Towards a National Qualification Framework (NQF)

A Case Study of Technical and Vocational Education and Training in Japan

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Who are we?
Since 1887

- Tradition: started as a philosophy academy
- Grew into comprehensive university with 11 undergraduate programs and 11 graduate schools
- 32,000 enrollment
- Located in central Tokyo
Establishment of a new entity "Toyo Global Diamonds" in 2017

Toyo Global Alliance

→

Aim for "Self-sustenance" after the project completion

2015/6/25
S.Ashizawa
Education System in Japan
98% of lower secondary school graduates go on to some form of upper secondary education. 27% of these students go to specialized courses (vocational school) or integrated courses.

Distribution of tertiary students (18-year-olds)
- University: 51.5%
- Specialized Training College: 22.3%
- Junior College: 5.2%
- College of Technology: 0.9%
### Number of Universities

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>University</th>
<th>Of those on the left: Universities with graduate schools</th>
<th>Junior colleges</th>
<th>Colleges of technology</th>
<th>Specialized training colleges (with specialised courses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1,190</td>
<td>781</td>
<td>623</td>
<td>352</td>
<td>57</td>
<td>3,206</td>
</tr>
<tr>
<td>National</td>
<td>137</td>
<td>86</td>
<td>86</td>
<td>51</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Public</td>
<td>113</td>
<td>92</td>
<td>77</td>
<td>18</td>
<td>3</td>
<td>195</td>
</tr>
<tr>
<td>Private</td>
<td>940</td>
<td>603</td>
<td>460</td>
<td>334</td>
<td>3</td>
<td>3,001</td>
</tr>
</tbody>
</table>

### Number of Students

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>Graduate schools</th>
<th>Subtotal</th>
<th>University (Undergraduate)</th>
<th>Junior colleges</th>
<th>Colleges of technology</th>
<th>Specialized training colleges (specialized course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2,997,246</td>
<td>251,013</td>
<td>2,746,233</td>
<td>2,552,022</td>
<td>136,534</td>
<td>57,677</td>
<td>659,452</td>
</tr>
<tr>
<td>National</td>
<td>649,399</td>
<td>150,336</td>
<td>499,063</td>
<td>447,338</td>
<td>51,725</td>
<td>450</td>
<td>450</td>
</tr>
<tr>
<td>Public</td>
<td>156,171</td>
<td>16,071</td>
<td>140,100</td>
<td>128,878</td>
<td>7,388</td>
<td>3,834</td>
<td>26,255</td>
</tr>
<tr>
<td>Private</td>
<td>2,191,676</td>
<td>84,606</td>
<td>2,107,070</td>
<td>1,975,806</td>
<td>129,146</td>
<td>2,118</td>
<td>632,747</td>
</tr>
</tbody>
</table>
## Academic Degrees Awarded by Higher Education

### Academic degrees awarded by higher education institutions and standard duration of study

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree Type</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>Bachelor’s degree</td>
<td>Four years</td>
</tr>
<tr>
<td>Graduate school</td>
<td>Master’s degree</td>
<td>Two years</td>
</tr>
<tr>
<td></td>
<td>Doctor’s degree</td>
<td>Five years</td>
</tr>
<tr>
<td></td>
<td>Professional degree</td>
<td>Two years</td>
</tr>
<tr>
<td>Junior college</td>
<td>Associate degree</td>
<td>Two or three years</td>
</tr>
</tbody>
</table>

### Diplomas awarded by higher education institutions and standard duration of study

<table>
<thead>
<tr>
<th>Institution</th>
<th>Type</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of technology</td>
<td>Associate</td>
<td>Five years</td>
</tr>
<tr>
<td>Specialized Training College</td>
<td>Diploma</td>
<td>Two or three years</td>
</tr>
<tr>
<td></td>
<td>Advanced Diploma</td>
<td>Four years</td>
</tr>
</tbody>
</table>
Mapping of Basic Concepts

Quality Assurance
Accreditation

Learning Outcome

Qualification Framework
Professional Credentials

Recognition (Credential Evaluation)
Academic Credentials
# Quality Assurance in Japan

## Institutional Certified Accreditation Bodies

| National Institution for Academic Degrees and University Evaluation (NIAD-UE) | Mainly national and public universities |
| Japan University Accreditation Association (JUAA) | Private |
| Japan Institution for Higher Education Evaluation (JIHEE) | Private |

For more information, please visit the following URL http://www.niad.ac.jp/english/unive/publications/information_package.htm
New Trends in Credit Transfer System

The main 3 credit transfer systems in Asia

- UCTS by UMAP
- ACTS by AUN
- ACTFA (Academic Credit Transfer Framework in Asia) by GMS

Among these, GMS plans to produce the following programs in order to meet the needs of member institutions.

1. ACTFA Information Package
2. ACTFA Study Plan
3. ACTFA Letter of Explanation

(source: Prof. Taiji Hotta's report from ACTFA kick off meeting in July 2015)
Recognition
(Foreign Credential Evaluation)

- Necessity of ENIC-NARIC center
- Third party FCE service provider
  ABK (Asia Gakusei Bunka Kyoukai) started providing FCE services for several major universities.
- Many flagship universities recognize the need for FCE, particularly for those offering English- medium degree programs.
Why hasn’t a sophisticated FCE system been developed in Japan?

<Prospective Students>
1. Majority of international students come from China (60.4%) and Korea (11.3%).
2. Prior to the entrance examination, most of the applicants spend 1 or 2 years in Japan for language study.

Most international students are still selected by paper-based examinations administered in Japan, in Japanese. (English-medium degree programs are operated at a limited number of top flagship schools.)

This is a circular problem resulting in Japanese universities failing to attract students from diverse countries.
Potential development of FCE system

Prospective Students:
1. Accepting students from other countries and regions
2. More culturally diverse students
3. More flexible admission system (including transfer admission system and articulation arrangement from Asian universities)

Japanese universities need to have sophisticated FCE system in order to achieve these goals.

1. Establishing English-medium degree programs
2. Admitting students through document-based selection rather than one-shot entrance examination
The Second Basic Plan for the Promotion of Education
(as of July 14, 2013)

Promotion of transverse vocational education in schools

We should build a learning system in which adults can learn easily, such as a system of learning unit accumulation through coordination with educational organizations and industry, in order to train core specialized personnel in growing fields. In addition, we should continue to link learning related to occupations and aim to build a learning and assessment system in which the results of linking to occupations in society can be evaluated properly.
Practical career advancement strategies

Growth areas:

- services of long-term care for the elderly
- services of reducing energy consumption and greenhouse effect gases
- food businesses

Introduction of a “career grading” system, developed using the UK National Vocational Qualification (NVQ) system as a model
What is “Career Grading”?  

Case: Medical, health care workers

1. The labor force will decrease substantially in Japan.

2. The demand for long-term care workers for elderly is expected to double in 15 years.

3. The turnover rate of long term care workers is higher than that of all other industries. Therefore, improving stability of the work force is critical.
Career Grading System for Long Term Health Care Workers

The grading system started in 2012. Data as of March, 2015:
Assessors: 7,814
External Evaluators: 223
Certified Care Workers: 428

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Potential Development of NQF in Japan

- Japan has been experimenting with qualification framework although in limited capacities and in limited fields.
- Through the experience of the Career Grading System, Japanese society has recognized the importance of NQF in order to increase the following:
  1. Compatibility
  2. Transparency
  3. Accountability & Mutual Trust
Challenges of NQF in Japan

1. Coordination and establishment of NQF requires more international collaboration.

2. Government Initiative: A number of ministries are jointly responsible for NQF system. Consequently, it may take time to create a team project which integrates these agencies.

3. Cost: Administration of the grading system project for long-term care workers was transferred from the government to a private third party in April, 2015. The cost of maintaining the NQF system is an issue affecting the sustainability of the program. This issue is similar to the FCE program.

S. Ashizawa 2015/7/28
Thank you

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