



# **ACCREDITATION STANDARDS AMENDMENT PROPOSALS**

## **IAPUC INTERNAL QUALITY ASSURANCE ACCREDITATION SYSTEM**

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**Document Reference:** IAPUC/IQA/AMD-2026-001

**Version:** 1.1

**Date:** August 2026

**Prepared by:** IAPUC Quality Accreditation Committee (QAC) Standards  
Development Working Group

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**Distribution:** IAPUC Board of Directors, Quality Accreditation Committee, All  
Institutional Members (for consultation)

**Classification:** INTERNAL – For Official Use Only

## 1.0 EXECUTIVE SUMMARY

This document presents proposed amendments to the IQA Accreditation System Eight Core Standards, informed by findings from the pilot accreditation phase (April–July 2026) and deliberations from the Closed-Door Consultation Meeting held July 15–17, 2026.

The proposals are structured to enhance the clarity, operational feasibility, and disciplinary applicability of the IQA standards while maintaining the integrity and rigour of the framework. Amendments are organised by standard and classified according to the nature of the proposed change:

- **Clarification:** Amendments that enhance clarity without altering substantive requirements;
- **Enhancement:** Amendments that add new requirements or strengthen existing ones;
- **Guidance:** Amendments that provide additional interpretive guidance without changing the standard text.

The proposals will be refined through a consultation period with all IAPUC institutional members prior to finalisation for the Version 2.0 release in Q1 2027.

## 2.0 AMENDMENT SUMMARY

| Standard                                       | Number of Proposed Amendments | Classification             |
|------------------------------------------------|-------------------------------|----------------------------|
| Standard I: Mission, Strategy and Governance   | 3                             | Enhancement, Guidance      |
| Standard II: Curriculum and Teaching           | 4                             | Clarification, Enhancement |
| Standard III: Faculty                          | 3                             | Clarification, Guidance    |
| Standard IV: Student Learning Assessment       | 6                             | Enhancement, Guidance      |
| Standard V: Research and Innovation            | 2                             | Clarification, Guidance    |
| Standard VI: Resources and Support Systems     | 2                             | Clarification              |
| Standard VII: Social Responsibility and Impact | 3                             | Enhancement, Guidance      |
| Standard VIII: Continuous Improvement          | 5                             | Enhancement, Guidance      |
| <b>Total</b>                                   | <b>28</b>                     |                            |

## 3.0 DETAILED AMENDMENT PROPOSALS

### 3.1 Standard I: Mission, Strategy and Governance

#### Standard I.1: Mission Definition and Communication

|                     |                                                                                                                                                                                                                    |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Current Text</b> | "The institution's mission statement clearly articulates its educational purpose, target audience, and core values, and is effectively communicated to all members and the public through institutional channels." |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                              |                                                                                                                                                                                                         |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Proposed Amendment</b>    | <i>Enhancement</i> – Add: "The mission statement shall be subject to regular review (at minimum every five years) and shall demonstrate evidence of stakeholder input in its formulation and revision." |
| <b>Rationale</b>             | Pilot institutions showed variable practices in mission review cycles and stakeholder engagement. Regular review with stakeholder input ensures mission relevance and institutional accountability.     |
| <b>Evidence Requirements</b> | Documentation of mission review cycles; records of stakeholder consultation in mission development or revision.                                                                                         |

## Standard I.4: Ethics and Compliance

|                              |                                                                                                                                                                                                                                                                                                               |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Current Text</b>          | "The institution maintains robust academic ethics, financial compliance, and disclosure systems, and adheres to principles of integrity in all operations."                                                                                                                                                   |
| <b>Proposed Amendment</b>    | <i>Enhancement</i> – Add: "The institution shall have a publicly available policy on the ethical use of artificial intelligence in teaching, learning, and assessment, addressing permitted and prohibited uses, disclosure requirements, and procedures for addressing AI-related academic integrity cases." |
| <b>Rationale</b>             | The ubiquity of AI tools in academic settings requires explicit institutional governance. Pilot institutions demonstrated significant variation in AI policy development, creating inconsistency in student expectations and faculty practice.                                                                |
| <b>Evidence Requirements</b> | Publicly available AI ethics policy; records of policy communication to students and faculty; documented procedures for AI-related academic integrity cases.                                                                                                                                                  |

## 3.2 Standard II: Curriculum and Teaching

### Standard II.1: Curriculum Design

|                     |                                                                                                       |
|---------------------|-------------------------------------------------------------------------------------------------------|
| <b>Current Text</b> | "The curriculum is designed on a clear conceptual foundation, based on analysis of the discipline and |
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|                              |                                                                                                                                                                                                                                                                    |
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|                              | learner needs, and is logically aligned with the institution's mission and programme objectives."                                                                                                                                                                  |
| <b>Proposed Amendment</b>    | <i>Clarification</i> – Add: "For interdisciplinary programmes, the curriculum shall demonstrate integration across contributing disciplines, with clearly articulated learning outcomes that reflect interdisciplinary competence rather than disciplinary silos." |
| <b>Rationale</b>             | Interdisciplinary programmes present unique curriculum design challenges not fully addressed in the current standard. Pilot experience revealed the need for specific guidance on interdisciplinary curriculum coherence.                                          |
| <b>Evidence Requirements</b> | Interdisciplinary programme curriculum maps showing integration across disciplines; learning outcome statements that reflect interdisciplinary competence.                                                                                                         |

## Standard II.2: Curriculum Management and Improvement

|                              |                                                                                                                                                                                                                                           |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Current Text</b>          | "The institution maintains systematic curriculum management mechanisms (such as curriculum committees) that regularly review, update, and optimise curriculum content, teaching methods, and assessment approaches."                      |
| <b>Proposed Amendment</b>    | <i>Enhancement</i> – Add: "Curriculum reviews shall include analysis of student learning outcome data, student feedback, employer feedback, and disciplinary developments. Review cycles shall not exceed three years for any programme." |
| <b>Rationale</b>             | Pilot institutions showed inconsistent curriculum review practices, with some programmes not reviewed for extended periods. Explicit inclusion of data sources and maximum review cycles strengthens accountability.                      |
| <b>Evidence Requirements</b> | Curriculum review schedules; review reports demonstrating analysis of specified data sources; records of review outcomes and implemented                                                                                                  |

|  |          |
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|  | changes. |
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## Standard II.4: Information Technology Integration

|                              |                                                                                                                                                                                                                                                            |
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| <b>Current Text</b>          | "The institution effectively utilises information technology and digital tools (including but not limited to learning management systems, online teaching platforms, and intelligent assessment tools) to enhance teaching efficiency and reach."          |
| <b>Proposed Amendment</b>    | <i>Clarification</i> – Add: "The use of digital tools shall be demonstrably aligned with pedagogical objectives. Technology adoption shall be accompanied by faculty training and support, and regular evaluation of impact on student learning outcomes." |
| <b>Rationale</b>             | Pilot institutions demonstrated that technology adoption without pedagogical alignment and faculty support does not necessarily enhance learning outcomes. The amendment emphasises purposeful, supported technology integration.                          |
| <b>Evidence Requirements</b> | Technology integration plans showing pedagogical alignment; faculty training records; evaluation reports on technology impact on learning outcomes.                                                                                                        |

## 3.3 Standard III: Faculty

### Standard III.1: Faculty Qualifications

|                           |                                                                                                                                                                     |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Current Text</b>       | "Faculty members possess academic credentials, professional competencies, and practical experience commensurate with their teaching and research responsibilities." |
| <b>Proposed Amendment</b> |                                                                                                                                                                     |