



Part XIV: Accreditation Review Criteria for Multi-Campus and Transnational Operations

Document No.: IAPUC/IQA/MCT-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: Accredited or applicant private higher education institutions conducting multi-campus or transnational educational operations

Preface

The operational landscape of private higher education institutions is increasingly extending 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 a reasonable, efficient and fair on-site visitation plan? How to maintain the consistency and comparability of accreditation standards while respecting the differences in legal jurisdictions and cultural contexts across regions?

In formulating these Criteria, IAPUC adheres to three core concepts. First, **Accreditation Integrity** – accreditation review shall cover all substantive educational operations of an institution, and no institution shall evade quality inspection through entity segmentation or geographical separation. Second, **Substantial Equivalence** – the educational services provided and degrees awarded across all campuses and delivery modes shall meet substantially equivalent quality standards for all students. Third, **Proportionality** – the depth and scope of on-site visitations 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.

These Criteria are interconnected and form a unified normative system with the *IAPUC-IQA Accreditation Manual*, *IAPUC-IQA Accreditation Procedure Specifications*, and *Guidelines for Annual Information Disclosure and Material Change Reporting by Accredited Institutions*, serving as 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 the basic principles and review framework for IQA accreditation review applicable to multi-campus and transnational higher education institutions;
- (2) To define the accreditation coverage of various campuses and teaching sites and the scope of substantive educational operations subject to review;
- (3) To develop scientific, reasonable and operable sampling criteria for on-site visitations, balancing comprehensiveness and efficiency of accreditation review;
- (4) To specify special review requirements for transnational educational operations,

including legal compliance, cross-border quality assurance and cultural adaptation;

(5) To provide clear guidelines for institutional self-evaluation preparation and continuous compliance for multi-campus and transnational institutions.

These Criteria are formulated based on:

- The accreditation standard framework and accreditation procedures stipulated in the *IAPUC-IQA Accreditation Manual*;
- The on-site visitation and accreditation decision-making procedures specified in the *IAPUC-IQA Accreditation Procedure Specifications*;
- UNESCO *Guidelines for Quality Assurance in Cross-Border Higher Education*;
- Good practices for cross-border education quality assurance issued by the International Network for Quality Assurance Agencies in Higher Education (INQAAHE);
- Relevant principles for transnational operations 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

These Criteria apply to the following circumstances:

- (1) Applicant or accredited private higher education institutions with two or more campuses within their home jurisdiction of registration;
- (2) Applicant or accredited private higher education institutions conducting any of the following transnational educational operations outside their home jurisdiction:
 - Overseas branch campuses or physical teaching sites;
 - Offshore learning or teaching centers;
 - Joint degree programs (including dual-degree, joint-award and franchise programs) operated in cooperation with overseas partner institutions;
 - Key operational entities delivering degree programs to cross-border students via distance or blended learning modes.
- (3) Institutions delivering purely online courses to overseas students without establishing any offshore physical teaching sites are not 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 rights and data protection.

Article 3 Basic Principles

These Criteria are governed by the following five basic principles:

Principle	Core Connotation
Accreditation Integrity	Accreditation review shall cover all substantive educational operations of an institution. No institution shall evade quality inspection of any teaching site through entity segmentation, geographical separation or legal structural design.
Substantial Equivalence	Educational services provided and degrees awarded at all operational sites shall achieve substantial equivalence in core elements. Core consistency shall be maintained across campuses in terms of core curriculum content, teaching standards, faculty qualifications, student support and learning outcomes, with diversified presentation permitted on this basis.
Proportionality	The depth and breadth of on-site visitations shall be commensurate with the scale, complexity and risk level of an institution's multi-campus and transnational operations. Institutions with large operational scales, extensive geographical coverage and high risk levels shall undergo more comprehensive reviews.
Territorial Compliance	Institutions shall abide by the laws and regulations of all operational jurisdictions and hold necessary educational operation licenses or equivalent qualifications. Compliance status in each jurisdiction shall be verified during accreditation review.
Transparency and Consistency	Review principles and sampling methods shall be fully transparent to applicant institutions, and review standards shall remain consistent across institutions of the same type and scale.

Chapter II Confirmation and Change of Core Campuses

Article 4 Definition of Core Campus

A Core Campus refers to the primary operational site designated by an institution in its IQA accreditation application as the anchor of accreditation review. A Core

Campus shall meet all the following criteria:

- (1) Serving as the legal registered address or main administrative headquarters of the institution;
- (2) Undertaking the core management, academic decision-making and quality assurance functions of the institution;
- (3) Equipped with a complete academic governance system (including academic committees, curriculum review mechanisms, quality assurance bodies, etc.);
- (4) Storing or enabling full access to the institution's primary academic archives, financial records and accreditation evidence materials.

Article 5 Designation of Core Campus

- (1) Institutions shall designate one Core Campus and specify the reasons and basis for designation in their IQA accreditation applications.
- (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 shall generally be the main campus or the central hub of the institution's quality assurance system.

Article 6 Change of Core Campus

- (1) If the core functions of an institution's quality assurance system are substantially transferred to another campus during the accreditation validity period, the institution shall submit a material change report to the IQA Office in accordance with the *Guidelines for Annual Information Disclosure and Material Change Reporting by Accredited Institutions*.
- (2) A change of Core Campus may trigger a supplementary on-site visitation 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

These Criteria classify institutional campuses and operational sites into three categories:

Type	Definition	Typical Characteristics
Core Campus	The hub of the institutional quality	Full governance functions, central quality assurance

	assurance system and the legal primary operational site	system, core academic decision-making hub
Branch Campus	Other domestic campuses within the home jurisdiction or offshore physical campuses	Offers complete degree programs, employs resident faculty, and is equipped with independent teaching facilities; or functions as a relatively independent comprehensive operational unit
Teaching Site / Cooperative Education Program	Teaching venues offering only partial courses or specific degree programs, or joint programs delivered at partner institution premises	Limited degree program offerings, faculty mainly part-time or provided by partners, 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 or operational mode.

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

(3) Newly established campuses or operational 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 engaged solely in administrative and logistical support without any teaching activities (e.g., purely administrative offices, warehouse facilities) shall not be deemed reviewable operational sites. However, institutions shall specify the existence and purpose of such venues in their self-evaluation reports.

Chapter IV Review Criteria for Multi-Campus Institutions

Article 10 Unity and Coordination of Quality Assurance Systems

Multi-campus institutions shall demonstrate that their quality assurance systems maintain unified core frameworks and effective coordination mechanisms across all campuses, while allowing reasonable differentiated adaptations for individual campuses. Specific requirements are as follows:

- (1) Unified core policies: Institutions shall implement consistent core policies across all campuses in terms of academic standards, degree awarding requirements, faculty qualification criteria, student admission requirements, credit systems and academic integrity rules.
- (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 central quality assurance hub to form an integrated quality overview and support institutional overall decision-making.
- (4) Local adaptability: Campuses may make appropriate curriculum adjustments and teaching adaptations based on local laws, market demands and student needs within the unified core framework. All such 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 their cross-campus faculty deployment models and ensure that each campus has sustained access to faculty resources matching its teaching and academic responsibilities.
- (2) For faculty conducting cross-campus teaching rotations, institutions shall verify that such arrangements do not adversely affect teaching continuity, faculty-student interaction or 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 verify that such arrangements do not compromise 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 Learning Experience

- (1) Students at all campuses shall receive substantially equivalent core student

support services, including but not limited to academic guidance, library access, information technology support, mental health counseling and extracurricular development opportunities. Institutions shall publicly disclose the full list of services available at each campus.

(2) All campuses shall adopt unified formal appeal channels and academic remedy procedures. Key policies stipulated in student handbooks (e.g., academic integrity, grading standards, degree requirements) shall remain consistent across 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 sites.

Chapter V Review Criteria for Transnational Institutions

Article 13 Legality and Compliance of Transnational Operations

(1) Any offshore physical campus, teaching site or degree program operated by an institution outside its home jurisdiction shall hold all licenses, registrations or equivalent qualifications required by local laws and regulations.

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

(3) For jurisdictions lacking clear legal frameworks governing foreign educational institutional operations, institutions shall elaborate on their quality assurance and student rights protection measures adopted in such contexts. In such cases, IQA quality review shall be based on other provisions of these Criteria and the IQA accreditation standard system.

(4) If any offshore operational activity loses mandatory local operational licenses or qualifications during the accreditation validity period, the institution shall submit a material change report to the IQA Office within 15 days at the latest in accordance with relevant procedures.

Article 14 Degree Awarding Authority and Academic Standards

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

(2) Degrees awarded offshore shall maintain substantial equivalence in core academic standards with equivalent degrees awarded by the parent institution. Institutions shall provide verifiable evidence of such substantial equivalence.

- (3) If offshore degrees differ from equivalent parent institutional degrees in title, structure or requirements, institutions shall clearly state all differences and corresponding justifications.
- (4) Institutions shall ensure that offshore degree awarding complies with the legal framework of the home jurisdiction, and fully disclose the recognition status of offshore degrees in both the operational jurisdiction and home jurisdiction to students.

Article 15 Cross-Border Deployment and Qualifications of Faculty

- (1) Faculty delivering teaching at offshore campuses or teaching sites shall meet qualification standards substantially equivalent to those applied to equivalent teaching positions at the parent institution.
- (2) Institutions shall ensure that offshore faculty are fully familiar with the parent institution's academic standards, teaching methodologies and assessment systems, and provide sufficient training and academic integration support for newly recruited offshore faculty.
- (3) For programs relying heavily on short-term dispatched faculty from the parent institution, institutions shall verify that such arrangements do not compromise teaching continuity, faculty-student interaction or overall student learning experience.
- (4) Qualification requirements for part-time faculty locally recruited by offshore teaching sites shall not be lower than those applied to part-time faculty undertaking equivalent courses at the parent institution.

Article 16 Cultural Adaptation and Student Rights Protection

- (1) Transnational operational activities may adapt to local cultural contexts and educational traditions on the premise of maintaining substantial equivalence of core academic standards, but shall not substantially lower academic standards or student rights protection levels in the name of cultural adaptation.
- (2) Institutions shall clearly inform offshore students of their rights and obligations, degree information and appeal procedures in languages accessible to students.
- (3) For operations subject to multiple legal jurisdictions, institutions shall clearly specify applicable legal jurisdiction and dispute resolution mechanisms in student agreements and rights disclosure documents.

Chapter VI Sampling Criteria for On-Site Visitations

Article 17 Sampling Principles

On-site visitations for multi-campus and transnational institutions shall follow the principle of **mandatory Core Campus inspection plus sampling inspection of**

other operational sites. Sampling shall comply with the following criteria:

(1) Risk-oriented approach: Campuses and operational sites with large operational scales, diverse disciplines, long geographical distance from the Core Campus or complex compliance environments shall be assigned higher sampling priority and weighting.

(2) Sufficient coverage: The sampling scheme shall ensure adequate visitation coverage to support a reliable judgment on the overall operational effectiveness of the institutional quality assurance system. Priority shall be given to sampling sites with distinct characteristics from the Core Campus in terms of operational scale, degree level, disciplinary coverage or legal jurisdiction, so as to verify the cross-context effectiveness of the institutional quality assurance system.

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

(4) Dynamic adjustment: If major deficiencies are identified during initial or supplementary visitations, IQA may expand the sampling scope or increase visitation times up to the maximum limit stipulated in the *IAPUC-IQA Accreditation Procedure Specifications*.

Article 18 Sampling Methods and Visitation Times

(1) The Core Campus shall undergo a comprehensive full on-site visitation. 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) Sampling inspections shall be conducted for all branch campuses and teaching sites other than the Core Campus, in accordance with the following rules:

- Mandatory sampling: At least one branch campus representative of the institution's multi-campus characteristics in terms of campus functions, degree types or geographical location shall be inspected on-site to verify the operational consistency of the quality assurance system across campuses;

- Random sampling: For institutions with multiple branch campuses or teaching sites, proportional random sampling shall apply – a minimum of 2 out of 3 or more branch campuses, and a minimum of 3 out of 5 or more teaching sites shall be sampled.

(3) The total number of on-site visitations (including supplementary visitations) within a single review cycle shall not exceed the maximum limit stipulated in the *IAPUC-IQA Accreditation Procedure Specifications*.

Article 19 Application of Remote Visitations

(1) Subject to ADC approval, remote visitations may partially replace or supplement on-site inspections for the following types of operational sites:

- Small-scale teaching sites offering only limited courses or services;

- Remote operational sites with poor geographical accessibility;
- Partner premises for cooperative education programs (where partners are confirmed to provide no substantive academic content).

(2) Remote visitations 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 visitations shall not fully replace on-site inspections of Core Campuses and offshore physical campuses.

Article 20 Formulation and Approval of Sampling Schemes

(1) The IQA Office shall draft a preliminary on-site visitation sampling scheme during the desk review stage based on the campus list and self-evaluation report submitted by the institution.

(2) The sampling scheme shall be discussed and finalized at the first review panel meeting. The Panel Lead shall notify the institution of the formal sampling scheme and covered campus list no less than 4 weeks prior to the scheduled visitation.

(3) Institutions may submit feedback on the sampling scheme within 10 working days upon receipt. If the institution provides reasonable grounds for identifying omissions or unreasonable arrangements in the scheme, the review panel shall conduct a formal review and decide whether to adjust the scheme.

Chapter VII Self-Evaluation and Evidence Requirements

Article 21 Special Requirements for Self-Evaluation Reports

In addition to complying with the general requirements of the *IAPUC-IQA Accreditation Manual*, self-evaluation reports submitted by multi-campus and transnational institutions shall include the following contents:

(1) Full list of campuses and operational sites: Basic information of all campuses and teaching sites, including name, address, year of establishment, list of degree programs, student enrollment scale, faculty size, and local operational compliance status.

(2) Governance and quality assurance framework diagram: A visual illustration demonstrating the coverage and coordination mechanism of the institutional quality assurance system across all campuses and operational sites, with clear marking of cross-campus governance mechanisms and reporting lines.

(3) Cross-campus quality consistency analysis: Institutional self-assessment of 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 operational site, including at minimum student enrollment volume, faculty size and qualification profiles, number of awarded degrees, retention and graduation rates, and key student satisfaction indicators.

(5) Transnational operation compliance statement: Compliance status of each offshore operational activity. For activities with pending local license applications or incomplete qualification procedures, the current progress and expected completion timeline shall be truthfully disclosed.

Article 22 Evidence Accessibility

(1) Key evidence materials dispersed across different campuses shall be centrally accessible at the Core Campus or remotely available to the review panel via electronic channels.

(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 Decision-Making

Article 24 Award of Accreditation Status

The award of accreditation status to multi-campus and transnational institutions shall comply with the general standards of the *IAPUC-IQA Accreditation Procedure Specifications*, supplemented by the following principles:

(1) Accreditation status shall be awarded based on a comprehensive assessment of all institutional operational activities. Outstanding performance at one campus shall not offset serious deficiencies identified at another.

(2) If the review panel identifies major non-compliance issues at sampled campuses and reasonably suspects similar problems exist at unsampled sites, IQA may initiate supplementary visitations or expand the sampling scope.

(3) For offshore operations in jurisdictions without established external quality assurance legal frameworks, accreditation decisions shall focus on whether the institution has proactively established reasonable alternative quality assurance measures, rather than treating legal framework gaps as grounds for non-compliance.

Article 25 Partial Restriction of Accreditation Scope

The Accreditation Decision Committee (ADC) may exclude specific campuses or operational sites from the formal accreditation scope under the following circumstances, with clear restriction statements marked on the accreditation certificate and public disclosure documents:

- (1) Newly established campuses or operational sites that have not yet 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 dominated by partner institutions with limited institutional participation, which do not constitute reasonable objects of IQA institutional quality review;
- (3) Operational sites for which the institution has actively submitted exclusion applications to the IQA Office in compliance with relevant rules.

Such exclusion shall not be deemed an accreditation defect. Institutions shall truthfully disclose all scope restrictions in public information and shall not deliberately conceal problematic operational activities through exclusion arrangements.

Chapter IX Special Provisions for Cross-Border Cooperative Education Programs

Article 26 Definition of Cross-Border Cooperative Education Programs

Cross-border cooperative education programs refer to degree programs jointly designed and/or delivered 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 27 Role and Accountability Definition

- (1) Institutions shall clearly define the division of roles and accountabilities between partnering parties in the following dimensions: curriculum design and review, teaching delivery, faculty deployment and management, student assessment and examination, degree awarding decision-making, quality assurance, and student support and appeal handling.
- (2) The division of responsibilities shall serve as a core basis for the review panel to assess 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, such program may be excluded from the accreditation scope.

Article 28 Review Requirements for Cooperative

Programs

- (1) Partnering parties shall sign formal legally binding written cooperation agreements clearly specifying the aforementioned role and responsibility divisions.
- (2) In reviewing cooperative programs, the review panel shall focus on verifying whether the institution exercises effective academic quality control in accordance with contractual agreements and actual operational practices.
- (3) All courses and teaching resources provided by partner institutions for cooperative programs shall undergo the institution's formal internal quality review procedures.
- (4) Students enrolled in cooperative programs shall enjoy substantially equivalent academic support, appeal rights and information access channels as students at the institution's Core Campus.

Chapter X Cross-Border Delivery of Distance and Blended Learning

Article 29 Accreditation Coverage of Cross-Border Distance Education

- (1) Accreditation review for institutions delivering degree programs to overseas students via distance or blended learning without physical offshore teaching sites shall comply with the *Supplementary Quality Accreditation Standards for Distance and Blended Learning*, and shall also adhere to relevant provisions of these Criteria regarding intellectual property rights, data compliance and consumer protection.
- (2) Any offshore physical learning or examination centers established in addition to distance education delivery shall be incorporated into the review scope as teaching sites in accordance with Chapter V of these Criteria.
- (3) Institutions shall disclose the target countries/regions and student scale of their cross-border distance education operations in self-evaluation reports.

Article 30 Intellectual Property and Data Compliance

- (1) Institutions shall ensure that all teaching resources (including course videos, textbooks and courseware) used in transnational operations and cross-border distance education are legally authorized and do not infringe upon third-party intellectual property rights in overseas jurisdictions.
- (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 transmission requirements stipulated by applicable local data protection laws of student jurisdictions.
- (3) For jurisdictions implementing data localization laws for educational operations,

institutions shall establish corresponding technical and institutional compliance arrangements.

Article 31 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;
- Recognition status of the degree in the operational jurisdiction and the student's home jurisdiction (to the institution's known extent);
- Tuition, miscellaneous fees and refund policies;
- Applicable legal jurisdiction and dispute resolution mechanisms.

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

Chapter XI Continuous Supervision

Article 32 Multi-Campus and Transnational Operation Information in Annual Reports

Accredited institutions shall include the following multi-campus and transnational operation information in their annual quality monitoring reports:

- (1) Student enrollment scale and faculty profile of each campus and operational site;
- (2) Annual compliance confirmation of all offshore operational activities, verifying continuous possession of mandatory local licenses and qualifications during the reporting period;
- (3) Newly established or closed campuses and operational sites during the reporting period;
- (4) Annual operational status of cross-campus quality coordination mechanisms.

Article 33 Newly Added Campuses and Operational Sites

(1) Any newly established campus or transnational operational activity during the accreditation validity period shall be reported to the IQA Office in accordance with material change provisions.

(2) The IQA Office shall determine the necessity of supplementary reviews based on the scale and nature of newly added operational activities. New physical campuses and large-scale teaching sites shall generally undergo supplementary on-site visitations.

(3) Institutions shall not publicize newly added operational sites as "IQA-accredited" before IQA completes all required supplementary reviews.

Chapter XII Supplementary Provisions

Article 34 Terminology Definitions

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

Article 35 Relationship with Other Normative Documents

These Criteria form a unified IAPUC-IQA normative system with the following documents:

Document	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 Accreditation Manual for multi-

	campus and transnational operational scenarios
<i>IAPUC-IQA Accreditation Procedure Specifications</i>	These Criteria align with the Procedure Specifications in terms of on-site visitation times and sampling rules, and shall not exceed the maximum visitation limits stipulated therein
<i>Guidelines for Annual Information Disclosure and Material Change Reporting by Accredited Institutions</i>	The continuous supervision provisions of these Criteria are fully aligned with the material change reporting and annual public disclosure requirements of the Guidelines
<i>Supplementary Quality Accreditation Standards for Distance and Blended Learning</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 36 Interpretation and Revision

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

(2) IAPUC reserves the right to revise these Criteria in response to the development trends of international cross-border higher education and changes in legal environments. Revised versions shall take effect upon approval by the IAPUC Council and be implemented with an appropriate transition period.

Article 37 Effective Date and Transition Arrangements

These Criteria shall take effect upon approval by the IAPUC Council. Institutions undergoing accreditation procedures at the time of implementation are not required to adjust their ongoing on-site visitation schemes retroactively, but shall fully comply with these Criteria in their next round of self-evaluation or re-accreditation review.

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

Dimension	Core Self-Evaluation Questions	Yes/Partially/No	Evidence Index
Campus Inventory	Is a complete list of all campuses and operational		

	sites provided?		
Quality System Unity	Do core quality assurance policies apply consistently across all campuses?		
Cross-Campus Coordination	Is a formal operational multi-campus quality coordination mechanism in place?		
Cross-Campus Faculty Deployment	Does each campus maintain a stable core of resident faculty?		
Student Service Consistency	Are student support services substantially equivalent in core elements across all campuses?		
Academic Standard Consistency	Are academic standards and learning outcomes substantially equivalent across all campuses?		
Overseas Compliance	Does every offshore operational activity maintain valid mandatory local licenses and qualifications?		
Intellectual Property and Data	Are cross-border teaching resource		

Compliance	usage and overseas student data collection fully compliant?		
Consumer Information Disclosure	Is key information regarding degree awarding and recognition fully disclosed to overseas students?		

Document Approval

Role	Name/Position	Date
Compiled by	IAPUC Quality Accreditation Committee Multi-Campus Accreditation Standards Working Group	May 2026
Reviewed by	IAPUC Quality Accreditation Committee	Pending
Approved by	IAPUC Council	Pending

Copyright Statement

The intellectual property rights of this document and the *Accreditation Review Criteria for Multi-Campus and Transnational Operations* contained herein belong to the International Association of Private Universities and Colleges (IAPUC). Without written authorization from IAPUC, no institution or individual may copy, modify or use this document for commercial purposes. Accredited institutions may freely use this document for institutional self-evaluation and internal institutional development purposes.