

Criterion 2-3: Support for Learning and Living

Has an appropriate learning environment been established for the students and support provided to meet their studying and living needs?

Examples of good practice

a) Support for learning

- A course syllabus is prepared and used, and pre-departure guidance is provided students on curriculum content/flow and credited courses, facilitated by sharing such information among the participating institutions.
- In the case of different academic calendars, the institutions take measures to mitigate obstacles to learning such as offering a special calendar for the program, providing intensive lectures, and offering supplemental classes.
- The policy for the case where students fail to complete the course is clearly defined.
- Various forms of learning support are provided to outbound students, including language training, supplemental classes and additional pre-departure guidance, and distance learning support from the home institution.
- Various forms of learning support is provided to inbound students, including course guidance, providing academic support staff and teaching assistants (TAs), additional language training, supplemental classes, translated documents and materials, and support for carrying out administrative procedures.
- An appropriate learning environment is provided that allows participating students to use libraries, IT equipment, and research facilities.

b) Support for living

- Information on financial support, including scholarships, and accommodations is provided students prior to departure, with most of participating students receiving such support.
- For inbound students, information on living support is accurately provided prior to departure. Living support is provided them during the program, such as an on-arrival orientation, language support, counseling, disaster-risk management, and after-graduation career support.
- For outbound students, information on living support offered in the host country is accurately provided prior to departure. Various forms of living support are offered including distance counseling, risk disaster-management, and after-graduation career support in the host county.
- Support for exchange among the participating students is provided as well as for establishing alumni associations (when applicable).

Rubric for Analyzing the Quality Level

	Descriptions
Needs Improvement	<ul style="list-style-type: none"> • Pre-departure course guidance is insufficiently provided. A learning support system, such as supplemental classes, is not provided among the participating institutions, nor are details on the support they offer shared or coordinated. • Scholarships and accommodation support are insufficient, placing a heavy burden on students themselves. A system of responsibility for students' living support is not clearly established, nor are counseling and risk-management services for in/outbound students offered.
Average	<ul style="list-style-type: none"> • The participating institutions share in advance information on their curricula and provide course guidance. Some training and/or supplemental classes are provided to participating students. A learning environment including libraries, IT equipment and experimental facilities is sufficiently provided. • Scholarships and accommodation support are provided to many students. The institutions collaborate and share roles in providing living support, and counseling services are provided at students' request.
Advanced	<ul style="list-style-type: none"> • The participating institutions share in advance information on their curricula and offer appropriate course guidance. Training, supplemental classes, and support by teaching assistants (TAs) are provided to participating students in collaboration among the institutions. A learning environment (including extra-curriculum learning) replete with facilities/equipment is provided. • Scholarships and accommodation support are provided to most students. Various forms of living support (including counseling) are provided in collaboration among the institutions, with related information shared across the program. Career support is provided.
Highly Advanced	<ul style="list-style-type: none"> • The participating institutions share in advance information on their curricula and appropriately provide course guidance. By adjusting and coordinating the academic calendar and course period, disadvantages for participating students are mitigated. Training, supplemental classes, and support by TAs are available at all the institutions, and students make active use of them. Counseling, including using distance communication, is carried out. A superior environment for learning (including extra-curriculum learning) replete with the latest facilities/equipment is provided and used. • Scholarships and accommodation support are provided to all students. Various forms of living support are fully provided at all the participating institutions, and faculty/staff members provide informed advice about them to the students. Students make full use of this support, and data are collected on it for use in systematically improving living support services. Career support is provided with full collaboration among the participating institutions. The institutions support exchange among the students and alumni.