



Common Quality Assurance Standards

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

Standards and Explanatory Notes

March 2026

Education Quality Evaluation Agency of the Ministry of Education (EQEA, China)

National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE, Japan)

Korean Council for University Education (KCUE, Korea)

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1. INTRODUCTION

(1) The Common Quality Assurance Standards

The “Common Quality Assurance Standards” are intended to serve as a reference point for fostering a shared understanding of quality expected in inter-university exchange programs, in order to promote inter-university exchanges with assured quality in Asia. The Standards also aim to support autonomous and sustainable efforts for quality assurance and enhancement of inter-university exchange programs.

(2) Background of the Common Quality Assurance Standards Project

The “Common Quality Assurance Standards” project was carried out from 2021 to 2025 as part of the “CAMPUS Asia” (Collective Action for Mobility Program of University Students in Asia) initiatives which was established by the Chinese, Japanese, and Korean governments to promote quality-assured student exchange.

In 2010, the Japan-China-Korea Committee for Promoting Exchange and Cooperation among Universities was established by the governments, universities, and industry officials of the three countries, and the “CAMPUS Asia” initiative was launched to promote various types of quality-assured inter-university exchanges in China, Japan and Korea. These exchanges include undergraduate and graduate degree programs, semester-long exchanges, and short-term intensive programs. To address shared challenges in ensuring the quality of international inter-university exchanges, three quality assurance agencies, the Education Quality Evaluation Agency of the Ministry of Education (EQEA, China), the National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE, Japan), and the Korean Council for University Education (KCUE, Korea) have supported quality assurance efforts of CAMPUS Asia programs through monitoring activities that identify good practices from the perspective of quality of education, as well as dissemination of these practices both domestically and internationally.

Aiming for sustainable development and expansion of CAMPUS Asia, the participating countries were expanded beyond the three countries after 2021 and some universities from ASEAN countries joined the CAMPUS Asia programs. The role of quality assurance becomes even more important. In particular, to ensure the quality of programs that transcend countries and regions in Asia, there is a need for a mutual understanding of what constitutes quality inter-university exchange programs, while respecting the differences between the national systems.

It has also been desired to identify reference points that universities are encouraged to refer to in promoting autonomous and sustainable quality assurance under a common understanding and transparency across borders.

EQEA, NIAD-QE and KCUE were thus commissioned by the Japan-China-Korea Committee for Promoting Exchange and Cooperation among Universities to develop common quality assurance standards to pursue common quality and values of international programs and support further promotion of quality-assured exchanges among universities throughout Asia.

(3) Approach to Developing Standards

A basic structure for the “Common Quality Assurance Standards” was created by a literature review¹, and the preliminary draft of the “Standards” was developed through discussions among the quality assurance agencies of the three countries. The draft was then revised by consultation with experts and online surveys on all twenty CAMPUS Asia consortiums. To review the appropriateness of the “Standards,” and to support even further enhancement of the consortiums’ programs, interview surveys based on the draft “Standards” were conducted on four CAMPUS Asia consortiums out of twenty by the three quality assurance agencies. To collect perspectives and opinions from ASEAN countries, quality assurance agencies and experts from ASEAN countries were invited to participate in the interview surveys as observers. In these surveys, the internal quality assurance of the program was particularly focused on in terms of its continuous quality improvement. Feedback from the interviewed consortiums and participating experts² was taken into consideration in the process of finalizing the “Standards.”

In developing the “Standards,” the following three elements have been regarded as essential.

- **Consideration of Diversity**
Diversity does not only refer to the diverse countries of Asia, and it is essential to include in any standards due to the various types of exchange programs that have been established such as degree programs (including double/joint degrees), semester-level exchanges, and short-term intensive programs.
- **Promotion of Flexibility**
In times of uncertainty caused by the pandemic and social changes, the standards should promote the provision of appropriate educational methods and support systems to ensure that students' learning is not interrupted.
- **Support for Sustainable Quality Assurance**
Based on the basic principles of quality assurance, the standards should support university consortiums to further strengthen the structure, function of their quality assurance initiatives (their internal quality assurance mechanisms) and assist autonomous and sustainable efforts in program improvement and quality assurance.

(4) Recognition of the Project’s Achievement

The “CAMPUS Asia Common Quality Assurance Standards Project” initiative was highly recognized by Asia-Pacific Quality Network (APQN³) as an outstanding contribution to quality assurance in the Asia-Pacific region. EQEA, NIAD-QE and KCUE were awarded the 2025 APQN Quality Award by APQN, and received “APQN Award of International Cooperation in QA” which honors institutions that made significant efforts in cross-border education and international collaboration in quality assurance.

1 See Annex 2 for the list of materials referenced in the literature review.

2 See Annex 3 for the contributing experts from China, Japan, and Korea.

3 APQN is a network of quality assurance agencies established in 2003, with the aim of maintaining and improving the quality of higher education in the Asia-Pacific region. NIAD-QE has been a n APQN member since November 2005.

2. COMMON QUALITY ASSURANCE STANDARDS AND EXPLANATORY NOTES

In this chapter the complete text of the Common Quality Assurance Standards is presented, along with explanatory notes for each standard. Additionally, “Examples of Supporting Documents” are presented as reference materials for conducting program self-assessment using these standards, illustrating the types of evidence or supplementary documents that can demonstrate that each standard is met.

Common Quality Assurance Standards

- 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.

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.

■ Explanatory Notes

When a consortium develops and manages an inter-university exchange program, it is important that the participating institutions carefully define the program's objectives, the personality to be cultivated, and the expected learning outcomes, ensuring that these are shared among stakeholders. It is essential that expected learning outcomes be continuously recognized and prioritized within participating institutions throughout all stages of program implementation, including the review of assessment methods, sharing of results, curriculum design, student support, and internal quality assurance. The stakeholders referred to here primarily include students and faculty involved in the program, relevant institutional units, and partner institutions. They also encompass broader actors such as organizations and local communities related to the program. It is desirable that social impact of the program is also considered when setting objectives.

■ Examples of Supporting Documents

- Agreements, memorandums of understanding (MOU), and other documents of agreement with overseas partner institutions
- Program website
- Symposium materials (including event invitations, program descriptions, etc., providing details on objectives and purposes)

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.

■ Explanatory Notes

To ensure effective program management, it is essential that all participating institutions be actively engaged and appropriately share values and responsibilities. In addition, a well-designed implementation structure must be established. The basic policies of the program should be thoroughly discussed among the participating institutions and formalized through written agreements. Each institution is expected to develop a comprehensive support system in collaboration with relevant internal departments, alongside a clear operation and accountability framework, and to establish an academic structure that enables involved members to work together effectively. Furthermore, mechanisms for regular communication and coordination among partner institutions should be in place to address day-to-day issues collaboratively. In addition, securing faculty members with international proficiencies and substantial expertise is essential. Support measures and mechanisms that encourage faculty members' active participation should be established to ensure sustainable management of the program.

■ Examples of Supporting Documents

- Agreements, memorandums of understanding (MOU), and other documents of agreement with overseas partner institutions*
- Documents summarizing international strategies
- Program website*
- Documents on program implementation structures (including university-wide support systems)
- Documents on educational management systems of the program
- Documents on coordination functions of the program

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.

■ Explanatory Notes

It is essential that the curriculum be designed based on the program's objectives and expected learning outcomes defined in 1.1, and that it be reliably delivered through cooperation among the participating institutions. It is also important to establish a framework that enables the effective use of flexible and diverse teaching methods to ensure continuity in student learning. Furthermore, it is critical that detailed information on the curriculum and courses be clearly stated in appropriate documents and that the latest information be made available to students. When providing information, timeliness and accessibility are also important considerations.

■ Examples of Supporting Documents

- Documents on the content of curricula (or research guidelines) and teaching methods
- Program overviews (brochures, newsletters, etc.)
- Syllabi, lists of courses
- Program application guidelines for students
- Documents on short-term exchange programs

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.

■ Explanatory Notes

The participating institutions are required to jointly formulate and implement policies for student acceptance in accordance with the program's objectives and expected learning outcomes defined in 1.1. It is also expected to ensure balanced student mobility among the participating institutions. Furthermore, it is essential to establish clear processes for student acceptance while ensuring fairness and transparency, and to provide accurate and timely information that enables students to make informed decisions.

■ Examples of Supporting Documents

- Agreements, memorandums of understanding (MOU), and other documents of agreement with overseas partner institutions*
- Records of the number of exchange students.
- Program application guidelines for students*
- Learning agreements/research plan forms
- Program website*

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.

■ Explanatory Notes

Learning and living support for both incoming and outgoing students should be provided in various forms at each stage of an exchange program—before, during, and after participation. Therefore, it is essential that the participating institutions share and agree on what types of support are needed at each stage and ensure that they are appropriately implemented. For prospective and current participants, the details of each support measure should be presented in an explicit manner, with due consideration given to timeliness and accessibility. In addition, establishing ongoing student counseling services would also be beneficial.

■ Examples of Supporting Documents

- Agreements, memorandums of understanding (MOU), and other documents of agreement with overseas partner institutions*
- Program application guidelines for students*
- Program overviews (brochures, newsletters, etc.)*
- Program website*
- Campus guide book for students
- Documents showing the status of student and alumni exchanges

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.

■ Explanatory Notes

Participating institutions are required to establish appropriate methods for measuring students' learning outcomes (such as knowledge, skills, and attitudes) as defined in 1.1, and to share the measured outcome appropriately among participating institutions. It is desirable that learning outcomes be measured systematically in terms of both subject-specific and generic competences. Establishing a consortium-level framework for measuring learning outcomes is highly desirable. Furthermore, accumulating and analyzing medium-to long-term data, such as monitoring the impact of learning outcomes on graduates' career paths and employability, is considered highly beneficial.

■ Examples of Supporting Documents

- Documents on the evaluation methods of learning outcomes (syllabi, survey of learning outcomes, rubric, etc.)
- Samples of learning artifacts created by students (reports, collections of work, portfolios)
- Analysis of students' submissions to domestic and international academic journals
- Overviews of student questionnaires and documents confirming the results

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.

■ Explanatory Notes

When developing a credit transfer framework, it is essential for participating institutions to understand credit systems, grading methods and standards of each institution, and formalize agreements on credit transfer and recognition among the participating institutions while paying attention to the content and level of education to be transferred. In order for students to fully benefit from the credit transfer system, it is important to clearly specify in advance the courses that are eligible for transfer. For example, creating and making available subject comparison tables for credit transfer would assist exchange students in selecting courses, enable faculty members to verify course equivalency during credit transfers, and enhance the overall transparency of the program. It is essential that students' academic records be provided to students and their home institutions in a transparent and explicit manner without any delay. In addition, participating institutions need to manage academic transcripts and related documents appropriately, based on mutual agreement. In the case of degree-seeking programs, it is necessary to establish degree conferral policies and review systems in accordance with the objectives of each program and ensure their proper implementation.

■ Examples of Supporting Documents

- Agreements, memorandums of understanding (MOU), and other documents of agreement with overseas partner institutions*
- Regulations/guidelines for credit transfer and recognition
- Regulations/guidelines for grading methods/standards
- Program overviews (brochures, newsletters, etc.)*
- Degree-granting program implementation status
- Regulations for completion requirements
- Documents outlining structures, processes, and standards for the evaluation of the relevant degrees

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.

■ Explanatory Notes

To ensure the continuous improvement of the program, participating institutions should establish and effectively implement an internal quality assurance system and procedures, based on thorough consultation among institutions. Using information on student learning outcomes identified through the method described in 6.1, institutions should analyze the achievement of expected learning outcomes and identify areas for improvement through stakeholder feedback, including students. These processes should lead to ongoing enhancement of the program. Furthermore, to ensure the program's sustainability, strategies for securing financial and human resources should be developed collaboratively, and a long-term operational foundation should be established.

■ Examples of Supporting Documents

- Documents confirming the program's internal quality assurance regulations and implementation structures
- Overviews of student questionnaires and documents confirming the results*
- Reports on internal quality assurance activities
- Documents providing evidence that efforts for improvements have been made in regard to challenges discussed among participating universities

* = Previously mentioned document

[NOTE] These Standards will be reviewed and revised as necessary every three to five years in response to the changing environment of higher education and inter-university student exchange.

ANNEX 1: Common Quality Assurance Standards

Common Quality Assurance Standards

– 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:

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- 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.
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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.
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

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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.

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.

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.
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.

[NOTE] These Standards will be reviewed and revised as necessary every three to five years in response to the changing environment of higher education and inter-university student exchange.

ANNEX 2: List of Materials Referenced in the Literature Review

Key Reference

- **Guidelines for Exchange and Cooperation among Universities in China, Japan, and Korea with Quality Assurance**

These guidelines were developed based on the discussions at the second meeting of the Japan-China-Korea Committee for Promoting Exchange and Cooperation among Universities in Beijing in 2010. They outline the expected actions by the governments, universities, and quality assurance agencies to promote quality-assured exchange and collaboration between universities in the three countries.

- [ASEAN Plus Three Guidelines on Student Exchanges and Mobility](#)

These guidelines were adopted at the third ASEAN Plus Three Education Ministers Meeting held in Malaysia in 2016. They provide reference for the establishment and implementation of international student exchange programs in the region, notably the elements to include and information given to students.

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

NIAD-QE jointly formulated these guidelines in 2020 with the quality assurance agencies in China and Korea. They provide a set of criteria in monitoring activities to improve program quality, by identifying the status of the academic programs offered by university consortiums in Japan, China, and Korea.

Other Examples for Reference

- [The AIMS Program Operational Handbook \(Second Edition\): Preparation Checklist](#)
- [Erasmus Charter for Higher Education 2021-2027 Guidelines](#)
- 2021 Inter-University Exchange Project screening guidelines

ANNEX 3: List of Contributing Experts from China, Japan, and Korea

This is a list of experts who kindly cooperated in the interview surveys conducted between November and December 2024. (The affiliations and titles are as of December 2024.)

China

GENG Yiqun	Professor, Communication University of China
HUANG Yu	Professor, Beijing Normal University
LIU Jianbo	Professor, Peking University
LIU Renshan	Professor, Zhongnan University of Economics and Law
LUAN Tiangang	Professor, Wuyi University
LUO Xiong	Professor, University of Science and Technology Beijing
LUO Yan	Professor, Tsinghua University
XIE Meng	Professor, Renmin University of China
XU Luping	Professor, Tsinghua University
ZHU Feng	Professor, Tsinghua University

Japan

HORIKIRI Yukiko	Associate Professor, Tokyo University of Agriculture and Technology
HOTTA Taiji	Visiting Professor, Research Department, National Institution for Academic Degrees and Quality Enhancement of Higher Education
KASUYA Hideki	Professor, Nagoya University
KUMAGAI Yoshitaka	Vice President, Akita International University
KURODA Kazuo	Professor, Waseda University
MORI Rie	Professor, Research Department, National Institution for Academic Degrees and Quality Enhancement of Higher Education
OBI Shinnosuke	Professor, Keio University
SUGIMURA Miki	Professor, Sophia University

Korea

Junhyun Hong	Professor, Chung-ang University
Kiyong Byun	Professor, Korea University
Suyoun Byoun	Professor, Busan University of Foreign Studies