

Session E: Developing the “Common Quality Assurance Standards”

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Sub-theme 2: Quality Assurance and Innovative Learning Pathways

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I. “CAMPUS Asia” and QA initiatives

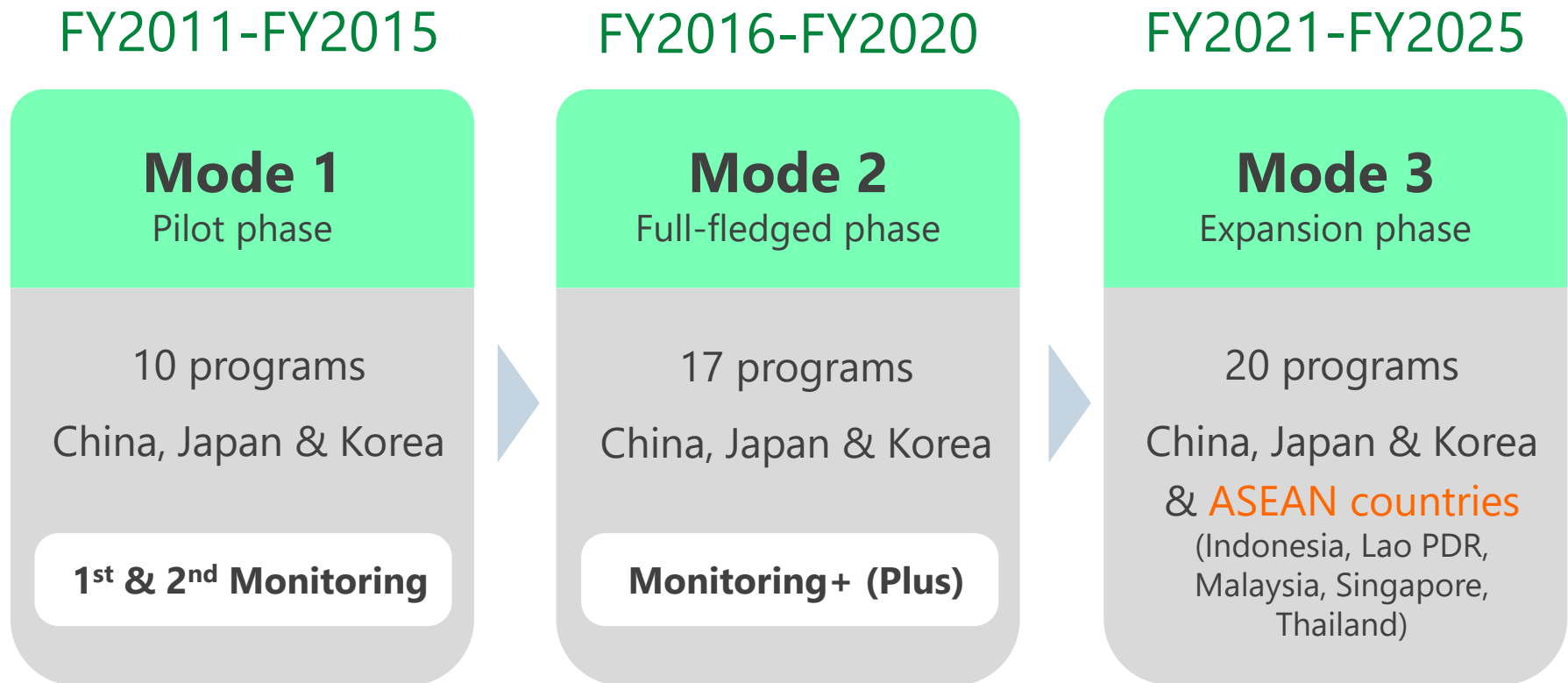
- 'CAMPUS Asia*' is a concept established by the Chinese, Japanese, and Korean governments to promote quality-assured student exchange.
* (Collective Action for Mobility Program of University Students in Asia)
- The CAMPUS Asia initiative began in April 2010 with the launch of the China-Japan-Korea Committee for Promoting Exchange and Cooperation among Universities, based on a proposal made at the Second China-Japan-Korea Trilateral Summit in October 2009.
- Each of the 'CAMPUS Asia' project runs for five years, and the Chinese, Japanese, and Korean governments jointly determine the adoption of participating programs.

Mode 1: FY2011 – 2015, Mode 2: FY2016 – 2020, Mode 3: FY2021 – 2025

I. “CAMPUS Asia” and QA initiatives(continued)

- University consortiums provide various student exchange programs, such as double degree and exchange programs at the graduate and undergraduate levels.
- An exchange of at least three months is recommended for undergraduate programs; in Mode 3, awarding of double or joint degrees for graduate programs is also recommended.
- In addition, Mode 3 encourages the utilization of a variety of media and extra-curricular activities outside of academic experiences, such as internships.

I. “CAMPUS Asia” and QA initiatives(continued)



EQEA, KCUE, and NIAD-QE conducted collaborative Monitoring activities during Mode 1 and 2 to identify and disseminate good practices in “CAMPUS Asia” programs.

I. “CAMPUS Asia” and QA initiatives (continued)

Mode 1 & 2 - Overview of Monitoring

Purpose

- Identify good practices for enhancing quality of education
- Develop quality assurance methods for international cooperative programs
- Contribute to improving the quality of international cooperative programs, such as double degree or exchange programs

Monitoring Activities

- 2013, 2015 : **1st & 2nd Monitoring** on 10 pilot programs

Published [*Joint Guidelines for Monitoring International Cooperative Academic Programs in CAMPUS Asia*](#)

- 2018-2019 : **“Monitoring + (Plus)”** on newly adopted programs, based on the guidelines

published [*Joint Guidelines for Monitoring International Cooperative Academic Programs in CAMPUS Asia \(Second Edition\)*](#)

The joint monitoring initiative was awarded
“APQN Quality Award 2018
– International Cooperation among QA Agencies”



I. “CAMPUS Asia” and QA initiatives (continued)

Mode 1 & 2 –Achievements of Monitoring Activities -Voices from the Consortiums-

| System improvement from the monitoring results

- The monitoring results helped to improve the program and restructure the information system for students.
- It became an opportunity to improve the application guidelines and the content of student support.

| Deeper cooperation with partner universities

- The process of monitoring induced better understanding between partner universities and strengthen the unity to build a future perspective together. In fact, it resulted a double degree agreement between Korean and Chinese universities.
- The initiatives introduced as good practices from the monitoring can be shared with the participating universities joining in the new mode, and a synergistic effect will be established in implementing collaborative education.

| Oversee the progress and strengths of consortium initiatives

- Good practices picked up from the monitoring were useful to grasp how much progress has been made in the creation of credit transfer and grade evaluation systems compared to other consortiums.

I. “CAMPUS Asia” and QA initiatives” (continued)

Towards Mode 3

I Background

- Seventh meeting of the China-Japan-Korea Committee for Promoting Exchange and Cooperation among Universities September 2019, Tokyo
⇒ Confirmed the importance of the “Common Standards” for qualified programs to further enhance quality-assured inter-university exchanges across Asia.
- EQEA, KCUE, and NIAD-QE Joint Monitoring Committee Nov 2019, Beijing
⇒ Reviewed the 7th JCK Committee Meeting’s Agreement and exchanged views on the “Common Standard.”
- Third Trilateral Education Ministers' Meeting January 2020, Tokyo
⇒ The scheme to expand ‘CAMPUS Asia’ were welcomed and accepted, with the ministers recognizing the importance of quality assurance.



I. “CAMPUS Asia” and QA initiatives (continued)

Mode 3 - Toward an Asian Higher Education Community

General Direction

- Promote quality-assured inter-university exchanges across Asia

Expansion

- 20 programs
- Indonesia, Lao PDR, Malaysia, Singapore, and Thailand have Joined with JCK

Actions

- Support continuous programs in which consortiums are formed in China, Japan, and Korea.
- Expand the scope of participation in the consortiums to include all Asian countries and regions, particularly ASEAN countries ('CAMPUS Asia Plus' programs).

I. “CAMPUS Asia” and QA initiatives” (continued)

Mode 3 – Possibility of “Common Quality Assurance Standards”

■ The demands

- Mutual understanding of quality standards
- Respect for differences between the various national systems
- Common purpose and sense of mission

⇒A framework “Common Quality Assurance Standards” will allow universities to engage in sustainable quality assurance

■ Expected role of “CQAS”

- Pursue common quality and values of international programs in China, Japan, Korea, and **ASEAN countries**
- Serve as common reference points for sustainable quality assurance efforts of university consortiums
- Support the further promotion of quality-assured exchanges among universities in the broader Asian region

II. Developing the “Common Quality Assurance Standards”

- Approach to Developing Standards

Roadmap



Key stakeholders include:

- The China-Japan-Korea Committee for Promoting Exchange and Cooperation among Universities (inter-governmental committee)
- University consortiums - 20 consortiums in “CAMPUS Asia” Mode 3
- QA agencies - China, Japan, Korea, and **ASEAN countries**

II. Developing the “Common Quality Assurance Standards” (continued)

Development Phase

1. Develop the preliminary draft of “Common Quality Assurance Standards” through discussion among EQEA, KCUE, and NIAD-QE (Feb-Mar 2023)
2. Online survey on the preliminary draft of “Standards” to the “CAMPUS Asia” Mode 3 consortiums (Jul-Sept 2023)
3. Compile feedback and elaborate the preliminary draft → “Draft” (June 2024)
4. Interview surveys on 4 of the 20 CA consortiums (Nov-Dec 2024)

Preliminary Survey Form

Consultant name: _____

Participating university and country	Country	Participating university	Country
1. _____	1. _____	2. _____	2. _____
2. _____	2. _____	3. _____	3. _____
3. _____	3. _____	4. _____	4. _____

I. Regarding the “Standards” (Draft)

1. Establishment and Sharing of Objectives

1.1 How do you plan to establish, share across the objectives of the program, the personality to be cultivated, and the expected learning outcomes in terms of student knowledge, skills, and attitudes, and share them among stakeholders?

1.2 Supporting documents (URL, or document name): _____

Supplementary information: If you have any additional explanations or concerns when referencing supporting documents, please indicate them (optional): _____

If any supporting documents can be presented, please describe the outline of the introduction in detail: _____



Feedback on Interview Survey based on the “Common Quality Assurance Standards (Draft)” §

Feedback to: International Collaborative Human Resources Development Program in Asia to Foster Inclusive Minds / Inclusive Minds
 Participating university: Hiroshima University (Japan), Beijing Normal University (China), Changchun University (China), Hankai University of Foreign Studies (Korea), Indonesia University of Education (Indonesia), Kasetsart University (Thailand)

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Interviewer Information

1. Name of Interviewer *

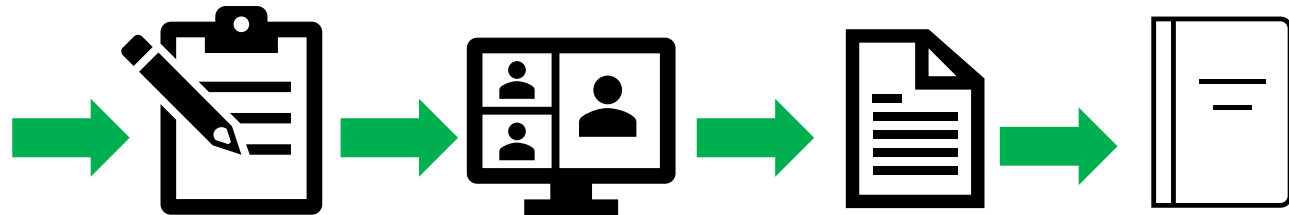
II. Developing the “Common Quality Assurance Standards” (continued)

Interview Survey (Nov-Dec 2024)

- Interview Surveys are not an evaluation or accreditation. Feedback obtained from experts was provided to the consortiums to further enhance the quality of their programs.
- The results of the interview survey were taken into consideration in the process of finalizing the “Standards (Draft) .”

Process

The image shows a thumbnail of a 'Preliminary Survey Form' document. It contains sections for 'Institution and Program of Interest', 'Survey Questions', and 'Comments'. The form is designed for collecting information from university consortiums about their programs and initiatives.



1. University consortiums fill a Preliminary Survey Form (PSF) based on their initiatives according to the draft "Standards"

2. Experts review the contents of the PSF and prepare questions

3. Interview Survey (online)

4. Experts review the comments on the draft "Standards from university consortiums"

5. University consortiums receive feedback for the survey

II. Developing the “Common Quality Assurance Standards” (continued)

Perspectives: Essential Elements

Consideration of Diversity

- Participating programs could have a variety of exchange formats, such as double / joint degree programs, semester level exchanges, and intensive short courses.

Promotion of Flexibility

- In times of uncertainty, the “Standards” should promote flexible educational methods and support systems to ensure the sustainable learning environment for students.

Support for Sustainable Quality Assurance

- The “Standards” should support university consortiums to further strengthen their internal quality assurance mechanisms and sustainable efforts in program improvement.

III. “Common Quality Assurance Standards”

– Enhancing Quality Collaboration for Inter-University Exchanges in Asia –

Structure of the “Standards”

Fundamental Principles

4 Principles

Important elements for conducting international inter-university exchanges:

- Promoting educational and academic exchanges
- Flexible responses to societal changes
- Transparency, student-centered principles
- Equality, equity, inclusiveness, diversity, openness to society



Standards

8 Standards

Standards that should be in place for international programs in the inter-governmental scheme:

1. Establishment and Sharing of Objectives
2. Implementation Structure
3. Curriculum
4. Student Acceptance
5. Student Support for Learning and Living
6. Learning Outcomes
7. Credit Transfer and Degree Awarding
8. Continuous Quality Improvement

III. “Common Quality Assurance Standards “(2)

– Enhancing Quality Collaboration for Inter-University Exchanges in Asia –

A. Fundamental Principles : The inter-governmental scheme by China, Korea, and Japan has been successfully promoting inter-university exchanges with quality assurance since 2011. In expanding this scheme throughout Asia, the Higher Education Institution (hereafter HEI) endorses the following fundamental principles and undertakes to implement them accordingly:

- The HEI undertakes to further enhance the international competitiveness of Asian universities and promote educational and academic exchanges that will serve as the foundation for mutual understanding and long-term harmonious relations within the region. Additionally, in line with the scheme, which aims to create a higher education community based on an international network of universities in Asian countries aspiring toward the peaceful development of Asia, the HEI, together with partner institutions, contributes to the realization of these objectives as a member of this framework.
- The HEI guarantees to provide programs under the scheme to enhance quality higher education in Asia by responding flexibly to societal changes, while complying with the relevant laws and regulations of each higher education system, and establishing appropriate structures and various types of support to ensure the continuity of students' learning.
- The HEI offers essential information regarding the available programs for students, who are considered as primary stakeholders, to make informed choices. It provides education in accordance with the students' interests and concerns, following student-centered principles and ensuring academic rigor.
- The HEI respects in full the principles of equality, equity, inclusiveness, diversity, and openness to the society.

III. “Common Quality Assurance Standards ”(3)

– Enhancing Quality Collaboration for Inter-University Exchanges in Asia –

B. Standards: The HEI undertakes to ensure maintaining and continuing to implement these standards as a participating HEI in international collaborative academic programs in Asia.

1. Establishment and Sharing of Objectives

- (1.1) The HEI, with partner institutions, clearly defines the objectives of the program, the personality to be cultivated, and the expected learning outcomes in terms of students’ knowledge, skills, and attitudes, and shares them among stakeholders. The HEI also considers the expected social impact of its programs upon setting objectives.

2. Implementation Structure

- (2.1) The HEI has made an agreement among partner institutions in which the basic policies of the program, such as the program management system, responsibilities toward students, and expense sharing, are documented.
- (2.2) The HEI clearly states the operational structure of program implementation and relevant responsibilities, as well as the support system provided by related organizations within the institution.
- (2.3) The HEI has established an educational management system in which faculty and staff members involved collaborate and implement the program effectively and sustainably.
- (2.4) The HEI appropriately establishes a program-coordinating function and maintains mechanisms for regular communication and coordination among partner institutions.

III. “Common Quality Assurance Standards “(4)

– Enhancing Quality Collaboration for Inter-University Exchanges in Asia –

3. Curriculum

- (3.1) The HEI cooperates and collaborates with partner institutions to design a curriculum, including project advisory plans aligned with the program’s objectives and expected learning outcomes.
- (3.2) The HEI ensures to provide its curricula based on the cooperation among faculty members of partner institutions. The HEI is prepared to utilize various teaching methods effectively, encompassing online and hybrid, in addition to face-to-face education.
- (3.3) The HEI provides detailed information on curricula and subjects such as course descriptions, language of instruction, lecture style, credits, student workload, expected learning outcomes, and grading methods. This information is included in the syllabus or other supplemental documents, while making the latest information available to students.

4. Student Acceptance

- (4.1) The HEIs jointly establish and implement policies for letting students join the program according to its objectives, with envisaged learning outcomes that students will obtain taken into consideration. The HEIs also endeavor to assure a balanced student mobility among partner institutions.
- (4.2) The HEI has clearly set up a process to let students join the program (including eligibility for application and recognition of qualifications) while paying attention to equity and transparency with the provision of accurate information for students’ decision-making.

III. “Common Quality Assurance Standards “(5)

– Enhancing Quality Collaboration for Inter-University Exchanges in Asia –

5. Student Support for Learning and Living

- (5.1) The HEI agrees among partner institutions on the necessary learning and living support for students, based on the objectives and characteristics of the program. In addition, the HEI disseminates details of each area of support in an explicit manner to both prospective and current students.
- (5.2) The HEI adequately provides the agreed learning support to students. Examples of learning support include an academic advising system, such as the placement of teaching assistants, course guidance, language learning support, and sufficient research and learning environments through libraries, information technology, and laboratory facilities.
- (5.3) The HEI adequately provides the agreed living support for students. Examples of students' living support include financial support, accommodation support, medical support, orientations, counseling, interaction with local communities, and risk management.
- (5.4) The HEI encourages interactions among students and alumni within and outside the program.

6. Learning Outcomes

- (6.1) The HEI has appropriately established methods for measuring the learning outcomes as defined in 1.1 and shared the results of the measurements in a timely manner among partner institutions.

III. “Common Quality Assurance Standards “(6)

– Enhancing Quality Collaboration for Inter-University Exchanges in Asia –

7. Credit Transfer and Degree Awarding

- (7.1) The HEI promotes mutual understanding of the credit system of each institution and has made agreements on credit transfer and recognition.
- (7.2) The HEIs have a collective understanding of each grading method and standard.
- (7.3) The HEI provides information, without any delay, to students and their home institutions on their academic records, such as credits and grades, in a transparent and explicit manner. The HEI properly manages the academic records of students based on mutual agreement among partner institutions.
- (7.4) In the case of degree-seeking programs, the HEI has established an appropriate review system, processes, and standards according to the types of degrees awarded. Particularly for joint degree and double degree programs, the HEIs have jointly arranged and properly managed the standards and assessment system based on mutual agreement according to the objectives of the program.

III. “Common Quality Assurance Standards “(7)

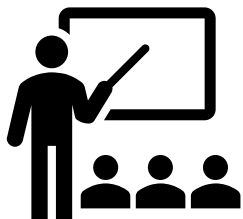
– Enhancing Quality Collaboration for Inter-University Exchanges in Asia –

8. Continuous Quality Improvement

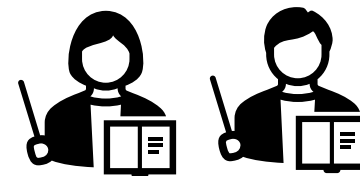
- (8.1) The HEI has developed an effective and continuous internal quality assurance system including the appointment of responsible bodies for implementation to promote the quality improvement of the program.
- (8.2) The HEI has established a mechanism that contributes to the improvement of educational management based on the information on students' learning outcomes obtained by the method described in 6.1.
- (8.3) The HEI has developed procedures for internal quality assurance to identify issues through regular meetings among partner institutions and feedback from students and other stakeholders, and consider measures for the improvement of program management.
- (8.4) The internal quality assurance system and procedures for the program jointly developed by the HEIs are functioning effectively.
- (8.5) The HEIs jointly plan to consider various measures, including financial schemes and the availability of adequate human resources, to ensure sustainable operation of the program.

IV. Dissemination of the “Common Quality Assurance Standards”

- The “Standards” have been finalized in April, 2025.
- The results of the project will be disseminated through final reports and an international symposium / workshop.



Online Meeting: EQEA, KCUE,
and NIAD-QE

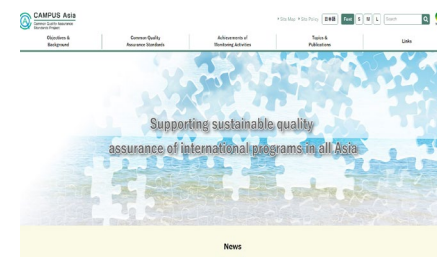


Meeting at KCUE in Seoul

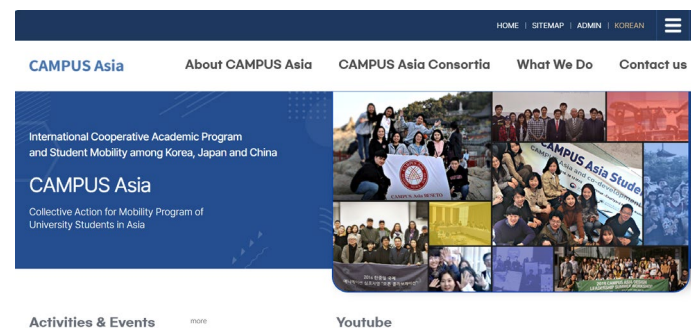
IV. Dissemination of the “Common Quality Assurance Standards” (continued)

CAMPUS Asia Common Quality Assurance Standards Project Website

<https://qacampusasia.niad.ac.jp/en/>



<https://campusasiaprogram.kr/index.do?lang=eng>



V. Upcoming Schedule



Dissemination Phase

- **November 2025:** International symposium and workshop @Tokyo, JAPAN / Online
- **2026 Spring:** Final reports to be published
- **Throughout the Year:**
["Common Quality Assurance Project" website](#)

VI. Before Discussion(1)

Power of “Standards”

■ Boundary of control by “standards”

- From minimum requirements to legal restrictions
- Standard for individuals, consortium programs, and/or entire campuses (institutions),

■ Territory of “Standards”

- (Students’ Life) Accommodation, financial assistance, mentor support, cultural exchanges, compliance, guidance, etc.
- (Students’ Learning) Curriculum, teaching methods, quality, credit & grade transfer, etc.
- (Campus Facilities) Physical buildings, educational aids, and virtual technologies
- (Teamwork and Management) Organization, responsible members, meeting and IQA, etc.
- (Outcomes) graduation and employment rates, etc.

■ Usage of “Standards”

- For the screening process
- Formative evaluation
- Summative evaluation

VI. Before Discussion(2) : [Recited from Slide #7]

Positive Outcomes from QA Monitoring Activities (Mode 1 & 2) – Voices from the Consortiums-

System improvement from the monitoring results

- The monitoring results helped to improve the program and restructure the information system for students.
- It became an opportunity to improve the application guidelines and the content of student support.

Deeper cooperation with partner universities

- The process of monitoring induced better understanding between partner universities and strengthen the unity to build a future perspective together. In fact, it resulted a double degree agreement between Korean and Chinese universities.
- The initiatives introduced as good practices from the monitoring can be shared with the participating universities joining in the new mode, and a synergistic effect will be established in implementing collaborative education.

Oversee the progress and strengths of consortium initiatives

- Good practices picked up from the monitoring were useful to grasp how much progress has been made in the creation of credit transfer and grade evaluation systems compared to other consortiums.

VI. Before Discussion(3):

Issues on Consortium Based Student Mobility Programs

■ Sustainability in teamwork among participating universities

- Changes of leadership

■ Differences in governmental policies and regulations

- "Joint-Degree" programs
- Recognition of "Flexible" (non-traditional) education

■ Alignment of curriculum and teaching style

- Credit transfer for content equivalent studies (course equivalency)
- Teacher-centered vs. student-centered education

■ (Joint) Internal Quality Assurance of a Consortium Program

- Differences in IQA standards and methods among participating universities
- Academic calendar and the process of paperwork

VI. Before Discussion(4):

Let's discuss the following three aspects

1. Are there any similar standards for student mobility being used in other parts of global higher education?
2. How can these standards be used effectively in the future? : For the screening process? For ongoing (formative) evaluation? For outcome-based (summative) evaluation?
3. Do you think this standard can or should be used in regular (semester-long) student exchanges, too?



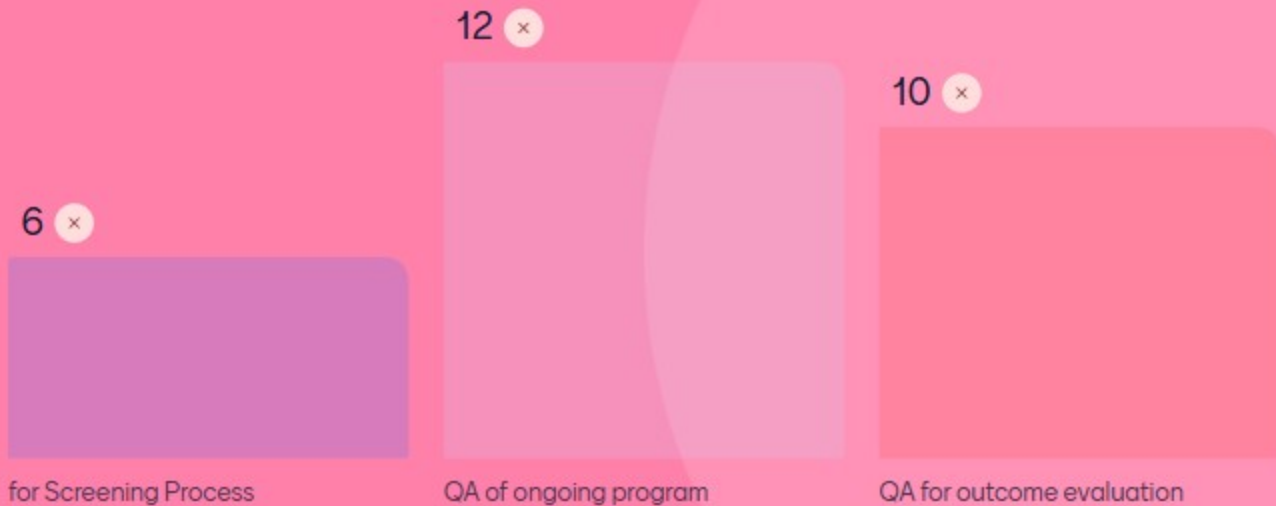
THANK YOU VERY MUCH.



NIAD-QE

National Institution for Academic Degrees and Quality Enhancement of Higher Education

What is your preferred evaluation method for use with this common standard we have introduced?



Do you think that this common standards can be used for regular student exchange programs?

