ASIC

INTERNATIONAL DISTANCE & BLENDED LEARNING PROVIDERS

Standards for
Accreditation

KEY PERFORMANCE INDICATORS

For Quality International Education.

Contents

Introduction

Accreditation by the Accreditation Service for International Schools, Colleges, and Universities (ASIC) is independent and unbiased. It provides education authorities, students, their parents, 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 acheived 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; and that successful students will be awarded with a reputable qualification, which will enhance the students' careers/further study prospects. (2)

ASIC's accreditation arrangements normally require that several remote contacts are made to the institution to focus on the premises, health and safety, education facilities, courses and their delivery, student welfare, marketing and recruitment, management, staff qualifications, and the delivery of the academic programme.

We also arrange online meetings with staff, students, and the owners and senior managers. If it is not possible to meet remotely with staff and students, then we may send out questionnaires to be completed and returned.

AREAS OF OPERATION:

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

Physical visits to the institution may be undertaken for blended learning institutions, where the above will be discussed in person, together with an inspection of premises. The above will be completed following receipt of a fully completed ASIC Application Form and supporting documentation as described below, together with payment of the agreed fees. The Inspection Stage itself usually takes place across one day (occasionally longer), depending on the size of the institution and the availability of institution staff for meetings, and will normally be undertaken by one or two experienced ASIC Inspectors.

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

ASIC ACCREDITED **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:

- Universities 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.

(ASIC recognises that institutions also offer 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 students at Stage 2. (May also be checked with Head of the 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. **1, 2**	Membership and documented role of the Governing Body.
A.1.2. **1, 2**	Diagram of staffing structure with names (this includes management, quality assurance administrators, curriculum developers, assessors, teachers, and support staff).
A.1.3. **1, 2**	Appropriate vision and mission statements.

A.2.* **3#**	Communication amongst governors, management, and all staff is effective. (Regular, recorded meetings of staff (including online meetings where appropriate) should take place to manage the operations of the Institution at various appropriate levels.)
Supporting documentation required:	
A.2.1. **3**	Minutes of staff meetings.

A.3. **2/3, 3#**	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. **AF, 2/3**	Employer's Liability Insurance certificate (where possible).
A.3.2. **AF, 2/3**	Public Liability Insurance (where possible).
A.3.3. **AF, 2/3**	Equal opportunities policy relating to employment.
A.3.4. **2/3**	Written procedures for staff discipline and complaints/grievance.

A.4.* **2/3**	Courses/programmes and/or academic subject areas (including research) are managed by appropriately qualified and experienced staff.
Supporting documentation required:	
A.4.1. **2/3**	CVs of the relevant staff.

A.5. 2/3, 3#	In the case of blended learning provision, classes are timetabled appropriately in terms of room sizes and their facilities, and, regardless of mode of delivery, all programmes and assignments are scheduled to provide reasonable workloads for students and staff. Research students have suitable facilities and structured supervision arrangements are in place.
Supporting documentation required:	
A.5.1. 2/3	Current course and room timetables.
A.5.2. 2/3	Research facilities and supervision arrangements.

A.6. 2/3	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 work (in whatever format, including encoded electronic data).
Supporting documentation required:	
A.6.1. AF, 2/3	Written procedures for the production of examination/test papers for formative tests/mock examinations and for summative assessments if appropriate.
A.6.2. AF, 2/3	Written procedures for the conduct of assessments, including invigilation arrangements and proctoring arrangements (where relevant).
A.6.3. 2/3	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. AF, 2/3	Confirmed approval of the Institution as an awarding body test/examination centre as appropriate (**originals**).

A.7.* 3#	New staff receive appropriate induction. There are records to show appraisal/performance review and staff development systems exist for all staff. Staff are encouraged/supported in engaging in self-development.
Supporting documentation required:	

| A.7.1.1	Staff handbook.
A.7.2. 2/3	Records to show that staff have signed confirming receipt of a copy of the staff handbook at induction.
A.7.3. 2/3	Written staff induction programme.
A.7.4. 2/3	Appraisal/performance review system.
A.7.5. 2/3	Staff development policy.
A.7.6. 2/3	Records of staff development activities.

A.8.* 3#	All teaching staff are subject to review of their teaching (that is, delivery of the academic programme), their curriculum development activities, and their assignment marking with a view to achieving continuous improvement of standards. Research staff are reviewed on their scholarly activity (including papers written and presented at suitable conferences).
Supporting documentation required:	
A.8.1. 2/3	Written procedures for the monitoring of the delivery of the academic programme and curriculum development and/or the review of scholarly activity.
A.8.2. 2/3	Records of monitoring of the delivery of the academic programme.
A.8.3. 2/3	Records of: published papers and presentations; citations; funding awarded; successful research supervision.

A.9. 2/3	Copyright regulations are observed.
Supporting documentation required:	
A.9.1. AF, 2/3	A copyright licence or equivalent (where possible) and/or suitable copyright notices at photocopiers. (In the UK copyright regulations are overseen by the Copyright Licensing Authority, the CLA.)

A.10. 2/3	Data protection requirements are observed.
Supporting documentation required:	
A.10.1. AF, 2/3	Registration with your local Data Protection Compliance Office, or equivalent.

A.2. **3**	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. These meetings may be conducted remotely.
A.4. **3**	There is a designated person(s) one of whose principal roles is to take responsibility for the successful delivery of the academic programme and the enhancement of the curriculum. (Roles may include ensuring that: students are properly registered with the awarding body; appropriate arrangements are made for examinations and these are communicated clearly to students; appropriate facilities and resources are in place; cover for absent staff is arranged; course/curriculum reviews are arranged.)
A.7. **3#**	Annual appraisals/performance review are formally recorded and agreed performance targets are actioned.
A.8. **3**	There are written procedures in place for addressing issues identified in the review of the delivery of the 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 research outputs.
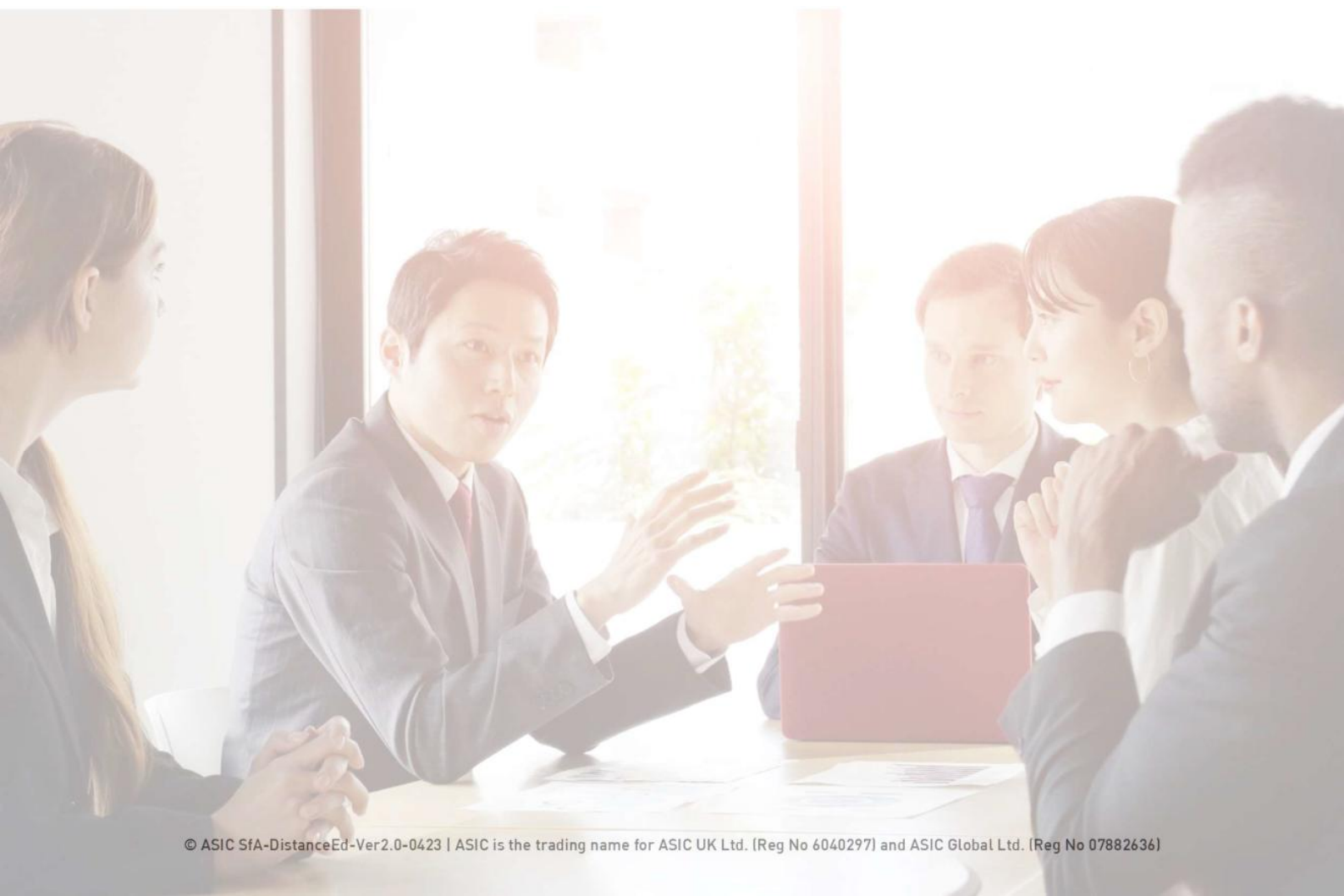
B) QUALITY ASSURANCE AND ENHANCEMENT

Course/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.1.* 3#	The Institution undertakes an annual review of its courses/programmes research activities, which includes formal input from students and staff.
Supporting documentation required:	
B.1.1. 2/3	Written procedures for conducting vocational and academic review.
B.1.2. 2/3	Records of vocational and academic review meetings which include action points.

B.2.* 2/3	As part of the academic review process, the Institution monitors students' academic development and pass/completion rates, including research degrees, and analyses examination results to identify trends and inconsistencies.
Supporting documentation required:	
B.2.1. 2/3	Student examination results.
B.2.2. 2/3	Written analyses of student performance by course and cohort. Written report by supervisors on research activities.

B.3.* 3#	As part of the academic review process, mechanisms exist for students to provide feedback on the delivery of their programmes and/or the quality of research supervision, and the quality of the supporting resources. The mechanisms may include student questionnaires assessing individual staff performance, programme delivery and academic/welfare support as well as representation on committees and/or staff/student liaison groups.
Supporting documentation required:	
B.3.1. 2/3	Examples of completed student feedback questionnaires.
B.3.2. 2/3	Records of relevant meetings involving students.

B.4. 2/3	For 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.
Supporting documentation required:	

B.4.1. 2/3	Written procedures for course/programme design and curriculum development.
B.4.2. 2/3	Records of relevant course/programme development meetings.
B.4.3. 2/3	Course/programme descriptions including details of: curriculum; learning outcomes; teaching approaches; assessment arrangement.
B.4.4. 2/3	Course/programme approval documentation including national or international approvals to offer certificates, diplomas, Degree, Masters and PhD programmes.
B.4.5. 2/3	Evidence of external validation, including the involvement of external advisors or examiners from other institutions (local or international), or relevant industrial/commercial/business companies.

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

B.1. 2/3	Formal minutes of vocational and academic review meetings show that effective action is taken as a result of the 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#	There is documented evidence to show that effective action is taken in response to student feedback.
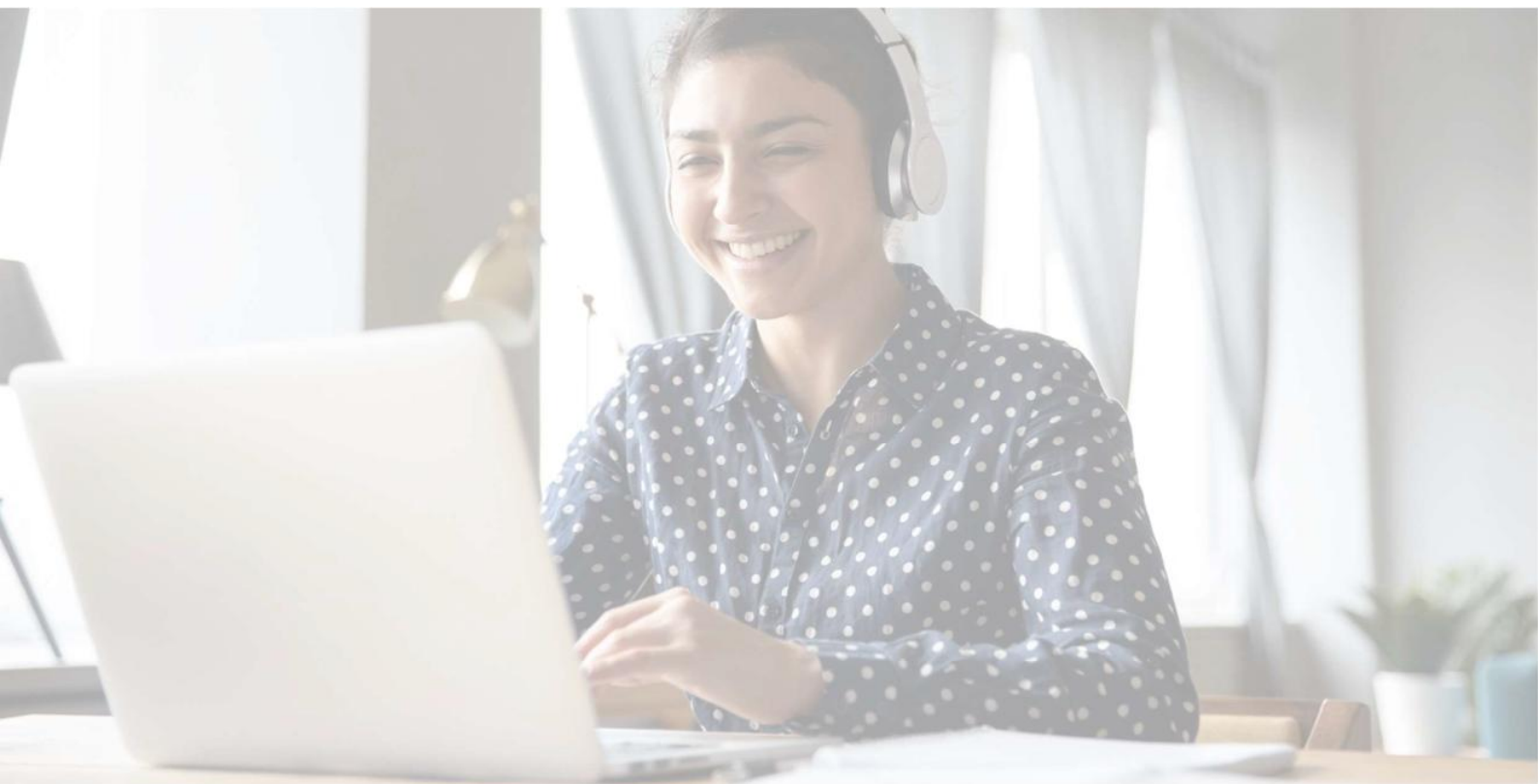
C) SYSTEMS MANAGEMENT

ASIC expects its accredited institutions to have written procedures for all 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:

C.1. **2/3, 3#**	An appropriate infrastructure exists for dealing with student applications and making offers. Written administrative procedures exist for: • processing applications; • monitoring the number of offers made and accepted; • the admission of students, including verification of students' academic qualifications, and competence in English language/other language of instruction at appropriate levels; • checking the financial viability of students; • student admission and enrolment; • payment of deposits/fees (including policy for refund of deposits) and maintaining financial records.
Supporting documentation required:	
C.1.1. **1, 2/3**	Student application form.
C.1.2. **1, 2/3**	Written administrative procedures for processing applications.
C.1.3. **2/3**	Sample offer letter and visa letter (if appropriate).
C.1.4. **AF, 2/3**	Written administrative procedures for monitoring the number of visa letters issued and accepted (if appropriate).
C.1.5. **2/3**	Confirmation of students' academic qualifications and relevant language competence prior to joining the course (in student files).
C.1.6. **AF, 2/3**	Written administrative procedures for checking the student's financial status.
C.1.7. **1, 2**	Enrolment form.
C.1.8. **AF, 2/3**	Written administrative procedures for student admission and enrolment.
C.1.9. **AF, 2/3**	Written administrative procedures for handling deposits, fee payments, and refunds and for maintaining records of these transactions.
C.1.10. **AF, 2/3**	Institution policy for the refund of deposits.
C.1.11. **1, 2/3**	A list of all students showing: course; date of first enrolment in the Institution; date of enrolment on current course; nationality, and sight of passport and visa details (if appropriate).

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	**For Blended Learning Institutions Only:** Where a period of on-campus attendance is required, 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.
C.3.2. AF, 2/3	Sample letter to immigration authorities informing of a 'no show.'

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	Where blended learning requires attendance at the Institution, 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. **AF, 2/3**	Written administrative procedures for dealing with student absences and if appropriate reporting to immigration authorities.
C.5.2. **AF, 2/3**	Sample warning letters to students regarding unsatisfactory attendance.
C.5.3. **AF, 2/3**	Sample letter to immigration authorities advising that a student's registration has been cancelled due to unsatisfactory attendance.

C.6. **2/3, 3#**	The Institution closely monitors students' 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 research 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. **AF, 2/3**	Sample student assessment records.
C.6.2. **2/3**	Student files incorporating academic progress records.
C.6.3. **2/3**	Written administrative procedures for dealing with unsatisfactory student progress and, if appropriate, reporting to immigration authorities.
C.6.4. **AF, 2/3**	Sample warning letters to students regarding unsatisfactory progress.

C.7. **2/3**	The Institution records voluntary withdrawals and deferrals, and in the case of students requiring a visa, is able to inform the immigration authorities accordingly.
Supporting documentation required:	
C.7.1. **AF, 2/3**	Written administrative procedures for dealing with voluntary withdrawals and deferrals and if appropriate reporting to immigration authorities (if required).
C.7.2. **AF, 2/3**	Sample letters to immigration authorities regarding withdrawals and deferrals (if required).

C.8. **2/3, 2#**	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. **AF, 2/3**	Written staff appointment procedures, job descriptions, and appointment criteria.
C.8.2. **AF, 2/3**	Sample job advertisements.
C.8.3. **AF, 2/3**	Sample contracts for management, academic, and support staff.
C.8.4. **AF, 2/3**	Written evidence that staff qualifications have been verified.
C.8.5. **AF, 2/3**	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. **2/3**	**The Institution creates and maintains accurate and up-to-date staff files (see ASIC requirements on student and staff files).**
Supporting documentation required:	
C.9.1. **1, 2/3**	Written administrative procedures for creating and maintaining staff files.
C.9.2. **2/3**	Examination of a sample of staff files.
C.9.3. **AF, 2/3**	Evidence of a self-service system for staff to update their personal details.

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

D) LEARNING, TEACHING, AND RESEARCH 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. 3#	Pre-enrolment, students receive details of entry requirements/other criteria, fee charges and refund policy, and any personal documentation to be produced in order to complete enrolment.
Supporting documentation required:	
D.1.1. 1, 3#	Pre-enrolment information.

D.2. 3#	Students are carefully briefed on the nature and requirements of their chosen courses/research activity including curriculum, mode(s) of distance education delivery, assessment regulations, completion schedules, reading lists/relevant academic papers.
Supporting documentation required:	
D.2.1. 2/3	Course/programme descriptions.

D.3.* 3	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 research supervisors are expected to be qualified to PhD level.
Supporting documentation required:	
D.3.1. 3	CVs of all teaching staff detailing: • Responsibilities within the Institution; • Academic, professional, and teaching qualifications; • Summary of academic career and other relevant employment; • Recent/current self-development activities. • Publications; • Academic papers refereed and submitted at conference; • Peer reviews/citations.

D.4.* 3#	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 and by relevant distance education technology and back-up arrangements. (Inspectors need to access the learning platform at student, staff, and management levels. For programmes involving blended learning, classroom observation by Inspectors will assess the effectiveness of course delivery, including the recognition (by staff) of the needs of non-native speakers.)
Supporting documentation required:	

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

D.5.* 3#	There is a strategic approach to Internship/Work Placement encompassing research activity by both staff and students and, where appropriate, the commercialisation of research outcomes. Research supervision is undertaken in ways which improve research students' activities.
Supporting documentation required:	
D.5.1. 2/3	The Institution's plans for research activities.
C.5.2. 2/3	Procedure for assessing viability of research centres including selection of supervisors.
D.5.3. 3	Evidence of appropriate direction, feedback, and critical input to research students.
D.5.4. 3	Evidence of active engagement between the Institution's research work and the commercial sector.

D.6. 2/3, 3#	The Institution library, which can be substantially online, provides copies of set texts and supporting texts, journals, and relevant research 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. 3	The majority of teaching staff have a formal pedagogic qualification.
D.4. 3	Delivery of the academic programmes may be deemed be commendable through the use of appropriate teaching and learning approaches, innovative distance education methodology, and the effective use of teaching and learning support materials and equipment (this may include a learning and teaching platform and very positive feedback from students on the effectiveness of delivery).
D.5. 3	There is a carefully structured system of research supervision, including regular, documented meetings/contacts between supervisors and students.

E) AWARDS AND QUALIFICATIONS

An **external course/programme** is one in which the curriculum and assessment schedule is provided by an outside approved awarding body, including other national or overseas universities, professional bodies, and other recognised awarding bodies. An **internal course/programme** is one leading to the Institution's own awards as approved by the relevant national authority. (In the UK, such bodies are recognised and approved by a Government body, namely, Ofqual.)

*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 degree-awarding powers**. (Applicants for distance education programmes should satisfy themselves that the level of recognition of an award is sufficient to meet their needs. Not all countries recognise distance learning qualifications for the purpose of public employment.)*

Expected standards for accreditation are that:

E1. 2	**External courses/programmes:** 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. 1	Course/programme summary (Appendix 2, **AF**) for each approved external course/programme.
E.1.2. 2/3	Confirmation of franchise and/or other collaborative arrangements such as: dual degree; validation; articulatio; progression with advanced standing from approved international universities (**originals**).
E.1.3. 2/3	Confirmed centre status of other recognised awarding bodies (**originals**).
E.1.4. 2/3	Evidence to confirm that awards made by overseas universities, 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. 2/3	Written evidence that students are registered with the external awarding body.
E.1.6. 2/3	Written evidence that the awarding body follows quality assurance procedures in its collaborative relationship with the Institution and, in the case of UK universities, that they follow relevant QAA guidelines.

E.2. 2/3	**Internal courses/programmes:** The Institution can demonstrate that its own internal courses/programmes lead to awards/certification relevant to the needs of students.
Supporting documentation required:	
E.2.1. 1	Course/programme summary (Appendix 2, **AF**) for each approved internal course/programme.
E.2.2. 2/3	Award certificates for each internal course/programme.
E.2.3. 2/3	Documentation confirming institution or awarding body recognition of the Institution's internal courses/programmes **(originals)**.

E.3. **2/3**	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. **2/3**	Written guidance for staff on formative assessment of all courses/programmes and the on-going assessment of research activities.
E.3.2. **2/3**	Written regulations for summative assessment of all courses/programmes.

E.4. **3#**	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. **AF, 2/3**	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.
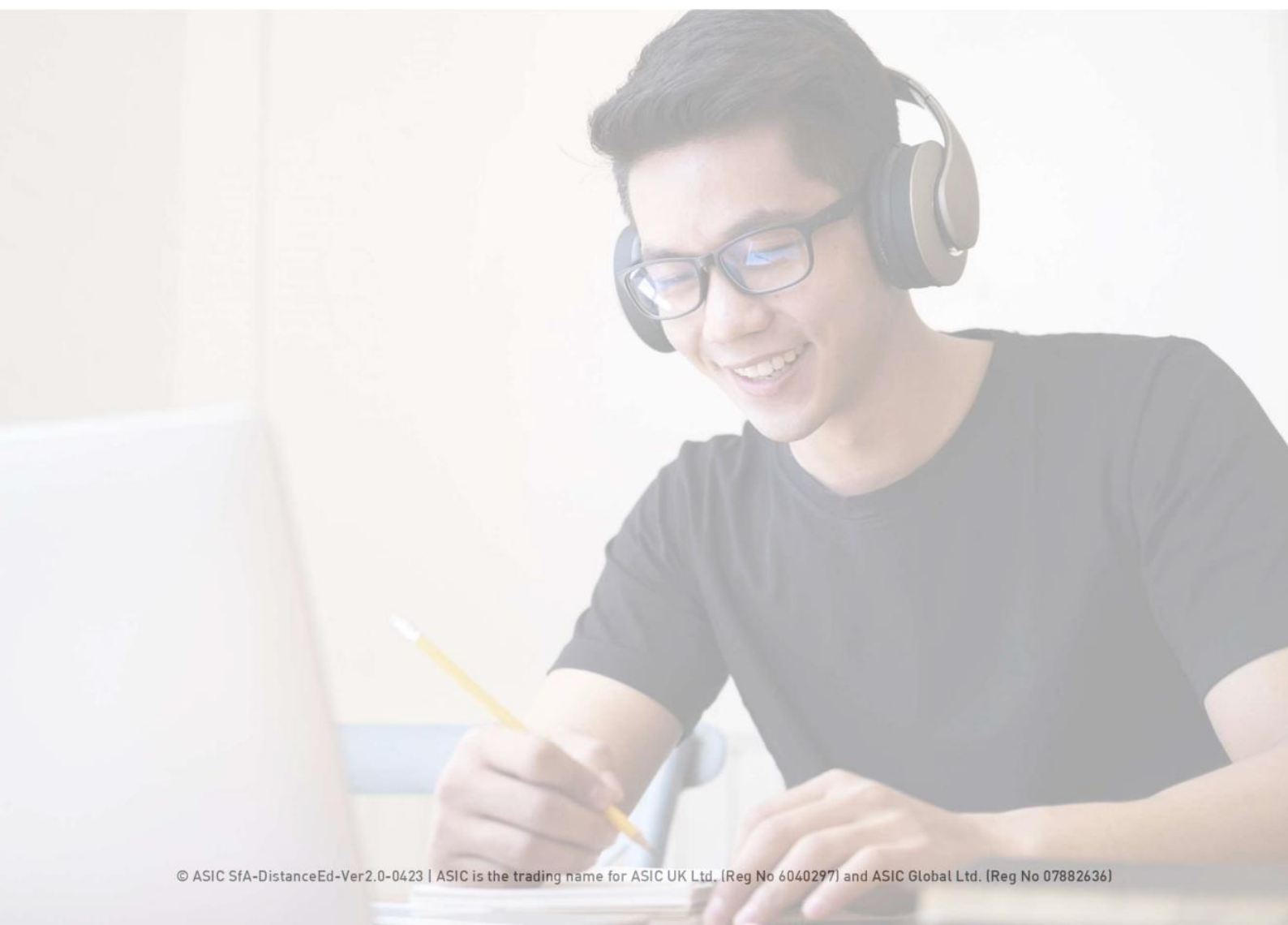
F) STUDENT WELFARE

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:

F.1.* 3#	On blended learning programmes (involving attendance at the institution) 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:	
F.1.1. 1, 2/3	Pre-arrival information for home and international students.

F.2.* 3#	Ongoing welfare support is available to students from identified staff.

F.3. 3#	There is an induction programme for new students.
Supporting documentation required:	
F.3.1. 2/3	Written student induction programme.
F.3.2. 1	Student handbook.
F.3.3. 2/3	Records to show that students have signed confirming receipt of their copy of the Student Handbook at induction.

F.4. 2	In the case of students under the age of 16, there is a Child Protection Policy, including protection in use of the internet. In the case of students under the age of 18, the requirements of current local legislation are met in respect of police checks on relevant staff, including enhanced checks where personal tutoring/mentoring is in place. (It is suggested that all college staff are DBS checked/local equivalent, including Head of Institution, owners, and directors.) **This is equally applicable to solely online institutions.**
Supporting documentation required:	
F.4.1. 2	Protection policy (under 16s).
F.4.2. 2	Staff list recording police checks (under 18s).
F.4.3. 2	Staff list recording enhanced police checks (under 18s plus personal tutoring/mentoring system).

F.5. 3#	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. **This is equally applicable to solely online institutions.**
Supporting documentation required:	
F.5.1. 2/3	Disability strategy: which must include advice to students, with special learning, medical, or physical needs which the Institution cannot support, to seek guidance from appropriate identified bodies.
F.5.2. AF, 2/3	Written documentation where students have the opportunity to declare special learning, medical, or physical needs, including the Institution's application form.

F.6. 3#	**Blended Learning Institutions ONLY:** 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. 2/3	Written guidance to homestay students and providers, including a recommendation that adults also living in the homestay are police checked.
F.6.2. 2/3	Records of homestay inspections by the Institution, including compliance with in-country legislation.

F.7. 3#	Formal and informal mechanisms exist for students' complaints and grievances to be addressed.
Supporting documentation required:	
F.1.1. AF, 2/3	Written student complaints and grievance procedure.
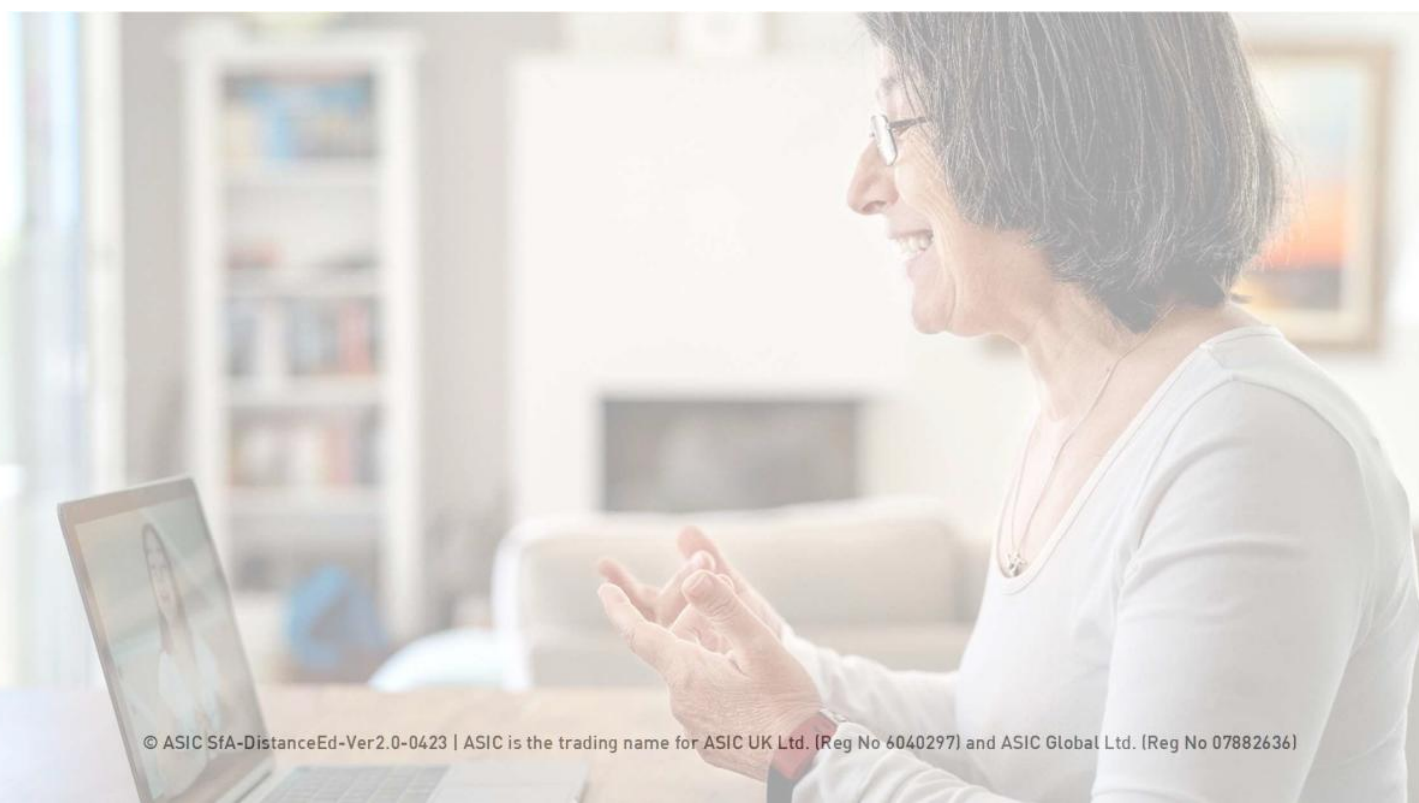
G) PREMISES AND HEALTH AND SAFETY

Documentation required for this Area:

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

Expected standards for accreditation are that:

G.1. **2/3**	The Institution has documented tenure on its premises and appropriate planning approval.
Supporting documentation required:	
G.1.1. **AF, 2/3**	Lease agreement or evidence of ownership (as applicable).
G.1.2. **AF, 2/3**	Confirmation from the local authorities that the Institution has permission to use the premises for educational purposes.

G.2. **2/3**	All external and internal signage is clear, comprehensive, current, and accurate. (This includes institutional, floor and room signs, programmes, affiliations, and logos on display.) **This may not be applicable to some organisations run from a home environment.**

G.3.* **2/3, 3#**	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.) **This may not be applicable to some organisations run from a home environment.**

G.4.* **2/3**	Any dedicated facilities for the preparation of food and drink meet statutory, local authority, hygiene requirements.
Supporting documentation required:	
G.4.1. **AF, 2/3**	Local regulation certificate showing compliance with health/sanitary regulations or satisfactory inspection reports from the relevant authority.

G.5.* **2/3, 3#**	**Blended Learning Institutions ONLY:** 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.)

G.6.* **2/3, 3#**	All staff have access to workspaces, including those which are shared (hot-desking) and IT.

G.7.* 2/3, 3#	**Blended Learning Institutions ONLY:** Classrooms, laboratories, research 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 are expected to have up-to-date computers, printers etc. with broadband access. Institutions teaching English language are 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.) **This may not be applicable to some organisations run from a home environment.**

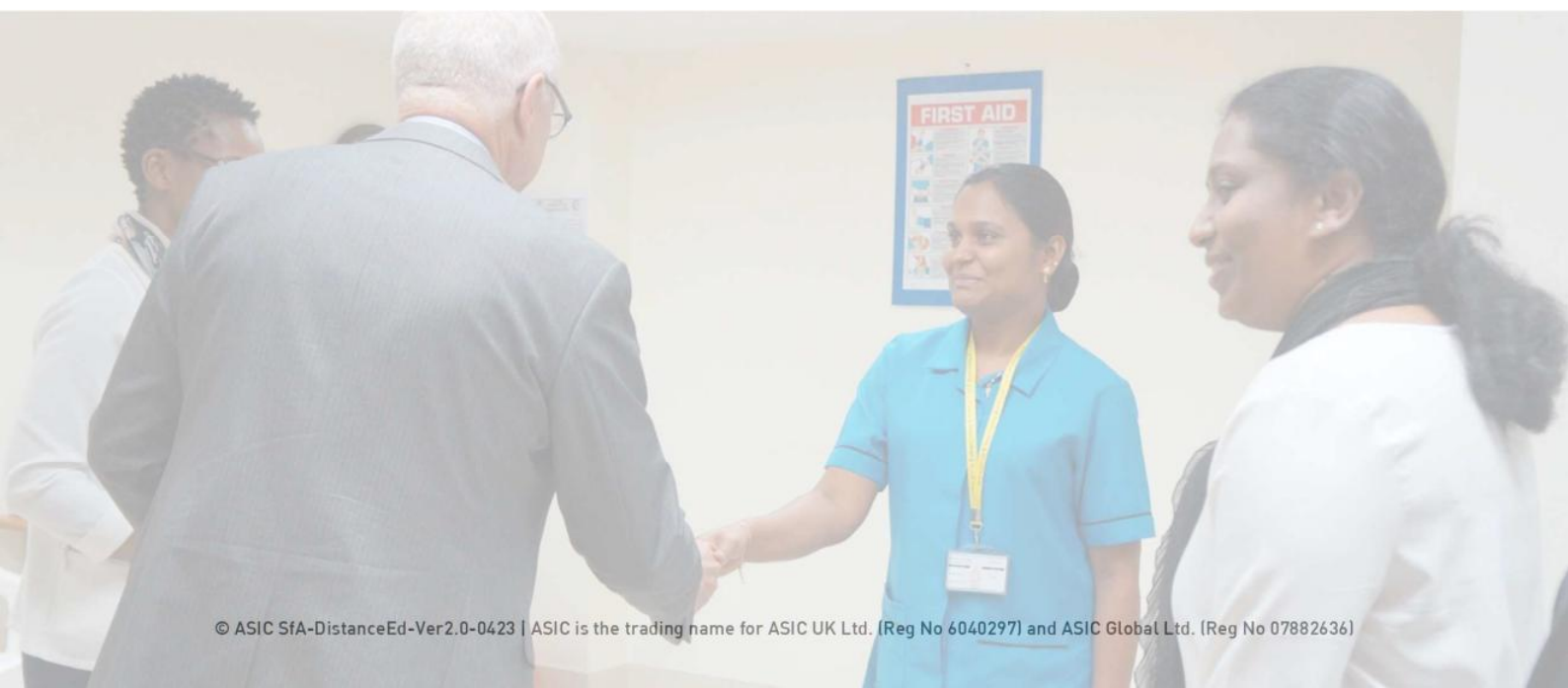Supporting documentation required:

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

G.8.12. 2/3	Records of timed fire drills (evacuation of the premises) including any hazards encountered, and remedial actions taken.
G.8.13. 2/3	Safety rules applicable to areas of hazard.
G.8.14. 2/3	Records of portable appliance testing, (this may not be appropriate in some countries).
G.8.15. 2/3	Gas and electrical safety certificates provided by qualified contractors, (these may not be required in some countries).
G.8.16. 2/3	Carbon monoxide detector is appropriately sited and operational.
G.8.17. 2/3	Fire extinguishers correctly wall or floor mounted.
G.8.18. 2/3	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. 2/3, 3	The premises, including the toilets, are well furnished, in a good state of repair, and extremely clean. **This may not be applicable to some organisations run from a home environment.**
G.5. 3#	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.) **This may not be applicable to some organisations run from a home environment.**
G.6. 3#	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. **This may not be applicable to some organisations run from a home environment.**
G.7. 2/3, 3	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 (for blended learning).

H) MARKETING AND RECRUITMENT OF STUDENTS

Expected standards for accreditation are that:

H.1.* 2, 3#	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.
Supporting documentation required:	
H.1.1. AF, 2/3	Ethics policy in relation to: the marketing of the Institution; the recruitment of students; the ethical practice of staff and agents.
H.1.2. AF, 2/3	Written administrative procedures for processing student enquiries.

H.2.* 2/3, 3#	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 so as to be able to assist prospective students with visa applications, if appropriate, and with the programme application process and associated aspects of course/programme entry. The Institution has effective systems to monitor agents' practices and procedures.
Supporting documentation required:	
H.2.1. 1, 2/3	Written criteria for the appointment of agents.
H.2.2. 1, 2/3	Written briefing documents for agents.
H.2.3. 1, 2/3	Copy of agent agreement.
H.2.4. 1, 2/3	List of active agents and their contact details (there should be a file for each agent).
H.2.5. 1, 2/3	Evidence of monitoring the performance of agents such as: record of agents' student recruitment data; student satisfaction questionnaires.

H.3. 2/3, 3#	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.
Supporting documentation required:	

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

H.4. **3#**	Academic selection criteria, including English language/other language of instruction requirements, for home and international students are appropriate to the academic standards of the courses/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. **1**	Written admissions requirements (on course summary, Appendix 2, **AF**).
H.4.2. **1**	Written English language or other language of instruction admissions requirements (on course summary, Appendix 2, **AF**).
H.4.3. **AF, 2/3**	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. **2/3**	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. **2**	The Institution's agents have taken a recognised external training programme OR have been registered with an appropriate agent organisation.