

AMIC Quality Accreditation Service

Can your program demonstrate the quality it claims?

Independent. Peer-based. Asian-rooted

An external affirmation of your commitment to quality, mission and professional relevance.

Why Does Accreditation Matter?

Higher education today operates in an environment of increasing expectations for quality, accountability and trust.

Universities and academic programs regularly make claims about the quality of their teaching, the qualifications of their faculty, the relevance of their curriculum, the achievements of their students and their contribution to society. But in an environment where institutional claims alone may not be enough, an important question remains:

Who independently verifies these claims?

This is the value of third-party accreditation.

Across disciplines such as business, medicine and engineering, external accreditation has become an important means of demonstrating that an academic program has been examined against established standards by qualified peers from outside the institution.

Communication and media education deserves the same opportunity.

The AMIC Quality Accreditation Service (AQAS) provides an independent, peer-based process through which communication and media programs can demonstrate their commitment to educational quality, professional relevance, ethical practice and continuous improvement.

Accreditation as Independent Witness

AMIC accreditation is more than a certificate or a designation.

It bears independent witness that a communication or media program has been examined against quality standards agreed upon by AMIC and that the program has demonstrated evidence of its efforts to fulfill its stated vision, mission and goals.

Accreditation therefore creates a bridge between what a program says about itself and what it can demonstrate through evidence, reflection and external peer review.

It provides an opportunity for a program to ask:

- Are our curriculum and learning outcomes aligned with our mission?
- Are our students acquiring the knowledge, skills and values we intend them to develop?
- Does our faculty have the qualifications and professional capacity to deliver the program?
- Are we responding to developments in the communication and media industries?
- Do our facilities, technologies and learning resources support student learning?
- Are we preparing students to practise communication ethically and responsibly?
- Are we contributing meaningfully to society and the communities we serve?
- What do external peers see that we may not see ourselves?

Accreditation does not mean that a program has reached a final destination. It provides credible external recognition of where the program stands—and a framework for where it can go next.

Why AMIC?

The Asian Media Information and Communication Centre (AMIC) is an international, non-profit, non-governmental organization of communication and media professionals, including educators, researchers, and practitioners. Established in 1971, AMIC has served as a regional platform for advancing communication and media scholarship, education, and professional practice in Asia and beyond.

AMIC brings an Asian perspective to the quality assurance of communication and media education.

AMIC's network and footprint extend across East Asia, Southeast Asia, South Asia, Central Asia, North Asia, West Asia, and Oceania and the Pacific.

The AMIC Quality Accreditation Service (AQAS). is designed around five principles:

Mission-Driven

Quality is considered in relation to what a program has committed itself to achieve. Accreditation examines whether the program's practices, resources and outcomes are aligned with its stated vision, mission and goals.

1. **Asian-Rooted, Internationally Informed**

   Communication and media education does not take place in the same social, cultural, economic or media environment everywhere. AMIC recognizes the diversity of Asian contexts while promoting high standards of academic and professional quality.

2. **Developmental**

   Accreditation is not simply an exercise in compliance. The process encourages reflection, dialogue and continuous improvement.

3. **Professionally Relevant**

   Communication and media education must remain connected to the changing realities of professional practice, technology, industry and society.

4. **Inclusive and Context-Sensitive**

   Programs are assessed fairly while taking into account their institutional mission, context, resources and communities.

What Does AMIC Accreditation Examine?

AMIC evaluates communication and media programs against core areas of educational quality:

Curriculum Design and Relevance
Is the curriculum coherent, current and appropriate to the program's mission and the changing communication and media environment?

Faculty Qualifications and Professional Capacity
Does the program have the academic and professional expertise required to support student learning?

Student Learning Outcomes and Assessment
Are students achieving the knowledge, skills and values the program intends to develop, and is there evidence of this achievement?

Industry Engagement and Professional Exposure
Does the program maintain meaningful connections with professional practice and provide appropriate exposure to the industry?

Facilities, Technology and Learning Resources
Do students have appropriate resources and technologies to support their education?

Contribution to Society and Community Engagement
Does the program contribute to communities and address relevant social needs?

Ethical Standards, Diversity and Inclusion
Does the program promote ethical communication and respect diversity and inclusion?

Governance, Administrative Support and Alumni Outcomes
Does the program have the institutional support and systems necessary to sustain quality and demonstrate its outcomes?

One Framework for Different Modes of Education

AMIC accreditation is **modality-inclusive**.

The Service can accredit:

- In-person programs
- Hybrid/blended programs
- Online programs

A common set of core quality standards is applied, with modality-specific indicators where appropriate. The focus remains on ensuring comparable expectations for learning outcomes, professional exposure, ethical formation and student support.

What Does the Accreditation Process Involve?

The process combines self-reflection, evidence, external peer review and validation.

1. **Eligibility and Orientation**

   The program and AMIC establish readiness and expectations for the accreditation process.

2. **Self-Assessment**

   The program examines its own practices, achievements, evidence and areas for improvement.

3. **Desktop Review**

   AMIC-appointed reviewers examine the submitted documentation and evidence.

4. **Validation Visit**

   Reviewers engage with relevant stakeholders and validate the evidence through onsite or hybrid interaction.

5. **Exit Meeting**

   The review team shares its principal observations with the institution.

6. **Accreditation Report and Evaluation**

   The findings are documented through quantitative and qualitative evaluation.

7. **Accreditation Decision**

   AMIC determines the appropriate accreditation status based on the established criteria and peer-review judgment.

8. Post-Accreditation Engagement

Accreditation becomes a platform for continued development, reflection and engagement with AMIC.

Accreditation Is Not the End

A meaningful accreditation process should not simply answer the question:

“Did we pass?”

It should encourage a more important question:

“What evidence do we have that we are fulfilling our mission—and how can we do better?”

For this reason, AMIC views accreditation as an ongoing relationship rather than a one-time inspection.

The process encourages programs to strengthen their systems, reflect on their educational practices, engage stakeholders and respond to the changing needs of communication and media education.

What Does Accreditation Mean for Your Program?

AMIC accreditation can provide:

External credibility
An independent peer review of the program’s educational quality.

Evidence of accountability
A demonstration that the program is willing to have its claims and practices examined by external peers.

Mission alignment
An opportunity to examine whether the program’s curriculum, faculty, resources and outcomes support its stated vision, mission and goals.

Professional relevance
A structured opportunity to assess the relationship between education and the changing communication and media professions.

Continuous improvement
External perspectives that can help identify strengths, gaps and opportunities for development.

Regional recognition
A connection to a wider Asian community of communication and media educators and professionals.

Accreditation Status

The validity of accreditation is determined through the overall evaluation, combining weighted criteria and peer-review judgment.

AMIC accreditation may be awarded as:

Full Accreditation — 5 years

Accreditation with Conditions — 3 years

Provisional Accreditation — 2 years, with mentoring

A Commitment to Quality. A Commitment to Trust.

For communication and media programs, quality should not be something we simply claim.

It should be something we are prepared to **demonstrate, examine and continuously improve.**

AMIC Quality Accreditation Service (AQAS) provides a structured and independent opportunity for programs to demonstrate their commitment to educational quality and to receive external recognition from a professional regional body.

Let AMIC be an independent witness to your program's commitment to quality, mission and continuous development.



AMIC Quality Accreditation Service

Find out more

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