

Institutional accreditation working with program accreditations: A scheme adopted in Japan's University Evaluation and Accreditation system for its third cycle

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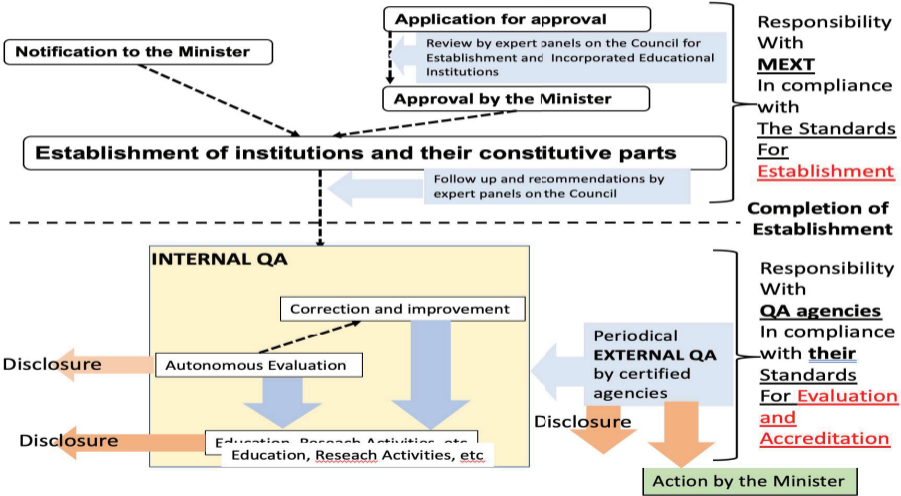
1. Is this a problem to somehow solve?
 - Institutional Accrediation/Audit/Review/*etc*
 - Program Accrediation/Review/*etc*
2. Looking back the two decades in Japan
 - “Certified Institutional Evaluation and Accreditation”
 - Program accreditation
3. Analysis
4. Our way: NIAD-QE’s Approach this time, which is the third cycle of CEA beginning in 2019

Framework of Certified Evaluation and Accreditation

- **Statutory obligation** for HEIs, starting in 2004/2005
- Administered by third party bodies **certified** by Education Minister, upon request from HEIs with reference to their Standards
- **Institutional review** as opposed to program accreditation
- **Cyclic** -- 7 year cycle for universities/junior colleges/colleges of technology
- HEIs may apply to **any certified body of their choice**
- Currently 782 universities, including 86 national, 93 local government, and 603 private ones, with 2.8m students and 180,000 faculty, as of 2018

Japan's statutory framework for Evaluation and Accreditation of high education institutions

Quality Assurance of Higher Education: Current as of 2021



A short history, which is all history

Post-war after 1945

Standards for the Establishment of Universities, 1956 [▶ OriginalSystem](#) /

[▶ CurrentSystem](#) /

Quantitative growth of higher education from 1960s through 1990s

[▶ Students](#) / [▶ \[Institutions\]](#)

Emergence of the idea of Quality Assurance 1980s to 2000s

Start of the statutory framework just mentioned, 2004

Now

Institutional "accreditation" and program accreditation in the statutory framework

- Japan's HE quality assurance system is predominantly **institutional**.
 - ▶ Introduction of semi-obligatory (Institutional) Self-Assessment of the institution in early 1990s, which is almost internal quality assurance
 - ▶ Introduction of obligatory Institutional self-assessment in early 2000s, which is internal quality assurance, synchronized with the start of Certified Evaluation and Accreditation
- **However**, synchronously followed by the introduction of "disciplinary evaluation and accreditation," which is a program accreditation framework for professional graduate schools including law schools, graduate schools, etc.
- **Now the question is, Was this structural and logical balancing or rather grounded on the real needs?**

”Disciplinary” ?

- “Discipline” suggests “research field”
- but what was meant by the word was “professional,”
- though professional programs were not seriously focused, but professional graduate programs only were,
- which meant **(under)graduate programs for professional training, like in engineering, nursing, pharmacy etc, were outside of the Japanese scope of higher education quality assurance.**
- As a result, such programs or the people involved in those programs have been loaded with the two burden of working with two different sets of standards,
- Hence a flood of **reasonable** complaints.

NIAD-QE's response

- We took the reasonable complaints seriously.
- Talked with professional accreditation bodies seriously, including
 - ▶ The Japan Accreditation Council for Medical Education (JACME)
 - ▶ The Japan Accreditation Board for Engineering Education (JABEE)
 - ▶ The Japan accreditation Board for Pharmaceutical Education
- Given that the quality assurance agencies have to comply with those regulations by the Ministry which prescribe them to assess “educational programs,” Arranged so that the applying institutions may claim they take advantage of the processes and results of the accreditations of those “trustible” Professional Accrediting Bodies in their (institutional) internal quality assurance,
- which virtually means that the programs in question can only rely on their own accreditation, as long as the parent institution allows them to.

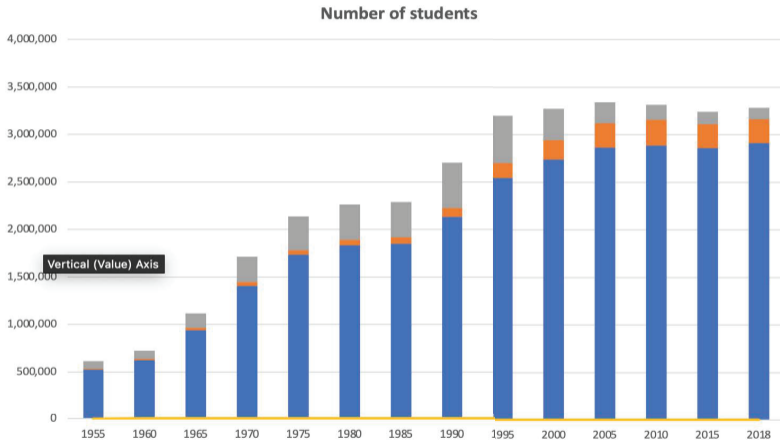
So far,

- **It seems working.**

Issues and Prospects

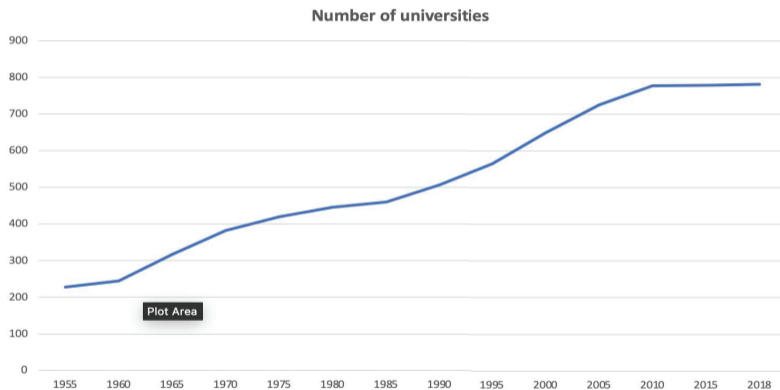
- Building “trust” in the HE QA community in Japan
- Sense of collaboration towards the quality assurance in the benefit of students
- More conceptually streamlined division of labor among QA agencies and the government

Growth of Higher Education in Japan(1)



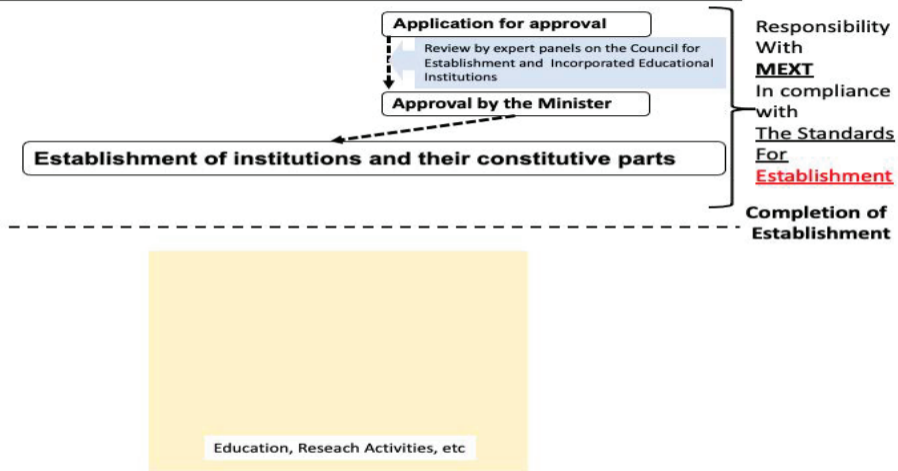
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Growth of Higher Education in Japan(2)



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Quality Assurance of Higher Education in Japan: 1950s --



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▶ CurrentSystem