



ACCREDITATION SERVICE  
*for*  
INTERNATIONAL SCHOOLS,  
COLLEGES & UNIVERSITIES

# Welcome to ASIC

## OUR MISSION

1. To be a globally recognised authority on the accreditation of international schools, colleges and universities.
2. To assist institutions develop into providers of quality higher education, respected worldwide.
3. To ensure that all the ASIC areas of operation are adhered to and the best possible education experience is given to their students.

## THESE WILL BE ACCOMPLISHED BY ASSISTING ACCREDITED COLLEGES AND UNIVERSITIES TO

- Implement continuous quality assurance systems.
- Develop comprehensive, internal audit and self evaluation systems.
- Develop quality, strategic partnerships worldwide.
- Develop strategic, ethical marketing strategies.
- Gain international recognition for their institution and its courses.
- Develop fruitful partnerships with ethical, professional education agents worldwide.



*Our CEO Mr Maurice Dimmock presenting ASIC documentation to the Prime Minister of Malaysia, Datuk Seri Najib Tun Razak.*

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# ASIC

## ACCREDITATION SERVICE FOR INTERNATIONAL SCHOOLS, COLLEGES & UNIVERSITIES

*Worldwide migration of international students is now at an unprecedented level. No longer is it the domain of countries such as UK, Australia, USA, Canada and New Zealand. Students are now looking at study options in Malaysia, Singapore, China, Ukraine, Russia, Greece, Cyprus and most of the EU countries.*

This is giving students a wider choice in relation to a range of subjects, entrance criteria, cost, types of institution and cultural experience.

The market is growing, but so is the number of educational institutions seeking to recruit these students.

Unfortunately, the unethical behaviour of some international colleges and universities is causing major problems for students, parents and sponsors.

It is very difficult for students to get a realistic and honest picture of what an institution is really like in terms of quality, resources, student support and ethics.

ASIC brings independent information to the student population through its accreditation service with well defined and objective benchmarking.

Accreditation through ASIC will help students and parents make a more informed choice and will also help an institution demonstrate to the marketplace that they are a high quality institution.

Following widespread and increasing concern over the behaviour of some international independent and private institutions, governments have identified the need for a more rigorous system for accrediting education institutions involved in recruiting overseas students.

**Given our experience, we are well aware of:**

- The existence of institutions, which appeared to focus largely on recruiting young people into the country as potential students, but whose main aim was to become an illegal economic immigrant.
- Institutions which, although genuine educational institutions, provided their students with a poor experience, sometimes placing them on inappropriate programmes.
- Quite reputable colleges, and indeed some universities, which were not well prepared to cater for all of the needs of international students.

**ASIC inspections include an examination of the content and standard of the curriculum as well as the quality of its delivery to learners.**

**We also pay close attention to the consistency and reliability of assessment. However, it should be noted that ASIC neither confers nor validates degree-awarding powers. Applicants for distance education programmes should always satisfy themselves that the level of recognition of a relevant award is sufficient to meet their needs.**

Ongoing development with the accredited institution will incorporate such topics as continual quality improvement, strategic management, self evaluation, internal quality audit systems, appointment, training and monitoring the work of agents, establishing a students 'intent to study', high-quality and ethical recruitment methods, development of admission systems and assistance in the development of codes of practice and ethics policies.

*Accreditation is holistic - encompassing institutions in their entirety rather than particular courses, programmes or qualifications. Institutions may, therefore, approach ASIC for accreditation regardless of their specific discipline focus.*

**The primary objective of the accreditation process is not to award a one-off kite mark, but rather to recognise and underpin an institution's commitment to providing a high quality learning experience for students in a safe, and hygienic environment, and to continuing quality enhancement of that experience.**

ASIC also fully recognises the pressing need for a transparent and robust approach to ensuring that institutions, to the best of their ability, only recruit genuine and appropriately qualified students and that they provide the best possible learner experience in terms of individuals achieving their maximum academic potential, whilst having relevant social and welfare needs appropriately addressed. In this way, it is hoped that a diverse range of stakeholders, including parents, awarding bodies, potential partner institutions, immigration officers, as well as students themselves, will have a reliable point of reference in making judgements about the suitability of a particular education institution.

ASIC is currently involved in the inspection of a truly diverse range of overseas education institutions, including universities, colleges, schools and training organisations to raise their academic standards and profiles, and to date has already undertaken accreditation inspections in various countries, including India, Sri Lanka, USA, Lesotho, France, Denmark, Malaysia, Singapore, Cambodia, Philippines, Botswana and Canada. In its accreditation, ASIC considers the performance of the institutions in relation to their features, facilities and activities. These are divided into eight Areas of Operation as listed in our Standards for Accreditation. While several of the features, such as 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. 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.



Nevertheless, ASIC's accreditation sets out to demonstrate that students entering education institutions in any country will receive a sound education experience, delivered with the aid of appropriate human and physical resources in a safe, caring and hygienic environment; that, in addition, successful students will be rewarded by the award of genuine qualifications, which will enhance their careers and/or further study prospects. It is expected that the institutions will be able to demonstrate that they are operating within the legal educational framework of the home country and that students from other countries will be admitted, subject to fulfilling the passport/visa requirements of the host country.





*ASIC is an independent body, providing education consultancy and accreditation service for schools, colleges, universities, training organisations and online/distance learning providers worldwide.*

ASIC is recognised by UKBA in UK, is a member of the CHEA International Quality Group (CIQG) in USA and is listed in their International Directory and has recently been accepted by the BQF (British Quality Foundation).

ASIC has also been appointed by the Institute of Enterprise and Entrepreneurs (IOEE) as its quality assurance body. Part of ASIC's responsibilities include undertaking international centre approvals and providing ongoing quality assurance of approved international centres.

ASIC provides a wide spectrum of accreditation services worldwide to education institutions including schools, colleges, universities, training organisations and online/distance learning providers. ASIC is a member of the British Quality Foundation and is one of a number of international accrediting bodies listed in the international directory by the Council for Higher Education Accreditation in the USA. It is also an approved accrediting body for the purposes of compliance with regulations of the UK Home Office and Border Agency relating to the admission of students holding Student Visitor Visas and to the delivery of programmes in ESOL with Citizenship.

**TYPES OF INSTITUTIONS ASIC ACCREDIT INTERNATIONALLY**

- Schools (all ages)
- Colleges
- Vocational School and Colleges
- Training Centres
- Universities
- Distance Learning Providers

ASIC has recently added accreditation for distance learning providers (whether UK or overseas) to its portfolio of quality enhancement and accreditation services. This comes at a time when, as a result of increased demand, there has also been a significant expansion of our accreditation work with campus-based universities and colleges overseas.

In order to be accepted on to the accreditation process both distance learning providers and overseas institutions have to demonstrate an existing commitment to ethical standards, financial probity, good governance and compliance with appropriate regulatory provision.

**Candidacy.**

Arrangements for provisional accreditation or candidacy can be considered for very young or new organisations.

Given its comprehensive scope covering teaching quality, governance, customer service/welfare and learning resources, ASIC accreditation has already proved very advantageous to overseas institutions seeking partnerships with UK institutions and other international alliances. There is already every indication that distance learning/online providers will derive similar benefits from the added credibility that accreditation brings.

*ASIC has produced a code of ethics for both institutions and agents. It is a condition of accreditation that all institutions have an appropriate ethics agreement and that they have systems in place to monitor its effectiveness.*



OBJECTIVES

1. To protect prospective students and their parents, partner universities, colleges and other customers and stakeholders from false, illegal, inaccurate and misleading claims orally, written or through electronic means.
2. To protect the reputation of institutions' staff and its representatives from disparagement and from being tarnished by the actions of a minority.
3. To protect the reputation of the institution by requiring staff to act in an ethical, professional manner at all times.

CODE OF PRACTICE

**Institutions should :**

- Promote accurately and honestly, educational programmes in terms of quality, standing and availability.
- Have a clearly enunciated policy for all staffs, representatives and agents with respect to the promotion and marketing of education services overseas.
- Acknowledge the need for good practice to ensure fairness in their promotion and marketing of educational services overseas. Differences among institutions should be portrayed in a comprehensible and accurate way so as to project a cooperative marketing image to the target countries. No false or misleading comparisons should be drawn with any other provider.
- Have a selection criteria for international students which will maintain the institution's academic standards and encourage high success rates.
- Recognize on-going responsibilities for the education and welfare of international students, ensuring that the academic programmes, support services and learning environment offered, encourage a positive attitude towards the institutions.
- Provide to prospective international students, accurate and comprehensive information on the institutions admission requirements and procedures, the courses available, tuition and living costs, living conditions, accommodation and other services. Advertisements and promotional literature should not include misleading or ambiguous statements about the nature of the course, or the cost of the award offered.
- At all times conduct themselves with integrity and in a manner that will contribute to the image of a reliable and trustworthy provider of high quality education and training.
- Promote themselves in a professional and ethical manner and should ensure that all marketing activities reflect best practice.
- Behave toward other institutions, professional colleagues and other countries in a respectful and courteous manner.



QUALITY ENHANCEMENT, TRAINING AND CONSULTANCY

*There is more to running an educational institution than licensing and accreditation. We can help you with the management side of operating an effective institution.*

This can include help with navigating the various requirements associated with building and maintaining strong internal compliance and management systems and planning for the future. Some of our expertise focuses upon:

- Operational due diligence reviews to determine institutional effectiveness and efficiency.
- Planning services, including strategic and business planning.
- Institutional assessment and improvement plans.
- Curriculum development services.
- Operations and administrative procedures development and implementation.
- Development and implementation of effective marketing strategies.
- Staff development and compliance training programs.

QUALITY MANAGEMENT SYSTEM (QMS)

Successful Education organisations understand the importance of improving their financial status without compromising education and service quality. By implementing a standard, consistent approach to quality with an effective Quality Management System, education institutions can ensure that they operate on an educationally and financially sound basis.

BENEFITS

# BENEFITS OF ACCREDITATION

*Accreditation by ASIC UK will raise the profile of your institution and provides confirmation that your institution conforms to Internationally Accepted Standards in Higher Education. ASIC accreditation will give confidence to parents, students and agents that you are a reputable, professional, caring and ethical institution.*

Accreditation with ASIC is not a onetime process and we are NOT simply a policing organisation. We believe in developing partnerships with our institutions and that quality assurance is a continuous activity.

Ongoing development with our accredited institutions will incorporate training programmes on topics such as high-quality and ethical recruitment methods, recruiting and monitoring the work of agents, development of admission systems and assistance in the development of codes of practice and ethics policies.



VALUE PROPOSITION

**ASIC is dedicated to the accreditation and continual improvement of its member institutions. As part of the ASIC's accreditation process we are able to provide the following:**

- Sample policy and procedures documents as required.
- Assistance in setting up appropriate internal audit and self evaluation systems.
- Assistance in the development of appropriate quality control documentation.
- Guidance on best practice in respect to all aspects of the institutional management.
- Assistance to gain international recognition for their institutions awards.
- Assistance in joining relevant international networks.
- Access to over 200 accredited agents in over 80 countries.
- The marketing activities of ASIC include, exhibition attendance, printed and web based newsletters and publicity in numerous overseas publications.
- Online updated information on all aspects of student recruitment.
- Advice on agent contracts with sample agreements available.
- Sample code of ethics .
- Telephone helpline.
- Visits by ASIC for advice and consultancy.



**STAGE 1 – DUE DILIGENCE TO INCLUDE SCRUTINY OF THE APPLICATION FORM, ACCOMPANYING DOCUMENTATION AND INSTITUTIONS WEBSITE**

If the information provided, which is assessed by a member of the ASIC Accreditation Committee, that is, the assessor, is acceptable, the process moves to Stage 2 / Stage 3. If it is not acceptable, the college may be advised either on actions to take to rectify the perceived shortcomings, or that it is unlikely that ASIC would accredit it at this stage of its development. Template procedures will also be sent to the college for their use if required.

**STAGE 2 – INSPECTION VISIT**

For international colleges, the Stage 2 and Stage 3 visits may be combined and will normally include 2 or 3 inspectors for 2 or 3 days depending on the size of the college.

The first day of inspection will focus on the institution's compliance with statutory, immigration, quality research procedures, management, student support, premises and the adequacy of the teaching resources for the advertised courses. The visiting inspectors will also discuss the format of, and the arrangements for, the Stage 3 inspection visit, with the Principal\* and senior management of the institution.

*The inspectors will also need to meet with the Principal and key administrative staff.*

**DURING THE STAGE 2 VISIT INSPECTORS WILL NEED TO INSPECT:**

- Procedural documentation
- Quality manual
- Staff/student handbooks
- Attendance monitoring systems
- Sample student feedback forms
- Marked student assignments
- Performance monitoring systems (cohort analysis systems, student feedback systems, staff performance systems and research programmes)
- Statutory documentation (health and safety, fire regulations, local Ministry of Higher Education approvals, agreements with external bodies, legal requirements)

**STAGE 3 – ACCREDITATION INSPECTION VISIT**

**Inspection Schedule.**

The main purposes of the Stage 3 inspection are to assess what is observed during the visit and to consider the evidence regarding the institution's ability to maintain and indeed raise standards in the long term. Consideration of the documentation provided before the visit will help in this respect and also, along with the Stage 2 inspection, helps the inspectors to identify issues within the eight areas of operation and the key performance indicators, which will be discussed with key staff.

The precise format of a Stage 3 inspection visit is likely to vary in relation to the size, nature, location and complexity of the institution, though the likely format will be agreed during the Stage 2 visit or by correspondence between the principal and ASIC staff. It is expected, however, that the inspectors will:

**DURING THE STAGE 3 VISIT INSPECTORS WILL NEED TO:**

- Meet the Principal, CEO and if appropriate, the owners of the institution, and the chair of the governors.
- Hold an introductory meeting with all staff if possible, or with senior staff, to introduce themselves and outline the nature of the inspection.
- Undertake a detailed survey of the library, resource area.
- Assess research facilities and research outputs.
- Assess the IT provision for staff and students.
- Assess laboratory and audio visual equipment.
- Visit the refreshment areas.
- Meet a representative group of staff without senior managers being present.
- Observe a number of teaching sessions (and provide informal feedback after the observation).
- Meet a representative group(s) of students without any staff being present.
- Hold a final meeting with the principal to give an informal report of their findings, but not indicating the likely outcomes of the visit and whether or not accreditation would be granted since the final decision will be made by the Accreditation Committee.
- Meet with a select number of research students and research supervisors (Universities only).

*The institution will be asked to provide a suggested itinerary for the visit and meetings together with full timetables for all classes taking place during the inspection. The Reporting Inspector will consider these when allocating duties to members of the inspection team. The precise details of the visit, however, may be changed during the initial meeting with the principal. Finally, it is suggested that in preparation for inspection, the institution may find it useful to undertake a self critical review or audit of its operation.*

\* The term 'Principal' is used throughout to signify the Head of the college/university.

# ACCREDITATION PROCESS DIAGRAM



## STANDARDS FOR ACCREDITATION

ASIC has identified over 90 standards of accreditation on key performance indicators within the following areas of operation, which will each be assessed and given a grade of commendable, satisfactory or unsatisfactory.

These grades will be taken into account on deciding whether or not to award accreditation to an institution. These grades, together with a full report, will be available to enable a student to make an informed choice on study destination. Within the areas of operation are key performance indicators, these can be found on our website at [www.asic.org.uk](http://www.asic.org.uk)

## AREAS OF OPERATION:

- A. Premises and Health and Safety
- B. Management and Staff Resources
- C. Learning and Teaching;  
Course Delivery,  
Research & Development  
(Universities only)
- D. Quality Assurance and Enhancement
- E. Student Welfare
- F. Qualifications and Awards
- G. Marketing and Student Recruitment
- H. Compliance with Immigration  
Regulations and Reporting  
Mechanisms

## TESTIMONIALS

### Asian Metropolitan University, Malaysia

We would like to thank the ASIC team led by their CEO Mr Maurice Dimmock. We at AMU have benefited from the whole exercise, not only in gaining Premier Status but also in experiencing the rigours of the documentation process, interviews with management, staff and students and audit of the Universities QA systems. This exercise will surely help us in future Government inspections and the MQA Setara ranking exercise. We look forward to working with ASIC in the future and have now submitted application for all the Masterskill Colleges.

### International Business School of Scandinavia

I believe ASIC has proven that its of international standard and secured a high quality process.

### Maharishi Markandeshwar University (MMU) India

The entire process of completing the application, scrutiny, pre-inspection and final inspection is clearly laid out. The inspectors were very thorough in the inspection process and were well informed about every aspect.

### University of Science Arts & Technology (USAT)

The guidance was excellent and the inspectors provided valuable feedback on the accreditation throughout the process.

### Solpattana School for the Deaf

We are very thankful to ASIC for accrediting our school for deaf children in Pattaya. The inspection was done in a very professional, thorough manner with due consideration to the children. The staff reported that they had learnt much from the experience and we have already implemented most of the recommendations made by ASIC. With the help of the ASIC team we will continue to develop the school to give an enriching experience to our Children.

### Management and Science University, Malaysia

It was a privilege to have ASIC from the UK accredit MSU. The whole experience was very rewarding and we received excellent advice from the inspectors. The inspectors visited the University several times and conducted in depth inspection of our Health and Safety systems, Quality Assurance processes, security of examination systems, student support and welfare and the ethics of our recruitment processes. On completion we received a detailed report of over 20 pages which identified both our strengths and made recommendations on where we can make improvements. This certainly helped us to prepare for our Governments Setara ranking exercise, in which we gained 5 star rating in 2011, which is the top rating.

ASIC has also visited us several times since accreditation to assist us in international partnership development and also to keep a check on our QA procedures.

### Dimensions College- Singapore

Dimensions were one of the first international colleges to be accredited by ASIC and I must say the whole experience from start to finish and beyond has been very rewarding. The inspectors were very thorough in their inspection but also very courteous and supportive in the way they went about their work. They conducted numerous interviews with management, teaching and administrative staff and students. The inspectors also observed several classes being taught and gave very useful feedback to the teachers and the management team. We found the accreditation report to be accurate and helpful, especially the points for recommendation for improvement. We are looking forward to our reaccreditation in 2013. Thank you ASIC

### Amity University

The process is well thought of and the inspectors were very cooperative.

### Centre for Parliamentary Studies

I found ASIC and its inspectors to be professional, supportive and helpful throughout.



## HOW ASIC INTERNATIONAL CAN HELP YOUR ORGANISATION

Drawing on nearly three decades of international education experience, the ASIC quality management approach enables institutions to practice both pro-active and reactive quality control with an emphasis on continual improvement. The process utilizes an approach of initial assessment (accreditation), information capture, tracking, analysis, and report on all quality-related records and data such as non-conformances, corrective actions, audit schedules, communication systems, response protocol, document control, student welfare and perceptions, staff perceptions, student interaction, curriculum development, assessment systems, course review and analysis, independent performance analysis, marketing effectiveness.

By implementing a system that takes a "full lifecycle" approach to quality, the ASIC quality management approach will enable your institution to continually improve by relying on accurate, up-to-date reporting tools that provide greater accuracy when it comes to trending and analysis.



## QUALITY ASSURANCE SUPPORT

ASIC is able to provide numerous sets of documentation which an institution may adapt to suit their particular needs. These include;

### IN A NUTSHELL - GUIDANCE NOTES

Health and safety in your institution, English language requirements for academic programmes, creation and monitoring of student files, immigration compliance and migrant monitoring, establishing and monitoring of agent networks, establishing a students true intent to study, staff development and performance review, student counselling, teacher performance monitoring and enhancement, internal quality audit, creating an ethical environment.

### POLICIES AND PROCEDURES

Quality assurance, quality audit policy and procedures, health and safety, duty of care to students, student recruitment and monitoring, student enrolment policies, monitoring students' academic progress, code of ethics, marketing policies and strategies, communication systems, duty of care to staff and students, staff performance and appraisal systems, data protection, equal opportunities, disability strategy, complaints procedures, conduct of examination procedures and policies.





# INTERNATIONAL STUDENT RECRUITMENT

*One of the main concern of parents, students, visa officers and educational representatives is the quality and performance of universities, colleges, international schools and language schools worldwide. There are many such institutions producing beautiful glossy leaflets and prospectuses showing state of the art facilities and resources yet these often are a gross misrepresentation aimed at misleading the student.*

These institutions are causing concern in the marketplace and confusion and mistrust among parents, students and visa officers.

ASIC accreditation can help you to be set aside from these institutions and bring confidence back to the students and their parents.

ASIC will only accept institutions which can demonstrate professional and ethical practise in recruitment and the delivery of high quality, relevant programmes of study, and can demonstrate satisfactory duty of care towards the students.

ASIC accredited institutions will therefore be able to demonstrate a caring and supportive attitude towards students' welfare, as well as having a strict code of discipline regarding attendance and study practices.

## DUTY OF CARE TO STUDENTS ~ PRE-ENROLMENT

Students preparing to study overseas, need to be able to talk in confidence with a trained counsellor and trust that they will be given honest, accurate and ethical advice on the most appropriate educational institution to study, and can demonstrate satisfactory duty of care towards the students.

An ASIC accredited institution would be expected to demonstrate a high standard of 'duty of care' towards students and, as a minimum, should provide:

- High quality and ethical advice on where to study.
- Realistic guidance on their qualifications, English language requirements and expectations for securing a place at a top university.
- Good counselling on preparing application and visa forms.
- Efficient response to their application.
- Experienced staff to guide them through the visa process.
- Pre-departure assistance with flights, accommodation, and the cultural difficulties they may face.
- An efficient 'meet and greet service' by the host institution.
- Reassurance that all their realistic needs will be met whilst overseas through an efficient academic, social and welfare programme.



*Studying overseas is a major step for both students and their parents, with many decisions to make regarding, which country, university and course is most appropriate.*



## *Student Recruitment Practices*

All institutions are expected to be committed to a strict code of practice in establishing a student's 'intent to study' along with the recruitment and monitoring of their overseas representatives.

*It is recognised by ASIC that institutions should have a fair and expeditious appeals process*



## APPEALS

It is recognised by ASIC that those institutions, which have been refused accreditation or have had their accreditation withdrawn or suspended, should have access to a fair and expeditious appeals process.

If the Accreditation Committee decides to refuse or withdraw accreditation, the Chief Executive of ASIC will contact the college within ten working days informing the Principal of the decision and the reasons for it and, furthermore, reminding him/her of the right to appeal.

The Principal, or the appropriate representative of the institution, should submit an appeal within a further ten working days of receipt of the notification of the Accreditation Committee's decision. If the appeal is made by an accredited institution, then accreditation will remain in force until the appeals process is completed.

For more information regarding 'Appeals', please see Section 6 of the Accreditation Handbook Complaints.

ASIC will consider any genuine and relevant complaint against institutions which have been accredited by ASIC and where the complainant has exhausted the institution's own complaints procedures.

For a complaint to be considered to be genuine, it must be submitted in writing to the Chief Executive of ASIC explaining the bases of the complaint, clearly identifying the complainant and be related to the institution's alleged failure to comply with the accreditation criteria. Other complaints will normally not be considered by ASIC.

# ASIC CONTACT DETAILS

## ASIC UK LTD

ASIC House,  
13 Yarm Road,  
Stockton-on-Tees,  
TS18 3NJ  
England  
Email: [info@asic.org.uk](mailto:info@asic.org.uk)  
Tel: +44 (0)1740 617 920  
Fax: +44 (0)1740 617 929

## ASIC ASIA

No.9, Tingkat Atas,  
Tingkat Mawar,  
Taman Mawar,  
Jalan Raja Uda,  
Butterworth,  
Seberang Perai Utara,  
Pulau Pinang,  
Malaysia  
Email: [henry@asic.org.uk](mailto:henry@asic.org.uk)  
Tel: +6043315131  
Fax: +6043235131

## ASIC AUSTRALIA

23 Wordsworth Avenue  
Clayton South  
Victoria 3169  
Australia

## ASIC MALAYSIA

26, Jalan PJS 8/17,  
Dataran Mentari, Sunway,  
46150 Petaling Jaya,  
Malaysia  
Tel: 012-2863 273

## ASIC USA

677 Granite Court,  
Argyle,  
Texas,  
76226,  
USA



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