of students, the agent code of conduct stated under Item 3.2.1 applies.

Item 2.2.2   Staff Training and Development

Describe/Show how you

1. Determine the training and development needs to build up competencies of all staff

2. Monitor and analyse the adequacy and effectiveness of the training and development provided to staff

3. Review the training and development plan for continual improvement

2.3   Partnerships

This sub-criterion examines how you manage your external academic partners to ensure that the partnerships add value to your organisation and your students.

Item 2.3.1   Partnerships

Describe/Show how you

1. Select, manage and review the performance of all external academic partners

2. Ensure that you have renewable agreement(s) with all your external academic partners. The agreement(s) should include critical details such as duration, terms and conditions and mutual expectations of the partnership(s)

3. Monitor and review each partnership

Notes

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

2.4   Communication

This sub-criterion examines how you communicate with internal and external stakeholders to ensure that relevant information is provided in an accurate and timely manner.

Item 2.4.1   Internal and External Communication

Describe/Show

1. Your internal and external communication procedures for the dissemination of information to stakeholders in a timely manner

2. How you ensure the accuracy of information provided to stakeholders. For advertisements[1], the procedures should include vetting and approval by the Management prior to release

3. Your review of the communication process and channels for continual improvement

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Notes

1. Refer to CPE's Advertising Code for Private Education Institutions.

2.5   Data, Information and Knowledge Management

This sub-criterion examines how you establish systems to harness data and information effectively for organisational learning, planning and to support decision-making.

Item 2.5.1   Data and Information Management

Describe/Show how you

1. Collect data and manage information to measure and evaluate the achievement of all key performance indicators and related targets in the strategic plan for decision-making

2. Establish a system to keep and manage data and relevant information of all students, graduates and staff

3. Ensure the accuracy, reliability and accessibility of compiled data

4. Ensure the availability of required organisational data and information in a timely manner to relevant stakeholders

5. Ensure the confidentiality and security of all data and information kept, including electronic data, course assessment materials and results

6. Leverage on a systematic process to analyse comparative[1] data and information to drive organisational performance

7. Review the data and information management systems; and confidentiality and security policy for continual improvement

Notes

1. Comparative data can be obtained through benchmarking with processes and outcomes that represent the best practices for similar activities, within or outside the private education sector. Comparative data could be used in reviewing and improving key business processes.

Item 2.5.2   Knowledge Management

Describe/Show how you

1. Collect and systematically enable the use of organisational knowledge to create value and learning

2. Maintain up-to-date policy and operations manual(s) that is/are readily accessible by staff

3. Implement the document control procedure to keep track of the revision history of documents and the corresponding approval authority for the revisions

4. Review the management of organisational knowledge for continual improvement

2.6   Feedback Management

This sub-criterion examines your system in collecting, responding to and analysing feedback in a timely manner.

Item 2.6.1   Feedback Management

Describe/Show how you

1. Ensure an effective feedback management system[1]

2. Ensure that the dispute resolution policy and procedures are aligned with the Private Education Regulations and communicated to students

3. Effectively use feedback to identify what drives positive experiences

4. Review the feedback management system for continual improvement

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Notes

1. An effective feedback (which includes complaints and compliments) management system ensures that all feedback received are acknowledged and evaluated for follow-up action. Any action taken is recorded and made known to the person giving the feedback. All complaints shall be resolved within a reasonable time frame.

Item 2.6.2   Student Satisfaction Survey

Show/Describe how you

1. Conduct student satisfaction survey(s)[1] for services rendered. The student satisfaction survey(s) shall cover the following:

    a. Overall student satisfaction level
    b. Standard and quality of student support services
    c. Physical facilities and infrastructure
    d. Effectiveness of communication
    e. Students' satisfaction with recruitment agents (if applicable)
    f. Adequacy, accessibility and quality of teaching-learning resources and the school environment
    g. Academic staff performance i.e. quality of teaching
    h. Pre-course counselling experience of students
    i. Assessment methods and frequency

2. Use student survey findings in the review of academic and administrative processes

3. Review procedures of conducting student survey for continual improvement

Notes

1. You may consider conducting surveys after every module and after course completion or on an annual basis.

Item 2.6.3   Staff Satisfaction Survey

Describe/Show how you

1. Conduct staff satisfaction survey for all staff. The staff satisfaction survey shall cover the following:

    a. Overall staff satisfaction level
    b. Human resource policy and practices
    c. Physical facilities and infrastructure
    d. Training and development opportunities provided
    e. Effectiveness of communication
    f. Teaching-learning resources and support (for academic staff)
    g. Assessment methods and frequency (for academic staff)

2. Use the staff survey findings in improving overall staff satisfaction and retention

3. Review the procedure of conducting staff survey for continual improvement

3 External Recruitment Agents (80 points)

This criterion examines how you select, manage, monitor and evaluate your local and overseas external student recruitment agents effectively. This is to ensure that the agents deliver quality services to prospective students and that they do not engage in any misrepresentation and unethical practices.

Sub-criteria and Items

3.1 Selection of Agents
  3.1.1 Selection of Agents

3.2 Management of Agents
  3.2.1 Management of Agents

3.3 Monitoring and Evaluation of Agents
  3.3.1 Monitoring and Evaluation of Agents

3.1 Selection of Agents

This sub-criterion examines how you engage external recruitment agents and set selection criteria to ensure that only reliable and credible agents are engaged to recruit students for the PEI.

Item 3.1.1   Selection of Agents

Describe/Show how you

1. Identify, select and appoint your recruitment agents. This includes the setting of selection criteria[1] and approving shortlisted agents by the Management

2. Maintain an up-to-date agent list which is published on the website. The agent list shall include:

    a. The countries in which the agents recruit students and/or perform marketing roles
    b. The start and end date of current contract
    c. Agents who are no longer representing the PEI, stating the effective date of non-representation.

3. Review the agent selection procedure for continual improvement

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Notes

1. The selection criteria for agents may include the following:
    a. Track record;
    b. References; and
    c. Authorisation by respective government for recruitment activities, if applicable.

3.2   Management of Agents

This sub-criterion examines how you manage relationship with your agents to ensure that the agents engage in ethical practices and provide accurate information during the student recruitment process.

Item 3.2.1   **Management of Agents**

Describe/Show how you

1. Ensure that there is a renewable contract with each of your agents. This contract shall cover:

    a. Contract period
    b. Roles and responsibilities (including conducting pre-course counselling)
    c. Terms of engagement and code of conduct
    d. Any fee or commission payable (if applicable) to the agent by the student
    e. Non-collection of monies (other than the commission or fees payable to the agents) from the students under any circumstance
    f. Service performance indicators
    g. Actions to be taken by you if your agents breach the contract terms and conditions of termination
    h. The provisions under which the laws of Singapore will apply to the contract

2. Ensure that agents have good understanding of critical information in order to provide pre-course counselling for prospective students. This could be carried out through continual training and timely updating of the agents on changes to such critical information

3. Ensure you enrol students from appointed agents only and maintain records of students recruited by each appointed agent

4. Conduct survey on the students or parents/guardians on experience with the agents

5. Vet and approve any promotion material and advertisement produced by the agents on your behalf

6. Review the agent management practices for continual improvement

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3.3   Monitoring and Evaluation of Agents

This sub-criterion examines how you monitor your agents during the process of student recruitment and how you evaluate the agents' performance before renewing contracts.

Item 3.3.1   Monitoring and Evaluation of Agents

Describe/Show how you

1. Monitor your agents. This includes

    a. Ensuring agents adhere to the agent contract and abide by the code of conduct
    b. Taking appropriate and timely actions if any agent violates the contractual agreements and/or code of conduct

2. Evaluate[1] the performance of all agents based on relevant evaluation criteria

3. Review the monitoring and evaluation procedures for continual improvement

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Notes

1. Evaluation criteria can include students' feedback and achievement of service performance indicators as stated in the agent contract.

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4   Student Protection and Support Services (200 points)

This criterion examines processes relating to student protection via the Fee Protection Scheme, student contract and refund, course transfer, withdrawal and deferment policies. It also examines how you plan your student support services to enhance student well-being in support of a holistic education.

Sub-criteria and Items

4.1   Fee Protection Scheme
        4.1.1   Fee Protection Scheme
        4.1.2   Fee Payable and Receipt

4.2   Student Contract
        4.2.1   Student Contract

4.3   Refund
        4.3.1   Refund

4.4   Course Transfer, Withdrawal and Deferment
        4.4.1   Course Transfer, Withdrawal and Deferment

4.5   Student Support Services
        4.5.1   Student Support Services

4.1   Fee Protection Scheme

This sub-criterion examines how you provide and implement fee protection for all fees paid by students and how you inform students of fees payable/paid.

Item 4.1.1   **Fee Protection Scheme**

Describe/Show how you

1. Ensure that the Fee Protection Scheme (FPS) implementation complies with the requirements stated in the Fee Protection Scheme Instruction Manual

2. Ensure that all fees paid by students are protected under the FPS

3. Review the FPS implementation procedures for continual improvement

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Item 4.1.2   Fee Payable and Receipt

Describe/Show how you

1. Ensure that a breakdown of all fees (inclusive of any non-refundable fees and discounts/rebates given) are declared in the student contract and marketing collaterals

2. Communicate fee payment modes to students

3. Ensure collection of fees (except application fees) only after the student contract has been executed and fees collected from students do not exceed the applicable fee collection cap[1]

4. Ensure the issuing of an original receipt and maintenance of accurate records for every payment made by the students

Notes

1. Refer to the Fee Protection Scheme Instruction Manual.

4.2   Student Contract

This sub-criterion examines how you execute the student contract.

Item 4.2.1   **Student Contract**

Describe/Show how you

1. Execute a student contract[1] during course admission. The student contract execution procedure should provide for the following:

   a. Entering into separate individual student contract with each student admitted into courses that you offer
   b. Explaining the terms and conditions of the contract to each student and ensuring that each student fully understands them
   c. Ensuring each contract is meant for admission to one course
   d. Ensuring that both you and the student acknowledge any amendment made
   e. Stipulating a cooling off period of at least 7 working days
   f. Signing a new contract or issuing an addendum to the existing contract for a student who wishes to repeat a module

2. Ensure a copy of your student contract is made available for prospective students

3. Review the student contract execution procedure for continual improvement

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Notes

1. You should adopt CPE's standard PEI-Student contract for all students recruited.

4.3 Refund

This sub-criterion examines how you manage refunds for students under various conditions.

Item 4.3.1 **Refund**

Describe/Show how you

1. Establish a refund policy and procedure which are communicated to all students, including prospective ones

   The refund policy shall cover:

   a. Maximum processing time of not more than 7 working days from the student's withdrawal/refund request for the issuing of refund

   b. Terms and conditions

   c. Any non-refundable fee (if applicable)

2. Communicate to students on the computation of the refund amount

3. Maintain up-to-date and accurate refund records

4. Review the refund policy and procedure for continual improvement

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4.4   Course Transfer, Withdrawal and Deferment

This sub-criterion examines how you manage students' requests for course transfer, withdrawal and deferment.

Item 4.4.1   Course Transfer, Withdrawal and Deferment

Describe/Show your

1. Transfer[1], withdrawal[2] and deferment[3] policies and procedures and how these are communicated to students

   The policies and procedures shall include:

   a. Maximum processing time of not more than 4 weeks from the point of student's request to informing student of the outcome in writing

   b. Conditions for which a transfer or deferment application[4] (stating the maximum deferment period) will be granted

   c. Informing Immigration & Checkpoints Authority of Singapore (ICA) of any change to the status of the Student's Pass (STP), if applicable

   d. Signing a new contract or issuing an addendum to the existing contract when a course deferment or transfer request has been approved

   e. Obtaining the parent's/legal guardian's written consent if student is under 18 years of age

2. Maintain up-to-date transfer, withdrawal and deferment records

3. Review of the transfer, withdrawal and deferment policies and procedures for continual improvement

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Notes

1. Transfer: Student changes the course or period of study (from full-time to part-time or vice versa) but remains as a student of the PEI.

2. Withdrawal: Student discontinues all courses with the PEI.

3. Deferment: Student delays or postpones the course (or module).

4.5   Student Support Services

This sub-criterion examines student support services that you provide to meet students' needs.

Item 4.5.1	Student Support Services

Describe/Show how you

1. Provide a range of student support services[1] to meet the needs of students and enhance their educational experience

2. Institute programmes to develop students holistically[2] and enhance their experiences

3. Communicate up-to-date information regarding student support services and programmes to students

4. Evaluate and review the student support services and programmes for continual improvement

Notes

1. Examples of student support services: medical insurance, pastoral counselling, close collaboration with parent/legal guardian for students under 18 years of age, financial assistance scheme, career guidance, alumni support, accommodation advice and bonding activities.

2. Examples of holistic programmes: co-curricular activities, community involvement programmes, mental health programme and leadership development programmes.

5   Academic Processes and Student Assessment (250 points)

This criterion examines how you set up processes to ensure that the courses offered meet the needs and expectations of the students and industry. It examines how you select and admit qualified students into your courses, the use of assessments to measure the achievement of the student learning outcomes and how you manage and monitor academic staff's lesson delivery and students' learning.

Sub-criteria and Items

5.1   Course Design, Development and Review
      5.1.1   Course Design and Development
      5.1.2   Course Review

5.2   Course Planning and Delivery
      5.2.1   Course Planning
      5.2.2   Course Delivery

5.3   Student Selection and Admissions
      5.3.1   Pre-Course Counselling
      5.3.2   Student Selection and Admissions

5.4   Student Conduct and Learning
      5.4.1   Student Conduct and Attendance
      5.4.2   Student Learning

5.5   Student Assessment
      5.5.1 Student Assessment

5.1 Course Design, Development and Review

This sub-criterion examines how you design, develop and review the courses offered. It also examines how you engage the Academic Board (or any external academic partners) in these processes.

Item 5.1.1   Course Design and Development

Describe/Show how you

1. Establish processes for determining the following:

    a. Relevance of courses and modules
    b. Admission requirements
    c. Learning objectives, outcomes and delivery plans
    d. Assessment plans and objectives which include assessment modes, frequency, weighting, grading and award criteria

2. Involve your Academic Board in the course design and development process, and approval of courses

3. Review the course design and development process for continual improvement

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Item 5.1.2   Course Review

Describe/Show how you

1. Establish processes to review the curriculum of each course including:

    a. Gathering inputs from stakeholders
    b. Analysing module assessment results and student and academic staff feedback
    c. Reviewing in a timely manner course/module relevance, content, duration and admission requirements (if relevant)
    d. Reviewing course delivery and adequacy of academic resources
    e. Refining student learning outcomes

2. Involve the Academic Board in the course/module review and approval of review outcomes

3. Provide relevant course feedback and propose changes to courses for consideration by your external academic partners (if any)

4. Review the course and module review processes for continual improvement

5.2 Course Planning and Delivery

This sub-criterion examines how you plan the course delivery to ensure that the course outcomes are achieved; and also how you plan, manage and monitor the use of academic resources.

Item 5.2.1   Course Planning

Describe/Show your

1. Course planning process for each course which shall include the following:

   a. Logistics preparation including planning course schedule
   b. Academic preparation (course content, lesson plans and appropriate teacher-student ratio)
   c. Providing qualified academic and support staff
   d. Dissemination of relevant information to students prior to course commencement

2. Process to provide and maintain adequate physical and academic resources to support teaching and learning

3. Transition plans for new or revised courses (if any)

4. Review of the course planning process for continual improvement

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Item 5.2.2   Course Delivery

Describe/Show how you

1. Ensure that course delivery is based on the approved learning outcomes and delivery plans

2. Monitor the course delivery to ensure quality of teaching

3. Evaluate the performance of academic staff and take appropriate and timely intervention actions

4. Conduct regular reviews of the course delivery and monitoring processes for continual improvement

5.3 Student Selection and Admissions

This sub-criterion examines how you conduct pre-course counselling for your prospective students. It also examines how you select and admit students to your courses.

Item 5.3.1 Pre-Course Counselling

Describe/Show how you

1. Ensure all course counsellors are adequately trained and monitored for service delivery

2. Provide relevant course information[1] during pre-course counselling to all prospective students

3. Review the pre-course counselling service for continual improvement

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Notes

1. For Student's Pass holders, additional information should be provided for the following areas:

   a. Informing these students that they are not permitted to engage in any form of employment or attend an industrial attachment/internship programme, whether paid or unpaid, without a valid work pass issued by Ministry of Manpower;
   b. Other relevant Singapore laws; and
   c. Student's Pass application requirements and procedures.

Describe/Show

1. Your student selection and admissions procedures, including for:

Selection

    a. Verification of applicants' suitability for the course and that they meet course admission requirements
    b. Verification of the originality of supporting documents submitted by applicants
    c. Approval of shortlisted applicants by the Management and the relevant external university partners (if applicable)

Admissions

    a. Communication with international students on the status of their Student's Pass application
    b. Execution of contracts with students
    c. Matriculation of students with external academic partners (if applicable)
    d. Orientation for newly-enrolled students to inform them of essential course and student support services information

2. Your monitoring process for staff performing the student selection and admissions to ensure that the procedures are adhered to

3. Your review of the student selection and admissions procedures for continual improvement

5.4   Student Conduct and Learning

This sub-criterion examines how you monitor students' conduct, attendance and academic performance. It also examines how you monitor student learning and take appropriate and timely intervention actions for students who have not met the required standards of achievement.

Item 5.4.1   Student Conduct and Attendance

Describe/Show how you

1. Establish a set of disciplinary policy and procedure to handle students with disciplinary issues

2. Set policy and procedures on attendance, which are communicated to all students

3. Establish and implement a student attendance taking and monitoring system

4. Implement timely intervention measures to help students with poor conduct or attendance

5. Evaluate the intervention measures for effectiveness and improvement

6. Review the student disciplinary and attendance policies and procedures; and the student attendance taking and monitoring system for continual improvement

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Item 5.4.2　　　Student Learning

Describe/Show how you

1. Implement a learning support process, including intervention measures if required, to ensure students achieve the desired learning outcomes

2. Provide periodic progress reports on academic and non-academic achievements to students and/or parents/guardians

3. Evaluate the intervention measures for effectiveness and review the process of monitoring student learning and development for continual improvement

5.5 Student Assessment

This sub-criterion examines how you assess the learning outcomes of the students through various modes of assessments. It also examines how you engage the Examination Board to develop and implement assessment policies and procedures, including the management of assessment results and appeals.

Item 5.5.1　　　Student Assessment

Describe/Show

1. Your assessment policy and procedures which are based on sound assessment principles[1] to ensure the integrity of every assessment

   The assessment policy and procedures should be appropriate for the chosen mode(s) of assessment and include where applicable:

   a. Scheduling of assessments and how students are informed of the schedule(s) in a timely manner
   b. Code of conduct for students and staff (including invigilators)
   c. Criteria for grading and awards
   d. Appointment of suitable personnel for the setting and vetting of test instruments and the marking and moderation of the students' work
   e. Secure storage and reproduction of confidential test material
   f. Informing students of assessment results, award and appeal[2] process
   g. Re-sitting and/or deferred sitting of assessments

2. Your assessment plan for every course conducted by you and your external partner(s), where applicable, including how you conduct each mode of assessment and the relative weightings

3. Approval of awards from the awarding authority (if applicable)

4. How you ensure that all major assessment papers set and awards conferred by you are approved by your Examination Board

5. How the post-assessment analysis is considered for course review

6. The review of the assessment policy, procedures and plan for continual improvement

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Notes

1. Principles of assessment include validity, reliability and fairness.

2. The appeal process must be fair, without compromising the integrity of the assessment process. You, or your external academic partner, must allow at least seven working days from the release of assessment results for students to submit an appeal for results/awards and to release appeal results within a reasonable time from the date of appeal.

For courses conducted by your external partners, the procedures should indicate the party responsible for the setting and vetting of the test instruments and the marking and moderation of the students' work.

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6 Achievement of Student and Graduate Outcomes (150 points)

This criterion examines how you set up processes to measure and track student and graduate outcomes including academic performance, progression and employability of graduates (if applicable). It further examines how you benchmark student and graduate outcomes against comparable institutions and/or national or international standards and use this to improve and achieve positive outcomes. The performance of your graduates in the Graduate Employment Survey (GES), if applicable, is also examined.

Sub-criteria and Items

6.1   Measurement of Student and Graduate Outcomes
      6.1.1   Measurement of Student and Graduate Outcomes

6.2   Student and Graduate Outcomes
      6.2.1   Student and Graduate Outcomes

6.1   Measurement of Student and Graduate Outcomes

This sub-criterion examines how you identify, track and improve your students' academic performance and progression and graduates' employability (if applicable) to improve quality of offered courses.

Item 6.1.1   Measurement of Student and Graduate Outcomes

Describe/Show how you

1. Identify and track relevant performance outcomes of students and graduates

2. Identify and select relevant benchmarks from comparable local or international institutions and/or standards for the performance of your students and graduates

3. Ensure student performance data is readily available to your students and graduates

4. Use trend data and benchmarks on the performance of students and graduates to review the quality and relevance of the courses you offer

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6.2 Student and Graduate Outcomes

This sub-criterion examines your student and graduate outcomes from the courses offered, including students' academic performance and progression; and graduates' employability (if applicable)

Item 6.2.1 **Student and Graduate Outcomes**

Your performance in producing quality outcomes from the courses you offer will be measured using relevant indicators and benchmarks. For all courses, you need to measure performance of your students[1] and graduates[2] against appropriate benchmarks from comparable local or international institutions and/or standards

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Notes

1. For students of your courses

    Appropriate benchmarks or comparative data should be used in measuring achievement of your students in your courses against chosen benchmarks such as progression rate (to the next level of the programme or to the next educational level), attrition rate and graduation rate.

2. For graduates of your courses

    You should use appropriate benchmarks to measure graduate employment outcomes, if applicable. For graduates of your External Degree Programmes, the measurement of graduate employment outcomes will include results of the Graduate Employment Survey (GES). You may refer to the CPE's website for information on the GES.

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7 Quality Assurance, Monitoring and Results (90 points)

This criterion examines your quality assurance requirements in establishing a system of regular monitoring, review and continual improvements to ensure that the systems and processes are effectively managed.

Sub-criteria and Items

7.1   Performance Measurement and Analysis
        7.1.1   Performance Measurement and Analysis

7.2   Internal Assessment
        7.2.1   Internal Assessment

7.3   Management Review
        7.3.1   Management Review

7.4   Continual Improvement
        7.4.1   Continual Improvement

7.1 Performance Measurement and Analysis

This sub-criterion examines how you measure and analyse the results of key performance indicators against the targets set in the strategic plan.

Item 7.1.1   Performance Measurement and Analysis

Describe/Show how you

1. Measure and analyse the achievement of targets for key performance indicators identified in the strategic, department/unit and individual staff work plans and take corrective actions to address the gaps where targets are not met

2. Track and review three-year performance trends[1] for the key performance indicators in the strategic plan

3. Benchmark and/or set comparative targets for key performance indicators

4. Review the performance measurement and analysis process, including benchmarking, for continual improvement

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Notes

1. These are trends which show the organisation consistently meeting or exceeding targets. For adverse trends, reasons are provided and improvement actions taken or planned for.

7.2   Internal Assessment

This sub-criterion examines how you conduct internal assessment to ensure alignment of your operations with documented policies and procedures to meet EduTrust requirements.

Item 7.2.1   Internal Assessment

Describe/Show how you

1. Conduct internal assessment to ensure the quality and effectiveness of all your systems and processes. The procedures shall include:

    a. Defining assessment scope and methodology, including deployment of qualified staff who are independent of the areas being assessed to conduct the internal assessment
    b. Compiling all strengths and Areas for Improvement (AFIs) and developing Corrective Action Plans (CAPs) for all AFIs
    c. Defining the owners and completion timelines for all CAPs
    d. Approving all CAPs prior to implementation by the Management
    e. Monitoring and evaluating effectiveness of the CAPs

2. Review the internal assessment process for continual improvement

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7.3 Management Review

This sub-criterion examines how the Management reviews overall organisational performance to ensure that the PEI is on track to achieve its vision and mission.

Item 7.3.1   Management Review

Describe/Show how you

1. Conduct timely management review which shall cover:

   a. The strategic and department/unit plans (including strategies and achievement of targets for key performance indicators)
   b. Financial status and resource utilisation
   c. Market analysis
   d. External partnerships (if applicable)
   e. Internal assessment, external reviews and related CAPs
   f. Survey findings and feedback received

2. Make use of the findings from the management review for continual improvement. Owners and execution timelines are to be identified for the follow-up actions which are approved by the Management

3. Monitor and evaluate the effectiveness of the implemented CAPs

4. Review the management review process for continual improvement

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7.4 Continual Improvement

This sub-criterion examines how you commit yourself to involve stakeholders in efforts towards organisation excellence. It also examines your commitment towards making appropriate investment to enhance your institutional quality.

Item 7.4.1   Continual Improvement

Describe/Show how you

1. Encourage and facilitate key stakeholders to contribute towards continual improvement

2. Implement an improvement plan which adds value to your students' holistic educational experience

3. Invest in appropriate resources, technologies, learning support services and facilities development and upgrading

4. Evaluate the effectiveness of the improvements implemented

5. Review the process for continual improvement