

Standards of Practice for International Education Quality Assurance Audit (SPIEQAA)

STANDARDS	REQUIREMENTS	GUIDING INFORMATION	QUALITY ASSURANCE MECHANISMS	EXAMPLES OF TYPES OF EVIDENCE
<p>1. AVAILABILITY AND ACCESSIBILITY OF MARKETING, PROMOTION AND ADMISSION INFORMATION FOR INTERNATIONAL STUDENTS</p> <p>Effective quality assurance mechanisms ensure the availability and accessibility of marketing, promotion and admission information for international students.</p> <p>A comprehensive self-evaluation of each requirement should include:</p> <ul style="list-style-type: none"> • identification of strengths and areas requiring improvement. • identification of changes made in the spirit of continuous improvement. 	<p>A college-wide availability and accessibility of marketing, promotion and admission information for international students:</p>	<p>The guiding information describes the different dimensions of each requirement.</p>	<p>Mechanisms are policies, practices, guidelines, procedures followed to meet the intent of the requirement.</p>	<p>Evidence that could be used to demonstrate this requirement. Evidence might include but is not limited to these examples. These examples are not mandatory if the requirement is demonstrated.</p>
	<p>1.1 Undertake marketing of and communication about their academic programs and services that is accurate, consistent with Canadian and Ontario law and not misleading. This includes not guaranteeing any academic, immigration or employment outcome.</p>	<p>Ensures that appropriate marketing and communication about academic programs and services for international students exists.</p> <p>Components of the requirement may include:</p> <ul style="list-style-type: none"> • clearly defined and structured processes for the development of marketing and communication of academic programs and services for international students that is relevant, up-to-date, and realistic, to assist students with discovery and determination of meeting their goals and aspirations. • methods and processes to ensure the available information is accurate and responds quickly to global changes and consistent with Canadian and Ontario law, and not misleading, including not guaranteeing any academic, immigration or employment outcome. 	<ul style="list-style-type: none"> • <i>Mechanisms to monitor and review the accuracy and suitability of the information published on academic programs and services for international students</i> 	<ul style="list-style-type: none"> • Process and list of individuals that ensure/verify consistent delivery of accurate information suited to international students • Process for how information is gathered and who is reviewing and approving information before publishing • Inclusion of a registered Regulated International Student Immigration Advisor (RISIA) employed by the college to review marketing information and communications related to immigration • Review and internal audit processes including timelines of international marketing tools and mediums • International Recruitment, Marketing and Admissions Policies • Expectations set out for international education agents and other recruitment partners to respect branding, marketing guidelines
	<p>1.2 Make accessible to prospective students information to support them to make informed choices about programs suited to their background, goals and aspirations, including information about:</p> <p>1.2.1 The nature of college education and student responsibilities at Ontario colleges.</p> <p>1.2.2 Entry requirements, including language proficiency.</p> <p>1.2.3 Student life in Ontario including the types and cost of accommodation and the types of part-time work available while studying.</p> <p>1.2.4 The student profile at the campus at which the program is delivered.</p> <p>1.2.5 The services the college provides such as academic supports, health-care services and housing services as well as related services that may be available in the community.</p>	<p>Ensures that information was provided and accessible to prospective international students to support them to make informed choices.</p> <p>Components of the requirement may include:</p> <ul style="list-style-type: none"> • clearly defined and transparent mechanisms to communicate to international students about: <ul style="list-style-type: none"> • the nature of college education and student responsibilities at Ontario colleges, including academic expectations and student preparedness. • entry (or admission) requirements, including language proficiency. • historical student/program profile information (to be transparent about the experience). • student life in Ontario including the types and cost of accommodation and the types of part-time work available while studying. • the services the college provides such as academic supports, health-care services and housing services. • related services that may be available in the community. 	<ul style="list-style-type: none"> • <i>Mechanisms to ensure students are provided with information on:</i> <ul style="list-style-type: none"> • <i>academic expectations and student preparedness</i> • <i>entry (or admission) requirements</i> • <i>student life in Ontario (cost of accommodation and type of part-time work available while studying)</i> • <i>Demographic makeup at campus of interest</i> • <i>historical student/program profile information</i> • <i>services provided by the college</i> • <i>Mechanisms and document that show how the information was provided and made accessible to international students</i> 	<ul style="list-style-type: none"> • Documents and established locations where student access information, and examples of marketing and promotion e.g., <ul style="list-style-type: none"> • Website info • Services info • Program info • Pamphlets • Webinars, international view books in multiple languages, live chat, materials, app development, etc. • Social Media channels • Evidence that international students are provided with information on historical student/program profile information, college/program specific policies, procedures, practices, and/or guidelines

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	1.3. Recognizing the complexities of international admissions and visa approval processes, endeavor to provide alternative enrolment options when managing program capacity constraints.	Provides alternative enrolment options when managing program capacity constraints. Components of the requirement may include: <ul style="list-style-type: none"> • relevant information about the various programs' capacity and constraints. • up-to-date information about international admissions and visa approval processes. • internal tracking/historical statistics on student permits from country of origin. 	<ul style="list-style-type: none"> • <i>Mechanisms to manage the admission processes for international students including alternative starting term or program options</i> • <i>Mechanisms to monitor and track current immigration rules and regulations</i> 	<ul style="list-style-type: none"> • Policies/processes/procedures/practices that: <ul style="list-style-type: none"> • define/describe admission processes for international students • define/describe alternative application options, should an international student not be eligible for the program to which they applied • Processes and lists of individuals familiar with Citizenship and Immigration Canada, Immigration and Refugee Protection Act/Regulations, Student Permits, and policies and procedures pertaining to International students

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<p>2. MONITORING OF PROFESSIONAL AND ETHICAL RELATIONSHIPS WITH INTERNATIONAL EDUCATION AGENTS AND OTHER PARTNERS IN THE MARKETING AND ADMISSION PROCESS</p> <p>Effective quality assurance mechanisms ensure the monitoring of professional and ethical relationships with international education agents and other partners in the marketing and admission process.</p> <p>A comprehensive self- evaluation of each requirement should include:</p> <ul style="list-style-type: none"> • identification of strengths and areas requiring improvement. • identification of changes made in the spirit of continuous improvement. 	<p>A college-wide monitoring of professional and ethical relationships with international education agents and other partners:</p>	<p>The guiding information describes the different dimensions of each requirement.</p>	<p>Mechanisms are policies, practices, guidelines, procedures followed to meet the intent of the requirement.</p>	<p>Evidence that could be used to demonstrate this requirement. Evidence might include but is not limited to these examples. These examples are not mandatory if the requirement is demonstrated.</p>
	<p>2.1 Manage its relationships with international education agents and other partners in the marketing and admissions process to support honest business practices that are in the best interests of international students and uphold the reputation of Ontario's postsecondary sector.</p>	<p>Establishes and maintains relationships to support honest business practices that are in the best interest of international students and uphold the reputation of Ontario's postsecondary sector.</p> <p>Components of the requirement may include:</p> <ul style="list-style-type: none"> • methods for the selection and monitoring of education agents. • processes to regularly and systematically communicate agreement framework to education agents. 	<ul style="list-style-type: none"> • <i>Mechanisms to formalize a contract between college and the education agents</i> 	<ul style="list-style-type: none"> • College and education agent agreement and education agent recruitment documents • Processes to establish and review formalized contract that stipulates education agents' responsibilities and college responsibilities including recruitment selection, training, and review) • Assignment of supervisor(s) at college level for education agents' relations (recruitment, selection, training, and review)
	<p>2.2 Require its education agents and other recruitment partners to comply with the standards under marketing, promotion and admission outlined in section one and to be transparent with prospective students about the rationale for recommending alternate programs.</p>	<p>Ensures education agents and other recruitment partners comply with the standards under marketing, promotion and admission outlined in Standard 1 and to be transparent with prospective students about the rationale for recommending alternate programs.</p> <p>Components of the requirement may include:</p> <ul style="list-style-type: none"> • processes to ensure education agents follow college's guidelines on academic advising, recruiting practices and immigration knowledge to guide students regarding their academic options. 	<ul style="list-style-type: none"> • <i>Mechanisms to monitor and review the accuracy and suitability of the information used by education agents to recruit and advise students</i> • <i>Mechanisms to ensure education agents provide information that is accurate, and current, consistent with Canadian and Ontario law and not misleading</i> • <i>Mechanisms to ensure that education agents can reach out to the college to verify the accuracy and currency of information</i> • <i>Mechanisms to ensure that education agents refer students' questions to the college to access the most current information</i> 	<ul style="list-style-type: none"> • Process for determining that education agents have the appropriate knowledge and documentation to advise students regarding their academic options • Process for education agents to direct students to the college for questions
	<p>2.3 Require its international education agents to have completed an Ontario college sector endorsed agent training program.</p>	<p>Ensures education agents have completed an Ontario college sector endorsed agent training program.</p> <p>Components of the requirement may include:</p> <ul style="list-style-type: none"> • activities, documents and people to support education agents in the agent training program. • assessment methods to reliably determine that the education agent has acquired the knowledge, skills and attitude required for business practice in the best interest of the international student. 	<ul style="list-style-type: none"> • <i>Mechanism to review completion of the Ontario college sector endorsed agent training program</i> • <i>Mechanism for individual colleges to have their agent training programs endorsed by the sector</i> 	<ul style="list-style-type: none"> • Ontario college sector endorsed agent training program completion (e.g., by attestation from agency owner)
<p>2.4 Monitor the performance of its education agents and other recruitment partners, including terminating contracts with any education agent who has been involved in any serious, deliberate or ongoing conduct that is false, misleading, deceptive, or in breach of the law.</p>	<p>Has established mechanisms to monitor the performance of its education agents and other recruitment partners, including terminating contracts with any education agent who has been involved in some serious, deliberate, or ongoing conduct that is false, misleading, deceptive, or in breach of the Canadian and Ontario laws.</p> <p>Components of the requirement may include:</p> <ul style="list-style-type: none"> • clear, fair, and transparent mechanisms for education agents' performance review. • processes to modify or terminate contracts with any education agent who has been involved in any serious, deliberate or ongoing conduct that is false, misleading, deceptive, or in breach of the law. 	<ul style="list-style-type: none"> • <i>Mechanisms to evaluate the education agent experience</i> • <i>Mechanisms to identify and address gaps between college, education agent and student communication</i> • <i>Mechanisms to review or terminate contracts</i> • <i>Mechanisms to address complaints received from students in regard to education agents' conduct and misguidance and to take appropriate action</i> 	<ul style="list-style-type: none"> • Process to evaluate the education agents' performance and service • Policy, practice, or procedure to address complaints against an education agent • Evidence-based report on applicant/student feedback on education agent conduct • Information shared by college to confirm approved education agent (example: list on college website of approved agents and agent relationships) • Student surveys of educational agents services • Sector-wide information-sharing on agent malpractice 	

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3. AVAILABILITY AND PROVISION OF INTERNATIONAL STUDENT ORIENTATION AND TRANSITION PROGRAMS Effective quality assurance mechanisms ensure the availability and provision of International student orientation and transition programs. A comprehensive self-evaluation of each requirement should include: <ul style="list-style-type: none"> • identification of strengths and areas requiring improvement. • identification of changes made in the spirit of continuous improvement. 	A college-wide delivery of comprehensive orientation and transition programs for international students:	The guiding information describes the different dimensions of each requirement.	Mechanisms are policies, practices, guidelines, procedures followed to meet the intent of the requirement.	Evidence that could be used to demonstrate this requirement. Evidence might include but is not limited to these examples. These examples are not mandatory if the requirement is demonstrated.
	3.1 Provides orientation and welcoming initiatives, both prior to and following arrival in Ontario	Components of the requirement may include: <ul style="list-style-type: none"> • process for reliably demonstrating delivery of orientation and welcoming initiatives for international students to ensure that they <ul style="list-style-type: none"> • are effective (workable). • are consistently executed/delivered. • feedback designed to identify strengths and weaknesses of orientation and welcoming initiatives. 	<ul style="list-style-type: none"> • <i>Mechanisms to manage access to orientation and welcoming initiatives, both prior to and following arrival in Ontario</i> • <i>Mechanisms to verify the orientation and welcoming initiatives are working effectively and are delivered consistently</i> 	<ul style="list-style-type: none"> • Documentation on implementation of orientation and welcoming initiatives for international students (e.g., digital ambassadors, student life advisors, College Care package, International Orientation sessions, social events, Social Network events and Cultural Programming, International Ask-Us-Anything session, etc.) • Templates and mechanisms to guide the review of orientation and welcoming initiatives • Demonstrated efforts to communicate these initiatives to student
	3.2 Make available information, both before and after arrival, on the services, supports, and facilities that the college offers to all students, including those specifically designed for international students. This would include information related to: <ul style="list-style-type: none"> 3.2.1 Housing and residence options. 3.2.2. Health, safety and mental well-being 3.2.3 Education/academic progression. 3.2.4 Learning support services, including accessible education services. 3.2.5 Local community integration. 3.2.6 Part time employment opportunities and federal and provincial government information on employment applicable to international students. 3.2.7 Federal and provincial government information on immigration status of international students and citizenship pathways, including information related to the post-graduation work permit where applicable. 3.2.8 Daily life (e.g., weather, transportation services, housing, childcare, communications, personal finance, and banking). 	Ensures the availability of information, both before and after arrival, on the services, supports, and facilities that the college offers to all students, including those specifically designed for international students. Components of the requirement may include: <ul style="list-style-type: none"> • clearly defined and transparent mechanisms to communicate to international students about: <ul style="list-style-type: none"> 3.2.1 Housing and residence options. 3.2.2. Health, safety and mental well-being. 3.2.3 Education/academic progression (e.g., program handbooks, academic standing information). 3.2.4 Learning support services, including accessible education services. 3.2.5 Local community integration. 3.2.6 Part time employment opportunities and federal and provincial government information on employment applicable to international students. 3.2.7 Information related to the post-graduation work permit where applicable. 3.2.8 Daily life (e.g., weather, transportation services, housing, childcare, communications, personal finance and banking). 3.2.9 Travel and Arrival Guidance (e.g.: College standard guidance on early, as well as late international student arrivals, airport transfers and border crossings, etc.). 3.2.10 Refund guidance (e.g.: college policies on international student transfers, study permit refusals, tuition refunds, scholarship and bursaries available, etc.). 	<ul style="list-style-type: none"> • <i>Mechanisms to ensure students have access to information on the services, supports, and facilities that the college offers to all students, including those specifically designed for international students</i> • <i>Mechanisms to review information and align the information with the needs of international students</i> 	<ul style="list-style-type: none"> • Evidence that international students have access to information on the services, supports and facilities specifically designed for international students (e.g., signed arrival form, mandatory pre-arrival seminars) • Documents and established locations where students access information, e.g., website, social media channels, webinars (e.g., adjusting to studies in Canada; Canadian culture and etiquette; grocery shopping and eating well; succeed in the classroom; money matters; stay out of trouble), international view books in multiple languages, live chat, video format, materials, student engagement platform, etc. • Process and list of individuals responsible for ensuring all elements of services, supports and facilities are mapped, tailored, made available and reviewed

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	3.3 Make available information on relevant college policies (e.g., academic policies, information technology use, students' code of conduct, harassment and bullying, anti-racism, sexual harassment and misconduct).	Ensures the availability of information on relevant college policies. Components of the requirement may include: <ul style="list-style-type: none"> • clearly defined and transparent mechanisms to communicate to international students about: <ul style="list-style-type: none"> • academic policies. • information technology use. • students' code of conduct. • academic integrity. • harassment and bullying. • anti-racism. • sexual harassment and misconduct. • other relevant college policies. 	<ul style="list-style-type: none"> • <i>Mechanisms to ensure international students have access to relevant college policies</i> 	<ul style="list-style-type: none"> • Evidence that international students have access to information on relevant college policies • Documents and established locations where student access information on relevant college policies, including those policies that may be unique to international students

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<p>4. MONITORING OF ADDITIONAL AND TARGETED SUPPORTS AND SERVICES TO PROMOTE STUDENT WELL-BEING AND SAFETY</p> <p>Effective quality assurance mechanisms ensure the monitoring of additional and targeted supports and services to promote student well-being and safety.</p> <p>A comprehensive self- evaluation of each requirement should include:</p> <ul style="list-style-type: none"> • identification of strengths and areas requiring improvement. • identification of changes made in the spirit of continuous improvement. 	<p>A college-wide monitoring of additional and targeted supports and services to promote student well-being and safety:</p>	<p>The guiding information describes the different dimensions of each requirement.</p>	<p>Mechanisms are policies, practices, guidelines, procedures followed to meet the intent of the requirement.</p>	<p>Evidence that could be used to demonstrate this requirement. Evidence might include but is not limited to these examples. These examples are not mandatory if the requirement is demonstrated.</p>
	<p>Medical Insurance 4.1 Ensure that each international student who is enrolled for educational instruction has appropriate insurance covering medical care in Ontario.</p>	<p>Components of the requirement may include:</p> <ul style="list-style-type: none"> • activities, documents, and structures that reliably demonstrate that international students enrolled at college have insurance covering medical care in Ontario. • processes to regularly and systematically communicate about insurance for medical care tailored to international students; including expectations (on what is covered and what is not e.g., vaccinations) on obtaining insurance covering medical care. 	<ul style="list-style-type: none"> • <i>Mechanisms to ensure international students enrolled at college have insurance covering medical care in Ontario</i> • <i>Mechanisms to ensure that international students are provided with information about insurance for medical care; including expectations on obtaining insurance covering medical care</i> 	<ul style="list-style-type: none"> • Evidence that international students are enrolled for medical care insurance • Documents and established locations where students access information on insurance covering medical care • Policy/process/practice/documentation that communicates expectations to international students on insurance covering medical care
	<p>Student Safety 4.2 Take all reasonable steps to provide a safe environment on campus and advise international students on actions they can take to enhance their personal security and safety on and off campus, including how to seek assistance and report on an incident that significantly impacts their well-being.</p>	<p>Components of the requirement may include:</p> <ul style="list-style-type: none"> • processes to monitor the provision of a safe environment on campus. • activities, documents and structures that advise international students on actions to enhance student safety. • regularly and systematically communicate about security and safety on and off campus tailored to international students. 	<ul style="list-style-type: none"> • <i>Mechanisms to implement the provision of a safe environment on campus</i> • <i>Mechanisms to engage individuals or groups responsible within the college for student safety</i> • <i>Mechanisms to provide information on security and safety on and off campus tailored to international students</i> 	<ul style="list-style-type: none"> • Documents and established locations where students access information on security and safety on and off campus • Evidence that international students are informed on actions students can take to enhance their personal security and safety
	<p>Student Safety 4.3 Document critical on-campus safety incidents and remedial action taken by the college.</p>	<p>Components of the requirement may include:</p> <ul style="list-style-type: none"> • clear and transparent mechanisms to document on-campus safety incidents. • processes to structure and manage remedial action taken by the college in case of on-campus safety incidents. • processes to regularly and systematically communicate about documenting on-campus safety incidents tailored to international students. 	<ul style="list-style-type: none"> • <i>Mechanisms to ensure international students have access to information on steps to identify and document critical on-campus safety incidents</i> • <i>Mechanisms to take remedial action in case of student safety incidents</i> 	<ul style="list-style-type: none"> • Evidence of documented critical on-campus safety incidents and remedial action taken by the college (e.g., international office for emergencies or issues of concerns) • Policy/process/practice/documentation that communicates on documenting critical on-campus safety incidents and remedial action
	<p>Health and Mental Well-Being 4.4 Provide international students with the opportunity to engage in experiences on-campus, off-campus and/or in the virtual campus to improve their physical and mental health, well-being and safety.</p>	<p>Components of the requirement may include:</p> <ul style="list-style-type: none"> • processes the college uses to structure, manage and revise opportunities to engage international students in experiences to improve their health and safety. • processes to regularly and systematically communicate about opportunities to engage in physical and mental health, well-being and safety experiences tailored to international students. 	<ul style="list-style-type: none"> • <i>Mechanisms for engaging individuals or groups responsible within the college for health and safety (e.g., nurses, counsellors)</i> • <i>Mechanisms to engage students in experiences on-campus, off-campus and/or in the virtual campus to improve their physical and mental health, well-being, and safety</i> • <i>Mechanisms for communicating about these opportunities to international students</i> 	<ul style="list-style-type: none"> • Documents and established locations where students access information on opportunities to improve their health and mental well-being • Evidence that international students are engaged in opportunities and experiences on-campus, off-campus and/or in the virtual campus to improve their physical and mental health, well-being and safety. (e.g., Seminar on Meet your Coordinator, faculty and classmates)
<p>Health and Mental Well-Being 4.5 Provide information to international students about how to access medical and mental health services through the college or through community and public services, including culturally responsive services where they may be available.</p>	<p>Components of the requirement may include:</p> <ul style="list-style-type: none"> • processes the college uses to structure, manage and revise access to internal and external health services for international students. • processes to regularly and systematically communicate about access to internal and external health services tailored to international students. 	<ul style="list-style-type: none"> • <i>Mechanisms for providing information about medical and mental health services</i> • <i>Mechanisms to monitor and review the accuracy and culturally suitable information and services for international students on how to access medical and mental health</i> 	<ul style="list-style-type: none"> • Documents and established locations where students access information on how to access medical and mental health • Process for how information is provided and validated • Examples of types of public private partnerships 	

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	Education/Academic Progression 4.6 Offer academic supports.	Components of the requirement may include: <ul style="list-style-type: none"> processes the college uses to structure, manage and revise access to academic supports for international students. processes to regularly and systematically communicate about access to academic supports tailored to international students. 	<ul style="list-style-type: none"> <i>Mechanisms that ensure that international students can access academic supports services</i> <i>Mechanisms to monitor and review the accuracy and suitability of information for international students on academic support</i> 	<ul style="list-style-type: none"> Documents and established locations where students access information on academic supports Policy/process/practice/documentation that communicates accessibility for academic supports to international students Evidence that international students have access to information and academic supports
	Education/Academic Progression 4.7 Provide professional development opportunities to college staff to help them continuously improve, engage with and support international students.	Components of the requirement may include: <ul style="list-style-type: none"> identify and assess needs for professional development opportunities. review existing resources and address identified gaps. verify that professional development resources are adequate in terms of quantity, quality, and accessibility. 	<ul style="list-style-type: none"> <i>Mechanisms for developing, implementing, and reviewing professional development opportunities to ensure that employees are prepared to support international students</i> 	<ul style="list-style-type: none"> Documents indicating courses offered for professional development opportunities to college employees (e.g., course outlines) Agendas and registration for college-wide events for professional development aimed at engaging with and supporting international students
	Anti-racism, Equity, Diversity and Inclusion 4.8 Champion an on-campus environment that is safe and welcoming, and fosters greater equity, diversity and inclusion for students from minority groups including racialized and 2SLGBTQIA+ community members and students with disabilities.	Components of the requirement may include: <ul style="list-style-type: none"> processes, documents and people to support, structure and manage a safe and welcoming environment that fosters anti-racism, equity, diversity and inclusion. processes to communicate about anti-racism, equity, diversity, and inclusion tailored to international students. 	<ul style="list-style-type: none"> <i>Mechanisms to develop a framework for a safe and welcoming environment with processes and resources to support anti-racism, equity, diversity and inclusion</i> <i>Mechanisms to ensure international students are aware and engage in a safe and welcoming environment</i> 	<ul style="list-style-type: none"> Documentation of employee and student training in anti-racism, equity, diversity and inclusion (e.g., module on Intercultural Awareness; Teaching to International Students, and college employees to be aware of student needs, TRC Call for action 93 – History of the Aboriginal peoples of Canada) Process and list of individuals responsible for monitoring an on-campus environment that is safe and welcoming, and fosters greater anti-racism, equity, diversity, and inclusion (e.g., 2-day multicultural display) Documents and established locations where employees and students access information on fostering anti-racism, equity, diversity and inclusion

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<p>5. AVAILABILITY AND ACCESSIBILITY OF POST-GRADUATION SUPPORT SERVICES FOR INTERNATIONAL STUDENTS</p> <p>Effective quality assurance mechanisms ensure the availability and accessibility of college-wide post-graduation support services for international students.</p> <p>A comprehensive self-evaluation of each requirement should include:</p> <ul style="list-style-type: none"> • identification of strengths and areas requiring improvement. • identification of changes made in the spirit of continuous improvement. 	<p>A college-wide delivery of post-graduation support services for international students:</p>	<p>The guiding information describes the different dimensions of each requirement.</p>	<p>Mechanisms are policies, practices, guidelines, procedures followed to meet the intent of the requirement.</p>	<p>Evidence that could be used to demonstrate this requirement. Evidence might include but is not limited to these examples. These examples are not mandatory if the requirement is demonstrated.</p>
	<p>5.1 Provide graduating international students who choose to stay in Ontario with federal and provincial government information on the immigration status of international students and citizenship pathways, including information related to the post-graduation work permit where applicable.</p>	<p>Components of the requirement may include:</p> <ul style="list-style-type: none"> • clearly defined and transparent processes for a registered Regulated International Student Immigration Advisor (RISIA) as employee of the college to communicate to graduating international students about: <ul style="list-style-type: none"> • immigration status of international students. • referral to Regulated Canadian Immigration Consultant (RCIC) to learn about citizenship pathways. • post-graduation work permit. • methods and processes to ensure the available and accessible information is relevant, accurate, and up to date. 	<ul style="list-style-type: none"> • <i>Mechanisms that ensure that graduating international students are informed by RISIA about:</i> <ul style="list-style-type: none"> • <i>immigration status of international students</i> • <i>referral to RCIC for citizenship pathways</i> • <i>post-graduation work permit</i> • <i>Mechanisms to monitor and review the accuracy and suitability of information on immigration regulation options to remain and work in Ontario</i> 	<ul style="list-style-type: none"> • Documents, activities, and established locations with information on the latest immigration regulation for graduating international students • Process by which consistent delivery of accurate information on immigration regulation options to remain and work in Ontario is verified including owners and timelines • Evidence of process by which employees are RISIA trained and updated on immigration regulation options to remain and work in Ontario • Job descriptions of those who advise students
	<p>5.2 Provide recent graduates with employment services.</p>	<p>Components of the requirement may include:</p> <ul style="list-style-type: none"> • clearly defined and transparent processes to communicate to graduating international students about employment services offered by the college. • methods and processes to improve graduating international students' career preparedness for employment in Ontario. 	<ul style="list-style-type: none"> • <i>Mechanisms to show how the information on employment services is made accessible to graduating international students</i> • <i>Mechanisms to ensure that employment services are offered consistently as communicated</i> • <i>Mechanisms for reviewing employment services for graduating international students</i> 	<ul style="list-style-type: none"> • Process by which consistent delivery of accurate information about employment services is verified • Access to the information offered to the graduating students. e.g., references to workshops, training, handbooks, guides, websites and services, career services events, satisfaction surveys, etc. • Evidence that graduating international employment services are reviewed • Overview of specialized programming for graduating international students
<p>5.3 Link graduating students to alumni networks, programs and supports.</p>	<p>Components of the requirement may include:</p> <ul style="list-style-type: none"> • clearly defined and transparent processes to link graduating international students to alumni networks, programs and supports. 	<ul style="list-style-type: none"> • <i>Mechanisms to monitor engagement of graduating international students with alumni networks, programs, and support</i> 	<ul style="list-style-type: none"> • Documents and established locations where international students access information on alumni networks, programs and supports, e.g., <ul style="list-style-type: none"> • Website info • Program info • Support info • Social Media Channels • Webinars, live chat, materials, app development, et • College's external support network (e.g., local immigration lawyers, homestay providers, community agencies) • Evidence that graduating international students supports are reviewed (i.e., how, when, graduates are linking to alumni networks, programs, and support) • Evidence students are provided up to date and relevant options to remain and work in Ontario 	