

Decision of Institutional Certified Evaluation and Accreditation

The Tokyo Metropolitan College of Industrial Technology complies with the Standards for the Establishment of Colleges of Technology and other relevant laws and regulations, and meets the Standards for Evaluation and Accreditation of Colleges of Technology set by NIAD-QE.

It fulfills all requirements defined as the Priority Evaluation Items in Viewpoint 1-1.

Good practices identified by the review committee include:

- Implementation of computer security education to acquire cutting-edge skills involving cyber-attacks and defense techniques with a focus on cyber defense exercises using a cyber training system (cyber range);
- Introduction of engineering design subjects and project-based learning (PBL) lessons to all courses in the Monozukuri Engineering Department to cultivate creativity through group work on problem solving and other activities, with these efforts contributing to prizes at the Kosen (colleges of technology) Design Competition and other achievements;
- Educational activities for globalization that include overseas language training, the International Student Exchange Program with the School of Engineering, Ngee Ann Polytechnic in Singapore, and the Global Communication Program particularly designed for students to conduct field work and survey studies in Japan and overseas based on themes such as “Challenges of the Capital Tokyo” and “Challenges Related to Global Business” in collaboration with the School of Engineering, Ngee Ann Polytechnic, with the aim of developing practical problem-solving skills and enhancing communication abilities, including use of the English language; and
- An extremely high employment rate (the number of students employed divided by the number of students seeking employment after graduation) for both the associate and diploma courses, with students employed in the manufacturing industry, information and communications businesses, construction firms, academic research institutes, specialized engineering services companies, and other employment befitting of the engineers the college hopes to produce; and an extremely high rate of students advancing to higher education (the number of students advancing to higher education divided by the number of students wishing to advance to higher education) for both the associate and diploma courses, with students advancing to the diploma courses at colleges of technology or engineering and other schools and graduate schools at universities related to the students’ associate and diploma courses.

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