

# Joint Guidelines for Monitoring International Cooperative Academic Programs in **CAMPUS Asia**

## 2020

Higher Education Evaluation Center of Ministry of Education (HEEC)

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

Korean Council for University Education (KCUE)



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# 1. Introduction

CAMPUS Asia (Collective Action for Mobility Program of University Students in Asia) is an initiative based on a trilateral summit agreement among the governments of China, Japan, and Korea launched with the aim of carving out a better future for Asia. Its objectives are to promote quality exchange and cooperation among higher education institutions (HEIs) in the three countries, create a shared sense of community based on East Asian history and culture, and nurture in future leaders a vision of regional peace and coexistence through trilateral educational exchange. In 2010, the three governments agreed to commence the CAMPUS Asia pilot initiative, and ten pilot programs were selected for participation in October 2011.

Three quality assurance agencies (QAAs), *i.e.*, the Higher Education Evaluation Center of the Ministry of Education (HEEC) in China, the National Institution for Academic Degrees and University Evaluation (NIAD-UE) (currently the National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE)) in Japan, and the Korean Council for University Education (KCUE) in Korea, set up the China-Japan-Korea Quality Assurance Council in 2010. Recognizing the significance of the modality of quality assurance in international education, the Council agreed to carry out quality monitoring of the CAMPUS Asia pilot programs. This monitoring was intended not to confirm attainment of the minimum standards, but to identify good practices from the standpoint of educational quality, and disseminate relevant information at home as well as abroad.

The three QAAs conducted monitoring twice for the 10 pilot programs. The first monitoring was conducted separately in each country in 2013, following the country's pertinent regulations and quality assurance procedures. Later, the three agencies comparatively analyzed monitoring criteria and monitoring methods of each country to jointly establish a common framework for quality assurance, which includes principles, criteria, and processes, in preparation of the second monitoring conducted in 2015. In this monitoring, the panel members from the three countries jointly performed document reviews and site visits, based on self-assessment reports submitted by each program participating in CAMPUS Asia. The monitoring results were compiled in a report featuring examples of good practices and widely disseminated.

Due to its success, CAMPUS Asia was promoted to the full-fledged status by the three governments after the end of the pilot period, and 17 programs (including 9 new programs) were selected in the fall of 2016. In the third monitoring of 2018-2019, or "CAMPUS Asia Monitoring+ (Plus)" as it was named because the utilized monitoring method had evolved since the second monitoring, the three agencies conducted monitoring on the 9 new programs. In this monitoring initiative, the "Joint Guidelines for Monitoring International Cooperative Academic Programs in CAMPUS Asia (2017)", jointly produced by the three agencies, were adopted as the common framework. The third monitoring initiative is also characterized by a strengthened sense of mutual trust among the three

agencies resulting from the previous monitoring efforts, which encouraged and enabled them to adopt a common quality framework and to conduct monitoring activities in a more efficient, abridged form. Whereas each program was monitored by monitoring panels comprised of experts in China, Japan, and Korea in the second monitoring, the monitoring of the 9 new programs were equally divided among the three agencies in the third monitoring, with each QAA assigned to monitor 3 programs. End-to-end monitoring of all 9 programs by each QAA was no longer necessary as monitoring results obtained independently by each QAAs could now be jointly recognized under the common quality framework. The results of the third monitoring were again compiled in a report and made public in December 2019.

We hope that the monitoring activities and the dissemination of good practices will contribute to the enhancement of the quality of international cooperative academic programs including CAMPUS Asia and to the fostering of outstanding students through focused and qualified curriculum provided by the programs. Additionally, it is our hope that cooperation among the three QAAs will be further strengthened through these activities.

## 2. Objectives of the Guidelines

The QAAs of the three countries collaboratively formulated the “Joint Guidelines for Monitoring International Cooperative Academic Programs in CAMPUS Asia” in 2017 based on experience gained through the previous two monitoring efforts and mutual understanding for the need to establish a common quality assurance framework for future initiatives on the CAMPUS Asia programs. As a product of close collaborative development by the QAAs of the three countries that required overcoming differences in system, language, and culture, these guidelines are also anticipated to contribute to the quality of cross-border education in the Asia-Pacific region and to present a practical model for QAAs working with other counterparts on how to cooperatively approach quality assurance in cross-border education.

In this latest version of the joint guidelines, updates are made to the previous joint guidelines reflecting lessons from CAMPUS Asia Monitoring+.

The joint guidelines have three main objectives. First, they specify a method of monitoring international cooperative academic programs so that the three agencies and the reviewers can share a clear understanding of the monitoring criteria, processes, and methods. In doing so, the guidelines ensure that the monitoring is conducted with a high degree of consistency.

Second, the guidelines serve as a helpful model for QAAs planning to conduct monitoring or evaluation on international cooperative academic programs. The guidelines can help gauge the quality of a program, especially if it is conducted in cooperation with partner agencies in other

countries. Additionally, the guidelines can also be useful in establishing an internal quality assurance structure for HEIs and their international collaborative education.

Third, the guidelines serve as a benchmark or guide in the development of a quality assurance model for the next stage of CAMPUS Asia—further expansion of the programs to other countries in Asia.

The three QAAs will review and, if need be, continue to make improvements to the guidelines in light of global trends in quality assurance and new development in international collaborative education.

## 3. Joint Monitoring Guidelines

### 3-1. General Principles

- Promote quality enhancement and continuous improvement of international collaborative academic programs
- Establish common monitoring criteria, methods, and procedures and conduct monitoring jointly
- Identify good practices and achievements by the programs
- Focus on the positives, not the deficiencies of the programs
- Always pay special attention to student opinions and ideas
- Minimize the burden on all involved by promoting greater efficiency in conducting monitoring
- Update monitoring principles, methods, criteria, and procedures in light of current needs of international collaborative education
- Actively make information public on good practices from the programs monitored and the methods and procedures of monitoring

### 3-2. Governing Body

In conducting monitoring of international cooperative academic programs, a monitoring committee and a panel are established under the initiative of QAAs in the countries in which the participating institutions reside. The Joint Monitoring Committee (JMC) serves as the decision-making body. The monitoring is carried out by the Joint Monitoring Panel (JMP) under the Committee.

- (1) **The Joint Monitoring Committee (JMC)** consists of experts each QAA appoints from its country. **(In CAMPUS Asia Monitoring<sup>+</sup>, 9 experts (3 from each country) were appointed.)** One of the experts from each country is appointed from within the QAA of their respective

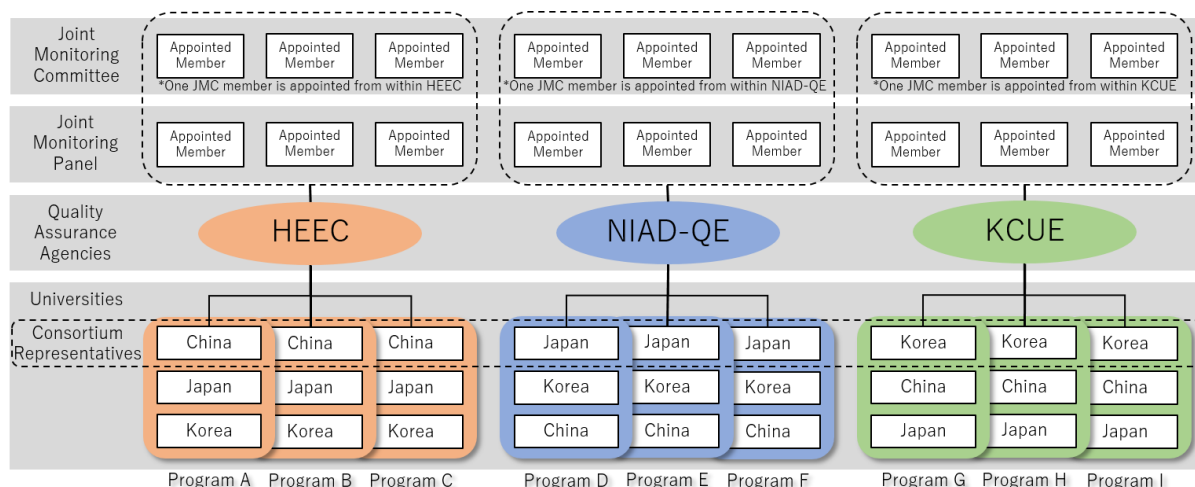
countries. The mission of the JMC is to finalize and officially release a joint monitoring report with a collection of good practices selected from the monitoring reports of all the consortia. The JMC members should have knowledge of and experience in international collaborative education and its quality assurance.

- (2) **The Joint Monitoring Panel (JMP)** consists of experts each participating QAA appoints from its country. **(In CAMPUS Asia Monitoring+, 9 experts (3 from each country) were appointed.)** The JMP serves to review self-assessment reports, write document review reports, conduct site visits, and write final monitoring reports on each monitored program. The JMP members should have knowledge of and experience in international collaborative education, its quality assurance, and the discipline of the program to be reviewed.

The members of JMC and JMP should neither be directly associated with the institution or program to be reviewed for the past 3 years nor be expected to be directly associated in the foreseeable future. In the event that a member is directly associated with the institution or program to be reviewed, the member is expected to recuse him or herself from partaking in the decision-making of any matter directly pertaining to that institution or program in order to avoid a possible conflict of interest.

### 3-3. Procedures

The monitoring procedures for CAMPUS Asia are designed with particular consideration for optimizing their effectiveness while minimizing the workload required by all parties involved. The procedures also assume multiple programs to be monitored simultaneously by the QAAs, with one QAA leading the monitoring effort for each of the programs. **(In CAMPUS Asia Monitoring+, 9 programs were monitored by 3 QAAs, with each QAA monitoring 3 programs.)**



(CAMPUS Asia Monitoring+ Organizational Structure)

- (1) The QAAs hold an orientation for the JMP members to establish a common understanding of monitoring activities. In case orientations are held separately for the JMP members in different countries, the QAAs collaborate to make arrangements so that the contents of the orientations are consistent despite the country. (In CAMPUS Asia Monitoring+, the QAAs of each country held separate orientations.)
- (2) The QAAs hold an orientation for each participating institution to explain the objectives of monitoring and its implementation. The agencies collaborate to provide information that is consistent despite the institution and its country. (In CAMPUS Asia Monitoring+, each QAA held an orientation separately and asked all the CAMPUS Asia participating institutions in their respective countries for attendance.)
- (3) Each program submits one self-assessment report describing its good practices and issues for improvement under each criterion produced in cooperation with the other participating institutions of the program. (In CAMPUS Asia Monitoring+, each Consortium Representative was tasked to coordinate with other members of its Consortium to prepare and submit a self-assessment report to its assigned QAA.)
- (4) The JMP members conduct document review on their assigned programs based on the submitted self-assessment reports. (In CAMPUS Asia Monitoring+, the JMP members of each country conducted document review and prepared study reports for programs assigned to their respective countries. The study reports are then shared and reviewed by other members of the JMP.)
- (5) The JMP members conduct site visits on their assigned programs to clarify questions arising from document reviews. Program officers, faculty and staff members involved in the program, and students are interviewed during the site visit. The visit also includes opportunity for exchange of views and opinions with the officials responsible for the program. (In CAMPUS Asia Monitoring+, the JMP members of each country conducted site visits for the programs assigned to their respective countries. For the visit, the campus of one of the consortium members was selected. The other two QAAs were invited to attend as observers.)
- (6) The JMP members draft a monitoring report on their assigned program based on their document review and site visit. If the draft report is produced in the local language, an English version is also prepared. (In CAMPUS Asia Monitoring+, the JMP members of each country produced a draft monitoring report for programs assigned to their respective countries.)
- (7) The draft monitoring report is shared with all other JMP members to collect their input and make revision to the draft.
- (8) The monitored programs are provided with an opportunity to review the draft monitoring report for confirmation. If any factual errors are identified, the JMP members make necessary corrections.
- (9) After finalizing the draft monitoring report, the JMP members share it among three QAAs, which draw up a joint monitoring report based on the finalized monitoring reports.
- (10) The joint monitoring report is examined and approved by the JMC.
- (11) The QAAs make the joint monitoring report public in book form, online, and through other appropriate means.

## 3-4. Criteria and Viewpoints

To ascertain the current status of each program and its quality enhancement initiatives in the context of good practices in an international collaborative academic program, the following monitoring criteria on quality are to be applied.

### Monitoring Criteria

- 1. Objectives and Implementation**
  - 1-1. Establishment of Objectives
  - 1-2. Organization and Administration
- 2. Collaborative Development of Academic Program**
  - 2-1. Curriculum Integration
  - 2-2. Academic Staff and Teaching
- 3. Student Support**
  - 3-1. Student Admission
  - 3-2. Support for Learning and Living
- 4. Added Value of the Collaborative Program (Outcomes)**
  - 4-1. Learning Outcomes
  - 4-2. Credit Transfer and Degree Awarding
- 5. Continuous Quality Improvement**

For each criterion listed hereunder, **viewpoints** are given to provide a general understanding of the criteria but are not limited to those listed.

### 1. Objectives and Implementation

#### 1-1. Establishment of Objectives

- The human resource the program intends to foster is clearly defined via discussion among the participating institutions and other stakeholders.
- The program goals are clearly articulated, including expected learning outcomes in terms of students' knowledge, skills, and character.
- The program goals are shared among staff members and students of the participating institutions and are understood in the same, unequivocal way at each institution.
- The program goals function as guidelines for developing and implementing the academic content of the program.
- The purpose of the program is aligned with the institution-wide international strategy.



## **1-2. Organization and Administration**

- Basic policies on the multi-institutional operational structure, the institutions' responsibilities with regard to students, and sharing of expenses are clearly articulated in a written agreement signed and put into effect by the participating institutions.
- A mechanism for considering new implementation, reviewing the program, and handling other related issues is established, including periodic meetings held among the participating institutions.
- A program coordinator is appointed at the institutions, the roles of the program coordinators are stipulated among the participating institutions, and a system of coordination among the coordinators is functioning.
- Inter-institutional responsibility is clearly defined and understood by each participating institution.
- Intra-institutional responsibility for conducting the program is clearly defined. A support system involving other appropriate divisions (e.g., international affairs, student support, and quality assurance) is in place.
- Systems and tools enabling frequent exchange among participating institutions is in place.

## **2. Collaborative Development of Academic Program**

### **2-1. Curriculum Integration**

- The curriculum is jointly designed by the participating institutions taking into account the features of each institution.
- Information on curriculum and courses at each institution is shared across the participating institutions.
- The educational content and method are suited to international collaborative education, as well as achieving the goals of the program and expected learning outcomes.
- The relationship between the teaching methods/content and the expected learning outcomes is clearly defined.

### **2-2. Academic Staff and Teaching**

- An appropriate number of qualified faculty and staff members are deployed to effectively implement and sustain the program.
- A system for the provision of educational content (e.g., joint supervision by dispatching faculty, distance learning) is implemented in cooperation with faculty members of partner institutions.
- Faculty and staff development and capacity building are conducted to develop faculty and staff adapted to international academic environment.
- Incentives and support services are provided to attract faculty and staff members who are skilled in international education and can contribute to program sustainability.

### **3. Student Support**

#### **3-1. Student Admission**

- The student selection method (standards and selection system) is clearly and collaboratively established in light of the goals and educational content of the program.
- Information on the program is disseminated widely in order to recruit motivated students.
- Student recruitment measures are appropriate for securing the expected number of students.
- A program must also find ways to gain student interest for admission into the program, as well as motivate students who are already participating in the program to continue and advance.
- The academic level of the admitted students is appropriate for the program's objectives and curriculum.

#### **3-2. Support for Learning and Living**

- Where academic supervision is applicable, an appropriate supervisory system is established and implemented cooperatively among the participating institutions.
- The participating institutions mutually recognize the type of support needed by the students before, during and after student exchange for both inbound and outbound students, as well as coordinate and appropriately delegate the responsibility for each type of support among the participating institutions.
- The Participating institutions share with students the information necessary for course selection and enrollment, including sufficient guidance prior to participating students' departure from their home countries.
- Various types of learning support are provided for participating students, including language training, supplemental classes, and support from teaching assistants.
- Various types of living support are provided for the participating students, including orientation, counseling, various risk management, and career support.
- A sufficient learning environment is provided for participating students, including libraries, information technology, and laboratory facilities.
- Sufficient scholarships and accommodation support are provided appropriately for participating students.
- The program supports exchange and interaction among students and alumni.

### **4. Added Value of the Collaborative Program (Outcomes)**

#### **4-1. Learning Outcomes**

- Based on the expected learning outcomes, an appropriate method for measuring learning outcomes is established, and learning outcomes are measured regularly.

- A system for analyzing relationship among students' course enrollment, credit acquisition, and learning outcomes is implemented.
- Learning outcomes are appropriately aligned with the program objectives, including those that can be attained only through international collaboration in education.
- Program contents are designed to promote student satisfaction and high levels of achievement.
- The results of student satisfaction survey and student achievement survey are shared across participating institutions.
- The status of graduates is tracked regularly and is shared among the participating institutions.

#### **4-2. Credit Transfer and Degree Awarding**

- The credit systems of the partner institutions are mutually understood, and a transfer system specific to the program is established.
- Grading methods and standard are clearly communicated among the participating institutions.
- As regards a program that awards one joint degree or two individual degrees upon completion, the examination process, such as inviting faculty members from partner institutions as co-examiners, and criteria for awarding degrees are coordinated among the participating institutions.

#### **5. Continuous Quality Improvement**

- Feedback from students is periodically gathered in multiple ways, such as through questionnaires, interviews, and student participation in review committees, and is taken into account in the review of the program.
- A program review is carried out based on an analysis of information gathered on the learning progress of students, learning outcomes achieved, curriculum, teaching and its contents, and other information.
- An external review, including inputs from an advisory committee, is conducted.
- The results of program reviews are shared and discussed among the participating institutions to contribute toward further program improvement and development.
- The results of reviews are assessed by the international affairs, quality assurance, and student support divisions at each institution, and necessary measures are taken at the departmental and/or institutional level.
- A plan to enhance the program through quality improvement is established among the participating institutions, including a schedule of steps to be taken for institution-wide approval from the management of each institution.
- Ripple effects of the program on students who are not in the program are measured, recognized, and considered into the improvement of the program.

## 3-5. Considerations When Conducting Monitoring

### 3-5-1. Considerations for the Quality Assurance Agencies

- (1) Adequate and appropriate resources, both human and financial, are to be obtained to carry out monitoring with sufficient quality and consistency at all participating countries. Securing financial support from the governments of each participating country is recommended.
- (2) Objectivity, transparency, and independence, in both substance and spirit, are to be maintained by the QAAs. The independence of the reviewers is to be ensured to carry out objective and fair monitoring.
- (3) Active communication and cooperation among QAAs, participating institutions, and organizations concerned is to be ensured in all monitoring activities.
- (4) Quality assurance activities that facilitate continuous improvement of program is to be developed through joint monitoring.

### 3-5-2. Considerations for the Monitoring Committee and Panel Members

- (1) Active communication and cooperation: Reviews are to be conducted with active communication and cooperation among the reviewers of each country.
- (2) Monitoring documents and information: Documents and information (particularly personal information) obtained during monitoring are not to be used or provided for purposes other than monitoring activities.
- (3) Liaison and coordination: The assigned QAA is to be contacted if uncertainties or inquiries about the monitored programs are recognized during the document review and the preparation of reports. Direct contact with the consortium is discouraged.
- (4) Objective and unbiased review: Reviews are to be conducted objectively and in an unbiased manner.
- (5) Dialog during site visit:
  - Before each interview, the reviewers are to hold a meeting to thoroughly discuss the facts to be confirmed and remarks to be made during the interview.
  - The reviewers carrying out the site visit are to, in principle, be unanimous on their comments and response to inquiries from monitored programs. In case a personal opinion is to be given by a reviewer, such reviewer is to convey to the interviewees that the views are personal and not those of the review team.
  - The reviewers are to refrain from asking interviewees about personal issues.
  - The reviewers are to ensure confidentiality and exercise caution so that interviewees are not detrimentally affected by their responses.
  - The reviewers are not to debate with interviewees or criticize the monitored program and its participating institutions.
  - Should the interviewees criticize CAMPUS Asia initiatives or the monitoring process, it is advisable to listen for the reasons behind their opinions and avoid making any

counterarguments. However, if there are misunderstandings, correct information is to be conveyed.

- At the end of the site visit, the reviewers are to thoroughly discuss the facts to be included in the report.

(6) Points to keep in mind when producing each report (document review report, site visit report, and final report)

- Reports are to be produced with objectivity and fairness based on the facts verified in the document review and the site visit.
- Especially when making negative observations, care is to be taken to provide detailed and objective reasoning that led to that observation.
- Any contradictions is to be avoided within a report.

## 4. Useful Information

### 4-1. Academic Calendars in China, Japan and Korea

Provided below as examples are academic calendars generally followed in China, Japan and Korea. The calendars are only serve as examples and are not necessarily followed by every HEI. Please contact your HEI for more accurate information.

#### China

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
Semester	1st Sem.		Second Semester						First Semester				
Quarter	Winter Qtr.		Spring Quarter		Summer Quarter				Autumn Quarter		Winter Quarter		

\*Periods indicated in blue represent extended breaks

- \*1: There are also universities under the trimester system in addition to the calendar above.
- \*2: Due to Lunar New Year comes variably every year, the start time of winter vacation and Second Semester/Spring Quarter varies a little accordingly.

#### Japan

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Semester	2nd Sem.		First Semester					Second Semester				
Quarter	4th Qtr.		First Quarter		Second Quarter			Third Quarter		Fourth Quarter		

\*Periods indicated in blue represent extended breaks

- \*1: There are also universities under the trimester system in addition to the calendar above.
- \*2: April enrollment is assumed in the calendar above. Some universities permit September and October enrollment in addition to April in order to cater to enrollment of exchange students.
- \*3: In addition to the extended breaks indicated in the calendar above, there are two extended national holidays that occur as a result of multiple back-to-back holidays — Golden Week (around May 1) and Silver Week (around the 4<sup>th</sup> week of September). The duration of the extended holidays vary from year to year. Some universities conduct regular classes during national holidays and these extended national holidays.

## Korea

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Semester			First Semester						Second Semester			

\*Periods indicated in blue represent extended breaks

- \*1: A semester usually consists of 15 weeks and some classes open during in summer and winter breaks. However, universities can run not only semester but also quarter or trimester under their academic regulations.
- \*2: While admission at undergraduate level takes place in first semester, admission at postgraduate level is available in both first and second semester. Please note that admission at undergraduate level for foreigners under specific conditions might take place in both first and second semester.

## 4-2. Site Visit Schedule (Example)

The following is an example of schedule for site visits conducted under CAMPUS Asia Monitoring\*:

Time	Activities	Location
10:45	Meet onsite	University campus
<b>Begin site visit</b>		
11:00 - 12:00 (60 min)	Site Visit team meeting	Site Visit Team room
12:00 – 13:00 (60 min)	Lunch Break (lunch meeting)	Site Visit Team room
13:00 - 14:10 (70 min)	Interview program managers, faculty and staff members involved in the program	Interview room
14:10 – 14:20 (10 min)	Break	Interview room
14:20 – 15:00 (40 min)	Interview students	Interview room
15:00 – 15:10 (10 min)	Break	Site Visit Team room
15:10 – 16:00 (50 min)	Site Visit team meeting	Site Visit Team room
16:00 – 16:10 (10 min)	Break	Site Visit Team room
16:10 – 17:10 (60 min)	Out brief – Additional interview, exchange of views and opinions with program managers, faculty and staff members involved in the program	Interview room
17:10 – 17:20 (10 min)	Break	Site Visit Team room
17:20 – 17:50 (30 min)	Site Visit team meeting	Site Visit Team room
17:50	End site visit	