



*Institutional Certified Evaluation and  
Accreditation of Universities  
Standards for Evaluation and  
Accreditation of Universities:  
2019-2026*

*NIAD-QE*

*National Institution for Academic Degrees and Quality Enhancement of Higher Education*

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## Foreword

The Standards for Evaluation and Accreditation of Universities (hereafter referred to as “the Standards”) are established for the evaluation of the general condition of education and research activities of national, municipal/prefectural and private universities (hereafter referred to as “the institutional certified evaluation and accreditation of universities”) which is conducted by the National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE), pursuant to the School Education Act, Article 109, Paragraph 2. *The Standards* are composed of 27 standards, and classified into six Areas.

*The Standards* set forth the conditions NIAD-QE deems necessary for a university to satisfy, among which is included conformity to the Standards for the Establishment of Universities, with focal reference to educational activities in its degree programs (i.e., bachelor’s, master’s, doctoral and professional degree programs). Evaluation and accreditation focuses on whether or not the university meets each standard. In principle, decisions are made as to whether the university as an institution meets the standards while, for some standards in certain Areas, the organized analysis of the conditions in faculties and units of graduate school gives ground for their decisions.

Those standards deemed to be of greater importance are designated as “Priority items.” NIAD-QE provides “Guiding Principles for Decision,” which are intended to concretely advise on its decisions as to whether standards are met. Universities are generally expected to analyze and organize the conditions for all standards in self-assessment as well.

NIAD-QE requires the university to restate the purposes of the university and its organizations. It is in light of such purposes in terms of fostering human resources and other aspects of education and research that the university’s self-assessment as well as NIAD-QE’s evaluation and accreditation is to be conducted.



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Area One:	Standards for Basic Organizations for Education and Research
Standard 1-1	The basic organizations for education and research are structured appropriately in light of the purposes of the university and its organizations.
Standard 1-2	Teaching staff is appointed appropriately for education, research and other activities.
Standard 1-3	Operations for education, research and other activities are systematically organized and appropriately function.

\*In what follows, the purposes of the university and its organizations refer to those purposes of the university, of its faculties (including the basic organizations for education and research in other denominations), of their departments, and of their courses as well as of its graduate schools (including the basic organizations for education and research in other denominations) and of their academic units which are stipulated as the purposes in terms of fostering human resources and other purposes for education and research.

#### Decision Guidelines

With respect to Standards 1-1 and 1-2, a decision is made as to whether the basic organizations for education and research, such as faculties, departments, graduate schools and their academic units (or equivalent organizational units in other denominations) are in an appropriate manner in line with the purposes of the university and its organizations, as well as whether these basic organizations meet the requirements specified by the School Education Act, the Standards for the Establishment of Universities, and other related laws and regulations.

With respect to Standard 1-3, a decision is made as to whether operation for education, research and other activities is organized systematically in terms of the faculty senate, as defined by the School Education Act, and other committees for teaching and learning in such a way that ensures that these basic organizations function effectively in order to carry out education and research and as to whether they function as expected.

Area Two:	Standards for Internal Quality Assurance
Standard 2-1	[Priority item] An organizational structure for internal quality assurance is clearly defined.
Standard 2-2	[Priority item] Procedural rules for internal quality assurance are clearly defined.
Standard 2-3	[Priority item] The internal quality assurance system functions effectively.
Standard 2-4	A system for the verification of appropriateness of the inauguration and of changes to the basic organizations for education and research is installed.
Standard 2-5	A system for the maintenance and improvement of the quality of teaching and supporting staff is in place.

## Decision Guidelines

With respect to Standard 2-1, a decision is made as to whether the university has put in place an organizational structure for internal quality assurance in which to conduct self-assessment of the status of its education, research and other activities and engages in continuous efforts to improve and enhance the quality of these activities based on assessment results, with an emphasis on whether the responsibilities for the respective activities within the university are clearly defined.

With respect to Standard 2-2, a decision is made as to whether the necessary conditions are met so that the university's internal quality assurance process can function properly, focusing on whether the necessary rules for carrying out the procedure for the institution to analyze the status of its educational and research infrastructure as well as its academic programs and the learning outcomes thereof are clearly stipulated and shared throughout the university.

The National Institution for Academic Degrees and Quality Enhancement of Higher Education (hereinafter referred to as "NIAD-QE") decides that the university does not meet NIAD-QE's Standards, when it identifies any areas that need to be improved under either of Standards 2-1 or 2-2.

With respect to Standard 2-3, a decision is made as to whether the internal quality assurance actually functions, by confirming how the problems identified in the self-assessment have been solved and how the good features identified have been enhanced.

NIAD-QE decides that the internal quality assurance process is functioning excellently and rates the internal quality assurance of the university excellent when it confirms that the university has effectively carried out institution-wide initiatives to systematically and continuously collect and analyze information necessary for self-assessment; or that the university has effectively carried out institution-wide initiatives to collect and analyze opinions from all stakeholders including students; or that the university has had its academic programs undergo inspections by or received advice from

a reliable third party, to further enhance public confidence in its internal quality assurance process.

With respect to Standard 2-4, a decision is made as to whether a procedure for verifying the appropriateness of important changes to basic organizations for education and research including their launches and alterations is incorporated in the process of internal quality assurance.

With respect to Standard 2-5, a decision is made as to whether the functionalities of academic staff is maintained as part of internal quality assurance based on the analysis of the conditions concerning the maintenance of rules for employment and promotion of teaching staff (including rules for the evaluation of the competencies required of academic staff to engage in education, research and other activities), of a system for evaluating the performance of academic staff for maintaining and improving their quality, and of the systematic initiatives to improve their teaching skills. The decision also depends on whether the university provides training programs and carries out other systematic initiatives to maintain and improve the quality of supporting staff, teaching assistants, and other staff members who support educational and research activities.

Area Three: Standards for Financial Management, Administrative Management, and Publication of Information	
Standard 3-1	The finance is adequately managed in light of the purposes of education and research.
Standard 3-2	The administrative structure is clearly defined and adequately managed.
Standard 3-3	The operational organization for efficient management is both of appropriate size and functionality.
Standard 3-4	A system for ensuring cooperation between academic and administrative staff is in place, and initiatives to enhance their competencies are carried out.
Standard 3-5	The university's internal control and audit system for financial and administrative management function properly.
Standard 3-6	The university publicizes information on its education and research activities appropriately.

#### Decision Guidelines

With respect to Standard 3-1, a decision is made as to whether the financial management is reliable in light of the purposes of education and research.

With respect to Standard 3-2, a decision is made as to whether the administrative management system has been clearly defined and functions properly.

With respect to Standard 3-3, a decision is made as to whether the university's administrative organization for the smooth execution of administrative management is appropriate in terms of both size and functionality.

With respect to Standard 3-4, a decision is made as to whether academic and administrative staff members appropriately share the duties that they should perform in running the university, a system for ensuring cooperation between them is in place, and initiatives to enhance their competencies are carried out.

With respect to Standard 3-5, a decision is made as to whether internal control (including internal audits) and the auditor's audits of financial and administrative management function properly.

With respect to Standard 3-6, a decision is made as to whether the university appropriately makes available to the public the basic information (as required by laws and regulations) on the condition of educational and research activities such as the purposes of the university and its organizations, the basic policies for education and research, the basic organizations for education and research, the structure for education and research practices, and the condition of curricula and students, and results of self-assessment and its evaluation.

Area Four:	Standards for Facilities and Equipment, and Student Support
Standard 4-1	Facilities and equipment suited to the university's educational and research organizations and academic programs are provided and are used effectively.
Standard 4-2	Students are provided with opportunities for consultation, advice, and support with respect to student life, careers and employment, extracurricular activities, financial aid, etc.

#### Decision Guidelines

With respect to Standard 4-1, a decision is made as to whether academic staff offices, lecture rooms and other facilities for independent learning and extracurricular activities are adequately equipped in terms of the number of students, learning content, teaching methods etc. and put to effective use, as well as to whether facilities necessary for education are in place and appropriate maintenance of these facilities is conducted, as well as to whether the university has academic information infrastructure in place that enables the effective use of materials, literature, and internet resources for study and research by students.

With respect to Standard 4-2, a decision is made as to whether the university provides systems and services for opportunities for consultation and advice on student life, careers and employment, harassment, and other issues, and support for conducting extracurricular activities smoothly. This standard also addresses issues of the provision of assistance for students with financial needs, as well as whether students who need special support, such as international students and students with disabilities, are adequately supported.

Area Five:	Standards for Student Admissions
Standard 5-1	The admission policy is clearly defined.
Standard 5-2	Student admissions procedures are conducted appropriately.
Standard 5-3	The number of entrants is appropriate relative to the admissions capacity.

\*The admission policy in these Standards are referring to principles regarding student admissions set forth in the Ordinance for Enforcement of the School Education Act, Article 165 (2).

#### Decision Guidelines

As to Standard 5-1, a decision is made as to whether the university clearly stipulates an admission policy that describes the talents and aptitudes of prospective students that are regarded as befitting its educational purposes, as well as the principles for selection procedures while making sure they are in accordance with the university's diploma and curriculum policies.

With respect to Standard 5-2, a decision is made as to whether the university implements the selection process in a fair and reasonable manner and in accordance with its admission policy, under an appropriate system for accepting students.

With respect to Standard 5-3, a decision is made as to whether the number of students the university actually admits is appropriate relative to its admissions capacity, based on the recognition that a university's educational infrastructure should be appropriate to its admission capacity in order to ensure the effectiveness of education.

Area Six:	Standards for Academic Programs and Learning Outcomes
Standard 6-1	The diploma policy is concretely and clearly defined.
Standard 6-2	The curriculum policy is consistent with the diploma policy.
Standard 6-3	The structure of the curriculum and the content of its courses are systematically organized and of an appropriate level in light of the diploma and curriculum policy.
Standard 6-4	Appropriate teaching and learning methods are employed in line with the diploma and curriculum policy.
Standard 6-5	Appropriate guidance and support for learning are provided in line with the diploma policy.
Standard 6-6	A fair assessment of academic achievements is conducted strictly and objectively in line with the curriculum policy.
Standard 6-7	Decision on graduation and completion is made in a fair manner in line with the educational purposes and the diploma policy.
Standard 6-8	Adequate learning outcomes are achieved in line with the educational purposes and the diploma policy.

\*In these Standards, the curriculum policy refers to the principles for organizing and implementing curricula, and the diploma policy refers to the principles regarding decision on graduation for undergraduate curricula and on completion for graduate curricula as are set forth in the Ordinance for Enforcement of the School Education Act, Article 165 (2).

#### Decision Guidelines

The standards in this area are applied to the conditions of each academic program, the decisions on which are to be verified and integrated into the decisions on the basic organizations for education and research.

With respect to Standard 6-1, a decision is made as to whether the diploma policy specifically and clearly defines the competencies and abilities that students are expected to acquire upon completion of the program.

With respect to Standard 6-2, a decision is made as to whether the curriculum policy is consistent with the diploma policy, and specifically defines the policy for designing the curriculum, as well as the learning and teaching methods and the policy for assessing learning outcomes.

With respect to Standard 6-3, a decision is made as to whether the structure of the curriculum and the content of its courses are in line with the diploma and curriculum policies, and whether they are consistent with the degrees to be awarded, as well as whether they are systematically organized and of an appropriate level for the field of study. In the case of graduate programs, this standard also addresses the system for providing research supervision.

With respect to Standard 6-4, a decision is made as to whether appropriate teaching and learning methods are employed, with special reference to those factors such as the content of syllabi and the cap on the number of credits the student may earn.

With respect to Standard 6-5, a decision is made, given the diploma policy, as to whether proper guidance and orientation as well as an appropriate level of advising and counseling are provided in light of students' needs. Decision as to the conditions of the provision of appropriate learning support for students who need special support is also made.

With respect to Standard 6-6, a decision is made as to whether the standards for assessment of academic achievements are stipulated to be made known to students in light of the curriculum policy, and are applied appropriately in measuring students' achievements and giving credits, and whether a systematic structure for verifying the appropriateness of assessment and for installing a system for responding to claims from students are put in place with a view to ensuring strict and objective assessment and measurement.

With respect to Standard 6-7, a decision is made as to whether the requirements for graduation or completion are designed in line with the diploma policy, the criteria for evaluation are clearly defined, these requirements and criteria are made known to students, and the approval on graduation and completion is accordingly conducted.

With respect to Standard 6-8, a decision is made as to whether the learning outcomes indicated in the diploma policy are achieved, based on the results of the analysis of the research on the conditions of learning outcomes at the point of graduation and completion as well as those at a later point at a certain amount of time after graduation and completion.



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Disclaimer: This document has been translated from the Japanese original drawn up by NIAD-QE to contribute to a deeper understanding of the certified evaluation and accreditation system. In the case where any discrepancy between this English version and the Japanese original is found, the Japanese original shall prevail.