
Towards a National Qualification Framework (NQF)

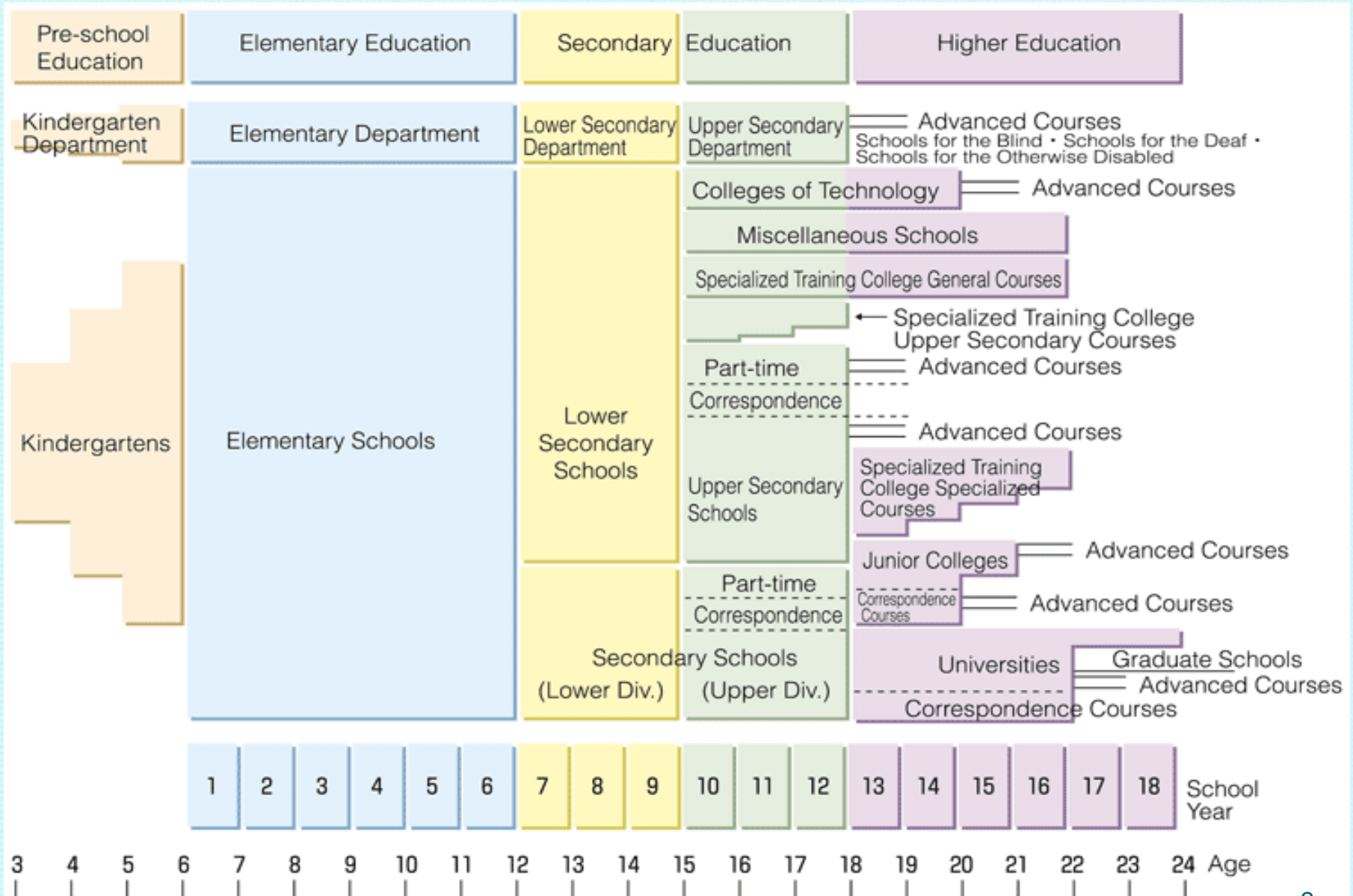
Trends in Higher/Vocational Education in Japan



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Educational System in Japan



Upper Secondary Education and Higher Education in Japan

❖ Under 18

98% of lower secondary school graduates go on to some form of upper secondary education

27% of these students go to specialized vocational schools or schools with integrated courses

❖ 18 and over

Distribution of tertiary students

- University: 51.5%
- Specialized Training College: 22.3%
- Junior College: 5.2%
- College of Technology: 0.9%

Type and Number of Higher Education Institutions

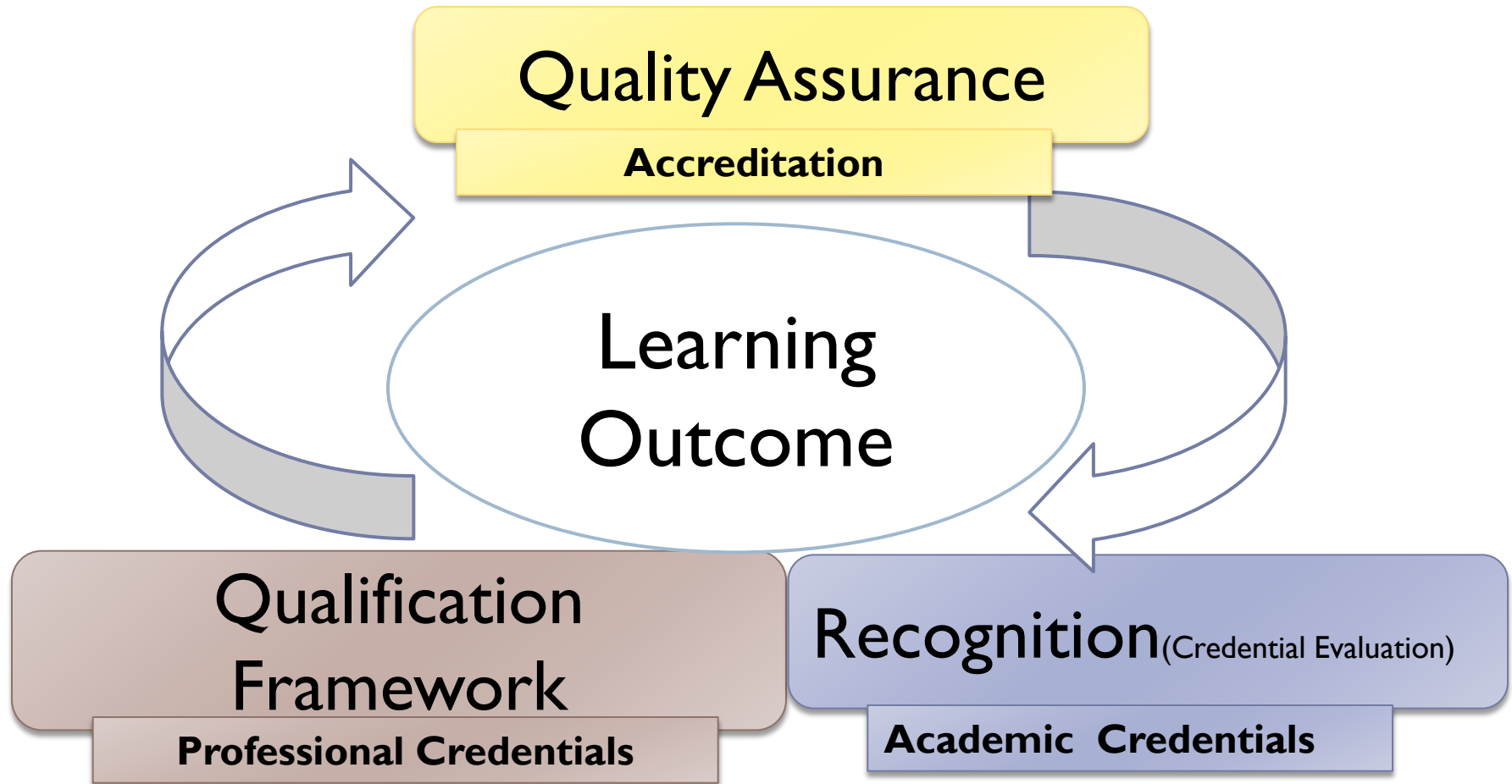
Number of Universities

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

Number of Students

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

Mapping of Basic Concepts



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 universities
Japan Institution for Higher Education Evaluation (JIHEE)	Private universities

For more information, please visit the following URL
http://www.niad.ac.jp/english/unive/publications/information_package.htm

Credit Transfer System and Foreign Credential Evaluation (FCE)

Three main credit transfer systems in Asia

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

Necessity of ENIC-NARIC in Japan

- ▶ Many flagship universities recognize the need for FCE, particularly those who offer 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 only 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 FCE system in Japan

<Prospective Students>

- I. Students from various countries and from diverse cultures
- II. More flexible admission system, including transfer admission system and articulation arrangement from Asian universities

1. Establishment of English-medium degree programs
2. Admittance of students through document-based selection rather than one-shot entrance examination

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

Need for Development of NQF in Japan

The Second Basic Plan for the Promotion of Education (MEXT, July, 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.”

Vocational Skill Evaluation Standards (Syokugyo noryoku hyouka kijyun)

- ▶ This assessment standard was developed by the Ministry of Health, Labor and Welfare with input from industry and professional associations
- ▶ Standards now exist in **53 industries** (ex. electric machinery and hotel industries), and in **9 cross-industry occupations** (ex. general administration, accounting, personnel management)

Vocational Skill Evaluation Standards (Syokugyo noryoku hyouka kijyun)

実際の各様式の例をご案内します。(例) 事務系職種－人事・人材開発・労務管理職種－人事職務－人事企画ユニット

全体構成 (様式1)

職種	職務	レベル1	レベル2	レベル3		レベル4
		スタッフ	シニア・スタッフ	スペシャリスト	マネジャー	シニア・スペシャリスト
経営戦略	経営戦略					
人事・人材開発・労務管理	人事					
	人材開発					
	労務管理					
企業法務・総務・広報	企業法務					
	総務					
	広報					
	総務					
	広報					
	総務					
	広報					

様式1では、職種を「職務」×「レベル」のマトリックスとして体系化し、全体構成として一覧を示しています。

職種別能力ユニット一覧 (様式2)

<共通能力ユニット>		L1	L2	L3	L4
職務	能力ユニット名	スタッフ	シニア・スタッフ	スペシャリスト	マネジャー
全職務共通	ビジネス知識の習得	00C001L1.1			
	PCの基本操作	00C002L1.1			
	企業倫理とコンプライアンス	00C003L1.1	00C004L.2.2	00C005L.3.4	
	関係者との連携による業務の遂行	00C006L1.1	00C007L.2.2	00C008L.3.4	
	課題の設定と成果の追求	00C009L1.1	00C010L.2.2	00C011L.3.4	
	業務効率化の推進	00C015L1.1	00C016L.2.2	00C017L.3.4	
<選択能力ユニット>		L1	L2	L3	L4
職務	能力ユニット名	スタッフ	シニア・スタッフ	スペシャリスト	マネジャー
人事企画	人事企画・雇用管理基礎	00S001L1.1			
	賃金・社会保障基礎	00S010L1.1			
	国際人事・労務管理基礎	00S011L1.1			
	人事企画		00S012L.2.2		
	雇用管理		00S013L.2.2		
	賃金管理		00S014L.2.2		

様式2では、職務構成や一人ひとりの職務内容の違いを能力ユニットの組み合わせにより反映できるように「職種別能力ユニット一覧」として示しています。

能力ユニット別職業能力評価基準 (様式3)

レベル1 スタッフ	レベル2 シニア・スタッフ	レベル3 スペシャリスト	レベル4 マネジャー
ユニット番号 00S012L22			
選択 能力ユニット	能力ユニット名	人事企画	
	概要	職群・資格制度、人事評価、職務分析・職務評価等の各種人事制度の設計及び運用を行う能力	
能力細目	職務遂行のための基礎		
①人事制度に関する企画と立案	○ 人事制度に関する専門的知識を有し、上位方針を踏まえて職群コース体系、等級制度、専門職制度等の立案を行っている。		
	○ モラル・サーベイ等を企画・実行し、その結果を的確に分析している。		
	○ 人事評価をめぐる最新動向を把握し、人事評価制度や各種のアセスメント、評価者訓練等に関する運営計画を立案している。		
	○ 昇進・昇格制度の目的を理解し、人事制度全体と整合した昇進・昇格制度の立案を行っている。		

職務概要書

職種: 人事・人材開発・労務管理 職務: 人事
【概要】 人事制度の企画・運用、業務計画の作成、採用・配置・退職管理、賃金管理その他の人的資源管理に関する仕事。ただし、「人材開発」及び「労務管理」の仕事を含まない。
【仕事の内容】 人事の仕事は、大抵半以下の時間とありである。会社の規模及び業種によって、一人の担当者が下記全ての仕事を担当する場合もあれば、数人で分担する場合もある。 ①人事制度の企画及び運用

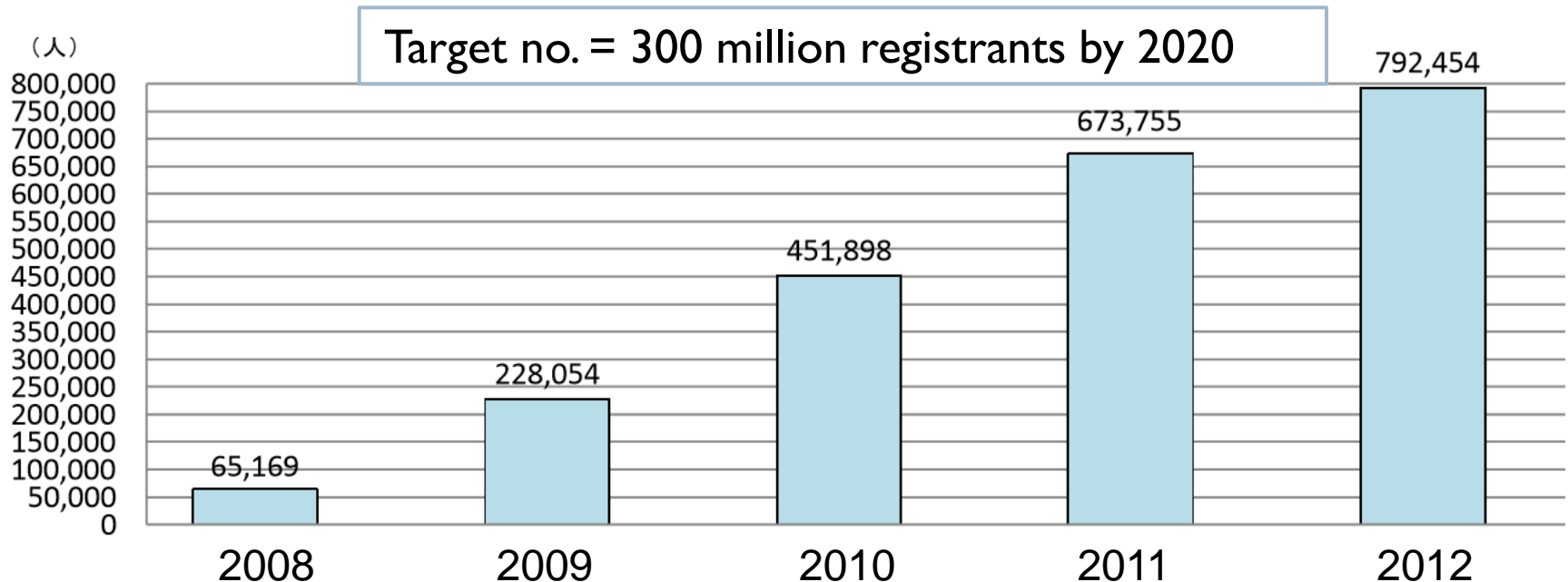
Job Card System (ジョブカードシステム)

Aims of the Job Card System

- 1) Lifelong career planning
- 2) Evaluation of professional qualifications, using Vocational Skill Evaluation Standards

Structure of the Job Card System

- 1) Career Plan Sheet
- 2) Work History Sheet
- 3) Certification of Competency



Other Existing Schemes

- ▶ Lifelong Learning Passport (syogai gakusyu pasupoto)

Some local governments and boards of education have introduced the Lifelong Learning Passport

- ▶ Master of Regional Public Policy (chiiki kokyo seisakushi)

An example of a local qualification system in Japan, it was created by Ryukoku University and six other universities in Kyoto. University departments issue qualification certificates to students, in coordination with local governments, NPOs and businesses.

Introduction of “Career Grading”

The New Growth Strategy Blueprint for Revitalizing Japan

(June 18, 2010 Cabinet Decision)

Practical career advancement strategies

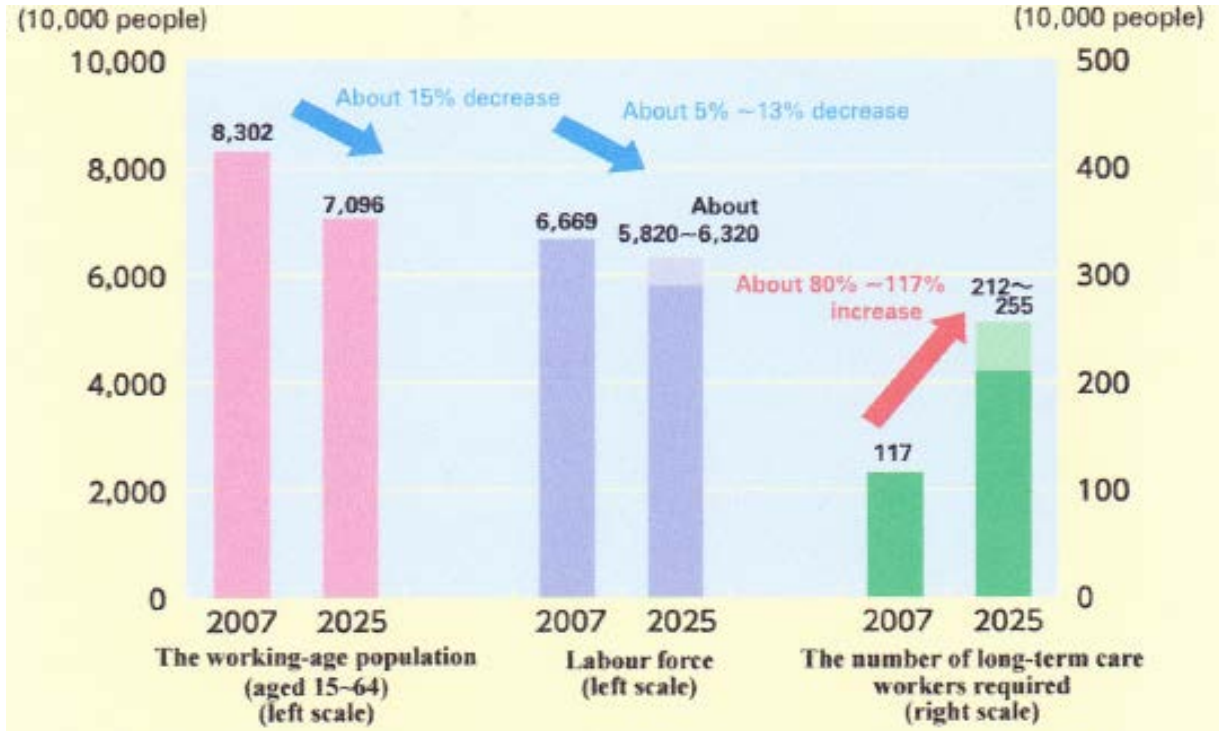
Growth areas

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

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

Example of “Career Grading”

Trends in care workers for the elderly



1. The labor force will decrease substantially in Japan.

2. The demand for long-term care workers for the 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.

Example of “Career Grading”

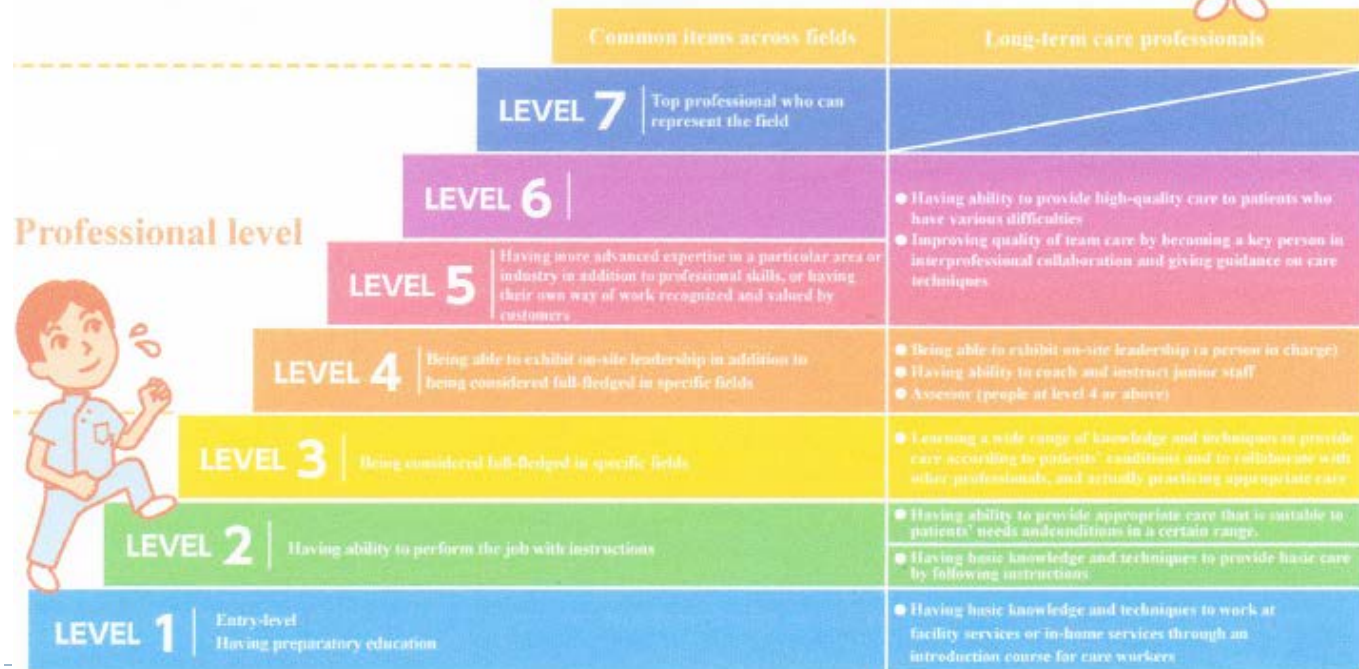
The grading system started in 2012.

Data as of March, 2015

Assessors: 7,814

External Evaluators: 223

Certified Care Workers: 428



Research in Higher Education and Qualifications (EQ)



Leader of the EQ Project: Prof. Keiichi Yoshimoto

"Research on Functional Differentiation of Higher Education and Quality Assurance Frameworks in Career and Vocational Educations"

"Consortium and Occupational Field Projects on The FY2013 MEXT Strategic Promotional Project for Vocational Education for Middle-Level Professionals in Targeted Growth Fields"

4 Key Research Items (EQ Project)

- 1) Study the current situation and future needs in high growth industries. What is the desired HR portfolio and career path?
- 2) Curriculum map and expected learning outcomes in future vocational education and training
- 3) Learner-oriented curriculum reform
 - a) model classroom
 - b) joint efforts between industry and educational sectors
- 4) Development of training program with international compatibility

Possible Outcome of the EQ Project

Vocational Skill Evaluation in Japanese Hiring System

- ▶ Consistency between sector-specific qualifications and generic skills
- ▶ Consistency between assessment of learning outcomes, and training systems

Quality Assurance and Quality Enhancement in Vocational Education and Training (VET)

- ▶ Quality assurance on VET: emphasis on learning outcomes
- ▶ We recognize that the concept of NQF has a positive impact on practical approaches in higher education in Japan

Potential Development of NQF in Japan

- ▶ Japan has been experimenting with qualification frameworks, 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.

Thank you

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