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**Languages Canada Quality Assurance Scheme**

**Checklist**

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| ***Client:***  ***Address:*** |  |
| ***Contact:***  ***Tel. #:*** |  |
| ***Preliminary Review Date:*** |  |
| ***On-Site Review Date:*** |  |
| ***Public Sector***  ***Private Sector*** |  |
|  |  |
| ***Guidance on using the checklist.***  The standard requirements are listed on the first 2 columns namely “Section” and “Standard Requirements”.  The next column (PR -Pre-Assessment) refers to information to be reviewed when the school submits written documentation prior to the on-site review.  The “On-Site” section is provided to give auditors some suggestions/guidance about what to ask during the assessment.  The Yes / No columns are used to indicate whether or not the requirement has been met.  The Auditor Notes section is used to record how the requirement was verified.  Issues are defined as a “nonfulfillment of a requirement”. Issues can only be raised against the standard not being met or a process not being followed as described or documented. Issues raised will be documented in the “Issues” section of the checklist and carried forward into the report.  PS: Items in Blue are Public Sector Guidance Notes. | |

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| **Section** | **Standard Requirements** | **PR** | **On-Site** | **Yes** | **No** | **Auditor Notes** |
| **C. STUDENT ADMISSIONS** | | | | | |  |
| **C.1** | Accurate and current information on program offerings, services and costs is readily accessible in print based and web based formats. | x | Thorough review of web site and other documentation to ensure programs, services and costs detailed. |  |  |  |
| Requests for information from prospective students are processed promptly. |  | Should target 24 hours for processing requests, per LC Best Practices.  PS Guidance  Confirm there is a policy in place around response time. Target should be 24 hours (LC best practices), and an auto responder at peak times to indicate longer wait times. |  |  |  |
| Before registration, students receive a clear statement of the Member Program’s fee and refund policy as well as any other contract required by the program | x | PS: It is usually in the same package mentioned above. |  |  |  |
| Additional Specifications | C.1a. Program information is comprehensive covering all program options.  C.1b. Procedure in place for handling responses. Programs may refer to “Best Practice Guidelines for Handling Student Requests”, as set forth by Languages Canada.  C.1c. Statement of fees includes:   1. tuition, including applicable dates 2. description of what services tuition includes 3. enrolment and cancellation terms, including financial penalties 4. Details on additional charges, clearly stating whether mandatory or optional. | x  x | c.1.b.ask about procedure |  |  |  |
| **C.2 Records** | Student records are kept confidential in accordance with applicable federal and provincial legislation. Policies regarding confidentiality are clearly stated and followed. |  | Client should know the legislation re student records management; explain them and how they comply. |  |  |  |
| Additional Specifications | C.2a. Student records kept in a secure location. Access controlled.  C.2b. Policy for handling student records in writing.  C.2c. Process in place to keep records and contact information current. | x | Check location / must be visually confirmed etc.  Check process. |  |  |  |
| **C.3 Immigration and Insurance:** | The Member Program provides international students with general information on immigration requirements and refers students to government sources and contacts as required.  Please note CIC has changed this policy. |  | Member program refers students to government sources (CIC) and contacts as required.  PS: Only allowed if the program has an accredited immigration advisor on staff. |  |  |  |
| The Member Program operates in accordance with the policy and regulations with respect to international students as set forth by Citizenship and Immigration Canada. |  | Check that school is checking CIC website/bulletins for updates regarding visa/permit regulations.  PS: Is the institution is designated by their respective provincial authority?  If yes, then this satisfies the requirement.  There is no requirement to check CIC for updates on Visa/ study permit regulations since this information cannot be passed on to students. It is sufficient that staff know the websites for making student referrals. |  |  |  |
| The Language Program ensures that students are informed that they are responsible to have and maintain medical insurance. |  | Check policy re student coverage. |  |  |  |
| **C- IDENTIFIED ISSUES:** | | | | | |  |
| **D. STUDENT SERVICES** | | | | | |  |
| **D.1. Orientation** | D.1.a. General orientation to studying and living in Canada includes information on:  accommodation, weather, clothing, food, immigration regulations, dental and medical information, travel, local transit, etc. | x | If the program does not serve international students, this orientation to living and studying in Canada is not required. |  |  |  |
| Additional Specifications | D.1b. Academic Orientation includes:   1. Testing and placement procedures 2. Course structure and levels 3. Requirements for progression to a higher level 4. Course descriptions and objectives 5. Course assessment criteria 6. Requirements for certificates and/or diplomas 7. Course and program schedules 8. Policy and procedure on attendance and participation |  | Check points with Academic Director or Director. |  |  |  |
|  | D.1c. Orientation to institution and/or services included. |  | Check how orientation is done and what is included.  PS: What program-specific and Institution-wide resources are available for orientation?  Are institution-wide resources language level appropriate and/or made accessible to students? |  |  |  |
| **D.2. Support Services** | In addition to orientation services, the Member Program provides a range of support services to help students’ function within the programs at their educational institution and to adjust to living in Canada. |  | Ask what support is available to students at school.  PS: If students have access to broader institution-wide services, are they accessible to students in the language program?  If the program serves domestic students, there will be a different set of services required for this group. For example: cultural adjustment, housing, medical services may not be required. |  |  |  |
| Additional Specifications | D.2.1a. Clearly identified person or department available to students for advice and counselling. |  | Ask who is responsible for student services.  PS: Some services may be delivered within the institution but external to the program. This is fine as long as the individuals responsible are identified and communicated to students. |  |  |  |
|  | D.2.1b. In addition to in-house counselling, referral services available for:   1. financial advice 2. legal advice 3. tutoring 4. child care 5. medical services 6. housing |  | Check the services referred to at left.  PS: Not all of these services need to be delivered by the program. Students can be referred. |  |  |  |
|  | D.2.1c. Age, background, special circumstances and/or special needs taken into consideration. |  | Check policies for accommodating special needs, or diversity policy. |  |  |  |
|  | D.2.1d. Also, advice and assistance may be provided on:   1. Local facilities, services and amenities 2. General banking information 3. Personal safety and care of valuables 4. Who to contact with any problem or complaint 5. Medical and personal insurance 6. Local places of worship 7. Compliance with the law, e.g. in relation to the use of alcohol, tobacco and drugs 8. Academic counselling and further training 9. Generic immigration advice and contact information |  | Note: 1/2/5/6/7/8/9 covered in D.2.1b – just ask about 3 & 4.  Programs should not provide any advice, information or assistance regarding immigration unless they have an accredited immigration advisor on staff. |  |  |  |
| **D.2.2 Problem Resolution**: | A written statement that explains the procedures for problem resolution within the Member Program is available to students.  Per Section B Quality Assurance  B.1e) Should a resolution not be possible, the matter is referred to the Board of Directors of Languages Canada for resolution in accordance with the terms and conditions of the Dispute Resolution Policy for Languages Canada. This policy is to be displayed and/or made available to all students. | x | For Private Members the Dispute resolution policy must make reference to Languages Canada as a further appeal option should resolution not be possible within the school.  PS: For public members, there must be a defined dispute resolution policy in place, but it may be internal to the institution having no recourse to Languages Canada. |  |  |  |
| Additional Specifications | D.2.2a. Copies of the problem resolution policies readily accessible | x | For all members, public and private, ensure the dispute resolution policy and procedure must be clearly communicated to students. |  |  |  |
|  | D.2.2b. Procedure for responding to student feedback, suggestions and complaints |  | Ask about the procedure for responding to student complaints and suggestions. |  |  |  |
| **D.3 Activities:** | The Language Program presents opportunities for students to experience the diversity of Canadian culture within the target language by participating in local cultural, social and recreational events. |  | Check what activities are offered/arranged.  For programs catering to domestic students, the need for activities is much less critical than it is for international students. They may provide language practice, but there is no need for them to facilitate cultural adjustment. |  |  |  |
| Additional Specifications | D.3a Regular schedule of possible events communicated.  D.3b Any additional costs for activities clearly stated.  D.3c Activities sponsored by the program/institution carefully planned and supervised.  D.3d. Provision made for liability coverage for program activities. Supervision and liability terms for minors covered. |  | Check each of the questions to the left. |  |  |  |
| **D.4 Accommod-ation** | If the Member Program offers accommodation services, the Member Program will make available:  1. a listing of all housing options  2. clear information outlining features, terms, conditions and rules of the accommodation service  3. such information will be made available to those who may consume the services or who are involved in the provision of those services | x  x  x  x |  |  |  |  |
|  | When confirming accommodation services for students, the Member Program will provide in writing to the student prior to the start of the accommodation services:   1. detailed information about the type of accommodation 2. detailed description of services to be included and provided 3. location of the accommodation, with relevant transportation information 4. fees for the accommodation and payment terms and requirements 5. cancellation terms, including any penalties, and refund policies 6. policies regarding service complaints and dispute resolution 7. in the case of homestay, background information about the homestay household. | x |  |  |  |  |
| Additional Specifications | D4.a The Member Program will inspect all housing options offered to its students on a regular basis.  In the case of homestay accommodation, for all ages of students, the Member Program will, prior to placing a student in homestay accommodation:  1. Require homestays to complete and submit an application form  2. Conduct an on-site inspection of the homestay dwelling and interview the head of household  3. Require the head of household and all other persons usually resident in the homestay to complete and submit the “Homestay Resident Suitability Declaration”  As part of its on-going inspection of homestay accommodation, the Member Program will:  1. Make available to students placed in homestay adequate tools to provide feedback to the Member Program  2. Require homestays to provide an annual up-date form  3. Re-inspect homestays every three years |  | Check for policy re home visits.  Ask about each of the items to the left. |  |  |  |
|  | *D.4b In order to ensure greate*r security for students in homestay, Member Programs will require a Criminal Record Check (CRC) of each adult aged 18 or older usually resident in the homestay.  1. Member Programs will verify that applications for CRCs for each adult in a homestay are submitted to the appropriate authority in the specific region within 7 days after submission of the Homestay Resident Suitability Declaration and that the completed CRCs are submitted to the member program within a reasonable period of time. If a Member Program determines that one or more adults in a homestay have not complied with the requirement to submit the CRC, the Member Program will suspend use of that homestay.  2. Upon review of the annual update form received from homestays, Member Programs will require a CRC from any new adults usually resident in the homestay.  3. Member Programs will obtain updated CRCs for each adult in a homestay every five years.  4. Member Programs will provide both the students and homestay family with a procedure for immediate response to urgent concerns such as a 24-hour contact number or other suitable procedure. |  | 1.Check that each family member has signed a Homestay Resident Suitability Declaration. *(check random sample of homestay files)*  2. Check that the school has a process for ensuring that CRC are applied for within 7 days of submitting a HRSD to the school and then sent to the school.  3. If any adult member does not comply, what is done?  4. Ask how often homestays submit updated information; (do new adults in the home submit HRSDs to the school and follow the same procedure?)  5.Ensure CRC’s are not more than 5 years old. What is the procedure used to track when updates are due.  6.Check what the procedure is for ensuring that families and students can get in touch with the school if there is an emergency. |  |  |  |
| Junior Placements | D.4c Member Programs placing students under the legal age of majority in homestay will:  1. Provide evidence of having policies and practices in place to minimize risks for these students.  2. Provide resources to these students explaining what they must do if they ever feel uncomfortable about the intention of any resident in their homestay.  3. Agree to re-assign any student under the legal age of majority to another homestay within 24 hours if the student requests a change in the homestay due to feeling uncomfortable about the intentions of any resident in the homestay. | X  X  X |  |  |  |  |
| **D.5 Care of Junior Students:** | If the Language Program offers programs to participants who are 15 years of age or younger, it has a comprehensive set of policies and procedures to supervise them and to ensure their safety and well-being at all times during the program | X |  |  |  |  |
| Additional Specifications | D.5.a. Clearly identified person/department responsible for junior students |  | Check who is responsible for juniors. |  |  |  |
|  | D.5.b. Duties and responsibilities of above person(s) in writing | X |  |  |  |  |
|  | D.5.c. The Member Program employs item 1 or 2 as outlined below plus observes item 3:   1. Employees working with juniors have signed a declaration that they are fit to be working with such students. 2. Employees working with juniors have undergone a police security check. |  | Check employee files for declarations and CRCs.  Note it must be the LC “Declaration Regarding Suitability to Work with Minors” |  |  |  |
|  | 1. The following rules and management strategies:  * An employee cannot take junior students to a place/destination outside the usual venue of the program without prior approval of the program supervisor. * An employee cannot be alone in a private setting with a junior student without the knowledge and approval of the program supervisor. * Junior students are given clear instructions on how to seek help if they feel uncomfortable with any staff person working in the program. | X |  |  |  |  |
|  | D.5d. Supervision at the level of 1:15 minimum. |  | Review classroom attendance or approved excursion /activity sign out sheets to ensure there is at least 1 teacher to 15 students. |  |  |  |
|  | D.5e. Junior students issued with ID Card to be carried at all times. Contact information for responsible guardian(s) included. |  | Ask to see student ID card. |  |  |  |
|  | D.5f. Policy in place to deal with any perceived bullying or abuse. | X |  |  |  |  |
| **D. IDENTIFIED ISSUES:** | | | | | |  |
| **E: TEACHING STAFF**  1. ***English Programs****:*   * + *TESL Canada Level One Professional certification or the equivalent is required.*   + *Equivalent=*      - *A Master’s degree in applied linguistics OR Education (with specialization in TESL) if the degree includes a practicum component of a minimum of 20 hours indicated on the transcript OR an observed practicum where they are employed.*   *2.* ***French program,***   * + *Education degree OR*   + *Degree and experience in teaching French as a Second Language required.*   *3.* ***ESL junior programs****:*   * *Bachelor’s degree in Education, preferably with 2nd language teaching experience, OR* * *TESL Canada Level 1 (which requires an undergraduate degree), preferably with experience teaching juniors.* | | | | | |  |
| **E.1 Education and Training:** | Teachers have university degrees and specialist training and experience in English and/or French language teaching.  Teachers are fully trained in the approaches, methods and techniques used in second language teaching and learning. |  | Check TQS to ensure that all teachers have LC required training.  Use the “Summary of Teaching Qualifications – English Programs” document. |  |  |  |
| Additional Specifications | E.1a. For English Programs, a minimum of TESL Canada Level One Professional certification or the equivalent is required. |  | NOTE: For “Equivalent” see Languages Canada “Teachers Qualification – Standard & Specification” document. TESL PLAR should be followed if the TESL program is not approved. |  |  |  |
|  | E.1b. All teachers and the academic leader satisfy minimum education and training requirements of LC. Verified true copies of original degree / diplomas / certificates will be required for the on-site visit. |  | Check ALL teacher files that have not been verified by an LC auditor previously.  Note: “Template for Practicum Equivalence Letter” is available if Academic Leader chooses to sign-off on practicum component.  PS: Be conscious of the confidentiality of personnel files. Only request to look at relevant documents within the file.  Collective agreements and institutional policies may prohibit sharing personal information with third parties, and alternative methods of checking may need to be undertaken. If this situation is encountered identify it early (prior to the site visit) and bring it forward to the AAB. |  |  |  |
|  | E.1c. Core of regularly employed teachers. |  |  |  |  |  |
|  | E.1d. Process for orientation and monitoring new teachers in place to ensure consistency and standards in delivery of program. |  | Ask for the policies and procedures for orienting new teachers.  PS: For some programs, an HR department may determine part or all of the orientation procedures. |  |  |  |
| **E.2 Linguistic Competency** | Teachers are either native speakers of the language to be taught or are able to demonstrate native level competency. |  | Check language fluency in Teacher Focus Group. Be aware of different skills such as speaking, listening, accuracy and fluency. |  |  |  |
| **E.3 Cross Cultural Awareness** | Teachers demonstrate cross-cultural knowledge and sensitivity in their interactions with students. |  | Check for cross cultural knowledge and sensitivity in TFG.  Are specific training sessions available around cross-cultural communication and cross cultural issues? |  |  |  |
| **E.4 Performance Appraisals** | The Member Program conducts performance reviews for each teacher.  Students are offered the opportunity to evaluate each course in each session. |  | Check frequency of performance reviews.  Check if student surveys of teachers are done.  PS: Do all instructors fall under collective agreements and/or employee groups that require performance appraisals? If yes then 4 a,b,c,d do not need to be reviewed.  Does the institution have a policy requiring student evaluations for each course, and does this policy apply to courses delivered within the program? If yes, provide a copy. |  |  |  |
| Additional Specifications | E.4a. Teachers evaluated by students at end of each term of study. |  | Check frequency of student surveys. |  |  |  |
|  | E.4b. Process in place for evaluating new and/or casual teachers may include:   1. student evaluations 2. review of lesson plans 3. classroom observations 4. peer observations |  | How are new and /or casual teachers evaluated? |  |  |  |
|  | E.4c. Criteria for teacher evaluation is measurable and available in writing. | X |  |  |  |  |
|  | E.4d. Performance appraisals may be subject to terms and conditions of applicable collective agreements within institutions. |  | Check if school has a collective agreement with teachers. |  |  |  |
| **E.5 Professional Development**: | The Language Program provides a range of professional development options for teachers | X |  |  |  |  |
| Additional Specifications | E.5a. In-service training provided on on-going basis.  E.5b. Professional development activities may include:  1) in-house workshops  2) access to/review of current publications  3) conference attendance  4) conference presentations  5) participation in professional organizations | X  X | Ask for a list or a log of in-service training or PD funding provided by the program or institution. There should be some structured equitable and transparent provision for PD. among teaching staff as well as administrative staff. |  |  |  |
| **E. IDENTIFIED ISSUES:** | | | | | |  |
| **F: CURRICULUM** | | | | | |  |
| **F.1 Definition of Programs:** | Full time intensive language programs provide a succession of proficiency levels designed to achieve program completion.  Individual courses (levels) provide a minimum of 15 instructional hours per week (not including any additional laboratory hours) for a *period of at least 4 weeks.*  Specialized courses and programs provide varying delivery options sufficient to meet the stated course objectives. | X  X  X | PS: All curricula for any provision of language instruction should be available on request. The core programs must be looked at in detail. It may not be possible to look in detail at all specialised or custom program curricula so they should be sampled. |  |  |  |
| **F.2 Skills**: | An intensive program covers all language skills so that students have the opportunity to develop balanced communicative competency.  Other specialized courses and program offerings may focus on specific skills and objectives. The outcomes of these courses are clearly stated.q |  | Check that reading, writing, listening, speaking and grammar are covered. This may be accomplished within an integrated curriculum.  Check that options have clear objectives and expected outcomes. |  |  |  |
| **F.3 Curriculum**: | The Member Program has a written curriculum, which specifies goals and objectives. Curriculum reflects up to date research into second language acquisition and encourages innovation. | X |  |  |  |  |
| Additional Specifications | F.3a. Curriculum is in writing and includes:   1. detailed description of program options and course offerings 2. measurable performance objectives 3. criteria for completion of levels and program 4. methodology and content taking into consideration target audience and variety of learning styles 5. list of required texts and reference materials, including rationale 6. other learning resources available to teachers | X |  |  |  |  |
|  | F.3b. Curriculum reflects up-to-date research into second language acquisition and encourages innovation | X |  |  |  |  |
| **F.4 Curriculum Review:** | The Member Program has a process in place for curriculum review at least every five years, and for modification as required. |  | Confirm items such as:    1) How long is the cycle for a complete review?  2) Who is responsible for the review  3) How do you know changes have been implemented? |  |  |  |
| Additional Specifications | **F.4a.** Curriculum review and development considers:  1. student feedback  2. evaluation of courses  3. needs of current student population  4. student success rates  5. feedback from teachers and program administration  6. feedback from marketing/recruiting staff  7. student enrolment patterns  8. findings from professional development options of teachers  9. recent trends in second language acquisition |  | Check to see that CR include each of the elements noted here. |  |  |  |
| **F.5 Testing & Placement**: | Diagnostic and test placement procedures are employed to ensure that each student is placed in an effective teaching-learning environment. |  | Check how school determines the appropriate level for students. |  |  |  |
| **F.6 Levels:** | Several proficiency levels are available so that appropriate placement is possible. |  | How many levels are there?  PS: Note that some programs may only refer to courses and numbers rather than levels  E.g. FRN 100, FRN 200, ENG 150. Proficiency levels must still be appropriate.  Are these levels and/or courses well defined?  Is the articulation between courses / levels satisfactory? |  |  |  |
| **F.7 Academic Records & Reports** | The students’ progress is measured and recorded. Such records are kept current and accurate.  Students are provided with a final achievement report at the end of each term of study. |  | How does the school record student progress?  Check if the student gets a final report.  PS: If the program /institution has a published policy on student records ask to see it, and verify that institutional policies apply to the Program. |  |  |  |
| Additional Specifications | refer to specifications stated in C.2  C.2a Student records kept in a secure location. Access controlled.  C.2b Policy for handling student records in writing.  C.2c Process in place to keep records and contact information current. |  | Checked in C.2 |  |  |  |
| **F.8 Academic Resources**: | The Language Program ensures that a range of learning material and academic resources for all program offerings are current (up to date), readily available and in sufficient supply for the student enrolment. |  | Check the resources available to students and teachers, for all levels (administration and teaching staff). Are they up to date? Enough?  PS: If there is a Library do students/teachers/staff have access to it? Does the Library have materials for teachers and students?  A librarian could be consulted, or a simple search for materials could be done. |  |  |  |
| Additional Specifications | refer to specifications stated in F.3a |  |  |  |  |  |
| **F.9 Academic Excursions**: | The curriculum includes activities that provide opportunities for students to develop language skills beyond the classroom. |  | Review academic activities made available outside the classroom.  -Describe the provision of academic excursions.  -Review the policies in place for academic excursions (e.g. Sign-outs, approvals, pre and post discussions, etc.)  -Describe supplementary materials available for academic excursions. |  |  |  |
| Additional Specifications | refer to specifications stated in D.3 |  | Check to see if students are covered by insurance while on academic excursions.  Check if there is an extra cost for the students and are they informed in advance.  Check supervision ratios, especially for minors. |  |  |  |
| **F. IDENTIFIED ISSUES:** | | | | | |  |
| **G: MARKETING AND RECRUITING** | | | | | |  |
| **G.1 Recruiting**: | In all recruiting transactions, Member Programs are required to represent and maintain the standards of programs and services of Languages Canada Member Programs must not engage in conduct which is unethical or unprofessional and may be prejudicial to the reputation of Languages Canada or its members. |  | Ask if marketing the staff recruit officers are aware of the Languages Canada Code of Ethics.  PS: Recruiting may be done by units external to the program. |  |  |  |
| **G.2 Agents**: | Member Programs are required to adhere to the “Best Practice Guidelines for Dealing with Agents” as set forth by Languages Canada |  | Review how:  a. Agents are selected/ vetted.  b. Agent performance is monitored and poor performance is dealt with.  c. How often are agents visited?  d. Agents are informed of changes as they occur.  As outlined in LC’s “Best Practices for Dealing with Agents”, contracts include:   * effective and expiry dates * renewal policy * cancellation policy * dispute mechanism, including jurisdiction under Canadian law * policy on confidentiality * terms and conditions * definition of breach of contract * range of services expected * commission rate for tuition * specification if commission applicable to services in addition to tuition * commission policy with respect to cancellations and refunds. |  |  |  |
| **G.3 Publicity Materials**: | All promotional materials and supplementary information present a clear, accurate and current description of the program options and services offered by the institution. | X |  |  |  |  |
| Additional Specifications | G.3a. Publicity materials reflect actual program options, services, facilities and location at time of publishing.  G.3b. Process in place to update materials as changes occur. | X | Check the information on the web and in the brochure to see if it is congruent with what is seen and discussed on-site.  Ask how often material is updated. |  |  |  |
| **G. IDENTIFIED ISSUES:** | | | | | |  |
| **H: ADMINISTRATION** | | | | | |  |
| **H.1 Overview** | The Member Program ensures that all program options and services stated in their publicity materials are delivered effectively. The provision of these deliverables and the best interests of students studying English and/or French direct the administration of the program. |  |  |  |  |  |
|  | H.1a. Documented minimum period of three years program delivery and operation required. |  | Check for documentation on length of time the school has been running. |  |  |  |
| **H.2 Institutional Support:** | If the Member Program is affiliated with a university, college or larger institution, provision is made for a degree of support from the parent institution. |  | Ask if the school is getting support from a parent institution.  PS: The position of the program within the institution should be described. |  |  |  |
| Additional Specifications | H.2a. Support may vary depending on relationship and reporting structure to parent institution |  | Ask ***what*** support is provided from a parent institution.  PS: What unit (faculty, department, college) does the program belong to?  What is the reporting structure?  What is their degree of independence/support (supervision, budget, decision making)? |  |  |  |
| **H.3 Leadership**: | There is a clear and effective management structure for the Member Program, | X (org. chart) | Request org. chart. |  |  |  |
| Additional Specifications | H.3a. Organizational Chart with reporting structure available to all levels of staff. |  | Is the organizational chart available to all staff? |  |  |  |
|  | H.3b. Key responsibilities of academic leader are to language program. |  | See H3.e and d. |  |  |  |
|  | H.3c. Academic leader has formal training in language teaching, methodology and curriculum development to provide guidance and support to program. (Refer to specification in E. 1 b)  H.3d. Program administration includes but is not limited to:  -Teaching assignments,  - timetables  -supply teacher arrangements  -student placement, records and attendance tracking  -student/teacher ratios  -curriculum design and review  - student services  - marketing and recruiting  - physical resources  - fiscal management |  | Ensure that the AD has a degree and TESL certificate and is primarily responsible for the program.  Check to see if the AD is responsible for all in blue here.  Who is responsible for last 4 areas?  PS: They can be covered by a manager or an academic leader, but must be covered. |  |  |  |
| **H.4 Policies**: | Program policies and procedures are in writing and readily accessible to students as well as all levels of staff. | X | Section H.4 and H.5 apply to both administration and teaching staff. |  |  |  |
| **H.5 Orientation / Evaluation**: | The Member Program has in place a system for monitoring and observing the performance of all levels of staff. Guidance is offered by the program administration. | X | Section H.4 and H.5 apply to both administration and teaching staff. |  |  |  |
| Additional Specifications | H.5a. Orientation, guidance and in-service training provided to all new staff members. |  | Describe the orientation that is provided to new staff.  PS: If collective agreements are in place then these will dictate policies H5. |  |  |  |
|  | H.5b. Procedure in place to monitor staff performance. |  | Describe how staff performance is monitored. Request documentation on performance review/PD process. |  |  |  |
|  | H.5c. Published criteria for dealing with unsatisfactory performance. | X | Request documentation on performance management. |  |  |  |
|  | H.5d. Guidance and support provided to improve performance. |  | Describe how guidance is provided to improve performance. |  |  |  |
|  | H.5e. Policies may be subject to the terms and conditions of collective agreements within institutions |  | Note if there is a collective agreement that governs performance reviews. |  |  |  |
| **H.6 Terms of Employment** | The terms and conditions of employment must be in compliance with all applicable federal or provincial regulations.  All levels of staff have appropriate working conditions to enable them to perform their required duties. |  | Does the manager have a copy of Employment Standards?  Check the areas that staff work in to ensure suitability.  PS: All Public sector institutions are already monitored for compliance on H6. No verification is required. |  |  |  |
| Additional Specifications | H.6a. Written position descriptions, including duties and responsibilities, for all levels of staff available. | X |  |  |  |  |
|  | H.6b. Personnel policies for recruiting/appointing all levels of staff in writing and followed | X |  |  |  |  |
|  | H.6c. Federal and provincial regulations for Labour Standards are known to administrators and adhered to. |  | Are managers familiar with federal and provincial Labour regulations? |  |  |  |
|  | H.6d. Policies may be subject to terms and conditions of collective agreements within institutions | X |  |  |  |  |
| **H.7 Facilities**: | The physical resources of the Member Program are conducive to meeting and delivering the objectives of the program as well as to accommodating the needs of staff and students. |  | Check the classrooms, teachers’ rooms and administration areas for suitability.  PS: Are the physical resources used by the Member Program administered by the institution? Y/N  If yes, then H7 inspections can be skipped. |  |  |  |
| Additional Specifications | H.7a.Physical resources used by all levels of staff:  1. meet all applicable fire and safety regulations (and that all levels of staff are aware of these)  2. have regularly scheduled cleaning and maintenance  3. are adequately lit, heated and ventilated  4. accommodate space and requirements for number of student and staff  5. accommodate any special needs of staff and students  6. have clearly posted signage |  | Ask teachers (in TFG) and administration about fire & safety regulations  Do a walk-though to check all of this.  Ask teachers (in TFG) and administration about fire & safety regulations.  Do a walk-though to check all of this.  PS: All public institutions are required to meet fire codes and undergo regular inspections.  Staff should still be asked about their awareness of fire and safety regulations. But the walkthrough is not necessary if they answered yes above. |  |  |  |
| **H.8 Operational Review:** | The Member Program has a process in place for the periodic review of programs and services and for modification as required. |  | Check if there is a periodic review of programs and services. |  |  |  |
| Additional Specifications | H.8a. Refer to process described in F.4a |  | F.4.a- refers to the curriculum review and notes where information may be solicited from – this could pertain to Operational Review as well. |  |  |  |
|  | H.8b. The focus of the review may vary depending on the intent: financial, staff utilization, facilities, marketing plans, curriculum review, etc. |  | Check how often the review is done. Are all areas done at one time or rotated? |  |  |  |
|  | H.8c. Guidance may be sought from external organizations, the parent institution or Languages Canada |  | Check if others participate in the review. Is there a board overseeing it? |  |  |  |
| **H. IDENTIFIED ISSUES:** | | | | | |  |

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| **SUMMARY FOR ORION OFFICE ONLY:** |
| **AUDITOR IDENTIFIED ISSUES:** |
| **AUDITOR IDENTIFIED STRENGTHS:** |
| **AUDITOR SUGGESTIONS RE OPPORTUNITIES FOR IMPROVEMENT:** |

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