

5th QS-APPE Conference 2009

University Mobility in Asia and the Potential Network with EU

**Importance of “Permeability” with ECTS/UCTS/ACTS,
and Learning Outcomes for the Internationalization of
Higher Education in Asia and Pacific**

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Background

1. Since 1987, large scale of student mobility with ECTS by ERASMUS & Diplomat Supplement (DS) and learning outcomes under the Bologna Process in Europe
2. Now, Europe is becoming one “globally attractive” higher education area
3. How should we establish “globally attractive” higher education area in Asia and Pacific?
4. This presentation will describe (1) importance of “Permeability” using ECTS and learning outcomes and (2) utilization of student mobility with UCTS/ACTS and activity of UMAP to become an attractive higher education area in Asia and Pacific

Importance of “Permeability” in Asia

1. “Convergence” as a key concept of the Bologna Process, but a major restructure of system in Europe
2. “Harmonization” process in Asian higher education and the development of ACTS by SEAMEO and AUN
3. Globalization for international competition, but also for “Lifelong Learning” (acceptance of different educational backgrounds)
4. Improvement of “Permeability” in Asia: Establishment of educational recognition system which allows students to carry their educational experiences from one to another institution without any biased judgment

Lesson 1: Utilization of ECTS and DS in Europe

1. Importance of student's workload based credit system (e.g., ECTS) [1 ECTS=25-30 hours] to adopt any type of teaching method (vocational and academic ones)
2. Importance of DS with detailed information about course work for future employment and also vertical mobility between bachelor's and master's degree programs
3. ECTS and DS will let students and professors become more aware what they learn and teach for

Lesson 2: Curriculum with Workload and Learning Outcomes

1. Development of TUNING project in Europe since 2000.
2. Purpose: Improvement of transparency, quality assurance, and employability
3. It has been initiated by professors of each field, not by governments nor EC
4. Redesigning the entire curriculum (each class and each level (year) and each degree program) based upon ECTS and Learning Outcomes (Generic [e.g., teamwork and communication skill] and Subject competencies)
5. Quantitative and qualitative assurance of educational curriculum by combining credits and learning outcomes

Lesson 3: Importance of Student Exchanges

1. “No Bologna Process, if there were no ERASMUS (student mobility)”
2. ERASMUS brought many good experiences to EUROPE. However, most important one was to learn the diversity of European higher education systems and many misunderstandings
3. “Mutual Trust” with (1) ERASMUS's three systems for a large number of student exchanges, (2) improvement of transparency and compatibility, and (3) development of international curriculum jointly

Future Action in Asia Higher Education

1. Focus on “Permeability” for the internationalization of higher education in Asia and Pacific
2. Promotion of ECTS/UCTS/ACTS type of tool based on student’s workload, not contact hours
3. Promotion of DS type of transcript with ECTS and learning outcomes (generic and subject competencies)
4. Develop joint study curriculums for student mobility in Asia and Pacific
5. Those reforms and promotions will bring more “mutual trust” and better quality assurance among Asian higher education institutions

Utilization of UMAP experiences

- **UMAP (University Mobility in Asia and Pacific) was proposed by Australia in 1991**
- **Voluntary association of governmental and non-governmental organizations for student mobility in Asia and Pacific.**
- **20 full member states, i.e., Australia, Bangladesh, Brunei Darussalam, Ecuador, Fiji, India, Indonesia, Japan, South Korea, Macao, Malaysia, Mexico, Mongolia, New Zealand, Papua New Guinea, the Philippines, the Reunion, Taiwan, Thailand, and Vietnam as of June 2009**

Possible Promotion of UCTS with ECTS

- Utilize the student mobility between UMAP and ERASMUS (e.g., ERASMUS MUNDUS)
- Recognize UCTS and ECTS as a equivalent scheme for UMAP members and European universities, but no workload concept in UCTS
- Future Improvement of the quality assurance of Asian and Pacific higher education with workload based UCTS and learning outcomes

Part 2

Promotion of UMAP Student Connection Online (USCO) in UMAP

Why do we need to join UMAP?

Because....

- UMAP will assist the promotion of student exchanges
- UMAP will give new opportunities for your students to study abroad in various nations
- UMAP will provide some scholarships for your best talented students. (Some scholarships are provided by Thailand, Malaysia, Mexico, Taiwan, and Japan, etc)
- UMAP will provide grants for joint-study programs

How does UCTS make exchanges easier?

- **UCTS will make transfer of foreign credits easier especially with new exchange partners**
- **UCTS will improve your quality assurance to exchange partner institutions and students**
- **UCTS will be useful for exchanges with European universities**

What are benefits for us to join USCO?

- **USCO will allow your exchange programs (i.e., a short term, a semester, 1-year long study programs) to advertise on the web.**
- **USCO will assist some portion of your administrative work for screening students and finding new exchange partners.**
- **USCO will assist your institutions in the credit transfer using UCTS**

What kinds of programs in USCO?

- **Program A (Multilateral Student Exchanges)**
 - Multilateral student exchanges
 - Tuition and fee waivers
 - Special “consideration” for accommodation
 - UCTS for credit transfer
- **Program B (Bilateral Exchanges)**
 - Bilateral exchanges between two institutions
 - Tuition & fee waivers depends on MOU.
 - UCTS for credit transfer
- **Program C (UMAP Short Programs)**
 - For short (e.g. summer) programs, especially for culture, language, and area studies
 - No restriction regarding tuition fee and credit transfer

Program A (Multilateral Student Exchange Program)

- **Conditions**

- ① **Multilateral student exchanges using USCO system**
- ② **MOU with a condition of tuition and fee waivers**
- ③ **Special “consideration” for accommodation and other forms of assistance to incoming students**
- ④ **Recognition of UCTS for credit transfer**

Program A (Multilateral Student Exchange Program)

- **Process for a host university**
 - ① **Host university registers their information**
 - ② **Recruit own students and select TWO. Selected students apply on USCO application system.**
 - ③ **Each student can apply one university from each country up to the total number of member countries, except their home nation. (6 nations in 2010)**
 - ④ **USCO system's allocation of students**
 - ⑤ **Host university's official screening process**
 - ⑥ **Two exchange students for 1 semester or 1 academic year with UCTS for credit transfer**

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THANK YOU

Please Join UMAP and USCO Project!

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HIROSHIMA UNIVERSITY

Glossary

- ERASMUS- European Region Action Scheme for the Mobility of University Students
- ECTS- European Credit Transfer System
- UMAP- University Mobility in Asia and Pacific
- UCTS- UMAP Credit Transfer Scheme
- SEAMEO- Southeast Asian Ministers of Education Organization
- ACTS- ASEAN Credit Transfer System
- AUN- ASEAN University Network
- TUNING project- TUNING Educational Structures in Europe

[For more detail information]

- ERASMUS-MUNDUS
(http://eacea.ec.europa.eu/erasmus_mundus/index_en.php)