

CANADIAN EDUCATION AND TRAINING ACCREDITATION COMMISSION



Quality Standards for Private Training Institutions

Canadian Education and Training Accreditation Commission
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The CETAC Standards

In early 1980's, the Canadian Education and Training Accreditation Commission published its first set of quality standards for private career colleges that would become a benchmark of quality assurance for the next twenty-five years. These standards were comprehensive and provided a framework that helped institutions improve the quality of private vocational education in Canada. In more recent years, there has been considerable discussion among various stakeholders concerning quality assurance and continuing quality improvement in private education especially. As part of that discussion, the National Association of Career Colleges (NACC) initiated a study in 2007 to examine the role CETAC might play as an accreditation body in the emerging quality-orientated private education culture. As a result of this study, a decision was made to modernize CETAC through a complete review and revision of governance, processes and standards.

The standards on the following pages are the product of more than a year of consultation with stakeholders including federal and provincial/territorial governments, private career colleges, other post-secondary education groups and industry. Throughout the document emphasis is placed on both the attainment of a quality standard (quality assurance) and regular self-evaluation to improve the quality of education and services provided (continuing quality improvement). It is expected that these standards will continue to evolve and grow as a result of CETAC's own process of continuing quality improvement.

CETAC Standards are comprised of nine elements, each containing a statement on quality (Element Statement). The intent of each Element Statement is then expressed in various Component statements that establish minimum criteria for various aspects of the element. For each Component, a number of evidences have been included to help colleges, accreditation review teams, and the Commission evaluate the extent to which an institution meets the standard expressed in the Component.

Like the originals, these standards are comprehensive and reflect current thinking with regards to the measurement of quality among Canada's private career colleges. We are confident that the consistent application of the standards will enable institutions to achieve excellence in all that they do. Accordingly, students and all other stakeholders, can be confident that a CETAC accredited institution meets or exceeds high standards of quality in Canadian post-secondary education.

Element One

Mission and Guiding Documents

Element Statement

The institution's guiding documents clearly articulate its long-term purposes and demonstrate its commitment to student learning and skills development.

Component 1a

The guiding documents contain a description of the institution, including its distinguishing characteristics, the students and other stakeholders it seeks to serve and how it contributes to broader community well-being.

Evidence

An institution's guiding documents include:

1. A brief history of the enterprise.
2. Statements of vision, mission, values, goals, and organizational priorities.
3. A clear commitment to teaching excellence and student success. Student success may be defined as achievement of learning outcomes, program completion, employment in the field of study and repayment of student financing.

Component 1b

The guiding documents reflect the context in which the institution operates including the diversity of student learning needs, community and Canadian society.

Evidence

1. An institution's guiding documents:
 - a Recognize each person as having equal value and equal rights.
 - b Define and describe the community or communities and client group(s) the institution seeks to serve.
2. Where an institution has required codes of belief and/or lifestyle, these flow from the guiding documents.

Component 1c

A clear understanding and support of the institution's mission permeates the organization.

Evidence

1. Students and staff understand and support the institution's mission.
2. The institution's strategic decisions are consistent with its guiding documents.
3. The institution has up-to-date short and long term strategic plans that are mission-driven. The strategic plans and the processes directing their

development and implementation are reviewed annually and updated as required.

4. Budget priorities are driven by an understanding and commitment to the guiding documents.
5. The institution's policies and procedures are consistent with the guiding documents and are reviewed annually and revised as required.
6. The institution's organizational structure (e.g. reporting relationships, composition of instructional and non-instructional staff) enables it to fulfill its mission and achieve its vision.

Student Learning and Job Readiness

Element Two

Element Statement

In fulfilling its mission, the institution is committed to excellence in student learning, skills development and job readiness.

Component 2a

The institution's training programs respond to the training needs which have been identified through broad based stakeholder consultations.

Evidence

The institution:

1. Complies with all applicable provincial, territorial, and occupational/ industrial standards relevant to the program being offered.
2. Uses reliable, reputable and relevant sources of information to identify labour market supply and demand for occupational/industrial sectors or geographic areas. Reliable and reputable public and private sources include, but are not limited to, Statistics Canada, government departments responsible for labour market issues, government departments responsible for post-secondary education and training. The Conference Board of Canada, labour organizations, business and industry organizations, and Sector Councils.
3. Identifies clearly defined bona fide occupational requirements to entry and practice in each occupation for which it offers training.
4. Consults with relevant stakeholders including employers, labour, Government, professional and industry organizations, as well as the community, to identify training needs.

Component 2b

The institution follows a consistent process in developing and evaluating its programs and curricula. Curricula form and format, teaching methodology and materials, etc. are appropriate for the means by which training is delivered.

Evidence

1. Once a training need has been established in accordance with Component 2a, the institution uses stakeholder input to establish a list of tasks needed for the occupation or service.
2. From the task list, the institution uses stakeholder input to develop a list of skills needed to perform each task.
3. From the skills list, the institution develops the learning outcomes required to achieve competency in the skills required. The institution develops curriculum to achieve the learning outcomes.
4. Instructors and facilitators develop lesson plans to deliver curriculum and enable students to achieve stated learning outcomes.
5. Where curriculum is purchased from an outside source, the institution provides evidence that the developer has carried out a process that is consistent with evidence pieces 1-4, ensuring that desired learning outcomes are linked to skills and to the curriculum. All other evidence requirements then are met by the purchasing institution.
6. Every program is evaluated according to the process identified in this component at least once in every four-year period. The evaluation includes:
 - a. assessment of students/graduates,
 - b. where appropriate, the evaluation of key performance indicators and repayment rate on student loans,
 - c. assessment of the continuing relevance of the program to the requirements of the occupation/industry,
 - d. assessment of the continuing relevance of the program structure, method of delivery and curriculum,
 - e. assessment of the continuing adequacy of the methods used for evaluating student progress and achievement,
 - f. appropriate documentation of the process is maintained.
7. Internal and external program review recommendations and improvements arising from accreditation audits are effectively managed.
8. Stakeholders, including students and employers, have adequate opportunity to provide feedback on programs and to be involved in their development and review.

Component 2c

The institution provides job readiness training and information on career strategies prior to or upon student graduation from each program.

Evidence

1. The institution provides to every student, prior to or upon program completion, training on how to conduct a job search, prepare a resume, participate in an interview and follow-up with potential employers.
2. Student and graduate surveys conducted by CETAC confirm students' and graduates' perception of job readiness and graduate rate of employment related to their program of study.

Component 2d

The institution has developed procedures to evaluate student performance.

Evidence

1. Written or electronic tests and exams, assignments, and other evaluations measure each learning outcome to be achieved.
2. Mastery of learning outcomes is assessed in a consistent, fair and transparent manner.
3. The grading system is easily understandable and meaningful to students, other post-secondary institutions and employers.
4. Before enrollment, students are informed of the grades required to successfully complete their program of study.
5. Grades and marks are provided to students for each test, examination, assignment and evaluation within five (5) working days of completion.
6. Promotion and graduation requirements are consistent with the learning outcomes of the program and with relevant provincial, territorial or federal government requirements.

Component 2e

The institution recognizes that an internship or practicum is a standard part of curriculum in many applied fields of study.

Evidence

1. A member of the institution's staff is designated as the supervisor of the internship or practicum program.
2. Placements orient students to the skills and behaviours needed to succeed in the workplace.
3. Placement sites comply with all relevant government safety requirements.
4. The work experience students receive during placements is consistent with program learning outcomes.
6. Responsibilities and obligations of the institution and the placement provider are outlined in a written agreement which is signed by both parties.
7. With the help of the institution's internship supervisor and academic advisors, as appropriate, students develop their specific learning goals for the internship prior to its commencement.
8. Placement sites provide students with task descriptions and assignments that enable them to meet their learning objectives.
9. Students provide the institution's internship supervisor with written reports on their internship or practicum experience.
10. Information on both student and on-site work supervisor performance is gathered to measure the effectiveness of the placement for learning.
11. An internship and practicum manual delineates the responsibilities of placement supervisors, students, and faculty advisors and outlines methods of evaluation.
12. The practicum is supervised by the institution's internship supervisor, with the assistance of faculty members in the student's study program.
13. The internship program is evaluated regularly to facilitate continuing improvement and effectiveness.

Component 2f

Where programs or courses are regulated in some manner by external organizations or agencies, the credential titling and program description and outcomes meets or exceeds their requirements.

Evidence

The institution:

1. Maintains a file of all programs regulated by external organizations or agencies, including Government, where applicable. The file includes the results and date of the last review undertaken by the regulating organization or agency.
2. Ensures that it meets the requirements of external regulating organizations or agencies on an ongoing basis.
3. Has policies and procedures that direct these processes.

Component 2g

The institution creates effective learning environments.

Evidence

1. The institution provides an environment that supports all learners and respects the diversity they bring.
2. The institution's systems of continuing quality improvement include regular reviews of the extent to which its educational strategies, activities, processes, and technologies enhance student learning.
3. Teaching and other staff are in sufficient numbers to meet demand for current student enrollment.

Element Three **Student Policies and Services**

Element Statement

Student policies and services are based on ongoing assessments of student needs, support the advancement of student learning and skills development and are consistent with the institution's mission.

Component 3a

Admissions procedures are in place to support student success. They are well documented and implemented in a consistent manner.

Evidence

1. Relevant provincial, territorial and federal government requirements for registering students are met.
2. An admissions interview is conducted as part of the admissions process.

3. Admissions staff and sales representatives are knowledgeable about and can explain to potential students the bona fide occupational requirements for entry to and practice in the occupation for which they express interest.
4. Appropriate entry and selection criteria, including appropriate pre-entrance testing, are applied consistently to ensure that students are capable of successfully completing their program of choice. Up-to-date entry and selection criteria are well publicized on the institution's website and in recruiting and marketing materials.
5. All students, whose first language is not the language of instruction, provide proof of an acceptable competency in the language of instruction. Proof of language competency is documented in the student file.
6. For programs that require students to use technology, one of the following is practiced:
 - a. prospective students are tested (prior to enrollment) to ensure they have the level of computer literacy required, OR
 - b. prospective students provide evidence of adequate computer literacy required for the program, OR
 - c. students are enrolled first in basic computer training that will enable them to gain an appropriate level of computer literacy for the program they are enrolled in.
7. Prospective and continuing students receive effective information and guidance to assist with making informed decisions on their program of study.
8. Enrollment contracts and student tuition and fees conform to the relevant provincial/territorial and federal government requirements.
9. Tuition and fee payment requirements and refund policies are included in the student contract, and conform to relevant provincial, territorial and federal government requirements.
10. The institution ensures that students are aware of contractual obligations and policies related to attending the institution. The institution ensures that students receive a copy of the signed student contract.
11. Where applicable, the institution has effective, fair and reasonable policies and procedures regarding Prior Learning Assessment and Recognition (PLAR) that are consistently applied. Such policies will direct assessment of prior learning and experience with respect to learning outcomes for any course being considered for PLAR recognition.
12. Where applicable, policies and procedures are developed governing the transfer of credits to and from other educational institutions.
13. The institution provides information, prior to admission, to assist students in making decisions regarding the funding of their education. The possibility of funding assistance is not promoted as a basis for student enrollment. Students applying for financing are informed that funding assistance is not guaranteed.

Component 3b

The institution provides support services to students including financial and career counseling in addition to advisory services relating to non-academic issues that have the potential to negatively impact the student's ability to complete the program.

Evidence

1. Through in-house or contracted staff, the institution makes advisory services available to students on an ongoing basis. Information on how these services can be accessed is provided to students (e.g. in the student handbook and/or the institution's website).
2. Procedures direct how advising services are provided to students regarding non-academic aspects of their program. Individuals providing advisory services have any required licensing or credentials or appropriate learning and work experience in the area of counseling.
3. Procedures direct the referral of students with non-academic issues to professional counselors, as appropriate, in the event that institutional staff are not qualified to provide advice on the issue raised. Individuals providing advisory services must have any required licensing or credentials or appropriate learning and work experience in the area of counseling.
4. Referral to advisory services or provision of advisory services internally is provided in a timely manner in order to ensure that a student's progress toward successfully completing their program of study is not hindered.
5. The institution accommodates students with disabilities as required under the relevant Human Rights legislation.

Component 3c

The institution provides advisory services to students who require academic assistance. Where there is unsatisfactory academic progress, a policy and process is in place to assist the student in attaining an agreed upon level of progress. If agreed upon steps toward improvement are not followed and/or if goals are not met, this process may lead to termination of the student's enrollment. Policy for student reinstatement is clearly defined.

Evidence

1. Access to academic advisory services is well publicized, including placement in the student handbook and/or on the institution's website.
2. Academic advisory services focus on student learning, including the mastery of skills required for job readiness.
3. Records of academic advisory meetings are maintained in student files.
4. Policies to inform students of unsatisfactory academic progress and possible consequences are consistently followed and documented in student files.
5. Every reasonable attempt is made to provide students with opportunities to succeed in their chosen program of study. Students are given adequate time to make the necessary improvements.
6. In the event that enrollment is terminated, the student's file provides evidence that the student was made aware of the institution's reinstatement policy.

Component 3d

In order to maximize student loan repayment, an institution participating in a government sponsored student loan program has a student loan repayment management plan that is consistently followed.

Evidence

1. The institution's policies and procedures directing the student loan repayment plan meet, or exceed, minimum requirements of government student loan designation policies..
2. The institution advises students of their loan repayment obligation prior to enrollment, during the program of study and within thirty (30) days prior to program completion or graduation.
3. The student loan repayment management plan provides for further contact with former students five (5) months after they leave the institution, advising them of their obligations to establish a payment plan.

Component 3e

Survey results of students, former students (those who do not complete their program as well as those who graduate), faculty and administrative staff conducted annually by CETAC meet, or exceed, minimum thresholds established annually by the Commission.

Component 3f

A dispute resolution procedure is in place to resolve disputes between students and members of staff and/or the school administration. The procedure includes the use of an external mediator where necessary.

Evidence

1. Dispute resolution procedures conform with relevant provincial, territorial and federal government requirements.
 2. Dispute resolution procedures are published in the student handbook.
 3. Instructional and non-instructional staff are oriented to the dispute resolution procedures annually.
 4. Records of any disputes are maintained in the student's file. The record outlines the nature and date of the dispute and what actions were taken to resolve the issue.
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Element Four

Staffing

Element Statement

The institution's instructional and non-instructional staff members possess the appropriate combination of education, training and experience to enable the institution to deliver on its mission and commitments to student learning and skills development.

Component 4 a

The institution has a written job description for each staff position.

Evidence

1. There is a written job description for all staff positions; filled and vacant, instructional and non-instructional.
2. Job descriptions are comprehensive and include a description of the position and duties, education/training and experience requirements, reporting relationships, terms, duration and location of employment, hours per week, rate of pay and other remuneration details.
3. Job descriptions are reviewed at least every two (2) years to ensure they meet current requirements.

Component 4 b

Staff qualifications and experience reflect the duties of the position.

Evidence

1. Staff meet all requirements of relevant provincial, territorial or federal government regulations.
2. Instructional staff, including tutors, have formal training/education in the field of study in which they are teaching or tutoring.
3. Instructional staff, including tutors, have training in adult education or are enrolled in and actively participating in such a program.
4. Instructors who are required to use technology in the delivery and/or development of their programs have technological skills and a level of computer literacy that is appropriate for the means by which the program is delivered.
5. Instructional staff, including tutors, have at least one year of work experience in the field of study in which they are teaching or tutoring.
6. Non-instructional staff have formal training/education and/or experience in the field in which they are working.
7. Managerial and supervisory staff have training/education and experience in the field for which they are responsible.
8. Managerial and supervisory staff have training/education and/or experience in supervision or management.
9. Staff members meet all requirements of professional organizations relevant to the occupational or industrial sector in which they are teaching or tutoring.

Component 4 c

Staff recruitment processes are fair, open and effective.

Evidence

1. Staff recruitment and hiring processes meet all requirements of relevant provincial, territorial and federal government regulations.
1. Comprehensive job descriptions are used in the recruitment of new staff.
2. Applications to fill job vacancies are solicited through a broad range of channels including “word of mouth”, electronic job banks, advertisements

through professional organizations, employment centres, and internal job postings.

3. Applicants are required to provide proof of their credentials and qualifications before being interviewed. Credentials meet or exceed relevant provincial/territorial and federal government requirements.
4. Interviews are conducted with prospective employees who meet the minimum qualifications and other essential requirements, as determined by management.
5. References are checked for each candidate who successfully completes the interview process and is being considered for employment.
6. Documentation is maintained on the recruitment process for each position filled including the reasons for selecting the successful candidate.

Component 4d

New staff members are provided with an orientation to the institution and to their job responsibilities.

Evidence

1. Each new staff member is given a copy of the policies and procedures of the institution, and other relevant information related to the institution and to the duties of their position.
2. Meetings are held with new staff members on or prior to their first day of employment to discuss the policies and procedures specifically related to their position.
3. The institution ensures that new staff members are fully aware of the duties and responsibilities of their position.
4. The institution ensures that new staff members have access to the facilities, equipment, materials and supplies needed to carry out their duties.
5. There is ongoing communication between direct supervisors and their staff at all levels of the institution.

Component 4e

A complete and current personnel file is maintained for each employee.

Evidence

Each staff member's personnel file includes:

1. The employment start date, reference check documentation and proof of experience, education/training and professional qualifications, as appropriate. If required for the position, proof of a background security check is also included.
2. Evidence that the staff member meets all requirements of relevant provincial/territorial and federal government regulations.
3. Evidence that the staff member meets all requirements of professional organizations in their occupational or industrial sector, as appropriate.
4. The results of regular performance reviews and any follow up required.

5. A history of the employee's rate of pay since being hired. This may be included in each completed performance review document.
6. An annual record of the payroll deductions and remittances made on the staff member's behalf.
7. A record of absences due to vacation, illness or other reasons.
8. Information on any complaints received regarding the staff member and how they were resolved.

Component 4 f

Personnel policies are comprehensive, clear and fair.

Evidence

1. Personnel policies are provided to each staff member upon hiring.
2. Personnel policies meet all requirements of relevant provincial/territorial and federal government regulation as well as those of professional or sectoral organizations related to the institution's staff and/or training offerings.
3. Personnel policies describing working conditions, equipment, materials and supplies are provided to each staff member upon hiring and are made available to all staff members.
4. In the case of staff working remotely, policies and/or covenant agreements describe where the work is to take place, what equipment, materials, supplies and services are provided by the institution and by what means.
5. Personnel policies describe the institution's policy on vacation, sick leave and other leaves, performance reviews, pay scales, pay increases, the handling of complaints regarding staff, grievance procedures and benefits including but not limited to, pension, insurance, health care.

Component 4g

Professional development opportunities are provided to ensure staff members' skills are up to date.

Evidence

1. Each year instructional staff receive a minimum of eight (8) hours of upgrading in adult education theory and/or techniques. This training can be delivered by either a qualified internal or external instructor.
2. All staff (both instructional and non-instructional) are encouraged and supported in their own efforts to undertake formal training to enhance their skills related to their field and as an educator of adults. Such support can take the form of full or partial time off with pay to participate in a formal program and/or financial support toward the costs of books, equipment, tuition or expenses.

Component 4h

Performance reviews are conducted for each staff member annually.

Evidence

1. A performance review process directs evaluation of all staff members.
 2. The performance review process, and the performance review document clearly outline the elements to be examined during the review and how they relate to the duties of the position.
 3. The performance review document describes the level of performance that is regarded as not meeting expectations, meeting expectations or exceeding expectations.
 4. A copy of the performance review process and performance review document is provided to employees upon hiring.
 5. In the case of staff who are directly involved in student learning and skills development, at least a portion of any annual pay increase or bonus (financial or in-kind) is contingent upon meeting, or exceeding, performance expectations in the area of enhancing student learning and skills development.
 6. Each performance review is conducted by the employee's immediate supervisor.
 7. The employee completes a self assessment in the performance review document, using the established elements, and submits this to their immediate supervisor who makes comments, as appropriate.
 8. The immediate supervisor assesses whether the employee's performance does not meet expectations, meets expectations, or exceeds expectations.
 9. The immediate supervisor and the employee meet to discuss the review and to agree on any follow up actions needed to address identified areas for improvement.
 10. The immediate supervisor and the employee establish professional goals for the employee to attain in the coming year. This then becomes, in part, the basis for future evaluation.
 11. The review document, including the self assessment and the supervisor's comments, and any follow up actions is signed by the employee and the supervisor.
 12. Any needed follow up is carried out and documented as it occurs.
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Element Five

Administration and Leadership

Element Statement

The institution has an administrative system that facilitates the accomplishment of its mission, furthers institutional effectiveness, and supports student learning. Effective leadership is established at all levels of the institution.

Component 5a

The institution values integrity and upholds ethical conduct.

Evidence

1. All policies and procedures related to how the institution deals with students, staff, Government, other stakeholders and the general public meet

- or exceed any relevant provincial/territorial and federal government regulatory requirements.
2. The activities of the organization are consistent with its mission.
 3. The institution's ownership and administration ensure that it operates legally, responsibly and with fiscal integrity.
 4. The institution abides by all relevant municipal, provincial/territorial and federal laws and regulations.
 5. The institution's ownership and administration consistently implements clear and fair policies regarding the rights and responsibilities of both staff and students.
 6. The institution's ownership and administration deal fairly with its stakeholders including, but not limited to: CETAC and other external accrediting bodies, relevant Provincial or Territorial Regulator(s), and other relevant federal, provincial and/or territorial government departments and agencies.
 7. The institution's ownership and administration presents itself accurately and honestly in all its communications.
 8. The institution responds to all complaints and grievances received, both internally and externally, in a timely manner. All complaints and grievances received, along with the institution's response, are documented in a timely manner.
 9. The institution follows ethical procedures for collecting tuition and dealing with delinquent student accounts. Deceptive representation and/or threatening means are not used to collect, or attempt to collect, tuition or other outstanding charges from students.
 10. The institution makes all refunds to students or third-party funders promptly upon a student's withdrawal from training. Refunds are provided as required according to relevant provincial/territorial or federal government requirements.

Component 5b

The appropriate licenses, certificates and provincial/territorial and federal government registrations are current.

Evidence

1. The institution posts in a prominent place all municipal, provincial/territorial and federal licenses and certificates held.
2. The institution maintains a current list of all organizations that either approve or accredit the school. Further, the institution provides CETAC with copies of letters or certificates of all accreditations each year.
3. The institution notifies CETAC within thirty (30) days of an agency's decision regarding accreditation or program approval or denial.
4. The institution provides CETAC annually with evidence of compliance with any provincial or territorial government requirements regarding program registration or approval.
5. The institution notifies CETAC annually of any programs which are exempted from provincial or territorial government registration or approval, along with exemption criteria.

Component 5c

The institution has administrative systems in place that promote institutional effectiveness.

Evidence

1. Policies and procedures for each area of responsibility are documented in sufficient detail to enable a substitute employee to perform the task they are assigned.
2. The institution undertakes periodic system and program reviews to ensure they are consistent with the institution's guiding documents. The reviews themselves, along with any resulting systems or program changes, are carefully documented.
3. Managers and supervisors are empowered to perform leadership responsibilities in an efficient and timely manner.
4. Managerial and supervisory personnel are committed to the institution's guiding documents and effectively fulfill their designated responsibilities.

Component 5d

The institution maintains, for each student, an electronic and/or physical file in a secure place.

Evidence

1. Policy and practice regarding content, access and storage of student files meets or exceeds relevant provincial/territorial and federal government regulations.
2. Student files are confidential and are maintained in accordance with privacy regulations.
3. Student files are comprehensive and include: current student contact information, contact information for next of kin, admissions information (e.g. completed application, results of any admissions tests, transcripts), documents required by relevant provincial/territorial or federal government departments or financial support agencies, attendance records, grades and copies of any certificates, diplomas or degrees earned. The file also contains the student contract, which confirms that the student has been informed of all costs and his/her rights and responsibilities as a student at the institution.
4. Documentation of all correspondence with the student and any disciplinary actions are kept in the student file.
5. When additional information such as medical clearance or criminal background checks are required to enter a program, this information is kept in the student's file.
6. Student files are stored in a secure physical location or in a secure password protected electronic format.
7. Any medical information contained in a student's file can only be accessed in medical emergencies.
8. Students have access to their student file.
9. Each student's grade records and transcripts are maintained for forty (40) years or as required by provincial, territorial or federal government regulation. Grade records and transcripts include: subjects taken, credit

and/or grades received, dates of attendance and certificates, diplomas, or degrees earned. If the files are stored in hard copy, they are either kept in a fireproof safe or in duplicate at an off site location. If the files are stored electronically they are kept on two (2) separate secure hard drives in different locations.

10. The institution has a policy to transfer current and past student records to the new owner in the event of sale of the institution.
11. Students are encouraged to keep the institution informed of their updated contact information following completion of their program of study.

Element Six

Facilities and Technical Resources

Element Statement

The institution's facilities (e.g. buildings, classrooms, instructional facilities, furniture, computers and other equipment) align with the guiding documents and support learning outcomes for each course of study.

Component 6a

The institution provides facilities that contribute to an effective learning environment and the achievement of its mission.

Evidence

1. The institution complies with relevant legislative and regulatory requirements regarding fire, health and safety, for an organization of its size and type. Current licenses and inspection certificates are displayed in prominent places.
2. The institution complies with relevant legislative and regulatory requirements regarding access for persons with disabilities.
3. Fire notices and evacuation procedures are posted. Staff and students are aware of emergency fire exits and evacuation plans. Fire drills are held and documented every three (3) months or more frequently where required by municipal and provincial or territorial regulation.
4. The institution's evacuation plan includes procedures to assist persons who require help in the event of an emergency.
5. The institution allocates adequate resources, including physical facilities and specialized equipment needed to achieve the learning outcomes of programs and courses.
6. The institution maintains clean, climate controlled and appropriately ventilated facilities that are in good repair.

Component 6b

The institution's equipment and software used for instruction and administration are well maintained and sufficient for current demands.

Evidence

1. The institution's technical infrastructure provides privacy, security of information and ease of user access.
2. Equipment such as computers, copiers, printers and fax machines are current, well maintained and dependable.
3. Instructional and practice equipment and software are up-to-date and consistent with that being used in workplaces in the field of practice.
4. All software installed on computers is licensed and/or registered with the software provider.
5. Sufficient equipment and/or learning stations are provided to allow each student adequate scheduled time for practice.
6. In programs of study where students are expected to develop skills using computers, there is a one-to-one student to computer ratio in the classroom.
7. Where student assignments require use of a computer and specialized software outside the classroom, the institution may provide students with the latest version of software. The cost of doing so is included in program fees. Alternatively, students may purchase the latest version of the software, but are not compelled to purchase the product from the institution. In this scenario, the cost for such software is identified as an optional fee in any documentation on program fees.

Component 6c

Specialized equipment required for students to practice skills is consistent with that currently used in the workplace.

Evidence

1. The institution regularly evaluates its specialized equipment to ensure that students receive training on equipment they are likely to encounter in the workplace.
2. The institution provides for equipment upgrades in its budget forecasts.

Element Seven **Financial Capacity**

Element Statement The institution's financial resources and reporting systems enable it to fulfill its mission.

Component 7a

The institution uses a secure, computerized financial accounting system which ensures robust financial controls and monitoring.

Evidence

1. Financial statements are prepared annually by an external accountant holding a valid recognized professional accounting designation. The financial statements will be one of the following engagements: Notice to Readers, Review Engagement or Audited, as prescribed by applicable provincial/territorial or federal government regulations.

2. In the case that an institution remits funds to a student training completion fund or other insurance vehicle, the institution has confirmation at the Review Engagement level that the remittances are accurate for the level of tuitions collected in advance for the services being provided.
3. When the institution is a subsidiary or branch of a parent organization, the annual prepared financial statements of the parent organization are provided to CETAC..
4. Revenue is recorded by type, source, client and student. This enables reporting on the percentage and amount of revenue received from individual students, student financial aid agencies, contract training, book, supply and equipment sales and other sources.
5. Expenses are recorded so that reports can be produced showing the amount and percentage of expenses that are for direct instructional purposes, general administration and other purposes.
6. A system of checks and balances provides oversight and separates the functions of receipt, recording, acknowledging and depositing of revenue.
7. A system of checks and balances provides oversight and separates the functions of receipt and recording of invoices, along with approval and payment of expenses.
8. Notwithstanding other elements of this policy, the computerized accounting system is backed up on site daily with weekly back-ups stored both on-site and off-site.

Component 7 b

The institution's acquisition policy ensures that adequate spending oversight and controls are in place.

Evidence

1. Acquisition functions, such as purchase decision making, receipt of goods/ services and acknowledgment of purchase and payment, are separated to ensure appropriate oversight and control. While the extent of separation between functions will vary depending on financial thresholds, under no circumstances does one person have responsibility for carrying out all functions.

Component 7c

The institution has record of sufficient assets to assure financial and educational viability.

Evidence

1. Assets of the institution include, but are not limited to, land, buildings, vehicles, equipment, furnishings, materials, supplies, investments and other financial assets.
2. Inventories of all assets of the institution are maintained on an ongoing basis, in electronic or hard copy form, and include the location of the asset, the purchase price, date of acquisition, value at last fiscal year, estimated replacement date, and any current warranty coverage.
3. The institution maintains electronic or hard copy records of any money owing with respect to its assets, including information on the amount

owing, the payment terms and frequency, the service and carrying charges, and the date the liability is to be retired.

4. In the case of investments and financial assets, information is maintained on an ongoing basis, in computerized and hard copy form and includes, as appropriate, the date of acquisition of the asset, the institution where the asset was acquired, the original value of the asset and the value as of the most recent report from the issuing institution.

Component 7d

To ensure that an institution can deliver on its commitments to student learning and skills development, it may lease properties, facilities, equipment and vehicles, on an as needed basis.

Evidence

1. The institution maintains records of any leases it holds, including signed copies of the lease describing all terms and conditions, fee payment schedule, effective and end dates, and any escape clauses.

Component 7e

The institution maintains its accounts with a recognized Canadian financial institution.

Evidence

1. The institution maintains information on the financial institution it has accounts with, including its name, location and key account contacts.
2. The institution maintains a listing of all the accounts it holds in financial institutions, the type of account and ongoing records of balances.
3. The institution conducts monthly reconciliation of all accounts with financial institutions.

Component 7f

The institution has adequate insurance coverage to ensure protection against loss and claims.

Evidence

1. The institution carries adequate insurance to cover losses related to property, equipment, furnishings, business interruption, liability and other elements appropriate to its location and/or its industrial/occupational sectors.
2. The institution deals with a duly licensed insurance company for the purchase of its policies.
3. The institution maintains, on an ongoing basis, copies of all insurance policies, and evidence that insurance coverage is current and valid.
4. The institution maintains, on an ongoing basis, electronic and/or hard copy records of all claims filed against its insurance policies, including the current status of the claim.

5. The institution carries adequate insurance to cover claims related to accidents and personal injuries that are suffered while attending the institution. This includes accidents that may occur off-campus, for instance at site placements, if attendance at such places is required as part of a vocational program.

Component 7g

The institution meets all the financial requirements of relevant provincial/territorial, and federal governments, as well as those of relevant sector, professional or occupational organizations.

Evidence

1. The institution maintains ongoing evidence from regulating bodies, both government and non-government, that it is in compliance with all financial requirements.
2. The institution meets requirements of applicable provincial or territorial training completion/insurance funds.
3. The institution is in compliance with all municipal, provincial/territorial and federal taxation requirements, including all tax and payroll remittances.
4. If the institution asserts exemption from any such regulation, either by government or non-governmental organization, it possesses and provides to CETAC signed confirmation to this effect from the organization in question.
5. The institution maintains reasonable liquidity so that issuance of refunds to students or third-party funders can be made immediately upon becoming payable and within timeframes mandated by provincial/territorial and federal government regulations and the terms and conditions of funding programs
6. Unless training completion is provided through a provincial or territorial government agency, such as by means of student completions fund, the institution has a written policy in place regarding the manner and process by which students will be trained out in the event of an institution sale, planned or sudden closure.

Element Eight

Marketing

Element Statement

The institution's marketing efforts support its mission, as outlined in the guiding documents. Any marketing initiatives fairly and accurately depict the institution and its program offerings.

Component 8a

The institution provides accurate information in all its communications with prospective students, including in its advertising and promotional materials.

Evidence

1. The institution is in compliance with all applicable provincial/territorial and federal government regulations governing the marketing of private career colleges.

2. Advertising and promotional literature clearly indicates that training or education, and not employment, is being offered. The use of any potentially misleading terms such as “free”, "guarantee" and, "men and women wanted for..." are not used. Advertising for institution's programs and services are not to be placed in the employment sections of newspapers or other media.
3. Advertising and promotional material makes no direct reference to government sponsored student loan availability, or other government sponsored financial support.
4. Copies of advertising materials, including translations of advertising in a language other than English or French and scripts of TV and radio advertising are provided to CETAC and confirm that marketing is accurate and in compliance with this element.
5. Any student or former student testimonials include at least the student's or former student's first name, last initial, year of graduation and program completed. Faculty or staff testimonials include first name, last initial of the faculty or staff member and program in which they teach (faculty). Further, any information provided regarding the program, the institution and potential occupations for which program graduates might qualify is accurate. Video or photographs relating to specific testimonials by students or graduates at affiliated or branch campuses show actual campus location. Student, former student, faculty, etc identification in videos is displayed long enough for the viewer to identify the student or graduate with a particular program. Signed releases by students, former students, faculty, etc who appear in or provide testimonials for promotional and program materials are kept on file at the institution.
6. When marketing internationally, there is no reference in the marketing materials that completion of a given program of study could lead to legal status to live and work in Canada or licensure in Canada, and no guarantee either explicit or implied that acceptance into the institution automatically or necessarily leads to a Canadian student class visa or other benefit under relevant provincial/territorial or federal government legislation.
7. When actor portrayals of students, former students, faculty, etc are used in video or other visual advertisements, this is clearly indicated in the video or other visual advertisement and is displayed long enough for the viewer to realize that actors are providing the testimonial. Further, the wording of any actor portrayed testimonials is the actual wording of testimonials of students, former students, faculty, etc. Signed releases by students, former students, faculty and others who are represented in the actor portrayals, along with signed testimonials, are kept on file at the institution.

Component 8b

The institution has policy and processes in place governing third party endorsements and accreditation in advertising and promotional materials.

Evidence:

1. Any endorsements, accreditation, approvals, and credit transfer arrangements are accurately represented and documented. In the case of accreditation, the accrediting body is identified.
2. When reference is made to [accredited](#) locations or approved programs, together with non-accredited locations and non-approved programs, advertisements or promotional materials make clear distinctions as to which locations are accredited and which programs are approved.

Component 8c

The institution conducts its sales and marketing efforts in an honest, ethical and transparent manner, enabling students to make informed decisions regarding the institution and its programs of study.

Evidence

1. The institution is in compliance with relevant provincial/territorial or federal requirements relating to marketing and to registering of sales personnel.
2. Course or program marketing material stipulates whether that course or program of study is intended for self-interest, career entry or career development.
3. In the case of courses or programs intended for career entry or career development, marketing materials advise students and potential students to inform themselves of any government or professional licensing requirements related to the occupation they are considering.
4. The institution's recruiting policy and procedures enable students to make informed decisions about the institution and its programs prior to enrollment.
5. Admissions staff and sales representatives are knowledgeable about bona fide occupational requirements for entry to and practice in the occupation and provide such information to prospective students and others seeking information.
6. Statistics are maintained on the number of enquiries, interviews and applications, as well as the number of students who actually start programs, ~~and the number who withdraw prior to completion.~~
7. Institutions provide records of proper training for, and supervision of, personnel who are involved in recruiting or meeting with prospective students.
8. Sales representatives and commissioned personnel have job titles that accurately describe their roles and do not use phrases such as 'registrars', 'counselors', or other terms which do not explicitly reflect the recruitment nature of their activities.
9. Information related to program fees, courses, books, materials and other educational costs are offered during initial inquiries and are provided again, at any time, upon request.

Element Nine

Element Statement

Building for the Future

The institution allocates resources in a manner that enables it to fulfill its mission and achieve its vision, improve the quality of education it provides to students, and to respond to future challenges and opportunities.

Component 9a

The effectiveness of the institution's preparation for the future reflects its understanding and consideration of societal, economic and educational trends.

Evidence

1. The institution's planning documents indicate a clear understanding of its current capacity to provide educational programs and services.
2. The organization's planning processes include effective "environmental scanning" to identify emerging issues and opportunities.
3. The organization's planning documents demonstrate a clear understanding and consideration of emerging trends such as changes in technology, demographic shifts, and the impact of globalization.
4. The institution has an operational plan that provides a reasonable expectation of continued profitability and/or financial viability.
5. The organizational environment is supportive of innovation and change.
6. A written policy clearly establishes authority for decision making and the development of organizational goals.

Component 9b

The institution ensures that its planning activities support the achievement of its mission, as outlined in the guiding documents.

Evidence

1. Planning processes center on the guiding documents which define the vision, values, goals, and strategic priorities for the organization.
2. Evidence of the institution's planning is evident in its day-to-day operations.
3. There is a clear link between planning and budgeting processes.
4. Planning documents demonstrate the organization's awareness of the relationships between education quality, student learning, and the complex global environment in which the organization and its students exist.
5. Planning processes involve staff and, where appropriate, external stakeholders.