



INTERNATIONAL SCHOOLS

# Standards for Accreditation

KEY PERFORMANCE INDICATORS

For Quality International Education.

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# Introduction

Accreditation by the Accreditation Service for International Schools, Colleges, and Universities (ASIC) is independent and unbiased. It provides education authorities, pupils, their parents, and stakeholders with reassurance that accredited providers deliver ethical, high-quality, education and related services.

In accrediting international schools, ASIC considers the performance of the institution 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 pupils entering schools who have achieved accreditation, in any country, will receive a sound educational experience, delivered with the aid of appropriate human and physical resources in a safe (2), caring, and hygienic environment; that, in addition, successful pupils will be awarded with reputable qualifications, which will enhance their careers/further study prospects. (3) We also look to see how Schools nurture a philosophy of inclusiveness, racial harmony, and religious empathy.

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, marketing and recruitment, and pupil welfare.

This is followed by Part 2, which focuses on management, staff\* qualifications and meetings with staff, the delivery of the academic programme and meetings with pupils and compliance with any immigration requirements, together with a meeting 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 Course Delivery
- E) Awards and Qualifications
- F) Pupil Welfare, Behaviour, and Personal Development
- G) Premises and Health and Safety
- H) Marketing and Recruitment of Pupils

The Inspection usually requires one visit which takes place over two days and will be undertaken by two ASIC Inspectors. (The duration of the visit and the number of inspectors is dependent on the size of the school. In some circumstances, the audit may take place as two separate visits.) The Inspection will take place following receipt of the (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.)*



(1) While several of the Sub-Areas (e.g., some under Area of Operation G: 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 School meets acceptable international standards in a world of increasing pupil mobility and consequent expectations. Similarly, the rules and regulations applying to pupils entering the UK for study purposes are likely to be different from those which apply to pupils entering other countries to study.

(2) Following the Covid-19 pandemic of 2019/2020, ASIC will also look at arrangements made for pandemic/crisis situations.

(3) The School will be expected to demonstrate that it is operating within the legal educational framework of its home country and that pupils 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 schools 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 School at Stage 2.  
**2#** Verified through discussions with staff and/or pupils at Stage 2. (May also be checked with Head of School.)
- \*** 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 School's owner(s), where appropriate, and the Chair of Governors or his/her representative.

Expected standards for accreditation are that:

A.1.  
2, 2#

The School has a clear and concise statement of its vision, mission, core values, and objectives (appropriate for the scope of its operation). This statement is properly communicated to, understood, and supported by the School's management, staff, pupils (currently enrolled and prospective), parents, and other stakeholders. Suitable procedures are deployed to gauge the effectiveness and continuing relevance of the statement in the operation, policy formulation, decision making, internal reviews and audits, and general ethos of the School. Management have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies, and practice.

Suggested supporting documentation:

A.1.1. <b>1, 2</b>	Copy of the School's institutional statement (including Mission and Vision statements).
A.1.2. <b>1</b>	Written procedures for disseminating the statement to appropriate stakeholders.
A.1.3.	Written procedures for monitoring the effectiveness and continuing relevance of the statement.
A.1.4.	Minutes of meetings to review the School statement.

A.2. <b>2, 2#</b>	Effective procedures are used to elicit and analyse feedback to determine the School's degree of success in realising the goals in the School statement. Evidence is provided that the School responds positively to such feedback.
Suggested supporting documentation:	
A.2.1. <b>AF, 2</b>	Questionnaires distributed to stakeholders regarding the effectiveness of the School statement.
A.2.2. <b>AF, 2</b>	Records of management meetings held (at which it is demonstrated that such feedback is considered and acted upon) with decisions communicated accordingly.

A.3. <b>2, 2#</b>	A suitably constituted governing body has responsibility for overseeing the general direction of the School, determining strategy and ensuring effective accountability of the School's management.
Suggested supporting documentation:	
A.3.1. <b>AF, 2</b>	Governing body articles.
A.3.2. <b>AF, 2</b>	Description of how the governing body members are selected, terms of reference, appointment conditions (including training and updating), and arrangements for evaluating the governing body.
A.3.3.	Minutes of meetings.

A.4. <b>2, 2#</b>	There is a constructive and co-operative relationship between the School's governing body and its management. The respective roles and areas of jurisdiction between governance and management are fully defined and are understood and accepted by all parties concerned.
Suggested supporting documentation:	



A.4.1. <b>AF, 2</b>	Organogram outlining the governance and managerial structure of the School.
A.4.2. <b>AF, 2</b>	Outline of the processes by which key decisions are made, communicated, and implemented.
A.4.3.	Minutes of meetings held between the governing body and the Head/Management demonstrating how the relationship between the governance and management elements work in practice.

A.5. <b>2, 2#</b>	There is a recognised Head of the School (e.g., Principle/Head Teacher) who is responsible to the governors for the day to day management of the School, the delivery of the academic programme and the welfare of the pupils.
Suggested supporting documentation:	
A.5.1. <b>AF, 2</b>	Roles and responsibilities of the Head.
A.5.2. <b>2</b>	Appointment procedures for the Head.
A.5.3.	Procedures for the evaluation of the Head by the governing body.

A.6. <b>2, 2#</b>	The Head operates according to a coherent School development plan, determined in conjunction with the governing body, and covering a period of at least one year. The development plan should: set realistic and appropriate educational and financial goals; outline plans for the short, medium, and long term; detail budgetary implications; include input from staff; and be communicated effectively to all stakeholders. The plan must be subject to regular review/appropriate updates.
Suggested supporting documentation:	
A.6.1. <b>AF, 2</b>	School development plan.
A.6.2.	Records of relevant meetings.

A.7. <b>2, 2#</b>	The School's staff complement and structures are appropriate for the scale and nature of its operation.
Suggested supporting documentation:	
A.7.1. <b>AF, 2</b>	Diagram of staffing structure with names (including management, teaching, and support staff).

A.8.* 2, 2#	Internal communication amongst staff is effective. (Regular, recorded meetings of staff should take place to manage the operation of the School.)
Suggested supporting documentation:	
A.8.1. AF, 2	Minutes of staff meetings.

A.9. 2, 2#	Local/legal employment requirements are met/good practice exists in terms of equal opportunities, disciplinary and grievance procedures, Employer's Liability insurance, Public Liability insurance (or local equivalents), and staff workloads.
Suggested supporting documentation:	
A.9.1. AF, 2	Employer's Liability Insurance certificate.
A.9.2. AF, 2	Public Liability Insurance.
A.9.3. AF, 2	Equal opportunities policy relating to employment.
A.9.4. 2	Written procedures for staff discipline and complaints/grievance.

A.10.* 2	Courses and/or subject areas are managed by appropriately qualified and experienced staff.
Suggested supporting documentation:	
A.10.1. 2	CVs of the relevant staff.

A.11. 2, 2#	Classes are timetabled appropriately in terms of rooms sizes; their facilities, programmes, and assignments are timetabled to provide reasonable workloads for staff and pupils which comply with national requirements.
Suggested supporting documentation:	
A.11.1. 2	Current course and room timetables.

A.12. 2	Written procedures exist for the production and conduct of summative and formative tests/quizzes/mock examinations, coursework, and other assessments. Secure storage arrangements exist for examination papers and pupils' scripts/work. These should satisfy the requirements of the relevant examination board(s). Arrangements exist so that pupils and parents are fully aware of homework set.
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Suggested supporting documentation:

A.12.1. AF, 2	Written procedures for examination/test/quiz papers for formative tests/mock exams.
A.12.2. AF, 2	Written procedures for the conduct of assessments, including invigilation arrangements.
A.12.3. 2	Arrangements for the collection, receipt, and secure storage of examination/test/quiz papers and pupils' scripts, coursework, and other submitted work.
A.12.4. AF, 2	Certified approval of the School from an awarding body as a test/examination/quiz centre <b>(original documents required)</b> .
A.12.5. 2	Homework policy and procedures.

A.13.* 2#	New staff receive an appropriate induction. There are appraisal/performance review and staff development systems for staff; all staff are encouraged/supported in engaging in self-development.
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Suggested supporting documentation:

A.13.1. 1	Staff handbook.
A.13.2. 2	Records to show that staff have signed confirming receipt of their copy of the staff handbook at induction.
A.13.3. 2	Written staff induction programme.
A.13.4. 2	Appraisal/performance review system.
A.13.5. 2	Staff development policy.
A.13.6. 2	Records of staff development activities.

A.14.* 2#	All teaching staff are subject to monitoring of their teaching (i.e., delivery of the academic programme) with a view to achieving continuous improvement of standards.
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Suggested supporting documentation:



A.14.1. <b>2</b>	Written procedures for the monitoring of the delivery of the academic programme.
A.14.2. <b>2</b>	Records of monitoring of the delivery of the academic programme.

A.15.* <b>2#</b>	Management focus on improving teachers' subject, pedagogical, and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, is built upon and improved on over time.
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A.16. <b>2#</b>	Management have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies, and practice.
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A.17.* <b>2#</b>	Management ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified (in particular regarding workload) they are consistently dealt with appropriately and quickly.
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A.18. <b>2#</b>	Management have systems in place to ensure pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment, racism, and violence are never tolerated.
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A.19. <b>2</b>	Copyright regulations are observed.
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Suggested supporting documentation:

A.19.1. <b>AF, 2</b>	CLA Licence or equivalent and/or suitable copyright notices at photocopiers (UK regulation is overseen by the Copyright Licensing Authority). If this not applicable, then there should be a statement confirming compliance with the country's copyright regulations, signed by the Head.
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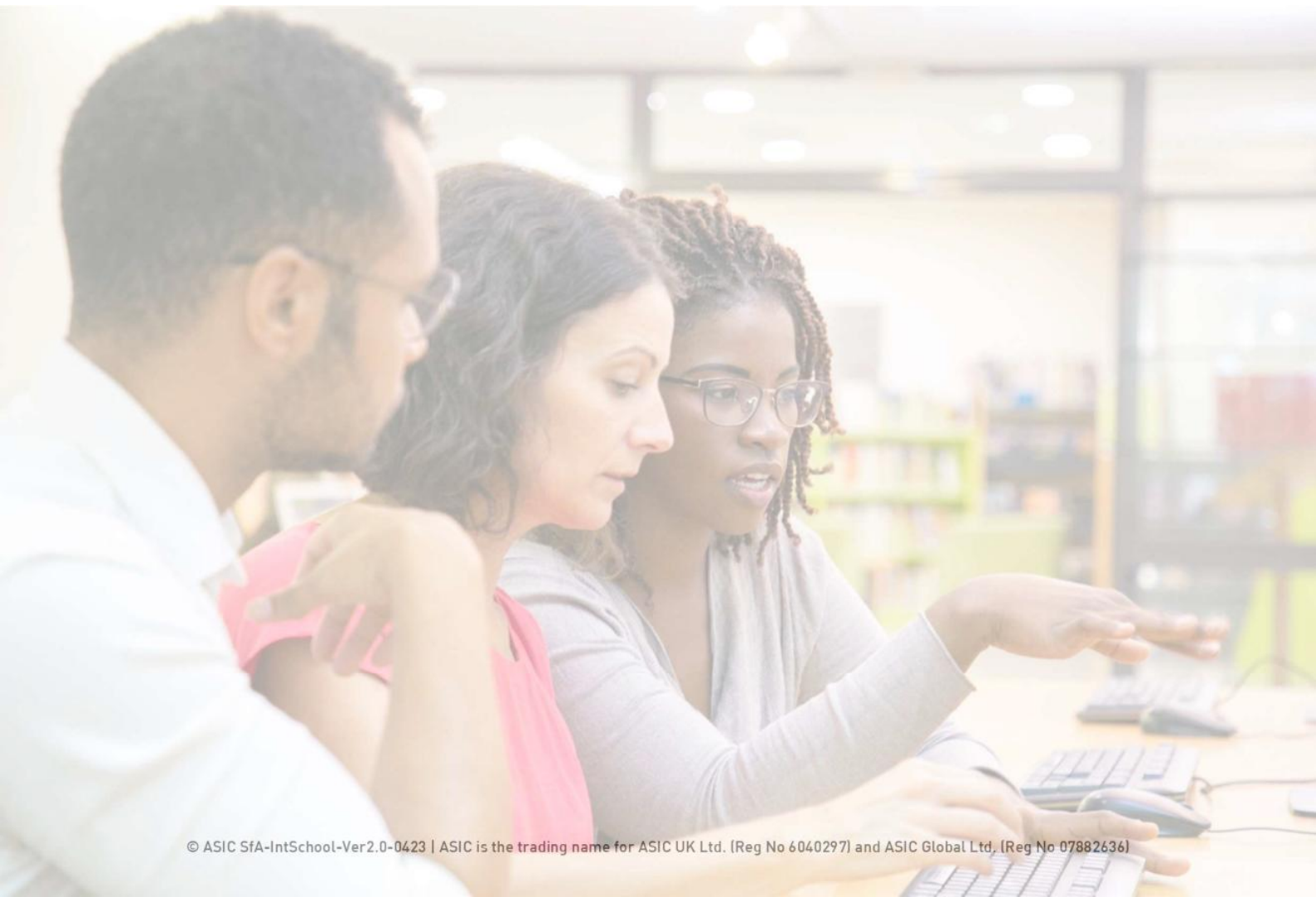
A.20. <b>2</b>	Data protection requirements are observed.
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Suggested supporting documentation:

A.20.1. <b>AF, 2</b>	Document showing compliance with local regulations on Data Protection. (This may be a statement of compliance from the School's Head.)
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**\*Indicators of commendable provision in relation to Sub-Areas of Operation A8, A10, A13, A14, A15, & A17 are:**

A.8. 2	Formal minutes of staff meetings, which record actions agreed, designated individuals responsible for the actions, and an audit trail that these actions have been completed.
A.10. 2	There is a designated person or persons, one of whose principal roles is to take responsibility for the successful delivery of the academic programme. (Roles may include ensuring that: pupils are properly registered with the awarding body; appropriate arrangements are made for examinations and that these are communicated clearly to pupils; appropriate facilities and resources are in place; cover for absent staff is arranged; course reviews are arranged.)
A.13. 2#	Annual appraisals/performance review are formally recorded; agreed performance targets are actioned.
A.14. 2	There are written procedures in place for addressing issues identified in the recording of the delivery of the academic programme and for monitoring improvement; and evidence to show the effective use of these procedures.
A.15. 2	Management ensures teachers receive focused and highly effective professional development. Teachers' subject, pedagogical, and pedagogical content knowledge consistently builds and develops over time, leading to improvement in the teaching of the curriculum.
A.17. 2	Staff consistently report high levels of support for wellbeing issues.



## B) QUALITY ASSURANCE AND ENHANCEMENT

Course review is an important procedure whereby the School reviews the delivery of its courses, and the success of its pupils, as part of a process of continual improvement and ensuring the ongoing relevance of the curriculum.

Expected standards for accreditation are that:

<b>B.1.*</b> <b>2#</b>	The School undertakes an annual academic review and/or internal audit of its courses which includes formal input from pupils and staff.
Suggested supporting documentation:	
<b>B.1.1.</b> <b>2</b>	Written procedures for academic review/internal audit.
<b>B.1.2.</b> <b>2</b>	Records of academic review meetings which include action points.
<b>B.2.*</b> <b>2</b>	As part of the academic review process, the School monitors pupils' academic development and pass/completion rates, analyses examination results, and conducts research to identify trends and inconsistencies.
Suggested supporting documentation:	
<b>B.2.1.</b> <b>2</b>	Records of reviewing the criteria for awarding grades.
<b>B.2.2.</b> <b>2</b>	Written analyses of pupil performance by course and cohort.
<b>B.2.3.</b> <b>2</b>	Pupil examination/test/quiz results.
<b>B.3.*</b> <b>2#</b>	As part of the course review process, mechanisms exist for pupils to provide feedback on the delivery of their courses. The mechanisms may include pupil questionnaires assessing individual staff performance, course delivery and academic/welfare support; representation on course committees and/or staff/pupil liaison groups.
Suggested supporting documentation:	
<b>B.3.1.</b> <b>2</b>	Examples of completed pupil/parent feedback questionnaires.
<b>B.3.2.</b> <b>2</b>	Records of relevant meetings involving pupils and parents.
<b>B.4.</b> <b>2#</b>	The School has written procedures to improve and enhance the quality of its teaching and learning.
Suggested supporting documentation:	

B.4.1. 2	Written procedures for course delivery, formative assessment, and monitoring pupil progress.
B.4.2. 2	Records of completion, pass rates, and attendance rates.

B.5. 2	For internally developed or modified courses the school has written procedures for curriculum development and course design; the academic level of internal courses is consistent with internationally equivalent courses.
Suggested supporting documentation:	
B.5.1. 2	Written procedures for course design and curriculum development.
B.5.2. 2	Records of relevant course development meetings.
B.5.3. 2	Course descriptions: including outline of curriculum, learning outcomes, teaching approaches and assessment arrangement.
B.5.4. 2	Course approval documentation.
B.5.5. 2	Evidence of external validation, if appropriate.

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

B.1. 2	Formal minutes of academic review meetings show that effective action is taken as a result of the academic review process.
B.2. 2	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 pupils who enrol on each course at a given time and gain a formal award.
B.3. 2#	There is documented evidence showing effective action is taken in response to pupil 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 pupils.

Expected standards for accreditation are that:

C.1. 2, 2#	<p>Appropriate infrastructure exists for dealing with parental or pupil 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;</li> <li>• the admission of pupils, to include verification of pupils' academic qualifications, including competence in English language/other language instruction at appropriate levels;</li> <li>• checking the financial viability of pupils;</li> <li>• pupil admission and enrolment;</li> <li>• payment of deposits (including refund policy), fees, and maintenance of financial records.</li> </ul>
Suggested supporting documentation:	
C.1.1. 1, 2	Pupil application form.
C.1.2. 1, 2	Written administrative procedures for processing applications.
C.1.3. 2	Sample offer letter and visa letter (if appropriate).
C.1.4. AF, 2	Written administrative procedures for monitoring the number of visa letters issued and accepted (if appropriate).
C.1.5. 2	Confirmation of pupils' academic qualifications and relevant language competence prior to joining the course (to be kept in pupil files).
C.1.6. AF, 2	Written administrative procedures for checking the parent/guardian's financial status.
C.1.7. 1, 2	Enrolment form.
C.1.8. AF, 2	Written administrative procedures for pupil admission and enrolment.
C.1.9. AF, 2	Written administrative procedures for handling deposits, fee payments, and refunds and for maintaining records of these transaction.
C.1.10. AF, 2	School policy for the refund of deposits.
C.1.11. 1, 2	A list of all pupils showing: course; date of first enrolment in the School; date of enrolment on current course; nationality, and sight of passport and visa details (if appropriate).

<b>C.2. 2, 2#</b>	The School creates and maintains accurate and up-to-date pupil files (see ASIC recommendations on pupil and staff files) and stores these securely.
Suggested supporting documentation:	
<b>C.2.1. 1, 2</b>	Written administrative procedures for creating and maintaining pupil files.
<b>C.2.2. 2</b>	Examination of a sample of pupil files.
<b>C.2.3. AF, 2</b>	Evidence of a self-service system for pupils to update their personal details.

<b>C.3. 2</b>	The School can demonstrate that it attempts to identify those pupils who have been granted a visa to enable them to study at the School 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.
Suggested supporting documentation:	
<b>C.3.1. AF, 2</b>	Written administrative procedures for investigating a 'no show' and reporting to immigration authorities (where required).
<b>C.3.2. AF, 2</b>	Sample letter to immigration authorities informing of a 'no show' (where required).

<b>C.4. 2, 2#</b>	Pupils are enrolled on programmes which comply with local Education Department requirements (and immigration authorities' requirements, if appropriate).
Suggested supporting documentation:	
<b>C.4.1. AF, 2</b>	Written administrative procedures for recording and monitoring pupil attendance.
<b>C.4.2. 2</b>	Completed pupil attendance registers.
<b>C.4.3. 2</b>	Sample records of cumulative attendance.
<b>C.4.4.</b>	Course timetables.

<b>C.5. 2</b>	The School has robust procedures for contacting pupils 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 School informs immigration authorities that the registration of relevant pupils has been cancelled.
Suggested supporting documentation:	



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

C.6. <b>2, 2#</b>	The School closely monitors pupils' academic and developmental progress (e.g., through a system of personal tutoring and/or formative assessments) to ensure that they are capable of completing their chosen course. The School has robust procedures for issuing warnings to parents whose progress of their children is causing concern. The School informs immigration authorities of pupils unlikely to gain the qualification in the expected time (if this is a local requirement).
Suggested supporting documentation:	
C.6.1. <b>AF, 2</b>	Sample pupil assessment records.
C.6.2. <b>2</b>	Pupil files incorporating academic progress records.
C.6.3. <b>2</b>	Written administrative procedures for dealing with unsatisfactory pupil progress and, if appropriate, reporting to immigration authorities.
C.6.4. <b>AF, 2</b>	Sample warning letters to parents regarding unsatisfactory progress of their child.
C.6.5. <b>AF, 2</b>	Sample letter to immigration authorities that a pupil is unlikely to gain the registered qualification in the expected time (if appropriate).

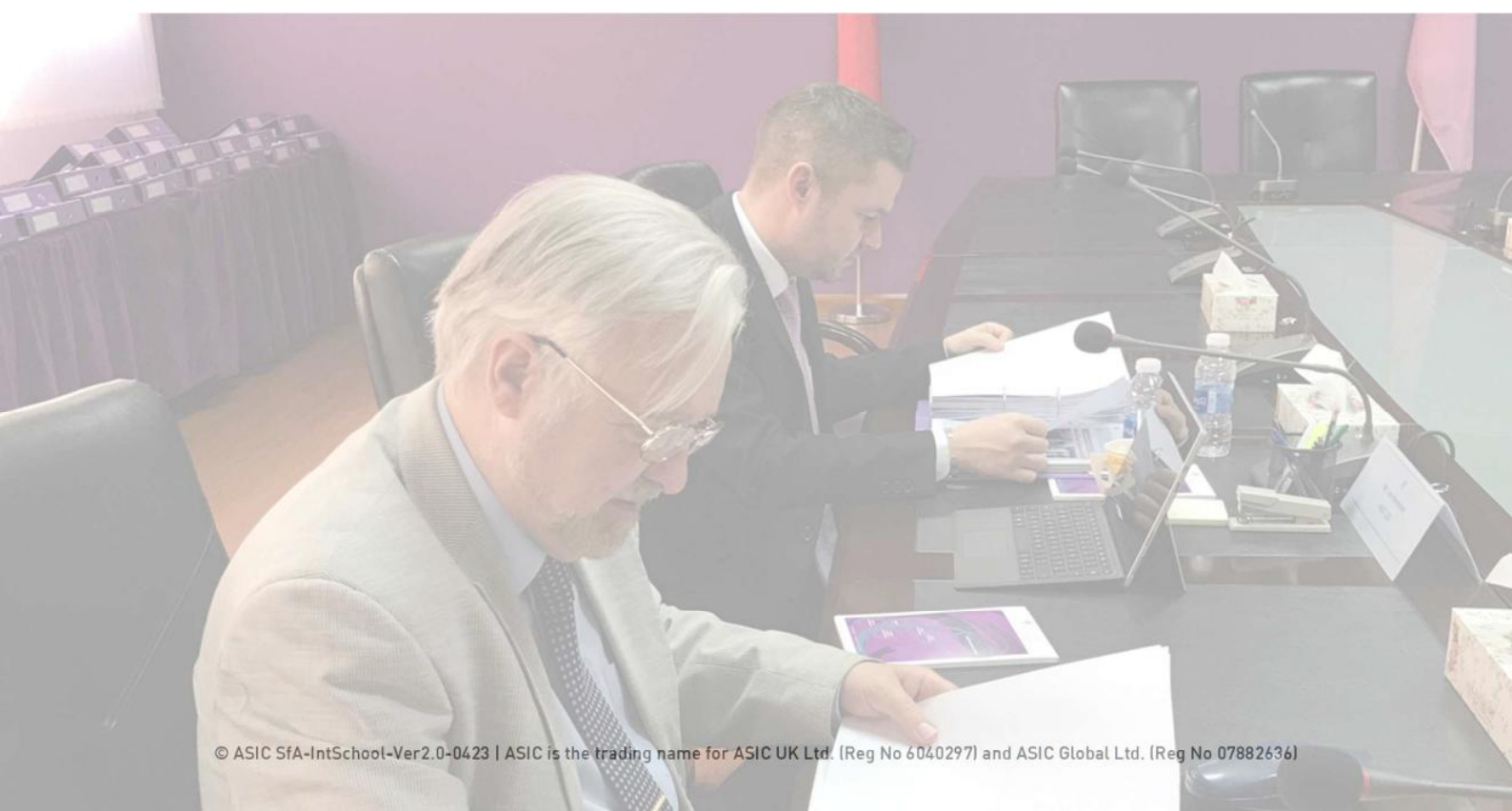
C.7. <b>2</b>	In the case of pupils requiring a visa, and where it is a national requirement, the School is able to inform the immigration authorities within ten working days of confirmation of voluntary withdrawals and deferrals, together with the reasons for these.
Suggested supporting documentation:	
C.7.1. <b>AF, 2</b>	Written administrative procedures for dealing with voluntary withdrawals and deferrals and, if appropriate, reporting to immigration authorities.
C.7.2. <b>2</b>	Sample letters to immigration authorities regarding withdrawals and deferrals.

C.8. <b>2, 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.
Suggested supporting documentation:	

C.8.1. <b>AF, 2</b>	Written staff appointment procedures, job descriptions, and appointment criteria.
C.8.2. <b>AF, 2</b>	Sample job advertisements.
C.8.3. <b>AF, 2</b>	Sample contracts for management, academic, and support staff.
C.8.4. <b>AF, 2</b>	Written evidence that staff qualifications have been verified.
C.8.5. <b>AF, 2</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</b>	The School creates and maintains accurate and up-to-date staff files.
Suggested supporting documentation:	
C.9.1. <b>1, 2</b>	Written administrative procedures for creating and maintaining staff files.
C.9.2. <b>2</b>	Examination of a sample of staff files.
C.9.3. <b>AF, 2</b>	Evidence of a self-service system for staff to update their personal details.

C.10. <b>2</b>	The School has systems in place for notifying local education authorities, immigration authorities (if appropriate), and ASIC of any change of premises or extension of existing premises.
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## D) LEARNING, TEACHING, AND COURSE DELIVERY

Expected standards for accreditation are that:

D.1. 2#	Pre-enrolment, pupils/parents receive details of entry requirements/other criteria, fee charges and refund policy, and any personal documentation which must be produced to complete enrolment.
Suggested supporting documentation:	
D.1.1. 1, 2#	Pre-enrolment information.
D.2. 2#	Pupils/parents are carefully briefed on the nature and requirements of their chosen courses, including curriculum, assessment regulations, and reading lists.
Suggested supporting documentation:	
D.2.1. 2	Course handbooks/course descriptions.
D.3.* 2	Academic staff have an appropriate level of subject knowledge (normally, at least a first degree or equivalent professional qualification) and pedagogic skills evidenced (normally) by formal qualifications.
Suggested supporting documentation:	
D.3.1. 2	CVs of all teaching staff detailing: <ul style="list-style-type: none"> <li>• Responsibilities within the School;</li> <li>• Academic, professional, and teaching qualifications;</li> <li>• Summary of academic career and other relevant employment;</li> <li>• Recent/current self-development activities.</li> </ul>
D.4.* 2#	Delivery of courses is conducted in ways which facilitate student learning, success and active participation, and is supported by appropriately equipped teaching facilities. (Classroom observation by Inspectors will assess the effectiveness of course delivery.)
Suggested supporting documentation:	
D.4.1. 2	Sample lesson plans relating to the course description.
D.4.2. 2	Written procedures for teachers on providing feedback on pupils' work.
D.4.3. 2	Samples of marked pupil work.
D.4.4. 2	Sample marking guidelines indicating how grades are allocated against published academic criteria.

D.5. 2#	The School provides experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
D.6. 2#	A wide range of opportunities are provided to nurture, develop, and stretch pupils' talents and interests.
D.7.* 2, 2#	The School library (which can be online) provides copies of set texts. Guidance is provided on the use of public and electronic libraries. Guidance on further study and careers is available in the School.
D.8. 2	A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence, and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. (For early years education)
D.9. 2#	The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
D.10. 2	Teachers create an environment that focuses on pupils. Textbooks and other teaching materials selected (in a way that does not create unnecessary workload for staff), reflect the School's ambitious intentions for the course of study. The materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
D.11. 2#	Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.

### Indicators of commendable provision in relation to Sub-Areas of Operation D4, D5, and D6 are:

D.4. 2	Delivery of the academic programme may be deemed to be commendable through using appropriate teaching and learning approaches, the effective use of teaching and learning support materials and equipment (this may include a learning and teaching platform, such as 'Blackboard'), and high quality, comprehensive hand-out materials. Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding, identify misconceptions accurately, and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
D.5. 2	In addition to an appropriate range of supporting texts, the library has study spaces, IT provision and, where appropriate, a licence for students to access electronic libraries. Commendable is also possible where a School has either no in-house library or minimal library provision but where all students have borrowing rights and access to the online resources of a university library.
D.6. 2	Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding, accurately identify misconceptions, and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.



## E) AWARDS AND QUALIFICATIONS

An **external course/programme** is one in which the curriculum and assessment schedule is provided by an approved awarding body, including approved universities, professional bodies, and other recognised awarding bodies (e.g., in the UK such bodies are approved by the government body, Ofqual). An **internal course/programme** is one which has been devised or modified by the School and subsequently validated by a university or another approved awarding body.

*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. 2	<b>External courses:</b> The School can demonstrate that its external courses lead to genuine accredited awards, such as those leading to awards from recognised awarding bodies (including overseas bodies); the School ensures that students are registered with the relevant awarding body.
Suggested supporting documentation:	
E.1.1. 1	Course summary (Appendix 2, <b>(AF)</b> ) for each approved external course.
E.1.2. 2	Confirmed centre status of recognised awarding bodies <b>(originals)</b> .
E.1.3. 2	Written evidence that pupils are registered with the awarding body.
E.2. 2	<b>Internal courses:</b> The School can demonstrate that its internal or modified courses/programmes lead to fully approved awards from your local Ministry of Education or similar approved body.
Suggested supporting documentation:	
E.2.1. 1	Course summary (Appendix 2, <b>(AF)</b> ) for each approved internal course.
E.2.2. 2	Documentation confirming recognition of the School's internal courses <b>(originals)</b> .
E.3. 2	A documented framework exists for the frequent and regular formative assessment of pupils. Summative assessment (where appropriate) of pupils is undertaken in an ethical, fair, and robust manner to ensure that pupils with physical disabilities are not disadvantaged.
Suggested supporting documentation:	
E.3.1. 2	Written guidance for staff on formative assessment of all courses.
E.3.2. 2	Written regulations for summative assessment for internal courses where the summative assessment is not provided by the awarding body.



E.4.  
2#

Pupils are made aware of what constitutes academic misconduct (i.e., cheating, personation, collusion, fabrication, ghosting, plagiarism) and of the consequent penalties. The School takes all reasonable steps to prevent academic misconduct. *(N.B. This normally only applies to older pupils who are studying for their school leaving examination and University entrance examinations.)*

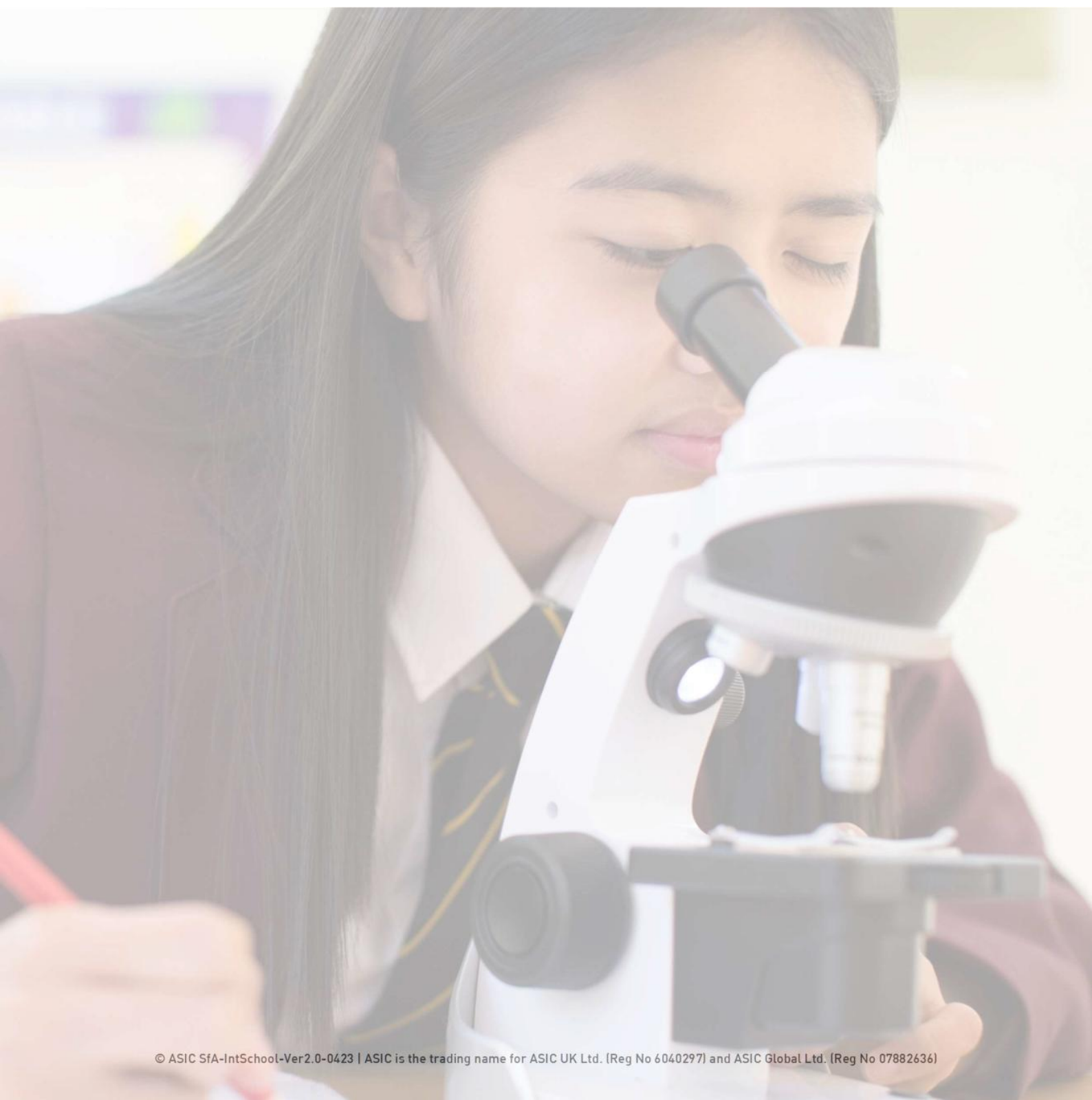
Suggested supporting documentation:

E.4.1.  
AF, 2

Written procedures relating to the conduct of assessments.

E.4.2.  
AF, 2

Written guidance on academic misconduct.



## F) PUPIL WELFARE, BEHAVIOUR, AND PERSONAL DEVELOPMENT

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

Expected standards for accreditation are that:

<b>F.1.* 2#</b>	<b>Welfare and wellbeing support is available to pupils from designated (and suitably qualified) staff.</b>
Suggested supporting documentation:	
<b>F.1.1. 1, 2</b>	Evidence of welfare staff's qualifications and training certification.
<b>F.1.2.</b>	Records of the provision of welfare facilities and services to students.

<b>F.2. 2#</b>	<b>There is an induction programme for newly enrolled pupils.</b>
Suggested supporting documentation:	
<b>F.2.1. 2</b>	Written pupil induction programme.
<b>F.2.2. 1</b>	Pupil handbook.
<b>F.2.3. 2</b>	Records to show that pupils have signed confirming receipt of their copy of the handbook at induction.

<b>F.3.* 2#</b>	<b>In the case of pupils 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 pupil.</b>
Suggested supporting documentation:	
<b>F.3.1. 2</b>	Disability strategy: which must include advice for pupils, with special learning, medical, or physical needs which the School cannot support, to seek guidance from appropriate bodies.
<b>F.3.2. 2</b>	Written documentation where pupils have the opportunity to declare special learning, medical, or physical needs, including the School's application form.

<b>F.4. 2#</b>	Formal and informal mechanisms exist for parents/pupils' complaints and grievances to be considered and, where appropriate, addressed.
Suggested supporting documentation:	
<b>F.4.1. AF, 2</b>	Written pupil complaints and grievance procedure.
<b>F.5. 2#</b>	The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
<b>F.6. 2#</b>	The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
<b>F.7. 2#</b>	The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities.
<b>F.8. 2#</b>	The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

**\*Indicators of commendable provision in relation to Sub-Areas of Operation F1, F3, F6, and F9 are:**

<b>F.1. 2</b>	The School provides both of the following: an effective meet and greet service, particularly for international pupils; assistance in finding accommodation.
<b>F.3. 2</b>	Welfare support is provided by experienced staff/those with relevant formal qualifications.
<b>F.6. 2</b>	Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
<b>F.9. 2</b>	Pupils behave with consistently high levels of respect for others. They play a positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment, racism, and violence are never tolerated.



## 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, pupil 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:

<b>G.1. 2</b>	The School has documented tenure on its premises and appropriate planning approval.
Suggested supporting documentation:	
<b>G.1.1. AF, 2</b>	Lease agreement or evidence of ownership (as applicable).
<b>G.1.2. AF, 2</b>	Confirmation from the local authorities that the School has permission to use the premises for educational purposes.
<b>G.2. 2</b>	All external and internal signage is clear, comprehensive, current, and accurate. (Including institutional, floor and room signs; and programmes, affiliations, and logos on display.)
<b>G.3.* 2</b>	Building facilities and maintenance ensure a safe and clean environment for staff and pupils, 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</b>	Any dedicated facilities for the preparation food and drink meet statutory, local authority, hygiene requirements.
Suggested supporting documentation:	
<b>G.4.1. AF, 2</b>	Local regulation certificate showing compliance with health/sanitary regulations or satisfactory inspection reports by the local Environmental Health Department or equivalent if required.
<b>G.5.* 2, 2#</b>	Pupils have access to informal study, play, and relaxation areas including, IT provision where appropriate. It is expected that there are opportunities for independent study within the School, i.e., quiet study areas and casual access to IT laboratories/Wi-Fi facilities. Pupils are expected to have access to the internet (which may be supervised), including e-mail.
<b>G.6.* 2, 2#</b>	All staff have access to workspaces, including those which are shared (hot-desking) and IT.

<b>G.7.* 2, 2#</b>	Classrooms/laboratories/workshops/other specialised teaching areas provide safe and adequate space for the numbers of pupils required to use them and are equipped to a level consistent with the needs of the academic programmes. The number of seats in teaching facilities/classrooms should match class numbers. IT laboratories are expected to have up-to-date computers, printers, broadband access, etc. Schools teaching languages are expected to have supporting technology.
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<b>G.8. 2, 2#</b>	The School'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, and rules/procedures are properly displayed and pupils and staff fully briefed. This applies to all premises owned or leased by the School. (ASIC recognises that some requirements may not be achievable in certain countries.)
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Suggested supporting documentation:

<b>G.8.1. AF, 1</b>	Health and safety declaration by Head of the School/Owner (Appendix 3, <b>(AF)</b> ).
<b>G.8.2. AF, 2</b>	Health and safety risk assessment, with all recommendations addressed.
<b>G.8.3. AF, 2</b>	External fire risk assessment undertaken by an appropriately qualified organisation/person, with all recommendations met.
<b>G.8.4. AF, 2</b>	Health and safety policy, including duty of care to pupils.
<b>G.8.5. 2</b>	Staff training records in relation to first aid, fire precautions, emergencies, and safety in areas of hazard.
<b>G.8.6. 2</b>	List of qualified first aiders and their certificates, and/or other medical facilities. (At least one first aider should have a certificate from attending a three-day course.)
<b>G.8.7. 2</b>	Relevant health and safety information on display.
<b>G.8.8. 2</b>	An accident report book.
<b>G.8.9. AF, 1</b>	Fire Precautions declaration (Appendix 4, <b>AF</b> ).
<b>G.8.10. 2</b>	Records of testing of fire detection equipment, extinguishers, alarms, and emergency lighting.
<b>G.8.11. 2</b>	Fire notices and emergency/fire exit signs.
<b>G.8.12. 2</b>	Records of timed fire drills (and evacuation of the premises), including hazards encountered, and remedial actions taken.
<b>G.8.13. 2</b>	Safety rules applicable to areas of hazard.

G.8.14. 2	Records of portable appliance testing (PAT). (This may not be applicable in some countries.)
G.8.15. 2	Gas and electrical safety certificates provided by qualified contractors (these may not be required in some countries).
G.8.16. 2	Carbon monoxide detector is appropriately sited and operational.
G.8.17. 2	Fire extinguishers correctly wall or floor mounted.
G.8.18. 2	List of trained fire marshals. (N.B. lists of fire marshals and first aiders/medical staff should be prominently displayed on pupil notice boards).

**\*Indicators of commendable provision in relation to Sub-Areas of Operation G3, G5, G6, G7 and G8 are:**

G.3. 2,	The premises (including toilets) are well furnished, in a good state of repair, and extremely clean; there are secure access arrangements. Staff and students with disabilities have separate facilities.
G.5. 2#	There are appropriately sized pupil common room facilities, with seating; pupils have access to refreshments and/or recreation facilities. (Some common room areas may be shared with staff.)
G.6. 2#	There is appropriate office space where all staff have designated workspaces equipped with individual IT facilities; staff have access to personal storage and refreshment facilities.
G.7. 2	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.
G.8. 2	The school has installed a clean air system throughout the building and has systems in place to ensure wellbeing of their staff and pupils.





## H) MARKETING AND RECRUITMENT OF PUPILS

Expected standards for accreditation are that:

H.1.* 2, 2#	All staff and education representatives/agents adopt an honest, ethical approach in the marketing of the School and its courses, and in the recruitment of pupils/discussions with parents. Appropriate infrastructure exists for dealing with pupil enquiries.
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Suggested supporting documentation:

H.1.1. AF, 2	Ethics policies for: School marketing; recruitment of pupils; verification of ethical practice of staff and agents.
H.1.2. AF, 2	Written administrative procedures for processing pupil enquiries.

H.2.* 2, 2#	Agents working on behalf of the School are recruited in the context of formal appointment criteria, are fully briefed, and are provided with relevant School literature - so as to be able to counsel prospective parents and pupils about visa applications (if appropriate), the course application process, and associated aspects of course entry. The School has effective systems to monitor agents' practices and procedures.
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Suggested supporting documentation:

H.2.1. 1, 2	Written criteria for the appointment of agents.
H.2.2. 1, 2	Written briefing documents for agents.
H.2.3. 1, 2	Copy of agent agreement.
H.2.4. 1, 2	List of active agents and their contact details (there should be a file for each agent).
H.2.5. 1, 2	Evidence of monitoring the performance of agents such as: record of agents' pupil recruitment data; pupil/parent satisfaction and feedback questionnaires.

H.3. 2, 2#	In its promotional literature/website, the School provides prospective pupils and parents with accurate and comprehensive information on admissions requirements and procedures, courses available, tuition fees and living costs, living conditions, accommodation, and pupil welfare. Prospectuses, websites, social media, and all marketing collateral neither include misleading, inaccurate, or ambiguous statements, nor draw false/baseless comparisons with other providers.
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Suggested supporting documentation:

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

H.4. <b>2#</b>	School selection criteria (including English language/other language of instruction requirements) are appropriate to the academic standards of the courses for which parents and pupils have applied so that the latter have a reasonable expectation of being successful. In selecting pupils, the School meets the requirements of equal opportunities and anti-discrimination legislation.
Suggested supporting documentation:	
H.4.1. <b>1</b>	Written academic 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</b>	The School's equal opportunities policy statement in relation to student selection.

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

H.1. <b>2</b>	Implementation of the ethics policy is monitored at a senior level and the School takes responsibility for the training, briefing, and updating of its staff and agents.
H.2. <b>2</b>	Agents have undertaken the British Council training programme OR have been admitted to full membership of an appropriate professional association for educational agents i.e., QISAN.

