



IEAC
International Education
Accreditation Council

International **EDUCATION ACCREDITATION COUNCIL**

ACCREDITATION STANDARDS SCHOOLS

ieac.org.uk

At IEAC, our accreditation process is rooted in impartiality and educational excellence, providing reassurance to all stakeholders that accredited education providers offer top-tier education in nurturing and inclusive environments. Furthermore, our process ensures ethical operations and appropriate services for students and faculty alike.

Regardless of the institution type—whether a university, college, school, language school, or training organization—IEAC Inspectors meticulously evaluate performance across a spectrum of features, facilities, and activities guided by our Standards for Accreditation. These standards cover all aspects of an institution's operations, including governance, human resources, health and safety, teaching and learning, and student welfare.

While many of these standards align with UK norms, we understand and respect the diverse international contexts in which institutions operate. Our international inspectors, hailing from various countries, are trained to adopt a localised perspective during campus visits.

IEAC's accreditation process typically involves a submission of documentation followed by an on-site or online visit by seasoned Inspectors. This comprehensive visit, spanning one to three days, focuses on various aspects, including premises, health and safety, course delivery, student welfare, and compliance with immigration protocols.

Visits are scheduled upon receipt of a fully completed IEAC Application Form, requisite documentation, and payment of stipulated fees.

IEAC recognizes the diversity of educational offerings, including distance learning programs, and acknowledges that certain categories and sections listed may not be directly applicable to all institutions. Furthermore, our accreditation process features Recognition Stars, indicating excellence in specific areas such as Governance, Health & Safety, Teaching & Learning, Student Welfare, and Quality Assurance.

With over 40 General Inspection Domains and 200+ sub-domain observations, an IEAC accreditation offers comprehensive and robust evaluation, ensuring schools meet rigorous standards for educational excellence.

RECOGNITION STARS

- B Governance, Management & Staffing Resources
- C Environmental and Health & Safety
- D Teaching and Learning
- E Student Welfare
- F & G Academic Review, Quality Assurance and Enhancement



IEAC Inspectors look at the following areas:

- I Academic Provision
 - A Licencing, Permissions & Statutory Requirements
 - B Management
 - B.2 Vision & Mission
 - B.3 Staff Meetings
 - B.4 Employment
 - B.5 Equal Employment Opportunity
 - B.6 Scheduling, Work Loads, Examinations & Data Protection
 - B.7 Research
 - B.5 Equal Employment Opportunity
 - B.8 Examinations & Examination Security
 - B.9 Induction, Appraisals & Curriculum Quality Assurance
 - B.10 Ethics
 - B.11 Internationalisation
 - C.1 External and internal signage
 - C.2 Physical Disabilities & Inclusivity
 - C.3 Catering
 - C.4 Student Services
 - C.5 Staff Services
 - C.6 Environmental
 - C.7 Health & Safety
 - C.8 Specialised Areas
 - D.1 Student Services
 - D.2 Faculty Qualifications
 - D.3 Library. Research & Counselling
- E Student Welfare
 - E.2 Student Guidance
 - E.3 Student Safety, Duty of Care and Inclusion
 - E.4 Special Needs
 - E.5 Grievances & Complaints
 - E.6 External Courses, Awards & Registrations
 - E.7 Assessment
 - E.8 International Student Processing & Documentation
 - E.9 Employment
- F Academic Review
 - F.2 Student Feedback
 - F.3 Course & Programme Design
- G Ethics
 - G.2 Agents
 - G.3 Website
 - G.4 Admissions & Selection
 - G.5 Refunds, Offers & Record Keeping
 - G.6 Staffing

An IEAC accreditation visit transcends mere inspection; it's an invaluable opportunity for your school to celebrate achievements, engage in ongoing progress discussions, and pinpoint areas for further growth and development.

During these visits, our inspectors collaborate closely with you to align accreditation goals with your school's strategic imperatives. Together, we work towards realizing your organizational objectives and demonstrating your unwavering commitment to continuous improvement to your key stakeholders.

Complete Reference to the IEAC Standards

STANDARD	INDICATORS	WHERE EVIDENCED?		
<p>Schools obtain accreditation from IEAC by demonstrating compliance with its Standards for Accreditation and policies. IEAC anticipates that affiliated schools will actively pursue enhanced quality, increased effectiveness, and a commitment to ongoing excellence. The evaluative procedures are strategically crafted to foster and support these endeavours towards improvement.</p>	<p>Accreditation indicators are criteria used by IEAC to assess a school's compliance with accreditation standards. These indicators cover various aspects including:</p> <ul style="list-style-type: none"> ✓ School Mission and Goals ✓ Faculty Qualifications and Support ✓ Curriculum and Instruction: Student Support Services ✓ Resources and Infrastructure ✓ Assessment and Continuous Improvement ✓ Governance and Administration ✓ Diversity and Inclusion 	<p>APPLICATION FORM</p>	<p>SUBMITTED DOCUMENTS</p>	<p>EVIDENCED DURING INSPECTION</p>

LICENCING, PERMISSIONS & STATUTORY REQUIREMENTS

	<p>LPSR.1</p> <p>Inspection of floor plans for each site being inspected, showing classrooms and other teaching facilities, offices, toilets, student study areas, refreshment areas, residential areas (if applicable), and emergency exits:</p>	<p>✓</p>		<p>✓</p>
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	LPSR.2 In the case of the school providing residential options, is there verification of suitable supervisor-student ratios and adequate training for dormitory supervision?		✓	✓
	LPSR.3 Has the school been accredited previously with IEAC?	✓		✓
	LPSR.4 Does the school hold accreditation from any other organisations/agencies?	✓		✓
	LPSR.5 Accreditation Cycle/Stage	✓		✓
	LPSR.6 If you are currently in the re-accreditation cycle please indicate any significant changes since your previous accreditation inspection.		✓	✓
	A.1 Does the school have the requisite local licences, permits and/or certification to operate as an education provider?			✓
	A.2 Does the school have the requisite local licences, permits and/or certification to operate ancillary services such as dormitories and school transportation services?		✓	✓

GOVERNANCE, MANAGEMENT & STAFFING RESOURCES

B.1 Management	B.1 Is there an appropriate organizational hierarchy for academic staff members?		✓	✓
	B.1.1 Is there an appropriate organizational hierarchy for non-academic staff members?		✓	✓



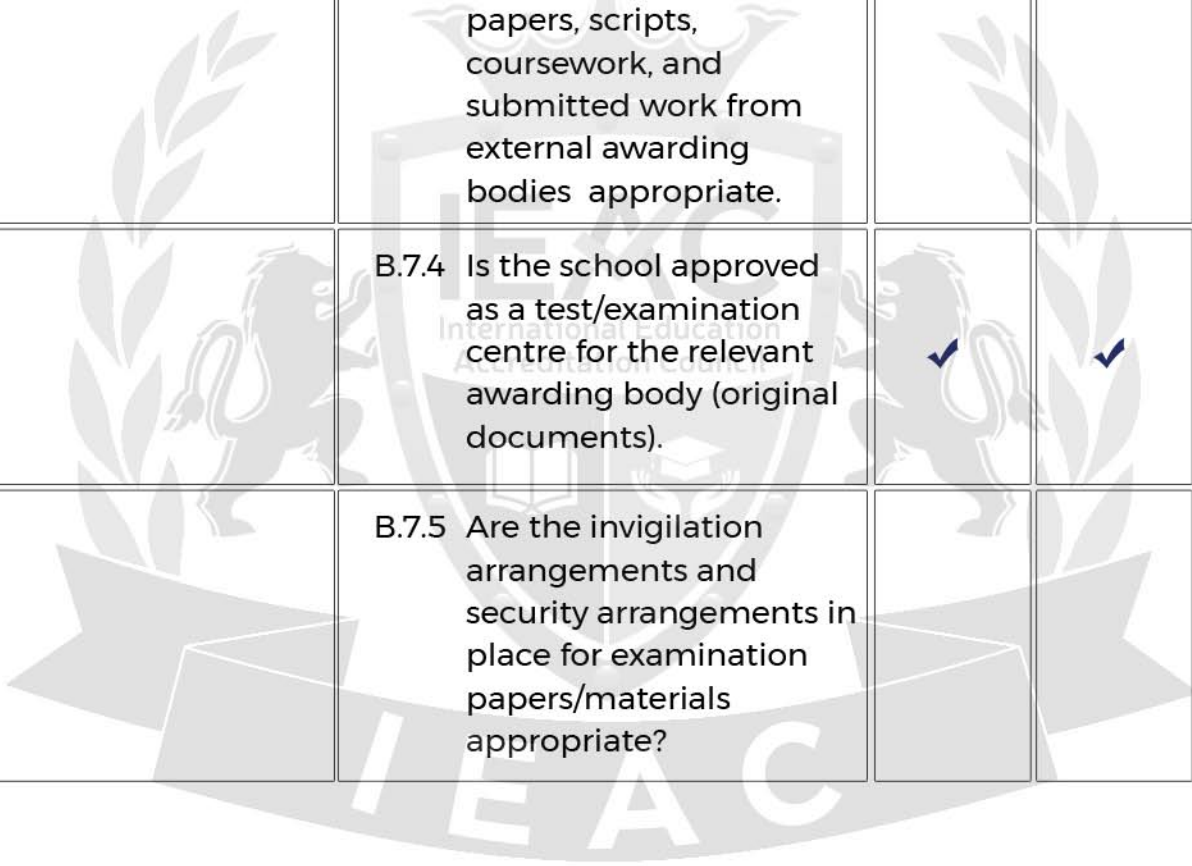
	B.1.2 Do the Staff Numbers and Staffing Structure Align with the University's Scope and Scale?		✓	✓
	B.1.3 Assessing the Appropriateness of the Governing Body's Constitution		✓	✓
	B.1.4 Is there Demonstrated Support from Senior Management and Governing Bodies?			✓
B.2 Vision & Mission	B.2.1 Are the Vision and/or Mission Statements appropriate?		✓	✓
	B.2.2 Evaluating the Suitability of the OEP's Vision and Mission		✓	✓
B.3 Staff Meetings	B.3.1 Is there Tangible Documentation of Staff Meetings and Minutes?			✓
	B.3.2 Is there proof of Accountability and Follow-up in Meetings?			✓
B.4 Employment	B.4.1 Current Employer's Liability Insurance Certificate		✓	✓



	B.4.2 Public Liability insurance		✓	✓
B.5 Equal Employment Opportunity	B.5.1 Equal opportunities policy relating to employment		✓	✓
	B.5.2 Written procedures for: staff promotions, staff discipline and any complaints or grievances		✓	✓
	B.5.3 CVs of staff who manage courses/programmes and/or subject areas		✓	✓
B.6 Scheduling, Work Loads, Examinations & Data Protection	B.6.1 Are classes scheduled appropriately for room sizes and facilities?			✓
	B.6.2 Are programme and assignment schedules reasonable for student workloads?			✓
	B.6.3 Are programme and assignment schedules reasonable for staff workloads? Do staff get adequate non-contact planning and preparation time?			✓
	B.6.4 Are current courses/programmes and rooms timetabled?			✓
	B.6.5 Assess research facilities and supervision arrangements.			✓



<p>B.7 Examinations & Examination Security</p>	<p>B.7.1 Are written procedures in place for creating formative and mock examination papers?</p>			<p>✓</p>
	<p>B.7.2 Are written procedures established for assessment conduct, including invigilation and proctoring arrangements?</p>			<p>✓</p>
	<p>B.7.3 Are arrangements for receiving and securely storing examination papers, scripts, coursework, and submitted work from external awarding bodies appropriate.</p>			<p>✓</p>
	<p>B.7.4 Is the school approved as a test/examination centre for the relevant awarding body (original documents).</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
	<p>B.7.5 Are the invigilation arrangements and security arrangements in place for examination papers/materials appropriate?</p>			<p>✓</p>





B.9 Induction, Appraisals & Curriculum Quality Assurance	B.9.1 Do new staff receive an appropriate induction?			✓
	B.9.2 Is there a Staff Handbook		✓	✓
	B.9.3 Have staff signed to confirm receipt of the staff handbook during induction?			✓
	B.9.4 Is there a written staff induction programme in place?		✓	✓
	B.9.5 Is there an appraisal/performance review system?		✓	✓
	B.9.6 Are annual appraisals/performance reviews formally recorded, and are agreed performance targets implemented?			✓
	B.9.7 Is there a staff development policy?		✓	✓
	B.9.8 Are records maintained for staff development activities?			✓
	B.9.9 Are teaching staff regularly reviewed for their academic programme delivery?			✓



	B.9.10 Are research staff evaluated for scholarly activity, including papers presented at conferences?			✓
	B.9.11 Are there written procedures for monitoring academic programme delivery and scholarly activity, along with records of such monitoring?			✓
	B.9.12 Are written procedures in place to address issues identified in programme delivery reviews and to monitor and facilitate improvements, with evidence of effective use?			✓
	B.9.13 Are records maintained for staff workshops, committee memberships and or accreditation panel participation such as being on a CIS committee?		✓	✓
B.10 Ethics	B.10.1 Can the school demonstrate compliance with local copyright regulations?		✓	✓
	B.10.2 Does the school have a copyright licence (If such exists in the school's context / location)?		✓	✓



	B.10.3 If the copyright licence is expiring, what steps have been taken to renew it?			✓
	B.10.4 Is there current registration with a local government agency that monitors data protection?			✓
B.11 Internationalisation	B.11.1 Does the senior management promote intercultural competencies and the understanding cultural contexts among all stakeholders including academic staff, non-academic staff and the student body?			✓
	B.11.2 Is cultural awareness is integrated into leadership practices for the benefit of staff, students and the community.			✓
	B.11.3 Does the school promote diversity amongst the academic and non-academic Staff?			✓
	B.11.4 Does the school actively seek out international students?			✓
	B.11.5 Does the school actively seek out international faculty?			✓



	B.11.6 Does the school support staff in attending international conferences and/or hosting conferences?			✓
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ENVIRONMENTAL AND HEALTH & SAFETY

C.1 External and internal signage	C.1.1 Is there appropriate emergency response, evacuation and/or exit signage?			✓
	C.1.2 Is there a safe and clean environment for staff and students, with adequate lighting, heating, ventilation, and sanitary provision?			✓
	C.1.3 Is there local certification showing compliance with Health & Safety laws?		✓	✓
	C.1.4 Local Authority certificate showing compliance with health/sanitary regulations?		✓	✓
C.2 Physical Disabilities & Inclusivity	C.2.1 Is there a person or department overseeing the institutions disability and inclusivity policy?			✓
	C.2.2 Are there wheelchair accessible toilets?			✓
	C.2.3 Is there access to the campus and buildings for those with physical motor disabilities?			✓



C.3 Catering	C.3.1 Does the OEP prepare food on campus?			✓
	C.3.2 Does the school have the requisite licences for food preparation, Halal (if appropriate), Ministry of health or equivalent, workplace health & safety?		✓	✓
	C.3.3 Does the school outsource catering?			✓
	C.3.4 Do the caterers have the requisite licences?		✓	✓
C.4 Student Services	C.4.1 Do students have access to informal study areas including IT provision?			✓
	C.4.2 Do students have free access to the internet, including e-mail?			✓
	C.4.3 Is there a student common room with seating?			✓
	C.4.4 Do students have access to refreshments facilities?			✓
	C.4.5 Do students have access to recreation facilities			✓
C.5 Staff Services	C.5.1 Do all teaching and non-academic staff have access to suitable work spaces?			✓
	C.5.2 Do all teaching and non-academic staff have access to ICT & Internet provision?			✓



	C.5.3 Do staff have access to refreshments facilities?			✓
	C.5.4 Do staff have access to personal storage facilities?			✓
C.6 Environmental	C.6.1 Are there sufficient learning areas, (classrooms, labs, lecture halls/rooms etc) of an appropriate size?			✓
	C.6.2 Do teaching spaces have an appropriate range of teaching facilities/aids?			✓
	C.6.3 Are there purpose-built classrooms e.g. Research Laboratories, Engineering, Medical, Arts etc?			✓
C.7 Health & Safety	C.7.1 Health & Safety Policy		✓	✓
	C.7.2 Health & Safety risk assessment including fire risk		✓	✓
	C.7.3 Records of staff training in first aid and emergency evacuation management		✓	✓
	C.7.4 List of qualified first-aiders and their certificate		✓	✓
	C.7.5 Process for reporting accidents/injuries			✓
	C.7.6 Appropriate placement of fire extinguishers, emergency signage, and alarms.			✓



	C.7.7 Records showing dates of fire detection equipment, extinguishers, alarms and emergency lighting tests.		✓	✓
	C.7.8 Records of fire drills including the timings for complete evacuation and any remedial action taken			✓
C.8 Specialised Areas	C.8.1 Safety rules applicable to areas of potential hazard?			✓
	C.8.2 Applicable gas and electrical safety certificates?		✓	✓
	C.8.3 Carbon monoxide detector (if applicable) is appropriately sited and operational?			✓
	C.8.4 Fire extinguishers correctly mounted either on floor or on walls?			✓
	C.8.5 List of trained fire marshals?		✓	✓



C.9 Playgrounds / Social Areas	C.9.1 Does the school have suitable playground equipment for the age-groups being instructed?			✓
	C.9.2 Does the school roster playground duties and/or supervision?			✓
	C.9.3 Are students able to borrow sporting equipment?			✓
	C.9.4 Is there a qualified person, such as a PE Teacher ensuring that students access age-appropriate playground materials and equipment?			✓
	C.9.5 Is there a school nurse on duty during playground breaks such as recess and lunch time?			✓
	C.9.6 Does the school control access to the playground? Especially securing unauthorised access from any adjacent public spaces and/or thoroughfares?			✓
	C.9.7 During meals breaks are students monitored to ensure healthy food choices?			✓



	C.9.8 In the case of schools with multiple settings, such as a KG and a Primary School or a Secondary School on the one campus or site. Are playgrounds monitored and are there specific age-appropriate spaces and/or areas for children to be able to play safely?			✓
	C.9.9 Are classrooms furnished with suitable furniture based on the age-groups being taught?			✓
	C.9.10 Is there appropriate supervision for toilet access and assistance for young learners?			✓

TEACHING AND LEARNING

D.1 Student Services	D.1.1 Does pre-enrolment information cover entry requirements, fee charges, refund policy, and necessary personal documentation for enrolment?		✓	✓
	D.1.2 Are students thoroughly briefed on the nature, requirements, and the curriculum appropriate for their grade/class level?			✓
	D.1.3 Are students carefully briefed on their nature and requirements of any research, homework, assignments, projects and/or group work?			✓
	D.1.4 Do the course/ programme descriptions adequately inform students, and did they find the information helpful and appropriate? If not, why?			✓



<p>D.2 Faculty Qualifications</p>	<p>D.2.1 Do teaching staff CVs include academic, professional, and teaching qualifications, a summary of academic career and relevant employment, recent/current self-development activities, and responsibilities held within previous institutions?</p>		<p>✓</p>	<p>✓</p>
	<p>D.2.2 Do sample lesson plans align with the course description, curriculum, and learning outcomes?</p>		<p>✓</p>	<p>✓</p>
	<p>D.2.3 Are there written procedures guiding teachers on providing feedback on students' work?</p>			<p>✓</p>
	<p>D.2.4 Can samples of marked student work be provided?</p>		<p>✓</p>	<p>✓</p>
	<p>D.2.5 Is there evidence of providing appropriate direction, feedback, and critical input to research students?</p>			<p>✓</p>
<p>D.3 Library, Research & Counselling</p>	<p>D.3.1 Is the library sufficient for the courses being delivered?</p>			<p>✓</p>



	D.3.2 Is guidance provided on using the institution's library, as well as public and electronic libraries, as well as any inter-library loan schemes that may be in operation?		✓	✓
	D.3.3 Does the school subscribe to any online libraries?			✓
	D.3.4 Can you confirm the availability of guidance on further study options within the school?			✓
	D.3.5 Is there a development plan in place for the library?			✓

STUDENT WELFARE

E Student Welfare	E.1 Do students receive advice/information on topics such as living in the country, police registration, medical treatment registration, banking, and transportation?	✓	✓	✓
	E.1.2 Is there an effective orientation for students?			✓
	E.1.3 Is assistance provided in finding accommodation?			✓



	E.1.6 Who is designated as responsible for student welfare, and are they qualified/experienced in this field?		✓	✓
	E.1.7 Is welfare support provided by experienced staff or those with relevant formal qualifications?			✓
E.2 Student Guidance	E.2.1 Are there a written student induction programme and student handbook?		✓	✓
	E.2.2 Are there any measures in place to ensure students are familiar with the contents of the Student Handbook?			✓
	E.2.3 Is the induction programme appropriate and comprehensive?			✓
	E.2.4 Is the Student Handbook issued at induction, and what are students' views on its content?			✓



<p>E.3 Student Safety, Duty of Care & Inclusion</p>	<p>E.3.1 Is there a staff list recording enhanced police checks?</p>			<p>✓</p>
	<p>E.3.2 What is the extent of police checks across the staff complement?</p>		<p>✓</p>	<p>✓</p>
<p>E.4 Special Needs</p>	<p>E.4.1 Is there a disability strategy that includes advice for students with special learning, medical, or physical needs?</p>			<p>✓</p>
	<p>E.4.2 Is there written documentation for students to declare special needs, including in the Institution application form?</p>		<p>✓</p>	<p>✓</p>
	<p>E.4.3 What support can be provided to those with special needs, and where can students formally declare their special needs?</p>			<p>✓</p>
	<p>E.4.4 Is there written guidance for homestay students and providers, including a recommendation for police checks for adults in the homestay scheme?</p>			<p>✓</p>
	<p>E.4.5 Are there records of homestay inspections by the institution, including compliance with in-country legislation?</p>			<p>✓</p>



	E.4.6 Who is designated as responsible for homestay, and how are providers and students selected and monitored?			✓
E.5 Grievances & Complaints	E.5.1 Do formal and informal mechanisms exist for addressing students' complaints and grievances?			✓
	E.5.2 Are students aware of these procedures?			✓
	E.5.3 Is there a written student complaints and grievance procedure?	✓		✓
	E.5.4 Is there documented evidence showing effective action taken in response to student feedback?	✓		✓
E.6 External Courses, Awards & Registrations	E.6.1 Is there a course/ programme summary for each approved external course/ programme?			✓
	E.6.2 Is there confirmation of franchise and/or other collaborative arrangements with approved international universities?		✓	✓
	E.6.3 Are there confirmed centre status and evidence of external validation for recognized awarding bodies?		✓	✓



	E.6.4 Is there evidence to confirm the genuineness of awards made by overseas universities and schools?			✓
	E.6.5 Is there written evidence that students are registered with the awarding body, and does the awarding body follow quality assurance procedures?			✓
	E.6.6 Is there a course/programme summary for each internal course/programme?			✓
	E.6.7 Are there award certificates for each internal course/programme?			✓
	E.6.8 In the case of a franchise curriculum, (e.g. the International Baccalaureate or CIC) is there documentation confirming the awarding body's recognition of internal courses and/or programmes?			✓
E.7Assessment	E.7.1 Is there written guidance for staff on the scheduling and content of formative and summative assessments?		✓	✓



	E.7.2 Are there written regulations for summative assessment for internal courses/ programmes where the assessment is not provided by the awarding body?		✓	✓
	E.7.3 Is there written guidance on academic misconduct and are students made aware of what constitutes academic misconduct and the consequent penalties?			✓
E.8 International Student Processing & Documentation	E.8.1 Is there a documented procedure for international student recruitment and application processing?		✓	✓
	E.8.2 Does the institution monitor numbers of international students?			✓
	E.8.3 Does the institution verify student qualification and language ability?			✓
	E.8.4 Does the institution offer scholarships for international students?			✓
	E.8.5 Does the institution verify the student's financial status?			✓
	E.8.6 Does the institution have documented procedures for student admissions?		✓	✓



	E.8.7 Does the institution have documented policies for the payment of deposits, fees and refunds?		✓	✓
	E.8.8 Does the institution monitor attendance and inform the relevant authorities in the event of no-shows or unexplained prolonged absences?			✓
E.9 Employment	E.1 Sight sample job advertisements?		✓	✓
	E.1.1 Sight sample staffing contracts?		✓	✓
	E.1.2 Does the institution verify staff qualifications?			✓
	E.1.3 Does the institution maintain robust records of international staff residence status?			✓
	E.1.4 Does the institution maintain robust staff personnel records?		✓	✓

ACADEMIC REVIEW

F Academic Review	F.1 The Institution conducts regular academic reviews of its courses, programmes, and research activities.			✓
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	F.1.1 The academic review process actively seeks formal input from both students and staff members.			✓
	F.1.2 The institution adheres to written procedures governing the conduct of academic reviews.		✓	✓
	F.1.3 Comprehensive records of academic review meetings, encompassing action points, are meticulously maintained.		✓	✓
	F.1.4 The minutes of these meetings demonstrate that effective actions are taken based on the outcomes of the course review process.		✓	✓
	F.1.5 The frequency and timing of course reviews are explicitly outlined.			✓
	F.1.6 Formal minutes from academic review meetings detail the effective actions taken as a result of the review process.			✓
	F.1.7 The Institution monitors the academic development of students, including pass/completion rates, extending to research degrees.			✓



	F.1.8 Student examination results and written analyses of student performance are readily available.		✓	✓
	F.1.9 Statistical analyses of examination results are conducted, comparing across modules, with documented evidence of any subsequent actions taken.		✓	✓
	F.1.10 Cohort analyses are performed to illustrate the progression of all students enrolling in each course at a given time and gaining a formal award.		✓	✓
	F.1.11 Statistical analyses of examination results and cohort analyses are conducted, providing evidence of action taken and student progression.		✓	✓
F.2 Student Feedback	F.2.1 Mechanisms exist for students to provide feedback on course delivery, research supervision, and supporting resources.			✓
	F.2.2 Completed student feedback questionnaires and records of relevant meetings involving students are documented.		✓	✓



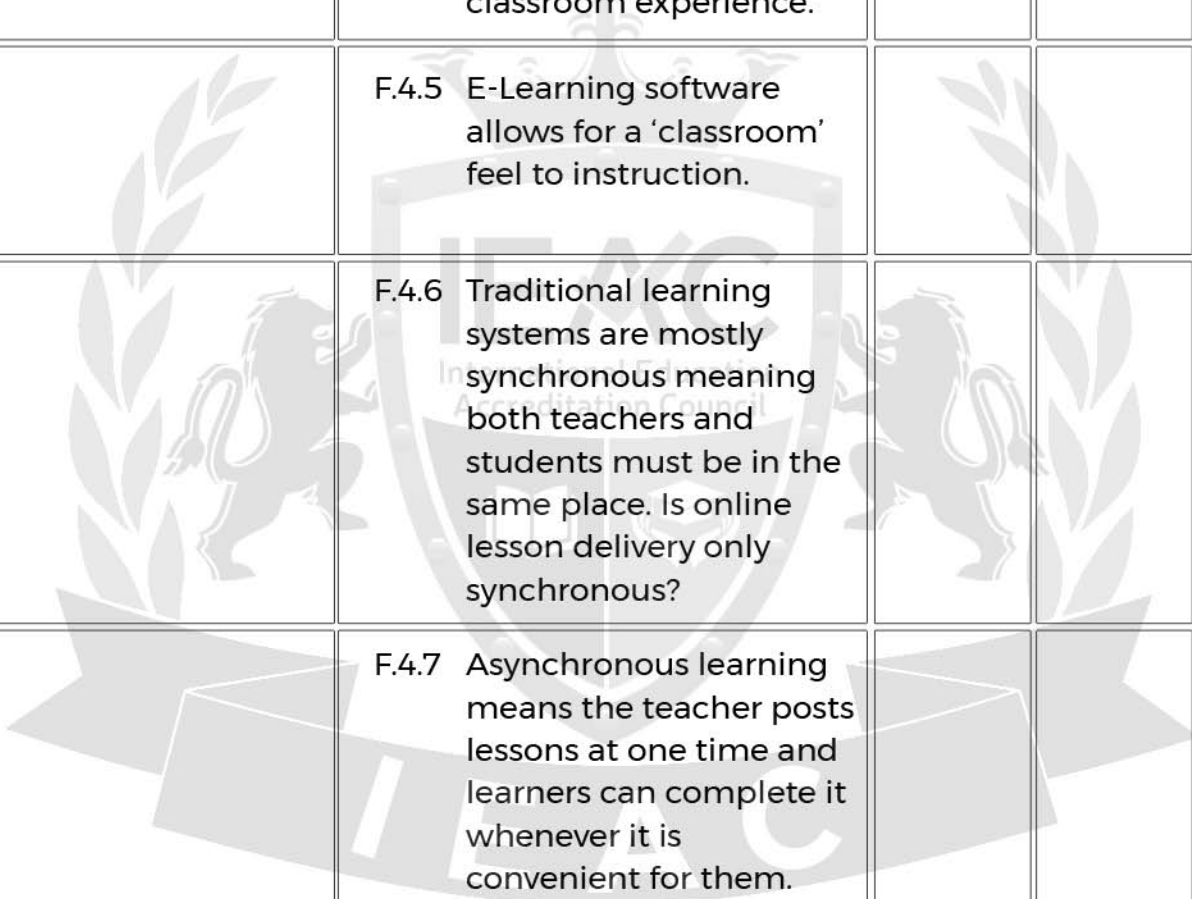
	F.2.3 Staff/student liaison groups convene regularly to address pertinent matters.			✓
	F.2.4 Documented evidence showcases effective actions taken in response to student feedback.			✓
	F.2.5 Students are informed of actions taken in response to their feedback through various channels, with specific examples provided.			✓
	F.2.6 Staff members are kept informed of student feedback.			✓
	F.2.7 Documented evidence underscores effective actions taken in response to student feedback.			✓
F.3 Course & Programme Design	F.3.1 The institution has established written procedures and processes for course/ programme design and curriculum development.			✓
	F.3.2 Records of relevant course/ programme development meetings are maintained for internally produced courses.			✓



	F.3.3 Course/programme descriptions include comprehensive details on the curriculum, learning outcomes, teaching approaches, and assessment arrangements.			✓
	F.3.4 Documentation validating course/ programme approval is in place.			✓
	F.3.5 There is evidence of external validation, involving external advisors or examiners from internationally recognized entities.			✓
	F.3.6 Staff members actively participate in curriculum development/ course design.			✓
	F.3.7 Evidence supports that the level is consistent with equivalent courses in internationally recognized entities.			✓
F.4 Academic Delivery	F.4.1 The OEP has built-in redundancy measures for online course delivery including commercial or proprietary online platforms.			



	F.4.2 Students are able to communicate with their teachers both in group and individually.			
	F.4.3 The interface between teachers and students is user-friendly.			
	F.4.4 The platform for course delivery and instruction allows for an interactive classroom experience.			
	F.4.5 E-Learning software allows for a 'classroom' feel to instruction.			
	F.4.6 Traditional learning systems are mostly synchronous meaning both teachers and students must be in the same place. Is online lesson delivery only synchronous?			
	F.4.7 Asynchronous learning means the teacher posts lessons at one time and learners can complete it whenever it is convenient for them.			
	F.4.8 The online teaching systems are Omni-synchronous with the ability to deliver online classes with live streaming.			



QUALITY ASSURANCE AND ENHANCEMENT

G Ethics	G.1 Does the OEP have an ethics policy covering the marketing, student recruitment, and ethical conduct of staff and agents?		✓	✓
	G.1.1 Is there a designated person responsible for monitoring the ethics policy?			✓
	G.1.2 Do staff (and agents if applicable) receive training on the ethics policy?			✓
	G.1.3 What are students' views on the accuracy of information received and how the Institution handled their inquiries?			✓
	G.1.4 Is the implementation of the ethics policy monitored at a senior level, and does the Institution take responsibility for training, briefing, and updating staff and agents?			✓
G.2 Agents	G.2.1 Is there a written criterion for appointing agents?		✓	✓
	G.2.2 Are there written briefing documents for agents?		✓	✓
	G.2.3 Is there a copy of the agent agreement?		✓	✓
	G.2.4 How many active agents are there, and where are they located?			✓



	G.2.5 Is there evidence of monitoring agent performance, including student recruitment data and satisfaction questionnaires?			✓
	G.2.6 What steps are taken to deal with unprofessional and unethical agents?			✓
	G.2.7 What are students' views on the helpfulness of agents in the application and visa process?			✓
	G.2.8 Have the Institution's agents undergone recognized external training or registered with an appropriate agent organization?			✓
G.3 Website	G.3.1 How accurate is the information on the Institution's website and prospectus?			✓
	G.3.2 What are students' views on the accuracy of information provided?			✓
G.4 Admissions & Selection	G.4.1 Are the academic selection criteria, including language qualifications, appropriate to the course standards?			✓



	G.4.2 What are the written academic admission and English language admission requirements?			✓
	G.4.3 What is the Institution's equal opportunities policy regarding student selection?	✓	✓	✓
	G.4.4 What are staff and student views on the qualification suitability of students for chosen courses?			✓
	G.4.5 Is there language testing before issuing an offer and on commencement of studies?			✓
	G.4.6 How are language deficiencies addressed after the student commences their course?			✓
	G.4.7 Who is responsible for monitoring student applications and admissions?			✓
G.5 Refunds, Offers & Record Keeping	G.5.1 How does the Institution handle deposits, fee payments, and refunds, and what is the refund policy?		✓	✓
	G.5.2 What is the review process for the refund policy?			✓



	G.5.3 What are students' comments on the application and offer process?			✓
	G.5.4 Who is responsible for creating and maintaining student files?			✓
	G.5.5 How are student files secured, and are students aware of the system for updating personal details?			✓
	G.5.6 Who is responsible for investigating a no-show and reporting to immigration authorities?			✓
	G.5.7 How is student attendance/ participation recorded and monitored?			✓
	G.5.8 Who is responsible for handling student absences/ non-participation, and are warnings issued before de-registration?			✓
	G.5.9 Who is responsible for monitoring academic progress?			✓
	G.5.10 How is academic progress monitored, and how are students informed of their progress?			✓



	G.5.11 Who is responsible for handling voluntary withdrawals and deferrals?			✓
	G.5.12 Are students requiring a visa informed accordingly?			✓
G.6 Staffing	G.6.1 Who is responsible for staff appointment procedures and verification of qualifications?			✓
	G.6.2 What methods are used to verify staff qualifications, and do all staff members have contracts?		✓	✓
	G.6.3 Who is responsible for creating and maintaining staff files?			✓
	G.6.4 How are staff files secured, and are staff aware of the system for updating personal details?			✓

We understand that document requirements can vary across regions and countries. If you're unable to provide a specific document listed below, or if it's known by a different name, please reach out to your IEAC Liaison for assistance. We're here to help!

Here's a list of commonly requested documents.

If a document is a subsection of a larger one (e.g., the Staff Induction Policy within the Staff Handbook), there's no need to duplicate it—just reference its location in your submission:

Example

- ✓ Staff Induction Policy (part of the Staff Handbook)
- ✓ [Insert next document]

If you have any questions or need clarification on document requirements, don't hesitate to contact us!