

**Sub-Themes:** 1. The QA of cross-border education

**Topic:** Collaboration of QA agencies for QA of transnational joint programs

Quality Assurance of Transnational Programs in East Asia:  
Monitoring of the “CAMPUS Asia” Programs

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**Abstract (100-150 words)**

The Japanese, Chinese, and Korean governments launched a new trilateral initiative called “CAMPUS Asia” from 2011, for promoting exchange and cooperation among the three countries’ universities. The initiative funds “quality-assured” exchange programs by consortiums of the three countries’ universities. As a pilot initiative for cooperative quality assurance (QA), QA agencies from the three countries intend to start monitoring funded programs in the East Asia region. In this presentation, the monitoring process in Japan will be shown. Taking into account the diversity of national QA systems, monitoring will be separately conducted by the three countries in the first phase, and the results will be compared to develop common QA guidelines. In Japan, a domestic survey on QA for current transnational joint programs was conducted to determine monitoring criteria. This presentation clarifies which criteria are significant for QA of transnational education.

**Outline (1000 words)**

**1. Launch of “CAMPUS Asia”**

As economic activities in the East Asia region become more interrelated, human resource development on a regional scale is becoming important. In the second Japan-China-Korea trilateral summit in 2009, then Japanese Prime Minister Yukio Hatoyama proposed launching a new initiative for promoting exchange and cooperation among the three countries’ universities; this initiative was later named “CAMPUS Asia (Collective Action for the Mobility Program of University Students).” In 2011, this initiative selected ten joint programs by consortiums of the three countries’ universities. Some joint programs now already started short-term student exchanges and some are planning to establish double-degree programs after two to three years.

For the East Asia region, quality assurance (QA) of transnational education is a new challenge. Although student mobility has been high in the region, and as of 2011, 87,533 Chinese and 17,640 Korean students are studying in Japan, not many collaborative programs have been established because of language barriers and differences in academic calendars. CAMPUS Asia initiative has stressed the importance

of QA for transnational education. Three governments formulated “Guidelines for Exchange and Cooperation among Universities in China, Japan and Korea with Quality Assurance”; these were used for reference while selecting programs.

Contemporaneously, the Japan-China-Korea Quality Assurance Council (comprising Japan’s National Institution for Academic Degrees and University Evaluation, China’s Higher Education Evaluation Center of the Ministry of Education, and Korea’s Korean Council for University Education) was launched in 2010 to discuss collaborative ways for facilitating QA among the three countries. Subsequently, the council proposed the monitoring of programs in CAMPUS Asia as a pilot cooperative QA activity.

## **2. Coordinated monitoring of transnational education programs**

As the selected ten consortiums were all composed of flagship universities from the three countries, it was considered that an approach focusing on minimum QA might be ineffective. In this context, it was agreed that monitoring would be designed with a view to (1) identify good practices of high quality transnational education and common issues, disseminating them, and (2) develop common guidelines regarding QA of transnational education for QA agencies.

Regarding the framework for monitoring, it was deemed difficult to have as the first step a joint QA conducted by an international committee representing the three countries because of differences in QA cultures, language barriers, and the workloads of review committee for traveling across three countries. It was agreed that the monitoring process would be carried out in two phases over five years. The first will be implemented separately by the three countries’ QA agencies in 2013. The results of the first round will be compared, and the possibility that all three countries will mutually understand and recognize the results will be examined by a joint committee of three QA agencies. At the same time, good practices of transnational education will be identified and widely shown. In addition, common guidelines for external QA of transnational education will be developed in collaboration with three agencies. The next round of monitoring will be designed on the basis of a discussion in the first round of monitoring; this may comprise separate monitoring based on the common guidelines or joint monitoring by an international committee.

## **3. Japanese method for pilot monitoring of programs**

To conduct separate monitoring, NIAD-UE took an approach of evidence-based criteria formation. In other words, NIAD-UE conducted a domestic survey with universities on current activities by collaborative programs with regard to

QA. The survey also included institutional views/opinions on the significance of QA activities. The survey results were used for designing monitoring criteria. Respondents were 99 joint programs. Fig 1 shows the average value of the significance of activities for QA (line chart) from 1 (“very significant”) to 6 (“not significant at all”) and the percentage of programs that are implementing the activities (bar chart). The results show that many universities implemented some significant activities, however, there is a big gap between recognition of importance and degree of implementation. This gap was measured by the difference between the percentage of universities that responded with 1 or 2 for significance and that responded that they were “fully” or “partly” implementing activities. The biggest gaps were observed in the activities for measuring learning outcomes on the basis of transnational education, development of staff’s ability on international issues, provision of incentives for excellent academic staff involving in transnational programs, and universities’ review systems for grading of criteria and grade distribution. These activities can be encouraged by disseminating information on good practices.

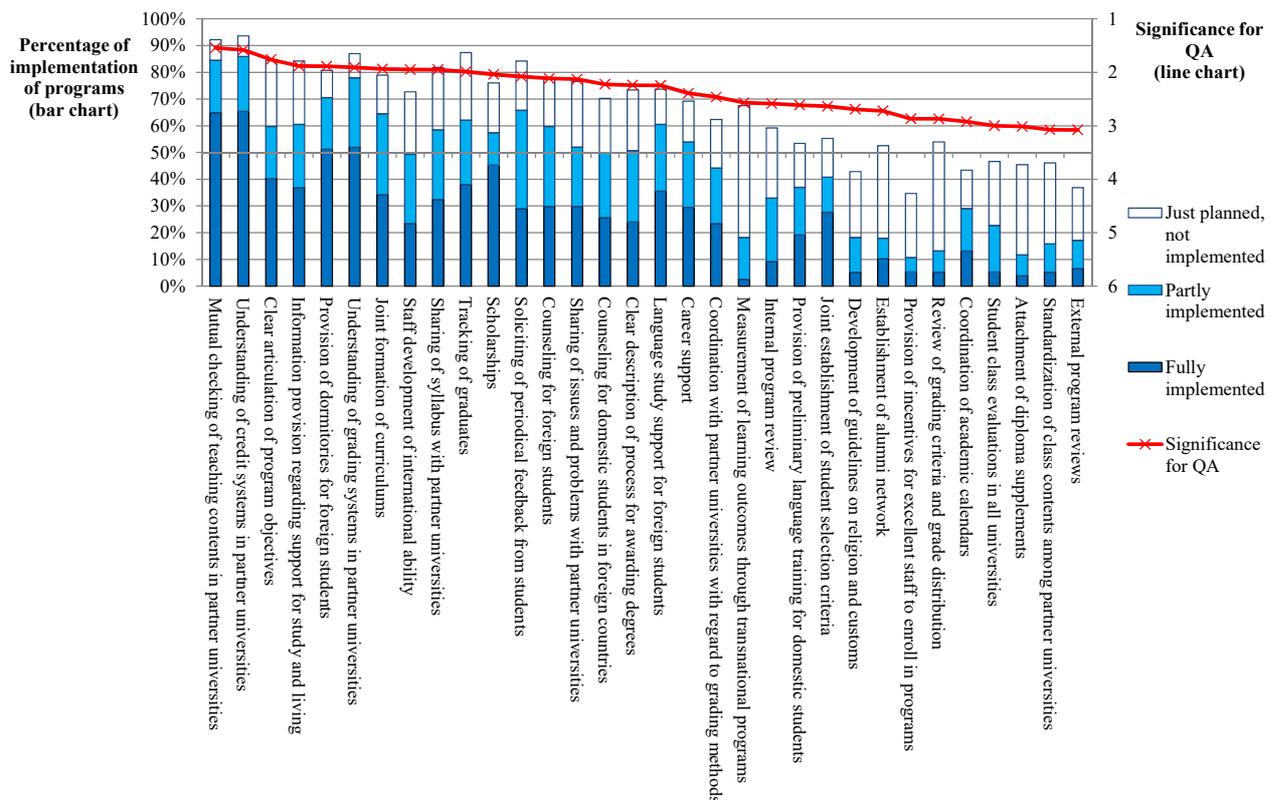


Fig.1 Survey regarding QA activities in joint/double-degree programs

On the basis of these results, the criteria for monitoring (Table 1) and “examples of good practice” for each criterion were established; universities will use these as reference points for self-analysis. Additionally, universities will be required to rate advancement in quality activities on a four-point scale (“Needs improvement,” “average,” “advanced,” and “highly advanced”) by themselves. Descriptions of each of the four levels of the scale will be provided and used by universities as a reference for self-analysis. Universities will be required to concretely explain why their programs should be considered as high quality. In this manner, high quality activities will be encouraged and information on them will be disseminated for outside the ambit of the CAMPUS Asia initiative to use.

Table 1 Monitoring criteria in Japan
Criterion 1: Goals of Academic Program
Criterion 2: Teaching and Learning
2-1: Organization and Staff
2-2: Contents of Academic Program
2-3: Support for Learning and Living
2-4: Credit Transfer and Grading System
Criterion 3: Learning Outcomes
Criterion 4: Internal QA System

#### **4. Conclusion**

For the East Asia region, cooperation for QA of transitional education is a new challenge. Separated but coordinated QA activities may be a modest first step for this region. The possibility that the countries in this region will mutually recognize the results of external QA should be investigated. In addition to cooperative QA activities, developing criteria for transnational education is another new challenge. Evidence-based criteria formation and dissemination of good practices is important for universities to promote high quality activities.