

INTERNATIONAL ASSOCIATION



OF PRIVATE

UNIVERSITIES AND COLLEGES

Part XVIII Supplementary Standards for Quality Assurance of Distance and Blended Learning

Document No.: IAPUC/IQA/DL-2026-001

Version: 1.0

Effective Date: Pending Official Release

Formulating Institution: IAPUC Quality Accreditation Committee, International Association of Private Universities and Colleges

Applicable Scope: Private higher education institutions that award degree education via distance or blended learning modes and hold valid IQA accreditation or are applying for IQA accreditation

Preface

Digital technology is profoundly reshaping the delivery models of higher education. The century-long evolution of distance education — from correspondence courses and radio broadcasting, television universities and open online courses, to today's intelligent learning platforms and virtual immersive classrooms — bears witness to the continuous adaptation of education to technological changes. The COVID-19 pandemic further propelled distance and blended learning from the periphery of educational innovation to mainstream practice on an unprecedented scale.

For private higher education institutions, distance education has long transcended the positioning of a mere alternative solution, evolving into a core domain for fulfilling educational missions, expanding educational coverage, and exploring educational innovation.

Nevertheless, while delivering flexibility and accessibility, distance education poses unique quality challenges. When teaching and learning are no longer conducted through face-to-face interaction in a shared physical space, how to define and evaluate teaching effectiveness? When students across the globe learn asynchronously, how to build meaningful learning communities? When examinations are shifted from physical classrooms to online platforms, how to simultaneously safeguard academic integrity and student privacy? Addressing these questions requires not the simplistic application of traditional classroom-based quality frameworks to distance learning scenarios, but a dedicated quality standard system that fully accommodates the inherent laws of distance education.

These Standards are formulated by IAPUC to respond to this contemporary demand. Serving as a special expansion and supplementary specification for the *IAPUC-IQA Academic Accreditation Quality Standards Manual* in distance and blended learning scenarios, these Standards do not replace the original manual. Adhering to the three-pillar framework of IAPUC-IQA, the Standards take mission orientation as the starting point to respect institutional diversity and innovative practices in distance education, adopt outcome-based education as the verification approach to focus on students' actual learning achievements rather than institutional technological inputs, and pursue excellence-oriented performance improvement to guide institutions to upgrade emergency-based distance education practices into systematic quality assurance capabilities.

In the formulation process, these Standards integrate quality assurance discussions in the digital era from the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), open educational resource initiatives from UNESCO, and sound practices in distance education quality management from professional organizations including the United States Distance Learning Association (USDLA) and the International Council for Open and Distance Education (ICDE). IAPUC

expects these Standards to serve as a robust tool for private institutions to strengthen distance education quality and contribute professional insights from the private higher education sector to global distance education quality assurance discourse.

Chapter I General Provisions

Article 1 Purposes and Basis

These Standards are formulated for the following purposes:

- (1) To establish quality evaluation dimensions for distance and blended learning within the IQA accreditation system, providing specialized evaluation criteria for accredited institutions and peer review experts;
- (2) To define the minimum quality requirements and excellence standards for distance and blended learning in terms of instructional design, technical environment, learning engagement, assessment integrity and student support;
- (3) To guide accredited institutions to transform emergency-based distance education implementation into systematic quality assurance practices;
- (4) To address emerging quality challenges brought by the rapid evolution of distance education, including AI-assisted teaching, online proctoring ethics and virtual learning community development.

These Standards are formulated based on:

- The accreditation framework specified in the *IAPUC-IQA Accreditation Manual*, particularly Standard 2 (Curriculum and Teaching) and Standard 4 (Student Learning Outcome Assessment);
- The core requirements for curriculum design, learning outcome assessment and teaching quality assurance stipulated in the *IAPUC-IQA Academic Accreditation Quality Standards Manual*;
- The provisions on learning platform data security and personal information protection specified in the *IAPUC Digital Security and Privacy Regulations*;
- The basic norms for academic integrity and educational ethics stipulated in the *IAPUC-IQA Academic Ethics and Code of Conduct*;
- The provisions on cross-border distance education specified in the *Multi-Campus and Transnational Operation Accreditation Review Guidelines*.

Article 2 Scope of Application

These Standards apply to the following teaching modes:

(1) Distance Learning

A teaching mode where all or most teaching activities are conducted non-face-to-face with physical separation between teachers and students, and teaching interactions

are primarily realized via digital technologies. In terms of time arrangement, distance learning is divided into:

- **Synchronous Distance Learning:** Real-time teaching interactions between teachers and students via communication technologies at the same time;
- **Asynchronous Distance Learning:** Teaching activities that do not require simultaneous online attendance, allowing students to learn at their own pace;
- **Hybrid Distance Learning:** A combination of synchronous and asynchronous teaching approaches.

(2) Blended Learning

A teaching mode integrating face-to-face instruction and online learning, with online learning accounting for a significant proportion of the overall curriculum. Based on the integration degree, blended learning is divided into:

- **Enhanced Blended Learning:** Dominated by face-to-face instruction, with online learning as a supplement and extension;
- **Alternating Blended Learning:** Balanced alternation between face-to-face instruction and online learning with equivalent proportions;
- **Flipped Blended Learning:** Knowledge acquisition is mainly completed through online learning, while face-to-face sessions are dedicated to in-depth discussions, practical application and interactive feedback.

Accreditation Review Application Rules:

- Institutions delivering more than 50% of degree programs via distance learning shall fully comply with these Standards;
- Institutions adopting blended learning for partial courses or programs shall apply these Standards to the scope of relevant courses and programs;
- Institutions adopting online auxiliary teaching for only a small number of courses are encouraged to refer to these Standards for self-improvement, with no mandatory accreditation review requirements.

Article 3 Basic Principles

The quality evaluation of distance and blended learning shall adhere to the following basic principles:

Principle	Core Connotation
Substantial Equivalence	The educational services provided and degrees awarded via distance and blended learning shall be substantially equivalent in academic standards to those of face-to-face education. Differences in teaching delivery modes shall not lead to disparities in learning outcome quality.

Proactive Design	Distance courses shall not be simple recordings or material transfers of face-to-face courses. Effective distance teaching requires proactive instructional design based on the laws of distance learning, rather than passive replication of traditional classroom teaching.
Technology Empowerment	Technology in distance education serves pedagogical implementation and learning experience improvement rather than acting as a mere transmission tool. The integration of technology in curriculum design, teaching implementation and learning assessment shall follow clear educational concepts and purposes.
Inclusiveness and Accessibility	Distance education shall reduce barriers to educational participation and provide equitable learning opportunities and technical accessibility for learners with diverse backgrounds, capabilities and conditions.
Balance of Integrity and Privacy	The deployment of academic integrity safeguards shall be balanced with privacy protection, avoiding the sacrifice of student dignity and digital rights for examination security purposes.

Chapter II Instructional Design for Distance and Blended Courses

Article 4 Distance Instructional Design

4.1 Alignment Between Learning Objectives and Technical Approaches

(1) The expected learning objectives and outcomes of distance courses shall be clearly defined at the initial design stage and maintain substantial equivalence with on-campus face-to-face courses at the same academic level. The selection of teaching strategies and technical tools shall be based on in-depth consideration of the following questions:

- How to deliver the teaching content most effectively in a distance learning environment?
- Whether the selected technical tools serve clear teaching purposes or are adopted merely for technological novelty?
- Whether inevitable quality losses exist in distance delivery, and how to compensate for such losses through complementary design?

(2) Institutions shall clearly elaborate the basic principles and design models of their distance curriculum design, and specify the transformation path from on-campus

courses to distance courses as well as relevant quality equivalence guarantee measures.

4.2 Structured Design of Teaching Content

(1) Distance course content shall be presented in a clear and predictable structure to enable students to:

- Obtain complete syllabi and learning guides at the beginning of each course;
- Clearly understand the objectives, content, learning activities and deadlines of each module or learning unit;
- Track personal learning progress and receive timely feedback.

(2) The learning content of asynchronous distance courses shall be divided into reasonably granular learning units adapted to distance learning scenarios, balancing the integrity of learning objectives and the manageability of learning time.

(3) Institutions shall specify the calculation methods for distance course workload to ensure reasonable learning input expectations for students and consistent credit weight standards with face-to-face courses at the same level.

4.3 Diversified Presentation of Learning Content

(1) Distance course content shall adopt diverse media forms including texts, videos, audios, interactive simulations and virtual experiments to adapt to different learning preferences and cognitive needs of diverse content. Diversified forms shall be outcome-oriented and shall not compromise content depth and substantial effectiveness for superficial diversity.

(2) Video teaching content shall incorporate sufficient instructional design elements. Pure classroom lecture recordings are regarded as the starting point rather than the end of content delivery. Institutions shall encourage or require teachers to optimize video content through segmented design, embedded key knowledge annotations and real-time comprehension checkpoints.

(3) Institutions shall ensure the legal intellectual property authorization for all teaching materials (including third-party authorized content) used in distance dissemination.

Article 5 Connection Design for Blended Learning

(1) Blended courses shall realize organic integration rather than simple splicing of face-to-face and online learning components. Institutions shall provide a teaching activity connection map to clearly demonstrate the mutual support and progressive iteration between offline and online learning sessions.

(2) Flipped blended courses shall meet the following requirements:

- Online learning content shall be sufficient to support students' independent knowledge construction without reliance on repeated offline lectures;
- Face-to-face sessions shall be deeply aligned with online learning content,

prioritizing limited offline time for interactive discussions, practical application and higher-order thinking activities;

- Confusions and problems encountered by students in online learning shall be collected and incorporated into offline teaching arrangements.

(3) Institutions shall include systematic training on blended instructional design capabilities in teacher professional development systems, rather than relying on teachers' spontaneous exploration.

Article 6 Review and Update of Distance Courses

(1) The review cycle for distance courses shall not exceed three years, consistent with that of face-to-face courses. The review shall focus specifically on:

- The impact of technical platform updates and upgrades on course delivery;
- Distance learning experience problems reflected in student feedback;
- Updates in disciplinary knowledge and industrial practice evolution.

(2) Institutions shall establish a version management system for distance course content, retaining version records and change explanations for all substantive content updates in the course management system.

Chapter III Learning Engagement and Interaction

Article 7 Interaction Between Students and Teaching Content

(1) Distance courses shall incorporate active learning sessions to transform students from passive recipients of knowledge to active constructors. Active learning activities include but are not limited to interactive simulations, case analyses, problem-solving exercises, self-assessment quizzes and reflective journals.

(2) Asynchronous courses shall embed formative assessments in the content sequence to help students verify their learning mastery. Formative assessments shall provide substantive feedback, including judgment of answer correctness, analysis of errors and targeted improvement suggestions.

Article 8 Teacher-Student Interaction

(1) Distance courses shall clearly specify teacher-student interaction channels and response time expectations. Teachers shall inform students of available interaction methods (e.g., discussion forums, virtual office hours, emails) and corresponding response timeliness at the start of each course (e.g., forum inquiries responded within 48 hours, emails replied within 24 working hours).

(2) The scheduling of synchronous distance teaching shall fully consider the time zone distribution of students to arrange reasonable class hours. For courses with

widely distributed cross-timezone students, institutions shall provide alternative asynchronous participation solutions to avoid systematic exclusion of individual students due to time zone differences.

(3) Large-scale distance courses (single-class enrollment exceeding 50 students) shall adopt scalable interaction strategies that ensure individualized feedback. Where teaching assistants are involved in interaction management, institutions shall guarantee the disciplinary literacy and guidance capabilities of assistant teams.

Article 9 Student-Student Interaction and Learning Community

(1) Distance courses shall create sufficient opportunities for substantive student-student interaction. Institutions shall clarify institutional mechanisms for building academic community awareness among distance students at the curriculum design stage.

(2) The student-student interaction design of asynchronous courses shall adapt to asynchronous participation characteristics without mandatory simultaneous online attendance. Interactive activities such as forum discussions, collaborative projects and peer reviews shall be incorporated into the course grading system to motivate high-quality participation rather than formalized perfunctory participation.

(3) Institutions shall attach importance to the risk of loneliness and marginalization among distance learners. Curriculum design shall include mechanisms to enhance students' sense of belonging, such as learning group organization support, personal introduction sharing spaces and online social activity arrangements.

Article 10 Application of Learning Engagement Data

(1) Student learning behavior data generated by the Learning Management System (LMS) may be applied for the following purposes:

- Assisting teachers in identifying students with learning difficulties or declining engagement for early intervention;
- Providing analytical basis for institutions to evaluate curriculum design effectiveness (e.g., analysis of high-dropout nodes);
- Feeding back personal learning progress and peer participation reference data to students.

(2) Institutions shall clearly inform students before course commencement of the types of behavioral data collected by the learning platform, data usage purposes, authorized access personnel and data retention periods.

(3) The fundamental purpose of learning behavior data application is to promote student learning. Institutions shall not make automated substantive adverse decisions against students (e.g., course failure, expulsion) solely based on learning behavior data; all such decisions require manual teacher review and due procedural verification.

Chapter IV Technical Environment and Digital Equity

Article 11 Technical Requirements for Learning Platforms

(1) Learning management platforms adopted by institutions shall meet the following basic technical standards:

- System stability: Scheduled downtime per semester shall be announced in advance, and emergency recovery mechanisms shall be available for unscheduled downtime;
- Responsive design or equivalent mobile access channels to support multi-device learning access;
- User interface accessibility complying with WCAG 2.1 AA level or above international web accessibility standards;
- Encrypted protection for data transmission and storage.

(2) Institutions shall complete security assessment and privacy impact assessment before the official launch of learning platforms, with assessment reports archived for inspection.

Article 12 Student Technical Readiness and Support

(1) During the admission stage of distance programs, institutions shall clearly inform prospective students of the technical requirements for distance learning participation, including hardware, software, network bandwidth and basic digital literacy. Technical threshold disclosure shall be completed before tuition payment or official enrollment to enable students to make informed enrollment decisions.

(2) Institutions shall provide continuous technical support services for students, including pre-course platform login tests and technical troubleshooting, as well as accessible technical consultation channels throughout the learning process.

(3) Institutions shall address the digital divide among student groups and provide reasonable alternative arrangements or resource support for students with limited technical conditions.

Article 13 Digital Accessibility

(1) Distance education course content shall be accessible to students with diverse learning needs. Video content shall be equipped with subtitles in principle, and image content shall be provided with alternative text descriptions.

(2) Institutions shall establish a mechanism to enable students with disabilities to apply for reasonable accommodations without privacy exposure and ensure timely response to accommodation applications.

Chapter V Assessment Integrity and Identity Verification

Article 14 Online Assessment Design

(1) Summative assessments of distance courses shall incorporate academic integrity considerations at the curriculum design stage. Priority shall be given to the following anti-cheating design strategies:

- Adopting cheating-resistant assessment forms including open-ended questions, case analyses, portfolio evaluation and video-based oral defense;
- Increasing the weight of continuous formative assessments to reduce the proportion of high-stakes single examinations in overall course grades;
- Generating differentiated examination papers or question sequences for individual students.

(2) Institutions shall not systematically rely on excessive restrictive monitoring measures as the primary and sole defense for academic integrity. Anti-cheating mechanisms shall prioritize proactive assessment design optimization, with proctoring and monitoring measures serving as auxiliary supplementary means.

Article 15 Online Proctoring

(1) If institutions adopt online proctoring technologies (including real-time manual remote proctoring, AI-assisted automatic proctoring and screen recording review proctoring), they shall provide written notification to students before course commencement, covering:

- Specific proctoring methods and technical principles;
- Device permissions and data access required by proctoring tools;
- Retention period and usage scope of collected data;
- Students' right to refuse proctoring services and corresponding alternative assessment arrangements.

(2) Automatic proctoring tools (e.g., AI line-of-sight tracking, facial expression analysis, keyboard behavior analysis) shall pass institutional ethical review before deployment, focusing on tool accuracy, differential errors among student groups and potential technical bias risks.

(3) Suspicious behaviors flagged by automatic proctoring tools shall be manually reviewed before being recognized as formal evidence of academic misconduct. Institutions shall not make academic misconduct determinations and sanctions solely based on automatic tool flagging results.

(4) Biometric data collected during proctoring shall not be used for any purposes other than academic integrity guarantee for the corresponding examination. Such data shall be deleted within 30 days after grade publication in principle.

Article 16 Student Identity Verification

(1) Institutions shall conduct reliable identity verification for students at key stages of

distance programs, including enrollment registration, examinations and degree conferral, with verification methods matching program risk levels and degree validity.

(2) Acceptable verification methods include but are not limited to:

- Real-time comparison with government-issued photo identification documents;
- Multi-factor combined verification (two or more of account passwords, one-time dynamic verification codes and biometric features);
- Offline-verified third-party digital identity credentials.

(3) Institutions shall establish disposal procedures for identity fraud incidents. Verified identity fraud behaviors shall be sanctioned with consistent standards as offline incidents, including grade cancellation, course retake requirement or expulsion based on violation severity.

Chapter VI Teacher Competence and Student Support

Article 17 Distance Teaching Faculty Competence

(1) In addition to meeting IAPUC-IQA faculty qualification standards, teachers undertaking distance teaching duties shall possess or receive systematic training on the following distance teaching capabilities:

- Distance curriculum design and development;
- Effective application of online teaching platforms and tools;
- Distance learner motivation and interactive guidance;
- Online learning community construction and maintenance;
- Fair design and implementation of distance assessments.

(2) Institutions shall provide systematic pre-job training for first-time distance teachers. Training content shall cover distance education pedagogical theories and practices rather than merely technical tool operation. Teachers shall not independently undertake full distance course teaching before completing standardized training.

(3) Institutions shall provide continuous technical and pedagogical support for distance teachers to ensure timely resolution of technical obstacles in the teaching process.

Article 18 Academic Support for Students

(1) Distance students shall access core academic support services equivalent to those provided for on-campus students, including but not limited to:

- Equitable remote access to library and electronic resources;
- Online academic advising and learning skill training;
- Online writing center and academic writing guidance;

- Online tutoring for mathematics and basic disciplines.

(2) Institutions shall ensure distance students are fully informed of and able to effectively access the above support services, with service entrances and acquisition methods prominently displayed on course pages.

Article 19 Non-Academic Support for Students

(1) Institutions shall provide non-academic support services adapted to distance learning modes, including:

- Online mental health counseling referral channels;
- Online career planning and employment guidance;
- Help desk support for learning system and technical issues.

(2) Institutions shall establish online complaint and appeal acceptance channels for distance students, with response timeliness and handling standards no lower than those for on-campus students. Distance students shall not face prolonged processing time or reduced service quality due to online service channels.

Article 20 Rights and Information Disclosure for Distance Students

(1) Institutions may mark "Online" or "Distance" on the degree certificates and transcripts of distance programs, but such marking shall not result in differentiated academic status or recognition validity compared with face-to-face degrees. If marking is adopted for distinction purposes, institutions shall clearly disclose to students and the public that such marking does not affect the academic quality and recognition of the degree.

(2) In program admission materials, institutions shall fully disclose the distance learning attributes of programs, potential technical thresholds and professional certification applicability limitations (institutions shall warn students of known restrictions on vocational qualification certification recognition for distance degrees in individual regions).

Chapter VII Quality Assurance and Continuous Improvement

Article 21 Collection of Distance Education Quality Data

Institutions shall systematically collect the following distance education quality data to support continuous quality improvement:

- (1) Analytical data on course completion rates and student retention rates, including dropout analysis at all course stages;
- (2) Regular surveys on student distance learning experience;

- (3) Feedback and teaching reflections from distance teachers;
- (4) Employment and further study data of distance graduates (within institutional data collection scope);
- (5) Aggregated analytical data on learning platform usage.

Article 22 Regular Review of Distance Education Quality

Institutional internal quality assurance systems shall incorporate distance and blended learning into regular review mechanisms with consistent review cycles as face-to-face education. Reviews shall focus specifically on:

- (1) Significant disparities in pass rates, graduation rates and learning outcomes between distance courses and equivalent on-campus programs at the same academic level and discipline, as well as root cause analysis of disparities;
- (2) The continuous adaptability of technical platforms to teaching requirements;
- (3) The identification and response to unique needs of distance learners.

Article 23 Implementation in IQA Self-Evaluation and Review

- (1) Institutions shall set up a dedicated chapter in IQA accreditation self-evaluation reports to elaborate the quality assurance status of distance and blended learning, including self-evaluation results on compliance with all provisions of these Standards.
- (2) IQA review panels shall incorporate these Standards into desk review and on-site inspection scopes. During on-site visits, review panels may obtain direct evidence through observing sample distance courses (with informed consent from teachers and students), experiencing learning platform user terminals, and conducting online seminars with distance students and teachers to supplement traditional offline interviews.

Chapter VIII Supplementary Provisions

Article 24 Term Definitions

Term	Definition
Distance Learning	An educational mode with physical separation between teachers and students, where teaching activities are primarily implemented via learning platforms and digital technologies.
Blended Learning	A teaching mode integrating face-to-face instruction and online learning with clear instructional design connection between the two components.

Synchronous Distance Learning	A distance learning mode where teachers and students conduct real-time teaching interactions via communication technologies at the same time.
Asynchronous Distance Learning	A distance learning mode with no mandatory simultaneous online attendance, allowing students to arrange learning time and pace independently.
Learning Management System (LMS)	A software platform for managing, delivering and tracking teaching and learning activities.
Formative Assessment	Diagnostic assessments conducted during the teaching process to monitor learning progress and provide targeted feedback.
Automatic Proctoring	Remote monitoring technology that uses AI software to analyze candidate behavioral patterns during examinations to identify potential cheating behaviors.

Article 25 Relationship with Other Normative Documents

Document	Relationship with These Standards
<i>IAPUC-IQA Academic Accreditation Quality Standards Manual</i>	These Standards serve as special in-depth supplements to the chapters of Curriculum and Teaching, Student Learning Outcome Assessment and Faculty Team Construction in the manual, jointly forming a complete academic quality evaluation framework.
<i>IAPUC Digital Security and Privacy Regulations</i>	The provisions on technical environment, online proctoring and data collection in these Standards take the Regulations as the superior normative basis and minimum security baseline.
<i>IAPUC-IQA Academic Ethics and Code of Conduct</i>	The provisions on assessment integrity and proctoring ethics in these Standards are the specific application of the academic integrity norms in distance learning scenarios.
<i>Multi-Campus and Transnational Operation</i>	The two documents have differentiated focuses on cross-border distance education: these Standards

<i>Accreditation Review Guidelines</i>	focus on the academic integrity and interactive quality of distance and blended learning, while the Multi-Campus Guidelines focus on territorial compliance, degree recognition and consumer protection in cross-border operations.
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Article 26 Interpretation and Revision of Standards

(1) These Standards shall be interpreted by the IAPUC Quality Accreditation Committee.

(2) In view of the rapid evolution of distance education technology, IAPUC reserves the right to revise these Standards timely in accordance with technological developments and educational innovation practices. Revised versions shall be released upon IAPUC Council approval with a reasonable transition period.

Article 27 Entry into Force and Transitional Provisions

(1) These Standards shall come into force officially upon approval by the IAPUC Council.

(2) Accredited institutions providing distance or blended learning services at the time of implementation shall elaborate their compliance progress with these Standards in the next annual report and fully implement all provisions in the next self-evaluation or re-accreditation review.

(3) Institutions under accreditation application that have submitted self-evaluation reports before the implementation of these Standards are temporarily exempted from full compliance with new provisions in the current review round, but shall actively disclose existing distance and blended learning quality assurance measures in their self-evaluation reports.

Appendix A: Supplementary Self-Evaluation Checklist for Distance and Blended Learning Quality

Dimension	Core Self-Evaluation Questions	Yes/Partially/No	Evidence Index
Instructional Design	Are distance courses developed through proactive instructional design rather than direct replication of face-to-face course recordings?		
Content Structure	Is course content presented in a clear and predictable structure to enable		

	students to track learning progress?		
Learning Workload	Is the calculation method for distance course workload reasonable and equivalent to face-to-face credit standards?		
Blended Connection	Is there organic instructional connection between face-to-face and online components of blended courses?		
Active Learning	Are substantive active learning activities designed for distance courses?		
Teacher-Student Interaction	Are teacher-student interaction channels and response timeliness clearly informed to students?		
Student-Student Interaction	Are meaningful peer interaction opportunities designed for asynchronous distance learners?		
Learning Platform	Does the learning management platform meet basic reliability and security requirements?		
Technical Readiness	Are students fully informed of technical requirements for distance learning before registration?		
Digital Accessibility	Is course content accessible to students with diverse learning needs?		
Assessment Design	Are academic integrity mechanisms embedded in the design stage of distance summative assessments?		
Online Proctoring	Has online proctoring adopted by the institution passed ethical review and full student notification?		
Identity Verification	Is reliable student identity verification implemented at key program stages?		

Teacher Training	Have first-time distance teachers received systematic pre-job training?		
Student Support	Can distance students obtain academic and non-academic support equivalent to on-campus students?		
Quality Data	Does the institution systematically collect distance education quality data?		

Document Approval

Role	Name / Position	Date
Drafting	IAPUC Quality Accreditation Committee Distance Education Standards Working Group	May 2026
Review	IAPUC Quality Accreditation Committee	To be confirmed
Approval	IAPUC Council	To be confirmed

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