# NIAD-QE
# Checklist for Quality Assurance of
# International Collaborative Programs
# 2016

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This checklist has been developed by NIAD-QE for quality assurance of international collaborative programs of higher education. The purpose of development of this checklist is to support high quality inter-university activities, especially international collaborative programs, between Japan and Asian countries, in promoting student mobility.

NIAD-QE hopes universities in Asia to use this checklist in planning, developing, and running international collaborative programs.

This checklist is the first edition and further revision is expected.

Checklist for Quality Assurance of International Collaborative Programs

(Program Type : Degree Program)

## 1. Program Launch Preparation

1.1 Has information about legal conditions, higher education systems, and the quality assurance system in the partnering institution or country been sufficiently compiled for the program's implementation?

1.2 Has it been verified that the partnering institution or its department have been officially quality-assured by a certified private institution?

1.3 Has the existence, and content (if any), of official guidelines or policies or those stipulated by officially certified bodies been verified?

1.4 Has the program management policy been officially formulated through an agreement and shared with the relevant people?

1.5 Has trust been established between the partnering institutions when envisioning the program?

1.6 Has a plan for the implementation of the program been formulated clearly and scrutinized closely?

1.7 Has a steering committee or similar been established to facilitate early discussions?

1.6 Do the program's terms of reference include guidelines for the implementation of the curriculum, student selection, awarding of degrees, enrollment, student safety, scholarship, student support, and evaluation of educational and research activities?

1.9 Have the academic calendars been compared? Has an adjustment been discussed in case of discrepancies?

1.10 Have the definitions of the terms used in the program shared by the partnering institutions been stipulated explicitly?

1.11 Has the program's feasibility been verified by external experts, including third-party consultants?

1.12 Have the methods and challenges of non-degree programs been reviewed while developing the collaborative degree program?

## 2. Objective and Implementation

2.1 Has the purpose of the program been clearly outlined and generally understood by both parties, including students, faculty members, and staff?

2.2 Have program coordinators been appointed and have the partnering universities clearly understood their roles?

2.3 Has the program been clearly defined in the context of the institution's internationalization strategy or formally recognized by the bylaws of the institution? In addition, are support systems with other departments/units in place?

2.4 Have the roles for the program's planning and execution been clearly defined? Has the decision-making procedure been clearly defined and shared in the program?

2.5 Have the management systems and distribution of responsibilities in the case of consortia arrangements been clearly defined?

2.6 Does the steering committee or similar convene regularly and officially record the minutes of meetings?

2.7 Has communication in the arrangement and coordination of the program between the partnering institutions been smooth and conducive?

2.8 Have the students who have participated in the program been protected (e.g., by guaranteed certification validity) if the program concludes or is discontinued for some reason?


## 3. Academic and Administrative Staff

3.1 Is the academic staff qualified for the program's purposes and academic standards?

3.2 Are any incentives being offered to the faculty members participating in program management?

3.3 Is faculty and staff mobility sufficient to promote the enhancement of program management?

3.4 Are there any activities, such as professional development, being offered to improve the global capabilities of faculty and staff?

**4. Admission and Student Selection**

4.1 Has the method of selecting participating students been stipulated and implemented based on the mutual understanding between the partnering institutions with regard to the program's purpose and content?

4.2 Has the method of selection and its stipulation been clearly outlined?

4.3 Is the target number of participating students in the program appropriate for the program's effective management?

4.4 Has the target number of students been reached? If not, are appropriate remedial measures being taken?

4.5 Are prospective participants being informed about the program through outreach meetings and other recruiting events?


**5. Finance and Facilities**

5.1 Is funding for the program readily available for goals to be attainable and managed appropriately?

5.2 Is there a definite strategy or plan for ensuring continuous funding for the program?

5.3 Has the financial support for participating students, including fees and fares, been discussed and agreed upon in terms of the expected amount provided and criteria for decisions?

5.4 Have the funding amount and criteria for eligibility for scholarship been clearly defined for visiting students other than those specified in 5.3? Is the financial support system ready and functional?

5.5 Are campus facilities, including library, IT devices, and laboratories, readily accessible for visiting students?

5.6 Are the host institution's linguistic and cultural environments attractive to visiting students living on campus?

5.7 Has an information platform for the collaborative program, such as a website, been created and maintained for the purpose of disseminating necessary information?

## 6. Teaching and Learning

6.1 Has the target for the program's education been sufficiently discussed, shared, and stipulated by the partnering universities?

6.2 Has the program curriculum been expressly stipulated so that the partnering institution's strengths and characteristics are reflected?

6.3 Has the value-add and enhancement of international competitiveness, owing to international collaboration, been adequately described?

6.4 Do the partnering institutions regularly review the content of the curriculum so the level of education does not deteriorate over time?

6.5 Have the partners' roles and responsibilities been clearly outlined for the planning, design, implementation and management, and assessment of the collaborative courses?

6.6 Is the curriculum systematically structured?

6.7 Is the program is arranged so that the content of the curriculum may be sufficient for students to achieve the learning outcomes expected at the programs's completion?

6.9 In supervising students' research in postgraduate programs, do the teaching staff members systematically coordinate with each other?

6.10 In supervising students' research in postgraduate programs, has an agreement on the supervision of research been formalized as an official reference document if the supervising team comprises members from both partnering universities?

6.11 Have the appropriate methods to promote student motivation and cooperation been applied to the program?

6.12 Does the program recognize and confirm the legal regulations and established practices in relation to employment and labor in the case where an internship abroad is included in the curriculum?

6.13 Are measures being taken with regard to course schedules for the collaborative program in coping with differences in academic calendars?

6.14 Does the curriculum include subjects that are conducive to the promotion of language, culture, and society of the partnering universities and their countries?

6.15 Does the teaching appropriately include measures such as teachers mutually visiting and lecturing for collaborative instruction?

6.16 Are the conditions of the ICT environments mutually ascertained in the case where e-learning or distant learning constitutes the program?

## 7. Student Assessment

7.1 Is there appropriate coordination between the partnering institutions with respect to their grading standards and methodologies and do they have a valid or reliable grading systems?

7.2 Are the program's assessments and shared grading principles explicitly stipulated and recognized by all participating students?

7.3 Is the appropriateness of the grading and conversion systems regularly reviewed?

## 8. Credit Transfer and Recognition

8.1 Considering the variety in credit systems and stipulating the principles for mutual recognition and transfer of credits, is the variety in credit system?

8.2 Has the content level of learning been taken into consideration in deciding on the principles for the mutual recognition of credits?

8.3 Is the credits policy for research commitment correctly stipulated in the case where the program involves graduate research?

8.4 When appropriate, are any of the existing arrangements for international framework (ACTS, ECTS etc.) for credits transfers used?

8.5 Is the appropriateness of credit transfer and recognition regularly reviewed?

8.6 Has the agreement about credit transfer been officially formulated as an accessible document?

## 9. Support for Learning

9.1 Is the course syllabus clearly and explicitly prepared and provided to the participating students before the course commences?

9.2 Are the participating students provided with a means to view one's stage of registration and earned credits?

9.3 Do the outgoing students have the opportunity to acquire sufficient information about the curriculum, study plan of subjects, and creditable subjects of the partnering university?

9.4 Do the outgoing students have access to support such as prior language instruction, supplementary teaching for adjustment, and distant assistance while studying at the partnering university?

9.5 Is there a handling policy for students who have trouble earning credits in the host institution?

9.6 Does the partnering university provide visiting students with advice, learning assistance, language instruction, and supplementary instruction?

9.7 Does the partnering university provide visiting students assistance through translated information regarding life on campus and paperwork?


## 10. Support for Life and Career Development

10.1 Is the information on financial aid and accommodation provided to prospective students prior to their decision to participate?

10.2 Is there a sufficient range of student support provided for participating students, including visa application assistance, campus guidance, language assistance, counseling, and risk management in case of disaster?

10.3 Are the participating students provided with support for job hunting and further study after the completion of the program?

10.4 Does the program help the participating students from both universities to interact with each other and continue this interaction in the form of alumni associations after the completion of the program?


## 11. Measurement and Certification of Learning Outcomes

11.1 Are the participating students' learning conditions being captured and analyzed through registration and earned credits?

11.2 Is the method for measuring learning outcomes appropriate (e.g., survey of learning experiences/achievement, rubric, learning portfolio, thesis/capstone project, general/common test)?

11.3 Are learning outcomes measured regularly?

11.4 Do the measured learning outcomes indicate that participating students have achieved the program's intended learning outcomes?

11.5 Do students achieve the learning outcomes as attained values added by participating in an internationally collaborative program?

11.6 Are the alumni's learning outcomes analyzed through research into their employers' level of satisfaction?

## 12. Degree Awarding

12.1 Are the standards and procedures for joint awarding of degrees formulated based on a sufficient level of discussion between the partnering institutions?

12.2 Is the equivalence in committee members' qualification and specialization assured?

12.3 Is there a specific policy regarding the academic quality, language, and quantity of a thesis in cases where it is required for a degree that has been mutually agreed upon by the partnering institutions?

12.4 Is a specific document describing the overview of program, contents, and results gained accessible?

12.5 Is the academic degree obtained recognized and accepted by the labor market in both partner institutions' countries?

## 13. Internal Quality Assurance

13.1 Are the principles and policies for quality assurance agreed upon and shared by both partnering institutions?

13.2 Is the program engaged in quality assurance standards based on terms mutually agreed upon by the partnering universities for quality assurance?

13.3 Does the program regularly provide opportunities for student inputs? The methods of receiving student input may include questionnaire surveys, informal meetings, and student participation in review committees.

13.4 Does the program constantly try to improve itself based on analyses of student inputs?

13.5 Do the partnering institutions take advantage of the regular steering committee meetings conducted for improving and enhancing the program's quality?

13.6 Does the program invite external reviewers to review the program?

13.7 Does the program consider the need for accreditation (or certification) or is it received by an international accreditation body?

13.8 Does the program make information on its teaching and learning outcomes publicly available?

Checklist for Quality Assurance of International Collaborative Programs

(Program Type : Non-Degree Program)

**1. Program Launch Preparation**

1.1 Has information about legal conditions, higher education systems, and the quality assurance system in the partnering institution or country been sufficiently compiled for the program's implementation?

1.2 Has it been verified that the partnering institution or its department have been officially quality-assured by a certified private institution?

1.3 Has the existence, and content (if any), of official guidelines or policies or those stipulated by officially certified bodies been verified?

1.4 Has the program management policy been officially formulated through an agreement and shared with the relevant people?

1.5 Has trust been established between the partnering institutions when envisioning the program?

1.6 Has a plan for the implementation of the program been formulated clearly and scrutinized closely?

1.7 Has a steering committee or similar been established to facilitate early discussions?

1.6 Do the program's terms of reference include guidelines for the implementation of the curriculum, student selection, enrollment, student safety, scholarship, student support, and evaluation of educational and research activities?

1.9 Have the academic calendars been compared? Has an adjustment been discussed in case of discrepancies?

1.10 Have the definitions of the terms used in the program shared by the partnering institutions been stipulated explicitly?

1.11 Has the program's feasibility been verified by external experts, including third-party consultants?

**2. Objective and Implementation**

2.1 Has the purpose of the program been clearly outlined and generally understood by both parties, including students, faculty members, and staff?

2.2 Have program coordinators been appointed and have the partnering universities clearly understood their roles?

2.3 Has the program been clearly defined in the context of the institution's internationalization strategy or formally recognized by the bylaws of the institution? In addition, are support systems with other departments/units in place?

2.4 Have the roles for the program's planning and execution been clearly defined? Has the decision-making procedure been clearly defined and shared in the program?

2.5 Have the management systems and distribution of responsibilities in the case of consortia arrangements been clearly defined?

2.6 Does the steering committee or similar convene regularly and officially record the minutes of meetings?

2.7 Has communication in the arrangement and coordination of the program between the partnering institutions been smooth and conducive?

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## 3. Academic and Administrative Staff

3.1 Is the academic staff qualified for the program's purposes and academic standards?

3.2 Are any incentives being offered to the faculty members participating in program management?

3.3 Is faculty and staff mobility sufficient to promote the enhancement of program management?

3.4 Are there any activities, such as professional development, being offered to improve the global capabilities of faculty and staff?

## 4. Admission and Student Selection

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