



UK ACCREDITATION

# Standards for Accreditation

KEY PERFORMANCE INDICATORS

For Quality International Education.

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# Introduction

ASIC Accreditation exists to help institutions\* uphold the values and standards which make the UK an attractive and safe place for international students to undertake their studies, ensuring that students are protected and that the UK's reputation in the sector remains world leading.

The Areas of Operation support an institution's entire provision, serving as a blueprint for excellence. Educational establishments that can demonstrate they hold and maintain these standards operate as they should (in line with statutory, UK Visas and Immigration (UKVI), and ASIC requirements) and are respected institutions that students are happy to report studying at - increasing the institution's reputation and future recruitment.

The requirements for institutions to bring students in on the Short-term study visa and Standard visitor visas also exist to serve as a beacon of best-practice. The reasons why students choose to study here hinge on more than just the UK's academic standing, the UK is known globally as a safe, welcoming place which values providing world-class educational experiences and cares about the welfare of those who come to study here.

If your institution chooses to seek ASIC Accreditation to recruit international students, then you do so with the understanding and acceptance that you must meet the requirements set out by UK law, UKVI, and ASIC (as licenced to operate by UKVI as an approved accreditor). In turn, we will support you throughout your accreditation cycle with ASIC Support Services and benefits for our institutions (as outlined in the UK Handbook, Section 3).

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

Stage 2 focuses on the premises, health and safety, education facilities, courses and their delivery, student welfare, and marketing and recruitment.

This is followed by Stage 3, which focuses on management, staff\*\* qualifications and meetings with staff, the delivery of the academic programme and meetings with students and compliance with any immigration requirements, together with a meeting with the owners and senior managers.

## AREAS OF OPERATION:

- A. Premises and Health and Safety
- B. Management and Staff Resources
- C. Learning and Teaching; Course Delivery
- D. Quality Assurance and Enhancement
- E. Student Welfare
- F. Awards and Qualifications
- G. Marketing and Student Recruitment
- H. Systems Management and Compliance with Immigration Regulations

The Stage 2 Inspection usually takes one Inspector a single day, and Stage 3 will involve two inspectors over two full days (occasionally longer), depending on the size of the institutions and the complexity of provision. Visit(s) to an institution will be undertaken following receipt of a fully completed Application Form and Supporting Documentation as described below, together with payment of the agreed fees.



STAGE 1:  
Application &  
Documentation



STAGE 2:  
Inspection  
Interim Accredited



STAGE 3:  
Inspection  
Fully Accredited



Four Year  
Accreditation  
Cycle

\*Includes all educational establishments (but is not restricted to) schools, summer schools, colleges, universities, distance and blended learning providers, business and management schools, and training organisations.

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

# Standards of Accreditation

To achieve the award of ASIC Accreditation, institutions (incorporating all types of education and training institutions, including online and blended learning providers) must normally\* satisfy 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:

- Institutions 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 awarded 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 seven Areas of Operation capable of being commendable (Areas A, B, D, E, F, G, and H) are graded Commendable.

\*Some Sub-Areas may not be relevant to aspects of the provision of different types of online/blended/specialist providers.

## 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.
- 3** Inspected/checked with Head of Institution at Stage 3.
- 3#** Verified through discussions with staff and/or students at Stage 3.  
(May also be checked with Head of Institution.)
- \*** Indicators of commendable provision in relation to Sub-Areas of Operation.
- (AF)** See Application Form.
- (S)** Statutory requirement.

### A) 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:

A.1.  
2

The Institution has documented tenure on its premises and either Class E(g) or Class F1 planning approval or equivalent (permission from the local authority to use the premises for educational purposes).

Supporting documentation required:

A.1.1. <b>AF, 2</b>	Lease agreement or evidence of ownership (as applicable). <b>(S)</b>
A.1.2. <b>AF, 2</b>	Confirmation from the local council that the Institution has permission to use the premises for educational purposes. <b>(S)</b>

A.2. <b>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.)
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A.3.* <b>2, 3#</b>	Building facilities and maintenance ensure a safe and clean environment for staff and students, with adequate lighting, heating and ventilation, and sanitary provision. (Toilets should be clean and well maintained with full hand washing and drying facilities.)
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A.4. <b>2</b>	Any dedicated facilities for the preparation food and drink meet statutory hygiene requirements.
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Supporting documentation required:

A.4.1. <b>AF, 2</b>	Local authority certificate showing compliance with health/sanitary regulations or satisfactory inspection reports by the Environmental Health Department (if food is prepared on site). <b>(S)</b>
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A.5.* <b>2, 3#</b>	Students have access to informal study areas including IT provision where appropriate. (It is expected that there are opportunities for independent study within the Institution, i.e., quiet study areas and casual access to IT laboratories/Wi-Fi facilities. Students have free internet access, including e-mail.)
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A.6.* <b>2, 3#</b>	All staff have access to workspaces, including those which are shared (hot-desking) and IT.
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A.7.* <b>2, 3#</b>	Classrooms, laboratories, 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 academic programmes. (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.)
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A.8. <b>2, 3#</b>	The Institution's health and safety measures ensure that statutory 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; and students and staff fully briefed. This applies to all premises owned/leased by the Institution.
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Supporting documentation required:

A.8.1. <b>1</b>	Health and safety declaration by Head of the Institution/Owner (Appendix 2, <b>(AF)</b> ). <b>(S)</b>
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A.8.2. <b>AF, 2</b>	Health and safety risk assessment, with all recommendations met using HSE guidelines. <b>(S)</b>
A.8.3. <b>AF, 2</b>	External Fire risk assessment, with all recommendations met. <b>(S)</b>
A.8.4. <b>AF, 2</b>	Health and safety policy, including duty of care to students. <b>(S)</b>
A.8.5. <b>2</b>	Staff training records in relation to first aid, fire precautions, emergencies, and safety in areas of hazard. <b>(S)</b>
A.8.6. <b>2</b>	List of qualified first aiders and their certificates, and/or other medical facilities. <i>(At least one first aider should have a certificate from attending a three-day course.)</i> <b>(S)</b>
A.8.7. <b>2</b>	Health and safety law poster on display.
A.8.8. <b>2</b>	HSE approved accident report book. <b>(S)</b>
A.8.9. <b>1</b>	Fire Precautions declaration (Appendix 4, <b>(AF)</b> ).
A.8.10. <b>2</b>	Records of testing of fire detection equipment, extinguishers, alarms, and emergency lighting.
A.8.11. <b>2</b>	Fire notices and emergency/fire exit signs. <b>(S)</b>
A.8.12. <b>2</b>	Records of timed fire drills (evacuation of the premises) including hazards encountered, and remedial actions taken. <b>(S)</b>
A.8.13. <b>2</b>	Safety rules applicable to areas of hazard. <b>(S)</b>
A.8.14. <b>2</b>	Records of portable appliance testing (PAT). <b>(S)</b>
A.8.15. <b>2</b>	Gas and electrical safety certificates provided by qualified contractors. <b>(S)</b>
A.8.16. <b>2</b>	Carbon monoxide detector is appropriately sited and operational. <b>(S)</b>
A.8.17. <b>2</b>	Fire extinguishers correctly wall or floor mounted. <b>(S)</b>
A.8.18. <b>2</b>	List of fire marshals. <b>(S)</b>

**\*Indicators of commendable provision in relation to Sub-Areas of Operation A3, A5, A6, and A7 are:**

A.3. <b>2, 2#</b>	The premises are appropriately furnished, maintained, and extremely clean.
A.5. <b>3#</b>	There are appropriately sized common room facilities with seating and students have access to refreshments and/or recreation facilities. (The common room may be shared with staff.)
A.6. <b>3#</b>	There is a dedicated staff workroom(s) where all teaching staff have designated workspaces equipped with IT facilities; all staff have access to personal storage and refreshment facilities.
A.7. <b>2, 3</b>	The majority of classrooms/IT laboratories have projection and/or a high standard of relevant facilities for practice-based courses.



## B) MANAGEMENT AND STAFF RESOURCES

Expected standards for accreditation are that:

<b>B.1. 2, 3#</b>	The Institution's staff complement (management, teaching, support) and the staffing structures are appropriate for the scale and nature of the operation.
Supporting documentation required:	
<b>B.1.1. 1, 2, 3</b>	Diagram of staffing structure with names (this includes management, teaching and support staff).
<b>B.2.* 3#</b>	Internal communication amongst staff is effective. (Regular, recorded meetings of staff should take place to manage the operation of the College.)
Supporting documentation required:	
<b>B.2.1. 3</b>	Minutes of staff meetings.
<b>B.3. 2, 3#</b>	Local/legal employment requirements are met and 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 country to country.
Supporting documentation required:	
<b>B.3.1. AF, 2</b>	Employer's Liability Insurance certificate. <b>(S)</b>
<b>B.3.2. AF, 2</b>	Public Liability Insurance. <b>(S)</b>
<b>B.3.3. AF, 2</b>	Equal opportunities policy relating to employment.
<b>B.3.4. 3</b>	Written procedures for staff promotions, discipline, and complaints/grievances.
<b>B.4.* 3</b>	Courses and/or academic subject areas are managed by appropriately qualified and experienced staff.
Supporting documentation required:	
<b>B.4.1. 3</b>	CVs of the relevant staff.



B.5. 2, 3#	Classes are timetabled appropriately in terms of room sizes and their facilities, and 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:	
B.5.1. 2	Current course and room timetables.

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

B.7.* 2#	New staff receive appropriate induction. Appraisal/performance review and staff development systems exist for all staff; staff are encouraged and supported in engaging in self-development.
Supporting documentation required:	
B.7.1. 1, 3	Staff handbook specific to the institution.
B.7.2. 3	Records showing staff have signed confirming receipt of their copy of the staff handbook at induction.
B.7.3. 3	Written staff induction programme.
B.7.4. 3	Documented appraisal system.
B.7.5. 3	Staff development policy.
B.7.6. 3	Records of staff development activities.

B.8.* <b>3#</b>	All teaching staff are subject to review of their teaching with a view to achieving continuous improvement of standards.
Supporting documentation required:	
B.8.1. <b>3</b>	Written procedures for the observation of teaching.
B.8.2. <b>3</b>	Records of observation of teaching.

B.9. <b>2</b>	Copyright regulations are observed.
Supporting documentation required:	
B.9.1. <b>AF, 2</b>	CLA Licence and/or suitable copyright notices at photocopiers and printers. <b>(S)</b>

B.10. <b>2</b>	Data protection requirements are observed.
Supporting documentation required:	
B.10.1. <b>AF, 2</b>	Registration with the Information Commissioner's Office (ICO). <b>(S)</b>

**\*Indicators of commendable provision in relation to Sub-Areas of Operation B2, B4, B7, and B8 are:**

B.2. <b>3</b>	Formal minutes of staff meetings which record actions agreed and designated individuals responsible for the actions; an audit trail that demonstrates these actions have been completed.
B.4. <b>3</b>	There is a designated person(s) one of whose principal roles is to take responsibility for the successful delivery of the academic programme. (Roles may include ensuring that: students are properly registered with the awarding body; appropriate facilities and resources are in place; cover for absent staff is arranged; students are entered for examinations; course reviews are arranged.)
A.7. <b>3#</b>	Annual appraisals are formally recorded and agreed performance targets are actioned.
A.8. <b>3</b>	Written procedures in place for addressing issues identified in the observation of teaching and for monitoring improvement; and evidence to show the effective use of these procedures.

## C) LEARNING, TEACHING; COURSE DELIVERY

Expected standards for accreditation are that:

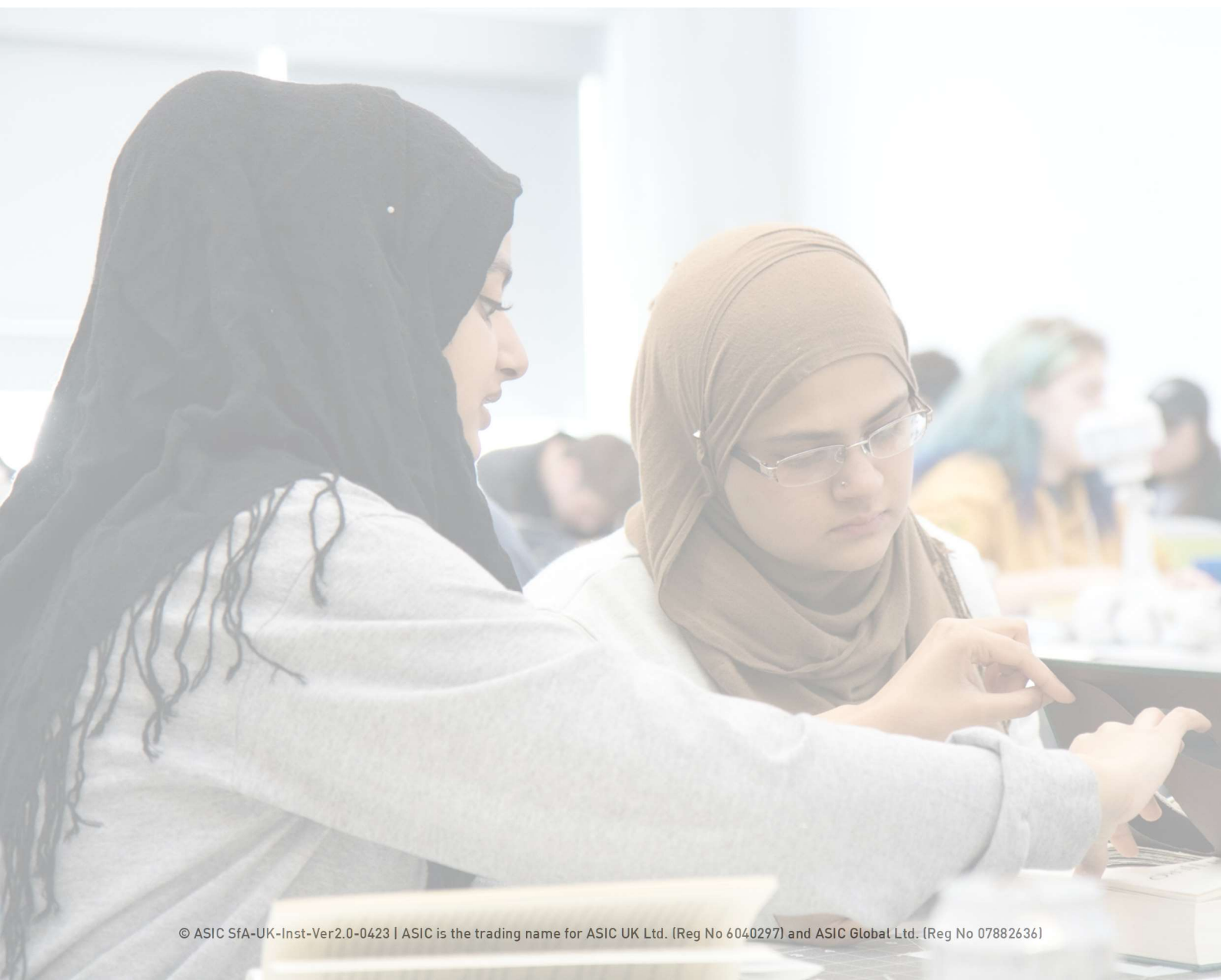
C.1. <b>3#</b>	Pre-enrolment, students receive details of entry requirements/other criteria, fee charges and refund policy, and any personal documentation to be produced in order to complete enrolment.
Supporting documentation required:	
C.1.1. <b>1, 3#</b>	Pre-enrolment information.
C.2. <b>3#</b>	Students are adequately briefed on the nature and requirements of their chosen courses, including curriculum, assessment regulations, reading lists.
Supporting documentation required:	
C.2.1. <b>2, 3</b>	Course handbooks/course descriptions.
C.3.* <b>3</b>	Academic staff have an appropriate level of subject knowledge (normally at least a first degree, or equivalent professional qualification, and at an academic equivalent to the level of the programme(s) being taught) and pedagogic skills as evidenced (normally) by formal qualifications.
Supporting documentation required:	
C.3.1. <b>3</b>	<p>CVs of all teaching staff detailing:</p> <ul style="list-style-type: none"> <li>• Responsibilities within the Institution.</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>
C.4.* <b>3#</b>	The 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, including the recognition by staff of the needs of non-native speakers.)
Supporting documentation required:	
C.4.1. <b>3</b>	Sample lesson plans relating to the course description.
C.4.2. <b>3</b>	Written procedures for teachers on providing feedback on students' work.
C.4.3. <b>3</b>	Samples of marked student work.

C.5.\*  
2, 3#

The Institution library provides copies of set texts and supporting texts. Guidance is provided on the use of electronic and public libraries, including the inter-library loan scheme. Guidance on further study and careers guidance is available in the Institution.

**\*Indicators of commendable provision in relation to Sub-Areas of Operation C3, C4, and C5 are:**

C3. 3	The majority of teaching staff have a formal pedagogic qualification (at the minimum level of Award in Education and Training (PTLLS)).
C.4. 3	All teaching observations have to be commendable as evidenced by appropriate teaching and learning approaches, the effective use of teaching and learning support equipment (this may include a learning and teaching platform, such as <i>Blackboard</i> ), and high quality, comprehensive hand-out materials.
C.5. 3#	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 allowed where an Institution has no library or minimal library provision, but all students have borrowing rights and access to the on-line resources of a university library.



## D) QUALITY ASSURANCE AND ENHANCEMENT

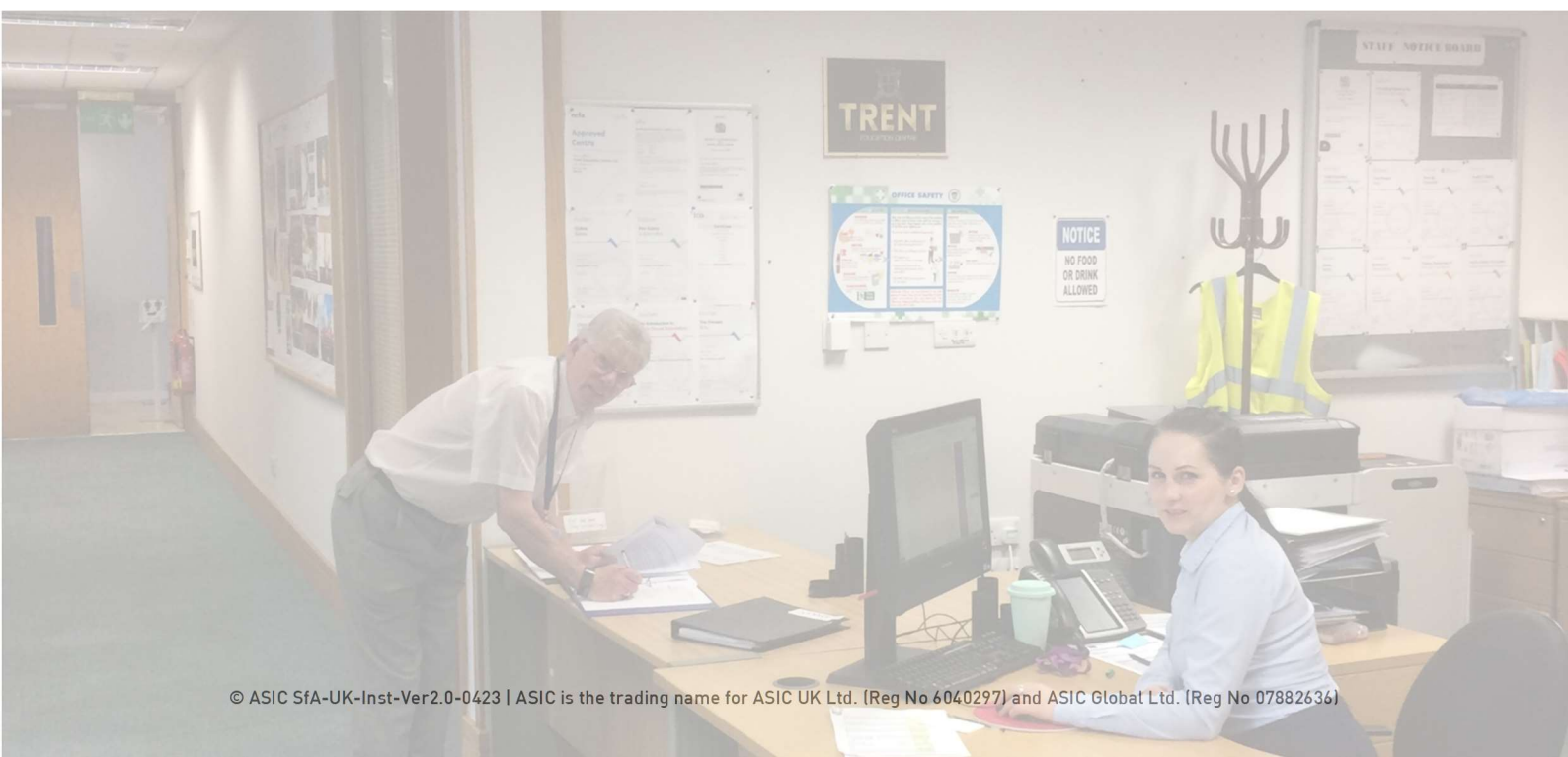
Expected standards for accreditation are that:

D.1.* 3#	The Institution undertakes an annual course review which includes formal input from students and staff.
Supporting documentation required:	
D.1.1. 3	Written procedures for conducting course review.
D.1.2. 3	Records of course review meetings which include action points.
D.2.* 3	As part of the academic review process, the Institution monitors students' academic development and pass/completion rates, and analyses examination results to identify trends and inconsistencies.
Supporting documentation required:	
D.2.1. 3	Student examination results from awarding bodies.
D.2.2. 3	Written analyses of student performance by course and cohort.
D.3.* 3#	As part of the course review process, mechanisms exist for students to provide feedback on courses and their delivery, such as questionnaires assessing individual staff performance, course delivery and academic/welfare support; and/or representation on course committees and/or staff/student liaison groups.
Supporting documentation required:	
D.3.1. 3	Examples of completed student feedback questionnaires.
D.3.2. 3	Records of relevant meetings involving students.
D.4.* 3#	The College has written procedures to improve and enhance the quality of its teaching and learning and relevant records.
Supporting documentation required:	
D.4.1. 3	Written procedures which cover course delivery, formative assessment, monitoring student progress.
D.4.2. 3	Records of completion, retention rates, completion rates, pass rates and attendance rates.

D.5.* 3	For internal courses (see definition in <b>Area of Operation F</b> ) the Institution has written procedures for curriculum development and course design; and the academic level of internal courses is consistent with equivalent courses in UK universities, FE colleges, or professional/awarding bodies.
Supporting documentation required:	
D.5.1. 3	Written procedures for course design and curriculum development.
D.5.2. 3	Records of relevant course development meetings.
D.5.3. 3	Course descriptions, including outline of curriculum, learning outcomes, teaching approaches and assessment details.
D.5.4. 3	Course approval documentation.
D.5.5. 3	Evidence of external validation.

**\*Indicators of commendable provision in relation to Sub-Areas of Operation D1, D2, and D3 are:**

D.1. 3	Formal minutes of course review meetings show that effective action is taken as a result of the course review process.
D.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.
D.3. 3#	There is documented evidence showing effective action is taken in response to student feedback.



## E) STUDENT WELFARE

Expected standards for accreditation are that:

E.1.* 3#	International students receive advice/information and assistance in relation to living in the UK, including living costs, police registration, registration for NHS treatment, banking, travel cards etc.
Supporting documentation required:	
E.1.1. 1, 3	Pre-arrival information for international students.
E.2.* 3#	Ongoing welfare support is available to students from identified staff.
E.3. 3#	There is an induction programme for new students.
Supporting documentation required:	
E.3.1. 3	Written student induction programme.
E.3.2. 1, 3	Student handbook specific to the Institution.
E.3.3. 3	Records to show students sign to confirm receipt of their copy of the handbook at induction.
E.4. 2	In the case of students under the age of 16, the existence of a Child Protection Policy. In the case of students under the age of 18, the requirements of current legislation are met in respect of DBS checks on relevant staff, including enhanced checks where personal tutoring/mentoring is in place. It is suggested that all college staff are DBS checked, including the Head of the Institution/Principal, owners and directors.
Supporting documentation required:	
E.4.1. 2	Child protection policy (under 16s). <b>(S)</b>
E.4.2. 2, 3	Staff list recording DBS checks (under 18s). <b>(S)</b>
E.4.3. 2	Staff list recording enhanced DBS checks (under 18s plus personal tutoring/mentoring system). <b>(S)</b>

E.5. 3#	In the case of students with special learning, medical, or physical needs, the requirements of current legislation are met, and a level of support is offered, appropriate to the needs of the individual student.
Supporting documentation required:	
E.5.1. 2	Disability strategy: which must include advice to students, with special learning, medical, or physical needs which the Institution cannot support, signposting them to seek guidance from appropriate identified bodies, such as UKCISA. <b>(S)</b>
E.5.2. AF, 2	Written documentation where students have the opportunity to declare special learning, medical, or physical needs.

E.6. 2	Any homestay arrangements are satisfactory in terms of selection and monitoring of providers, and compliance with current legislation. Written guidance is given to both students and providers.
Supporting documentation required:	
E.6.1. 2	Written guidance to homestay students and providers, including a recommendation that all adults also living in the homestay are DBS checked.
E.6.2. 2	Records of homestay inspections by the Institution, including compliance with legislation.

E.7. 3#	Formal and informal mechanisms exist for students' complaints and grievances to be addressed.
Supporting documentation required:	
E.7.1. AF, 3	Written student complaints and grievance procedure.

**\*Indicators of commendable provision in relation to Sub-Areas of Operation E1 and E2 are:**

E.1. 3#	<b>The Institution provides at least two of the following: an effective meet and greet service; assistance in finding accommodation; for new students, at least one of: travel cards, discount cards, and telephone cards.</b>
E.2. 3	Welfare support is provided by staff with relevant formal qualifications.





## F) AWARDS AND QUALIFICATIONS

An **external course** is one in which the curriculum and assessment schedule is provided by an approved awarding body. An **internal course** is one which has been devised by the College and may for immigration purposes be recognised by an approved awarding body or validated/formally approved for progression by a university.

*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.***

Expected standards for accreditation are that:

F.1. 2	<b>External courses.</b> The Institution can demonstrate that its external courses lead to genuine accredited awards, e.g., franchises/validations from UK universities and/or awards of recognised awarding bodies (including those overseas); the Institution ensures students are registered with the awarding body.
Supporting documentation required:	
F.1.1. 1	Course summary (Appendix 4, <b>(AF)</b> ) for each approved external course.
F.1.2. 2	Confirmation of franchise/other collaborative arrangements such as articulation and progression with UK universities, signed by a person with the necessary authority ( <b>originals</b> ).
F.1.3. 2	Confirmed centre status of recognised UK awarding bodies ( <b>originals</b> ).
F.1.4. 2	Evidence that foreign awards are recognised by their own government and have been authorised to be delivered overseas, and by UK ENIC at the appropriate academic level.
F.1.5. 2	Written evidence that students are registered with the awarding body.
F.1.6. 2	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 QAA guidelines.
F.2. 2	<b>Internal courses.</b> The Institution can demonstrate that its internal programmes lead to awards/certification relevant to the needs of students.
Supporting documentation required:	
F.2.1. 1	Course summary (Appendix 4) for each internal course.
F.2.2. 2, 3	Documentation confirming educational institution or awarding body recognition of the College's internal courses ( <b>originals</b> ).

**F.3.2** A documented framework for formative assessment of students. Summative assessment of students is undertaken in an ethical, fair, and robust manner.

Supporting documentation required:

**F.3.1.2** Written guidance for staff on the scheduling and content of formative assessment (all courses) and summative assessment (internal courses).

**F.3.2.2** Written summative assessment regulations for internal awards (where the summative assessment is not provided by the validating body).

**F.4.3#** Students are made aware of what constitutes academic misconduct (such as cheating, personation, collusion, fabrication, ghosting, and plagiarism) and of the consequent penalties. The Institution takes steps to prevent academic misconduct.

Supporting documentation required:

**F.4.1.AF, 3#** Written guidance on academic misconduct.



## G) MARKETING AND RECRUITMENT OF STUDENTS

Expected standards for accreditation are that:

G.1.* 2, 3#	All staff and education representatives/agents adopt an honest, ethical approach in the marketing of the Institution and its courses, and in the recruitment of students. Appropriate infrastructure exists for dealing with student enquiries.
Supporting documentation required:	
G.1.1. AF, 2	Ethics policies exist for: Institution marketing; the recruitment of students; the ethical practice of staff and agents.
G.1.2. AF, 2	Written administrative procedures/process diagram for processing student enquiries.

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

G.3. 2, 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 courses available, tuition fees and living costs, living conditions, accommodation, and student welfare. Prospectuses, websites, and marketing literature neither include misleading, misrepresentative, or ambiguous statements in these respects, nor draw false/unfounded comparisons with other providers. All images used should be accurately captioned.
Supporting documentation required:	

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

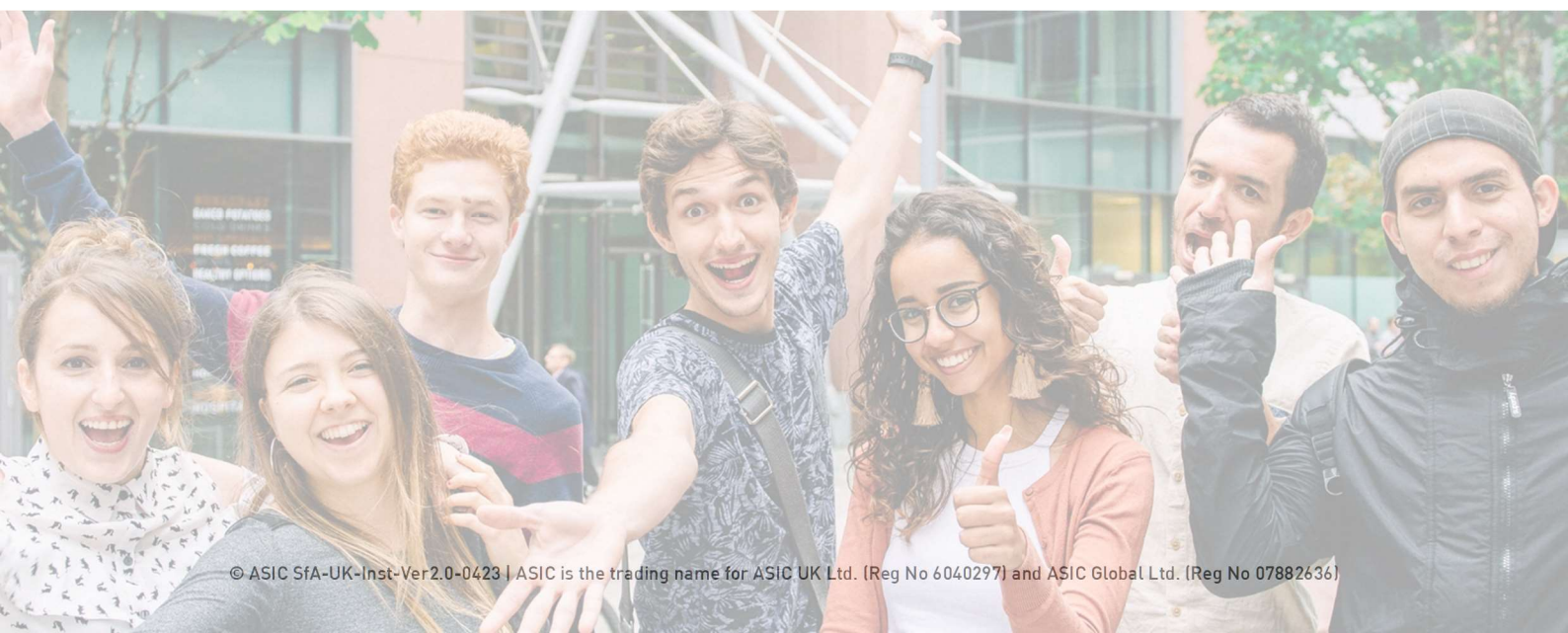
**G.4.  
3#** Academic selection criteria, including English language requirements, for international students are appropriate to the academic standards of the courses for which they have applied so that students have a reasonable expectation of being successful. In selecting students, the Institution meets the requirements of equal opportunities and anti-discrimination legislation.

Supporting documentation required:

G.4.1. <b>1, 3</b>	Written academic admissions requirements (on course summary, Appendix 4, <b>AF</b> ).
G.4.2. <b>1, 3</b>	Written English language admission requirements (on course summary, Appendix 4, <b>AF</b> ).
G.4.3. <b>AF, 2</b>	The Institution's equal opportunities policy in relation to student selection.

**\*Indicators of commendable provision in relation to Sub-Areas of Operation G.1. and G.2. are:**

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



## H) SYSTEMS MANAGEMENT AND COMPLIANCE WITH IMMIGRATION REGULATIONS

Institutions Colleges are expected to operate an acceptable manual or electronic system for monitoring and recording key data concerning admissions, student attendance and student performance.

Expected standards for accreditation are that:

H.1. 2, 3#	<p>Appropriate infrastructure exists for dealing with student applications and making offers. Written administrative procedures exist for:</p> <ul style="list-style-type: none"> <li>• establishing a student's true intent to study;</li> <li>• processing applications;</li> <li>• monitoring the number of offers made and accepted;</li> <li>• the admission of students, to include verification of students' academic qualifications, including English language competence at an appropriate level;</li> <li>• checking the financial viability of students;</li> <li>• student admission and enrolment;</li> <li>• payment of deposits (including refund policy), fees, and maintaining financial records.</li> </ul>
Supporting documentation required:	
H.1.1. 1, 2	Student application form.
H.1.2. 1, 2	Written administrative procedures for processing applications/ process diagram including establishing a student's true intention to study.
H.1.3. 2	Sample offer letter.
H.1.4. AF, 2	Written administrative procedures/process diagram for monitoring the number of offers made and accepted.
H.1.5. 2, 3	Confirmation of students' academic qualifications and English language competence prior to joining the course (in student files).
H.1.6. AF, 2	Written administrative procedures/process diagram for checking the student's financial status (for students requiring a visa).
H.1.7. 1, 2	Enrolment form.
H.1.8. AF, 2	Written administrative procedures/process diagram for student admission and enrolment.
H.1.9. AF, 2	Written administrative procedures/process diagram for handling deposits, fee payments, and refunds and for maintaining records of these transaction.
H.1.10. AF, 2	Institution policy for the refund of deposits (where relevant).

H.1.11. <b>1, 2, 3</b>	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.
H.2. <b>2, 3#</b>	The Institution creates and maintains accurate, up-to-date, student files* and stores these securely.
Supporting documentation required:	
H.2.1. <b>1, 2</b>	Written administrative procedures/process diagram for creating and maintaining student files.
H.2.2. <b>2, 3</b>	Examination of a sample of student files.
H.2.3. <b>AF, 2, 3</b>	Evidence of a self-service system for students to update their personal details or a change of circumstance form; an historical record of contact details should be kept.
H.3. <b>2, 3</b>	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 includes contacting those students.
Supporting documentation required:	
H.3.1. <b>AF, 2</b>	Written administrative procedures/process diagram for investigating a 'no show' and contacting the students.
H.4. <b>2, 3#</b>	Students requiring a visa are enrolled on courses with a recommended minimum of 15 hours organised day-time study per week (excluding breaks) and their attendance at classes is recorded daily and monitored at least weekly. Students comply with a minimum % of attendance. (Institutions offering courses leading to UK university awards should ensure that the students meet the university's attendance requirements.)
Supporting documentation required:	
H.4.1. <b>AF, 2</b>	Written administrative procedures/process diagram for recording and monitoring student attendance; procedures should cover punctuality and monitoring the extent of lateness for classes.
H.4.2. <b>2, 3</b>	Completed student attendance registers.
H.4.3. <b>2, 3</b>	Sample records of cumulative attendance.
H.4.4. <b>3</b>	Course timetables.

If unsure, contact ASIC for recommendations and templates for typical examples of what should be in a student and staff files.

H.5. 2, 3	The Institution has robust procedures for contacting students who miss classes without authorisation to ascertain the reasons for absence and to issue warnings that de-registration will occur in the case of inadequate attendance.
Supporting documentation required:	
H.5.1. AF, 2	Written administrative procedures/process diagram for dealing with student absences.
H.5.2. AF, 2	Sample warning letters to students regarding unsatisfactory attendance, <i>including that registration has been cancelled.</i>

H.6. 2, 3#	The Institution closely monitors students' academic progress, for example through a system of personal academic tutoring and/or formative assessments, to ensure that they are capable of completing their chosen course. The College has robust procedures for issuing warnings to students with unsatisfactory progress.
Supporting documentation required:	
H.6.1. AF, 2	Written administrative procedures/process diagram for monitoring academic progress.
H.6.2. 2, 3	Sample student assessment records.
H.6.3. 2, 3	Student files incorporating progress records.
H.6.4. AF, 2	Sample warning letters to students regarding unsatisfactory progress.

H.7. 2, 3	The Institution monitors students who voluntary withdraw or defer together with the reasons for these.
Supporting documentation required:	
H.7.1. AF, 2	Written administrative procedures/process diagram for dealing with withdrawals and deferrals.

H.8. 2, 3#	All staff appointments are made in the context of written procedures; and the qualifications of appointees and their right to work in the UK are verified.
Supporting documentation required:	

H.8.1. <b>AF, 2</b>	Written staff appointment procedures/process diagram, job descriptions, and person specifications.
H.8.2. <b>AF, 2</b>	Sample job advertisements. (Jobcentre Plus must be one of the employment agencies used.)
H.8.3. <b>AF, 2</b>	Sample contracts for management, academic, and support staff.
H.8.4. <b>AF, 2</b>	Written evidence that staff qualifications have been verified.
H.8.5. <b>AF, 2</b>	A list of all staff (including owners and directors) showing their visa status and written evidence of verification that staff have the right to work in the UK.

**H.9.  
2, 3#** The Institution creates and maintains accurate and up to date staff files\* and stores these securely.

Supporting documentation required:

H.9.1. <b>1, 2</b>	Written administrative procedures/process diagram for creating and maintaining staff files.
H.9.2. <b>2, 3</b>	Examination of a sample of staff files.
H.9.3. <b>AF, 2, 3</b>	Evidence of a self-service system for staff to update their personal details or a change of circumstance form; an historical record of contact details should be kept.

**H.10.  
2, 3** The Institution has systems in place for notifying ASIC of change of premises or extension of existing premises.

Supporting documentation required:

H.10.1. <b>AF, 2</b>	Written administrative procedures/process diagram for notifying** ASIC of change of premises or extension of existing premises. (ASIC will inspect all new and extended premises.)
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\*If unsure (e.g., for newly operating institutions), ASIC can provide typical examples of what should be in a student and staff files.

\*\* Institutions must report major changes in their operation to ASIC throughout their accreditation cycle (see UK Handbook, Section 3.2). If ASIC finds that they have failed to do so, it may affect their accredited status; in some cases, ASIC may be required to report this to UKVI.

