

INTERNATIONAL ASSOCIATION



OF PRIVATE

UNIVERSITIES AND COLLEGES

Part XXVI IQA Accreditation Trainer Management Measures

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

Version: 1.0

Effective Date: Pending official release

Formulating Institution: IAPUC Quality Accreditation Committee

Applicable Objects: All trainers accredited by IAPUC who undertake training tasks related to IQA accreditation

Preamble

Within the IAPUC-IQA accreditation system, training serves as a bridge connecting accreditation standards with practical operations, and acts as a core mechanism to ensure that peer review experts, quality representatives and accredited institutions can accurately understand and effectively implement accreditation requirements. A high-quality, professional and international team of trainers is a direct guarantee for IQA training quality. Through systematic trainer management, IAPUC strives to upgrade IQA accreditation training from "experience transmission" to "professional empowerment", enabling every trained review expert and institutional representative to receive reliable, consistent and practical knowledge transfer and skill development.

These Measures are formulated to establish a complete system for the selection, cultivation, management and evaluation of IQA accreditation trainers. Developed with reference to prevailing international professional trainer accreditation practices, the Measures fully accommodate the unique knowledge system and cross-cultural training needs of the IQA accreditation system. They are interconnected with the trainer requirements specified in the *IQA Code of Selection and Conduct for Peer Review Experts*, the training provisions stipulated in the *IQA Measures for the Administration of Quality Representatives of Accredited Institutions*, and the integrity principles set forth in the *IAPUC-IQA Academic Ethics and Code of Conduct*. Through the implementation of these Measures, IAPUC aims to cultivate a backbone team of trainers proficient in both accreditation standards and instructional teaching, laying a solid talent foundation for the global promotion of the accreditation system and the dissemination of quality culture.

Chapter I General Provisions

Article 1 Purposes and Basis

These Measures are formulated for the following purposes:

- (1) To define the professional positioning, classification system and selection criteria of IQA accreditation trainers;
- (2) To establish mechanisms for trainer cultivation, assessment and continuous development;
- (3) To standardize the code of conduct and quality requirements for trainers in IQA accreditation training activities;
- (4) To ensure the scientificity, consistency and effectiveness of IQA accreditation training content.

These Measures are formulated on the following bases:

- Provisions on expert training and institutional support specified in the *IAPUC-IQA Accreditation Manual*;
- Requirements for training mentors and continuous training stipulated in the *IQA*

Code of Selection and Conduct for Peer Review Experts;

- Provisions on quality representative training specified in the *IQA Measures for the Administration of Quality Representatives of Accredited Institutions*;

- Basic principles of integrity and professional conduct set forth in the *IAPUC-IQA Academic Ethics and Code of Conduct*.

Article 2 Scope of Application

These Measures apply to:

(1) All officially accredited IAPUC trainers undertaking training tasks related to the IQA accreditation system;

(2) All management links of IQA accreditation training activities, including design, implementation, evaluation and improvement.

Article 3 Positioning of Trainers

IQA accreditation trainers are IAPUC-certified professionals with in-depth theoretical knowledge and rich practical experience in accreditation, as well as standardized instructional skills training. Trainers are disseminators of IQA accreditation standards and knowledge systems, facilitators of competency development for review experts and quality representatives, and important participants in the internal quality assurance of the accreditation system. Trainers do not represent any individual organization or academic school, and all instructional activities shall strictly comply with the official framework and content of the IQA accreditation system.

Article 4 Basic Principles

Trainer management implements the following basic principles:

Principle	Core Connotation
Professional Competence	Trainers shall possess both profound professional knowledge in the accreditation field and effective instructional and training capabilities.
Standard Consistency	Trainers shall be faithful to the official standards and content of the IQA accreditation system, ensuring consistent core information delivery across different trainers and training sessions.
Learner-Centered	Training design and implementation shall focus on learners' learning needs and competency development, emphasizing interactivity and practical effectiveness.

Continuous Renewal	Trainers shall continuously update their accreditation knowledge and training skills to adapt to the development of the accreditation system and changes in learner demands.
Impartiality and Neutrality	Trainers shall remain objective and neutral in teaching and assessment, and shall not leverage their trainer identity to seek improper interests or disseminate unofficial viewpoints.

Chapter II Trainer Classification and Grading

Article 5 Trainer Classification

Based on the training fields undertaken, IQA accreditation trainers are divided into the following categories:

(1) Accreditation Standard Trainers: Responsible for training on the IQA accreditation standard system, eight standard domains, academic quality standards and accreditation procedures.

(2) Review Skill Trainers: Responsible for training on evidence-based review methods, desk audit techniques, on-site visitation practices, report writing and other review competencies.

(3) Specialized Field Trainers: Responsible for supplementary training in specific fields, including quality standards for distance and blended teaching, multi-campus accreditation audit guidelines, credit recognition and prior learning assessment criteria, digital security and privacy protection, and other specialized areas.

Article 6 Trainer Grading

Each category of trainers is divided into three grades:

Grade	Title	Core Competency Requirements	Undertakable Tasks
Grade A	Chief Trainer	Possess outstanding professional reputation and extensive training experience in the specialized field; capable of curriculum	Curriculum design and development, keynote delivery for key training programs, trainer training and guidance, training quality evaluation.

		development and design; competent in trainer training and mentoring.	
Grade B	Senior Trainer	Possess solid professional knowledge and rich training experience; capable of independently delivering training courses with positive learner evaluations.	Keynote delivery of training programs, compilation of training materials, mentoring of trainee trainers.
Grade C	Trainer	Possess basic professional knowledge and training skills; have completed standardized trainer training and passed relevant assessments.	Participate in training teaching under the guidance of Grade A or Grade B trainers, and assist in learner discussions and practical sessions.

Article 7 Grade Promotion

(1) Promotion from Grade C to Grade B: Accumulate no fewer than 5 independent IQA accreditation training sessions; achieve an overall learner evaluation score of Good or above; complete all continuous development requirements for Grade B trainers; and have no violations of these Measures.

(2) Promotion from Grade B to Grade A: Accumulate no fewer than 10 training sessions, including at least 3 fully independent keynote training deliveries; maintain consistently excellent learner evaluations; participate in at least one curriculum development or major training material compilation project; complete advanced training skill seminars or equivalent professional development activities; and have no violations of these Measures.

(3) Grade promotion is initiated by individual trainer application or nomination by the IQA Office Director, and subject to review and approval by the Quality Accreditation Committee.

Chapter III Trainer Selection and Qualification

Article 8 Selection Criteria

Candidates for IQA accreditation trainer shall meet all the following general and professional requirements:

(1) General Requirements

1. Fully recognize the mission of IAPUC and the core concepts of IQA accreditation;
2. Possess excellent oral and written communication skills to deliver cross-cultural training sessions;
3. Have no records of academic misconduct, professional misconduct or violation of accreditation norms in the past five years;
4. Guarantee sufficient time commitment for training work.

(2) Professional Requirements

1. Accreditation Standard Trainers:

- Hold Grade A peer review expert qualification (or possess equivalent professional accreditation expertise recognized by the Quality Accreditation Committee);
- Have participated in no fewer than 5 IQA on-site visitations or accreditation decision-making activities;
- Possess in-depth understanding of the IQA accreditation standard system and capable of interpreting the underlying concepts and logical framework of standards.

2. Review Skill Trainers:

- Hold Grade A or Grade B peer review expert qualification;
- Have completed no fewer than 3 IQA on-site visitations as a team member or team leader;
- Demonstrate outstanding capabilities in report writing and evidence analysis in review practices.

3. Specialized Field Trainers:

- Possess recognized professional attainments in specialized fields such as distance education, transnational school running and digital security;
- Hold Grade B or above peer review expert qualification, or possess no less than 7 years of professional experience in relevant fields;
- Priority given to candidates who have participated in the formulation of IQA relevant standards or guidelines.

(3) Exceptional Selection

Senior experts with outstanding reputations in higher education quality assurance or adult training, and with irreplaceable professional advantages in specific training fields, may be exceptionally directly awarded Grade B trainer qualification upon

approval by a two-thirds majority vote of the Quality Accreditation Committee.

Article 9 Selection Procedures

(1) Nomination or Application: Trainer candidates may be generated through the following channels: nomination by the IQA Office Director, nomination by Quality Accreditation Committee members, recommendation by incumbent Grade A trainers, or voluntary individual application.

(2) Preliminary Qualification Review: The IQA Office verifies candidates' basic eligibility.

(3) Teaching Competency Evaluation: Candidates passing the preliminary review shall participate in a teaching evaluation via trial lecture, which is assessed on-site by an evaluation panel designated by the Quality Accreditation Committee (including at least one Grade A trainer).

(4) Accreditation and Database Inclusion: Candidates passing the teaching competency evaluation shall be officially accredited as IQA trainers by the Quality Accreditation Committee and included in the official trainer database.

Article 10 Continuous Trainer Re-Accreditation

(1) Trainer qualifications are subject to triennial review. Review criteria include:

- Completion of the required number of training sessions within the review cycle;
- Satisfactory overall learner evaluations;
- Completion of mandatory continuous development requirements;
- No major violations of these Measures.

(2) Candidates failing the re-accreditation review shall be granted a six-month improvement period. Those still failing to meet the standards upon expiration of the improvement period shall have their trainer qualifications suspended or revoked.

Chapter IV Trainer Duties and Code of Conduct

Article 11 Core Duties

Trainers shall perform the following core duties:

(1) Curriculum Delivery: Complete high-quality training teaching tasks in accordance with IQA Office arrangements and official training syllabi.

(2) Learner Assessment: Objectively and fairly evaluate learners' learning outcomes during training and complete assessment ratings in compliance with IQA standardized criteria.

(3) Material Maintenance: Timely feedback errors, outdated content and improvement suggestions for training materials to the IQA Office after each training session.

(4) Professional Feedback: Submit valuable learner suggestions and common learning difficulties identified during training to the IQA Office to support accreditation standard optimization.

(5) New Trainer Mentorship: Grade A and Grade B trainers shall provide professional guidance for the growth of Grade C trainers as assigned.

Article 12 Code of Conduct

(1) Content Fidelity: Trainers shall deliver courses strictly in accordance with IQA officially recognized syllabi and materials, and shall not arbitrarily alter core standard content or disseminate personal viewpoints inconsistent with official positions. Personal understanding and reflections on standards may be appropriately shared in class as clearly marked "personal experience sharing", which shall be distinctly differentiated from official provisions to avoid confusion.

(2) Adequate Preparation: Fully prepare for training sessions to ensure the accuracy, logical rigor and timeliness of teaching content.

(3) Learner Respect: Respect learners' diverse backgrounds and learning styles, and create an inclusive and interactive learning atmosphere.

(4) Impartial Assessment: Adopt unified assessment standards for all learners without bias or discrimination.

(5) Confidentiality Obligation: Maintain confidentiality of learners' personal information and restricted unpublished training materials accessed during training activities.

(6) Conflict of Interest Recusal:

- Trainers shall not accept employment or consulting invitations from learner institutions during the training period and within six months after task completion (excluding academic exchanges);

- Trainers shall take the initiative to declare potential conflicts of interest and accept recusal decisions from the IQA Office when conducting assessments for personnel from their own institutions involving official accreditation qualification evaluation.

(7) Image Maintenance: Uphold the professional image of IAPUC and the IQA accreditation system in all training activities and public occasions, and refrain from any acts or remarks that may damage institutional reputation.

Chapter V Trainer Work Arrangement and Support

Article 13 Task Assignment

(1) The IQA Office uniformly assigns training tasks based on training demands, as well as trainers' professional fields, grades and availability.

(2) Trainers shall respond to task assignments within five working days. The IQA Office may make alternative arrangements for justified refusals.

(3) Training tasks shall be reasonably distributed among regional trainers under equal conditions to avoid over-concentration on a small number of individuals.

Article 14 Work Support

(1) The IQA Office provides trainers with the following support:

- Authorized training syllabi, standard courseware, case databases and other teaching materials;
- Technical platforms, meeting venues and logistical support for training implementation;
- Aggregated learner evaluation feedback upon training completion.

(2) Trainers' reasonable transportation, accommodation and catering expenses shall be borne or reimbursed by the IQA Office in accordance with the IQA financial system.

Article 15 Intellectual Property Rights

(1) The intellectual property rights of training syllabi, courseware and core teaching materials provided by the IQA Office belong exclusively to IAPUC.

(2) Derivative teaching materials developed by trainers during official IQA training tasks (including supplementary cases, exercise designs, teaching videos, etc.) are owned by IAPUC. The IQA Office may acknowledge trainers' contributions by attributing authorship in relevant materials. Trainers may use these materials for non-commercial academic exchanges with explicit IAPUC intellectual property attribution.

(3) Training materials independently developed by trainers outside the IQA training system are not governed by this clause.

Chapter VI Trainer Assessment and Evaluation

Article 16 Assessment Dimensions

The IQA Office conducts continuous trainer assessments covering the following dimensions:

- (1) Training Quality: Learner evaluations on content accuracy, logical clarity, interactive effectiveness and overall satisfaction;
- (2) Assessment Consistency: The alignment between trainer scoring in learner assessments and official IQA standards;
- (3) Professional Growth: Participation in continuous development activities and follow-up on the latest updates of the accreditation system;
- (4) Compliance Performance: Adherence to the code of conduct specified in these Measures.

Article 17 Assessment Methods

- (1) Learner Evaluation: Anonymous training evaluation forms completed by participants after each session for multi-dimensional scoring and feedback.
- (2) Peer Observation: Regular class audits and professional feedback conducted by Grade A trainers or Quality Accreditation Committee members arranged by the IQA Office.
- (3) Annual Summary: Trainers submit an annual teaching summary to the IQA Office, including annual training sessions, self-evaluation and improvement plans.

Article 18 Assessment Results

Assessment results are divided into four grades: Excellent, Good, Qualified, and Needs Improvement.

- (1) Trainers assessed as Excellent shall be prioritized for key training tasks and grade promotion recommendations.
- (2) Trainers assessed as Needs Improvement shall formulate targeted improvement plans with the IQA Office and undergo re-assessment after six months. Those still failing the re-assessment shall have their qualifications suspended or downgraded.

Chapter VII Trainer Exit Mechanism

Article 19 Exit Mechanism

- (1) Voluntary Exit: Trainers may submit a written exit application to the IQA Office and exit the database upon official confirmation.
- (2) Assessment-Based Exit: Trainers who receive two consecutive Needs Improvement assessments and fail to meet standards within the prescribed improvement period shall have their qualifications revoked.
- (3) Automatic Exit: Trainers who do not participate in any IQA training tasks or continuous development activities for three consecutive years shall automatically exit the trainer database.
- (4) Mandatory Exit: Trainers committing any of the following violations shall have their qualifications revoked by decision of the Quality Accreditation Committee:
 - Deliberately distorting IQA accreditation standards or disseminating viewpoints seriously inconsistent with the accreditation system and causing adverse impacts during training or assessment;
 - Seeking improper interests by leveraging trainer identity;
 - Serious violation of confidentiality obligations or conflict of interest provisions;
 - Other serious acts damaging the reputation and interests of the IQA accreditation system.

Trainers subject to mandatory exit are prohibited from reapplying for trainer qualification within three years. Trainers disputing exit decisions may file appeals within 30 days in accordance with the *IQA Measures for Accreditation Appeals, Complaints and Dispute Resolution*.

Chapter VIII Supplementary Provisions

Article 20 Relationship with Other Regulatory Documents

Document Name	Relationship with These Measures
<i>IQA Code of Selection and Conduct for Peer Review Experts</i>	Trainer professional grades are correlated with but independently managed from reviewer grades. Grade A reviewers serve as the primary candidate source for accreditation standard trainers.
<i>IQA Measures for the Administration of Quality Representatives of Accredited Institutions</i>	Trainers are responsible for or participate in the design, implementation and assessment of quality representative training programs.
<i>IAPUC-IQA Academic Ethics and Code of Conduct</i>	Trainers' ethical behaviors during training shall be governed by this code as the basic criterion.

Article 21 Term Definitions

Term	Definition
IQA Accreditation Trainer	Professionals officially accredited by IAPUC with qualifications to undertake training tasks related to the IQA accreditation system.
Training Syllabus	Guiding documents formulated by the IQA Office that specify the teaching objectives, content modules, teaching methods, duration and assessment criteria for specific training programs.
Learner	Review experts, quality representatives or institutional relevant personnel participating in official IQA accreditation training.
Trial Lecture	Demonstration teaching delivered by trainer candidates before an evaluation panel for the

	assessment of instructional competency.
--	---

Article 22 Interpretation and Revision

(1) The right of interpretation of these Measures resides with the IAPUC Quality Accreditation Committee.

(2) Revisions to these Measures shall be subject to approval by the IAPUC Council.

Article 23 Effectiveness and Transition

These Measures shall come into force officially upon approval by the IAPUC Council. Experts who have undertaken IQA training tasks prior to the implementation of these Measures may be awarded corresponding trainer grades directly by the Quality Accreditation Committee based on their historical training experience and practical performance, without completing the full standard selection procedures.

Appendix: Annual Teaching Summary Template for Trainers

Contents include: basic trainer information, training field and grade, list of annual training sessions (including training type, date, number of participants and learner category), self-evaluation (teaching strengths and improvement areas), challenges encountered and solutions adopted, aggregated learner evaluations (attached by the IQA Office), and development plans for the next year.

Document Approval

Role	Name/Position	Date
Compiler	IAPUC Quality Accreditation Committee Training Standards Working Group	May 2026
Reviewer	IAPUC Quality Accreditation Committee	Pending
Approver	IAPUC Council	Pending

Copyright Statement

The intellectual property rights of this *IQA Accreditation Trainer Management Measures* belong to the International Association of Private Universities and Colleges

(IAPUC). Without written authorization from IAPUC, no institution or individual may copy, revise or use this document for commercial purposes.