

IQ2LT

INTERNATIONAL QUALITY LABEL FOR TECHNOLOGY AND LEARNING

FOUNDING DOCUMENT

Official Framework Defining All Standards



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PART I: FOUNDATION

1. Mission and Vision

1.1 Mission

The IQ2LT International Label exists to promote and recognize excellence in technology-enhanced education and distance learning worldwide. We provide a rigorous quality assurance framework that helps institutions demonstrate their commitment to delivering high-quality, accessible, and effective learning experiences through innovative use of technology.

1.2 Vision

To be the globally recognized standard of quality for technology-enhanced education, fostering continuous improvement and innovation in digital learning environments, and ensuring that learners worldwide have access to excellent educational opportunities regardless of geographic location.

1.3 Strategic Objectives

- Establish and maintain internationally recognized quality standards for distance and technology-enhanced learning
- Support institutions in achieving and sustaining excellence in online education delivery
- Promote student-centered approaches to learning in digital environments
- Foster innovation in pedagogical practices and technology integration
- Facilitate international collaboration and knowledge sharing among accredited institutions
- Ensure transparency, fairness, and rigor in the accreditation process

2. Core Principles

The IQ2LT framework is guided by the following fundamental principles that inform all aspects of the accreditation process and decision-making:

Quality and Excellence: We maintain rigorous standards that promote exceptional educational experiences and outcomes

Student-Centeredness: Learner needs, success, and satisfaction are at the heart of all evaluation criteria

Innovation and Adaptability: We recognize and reward creative approaches to teaching and learning with technology

Accessibility and Inclusion: Quality education should be accessible to diverse learner populations

Evidence-Based Evaluation: All assessments are grounded in verifiable evidence and data

Continuous Improvement: We support institutions in ongoing enhancement of their programs and services

Transparency and Integrity: Our processes are clear, fair, and conducted with the highest ethical standards

International Collaboration: We value global perspectives and promote cross-border educational partnerships

3. Scope and Applicability

3.1 Institutional Eligibility

IQ2LT accreditation is available to educational institutions worldwide that offer programs delivered partially or fully through technology-enhanced methods, including online learning, blended learning, and distance education. Eligible institutions include:

- Universities and higher education institutions
- Professional training and development organizations
- Corporate universities and training departments
- Vocational and technical education providers
- Continuing education and lifelong learning institutions
- Specialized training academies and professional schools

3.2 Program Scope

Accreditation may be sought for individual programs, departments, or entire institutions. The scope must be clearly defined in the application and will determine the extent of evaluation required.

3.3 Geographic Scope

IQ2LT operates internationally with no geographic restrictions. Institutions from any country may apply, provided they can submit documentation in English or with certified English translations.

4. Governance Structure

4.1 IQ2LT International Board

The International Board provides strategic oversight and ensures the integrity of the accreditation system. Composed of education leaders, technology experts, and quality assurance professionals from diverse geographic regions, the Board meets quarterly and is responsible for:

- Approving and updating accreditation standards and policies
- Appointing members of the Accreditation Committee
- Reviewing appeals and resolving disputes
- Ensuring financial sustainability of the organization
- Representing IQ2LT in international forums

4.2 Accreditation Committee

The Accreditation Committee makes all accreditation decisions based on evaluation reports. Members are experienced professionals in distance education, instructional design, and quality assurance. The Committee ensures fair, consistent, and evidence-based decision-making.

4.3 Evaluation Teams

Expert evaluation teams are assembled for each accreditation review, comprising professionals with relevant expertise in the institution's field and educational level. Teams conduct thorough documentation review and prepare comprehensive evaluation reports.

PART II: ACCREDITATION FRAMEWORK

5. Accreditation Standards Overview

The IQ2LT accreditation framework evaluates institutions across five interconnected dimensions. Each dimension encompasses multiple standards and quality indicators that collectively define excellence in technology-enhanced education. The framework is designed to be comprehensive yet flexible, recognizing diverse institutional contexts while maintaining rigorous quality expectations.

Dimension	Focus Area	Weight
1. Institutional Capacity	Mission, governance, resources, sustainability	20%
2. Program Design & Curriculum	Learning outcomes, content, structure	25%
3. Teaching and Learning	Pedagogy, assessment, faculty quality	25%
4. Student Support & Resources	Services, accessibility, engagement	20%
5. Quality Assurance & Enhancement	Evaluation, improvement, documentation	10%

Rating System: Each criterion is evaluated on a five-point scale from 1 (Insufficient) to 5 (Excellent). Institutions must achieve a minimum average of 3.0 overall and 2.5 in each dimension to receive accreditation.

6. Evaluation Dimensions - Detailed Standards

DIMENSION 1: INSTITUTIONAL CAPACITY (20%)

This dimension evaluates the institution's foundational capacity to deliver quality technology-enhanced education, including organizational structure, resources, and strategic direction.

1.1 Mission and Strategic Direction

- Clear mission statement aligned with technology-enhanced education
- Strategic plan with measurable goals for digital learning
- Regular review and updating of strategic priorities

1.2 Governance and Leadership

- Effective governance structure with defined responsibilities
- Qualified leadership with expertise in distance education
- Transparent decision-making processes

1.3 Financial Sustainability

- Adequate budget allocation for technology infrastructure
- Sustainable revenue model for program delivery
- Financial planning aligned with strategic objectives

1.4 Human Resources

- Sufficient qualified faculty and support staff
- Professional development programs for staff
- Fair employment practices and workload policies

1.5 Infrastructure and Technology

- Reliable technology infrastructure and systems
- Adequate technical capacity for program delivery
- Regular maintenance and upgrade schedules

DIMENSION 2: PROGRAM DESIGN AND CURRICULUM (25%)

This dimension assesses the quality of program and course design, including learning outcomes, curriculum coherence, and content appropriateness for online delivery.

2.1 Learning Outcomes

- Clear, measurable learning outcomes for all programs
- Alignment with national/international qualification frameworks
- Regular review and updating of learning outcomes

2.2 Curriculum Design

- Logical program structure and course sequencing
- Appropriate credit allocation and workload
- Integration of theory and practice

2.3 Course Development

- Systematic course design process
- Quality standards for online course materials
- Peer review of course content and structure

2.4 Content Quality and Relevance

- Current, accurate, and relevant content
- Appropriate level for target learners
- Multiple formats to support diverse learning styles

2.5 Instructional Design

- Pedagogically sound approaches for online learning
- Effective use of multimedia and interactive elements
- Clear navigation and user-friendly course structure

DIMENSION 3: TEACHING AND LEARNING (25%)

This dimension evaluates teaching effectiveness, faculty qualifications, student engagement strategies, and assessment practices in the online environment.

3.1 Faculty Qualifications and Development

- Faculty possess appropriate academic credentials
- Experience or training in online teaching
- Ongoing professional development opportunities

3.2 Teaching Methods and Strategies

- Varied instructional methods appropriate for online delivery
- Active learning strategies promoting engagement
- Effective use of synchronous and asynchronous activities

3.3 Student Engagement

- Regular and meaningful faculty-student interaction
- Opportunities for peer collaboration and discussion
- Strategies to maintain student motivation

3.4 Assessment and Evaluation

- Valid and reliable assessment methods
- Alignment of assessments with learning outcomes
- Timely and constructive feedback to students

3.5 Academic Integrity

- Clear policies on academic honesty
- Tools and strategies to prevent plagiarism
- Fair processes for addressing violations

DIMENSION 4: STUDENT SUPPORT AND RESOURCES (20%)

This dimension examines the comprehensiveness and effectiveness of student support services, learning resources, and accessibility provisions.

4.1 Admissions and Orientation

- Clear admission requirements and procedures
- Comprehensive orientation for new students
- Information about technical requirements and expectations

4.2 Academic Support Services

- Accessible academic advising and counseling
- Tutoring and supplemental instruction when needed
- Writing and study skills support

4.3 Technical Support

- Responsive technical helpdesk with extended hours
- Clear documentation and tutorials
- Quick resolution of technical issues

4.4 Learning Resources

- Adequate library resources accessible online
- Quality learning materials and multimedia resources
- Regular updating of resource collections

4.5 Accessibility and Inclusion

- Compliance with accessibility standards (WCAG)
- Accommodations for students with disabilities
- Support for diverse learner populations

DIMENSION 5: QUALITY ASSURANCE AND ENHANCEMENT (10%)

This dimension assesses the institution's commitment to continuous improvement through systematic evaluation, data collection, and implementation of enhancement initiatives.

5.1 Quality Assurance Framework

- Documented QA policies and procedures
- Clear roles and responsibilities for quality management
- Integration of quality assurance across all operations

5.2 Evaluation and Monitoring

- Regular evaluation of programs and courses
- Collection and analysis of key performance indicators
- Student feedback mechanisms and surveys

5.3 Data-Driven Decision Making

- Use of data to inform improvements
- Analysis of student success and retention data
- Benchmarking against standards and peers

5.4 Continuous Improvement

- Evidence of implementing improvements based on evaluation
- Documented action plans with timelines
- Follow-up on improvement initiatives

5.5 Stakeholder Engagement

- Involvement of faculty, students, and employers in QA
- Advisory boards or external review mechanisms
- Communication of quality outcomes to stakeholders

PART III: PROCESSES AND PROCEDURES

9. Accreditation Process

The IQ2LT accreditation process is designed to be thorough, transparent, and supportive. The typical timeline is 4-6 months from application to decision.

10. Decision-Making Criteria

The Accreditation Committee makes decisions based on evaluation reports and applies the following criteria:

Full Accreditation: Awarded when overall average ≥ 3.0 and all dimensions ≥ 2.5 . Valid for 5 years.

Conditional Accreditation: Awarded when minor deficiencies exist (2.5-2.9 in 1-2 dimensions). Requires improvement plan within 12 months.

Accreditation Denied: When overall average < 2.5 or any dimension < 2.0 . Institution may reapply after 12 months with documented improvements.

11. Monitoring and Renewal

Accredited institutions submit annual monitoring reports and undergo full renewal review in year 5. The renewal process follows similar procedures to initial accreditation but focuses on continuous improvement and sustained quality.

12. Appeals and Complaints

Institutions may appeal accreditation decisions within 30 days. Appeals are reviewed by an independent panel. Complaints about the accreditation process may be submitted to the International Board.

This Founding Document represents the official IQ2LT framework and standards. It is subject to periodic review and revision by the International Board.

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