



INTERNATIONAL COLLEGES  
& TRAINING ORGANISATIONS

# Standards for Accreditation

KEY PERFORMANCE INDICATORS

For Quality International Education.

# Contents

Introduction	2
Standards for Accreditation	3
Areas of Operation	3
A) Governance, Management, and Staff Resources	3
B) Quality Assurance and Enhancement	7
C) Systems Management	9
D) Learning, Teaching, and Internship/Work Placement Activity	13
E) Awards and Qualifications	15
F) Student Welfare	17
G) Premises and Health and Safety	19
H) Marketing and Recruitment of Students	22

# Introduction

Accreditation by the Accreditation Service for International Schools, Colleges, and Universities (ASIC) is independent and unbiased. It provides education authorities, students, stakeholders, and employers with reassurance that the institutions accredited are fit for the purpose of delivering ethical, high-quality, education and related services.

In accrediting international institutions, ASIC considers their performance in relation to the wide range of features, facilities, and activities delivered. Our Standards for Accreditation are grouped into eight Areas of Operation, as described in detail in this document. It is worth noting that the Standards are rigorous, but we are not prescriptive; where in-country laws are different to the UK we adapt our criteria fairly and accordingly. (1)

ASIC accreditation sets out to demonstrate that students entering institutions who have our achieved accreditation, in any country, will receive a sound educational experience, delivered with the aid of appropriate human and physical resources in a safe, caring, and hygienic environment; that, in addition, successful students will be awarded with reputable qualifications which will enhance their careers/further study prospects. (2)

ASIC Accreditation requires that the Inspection Process takes place in two parts:

Part 1 focuses on the premises, health and safety, education facilities, courses and their delivery, student welfare, and marketing and recruitment.

This is followed by Part 2, which focuses on management, staff\* qualifications and meetings with staff, the delivery of TVET programmes, meetings with students, compliance with any immigration requirements, and meetings with the owners and senior managers.

## AREAS OF OPERATION:

- A) Governance, Management, and Staff Resources
- B) Quality Assurance and Enhancement
- C) Systems Management
- D) Learning, Teaching, and Internship/Work Placement Activity
- E) Awards and Qualifications
- F) Student Welfare
- G) Premises and Health and Safety
- H) Marketing and Recruitment of Students

During the visit we will discuss with managers how (or if they are able) to combine study with internships/work placements and how this may be integrated. We will also check if there are opportunities to progress from a more vocational programme to vocational and vocational and academic. The Inspection Stage itself usually takes one full day (occasionally longer), depending on the size of the institution, and will normally be undertaken by two (sometimes more) experienced ASIC Inspectors. Visit(s) to the institution will be undertaken following receipt of a fully completed Application Form and Supporting Documentation as described below, together with payment of the agreed fees.

*\*The term "staff" used throughout this document refers to all employees, management, teaching faculty, and support staff.)*



STAGE 1:  
Application &  
Self-evaluation\*

\*Self-eval optional



STAGE 2:  
Inspection  
Parts 1 & 2



STAGE 3:  
Review  
& Report



DECISION

(1) While several of the Sub-Areas (e.g., some under Area of Operation A: Premises, and Health and Safety) are based on legal requirements which apply in the UK, it is appreciated that these may not be matched or required in other countries. In these circumstances, we look for common sense evidence that the institution meets acceptable international standards in a world of increasing student mobility and consequent expectations. Similarly, the rules and regulations applying to students entering the UK for study purposes are likely to be different from those which apply to students entering other countries to study.

(2) The institution will be expected to demonstrate that it is operating within the legal educational framework of its home country and that students from other countries can be admitted, subject to fulfilling the passport/visa requirements of the host country.

# Standards of Accreditation

To achieve the award of ASIC Accreditation, institutions must normally\* satisfy all of the following Sub-Areas in all eight Areas of Operation. We are also keen to reward areas of exceptional provision and have designated some Sub-Areas of Operation as Commendable, leading to the award of Premier Status.

The following outlines the awarding of commendable Sub-Areas and Premier Status:

- Schools satisfying an indicator of commendable provision (listed after each Area of Operation and marked \* throughout this document) will achieve a commendable grade for that Sub-Area.
- A commendable grade, normally for the majority of Sub-Areas with that provision in a given Area of Operation will result in Commendable for the Area overall.
- The award of Premier Status is given when (normally) all of the seven Areas of Operation capable of being commendable (Areas A, B, D, E, F, G, and H) are graded Commendable.

*\*(Some institutions also offer distance learning programmes in different forms and some Sub-Areas may not be relevant to those aspects of their provision.)*

## Areas of Operation

Notes:

- AF** Box required on Application Form (Y/N or details required).
- 1** Submitted with Application Form.
- 2** Inspected/checked with Head of Institution at Stage 2, part 1.
- 3** Inspected/checked with Head of Institution at Stage 2, part 2.
- 3#** Verified through discussions with staff and/or pupils at part 2. (May also be checked with Head of Institution.)
- \*** Indicators of commendable provision in relation to Sub-Areas of Operation.
- (AF)** See Application Form.

### A) GOVERNANCE, MANAGEMENT, AND STAFF RESOURCES

An opportunity should be made for the Inspectors to meet the Institution's Owners (if relevant), Directors, and a member of the Governing Body (if applicable).

Expected standards for accreditation are that:

- A.1. **2/3, 3#** The governance arrangements, staff numbers and structure, and vision for the Institution are appropriate for the scale and nature of the operation.

Supporting documentation required:

A.1.1. <b>1, 2</b>	Membership and documented role of the Governing Body.
A.1.2. <b>1, 2</b>	Diagram of staffing structure with names (including management, teaching, and support staff).
A.1.3. <b>1, 2</b>	Appropriate vision and mission statements.

A.2.* <b>3#</b>	Communication amongst governors, management, and all staff is effective. (Regular, recorded meetings of staff occur to manage the operations of the Institution at various appropriate levels.)
Supporting documentation required:	
A.2.1. <b>3</b>	Minutes of staff meetings.

A.3. <b>2/3, 3#</b>	Local/legal employment requirements are met/good practice exists in terms of equal opportunities, disciplinary and grievance procedures, and staff workloads. There is the equivalent, where possible, of Employer's Liability insurance and Public Liability insurance, although it is recognised that insurance arrangements vary widely from one country to another.
Supporting documentation required:	
A.3.1. <b>AF, 2/3</b>	Employer's Liability Insurance certificate (where possible).
A.3.2. <b>AF, 2/3</b>	Public Liability Insurance (where possible).
A.3.3. <b>AF, 2/3</b>	Equal opportunities policy relating to employment.
A.3.4. <b>2/3</b>	Written procedures for staff discipline and complaints/grievance.

A.4.* <b>2/3</b>	Programmes, individual courses, and/or vocational and academic subject areas, including Internship/Work Placement, are managed by appropriately qualified and experienced staff.
Supporting documentation required:	
A.4.1. <b>2/3</b>	CVs of the relevant staff.

A.5. <b>2/3, 3#</b>	Classes are timetabled appropriately in terms of room sizes and their facilities; programmes and assignments are scheduled to provide reasonable workloads for students and staff. Internship/Work Placement students have suitable facilities and structured supervision arrangements are in place.
Supporting documentation required:	

A.5.1. <b>2/3</b>	Current course and room timetables.
A.5.2. <b>2/3</b>	Internship/Work Placement facilities and monitoring arrangements.

A.6. <b>2/3</b>	Written procedures exist for the production, and conduct of, summative and formative tests/mock examinations, course work, and other assessments; there are arrangements for the secure storage of examination papers, students' scripts, and students' work.
Supporting documentation required:	
A.6.1. <b>AF, 2/3</b>	Written procedures for the production of examination/test papers for formative tests/mock examinations and for summative assessments if appropriate.
A.6.2. <b>AF, 2/3</b>	Written procedures for the conduct of assessments, including invigilation arrangements and proctoring arrangements (where relevant).
A.6.3. <b>2/3</b>	Arrangements for the receipt, from any external awarding bodies, and secure storage of examination/test papers and students' scripts, course work, and other submitted work.
A.6.4. <b>AF, 2/3</b>	Confirmed approval of the Institution as an awarding body test/examination centre as appropriate ( <b>originals</b> ).

A.7.* <b>3#</b>	New staff receive appropriate induction. There are appraisal/performance review and staff development systems for all staff. Staff are encouraged/supported in engaging in self-development.
Supporting documentation required:	
A.7.1. <b>1</b>	Staff handbook.
A.7.2. <b>2/3</b>	Records to show staff have signed to confirm receipt of a copy of the staff handbook at induction.
A.7.3. <b>2/3</b>	Written staff induction programme.
A.7.4. <b>2/3</b>	Appraisal/performance review system.
A.7.5. <b>2/3</b>	Staff development policy.
A.7.6. <b>2/3</b>	Records of staff development activities.

A.8.* <b>3#</b>	All teaching staff are subject to review of their teaching, with a view to achieving continuous improvement of standards (this also applies to Internship/Work Placement staff).
Supporting documentation required:	

A.8.1. <b>3</b>	Written procedures for the monitoring of the delivery of the vocational and academic programme (teaching quality) and/or the review of scholarly activity.
A.8.2. <b>3</b>	Records of monitoring of the delivery of the vocational and academic programme.
A.8.3. <b>3</b>	Records of Internship/Work Placement supervision.

A.9. <b>2/3</b>	<b>Copyright regulations are observed.</b>
Supporting documentation required:	
A.9.1. <b>AF, 2/3</b>	A copyright licence or equivalent (where possible) and/or suitable copyright notices at photocopiers.

A.10. <b>2/3</b>	<b>Data protection requirements are observed.</b>
Supporting documentation required:	
A.10.1. <b>AF, 2/3</b>	Procedures and protocols for protecting data relating to employees and students (in some countries formal registration is a local requirement).

**\*Indicators of commendable provision in relation to Sub-Areas of Operation A2, A4, A7, and A8 are:**

A.2. <b>3</b>	Formal minutes of staff meetings which record actions agreed and designated individuals responsible for the actions. There is an audit trail that shows these actions have been completed.
A.4. <b>3</b>	There is a designated person(s) one of whose principal roles is to take responsibility for the successful delivery of the vocational and academic programme. (Roles may include ensuring that: students are properly registered for their prospective awards; relevant arrangements are made for examinations and these are communicated clearly to students, appropriate facilities/resources are in place; cover for absent staff is provided; programme reviews are arranged; appropriate arrangements made for internships/work placements.)
A.7. <b>3#</b>	Annual appraisals/performance review are formally recorded and agreed performance targets are actioned.
A.8. <b>3</b>	There are written procedures in place for addressing issues identified in the review of the delivery of the vocational and academic programme and for monitoring improvement; and evidence to show the effective use of these procedures AND if appropriate there are written procedures in place for facilitating improvements in Internship/Work Placement outputs.

## B) QUALITY ASSURANCE AND ENHANCEMENT

Programme review is an important procedure whereby the Institution reviews the delivery of its programmes, and the success of its students, as part of a process of continual improvement and of ensuring the on-going relevance of the curriculum.

Expected standards for accreditation are that:

<b>B.1.* 3#</b>	<b>The Institution undertakes an annual review of its programmes and Internship/Work Placement activities, which includes formal input from students and staff.</b>
Supporting documentation required:	
<b>B.1.1. 2/3</b>	Written procedures for conducting vocational and academic review.
<b>B.1.2. 2/3</b>	Records of vocational and academic review meetings which include action points.
<b>B.2.* 2/3</b>	<b>Students are carefully briefed on the nature and requirements of their chosen programme/research activity, including curriculum, assessment regulations, reading lists/relevant academic papers. The intended learning outcomes of programmes are clearly described together with information on how the achievement of these is measured.</b>
Supporting documentation required:	
<b>B.2.1. 2/3</b>	Programme descriptions.
<b>B.2.2. 2/3</b>	Written analyses of student performance by course and cohort. Written report by supervisors on Internship/Work Placement activities.
<b>B.3.* 3#</b>	<b>As part of the vocational and academic review process, mechanisms exist for students to provide feedback on the delivery of programmes and/or the quality of Internship/Work Placement supervision, and the quality of the supporting resources. The mechanisms may include student questionnaires, assessing individual staff performance, programme delivery, and academic and welfare support, including representation on committees/staff and student liaison groups.</b>
Supporting documentation required:	
<b>B.3.1. 2/3</b>	Examples of completed student feedback questionnaires.
<b>B.3.2. 2/3</b>	Records of relevant meetings involving students.



B.4. 2/3	For programmes leading to its own awards ('internal programmes,' see definition at Area of Operation F) the Institution has written procedures for curriculum development and course design; and the vocational and academic level of its programmes is consistent with internationally equivalent courses or those offered by other relevant professional/awarding bodies. In particular, the institution should show how they involve industry/commerce in curriculum development.
Supporting documentation required:	
B.4.1. 2/3	Written procedures for programme design and curriculum development.
B.4.2. 2/3	Records of relevant programme development meetings.
B.4.3. 2/3	Programme descriptions including details of curriculum, learning outcomes, teaching approaches, and assessment arrangements.
B.4.4. 2/3	Programme approval documentation.
B.4.5. 2/3	Evidence of external validation, including the involvement of external advisors/examiners from other institutions (local or international), or from relevant industrial/commercial/business companies.

**\*Indicators of commendable provision in relation to Sub-Areas of Operation B1, B2, and B3 are:**

B.1. 3	Formal minutes of vocational and academic review meetings show that effective action is taken as a result of the vocational and academic review process.
B.2. 2/3	Statistical analysis is made of examination results, making comparisons across modules assessed at a given time and with earlier results, together with evidence of any action taken OR cohort analyses are made showing the progression of all students who enrol on each programme at a given time and gain a formal award.
B.3. 3#	Documentation exists showing that effective action is taken in response to student feedback.



## C) SYSTEMS MANAGEMENT

ASIC expects its accredited institutions to have written procedures for all of their policies and actions. (The person(s) with responsibility for each procedure should be able to explain it to the Inspectors). The advantage of this is if staff in particular roles leave or are unavailable at short notice, the person(s) then assuming these roles will know exactly what is expected of them. (In particular, this applies to procedures for recruitment, enrolment, attendance, vocational/academic progress, and the monitoring of home and international students.)

Expected standards for accreditation are that:

<p>C.1. <b>2/3, 3#</b></p>	<p>Appropriate infrastructure exists for dealing with student applications and making offers. Written administrative procedures exist for:</p> <ul style="list-style-type: none"> <li>• processing applications;</li> <li>• monitoring the number of offers made and accepted (if required for immigration purposes);</li> <li>• admission of students, including verification of their vocational/academic qualifications and competence in English language/other language of instruction at appropriate levels;</li> <li>• checking the financial viability of the students;</li> <li>• student admission and enrolment;</li> <li>• payment of deposits/fees including refund policy for deposits and maintaining financial records.</li> </ul>
<p>Supporting documentation required:</p>	
<p>C.1.1. <b>1, 2/3</b></p>	<p>Student application form.</p>
<p>C.1.2. <b>1, 2/3</b></p>	<p>Written administrative procedures for processing applications.</p>
<p>C.1.3. <b>2/3</b></p>	<p>Sample offer letter and visa letter (if appropriate).</p>
<p>C.1.4. <b>AF, 2/3</b></p>	<p>Written administrative procedures for monitoring the number of visa letters issued and accepted (if appropriate).</p>
<p>C.1.5. <b>2/3</b></p>	<p>Confirmation of students' academic qualifications and relevant language competence prior to joining the course (in student files).</p>
<p>C.1.6. <b>AF, 2/3</b></p>	<p>Written administrative procedures for checking the student's financial status.</p>
<p>C.1.7. <b>1, 2</b></p>	<p>Enrolment form.</p>
<p>C.1.8. <b>AF, 2/3</b></p>	<p>Written administrative procedures for student admission and enrolment.</p>
<p>C.1.9. <b>AF, 2/3</b></p>	<p>Written administrative procedures for handling deposits, fee payments, and refunds and for maintaining records of these transactions.</p>
<p>C.1.10. <b>AF, 2/3</b></p>	<p>Institution policy for the refund of deposits.</p>
<p>C.1.11. <b>1, 2/3</b></p>	<p>A list of all students showing: course; date of first enrolment in the instituton; date of enrolment on current course; nationality, and sight of passport and visa details (if appropriate).</p>

C.2. 2/3, 2#	The Institution creates and maintains accurate and up-to-date student files (see ASIC recommendations on student and staff files) and stores these securely.
Supporting documentation required:	
C.2.1. 1, 2/3	Written administrative procedures for creating and maintaining student files.
C.2.2. 2/3	Examination of a sample of student files.
C.2.3. AF, 2/3	Evidence of a self-service system for students to update their personal details.

C.3. 2/3	The Institution can demonstrate that it attempts to identify those students who have been granted a visa to enable them to study at the Institution but who fail to enrol within ten working days from the scheduled commencement date of the course (i.e., 'no shows') and is able to inform the immigration authorities accordingly if this is a local requirement.
Supporting documentation required:	
C.3.1. AF, 2/3	Written administrative procedures for investigating a 'no show' and reporting to immigration authorities (where required).
C.3.2. AF, 2/3	Sample letter to immigration authorities informing of a 'no show' (where required).

C.4. 2/3, 3#	Students are enrolled on programmes which comply with local educational regulations and with immigration authorities' requirements (if appropriate).
Supporting documentation required:	
C.4.1. AF, 2/3	Written administrative procedures for recording and monitoring student attendance.
C.4.2. 2/3	Completed student attendance registers.
C.4.3. 2/3	Sample records of cumulative attendance.

C.5. 2/3	The Institution has robust procedures for contacting students who miss classes without authorisation to ascertain the reasons for absence and to issue warnings that de-registration will occur in the case of inadequate attendance. If required under local regulations, the Institution informs immigration authorities that the registration of relevant students has been cancelled.
Supporting documentation required:	

C.5.1. <b>AF, 2/3</b>	Written administrative procedures for dealing with student absences and if appropriate reporting to immigration authorities.
C.5.2. <b>AF, 2/3</b>	Sample warning letters to students regarding unsatisfactory attendance.
C.5.3. <b>AF, 2/3</b>	Sample letter to immigration authorities advising that a student's registration has been cancelled due to unsatisfactory attendance.

C.6. <b>2/3, 3#</b>	The Institution closely monitors students' vocational/academic progress, for example through a system of personal vocational/academic tutoring and/or formative assessments, to ensure that they are capable of completing their chosen course/programme or Internship/Work Placement programme. The Institution has robust procedures for issuing warnings to students whose progress is unsatisfactory. The Institution is able to inform immigration authorities of students unlikely to gain their qualification in the expected time.
------------------------	--

Supporting documentation required:

C.6.1. <b>AF, 2/3</b>	Sample student assessment records.
C.6.2. <b>2/3</b>	Student files incorporating academic progress records.
C.6.3. <b>2/3</b>	Written administrative procedures for dealing with unsatisfactory student progress and, if appropriate, reporting to immigration authorities.
C.6.4. <b>AF, 2/3</b>	Sample warning letters to students regarding unsatisfactory progress.

C.7. <b>2/3</b>	In the case of students requiring a visa, and where it is a national requirement, the Institution is able to inform the immigration authorities within ten working days of confirmation of voluntary withdrawals and deferrals, together with the reasons for these.
--------------------	--

Supporting documentation required:

C.7.1. <b>AF, 2/3</b>	Written administrative procedures for dealing with voluntary withdrawals and deferrals and if appropriate reporting to immigration authorities (if required).
C.7.2. <b>AF, 2/3</b>	Sample letters to immigration authorities regarding withdrawals and deferrals (if required).

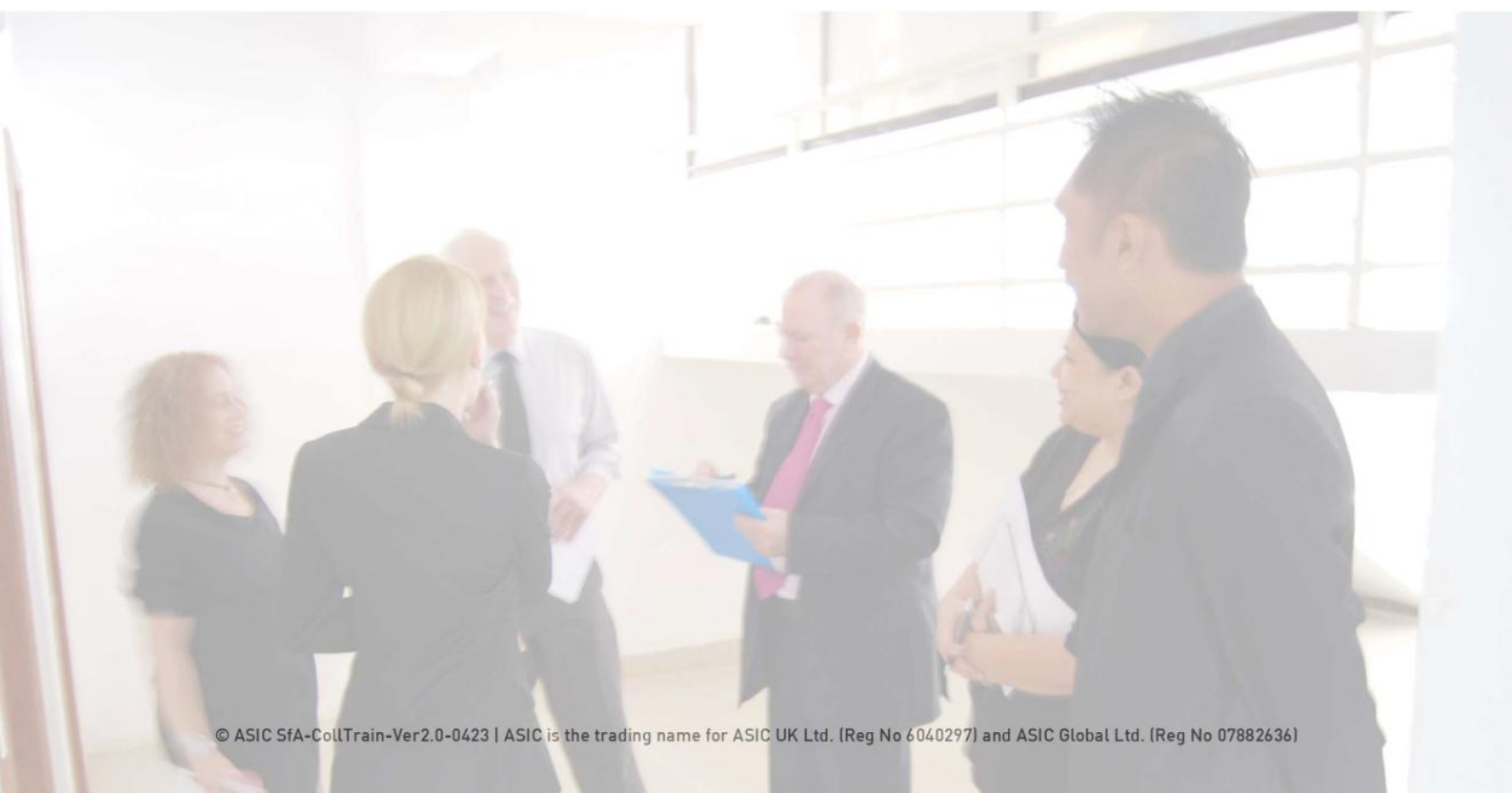
C.8. <b>2/3, 2#</b>	All staff appointments are made in the context of written procedures; and the qualifications of appointees and their right to work are verified.
------------------------	--

Supporting documentation required:

C.8.1. <b>AF, 2/3</b>	Written staff appointment procedures, job descriptions, and appointment criteria.
C.8.2. <b>AF, 2/3</b>	Sample job advertisements.
C.8.3. <b>AF, 2/3</b>	Sample contracts for management, academic, and support staff.
C.8.4. <b>AF, 2/3</b>	Written evidence that staff qualifications have been verified.
C.8.5. <b>AF, 2/3</b>	A list of staff showing their visa status (if appropriate) and written evidence of verification that staff have the right to work in the country.

C.9. <b>2/3</b>	<b>The Institution creates and maintains accurate and up-to-date staff files (see ASIC requirements on student and staff files).</b>
Supporting documentation required:	
C.9.1. <b>1, 2/3</b>	Written administrative procedures for creating and maintaining staff files.
C.9.2. <b>2/3</b>	Examination of a sample of staff files.
C.9.3. <b>AF, 2/3</b>	Evidence of a self-service system for staff to update their personal details.

C.10. <b>2/3</b>	<b>The Institution is aware of the need to inform ASIC of change of premises or extension of existing premises.</b>
---------------------	---



## D) LEARNING, TEACHING, AND WORK PLACEMENT/INTERNSHIP ACTIVITY

The general approach to students' learning is that they should be guided and encouraged to take responsibility for their own learning. This helps to ensure that they can build on the knowledge and experience gained on their courses in taking higher level programmes and/or in developing their careers.

Expected standards for accreditation are that:

D.1. <b>3#</b>	Pre-enrolment, students receive details of entry requirements/other criteria, fee charges and refund policy, and any personal documentation which must be produced to complete enrolment.
Supporting documentation required:	
D.1.1. <b>1, 3#</b>	Pre-enrolment information.
D.2. <b>3#</b>	Students are carefully briefed on the nature and requirements of their chosen programmes/ Internship/Work Placement activity including curriculum, assessment regulations, reading lists and relevant vocational activities.
Supporting documentation required:	
D.2.1. <b>2/3</b>	Programme descriptions.
D.3.* <b>3</b>	Vocational and academic staff have an appropriate level of subject knowledge (normally, at least a first degree/equivalent professional qualification, at an academic equivalent to the level of the programme(s) being taught) and pedagogic skills as evidenced (normally) by formal qualifications. Normally, Internship/Work Placement supervisors are expected to be appropriately qualified.
Supporting documentation required:	
D.3.1. <b>3</b>	CVs of all teaching staff detailing: <ul style="list-style-type: none"> <li>• Responsibilities within the Institution;</li> <li>• Vocational and academic, professional, and teaching qualifications;</li> <li>• Summary of vocational and academic career and other relevant employment;</li> <li>• Recent/current self-development activities.</li> </ul>
D.4.* <b>3#</b>	The delivery of courses/programmes is conducted in ways which facilitate student learning, success, and active participation, and is supported by appropriately equipped teaching and training facilities where applicable. (Classroom observation by Inspectors will assess the effectiveness of vocational and academic delivery, including the recognition by staff of the needs of non-native speakers.)
Supporting documentation required:	

D.4.1. <b>3</b>	Sample lesson plans relating to the course description, curriculum, and learning outcomes.
D.4.2. <b>3</b>	Written procedures for teachers on providing feedback on students' work.
D.4.3. <b>3</b>	Samples of marked student work.

D.5.* <b>3#</b>	The Institution has a strategic approach to Internship/Work Placement encompassing Internship/Work Placement activity by both staff and students. The supervision and monitoring of such activities are undertaken in ways which improve the Internship/Work Placement students' activities.
--------------------	--

Supporting documentation required:

D.5.1. <b>2/3</b>	The Institution's plans for Internship/Work Placement activities.
C.5.2. <b>2/3</b>	Procedure for assessing viability of Internship/Work Placement centres including selection of supervisors.
D.5.3. <b>3</b>	Evidence of appropriate direction, feedback, and critical input to Internship/Work Placement students.
D.5.4. <b>3</b>	Evidence of active engagement between the Institution's Internship/Work Placement work and the commercial sector.

D.6. <b>2/3, 3#</b>	The Institution library, which can be substantially online, provides copies of set texts and supporting texts, journals, and relevant Internship/Work Placement publications. Guidance is provided on the use of public and electronic libraries, including any inter-library loan scheme. Guidance on further study/careers is available.
------------------------	--

**\*Indicators of commendable provision in relation to Sub-Areas of Operation D3, D4, and D5 are:**

D.3. <b>3</b>	The majority of teaching staff have a formal pedagogic qualification in addition to vocational, professional, and academic qualifications (these may have been obtained through in-service training).
D.4. <b>3</b>	Delivery of the vocational and academic programme may be deemed be commendable through the use of appropriate teaching and learning approaches, innovative education methodology, and the effective use of teaching and learning support materials/equipment, and very positive feedback from students on the effectiveness of delivery.
D.5. <b>3</b>	There is a carefully structured system of Internship/Work Placement supervision, including regular, documented meetings/contacts between supervisors and students.



## E) AWARDS AND QUALIFICATIONS

An **external programme** is one in which curriculum and assessment schedule is provided by an outside approved awarding body (including other national or overseas institutions and professional bodies/other recognised bodies). An **internal programme** is one leading to the Institution's own awards as approved by the relevant national authority.

*N.B. ASIC inspections include an examination of the content, and standard of the curriculum, as well as the quality of delivery. While we also pay close attention to the consistency and reliability of assessment, **ASIC neither confers/validates courses or awarding powers.***

Expected standards for accreditation are that:

E.1. <b>2</b>	<b>External programmes:</b> The Institution can demonstrate that its external courses lead to genuine accredited awards, such as franchises/validations from approved international Institutions and/or those leading to awards of recognised awarding bodies including those overseas; the Institution ensures that students are registered with the awarding body.
Supporting documentation required:	
E.1.1. <b>1</b>	Programme summary (Appendix 2, <b>(AF)</b> ) for each approved external course/programme.
E.1.2. <b>2/3</b>	Confirmation of franchise and/or other collaborative arrangements such as dual degrees, validation, articulation, and progression with advanced standing from approved international Institutions ( <b>originals</b> ).
E.1.3. <b>2/3</b>	Confirmed centre status of other recognised awarding bodies ( <b>originals</b> ).
E.1.4. <b>2/3</b>	Evidence to confirm that awards made by overseas institutions, and any other institutions, are genuine (in that the awarding body is formally recognised in its own country and has approval to offer qualifications overseas).
E.1.5. <b>2/3</b>	Written evidence that students are registered with the external awarding body.
E.1.6. <b>2/3</b>	Written evidence that the awarding body follows quality assurance procedures in its collaborative relationship with the Institution.
E.2. <b>2/3</b>	<b>Internal programmes:</b> The Institution can demonstrate that its own internal programmes lead to awards/certification relevant to the needs of students.
Supporting documentation required:	
E.2.1. <b>1</b>	Access to programme descriptions for each internal programme.
E.2.2. <b>2/3</b>	Sample award certificates for the Institution's own programmes.
E.2.3. <b>2/3</b>	Documentation confirming recognition of the Institution's degree-awarding powers ( <b>originals</b> ), if applicable.
E.2.4.	Evidence that the Institution maintains destination data for its students (employment and further study) in building its reputation.



E.3. <b>2/3</b>	A documented framework for the frequent and regular formative assessment of students. Summative assessment of students is undertaken in an ethical, fair, and robust manner.
Supporting documentation required:	
E.3.1. <b>2/3</b>	Written guidance for staff on formative assessment of all programmes and the on-going assessment of Internship/Work Placement activity.
E.3.2. <b>2/3</b>	Written regulations for summative assessment of all/programmes.

E.4. <b>3#</b>	Students are made aware of what constitutes academic misconduct e.g., cheating, personation, collusion, fabrication, ghosting, and plagiarism; and are aware of the consequent penalties for such misconduct. The Institution takes steps to prevent vocational/academic misconduct.
Supporting documentation required:	
E.4.1. <b>AF, 2/3</b>	Written guidance on vocational and academic misconduct.
E.4.2.	Evidence of systems to detect and deter plagiarism and ghosting in non-invigilated assessments, e.g., assignments, projects, dissertations.



## F) STUDENT WELFARE

Institutions in many countries now seek to recruit international students from other countries. Such students often need support in addition to that provided for home students.

Expected standards for accreditation are that:

<b>F.1.*</b> <b>3#</b>	Students receive advice/information and assistance in relation to such topics as: living costs; police registration; registration for medical treatment; banking; and travel cards.
Supporting documentation required:	
<b>F.1.1.</b> <b>1, 2/3</b>	Pre -arrival information for home and international students.
<b>F.2.*</b> <b>3#</b>	Ongoing welfare support is available to students from identified staff.
<b>F.3.</b> <b>3#</b>	There is an induction programme for new students.
Supporting documentation required:	
<b>F.3.1.</b> <b>2/3</b>	Written student induction programme.
<b>F.3.2.</b> <b>1</b>	Student handbook.
<b>F.3.3.</b> <b>2/3</b>	Records to show that students have signed confirming receipt of their copy of the Student Handbook at induction.
<b>F.4.</b> <b>2</b>	In the case of students under the age of 18, the requirements of current legislation are met in respect of police checks on relevant staff, including any mandatory enhanced checks where personal tutoring/mentoring is in place.
Supporting documentation required:	
<b>F.4.1.</b> <b>2</b>	Protection policy (under 18s), where relevant.
<b>F.4.2.</b> <b>2</b>	Staff list recording police checks (under 18s), where relevant.
<b>F.4.3.</b> <b>2</b>	Staff list recording enhanced police checks (under 18s plus personal tutoring/mentoring system) where relevant.

F.5. <b>3#</b>	In the case of students with special learning, medical, or physical needs, the requirements of any current local (in country) legislation are met and a level of support is offered, appropriate to the needs of the individual.
Supporting documentation required:	
F.5.1. <b>2/3</b>	Disability strategy: which must include advice for students, with special learning, medical, or physical needs which the Institution cannot support, to seek guidance from appropriate identified bodies.
F.5.2. <b>AF, 2/3</b>	Written documentation where students have the opportunity to declare special learning, medical, or physical needs, including the Institution's application form.

F.6. <b>3#</b>	Any homestay (i.e., with families) arrangements are satisfactory in terms of selection and monitoring of providers and compliance with current in country legislation. Written guidance is given to students and providers.
Supporting documentation required:	
F.6.1. <b>2/3</b>	Written guidance to homestay students and providers, including a recommendation that adults also living in the homestay are police checked if any students accommodated by them are aged under 18.
F.6.2. <b>2/3</b>	Records of homestay inspections by the Institution, including compliance within country legislation.

F.7. <b>3#</b>	Formal and informal mechanisms exist for students' complaints and grievances to be addressed.
Supporting documentation required:	
F.1.1. <b>AF, 2/3</b>	Written student complaints and grievance procedure.

**\*Indicators of commendable provision in relation to Sub-Areas of Operation F1 and F2 are:**

F.1. <b>3#</b>	The Institution provides both of the following: an effective meet and greet service, particularly for international students; assistance in finding accommodation.
F.2. <b>3</b>	Welfare support is provided by experienced staff or those with relevant formal qualifications.



## G) PREMISES AND HEALTH AND SAFETY

### Documentation required for this Area:

**AF, 2/3** Floor plan of each site being inspected, showing classrooms and other teaching facilities, offices, toilets, student study areas, refreshment areas, residential areas, and emergency exits.

**AF, 2/3** List of all teaching rooms showing capacities and any specific teaching resources.

Expected standards for accreditation are that:

<b>G.1. 2/3</b>	The Institution has documented tenure on its premises and appropriate planning approval.
Supporting documentation required:	
<b>G.1.1. AF, 2/3</b>	Lease agreement or evidence of ownership (as applicable).
<b>G.1.2. AF, 2/3</b>	Confirmation from the local authorities that the Institution has permission to use the premises for educational purposes.
<b>G.2. 2/3</b>	All external and internal signage is clear, comprehensive, current, and accurate. (This includes institutional, floor and room signs, programmes, affiliations, and logos on display.)
<b>G.3.* 2/3, 3#</b>	Building facilities and maintenance ensure a safe and clean environment for staff and students, with adequate lighting, heating and ventilation, and sanitary provision. (Toilets should be clean and well maintained with full hand washing and drying facilities.)
<b>G.4.* 2/3</b>	Any dedicated facilities for the preparation of food and drink meet statutory, local authority, hygiene requirements.
Supporting documentation required:	
<b>G.4.1. AF, 2/3</b>	Local regulation certificate showing compliance with health/sanitary regulations or satisfactory inspection reports from the relevant authority.
<b>G.5.* 2/3, 3#</b>	Students have access to informal study areas, including IT provision where appropriate. (It is expected that there are opportunities for independent study within the Institution, i.e., quiet study areas and casual access to IT laboratories/Wi-Fi facilities. Students should have free access to the internet, including e-mail.)
<b>G.6.* 2/3, 3#</b>	All staff have access to workspaces, including those which are shared (hot-desking) and IT.

G.7.* 2/3, 3#	Classrooms, laboratories, Internship/Work Placement centres, workshops, and other specialised teaching areas, provide safe and adequate space for the numbers of students required to use them and are equipped to a level consistent with the needs of the vocational/academic programmes. (Classrooms: The number of seats in teaching facilities should match class numbers. IT laboratories: expected to have up-to-date computers, printers etc. with broadband access. Institutions teaching English language: expected to have supporting technology.)
------------------	---

G.8. 2/3, 3#	The Institution's health and safety measures ensure that local legal (statutory) and ASIC requirements are met in relation to general safety, first aid, fire precautions, and safety in areas of particular hazard (e.g., science laboratories); relevant staff receive appropriate training in these aspects; rules and procedures are properly displayed, with students and staff fully briefed. This applies to all premises owned or leased by the Institution. (ASIC recognises that some requirements may not be fully achievable in certain countries.)
-----------------	---

Supporting documentation required:

G.8.1. 1	Health and safety declaration by Head of the Institution/Owner (Appendix 3, <b>(AF)</b> ).
G.8.2. <b>AF, 2/3</b>	Health and safety risk assessment, with all recommendations addressed.
G.8.3. <b>AF, 2/3</b>	External fire risk assessment undertaken by an appropriately qualified organisation/person, with all recommendations met.
G.8.4. <b>AF, 2/3</b>	Health and safety policy, including duty of care to students.
G.8.5. <b>2/3</b>	Staff training records in relation to first aid; fire precautions and emergencies; and safety in areas of hazard.
G.8.6. <b>2/3</b>	List of qualified first aiders and their certificates, and/or other medical facilities.
G.8.7. <b>2/3</b>	Relevant health and safety information on display.
G.8.8. <b>2/3</b>	An accident report book.
G.8.9. <b>1</b>	Fire Precautions declaration (Appendix 4, <b>AF</b> ).
G.8.10. <b>2/3</b>	Records of testing of fire detection equipment, extinguishers, alarms, and emergency lighting.
G.8.11. <b>2/3</b>	Fire notices and emergency/fire exit signs.

G.8.12. <b>2/3</b>	Records of timed fire drills (evacuation of the premises) including any hazards encountered, and remedial actions taken.
G.8.13. <b>2/3</b>	Safety rules applicable to areas of hazard.
G.8.14. <b>2/3</b>	Records of portable appliance testing, (this may not be appropriate in some countries).
G.8.15. <b>2/3</b>	Gas and electrical safety certificates provided by qualified contractors, (these may not be required in some countries).
G.8.16. <b>2/3</b>	Carbon monoxide detector is appropriately sited and operational.
G.8.17. <b>2/3</b>	Fire extinguishers correctly wall or floor mounted.
G.8.18. <b>2/3</b>	List of trained fire marshals. (N.B. lists of fire marshals and first aiders/medical staff should be prominently displayed on student notice boards).

**\*Indicators of commendable provision in relation to Sub-Areas of Operation G3, G5, G6, and G7 are:**

G.3. <b>2/3, 3</b>	The premises (including toilets) are well furnished, in a good state of repair, and extremely clean.
G.5. <b>3#</b>	There are appropriately sized student common room facilities with seating, and students have access to refreshments and/or recreation facilities. (Some common room areas may be shared with staff.)
G.6. <b>3#</b>	There is appropriate office space where all staff have designated workspaces equipped with individual IT facilities; and staff have access to personal storage and refreshment facilities.
G.7. <b>2/3, 3</b>	The majority of classrooms/IT laboratories have projection and/or interactive board facilities and/or a high standard of relevant facilities for practice-based courses.



## H) MARKETING AND RECRUITMENT OF STUDENTS

Expected standards for accreditation are that:

<b>H.1.*</b> <b>2, 3#</b>	<p>All staff and education representatives/agents adopt an honest, ethical approach in the marketing of the Institution and its courses/programmes and in the recruitment of students. Appropriate infrastructure exists for dealing with student enquiries.</p>
<p>Supporting documentation required:</p>	
<b>H.1.1.</b> <b>AF, 2/3</b>	<p>Ethics policy in relation to: the marketing of the Institution; the recruitment of students; the ethical practice of staff and agents.</p>
<b>H.1.2.</b> <b>AF, 2/3</b>	<p>Written administrative procedures for processing student enquiries.</p>

<b>H.2.*</b> <b>2/3, 3#</b>	<p>Agents working on behalf of the Institution overseas are recruited in the context of formal appointment criteria, are fully briefed, and provided with relevant Institution literature to be able to assist prospective students with visa applications, if appropriate, and with the programme application process and associated aspects of programme entry. The Institution has effective systems to monitor agents' practices and procedures.</p>
<p>Supporting documentation required:</p>	
<b>H.2.1.</b> <b>1, 2/3</b>	<p>Written criteria for the appointment of agents.</p>
<b>H.2.2.</b> <b>1, 2/3</b>	<p>Written briefing documents for agents.</p>
<b>H.2.3.</b> <b>1, 2/3</b>	<p>Copy of agent agreement.</p>
<b>H.2.4.</b> <b>1, 2/3</b>	<p>List of active agents and their contact details (there should be a file for each agent).</p>
<b>H.2.5.</b> <b>1, 2/3</b>	<p>Evidence of monitoring the performance of agents such as: record of agents' student recruitment data; student satisfaction questionnaires.</p>

<b>H.3.</b> <b>2/3, 3#</b>	<p>In its promotional literature and website, the Institution provides prospective home and international students with accurate and comprehensive information on: admissions requirements and procedures; the programmes available; tuition fees; living costs; living conditions; accommodation; and student welfare. Prospectuses, websites, and marketing literature neither include misleading, inaccurate, or ambiguous statements in these respects nor draw false/unfounded comparisons with other providers.</p>
<p>Supporting documentation required:</p>	

H.3.1. <b>1, 2/3</b>	The Institution website will be viewed and continuously monitored by ASIC.
H.3.2. <b>1, 2/3</b>	Institution prospectus (where applicable).
H.3.3. <b>AF, 2/3</b>	Approvals/licences for the use of images used on the website and other hard copy literature.
H.3.4. <b>2/3</b>	Sample advertisements and other marketing literature, where applicable.

H.4. <b>3#</b>	Vocational and academic selection criteria, including English language/other language of instruction requirements, for home and international students are appropriate to the vocational and academic standards of the programmes for which they have applied, so that students have a reasonable expectation of being successful. In selecting students, the Institution meets the requirements of equal opportunities and anti-discrimination legislation.
Supporting documentation required:	
H.4.1. <b>1</b>	Written admissions requirements (on course summary, Appendix 2, <b>(AF)</b> ).
H.4.2. <b>1</b>	Written English language or other language of instruction admissions requirements (on course summary, Appendix 2, <b>(AF)</b> ).
H.4.3. <b>AF, 2/3</b>	The Institution's equal opportunities policy in relation to student selection.

**\*Indicators of commendable provision in relation to Sub-Areas of Operation H1, and H2 are:**

H.1. <b>2/3</b>	Implementation of the ethics policy is monitored at a senior level and the Institution takes responsibility for the training, briefing, and updating of its staff and agents.
H.2. <b>2</b>	The Institution's agents have taken a recognised external training programme OR have been registered with an appropriate agent organisation.

