



International **EDUCATION ACCREDITATION COUNCIL**

ACCREDITATION STANDARDS
Universities and Higher Education

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

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

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

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

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

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

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

RECOGNITION STARS

- A Governance, Management & Staffing Resources
- B Environmental and Health & Safety
- C Teaching and Learning
- D Student Welfare
- E Academic Programmes
- F Quality Assurance
- G Marketing & Recruitment of Students



With more than 30 General Inspection Domains and over 200 sub domain observations you can rest assure that an IEAC accreditation is comprehensive and robust. IEAC Inspectors look at the following:

Licencing, Permissions & Statutory Requirements

A.1 Management Requirements

- A.2 Vision & Mission
- A.3 Staff Meetings
- A.4 Employment
- A.5 Scheduling & Work Loads
- A.6 Research
- A.7 Examinations & Examination Security
- A.8 Induction, Appraisals & Curriculum Quality Assurance
- A.9 Ethics
- A.10 Internationalisation

Environmental and Health & Safety

- B.1 External and internal signage
- B.2 Inclusivity and Diversity
- B.3 Catering
- B.4 Student Services
- B.5 Staff Services
- B.6 Environmental
- B.7 Health & Safety

Section C Teaching and Learning

- C.1 Students
- C.2 Faculty
- C.3 Teaching Quality
- C.4 Library Resources

Section D Student Welfare

- D.1 Student Welfare (General)
- D.2 Student Guidance
- D.3 Student Safety, Duty of Care & Inclusion
- D.4 Grievances & Complaints

Section E - Academic Programs

- E.1 External Courses, Awards & Registrations
- E.2 Internal Programs

E.3 Assessment

Section F - Quality Assurance and Enhancement

F.1 Academic Review

- F.2 Analysis of Student Performance
- F.3 Student Feedback
- F.4 Internal Course & Programme Design
- F.5 Administration and Record Keeping

Section G - Marketing & Recruitment of Students

- G.1 Ethical Approach to Marketing and Recruitment
- G.2 Agents (If applicable)
- G.3 Website/ Social Media

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

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

Complete Reference to the IEAC Standards

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

LICENCING, PERMISSIONS & STATUTORY REQUIREMENTS

	<p>LPSR.1 Inspection of floor plans for each campus/site being inspected, showing classrooms, research, workshop and other teaching facilities, offices, toilets, student study areas, refreshment areas, residential areas (if applicable), and emergency exits:</p>	✓		✓
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	LPSR.2 In the case of the university providing residential options, is there verification of suitable supervisor-student ratios and adequate training for dormitory supervision?		✓	✓
	LPSR.3 Has the university been accredited previously with IEAC?	✓		✓
	LPSR.4 Does the university hold accreditation from any other organisations/agencies?	✓		✓
	LPSR.4 Does the university hold accreditation from any other	✓		✓
	LPSR.5 Accreditation Cycle/ Stage	✓		✓
	LPSR.6 If you are currently in the re-accreditation cycle please indicate any significant changes since your previous accreditation inspection.		✓	✓
	LPSR.7 Does the university have the requisite local licences, permits and/or certification to operate as an education provider?	✓	✓	✓

GOVERNANCE, MANAGEMENT & STAFFING RESOURCES

A Governance, Management and Systems	A.1 Is there an appropriate organizational hierarchy for academic staff members?		✓	✓
	A.1.1 Is there an appropriate organizational hierarchy for non-academic staff members?			✓



	A.1.2 Do the Staff Numbers and Staffing Structure align with the OEP's Scope and Scale?			✓
	A.1.3 Is the Governing Body's Constitution appropriate?			✓
	A.1.4 Is there Demonstrated Support from Senior Management and Governing Bodies?			✓
A.2 Vision & Mission	A2.1 Is the OEP's Vision and Mission appropriate??		✓	✓
	A.2.2 Are senior management / owners involved in developing the Vision and Mission?		✓	✓
	A.2.3 Are all stakeholder represented in developing the Vision and Mission?			✓
	A.2.4 Is the Vision and Mission communicated to all staff?		✓	✓
A.3 Staff Meetings	A.3.1 Are senior leadership and staff meetings regularly scheduled?			✓
	A.3.2 Are these meetings recorded, monitored and actioned?			✓
	A.3.3 Is there proof of accountability and follow-up in meetings?			✓
A.4 Employment	A.4.1 Have you sighted sample job advertisements?		✓	✓



	A.4.2 Have you sighted sample staffing contracts?		✓	✓
	A.4.3 Does the OEP verify staff qualifications?			✓
	A.4.4 Does the university maintain robust records of international staff's residence status?		✓	✓
	A.4.5 Does the university maintain robust staff personnel records?		✓	✓
	A.4.6 Does the university maintain robust data security measures?			✓
	A 4.7 Does the OEP have Public Liability insurance?			✓
	A 4.8 Does the university have Public Liability insurance?			✓
	A.4.9 Is there an Equal Opportunities Policy relating to employment?			✓
	A.4.10 Is there a document describing staff promotions, staff discipline and complaint processes?			✓
	A.4.11 Sighted example CVs of academic staff?			✓
A.5 Scheduling & Work Loads	A.5.1 Are classes scheduled appropriately for room sizes and facilities?			✓
	A.5.2 Are programme and assignment schedules reasonable for student workloads?			✓
	A.5.3 Are programme and assignment schedules reasonable for staff workloads?			✓



A.6 Professional development	A.6.1 Does the university provide ongoing Professional Development?			✓
	A.6.2 Are staff encouraged and supported to undertake further professional development in their areas of interest?			✓
	A.6.3 Are staff nurtured and supported in becoming subject experts / future subject presenters			✓
A.7 Examinations & Examination Security	A.7.1 Are written procedures in place for creating formative and mock examination papers?			✓
	A.7.2 Are written procedures established for assessment conduct, including invigilation and proctoring arrangements?			✓
	A.7.3 Are arrangements for receiving and storing examination papers appropriate?			✓
	A.7.4 Are arrangements for receiving and storing, sensitive documentation such as coursework, and submitted work from external awarding bodies appropriate?			✓
	A.7.5 Is the university approved as a test/examination centre for the relevant awarding body (original documents)?			✓
	A.7.6 Are the invigilation arrangements and security arrangements in place for examination papers/materials appropriate?			✓



A.8 Induction, Appraisals & Curriculum Quality Assurance	A.8.1 Do new staff receive an appropriate induction?			✓
	A.8.2 Is there a Staff Handbook?			✓
	A.8.3 Are there mechanisms in place to confirm receipt of the staff handbook during induction?			✓
	A.8.4 Is there a written staff induction programme in place?			✓
	A.8.5 Is there an appraisal/performance review system?		✓	✓
	A.8.6 Are annual appraisals/performance reviews formally recorded?		✓	✓
	A.8.7 Are agreed performance targets implemented?			✓
	A.8.8 Is there a staff development policy?			✓
	A.8.9 Are Professional Development records kept of all staff?		✓	✓
	A.8.10 Are teaching staff regularly reviewed for their academic programme delivery, curriculum development, and assignment marking to enhance standards?			✓



	A.8.11 Is the academic programme delivery documented?		✓	✓
	A.8.12 Are written procedures in place to address any issues identified in the review documentation?			✓
	A.8.13 Are actions to facilitate improvements monitored?			✓
A.9 Ethics	A.9.1 Can the university demonstrate compliance with local copyright regulations?			✓
	A.9.2 Does the OEP have a copyright licence?			✓
	A.9.3 Does the university have current registration with an agency that monitors data protection?			✓
	A.9.4 Is there an online university-wide Ethics Policy?			✓

A.10 Internationalisation	A.10.1 Does the senior management promote intercultural competencies and the understanding cultural contexts among all stakeholders?			✓
	A.10.2 Is cultural awareness integrated into leadership practices for the benefit of staff, students, and the community?			✓
	A.10.3 Does the OEP promote inclusivity and diversity amongst the academic and non-academic Staff?	✓		✓
	A.10.4 Does the OEP actively encourage the recruitment of international students?			✓
	A.10.5 Does the OEP actively encourage the recruitment international faculty?			✓
	A.10.6 Does the university support staff in attending international conferences and/or does the university host conferences?			✓

ENVIRONMENTAL AND HEALTH & SAFETY

B.1 External and internal signage	B.1 Are appropriate emergency response, evacuation and/or exit signage displayed?		✓	✓
	B.1.1 Is there a safe and clean environment for staff and students?		✓	✓
	B.1.2 Do the Staff Numbers and Staffing Structure align with the university's Scope and Scale?		✓	✓
	B.1.3 Does the environment have adequate lighting, heating, ventilation, and sanitary provision?			✓
	B.1.4 Evidence of certification showing compliance with Health & Safety laws?			✓
	B.1.5 Local Authority certificate showing compliance with health/sanitary regulations?			✓
	B.1.6 Are detailed floor plans available for each site being inspected?			✓
B.2 Inclusivity and Diversity	B.2.1 Is there a person or department overseeing the OEP's disability and inclusivity policy?			✓
	B.2.2 Are there wheelchair accessible toilets?			✓



	B.2.3 Is there access to the campus and buildings for those with physical motor disabilities?			✓
	B.2.4 Does the university have a policy for identifying students with special learning needs?			✓
	B.2.5 Does the university have an on-campus university psychologist or qualified student counsellor?			✓
B.3 Catering	B.3.1 Does the university prepare food on campus?			✓
	B.3.2 Does the university have the requisite licences?		✓	✓
	B.3.3 Does the university outsource catering?			✓
	B.3.4 Do the caterers have the requisite licences?		✓	✓
B.4 Student Services	B.4.1 Do students have access to informal study areas including IT provision?			✓
	B.4.2 Do students have free access to the internet, including e-mail?			✓
	B.4.3 Is there a student common room with seating?			✓
	B.4.4 Do students have access to refreshments facilities?			✓
	B.4.5 Do students have access to recreation facilities?			✓



B.5 Staff Services	B.5.1 Do all teaching and non-academic staff have access to suitable work spaces?			✓
	B.5.2 Do all teaching and non-academic staff have access to ICT & Internet provision?			✓
	B.5.3 Do staff have access to refreshments facilities?			✓
	B.5.4 Do staff have access to personal storage facilities?			✓
B.6 Environmental	B.6.1 Are there sufficient learning areas classrooms of an appropriate size?			✓
	B.6.2 Do the teaching spaces have an appropriate range of teaching facilities/aids?			✓
	B.6.3 Are there purpose-built classrooms (and where applicable, dedicated outside sport spaces e.g. Gymnasium, athletics stadium/track, swimming pool, sports pitches?			✓
B.7 Health & Safety	B.7.1 Is there a Health & Safety Policy?		✓	✓
	B.7.2 Has the University conducted a Health & Safety risk assessment including fire risk?			✓
	B.7.3 Are there records of staff training in first aid and emergency evacuation management?		✓	✓



	B.7.4 Is there a list of qualified first-aiders and their certificates?			✓
	B.7.5 Is there a process for reporting accidents/injuries?			✓
	B.7.6 Is the placement of fire extinguishers, emergency signage, and alarms appropriate?			✓
	B.7.7 Are there records showing dates of fire detection equipment, extinguishers, alarms and emergency lighting tests?			✓
	B.7.8 Are there records of fire drills including the timings for complete evacuation and any remedial action taken?			✓
	B.7.9 Safety rules applicable to areas of potential hazard?		✓	✓
	B.7.10 Applicable gas and electrical safety certificates?			✓
	B.7.11 Carbon monoxide detector (if applicable) is appropriately sited and operational?			✓
	B.7.12 Are Fire extinguishers correctly mounted either on floor or on walls?			✓
	B.7.13 Is there an up to date list of trained fire marshals?			✓

SECTION C TEACHING AND LEARNING

C.1 Students	C.1.1 Does the university give students pre-enrolment information?		✓	✓
	C.1.2 Does this cover entry requirements, fee charges, refund policy, and necessary personal documentation for enrolment?			✓
	C.1.3 Are students thoroughly briefed on the nature, requirements, and curriculum of their chosen courses, including assessment regulations, completion schedules, and relevant academic papers??			✓
	C.1.4 If applicable, are students carefully briefed on their nature and requirements of research activities?			✓
	C.1.5 Do the course/programme descriptions adequately inform students, and did they find the information helpful and appropriate?			✓
C.2 Faculty	C.2.1 Do the CVs of academic staff include academic, professional, and teaching qualifications?		✓	✓
	C.2.2 Do the CVs provide a summary of academic career and relevant employment?		✓	✓
	C.2.3 Do CVs show recent/current self-development activities, responsibilities within the university, publications, academic papers submitted at conferences, and peer reviews/citations		✓	✓



	C.2.4 Do sample lesson plans align with the course description, curriculum, and learning outcomes?		✓	✓
	C.2.5 Are there written procedures guiding lecturers on ways to provide feedback on students' work?			✓
C.3 Teaching Quality	C.3.1 Were samples of marked student work available to peruse?			✓
	C.3.2 Did you see evidence of appropriate direction, feedback, and critical input to/for research students?			✓
	C.3.3 Are students satisfied that their feedback is acknowledged and acted upon?			✓
	C.3.4 During classroom observation was the teacher/ lecturer able to communicate with students using different pedagogical techniques?			✓
	C.3.5 During lesson observations was the teacher/lecturer able to maintain discipline within the class?			✓
	C.3.6 Does the university employ a system of peer-review of teaching			✓



C.4 Research	C.4.1 Does the University have a procedure for approving Research Proposals		✓	✓
	C.4.2 Does the University have a procedure for appointment of and ensuring continuity of supervisors.		✓	✓
	C.4.3 Does the University have in place a system for guarding against and identifying academic malpractice, especially in the use of AI		✓	✓
	C.4.5 Does the University encourage students to present papers at conference			✓
	C.4.6 Can the university describe its arrangements for Viva Voce and Thesis defence			✓
	C.4.7 Can the university describe how external reviewers are appointed			✓
C.5 Library Resources	C.5.1 Is the library sufficient for the courses being delivered?			✓
	C.5.2 Is guidance provided on using the university's library, as well as public and electronic libraries, as well as any inter-library loan schemes that may be in operation?			✓
	C.5.3 Does the university subscribe to online academic journals?			✓
	C.5.4 Can you confirm the availability of guidance on further study and careers within the university?			✓
	C.5.5 Is there a development plan in place for the library?			✓

SECTION D STUDENT WELFARE

D.1 Student Welfare (General)	D.1.1 Do student's receive advice/information on topics such as living in the country, police registration, medical treatment registration, banking, and transportation options?			✓
	D.1.2 Is there an effective 'meet and greet service', particularly for international students and their families?			✓
D.2 Student Guidance	D.2.1 Is there a written student induction programme and student handbook?			✓
	D.2.2 Are students made familiar with the Student Handbook upon enrolment? Is it signed for?			✓
D.3 Student Safety, Duty of Care & Inclusion	D.3.1 Are all the staff, who need to be, police checked (or local equivalent)?		✓	✓
	D.3.2 In the event of university dormitories, are the dorm supervisor qualified and is there a designated person in charge of dormitories?			✓
	D.3.3 Is there a disability strategy that includes advice for students with special learning, medical, or physical needs?			✓
	D.3.4 Is there written documentation for students to be able to declare special needs?			✓



D.4 Grievances & Complaints	D.4.1 Do formal and informal mechanisms exist for addressing students' complaints and grievances?			✓
	D.4.2 Are students aware of these procedures?			✓
	D.4.3 Is there a written student complaints and grievance procedure?		✓	✓
	D.4.4 Is there documented evidence showing effective action taken in response to student feedback?			✓

Section E – Academic Programs

E.1 External Programmes	E.1.1 If the university runs an external programme, (such as CIC, OIC or IB) does the university have approval and licencing to run these courses / franchise?		✓	✓
E.2 Internal Programmes	E.2.1 Is there a course/ programme summary for each internal course/programme?		✓	✓
	E.2.2 Is there documentation confirming university or awarding body recognition of internal courses/programmes?		✓	✓
E.3 Assessment	E.3.1 Is there written guidance for staff on the scheduling and content of formative and summative assessments?		✓	✓
	E.3.2 Are there any written regulations for summative assessment for internal courses/ programmes where the assessment is not provided by the awarding body?		✓	✓
	E.3.3 Is there written guidance on academic misconduct and are students made aware of what constitutes academic misconduct and the consequent penalties?		✓	✓

Section F – Quality Assurance and Enhancement

F.1 Academic Review	F.1.1 Does the OEP conduct regular academic reviews of its courses, programmes, and research activities?			✓
	F.1.2 Does the academic review process actively seek formal input from both students and staff members?			✓
	F.1.3 Does the OEP adhere to written procedures governing the conduct of academic reviews?			✓
	F.1.4 Do records of academic review meetings, encompass action points and are they meticulously maintained?		✓	✓
	F.1.5 Do minutes of these meetings demonstrate that effective actions are taken based on the outcomes of the course review process?			✓
	F.1.6 Is the frequency and timing of course reviews explicitly outlined?			✓
	F.1.7 Do the minutes from academic review meetings detail the effective actions taken as a result of the review process?			✓
F.2 Analysis of Student Performance	F.2.1 Does the OEP monitor the academic development of students, including pass/completion rates, extending to research degrees?			✓



	F.2.2 Are student examination results and written analyses of student performance readily available?		✓	✓
	F.2.3 Is statistical analyses of examination results conducted, comparing across modules, with documented evidence of any subsequent actions taken?			✓
	F.2.4 Are cohort analyses performed to illustrate the progression of all students enrolling in each course at a given time and gaining a formal award?			✓
	F.2.5 Are statistical analyses of examination results and cohort analyses conducted, providing evidence of action taken and student progression?			✓
F.3 Student Feedback	F.3.1 Do mechanisms exist for students to provide feedback on course delivery, research supervision, and supporting resources?			✓
	F.3.2 Are completed student feedback questionnaires and records of relevant meetings involving students documented.			✓
	F.3.3 Do staff/student liaison groups convene regularly to address pertinent matters?			✓
	F.3.4 Is there documented evidence that showcases effective actions taken in response to student feedback?		✓	✓



	F.3.5 Are students informed of actions taken in response to their feedback through various channels, with specific examples provided?			✓
	F.3.6 Are staff members are kept informed of student feedback?			✓
	F.3.7 Is there documented evidence that confirms effective actions taken in response to student feedback?			✓
F.4 Internal Course & Programme Design	F.4.1 Does the OEP have established written procedures and processes for course/programme design and curriculum development?			✓
	F.4.2 Are records of relevant course/programme development meetings maintained for internally produced courses?	✓		✓
	F.4.3 Do the course/programme descriptions include comprehensive details on the curriculum, learning outcomes, teaching approaches, and assessment arrangements?	✓		✓
	F.4.4 Is documentation evident validating course/programme approval in place?			✓
	F.4.5 Is there any evidence of external validation, involving external advisors or examiners from internationally recognised entities?			✓



	F.4.6 Do staff members actively participate in curriculum development/course design?			✓
	F.4.7 Is there any evidence to support that the level of OEP courses are consistent with equivalent courses in internationally recognised entities?			✓
F.5 Administration and Record Keeping	F.5.1 Does the OEP have procedures in place to ensure the students are suitably qualified for their chosen course?			✓
	F.5.2 Is there a documented procedure for student recruitment and application processing?			✓
	F.5.3 Is there a documented procedure for checking visa status of international students?			✓
	F.5.4 Does the OEP verify student qualification and language ability?			✓
	F.5.5 Does the OEP offer scholarships for students?			✓
	F.5.6 Does the OEP have documented procedures for student admissions?			✓



	F.5.7 Does the university have documented procedures for student admissions?		✓	✓
	F.5.8 Does the university have documented policies for the payment of deposits, fees and refunds?			✓
	F.5.9 Are there procedures for creating and maintaining student files?		✓	✓
	F.5.10 Are student files secured?		✓	✓
	F.5.11 Is student attendance/participation recorded and monitored?			✓
	F.5.12 Is there a responsible person for handling student absences/non-participation, and warnings are issued before de-registration?			✓
	F.5.13 Is there is a person responsible for monitoring academic progress?			✓
	F.5.14 Is academic progress monitored, and are students informed of their progress?		✓	✓
	F.5.15 Is there is a responsible member of staff delegated to monitor appointment procedures and verification of qualifications?			✓



	F.5.16 Do all staff members have contracts?		✓	✓
	F.5.17 Is there a designated member of staff responsible for creating and maintaining staff files?			✓
	F.5.18 Are staff files secured, and are all staff aware of the system for updating personal details?		✓	✓

SECTION G - MARKETING & RECRUITMENT OF STUDENTS

G.1 Ethical Approach to Marketing and Recruitment	G.1.1 Does the OEP have an ethics policy covering the marketing, student recruitment, and ethical conduct of staff and agents?		✓	✓
	G.1.2 Is there a designated person responsible for monitoring the ethics policy?			✓
	G.1.3 Do staff (and agents if applicable) receive training on the ethics policy?			✓
	G.1.4 What are students' views on the accuracy of information received and how the OEP handled their inquiries?			✓



G.2 Agents (If applicable)	G.2.1 Is there a written criterion for appointing agents?		✓	✓
	G.2.2 Are there written briefing documents for agents?		✓	✓
	G.2.3 Is there a copy of the agent agreement?		✓	✓
	G.2.4 Do they record and monitor active agents are there, and where are they located?			✓
	G.2.5 Is there evidence of monitoring agent performance, including student recruitment data and satisfaction questionnaires?			✓
	G.2.6 Is there a procedure to deal with unprofessional and unethical agents?			✓
	G.2.7 Evidence that the OEP's agents undergone recognised external training or registered with an appropriate agent organisation?			✓



G.3 Website/ Social Media	G.3.1 Is the information on the OEP's website, social media and prospectus accurate?		✓	✓
	G.3.2 What are students' views on the accuracy of information provided?			✓
	G.3.3 Is their social media presence monitored?			✓
	G.3.4 Is there a person responsible for their Web site and social media?			✓
	G.3.5 Are these reviewed regularly?			✓

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

Here's a list of commonly requested documents.

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

Example

Staff Induction Policy (part of the Staff Handbook)

- [Insert next document]

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