



Association of International
Education Administrators

2020 ANNUAL CONFERENCE

*Rethinking Comprehensive
Internationalization for a
Global Generation*

Leveraging Consortia in Rethinking Internationalization: Lessons from Networks in Asia-Pacific

Concurrent Session: 9:30-10:30, February 18

Room: Delaware A

Can UMAP and its UCTS be trustworthy for the promotion of academic mobility in Asia and Pacific?

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National Information Center for Academic
Recognition (of Japanese higher education)***

Outlines

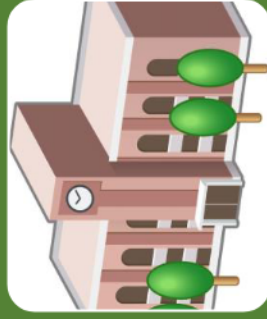
- 1. Can we trust UMAP Credit Transfer System [UCTS]? (the formal agreement among ASEAN+3 nations in 2018)**
- 2. Can we trust UMAP activities? (A UMAP study plan form under a USCO program)**
- 3. What are the issues and future challenges of UMAP and UCTS? (Learning Outcomes and Student workload, Tokyo convention)**

Why do we need regionally aligned Credit System?



For Students

- Give freedom for students to choose what the best knowledge they want to study
- Enrich global competencies and improve their employability



For Universities

- More internationally attractive
- More Student Mobility in the region



For Nations

- Can provide various kinds of education
- Mutual understanding for regional peace
- Regional economic development

1. Can we trust UMAP Credit Transfer System [UCTS]? (the formal agreements among ASEAN+3 nations in 2018)

1-(1) ASEAN Plus Three (APT) Cooperation

- Since the process began in 1997, **ASEAN Plus Three (APT) cooperation** has broadened and deepened. There are 68 mechanisms (1 summit, 15 ministerial, 21 Senior Officials, 1 ASEAN CPR Plus Three, 2 Director-General, 23 technical level meetings and 5 other track meetings) **coordinating** APT cooperation.
- The Ministers of Education agreed the general objective of **the APT Plan of Action on Education (2010-2017)** to encourage APT countries to expand their efforts in implementing the Plan at the national and bilateral levels to the regional level.

1-(2) Joint Statement of Third ASEAN Plus Three Education Ministers Meeting (May 2016)



The Ministers stressed the importance of fostering long-term and mutually beneficial educational cooperation and promoting people-to-people exchanges.

The Ministers approved **the APT Guidelines on Student Exchange and Mobility** with the aim of promoting the development of higher education in the APT countries through **greater promotion of student exchanges and mobility supported by quality assurance mechanisms.**

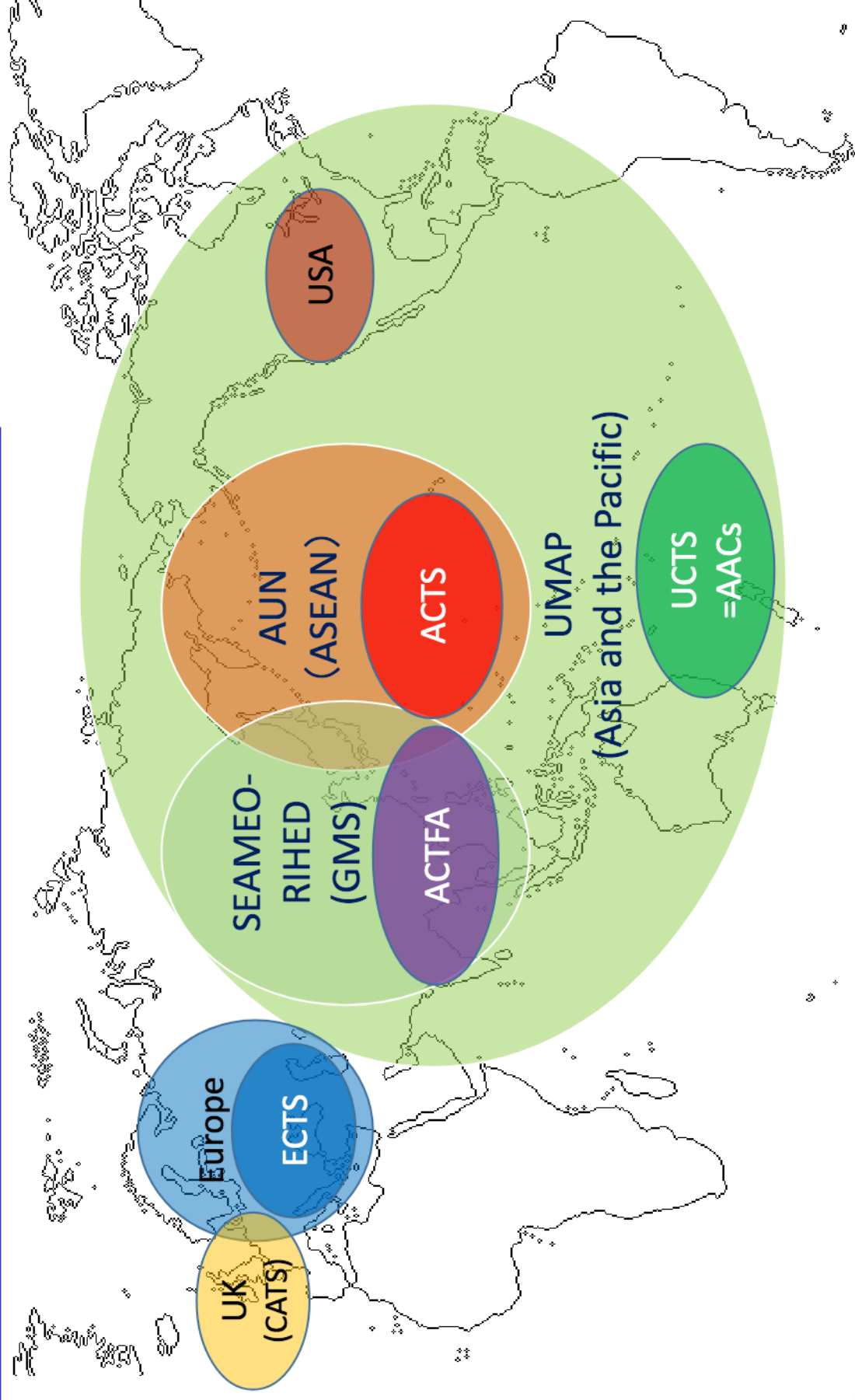
1-(3). ASEAN Plus Three (APT)-Education Ministers’ Meeting has officially adopted (November 2018)

“APT Guidelines on Transcripts and Supplements Documents of Exchanging a Records of Exchanging a Students,” including a “Conversion Table for

Credit Transfer Systems” based upon the concept of Asian Academic Credits (AACs)=“UCTS” (November 1, 2018)



1-(4). Regional and national credit transfer systems



1-(5). A Comparative Study on Educational Framework

- 1. A research project (KAKENHI-#24402045) between 2012-2014 has studied the general framework of higher education in 24 Asian nations and regions, namely *Bangladesh, Bhutan, Brunei-Darussalam, Cambodia, China, East-Timor, Hong Kong, India, Indonesia, Japan, Laos, Macao, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Singapore, South-Korea, Sri-Lanka, Taiwan, Thailand, The Philippines, Vietnam* .**
- 2. Objectives: To investigate an overall framework of higher education and identify crucial differences and also similarities among 24 nations and regions in Asia**

1-(6). A Concept of AACs (=UCTS)

A proposed framework of credit system by Hotta;

One AACs (=UCTS) credit point \doteq 38-48 hours of student workload,

(including 13-16 hours of teaching (academic) hours)

***Student workload is the total amount of hours students spend for study, (lectures, but also homework, lab, writing term papers, etc.)**

1-(7). Usefulness of AACs (=UCTS)

- 1. AACs (=UCTS) will allow many Asian institutions to transfer most of their credits on a one-to-one basis among themselves.**
- 2. The proposal progresses to an even more developed (possible) conversion table with Asian and other regions**

1-(8). A Comparison Table of International Credit (Transfer) Systems

Nations & Systems	Asia (AACs ¹) [AUN-ACTS ² UCTS ³ , ACD-ACTS ⁴]	USA	ECTS ⁵ [Europe]	CLAR ⁶ (Latin America)	CATS ⁷ (UK)	ANQAHE ⁸ (Middle East)
Credit Comparison	1 credit point	≐ 1 credit	≐ 1.5 ECTS	≐ 1.5 CLAR	≐ 3 credits	≐ 1 credit
Student workload	38-48 hours	≐ 45 hours	37.5-45 hours	37.5-45 hours	Converted from ECTS	≐ 45 hours
Teaching hours*	13-16 hours	≐ 15~16 hours	-----	-----	-----	-----

This chart requires more detailed explanations regarding each indicator. Except ANQAHE's definition, this chart was adopted as a reference document by the ASEAN⁹+3 Ministers of Education. (Nov. 1, 2018)

2. Can we trust UMAP activities? (a UMAP study plan form under a UMAP Student Connection Online (USCO) program)

2-(1). UMAP Study Plan Form (sample)

FRONT

UMAP CREDIT TRANSFER SCHEME (UCTS) STUDY PLAN (For incoming students)

1. STUDENT'S PERSONAL DATA
 (NOTE: To be completed by the student. The information provided in this form will be treated in confidence by the home and host institutions. Data from the form may be used for UMAP/ UCTS statistical purpose, but only in an aggregated and non-identifiable manner.)

Student's Name: AAAAAA BBBBBBBBBB	Gender: <input type="checkbox"/> M/ <input checked="" type="checkbox"/> F	Student ID Number: 123456789	
Student's Home Address: _____			
Student email: _____			
Home Institution: UMAP home University	Home Country: (e.g.) Japan	Univ. Year: <input type="checkbox"/> 1/ <input type="checkbox"/> 2/ <input checked="" type="checkbox"/> 3/ <input type="checkbox"/> 4	DEGREE: <input checked="" type="checkbox"/> B / <input type="checkbox"/> M/ <input type="checkbox"/> D
Host Institution: UMAP host University	Host Country: (e.g.) Thailand	Major: Asian & Pacific Study	

* In the section of DEGREE, B = Bachelor, M = Master's and D = Doctoral Degree

2. BASIC INFORMATION OF HOME & HOST INSTITUTION'S CREDIT TRANSFER WITH UCTS

Our institution complies with the following definition of UCTS. Thus, we will transfer credit on a one-to-one basis with other institutions which use the UCTS.

=====DEFINITION OF UCTS=====

One (1) UCTS = 38-48 hours of student workload. This includes 13-16 academic hours of instruction.

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3. DETAILS OF THE PROPOSED UMAP STUDY PLAN FOR ONE SEMESTER (Spring / Fall / Other term [] in Year [])

● To be completed and signed by the student and counter-signed by the academic advisor/staff members of both institutions

BACK




2-(2). UMAP Study Plan Form (cont.) (sample)

List of course numbers and titles of courses you'd like to register at host institution and transfer to home institution		Credits	
Course #	Host Institution Title	(your) Home Institution Title	HOME Credits
100	Asian Business	aaa Asian Business Management	5
		bbb Asian Organization Behaviors	2
		ccc UMAP Short Internship	1
200	Asian Technology	ddd Technology and Development	3
		eee Introduction of Asian Technology	1
300	Seminar in Asian Study	ggg Seminar in UMAP Study	1

NOTE: If your study requires the 2nd semester registration at the same time, continue filling in the additional course list behind this sheet.

4. CONFIRMATION OF AGREEMENT ON STUDY PLAN BY ALL THREE PARTIES

This form must be signed by student and also counter-signed by the academic advisors/ staff members for both institutions' approval.

Student AAAAAA BBBBBBBBBB	Home institution's academic advisor/ staff member	Host University's academic advisor/ staff member
Signature: 	Signature: 	Signature: 
Date: MONTH / DAY / YEAR	Title: Academic Adviser, Professor in Asian Study	Title: Registrar, Office of Academic Affairs
	Date: MONTH / DAY / YEAR	Date: MONTH / DAY / YEAR

3. What are the issues and future challenges of UMAP and UCTS? (Learning Outcomes and Student workload)

3-(1) Future Issues for UMAP and UCTS

There are still a large gap among nations in Asian region in terms of their quality of higher education.

- ① Lack of capacity to manage institutions**
- ② Lack of regulations and standards**
- ③ Lack of transparency**

However, there is a strong demand for more student mobility in the region.

3-(2) Future Challenges for UMAP and UCTS

- ① Promote UCTS through UMAP activities from 240 to more than 9000 universities in Asian region**
- ② Adoption ? Promotion ? Of “ASEAN+3 Guidelines for Student Exchanges and Mobility” (2016 & 2018)**
- ③ Join the “UNESCO’s Tokyo Convention” (2018)**

Recommended references

1. Hotta, T. (2019). The Development of “Asian Academic Credits” as an Aligned Credit Transfer System in Asian Higher Education. *Journal of Studies in International Education, (January 11, First Online publication) 1-23* [DOI: 10.1177/1028315318822797]
2. UMAP Japan National Committee (2017). *UMAP Exchange Program and UMAP Credit Transfer Scheme (UCTS) : User’s Guide*. Retrieved from http://www.kodaikyo.org/wp/wp-content/uploads/2018/01/umap_guid.pdf
3. Association of Southeast Asian Nations. (2018). *Joint statement of the Fourth ASEAN Plus Three Education Ministers Meeting*. Retrieved from <https://asean.org/storage/2018/11/Adopted-Joint-Statement-of-4th-APTEMM1>. Pdf
4. UNESCO Bangkok Office (2018) *The Tokyo Convention – A new era for mobility and internationalisation of higher education in the Asia-Pacific*
<https://bangkok.unesco.org/content/tokyo-convention-new-era-mobility-and-internationalisation-higher-education-asia-pacific>

Glossary

- 1. UMAP:** University Mobility in Asia and Pacific
- 2. UCTS:** UMAP Credit Transfer System
- 3. USCO:** UMAP Student Connection Online
- 4. ASEAN:** Association of South-East Asian Nations
- 5. APT:** ASEAN Plus Three
- 6. AACs:** Asian Academic Credits
- 7. CATS:** Credit for Accumulation and Transfer Scheme
- 8. ECTS:** European Credit Transfer System
- 9. ACTFA:** Academic Credit Transfer Framework in Asia
- 10. AUN:** ASEAN University Network
- 11. AUN-ACTS:** AUN-ASEAN Credit Transfer System
- 12. CLAR :** Latin American Reference Credit
- 13. ANQAHE:** Arab Network of Quality Assurance in Higher Education

THANK YOU

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