CANADIAN INTERNATIONAL MATRICULATION PROGRAMME (CIMP)
Welcome to the Sunway Canadian International Matriculation Program (CIMP). We are an established pre-university programme, approved and inspected by Canada’s Ontario Ministry of Education. We currently have 30 teaching staff, more than 80% of whom have been trained in Canada and are certified by the Ontario College of Teachers. CIMP graduates earn the highly regarded Ontario Secondary School Diploma (OSSD) which provides entry into universities around the world.

For 25 years, CIMP boasts over 6000 graduates who have gone on to study in over 140 private and public universities throughout the world. United Kingdom, Australia, SE Asia, New Zealand, Russia, Europe, the United States and Canada are typical destinations. Post-graduation, CIMP alumni are pursuing careers in Business, Finance, Engineering, Technology Health Care, and Public Relations. If you are looking for a challenging programme that will prepare you for a future in a predominantly English speaking university - a programme that will offer you an excellent academic base in English and offer you the needed curriculum to prepare you for the university and career of your choice - CIMP is for you.

Canadian astronaut Chris Hadfield shares an anecdote from the International Space Station, “We spend our days studying and simulating experiences we may never actually have, but we are learning. And that, I think, is the point: learning.” Here at CIMP, we take great pride in our ‘international’ community of learners; where all members - students and teachers- share a passion for learning with an emphasis on academic excellence and a collective desire to make a positive difference in the world today. CIMP lecturers provide a rigorous program with high academic standards. The day to day classroom progression centers on the expansion, transmission and application of knowledge, skills and attitudes from the Canadian curriculum. In addition, we are proud of the many opportunities we provide students to become involved in leadership activities, and to participate in extracurricular activities that will assist them in developing a socially responsible and global conscience. In providing both a relevant education and a rich extra-curricular experience, we pave the way for CIMP graduates to go forward with a purpose and a goal to discover and prepare for a satisfying career that will benefit themselves and their communities. Ultimately, our goal is to instil in our students a love for learning and contribute to their individual life-long learning.

The major difference between (CIMP) and other pre-university programmes is the method of assessment and evaluation in the context of an authentic student-centered learning environment. Unlike many programmes where the emphasis is on a final exam, CIMP practices continuous evaluation. Every day our students are challenged in their class work. 70% of their final grade is determined through subject work throughout the entire semester, and 30% is determined by performance on their final exam. This assessment/evaluation method places a much greater emphasis on student involvement in the teaching/learning process throughout the semester at CIMP. With day to day preparedness, commitment and achievement; our students can and do reach their academic goals.

We expect CIMP students to become active and engaged learners. This daily commitment and level of involvement in class assists our students in becoming creative thinkers, developing the powers of observation, imagination, reasoning, as well as gaining confidence as effective communicators. We invite you to explore this School Course Guide as it provides information on our exciting and unique pre-university programme. You will find information on our OSSD (diploma) requirements; information on our English and Guidance programmes; and our subject offerings; and descriptions of the subjects; our code of conduct; and our extracurricular activities.

If you are looking for an exciting, challenging, student-centered programme; offering strong academics, community involvement and meaningful participation in extracurricular activities then please join us at CIMP.

Yours in Education,
Bill Ironside
Director of Programme
Canadian International Matriculation Programme

OUTCOMES

To students in pursuit of their post-secondary ambitions, CIMP will strive to assist them to:
• develop effective communication skills in English;
• prepare for the transition from secondary education to tertiary education;
• experience a learning culture that reflects an international community of scholars;
• develop academically and socially to their full potential; and
• learn how to apply knowledge and skills, and to think analytically and critically.

INTRODUCTION

The Canadian International Matriculation Programme (CIMP) is designed to meet the needs of all students, not just those wishing to attend a Canadian University. Our programme is designed to prepare students to attend universities anywhere in the world. 50% of CIMP graduates attend university in Malaysia; majority remain here at Sunway University & Monash University. The others enrol in Canada, Australia, UK and US.

Over the years, many scholarship students have chosen to attend CIMP to help them prepare for entry into universities. CIMP is approved by the Malaysian Ministry of Higher Education, and we are inspected annually by the Ontario (Canada) Ministry of Education.

This is a guide to the programme and subjects offered through the Sunway Canadian International Matriculation Programme. The guide is designed to assist students and parents in selecting a programme of studies that will best suit the particular abilities, interests and educational goals of each student.

The ultimate responsibility for selecting a student’s programme rests with the students and/or parents and sponsors; however we are prepared to assist in this decision-making process through advice from the Sunway CIMP administrative team and programme counsellors.
PROGRAMME STRUCTURE

Classes are conducted on regular basis for a total of 6 hours per week per subject - 110 hours per subject in total. Students are in constant contact with their teachers. Each class is designed so that there is sufficient time for students to study or debate topics and issues in detail. Teachers are available to provide extra help after classes. The majority of teachers are experienced Canadian-trained educators. Teachers are guides to learning and they will assist students in becoming independent learners and thinkers. A student’s progress is measured through continuous assessments in which a student’s areas of need are identified and addressed quickly. A benefit of continuous assessment is that one poor result will not have a detrimental effect on the final grade, and because student weaknesses are addressed quickly, student performance will improve throughout the term.

Students can expect a number of major tests per semester, depending on the subject, plus numerous quizzes and assignments. Subject term work comprises 70% of the final mark. There are compulsory formal examinations each semester that contribute 30% towards each final mark.

Although no mark is assigned for attendance, attendance is monitored very closely. Students are counselled if problems are apparent, and if necessary, parents will be contacted by letter (Please see the Attendance Policy). This procedure ensures that students attend their classes and reap the benefits of the daily educational experience; also, parents can rest assured that their sons and daughters are attending classes on a regular basis.

The importance of attendance cannot be overstated. Since assessment is ongoing and a student must be present to be assessed, if a student is not present he/she cannot be assessed and is in jeopardy of failing.

CREDITS

A credit is granted to a student by the Programme Director in recognition of the successful completion of a subject that has been scheduled for a minimum of 110 hours.

COURSES

All courses offered at CIMP have been developed according to the Ontario (Canada) Ministry of Education requirements. CIMP is inspected annually for the purpose of granting credits toward the Ontario Secondary School Diploma (OSSD).

COURSE CODES

The first three letters of the course code are assigned by the Ministry of Education and represent the discipline and the course (e.g. MDM4U - Mathematics of Data Management).

The fourth character refers to grade: 4 - grade 12 (Form 6). The fifth character refers to the course type: O - Open, C - College Preparation, U - University Preparation and M - University/College Preparation.

The courses offered are listed below and a more detailed description of each subject appears later in this guide.

University Preparation Courses (U) are designed to equip students with the knowledge and skills they need to meet entrance requirements for university programmes anywhere in the world. All university preparation subjects will be based on rigorous Ontario, Canada curriculum expectations and will emphasise the development of both independent research skills and independent learning skills.

University/College Preparation Courses (M) include content that is relevant for both university and college programmes. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programmes. All university/college preparation courses will be based on rigorous Ontario, Canada curriculum expectations and will emphasise the development of both independent research skills and independent learning skills.

College Preparation Courses (C) are designed to equip students with the knowledge and skills they need to meet the entrance requirements of college courses. All college preparation courses will be based on rigorous Ontario, Canada curriculum expectations and will emphasise the development of both independent research skills and independent learning skills.

Open Courses (O) are general courses designed to meet the needs of all students, regardless of whether they intend to enter the workplace, or proceed to further study at the college or university level.

Most Canadian universities and several other universities throughout the world require ENG4U. However, many universities in Asia and Australia will accept ENG4C as the English credit for admission. It is most important that students find out the entry requirements for the university (ies) they wish to attend.

COURSES OFFERED

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COURSE LISTING

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<tbody>
<tr>
<td>ENG4C</td>
<td>English for College</td>
</tr>
<tr>
<td>ENG4U</td>
<td>English for University</td>
</tr>
<tr>
<td>MCV4U</td>
<td>Calculus and Vectors</td>
</tr>
<tr>
<td>MHF4U</td>
<td>Advanced Functions</td>
</tr>
<tr>
<td>MDM4U</td>
<td>Mathematics of Data Management</td>
</tr>
<tr>
<td>SCH4U</td>
<td>Chemistry</td>
</tr>
<tr>
<td>SPH4U</td>
<td>Physics</td>
</tr>
<tr>
<td>OLC4O</td>
<td>Ontario Secondary School Literacy Course</td>
</tr>
<tr>
<td>BAT4M</td>
<td>Financial Accounting Principles</td>
</tr>
<tr>
<td>BBB4M</td>
<td>International Business Fundamentals</td>
</tr>
<tr>
<td>BOH4M</td>
<td>Business Leadership: Management Fundamentals</td>
</tr>
<tr>
<td>CGW4U</td>
<td>World Issues: A Geographic Analysis</td>
</tr>
<tr>
<td>CHY4U</td>
<td>World History since the Fifteenth Century</td>
</tr>
<tr>
<td>HHS4U</td>
<td>Families in Canada Challenge and Change in Society</td>
</tr>
<tr>
<td>HSB4U</td>
<td>Challenge and Change in Society</td>
</tr>
<tr>
<td>CIA4U</td>
<td>Analysing Current Economic Issues</td>
</tr>
<tr>
<td>PSE4U</td>
<td>Introductory Kinesiology</td>
</tr>
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**Course Changes**

Once a semester has begun, students are allowed to make course changes within a specified period in the semester only.

**Compulsory Courses**

For Diploma purposes one of, ENG4C/ENG4U/OLC4O must be successfully completed as the Compulsory English Credit.

**Note:** OLC4O may be used for Diploma purposes but is not considered a pre-university course by many universities.

**Assessment and Evaluation**

All assessments of student’s achievement (coursework, projects, tests, assignments, group work, learning processes, final examinations) are set internally by the academic staff of CIMP. Evaluation is not an end in itself, but rather is part of the learning process to judge a student’s achievement in relation to the stated expectations of each subject. As noted under the “Programme Structure” section above, 70% of the final grade is a result of coursework, while 30% is based on the final examination/course culminating task.

Procedures for evaluating students’ progress may vary from course to course, and will be outlined in detail by the teacher(s) at the beginning of the course. The procedures will also be posted on a digital classroom.

**Code of Behaviour for Students**

Students shall:
- be diligent in attempting to master their studies;
- exercise self-discipline;
- accept such discipline as would be exercised by a kind, firm and justiciable parent;
- attend classes punctually and regularly;
- be courteous to fellow students, and obedient and courteous to teachers;
- be clean in person and habits; and
- show respect for Sunway College property and staff.

Every student is responsible to the Programme Director and to the Executive Director of Sunway College for his or her conduct, which is governed by Sunway College’s Rules and Regulations. The Sunway Rules and Regulations are posted on the Sunway College website.

**Semester/Intake Dates**

One semester runs from January to June; the other from July to December. Students normally take three (3) courses including English in the first semester and three (3) courses in the second semester. Students may extend into a third semester by spreading out their course selections.

CIMP also offers a third and fourth intake starting in March and September whereby students can take two (2) courses (TBA). These students will write their final exams with the July intake students in December.

Note: All students entering CIMP will be required to write an English Placement Test (EPT). Based on the results students will be placed accordingly.

**Attendance Policy**

Student success in the programme is very much determined by regular and punctual attendance in all classes because participation is vital to the process of learning. When learning is disrupted by irregular attendance, the student suffers a loss of experience that cannot be entirely regained.

Students who habitually miss class will suffer in the evaluation process because their participation and achievement cannot be fully assessed. This is accentuated in the Assessment Evaluation section.

Our attendance policy is intended to make students aware of the consequences of absenteeism and to encourage students to be openly accountable for their school-related behaviour.

Mid-Term and Final Reports

CIMP will issue two formal reports to all parents and students during a semester - the Mid-Term and Final Reports. An “Early Letter of Communication” will be sent via email to students not meeting the minimum course expectations. The Mid-Term Reports will be issued in March and September of each semester. Final Reports will be mailed to the student’s permanent address at the end of the semester.

Reporting of Attendance

CIMP will officially report achievement to the parents and students twice during the semester - in the middle of the semester and at the end. On each Report Card, along with an evaluation for each subject taken, the number of absences and lateness per subject will be indicated.

A 5-10% days absenteeism policy is used as an indicator to parents and students that academic success is being limited by poor attendance. Parents will be notified by mail and when possible will be called after 10 absences. Five (5) absences will begin to adversely affect a student’s grades.

After ten (10) absences a student’s grades will certainly be adversely affected. After fifteen (15) absences a student will be in serious academic jeopardy and may be removed from classes.

Lateness

Lateness is disruptive in any classroom. Students who are chronically late for class may be counted as absent. No student will be allowed to interfere with the learning of others. Parents will be advised of chronic lateness.

**Language Policy**

**English of Instruction**

English is the language of instruction and communication in the Canadian International Matriculation Programme at Sunway College.

**English Placement Test**

Students are required to write an English Placement Test (EPT) as part of their Orientation programme upon enrolment in CIMP. This test is designed to facilitate the placement of students into appropriate and recommended English courses based on the proficiency of English language skills and competencies for the purpose of promoting success in CIMP.

Based on the EPT results, students are placed in one of the following English courses or the English as a Second Language:
- ENG4U - English (University Preparation)
- ENG4C - English (College Preparation)
- English as a Second Language (ESL) programme

**English as a Second Language (ESL) Programme**

The ESL curriculum expectations are designed to assist English language learners develop the skills they need for their everyday usage of English, and in concurrent with academic English language proficiency that allows them to integrate successfully into the mainstream school programme.

There are five progressive levels in the ESL programme:
- English as a Second Language, ESL Level 1
- English as a Second Language, ESL Level 2
- English as a Second Language, ESL Level 3
- English as a Second Language, ESL Level 4
- English as a Second Language, ESL Level 5

**English Support Programme**

Students in the ESL programme can enrol in a number of CIMP courses:
- ESL Level 1
- ESL Level 4
- ESL Level 5

Students in the ESL programme are entitled to enrol in CIMP on these conditions:
- ESL Level 4 - a score of at least 65. Students who pass the Level 4 with a lower score will progress to ESL Level 5.
- ESL Level 5 - a score of at least 50.

**Graduation Requirements**

**Diploma Requirements**

The Ontario (Canada) Ministry of Education policy, Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements (O5), governs all students entering Ontario-inspected private school programmes.

Upon entry, CIMP students will be granted up to twenty-four (24) Prior Learning Assessment Recognition (PLAR) equivalent credits based on their academic backgrounds. An Ontario Secondary School Diploma (OSSD) will be awarded upon the successful completion of:
- Six (6) additional pre-university credits (including English—either ENG4C or ENG4U)
- A literacy requirement which includes the Ontario Secondary School Literacy Test (OSSLT)
- Ten (10) hours of recognized Community Involvement

Literate Test (OSSLT)

All students are required to pass an external literacy test in order to graduate. The test is administered in April of each year. Details of the OSSLT will be stressed during orientation.

Community Involvement (10 hours)

Community Involvement is a requirement of the Ontario (Canada) Ministry of Education.

It is designed to encourage students to develop awareness and understanding of civic responsibility and the role they can play in supporting their communities. Community involvement may take place in a variety of settings including business, non-profit organisations, and public institutions (e.g. hospitals, churches, mosques, or other religious institutions, etc). Students cannot be paid for work, and the work performed cannot include any duty normally performed by a paid employee. International students may complete this requirement in their home community while on break.

Students will provide a record of their community involvement activities on a “CIMP Community Involvement Record”.

The person or organisation supervising the activities must confirm the completion of work. A member of the CIMP staff will monitor the community involvement process.
**PROGRAMME HIGHLIGHTS**

**COUNSELLING SERVICES**

Staff of CIMP and Student Services Department will offer assistance to students in the areas of educational, academic, and personal counselling.

Assistance is available in:
- choosing courses at Sunway College,
- a guidance counsellor is available to assist CIMP students in choosing courses and provide help with university applications.

Other services include:
- helping students improve or learn new skills to enhance their academic achievement and regarding personal matters,
- providing advisory service on study options abroad through the International Office University Placement.

The administrative team and teaching staff will provide general assistance but should an extraordinary need arise, other more specialised counselling services by Student Welfare Counsellors and Bereavement Counsellors are available to assist students.

**EXTRACURRICULAR ACTIVITIES**

CIMP has its own Student Council elected by the students to organise and run many extracurricular activities throughout a semester.

Teachers act as staff advisors to the Council, and students who are members of the Council gain valuable experience in leadership and teamwork. Some of the activities organised by the Council include:

- Student Council Activities
- Graduation Dinner/Dance
- Talent Night
- Charity Activities
- Numerous Sporting Clubs
- Orientation Day
- Theme Days
- Editorial Board
- Fund Raising Activities
- Academic Clubs

Students are not required to participate in extracurricular activities, but doing so helps them get to know people outside of regular classes and provides a pleasant break from the academic routines. Extracurricular leadership involvement may also enhance a reference or testimonial, especially if coupled with strong academic results. There are many campus-wide activities available under the Sunway Student Services Department.

**GRAPHING CALCULATORS**

Students taking pre-university mathematics subjects are required to have a graphing calculator. Details will be given during orientation concerning the maker and model currently in use. Calculators will be available for purchase at Sunway College.

**THE ONTARIO STUDENT TRANSCRIPT**

The Ontario Student Transcript (OST) is a student’s individual record of all successful and unsuccessful attempts at completing credit courses while at CIMP (or any other Ontario Governed School). Credit courses gained toward diploma requirements are recorded and maintained on the OST. Credit courses are shown using the Common Course Codes and designations issued by the Ontario (Canada) Ministry of Education.

**FULL DISCLOSURE**

There is full disclosure for all courses taken. A percentage grade will be recorded for courses successfully completed, courses repeated, courses failed, and courses from which students have withdrawn. If a course is taken a second time to improve a mark, both attempts will be recorded with the marks, but students will receive only one credit. If a student withdraws from the course later than five days after the Mid-Term Report, the course will be recorded with the mark received up to that time.

Note: If the transcript is lost or damaged, a replacement may be obtained from the programme office. Certified true copies of transcripts and diplomas should be submitted when applying to universities. Originals should be retained. Originals cannot be replaced.

**PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)**

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components: “equivalency” and “challenge”. At CIMP, both components are used.

**PLAR EQUIVALENCY**

When a student enters CIMP, he/she has successfully completed an equivalent of Grade 11 in Canada (SPM, O Levels etc). In Ontario, he/she would earn eight credits per year in each of Grade 9, 10 and 11, for a total of 24 credits.

- GRADE 9
  - 8 credits
- GRADE 10
  - 8 credits
- GRADE 11
  - 8 credits
- SPM
  - O’ Levels

The “equivalency” process is the manner in which we presently grant credits from previous jurisdictions. In most cases, CIMP awards 24 equivalent credits to a student who has completed Grade 11 in another jurisdiction. The student will then be required to complete an additional 6 University or University/College or College credits to earn the Ontario Secondary School Diploma (OSSD). Additional requirements include successful completion of the OSSLT and 10 hours of community service.

**PLAR CHALLENGE**

In some limited International Language courses, students in CIMP will be afforded the opportunity to “challenge” for the granting of an additional credit. For instance, a student from Middle East may “challenge” for a pre-university credit in the International Language Arabic course. The student would be required to make an application to challenge for the course. Students would have to provide reasonable evidence that they would likely be successful in the challenge process. Assessment and evaluation through the PLAR process will be based on curriculum expectations and will consist of formal tests, written assignments, quizzes, observation of student work, demonstrations/performance, etc.

Students will only be permitted to earn one credit through the “challenge” process. There will be an additional course fee charged for anyone applying to enter the “challenge” process.
## COURSE DESCRIPTIONS

The Ontario (Canada) Ministry of Education identifies prerequisites. The Programme Director may waive prerequisites under certain circumstances.

## COURSE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Value</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>EWC4U</td>
<td>THE WRITERS CRAFT</td>
<td>1.0</td>
<td>Grade 11 English, University Preparation</td>
</tr>
<tr>
<td>ENG4U</td>
<td>ENGLISH, Grade 12</td>
<td>1.0</td>
<td>English Grade 11, College Preparation</td>
</tr>
<tr>
<td>ENG4C</td>
<td>UNIVERSITY PREPARATION</td>
<td>1.0</td>
<td>English Grade 11, College Preparation</td>
</tr>
<tr>
<td>BAT4M</td>
<td>COMMUNICATIONS STUDIES</td>
<td>1.0</td>
<td>Any university or university/college preparation course in business studies</td>
</tr>
<tr>
<td>BG4M</td>
<td>BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS</td>
<td>1.0</td>
<td>Any university or university/college preparation course in business studies</td>
</tr>
<tr>
<td>BOH4M</td>
<td>BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS</td>
<td>1.0</td>
<td>Any university or university/college preparation course in business studies</td>
</tr>
<tr>
<td>BG4M</td>
<td>FINANCIAL ACCOUNTING PRINCIPLES</td>
<td>1.0</td>
<td>Introduction to Financial Accounting Grade 11, University/College</td>
</tr>
<tr>
<td>BBB4M</td>
<td>INTERNATIONAL BUSINESS FUNDAMENTALS</td>
<td>1.0</td>
<td>Any university or university/college preparation course in business studies</td>
</tr>
<tr>
<td>TJS4M</td>
<td>COMMUNICATIONS TECHNOLOGY</td>
<td>1.0</td>
<td>Grade 11 Communication Technology, University/College</td>
</tr>
<tr>
<td>OLC4O</td>
<td>ONTARIO SECONDARY SCHOOL LITERACY COURSE</td>
<td>1.0</td>
<td>Unsuccessful completion of the OSSLT</td>
</tr>
<tr>
<td>OLC4O</td>
<td>ONTARIO SECONDARY SCHOOL LITERACY COURSE</td>
<td>1.0</td>
<td>Unsuccessful completion of the OSSLT</td>
</tr>
<tr>
<td>BUS4O</td>
<td>BUSINESS MANAGEMENT</td>
<td>1.0</td>
<td>Unsuccessful completion of the OSSLT</td>
</tr>
</tbody>
</table>

This course emphasises the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

This course emphasises the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

This course introduces students to advanced accounting principles that will prepare them for post-secondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for post-secondary programmes in business, including international business, marketing, and management.

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasised.

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and social issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment.
### COURSE DESCRIPTIONS

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<tr>
<td>CGW4U</td>
<td>WORLD ISSUES: AND GEOGRAPHIC ANALYSIS</td>
<td>1.0</td>
<td>Any university or university/college preparation course in Canadian and World Studies, English or Social Science and Humanities</td>
</tr>
</tbody>
</table>

This course examines the global challenges of creating a sustainable and equitable future, by focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing a world that is interdependent and constantly changing.

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credit Value</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHY4U</td>
<td>WORLD HISTORY SINCE THE FIFTEENTH CENTURY</td>
<td>1.0</td>
<td>Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities</td>
</tr>
</tbody>
</table>

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.

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</thead>
<tbody>
<tr>
<td>HHS4U</td>
<td>FAMILIES IN CANADA</td>
<td>1.0</td>
<td>Any university or university/college preparation course in Canadian and World Studies, English or Social Science and Humanities</td>
</tr>
</tbody>
</table>

This course enables students to draw on sociological, psychological and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigatory skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

### COURSE

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<th>Credit Value</th>
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</tr>
</thead>
<tbody>
<tr>
<td>HSB4U</td>
<td>CHALLENGE AND CHANGE IN SOCIETY</td>
<td>1.0</td>
<td>Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies</td>
</tr>
</tbody>
</table>

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyze how and why cultural, social and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

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</thead>
<tbody>
<tr>
<td>CIA4U</td>
<td>ANALYSING CURRENT ECONOMIC ISSUES</td>
<td>1.0</td>
<td>Any university or university/college preparation course in Canadian and World Studies, English or Social Science and Humanities</td>
</tr>
</tbody>
</table>

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

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</thead>
<tbody>
<tr>
<td>PSE4U</td>
<td>INTRODUCTORY KINESIOLOGY</td>
<td>1.0</td>
<td>University Preparation</td>
</tr>
</tbody>
</table>

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity. The course prepares students for university programmes in physical education, kinesiology, recreation, and sports administration.

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</tr>
</thead>
<tbody>
<tr>
<td>MDM4U</td>
<td>MATHEMATICS OF DATA MANAGEMENT</td>
<td>1.0</td>
<td>Grade 11 Functions and Relations, University or University/College Preparation</td>
</tr>
</tbody>
</table>

This course broadens students' understanding of mathematics as it relates to managing information. Students will apply methods for organising large amounts of information, apply counting techniques, probability and statistics in modelling and solving problems; and carry out a culminating project that integrates the expectation of the course and encourages perseverance and independence. Students planning to pursue university programmes in business, the social sciences, or the humanities will find this course of particular interest.

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<tbody>
<tr>
<td>MHF4U</td>
<td>ADVANCED FUNCTIONS</td>
<td>1.0</td>
<td>Grade 11 Functions and Relations, University or University/College Preparation</td>
</tr>
</tbody>
</table>

Note: The Advanced Functions course (MHF4U) must be taken prior to, or concurrently with, Calculus and Vectors (MCV4U).

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in more advanced mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university programme and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programmes.
## COURSE DESCRIPTIONS

<table>
<thead>
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<th>Credit Value</th>
<th>Co/Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCV4U</td>
<td>CALCULUS AND VECTORS</td>
<td>1.0</td>
<td>Grade 12 Advanced Functions, University Preparation</td>
</tr>
</tbody>
</table>

This course builds on students’ previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in more advanced mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics.

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<tbody>
<tr>
<td>SBI4U</td>
<td>BIOLOGY</td>
<td>1.0</td>
<td>Grade 11 Biology, University Preparation</td>
</tr>
</tbody>
</table>

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

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<tr>
<td>SCH4U</td>
<td>CHEMISTRY</td>
<td>1.0</td>
<td>Grade 11 Chemistry, University Preparation</td>
</tr>
</tbody>
</table>

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

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<tr>
<td>SPH4U</td>
<td>PHYSICS</td>
<td>1.0</td>
<td>Grade 11 Physics, University Preparation</td>
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</table>

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

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### UNIVERSITY PLACEMENTS

Our graduates have obtained places in the following overseas universities and colleges. An Ontario Secondary School Diploma (OSSD) gained through the Sunway Canadian International Matriculation Programme (CIMP) is truly a Passport to International Education.

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### UNIVERSITY PLACEMENTS

**Canada**
- Acadia University
- Bishops University
- BCT - British Columbia Institute of Technology
- Carleton University - scholarship
- Columbia College
- Concordia University
- Dalhousie University
- Guelph University
- Lakehead University
- Langara College
- Malaspina College
- McGill University
- Memorial University
- Mount Allison University
- Mount Royal College
- Nova Scotia College of Art & Design
- Queen's University
- Redeemer University College
- Ryerson University
- St. Mary University
- Simon Fraser University
- Trent University - scholarship
- Trinity-Western University
- University of Alberta
- University of Brandon
- University of British Columbia
- University of Calgary
- University of Lethbridge
- University of Manitoba
- University of New Brunswick
- University of Northern British Columbia
- University of Prince Edward Island
- University of Ottawa
- University of the Cariboo
- University of Toronto
- University of Waterloo
- University of Western Ontario
- University of Windsor
- Wilfrid Laurier University - scholarship
- York University

**Australia**
- Australian National University
- Bond University
- Charles Sturt University
- Curtin University of Technology
- Deakin University
- Edith Cowan University
- Flinders University of South Australia
- James Cook University
- La Trobe University
- Macquarie University
- Monash University - scholarship
- Murdoch University
- Queensland University of Technology
- RMIT
- Swinburne University
- University of Adelaide
- University of Ballarat
- University of Melbourne - scholarship
- University of Newcastle
- University of New South Wales
- University of Queensland
- University of South Australia
- University of Southern Queensland
- University of Sydney
- University of Tasmania
- University Technology Sydney
- University of Western Australia
- Victoria University

**Bangladesh**
- University of Chittagong

**China**
- The University of Nottingham
- Zhejiang University of Technology

**Germany**
- Aachen University of Technology
- Technische Universität Berlin

**Hong Kong**
- Li Po Chun United World College
- Hong Kong University of Science and Technology

**Hungary**
- Szenteg University

**India**
- Bapuj Dental College
- Jawaharl Nehru Medical College
- Manipal University
- M S Ramaiyah Medical College
- Sri Ramachand University
- University of Nehru

**Indonesia**
- Gadjah Mada Universitas
- Methodist University
- University Andalus, Sumatra
- University Padjadjaran
- Universitas Pelita Harapan
- University of Sumatera Utara

**Iran**
- Tehran University

**Ireland**
- University of Ireland

**Japan**
- Okayama University
- Waseda University

**Jordan**
- University of Jordan

**Korea**
- Hanyang University
- Sungshin Women's University
- Yonsei University

**Malaysia**
- Asia Pacific University
- International College of Music
- International Islamic University
- International Medical University
- KDU University College
- Manipal Medical College
- Manipal University Sunway campus - scholarship
- Multimedia University
- Penang Medical College
- Raffles University
- Sunway University - scholarship
- Taylor's University
- UCSI University
- Universiti Institut Teknologi MARA
- Victoria University Sunway - scholarship

**New Zealand**
- Auckland Institute of Technology
- Lincoln University
- Massey University
- University of Auckland
- University of Canterbury
- University of Otago
- Victoria University, Wellington
- Waikato University

**Pakistan**
- Fatima Jinnah Medical College
- University of Karachi

**Russia**
- Kursk State Medical University
- Moscow Medical Academy (MMA)
- Russian State Medical University

**Singapore**
- Nanyang Technological University
- National University of Singapore - scholarship
- Singapore Management University
- The Tourism Academy @ Sentosa

**South Korea**
- University of Pyeongta

**Switzerland**
- Hotel Management School, Luzern

**Sweden**
- University of Gothenburg

**Taiwan**
- Tunghai University

**The Netherlands**
- Arnhem Business School
- Stenden University of Applied Sciences

**United Kingdom**
- Lancaster University
- Leeds University
- Leicester University
- Liverpool John Moores University
- London, Imperial College
- London, Kings College
- London School of Business and Finance
- Nottingham Trent University
- Oxford Brookes University
- Regent Business School of London
- University of Bath
- University of Birmingham - scholarship
- University of Bradford
- University of Brighton
- University of Bristol
- University of Cardiff
- University of Coventry
- University of East Anglia
- University of Essex
- University of Glyndwr
- University of Greenwich
- University of Huddersfield
- University of Oxford
- University of Saint Andrews
- University of Sheffield
- University of Southampton
- University of Sunderland
- University of Surrey
- University of Sussex
- University of Wales - scholarship
- University of Warwick
- University of Westminster
- University of West England

**USA**
- Azusa Pacific University
- Abilene Christian University
- Buffalo State University
- California State University
- Carnegie Mellon University
- Central Methodist College
- Christian Brothers University
- Cumberland College, Kentucky
- Drexel University
- Fort Hays State University, Kansas
- George Washington University
- Grinnell College
- Hawaii Pacific University
- New York University
- Oklahoma State University
- Oral Roberts University
- SUNY (Oswego)
- SW. Louisiana University
- Tulsa Junior College
- University of Bridgeport, Conn.
- University of California, Los Angeles
- University of Colorado
- University of Kentucky
- University of Maryland
- University of Michigan
- University of Nevada, Las Vegas
- University of Oklahoma
- University of Pennsylvania
- University of South Alabama
- University of Southern California
- University of Texas
- University of Virginia
- University of Western Illinois
- Vanderbilt University
- Washington University - scholarship
- Western Michigan University
- Wichita State University

**West Indies**
- University of the West Indies
ALUMNAE & TESTIMONIALS

EIRENE NOEL SMITH

CIMP  •  July 2016  •  June 2017

Secondary School  •  St. Mary’s School, Delhi

Current Programme/University  •  Global Development Studies, Seattle Pacific University

Awards  •  CIMP

• CIMP Student of the Month (February 2017)
• CIMP Certificates of Recognition for Extra-Curricular Involvement (December 2016, June 2017)
• Community Service Gold Award (Graduation June 2017)
• Ontario Scholar  •  overall average above 90% (June 2017)
• CIMP Valedictorian (Graduation June 2017)

Initially, the things that attracted me to the Canadian International Matriculation Programme were that coursework was divided 70-30% and that the programme was accepted in almost every university worldwide. I figured CIMP would give me the flexibility to attend any university I choose, as well as ensure my grade was not solely dependent on an exam. CIMP gave me those things, and so much more. Through the programme, I encountered teachers who actually cared about their students well-being, not just their marks. I was also able to participate in a range of extra-curricular activities, and give back to my community through service projects. I met people from all over the globe, who I still actively keep in touch with, even after graduation. Although nothing could have prepared me for the hard-work and dedication that the programme requires, I am honoured and proud to say I’m a CIMP alumni.

JASON CHEH SOEN MENG

CIMP  •  March 2016  •  June 2017

Secondary School  •  Sunway International School

Current Programme/University  •  University of Toronto, Canada,
Bachelor of Arts (Hons) Social Science and Humanities

Awards  •  CIMP

• CIMP Certificates of Recognition for Extra-Curricular Involvement (December 2016)
• Subject Award  •  The Writer’s Craft (December 2016)
• Subject Award  •  History World (June 2016)
• Ontario Scholar  •  overall average above 90% (December 2016)

As a graduate of Sunway International School, CIMP appeared to be the natural choice to pursue as it was a system that I was used to. The Canadian programme and its assessments of individuals that looked past barometers, photographic memories and my passion in analysing and observation. However, I desired a drastic change and ended up in A-Levels. It is a fantastic programme but was missing something that CIMP inherently possessed. By March, I switched to CIMP and now that it is over, I realise that the sum of this programme cannot be expressed by numbers recorded on a transcript. People preach of the values of a quality education but they always underestimate the value of a community that challenges your views and appreciates your possession of opinions and ideas. Here, in CIMP, I found the reflection of the world with a community that helped and in some ways hindered me, but through every one of those experiences, I learned to go further than where I began. Being taught by Canadian teachers was not just a gimmick either, having these brilliant individuals of a different culture made me ask questions that I would not have thought of before or was too afraid to. These teachers, as well as the friends that I made, I will hold as life-long mentors and family that I know that I can always call upon. In a world of uncertainties and regrets, CIMP was a choice that I will never regret experiencing.

LOW KAI JIE

CIMP  •  Jan 2016  •  June 2017

Secondary School  •  SMK Subang Utama

Current Programme/University  •  Sunway International School

Awards  •  CIMP

• Sunway College Student Council President
• CIMP Certificates of Recognition for Extra-Curricular Involvement (December 2016, June 2017)
• Community Service Diamond Award (Graduation June 2017)
• Ontario Scholar  •  overall average above 90% (June 2017)
• CIMP Community Service Award for most hours (Graduation June 2017)

I was just your average, down-the-block, college-dreamer fanatic wishing like crazy to start his new adventurous journey at Sunway College and I couldn’t have chosen a better course to kick it off with than CIMP. I am extremely proud today to have proven wrong anyone who thinks CIMP is easy and also to have had CIMP guide me through all the hardships over the past 1.5 years of my life. To anyone that asks me about CIMP, I will reply with a simple answer that embeds CIMP’s core values: CIMP focuses on personal development in addition to academic excellence. In order to excel in life, we don’t necessarily require only the academic aspect. Instead, we must face life head on with a more holistic approach that involves practical leadership skills and adopting traits of a leader. Joining CIMP has truly given me countless opportunities for me to grow not only as an academic but as a person in general. To all the new students of CIMP, treat your lecturers as well as they are your safeguards and for those still unsure about CIMP, it’ll be the best decision you’ll ever make. Trust me.

SWARNA LAXMI SELVARAJA

CIMP  •  July 2016  •  June 2017

Future Programme/University  •  Bachelor of Science

Awards  •  CIMP

• CIMP Student Council Treasurer (semester 1)
• CIMP Student Council President (semester 2)
• CIMP Certificates of Recognition for Extra-Curricular Involvement (December 2016, June 2017)
• Community Service Diamond Award (June 2017)
• Ontario Scholar  •  overall average above 90% (June 2017)
• CIMP Maple Leaf Programme Award (June 2017)

CIMP has without a doubt, been one of the best, schooling years I have ever had. What makes CIMP special is the teachers and the community environment. The teachers in CIMP are there to help you be the best possible version of yourself and want you to see yourself succeed inside and outside of the classroom. In CIMP the teachers can not only become your trusted mentors, but also individuals you can confide in. They are always considerate, friendly, caring and empathetic. The teachers bring a vibrant, interactive and engaging atmosphere to the classrooms and provide students with the opportunity to excel. CIMP encourages various forms of learning in order for students to learn about their academic strengths and weaknesses. We are given the opportunity to showcase our talents and the program pushes and challenges its students to be well-rounded individuals who are contributing to society outside of the CIMP community. The range of extra-curricular activities within the program provides an outlet for students to get involved, meet fellow peers and build a support system for themselves, which is how the Student Council enriched my overall CIMP experience and journey in Sunway. Additionally, the community service requirement is an incredible way to explore volunteer opportunities and serve the society by helping those in need. After 10 hours, you are guaranteed to want to do more! I still remember my first day of orientation vividly, when Dr. Elizabeth Lee said the phrase “aspire to inspire before you expire”, and that is the motto I tried to live by throughout my time in Sunway and something I will carry on to my future endeavours. I am grateful that I chose to enroll in CIMP as I leave with new found knowledge and experience, friends and memories that I will always cherish. It has certainly shaped and made me a better person than who I was a year ago.
QUALITY POLICY

Sunway College (KL), the beacon of higher education, is committed to imparting quality education to our students through efficient management practices by complying with all statutory and regulatory requirements including the requirements of our external partners. We are committed to continual improvement of our scholastic ability and effectiveness by enhancing the awareness of quality and competency of our faculty and management staff; continually reviewing our key processes to ensure compliance to ISO 9001:2015, and respond to customers’ concerns in a timely manner.

QUALITY OBJECTIVES

• Promote and establish a culture of quality at all levels of the college community
• Conform to all statutory and regulatory requirements including the requirements of our external partners
• Provide a learning environment conducive for quality teaching and learning, via:
  - Provision of staff development to enhance customer satisfaction
  - Continuous improvement from feedbacks