

# **Evaluation and Accreditation of Professional Training Colleges**

## **Outline of Standards Guidelines of Self-Assessment Evaluation Manual**



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Institution for Accreditation and Quality Assurance  
of Professional Higher Education



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## **Forward**

Post-secondary courses in specialized training colleges (professional training colleges) constitute the second largest destination for higher education among upper secondary school graduates after universities. Professional training colleges play a vital role in Japanese higher education as educational institutions that offer practical occupational training. Recent years have seen a growing emphasis on the importance of occupational training, and countries around the world are making efforts to reform vocational higher education. In these efforts, third-party quality assurance (assessment) is proving to be indispensable.

In Japan, universities (including graduate schools), professional graduate schools, junior colleges and colleges of technology are required to undergo certified evaluation and accreditation on a regular basis in accordance with the School Education Act. There is indeed a global trend toward higher education institutions receiving periodic third-party assessment for the purpose of maintaining and improving education and research standards. While specialized training colleges in Japan are obliged to implement self-assessment, their third-party evaluation remains an urgent matter to be addressed.

The academic year 2014 saw the launch of the Professional Post-Secondary Course, whereby the Minister of Education, Culture, Sports, Science and Technology approves post-secondary courses in specialized training colleges that make systematic efforts to assure the quality of occupational training through close cooperation with companies. That said, the current state of post-secondary courses in specialized training colleges (professional training colleges) has not necessarily reached an appropriate level of social appraisal, since educational quality has not been systematically guaranteed. Discussion and debate on third-party evaluation for professional post-secondary courses, therefore, continue within a panel on quality assurance in specialized training colleges at the Ministry of Education, Culture, Sports, Science and Technology's (MEXT) Lifelong Learning Policy Bureau.

The Institution for Accreditation and Quality Assurance of Professional Higher Education (QAPHE) was initially certified by MEXT as an evaluation and accreditation organization for professional graduate schools in the beauty business field on July 31, 2012, when it was the Institution for Beauty Business Evaluation. In the academic year 2012, the institution carried out certified evaluation and accreditation for the Hollywood Graduate School of Beauty Business (Beauty Business Course, Beauty Business School) and published its results on April 5, 2013.

The body has since changed its name to QAPHE with the aim of conducting a third-party evaluation of professional training colleges. The evaluation trial in the professional beauty field was conducted as part of a MEXT project for the academic year 2014 aimed to identify issues and challenges to be addressed prior to the full implementation of third-party evaluations. Based on the experience of the trial evaluation, QAPHE starts the full implementation of evaluation and accreditation of professional training colleges.

## **Objectives and Basic Policy**

The evaluation and accreditation is conducted for the following purposes in order to maintain and enhance the quality of education in professional training colleges and contribute to the development of their individuality and diversity

(1) to assure the quality of education in professional training colleges (hereafter “school[s]”) by regularly evaluating the schools in accordance with the standards for evaluation and accreditation set by QAPHE (hereafter “the Standards”);

(2) to contribute to the improvement of education in schools by implementing multi-perspective evaluations and providing schools with the results; and

(3) to assist schools in fulfilling accountability by clarifying the conditions of their education from multiple perspectives and publishing the results to encourage and assist them in earning public understanding and support for their activities.

To achieve the above-mentioned objectives, the evaluation is conducted based on the following basic policy.

(1) Standards-based

The evaluation process focuses on judging whether the general conditions of education at each school meet the Standards. It also determines whether the results comply with the MEXT’s Standards for the Establishment of Specialized Training Colleges, and other pertinent laws and regulations, as well as accreditation requirements for professional post-secondary courses.

(2) Focus on learning outcomes

It has become a global trend in higher education to place emphasis on learning outcomes that students are expected to achieve. Considering the aspect of international recognition, the evaluation is implemented based on the general conditions of education in schools with a focus on learning outcomes.

(3) Contribution to the development of individuality

While the evaluation is implemented based on the Standards (Part II Chapter1: Standards for Evaluation and Accreditation pp. 4-7), the goals and objectives of each school are factored into the process to fully reflect its individual character and distinctive features. The Standards are designed to allow schools’ goals and objectives to be taken into account in the evaluation. “Goals” here include a school’s mission as well as basic policy for education and intended basic outcomes. “Objectives” refer to indicators for determining whether or not the goals have been achieved.

(4) Evaluation based on self-assessment

The evaluation is aimed at encouraging and assisting schools to take proactive approaches to the promotion of individualization and the enhancement of the quality of education. In order to ensure that the evaluation is effective as well as transparent and fair, it is important that schools assess themselves in accordance with the Standards and the Guidelines for Self-Assessment (Part II pp. 10-20). QAPHE analyzes each school’s self-assessment report together with documents, data and other materials submitted as evidence and conducts evaluations based on analytical findings.

(5) Peer review

To ensure that educational activities are appropriately evaluated, peer review by academic staff members at professional training colleges, as well as by industry and education experts is used in the evaluation process.

(6) High transparency

QAPHE aims to create a transparent and open evaluation system by providing schools with the opportunity to make remarks on, or objections to, the draft evaluation results prior to publishing the results. With the aim of conducting a more open and progressive evaluation, QAPHE makes constant efforts to improve its evaluation system, taking into consideration its evaluation experience as well as views and advice from the evaluated schools themselves.

(7) International recognition

With the ongoing globalization of higher education, occupational training needs to be internationally recognized. Keeping this in mind, QAPHE carries out evaluations that place emphasis on a school's internal quality assurance system, learning outcomes, and publication of educational information.

## **Part I**

### **Outline of Standards**

This part describes Standards and Viewpoints of Evaluation and Accreditation as well as methodology and evaluation committee of QAPHE.

#### **Chapter 1: Standards for Evaluation and Accreditation**

The Standards consist of five criteria, with each explained and accompanied by various viewpoints (24 items in all). Each school is required to conduct a self-assessment in terms of all viewpoints, and may, where appropriate, create original viewpoints better suited to its goals and objectives prior to analyzing conditions. Judgement on whether the school meets the Standards is then made for each criterion based on a comprehensive analysis of its conditions from the viewpoints set by QAPHE and the school.

#### **Standard 1: Establishment of Goals and Objectives and Enrollment Selection**

This standard evaluates whether the school has established concrete goals and objectives that include the aspect of transition from school to society, and whether those goals and objectives are suitable for practical vocational education. Specific goals and objectives should be established for each certified program, focusing on student learning outcomes. As “objectives” are indicators determining whether or not goals have been achieved, these indicators must be specific and appropriate for each professional field, while sharing some common elements with other fields.

This standard also determines whether student selection is conducted in accordance with an admission policy, and whether the enrollment number is appropriate relative to admissions capacity.

#### Viewpoints

1-1 The school’s goals and objectives clearly and appropriately define academic ability, skills and aptitudes that students are expected to acquire, and human resources the school aims to develop.

1-2 The school’s goals and objectives are understood by the school members (academic/administrative staff and students) and made widely available to the public.

1-3 An admission policy that includes desired student profiles and basic selection criteria is clearly defined in accordance with the school’s goals and objectives, is internally understood, and is made available to the public.

1-4 Student admissions procedures are established in accordance with the admission policy and the selection process is conducted fairly under an appropriate framework.

1-5 The enrollment number does not substantially exceed or fall below admission capacity. If so, the school is to take action to narrow the gap between the enrollment number and capacity so as to achieve an appropriate balance.



## **Standard 2: Compliance with Standards for the Establishment of Specialized Training Colleges, and Other Pertinent Laws and Regulations**

This standard seeks to determine whether the school meets certain requirements such as academic staff qualifications, academic staff number, class hours, campus and building size, and facilities as stipulated by the Standards for the Establishment of Specialized Training Colleges, and other pertinent law and regulations. It also evaluates whether academic programs are systematically organized based on the school's goals and objectives, whether their content and standards are appropriate for the professional qualifications awarded, and whether they meet the professional expectations of the field.

### Viewpoints

2-1 A basic policy for academic/administrative staff organizations is in place. Academic/administrative staff are employed and organized based on the policy.

2-2 A sufficient academic staff is secured to implement the academic programs. The number of full-time academic staff members recognized as having the requisite skills to provide instruction in the specialized field meets the requirement of pertinent laws and regulations.

2-3 The academic programs are systematically organized with courses appropriately provided. The design and content of academic programs reflect students' various needs, developments in relevant industries and the demands of society.

2-4 The class schedule is arranged appropriately to facilitate students' choice of courses. Each course has a class size appropriate to producing educational efficacy in terms of teaching methods, facilities, equipment, and other educational conditions.

2-5 Opportunities for guidance on course selection, counseling, and advice about learning are appropriately provided, reflecting student diversity such as academic history or practical experience.

2-6 Facilities and equipment, including books, audio-visual, and other materials necessary for education, are provided and effectively utilized.

2-7 As part of student support, appropriate instruction, guidance, and advice are provided, and necessary information is collected, managed and offered so that students can choose careers according to their abilities, qualities, and wishes.

2-8 A framework is in place for providing academic and livelihood support to students who are deemed to have special needs.

## **Standard 3: Compliance with Accreditation Requirements for Professional Post-Secondary Courses**

This standard determines whether the school meets each of the following accreditation requirements for professional post-secondary courses. The "implementation of systematic academic staff training

in cooperation with companies” and the “implementation and publication of stakeholder assessment in cooperation with companies” are evaluated under Standard 4.

#### Viewpoints

3-1 The composition of a curriculum organization committee is appropriate, with meetings appropriately held and results reflected in the academic programs. (Their content is evaluated under viewpoints 2-2 to 2-5.)

3-2 Practicums and other classes to practice skills are provided appropriately in cooperation with companies and function effectively as part of an academic program.

3-3 Information on the education of the school is appropriately made publicly available, such as on websites.

### **Standard 4: Internal Quality Assurance**

This standard seeks to evaluate whether or not self-assessment and stakeholder assessment in cooperation with companies are appropriately and regularly conducted, and whether or not the results are used to enhance the quality of the school. It also evaluates whether or not professional development for academic/administrative staff (i.e., faculty development and staff development) to enhance their quality takes place appropriately.

#### Viewpoints

4-1 Self-assessment and stakeholder assessment are appropriately and systematically conducted with regard to admissions, educational conditions, outcomes, and effectiveness. Opinions from students and stakeholders as well as the social needs pertaining to the specialized field are appropriately reflected in self-assessment and stakeholder assessment.

4-2 The results of self-assessment and stakeholder assessment are published internally and made widely available to the public.

4-3 Following feedback on the results of self-assessment and stakeholder assessment, systematic efforts are made to enhance the quality of education, and concrete measures for that purpose are continuously taken, including review of academic programs.

4-4 Faculty development and staff development in cooperation with companies are appropriately implemented, and such training is effective in improving the quality of education.

### **Standard 5: Learning Outcomes**

This standard seeks to evaluate the achievement of learning outcomes established in the goals and objectives of approved programs with particular attention to whether or not expected learning outcomes are achieved in terms of educational content related to professional post-secondary course accreditation requirements, academic ability, skills and aptitudes that the school intends students to acquire, and human resources that the school aims to develop.

## Viewpoints

5-1 Intended learning outcomes are achieved judging from the conditions of acquired credits, program completion, and acquired qualifications.

5-2 Intended learning outcomes are achieved judging from responses from the students, such as course evaluations.

5-3 Intended learning outcomes are achieved judging from the situation of student destinations after program completion.

5-4 Intended learning outcomes are achieved judging from responses of stakeholders including graduates and employers.

## **Chapter 2: Implementation Content and Method**

This evaluation is to be implemented based on the Standards with regard to overall conditions pertaining to a school's educational activities. The evaluation is implemented through two processes: the school's self-assessment, and QAPHE's evaluation based on the results of that self-assessment.

### **I. School's Self-Assessment**

The first step in the evaluation is the school's self-assessment. The school conducts a self-assessment after which it drafts a self-assessment report in accordance with the Guidelines for Self-Assessment (Part II). The self-assessment is conducted for each of the five standards based on their respective content and viewpoints. Schools are, in principle, expected to analyze and organize conditions pertaining to all viewpoints. Furthermore, in their description of conditions pertaining to the standards, schools are to identify and describe strengths and areas for improvement in light of the school's goals and objectives.

### **II. QAPHE's Evaluation**

QAPHE's evaluation is carried out based on document analyses and site visits. Document analysis is conducted on schools' self-assessment report and other materials in accordance with the Guidelines for Self-Assessment. Site visits involve evaluators interviewing staff and students and inspecting facilities in order to scrutinize the schools in greater depth as well as verifying unresolved issues during document analysis in accordance with the Evaluation Manual (Part III). The procedure for evaluation is as follows.

(1) Based on the self-assessment, QAPHE analyzes the conditions of education and judges whether or not the school meets each of the Standards. With regard to Standards 2 and 3, whether or not the school satisfies pertinent laws and regulations and accreditation requirements for professional post-secondary courses is determined.

(2) Based on the analysis and judgement results for each standard, good practices and areas for improvement are identified against the principles of professional post-secondary courses and the school's goals and objectives.

(3) Because evaluation results are to be made widely available to the public along with assisting in the improvement of educational activities at each school, not only transparency but also accuracy must be guaranteed in the evaluation process. For this purpose, the school is notified of the draft evaluation results prior to their finalization in order to provide the school with an opportunity to submit remarks or objections. In the case where an objection is made, it is examined before the evaluation results are finalized.

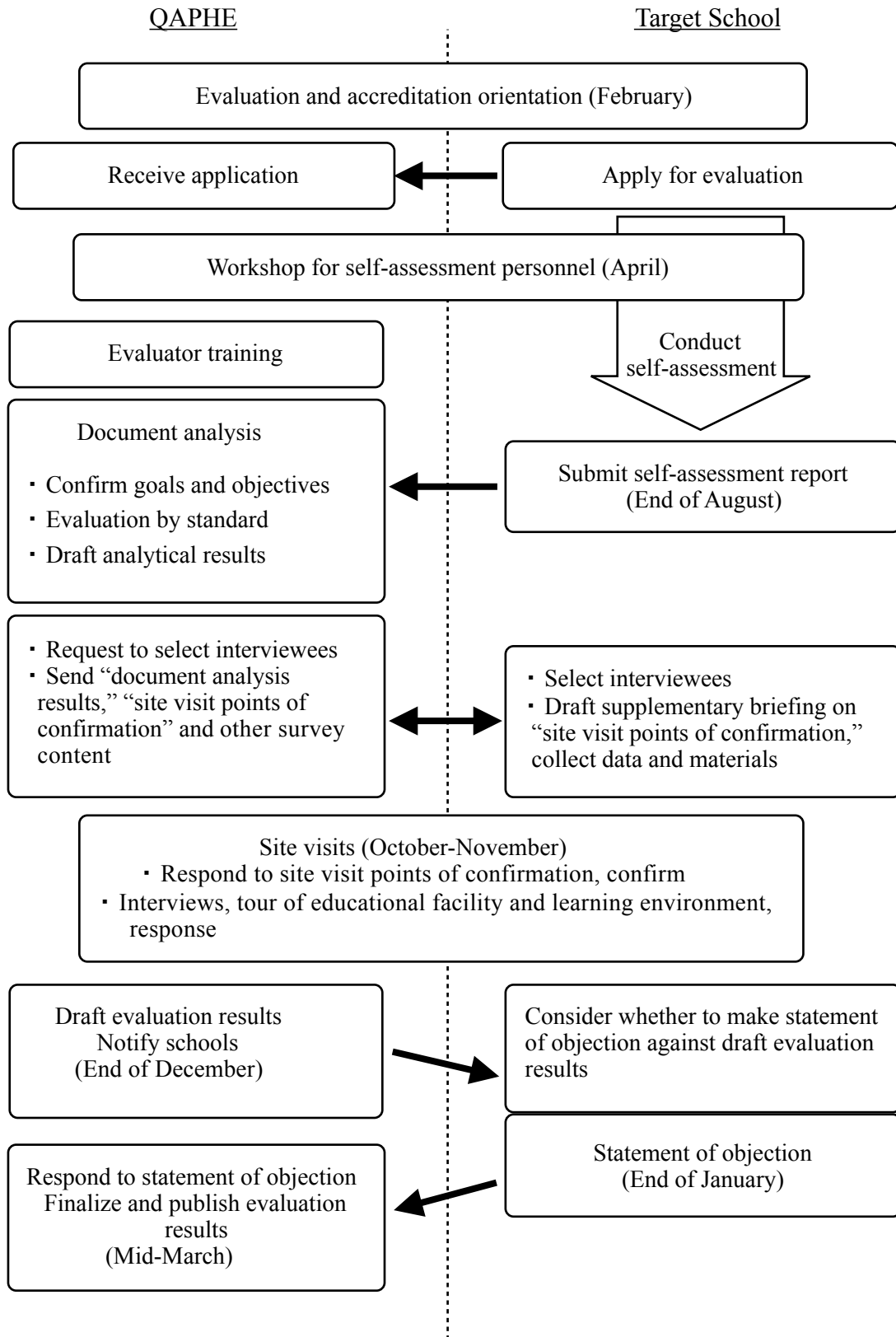
(4) Finalized evaluation results are published in the form of an evaluation report. This evaluation report is presented to the school and its founders. Moreover, the results are made widely available to the public through publication in print form and online. To ensure evaluation transparency, self-assessment reports submitted by schools (excluding accompanying data and materials provided as evidence) are to be posted on QAPHE's website (<http://qaphe.jp>) at the time of the evaluation results are published.

The complete schedule for this evaluation is shown in **Addendum 1: Complete Picture of the Evaluation and Accreditation of Professional Training Colleges** (p. 9)

### **Chapter 3: Evaluation Committee**

QAPHE sets up a committee for evaluation, which is, in principle, composed of five members consisting of persons with extensive knowledge of specialized training colleges whether from academia or industry, or persons with experience and knowledge in social, economic, cultural, and other fields. Subcommittees may be set up under the committee depending on the number of schools undergoing evaluation.

**Addendum 1: Complete Picture of Evaluation and Accreditation of Professional Training Colleges**



## **Part II**

### **Guidelines of Self-Assessment**

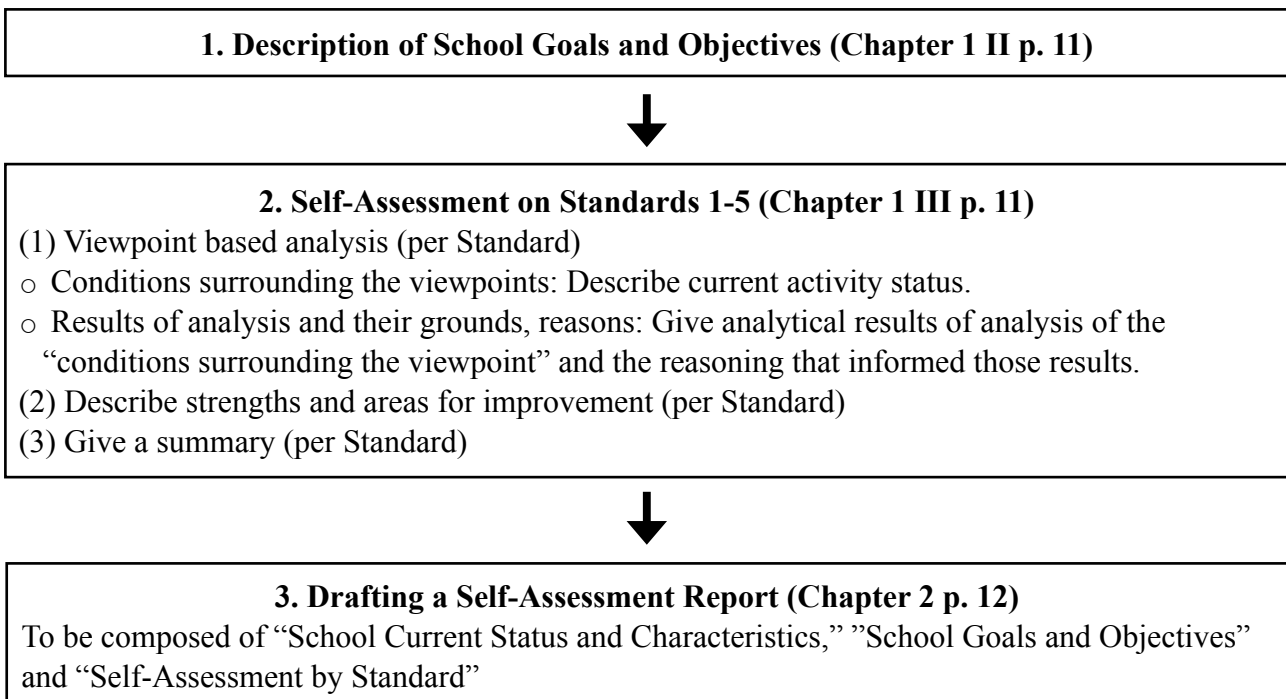
The Guidelines for Self-Assessment has compiled for schools to conduct the self-assessment concerning their activities. The guideline is composed of two chapters that describe the self-assessment methodologies used when schools undergo evaluation based on the standards for evaluation and accreditation set by QAPHE. “Chapter 1: Self-Assessment Methodologies” and “Chapter 2: Drafting and Submission of a Self-Assessment Report” detail the methods by which schools conduct self-assessment, draft self-assessment reports and make their submissions. Schools undergoing evaluation are required to conduct an appropriate and effective self-assessment in line with these Guidelines.

#### **Chapter 1: Self-Assessment Methodologies**

This evaluation is to be implemented with a focus on determining whether or not the overall conditions of education at each school meet the Standards. These standards are designed to allow a school’s goals and objectives to be taken into account in the evaluation process so that individual character and distinctive features are fully reflected. It is therefore necessary for a school to clarify its goals and objectives in its self-assessment. QAPHE seeks to take into consideration these goals and objectives in order to reflect individual character and distinctive features in the evaluation for each standard.

#### **I. Self-Assessment Process**

The self-assessment conducted by the school occupies an important position in its evaluation. Schools are asked to carry out a self-assessment based on the Standards. A summary of the self-assessment process is shown in the flow chart below, accompanied by explanation.



## II. Description of School Goals and Objectives

The “goals” in the evaluation include the school’s educational principles and goals, as well as human resources it aims to develop. “Objectives” refer to indicators determining whether or not the goals have been achieved. These indicators must be specific and appropriate for each professional field, while sharing some common elements with other fields.

With the above in mind, schools are requested to express their unique and distinctive features in their description of goals and objectives, including goals currently acknowledged and publicly stated, and any pertinent content deriving from those goals.

Even if goals are not expressly stated as “goals,” schools are to describe educational principles and goals, as well as human resources they aim to develop, if they are established.

## III. Self-Assessment on Standards 1-5

For the self-assessment, (1) a viewpoint-based analysis, (2) a description of strengths and areas for improvement, and (3) a summary description are given for each of Standards 1-5. There is no requirement in the self-assessment to make a determination of whether or not standards are satisfied.

The evaluation by QAPHE conducts a determination as to whether or not a school satisfies each standard based on its goals and objectives. The determination by QAPHE of whether or not a school meets each standard is conducted through a comprehensive analysis from all viewpoints. Therefore, even if certain viewpoints are analyzed to be “problematic,” this does not instantly lead to a decision that a school does not meet the standard in question.

### 1. Viewpoint-based Analysis

In conducting a self-assessment against the Standards, a school needs to first analyze its educational activities according to viewpoints prescribed for each standard. Because these viewpoints are important factors in determining a school’s satisfaction of a standard in question, schools are requested in their self-assessment to cover all viewpoints when analyzing conditions. In the analysis of viewpoints, please describe “**conditions surrounding the viewpoints**” and provide “**results of analysis and justification**” for each viewpoint.

With regard to “**conditions surrounding the viewpoints**,” schools are requested to describe current conditions up to the submission of a self-assessment report that can be assessed in light of the school’s goals and objectives. The contents of efforts and activities are to be described objectively and in detail. It is also essential that such descriptions be appropriately supported by data and materials including the past status and developments to date in order to clarify the conditions of a viewpoint in question.

The following are examples of descriptions lacking in specifics without data and material support:

We are improving classes based on the results of students’ course evaluations.

We are using evaluation results to make improvements.

We are working actively.

We have produced many results.

...is highly praised.

Student satisfaction is high.

Schools that possess specific objectives and plans for achieving goals concerning each viewpoint are able to reflect the degree of achievement of such goals in evaluation by clearly stating them and making an analysis. This also helps schools to demonstrate their individuality and distinctive features.

In “**results of analysis and justification**,” schools are requested to describe in a clear and comprehensible manner the results of analysis of “conditions surrounding the viewpoints” (results of self-assessment) along with the reasoning that informed those results, including objective evidence such as efforts and activities described in “viewpoint-based analysis.”

**Addendum 2: Examples of Support Data and Material for Self-Assessment** (pp. 15-19) shows examples of the types of data and materials viewed as necessary for conducting analysis according to the viewpoints. Schools are encouraged to refer to these examples as they see fit in light of their own characteristics and conditions. Schools may also use their own data and material corresponding to their own goals, objectives and conditions.

## **2. Description of Strengths and Areas for Improvement**

From the analysis of the viewpoints for each standard, schools are requested to extract “strengths” and “areas for improvement” that they deem as particularly important in light of their goals and objectives. If there are no points extracted, schools should write “none.”

## **3. Summary**

Schools are to compile their viewpoint analysis for each standard into an overall self-assessment summary against the standard in its entirety. QAPHE shall, in principle, reprint the school’s summary in its original form in QAPHE’s report of evaluation results (hereafter the “evaluation report”) in order to publicly display the self-assessment status for all standards in a comprehensible manner. Schools are therefore requested to bear this in mind when writing their summaries and confirm that summaries are consistent with their self-assessment reports.

## **Chapter 2: Drafting and Submission of a Self-Assessment Report**

The self-assessment report is to consist of “I. School Current Status and Characteristics,” “II. School Goals and Objectives,” and “III. Evaluation by Standard.” When drafting the self-assessment report, schools should follow “I. Self-Assessment Results Description Guidelines” below.

### **I. Self-Assessment Results Description Guidelines**

#### **1. School Current Status and Characteristics**

QAPHE, while using the school’s stated current status and characteristics as a reference in the evaluation process, shall also in principle reprint the description in its original form in the evaluation report so that they are easily accessible and comprehensible to the public. The description of the school’s status and characteristics should therefore be written concisely in 2,000 characters or less and include the following:

##### **(1) Current status**

- i. **School name:** Please write the official school name.
- ii. **Address:** Please write the school’s location including city and prefecture.



iii. **Number of students, and academic staff members:** Please write the number of students enrolled in each department and research faculty and the number of academic staff members as of May 1st in the academic year of the evaluation.

(2) **Characteristics:** Please describe the school's characteristics based on the school's history and principles, including the philosophy behind its goals and objectives.

## **2. School Goals and Objectives**

Please describe in 2,000 characters or less the school's goals and objectives in accordance with Chapter 1 II Description of School Goals and Objectives (p. 11). The description shall, in principle, be reprinted in its original form in the evaluation report and made public.

## **3. Self-Assessment by Standard**

Please write a “**viewpoint-based analysis**” and “**strengths and areas for improvement**” in 5,000 characters or less combined in accordance with Chapter 1 III Self-Assessment on Standards 1-5 (pp. 11-12). Because the number of viewpoints differ by standard, please adjust the total character number to within 25,000 characters (upper limit) for the “viewpoint-based analysis” and “strengths and areas for improvement” of Standards 1 through 5. Note that support data or material shall not be counted within the character limit.

With regard to the “**self-assessment summary**,” please aim for a volume of 1,000 characters or less per standard. As there are five standards, please adjust the total volume to within 5,000 characters (upper limit). The self-assessment summaries will be reprinted in principle in their original form in the evaluation report and made public.

## **4. Display of Support Data and Materials**

As a rule, please insert any support data and materials in locations that enable easy connection with explanations and conditions described in the main “conditions surrounding the viewpoints” text (pasting of copies or insertions acceptable). Please however limit support data and materials to the minimum amount required to provide proper support and yet still maintain readability of the main text. Note that the self-evaluation report (excluding data and materials submitted as an attachment as explained below) shall be published on QAPHE's website, so please ensure that there are no issues pertaining to copyrights or undisclosed information.

In cases where the addition of support data and material is likely to make the main text difficult to read, or in cases where issues related to undisclosed information or copyright may arise, please attach it separately. Even when support data and material is submitted as attachments, please endeavor to limit its amount to the minimum necessary to confirm the content of the self-assessment report.

Please note the following when using support data and materials:

- i. Please make sure to cite names and sources (including page numbers) of support data and materials whether in the main text or in attachments. When citing website addresses, indicate URLs that link directly to the source material.
- ii. Please make sure when attaching or pasting data or material in reduced size that the contents are still clearly legible. Data or materials that are difficult to make out may result in a request for resubmission.
- iii. Corresponding sections of self-inspection/evaluation reports created by the school as well as stakeholder assessment reports can be utilized as support data and materials.

- iv. In the implementation of an evaluation, QAPHE may request a school to submit additional data and materials should they be insufficient in making a determination.
- v. Please consult QAPHE in the case where support data and materials cannot appear in the main text or attachments.
- vi. Please refer to **Addendum 2: Examples of Support Data and Material for Self-Assessment** (pp. 15-19) for examples of data and materials that can be used as support.

## **II. Self-Assessment Submission Method**

Please submit six hard copies and one electronic copy (Microsoft Word) of the **self-assessment report**. For attachments of **support data and materials**, please submit six copies.

Please be aware of the following when submitting electronic media.

- i. Please submit electronic data saved to a CD-R, DVD-R or USB memory stick.
- ii. Do not use non-standard characters.
- iii. Please in principle use kanji characters in JIS levels 1 and 2.
- iv. Please where possible avoid using machine-dependent characters.  
(e.g. unit symbols, abbreviated characters, enclosed numbers)
- v. Please use substitute approximations or kana characters when certain kanji characters such as those in names are not included in JIS levels 1 and 2.

### **1. Submission Deadline and Address**

Submission Deadline: Must arrive by August 31, the academic year of evaluation

Submit to: Institution for Accreditation and Quality Assurance of Professional Higher Education  
Roppongi Hills North Tower Annex 3F,  
6-2-33 Roppongi, Minato-ku, Tokyo 106-0032

### **2. Other Points Requiring Attention**

- i. Please be aware that in the event of deficiencies in submitted materials, schools may be asked to resubmit documents or submit additional materials.
- ii. Because the text for "school current status and characteristics," "school goals and objectives" and "self-assessment summaries" (Standards 1-5) are in principle to be printed in their original form, schools may be asked to resubmit documents where volume exceeds the prescribed amounts.

## **Addendum 2: Examples of Support Data and Material for Self-Assessment**

The addendum shows some examples of support data and material thought of as necessary when conducting an analysis of the viewpoints. Bear in mind that these are only examples and schools will not be requested to provide the same support data and materials. Please prepare data and materials that correspond to your school's goals and objectives, and conditions.

### **Standard 1: Establishment of Goals and Objectives and Enrollment Selection**

1-1 The school's goals and objectives clearly and appropriately define academic ability, skills and aptitudes that students are expected to acquire, and human resources the school aims to develop.

Corresponding sections of school rules

1-2 The school's goals and objectives are understood by the school members (academic/administrative staff and students) and made widely available to the public.

Corresponding sections of the following material clearly stipulating school goals and objectives: booklets for students such as handbook and course guides, booklets for academic/administrative staff such as guidelines, information on websites (URLs, etc.)

Records of or materials on efforts at publicity such as in course, new student guidance, and entrance exam briefings

Data and material demonstrating the extent of publicity or disclosure (distribution targets, distribution number, website access statistics, survey results, etc.)

1-3 An admission policy that includes desired student profiles and basic selection criteria is clearly defined in accordance with the school's goals and objectives, is internally understood and made available to the public.

Admission policy itself, corresponding sections from materials distributed during entrance exam briefings or from student recruiting publications.

Corresponding sections of websites that contain admission policy (URLs, etc.)

Data and material demonstrating the extent of publicity or disclosure (distribution targets, distribution number, website access statistics, survey results, etc.)

1-4 Student admissions procedures are established in accordance with the admission policy and the selection process is conducted fairly under an appropriate framework.

Guidelines for student selection, status of entrance exam implementation

Material showing implementation structure for student selection and implementation status (examination manual, etc.)

Material showing implementation organization such as entrance exam committees

1-5 The enrollment number does not substantially exceed or fall below admission capacity. If so, the school is to take action to narrow the gap between the enrollment number and capacity so as to achieve an appropriate balance.

School status form (submission mandatory)

Examples of efforts made to improve and rectify capacity and enrollment gaps, where actual enrollment number substantially exceed or fall below admission capacity

## **Standard 2: Compliance with Standards for the Establishment of Specialized Training Colleges, and Other Pertinent Laws and Regulations**

2-1 A basic policy for academic/administrative staff organizations is in place. Academic/administrative staff are employed and organized based on the policy.

School status form (submission mandatory)

Basic policy for academic/administrative staff organizations

Material that enables confirmation of academic/administrative staff organizations (academic staff organizational structure, administrative staff organizational structure, responsibility structure, etc.)

2-2 Sufficient academic staff members are secured to implement the academic programs. The number of full-time academic staff members recognized as having the requisite skills to provide instruction in the specialized field meets the requirement of pertinent laws and regulations.

School status form (submission mandatory)

Data and materials that enable confirmation of course instructor assignment and the balance between full-time and part-time instructors

2-3 The academic programs are systematically organized with courses appropriately provided. The design and content of academic programs reflect students' various needs, developments in relevant industries and the demands of society.

School status form (submission mandatory)

Corresponding sections of material that enables confirmation of course content such as course introductions, course requirements and syllabi

Material enabling confirmation that the design of academic programs and course content reflect students' various needs and developments in relevant industries (syllabi, textbooks, printouts used in the course, etc.)

2-4 The class schedule is arranged appropriately to facilitate students' choice of courses. Each course has a class size appropriate to producing educational efficacy in terms of teaching methods, facilities, equipment and other educational conditions.

Material enabling confirmation of course opening status (class timetables, annual allocation, compulsory/elective)

Material enabling confirmation of course enrollment and credit earning status

2-5 Opportunities for guidance on course selection, counseling and advice about learning are appropriately provided, reflecting student diversity such as academic history or practical experience.

Material enabling confirmation of guidance counseling practice and content (implementation structure, target-specific frequency, participant numbers, handouts, etc.)

Analytical results of any surveys that may have been conducted related to guidance

Material that enables confirmation of systematic means for ascertaining student needs (implementation structure, methods, etc.) and examples of student needs

Material enabling confirmation of the status of counseling and advice via e-mail, where they are available

Material enabling confirmation of publicity efforts (publications, printouts) for learning about counseling and advice services and their utilization by students

2-6 Facilities and equipment, including books, audio-visual and other materials necessary for education, are provided and effectively utilized.

School status form (submission mandatory)

Material enabling confirmation of the conditions of facilities, equipment and their utilization

Material enabling confirmation of the status of libraries, library resources, and their utilization

Material enabling confirmation of the status of information network resources and utilization

Material enabling confirmation of the status of information security management and personal information management structures

2-7 As part of student support, appropriate instruction, guidance and advice are provided, and necessary information is collected, managed and offered so that students can choose careers according to their abilities, qualities and wishes.

Material enabling confirmation of guidance counseling practice and content (implementation structure, target-specific frequency, participant numbers, handouts, etc.)

Material that enables confirmation of systematic means for ascertaining student needs (implementation structure, implementation methods, etc.) and examples of student needs

Material enabling confirmation of implementation status of counseling and advice via e-mail, where they are available

Material enabling confirmation of publicity efforts for learning about counseling and advice services and their utilization by students

2-8 A framework is in place for providing academic and livelihood support to students who are deemed to have special needs.

Material enabling confirmation of academic support for international students, adult students and students with disabilities (implementation structure, methods, etc.)

Where supervisors and tutors for international students are deployed, material enabling confirmation of its system and deployment status

Corresponding sections of foreign language information services provided to international students, where they exist

Corresponding sections of information services provided to adult students, where they exist (URLs, etc.)

Where support services to students with disabilities are provided, material enabling confirmation of its system and implementation status

Material enabling confirmation of implementation status (enrollment number, etc.) of special classes and supplementary classes, where they exist

Material enabling confirmation of publicity methods for learning about support services and their usage by students

### **Standard 3: Compliance with Accreditation Requirements for Professional Post-Secondary Courses**

3-1 The composition of curriculum organization committee is appropriate, with meetings appropriately held and results reflected in the academic programs. (Their content is evaluated from viewpoints 2-2 to 2-5.)

Material enabling confirmation of the structure of curriculum organization committees, their meeting status and deliberation conditions (meeting minutes, etc.)

Examples of efforts that reflect improvements to educational content as a result of deliberations

3-2 Practicums and other classes to practice skills are provided appropriately in cooperation with companies, and function effectively as part of an academic program.

Material enabling confirmation of content and implementation status of practicums and other classes to practice skills (student handbook, syllabi, course introductions, course requirements, etc.)

Material enabling confirmation of creativity in teaching methods through practicums and other classes to practice skills

3-3 Information on the education of the school is appropriately made publicly available, such as on websites.

Data and material demonstrating the degree of publicity and disclosure (corresponding sections of websites, website access statistics, publication distribution targets, distribution number, survey results, etc.)

#### **Standard 4: Internal Quality Assurance**

4-1 Self-assessment and stakeholder assessment are appropriately and systematically conducted with regard to admissions, educational conditions, outcomes and effectiveness. Opinions from students and stakeholders as well as the social needs pertaining to the specialized field are appropriately reflected in self-assessment and stakeholder assessment.

Stakeholder assessment report (submission mandatory)

Audit secretary or auditor report (submission mandatory)

Material enabling confirmation of data collection and storage management organization and responsibility structure (document management rules, archiving rules, etc.)

Collection and storage conditions of data that demonstrates the actual conditions of educational activities, or reports that make use of such data and material

Material enabling confirmation of student opinion hearings (structure, organization, activities, etc.)

Corresponding sections of self-assessment reports, course evaluation reports and stakeholder assessment reports that reflect opinions from students.

Material (stakeholder assessment reports, etc.) enabling confirmation of stakeholder opinion hearings (structure, organization, activities, etc.)

4-2 The results of self-assessment and stakeholder assessment are published internally and made widely available to the public.

Corresponding sections of booklets for students and academic/administrative staff that describe results of self-assessment and stakeholder assessment

Corresponding sections of websites that describe results of self-assessment and stakeholder assessment

4-3 Following feedback on the results of self-assessment and stakeholder assessment, systematic efforts are made to enhance the quality of education, and concrete measures for that purpose are continuously taken, including review of academic programs.

Material enabling confirmation of feedback (structure, organization, activities, etc.) on results of self-assessment and stakeholder assessment

Examples of improvement measures taken as a result of evaluation

4-4 Faculty development (FD) and staff development (SD) in cooperation with companies are appropriately implemented, and such training is effective in improving the quality of education.

Material enabling confirmation of FD & SD activities, methods and implementation status

Material enabling confirmation of academic/administrative staff participation in FD & SD workshops

Examples of FD & SD workshops directly leading to quality improvements

### **Standard 5: Learning Outcomes**

5-1 Intended learning outcomes are achieved judging from the conditions of acquired credits, program completion and acquired qualifications.

Credit earning rates, degree acquisition rates, advancement rates, completion rates in standard number of years, repeat years/leaves of absence/drop out conditions, grade distribution, number of students acquiring qualifications and number of competitive honors won

Material enabling confirmation of activities pertaining to the ascertaining, verification and assessment of educational outcomes

Examples of verification, appraisal and improvement of outcomes

5-2 Intended learning outcomes are achieved judging from responses from students, such as course evaluations.

Material enabling confirmation of summaries and results of opportunities (councils, surveys, interviews, etc.) aimed at hearing student views (course evaluations by students, survey data pertaining to learning achievement, results from student satisfaction surveys, etc.)

5-3 Intended learning outcomes are achieved judging from the situation of student destinations after completion.

Graduate hiring rates among job aspirants, places of employment or higher learning

Material enabling confirmation of social activities of graduates

5-4 Intended learning outcomes are achieved judging from responses of stakeholders including graduates and employers.

Material enabling confirmation of summaries and results of opportunities (councils, surveys, interviews, etc.) aimed at hearing graduate views

Material enabling confirmation of summaries and results of opportunities (councils, surveys, interviews, etc.) aimed at hearing the views of stakeholders such as employers

### **Addendum 3: Regarding School Status Form and Assessment Results**

The School Status Form is requested to serve as part of material data used as grounds for analyzing whether or not the establishment of a professional post-secondary course (in the professional beauty field) meets the minimum requirements of the Standards for the Establishment of Specialized Training Colleges (MEXT), accreditation requirements for professional post-secondary courses, and other pertinent laws and regulations.

The School Status Form is subject to viewpoints associated with Standard 1: “Establishment of Goals and Objectives and Enrollment Selection,” Standard 2: “Compliance with Standards for the Establishment of Specialized Training Colleges, and Other Pertinent laws and regulations,” and Standard 3: “Compliance with Accreditation Requirements for Professional Post-Secondary Courses.” When analyzing the results of a school’s self-assessment on viewpoints pertaining to these standards, QAPHE shall refer to the School Status Form in its evaluation, so it is important that schools use figures that are current to May 1 of the academic year of the evaluation.

When conducting self-assessment of viewpoints associated with the above standards, schools are requested to write their self-assessment report using the School Status Form as part of the support data and material.

#### **Items to Include**

- 1) School name and address
  1. Founder
  2. Faculty Name
  3. Main office location
  4. Establishment year
- 2) Admission capacity (Standard 1)
  1. Course term
  2. Admission capacity
  3. Transfer capacity
  4. Accommodation capacity
  5. Average admission capacity sufficiency rate
- 3) Academic program (Standards 2 and 3)
  1. Required number of credit for completion requirement credit number
  2. Course (subject) registration terms and credits
- 4) Academic/administrative staff organization (Standard 2)
  1. Number of full-time faculty
  2. Standard number of faculty
  3. Number of interdepartmental faculty
- 5) Learning environment (Standard 2)
  1. School area (building and campus area and other site area)
  2. School building floor area
  3. Classroom facilities (number of rooms by type such as lecture rooms, practice rooms, laboratories, information processing learning facilities, language learning facilities)
  4. Libraries and library resources (library area and seating capacity, library hours, number of books/scholarly journals/electronic journal titles/ audiovisual materials)
  5. Adjunct and other facilities

Please submit a **stakeholder assessment** and **auditing secretary or auditor report**. Stakeholder assessment should be conducted based on evaluation guidelines for specialized training colleges published by the Lifelong Learning Policy Bureau of the Ministry of Education, Culture, Sports, Science and Technology in March 2013. If these reports are published online, please be sure to include the URLs.



## **Part III**

### **Evaluation Manual**

The Evaluation Manual has been compiled to enable evaluators to execute their duties based on a full and common understanding of the meaning and methodology behind the Evaluation and Accreditation of Professional Training Colleges conducted by the Institution for Accreditation and Quality Assurance of Professional Higher Education (QAPHE). The manual is comprised of four chapters. “Chapter 1: Contents of Evaluation and Implementation Structure” describes QAPHE’s basic evaluation contents and implementation framework. “Chapter 2: Document Analysis,” “Chapter 3: Site Visits,” and “Chapter 4: Compiling Draft Evaluation Reports” describe practical methodologies for evaluation and reporting for evaluators to follow as a manual when conducting evaluations.

#### **Chapter 1: Contents of Evaluation and Implementation Structure**

Implementation of the Evaluation Accreditation of Professional Training Colleges (hereinafter “Evaluation”) shall target those professional training colleges (hereinafter “Target Schools”) that have applied for an evaluation.

##### **I. Implementation Contents and Timing**

This Evaluation shall be implemented based upon the following standards for evaluation and accreditation established by QAPHE with regard to the overall conditions of education in Target Schools.

Standard 1: Establishment of Goals and Objectives and Enrollment Selection

Standard 2: Compliance with Standards for the Establishment of Specialized Training Colleges, and Other Pertinent Laws and Regulations

Standard 3: Compliance with Accreditation Requirements for Professional Post-Secondary Courses

Standard 4: Internal Quality Assurance

Standard 5: Learning Outcomes

These five standards form the basis for comprehensively assessing the status of a school’s educational activities centered on learning outcomes and whether or not each standard is being met satisfactorily. Moreover, the Evaluation shall determine whether or not Target Schools comply with MEXT’s Standards for the Establishment of Specialized Training Colleges, other pertinent laws and regulations, as well as accreditation requirements for professional post-secondary courses.

The process and schedule from the time when an application for evaluation from a school is received to the publication of evaluation results is as follows. For a full evaluation schedule, see **Addendum 1: Complete Picture of Evaluation and Accreditation of Professional Training Colleges** (p. 9).

Previous academic year of Evaluation

February                      Orientation of Evaluation and Accreditation

Late March                  The evaluation application period

## Academic year of Evaluation

April	Workshop for Target School’s self-assessment personnel
Late August	Submission deadline for Target School’s self-assessment report
September -	Document analysis and site visit period
Late December	Notification to Target School prior to finalization of evaluation results
Early February	Target School deadline for submission of statement of objection
Late March	Finalization and publication of evaluation results

## II. Implementation Structure – Role of Evaluation Committee

A committee for evaluation and accreditation of professional professional training colleges (hereinafter “Evaluation Committee”) shall be formed, comprised of persons possessing great breadth and depth of knowledge of specialized training colleges, persons involved in the field in question, as well as learned and experienced persons from society, economy, culture, and other areas for the purpose of implementing evaluation. Members of the Evaluation Committee will be determined in a meeting of the board of trustees for the Institution for Accreditation and Quality Assurance of Professional Higher Education.

The Evaluation Committee shall deliberate on and determine the following items:

- (1) Enactment, revision, and modification of evaluation standards, methodologies and other items necessary for evaluation; and
- (2) Compilation of evaluation reports.

In order to make sure that evaluations conducted by QAPHE are effective, implementation needs to be reliable, based on objective perspectives and expert judgments. For this purpose, adequate training on evaluation objectives, content, and methodology shall be provided to Evaluation Committee members in advance of conducting document analysis to allow fair, proper and smooth execution of their duties under a shared understanding. In this way, QAPHE can ensure that evaluations will be conducted by Evaluation Committee members who have received sufficient training.

Evaluation Committee members may not take part in evaluations of schools to which they are personally affiliated in order to ensure impartiality in the evaluation process. (See **Addendum 4: Range of Personal Affiliation to Schools**, p. 32)

## III. Process and Schedule

The evaluation process for the Evaluation Committee consists of (1) **document analysis**, (2) **site visits**, (3) **compiling draft evaluation results**, (4) **statement of objection response**, and (5) **finalization of evaluation results**, detailed as follows.

### 1. Document Analysis

Document analysis is conducted on Target Schools’ self-assessment reports including data and materials submitted as evidence. It primarily examines whether or not the overall conditions of a Target School’s educational activities satisfy the five standards. Document analysis also determines whether or not the school complies with MEXT’s Standards for the Establishment of Specialized Training Colleges (MEXT), and other pertinent laws and regulations, as well as accreditation requirements for professional post-secondary courses.

The Evaluation Committee shall compile its findings based on the results of document analysis. The findings shall serve as a basis for deliberating and determining the content of a site visit survey.

**2. Site Visits**

Following the compilation and organization of document analysis results, the Evaluation Committee shall conduct a site visit focusing on matters that could not be confirmed through document analysis.

**3. Compiling Draft Evaluation Results**

The Evaluation Committee shall compile draft evaluation results based on document analysis and findings from site visits. Target schools shall be notified of the draft evaluation results after which they shall be given the opportunity to examine the contents and file a statement of objection if they so choose.

**4. Statement of Objection Response and Finalization of Evaluation Results**

In the case where a Target School submits a statement of objection, evaluation results are finalized upon a second deliberation by the Evaluation Committee. If there is no statement of objection submitted by a Target School, the draft evaluation results, in principle, shall be finalized as is.

If a Target School raises a statement of objection with respect to a determination that it does not meet standards, the Evaluation Committee shall set up an examining panel and conduct further examination. Based on that discussion, the Evaluation Committee shall render a final decision.

**5. Full Evaluation Process by the Evaluation Committee**

The Evaluation Committee’s primary deliberation items and schedule are shown in the following table.

Evaluation Committee	Event Date	Deliberation Items
1st Session	Jul.- Aug.	<ul style="list-style-type: none"> <li>○ Evaluator training</li> <li>○ Committee chair selection</li> <li>○ Determination of basic methodology and process for document analysis and site visit</li> <li>○ Examination of Target School’s stakeholder assessment reports</li> </ul>
2nd Session	Early Oct.	<ul style="list-style-type: none"> <li>○ Deliberation and determination of document analysis results</li> <li>○ Identification of site visit points of confirmation and role assignment for site visits</li> <li>○ Notification to Target School of document analysis status and site visit points of confirmation</li> </ul>
3rd Session	Mid Dec.	<ul style="list-style-type: none"> <li>○ Deliberation and determination of draft evaluation results</li> <li>○ Notification to Target School of draft evaluation results</li> </ul>
4th Session	Mid Feb.	<ul style="list-style-type: none"> <li>○ Statement of objection response meeting</li> <li>○ Finalization of evaluation results</li> </ul>

## Chapter2: Document Analysis

Target Schools shall conduct a self-assessment and submit a self-assessment report according to the Guidelines for Self-Assessment. QAPHE's evaluation begins with document analysis of this self-assessment. The Evaluation Committee is to conduct the document analysis bearing in mind the following two points.

- (1) Conduct an evaluation giving due consideration to the personal, material, and geographical conditions of a Target School such as its purpose of establishment, history, tradition, size and resources.
- (2) Conduct an evaluation taking into account a Target School's creative (distinctive) endeavors and improvement efforts including those that may not necessarily be achieving sufficient results, as this evaluation is aimed at helping Target Schools improve their educational activities and develop further as an institution that can distinguish itself in a competitive environment.

### I. Implementation Methodology

The Evaluation Committee shall, through document analysis, study, analyze, and render determinations based on various standards and items. Specifically, the Evaluation Committee shall examine a Target School's "**self-assessment by standard**" submitted in its self-assessment report, taking into consideration a school's goals and objectives, rendering judgment on analytical results per viewpoint as well as on support material and data, and then compiling those results against each standard. Should the need for further clarification arise during document analysis, or there be insufficient supporting material or data in the self-assessment, QAPHE shall make inquiries to or request further information from the Target School in question through the secretariat. Any personal information or information pertaining to the Target School's evaluation contents learned from the document analysis shall be safeguarded from leaking to the outside world.

### II. Confirmation of School Goals and Objectives and Evaluation by Standard

This evaluation is designed to take into account educational and other goals and objectives of a Target School so that its individual character and distinctive features are fully reflected. It is therefore important to have a sufficient understanding of the Target School's goals and objectives. For that purpose, it is necessary to grasp the overall picture of the Target School from the "**School current status and characteristics**" described in the self-assessment report, and to understand from the "**school goals and objectives**" the Target School's intentions regarding its educational principles and objectives, human resources it aims to foster, and indicators for determining whether or not the goals have been achieved. On that basis, evaluation shall be conducted according to the following standards.

#### 1. Analysis of Self-Assessment Results for Standards 1-5

Analysis of self-assessment results for Standards 1-5 is conducted in the order of "**viewpoint confirmation**," "**viewpoint-specific analysis and judgment**," and "**standard evaluation**" (determine whether the standard is being met and identify good practices, areas for improvement, and areas for further development.)

##### (1) Viewpoint Confirmation

All the viewpoints shown in the evaluation standards are to be confirmed as having been analyzed. If a viewpoint is found that has not been analyzed, the Target School in question shall be asked to conduct an analysis from that viewpoint.

**(2) Viewpoint-specific Analysis and Judgment**

The self-assessment report contains “**conditions surrounding the viewpoints**” and “**results of analysis and their grounds and reasons**” for each viewpoint. Evaluators conduct analysis to ascertain the conditions of a Target School’s efforts and activities against each viewpoint while confirming support material and data.

If the Target School has specific objectives or plans for achieving goals concerning each viewpoint, it is conceivable that the status of achievement of such objectives will be reflected in the evaluation. Therefore analysis is to take into account a Target School’s character and distinctive features while confirming support material and data. The **School Status Form** submitted by the Target School is used as support material and data.

Based on the above analytical results, conditions surrounding the viewpoint in question, in light of the Target School’s goals and objectives are to be judged as appropriate to that viewpoint. Referring to the examples of judgment descriptions listed in the table below, a determination is to be made, viewed from the Target School’s particular condition or circumstances, according to one of the following three levels: “**Exceeding expected standard based on goals and objectives,**” “**Meeting expected standard based on goals and objectives,**” or “**Falling below expected standard based on goals and objectives.**” In the event that analysis is not possible due to lack of sufficient support material and data, or the descriptions are inadequate to clarify the status of efforts and activities, a judgement is to be suspended. If a matter requiring special mention has been identified, that effort is also to be included as appropriate.

Target School Conditions	<b>Exceeding expected standard based on goals and objectives</b>	<b>Meeting expected standard based on goals and objectives</b>	<b>Falling below expected standard based on goals and objectives</b>
Judgment description examples	Objectives have been fully achieved Excellent efforts have been identified XX have been clearly established	Objectives have been achieved Efforts have been made XX have been established	Objectives have been partially achieved Efforts have not be made XX have not been established

**(3) Standard Evaluation**

Based on the results of the aforementioned “viewpoint-specific analysis and judgment,” “evaluation by standard” is to be carried out through document analysis for each of the Standards 1-5. The “evaluation by standard” forms a basis of the “evaluation results” in the final evaluation report. So from that viewpoint, the aforementioned “viewpoint-specific analysis and judgment” are to be carefully selected and ordered, and a judgment is to be made as to whether or not the standards are being met.

(4) Identification of Good Practices, Areas for Improvement and Areas for Further Development Matters deemed as particularly important in light of a Target School’s goals and objectives are to be identified as “**good practices**” and “**areas for improvement**” for each standard from the aforementioned “viewpoint-specific analysis and judgement.” Refer to the following perspectives when identifying good practices and areas for improvement.

<b>Good practices</b>	<ol style="list-style-type: none"> <li>1) Those deemed excellent when viewed against a schools goals and objectives.</li> <li>2) Those deemed as distinguishing or distinctive efforts when viewed against a schools goals and objectives.</li> <li>3) Those deemed as leading efforts for the improvement of educational activities.</li> <li>4) Those deemed as excellent to the standards generally expected of schools.</li> </ol>
<b>Areas for improvement</b>	<ol style="list-style-type: none"> <li>1) Those deemed as requiring improvement as expeditiously as possible due to legal infringement.</li> <li>2) Those deemed as requiring expeditious improvement but do not entail legal infringement.</li> <li>3) Those deemed as requiring improvement when viewed against a schools goals and objectives.</li> <li>4) Those deemed as requiring improvement when viewed from the standards generally expected of schools.</li> </ol>

Efforts aimed at attaining excellent conditions and considered to be achieving some results in light of a Target School’s goals and objectives are also to be identified as “**areas for further development**” for each standard from the aforementioned “viewpoint-specific analysis and judgment.”

### **III. Compilation of Analytical Results from Document Analysis**

The Evaluation Committee shall compile results from document analysis. The committee shall also examine and compile all necessary content gleaned from site visits (i.e., supplementary survey items, classes and facilities to observe, and interviews).

## **Chapter 3: Site Visits**

Site visits are aimed at examining the Target School’s conditions focusing on issues that could not be confirmed from the document analysis, conveying the results to the Target School, and sharing a common understanding with the Target School regarding its conditions.

### **I. Implementation Structure and Advance Preparation**

A site visit team consisting of Evaluation Committee members is to implement the site visit. An outline of advance preparation to be carried out by the Evaluation Committee is as follows.

### (1) Determination of Role Assignment and Execution of the Site Visit

The Evaluation Committee, upon confirming the basic methodology and procedure for carrying out a site visit, shall determine a methodological policy for the visit based on survey content and individual circumstances at the Target School so that it can accurately ascertain the actual educational activities and status of the school. The Committee shall also determine and assign roles among team members to efficiently implement the site visit.

### (2) Determination and Notification of Site Visit Schedule

The date and schedule for the site visit shall be set by the Evaluation Committee in consultation with the Target School through QAPHE's secretariat based on the school size and content volume to allow for sufficient implementation of the planned survey. The committee is to notify the Target School of the date.

### (3) Determination and Notification of Site Visit Content

The Evaluation Committee shall compose a "**status of document analysis**" that exclude the evaluation results for each standard and item (i.e., "Satisfies Standard X" or "Does not satisfy Standard X," and identified good practices, areas for improvement, and areas for further development) from the "document analysis results" noted in Chapter 2, III. Compilation of Analytical Results from Document Analysis (p. 26). Moreover, the Evaluation Committee shall make a list of items requiring supplementary explanations and submission of support material and data at the time of the site visit as "**site visit points of confirmation.**"

The Evaluation Committee shall notify the Target School of the "status of document analysis," "site visit points of confirmation" and other survey content through QAPHE's secretariat 2-3 weeks in advance of a site visit.

## **II. Site Visit Contents, Methodology and Compilation of Results**

The site visit shall consist of inspection tours of a Target School's education facilities, student and alumni interviews as well as interviews with school personnel (officers) and materials and data gathered on the site in order to ascertain the real conditions of educational activity. Survey content is basically to consist of items listed in the following "Implementation Content and Methodology" but may include additional survey items depending upon the individual circumstances of the Target School.

### **1. Implementation Content and Methodology**

#### (1) Interviews with School Personnel (Officers)

Supplementary explanations or material and data are to be received from Target School personnel (officers) concerning their views and response toward the "status of document analysis" and "site visit points of confirmation." Cooperation with school personnel (officers) is to be requested to ensure a smooth and effective implementation of the site visit. Supplementary explanations or material and data concerning matters not mentioned in the self-assessment report but germane to an evaluation can also be received from Target School personnel (officers). Interviews are to be held with personnel in positions of responsibility such as principals or department heads.

A Target School may be asked to submit additional material and data in the event that supplementary material and data provided by school personnel (officers) are insufficient to confirm supplementary survey items.

(2) Interviews with General School Staff, Support Staff and Related Educational Facility Staff  
Interviews shall be conducted to assess good practices, areas for improvement, problems or issues, and potential gaps between self-assessment and reality from the perspectives of staff members involved in the Target School's education in a different position from school personnel (officers).

(3) Interviews with Students and Alumni

Interviews shall be conducted to assess good practices, areas for improvement, problems or issues, and potential gaps between self-assessment and reality regarding the Target School's education from the perspectives of students receiving education or of alumni who have graduated and entered working society.

In addition to general questions about motivations for applying to the school and impressions upon entering and toward student life, efforts are to be made to ask specific impressions or issues regarding classes, labs and practicums, and the learning environment (i.e., facilities and equipment) and to produce active feedback and responses as these are important in gauging student satisfaction levels.

(4) Inspection of Educational Facilities

The inspection shall be conducted from the perspective of ascertaining how classes, labs and practicums are actually being conducted at the educational facility, and if there are any gaps between self-assessment content and reality.

(5) Survey of Learning Environment Conditions

The survey shall be conducted from the perspective of ascertaining the real conditions of the learning environment (i.e. library, educational facilities, independent-study and information education facilities and equipment, and student support facilities) including barrier-free facilities and equipment, actual convenience and functionality, and if there are any gaps between self-assessment and reality.

(6) Gathering of Supplementary Support Material and Data

Support material and data for "site visit points of confirmation" and materials perusable only at the site shall be studied. Moreover, supplementary material is to be collected to reinforce and boost the accuracy and precision of support material and data submitted along with the self-assessment report.

## **2. Items for Consideration during the Site Visit**

The following items warrant special attention in the implementation of site visits.

(1) Based on the findings obtained from interviews with students and alumni and the inspection of educational facilities and supplementary explanations that have been confirmed, analysis and results related to the "status of document analysis" are to be discussed at the conclusion of the site visit, and the collection of necessary material and data is to be confirmed. The results of the site visit are to be explained to Target School personnel (officers). Note however that the site visit team will refrain from explaining matters subject to comprehensive judgement by the Evaluation Committee and those requiring analysis of newly submitted support material and data.

(2) Responses by evaluators to questions from the Target School regarding study contents shall be based on the views of the evaluation team as a whole. However, when an individual expression of views is inevitable, this must be explained as such.



(3) Any personal information or information regarding the Target School’s evaluation gained by an evaluator in the process of the site visit is to be safeguarded from leaking to the outside world.

(4) When conducting an interview during a site visit, special attention and care is to be given not to intrude on individual privacy more than necessary. Moreover, special attention and care is to be given to ensuring that responses during the site visit not be used to the detriment of the respondent.

### 3. Site Visit Team Meeting

The site visit team shall hold a site visit team meeting if necessary during the visit in order to conduct affairs efficiently and rationally and promote evaluators’ shared understanding. The meeting is to include discussions about survey content, deliberation of analysis and results at the conclusion of the survey, and confirmation of whether or not the material and data necessary for rendering a final evaluation has been collected.

### 4. Explanation of Site Visit Results to School Personnel (Officers) and Hearing of Views

The site visit team shall explain findings of the site visit and results of support material and data study to Target School personnel and hear their views in order to promote shared understanding, including mutual confirmation that there are no factual errors, and smoothly finalize evaluation results. Should the Target School wish to submit new support material and data at that juncture, it may do so within one week following the conclusion of the site visit.

### 5. Compilation of Site Visit Results

The site visit team shall compile the results of the study following its completion and report its findings to the Evaluation Committee.

## III. Site Visit Schedule (Example)

The following schedule is merely an example, and actual schedules may vary depending upon the Target School’s size and survey content.

### Day 1

Time	Item	Duration
10:00-	Site visit team meeting (1)	30 min
10:30-	Interviews with school personnel (officers)	90 min
12:00-	Lunch break	60 min
13:00-	Interviews with general school staff, support staff and related educational facility staff	60 min
14:00-	Break	15 min
14:15-	Educational facility inspection and learning environment conditions survey	90 min
15:45-	Gathering of supplementary support material and data (1) and site visit team meeting (2)	120 min
17:45-	Break	15 min
18:00-	Interviews with students alumni	90 min
19:30-	Site visit team meeting (3)	30 min

## Day 2

Time	Item	Duration
10:00-	Gathering of supplementary support material and data (2) and site visit team meeting (4)	60 min
11:00-	Explanation of site visit results to school personnel (officers) and hearing of views	60 min
12:00	Site visit conclusion	

## Chapter 4: Compiling Draft Evaluation Results

The Evaluation Committee shall compile draft evaluation results based on document analysis and findings from the site visit.

### I. Structure and Content of Draft Evaluation Results

The content and structure of draft evaluation results compiled by the Evaluation Committee are as follows.

#### 1. Evaluation Results

(1) With regard to Standards 2 and 3, compliance with MEXT’s Standards for the Establishment of Specialized Training Colleges, and other pertinent laws and regulations, as well as accreditation requirements for professional post-secondary courses is to be determined.

(2) For the “evaluation results,” one of the following determinations is to be made.

If all Standards 1-5 are met: “The school complies with the Standards for the Establishment of Specialized Training Colleges, and other pertinent laws and regulations as well as the accreditation requirements for professional post-secondary courses and thereby satisfies the Standards for Evaluation and Accreditation set by the Institution for Accreditation and Quality Assurance of Professional Higher Education.”

If one or more of the Standards 1-5 are not met: “The professional training college does not sufficiently comply with the Standards for the Establishment of Specialized Training Colleges, and other pertinent laws and regulations as well as the accreditation requirements for professional post-secondary courses and thereby does not satisfy the Standards for Evaluation and Accreditation set by the Institution for Accreditation and Quality Assurance of Professional Higher Education.” Or “The school complies with the Standards for the Establishment of Specialized Training Colleges, and other pertinent laws and regulations as well as the accreditation requirements for professional post-secondary courses, but does not satisfy the Standards for Evaluation and Accreditation set by the Institution for Accreditation and Quality Assurance of Professional Higher Education” with reasons given why the school does not satisfy standards or does not comply with regulations.

(3) In addition to the above (1), “good practices,” “areas for improvement” and “areas for further development” are identified and summarized for each of the Standards 1-5 as “accreditation evaluation results.” The identification and summary of these “good practices,” “areas for improvement” and “areas for further development” are to be carefully selected and ordered, taking into account efforts and conditions that are deemed as important in light of the Target School’s goals.

## **2. Evaluation by Standard**

The Evaluation Committee describes “evaluation by standard” based on analytical results examined and organized through document analysis and site visits. “Evaluation by standard” is comprised of “results,” “grounds and reasons for the results,” “good practices,” “areas for improvement” and “areas for further development.”

## **II. Statement of Objection by Target School against Draft Evaluation Report**

Through the QAPHE secretariat, the Evaluation Committee notifies the Target School of draft evaluation results prior to finalizing those results. If Target Schools wish to express opinions regarding the notified draft evaluation results, they are to do so by raising a statement of objection with QAPHE.

## **III. Finalization of Evaluation Results and Compiling Evaluation Reports**

Following the statement of objection regarding the draft evaluation results, the Evaluation Committee conducts a second deliberation. In the case where a Target School raises a statement of objection with respect to a determination that it does not meet standards, the Evaluation Committee shall set up an examining panel and conduct further examination. Following deliberations regarding this statement of objection, the Evaluation Committee finalizes the evaluation results.

Finalized evaluation results are to be compiled in a final report (**Reference Material: Evaluation Report Format**, p. 33). This evaluation report is then sent to the Target School and its founders, and the results are made widely available to the public through publication in print form and on a website.

#### **Addendum 4: Range of Personal Affiliation to Schools**

Institution for Accreditation and Quality Assurance of Professional Higher Education Evaluation Committee members may not take part in evaluations of schools to which they are personally affiliated to ensure impartiality in the evaluation process. The range of personal affiliation to schools is set forth as follows.

1. Holding a full-time post at a Target School for evaluation (including an intended future post), or having held such a post there within the past three years.
2. Holding concurrent posts elsewhere and at a Target School for evaluation (including an intended future post), or having held such a post there within the past three years.
3. Holding an executive post at a Target School for evaluation (including an intended future post), or having held such a post there within the past three years.
4. Participating in an organization that deliberates important matters pertaining to the education or management of a Target School for evaluation, (including intended future participation), or having participated in such capacity within the past three years.
5. In cases determined by the Committee chairperson to be an equivalent of the above.

Note:

In the above, “full-time post” refers to having the school concerned as one’s principal place of professional affiliation, while “concurrent posts” refers to having another school or company as one’s principal place of professional affiliation.

**Reference Material: Evaluation Report Format**  
(Cover Page)

# Evaluation and Accreditation for Professional Training Colleges Final Report

[School Name]

Month, Year

Institution for Accreditation and Quality Assurance of  
Professional Higher Education

## **I. Accreditation Evaluation Results**

Professional Training College A complies with the Standards for the Establishment of Specialized Training Colleges, the Regulations for XXX and the accreditation requirements for professional post-secondary courses as well as other pertinent laws and regulations and thereby satisfies the standards for evaluation and accreditation set by the Institution for Accreditation and Quality Assurance of Professional Higher Education.

(Professional Training College A does not sufficiently comply with the Standards for the Establishment of Specialized Training Colleges, the Regulations for XXX and the accreditation requirements for professional post-secondary courses as well as other pertinent laws and regulations and thereby does not satisfy the standards for evaluation and accreditation set by the Institution for Accreditation and Quality Assurance of Professional Higher Education.

OR...

Professional Training College A complies with the Standards for the Establishment of Specialized Training Colleges, the Regulations for XXX and the accreditation requirements for professional post-secondary courses as well as other pertinent laws and regulations, but does not satisfy the standards for evaluation and accreditation set by the Institution for Accreditation and Quality Assurance of Professional Higher Education.

OR...

Reason: Failure to sufficiently comply with the Standards for the Establishment of Specialized Training Colleges (the Regulations for XXX, the accreditation requirements for professional post-secondary courses, or relevant regulation YYY).

OR...

Due to insufficient compliance with Standard Z.

Good practices identified include:

- 
- 

Areas for improvement identified include:

- 
- 

Areas for further development identified in addition to the above include:

- 
-

## **II. Evaluation by Standard**

### **Standard 1: Establishment of Goals and Objectives and Enrollment Selection**

The school has established concrete goals and objectives that include the aspect of transition from school to society. The goals and objectives are internally understood and made available to the public.

The goals and objectives are suitable for practical vocational education.

The admission process is appropriately implemented in accordance with admissions policy.

The enrollment number is appropriate relative to admission capacity.

#### **[Results]**

**Satisfies Standard 1 (Does not satisfy Standard 1)**

#### **Grounds and Reasons for the Results**

Description by viewpoint

Based on the above findings, it is determined that Standard 1 is satisfied.

#### **[Good practices]**

#### **[Areas for improvement]**

#### **[Areas for further development]**

### **Standard 2: Compliance with Standards for the Establishment of Specialized Training Colleges, and Other Pertinent Laws and Regulations**

The school meets requirements stipulated by the Standards for the Establishment of Specialized Training Colleges and the Regulations for XXX (academic staff qualifications, academic staff number, class hours, campus and building size, and facilities).

The academic program is systematically organized based on the school's goals and objectives with class formats and teaching methods suited to execute the program.

Academic program content and standards are appropriate for professional qualifications awarded, and meet the professional expectations of the field.

Opportunities for guidance about learning including course selection are appropriately provided.

#### **[Results]**

**Complies (Does not comply) with the Standards for the Establishment of Specialized Training Colleges and the Regulations for XXX**

**Satisfies (Does not satisfy) Standard 2**

#### **Grounds and Reasons for the Results**

### **III. Statement of Objection and Response**

#### **1) Content of Objection**

#### **2) Response to Objection**

Copy text submitted by school  
in original form

The following sections are excerpted as a reference from the self-assessment report submitted by the graduate school in their original form in principle.

I. Current status and characteristics (name of graduate school/major, address, student and faculty numbers, characteristics)

II. Goals

III. Self-assessment summary