



International Joint Accreditation

Handbook

for Higher Education Institutions

2021 Edition

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1 Project Overview

1-1 Project Background

The Taiwan Assessment and Evaluation Association (TWAEA) was founded in 2003 as a non-profit organization dedicated to the development of evaluation mechanism that meets policy requirements and practical needs. On the basis of an unbiased position with objective and fair perspectives, TWAEA has built up a solid reputation in the implementation of evaluation system and has been widely recognized as a professional evaluation agency. TWAEA has long worked to help improve the quality of higher education in Taiwan. In addition to actively participating in international accreditation organizations in recent years, TWAEA also engages in a range of international cooperation and exchanges with professional accreditation agencies in other countries and regions such as Japan, Thailand, Russia, New Zealand, Hong Kong, and Macau.

The Japan University Accreditation Association (JUAA) was established in 1947 by 46 national, public, and private universities, taking several U.S. accreditation agencies as a model. JUAA is a voluntary organization of higher education institutions which mission is “to promote to qualitative improvement of higher education institutions in Japan through the voluntary efforts and mutual assistance of member institutions and to contribute to international cooperation such as educational and research activities in higher education institutions.” When the School Education Act of Japan was revised in 2002, JUAA became the first certification and accreditation agency certified by the Minister of Education, Culture, Sports, Science and Technology, and has continued to engage in accreditation activities for higher education institutions. JUAA conducts certified evaluation and accreditation for institutions and professional graduate schools and accreditation for schools of veterinary medicine and dentistry.

The Office for National Education Standards and Quality Assessment (ONESQA) has been established to comply with the stipulation of the 1999 National Education Act. It is an academic body specializing in educational quality assessment that will enhance the quality of education throughout Thailand and enable the educational institutions to provide quality education to the Thai learners who will be endowed with virtue, competence, and happiness. Furthermore, ONESQA aims to attain quality of its operation by placing emphasis on the importance of streamlining the assessment system, thereby improving assessment methods, and strengthening the recognition of the developed standards. In 2018, the new Ministerial Regulation on Quality Assurance for Education has been officially announced to use as a framework for internal and external quality assessment which will allow each institution to evaluate the performance and circumstances based on their own educational quality standards and criteria as well as self-development plan. Hence educational institutions will decide their own institutional QA system that will fit to their purposes and context while the External Quality Assessment (EQA) will verify and audit education quality and standard of the institutions. Moreover, EQA will recognize individual differences of educational institutions and serve as empowerment for them to maximize their potentials and to encourage them to align with the international standards.

Taiwan, Japan and Thailand cooperate in the areas of international trade, education, tourism and human resources. The promotion of international joint accreditation will enhance their mutual understanding of each other's higher education environments and lead to greater international cooperation.

In 2018, TWAEA and JUAA launched the international joint accreditation for universities and colleges in Taiwan and Japan. Higher education institutions that take part in this project and pass the accreditation process will not only be recognized by an international accreditation organization, but can also use it to emphasize the globalization of their education. The implementation of this project will hopefully provide higher education in Taiwan and Japan with a guarantee on the

internationalization of their education quality. In 2021, the project has been expanded to include Thailand joining the international joint accreditation. The framework and standards will be integrated to create synergy within the three regions through knowledge exchange on international joint accreditation.

The anticipated benefits for the participating institutions are as follow.

- ⊕ Improve the international superiority and strengthen the competitiveness of the institution by recognizing international quality assurance. Provide a reference for the making of international cooperation agreements on mutual recognition of academic credits among Taiwanese, Japanese and Thai universities (proof of academic equivalence), dual degree system, and exchange/overseas students.
- ⊕ Participation in international quality assurance system will enhance the depth and breadth of the institution from an international assessment perspective and generate a greater range of suggestions for improvements.
- ⊕ The credibility of the professional assessment body in their region will provide institutions with a quick way to open up international markets so that more international students can be enrolled.

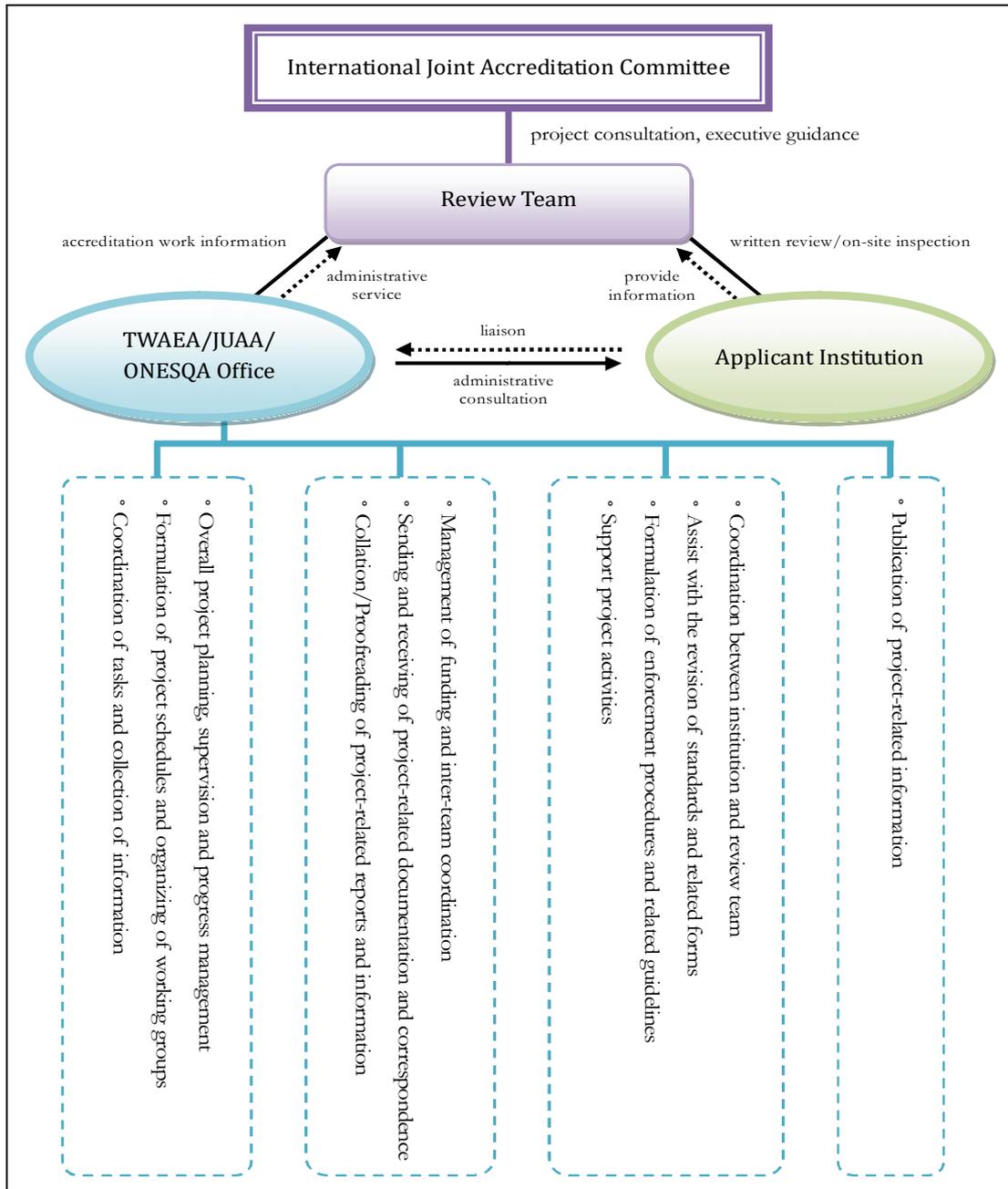
1-2 Project Goals

- ⊕ Facilitate the internationalization of higher education in Taiwan, Japan, and Thailand.
- ⊕ Refine the assessment competency and professional development of professional assessment bodies in Taiwan, Japan, and Thailand.
- ⊕ Improve the knowledge, ability and skills of Taiwanese, Japanese, and Thai reviewers.
- ⊕ Facilitate educational excellence in Taiwanese, Japanese, and Thai higher education institutions.
- ⊕ Facilitate the sound development and refinement of higher education in Taiwan, Japan, and Thailand.

1-3 Organizational Structure

Under the jurisdiction of TWAEA, JUAA and ONESQA, the “International Joint Accreditation Committee” (hereafter referred to as “the Committee”) shall be set up

by this project to ensure the evaluation process in full and smoothly. Then, “Review Team” shall be formed for each applicant institution based on their nationality, features, and attributes under the Committee. The planned organizational structure for the project is as follows.



[Figure 1] Project Organizational Structure

2 Standards and Accreditation Process

2-1 Accreditation Standards and Indicators

[Table 1] International Joint Accreditation Standards and Indicators

Standard 1: Mission, Goals & Strategy	
1-1	The university appropriately defines its mission and goals. In addition, it appropriately defines the goals of each school and department in light of the university's mission and goals.
1-2	The university appropriately specifies its mission and goals and the goals of each school and department in written university rules or other rules equivalent thereof, made known to university staff and students, and made public to society.
1-3	The university establishes mid- and long-term plans and other measures with a view to the future of the university, and in order to realize its mission and goals, and the goals of each school and department.
1-4	The university defines a strategy on internationalization in line with its mission and goals.

Standard 2: Internal Quality Assurance	
2-1	The university specifies university-wide policies and procedures for internal quality assurance.
2-2	The university puts in place a university-wide system responsible for promoting internal quality assurance.
2-3	The internal quality assurance system is effectively functioning based on the policies and procedures.
2-4	The university appropriately publishes information on educational and research activities, the results of self-studies and self-evaluation, finance and other various activities of the university to achieve accountability to society.
2-5	The university regularly verifies the adequacy of the internal quality assurance system through reviews and evaluation and utilizes the results of such reviews and evaluation to make improvements.

Standard 3: Teaching & Learning

3-1	The university specifies and publishes policies on degree award, curriculum design and implementation, and student admission in order to realize its mission and goals. It ensures that these policies are appropriately linked and consistent with each other.
3-2	The university systematically designs the curriculum and offers courses suitable for each degree program based on the policies for curriculum design and implementation.
3-3	The university clarifies the ideal image of faculty members and the policy for organizing faculty organization. It develops faculty organizations based on this policy to implement educational and research activities by the schools and departments.
3-4	The university implements various measures to stimulate students' learning and effectively provide education.
3-5	The university appropriately implements evaluation of students' learning outcomes, granting of credits and awarding of degrees.
3-6	The university appropriately assesses and evaluates learning outcomes as specified in the policy on degree award.
3-7	The university appropriately admits students based on student admission policy. It puts student support systems in place and offers appropriate student services so that students can concentrate on learning and lead stable campus lives.
3-8	The university specifies policies for ensuring the environment and conditions for students' learning and educational and research activities by faculty members. Based on such policies, the university must have sufficient school sites and buildings and maintain facilities and equipment necessary for educational and research activities. It must also have a library and systems for providing academic information services and ensure they are functioning appropriately.

Standard 4: Faculty

- | | |
|-----|--|
| 4-1 | The university implements systematic and multifaceted Faculty Development (FD) programs to promote the qualitative improvement of faculty members and faculty organization. |
| 4-2 | The university recruits, hires and promotes faculty members and evaluates their performance appropriately in accordance with rules and regulations. |
| 4-3 | Faculty members incorporate the outcomes of research and development and/or cooperation with industry into education to offer enhanced learning opportunities to the students. |

Standard 5: Social Connection

- | | |
|-----|---|
| 5-1 | The university specifies policies on social cooperation and contribution to appropriately share educational and research outcomes of the university with society. Furthermore, it implements specific measures for social cooperation and contribution based on the policies. |
|-----|---|

Standard 6: Governance

- | | |
|-----|---|
| 6-1 | The university specifies policies on the administration of the university as necessary for realizing its mission and goals and the mid- and long-term plans established with a view to the future of the university. |
| 6-2 | The university must be administered appropriately based on the policies. |
| 6-3 | The university establishes administrative organizations that properly function to undertake work related to the operation of the legal entity and university, support for educational and research activities, and other necessary work. It also puts measures in place to motivate and promote the qualitative improvement of administrative staff members to ensure the effective administration of the university. |

2-2 Accreditation Process

[Table 2] International Joint Accreditation Process

Step	Activity	Details
1	Application submitted by the institution	The institution submits the International Joint Accreditation Application for processing by TWAEA/JUAA/ONESQA.
2	Accreditation information is submitted by the institution	Accreditation information (Self-Assessment Report, SAR and supporting evidence) is submitted by the institution.
3	Document Review	A document review is conducted by review team. A “Request for Clarification List” shall be provided to the institution 5 weeks before the on-site review.
4	The institution provides its response and explanation to the Request for Clarification List	The institution responds to the “Request for Clarification List” 2 weeks before the on-site review.
5	On-site Review	The review team visits the institution for the on-site review.
6	Produce the draft report of accreditation	The draft of the accreditation report is produced by review team and sent to the institution by TWAEA/JUAA/ONESQA.
7	Opinion Statement by the institution	The institution appeals the “factual errors” in the draft report. The opinion is reassessed by the review team.
8	Approval of accreditation results	The review team submits the accreditation report and accreditation results recommendation to the Committee, so that the report can be verified, and the results approved.
9	Announcement of accreditation results and presentation of the certification	The accreditation report and accreditation results shall be sent to the institution by TWAEA/JUAA/ONESQA. The accredited institution will have the right to use the accreditation mark.

Step	Activity	Details
10	Appeal by the institution	Appeal application is submitted by the institution to the “International Joint Accreditation Appeal Committee” for review to see if the accreditation results need to be adjusted or remain unchanged.

2-3 Submit the Application

The institution sends an Application form (Annex 1) to TWAEA/JUAA/ONESQA by specified deadline.

2-4 Prepare the Self-Assessment Report (SAR) and Supporting Documents

The institution shall write a SAR in English based on the accreditation standards. Six copies each of the written document and electronic file are to be provided for the document review. The electronic file can be saved to a CD-ROM or USB drive then submitted along with the supporting evidence. The aim of this project is to assist the institution realize self-growth and improvement. It is advisable for the institution to consider the accreditation standards and the indicators in the light of their own mission, educational goals, and development strategy. Quantitative data or qualitative descriptions should be used when writing the self-assessment report to provide a basis for the accreditation examination.

The notice for writing the self-evaluation report is as the follows.

- ⊕ The SAR is to be written in English and based mainly on conditions at the time of writing. Any future plans or practices can be included as well.
- ⊕ The contents of the SAR should present the institution’s overall operations and performance in terms of the international joint accreditation standards. These shall include: (1) Description of current conditions, (2) good practice/features, (3) improvement/problems and difficulties, and (4) action plan/improvement strategies. (see also Annex2)

- ⊕ The SAR should consist mainly of qualitative descriptions. There is no need to submit quantitative forms separately.
- ⊕ Japanese institutions are required by law to publish part of their operational data online (a “Public Information” page is included in their website); Taiwanese institutions undergoing application will need to provide quantitative data relating to their published information; Thai institutions undergoing application will need to provide quantitative data relating to their published information.
- ⊕ The SAR should not exceed 100 pages in length and should use a font size of 12. Attachments are to be provided as electronic files and do not count towards the page limit.

Location of Applicant HEI	Submitted Information	Description of Information
Taiwan	⊕ Self-assessment report in English	Maximum length of 100 pages. 6 copies each of the written documentation and electronic files.
	⊕ Quantitative data relating to institution operations in Chinese	No restrictions on page count. 6 copies of electronic files.
	⊕ Other relevant attachments (institutions may choose what to provide)	No restrictions on page count. 6 copies of electronic files.
Japan	⊕ Self-assessment report in English	Maximum length of 100 pages. 6 copies each of the written documentation and electronic files
	⊕ Relevant attachments (institutions may choose what to provide)	No restrictions on page count. 6 copies of electronic files.
	※No need to provide quantitative data relating to institution operations (Reviewers shall search for it on the Internet themselves).	
Thailand	⊕ Self-assessment report in English	Maximum length of 100 pages. 6 copies each of the written documentation and electronic files.
	⊕ Relevant attachment (institutions may choose what to provide)	No restrictions on page count. 6 copies of electronic files.
	※No need to provide quantitative data relating to institution operations (Reviewers shall search for it on the Internet themselves.)	

2-5 Review Team

2-5-1 Review Team Composition

The review team is composed of 5 members. Senior professors with administrative experience or senior administrative staff related to evaluation/quality assurance activity, or top industry executives should in principle be invited to serve on the review team. The exact composition of the review team shall be based on the location of the applicant institution as shown below:

	Location of applicant institution		
	Japan	Taiwan	Thailand
Number of Japanese team members	1	2	2
Number of Taiwanese team members	2	1	2
Number of Thai team members	2	2	1
Chair	Appoint Taiwanese/Thai team member	Appoint Japanese/Thai team member	Appoint Taiwanese/Japanese team member

2-5-2 Reviewers Selection Principles

- i. Previous experience or current appointment as a tier-1 executive including president, vice-president, dean of academic affairs, dean of general affairs, dean of student affairs, or dean of research & development;
- ii. Professor with relevant practical experience in higher education administration or institutional research;
- iii. Senior administrative staff or staff related to self-evaluation activity;
- iv. Industry representative in executive position (business owner, senior manager, director, etc.) familiar with higher education.

2-5-3 Conflicts of Interest

Reviewers shall uphold the ideals of professionalism, respect, fairness and impartiality by maintaining confidentiality and avoiding conflicts of interest. The

reviewers shall also comply with the code of ethics, maintain a professional attitude, follow the code of conduct, and carry out all of the accreditation tasks to ensure the credibility of the accreditation results.

2-6 On-Site Review

On-site review will take a full day to provide more time for communication and exchange opinion. Reviewers will carry out the on-site review based on the self-assessment information provided by the institution undergoing accreditation and the supporting information on the site.

2-6-1 On-Site Review Itinerary

[Table 3] On-Site Review Timetable

Time	Item	Description
09:00-9:30	Preparation meeting for review team	<ul style="list-style-type: none"> Review team arrive at HEI for preliminary communication Review and discuss items requiring clarification Confirm the route for campus visit
09:30-10:20	Self-introductions and briefing on HEI affairs	<ul style="list-style-type: none"> Review team members and HEI personnel introduce themselves to each other The HEI delivers a presentation on HEI development and accomplishments
10:20-12:30	Tour of the campus and examination of information	<ul style="list-style-type: none"> Review team examine the relevant data on display (at least 1 hour) Tour of teaching activities and facilities
12:30-13:30	Lunch and discussion	<ul style="list-style-type: none"> Lunch and brief meeting
13:30-15:00	Interview with faculty, staff and student representatives	<ul style="list-style-type: none"> Review team speak with the president, tier-1 executives, teachers, administrative staff and student representatives

Time	Item	Description
15:00-15:30	Verification and confirmation of data Supplementary explanation by HEI	<ul style="list-style-type: none"> Review team engage in discussion and collation of opinions Review team communicate and clarify any questions with the HEI regarding the written information and what they examined on the day
15:30-17:30	Authoring of report	<ul style="list-style-type: none"> Review team hold discussion to reach a consensus and write the preliminary draft of the accreditation report
17:30-18:00	General forum	<ul style="list-style-type: none"> Review team exchange opinions with the HEI

2-6-2 Key Points in the On-Site Review

⊕ Briefing by the institution

The institution briefly describes its development and accomplishments based on the international joint accreditation standards and the indicators.

⊕ Campus tour

The institution shall prepare a recommended route for the campus tour and provide it to the review team for discussion during the preparatory meeting so that the actual route for the tour can be decided upon.

⊕ Examination of information

The review team should allocate at least 1 hour for the examination of all related information prepared on the day.

⊕ Interview with faculty, staff, and student representatives

The president's interview shall take the form of a joint discussion. The interview for Tier-1 executives, faculty, administrative staff, and students shall take the form of a joint discussion or one-to-one interview.

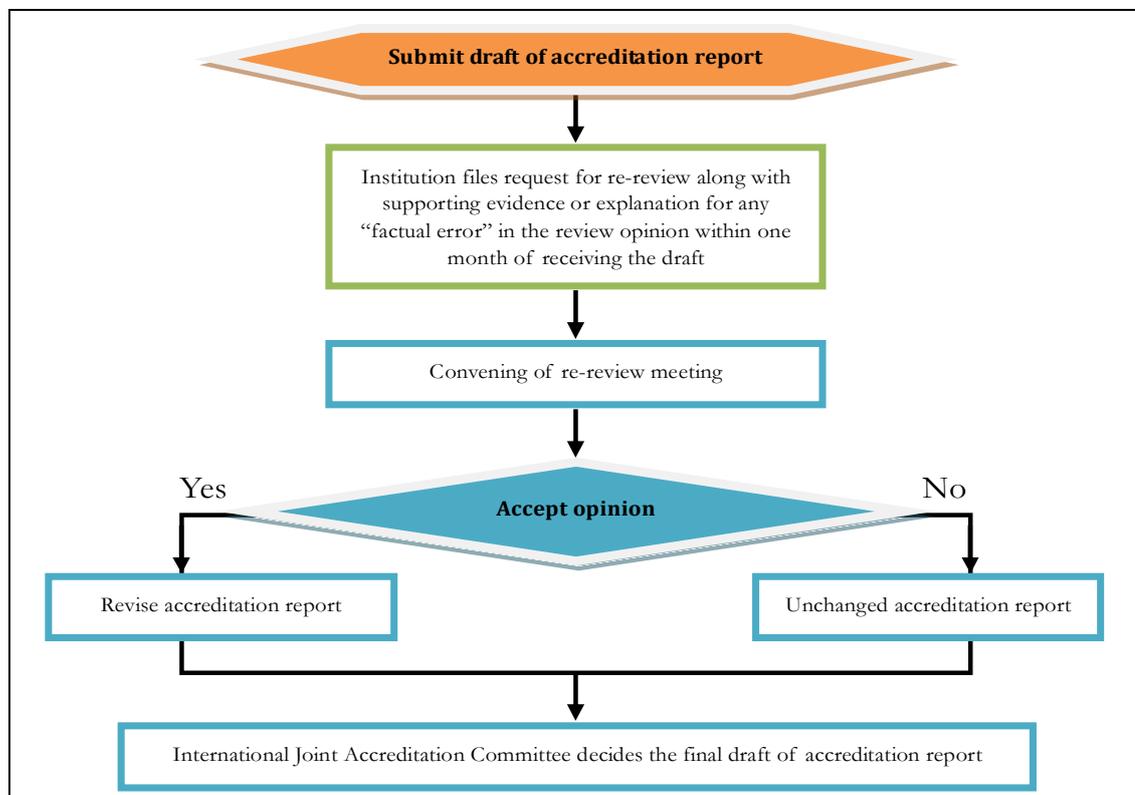
⊕ Verification and confirmation of data / Supplementary explanation by institution

The review team members shall communicate and clarify with the institution any questions they may have regarding the written documents, on-site information and interviews. The institution can also provide supplementary explanations on related information. If there are no questions raised, then the time is used for discussion by review team.

2-7 Opinion for the Draft Report by Institution

To ensure equitable treatment, if the institution believes after receiving the preliminary draft of the accreditation report that the review opinion contains any “factual errors”, the institution can submit the opinion to the Committee within the specified time period. Review team will refer to the content of the opinion submitted by the institution to check the information and write a response to the opinion. (See annex 3)

The process for statement of opinion and the response is as shown below.



[Figure 2] Opinion Statement Process

2-8 Accreditation Results

Accreditation results can be “accredited” or “not accredited” in accordance with the International Joint Accreditation Standards.

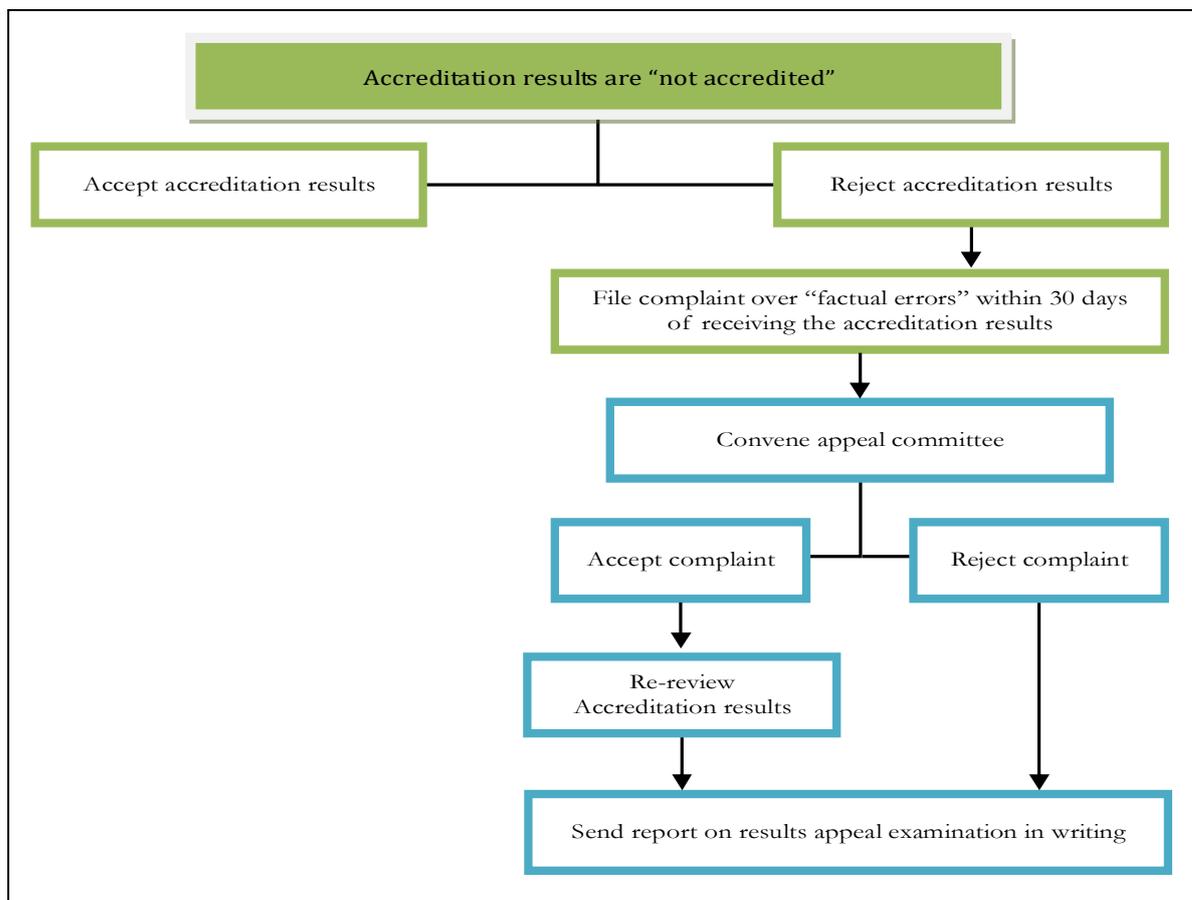
The accreditation period starts from the date that the accreditation results were announced. The valid of accreditation is 6 years. Once accreditation results have been approved by the Committee, a certificate is immediately issued. The accreditation certification will be issued in four languages (Chinese, Japanese, Thai, and English). The results are also published on the website and in relevant public documents. The information can also be disseminated on suitable occasions.

[Table 4] Explanation of the International Joint Accreditation Results

Accreditation Results		Description	Remarks
Accredit	Valid for 6 years	<ul style="list-style-type: none"> ⊕ Fully meets with all requirements for international joint accreditation standards, sufficient supplementary information was provided, and can continue to maintain steady growth. 	<ul style="list-style-type: none"> ⊕ Accreditation period starts from the date that the accreditation results were announced ⊕ Institutions may re-submit their application one year before the accreditation expires.
Not accredit		<ul style="list-style-type: none"> ⊕ Did not achieve the educational goals in a definite manner and does not satisfy the basic requirements for international joint accreditation standards. ⊕ Only the applicant institution is notified, and there is no public announcement. 	<ul style="list-style-type: none"> ⊕ If the institution wishes to dispute the accreditation results after it is received, they may file an appeal within 30 days in accordance with the “Regulations Governing International Joint Accreditation Complaints.”

2-9 Appeal Process

If the institution would like to dispute the accreditation results after it is received, they may file an appeal within 30 days in accordance with the “Regulations Governing International Joint Accreditation Complaints.” Appeals may be submitted by the institution if it does not accept the accreditation results, and only one appeal may be made. Appeals may also only be submitted over “factual errors” in the content of the accreditation report. The appeal process is as shown in the following diagram.



[Figure 3] Appeal Process

2-10 Other Items of Interest

2-10-1 Before On-Site Review

- ⊕ Please ensure that institution website is working normally during the review period. The institution’s “transportation routes” and “campus map” should also be placed on the website for the review team’s reference.

- ⊕ TWAEA/JUAA/ONESQA staffs will provide the list of review team by e-mail one week (including public holidays) before the on-site review. TWAEA/JUAA/ONESQA staffs will also assist the review team and the institution undergoing accreditation in confirming the itinerary for the on-site review and the representatives to be interviewed.
- ⊕ Review team will provide a “Request for Clarification List” 5 weeks before the on-site review. The institution should provide its response to the items in the “Request for Clarification List” 2 weeks before the on-site review.
- ⊕ The institution is asked to prepare the SAR and its evidencing materials on the day of the on-site review for the convenience of the review team.

2-10-2 On-Site Review Period

- ⊕ All of the activities listed in the published itinerary for the on-site review should in principle be conducted.
- ⊕ The institution is asked to carry out the necessary planning and preparations for the on-site review itinerary. The personnel involved for each phase should be personnel involved in related activities.
- ⊕ To protect the interests of institution undergoing accreditation and the review team if there are any changes in the review process and timetable, then an agreement on change of itinerary should be signed by both parties to ensure that the review itinerary is completed in full.
- ⊕ While the on-site review is in process, do not allocate venues with audio or video recording equipment for the review and interviewers. No audio/video recording or photos should be made throughout the review. Any exemptions require the prior consent of the review team members.
- ⊕ Review information provided on the day should be arranged in the order of the international joint accreditation standards for ease of reading. If the relevant supporting information has been digitized for storage, then please present them as a computer index.
- ⊕ If the institution would like to make any amendments or additions to the SAR on the day of the on-site review, a copy can be collected by the accompanying TWAEA/JUAA/ONESQA staffs with the consent of the institution once it has been confirmed by the review team.
- ⊕ To avoid excessive travel times and impacting the operation of the institution, boxed lunches at the review venue should be arranged if possible. There is no need for accompanying institution personnel either.

- ⊕ The TWAEA/JUAA/ONESQA will provide the members of the review team with identification badges on the day of the on-site review. The institution is asked to help guide the review team members driving themselves to the review venue and arrange for parking.
- ⊕ The food, accommodation, and transportation arrangements as well as any necessary expenses of the review team will be the responsibility of TWAEA/JUAA/ONESQA.
- ⊕ The institution is asked to refrain from providing any form of reception, hospitality or gifts (e.g. souvenirs, presents) to avoid impacting the fairness and impartiality of the accreditation results.
- ⊕ During the accreditation process, please do not contact the Committee and review team members in private to ask about the accreditation results.

3 Annex

3-1 Application Form

TWAEA - JUAA - ONESQA International Joint Accreditation

[Part 1] Basic Information

Name			
Accreditation agency	<input type="checkbox"/> TWAEA <input type="checkbox"/> JUAA <input type="checkbox"/> ONESQA	Time of accreditation	YYYY.MM.DD
Number of teaching units		Total number of students	
Teaching organization			
Teaching unit name	School system	Number of students	Year established
1.	1. 2. 3.	1. 2. 3.	1. 2. 3.
2.			
3.			

[Part 2] Contact Information

Contact person	Name		Title	
	Services unit		E-mail	
	Telephone	() Extension	Fax	()

I, the undersigned (name) (position) representative of (institution) confirm the application of my institution to go through the TWAEA, JUAA, and ONESQA International Joint Accreditation.

President: _____(Signature/Stamp) Date: YYYY / MM / DD

3-2 Format of Self-Assessment Report

TWAEA - JUAA - ONESQA
International Joint Accreditation
XX University
 (Size 28, Times New Roman)

Self-Assessment Report

(Size 24, Times New Roman)

(Cover page can be of your own design)

President		Signature/ Stamp		(Please stamp with official seal)
Management		Signature/ Stamp		
Contact details				
Name		Title		
Telephone				
Fax				
Mobile				
E-mail				
Date	YYYY / MM / DD			

I. Abstract

II. History of XX University

III. Self-Assessment

Chapter 1 [Standard 1: Mission, Goals & Strategy]

1-1 Defines Its Mission and Goals

1-2 Publicity

1-3 Mid- and Long-term Plans

1-4 Strategy for Internationalization

Examples of Good Practice

Examples identified as good practice in

- i.
- ii.

Areas for Improvement

The university's evaluation processes have identified the following as areas requiring improvement.

- i.
- ii.

Action Plan

Chapter 2 [Standard 2: Internal Quality Assurance]

2-1 Policy for Internal Quality Assurance and Procedures

2-2 Organization of the Quality Assurance

2-3 Efficiency of the System

2-4 Result Accountability

2-5 Mechanism of Review

Examples of Good Practice

Examples identified as good practice in

- i.
- ii.

Areas for Improvement

The university's evaluation processes have identified the following as areas requiring improvement.

- i.
- ii.

Action Plan

Chapter 3 [Standard 3: Teaching & Learning]

- 3-1 Policies to the Objectives
- 3-2 Curriculum Design Structure
- 3-3 Faculty Organization and Development
- 3-4 Measurements of Student Learning Outcomes
- 3-5 Evaluations of Student Learning Outcomes
- 3-6 Accountability of Student Learning Outcomes Evaluations
- 3-7 Student Support Systems
- 3-8 The Quantity and Maintenance of Facilities and Equipment

Examples of good practice

Examples identified as good practice in

- i.
- ii.

Areas for Improvement

The university's evaluation processes have identified the following as areas requiring improvement.

- i.
- ii.

Action Plan

Chapter 4 [Standard 4: Faculty]

- 4-1 Faculty Development System
- 4-2 Faculty Recruitment and Evaluation
- 4-3 Industry Cooperation

Examples of good practice

Examples identified as good practice in

- i.
- ii.

Areas for Improvement

The university's evaluation processes have identified the following as areas requiring improvement.

- i.
- ii.

Action Plan

Chapter 5 [Standard 5: Social Connection]

5-1 Policies and Implementations

Examples of good practice

Examples identified as good practice in

- i.
- ii.

Areas for Improvement

The university's evaluation processes have identified the following as areas requiring improvement.

- i.
- ii.

Action Plan

Chapter 6 [Standard 6: Governance]

6-1 Administrative Policies

6-2 Mechanism

6-3 Implementations

Examples of good practice

Examples identified as good practice in

- i.
- ii.

Areas for Improvement

The university's evaluation processes have identified the following as areas requiring improvement.

- i.
- ii.

Action Plan

IV. Other

V. Conclusion

3-3 Format for Opinion Statement

TWAEA - JUAA - ONESQA

International Joint Accreditation

Instructions on Writing Opinion Statement

1. If you believe there are any “**factual errors**” such as **misunderstandings by the committee members or any parts that do not match the actual situation**, you can submit the opinion in accordance with the “Regulations Governing International Joint Accreditation Complaints.” **There is “no need” to respond to every opinion issued by committee members.**
2. Do not make a request for re-review regarding corrective action taken or proposed for future implementation in response to the opinions issued in the draft accreditation report. Matters that fall outside of the scope of the regulations governing complaints will not be processed.
3. The explanations in the institution’s request for review should be succinct and in list form. The explanation for **each point** should not exceed **one page** in length (suggestions of a similar nature can be consolidated) and placed under the corresponding accreditation opinion. Any supporting information should be included as an attachment (and indexed for ease of reference). The request for re-review should be written in **English using the Times New Roman font in size 12**. Please expand the form if there is insufficient space. (Please refer to the sample below).
4. Please mail (send) **XX printed copies** of the “Opinion Statement” and one **electronic file on CD-ROM or USB drive** (one per school) to the Taiwan Assessment and Evaluation Association / Japan University Accreditation Association / Office for National Education Standards and Quality Assessment before **20XX\XX\XX (X)**.

TWAEA - JUAA - ONESQA
International Joint Accreditation

XX University

Opinion Statement

President	
Signature	
Application date	YYYY / MM / DD

This application has a total of ___ pages (including this page)

Accreditation Report Items to Opinion Statement	
Accreditation standards	1. Mission, Goals & Strategy
Item requiring corrective action and recommended corrective action	3. ○○○○ should establish..... Complementary measures.....
Attachments	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Explanation is as follows	
<p>1. On YYYY/MM/DD, the school.....</p> <p>2. The school..... (Attachment 1)</p>	

3-4 Appeal Format

TWAEA - JUAA - ONESQA

International Joint Accreditation

Instructions for Writing of Appeal Application

1. A school may submit an appeal application once the results of the international joint accreditation have been announced.
2. Please state all the inaccuracies and reasons under each reason for appeal. The appeal will be rejected otherwise.

An “inaccuracy” is where the data, information or other content used to arrive at the “accreditation results” is different from the actual conditions at the appealing school during its assessment period. Where the inaccuracy was due to the omissions or errors in the information provided by the appealing school at the time of examination, then this may not be used as the reason for appeal.

3. The author of the appeal application should use a list format with bullet points. **Use the Times New Roman font in 12 pt size for English text.** Please expand the fields as necessary if there is insufficient space on the form. Any supporting information should be included with the appeal application when it is submitted. (Please refer to the sample below.)
4. Please mail (send) **XX printed copies** of the “Appeal Application” and **one electronic file on CD-ROM or USB drive** (one per school) to the Taiwan Assessment and Evaluation Association /Japan University Accreditation Association / Office for National Education Standards and Quality Assessment before **20XX\XX\XX (X).**

TWAEA - JUAA - ONESQA
International Joint Accreditation

XX University

Appeal Application

President	
Signature	
Date of Appeal	YYYY / MM / DD

This application has a total of ___ pages (including ___ pages of attachments)

Abstract of accreditation report	Description of grounds for complaint	Title of supporting information attached

3-5 Further Information and Contacts

If you have any questions concerning this project, you can contact the following office.

Taiwan

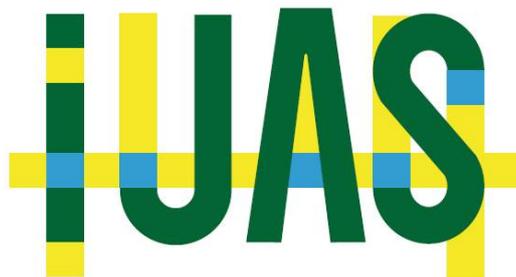
Taiwan Assessment and Evaluation Association (TWAEA)
5F-1, No.3, Nanhai Rd., Zhongzheng District, Taipei City 10066, Taiwan
(R.O.C.)
TEL: 886-2-33431177
FAX: 886-2-2394-7261
EMAIL: ijas@twaea.org.tw

Japan

Japan University Accreditation Association (JUAA)
2-7-13 Ichigayasadohara-cho Shinjuku-ku, Tokyo 162-0842, Japan
TEL: +81-3-6228-1315
FAX: +81-3-3260-3667
EMAIL: intl@juaa.or.jp

Thailand

Office for National Education Standards and Quality Assessment (ONESQA)
24th Floor, Phayathai Plaza Building, 128 Phayathai Road,
Ratchathewi, Bangkok 10400, Thailand
TEL: 66-2-216-3955
FAX: 66-2-219-5044-6
EMAIL: policy@onesqa.or.th



**International
Joint Accreditation
Standards**



Taiwan Assessment and Evaluation Association (TWAEA)

5F-1, No.3, Nanhai Rd., Zhongzheng District, Taipei City 100, Taiwan, R.O.C.

TEL: 886-2-3343-1177 FAX: 886-2-2394-7261

Website: <https://www.twaea.org.tw>



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