

Document 6: Accreditation Review Criteria for Multi-Campus and Transnational Education

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Applicable Targets: Accredited or IQA-accreditation-applying private higher education institutions with multi-campus or transnational education operations

Preamble

The educational footprint of private higher education institutions is increasingly expanding beyond the geographical boundaries of a single campus. Establishing multiple campuses within a country, or setting up overseas branch campuses, teaching sites and cooperative education programs outside the home jurisdiction, has become a common strategic choice for private institutions to expand educational coverage and enhance international influence. However, this development trend poses significant review challenges for quality accreditation: how to ensure that all educational operations of a multi-campus or transnational institution are fully incorporated into the scope of accreditation review? How to design reasonable, efficient and impartial on-site visitation plans? How to maintain the consistency and comparability of accreditation standards while respecting the legal jurisdiction and cultural differences across regions?

In formulating these criteria, IAPUC adheres to three core philosophies. First, **Accreditation Integrity** – accreditation reviews shall cover all substantive educational operations of an institution, and no institution shall evade quality inspections through entity segmentation or geographical segregation. Second, **Substantive Equivalence** – the educational services received and degrees awarded to students, regardless of the campus they attend or the learning mode they adopt, shall maintain substantively equivalent quality standards. Third, **Proportionality** – the depth and scope of on-site visits and other review measures shall match the scale and risk level of an institution's multi-campus and transnational operations, avoiding inspection gaps and disproportionate compliance burdens.

Aligned and interconnected with the *IAPUC-IQA Accreditation Manual*, *IAPUC-IQA Accreditation Procedures Specification*, and *Guidelines for Annual Information Disclosure and Major Change Reporting of Accredited Institutions*, these criteria constitute operational specifications for multi-campus and transnational institutions in self-evaluation, review and ongoing supervision.

Chapter I General Provisions

Article 1 Purposes and Basis

These criteria are formulated for the following purposes:

- (1) To establish basic principles and review frameworks for the IQA accreditation review of multi-campus and transnational higher education institutions;
- (2) To define the accreditation coverage of various campuses and teaching sites, as well as the substantive educational operations subject to review;
- (3) To develop scientific, reasonable and operable sampling criteria for on-site visits, balancing the comprehensiveness and efficiency of accreditation reviews;
- (4) To specify special review requirements for transnational education, including legal compliance, cross-border quality assurance and cultural adaptability;
- (5) To provide clear guidelines for institutional self-evaluation preparation and sustained compliance of multi-campus and transnational education operations.

Basis for Formulation:

- The accreditation standard framework and accreditation procedures stipulated in the *IAPUC-IQA Accreditation Manual*;
- On-site visitation and accreditation decision-making procedures specified in the *IAPUC-IQA Accreditation Procedures Specification*;
- UNESCO *Guidelines for Quality Assurance in Cross-Border Higher Education*;
- Good practices for cross-border education quality assurance formulated by the International Network for Quality Assurance Agencies in Higher Education (INQAAHE);
- Relevant principles for transnational education set out in the *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)* issued by the European Association for Quality Assurance in Higher Education (ENQA).

Article 2 Scope of Application

- (1) Accredited or IQA-accreditation-applying private higher education institutions that operate two or more campuses within their registered home country;
- (2) Accredited or IQA-accreditation-applying private higher education institutions that conduct any of the following transnational education operations outside their home country or region: overseas physical branch campuses; overseas teaching sites or learning centers; joint degree programs (including dual-degree, joint-degree and franchise programs) delivered in cooperation with overseas partner institutions; key operational entities providing cross-border degree programs via distance or hybrid teaching modes.
- (3) Institutions that provide overseas courses purely through distance education

without establishing any overseas physical teaching sites are not mandatorily required to comply with all provisions herein. Nevertheless, such institutions shall elaborate on their quality assurance measures for cross-border distance education in self-evaluation reports and comply with relevant provisions of these criteria concerning intellectual property and data protection.

Article 3 Basic Principles

Principle	Core Connotation
Accreditation Integrity	Accreditation reviews shall cover all substantive educational operations of an institution. No institution shall evade quality inspections of any teaching site through entity segmentation, geographical segregation or legal structure design.
Substantive Equivalence	Educational services provided and degrees awarded at all institutional campuses shall achieve substantive equivalence in core elements. All campuses shall maintain core consistency in key dimensions including core curriculum content, teaching standards, faculty qualifications, student support and learning outcomes, while allowing diversified presentation forms.
Proportionality	The depth and breadth of on-site visits shall match the scale, complexity and risk level of an institution's multi-campus and transnational operations. Institutions with large operational scales, wide geographical distribution and high risk levels shall undergo more comprehensive reviews.
Territorial Compliance	Institutions shall abide by local laws and regulations in all operating regions and hold necessary educational licenses or equivalent qualifications. Accreditation reviews shall verify institutional compliance status in all operational locations.
Transparency and Consistency	Review principles and sampling methods shall be fully disclosed to applicant institutions, and review standards shall be consistently applied to institutions of the same type and scale.

Chapter II Confirmation and Change of Core Campuses

Article 4 Definition of Core Campus

- (1) The legal registered address or primary administrative headquarters of the institution;
- (2) The location undertaking the institution's major management, academic decision-making and quality assurance functions;
- (3) Equipped with a complete academic governance system (including academic committees, curriculum review mechanisms, quality assurance institutions, etc.);
- (4) The primary storage location of institutional academic archives, financial records and accreditation evidence materials, where all relevant documents are fully accessible.

Article 5 Designation of Core Campus

- (1) When submitting IQA accreditation applications, institutions shall explicitly designate one core campus and specify the reasons and basis for designation in the application documents.
- (2) For single-campus institutions, the sole campus shall be deemed the default core campus.
- (3) For multi-campus and transnational institutions, the core campus is generally the main campus or the hub of the institutional quality assurance system.

Article 6 Change of Core Campus

- (1) During the accreditation validity period, if the hub functions of the institutional quality assurance system are substantially transferred to another campus, the institution shall submit a major change report to the IQA Office in accordance with the provisions of the *Guidelines for Annual Information Disclosure and Major Change Reporting of Accredited Institutions*.
- (2) A core campus change may trigger a supplementary on-site visit to confirm that the transfer of the quality assurance hub has not adversely affected the institution's compliance with accreditation standards.

Chapter III Campus Classification and Accreditation Coverage

Article 7 Classification of Campuses and Teaching Sites

Type	Definition & Typical Characteristics
Core Campus	The hub of the institutional quality assurance system and the legal primary educational venue, featuring comprehensive governance functions, a centralized quality assurance system and authoritative academic decision-making functions.

Branch Campus	Other domestic campuses within the home country or overseas physical campuses, providing complete degree programs with resident faculty and independent teaching facilities, or functioning as relatively independent comprehensive educational units.
Teaching Site / Cooperative Education Program	Teaching venues offering only partial courses or specific degree programs, or joint programs operated at partner institutions' premises, with limited degree program coverage, mainly part-time or partner-provided faculty, and no independent campus functions.

Article 8 Scope of Accreditation Coverage

(1) The award and maintenance of IQA accreditation shall cover all substantive educational operations of an institution, regardless of geographical location and operational form.

(2) The specific scope of accreditation coverage shall be based on the full list of campuses and teaching sites disclosed in the institutional self-evaluation report. Institutions shall ensure the completeness and accuracy of the list. Intentional omission of substantive teaching sites may constitute dishonest conduct in accreditation applications.

(3) Newly established campuses or teaching sites during the accreditation validity period shall be governed by the provisions of Chapter XII of these criteria.

Article 9 Exemption for Non-Substantive Operations

Geographical venues solely providing administrative and logistical support without any teaching activities (e.g., pure administrative offices, warehousing facilities) shall not be deemed teaching sites subject to review. However, institutions shall specify the existence and purpose of such venues in self-evaluation reports.

Chapter IV Review Criteria for Multi-Campus Institutions

Article 10 Unity and Coordination of Quality Assurance Systems

(1) Unified core policies: Institutions shall formulate unified core policies applicable to all campuses in terms of academic standards, degree awarding requirements, faculty qualification criteria, student admission requirements, credit systems and academic integrity.

(2) Coordination mechanisms: Institutions shall establish formal multi-campus quality

coordination bodies or mechanisms (e.g., university-wide academic committees, quality management committees, cross-campus dean meetings) with verifiable operational records within the review cycle.

(3) Information circulation: Quality data and evaluation results of all campuses shall be timely aggregated to the quality assurance hub to form an integrated quality overview and support overall institutional decision-making.

(4) Local adaptability: All campuses may make appropriate curriculum adjustments and teaching adaptations based on local laws, market demands and student needs within the unified core framework. All adjustments shall undergo formal approval procedures and be traceable during reviews.

Article 11 Cross-Campus Deployment of Faculty and Academic Resources

(1) Institutions shall clearly define the cross-campus faculty deployment model and ensure sustained faculty support matching the teaching and academic tasks of each campus.

(2) For faculty conducting mobile teaching across multiple campuses, institutions shall verify that such a model does not adversely affect teaching continuity, faculty-student interaction and faculty accessibility to students.

(3) All branch campuses shall maintain a stable core of resident faculty. Key academic management positions shall not be remotely held by core campus personnel on a long-term basis, unless the institution can prove that such arrangements do not impair the effectiveness of academic governance.

(4) Library and information resources shall be accessible to faculty and students of all campuses via physical or electronic means.

Article 12 Consistency of Student Services and Experience

(1) Students at all campuses shall receive substantively equivalent core student support services, including but not limited to academic advising, library access, information technology support, mental health services and extracurricular development opportunities. Institutions shall publicly disclose the list of student services available at each campus.

(2) Students at all campuses shall have access to unified formal appeal channels and academic remedy procedures. Key policies stipulated in student handbooks (e.g., academic integrity, grading standards, degree requirements) shall be consistent across all campuses.

(3) Institutions shall establish a cross-campus student experience monitoring mechanism to regularly collect and compare student satisfaction data across campuses, and identify and rectify experience gaps between different campuses.

Chapter V Review Criteria for Transnational Education Institutions

Article 13 Educational Legitimacy and Compliance

(1) All overseas physical campuses, teaching sites and degree programs established by institutions outside their home country shall hold all licenses, registrations or equivalent qualifications required by local laws.

(2) Institutions shall list all transnational education operations and their local compliance status in self-evaluation reports, specifying the valid licenses or qualifications held for each operation.

(3) For regions lacking a clear legal framework governing foreign educational institutions, institutions shall elaborate on their quality assurance and student rights protection measures adopted in such contexts. In such cases, IQA quality reviews shall be based on other provisions of these criteria and the overall IQA accreditation standard system.

(4) If any overseas educational operation loses essential local licenses or qualifications during the accreditation validity period, the institution shall submit a major change report to the IQA Office within 15 days at the latest.

Article 14 Degree Awarding Authority and Academic Standards

(1) Institutions shall clearly specify whether degrees awarded through overseas operations are granted by the parent institution, overseas operational entity, or both, with clear definition of accountability and accreditation coverage scope for each scenario.

(2) Degrees awarded overseas shall maintain substantive equivalence in core academic standards with equivalent degrees awarded by the parent institution, with verifiable evidence of such equivalence.

(3) If overseas degrees differ from equivalent parent institution degrees in name, structure or requirements, institutions shall clearly state the differences and corresponding justifications.

(4) Institutions shall ensure that overseas degrees are legally valid under the legal framework of the home country, and disclose the recognition status of such degrees in both the host country and home country to students.

Article 15 Cross-Border Faculty Deployment and Qualifications

(1) Faculty undertaking teaching tasks at overseas campuses and teaching sites shall meet qualification standards substantively equivalent to those applied to

equivalent teaching positions at the parent institution.

(2) Institutions shall ensure that overseas faculty are familiar with the parent institution's academic standards, teaching methods and assessment systems, and provide sufficient training and academic integration support for newly recruited overseas faculty.

(3) For programs relying heavily on short-term dispatched faculty from the parent institution, institutions shall verify that such a model does not adversely affect teaching continuity, faculty-student interaction and student experience.

(4) The qualifications of part-time faculty recruited locally at overseas teaching sites shall not be lower than the institutional standards for part-time faculty teaching equivalent courses at the parent institution.

Article 16 Cultural Adaptation and Student Rights Protection

(1) While maintaining substantive equivalence of core academic standards, institutional overseas operations shall respect and adapt to local cultural environments and educational traditions, and shall not substantially lower academic standards or student rights protection levels in the name of cultural adaptation.

(2) Institutions shall clearly inform overseas students of their rights and obligations, degree information and appeal procedures in languages accessible to students.

(3) For operations subject to the jurisdiction of multiple legal systems, institutions shall clearly specify applicable legal jurisdictions and dispute resolution mechanisms in student agreements and right disclosure documents.

Chapter VI On-Site Visitation Sampling Criteria

Article 17 Sampling Principles

(1) Risk-oriented approach: Campuses and teaching sites with large operational scales, diverse disciplines, long distances from the core campus and complex compliance environments shall be assigned higher sampling priority and weight.

(2) Sufficient coverage: The sampling plan shall ensure adequate on-site visitation coverage to support reliable judgment on the overall operation of the institutional quality assurance system. Priority shall be given to sampling campuses with distinct characteristics from the core campus in terms of operational scale, degree level, discipline coverage or legal jurisdiction, to verify the cross-context effectiveness of the institutional quality assurance system.

(3) Transparency and explainability: The IQA Office and review panels shall clearly explain the rationale and logic of sampling to institutions.

(4) Dynamic adjustment: If major deficiencies are identified in initial or supplementary visits, IQA may expand the sampling scope or increase visitation times within the

upper limit stipulated in the *IAPUC-IQA Accreditation Procedures Specification*.

Article 18 Sampling Methods and Visitation Times

(1) The core campus shall undergo a comprehensive on-site visit. If on-site visitation of the core campus is unavailable due to force majeure, a combination of remote review and adjacent campus visitation may be adopted upon approval by the IQA Accreditation Decision Committee (ADC).

(2) Random sampling shall be implemented for branch campuses and teaching sites other than the core campus, adopting the following visitation mechanisms: Mandatory Inspection – on-site visits shall cover at least one branch campus representative of the institution's multi-campus characteristics in terms of campus functions, degree types or geographical location, to verify the consistent operation of the quality assurance system across campuses; Random Sampling – for institutions with multiple branch campuses or teaching sites, proportional random sampling shall be conducted, with a minimum of 2 sampled branch campuses for 3 or more total branch campuses, and a minimum of 3 sampled teaching sites for 5 or more total teaching sites.

(3) The total number of on-site visits (including supplementary visits) within a single review cycle shall not exceed the upper limit of three times as stipulated in the *IAPUC-IQA Accreditation Procedures Specification*.

Article 19 Application of Remote Visitation

(1) Subject to ADC approval, remote visitation may partially replace or supplement on-site visits for the following types of teaching sites: small-scale sites providing only limited courses or services; remote teaching sites with poor geographical accessibility; partner premises of cooperative education programs (where partners are confirmed to contribute no substantive academic content).

(2) Remote visitation shall at minimum include online document review, video conferences and interviews (with faculty and students), and video tours of teaching facilities and learning environments.

(3) Remote visitation shall not fully replace on-site visits to core campuses and overseas physical campuses.

Article 20 Formulation and Approval of Sampling Plans

(1) During the desk review stage, the IQA Office shall preliminarily formulate an on-site visitation sampling plan based on the institutional campus list and self-evaluation report.

(2) The sampling plan shall be discussed and finalized in the first meeting of the review panel. The PRT team leader shall notify the institution of the sampling plan and covered campus list no less than 4 weeks prior to the visitation.

(3) Institutions may submit comments within 10 working days after receiving the

sampling plan. If the institution provides reasonable grounds for identifying omissions or unreasonable arrangements in the sampling plan, the PRT shall duly review the comments and decide on plan adjustments.

Chapter VII Self-Evaluation and Evidence Requirements

Article 21 Special Requirements for Self-Evaluation Reports

- (1) Campus and teaching site list: Basic information of all campuses and teaching sites, including name, address, establishment year, degree program catalogue, student enrollment scale, faculty size and local educational license status.
- (2) Governance and quality assurance framework diagram: A schematic diagram illustrating the full coverage and coordination mechanism of the quality assurance system across all campuses and teaching sites, with clear marking of cross-campus governance mechanisms and reporting lines.
- (3) Cross-campus quality consistency analysis: Institutional self-evaluation on cross-campus consistency in core dimensions, including academic standards and degree requirements, faculty qualification and employment criteria, student admission standards, core curriculum content, learning outcome assessment standards and methods, and student support service levels.
- (4) Disaggregated campus-level data: Key operational indicators broken down by campus or teaching site, including at minimum student enrollment, faculty size and qualification profile, number of awarded degrees, graduation and retention rates, and key student satisfaction indicators.
- (5) Transnational education compliance statement: Compliance status of each overseas educational operation. For operations with pending or in-progress local license applications, institutions shall truthfully disclose the current status and expected completion time.

Article 22 Evidence Accessibility

- (1) Key evidence materials distributed across various campuses shall be centrally accessible at the core campus or remotely available to the review panel via electronic means.
- (2) If certain evidence cannot be transferred or remotely accessed due to legal restrictions (e.g., data localization laws, privacy regulations), institutions shall inform the IQA Office in advance and provide alternative verification solutions.

Chapter VIII Special Considerations for Accreditation Decisions

Article 23 Granting of Accreditation Status

(1) Accreditation status shall be granted based on the comprehensive evaluation of all institutional educational operations. Outstanding performance of individual campuses shall not offset serious deficiencies of others.

(2) If the review panel identifies major non-compliance issues at sampled campuses and reasonably suspects similar problems exist at unsampled campuses, IQA reserves the right to launch supplementary visits or expand the sampling scope.

(3) For overseas operations in regions without a clear quality assurance legal framework, accreditation decisions shall focus on whether the institution has proactively established reasonable alternative quality assurance measures in the absence of external supervision, rather than treating legal framework gaps as grounds for non-compliance.

Article 24 Partial Restriction of Accreditation Scope

Partial accreditation scope restriction may apply under the following circumstances:

(1) Newly established campuses or teaching sites that have not completed a full student training cycle, for which the institution has voluntarily applied for temporary exclusion from the current accreditation scope in the self-evaluation report;

(2) Cooperative education programs substantially operated and dominated by partner institutions with limited institutional participation, which do not constitute reasonable objects of IQA institutional quality review;

(3) Operations for which the institution has actively submitted exclusion applications to the IQA Office in accordance with regulations.

Such exclusions shall not be deemed accreditation deficiencies, but institutions shall truthfully disclose restricted scope in public information. Institutions shall not intentionally conceal problematic educational operations through scope exclusion.

Chapter IX Special Provisions for Cross-Border Cooperative Education Programs

Article 25 Definition of Cross-Border Cooperative Education Programs

Cross-border cooperative education programs refer to degree programs jointly designed and/or implemented by the institution and overseas partner educational institutions, including dual-degree programs, joint-degree programs, and franchise programs operated under the parent institution's degree framework relying on partner resources.

Article 26 Role and Accountability Definition

(1) Institutions shall clearly define the role and responsibility division between both parties in the following dimensions: curriculum design and review, teaching implementation, faculty deployment and management, student assessment and examination, degree awarding decision-making, quality assurance, and student support and appeal handling.

(2) Responsibility division serves as a key basis for the review panel to evaluate whether the institution exercises effective quality control over accredited degree programs. If reviews confirm that the institution lacks substantive quality control over a cooperative program, the program may be excluded from the accreditation scope.

Article 27 Review Requirements for Cooperative Programs

(1) Cooperating parties shall sign formal, legally binding written cooperation agreements with clear specification of the aforementioned role and responsibility division.

(2) Reviews of cooperative programs shall focus on verifying whether the institution exercises effective academic quality control in accordance with contractual agreements and actual operational practices.

(3) Courses and teaching resources provided by partner institutions in cooperative programs shall undergo formal institutional quality review procedures.

(4) Students enrolled in cooperative programs shall enjoy substantively equivalent academic support, appeal rights and information access channels as core campus students.

Chapter X Cross-Border Delivery of Distance and Hybrid Education

Article 28 Accreditation Coverage of Cross-Border Distance Education

(1) The accreditation review of institutions providing overseas degree programs via distance or hybrid teaching without physical overseas teaching sites shall comply with the *Supplementary Certification Standards for Distance and Hybrid Teaching Quality*, and shall also abide by relevant provisions of these criteria concerning intellectual property rights, data compliance and consumer protection.

(2) If institutions establish overseas physical learning centers or examination centers in addition to distance education delivery, such physical venues shall be reviewed as teaching sites in accordance with the provisions of Chapter V herein.

(3) Institutions shall disclose the destination countries and student scale of cross-border distance education operations in self-evaluation reports.

Article 29 Intellectual Property and Data Compliance

(1) Institutions shall ensure that teaching resources (including course videos, textbooks and courseware) used in transnational education and cross-border distance education operations have legal authorization for overseas use and do not infringe third-party intellectual property rights.

(2) The collection and processing of personal data of overseas students shall comply with the *IAPUC Digital Security and Privacy Regulations* and cross-border data transfer requirements stipulated by applicable student residence country data protection laws.

(3) For regions implementing data localization laws, institutions shall establish corresponding technical and institutional compliance arrangements.

Article 30 Consumer Protection and Information Disclosure

(1) Institutions shall clearly disclose the following information to overseas students in accessible languages: legal identity and accreditation status of the degree-awarding institution; degree recognition status in the host country and student home country (to the institution's knowledge); tuition, fees and refund policies; applicable legal jurisdiction and dispute resolution mechanisms.

(2) Institutions shall not make unverified statements or commitments to overseas students regarding degree recognition, employment prospects or immigration possibilities.

Chapter XI Ongoing Supervision

Article 31 Multi-Campus/Transnational Education Information in Annual Reports

(1) Student enrollment scale and faculty profile of all campuses and teaching sites;

(2) Confirmation of local compliance status of all campuses and teaching sites, verifying the validity of essential local licenses and qualifications for all overseas operations during the reporting period;

(3) Newly established or closed campuses and teaching sites during the reporting period;

(4) Annual operational status of cross-campus quality coordination mechanisms.

Article 32 Newly Established Campuses and Teaching Sites

(1) Institutions shall report newly established campuses or transnational educational operations to the IQA Office as major changes during the accreditation validity period.

(2) The IQA Office shall determine the need for supplementary reviews based on the scale and nature of new operations. New physical campuses or large-scale teaching sites shall generally undergo additional on-site visits.

(3) Institutions shall not publicize new operations as "IQA-accredited" until IQA completes all required supplementary reviews.

Chapter XII Supplementary Provisions

Article 33 Terminology Definitions

Terminology	Definition
Core Campus	The hub of the institutional quality assurance system and the legal primary educational venue, equivalent to the main campus concept.
Branch Campus	Other domestic campuses in the home country or overseas physical campuses with relatively complete educational functions.
Teaching Site / Cooperative Education Program	Teaching venues offering only partial courses or specific degree programs, or joint programs operated at partner institutions' premises.
Substantive Equivalence	Consistency in core quality elements across different campuses and programs, allowing diversified presentation and implementation methods but prohibiting substantive quality disparities.
Home Country	The country where the institution is legally registered and where its primary administrative headquarters is located.
Cross-Border Cooperative Education Program	Degree programs jointly designed and implemented by the institution and overseas partner educational institutions, including dual-degree, joint-degree and franchise programs.

Article 34 Relationship with Other Regulatory Documents

Document Name	Relationship with These Criteria
<i>IAPUC-IQA Accreditation Manual</i>	These criteria provide specialized elaboration of the accreditation standard system and procedures stipulated in the manual for multi-campus and transnational

	education scenarios.
<i>IAPUC-IQA Accreditation Procedures Specification</i>	These criteria align with the procedural specification in terms of on-site visitation times and sampling rules, and shall not exceed the maximum visitation limit stipulated therein.
<i>Guidelines for Annual Information Disclosure and Major Change Reporting of Accredited Institutions</i>	The ongoing supervision provisions herein are interconnected with the major change reporting and annual public disclosure requirements specified in the guidelines.
<i>Supplementary Certification Standards for Distance and Hybrid Teaching Quality</i>	Cross-border distance education quality reviews shall comply with the supplementary standards, while intellectual property, data compliance and consumer protection matters shall be governed by these criteria.

Article 35 Interpretation and Revision

- (1) These criteria are interpreted by the IAPUC Quality Accreditation Committee.
- (2) IAPUC reserves the right to revise these criteria in response to global development trends and legal environment changes in international cross-border higher education. Revised versions shall take effect upon approval by the IAPUC Council with designated transition periods.

Article 36 Implementation and Transition

These criteria shall take effect officially upon approval by the IAPUC Council. For institutions undergoing accreditation procedures at the time of implementation, existing on-site visitation plans are not mandatorily adjusted in accordance with the sampling requirements herein, but full compliance with these criteria shall be achieved in the next self-evaluation or re-accreditation cycle.

Appendix A: Supplementary Self-Evaluation Checklist for Multi-Campus and Transnational Education Institutions

Dimension	Core Self-Evaluation Questions	Yes/Partial/No	Evidence Index
Campus Inventory	Is a complete list of all campuses and teaching sites fully disclosed?		

Quality System Unity	Do core quality assurance policies apply to all campuses?		
Cross-Campus Coordination	Is a formal multi-campus quality coordination mechanism in effective operation?		
Cross-Campus Faculty Deployment	Do all campuses maintain a stable core of resident faculty?		
Student Service Consistency	Are core student support services substantively equivalent across all campuses?		
Academic Standard Consistency	Do academic standards and learning outcomes maintain substantive equivalence across all campuses?		
Overseas Compliance	Does each overseas educational operation sustain essential local licenses and qualifications?		
Intellectual Property & Data Compliance	Are cross-border teaching resources and overseas student data processing fully compliant?		
Consumer Information Disclosure	Is key information on degree awarding and recognition fully disclosed to overseas students?		

Document Approval

Role	Name / Position	Date
Drafted by	Multi-Campus Accreditation Standards Working Group, IAPUC Quality Accreditation Committee	May 2026
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