

FY2021 Inter-University Exchange Project  
by Ministry of Education, Culture, Sports, Science and Technology (MEXT) of Japan  
**CAMPUS Asia Common Quality Assurance Standards Project**  
[FY2021-FY2025]

# Project Outcome Report

March 2026

## Foreword

CAMPUS Asia (Collective Action for Mobility Program of University Students in Asia) is an initiative established by the Japanese, Chinese, and Korean governments to promote quality-assured student exchange. Since the launch of Mode 1 (2011 to 2015), the initiative has advanced through successive five-year cycles—Mode 2 (2016–2020) and then to Mode 3 (2021–2025).

At the Ninth Japan-China-Korea Trilateral Summit in May 2024, it was reported that approximately 15,000 students participated in CAMPUS Asia over the 13 years from 2011 to 2023, and it was confirmed that the program will continue to be actively supported with the goal of increasing the number of participating students to 30,000 by the end of 2030.

The three quality assurance agencies— the National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE, Japan), the Education Quality Evaluation Agency of the Ministry of Education (EQEA, China), and the Korean Council for University Education (KCUE, Korea)—have recognized the quality assurance for international inter-university exchanges as a shared challenge and have supported the CAMPUS Asia initiative from the perspective of quality assurance, since its first implementation. During Mode 1 and Mode 2, the three agencies conducted monitoring three times that identified good practices from the perspective of education quality and disseminated the reports widely, both domestically and internationally.

As the number of countries participating in CAMPUS Asia was expected to expand beyond the initial three countries during Mode 3, which commenced in 2021, it was agreed at the seventh meeting of the Japan-China-Korea Committee for Promoting Exchange and Cooperation among Universities, held in September 2019, that the quality assurance agencies would support the development of common quality assurance standards. NIAD-QE was then commissioned and subsidized by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) under its Inter-University Exchange Project to develop common quality assurance standards in collaboration with EQEA and KCUE, to promote shared quality and values of international programs and to further enhance quality-assured exchanges among universities across Asia.

In developing the Standards, the primary aim was to foster a shared understanding of the quality expected of student exchange programs across Asia and to provide a common reference point that supports universities' autonomous and sustainable quality assurance activities. The Standards would then contribute to both the expansion of CAMPUS Asia and to reinforcing its commitment to quality-assured exchange. The collaboration among NIAD-QE, EQEA, and KCUE began to develop the Standards in 2021 at the start of Mode 3, and professional and practical insights from experts in Japan, China, and Korea, as well as input from CAMPUS Asia consortiums, were collected through questionnaires, surveys, and consultations during

the four years of development.

The Standards were developed with a structure consisting of four fundamental principles and eight standards. After they were finalized, the Standards were made available on relevant websites and disseminated both within Japan and overseas through presentations at international conferences and at a symposium hosted by NIAD-QE. We sincerely hope that the Standards will be widely used for the autonomous and continuous quality assurance and enhancement of inter-university exchange programs, and that they will contribute to promoting quality-assured exchanges among universities across Asia.

In closing, I would like to express our deepest gratitude to the participating universities from CAMPUS Asia consortiums and the experts who provided invaluable support and cooperation in the development of the Common Quality Assurance Standards.

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## I . Background of “The CAMPUS Asia Common Quality Assurance Standards Project”

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### 1 . “CAMPUS Asia” Initiatives

“CAMPUS Asia”\* is a concept established by the Japanese, Chinese, and Korean governments to promote quality-assured student exchange. (\*Collective Action for Mobility Program of University Students in Asia) At the second Japan-China-Korea Trilateral Summit in 2009, a proposal was made to further promote high-quality inter-university exchange between the three countries. In April 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 governments-led “CAMPUS Asia” initiative was thereby launched.

This initiative aims to foster global human resources and strengthen the global development of university education by promoting inter-university exchange; it also emphasizes the importance of quality assurance for both programs and curriculums. In line with this concept, a framework for quality-assured inter-university exchange was requested. To support the concrete efforts for quality assurance initiatives, the quality assurance agencies of the three countries have been participating in the “CAMPUS Asia” initiative since it was first launched.

### 2 . Trials to Full-fledged Implementation – “CAMPUS Asia” Mode 1 and Mode 2

The “CAMPUS Asia” promotes international collaborative academic programs implemented by consortiums established through the cooperation of at least three universities in Japan, China, and Korea. The basic framework for student exchange is open to all academic fields, recommends one or more semesters of study at the undergraduate level, encourages the implementation of double-degree programs at the graduate level, and promotes reciprocal mobility through both incoming and outgoing students. Each mode of the “CAMPUS Asia” project runs for five years, and the Japanese, Chinese, and Korean governments jointly determine the adoption of participating programs for each Mode. Mode 1, conducted from FY2011 to 2015, was a trial period during which 10 pilot programs were implemented. The three countries' governments recognized their outstanding achievements and thus, Mode 2 from FY2016 to 2020, became a full-fledged implementation with the number of participating programs increasing to 17 (8 continued from Mode 1 and nine new for Mode 2).

Participating universities in Japan were selected within the 'Inter-University Exchange Project' initiated by Ministry of Education, Culture, Sports, Science and Technology (MEXT).

### 3 . Expanding beyond JCK – “CAMPUS Asia” Mode 3

Starting in 2021, the participating countries expanded beyond Japan, China, and Korea toward sustainable development and expansion of “CAMPUS Asia” in **Mode 3 (2021-2025)**.

Specifically, some universities from ASEAN countries have joined, and 20 programs, including 7 new ones, have been initiated since November 2021 (the universities from Japan were selected through the 'Inter-

University Exchange Project' by MEXT in 2021).

In Mode 3, an exchange of at least three months is recommended for undergraduate programs; an additional recommendation is the awarding of double or joint degrees for graduate programs. In addition, Mode 3 encourages the use of a variety of media in education and also promotes internships and extra-curricular activities outside of academic experiences.



### “CAMPUS Asia” Programs in Mode 3

Universities from Japan, China, Korea, Indonesia, Laos, Malaysia, Singapore, and Thailand are participating. **Total: 20 programs**

#### ■ Continuing: 13 Programs

<u>University (Core Institution)</u>	<u>Project Title</u>	<u>Partner Institutions</u>
<u>Chiba University, Shibaura Institute of Technology</u>	SDI-A: Social Design Initiative in Asia	1. Zhejiang University (China) 2. Yonsei University (Korea) 3. Mahidol University (Thailand) 4. King Mongkut's University of Technology Thonburi (Thailand) 5. University of Technology Malaysia (Malaysia)
The University of Tokyo	BESETO + NUS Platform for the Double Degree, Exchange and Online Learning Programs on International and Public Policy Studies in Asia	1. Peking University (China) 2. Seoul National University (Korea) 3. National University of Singapore (Singapore)
Tokyo University of the Arts	Asian Animation Education Network: Establishment and Management	1. Communication University of China (China) 2. Korea National University of Arts (Korea) 3. Silpakorn University (Thailand)
Tokyo Institute	Joint Education and Research	1. Tsinghua University (China)

of Technology	Programs of Top Asian Science and Engineering Universities (T <sup>2</sup> KN Consortium)	<ol style="list-style-type: none"> <li>2. Korea Advanced Institute of Science and Technology (Korea)</li> <li>3. Nanyang Technological University (Singapore)</li> </ol>
Tokyo University of Marine Science and Technology	OQEANOUS Plus: Education program fostering advanced professionals who can create technology and its application in the strategic development for sustainable utilization of the ocean	<ol style="list-style-type: none"> <li>1. Shanghai Ocean University (China)</li> <li>2. Korea Maritime and Ocean University (Korea)</li> <li>3. Chulalongkorn University (Thailand)</li> <li>4. Kasetsart University (Thailand)</li> <li>5. University of Malaya (Malaysia)</li> <li>6. IPB University (Indonesia)</li> </ol>
Nagoya University	Human resource development to support legal and policy platforms for deepening "jus commune" in East Asia and disseminating it to ASEAN and the World	<ol style="list-style-type: none"> <li>1. Renmin University of China (China)</li> <li>2. Tsinghua University (China)</li> <li>3. Shanghai Jiao Tong University (China)</li> <li>4. Sungkyunkwan University (Korea)</li> <li>5. Seoul National University (Korea)</li> <li>6. National University of Singapore (Singapore)</li> </ol>
Osaka University	Nurturing of medical and public health research leaders to solve health problems in global societies	<ol style="list-style-type: none"> <li>1. Peking University (China)</li> <li>2. Tsinghua University (China)</li> <li>3. Shanghai Jiao Tong University (China)</li> <li>4. Tianjin University of Traditional Chinese Medicine (China)</li> <li>5. Guangdong Pharmaceutical University (China)</li> <li>6. Yonsei University (Korea)</li> <li>7. Mahidol University (Thailand)</li> </ol>
Kobe University	Multidisciplinary Education Program for Careers on Risk Management Experts	<ol style="list-style-type: none"> <li>1. Fudan University (China)</li> <li>2. Korea University (Korea)</li> <li>3. Chulalongkorn University (Thailand)</li> <li>4. National University of Laos (Laos)</li> </ol>
Kyushu University	Cooperational Graduate Education Program for the Development of	<ol style="list-style-type: none"> <li>1. Shanghai Jiao Tong University (China)</li> <li>2. Pusan National University (Korea)</li> </ol>

	Global Human Resources in Energy and Environmental Science and Technology -Expansion to ASEAN-	3. University of Technology Malaysia (Malaysia)
Kyushu University	Cooperative Educational Program for Fostering Human Resources to Lead Sustainable Development of Recycle-Based Zero-Emission Urban and Architectural Environment in Asia	1. Tongji University (China) 2. Pusan National University (Korea) 3. National University of Singapore (Singapore)
Nagasaki University	Asia Intercollegiate Cooperative Project for Nurturing Global Leaders in Sustainable Infrastructure Development	1. Shandong University (China) 2. Sungkyunkwan University (Korea) 3. Nanyang Technological University (Singapore) 4. National University of Laos (Laos)
Waseda University	Social Innovation Program for Promoting Dialogue of Civilizations and Fostering Cultural Intelligence in Contemporary Asian Societies	1. Peking University (China) 2. Korea University (Korea) 3. Nanyang Technological University (Singapore)
<u>Ritsumeikan University</u> , Ritsumeikan Asia Pacific University	Korea-China-Japan Joint Campus program to foster global leaders for East Asia	1. Dongseo University (Korea) 2. Guangdong University of Foreign Studies (China)

■ **New: 7 programs**

Tohoku University	Multimodal Global Leaders Development through Asian-Model Dentistry Consortium	1. Peking University (China) 2. Sichuan University (China) 3. Seoul National University (Korea) 4. Yonsei University (Korea) 5. Chulalongkorn University (Thailand) 6. University of Indonesia (Indonesia)
University of Tsukuba	Development Program for Professionals in Educational Policy Management Contributing to Solving	1. East China Normal University (China) 2. Korea National University of Education (Korea)

	Global Issues	<ul style="list-style-type: none"> <li>3. Khon Kaen University (Thailand)</li> <li>4. University of Technology Malaysia (Malaysia)</li> <li>5. Bandung Institute of Technology (Indonesia)</li> </ul>
University of Yamanashi	A <sup>3</sup> I: Real Problem Solving Driven Artificial Intelligence Education Program	<ul style="list-style-type: none"> <li>1. Hangzhou Dianzi University (China)</li> <li>2. Pukyong National University (Korea)</li> <li>3. University of Malaysia Perlis (Malaysia)</li> </ul>
Nagoya University	Fostering Human Resources for C-Zeroization in Asia Countries	<ul style="list-style-type: none"> <li>1. Shanghai Jiao Tong University (China)</li> <li>2. Korea Maritime and Ocean University (Korea)</li> <li>3. Chulalongkorn University (Thailand)</li> </ul>
Hiroshima University	International Collaborative Human Resources Development Program in Asia to Foster Inclusive Minds	<ul style="list-style-type: none"> <li>1. Beijing Normal University (China)</li> <li>2. Changchun University (China)</li> <li>3. Hankuk University of Foreign Studies (Korea)</li> <li>4. Indonesia University of Education (Indonesia)</li> <li>5. Kasetsart University (Thailand)</li> </ul>
Nagasaki University	Asia Fisheries and Marine Environment Leaders Program (AFIMA Leaders Program)	<ul style="list-style-type: none"> <li>1. Ocean University of China (China)</li> <li>2. Pukyong National University (Korea)</li> <li>3. University of Malaysia Terengganu (Malaysia)</li> </ul>
Rikkyo University	The Asian Consortium for Excellence in Liberal Arts and Interdisciplinary Education (The ACE)	<ul style="list-style-type: none"> <li>1. Seoul National University (Korea)</li> <li>2. Peking University (China)</li> <li>3. National University of Singapore (Singapore)</li> </ul>

出典：INTER-UNIVERSITY EXCHANGE PROJECT: List of Selected Projects (FY2021 Support for promoting the establishment of Asian Higher Education Community)

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## **II . Quality Assurance for “CAMPUS Asia”**

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### **1. Quality-Assured Student Exchange – Concept of “CAMPUS Asia”**

As the scale of international student exchange expands in Asia, it is crucial that universities, governments, and quality assurance agencies work together towards ensuring "quality" to promote high-quality and internationally compatible education and quality-assured student exchange programs.

Efforts to ensure the quality of the programs are the main concept of “CAMPUS Asia” initiatives, and various approaches have been pursued since the initiatives were first launched.

In 2010, the "Japan-China-Korea Committee for Promoting Exchange and Cooperation among Universities," a trilateral council consisting of government, university, and industry officials from the three countries, established the "Guidelines for Exchange and Cooperation among Universities in China, Japan and Korea with Quality Assurance." The guidelines expect all stakeholders, such as governments, universities, and quality assurance agencies, to fulfill their respective responsibilities and strive to implement inter-university exchange programs, ensuring the quality of credits and degrees awarded.

In line with the concept of “CAMPUS Asia,” the quality assurance agencies of Japan, China, and Korea have been working to support the quality assurance of the university consortiums in those three countries since the initiatives first launched.

### **2 . Support for Quality Assurance Initiatives within “CAMPUS Asia” – Monitoring Activities**

Having recognized the nature of quality assurance in international education as a common challenge, the three quality assurance agencies of Japan, China, and Korea launched the Japan-China-Korea Quality Assurance Council in March 2010. [The three quality assurance agencies were: the National Institution for Academic Degrees and University Evaluation (NIAD-UE, at the time) in Japan, the Higher Education Evaluation Center of the Ministry of Education (HEEC, at the time) in China, and the Korean Council for University Education (KCUE) in Korea.] To further promote international joint academic programs and ensure their quality, the Council has conducted monitoring and supported the “CAMPUS Asia” programs through quality assurance as a joint initiative of the three countries.

Monitoring activities are an initiative to identify good practices in the programs from the perspective of the quality of education. Many good practices have been compiled into reports and widely disseminated both domestically and internationally.

The related publications are available at the following URL

<https://www.niad.ac.jp/english/cqa/qacampusasia/publications/>

### **3 . Quality Assurance Initiatives in “CAMPUS Asia” Mode 3 – Developing Common Quality Assurance Standards**

The role of quality assurance became even more important in developing and expanding “CAMPUS Asia” beyond the boundaries of the three countries of Japan, China, and Korea to further improve student mobility and harmonious inter-university student exchange. In particular, to ensure the quality of programs

that transcend various countries and regions in Asia, a shared understanding of quality standards is required for international exchange programs, while respecting the differences between the national systems. It is also desirable to establish a framework that enables the universities implementing the program to engage in quality assurance in an autonomous and sustainable manner.

Thus, followed by the “CAMPUS Asia” monitoring, the three countries' quality assurance agencies worked toward developing common quality assurance standards, which would act as a framework for supporting sustainable quality assurance initiatives of university consortiums throughout Asia.

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### III. Approach to Developing Standards

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#### 1 . What are Common Quality Assurance Standards?

Common Quality Assurance Standards (hereafter the Standards) are intended to serve as common reference points for all program stakeholders and to explain the expected quality, as well as methods for maintaining and improving that quality, with the goal of promoting inter-university exchange with quality assurance within the broader Asian region.

In particular, the Standards aim to support initiatives that enable universities involved in exchanges to deepen their understanding of each other's educational environments and systems, and to enhance quality sustainably while working together and complementing each other.

#### 2 . Implementation Structure for Developing the Standards

Based on the agreement reached at the 7th Japan-China-Korea Committee for Promoting Exchange and Cooperation among Universities held in 2019, NIAD-QE, EQEA, and KCUE jointly worked on developing the Standards. In addition, with the participation of universities from ASEAN countries in "CAMPUS Asia" Mode 3, quality assurance agencies in ASEAN also contributed to the process.

#### 3 . Procedure for Developing the Standards

The project consists of three phases.

##### Phase 1 (2021-2023): Development of the Standards (draft)

- Precedents for quality assurance activities for international joint programs in Asia and other regions were researched. This includes researching the results of the joint monitoring conducted by the quality assurance agencies in Japan, China and Korea under CAMPUS Asia "Mode 1" and "Mode 2."

##### Phase 2 (2023-2025): Questionnaire and interview survey

- Online surveys regarding the "Common Quality Assurance Standards (Preliminary Draft)" were conducted among the university consortiums in the CAMPUS Asia "Mode 3." A total of 20 responses (100% response rate) and nearly 100 comments were collected, including positive feedback on the draft Standards as well as specific suggestions for additions.
- Online interview surveys based on the "Common Quality Assurance Standards (Draft)" were conducted among the 4 voluntarily participated university consortiums out of the 20 programs. Experts from Japan, China, and Korea participated as interviewers, and staff from quality assurance agencies in ASEAN countries participated as observers. By interviewing the consortiums for their efforts according to the draft Standards, the appropriateness of the Standards was empirically examined.

### Phase 3 (2025): Finalization of the Standards and dissemination of outcomes

- The Standards were finalized based on the results of the interview survey. As a key outcome of the project, the Standards were disseminated internationally at two international conferences in May 2025 and at an international symposium in November 2025.

## **4 . Identification of Essential Elements of the Standards and Reference Examples**

### **■ Essential Elements**

The following elements were identified as essential to the Common Quality Assurance Standards.

- **Consideration of Diversity**

It is essential to take into account not only the diversity across Asian countries, but also the various types of exchange programs that have been offered, such as degree programs (including double/joint degrees), semester-long 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.

In developing the Standards incorporating these essential elements, examples of inter-university student exchange programs overseas were collected, and relevant guidelines and reference documents that outline the quality aspects to be considered were reviewed. A direction for developing the standards was defined, specifically referring to the guidelines that have already been agreed upon at the government level and carefully considering the perspectives required. Furthermore, the Standards were developed through cooperation and collaboration with the quality assurance agencies in Japan, China, Korea, and ASEAN countries.

### **■ Reference Examples**

- **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

Examples of ASEAN International Mobility for Students (AIMS) programs—student exchange programs mainly in the ASEAN region promoted by Southeast Asian Ministers of Education Organization Regional Centre specializing in higher education and development (SEAMEO-RIHED)—were collected. Furthermore, Erasmus+ programs funded by the European Commission to support education, training, and youth exchanges within and outside Europe, were also collected as an example for reference.

In addition, evaluation criteria within the screening guidelines for the 2021 Inter-University Exchange Project were used as reference points.

- The AIMS Programme Operational Handbook (Second Edition)
- Erasmus Charter for Higher Education 2021-2027 Guidelines
- Screening guidelines for the 2021 Inter-University Exchange Project

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## IV. Common Quality Assurance Standards

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The full text of the finalized Common Quality Assurance Standards is provided below.

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### 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.
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	
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.
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.

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## V. Standards and Explanatory Notes

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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.

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### 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.

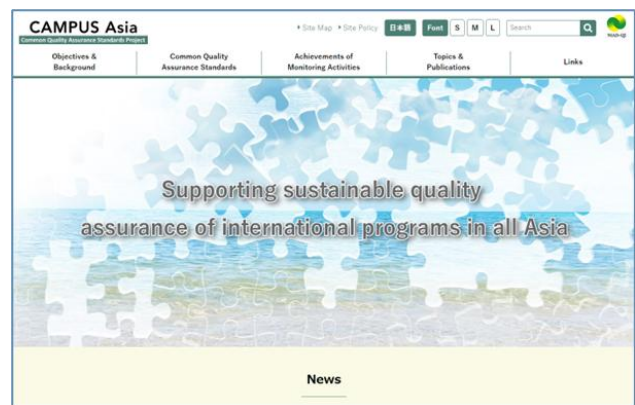
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## VI. Dissemination of Outcomes

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### 1. Dissemination of Outcomes through "The CAMPUS Asia Common Quality Assurance Standards Project" Website

NIAD-QE launched the "CAMPUS Asia Common Quality Assurance Standards Project" website [<https://www.niad.ac.jp/english/cqa/qacampusasia/>] in March 2023 to provide information and updates regarding the project. The website is available in both Japanese and English, and it consists of five content sections: "Objectives & Background," "Common Quality Assurance Standards," "Achievements of Monitoring Activities," "Topics & Reports & Publications," and "Links." NIAD-QE actively disseminated information by posting, in both Japanese and English, articles about meetings and surveys conducted during the process of developing the Standards, as well as about the project outcomes and related activities.



### 2. Presentations at International Conferences

#### 1) Japan-China-Korea joint presentation at the INQAAHE Biennial Conference 2025 (May 2025)

NIAD-QE presented the outcome of "The CAMPUS Asia Common Quality Assurance Standards Project" with China (EQEA) and Korea (KCUE) at the parallel session of the INQAAHE\* Biennial Conference 2025, which was held in Tokyo from May 13 to 16, 2025.

The three agencies first introduced the initiatives on quality assurance for university consortiums in the three countries. Then they presented the background story of establishing the Standards, its process, and the structure of the Standards to the participants from various countries and regions.

This became the first presentation sharing "The Standards" as the main outcome of the project, after its establishment in April 2025. During the Q&A session, active discussions about utilizing the Standards took place and a lot of valuable comments were exchanged.



At the presentation

\*INQAAHE is an international network established in 1991 with the aim of collecting and providing information on theories and practices related to the evaluation, improvement, and maintenance of the quality of higher education. NIAD-QE has been an INQAAHE member since July 2001.

## 2) Japanese - French Workshop on Quality Assurance in Research & Education (May 2025)

NIAD-QE, the French Embassy in Japan, and the High Council for Evaluation of Research and Higher Education (Hcéres) in France jointly organized the workshop to strengthen Japanese – French cooperation in higher education and research on May 16, 2025.

NIAD-QE also presented the outcome of "The CAMPUS Asia Common Quality Assurance Standards Project" as part of its quality assurance initiatives for international inter-university exchange.

## 3. The International Symposium on CAMPUS Asia Common Quality Assurance Standards Project (November 2025)

NIAD-QE hosted the "International Symposium on CAMPUS Asia Common Quality Assurance Standards Project" on Tuesday, November 4th, 2025.

Under the theme of "Quality Assurance of Cross-border Higher Education: Sharing Practices, Perspectives, and Regional Approaches," guest speakers from Japan and abroad introduced the latest practices of policies and initiatives for quality assurance in cross-border higher education in Asia and Europe.

NIAD-QE, in collaboration with China (EQEA) and Korea (KCUE), presented the "Common Quality Assurance Standards."



Promotional Flyer

### ■ Speakers & Presentation Title

- **Professor SUGIMURA Miki**  
**President, Sophia University/ Professor, Faculty of Human Sciences, Sophia University**  
 “Advancing International Higher Education in Asia: Functions and Implications of Common Quality Assurance Standards”
- **Professor NISHIZAKI Hiromitsu**  
**Professor and Director, Center for Promotion of Internationalization, University of Yamanashi**  
 “Initiatives of Internal Quality Assurance in the "Asia Real Problem Solving Driven AI Education Program" in Partnership with Four Asian Universities”
- **Mr. Douglas Blackstock**  
**Former President, The European Association for Quality Assurance in Higher Education (ENQA)**  
 “Quality assurance: building trust and confidence in Cross Border Higher Education, a perspective from Europe”
- **Ms. Margot Van den Broeck**

**Policy Advisor, Educational Policy Department, KU Leuven (Catholic University of Leuven)**

“Shaping the umbrella. Una Europa's internal quality assurance process for joint education”

<Joint presentation>

• **Mr. Dongseok Seo**

**Senior Director, Office of University Innovation Support, KCUE**

• **Professor Luo Xiong**

**Professor, University of Science and Technology Beijing**

• **Professor HOTTA Taiji**

**Visiting Professor, Research Department, NIAD-QE**

“Developing the Common Quality Assurance Standards”

### ■ **Summary of the presentations**

Professor Sugimura introduced trends in international higher education in Asia and the importance of quality assurance in cross-border higher education. She first underlined key principles that could be challenging to quality assurance for inter-university exchanges in Asia : diversity as a foundation, flexibility for uncertain times, support for sustainable quality assurance mechanisms, and additionally, who leads initiatives in quality assurance and how the standards for quality assurance should be applied. Then she touched on the possibilities of challenges and opportunities the "Standards" could bring.



At the Symposium

Professor Sugimura emphasized how the Standards could serve as a common benchmark for students, faculty, and other stakeholders, thereby encourage their mutual understanding of educational systems and support continuous improvement of quality assurance between partner universities. At the same time, she noted the importance of respecting differences in each national contexts and priorities, and of building mutual trust. In this regard, Professor Sugimura stated that the Standards should not be applied as binding rules but should be used as a shared foundation for each stakeholder to enhance their systems.

In the introduction of case studies from the consortiums selected under “CAMPUS Asia,” professor Nishizaki presented the outline of the "Asia Real-World Problem-Solving Driven AI Education Program," which the University of Yamanashi collaborates with universities in China, Korea, and Malaysia, along with introduction of its quality assurance initiatives.

As part of the program's quality assurance efforts, three pillars are adopted: (1) international agreements and frameworks, (2) management and evaluation framework, and (3) information sharing and communication system.

The second pillar facilitates with the steering committee and the international evaluation committee, where

advice from external members is incorporated into program improvement through the PDCA cycle.

Mr. Blackstock gave an overview of the current situation and challenges of quality assurance in cross-border higher education in Europe. He first pointed out that the term "cross-border education" covers multiple forms of education and is defined differently across countries, institutions, or other stakeholders, thus, sometimes it can be complicated to align a shared understanding of the term. Mr. Blackstock further pointed out that, new guidelines for quality assurance in cross-border education are in development on top of existing guidelines, tools, and frameworks, while awareness and implementation of existing guidelines and tools remain insufficient. Therefore, he strongly mentioned that the priority should be placed on strengthening the use of existing guidelines and tools rather than on creating or updating guidelines.

Mr. Blackstock also emphasized that providing students with variety of high-quality learning opportunities requires governments and quality assurance agencies in each country to develop a mutual understanding of their quality assurance initiatives, share good practices seamlessly, and pursue simplification and diversification of quality assurance approaches. Mr. Blackstock concluded that cross-border education offers valuable opportunities not only for students but also for a wide range of stakeholders, including higher education institutions and employers, and this only applies when such education is built on trust, transparency of the education itself, and robust quality assurance.

Ms. Van den Broeck introduced the quality assurance initiatives and challenges of "Una Europa," a university alliance selected under the European Universities Initiative, which aims to promote cross-border cooperation among universities in Europe.

Una Europa implements a steering committee consists of three academics from each of eleven partner universities to oversee the program. The alliance also runs eight clusters, each of which has one representative from every partner university. Among these clusters, the quality assurance cluster is considered particularly important, focusing on developing shared principles, building a knowledge database, and establishing clear roles and responsibilities.

The alliance put importance, from its years of experience, on executing the shared principles into actual practices, exchanging candid dialogue and information to ensure mutual understanding and continuous improvement, and ensuring flexibility. Above all, Ms. Van den Broeck stressed that it is essential for alliances to always keep in mind the primary objective, which is providing students with high-quality education.

At the presentation of the "Common Quality Assurance Standards," the background of the CAMPUS Asia project, process of developing the Standards, and their contents were introduced in detail. The participants survey conducted after the symposium collected positive feedbacks as most participants answered that their understanding of the "Standards" had improved and their interests in the "Standards" had increased.

The symposium was held in a hybrid format of in-person and online, successfully concluded with 276

participants from Japan and abroad.

The presentation materials and recordings are available on the symposium webpage.

<https://www.niad.ac.jp/english/news/en2025/entry-5770.html>



The International Symposium on CAMPUS Asia Common Quality Assurance Standards Project, NIAD-QE

## Advancing International Higher Education in Asia: Functions and Implications of Common Quality Assurance Standards

4 November 2025

Miki Sugimura

President, Professor of Faculty of Human Sciences

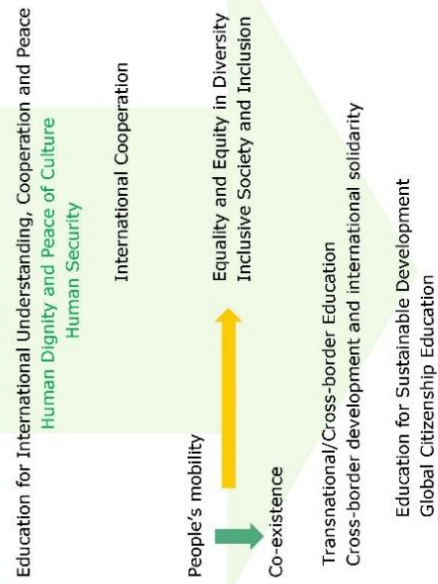
UNESCO Chair on Education for Human Dignity, Peace and Sustainability

Sophia University

### Outline

1. Key topics and Roles of International Higher Education
2. International Higher Education Networks in Asia
3. Quality Assurance of Cross-Border Higher Education
4. Functions and Implications of Common Quality Assurance Standards

### Key Topics in International Education



### Roles of Education

#### —UNESCO (2021) International Commission on the Futures of Education

##### Rethinking Education towards 2050

- The place of education in wider society: strengthening a common public education
- The organization and governance of education: building inclusive educational ecosystems
- The content and methods of teaching and learning: fostering knowledge co-construction and pedagogical communing
- New times for teachers
- Key roles for higher education
- The urgency of global solidarity and international cooperation

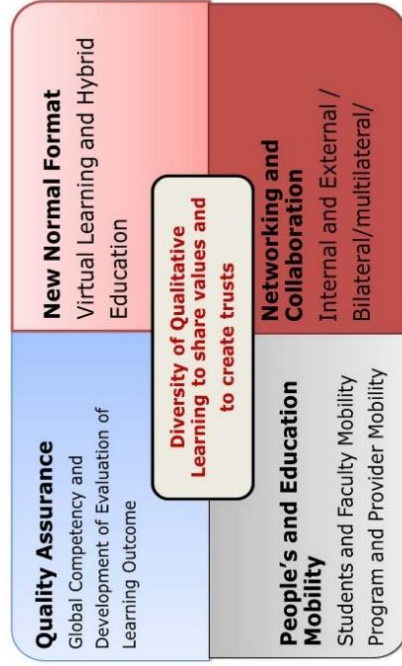
- 1) to play in strengthening the knowledge and educational common.
- 2) the role of universities in teacher education
- 3) decisive significance of universities in producing research and enabling the circulation of knowledge, which both supports educational policymaking and strengthens the school and pedagogical innovation.

## Roles of International Higher Education —Platform for the Exchange and Co-creation of Knowledge

- A platform where intellectuals and ideas—carried along networks likened to the tracks of a moving vehicle—, **come together to exchange, combine, and co-create** new ways of thinking, fresh insights, emerging issues, shared goals, and potential answers
- Roles of international higher education
  - Creation of transcending boundaries of knowledge
    - An initiative characterized by academic interdisciplinarity and integrative scholarship, featuring:
      - A knowledge framework with universal relevance that transcends geopolitical boundaries and systemic differences
      - Connections that span across generations
      - A commitment to sustainability

5

## Key Issues for Transforming International Higher Education



6

## Factors Contributing to the Emergence of International Higher Education Networks

1. Globalization and the Rise of the Knowledge Society
  - The cross-border movement of information, talent, and technology is accelerating, compelling universities to enhance the quality of education and research through international collaboration.
  - Addressing global challenges—such as environmental issues, infectious diseases, and social inequality—requires international knowledge sharing and cooperative efforts.
2. Competition for Talent and Strategic Development of Education
  - Countries are striving to attract outstanding international students and researchers, advancing the creation of appealing educational environments through inter-university networks.
  - In Asia in particular, economic growth has driven the expansion of higher education, fostering the development of regional higher education zones.
3. Growth in educational and study-abroad demand among the general public, supported by rising economic capacity

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## Factors Contributing to the Emergence of International Higher Education Networks (continued)

4. Technological Advancement and the Spread of Distance Education
  - The proliferation of online international learning programs—such as COIL (Collaborative Online International Learning)—has enabled educational collaboration across physical boundaries.
  - Advances in network technologies have contributed to the innovation of educational modalities and the promotion of international joint research.
5. International Educational Cooperation and Institutional Support
  - Institutional frameworks such as quality assurance guidelines developed by UNESCO and OECD, as well as the Tokyo Convention on the recognition of qualifications in the Asia-Pacific region, have facilitated the formation of international networks.

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## International Guidelines for the Quality Assurance of Cross-Border Higher Education (by UNESCO and OECD, 2005)

**The objective** — to establish an international framework for quality assurance in cross-border higher education, in response to the growing provision of academic programs that transcend national boundaries.

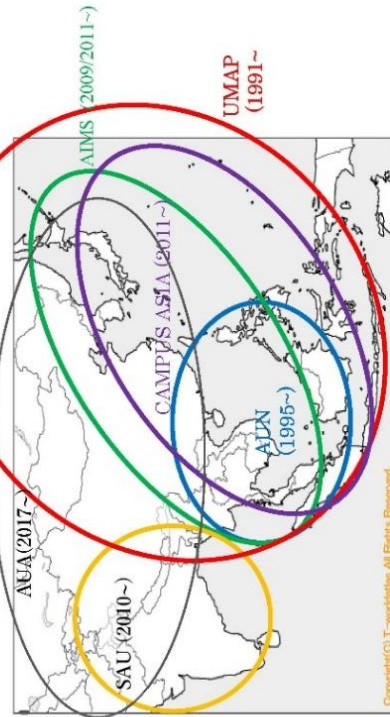
### Key Actions for Quality Assurance in Cross-Border Higher Education

1. System Development through Multi-Stakeholder Collaboration
  - Cooperation between receiving and providing countries
  - Involvement of governments, HEIs, providers, student bodies, QA and accreditation agencies
2. Fair and Efficient Recognition of Degrees and Qualifications
  - Transparent processes for academic and professional recognition
  - Engagement of governments, HEIs, recognition bodies, and professional associations
3. Strengthening Networks and Partnerships
  - Building connections among domestic and international stakeholders
  - Promoting collaboration and mutual support across sectors
4. Clear and Reliable Information Provision
  - Ensuring accessible and accurate information on program quality
  - Shared responsibility among all stakeholders

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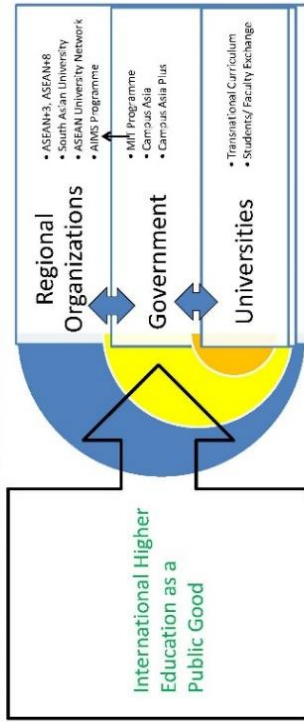
## International Higher Education Networks in Asia



Source: Sugimura

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## Key Actors in Regional Collaboration Networks in Higher Education in the Asian Context



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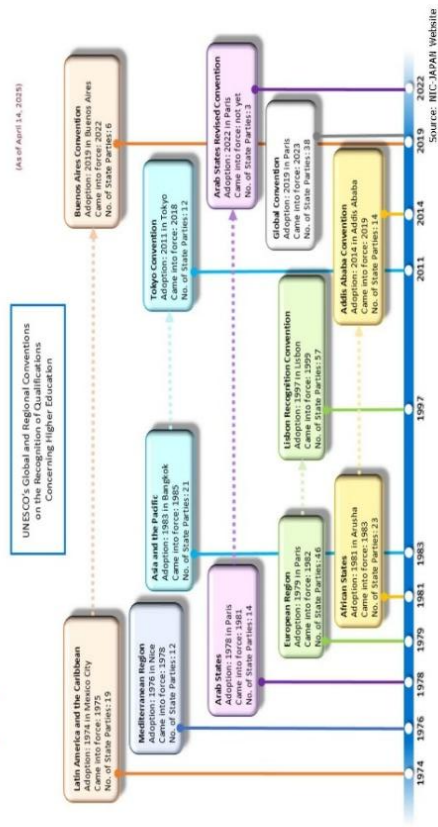
## Functions of Regional Networks in Higher Education

1. **Facilitation of International Mobility**  
 Advancement of cross-border mobility for students and academic staff, both within and beyond regional boundaries, contributing to the diversification and globalization of higher education ecosystems.
2. **Provision of Dialogic Platforms for Regional Issues**  
 Establishment of inclusive spaces for learning and deliberation on transnational regional challenges, engaging not only students and faculty but also members of the broader public.
3. **Cultivation of Shared Perspectives on Regional Communities**  
 Promotion of mutual understanding and conceptual alignment regarding regional communities among individuals from diverse cultural backgrounds.
4. **Generation of New Academic Frameworks and Disciplines**  
 Encouragement of innovative academic inquiry and the development of emerging fields within the context of international higher education collaboration.

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## UNESCO's Conventions on the Recognition of Qualifications Concerning Higher Education



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## International Collaboration in Quality Assurance of Higher Education in Asia

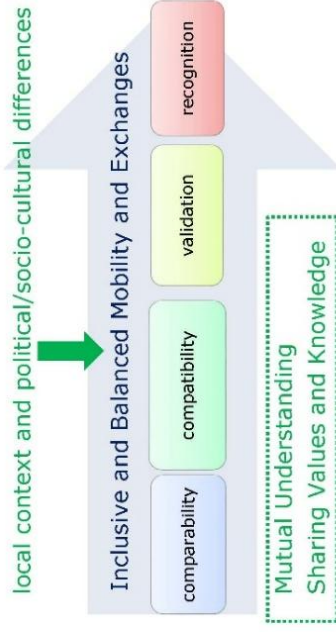
**International Credit Transfer System**  
 —UMAP Credit Transfer System (UCTS) for University Mobility in Asia and the Pacific  
 —ASEAN Credit Transfer System (ACTS) 2008

**International Network of Quality Assurance**  
 —International Network of Quality Assurance Agencies in Higher Education (INQAAHE)  
 —Asia-Pacific Quality Network (APQN)  
 —ASEAN University Network- Quality Assurance Alliance (AUN-QA)

**Qualification Framework**  
 —ASEAN Quality Assurance Framework (AQAF)

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## Creating More Transparency for Enhancing People to People Connectivity



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## Key Principles for Quality Assurance in Asian Higher Education Exchange

- 1. Diversity as a Foundation**
  - Context: Asia hosts a wide range of exchange formats—double/joint degrees, semester-long study abroad, short-term intensive programs.
  - Implication: Quality assurance standards must be designed with diversity in mind.
- 2. Flexibility for Uncertain Times**
  - Context: Pandemics and shifting social conditions create uncertainty.
  - Implication: Standards should promote flexible teaching methods and support systems to ensure continuity in student learning.
- 3. Support for Sustainable QA Mechanisms**
  - Context: University consortia are implementing internal quality assurance initiatives.
  - Implication: Standards should strengthen and enhance these mechanisms to support autonomous and sustainable quality improvement.

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## Functions of Common Quality Assurance Standards

### Purpose:

To promote quality-assured inter-university exchange across Asia by offering a shared reference for program design and improvement.

### Key Questions:

- What defines quality in exchange programs?
- How can that quality be sustained and enhanced?

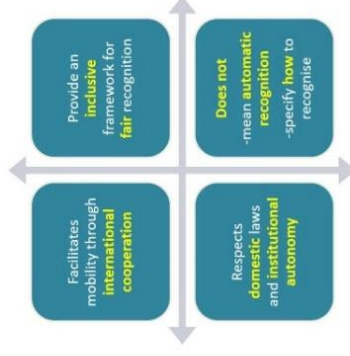
### Functions:

- Serve as a common benchmark for students, faculty, and stakeholders
- Encourage mutual understanding of educational systems
- Support ongoing collaboration and continuous improvement between partner universities

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## Fostering cooperation among organizations —Asia-Pacific Network of National Information Centres (APNNIC)

- APNNIC is the official network of national information centres in the Asia-Pacific region concerning higher education since 2019.
- In line with the Tokyo Convention and international best practices, the network promotes fairness and transparency, which are necessary for high-quality recognition decisions to enable physical and virtual mobility.



(Source: APNNIC Website)

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## Recent Geopolitical Impacts on Higher Education

### Reconstructing Internationalization

Due to geopolitical tensions and cases of restricted international joint research and student exchange programs are increasing.

### Balancing National Security and Academic Freedom

In specific fields such as artificial intelligence and quantum technologies, restrictions on accepting foreign researchers and regulations on technology transfer have been tightened for national security reasons.

### Higher Education as a Regional Strategy

Higher education institutions are being incorporated into regional geopolitical strategies, with efforts underway to attract universities and establish research hubs in targeted areas.

### Regional Disparities in Educational Opportunities

Changes in university location policies have led to growing disparities in access to higher education between urban and rural regions.

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## Implications of Common Quality Assurance Standards

- Traditionally, East Asia has lacked a shared regional foundation for quality assurance across countries.
- Reference Guidelines Used in the Formulation of the Standards Emphasizing Key Principles with Respect for National Contexts
  - Diversity Across Countries
  - Flexibility in Implementation
  - Sustainability Through Collaboration (NIAD-QE, EQEA, KCUE)
- Enhancing shared perspectives and mutual trust through procedural engagement
- Designing a Framework of Standards
- Creating an international higher education zone: Provisionally titled "Asia for All" designed by Campus Asia

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FOR OTHERS, WITH OTHERS

国際質保証制度設計業務成果発信シンポジウム (2025.11.04)  
 「国境を越えた高等教育の質保証：異域・拠点・地域のアプローチの共有」

## Initiatives of Internal Quality Assurance in the “Asia Real Problem Solving-Driven AI Education Program” in Partnership with Four Asian Universities



**NISHIZAKI Hiromitsu**  
 Director of Promotion for Internationalization,  
 University of Yamanashi



1

## “Asia Real-World Problem-Solving Driven AI Education Program” (Asia Applied Artificial Intelligence: A<sup>3</sup>I)

- Selected in 2021 as one program under the “Project to Strengthen the Global Reach of Universities” (Campus Asia+)



2

## A<sup>3</sup>I Program Leveraging Each University's Strengths

- Background: Problems Facing Asia and Japan**
  - Asia faces a shortage of AI talent and lacks established effective education models
  - Human resource development to solve real-world problems in local communities and industries using cutting-edge AI is urgently needed
- Program Objective: Pioneering Asia's Future Through AI Education**
  - Establish a new international industry-academia collaboration AI education model, serve as a bridge with Asian countries, and aim to cultivate AI talent to drive Society 5.0 and DX

Areas of Strength	Industry	Field
Computer vision	Manufacturing (Monozukuri)	Smart agriculture
Brain machine interface	Advanced AI	Rehabilitation
Smart robotics	On-campus	Healthcare
IoT	Multi-nationality	Smart city

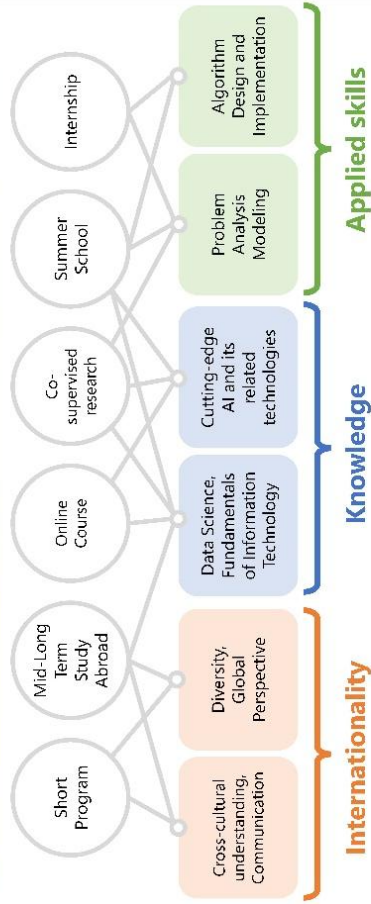
3

## Contents Implemented in the A<sup>3</sup>I Program

- Short-term exchange “Short program”**
  - Developing a global mindset through cultural experiences and local exchanges in each country
  - Implementing technical training (summer schools) that leverages the strengths of each university
- Mid- to Long-Term Exchange (Dual-Degree Program)**
  - Establishment of a framework for credit transfer with quality assurance
  - Awarding of degrees in accordance with each university's regulations
- Establishment of a **Cross-Border Joint Research Supervision System** and Promotion of International Collaborative Research
- Online Course**
  - Faculty members from various universities conduct omnibus lectures
- Strengthening industry-academia collaboration networks that leverage the strengths of industry and regional characteristics
- Building and Operating an **Alumni Network**

4

## Competencies and Capabilities Developed Through the A3I Program



5

## Dual-Degree (DD) Program

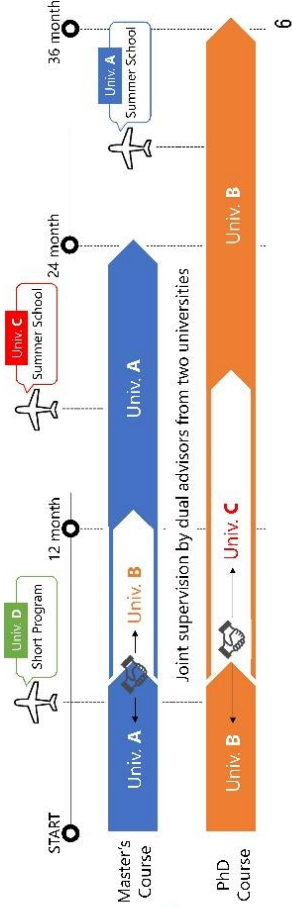


### • What is a dual degree program?

- A system in which students enroll in educational programs at different universities and earn two degrees simultaneously
- The A<sup>3</sup>I Program has concluded DD program agreements between four graduate schools\*

\* HDU-UnitMAP has not been signed yet

### The DD Scheme in A<sup>3</sup>I



## Major Achievements in the A<sup>3</sup>I Program



- **Establishment of an Educational Model**
  - University of Yamanashi, PKNU, HDU, and UnitMAP sign MoA to implement DD program
  - **Strengthening the Quality Assurance System:** Establishing Program Management and Improvement Processes through the A<sup>3</sup>I Steering Committee and the A<sup>3</sup>I International Evaluation Committee
- **Exchange Results**
  - Despite the impact of the COVID-19 pandemic, over **564 students** participated in various exchange activities by the end of 2024 academic year
  - **Number of DD degree holders:** Number of individuals who will have obtained a DD degree by the end of the 2024 academic year
    - X Master's Degree **5 students (UY)**, **3 students (PKNU)**
    - X PhD Program **5 students**
    - X Master's Degree **10 students (HDU)**
  - **International co-authored papers:** Over **50 papers** co-authored between A3I partner universities
- **Enhancing Student Capabilities**
  - Based on student survey results, improvements were confirmed in six competencies, including "communication skills with people from different cultural backgrounds," "cutting-edge AI knowledge," and "real-world problem-solving skills."

7

## Preparations developed for A<sup>3</sup>I program (1/3)



- **Changes to student status system at Univ. of Yamanashi**
  - Students on exchange programs previously held "Study Abroad" status
  - A student could not register for courses offered at Univ. of Yamanashi
  - **Going on an exchange program inevitably delayed graduation by six months to one year**



### • **New academic status system developed for A<sup>3</sup>I**

- ✓ Students can now take UY courses online or on-demand while they are abroad
  - However, no separate curriculum will be prepared for students studying abroad; evaluation and credit recognition will follow the same scheme as for regular coursework
- ✓ Students will not postpone their graduation due to participation in the A<sup>3</sup>I program

8

## Preparations developed for A<sup>3</sup>I program (2/3)

## Preparations developed for A<sup>3</sup>I program (3/3)

- **Expansion of Credit Transfer**
  - [Principle of Credit Recognition] The syllabus of the course for which the student earned credit must correspond to the syllabus of the course for which credit recognition is being considered
    - ✓ If the courses offered at the host and home institutions do not match, students must take many courses at both universities, imposing a heavy burden on them
  - To enable students to acquire broader knowledge beyond what is offered in the UY's educational program, the curriculum was revised and new courses eligible for credit transfer were added
    - ✓ "Basic Principles for the Operation of the Credit Transfer System" (MEXT Notice No. 328, Attachment 4)
      - When courses offered by other universities have a degree of equivalence sufficient to be considered within the scope of a specific category of elective courses at one's own university, credit may be granted even without a one-to-one correspondence in terms of content, level, and other factors.
- **Quality Assurance of Credit Transfer**
  - ✓ The Faculty of Engineering Education Committee reviews whether credits earned abroad align with the diploma policy and curriculum policy of the student's educational program.

UY operates a system that ensures quality while reducing the burden on students

9

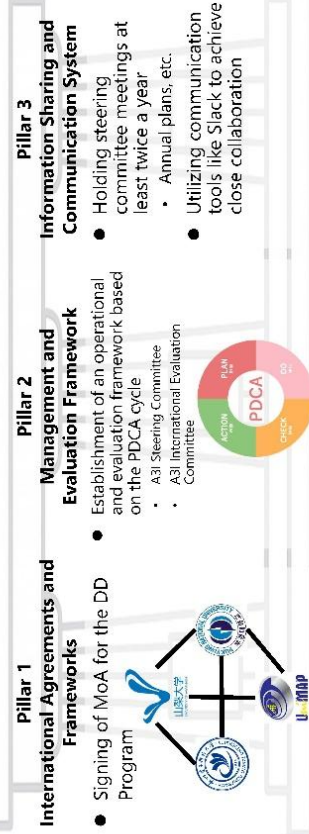
- **English-supported Courses in UY Master's Programs**
  - Increased English-supported courses across all educational programs in the Master's Program in Engineering at UY Graduate School even in educational programs unrelated to A<sup>3</sup>I
- **Establishment of joint research supervision system**
  - **Integration of research themes**
    - ✓ Matching of host faculty members based on research themes
    - ✓ Research supervision leveraging the strengths of supervising faculty at both sending and receiving universities
  - **Researcher exchange**
    - ✓ Visits by home university supervisors
  - **Co-authoring international research papers**
- **Student Support**
  - Mutual exemption of admission and tuition fees
  - Accommodation support
  - Religious considerations (providing prayer rooms)

10

## Three Core Pillars Supporting Quality Assurance

## Quality Assurance of Educational Content

### The A<sup>3</sup>I Program



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- **Quality Assurance Based on International Standards**
  - Quality assurance based on MEXT's "Guidelines for Establishing International Joint Degree Programs such as Joint Degrees and Double Degrees"
    - ✓ Education programs are also reviewed by the Internal Quality Assurance Committee at the University of Yamaguchi
  - Partner universities are also accredited by quality assurance agencies in their respective countries, such as the Accreditation Board for Engineering Education of Korea, the Board of Engineers Malaysia, and the Higher Education Teaching Evaluation Center of the Chinese Ministry of Education
- **Clarification of requirements for obtaining DD degree**
  - Based on each university's prescribed degree awarding process
- **Credit Transfer Scheme**
  - Establishment of a credit transfer scheme and effective course enrollment model
  - Newly established common courses (online courses) between universities, recognized as credits for completion

12

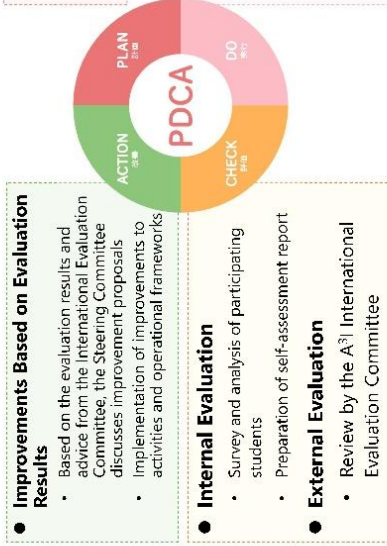
## Establishment of an International Quality Assurance Framework



- **Quality Assurance System**
  - Establishment of an operational and evaluation framework following **the PDCA cycle**
- **Evaluation System**
  - **A<sup>3</sup>I Steering Committee**
    - ✓ Planning and decision-making: One representative each from each university responsible for education, research, and international affairs.
  - **A<sup>3</sup>I International Evaluation Committee**
    - ✓ Evaluation and advice by external experts: One academic and one industry representative appointed from each country
- **Degree**
  - Earn the required credits (or receive credit transfers) in accordance with each university's educational program regulations and policies
  - Dissertations are rigorously reviewed based on each university's degree examination regulations
- **Grading**
  - Development of a system capable of issuing transcripts that clearly visualize learning objectives and assessment methods, based on the "ASEAN+3 Guidelines on Transcripts and Supplementary Materials for International Students' Academic Records"

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## Quality Assurance PDCA Cycle



- **Improvements Based on Evaluation Results**
  - Based on the evaluation results and advice from the International Evaluation Committee, the Steering Committee discusses improvement proposals
  - Implementation of improvements to activities and operational frameworks
- **Internal Evaluation**
  - Survey and analysis of participating students
  - Preparation of self-assessment report
- **External Evaluation**
  - Review by the A<sup>3</sup>I International Evaluation Committee

- **A<sup>3</sup>I Steering Committee**
  - Review program curricula and credit transfer schemes
  - Planning various initiatives
- **Program Implementation**
  - Operation of short programs, summer schools, and short-term/mid-to-long-term study abroad programs according to the plan
  - Close collaboration between universities is maintained to resolve any unexpected issues that arise during program operation

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## Conclusion



- **Overview of the A3I Program**
  - **Purpose:** To serve as a bridge between Japan and Asia, fostering AI talent
  - **Target Talent Profile:** Individuals equipped with international perspective, knowledge, and applied skills
  - **Collaboration leveraging the strengths of four universities:** Yamaguchi University, PKNU, HDU, and UniMAP
- **Quality Assurance Framework for the Program**
  - **International Quality Assurance Framework:** PDCA cycle is implemented effectively. A system is established to conduct inspections by the Evaluation Committee and constantly measure improvement
  - **Quality Assurance of Educational Content:** Establishment of a quality-assured DD education program through credit transfer schemes, electronic transcripts, and collaborative research frameworks

**The A<sup>3</sup>I Program aims for continuous development as an Asian AI talent development model, grounded in international quality assurance**

15

Douglas Blackstock, former President  
Campus Asia symposium  
Tokyo, 4 November 2025

## Quality assurance: building trust and confidence in Cross Border Higher Education, a perspective from Europe

enqa.

1

### ABOUT ENQA

- 62 full members and likely to grow as agencies align with European Standards and Guidelines
- 42 affiliates with some likely to become full members
- The policy body for external quality assurance in Europe
- Represents member quality assurance agencies in policy dialogues in the European Higher Education Area
- Provides services to members to support development and for stakeholders in developing QA policy
- Works with members to drive the development of policy & practice in quality assurance & enhancement

enqa.

ENQA's  
members &  
affiliates  
safeguard  
quality for 32.9  
million students  
in the European  
Higher  
Education Area

2

### THE COMPLICATED WORLD OF CROSS BORDER HE

- Opportunities: international collaboration; widening access; graduate mobility
  - Challenges: multiple forms; little shared language or understanding; guaranteeing quality
- A simpler focus for today:**
- Transnational education – an institution from one country delivering programmes in another country
  - Cross border collaboration - joint/dual programmes delivered in partnership by institutions from more than one country
  - Cross border accreditation - a 'market' approach whereby institutions choose an accrediting body from another country to suit their purposes.

3

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### A SIMPLIFIED VIEW OF CROSS BORDER QA

**QA of TNE:** When an agency from the 'sending' country verifies the quality of the provision of an institution based in its country in the 'receiving' country

**QA of joint and dual degrees:** When a single exercise is conducted to verify the quality of a partnership of two or more institutions, conducted by a single or multiple agencies

**Cross border accreditation:** When a QA agency from one country accredits an institution in another country to replace or supplement national rules, for brand reputation or quality enhancement

4

## EXISTING QA TOOLS & FRAMEWORKS

**ESG 2015**

**AQAN**

**ASEAN QUALITY ASSURANCE FRAMEWORK**

**EUROPEAN APPROACH FOR QUALITY ASSURANCE OF JOINT PROGRAMMES**  
October 2014  
Approved by EHEA ministers in July 2015

**THE GOOD PRACTICES IN QUALITY ASSURANCE SYSTEMS**

**TOOLKIT FOR QUALITY ASSURANCE AGENCIES**

5

## TRANSNATIONAL EDUCATION

Franchise programmes  
Branch campuses  
Distance learning  
Joint programmes  
Online education  
Degree validation  
Joint ventures  
Partnerships  
Independent HEI  
University networks

**TNE**  
**CBHE**

6

## CONCERNS ABOUT QUALITY OF TNE

- Is the education the same standard as in the home country?
- What adaptations should be made to the local context?
- Are students receiving value for money?
- How are stakeholders involved?

7

## BACKGROUND AND POLICY CONTEXT (I)

**2013-16 QACHE project**  
‘Quality Assurance of Cross-border Higher Education’  
Toolkit with principles and recommendations for agencies and networks of agencies

**2023 ENQA paper**  
Highlighted lack of transparent implementation of existing guidelines, need for clear roles and responsibilities, and for individual agencies/countries to take the lead

**2024 Tirana Communiqué**  
EHEA Ministers committed to promoting a...  
*‘more robust and transparent quality assurance of transnational education delivered worldwide, in line with the ESG, to protect the interests of students.’*

**enqa.**

**2024 Tirana Communiqué**  
Protecting the interests of students on transnational education programmes: the role of transparent quality assurance

8

## BACKGROUND AND POLICY CONTEXT (2)



### Lisbon Recognition Convention

- 2022 monitoring report includes TNE
- Council of Europe and UNESCO are working on the new Code of Good Practice in the Provision of Transnational Education in the framework of the LRC Committee

### Global Recognition Convention

- the Operational Guidelines, include provisions and guidance on TNE
- 2025 agreement to develop a draft subsidiary text on quality assurance, including that of transnational education

### OECD/UNESCO Guidelines

- 2025 monitoring report concludes patchy awareness and implementation
- Recommendation to focus on strengthening use rather than updating the guidelines

9

## SOME VIEWS OF TNE FROM OUTSIDE EUROPE



Albert Chow, HKCAVQ (Hong Kong)

"Key benefits include broadening of educational experiences in terms of quality, pedagogies and domain of programmes, especially when they are not available locally. Key risks include monitoring, adaptation of TNE to local context, especially where statutory or professional requirements exist."



Martin Strah, CONEAU (Argentina)

"Ensuring the quality of programs within Argentina is an unavoidable public policy and is related to the national recognition of degrees and subsequent professional practice. Foreign institutions wishing to offer their programs within the country must undergo a rigorous evaluation process..."



Olusola Oyewole, AAU (Africa)

"The expertise needed for ensuring the quality of transnational education is quite different from that of internal institutions. Protection of the learners is an issue that needs to be the concern of all but now the learners are open to the exploitations of various institutions."

10



## BROADER CHALLENGES FOR TNE

Lack of data is a real problem

Even where regulatory frameworks do exist, the definition of TNE varies

Additional guidelines are in development for QA and TNE under the Lisbon and Global Recognition conventions.

OECD surveyed their states and confirmed that awareness and implementation of the OECD/UNESCO guidelines is patchy.

ENQA has concerns about the various initiatives to produce more guidelines etc. without real tools to ensure implementation.

ENQA's ROQA-TNE activities will focus on encouraging transparency and information provision.

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## ENQA'S ROQA-TNE PROJECT

Led by ENQA, the Robust QA of TNE project will focus on TNE delivered by sending institutions in the EHEA to receiving countries outside the EHEA

The project will:

- Explore and map current approaches to the QA of TNE by EHEA
- Facilitate the exchange of experience and peer learning, and share examples of good practice,
- Extend, update and disseminate guidance on QA of TNE for QA agencies
- Support QA agencies in reflecting on their own policies and methodologies

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## QA OF JOINT AND DUAL PROGRAMMES

Opportunities for students to learn in different cultures and environments and for institutions to share expertise and draw on expertise

Challenges: funding for students, and institutions operate within constraints of their own national contexts, legal and regulatory requirements

The 'European approach' to QA of Joint Programmes was developed to make this simpler, but systems do not often 'talk to each other' due to national requirements.

Ministers have asked that the European approach to QA of Joint Programmes will be updated as the ESG are revised.

QA agencies as enablers - ENQA work with the European Commission on QA for the 'European degree label' for joint programmes offered by European University Alliances

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## CROSS BORDER QA BY AGENCIES

**'...cross-border QA refers to external QA activities of a QA agency carried out in a country other than the one in which it is based or primarily operates. For higher education institutions, this may be a voluntary process or part of the national mandatory external QA'**

- Key Considerations for Cross-Border Quality Assurance in the European Higher Education Area



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14

## THE EUROPEAN POLICY COMMITMENT

In the framework of the Bologna Process, cross-border QA is supported, and in the Yerevan Communiqué (2015), ministers in charge of higher education in the EHEA committed to allowing :

***“higher education institutions to use a suitable EQAR registered agency for their external arrangements for the process, respecting the national arrangements for the decision making on QA outcomes”***

15

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## BENEFITS OF CBQA (1)

Offers HEIS the possibility to

- identify an agency that best suits their own mission and profile, and which can in turn best meet their own needs
- strengthen the institutions' internationalisation policies and develop their collaboration with other foreign institutions
- help improve the recognition of their qualifications
- increase stakeholder engagement, strengthening the institutions' own responsibility for quality and the external acknowledgement of the institutions' efforts

as identified in 'key considerations'

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## BENEFITS OF CBQA (2)

For QA agencies, cross-border QA may provide

- a possibility to expand their national and international profile and gain prestige
- an increase in income
- learning opportunities to improve their own processes and methodologies
- the ability to promote continuous improvement within their specific field

as identified in 'key considerations'

17

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## BUT THERE ARE ISSUES

- Not all countries have opened-up their systems to the possibility
- Even where countries have, there are practical/administrative barriers
- Open markets makes agencies financially unstable
- Some agencies have not accounted for the local context
- Concerns that the 'market' undermines emerging national agencies
- Are agencies using the ENQA & EQAR 'brands' for non-ESG activities
- Marketing activities that seek to discredit fellow agencies
- Are HEIs choosing for quality, or simply on price- the risks of 'accreditation shopping' are agencies cutting corners to win on price
- Desk based accreditation across continents

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## ADDRESSING CONCERNS

- The ESG are under review for adoption by Ministers in 2027
- There are proposals to have a stronger standard on professional conduct
- As part of the Bologna 'Thematic Peer Group' on QA, ENQA is developing a 'code of conduct' on CBQA
- ENQA will strengthen its guidelines for review of agencies in relation to lines of enquiry on CBQA and to operate in line with the revised ESG

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## IN SUMMARY



Cross border higher education offers huge opportunities for students, institutions and broader stakeholders in HE



Quality assurance is central to ensuring it is trusted by students, governments, employers, and the public at large

20

## SELECTED FURTHER READING

ENQA paper to European Quality Assurance Forum on protecting interests of students in TNE. [Governor\\_Blickstock-TNE-paper.pdf](#)

ENQA (ed). 2015. Cooperation in Crossborder Higher Education: A Toolkit for Quality Assurance Agencies. Brussels, Belgium. [https://www.enqa.eu/wp-content/uploads/QACHE-Toolkit\\_web.pdf](https://www.enqa.eu/wp-content/uploads/QACHE-Toolkit_web.pdf)

ENQA, ESU, EUA, EURASHE, EQAR. 2017. Key consideration for Cross-border Quality Assurance in the European Higher Education Area. Brussels, Belgium. [www.enqa.eu/wp-content/uploads/Key\\_Considerations-CBOA-EHEA.pdf](http://www.enqa.eu/wp-content/uploads/Key_Considerations-CBOA-EHEA.pdf)

European Approach for Quality Assurance of Joint Programmes. Approved by EHEA ministers in May 2015. [https://enqa.eu/wp-content/uploads/2015/06/European-Approach-OA-of-Joint-Programmes\\_Terevan-2015.pdf](https://enqa.eu/wp-content/uploads/2015/06/European-Approach-OA-of-Joint-Programmes_Terevan-2015.pdf)

OECD and UNESCO. 2005. Guidelines for Quality Provision in Cross-Border Higher Education. Paris, UNESCO. <https://web.archive.org/2012-06-15/147238-35779480.pdf>

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# Stay in touch!



Sign up to receive  
our quarterly newsletter:  
[www.enqa.eu/contact/#newsletter](http://www.enqa.eu/contact/#newsletter)

Follow ENQA on social media:



# THANK YOU

**enqa.**

22

# Shaping the umbrella.

Una Europa's internal quality assurance process for joint education

Tuesday, 4 November 2025



1

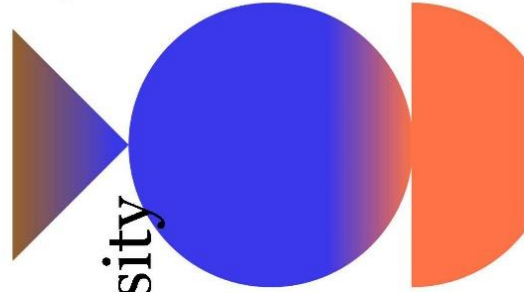
## Outline

1. Understanding European University Alliances
2. Quality assurance in European joint programmes
3. The context of Una Europa
4. Launching a Joint Bachelor Programme within Una Europa
5. Expansion from flagship to a holistic QA system
6. Challenges in the development of an internal QA system for joint programmes
7. Lessons Learned and Policy Recommendations



2

# Understanding European University alliances



3

## European University Alliances: Strategic Integration Model

- European Universities alliances unite higher education institutions with shared strategic priorities to maximise their impact for the benefit of **students, academic and professional staff, and society**.
- Rooted in the *European Universities Initiative (EUI)*, launched in 2019 under Erasmus+, aiming to:
  - Improve the **international competitiveness** of higher education institutions in Europe and beyond
  - Foster **excellence, innovation and inclusion**
  - Promote **European values and identity**
- European Universities alliances connect colleagues from higher education institutions across the continent to **create new ways of learning, researching, and serving society**.
- European Universities alliances are building new bridges between higher education and wider society to tackle the **21st century's biggest challenges**.



4

## The policy trajectory



- **Bologna Process** (1999–): Established the EHEA, harmonizing degree structures and QA standards.
- **Lisbon Strategy & Europe 2020**: Emphasized knowledge-based growth and innovation.
- **Erasmus+ and Horizon Europe**: Provided funding and strategic alignment for transnational cooperation.
- **European Universities Initiative** (2019):
  - Political endorsement by EU Council and Commission.
  - Competitive calls for alliances with long-term transformation agendas.



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## From vision to reality: Building European Universities

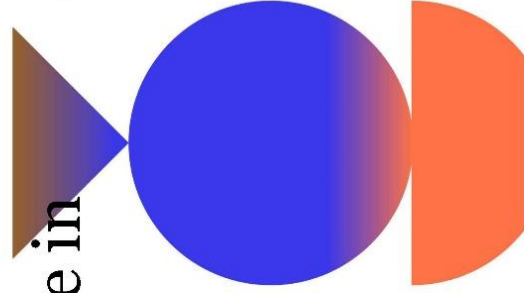


- Ambition to create a **network of European Universities by 2024** as flagships of European higher education.
- **High political support and momentum** at European and national levels.
- **Una Europa selected in the first pilot call in 2019** of the European Universities Initiative enabling it to assume a **pioneering role in shaping alliance-level policy, governance structures, joint education models, and internal quality assurance frameworks**.
- **Milestone in 2024: 64 alliances** spanning **35 countries**, representing over **500 higher education institutions** across Europe.



6

## Quality Assurance in European Joint programmes



- Education remains a **national competence** within the EU. Member States define their own QA procedures, accreditation models, and recognition frameworks.
- Joint programmes require **cross-border cooperation** in curriculum design, delivery, and quality assurance. Fragmentation across national systems creates **operational and legal challenges**.
- The **Bologna tools** were developed as part of the Bologna process:
  - **European Standards and Guidelines** for the quality assurance in the European Higher Education Area (**ESG**); Common principles for internal and external QA.
  - **Qualifications Framework** for the EHEA (**QF-EHEA**); Aligns learning outcomes and degree levels.
  - **ECTS** (European Credit Transfer and Accumulation System); Facilitates credit recognition and transparency.
  - **Diploma Supplement**: Enhances international readability of qualifications.
- **EQAR**



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## European coordination to foster collaboration



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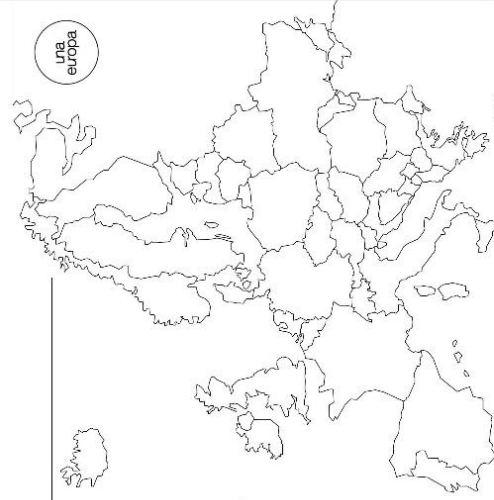
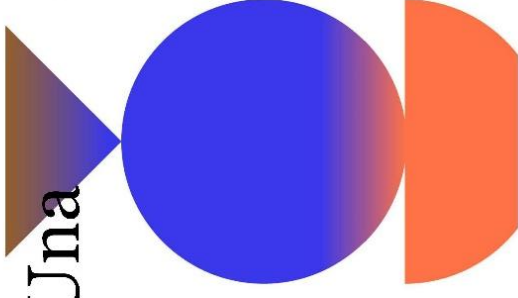
## Navigating QA Diversity Promise and Limits of the European Approach



- No uniform QA pathway for joint programmes caused by **diversity in national QA systems**: programme-level accreditation, institutional accreditation, mixed models and institutions with self-accreditation rights.
- **European Approach** for QA of Joint Programmes (2015):
  - Designed to enable a single QA procedure for joint programmes across borders.
  - Based on ESG and requires use of EQAR-registered agencies.
  - Aims to reduce duplication and foster trust.
- **Implementation Challenges**:
  - Not all Member States have adopted the European Approach.
  - Legal and procedural barriers persist.
  - Institutional awareness and regulatory alignment vary widely.

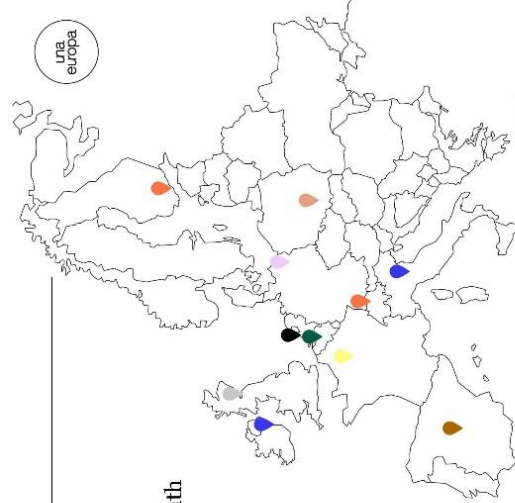


## The context of Una Europa



What is Una Europa?

- Una Europa is an alliance of **11 leading universities** from all corners of Europe.
- Together, we are forging a new path for education and research in Europe and beyond to shape our shared future for the better.
- Founded in 2019, Una Europa has secured successive rounds of European Union funding to realise our vision for a European University of the Future.
- Guided by our **2030 Strategy**, Una Europa is working towards a **truly inter-university and pan-European campus**, shaped by universities' central obligations to society, research and innovation, teaching and learning, and societal outreach.
- We promote common **European values** by including cross-border collaboration. Our joint activities and deliverables should enable **interdisciplinary, intercultural and international** collaboration.



Una Europa partner universities

- + Freie Universität Berlin
- + Università di Bologna
- + University College Dublin/An Coláiste Ollscoile Baile Átha Cliath
- + University of Edinburgh
- + Helsingin Yliopisto/Helsingfors universitet
- + Universiteit Leiden
- + Uniwersytet Jagielloński w Krakowie
- + KU Leuven
- + Universidad Complutense de Madrid
- + Université Paris 1
- + Panthéon-Sorbonne Université
- + Universität Zürich



## Our Focus Areas

Each focus area fosters multidisciplinary and includes most of the studies offered at our universities. The Focus Areas act as the thematic 'glue' that ties our universities together in our mission to create a virtual campus.



Cultural Heritage

Europe and the World

One Health

Sustainability

Future Materials & Technologies



Co-funded by the Erasmus+ Programme of the European Union

## Our Transversal Themes

The guiding principles for our collaboration



Student-centred and research driven teaching & learning, informed by cultural and linguistic awareness

Mobility of Students, Professional Staff and Academic Staff

Research & Innovation

International dimension

Sustainability and Climate Protection

Diversity and Inclusion

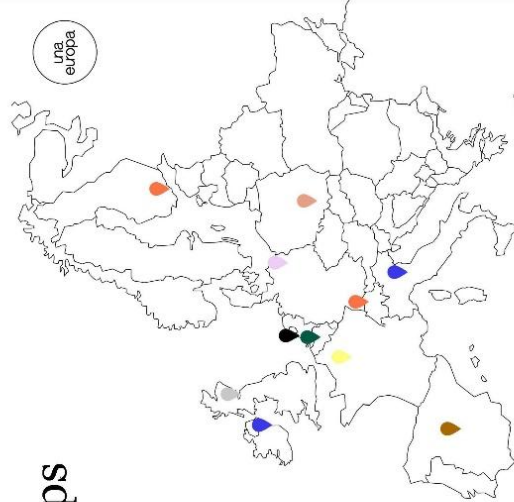


Co-funded by the Erasmus+ Programme of the European Union

## Una Europa Groups

To implement Una Europa's projects peers from the 11 different partner universities collaborate in different Una Europa groups:

- + Self Steering Committees
- + Clusters
- + Groups related to our transversal themes
- + Ad hoc working groups



Co-funded by the Erasmus+ Programme of the European Union

## Self Steering Committees (SSC)

The collaboration within the alliance focuses on six **interdisciplinary areas**: Cultural Heritage, Sustainability, Europe and the World, Future Materials, Data Science and AI, and One Health. The collaborations within each of these interdisciplinary areas is coordinated by a **Self-Steering Committee** consisting of **academics** from different partner universities and different disciplines.

- 3 academics per partner university
- rotating chair
- development of strategies and action plans for collaboration



Co-funded by the Erasmus+ Programme of the European Union

## Clusters

Clusters bring together professional experts from the different partner universities on a certain topic:

- Student Administration
- Legal Affairs
- Interoperability
- Mobility
- Research Coordination
- **Quality Assurance**
- Teaching & Learning
- Doctoral Training



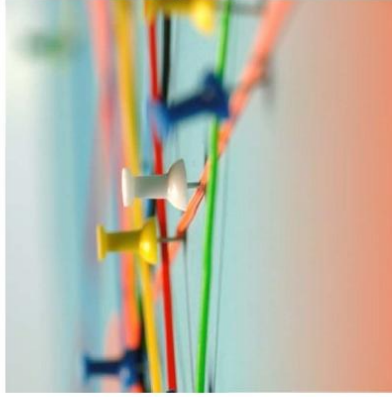
una  
europa

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## Groups related to our transversal themes

- Diversity Council
- Task Force for Sustainability and Climate Protection
- Task Force International
  - Africa Working Group
  - Latin America Working Group



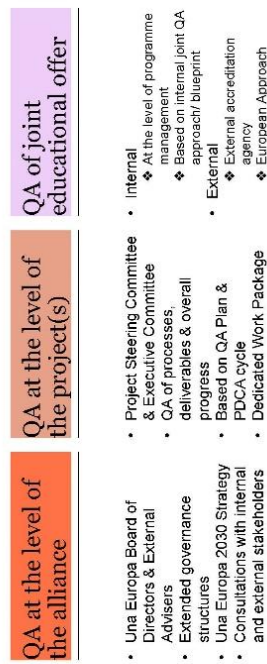
una  
europa

Co-funded by the  
European Union

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## Quality Assurance Approach

Principle: Maximum alignment in the development of Quality management of Una Europa at the level of the alliance, quality assurance at the level of project(s) and internal and external quality assurance at the level of our joint educational offer.



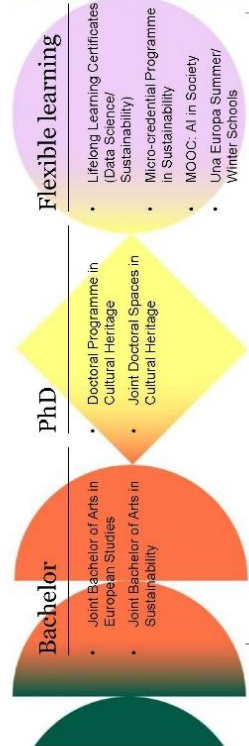
Co-funded by the  
European Union

19

## Advancing European higher education

The education of future European citizens is vital in facing major societal challenges. Universities are uniquely positioned to play a key role in this endeavour.

Una Europa is committed to equipping the leaders and problem-solvers of tomorrow by advancing European higher education for all learners.



Una Europa's portfolio of courses and programmes

Co-funded by the  
European Union

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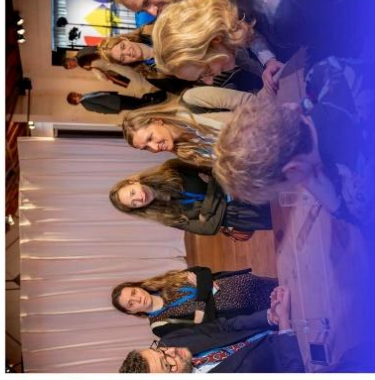
# Launching a joint bachelor programme within Una Europa

Case study: Joint bachelor of Arts in European Studies



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## The programme & partner universities



- **Joint programme** on fundamental aspects and values of the EU as well as European states / societies.
- **International:** Stays at 2-3 partner universities
- **Multidisciplinary:** joint multidisciplinary curriculum followed by selection of major and minor out of seven fields of study
- **Degree-awarding partners:**
  - KU Leuven (Belgium)
  - Alma Mater Studiorum Universit  di Bologna (Italy)
  - Universidad Complutense de Madrid (Spain)
  - Uniwersytet Jagielloński w Krakowie (Poland)
- **Mobility partners:**
  - Freie Universit t Berlin (Germany)
  - Helsingin Yliopisto/Helsingfors universitet (Finland)
  - The University of Edinburgh (United Kingdom)
  - Universit  Paris 1 Panth on-Sorbonne (France)
  - Universit t Z rcher (Switzerland)

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## Approach to External QA



- Accreditation via European Approach for Quality Assurance of Joint Programmes (2021) via Accreditation Organisation of the Netherlands and Flanders (NVAO)
- **Main Challenges working towards a joint programme**
  - Restrictive national legislation as to the **implementation of the European approach and mutual recognition**, resulting in additional procedures at national level.
  - Restrictive national legislation regarding the **possibility to create an interdisciplinary programme/degree**, or degrees in specific fields;
  - Restrictive national legislation regarding the necessary **components of the graduation diploma** and the joint diploma and graduation rules;
  - Restrictive national legislation regarding **curriculum aspects** (minimum or maximum ECTS credits per course; minimum ECTS credits for truncus communis; determining a maximum number of evaluations for a programme, etc.)
  - Restrictive legislation regarding **selection of students**
  - ...
- **Positive conclusion:** As a joint framework, the European Approach is a great tool for going through a joint external quality assessment together with partner universities of countries where the Approach is recognised.

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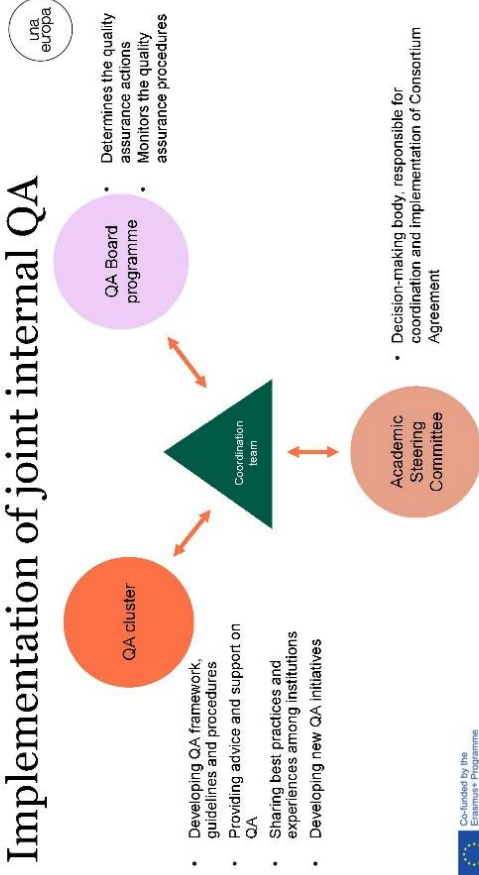
## Approach to Internal QA



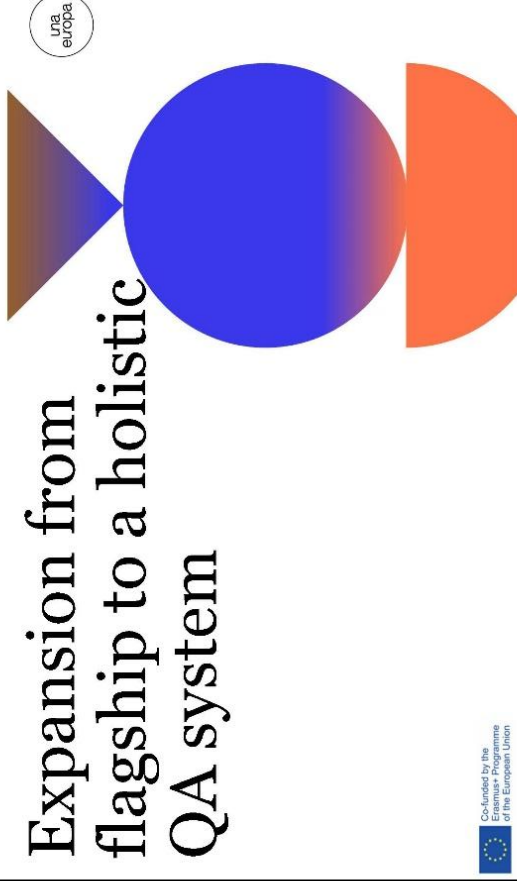
- **"Una Europa's blueprint for internal quality assurance of joint programmes"** developed by Una Europa Quality Assurance cluster to support the realisation of programme accreditation of joint programmes according to the European Approach (Standard 9)
- **Trust between partners:** Based on the common understanding that each partner institution operates a well-functioning internal quality assurance system, the partners opted to make maximal use of the partners' existing methods.
- **Need for a joint framework** incorporating existing institutional protocols to a maximum extent to ensure effective decision-making and communication between the partners:
  1. **General principles** for the internal QA of joint programmes (principles of verified trust, subsidiarity and core practices)
  2. **Creation of a knowledge database:** transparent information and communication about the functioning of the internal quality assurance system of each partner
  3. **Definition of responsibilities** regarding quality assurance and enhancement on the level of the management of a joint programme (i.e. Quality Assurance Board)

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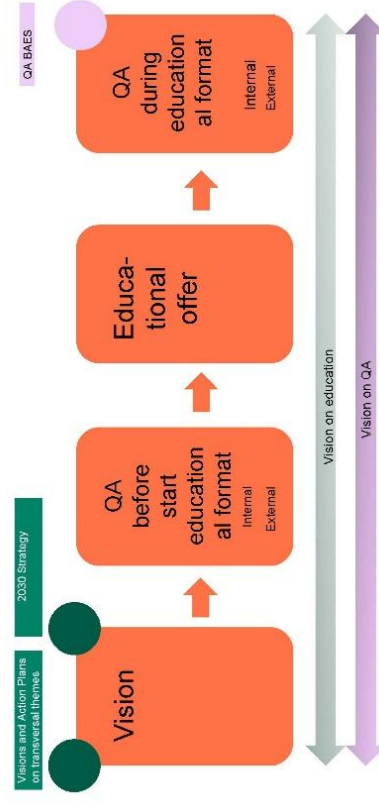
## Implementation of joint internal QA



## Expansion from flagship to a holistic QA system



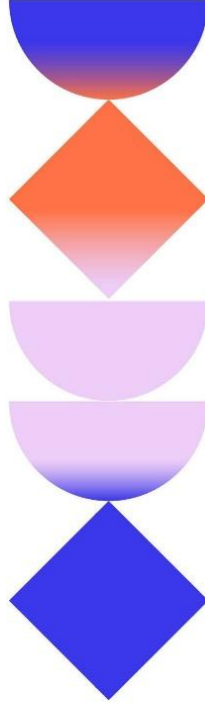
## Holistic approach



## Impact of the joint internal QA system

- More **holistic incorporation of all elements of visions** into the different stages of the life cycle of an educational format
- Establishment of **workflows** to implement a **well-functioning reflective cycle**
- Guaranty for **value-driven high-quality education**, offered in a European campus with smooth cooperation and communication
- **Enhanced competitiveness** of Una Europa's educational offer
- Increased **satisfaction** of learners, teaching staff and professional staff

## Lessons learned and policy recommendations



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## Key insights from developing a joint internal QA system



- Start with shared principles, then translate them into concrete practices.
- Delegate operational agreements to those closest to those responsible for their implementation.
- Enable open dialogue and continuous exchange.
- Be flexible—adapt and refine the system when needed.
- Always keep the primary goal in focus: delivering high-quality education for students



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## Translating Experience in Policy Impact



- University alliances help address:
  - Regulatory obstacles (in national law, regulatory frameworks of universities)
  - Operationalisation obstacles (e.g. lack of interoperability)
- Some projects:
  - ED-AFFICHE: project by 6 European University alliances, mapped existing obstacles, potential solutions and proposed legislations to tackle obstacles in joint programmes
  - EBSI (European Blockchain Services Infrastructure) Early Adopter Programme: solutions for registration, admission, student information systems, student accommodation application...



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## Closing insights



- Sustainable collaboration is built through open dialogue at all levels—policy, political, operational, and among educators and support staff.
- Lasting impact requires broad engagement and ownership across institutions and organizations.
- Successful implementation depends on embedding change throughout every layer of the partnership



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## Table of Contents

- I. "CAMPUS Asia" and Quality Assurance Initiatives
- II. Developing the "Common Quality Assurance Standards"
- III. "Common Quality Assurance Standards"
- IV. Dissemination of the "Common Quality Assurance Standards"
- V. Before Discussion

## Developing the "Common Quality Assurance Standards"

The International Symposium on CAMPUS Asia Common Quality Assurance Standards Project (Nov 4, 2025)

**SEO Dongseok**

Korean Council for University Education (KCUE)

**LUO Xiong**

University of Science and Technology Beijing

**HOTTA Taiji**

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

## 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 mode of the 'CAMPUS Asia' project runs for five years. [ Mode 1: FY2011 – 2015, Mode 2: FY2016 – 2020, Mode 3: FY2021 – 2025] The Chinese, Japanese, and Korean governments jointly determine the adoption of participating programs.

## 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

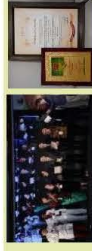
#### Monitoring Activities

- 2013, 2015 : **1<sup>st</sup> & 2<sup>nd</sup> 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

#### 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
- Universities in 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 the "COAS"

- 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



#### Development

Draft "Common Quality Assurance Standards"

#### Trial

Use the draft "Standards" Interview Survey

#### Dissemination

Disseminate project outcomes

#### 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

- Develop the preliminary draft of the "Common Quality Assurance Standards" through discussion among EQEA, KCUE, and NIAD-QE (Feb-Mar 2023)
- Online survey on the preliminary draft of the "Standards" to the "CAMPUS Asia" Mode 3 consortiums (Jul-Sept 2023)
- Compile feedback and elaborate the preliminary draft → "Draft" (June 2024)

- Interview surveys on 4 of the 20 CA consortiums (Nov-Dec 2024)

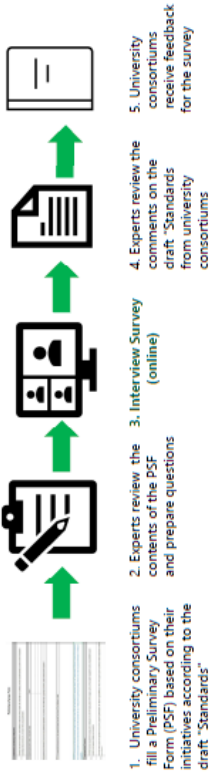


## II. Developing the “Common Quality Assurance Standards” (continued)

### 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



## 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 "(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 "(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 "(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” were finalized in April, 2025.
- The results of the project were disseminated through an international conference/symposium.
- The final reports of the project will be published in spring 2026.



Online Meeting: EOEI, 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/>

Activities & Events

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

### V. Before Discussion(1)[今後の活用方法の検討]

#### 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

## V. Before Discussion(2) [共通基準の効果]

### Positive Outcomes from QA Monitoring Activities (Mode 1 & 2) – Voices from the Consortia- [Recited from Slide #7]

- 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 consortia.

## V. Before Discussion(3) [コンソーシアム型交流の課題]

### 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

## V. Before Discussion(4): Let's discuss, but want to hear voices from audience

1. How will these standards be used to benefit participating universities in the future?
  - For the screening process?
  - For ongoing (formative) evaluation?
  - For outcome-based (summative) evaluation?
2. What are the most effective strategies for sharing the "Standards" across the consortium member universities?

THANK YOU VERY MUCH.



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## VII. Receiving the 2025 APQN Quality Award (November 2025)

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NIAD-QE, EQEA and KCUE were jointly awarded the 2025 APQN Quality Award. This award is presented by Asia-Pacific Quality Network (APQN\*) to institutions and individuals who made outstanding contributions to quality assurance or implemented exemplary practices that serve as a model in the Asia-Pacific region.

The Common Quality Assurance Standards Project was highly recognized, and the three agencies received the "APQN Award of International Cooperation in QA," which honors institutions that made significant efforts in cross-border education and international collaboration in quality assurance.

The award ceremony took place in conjunction with the 2025 APQN Annual Academic Conference & Annual General Meeting in Hong Kong on November 21, 2025. NIAD-QE President HATTORI Yasunao and representatives from EQEA and KCUE received the trophies from Dr. Galina Motova, President of APQN and Dr. Jagannath Patil, Chair of APQN Quality Award committee at the ceremony.



At award ceremony

The awarded trophy

\*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.

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## Reference Materials:

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### List of Contributing Experts from Japan, China, and Korea

This is a list of experts who kindly cooperated in the interview surveys based on the “Common Quality Assurance Standards (Draft)” conducted between November and December 2024. (The affiliations and titles are as of December 2024.)

#### Japan

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

#### China

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

#### Korea

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