



NIAD-QE

National Institution for Academic Degrees and Quality Enhancement of Higher Education

Quality Assurance in Higher Education and NIAD-QE

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National Institution for Academic Degrees and Quality
Enhancement of Higher Education (NIAD-QE), Japan

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質

Quality



Outline

- I. Profile of NIAD-QE
- II. Overview of Japanese Higher Education
- III. Evaluation and Accreditation of Higher Education Institutions: Certified Evaluation and Accreditation (CEA)

I. Profile of NIAD-QE

NIAD-QE: Who we are

National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE)

An incorporated administrative agency **created in 2016** by the Japanese Act of General Rules for Incorporated Administrative Agency and the NIAD-QE Act.

- 1991: **NIAD** was established as an academic degree-awarding institution.
- 2000: Renamed and reorganized as **NIAD-UE**: Their new function was evaluating universities.
- April 2016: NIAD-UE and the Center for National University Finance and Management (CUFM) **merged to form NIAD-QE**.



NIAD-QE: What we do

- I. Evaluation and Accreditation of Higher Education Institutions**
 - ❖ Certified Evaluation and Accreditation (CEA)
 - ❖ National University Corporation Education and Research Evaluation
 - ❖ Institutional Thematic Assessments (ITA)
- II. Awarding of Academic Degrees**
- III. Cooperation in Quality Assurance**
 - ❖ Activities to support quality assurance at Japanese universities and colleges
 - ❖ International cooperation
- IV. Research Activities**
- V. Loans and Grants for Facility Construction**

II. Overview of Japanese Higher Education

Social Background of HE in Japan

In my personal view...

- Orienting diversification of higher education
- The expectation for education is most focused on when Nobel Prize is announced in October
- Devoting our time makes quality

Type of Japanese Higher Education Institutions

Type	Study Programs and	Awarded Degrees/Academic Titles
Universities	Undergraduate programs : 4-year programs (6-year for medicine, dentistry, pharmacy and veterinary medicine)	Bachelor's Degrees
Graduate Schools	<ul style="list-style-type: none">❑ Master's programs : 2-year programs❑ Doctoral programs : 3-year programs (4-year for medicine dentistry, pharmacy and veterinary medicine)❑ Professional degree programs : 1-2 year programs (3-year for law schools)	<ul style="list-style-type: none">❑ Master's Degrees❑ Doctoral Degrees❑ Master's Professional Degrees, Juris Doctors for Law Schools
Junior Colleges	2-3 year education	Associate Degrees
Colleges of Technology	Vocation-oriented education Unified 5-year education	The Titles of Associate
Professional Training Colleges	1-4 year education	Diploma* ¹ or Advanced Diploma* ²

*1 To be fulfilled requirements such as at least two years of study.

*2 To be fulfilled requirements such as at least four years of study.

Size of Japanese Higher Education

- The total number of universities, junior colleges, colleges of technology and professional training colleges is 3,991, with approx. 3.66 million students enrolling.
- Number of universities is 780, with among them 77% are private universities.

	National	Municipal/ Prefectural	Private	Total
Universities	86	90	604	780
with Graduate Schools	86	80	463	629
Junior Colleges	0	17	320	337
Colleges of Technology	51	3	3	57
Professional Training Colleges	9	186	2,622	2,817

Number of Higher Education Institutions (As of May 2017)

Legal Frameworks of Quality Assurance in Higher Education

- Establishment-Approval System (1947-) <ex-ante>
 - ❖ In case of setting up a new university, an approval by the Minister of MEXT is necessary after consulting to the Advisory Council for University Establishment as stipulated under the law.
 - ❖ Minimum standards for establishing a new university, e.g., curricula, faculty, university sites, university buildings etc.
 - ❖ Focusing on conformity with the Standards for Establishment and feasibility of the application including the continuity of managing academic programs
- Certified Evaluation and Accreditation (2003-) <ex-post>
 - ❖ Accreditation (to assess whether a university fulfills the Standards) and evaluation (to promote the quality enhancement of education and research) by third-party QA organizations

III. Evaluation and Accreditation of Higher Education Institutions

Certified Evaluation and Accreditation (CEA)

Outline of CEA

- **Mandatory review** scheme under the School Education Act.
- All universities, junior colleges and colleges of technology are responsible for:
 - ❖ inspect and assess its own provision of education, research, management and facilities in order to enhance the quality
 - ❖ publish the self-assessment results
- All universities, junior colleges and colleges of technology are obliged to be evaluated by an certified evaluation and accreditation organization at least **once every 7 years. - Institutional CEA**

Outline of CEA (cont.)

- A university with **professional graduate school** additionally needs to undertake a process of CEA at the school level, **at least every 5 years**, on the condition of education and research including curriculum and academic staff.
 - **CEA for professional graduate schools**
- CEA is to be carried out, at the request of an institution, in accordance with the standards for the evaluation and accreditation set out by an certified evaluation and accreditation organization.

Certified Organizations (QA Agencies)

NIAD-QE is certified by the MEXT's Minister as an evaluation and accreditation organization of universities, colleges of technology and graduate law schools.

□ List of Institutional Certified Evaluation and Accreditation Organizations

Target Institution/Schools	Certified Organizations (with Date of Certification)
Universities	Japan University Accreditation Association (JUAA) (31 Aug 2004) NIAD-QE (14 Jan 2005) Japan Institution for Higher Education Evaluation (JIHEE) (12 Jul 2005)
Junior Colleges	Japan Association for College Accreditation (JACA) (14 Jan 2005) JUAA (25 Jan 2007) JIHEE (4 Sep 2009)
Colleges of Technology	NIAD-QE (12 Jul 2005)



□ List of certified evaluation and accreditation organizations for professional graduate schools

Target Shools	Certified Organizations (with Date of Certification)
Graduate Law Schools	Japan Law Foundation (31 Aug 2004) NIAD-QE (14 Jan 2005) JUAA (16 Feb 2007)
Management (Business Management, Technology Management, Finance, Management Information)	ABEST21 (12 Oct 2007)
Accounting	Japanese Institute of International Accounting Education (JIAIE) (12 Oct 2007)
Management (Business Management, Accounting, Technology Management, Finance)	JUAA (8 Apr 2008)
Midwifery	Japan Institute of Midwifery Evaluation (JIME) (8 Apr 2008)
Clinical Psychology	Foundation of the Japanese Certification Board for Clinical Psychologists (4 Sep 2009)
Teacher Training (Professional Schools for Teacher Education, School Education)	The Institute for the Evaluation of Teacher Education (31 Mar 2010)
Public Policy	JUAA (31 Mar 2010)
Information, Creative Technology, Embedded Technology, Atomic Power	Japan Accreditation Board for Engineering Education (JABEE) (31 Mar 2010)
Fashion Business	JIHEE (31 Mar 2010)
Public Health	JUAA (4 Jul 2011)
Intellectual Property	ABEST21 (31 Oct 2011) JUAA (29 Mar 2012)
Beauty Business	Institution for Accreditation and Quality Assurance of Professional Higher Education (31 Jul 2012)
Environment, Landscape Architecture	Japanese Institute of Landscape Architecture (31 Jul 2012)
Global Communication	JUAA (29 Mar 2016)
Social Welfare	Japanese Association of school of social work(15 Jan 2017)

*The fields that do not have any CEA organization: 2 fields including digital contents, and film producing.

Fundamental Policies of NIAD-QE's CEA

- Reference to the standards for certified evaluation and accreditation
- Focus on educational activities
- Contribution to the development of individuality
- Evaluation and accreditation based on self-assessment
- Use of peer review
- A highly transparent system
- Internationally acceptable evaluation and accreditation

NIAD-QE's Standards for Institutional CEA of Universities

(Comparison of the old and new standards)

2nd Cycle (FY 2012-2018)

1. Mission of the University
2. Teaching and Research Structure
3. Academic Staff and Teaching Supporting Staff
4. Student Admissions
5. Academic Programs
- 6. Learning Outcomes**
7. Facilities and Student Supports
- 8. Internal Quality Assurance System of Teaching and Learning**
9. Finance and Management
- 10. Public Information on Teaching and Learning**

1st Cycle (FY 2005-2011)

1. Purpose of the University
2. Education and Research Structure
3. Academic Staff and Education Supporting Staff
4. Student Admission
5. Academic Programs
6. Effectiveness of Institutional Performance
7. Student Support
8. Facilities
9. Internal Quality Assurance System
10. Finance
11. Management

Major Changes in the 2nd Cycle of Institutional CEA

- Features of the second cycle evaluation standards:
 - ❖ Learning outcomes
 - ❖ University's internal QA system of teaching and learning
 - ❖ Public information on teaching and learning
- Results overview in English to be made public
- New theme for the Institutional Thematic Assessment: Internationalization for Higher Education
 - <Institutional Thematic Assessment>
 - Theme A: Research Activities
 - Theme B: Community Engagement
 - Theme C: Internationalization for Higher Education

Process of NIAD-QE's Institutional CEA

- Submission of self-assessment report from university
- Document analysis
- Site-visit
- Notification of draft results to university
- Statement of objection from university
- Finalization and publication of results

Committee for NIAD-QE's Institutional CEA

- Committee

The responsible body for organizing the process of evaluation and accreditation.
- Subcommittee

Setting up under the Committee according to the condition of the targeted universities to carry out the actual process.
- Working teams

Being set up in each subcommittees for CEA to perform document studies, site visits and draft the reports. Teams are composed of a chief evaluator and several evaluators.

Results of NIAD-QE's Institutional CEA

- Satisfied/unsatisfied decisions
- Good practices/improvements also identified
- The results made public in the format of a final report

Toward the 3rd Cycle of CEA of Universities

Review steps toward the 3rd cycle

Deliberation summary
released by MEXT's
expert council*
(Mar 2016)

Revision of relevant
MEXT ordinance
(Mar 2016)

Review/revision by
each CEA organization
(Ongoing)

*Subdivision on Universities,
Central Council for Education

Points for discussion - examples

MEXT ordinance revision

For each QAA to focus specifically on the institution's internal quality assurance (IQA). **To streamline the next evaluations of universities with good practices related to IQA.**

For each QAA to contribute to improvement through **follow-ups (re-evaluations)** upon the request from universities

For each QAA to include **relevant stakeholders (including students)** in the interviewees

NIAD-QE is discussing:

Revising the evaluation contents of IQA, how to simplify the next evaluations

A follow-up system for universities that have satisfied all standards, in addition to the existing supplementary review

Necessity of stakeholder participation in addition to current mechanisms: interviews during site visits and participation in CEA Committee

“Taking another step toward
a better future for higher education”

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