成果報告書　vol.5

Report

International Workshop

Japanese Mode of Tertiary Education and Globalisation

－ Qualifications Framework and Quality Assurance －

Commissioned by MEXT Program
“FY2013 Strategic Promotional Program for Vocational Education of Middle Level Professionals in Targeted Growth Fields”

March 2014

Kyushu University

（Coordinator　Keiichi Yoshimoto）

ワークショップ概要

Outline of this workshop

Introduction

In response to the change of industrial and social structures and the growing needs for globalisation, it has become a crucial issue in policy-making in many countries to develop a new standard of vocational education through interaction among educational, labor and economic sectors as well as to systemise such education suited for life-long learning society.

In this Workshop, through versatile debates among participants from wide scope of fields, encompassing researchers, policy makers, practitioners, industrial stake holders and other distinguished guests both from within Japan and overseas, we aim to first visualise the optimum form of vocational program in tertiary education in Japan, which could combine international adaptability and particularised Japanese quality, and then to pave a way to further develop such program, learning from the preceding models of qualifications framework and quality assurance in various countries.

In today's Japan, the importance of vocation-oriented education, which has been undertaken mainly by particular institutional sectors and educational courses, has not been recognised as much as that of general, liberal and scholastic education at the tertiary level.

Naturally reflecting the expectations from the society toward school education, under so called Japanese style of management characterlised by long-term employment and in-firm on the job training, Japanese educational sectors do not always aim to produce industry-ready human resources with highly competent specialized knowledge and skills, who can be put in practice right after graduation. As a unique tendency, Japanese-styled education is often designed to foster 'trainability', where even vocational education institutions would focus on "discipline" the students rather than teaching skills, and the students would be expected to acquire certain "attitudes" apt for future career.

By choosing the terms "Galapagosisation* and Globalisation" as the Japanese theme, we meant to address in this Workshop the challenges we face in fostering middle-level professionals into globally-competent human resources apt for the current economic and social environment, as well as in leading such specifically developed Japanese tertiary education system more to the direction of international compatibility.

One focus of this Workshop would be on developing more practically and specifically designed education and training programs to foster personnel with capacity of individual field of business. Precisely, we would discuss the potential of credit-accumulation system in modules-learning models, suitable for such personnel especially in recurrent education. In this context, we will cover three particular fields such as 1) hospitality (culinary, food and tourism), 2) long-term care and welfare, and 3) business and management. These are the fields where above-mentioned Japanese-styled education is especially capitalising, while still having a room for improvement in compatibility and social recognition both domestically and internationally.

The other focus would be rather on cross-sectional, political and scientific discussions than industry-based practical approach, taking account of the international policy-making trends.

It is one of the Japanese Government's current policy concerns to develop a framework tailored for practical vocational education. This workshop is intended to serve this cause by speculating on the optimum framework which enables improvement of vocational education and socially systemized quality assurance, through learning from the examples of national qualifications framework, which are gathering growing international attention, adopted and developed in various countries.

This Workshop will be held as a summary of the researches conducted under Kyushu University's program "Global Approaches on Vocational Education of Middle-Level Professionals", which is commissioned by MEXT as part of its project "FY2013 Strategic Promotional Program for Cultivation of Middle Level Professionals in Targeted Growth Fields". We aim to identify the next-step issues of the project, to find the right direction of educational sector's development, and to set the threshold for the Government's future educational policy. A whole range of discussions from down-to-earth practical matters to stratospheric perspectives is expected to take place. We welcome your input and active participation. Thank you.

February 2014

Kyushu University, "Global Approaches on Vocational Education of Middle-Level Professionals"
Coordinator Keiichi Yoshimoto

Presented by Faculty of Human-Environment Studies, Kyushu University / Supported by Japanese Association of Higher Education Research /Commissioned by MEXT Program “FY2013 Strategic Promotional Program for Vocational Education of Middle Level Professionals in Targeted Growth Fields”

International Workshop

Japanese Mode of Tertiary Education and Globalisation
- Qualifications Framework and Quality Assurance –

Outline

Amidst the changes and globalisation of industry and social structure, the demand is increasing for global development of a novel vocational education through dialogue among educational sector, labor and economic quarters, as well as its systemization to suit to the advent of life-long learning society.

This workshop will be an opportunity for various leading researchers, policy-makers and practitioners, along with industry stakeholders both within Japan and overseas to share the most advanced findings and diverse debates with the aim of eventually establishing the system of vocational learning program in tertiary education that combines universal applicability and Japanese excellence, in particular, of identifying the optimum form of national qualifications framework and quality assurance, which is currently expanding on a global scale. This workshop will be held as a summary of the researches conducted under Kyushu University’s program “Global Approaches on Education and Training of Middle-Level Professionals”, which is commissioned by MEXT* as part of its project “FY2013 Strategic Promotional Program for Vocational Education of Middle Level Professionals in Targeted Growth Fields”. Our objective is to learn from the result of the researches, to extract the potential challenges, forecast the future possibilities for educational institutions and direction of educational policy. (*Ministry of Education, Culture, Sports, Science and Technology of Japan)

International Workshop

1. Date: from Friday, February 21 to Sunday, February 23
2. Venue: TKP Tenjin City Center Annex (Tenjin, Fukuoka city)
   Approx. 90 participants
3. Outlines of program(with a simultaneous interpretation)
   1) Major presenters：Mr.Takafumi Goda (National Institute for Educational Policy Research, Japan), Prof. Ulrich Teichler (University of Kassel, Germany), Prof. David Raffe (University of Edinburgh, U.K.), Ms. Isabelle Le Mouillour(BIBB, Germany), Ms. Ann Doolette (former AQF Council, Australia), Dr. Abdul Rahman Ayub (Ministry of Education, Malaysia), Mr. Keisuke Otani (MEXT, Japan) ,Prof. Keiichi Yoshimoto (Kyushu university, Japan),
   2) Tour to leading educational institutions :
      Koran Women’s Junior College and Nakamura Culinary School
   3) Section meetings：
      - Qualifications Framework
      - Functional differentiation and Quality Assurance , focusing non-university sectors
      - modular Educational Program in various areas
        (Area1)Hospitality (Area2) Long-term care/Welfare
        (Area2) Management/Business
4. Participation fee: Free (reception 7,000yen)
5. Contact: Administrative Office for "Japanese Mode of Tertiary Education and Globalisation "
   Department of Education, Faculty of Human-Environment Studies, Kyushu University
   Tel/Fax 092-642-4165
   E-mail: eq.gc2013@gmail.com

Japanese Mode of Tertiary Education and Globalisation
- Qualifications Framework and Quality Assurance -

Tertiary Vocational Education for Middle-level professionals and This Workshop

Keiichi Yoshimoto
(Kyushu University)

1. Objectives and goals of the project

The project of "Global Approaches on Education and Training of Middle-level Professionals" coordinated by Kyushu University is commissioned by MEXT[1] as part of its policy initiatives "FY2013 Strategic Promotional Program for Vocational Education of Middle-level Professionals in Targeted Growth Fields". In this project, a variety of people in industry, government, and academia from various areas in Kyushu region have taken the initiative to build a global consortium with the support of people involved in the preceding consortia in specialised fields.

In particular, this project aims to facilitate discussions covering a wide range of aspects concerning the needs and abilities required for Middle-level professionals throughout education levels, sectors of institutions, and the fields of training. Kyushu University enriches the discussion and communication and is working on the following two policy issues as the foundation of this consortium. The first issue is a study of the possibility of the qualifications framework covering both vocational and academic education particularly at tertiary level that can be transparent domestically and internationally. The second is to develop programs based on module-style or credit accumulation that encourages recurrent learning of working people in growing economic fields.

On the one hand, this project remains close to the actual worksites, and encourages that people from universities, junior colleges, and specialized/professional training colleges can develop educational programs for the globalisation at the field of

(1) hospitality in food, culinary and tourism,

(2) long-term care, health and welfare and

(3) business and management.

On the other hand, this project views issues more comprehensively apart from worksite and explores the transparency of education and training system on the

[1] Ministry of Education, Culture, Sports, Science and Technology

international dimension. Interactions through these activities are the characteristics of this project and an important goal. So it would be expected a whole range of discussions from down-to-earth practical matters to stratospheric perspectives to take place at this workshop.

2. Background of the project: challenge of the globalisation of society and the fostering global professionals

Efforts by brand-name universities targeting top elites who work overseas in some leading companies with overseas operations are attracting attention in government policies and social interests related to the current progress of globalisation. When it comes to small and medium businesses in Japan with global operations, however, a more important topic is the globalisation of core workers at the intermediate level and Middle-level professionals who are available in abundance. Efforts at fostering global Middle-level professionals, vocational education covering the development of abilities to participation in jobs, and the development of the skills of working people are necessary to keep up with rapidly increasing global opportunities throughout society.

3. The development of module-type programmes keeping dialogs with stakeholders

3 - 1 The development of general perspectives of different fields and module-type projects with the support of preceding projects

The temporary definition of *global Middle-level professional* is personnel who have competencies that are in demand and are useful in a wide range of specialties rather than in occupations in specific industrial fields (see MEXT(2011) "Middle-level professionals fostering project").

This project explores educational programs to respond to the levels of abilities of these people and quantitative demand targeting young people, experienced people, and working people by designing programs for different levels of abilities and qualifications. Therefore, this project would implement efforts to gain general perspectives on the levels common to different fields based on the main concept of *global* with the support of businesses that have already implanted efforts for a few years as projects of MEXT.

Therefore, this project focuses on people who have specialties in their own professions and professional abilities that can be used in different fields rather than simply focusing

on specialties in a narrow global sense that are being developed in preceding projects. This project aims to establish clear framework by integrating general perspectives across different fields and images of human resources based on issues unique to the growing economic fields.

In particular, there is a need to support the education of working people who develop abilities using a variety of recurrent learning opportunities at small and medium businesses with Middle-level professionals in their own fields and levels. To do so, this project aims to develop models based on the credit accumulation through short-term module learning, which become a part of the curriculums for obtaining academic degrees, by actively using learning certificate programs in addition to long-term curriculums for receiving degrees that are the foundation of educational programs in educational institutions.

3-2 Knowledge, skills, competencies and experiences commonly required of global Middle-level professionals and pedagogy of the education and training

This project focuses on the following aspects as abilities required of global Middle-level professionals.

- Dimensions of different competencies in the specific field
- Learn foreign languages including English
- Understand cultures and societies in Japan and foreign countries and regions
- Knowledge and skills to cope with foreign culture and environment
- Knowledge and skills of intellectual properties concerning technical/knowledge transfer and international businesses
- Expertise in production management processes, which are strength of Japan, etc.

Another important key for educational programs of recurrent learning for working people is how their experiences and careers are recognized adequately in addition to their knowledge and skills. This means that it is necessary to control these aspects to accumulate experiences that can be used in global business opportunities to establish Japanese-style protocols.

Dimensions and Aspects of abilities are examined based on the outcomes of the preceding projects. This project examines the possibility of reflecting them in educational programs, such as hospitality that has been developed as unique features in

Japan. On the other hand, intellectual properties and production process management are expected aspects that should definitely be established as programs in the business administration field by taking advantage of Japanese-style business administration.

Meanwhile, knowledge and skills are obtained by combining diversified skills for educational pedagogies that pursue practices specifically designed for vocational and practicum-based education. At the same time, they need to be acquired as competencies that can be used at the actual worksites through experience. Thus, the examination of the methods of experience-based learning, such as workshops, internships, and dispatches to overseas, is necessary.

4. National Qualifications Framework and Quality assurance at the tertiary education

4 - 1 Examination of the possibility of incorporating national qualifications frameworks and quality assurance for fostering Middle-level professionals

The establishment of a system for fostering Middle-level professionals requires the expansion of international transparency and compatibility of qualification systems, which are issues in all education and training systems in Japan, and the clear positioning of unique systems that specialise in vocational education rather than simply inheriting domestic systems for the quality assurance of universities and other schools, such as the university accreditation models.

Therefore, this project will be involved in various types of growing fields to compare and examine qualifications of academic degrees and vocational education in Japan and overseas and how the qualities of vocational education and training programs are assured today. Based on such examinations, this project holistically studies the policies and issues of developing systems of vocational education as part of lifelong learning in Japan. The main target of overseas research is the positions of programs focusing on academic efforts and programs focusing on vocational efforts concerning qualifications frameworks implemented outside of Japan.

4 - 2 Qualifications framework and various approaches of quality assurance

The important point of the quality assurance approach in the qualifications framework is to examine it based on the following perspectives: (1) parity of esteem, (2) relationship between consistency and permeability among programs, (3) promotions of recurrent learning by recognizing properly the outcomes of both formal and informal

learning outside of a program, (4) the policy framework of cooperation to establish these systems[2].

The approach of International Organization for Standardization (ISO) for non-official educational services, which are now examined and implemented internationally, should also be the focus of efforts.

5. The future of unique combination of general/academic education and firm-specific training under the Japanese-style of management

In today's Japan, *the importance of vocation-oriented education*, which has been undertaken mainly by particular institutional sectors and educational courses, has still not been recognised as much as that of general, liberal and scholastic education at the tertiary level. It is to be pursued the optimum form of vocational program in tertiary education in Japan, which could combine international adaptability and excellence in Japanese quality, and then to pave a way to further develop such program with adequate quality assurance.

On the other hand, *the importance of education and training within a company* in the process of building vocational abilities in Japanese-style business administration, which is based on long-term employment, is widely known. Naturally reflecting the expectations from the society toward school education under so called Japanese style of management characterised by long-term employment and in-firm on the job training, Japanese educational sectors so do not always aim to produce industry-ready human resources with highly competent specialised knowledge and skills, who can be put in practice right after graduation. As a unique tendency, Japanese-styled education is often designed to foster 'trainability' apt for future long career, where even vocational education institutions would focus on "discipline" the students rather than teaching skills, and the students would be expected to acquire certain "attitudes as an organization man".

Now, by choosing the terms of " Galapagosisation[3] and Globalisation" as the

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[2] Yoshimoto, K., 1996 'Systematisation of general education, vocational education, and vocational training', Ichikawa, S. "Empowerment of Lifelong Career through Lifelong Learning ", Daiichi Shorin

[3] Garapagosization or Galápagos syndrome is a term of Japanese origin, which refers to an isolated development branch of a globally available product. The term is a reference to similar phenomena Charles Darwin encountered in the Galápagos Islands, with its isolated flora and fauna, which were key observations in the development of Evolutionary Theory.

Japanese theme, we meant to address in this Workshop the challenges we face in fostering Middle-level professionals into globally-competent human resources apt for the current economic and social environment, as well as in leading such specifically developed Japanese tertiary education system more toward the direction of international transparency.

This is the model that connects education and occupations, which have been supporting the period of rapid economic growth in Japan. Repeatedly, based on the presumption of long-term employment, companies select new employees based on academic background and school names with the possibility of training them from the long-term perspective rather than focusing on vocational or professional abilities at the time of employment. Thus, education does not emphasise specific occupational skills. Rather, the emphasis is on methods, such as social manners in employment tests even immediately before students graduate and start working. The education emphasises social and generic qualities as working people, or career education or the "discipline or taming" of students to work in society. Education in vocational schools that specifically pursue vocational education has also emphasized similar 'discipline' training of the 'minds and attitudes' in addition to basic learning skills.

Yet, many questions have been raised about such models of *long-term training and slow promotion* because of the limited applicability to people fresh out of college and the transformations after the three-layer employment advocated by the Japan business Federation ('Japanese-style Management in a New Era', 1995). Today, there is demand for getting out of the continuing relationship between training and occupation, which is unique to the corporate culture that supported rapid growth in the past, and for training and utilising competencies as public assets.

Meanwhile, as seen in some global discussion of 'the shift from a bureaucratic paradigm to a flexible paradigm', expectations are increasing for competency with a broader meaning in addition to knowledge and skills in the narrow sense.

With the expansion of today's tertiary education by universities, two-year colleges, and professional training colleges, the overview of the transition from such tertiary education to working life indicates that inheriting the training firm-specific assets at the company model is not enough for fostering future Middle-level professionals in Japan. Or, the usefulness of Japanese education focusing on attitudes and orientation may become a new global standard for the middle.

6. Research organisation for the project – Research network on tertiary education and qualifications

Again, the efforts to build qualifications framework are in response to the practical aspects of globalisation in addition to the progress of academic and policy science research. The development of modules with proper levels and volume of learning for recurrent learners in specific global fields result in the production of social needs for lifelong learning. The point of the development and experiment is to see how the education based on the credit accumulation in the degree and non-degree curriculum in specific fields and levels can be applied in general. The goal of this project is to develop leading models for fostering professionals under tight cooperation with vocational institutions, organisations for quality assurance and research institutions.

The research organisation on which this study is based is the research network on tertiary education and qualifications that was established under the initiative of the sociology of education research laboratory at Kyushu University. As a common research interest, this organization intends to conduct empirical research in the styles and possibilities of qualifications as learning outcomes in tertiary education, which is becoming globalised and diversified, by relating them to the characteristics of various types of institutions and programmes. "Study on functional differentiation of higher education based on career and vocational education and quality assurance framework," (Grants-in-Aid for Scientific Research from 2013FY to 2017FY, Scientific Research (A), Grant Number 25245077 by Japan Society for the Promotion of Science) is being conducted along with this project.

7. The International workshop

This international workshop is held on 21st Friday to 23rd Sunday, February, 2014 in Fukuoka, to explore and share future issues of research, development, and policies with expert guests from overseas to introduce outstanding examples of vocational education, international implementation of degree and qualification frameworks, and the future direction of tertiary education in regards to the pursuit of research topics conducted by the research organizations described above.

It has six sessions, with three track sub group panel sessions in the third and fourth session. Session structures are as following;

I: Education through dialogue with regions, industries and occupations in tertiary education

II: International comparison of qualifications framework

III-A: continuing discussions on qualifications framework following session II

IV-A: Quality assurance focusing vocational education mainly in non-university sectors

III-B and IV-B: Development of vocational education programme in the field of hospitality; food, culinary and tourism

III-C: Development of vocational education programme in the field of long-term care, welfare and health

IV-C: Development of vocational education programme in the field of business and management

V: Employers' expectations for global Middle-level professionals and tertiary education

VI: Summary of the workshop

As the keynote speeches,

1) at the session I, 'Japanese Vocational Education of Middle-level Professionals in Targeted Growth Fields' by Mr. Takafumi Goda, Fellow of National Institute for Educational Policy Research,
2) and 'The Development of Tertiary Education in the Framework of Functional Differentiation' by Professor Ulrich Teichler, International Centre for Higher Education Research, University of Kassel, Germany
3) at the session II, 'Introducing a National Qualifications Framework: Concepts and Issues Arising from the International Experience' by Professor David Raffe, University of Edinburgh, U.K. and
4) at the session VI, Advancement of Japanese Vocational Education and Its Global Transparency' by Mt. Mitsutoshi Kobayashi, President of Keishin Gakuen Group.

Throughout the workshop we would like to pose and discuss around the question on *how the quality of tertiary vocational education can be assured, improved and innovated against the challenges of globalisation, knowledge economy and lifelong learning society*. It would be also discussed *how international experiences of national qualifications framework approaches worldwide are helpful toward such directions of tertiary education*.

S0-Yoshimoto

Japanese Mode of Tertiary Education and Globalisation

Qualifications Framework and Quality Assurance

Coordinator of Kyushu University Global Middle-level professionals project
Keiichi Yoshimoto

February 21, 2014

Introduction into the workshop

1. Goals of the Project
2. Background Context
   - Development of tertiary education and functional differentiation
   - International Standard Classification of Education (ISCED) and qualifications framework
3. Project focus
   1. Development of tertiary education modules toward recurrent learning
   2. International transparency of tertiary education and possibility of qualifications framework
4. Japanese-mode of links between education and work and the Future
   - Japanese-style management and education～
   - Japanese mode of Transition from education to work and the Future
5. Introduction of the workshop

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1. Objectives and Goals of the Project

- People in industry, government, and academia from various areas in Kyushu region have taken the initiative to build a global consortium
  1. a study of the possibility of the qualifications framework covering both vocational and academic education particularly at tertiary level that can be transparent domestically and internationally究
     - ***more comprehensively apart from worksite***, across the economic fields, and investigate the transparency worldwide from international perspectives
  2. to develop programs based on module-style or credit accumulation that encourages recurrent learning of working people in growing economic fields
     - ***close to the actual worksites***, programme development of (1) hospitality in food, culinary and tourism, (2) long-term care, health and welfare and (3) business and management

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2-1. Context: Tertiary education and functional differentiation

1. Massification and universalisation of tertiary education systems
   - The non-university sector grew with the expansion of the university sector
     - Some non-university sector shifted to the university sector (academic drift).
     - Expansion of the boundary of tertiary education and ambiguity of the outlines
2. Functional differentiation
   - Today's functional differentiation policy of universities and specific framework for education based on vocational excellent practices following the directions of 1971report of Central Council of Education
   - Typical studies based on classifications of external feature of institutions toward vertical hierarchical categorisation
   - External categorization within universities in Japan based on history and axis of studies just like Carnegie categorisation in the U.S.
   - Focus on hierarchical structures based on standard deviations and intensified sense of hierarchy produced by mass-media
3. More interest in vertical hierarchy rather than horizontal functional differentiation
   - Global ranking of universities
   - Interest of people in higher education concerning the allocation of research resources to research universities

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2-2. The global implementation of non-university type of tertiary education (ISCED5B-1997)

Growth of non-university-style in the world after the 1970s

- Community college (US), further education college (UK), professional college (Germany), TAFE and RTO (Australia) etc.

Non-university style institutions in Japan

- Associate level
  - Junior college
  - Professional Training College
  - College of technology
  - Professional course in high school (ISCED4?)
- Bachelor level (ISCED5A?)
  - Advanced course in junior colleges and colleges of technology
  - Advanced diploma course in professional training college
- Modules/programs, such as certificates besides curriculums for obtaining degrees (?)

2-3. International Standard Classification of Education (ISCED)

1. The 2011 revision of the International Standard Classification of Occupation (ISCED)
2. Proposal for the revision of the category of specialties in education and training (2013)
   - The environment and ICT fields are separated as unique categories.
3. Position of the non-university sector (1997 edition →2011 edition)
   - Junior college, professional training college, and college of technology : Non-university type of tertiary education (ISCED5b)-1997 edition
   - →ISCED5 (short-term tertiary education)-2011 edition
     - General education (ISCED54)→Junior college?
     - →Vocational education (ISCED55)→Professional Training College, College of technology?
4. Functional differentiation and system-based differentiation are not in one-to-one correspondence
   - Do all junior college programs teach purely general education?
   - Do all professional training colleges and college of technology teach purely vocational education?
5. Nursing license
   - What is the standard of nursing license if it can be acquired in four-year college (ISCED6), professional training college (ISCED5), and nursing program at the advanced course in high school (ISCED4)?

2-4. Education of the vocation, by the vocation, and for the vocation

- Quality assurance approach of education focusing on the non-university sector
  1. Functional characteristics of vocational education which is the base of the non-university sector
  2. Exploration of goals, methodology, and control of education
- What is vocational education?
  1. Goals, Purpose of education－Purpose of human resources development in certain fields
  2. Methodology of education which matches with purposes
     - Education through occupation vs. education through academics
  3. Control of education
     - Governance in conventional higher education
       – Independence and Autonomy of academia
     - Governance in vocational education
       – Involvement of people in local communities, industry, occupation in the planning, implementation, and evaluation of education

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3-1-1.Focus1：modules-learning models　Global Approaches on Vocational Education of Middle-Level Professionals and Global Approaches on Vocational Education of Middle-Level Professionals

- **Middle-level professionals and globalisation of middle-level professional**s considering small and medium - sized enterprises pursuing business development globally at various phases
- Secure human resources having not only specialty accompanied limited globalisation but also real professional specialty and abilities adaptable to other areas
- Credit accumulated typed modules-learning models for young people and persons with experience
- Required abilities for global professions

–Dimensions of different competencies in the specific field
–Learn foreign languages including English
–Understand cultures and societies in Japan and foreign countries and regions
–Knowledge and skills to cope with foreign culture and environment
–Knowledge and skills of intellectual properties concerning technical/knowledge transfer and international businesses
–Expertise in production management processes, which are strength of Japan, etc.

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3-1-2.Areas fostering global Middle-Level Professionals and its methods

- Focusing areas
  - **Hospitality area** developed in Japan originally and reflected to its educational system
  - **Management/ Business area** having merit of Japanese management and its program segment of IP and manufacturing management
- Educational Methodology
  - Educational Methodology tailored for practical vocational education
  - Acquire knowledge and skills combined various fields
  - Acquire competencies useful on practical scenes through experiences
  - Methodology of learning based on experiences (workshop, internship ,and oversea working program)
- Q. What should be done for globalisation of these program?

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3-2.focus2: National Qualifications Framework and Quality assurance

- Quality assurance tailored for practical vocational education not only followed domestic university's schemes and Certified evaluation and accreditation models to establish the system of fostering middle-level professionals
- Need to examine its international availability of qualifications framework based on learning outcomes
- ***Qualifictions framework including vocational education and general education***
  - parity of esteem
  - relationship between consistency and permeability among programs
  - Approvement of informal and non-formal learning outside of programs
  - Methodology needed for promotions of recurrent
  - the policy framework of cooperation to establish these
- On the other hand, attention to the approach of International Organization for Standardization (ISO) for non-official educational services, which are now examined and implemented internationally

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4-1. Japanese-mode of Smooth transition but elongation of schooling mainly in general-oriented education

- System for ***smoothly*** sending young people to society without creating a gap between school and career
  - Regular and collective employment of new graduates and advices for job hunting to graduates of schools
  - Internationally praised until mid-1990s
- End of the baby-boom generation and the expansion of resource-efficient education in ***general-oriented education***
  - Policy emphasizing vocational high schools by the government such as Ministry of Education, Science and Culture
  - Campaign to provide high school education to all children by Japan Teachers' Union
  - Increased number of regular programs in prefectures and cramming education
- **Long-term continuous employment** of companies and ***nation-wide adjustment of demand and balance*** by Ministry of Labor and public employment office
  - Necessity of securing career paths for large amount of graduates around the country
  - Necessity of having satisfying demand for labor in large cities
  - Establishment of Japanese-style system for smooth transitions by the cooperation among schools, companies, and public employment offices

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4−2. Neglect of vocational education as the payment of success

- Price and trade-off of the success of transition systems
  - The policy for assisting automatic transition from schools to employment created a smooth transition system under high expectations of companies for obtaining young workers (training and promotion system).
    - ***Failure of vocational preparation education***
  - Yet, such a policy for assisting transitions prevented young people from working hard for their own career designs and learning from difficulties that they encounter in such efforts.
    - ***Difficulty in developing occupational career perspectives and labor interests***
  - Full-time employment decreased as the employment structure changed. Styles of employment became diversified such as part-time jobs and temporary workers. The number of irregular employment with proper training and promotion systems increased among young people.
    - ***Problems of permanent part-timers and NEET***

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4-3. Knowledge, skills, and attitudes required in vocational education

- Knowledge, skills, and ***'attitudes'*** in Japanese context
  - Emphasis on attitudes such as labor perspectives of working in organisations
- General and liberal education in school education and university education for 'every possibility'
- Vocational education also emphasises "taming functions" to foster attitudes toward labor.
- Even Occupational licenses and certificates are also used in steps to convey the sense of achievement in learning and cultivate learning attitudes. Directly needed specialised knowledge and skills are limited.

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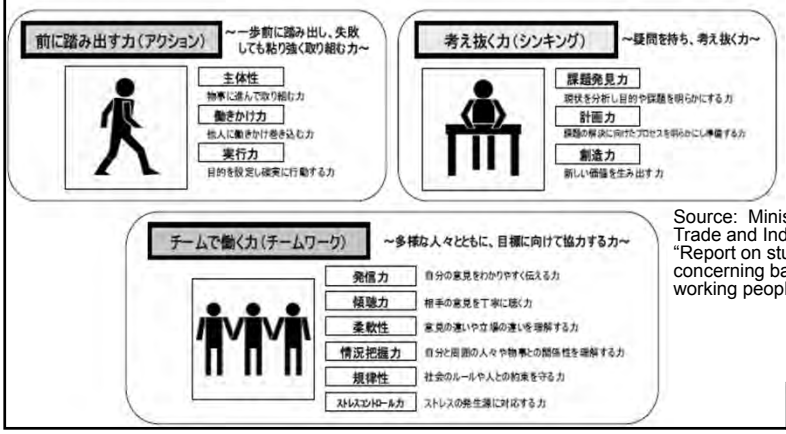
4-4. Basic abilities required in working people by a report of Ministry of Economy, Trade and Industry

◆ Basic abilities of working people Required basic abilities for working with variety of people at worksites and local communities

1. Abilities to move forward (action)
2. Ability to think (thinking)
3. Ability to work in teams (teamwork)



Source: Ministry of Economy, Trade and Industry (2007) "Report on study sessions concerning basic abilities of working people"

4-5. Way to Flexibility and globalisation from systematisation ?

- many questions have been raised about such models of ***long-term training*** *and* ***slow promotion*** because of the limited applicability to people fresh out of college and the transformations after the three-layer employment advocated by the Japan Business Federation(1995)
- some global discussion about 'the shift from bureaucratic paradigm to ***flexible paradigm***'
  - → scenario1）focused on *flexible specialties* toward new globalisation
  - → scenario2）Education carries only **global flexibility** no concern in specialty. ~acquire specialties on the job
  - →scenario3）middle level professions having only **basic and generic skills** (obedient to their organisation) followed by Japanese styled management

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5-1. Objectives and structure of this workshop

1. Global industry-school-government consortium
   - Universities, junior colleges, and vocational schools in the Kyushu area
   - People involved with the preceding core professional projects conducted by the Ministry of Education, Culture, Sports, Science and Technology in Japan
   - Research institutions and specialized researchers of tertiary education
   - Overseas research institutions and researchers of tertiary education such as in East Asia
2. Organizer
   - The 2013 strategic promotion for fostering core professionals in growing fields, the project consigned to Kyushu University
   - (Support) Research fund, foundation A "Study on functional differentiation and quality assurance framework of higher education through career education and occupational education" (Representative: Keiichi Yoshimoto, 2013-2017)
3. Supporters
   - Japanese Association of Higher Education Research and others

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5-2. Aims of this workshop

4. Though this workshop, discussion on following issues are expected.
   - Q. How does vocational education at tertiary education tackle with the current community, industry and occupation and react against challenges which we face in globalisation, Knowledge economy and life-long learning society, establish its quality assurance , improve and innovate itself to new stage?
   - How does qualifications framework currently developing internationally contribute quality assurance of mentioned tertiary education in Japan? And what are the alternative quality assurance?

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5-3. Flow of international workshops

21st(Fri.), session I: Functional differentiation and vocational education
- Mr. TakaFumi Goda, former director of lifelong learning policy bureau at MEXT
- Professor Ulrich Teichler, International Academy of Education, University of Kassel in Germany

22nd(Sat.), session II: Implementation of international qualifications framework
- Professor David Raffe, the University of Edinburgh

Morning session III and Afternoon session IV:
- Track A: Quality assurance in international degree and qualification framework and occupational education
- Track B: Hospitality (dining, cooking, and tourism)
- Track C: Long-Term Care and health(IIIC), business and administration (IVC)

22nd(Saturday), session V : Responses to the needs of human resources in education
- Study of the needs of human resources at businesses (Shinro Minami, secretariat in Nagasaki Wesleyan University)
- Reports from subdivisions

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5-4. [Summary] Functional differentiation and quality assurance approached from the perspective of non-university style

- [Summary] of the seminar: Panel discussion
  - Comprehensive discussion of individual organizations and sectors on how the higher education system can increase their qualities and gain higher social evaluation
- Panelists
  - Mitsutoshi Kobayashi, chairman of Keishin Gakuen
  - Hiroyuki Ono, president of Kokusai Gakuin Saitama Junior College
  - Keisuke Otani, counselor of lifelong learning bureau, Ministry of Education, Culture, Sports, Science and Technology
  - Naoyuki Ogata, associate professor at Tokyo University
  - Professor Ulrich Teichler, International Academy of Education, University of Kassel in Germany

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Please engage in active discussions!

Keiichi Yoshimoto
yoshimoto@edu.kyushu-u.ac.jp

九州大学
KYUSHU UNIVERSITY

第１セッション

第三段階教育における地域・産業・職業と対話する教育の在り方を巡って

Ideal Education Through Dialogue Among Regions, Industries and Occupations in Tertiary Education

Japanese Vocational Education of Middle-level Professionals in Targeted Growth Fields

Takafumi Goda
(National Institute for Educational Policy Research)

1. Strategic Promotion of the Direction of Tertiary Vocational Education Reforms and Training of Middle-level Professionals

In the midst of changes in the industrial and social structures and globalization in our country, job growth in the industrial fields, which is a major factor in any economic recovery, smooth movement of human resources, and maximization of individual potential and cultivation of human resources are essential in achieving recovery in Japan and the local regions in terms of strengthening international competitiveness and revitalization of local regions, along with overcoming the crisis of hollowing.

The tertiary education of our country has continued quantitative expansion based on private education. At this stage, we have maintained educational conditions based on educational installation standards and installation approval. However, in order to correspond to the sophisticated and diversified demand for higher level human resources in recent years, mechanisms that improve the quality of human resources (outcomes) from those institutions into society are becoming a necessity, in addition to the mechanisms that demand a variety of outcomes from higher level educational institutions.

In order to achieve this, not only are formal educational conditions important, but also the visualization of the outcome of the educational programs and the achievement process. In the past, there have been various initiatives in incorporating opinions (dialogue) of the industrial world regarding educational content and methods, but in taking this one step further, it is necessary that we move on to *dialog and cooperation*.

In our country, starting in 2011, we focused on the training of Middle-level Professionals in the growth areas and advanced development in this type of industry-education cooperation system. Initiatives like this are positioned in the Japan revival strategy of the Abe administration.

2. Overview of the Program

In the growth areas, we aim to construct an academic system that allows working people and students to acquire the practical knowledge, skills, and technical skills needed for employment or to advance their careers by organizing an industry-academic-government consortium that leads the initiative in the training specialized human resources, which plays a core role in growth areas, and along with the strengthening of the cooperation with universities, junior colleges, professional training colleges, and industrial/relative organizations.

(1) What are Middle-level Professionals?

In this program, working people and students will acquire practical, specialized knowledge and skills, execute operations based on those skills, and play a core role in group or small companies. This program focuses on the meaningful middle layer, or Middle-level Professionals.

(2) Basic Way of Thinking

(i) By balancing learning and work, achieve a society where one can continuously improve professional abilities

(ii) Along with designing an academic environment accessible for actual working people

(iii) Construction of an academic system of dialog and cooperation with the business and educational worlds

(3) Flow of Industry-Education Cooperation

Through the industry-education consortium, the cycle was constructed: research of industry needs → goal setting/sharing → understanding/sharing of human/physical resources → development of model curriculum standards/achievement evaluation system → implementation of education → utilization and evaluation in the industrial world → further improvement.

(4) Promotion Structure

With advice from the planning and promotion committee of industry-university experts, the Ministry of Education entrusts development of the curriculum in each of the fields to the industry-education consortium.

(5) Target Fields (includes correspondence to cross-sectorial challenges)

Environment/energy/food/agriculture, forestry, and fisheries (agriculture, forestry, fishery, stock raising)/medical care/welfare/health (health, nursing care, nursing, food/nutrition/medical equipment/robotics/creative industries (fashion, beauty,

animation, manga)/tourism /IT/infrastructure/industry/ strengthening management foundation/global activities

3. Possibilities of a Short-cycle Higher Education

In the tertiary educational institutions in our country, outside of four-year universities, there are two- and three-year junior colleges and professional training colleges. Each educational institution has their own individual objectives, but with regard to vocational training in particular, the further diversification within schools progress in correspondence to real human resource demands, the harder it becomes to understand the goodness in the individual institutions. Therefore, some believe that school systems must be reviewed, but the specifics are yet to be solidified.

By visualizing/standardizing the outcome and by respecting diversity on an international scale, initiatives are being promoted for improvement and assurance of the flow of students. From this standpoint, clarification is possible of the positioning of each of the tertiary educational institutions and the orderly arrangement with one another. Furthermore, with the clarification in the direction of development for short-cycle higher education institutions, the strengths of the system in our country as a tertiary educational institution can reach its potential since the country possesses the various types of institutions.

4. Correspondence to the World System

The framework for the flow of students surpasses national borders, and from mutual recognition of credits to the confirmation of equivalency in degrees, it is progressing towards the standardization of outcomes. Initiatives for the freeing of services, a framework for the evaluation of educational programs, a framework for vocational qualifications assuming the flow of a labor force, and the construction of a platform to provide academic programs using IT are all spreading but are focused within Western countries.

The development of this global system in the future is obscure, but by bearing these movements in mind, at least in the various countries of Asia, we recognize that constructing a mechanism that supports the smooth flow of students and a labor force is a critical challenge for all of us.

S1-Goda

Japanese Vocational Education of Middle-level Professionals in Targeted Growth Fields

February 21, 2014

Takafumi Goda
(National Institute for Educational Policy Research)

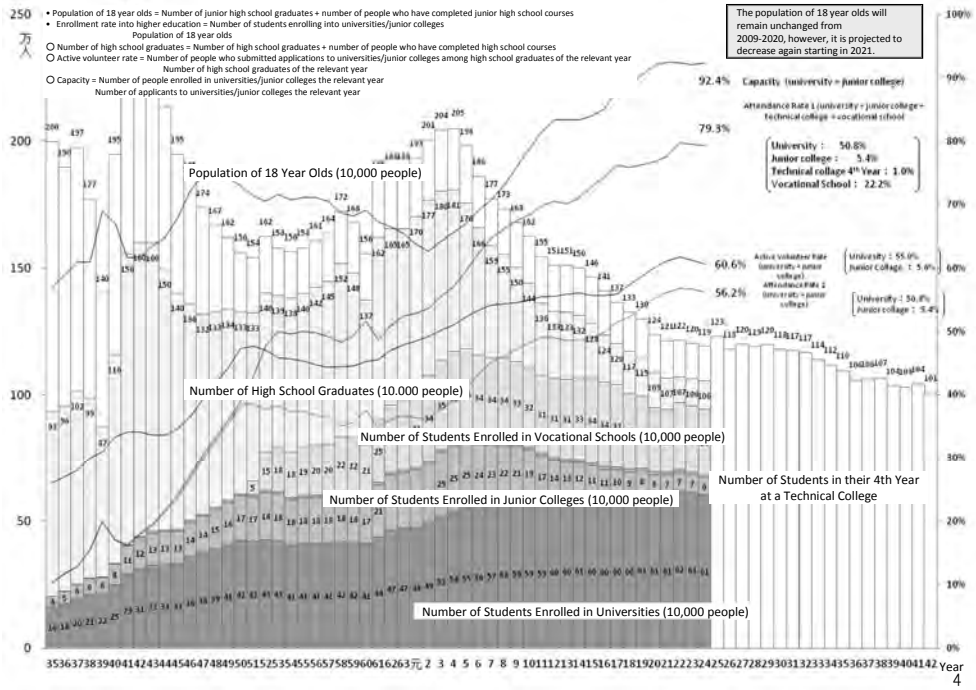
1. Direction of the tertiary vocational education reforms and strategic promotion of training of core human resources
2. Overview of the program
3. Possibilities of short-cycle higher education
4. Correspondence with the world system

Japan's tertiary Education

- University (4 years: 614,000 people)
→ Graduate School (Master's Program: 73,000 people
- Junior College (2–3 years: 65,000 people)
- College of Technology (5 years from 10th grade: 11,000 people)
- Professional training College (1–4 years: 270,000 people)
- Advanced Course of High School(1–2 years: 5,000 people)

(As of FY 2013)

Population of 18 Year Olds and Trends in Enrollment Rate into Higher Education Institutions



Search for a New Image of Universities in a Knowledge-based Society

- The image of universities as an “organization” specifying the academic system
  - Installation standards and its maintenance of the level of educational conditions based on installation approval
- Universities with function (processes that achieve outcome)
  - Visualization of outcomes and processes
    - Change that exists at the bottom of “large-scale structures” on a world level
    - Common flow through primary and secondary educations
- Dialog between schools and society → To Dialog and Cooperation
  - Society = Design of programs that meet the demands of students

Strategic Promotion in the Training of Core Professionals in the Growth Areas

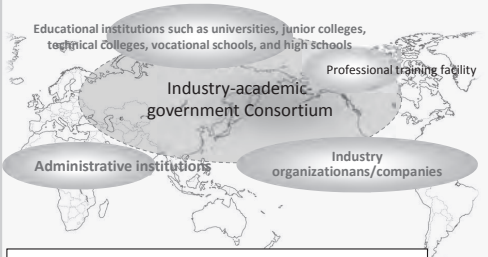
(Budget for the previous fiscal year： 4.79 million yen)
Budget in 2013: 11.03 million yen

Background

In the midst of changes in the industrial and social structures and globalization in our country, job growth in the industrial fields, which is a major factor in any economic recovery, smooth movement of human resources, and maximization of individual potential and cultivation of human resources are essential in achieving recovery in Japan and the local regions in terms of strengthening international competitiveness and revitalization of local regions, along with overcoming the crisis of hollowing.

By organizing the industry-academic-government consortium that leads to the training of professional human resources that plays a core role in the growth areas and by strengthening the cooperation between universities, junior colleges, technical colleges, vocational schools, high schools, and industry related organizations, construction of an academic system that allows members of society to work and to acquire practical knowledge, skills, and technical skill is made possible.

Forming of an Industry-academic-government Consortium



- Enrichment of opportunities for re-studying for business people and retired people
- Strengthening of human resources specializing in areas in the type of industries that are lacking personnel and industries in need of new added value

■ Strengthening of Cooperation Through Industry-academic-government Consortium

- ➢ Organization of achievements/direction in the future and assessment of projects for construction of academic systems
- ○ Design of a leading industry-academic-government cooperative structure
- ○ Organization of achievements/direction relating to improvement/guarantee of specialized/practical vocational education
- ○ Promotion of quality assurance in order to ensure validity on an international level regarding practical vocational education

■ Demonstration of Occupational Projects in Each of the Fields

- ➢ Implementation of initiatives utilizing each of the characteristics and strengths of universities, junior colleges, technical colleges, vocational schools, high schools
- ○ Demonstration and development of model curriculum standards and achievement Evaluation for working and acquiring skill (system of piling up academic units).
- ○ Demonstration of technical/practical evaluation methods by a third party which industry organizations and companies participate in (coordination with credit certification/course certification system/job card).
- ○ Cultivation of human resources that specializes in global activities implemented by a cooperative program of overseas vocational education institutions and companies.
- ○ Program development of vocational practice in cooperation with universities, junior colleges, technical colleges, and vocational schools.

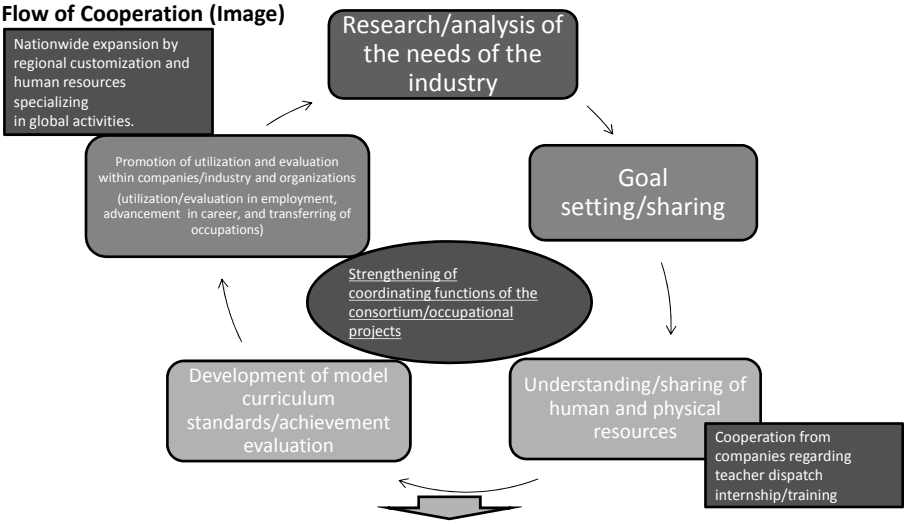
Basic Way of Thinking

1. By balancing learning and work, the achievement of a society where one can continuously improve their professional abilities.
2. Along with designing an academic environment accessible to the actual working people,
3. Construction of an academic system between the business world and the educational world through *dialog and cooperation*.

Customized Practical Vocational Education Through Dialog and Cooperation Between the Business World and Educational World

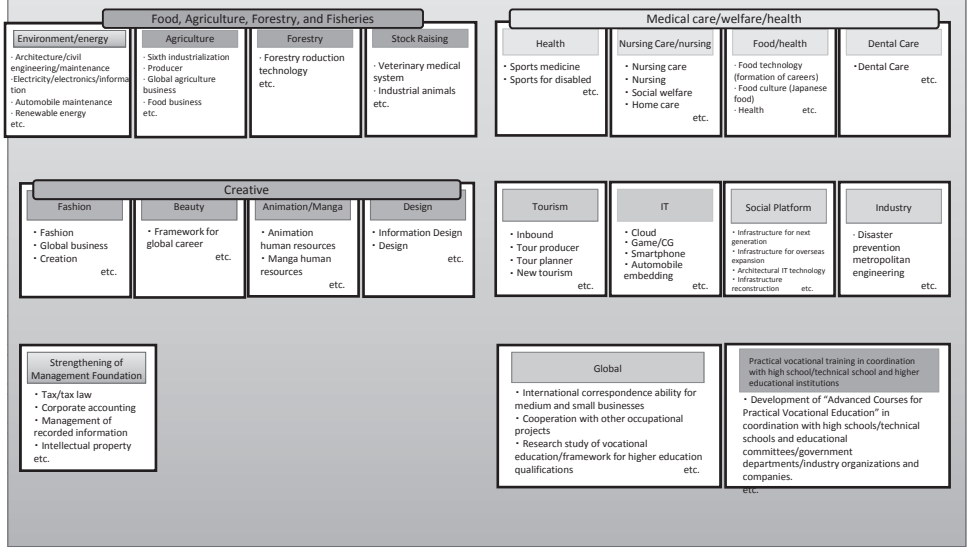
In the consortium/occupational projects, the construction of a quality assurance cycle P (Plan) D (Do) C (Check) A (Action) through cooperative efforts of goal setting/sharing through dialogue between the business world and educational world, development of curriculum standards/achievement evaluation systems, and spread and utilization of the results.

Flow of Cooperation (Image)



Towards vitalization on both ends through deepening of understanding between the industrial world and educational world

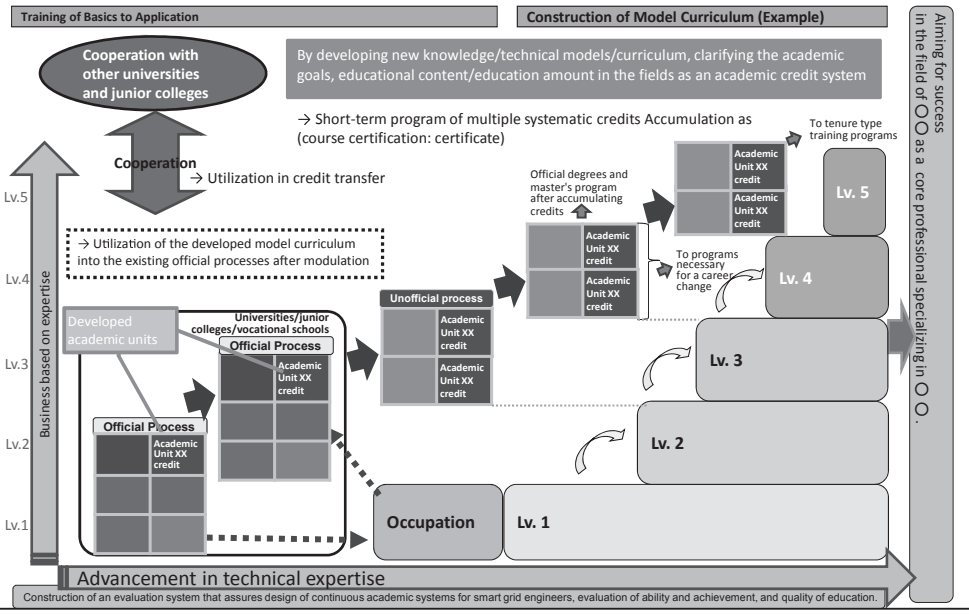
(Reference) 2014 Industry-academic-government Consortium (Scheduled)



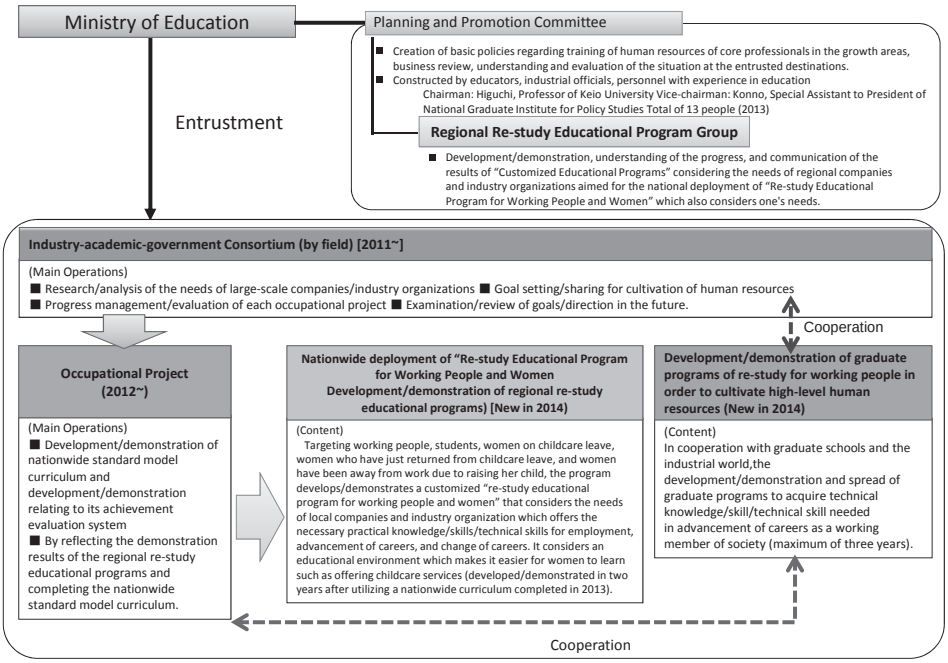
9

Trial Proposal of Academic Unit Accumulation System (Virtual Model)

By developing/demonstrating necessary academic units needed for acquiring new knowledge/skills/technical skills, the construction of model curriculum standards and its achievement evaluation system. By modulating the developed curriculum: 1. Utilization in the official processes of existing universities and junior colleges 2. Provision as a short-term program for improving careers for working people. Construction of an academic system for quality assurance through a "Academic Unit Accumulation System" that considers the situations of each of the fields.

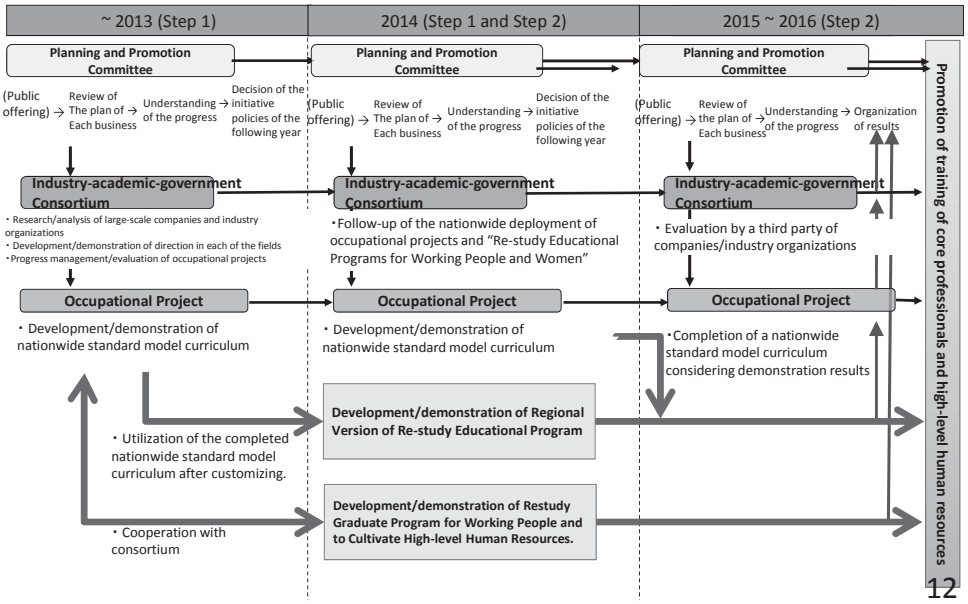


2014 Structure of Strategic Promotion Regarding Training of Core Professional Human Resources in the Growth Areas (Proposal)



Strategic Promotion of Training of Core Professional Human Resources in Growth Areas (Virtual Process)

The first stage will consider the policies of each of the fields and conduct development/demonstration the nationwide standard model curriculum. The second stage will utilize the completed nationwide standard model curriculum to develop/demonstrate the Customized Educational Program that considers the needs of regional companies and industry organizations.



Possibilities of Short-cycle Higher Education

• Goal = Diverse development

→ Direction of characteristics/development becomes unclear

↓

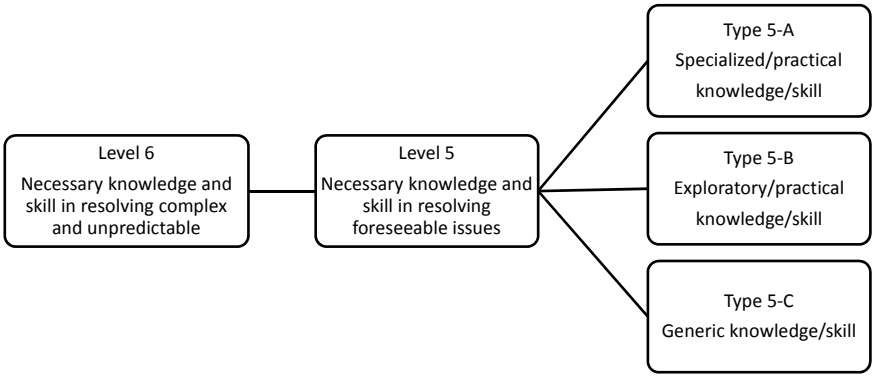
• Clarification of individuality/characteristics through visualization of the outcome

↓

• Promotion of diverse development

• Display of the strength in the Japanese three-step educational system that utilizes diversity

Visualization of the Outcome (Image)



Correspondence to the World System

- Framework of the flow of European teachers/students
  → Degree system
- Standardization of quality
  → Standardization of evaluation systems
- Promotion of the flow of manpower + strengthening of the relations between education and occupation
  → Standardization of the framework of qualifications

⇒ The new framework of three-step/vocational education to become a common goal for each of the Asian countries including Japan.

The Development of Tertiary Education in the Framework of Functional Differentiation

(1)

Keynote Speech at the International Workshop "Japanese Mode of Tertiary Education and Globalization – Qualifications Frameworks and Quality Assurance"

Kyushu University, Fukuoka, 21-23 February 2014

Ulrich Teichler（INCER, Kassel）

…

(2)
Expansion of Higher Education

Within 50 years: About ten times as many students world-wide and about five times as many in economically advanced countries

Expansion continues in the 21st century. Expected growth from 2000 to 2000 in economically advanced countries on average

- Bachelor students from 40% to more than 50%
- Master students from about 10% to about 20%
- Doctor awards from 1% to more than 2%

(3)
Changing Terms Employed by International Organizations

- University education (in the 1950s and 1960s)
- Higher Education (since the 1970s)
- Tertiary education (since the mid-1980s)

(4)
Different Definitions and Notions of "University"

- Dominant in Europe: Institutions with a close tie between teaching and research
- Traditionally in Europe: Only multi-disciplinary institutions were called universities
- In Japan: "Daigaku" (higher education institutions, official translated as "universities") with at least bachelor programmes
- In the U.S.: Dominant term "college": Universities have as a rule graduate programmes

(5)
Different Definitions and Notions of "Tertiary Education"

- Japan and US: Junior college and their two-year and three-year programmes are called "higher education"
- International organizations: Programmes shorter and more vocational than university b bachelor programmes are called "tertiary education"

(6)
Expansion and Diversification

It is generally assumed that expansion of higher education in terms of enrolment pushes for diversification. Reasons:

- Increasing diversity of students' motives and abilities
- Increasing diversity of graduates' occupations and job assignment
- Problems of funding of high-quality higher education
- Research needs seem to expand to the lesser extent than teaching/learning needs
- A higher need for visibility of the individual institution in a mass sytem

(7)
Varied Dimensions of Diversity

- Formally/informally (in laws and official names vs. on-dit)
- Vertical/horizontally (Quality/reputation vs. differences in the substance/profile)
- Institutionally
- Educational (and research) substance
- Extent of differences

(8)
Institutional Diversity

- Types of higher education institutions/progammes (e.g. universities and Fachhochschulen)
- Levels of study programmes and degrees (associate, bachelor, master programmes)
- Inter-institutional diversity vs. intra-institutional diversity
- Informal institutional diversity: Differences between individual institutions according to quality/reputation
- Diversity among students (e.g. students with good grades vs. those with bad grades)

(9)
Diversification of the Substance of Education and Research

- Academic vs. professional
- Theory-orientation vs. applied emphasis
- Disciplinary vs. interdisciplinary programmes
- Learning solely in classrooms vs. extended work experience

(10)
Extent of Differences

- Vertical diversity: Steep differences according to quality/reputation vs. moderate diversity/small differences
- Horizontal diversity: Clear distinction of institutional types vs. moderate variations within a single institutional type (e.g. British "polytechnics" having become "new universities")

(11) Variations by Country

- US and UK: Prime emphasis of formal on levels of study programmes, high informal differences according to quality/reputation
- Japan: Similar to UK and US, but more formal diversity in other tertiary education
- France: Combination of differences by types of institutions and levels of study programmes; intermediate informal differences according to quality/reputation; grandes écoles at the apex as high quality professional education

- Germany: Traditionally, small differences according to quality/reputation among universities and clear differences by institutional types; growing erosion of these characteristics since about 2000?

(12)
Philosophy Underlying International Educational Statistics

Based on levels of educational attainment
(according to Unesco ISCED 1997)

- ISCED 4: Schooling/vocational training on secondary education level
- ISCED 5b: Short/vocational post-secondary education
- ISCED 5a: University education (bachelor/master)
- ISCED 6: Advanced university education (e.g. doctoral education/training)

(According to 2011 not yet fully employed, former ISCED 5b will be renamed ISCED 5, and former ISCED 5a will be ISCED 6)

(13)
The International Search for a Typology of Institutions and Programmes

No singly stable and convincing terminology for the alternatives to university:

- Short-cycle higher education
- Non-university higher education
- Alternatives to universities
- Profession or vocational higher education
- (Other) Tertiary education

(14)
Trend and Policy I: Imitating the Vertical Top

Trend:
- Status drift
- Mostly “academic drift”

Policy:
- Individual choice of highest-possible rank education
- Institutional up-grading
- Institutional assimilation to the philosophy of the highest ranking sector

(15)
Consequences of the Vertical Running to the Top
- Increase of the student numbers in the highest sector (according to international statistics: enrolment growth in ISCED5a, but not in ISCED5b)
- Increasing average period of learning/study
- Growing reputational weight of informal differences in the top sector
- Upgrading of individual institutions (e.g. junior-colleges transforming into institutions with bachelor programmes)
- Upgrading of sectors of institutions (higher vocational schools upgraded to non-university higher education; Fachhochschulen awarded the right to offer master programmes, etc.; cf. EURASHE experience in Europe)

(16)
Entry Rates into Tertiary Education in Selected OECD Countries 1991 and 2005

	1991			2005		
	Non-unversity tertiary	University	Total	Tertiary-type B	Tertiary type A	Total
Finland	29	33	62	-	73	73
France	15	29	44	34	39	73
Germany	11	33	44	14	36	50
Ireland	16	17	34	14	45	59
Italy	-	36	36	-	56	56
Japan	29	24	53	30	41	71
Spain	-	40	40	22	43	63

Source: Bürger/Teichler, in OECD (2008). Higher Education to 2030. Volume 1: Demography, p. 158

(17)
Criteria for Top in Educational Dimension

No consensus among actors and experts; difficult to measure

- Entry qualification and tests scores of students
- Many foreign students as indicator of attractiveness
- Good learning conditions and teaching
- Formal patterns of success of study (e.g. “optimal” drop-out, limited prolongation)
- Students achievements in the course of study
- Graduates’ professional success
- Reputation on the part of the employers
- Research quality/reputation (!)

(18)
Criteria for Top in Research Dimension

Less controversial than according to educational dimension; more standardized measures applied

- Research reputation among peers
- Acquisition of research funds
- International networking (research collaboration, international co-publishing, etc.)
- Quantitative output of publications etc.
- Weighed publication etc. output (e.g. peer-reviewed journals, citations, etc.)
- Prizes and recognitions
- Outcome (patents, etc.)

(19)
Trends in the Perception and in the Emphasis Placed
on Vertical Differences

- From a phenomenon emphasised in some countries (e.g. US and Japan) towards almost worldwide emphasis
- From general on-dit towards measurement of differences
- From perception/assessment of individual scholars, programmes, etc., in some countries towards the institution as a whole
- From national towards worldwide

- From mixed research/teaching perception/assessment in some countries towards a clear dominance of research (e.g. rankings of "world-class universities", most prominently Shanghai ranking)

(20)
Trend and Policy II: Horizontal Diversification in Educational Terms

Trend:
- Diversification of the spectrum of graduates' occupations and job roles
- Diversification of the students' motives and abilities
- "Profile drift"?

Policy:
- Developing a specific profile of the institutional type or of the individual institution or programme
- Advertising the profile
- Aiming for the acceptance of quality criteria related to the profile in order to raise the "quality" and "reputation" of the profile

(21)
Examples of Dimensions of Horizontal Diversity
- Highly specialized programmes
- Interdisciplinary programmes
- Emphasis on "key skills"
- Major elements of practical experiences embedded
- International emphasis
- Etc.

(22)
The Vertical Dimension Over-Shadowing the Horizontal Dimension

Differences in substance ("profile") tend to be interpreted vertically (reputation, quality, "rank")
- "Theoretical" and "academic" emphasis is higher than "professional", "practical" and "applied emphasis"
- Direct link with research indicates a higher quality of teaching than teaching without such a direct link
- "International" is better than "national" and "regional"
- Learning in class-room is qualitatively more ambitious than spending a corresponding time in practice
- Specialisation is more ambitious than general emphasis (?)
- Disciplinary approaches are more quality-based than interdisciplinary ones (?)
- Vertical measurements look more "objective" and "valid" than "horizontal" ones

(23)
The Vulnerability of the (Non-University) Tertiary Education Sector (I)

1. Growth of overall student enrolment diminishes the talent pool for tertiary education
2. The vertical stratification tendency in the university sector (competition for "world-class university" widens the gap between the academically prestigious and less prestigious sector
3. Neo-liberal economic policies widen income differentials

(24)
The Vulnerability of the Tertiary Education Sector (II)

4. “Vertical drift”/”status drift” becomes so strong, that profiles and any kind of horizontal diversity erode
5. “Intellectualisation” and “cogitivation” spread in the occupation system
6. Rapid change of occupations and work tasks calls into question any kind of specialized education and training

(25)
The Vulnerability of the Tertiary Education Sector (III)

7. Automatization makes many vocational training areas obsolete
8. De-professionalisation (?)
9. “Vertical substitution” on the labour market becomes smoother (i.e. university graduates take over jobs easily previously which were held in the past by tertiary education graduates)

(26)
The Potentials of the Tertiary Education Sector (I)

1. “Over-education” is terms of substantially more university graduates than typical university graduate jobs leads employer to the recruitment of fewer university graduates and consequently youth to opt less frequently for university study
2. Income differentials between different levels of educational attainment fall and become so small in the process of “over-education” that fewer youth opt for university study
3. Shortages of trained persons in the occupational areas traditionally served by tertiary education

(27)
The Potentials of the Tertiary Education Sector (II)

4. Changing values of youth (“post-industrial values”) leas to less competition for higher income and status and more interest in interesting work, even if that is not high-status work
5. Increasing search for a “niche” of competences and of jobs leads more students to opt for specialized programmes

(28)
The Potentials of the Tertiary Education Sector (III)

6. Competition for “employability” strengthens specialized education and training
7. New emergence or expansion of middle-level occupations and respective new training needs
8. Neo-professsionalisation in the occupation system

(29)
The Potentials of the Tertiary Education Sector (III)

9. More mixes between academic and professional/vocational education
10. Increasing permeability of educational careers (i.e. easier transition from TE to university education makes TE more attractive)
11. In sum: A “vocational drift”?

(30)
The Future ???

S1-Teichler

The Development of Tertiary Education in the Framework of Functional Differentiation

Keynote Speech at the International Workshop
"Japanese Mode of Tertiary Education and Globalization – Qualifications Frameworks and Quality Assurance"

Kyushu University, Fukuoka, 21-23 February 2014

Ulrich Teichler

International Centre for Higher Education Research Kassel
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Kassel University

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Expansion continues in the 21st century. Expected growth from 2000 to 2020 in economically advanced countries on average

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3

Ulrich Teichler: The Development of Tertiary Education

INCHER KASSEL

Changing Terms Employed by International Organizations

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4

Ulrich Teichler: The Development of Tertiary Education

INCHER KASSEL

Different Definitions and Notions of "University"

- Dominant in Europe: Institutions with a close tie between teaching and research
- Traditionally in Europe: Only multi-disciplinary institutions were called universities
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6

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Expansion and Diversification

It is generally assumed that expansion of higher education in terms of enrolment pushes for diversification. Reasons:

- Increasing diversity of students' motives and abilities
- Increasing diversity of graduates' occupations and job assignments
- Problems of funding of high-quality higher education
- No need is felt for research expand as much as study; concentration in select institutions
- A higher need for visibility of the individual institution in a mass system

7

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Varied Dimensions of Diversity

- Formally/informally (in laws and official names vs. on-dit)
- Vertical/horizontally (Quality/reputation vs. differences in substance/ profile)
- Institutionally
- Educational (and research) substance
- Extent of differences

8

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Institutional Diversity

- Types of higher education institutions/ progammes (e.g. universities and Fachhochschulen)
- Levels of study programmes and degrees (associate, bachelor, master programmes)
- Inter-institutional diversity vs. intra-institutional diversity
- Informal institutional diversity: Differences between individual institutions according to quality/reputation
- Diversity among students (e.g. students with good grades vs. those with bad grades)

9

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Diversification of the Substance of Education and Research

- Academic vs. professional
- Theory-orientation vs. applied emphasis
- Disciplinary vs. interdisciplinary programmes
- Learning solely in classrooms vs. extended work experience

10

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Extent of Differences

- Vertical diversity: Steep differences according to quality/reputation vs. moderate diversity/small differences
- Horizontal diversity: Clear distinc-ion of institutional types vs. mode-rate variations within a single institu-tional type (e.g. British “polytechnics” having become “new universities”)

11

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Variations by Country

- US and UK: Prime emphasis formally on levels of study programmes, high informal differences according to quality/reputation
- Japan: Similar to UK and US, but more formal diversity in other tertiary education
- France: Combination of differences by types of institutions and levels of study programmes; intermediate informal vertical differences; grandes écoles at the apex as high quality professional education
- Germany: Traditionally, small differences according to quality/reputation among universities and clear differences by institutional types; growing erosion of these characteristics since about 2000?

12

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Philosophy Underlying International Educational Statistics

Based on levels of educational attainment (according to Unesco ISCED 1997)

- ISCED 4: Schooling/vocational training on secondary education level
- ISCED 5b: Short/vocational post-secondary education
- ISCED 5a: University education (bachelor/master)
- ISCED 6: Advanced university education (e.g. doctoral education/training)

(According to ISCED 2011 not yet fully employed, former ISCED 5b will be renamed ISCED 5, and former ISCED 5a will be ISCED 6)

13

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The International Search for a Typology of Institutions and Programmes

No singly stable and convincing terminology for the alternatives to university:

- Short-cycle higher education
- Non-university higher education
- Alternatives to universities
- Professional or vocational higher education
- (Other) Tertiary education

14

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Trend and Policy I: Imitating the Vertical Top

Trend:

- Status drift
- Mostly “academic drift”

Policy:

- Individual choice of highest-possible rank education
- Institutional up-grading
- Institutional assimilation to the philo-sophy of the highest ranking sector

15

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Consequences of the Vertical Running to the Top

- Increase of the student numbers in the highest sector (according to international statistics: enrolment growth in ISCED5a, but not in ISCED5b)
- Increasing average period of learning/study
- Growing reputational weight of informal differences in the top sector
- Upgrading of individual institutions (e.g. junior-colleges transforming into bachelor-awarding institutions)
- Upgrading of sectors of institutions (higher vocational schools upgraded to non-university higher education; Fachhochschulen awarded the right to offer master programmes, etc.; cf. EURASHE experience in Europe)

16

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Entry Rates into Tertiary Education in Selected OECD Countries 1991 and 2005

	1991			2005		
	Non-university tertiary	University	Total	Tertiary type B	Tertiary type A	Total
Finland	29	33	62	-	73	73
France	15	29	44	34	39	73
Germany	11	33	44	14	36	50
Ireland	16	17	34	14	45	59
Italy	-	36	36	-	56	56
Japan	29	24	53	30	41	71
Spain	-	40	40	22	43	63

Source: Bürger/Teichler, in OECD (2008). Higher Education to 2030. Volume 1: Demography, p. 158

17

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Criteria for Top in Educational Dimension

No consensus among actors and experts; difficult to measure

- Entry qualification and tests scores of students
- Many foreign students as indicator of attractiveness
- Good learning conditions and teaching
- Formal patterns of success of study (e.g. "optimal" drop-out, limited prolongation)
- Students' achievements in the course of study
- Graduates' professional success
- Reputation on the part of the employers
- Research quality/reputation (!)

18

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Criteria for Top in Research Dimension

- Less controversial than regarding education; more standardized measures applied
- Research reputation among peers
- Acquisition of research funds
- International networking (research collaboration, international co-publishing, etc.)
- Quantitative output of publications etc.
- Weighed publication etc. output (e.g. peer-reviewed journals, citations, etc.)
- Prizes and recognitions
- Outcomes (patents, etc.)

19

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Trends in the Perception and in the Emphasis Placed on Vertical Differences

- From a phenomenon emphasised in some countries (e.g. US and Japan) towards almost worldwide emphasis
- From general on-dits towards measurement of differences
- From perception/assessment of individual scholars, programmes, etc. in some countries towards the image of the institution as a whole
- From national towards worldwide
- From mixed research/teaching perception/assessment in some countries towards a clear dominance of research (e.g. rankings of "world-class universities", most prominently Shanghai ranking)

20

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Trend and Policy II: Horizontal Diversification in Educational Terms

Trend:

- Diversification of the spectrum of graduates' occupations and job roles
- Diversification of the students' motives and abilities
- "Profile drift"?

Policy:

- Developing a specific profile of the institutional type or of the individual institution or programme
- Advertising the profile
- Striving for the acceptance of quality criteria related to the profile in order to raise the "quality" and "reputation" of the profile

21

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Examples of Dimensions of Horizontal Diversity

- Highly specialized programmes
- Interdisciplinary programmes
- Emphasis on “key skills”
- Major elements of practical experiences embedded
- International emphasis
- Etc.

22

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The Vertical Dimension Over-Shadowing the Horizontal Dimension

Differences in substance (“profile”) tend to be interpreted vertically (reputation, quality, “rank”)

- “Theoretical” and “academic” emphasis is “higher” than “professional”, “practical” and “applied” emphasis
- Direct link with research indicates a higher quality of teaching than teaching without such a direct link
- “International” is better than “national” and “regional”
- Learning in class-room is qualitatively more ambitious than spending a corresponding time in practice
- Specialisation is more ambitious than general emphasis (?)
- Disciplinary approaches are more quality-based than interdisciplinary ones (?)
- Vertical measurements look more “objective” and “valid” than “horizontal” ones

23

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The Vulnerability of the (Non-University) Tertiary Education Sector (I)

1. Growth of overall student enrolment diminishes the talent pool for tertiary education
2. The vertical stratification tendency in the university sector (competition for "world-class university" widens the gap between the academically prestigious and less prestigious sector
3. Neo-liberal economic policies widen income differentials

24

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The Vulnerability of the Tertiary Education Sector (II)

4. "Vertical drift"/"status drift" becomes so strong, that profiles and any kind of horizontal diversity erode
5. "Intellectualisation" and "cognitivati-on" spread in the occupation system
6. Rapid change of occupations and work tasks calls into question any kind of specialized education and training

25

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The Vulnerability of the Tertiary Education Sector (III)

7. Automatisation makes many vocational training areas obsolete
8. De-professionalisation (?)
9. "Vertical substitution" on the labour market becomes smoother (i.e. university graduates take over jobs easily which were held in the past by tertiary education graduates)

26

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The Potentials of the Tertiary Education Sector (I)

1. "Over-education" in terms of more growth of university graduates than typical university graduate jobs leads employers to recruit fewer university graduates and consequently youth to opt less frequently for university study
2. Income differentials between different levels of educational attainment fall and become so small that fewer youth opt for university study
3. Shortages of trained persons in some occupational areas traditionally served by tertiary education

27

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The Potentials of the Tertiary Education Sector (II)

4. Changing values of youth ("post-industrial values") leads to less competition for higher income and status and more interest in interesting work, even if that is no high-status work
5. Increasing search for a "niche" of competences and of jobs leads more students to opt for specialized programmes

28

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The Potentials of the Tertiary Education Sector (III)

6. Competition for "employability" strengthens specialized education and training
7. New emergence or expansion of middle-level occupations and respective new training needs
8. Neo-professionalisation in the occupation system

29

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The Potentials of the Tertiary Education Sector (IV)

9. More mixes between academic and professional/vocational education
10. Increasing permeability of educational careers (i.e. easier transition from TE to university education makes TE more attractive)
11. In sum: A “vocational drift”?

30

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The Future

???

先端的教育機関の視察

香蘭女子短期大学

中村調理製菓専門学校

Tour to leading educational Institutions

Koran Women's Junior College

Nakamura Culinary School

Koran Women's Junior College

1. Year established: 1935　　Founder: Ryoko Yamauchi

Reorganized as a junior college in 1958.

2. Provider: Yamauchi Gakuen

3. Course Structure

Department	Course term	Admission quota	Admission capacity
Department of Comprehensive Studies in Fashion	2 years	125	250
Department of Foods and Nutrition	2 years	50	100
Department of Childhood Education	2 years	150	300
Department of Comprehensive Studies in Life Planning	2 years	200	400
Total		525	1050
Fashion Arts Advanced Certificate Program	1 year	15	15

4. Affiliated Institutions

Koran College of Fashion Design

Koran Women's Junior College Koran Kindergarten

Koran Women's Junior College Nakagawa Dai-ichi Kindergarten

Koran Women's Junior College Nakagawa Dai-ni Kindergarten

5. Educational Goals

"Nurture independent women who value originality and ingenuity, even in the most difficult of circumstances, and who love and are loved by other people."

Based on its founding philosophy, the College has created vocational education that focuses on technical training while teaching "originality", "independence", and "love and respect". Today, based on its community contributions and collaborations up until now, the College aims to be a junior college that is even more rooted in the community in addition to nurturing human resources that the community needs.

Since the Koran Women's Junior College opened in 1958 as a single-department (clothing) junior college, several other departments have been established, and in 2001 Japan's first "Department of Comprehensive Studies in Life Planning" was established as a new experiment. With the establishment of the new department, the College has

expanded its acceptance of mature-age students and is also undertaking new efforts. Although each department is different, in any age the College aims to nurture women who are outstanding in terms of both education and ability and who will play an active role in modern society by teaching “originality”, “independence”, and “love and respect”.

6. Educational and Administrative Characteristics

- In terms of education, each department formulated curricula and provides practical learning-centered education tailored to the circumstances and needs of industry and society. Furthermore, in terms of vocational guidance, departments have formulated guidance structures and provide their own independent vocational guidance, while at the same time, College instructors provide employment guidance across departments and divisions, and the College provides support in the form of employment introduction activities and employment assistance such as company visits.
- In 2008, the College celebrated its 50th anniversary, and a special student life support scholarship program was established. Furthermore, in December 2009, the College’s new Main Building, with careful consideration given to campus amenities, was completed.
- Third-party evaluations conducted by the Japan Association for College Accreditation (JACA) have deemed not only the College’s educational content and student support but also its educational course support system and social contributions to be models for other junior colleges. In addition, the College has also received high evaluations for its healthy administrative operation and financial standing, and has received accreditation.

7. Educational Results

Employment rate: 96.6% (March 2013 graduates)

(Employment rate by department)

Department of Comprehensive Studies in Fashion: 100%

Department of Foods and Nutrition: 97.7%

Department of Childhood Education: 100%

Department of Comprehensive Studies in Life Planning: 90.3%

Nakamura Culinary School

1. Established 1949　　Founder Haru Nakamura (1884–1971)

2. Installation Personnel　Nakamura Sensyu Gakuen Educational Corporation

3. Structure of Curriculum

Department	Course	Term of Study	Enrollment Capacity	Admission Capacity	Summary
Department of culinary art	Two-year culinary course	2	200	400	Ttraining College for Cooks designated by Ministry of Health, Labor, and Welfare
	One-year culinary course	1	150	150	Ttraining College for Cooks Chef training facility designated by Ministry of Health, Labor, and Welfare
	Two-year pastry course	2	120	240	
	One-year pastry course	1	40	40	Ttraining College for Confectionery designated by Ministry of Health, Labor, and Welfare
	One-year bread baking course	1	40	40	Scheduled to open April 2014
Total			550	870	

4.　Branch School, Establishment as annex school, Sister School, etc.

(1) Branch School: Seoul, Korea, Branch School (Nakamura Academy)　Education of Japanese food and western confectionery

(2) Establishment as annex school: Nakamura International Hotel School

(3) Sister organization: Nakamura Gakuen Educational Corporation (Nakamura Gakuen University, Nakamura Gakuen Girls' High School, etc)

5. Educational Goals

(i) Training of human resources demanded by the culinary industry

(courtesy, greetings, punctuality, etc.)

(ii) Training of human resources who support the culinary industry of Japan in the future

(iii) Training human resources who are able to form career goals to achieve

(Realistic goals as future chefs and managers)

6. Features of Education and Management

(i) There are incorporated educational corporations within the same group, but education and management are independent.

(Other incorporated educational corporations)

(ii) Practice of the founder's educational philosophy that "Form is the the manifestation of the maind. Form = courtesy, greetings, punctuality

(iii) Practical education incorporating both the goodness of Japanese education and Western culinary education.

□Good aspects about Japanese education · Emphasis on fundamentals

· Concurrent lessons

□Good aspects of Western education · Hands-on training classes

Example: Training restaurants managed by students, cafeteria for training students, or a cake shop by students.

(iv) Education in cooperation with companies

□Top chefs domestically and internationally are invited as lecturers

→ Cultivating of goals in the future for oneself

□Students are required to train in a company

□Cooperation with industry groups

1) Many of full-time faculties are officers or members of industry groups.

2) Many of full-time faculties have corporate experience.

7. Educational Results

(I) High praise from the industry and job performance

(ii) Good results in student technology competitions

[National Student Cooking Contest] 2013: Prime Minister Award 2012 2012: Minister of Health, Labor, and Welfare Award 2009: Minister of Health, Labor, and Welfare Award

[Japan Cake Show (Japan's largest contest of western confectioneries) Student Category]

2013: Bronze Award x 2 2012: Silver Award x 1, Bronze Award x 3 2011: Bronze award x 2 2007: Gold Award x 1 Bronze Award x 3

(iii) Success of Graduates

□Chefs with Michelin stars domestically Daisuke Miyamoto: 2 stars

Yuichiro Takahashi: 1 star

□Chefs with Michelin stars in the French version Masafumi Hamano and Hiroki Yoshitake: 1 star

□Member of a world-class pastry organization (Relais Dessert) Yoshinari Otsuka

第２セッション

国際比較からみた学位・資格枠組み

International Comparison of Qualifications Framework

Introducing a National Qualifications Framework:
Concepts and issues arising from the international experience

David Raffe, University of Edinburgh

The rapid spread of National Qualifications Frameworks (NQFs) has been spectacular. At the beginning of this century only a handful of countries – mostly English-speaking Commonwealth countries – had, or were introducing, an NQF (Tuck 2007). By 2013 an estimated 143 countries had established an NQF, were in the process of introducing one or were considering doing so (ETF/CEDEFOP/UNESCO 2013). NQFs are a pre-eminent example of a 'travelling policy', of a 'global model' of the organisation of education systems and of policy borrowing between countries. But how far has policy borrowing been matched by policy learning? This presentation draws on this international experience to identify questions and issues that a country such as Japan should consider when deciding whether and how to introduce an NQF. My purpose is not to answer these questions but rather to provide some conceptual frameworks that may help Japan to shape its own answers, and to consider what we can learn from the current evidence on the implementation and impact of NQFs. I focus on comprehensive NQFs, frameworks which cover a whole learning system or most of it. Many countries are developing partial or sectoral frameworks, for example covering vocational qualifications or higher education, although such frameworks may form the building blocks – the sub-frameworks – of a future comprehensive NQF.

What is an NQF?

The OECD's report on *Qualifications Systems* offers the following definition:

> A qualifications framework is an instrument for the development and classification of qualifications according to a set of criteria for levels of learning achieved.... The scope of frameworks may be comprehensive of all learning achievement and pathways or may be confined to a particular sector.... Some frameworks may have more design elements and a tighter structure than others; some may have a legal basis whereas others represent a consensus of views of social partners. All qualifications frameworks, however, establish a basis for improving the quality, accessibility, linkages and public or labour market recognition of qualifications within a country and internationally. (OECD 2007)

NQFs vary, but (almost) all provide a set of criteria, or descriptors, for levels of learning. A framework is typically represented by two grids. One grid shows the level descriptors for each level expressed in terms of types of learning outcomes such as knowledge, skills and competence. The other grid shows the main qualifications at each level, typically grouped by type of qualification, sector or 'sub-framework'. The number of levels in a comprehensive framework currently ranges from 5 to 12, but many newer frameworks are converging on an 8-level model. Most NQFs require qualifications to be specified in terms of learning outcomes, which provide a notionally context-free basis for determining the level, volume and quality of learning, although their precise concept of learning outcome may vary. Most NQFs specify how qualifications may be described, assessed and certificated, although these specifications vary widely from 'tight' to 'loose'. Most NQFs are linked with the quality assurance of the qualifications and the institutions which deliver and award them. Some NQFs

incorporate measures of volume (credit), while others do not. Some NQFs are used to regulate qualifications, while others are voluntary or 'enabling' frameworks.

However, it is rarely easy to give a simple description of a comprehensive NQF. Most comprehensive NQFs have a federal structure, with a comparatively 'loose' comprehensive framework over-arching a number of sub-frameworks which may have tighter specifications but also vary in some aspects of their purposes and design.

What are the possible purposes of introducing an NQF?

NQFs typically set out with a number of objectives, which may include one or more of:

- To make the learning system and its component parts more transparent and easier to understand
- To increase the coherence and coordination of this system
- To promote access, transfer and progression into, within and between programmes of learning
- To promote the recognition and utilisation of existing skills, including those acquired through informal and non-formal learning
- To establish parity of esteem for vocational and general learning
- To provide an instrument of accountability and control
- To update and extend standards and make them more consistent
- To enhance the quality of learning
- To make education more demand-focused, increasing the influence of learners and employers relative to the providers of learning
- To promote the mobility of learners and workers
- To link national qualifications to trans-national frameworks.

How are NQFs expected to achieve these purposes?

The international policy literature emphasises the need for a country introducing an NQF to have clear purposes which it should define in the light of national priorities, needs and circumstances (eg Tuck 2007, Bjørnåvold and Coles 2010.) However, purposes may change over time and they sometimes follow, rather than lead, the decision to introduce a framework. Many European countries decided that they needed an NQF in order to link national qualifications to the trans-national European Qualifications Framework, and subsequently considered other possible purposes for it.

It is equally important for a country to be clear about its expected change processes, that is the means by which the NQF will be expected to achieve its purposes. These are rarely itemised in the policy literature, but a more detailed analysis suggests that NQFs may employ any of at least seven possible change processes (Raffe 2013). These are:

- The NQF's *common language* of levels, credit, outcomes and so on enables the learning system to become more transparent and provides conceptual tools for planning greater coherence, making standards more consistent and promoting access, transfer and progression.
- Creating and maintaining an NQF typically involves *increased engagement and coordination among stakeholders*, which also promotes coordination and greater consistency of standards and helps the learning system to become more demand-driven.
- Change may be mandated directly by NQFs with a *regulation* function.
- Change, and improvements in the quality of learning, may be stimulated by the *quality assurance* arrangements linked to most NQFs.

- NQFs which specify the *unitisation* or modularisation of qualifications are claimed thereby to empower learners by increasing choice and flexibility, and to make it easier to update standards and qualifications.
- It is claimed that NQFs based on learning outcomes m*ake individual qualifications more transparent* and thereby make it easier to improve standards, to relate qualifications to labour-market needs, to increase the power of learners and employers in the education market and to facilitate transfer and progression.
- NQFs are claimed to stimulate *cultural change* in favour of learner-centred approaches which increase the quality of learning.

Although the choice of change processes will depend on the purposes of an NQF, it will also depend on the national context. For example, the relative importance attached to a common language, to stakeholder engagement and coordination and to regulation will depend on the political culture and the strength of civil society. NQFs vary at least as much with respect to the change processes they employ as with respect to their purposes. This is an important insight if we want to learn from the international experience. Much of the early research on NQFs focused on competence-based English National Vocational Qualifications (NVQs) and on the first two comprehensive frameworks (New Zealand and South Africa) which, in their earlier versions, tried to apply a similar (unit standard) model to all qualifications. This model was based primarily on the sixth change process listed above: it used a narrow concept of learning outcomes to make individual qualifications more transparent. It was not universally successful and it was close to disastrous when used across a comprehensive framework. However, we should not generalise from the weakness of this model to the necessary weaknesses of all NQFs, many of which rely primarily on other change processes for which learning outcomes are much less important. An NQF may be 'outcomes-referenced' but not 'outcomes-led' (Raffe 2011a).

The matrix of possible purposes and possible change processes provides a conceptual framework which a country contemplating an NQF could use to examine its own possible objectives and approaches. Some countries have used a simpler typology of NQFs to focus their strategic thinking. A *communications framework* aims to describe the existing system and make it more 'transparent' and thereby provide a tool to promote rationalisation and increase coherence. A *transformational framework*, by contrast, does not start from the existing system but describes the system that it aims to develop, and includes the regulatory and other instruments for establishing this system. An intermediate type is a *reforming framework*, which aims to make the existing system more transparent but also to drive change more directly in order to achieve specific reforms such as filling gaps in provision, improving quality and updating standards. These types can also be expressed as a continuum – from communications to transformational – which is associated not only with varying emphases on different purposes and change processes but also with differences in design, leadership and implementation.

However, the reality is always more complex. The strategic goals of an NQF may vary over time; many European NQFs start as communications frameworks with an intention of becoming reforming frameworks over time (CEDEFOP 2013). Even more important, strategic goals may vary across sub-frameworks of an NQF. The Scottish framework, often seen as the standard example of a communications framework, includes sub-frameworks which resemble reforming or even the transformational types.

What are the relevant features of the national context?

Any attempt to learn from abroad should start with an analysis of one's own country and its distinctive needs, circumstances and opportunities. This analysis should help to identify the challenges which an NQF might be expected to address, and therefore its purposes, the change processes which are most likely to achieve these purposes, and the available opportunities and resources.

Relevant features of the national context include the size and diversity of the education system (small, homogenous countries tend to have the most successful NQFs), its culture and level of development (NQFs cannot substitute for a lack of schools or trained teachers), its governance arrangements, the structure and organisation of labour markets, the strength of civil society and the culture of policy-making. The availability of expertise, and its distribution across stakeholder groups, is another relevant feature; many countries have relied on foreign experts to develop and implement NQFs, sometimes resulting in inappropriate models.

The role which qualifications play in education and the labour market is another critical factor which varies within as well as between countries (Coles, Oates and Leney 2011). Many policy documents outlining the expected benefits of NQFs appear to assume that qualifications are always used as unproblematic indicators of human capital in formal, occupational labour markets. The possibility that this role is contextually variable, that qualifications may be used to screen, legitimate or exclude, or that they may play little genuine role at all, is often overlooked.

How are NQFs introduced?

Qualifications and qualifications frameworks are social and political constructs. Their effectiveness is underpinned by trust, stakeholder relationships and awareness and understanding – things which cannot be created by a quick technical 'fix' but which may be destroyed by inappropriate change. The process of developing and implementing an NQF, even in contrasting national contexts, may therefore have a number of common features. The study team reviewing the Irish NQF identified several such features:

- the need for time, in which to develop familiarity and understanding, promote cultural change and establish the mutual trust essential for an effective Framework;
- the importance of stakeholder involvement and partnership, and acceptance that this will require pragmatic compromises at least in the short term;
- an iterative process of development, in which the existing education and training system and the Framework are progressively aligned with each other;
- the need for a Framework to be 'loose' enough to accommodate different types of learning, and to accommodate differences across sectors of education and training (which may be regulated by 'tighter' sub-frameworks)
- the need for a balance between implementation within sectors and the development of coherent system-wide arrangements, and for the emphasis to shift between these two over time;
- recognition that a qualifications framework may be an enabler of change more than a driver of change, and that its effectiveness will depend on its alignment with national policy, institutional priorities and other contextual pressures. (Collins et al 2009, p.61)

Do NQFs work?

We cannot definitely answer this question because we lack a sound knowledge base on the impacts of NQFs. There are several reasons for this. As the Irish study noted, NQFs may take a long time to achieve impact, but most NQFs are very recent. The earliest frameworks, for which most evidence is therefore available, were established in a rather atypical group of (English-speaking) countries and many have faced significant changes in political control and direction. Most later frameworks differ in design and in the context in which they are introduced: among other things, they are consciously planned in relation to trans-national frameworks and to NQFs elsewhere. NQFs appear to be more successful when part of a broader policy strategy, so their independent impact is hard to measure. Monitoring their impact can be difficult, since the NQF itself may change the concepts and categories in terms of which the relevant data are collected. Above all NQFs, and the sub-frameworks within them, are diverse in their context, purpose and design; generalisation is difficult.

The longer-established comprehensive frameworks of Australia, England, France, Ireland, New Zealand, Scotland and South Africa have been fairly extensively evaluated. There have been critical analyses of influential sector frameworks such as the National Vocational Qualifications in England, and of comprehensive NQFs in several other countries, although many of these have focused on implementation more than impact. International bodies including APEC, CEDEFOP, ETF and UNESCO have monitored NQFs in the respective areas of interest and ETF has also conducted more qualitative analyses of the implementation process. The ILO conducted a 16-country study on 2009, the most extensive cross-national study of impact as well as implementation (Allais 2000, Young and Allais 2011). There is a growing academic literature on issues related to NQFs.

Reviewing the evidence from these different sources, I recently concluded:

> The impacts of NQFs have been smaller than expected, have often taken many years to appear, have varied across frameworks and sub-frameworks and have been negative as well as positive. For each objective, there are frameworks for which some impact is evident, but there are others whose impact is negligible or even negative…. For nearly all comprehensive frameworks the picture is differentiated: impacts vary across sectors, across sub-frameworks and between sub-frameworks and the comprehensive framework of which they are part. (Raffe 2013, p.156)

A few generalisations are possible. First:

> Successful NQFs have typically had two features. They have respected the need for qualifications reform to start from the existing system and to progress incrementally; and they have exploited a multilevel structure. This has enabled them to secure the benefits of a communications framework at the level of the comprehensive framework and to pursue more transformative goals within sub-frameworks, and to harness different change processes in different sectors and across different ranges of the qualifications system. (Raffe 2013, pp.155-156)

The need for an incremental approach may suggest that NQFs at the 'communications' end of the continuum discussed are likely to be the most successful and those at the 'transformational' end the least. The ILO study concluded that the Scottish framework, the archetype of a communications framework, was the most successful of the 16 NQFs studied; the South African framework, at least in its earlier 'transformational' phase, was among the least successful (Allais 2010). However, much of the impact of the

Scottish framework may be attributed to the more 'reforming' sub-frameworks which it over-arches. The ILO study did not cover Ireland, a relatively successful reforming framework. Transformational frameworks, by contrast, have tended only to be successful within sub-frameworks or sector frameworks with a relatively narrow scope. The wider the scope of a framework, the weaker is its reforming (or transforming) potential.

However, the success of a framework needs to be understood in relation to its aims. The 'success' of the Scottish framework could partly reflect its more limited ambitions which were more easily fulfilled. Conversely, if an NQF can only be introduced through an incremental approach which builds on the existing system, can it have anything to contribute to a country whose existing system provides little on which to build?

A closely related conclusion is that 'outcomes-referenced' NQFs, which are based on learning outcomes but do not expect outcomes to drive change, are more successful than 'outcomes-led' NQFs which rely upon learning outcomes as their main change agents, for example by making individual qualifications transparent and thereby increasing the power of learners and employers in the education market (Raffe 2011a). Outcomes-led frameworks have at times been successful in relatively small sub-frameworks or occupational niches but not as comprehensive frameworks.

NQFs have enjoyed more success in relation to their educational than their labour-market objectives. There is little evidence that they have strengthened the demand side of the learning market and empowered learners and employers. Knowledge and awareness of NQFs is typically much lower among employers than among educational providers and most NQFs have been led by governments or their agencies. Despite including several NQFs with a principal focus on vocational learning, the ILO study found that employers, unions and other labour-market interest had played a very minor role in the development and implementation of most frameworks.

Conversely, NQFs have been more successful in their education-related aims, for example in providing a common language and other tools for rationalising and promoting coherence.

However, the most important conclusion from the evidence so far is that the impacts of NQFs are complex and variable. This has a very important implication for the lessons to be learnt from the international experience: that this experience cannot be used to determine 'what works' or to identify example of 'best practice' to imitate. There are no such 'off-the-peg' solutions. Rather, national policy-makers should use the international experience to increase their understanding of their own systems' possibilities and prospects, and to obtain some analytical tools to inform their own consideration of whether, why and how to introduce an NQF. I have tried to provide some of these tools in this presentation.

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S2-Raffe

CES CENTRE for EDUCATIONAL SOCIOLOGY

Introducing a National Qualifications Framework: concepts and issues from the international experience

David Raffe
University of Edinburgh

Seminar on *The Japanese Mode of Tertiary Education and Globalisation: Qualifications Framework and Quality Assurance*, Fukuoka, 21-23 February 2014

1

Overview

1. Introduction: policy learning from other countries
2. What is a (National) Qualifications Framework?
3. What are the possible purposes of introducing an NQF?
4. How are NQFs expected to achieve these purposes?
5. What are the relevant features of the national context?
6. How are NQFs introduced?
7. Do NQFs work?

2

Introduction

- From 6 to 143: the explosion of National Qualifications Frameworks (NQFs)
  - Extensive policy borrowing
  - But how much policy learning?
- Use international experience
  - Not as a source of models to 'borrow' …
  - … but to provide tools for learning: concepts, questions, issues
- Focus on comprehensive NQFs

3

What is a Qualifications Framework?

A qualifications framework is an instrument for the development and classification of qualifications according to a set of criteria for levels of learning achieved.... The scope of frameworks may be comprehensive of all learning achievement and pathways or may be confined to a particular sector.... Some frameworks may have more design elements and a tighter structure than others; some may have a legal basis whereas others represent a consensus of views of social partners. All qualifications frameworks, however, establish a basis for improving the quality, accessibility, linkages and public or labour market recognition of qualifications within a country and internationally (OECD 2007)

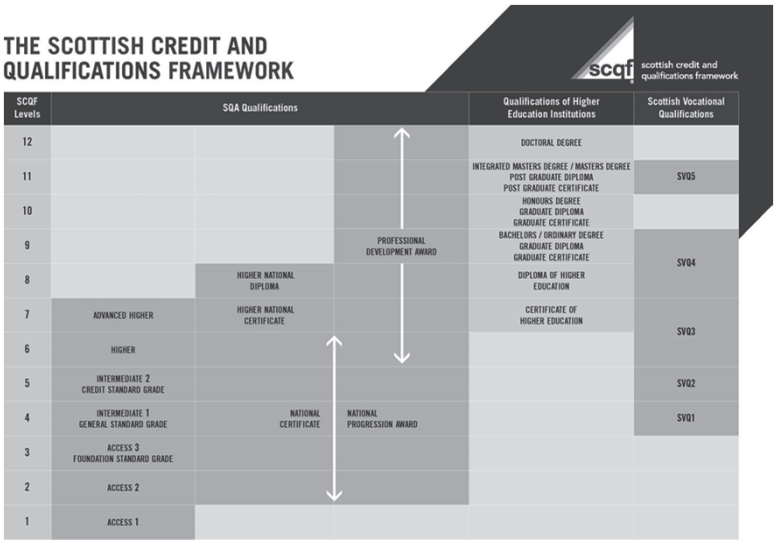
4

Features of an NQF

- Common features include
  - Levels (but number of levels ranges from 5 to 12)
  - Learning outcomes (but concepts and roles vary)
  - Level descriptors (but defined differently)
  - Specifications for qualifications (but may be tight or loose)
  - Quality assurance (but linked to NQF in different ways)
- Variable features include
  - Credit
  - Classification of qualifications by type, field, sector
  - 'Gate-keeping' arrangements
  - Leadership and control
  - Status – eg voluntary v regulatory
  - Comprehensive v sector - and relation between sub-frameworks and over-arching comprehensive framework

5

An example of an NQF 'grid'



6

What are the possible purposes of introducing an NQF?

To improve understanding of learning system
To increase coherence and coordination
To promote access, transfer and progression
To recognise existing skills
To establish parity of esteem
To provide instrument of accountability and control
To update and extend standards and make them more consistent
To enhance quality of learning
To make education more demand-focused
To promote mobility
To link national qualifications to trans-national framework

7

How are NQF sexpected to achieve these purposes?

Through one or more 'change processes' …

A common 'language'
Stakeholder engagement and coordination
Regulation
Quality assurance
Unitisation
Making individual qualifications more transparent (eg through learning outcomes)
Cultural change

8

‘Change processes’

- Mix of ‘change processes’ varies across NQFs
- May depend upon
  - National context
  - Time scale
  - Policy borrowing
- Learning outcomes are <u>not</u> the main change agent in most of these processes
  - NQFs may be ‘outcomes-referenced’ but not ‘outcomes-led’

9

Three types of NQF

- **Communications framework**: starts from existing system, describes it, aims to make it more ‘transparent’ and support rationalisation and coherence; a tool for change rather than a driver of change *(eg Scotland)*
- **Reforming framework**: starts from existing system, aims to make it more transparent but also to achieve specific reforms, e.g. fill gaps, improve quality, update standards *(eg Ireland)*
- **Transformational framework**: starts from desired future system, aims for radical change, driver of change as well as tool for change *(eg ‘early’ South Africa)*

10

… or a continuum of NQFs

Communications	← →	Transformational
Describe	← →	Prescribe
Existing system	← →	Future system
Tool for change	← →	Driver of change
Loose design	← →	Tight design
Outcome-referenced	← →	Outcomes-led
Voluntary	← →	Regulatory

… but …

•An NQF may vary across its 'sub-frameworks' and between sub-frameworks and over-arching framework

•An NQF may change over time

11

What are the relevant features of the national context?

- Characteristics of education/training system
  - Size, diversity
  - Culture and level of development
- Organisation and culture of policy-making
  - Hierarchy v partnership v market
  - Strength of civil society and stakeholder groups
  - Legal framework
- Technical expertise – and who has it
- Role of qualifications in education and the labour market

12

How are NQFs introduced? A model of change

An NQF is a social construct and not just a technical instrument: it is about trust, understanding, culture and pragmatic compromise.

The introduction of an NQF requires

- **Long time scales**
- **Stakeholder involvement and partnership**
- **'Iterative alignment' of NQF and practice**
- **A loose but variable design**
- **Flexible balance of development within sectors (sub-frameworks) and integration across them**
- **Alignment with other policies, national priorities and contextual pressures – recognising that NQF may be an enabler of change more than a driver of change**

13

Do NQFs work?

- Growing number and range of studies …… but evidence base still weak
- Overview:

> **The impacts of NQFs have been smaller than expected, have often taken many years to appear, have varied across frameworks and sub-frameworks and have been negative as well as positive *(Raffe, Comparative Education, 2013)***

- Variability of impact – hard to 'unpick'
- But some generalisations are possible …

14

Do NQFs work?

1. Communications and reforming *comprehensive* frameworks more successful … transformational frameworks mainly effective within specific niches or sectors
2. Success needs to be understood in relation to purposes.
3. Outcomes-led NQFs less successful than outcomes-referenced frameworks (except sometimes within niches/sectors)

15

Do NQFs work?

4. Successful NQFs have … respected the need for qualifications reform to start from the existing system and to progress incrementally; and they have exploited a multilevel structure. This has enabled them to secure the benefits of a communications framework at the level of the comprehensive framework and to pursue more transformative goals within sub-frameworks, and to harness different change processes in different sectors and across different ranges of the qualifications system *(Raffe, Comparative Education, 2013)*

16

Do NQFs work?

5. Less successful for labour-market objectives
6. More successful for education objectives (especially those focused on providers rather than learners)
7. Credit frameworks do not create 'seamless' systems; they provide a basis for developing multiple, interconnected and well-structured curricular and institutional pathways

17

Conclusion

Key messages

- Variability of purposes, processes and impacts
- Learn from the international experience …
  - … not in order to identify 'global models', universal 'best practice' etc…
  - … but to raise questions, identify issues and supply conceptual and analytical tools for analysing the Japanese situation in its own terms

18

S2-Sugimoto

International Seminar: Japanese Mode of Tertiary Education and Globalization
22 February 2014, Fukuoka, Japan

Comments: Qualifications Framework and its Applicability to Japan
資格枠組みモデルと日本的可能性

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Lessons from Professor Raffe's Speech
（レイフ教授の基調講演から）

- A comprehensive picture of NQFs in the world（NQFsの世界的動向）
- 3 conceptual frameworks based on purposes and change processes（3つの概念枠組み）
  - Communications / Reforming / Transformational
- National context to be considered（各国の状況）
  - Any attempt to learn from abroad should start with an analysis of one's own country and its distinctive needs, circumstances and opportunities. (Raffe 2013: 4)
  - NQF as a social construct（社会的構造物としての資格枠組み）

2

Lessons from Professor Raffe's Speech （cont.）
（レイフ教授の基調講演から）

- Successful NQFs: incremental and multilevel（NQFsが成功するための二つの特徴）
- 'Outcomes-referenced' NQFs　vs. 'outcomes-led' NQFs（学習成果参照型と学習成果主導型）
  - 'outcomes-led' NQFs which rely upon learning outcomes as their main change agents are less successful（改革主体として学習成果に頼る成果主導型資格枠組みは成功しない）
- Impacts of NQFs: complex and variable（複雑、変化の激しいNQFs）
  - No 'off-the-peg' solutions

3

Japan's issues to be addressed
（日本が対処すべき課題）

- Our needs, circumstances and opportunities?（日本のニーズ、状況、好機とは何か？）
  - Fostering core professionals in some growth areas in keeping with globalization（成長分野における中核的専門人材育成）
  - Addressing little articulation between universities and non-universities（大学と非大学機関との関係性や移動の少なさへの対応）
  - Organizing various learning outcomes for recognizing recurrent learning（リカレント学習のための学習成果の整理）

4

Learning from Australia's experience
（オーストラリアの経験から学ぶ）

Old AQF since 1995: qualifications allocated across 3 sectors

Schools Sector Accreditation	Vocational Education and Training Sector Accreditation	Higher Education Sector Accreditation
		Doctoral Degree
		Masters Degree
	Vocational Graduate Diploma	Graduate Diploma
	Vocational Graduate Certificate	Graduate Certificate
		Bachelor Degree
	Advanced Diploma	Associate Degree, Advanced Diploma
	Diploma	Diploma
Senior Secondary Certificate of Education	Certificate IV	
	Certificate III	
	Certificate II	
	Certificate I	

5

Learning from Australia's experience (cont.)
（オーストラリアの経験から学ぶ）

New AQF: levels structure consisted of 10 levels

Level	Level 1	Level 2	Level 3	Level 4	Level 5
Summary	Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning
Qualification Type	Certificate I	Certificate II	Certificate III	Certificate IV	Diploma

Level	Level 6	Level 7	Level 8	Level 9	Level 10
Summary	Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning	Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning	Graduates at this level will have advanced knowledge and skills for professional highly skilled work and/or further learning	Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning	Graduates at this level will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice
Qualification Type	Advanced Diploma Associate Degree	Bachelor Degree	Bachelor Honours Degree Graduate Certificate Graduate Diploma	Masters Degree	Doctoral Degree

Learning from Australia's experience (cont.)
（オーストラリアの経験から学ぶ）

New AQF: qualification descriptor

Qualification type	Bachelor Degree	Bachelor Honours Degree	Graduate Certificate Vocational Graduate Certificate	Graduate Diploma Vocational Graduate Diploma
Level	Level 7	Level 8	Level 8	Level 8
Purpose	The Bachelor Degree qualifies individuals who apply a broad and coherent body of knowledge in a range of contexts to undertake professional work and as a pathway for further learning	The Bachelor Honours Degree qualifies individuals who apply a body of knowledge in a specific context to undertake professional work and as a pathway for research and further learning	The Graduate Certificate/ Vocational Graduate Certificate qualifies individuals who apply a body of knowledge in a range of contexts to undertake professional /highly skilled work and as a pathway for further learning	The Graduate Diploma/Vocational Graduate Diploma qualifies individuals who apply a body of knowledge in a range of contexts to undertake professional /highly skilled work and as a pathway for further learning
Knowledge	Graduates of a Bachelor Degree will have a broad and coherent body of knowledge, with depth in the underlying principles and concepts in one or more disciplines as a basis for independent lifelong learning	Graduates of a Bachelor Honours Degree will have coherent and advanced knowledge of the underlying principles and concepts in one or more disciplines and knowledge of research principles and methods	Graduates of a Graduate Certificate/Vocational Graduate Certificate will have specialised knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge and skills in a new or existing discipline or professional area	Graduates of a Graduate Diploma/Vocational Graduate Diploma will have advanced knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge and skills in a new or existing discipline or professional area
Skills	Graduates of a Bachelor Degree will have: • cognitive skills to review critically, analyse, consolidate and synthesise knowledge • cognitive and technical skills to demonstrate a broad understanding of knowledge with depth in some areas • cognitive and creative skills to exercise critical thinking and judgement in identifying and solving problems with intellectual independence • communication skills to present a clear, coherent and independent exposition of knowledge and ideas	Graduates of a Bachelor Honours Degree will have: • cognitive skills to review, analyse, consolidate and synthesise knowledge to identify and provide solutions to complex problems with intellectual independence • cognitive and technical skills to demonstrate a broad understanding of a body of knowledge and theoretical concepts with advanced understanding in some areas • cognitive skills to exercise critical thinking and judgement in developing new understanding • technical skills to design and use research in a project • communication skills to present a clear and coherent exposition of knowledge and ideas to a variety of audiences	Graduates of a Graduate Certificate/Vocational Graduate Certificate will have: • cognitive skills to review, analyse, consolidate and synthesise knowledge and identify and provide solutions to complex problems • cognitive skills to think critically and to generate and evaluate complex ideas • specialised technical and creative skills in a field of highly skilled and/or professional practice • communication skills to demonstrate an understanding of theoretical concepts • communication skills to transfer complex knowledge and ideas to a variety of audiences	Graduates of a Graduate Diploma/Vocational Graduate Diploma will have: • cognitive skills to review, analyse, consolidate and synthesise knowledge and identify and provide solutions to complex problems • cognitive skills to think critically and to generate and evaluate complex ideas • specialised technical and creative skills in a field of highly skilled and/or professional practice • communication skills to demonstrate an understanding of theoretical concepts • communication skills to transfer complex knowledge and ideas to a variety of audiences

7

Experiences accumulated in Australia
（オーストラリアにおける経験の蓄積）

Process of creating a strengthened AQF

Period	Organisation	Approach
1972-1985	ACAAE（豪州上級教育学位カウンシル）	Nomenclature and Guidelines for Awards in Advanced Education: 5 qualifications （上級教育学位の名称とガイドライン）
1986-1990	ACTA（豪州高等教育学位カウンシル）	Guidelines for the National Registration of Awards: 4 qualifications added （全豪学位登録ガイドライン）
1990-1994	AEC（豪州教育カウンシル）	Register of Australian Tertiary Education: RATE: 9 qualifications （豪州高等教育登録制）

8

Experiences accumulated in Australia (cont.)
（オーストラリアにおける経験の蓄積）

Process of creating a strengthened AQF

Preparation	May 2008 Establishing AQF Council
Design（2009～）	May 2009 Strengthening the AQF: A Proposal（新たなAQFの構築方針を提示） Sep. 2009 Strengthening the AQF: An Architecture for Australia's Qualifications（新AQF構造案を提示）
Establishment（2010～）	・Examining the new AQF（新AQFの妥当性検証） ・Making relevant policies（関連法策定等）
Implementation（July 2011～）	July 2011 AQF First Edition（『豪州資格枠組第1版』刊行） Nov. 2011 Review of Graduate and Vocational Graduate Certificates and Diplomas in the Australian Qualifications Framework（一部の資格について見直し） Jan. 2013 AQF Second Edition（『豪州資格枠組第2版』刊行

9

Why Australia needed a new AQF: Objectives
（新AQFの目的）

- accommodates the diversity of purposes of Australian education and training now and into the future
- contributes to national economic performance by supporting contemporary, relevant and nationally consistent qualification outcomes which build confidence in qualifications
- supports the development and maintenance of pathways which provide access to qualifications and assist people to move easily and readily between different education and training sectors and between those sectors and the labour market
- supports individuals' lifelong learning goals by providing the basis for individuals to progress through education and training and gain recognition for their prior learning and experiences
- underpins national regulatory and quality assurance arrangements for education and training
- supports and enhances the national and international mobility of graduates and workers through increased recognition of the value and comparability of Australian qualifications
- enables the alignment of the AQF with international qualifications frameworks

10

Australia's attainments in its own context
（オーストラリアの到達点）

- Qualifications specified by 3 aspects of learning outcomes（学習成果の3つの側面で規定）
  1. Knowledge（知識）
  2. Skills（技能）
  3. Application of knowledge and skills（上記の応用）
- Qualifications defined by 10 levels（10レベルで規定）
  - Defined on the basis of the relative complexity and depth of achievement and the autonomy required of graduates（到達内容の複雑さ・深さ、自律性が軸）
- Qualifications expressed by a volume of learning（学習量を規定）
  - Nominal duration required for the achievement of learning outcomes（名目的な学習期間）

11

Now what have we achieved in Japan so far?

And what should we add to our achievements in an incremental way?

（では、日本のこれまでの成果は何か？何を加えていくのか？）

12

第３セッションＡ
学位・資格枠組み
Qualifications Framework

German Qualification Framework, a specific approach to permeability?

International workshop
Japanese Mode of Tertiary Education and Globalisation
- Qualification framework and quality assurance -

21. February 2014

Isabelle Le Mouillour

Speaking points

1. The development of qualification framework in Europe:
   – Is permeability an issue?

2. Does permeability matter in the German qualification framework?
   – Objectives and structure of the German framework

3. What does permeability mean?
   – Selected results of a European research activity

QF stands for Qualification Framework in the following presentation

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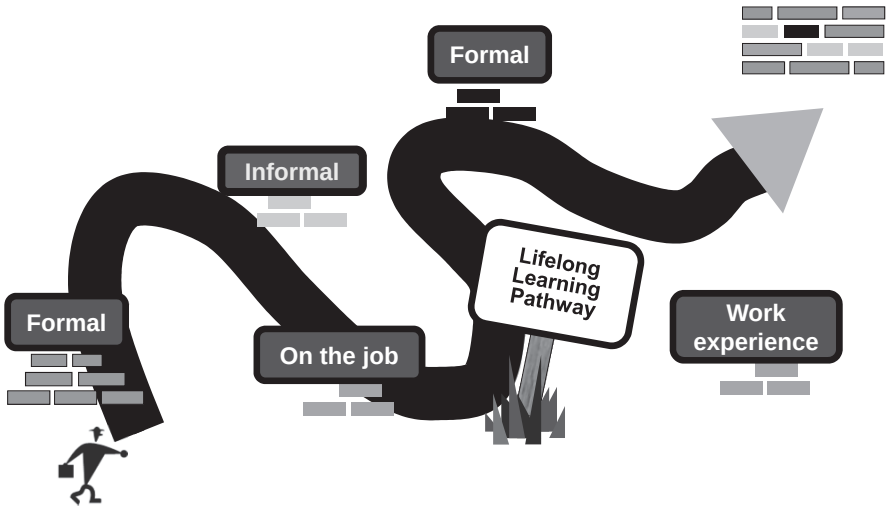
A new (?) vision of education and training (?)



European Commission

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The development of QF in Europe: Is permeability an issue?

- The *bridging* role of national QF

  the relationship between the different subsystems of education and training (general, vocational education and training (VET) and higher education) is addressed differently by countries. While frameworks in most countries can be defined as comprehensive, the bridges connecting the different parts vary in architecture and strength

  ➢ 'Vertical and horizontal progression is considered a key-task for most of the new frameworks

- 29 countries are developing or have developed comprehensive NQFs, covering *all types and levels of qualification*; all are using a *learning outcomes based approach* to define the NQF level descriptors;

- 8 countries are developing or have developed partial NQFs covering a limited range of qualifications or consisting of separate frameworks operating apart from each other.

- Permeability achieved by *cooperation between stakeholders*?
  – Whether the institutional cooperation across education sectors can be used to improve the overall permeability of national systems remains to be seen

European Qualifications Framework

Cedefop (2013). The development of national qualifications frameworks in Europe

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Frameworks and progression in education and training

European Qualifications Framework

1) Integrated national qualifications frameworks

- Permeability, progression, one logic for all level descriptors,
- Levels 6-8 are explicitly open to qualifications awarded outside the traditional higher education area (defined by European HE area)

2) Clear divide between level 1-5 and 6-8 of EQF

- Level 1-5 descriptors and level 6-8 descriptors
- Levels 6-8 are not open to qualifications awarded outside traditional higher education area (defined by European HE area)

3) Parallel level structures and descriptors at levels 6-8 of EQF

- Levels 6-8 are open to all qualifications but distinguishes different strands of qualifications, with different or same descriptors

Cedefop (2010). Linking credit systems and qualifications framework

Cedefop (2010). The development of national qualifications frameworks in Europe

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Speaking points

1. The development of qualification framework in Europe:
   - Is permeability an issue?

2. **Does permeability matter in the German qualification framework?**
   - **Objectives and structure of the German framework**

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German Qualifications Framework for Lifelong Learning

All qualifications within the German educational system across every field of education

The objective is to make equivalences and differences between qualifications more transparent and to use this as a vehicle for **supporting permeability**.

The important aspect here is to achieve reliability via quality assurance and development and to promote the idea that qualifications processes should be based on **learning outcomes** (“outcome orientation”).

The objective is to foster and enhance access to and participation in **lifelong learning** and use of qualifications for everyone, including those who are disadvantaged or affected by unemployment.

The German Qualifications Framework: all qualifications

Levels	Qualification types
1	Vocational training preparation (Berufsausbildungsvorbereitung); Employment agency measures; Pre-vocational year
2	Vocational training preparation; Employment agency measures; Pre-vocational year; Introductory training for young people; Basic vocational training (Berufsfachschule)
3	Dual vocational education and training (2yrs); Full-time vocational school
4	Dual vocational education and training (3/3,5yrs); Full-time vocational school (assistant occupations); Full-time vocational schools (full vocational qualifications)
5	Certified IT-specialist; certified technician specialist, recognized advanced vocational qualification
6	Bachelor; Certified commercial specialist (Fachwirt); Certified business management specialist (Meister); Certified operative IT professional
7	Master (MA); Strategic IT professional
8	Doctoral studies

Example of level within the German QF

Level 6			
Be in possession of competences for the planning, the processing and the evaluation of comprehensive technical tasks and problems set and be in possession of competences for autonomous management of processes within subareas of an **academic subject** or within a **field of occupational activitiy**. The structure of requirements is characterised by complexity and frequent changes			
Professional competence		**Personal competence**	
Knowledge	**Skills**	**Social competence**	**Autonomy**

German referencing report, 2013

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Level 6			
Be in possession of competences for the planning, the processing and the evaluating of comprehensive technical tasks and problems set and be in possession of competences for autonomous management of processes within subareas of an academic subject or within a field of occupational activity. The structure of requirements is characterised by complexity and frequent changes.			
Professional competence		**Personal competence**	
Knowledge	**Skills**	**Social competence**	**Autonomy**
Be in possession of broad and integrated knowledge including knowledge of basic academic principles and the practical application of an academic subject as well as a critical understanding of the most important theories and methods (corresponding to level 1 – Bachelor level – of the Qualifications Framework for German Higher Education Qualifications) **or** be in possession of broad and integrated occupational knowledge including current technical developments. Be in possession of knowledge for the further development of an academic subject **or** of a field of occupational activity. Be in possession of relevant knowledge at interfaces to other areas.	Be in possession of an extremely broad spectrum of methods for the processing of complex problems within a scientific subject (corresponding to level 1 – Bachelor level – of the Qualifications Framework for German Higher Education Qualifications), further fields of study **or** field of occupational activity. Draw up new solutions and evaluate such solutions including according consideration to various criteria even in circumstances where requirements are subject to frequent change.	Assume responsibility in working within expert teams **or** show responsibility in leading[27] groups or organisations. Instruct the technical development of others and act in an anticipatory manner in dealing with problems within the team. Present experts with arguments for and solutions to complex professionally related problems and work in conjunction with such experts on further development.	Define, reflect on and assess objectives for learning and work processes and structure learning and work processes autonomously and sustainably.

German referencing report, 2013

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Vocational education & German Qualifications Framework

What does this mean?

- **Governance:**
  - A mixed Qualifications Framework Working Group: large range of stakeholders
    - Support for developing permeability?

- **Guiding principles:**
  - A reflection on existing regulated training qualifications
  - Learning paradigm:
    - Bildung,
    - Vollständige Handlungskompetenz (*employability skills, occupational competence)*
  - Two reference systems: education system vs. employment system / labour market

- **Modernisation strategies**
  - Integration strategy: Institutional and curricula integration (general / vocational education)
  - Permeability strategy: Remaining separation between general and vocational education with bridges: permeability
  - Equivalence strategy: Separated but equivalent qualifications

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Speaking points

1. The development of qualification framework in Europe:
   – Is permeability an issue?

2. Does permeability matter in the German qualification framework?
   – Objectives and structure of the German framework

3. **What does permeability mean?**
   – **Selected results of a European research activity**

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A definition of permeability

< routes into education and training more open and flexible learning pathways > (Bruges communiqué)

Any **mechanisms or provisions** enabling, to learners, admission and access to learning opportunities on the basis of prior learning

Characterised in terms of
- Direction
- Rationale
- Scope
- Formalisation
- Coordination

There is no one-best way to support permeability

Role of context for choice of certain mechanism/provision but also its success

Impacting at the system level and prompt reflections on the capacity of the educational system to support its learners

Le Mouillour, Selected results of a European research activity, unpublished

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The challenges of permeability

Equality
Equity

- Opening doors
- Non-traditional ways
- relating to mainstream 'against barriers' ➔ defining permeability as a way to open barriers in education and training complex structures
- Opening big pathways or opening niches
- Let people enter and study further
- When you open something, you close something else

Facilitating learning permeability
or
Facilitating career development

Opening

It means a different contextualising of permeability and possibly a different perspective on qualifications.
Career development = admission to labour market

Measurement

- Real level: no figures to compare the different higher education systems in terms of permeability
- Ideological debate about opening up permeability and the illusion of equity.

Permeability only shows in impact

Qualification

Equivalence of qualifications
Value of diplomas
Let market differentiate

Challenges

Skilled crafts

Reducing barriers … in search of economic effectiveness
Is effectiveness a positive aim?

Le Mouillour, Selected results of a European research activity, unpublished

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Critical aspects for permeability

- **Permeability depends upon**
  - decisions on admission/access criteria
  - articulation of the content of qualifications and programmes
  - learning outcomes approach
- **The governance of the qualifications system**
  - Remits and funding mechanisms, autonomy
  - Support and commitment of different stakeholders
    - ❖ qualifications/units designed and updated in a coordinated manner
    - ❖ many awarding bodies are concerned, high level of complexity
  - The measurement
    - ❖ level of educational attainment (benchmark)
    - ❖ cost-efficiency; social equity; admission/access/success
    - ❖ qualifications/units designed and updated in a coordinated manner
- **The individuals**
  - Interest for progression routes
  - Guarantees?
    - ❖ on case by case? costs of recognition process, reputation
    - ❖ demand from learners or the industry might reach the critical masse

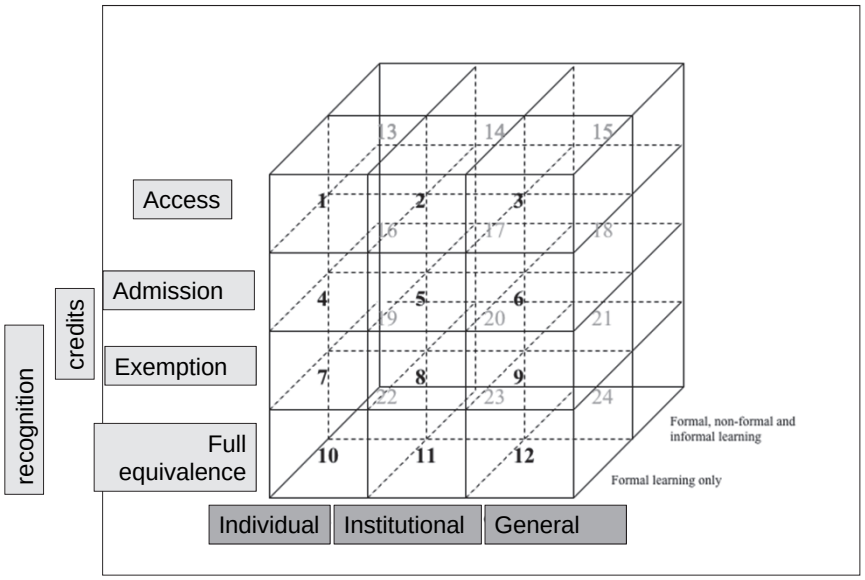
Cedefop (2010): Linking credit systems and qualifications frameworks

Normal or alternative? Mainstream or back-door?

Macro level
- Policy level
- Traditions and changes in education and training system
- Cooperation, trust and communication between actors
- Involvement of competent authorities

Meso level
- New mission definition for education and training
- New / changed institutions
- The design of pathways
- Roles assigned to qualifications (portability, employability, …)
- Vocational offers at higher qualifications levels

Is it so simple as a typology?



Le Mouillour, Selected results of a European research activity, unpublished (cooperation Andreas Saniter)

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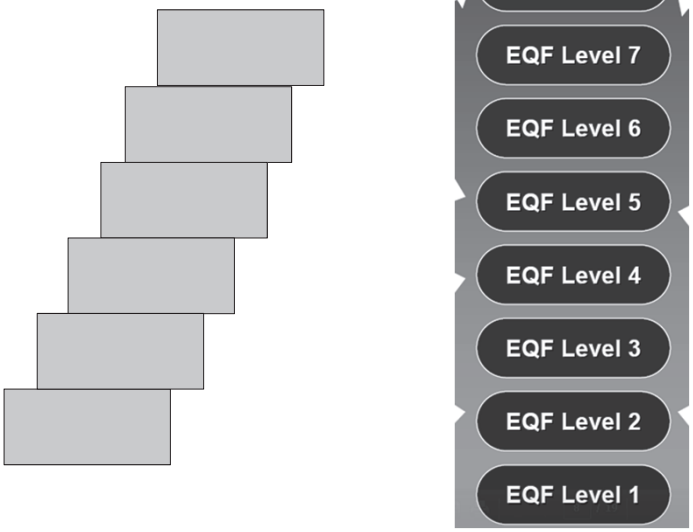
Which links with QF?



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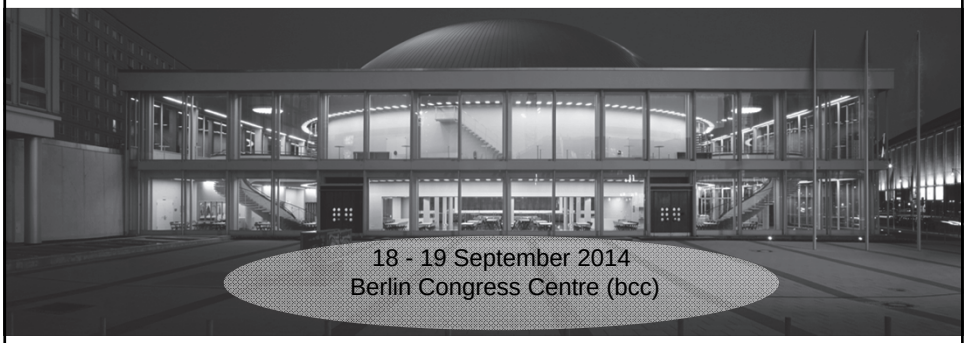
BIBB CONGRESS2014

Concepts for careers

"Structuring vocational education and training in a more attractive way – facilitating greater permeability"



Information available at www.bibb.de/kongress2014

Online registration from 17 March 2014

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Thank you for your attention!

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- national and international centre of competence for initial and continuing vocational education and training in Germany,
- improvement of vocational education and training by means of research, advisory services and development.
- VET planning; VET practice; VET research community; wider public
- The BIBB Board is viewed as the 'parliament of the VET in Germany'
- Founding of BIBB (based on Vocational Training Act of 1969): 1970 with two offices (Bonn and Berlin); relocation to Bonn in 1999; Current basis in law: Vocational Training Reform Act of 2005 (BerBiRefG)
- Financing: Budget 2012: approx. € 38,7 m;
  Federal grant from Ministry of Education and Research in 2012: approx. € 37,8 m.
- Legal supervision: Federal Ministry of Education and Research
- Legal form: Public-law institution with its own legal personality

Federal Institute for Vocational Education and Training BIBB Researching Advising Shaping the future

Confidence in Qualifications: National Qualifications Framework in Australia
Précis of presentation

Ann Doolette
Former AQF,Council ,Australlia

Qualifications frameworks are rapidly emerging around the world in response to the demand for skilled labour, increased government expenditure on education in response to this and the consequential need for accountable education systems.

A qualifications framework is an educational concept and provides the mechanism for setting standards for qualifications and defining educational pathways. However its strength is its relationship with the labour market and supporting pathways from qualifications to employment. Designed with this in mind, and in partnership with industry and the professions, a national qualifications framework can be a powerful tool for improving work-ready graduates.

Australian Qualifications Framework (AQF) qualifications are considered by the labour market as reliable indicators of the knowledge and skills acquired in education and the ability of graduates to apply their knowledge and skills in the workplace. AQF qualifications are trusted in the workplace; they are used by graduates as workplace currency and are used by employers as a means of determining the skills of potential workers.

The credibility of qualifications and the confidence of employers results from transparent qualification outcomes underpinned by the standards of the AQF and the quality assurance arrangements for AQF qualifications. A robust quality assurance system working alongside a qualifications framework is an essential requirement for a successful qualifications framework. Quality assured qualifications build confidence in the graduate outcomes. Australia has made the use of AQF qualifications and the external quality assurance of the delivery, assesment and issuance of AQF qualifications compulsory.

A further feature of a success qualifications framework that builds confidence in qualifications outcomes and the relationship between the qualifications system and labour market is the involvement of labour market stakeholders in the tertiary education system.

Tertiary education is usually a huge investment for governments and hence the community through payment of taxes. It is usually a big investment for individuals and their families. Like many countries, Australia has ambitious targets for qualification attainment for its citizens, motivated by the need for the country to be competitive in the global economy. It invests in education accordingly and in return gains benefits for the economy. Individuals gain personally from achieving qualifications however their qualifications are funded; holding a qualification improves an individual's access to employment.

Expectations of institutional accountability for their expenditure of government funding and individuals' financial contributions are high. Governments, students and the community want to know what they are buying when they undertake a qualification and that they will get value for money. This is one of the reasons for a country to adopt standards for qualifications through a qualifications framework.

The Australian Qualifications Framework has a number of key features, some of which are similar to other qualifications frameworks but others that are different.

The AQF is comprised of learning outcomes that define Australia's qualification types and qualification levels. The learning outcomes define what the graduate must know and must be able to do at the completion of the qualification. They are discipline-free, that is, they are generic statements of the level of knowledge, skills and application of the knowledge and skill required. They are not competency standards or discipline statements which are an expression of the content required for the qualification. During the curriculum development stage, the learning outcomes for the qualification type and level are married with the competency or discipline standards. The AQF is a structure of 10 levels of increasing complexity. Both are essential characteristics of a qualifications framework and are the international language that allows for the comparability of qualifications frameworks and the international recognition of qualifications.

The AQF incorporates qualification types which are the generic categories of qualifications. Qualification types are a historical feature of Australia's qualification system and are considered essential for labour market and community confidence in qualifications. Qualification types are not a feature of all national qualifications frameworks; unlike some national qualifications frameworks, only full qualification types are included in the AQF. The AQF includes specifications for each qualification type which are the rules for the development and accreditation of AQF qualifications. The level of specificity that Australia has adopted is considered an important step forward in the quality assurance and national consistency of qualifications in Australia.

The AQF is implemented through a national compliance-focussed standards-based regulatory system. All AQF qualifications must be accredited by regulatory agencies that are authorised by government; some institutions such as the public universities are authorised to accredit their own qualifications. Only government accredited institutions can deliver, assess and issue AQF qualifications. To gain permission to do so, institutions must meet minimum standards to be accredited and to retain accreditation. The regulatory authorities monitor institutions to check on their capacity to deliver qualifications and can intervene if there are concerns about the quality of the institution.

Quality outcomes are an expectation for all tertiary education institutions and they are expected to have their own internal quality assurance arrangements. However governments have determined that a robust external quality assurance system is required to protect both its investment in and the rights of consumers to quality qualifications. The external quality assurance arrangements are legislated and the regulators have significant powers to ensure that only quality institutions are operating

in Australia. A strong quality assurance system to maintain confidence in qualifications is important domestically. It is also important for Australia's international students market as the world 3rd biggest destination for international students. This commitment to quality assurance is reinforced by government by it only funding tertiary education institutions for AQF qualifications.

Australia's tertiary education has two distinct sectors: the vocational education sector and the higher education sector. Because of the existence of two mature sectors operating separately but alongside each other, Australia is a little different than some other countries. The quality assurance arrangements and the standards that underpin them are different for the two sectors yet they are similar in outcome.

The AQF provides the standards for qualifications and for pathways between qualifications for all education sectors. In addition, both sectors have sets of standards for institutional registration. The Higher Education Standards Framework applies to all higher education institutions and qualifications and includes mandatory standards for the registration of institutions and course accreditation. The Vocational Education and Training (VET) Quality Framework applies to all vocational education institutions and includes mandatory standards for the registration of vocational institutions and course accreditation. Separate standards apply for the development and accreditation of qualifications in national Training Packages in vocational education.

Similarly the regulatory arrangements for higher education and vocational education are different but comparable. The Tertiary Education Quality and Standards Agency was established on 1 July 2011 as the single Australian quality assurance agency for higher education. Its scope is all higher education institutions, including the traditional public universities, and their qualifications. The Australian Skills Quality Authority was also established on 1 July 2011 as the national quality assurance agency for vocational education. It is the national authority responsible for the regulation of all vocational institutions, including the large public TAFEs, and their qualifications.

Labour market stakeholders play a crucial role in tertiary education by defining the workplace standards and advising on how they should be met by the qualifications. Like the tertiary education sector itself, how these stakeholders are involved is different.

The professions, typically educated in the higher education sector, each have some form of regulation which ranges from regulation by members through to external regulation sometimes mandated and controlled by government. The professional agencies play an important part in identifying the workplace requirements and in determining the discipline content of qualifications. Their approval of the qualifications allows for graduates to use their qualifications for registration for professional practice because they are trusted qualifications.

In the vocational education sector, the industry skills councils develop the competency standards for their occupations in consultation with their industry partners for inclusion in AQF qualifications and packaged as national Training Packages. This is a structured and systematic way of linking qualifications to labour market needs in the

vocational education sector. Completion of a Training Package qualification means that the graduate is ready for workplace practice on completion of the qualification.

In Australia, which has one of the oldest and most well-established qualifications framework in the world, the connection between qualifications and the labour market is strong. It takes time for this level of maturity. Australia started this journey in the early 1970s when governments reached agreement on national qualification outcomes for qualifications in tertiary education sector. Not only were the qualification outcomes detailed, the qualification types and the titling of qualifications were specified. These specifications remained in place and were continually improved until the AQF, in its current format as a qualifications framework, was introduced in 1995 during an era of significant national reform in education which started in the late 1980s to support Australia's economic competitiveness through up-skilling Australia's workforce.

Having national qualifications standards in place since 1972 has meant that there has been a strong consistency in qualification outcomes since then and Australia has not suffered from the uncontrolled offerings of institutions experienced in other countries. This control, which has its critics, has meant that qualifications are generally understood, valued and trusted. One of the reasons for the AQF's endurance is that it is considered as much a labour market tool as it is an educational standard. It provides the link between education and employment and the framework for pathways from a qualification to a job.

S3A-Doolette

Confidence in Qualifications: National Qualifications Framework in Australia

Ann Doolette, Australia

Japanese Mode of Tertiary Education and Globalisation: Qualifications Framework and Quality Assurance

Fukuoka, February 2014

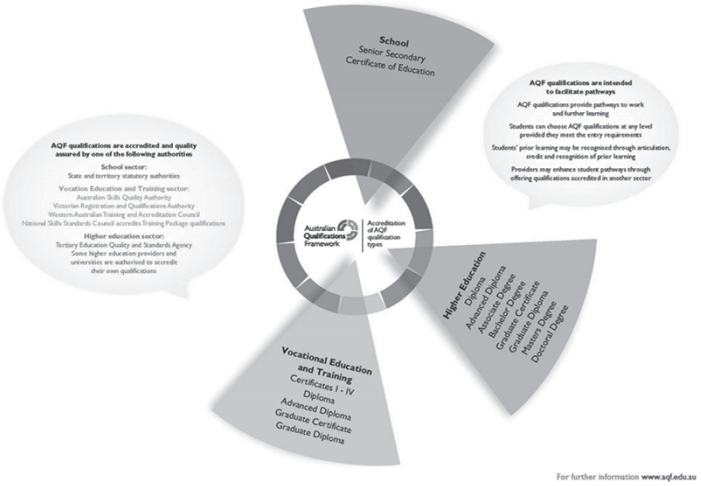
Workplace confidence in qualifications is built on confidence in qualification system

- Qualifications frameworks set the standards for qualifications and educational pathways
- They facilitate pathways from qualifications to employment if qualifications are trusted by labour market stakeholders
- Trust and confidence is gained through quality assurance of the qualifications system and involvement of stakeholders

Investment and accountability

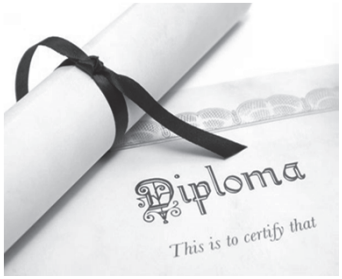
- Government financial investment in tertiary education is significant; aimed at economic gains – employers are beneficiaries
- Students co-invest in education for personal gain; holding a qualifications improves access to employment & earning capacity
- Government and community expectations of education institutional accountability is high
- Quality assured qualifications in a qualifications framework provide the system for accountability

Australian Qualifications Framework



Qualification Learning Outcomes

- Qualification learning outcomes specify the level of knowledge and skills in a discipline a graduate must demonstrate before being certified as achieving the qualification
  - ✓ **Knowledge** is what a graduate knows and understands
  - ✓ **Skills** are what a graduate can do
  - ✓ **Application of knowledge and skills** is how a graduate applies knowledge and skills in context
- Understanding of learning outcomes by institutions, employers, the community builds confidence in qualifications



Qualification outcomes are different from teaching and learning inputs

- Course curriculum brings together the generic learning outcomes of the AQF and the course content required for the discipline (determined by institutions and workplace partners)
- Teaching, learning and assessment methodologies are the responsibility of institutions

Quality Assuring Qualifications

- Australia has a comprehensive system for quality assuring qualification outcomes (both educational and industry-based)
- Internal quality assurance is the responsibility of institutions; it is part of compliance requirements
- External quality assurance is undertaken by government on a risk basis to protect its investment and to ensure Australia's education system and AQF qualifications are of high international standard
- Regulatory system is national, compliance-focussed, standards-based and legislated

Tertiary Education Standards

Higher Education

- **Higher Education Standards Framework** applies to all institutions including universities
- It includes mandatory standards for institutional registration and qualification accreditation
- AQF – standards for qualifications and qualification pathways – is embedded in each standard

Vocational Education

- **Vocational Education and Training (VET) Quality Framework** applies to all vocation education institutions including public TAFEs
- It includes mandatory standards for institutional registration and qualification accreditation
- Separate standards for Training Package development and qualification accreditation
- AQF is part of each standard

Tertiary Education Quality Assurance Arrangements

Higher Education

- **Tertiary Education Quality and Standards Agency** commenced July 2011 as national government regulator for higher education (previously undertaken regionally by governments and excluded universities)
- Standards maintained by separate agencies

Vocational Education

- **Australian Skills Quality Authority** commenced July 2011 as national government regulator for vocational education (previously undertaken by region governments)
- **National Skills Standards Council** accredits qualifications in national Training Packages
- Standards maintained by separate agencies

Workplace Standards for Qualifications

- Competency or professional standards for employment set by employer representative agencies using AQF levels
  - Professional organisations (usually funded by the professions themselves)
  - Industry skills councils (funded by governments to develop competency standards and national qualifications)
- Graduates are licenced or registered for authorisation to practice for occupations and professions when consumer protection is high (government controlled or regulated by the profession)
- Involvement of stakeholders in both processes is important for success

Australia's journey to a mature national qualifications framework

- AQF – one of world's oldest and most established national qualifications framework
- Commenced in 1972 – national agreement on qualification types, titles and descriptors
- Supported emergence of VET sector in 1980s by inclusion in same framework (also schools)
- Labour market, education, government and community stakeholders all involved – trust in qualifications and system
- Complex qualification system held together by ministers

Ann Doolette
Qualifications Specialist
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Useful links:
www.aqf.edu.au
www.teqsa.gov.au
www.asqa.gov.au
www.isc.org.au

The National Qualification Framework: Republic of Korea

Dr. Dong-Im LEE (KRIVET)

Korea's National Qualification Framework (NQF) has been in existence for more than 10 years, but only on a conceptual and design phase - due to a lack of social consensus on the practicality of the NQF. However, the Park Administration (2013-2017) has pledged to integrate and implement the NQF to replace the current superficial and meaningless credential-based system. Thus, there is an expectation that the establishment/implementation of NQF would be accelerated in the next few years.

My presentation - The NQF in Korea – is divided into 4 sections.

First section overviews the Korean national system which contains four categories; (1) general education (including higher vocational education) system, (2) vocational training system, (3) vocational qualification (VQ) system, and (4) other life-long learning recognition system. In addition, issues/problems with the operation of each system will be highlighted to reflect the recent changes in the labor market. To redress these issues, Korea introduced the NCS (National Competency Standards) and NQF for the Korean market a few years ago.

The second section deals with the development and application of NCS. It provides a comprehensive background of NCS; development and application of NCS to the VET (including higher vocational education) system.

The third section covers briefly the parameters for the establishment of the NQF. It includes, but not exclusive of, the necessity (background) of NQF, progress of developing NQF, difficulties in developing NQF, and direction & implementation of NQF.

The last section probes future policy challenges that the Korean government will face.

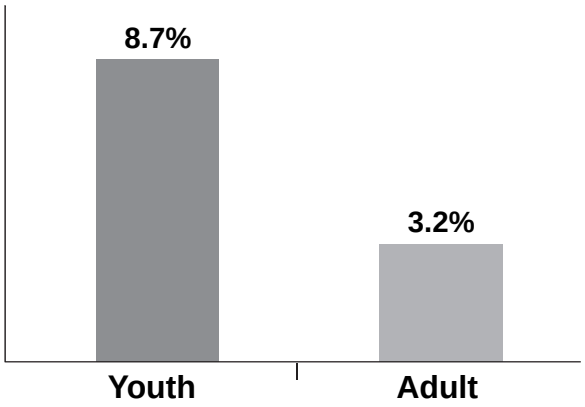
KRIVET Korea Research Institute for Vocational Education & Training

The National Qualification Framework: Korea

Dr. Dong-Im LEE

Office of Research in Qualification and NQF, KRIVET

Youth Unemployment Rate



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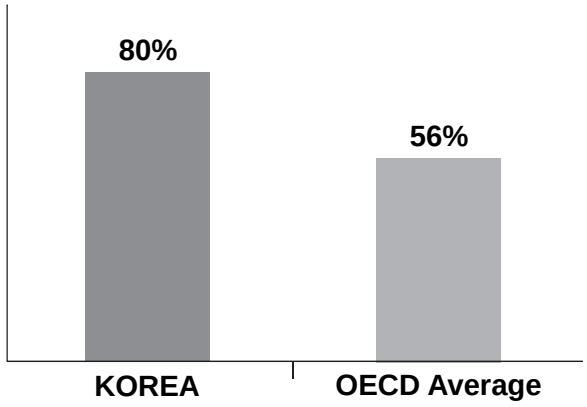
College Enrollment Rate



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Agenda: to know Korean NQF System

1. Overview of Korean System
- GE, VET, VQS, LLL
- Labor Market Fluctuations

2. Development of NCS
- Background and Development Stuatus
- Application of NCS

3. Establishment of NQF
- Demands and Developmental Progress
- NQF Pilot Project and Direction

4. Benefits and Future Policy Tasks

1

Overview

- **Education & VET System**
- **Vocational Qualification System**
- **Other Lifelong Learning System**
- **Fluctuations in Labor Market**

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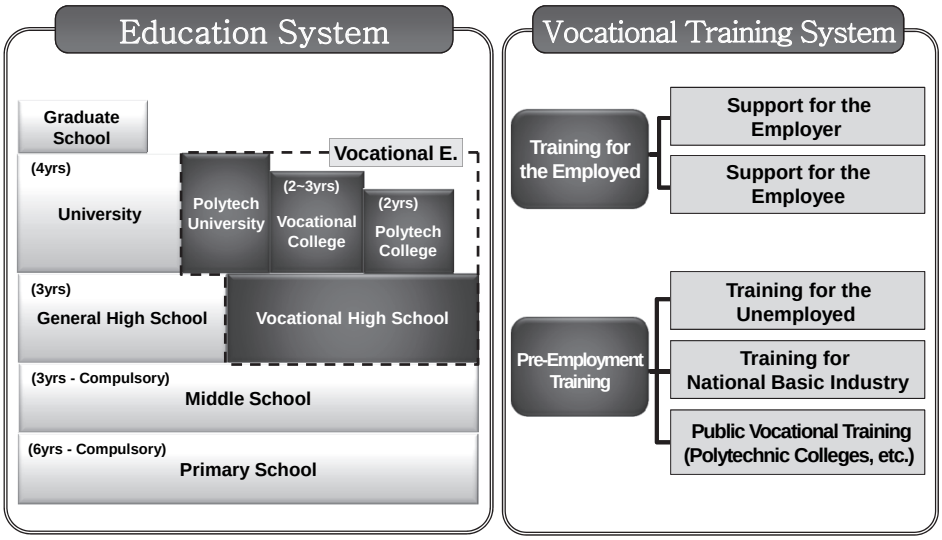
1. Overview : Separation of 2-Tier System



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1. Overview: Types of Higher Vocational Education

- **Vocational Colleges(Associate Degree)**
  - Produce Middle-Level Technicians
  - Offer 2~3 Years Post-Secondary Programs, 139 Voc. Colleges
- **Cooperate Technical Universities**
  - Institutions affiliated with large Companies
  - Offer Three Levels of Programs for selected Employees: Vocational College, Undergraduate and Graduate Level Programs
- **Polytechnic Universities (4yrs.)**
  - Aim to provide Employed Youth and Adults with an Alternative Approach to Higher Education
  - Confer a Bachelor's Degree

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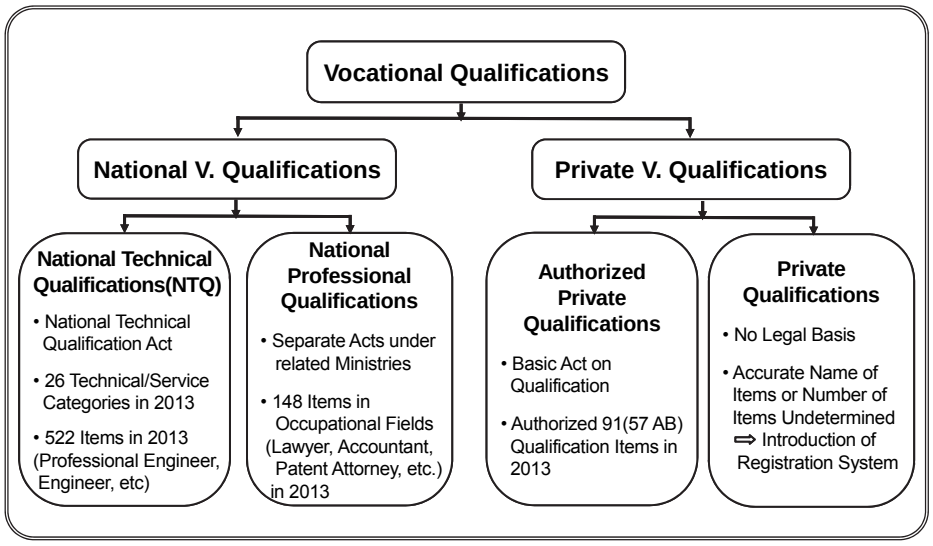
1. Overview: Higher Education Enrollment since '70

Source : Ministry of Employment and Labor

1. Overview: Multiple Approaches to VQS



* National Testing Standard

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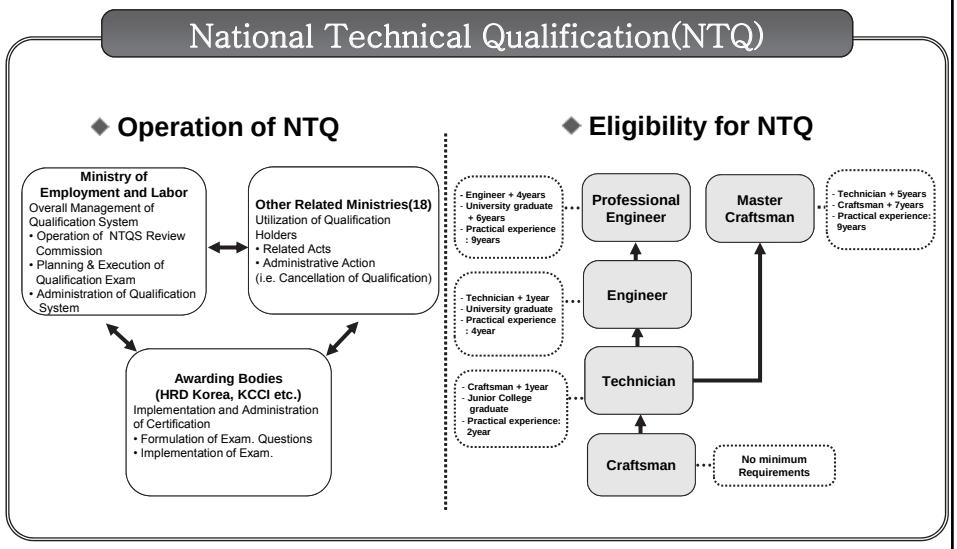
1. Overview: Operational Entities & Requirements for NTQ



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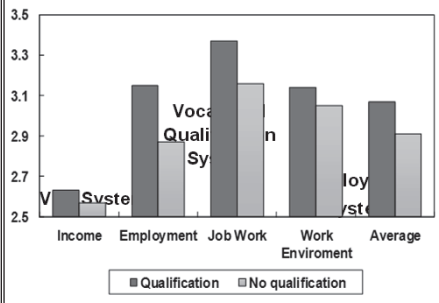
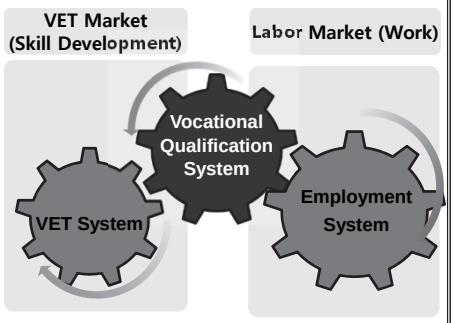
1. Overview: Better Results for VQ System

Satisfaction Degree of NTQ



Role of VQS



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1. Overview : Approaches for LLL System

Other Life-long Learning System

Credit Bank System

- Obtain bachelor or associate degree by acquiring a vocational certificate or completing coursework at non-traditional schools/institutes

Account for LLL

- Support a systematic method of continued education by recording an individual's various learning experience and accumulating these to a learning account system

Self-Study Degree / Diploma

- Acquire bachelor's degree or middle & high school diploma by passing exam
- Facilitate self-directed learning activities

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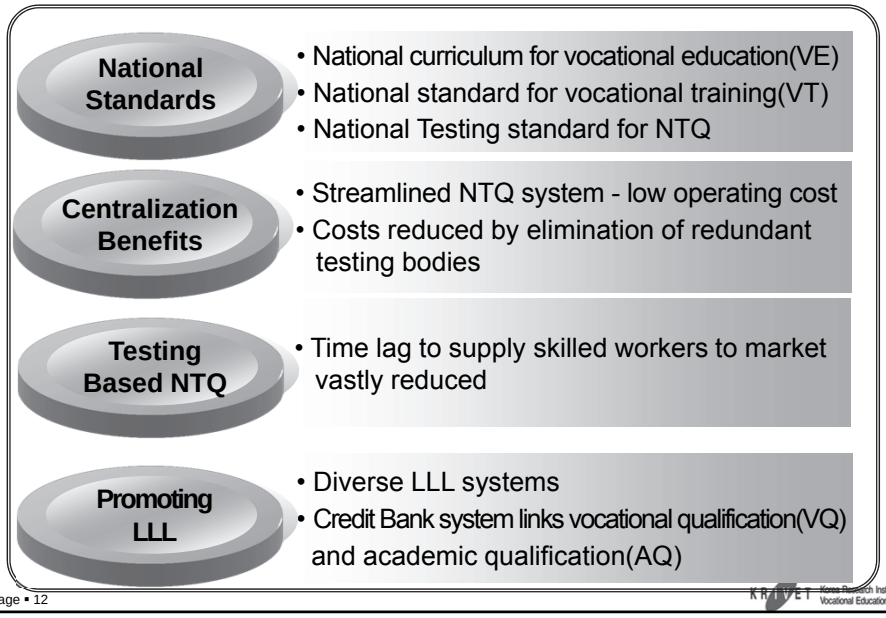
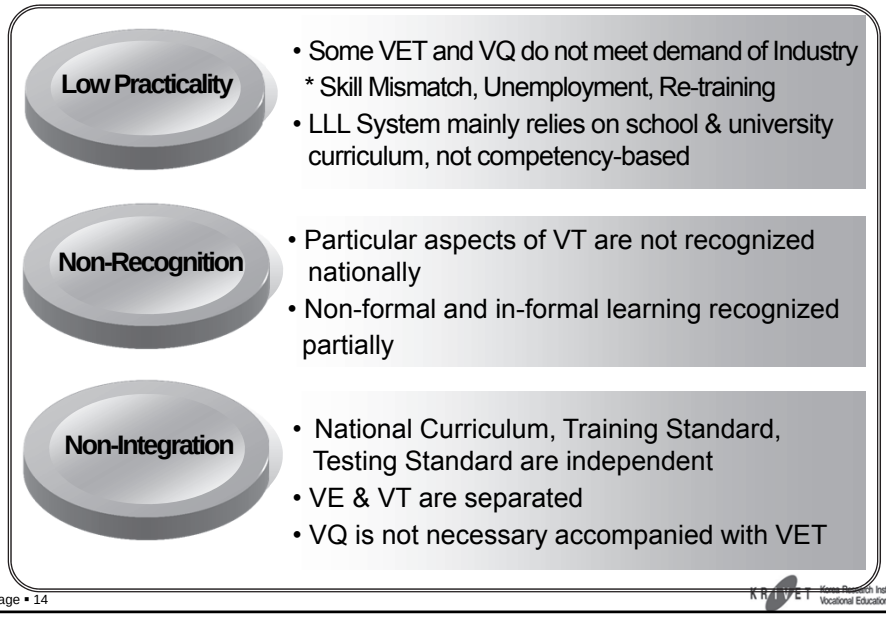
1. Overview: Multiple Strengths of VET and VQ



1. Overview: Fluctuations in Labor Market

- **Low Birthrate and Economically Active Population**
  - Decrease Number of Students in VET
- **Service-oriented Economy**
  - Need to shift from manufacturing-based to service-oriented Model
- **Technology Development and Job Change**
  - Demand for Highly Skilled and Flexible Workers
  - Skill Mismatch - Unemployment
  - Establishment of a Lifelong Vocational Education System to integrate Learning and Work
- **Economic Openness and Globalization**
  - International Competitiveness of Vocational College Education
  - Labor Force Mobility

1. Overview: Limitations of QS → Introduction of NCS & NQF



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2

Developing NCS

- **Background and Goal of NCS**
- **Structure and Development Status of NCS**
- **Application of NCS**

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2. Developing NCS: Background

- **Mismatch between Work and VET, Work and Qualification**
  - Result of Technology Changes; Job Duty Changes
    → Increase in Re-Training Cost and Duration for New Employee
- **Incompatibility between Skills Required by Company and Skills provided by School**
  - University: 14.0%, Junior College: 26.0%, Vocational High School: 15.3% ('11, KLI)
- **Result of NTQ's Performance Evaluation (374 among 522 Qualifications)**
  - 55 Items do not meet demands from industry ('09~'11, KUTE)

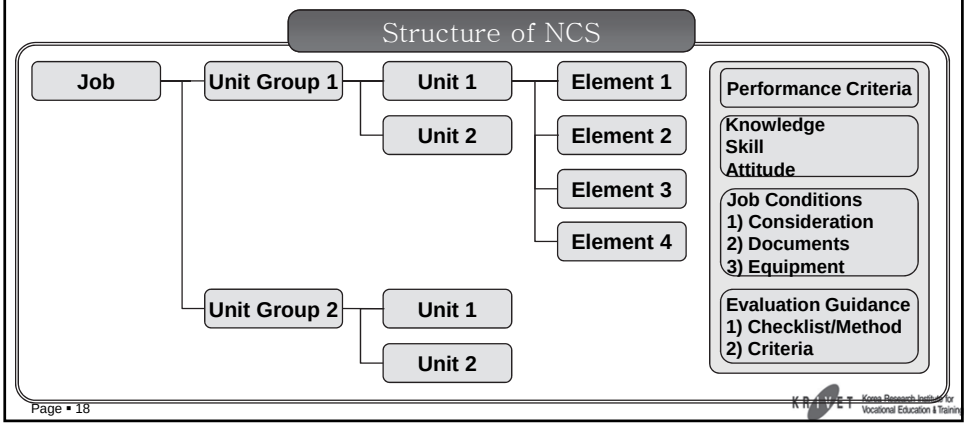
2. Developing NCS: Goals of NCS

- **Established System to convey HR Industry demands by Linking Work, VET, Qualification – a Quantitative/Qualitative Balance in HRD**
  - Strengthen Industrial Competitiveness
  - Foster Industry oriented Competence
  - Improve Employment Opportunities
  - Enhance Practicality of VET & Vocational Qualification
  - Facilitate Internationalization VET & & Vocational Qualification
  - Facilitate "Work-Oriented Lifelong Learning"

2. Developing NCS: Development Status & Structure of NCS

◆ **NCS Development Status and Structure**

Years	2002~2012	2013	2014	2015
Total : 827	269	240	290	28



2. Developing NCS: Application of NCS to VE

◆ **Development of Learning Modules (LM): Ministry of Education**

- NCS Development → LM Development → Curriculum Operation
- LM shall apply to School Curriculum and describe detailed Knowledge and Practice needed to learn Specific Job Duties

◆ **Improving of Curriculum Operation: Ministry of Education**

- Vocational High School
- Vocational College

* Application of New Curriculum based on NCS and LM from 2014

2. Developing NCS: Application of NCS to VT

◆ **Development of Training Standards based on NCS**

* (2013) 250 Training Standards → (2014) 241 → (2015) 286

• The Training Standards based on NCS shall apply to the Public Vocational Training Institutes

* Financial Support for New Facilities and Equipment due to changing Training Standards

• Advantage for Private Vocational Training Institutes using NCS

* In Recognition of Training Course: Additional Points for Training Course based on NCS

2. Developing NCS: Application of NCS to VQ

◆ **Improvement of existing NTQ Testing Standards**

◆ **Reform of existing NTQ Items**

• Unification between similar Qualification Items

• Cancellation of obsolete Qualification Items

• Creation of Qualification by Market Demand

◆ **Introducing New Qualification System**

• Course based Qualification

• (Background) to link Vocational Training, Education and Skills Testing, focusing on Skill Requirement of Industry

3

Establishing NQF

- **Demands and Goals of NQF**
- **Developmental Progress of NQF**
- **NQF Pilot Project**
- **Direction of NQF**

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3. Establishing NQF: Demands of System

Background of NQF Establishment

Globalization	• Require Qualification to be Compatible and Transparent → NQF
Technical Advancement + **Labor Market Change**	• Require Qualification to be Practical and Competency-Based → (NCS) Development • Require Employee to learn Lifelong to be Employed → NQF
Political Demand	• Require Competency-Oriented Society → NQF
Individual Demand	• Require Wider Recognition of Learning → NQF

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3. Establishing NQF: Development - NQF Levels

Level of NQF

Level	Knowledge	Skill	Competence
8			
7			
6			
5			
4			
3			
2			
1			

Level Descriptor : Knowledge, Skill, Competence
Level Determinants : Complexity, Autonomy of Job

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3. Establishing NQF: NQF(draft)

NQF (draft)

Level	National Technical Qualification	National Professional Qualification	Authorized Private Qualification	General Education	Lifelong Learning	NVQ
8 Level	Professional Engineer			Ph. D		
7 Level				Master's Degree		
6 Level	Engineer			4year College Graduate (Bachelor's Degree)	Recognition of LLL (e.g. Self-Study Degree, Credit Bank System, Account for LLL)	Qualification based on NCS, Work experience
5 Level				3years College Graduate		
4 Level	Technician			2year College Graduate		
3 Level				High School Graduate+1		
2 Level	Craftsman			High School Graduate		
1 Level				Middle School Graduate+2		

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3. Establishing NQF:

5years Master Plan on NQF Establishment

	2013	2014	2015	2016	2017
◆ Revise of existing VET					
◆ Improvement of existing VQ					
◆ Introduction of New Qualification					
◆ Upgrade of LLL System(RPL)					
◆ Reform of System regarding Labor Market : HRM System					
◆ A Master Plan on NQF Implementation : Action Plan					

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3. Establishing NQF: SQF Pilot Project

◆ **Target Industry**

- Beauty, Car Maintenance, Chemical Industry, Software etc.

◆ **Direction of Sectoral Qualification Framework(SQF) Pilot Project**

- Preparing for SQF(draft) led by Industry
- Consensus on SQF among Related Stakeholders,

◆ **Contents of SQF Pilot Project**

- Labor Market Analysis
- Analysis of existing diverse Qualification's Quality and Skills Mismatch
- Improvement of the Problem Qualifications and Create of new Qualifications
- Classifying the Qualifications on the QF according to Level
- Linkage among diverse Qualifications
- Making a Learning(Career) Path of Learner

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3. Establishing NQF: Direction of NQF

- Park Administration's New Policy Initiative
- Systems to be Reformed by NQF
- New Professional Degrees to reflect Industry Needs
- Operational Flow of NQF

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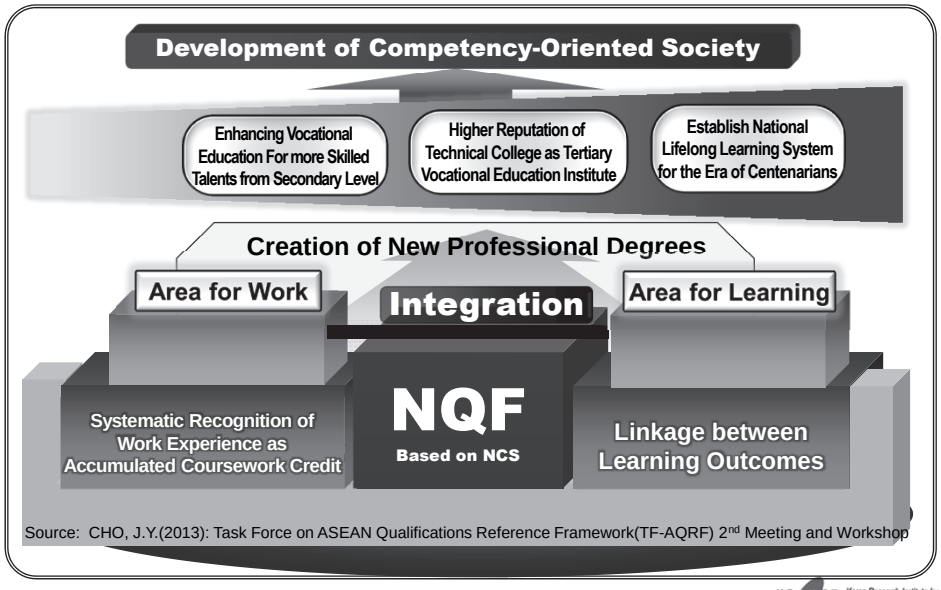
3. Establishing NQF: Direction - Park's New Policy Directive



Source: CHO, J.Y.(2013): Task Force on ASEAN Qualifications Reference Framework(TF-AQRF) 2nd Meeting and Workshop

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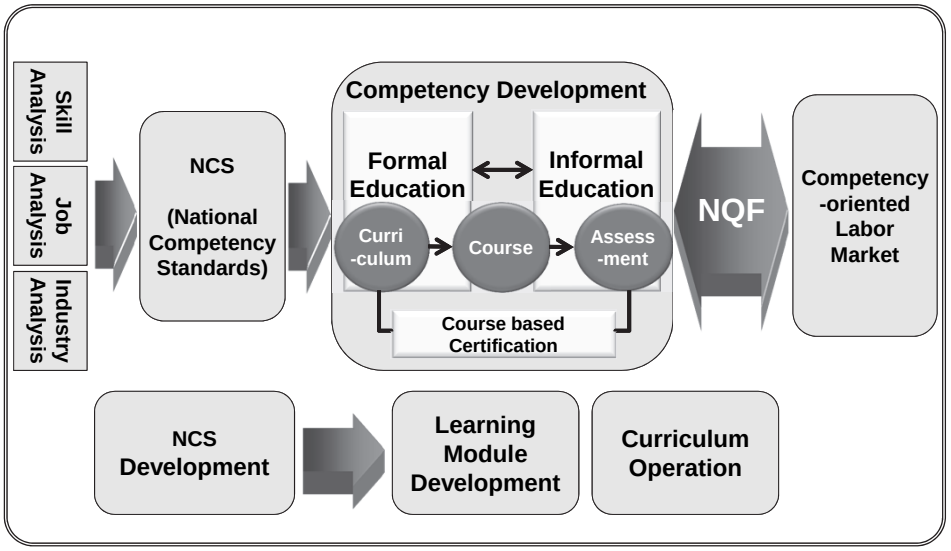
3. Establishing NQF: Relevance of NCS & NQF



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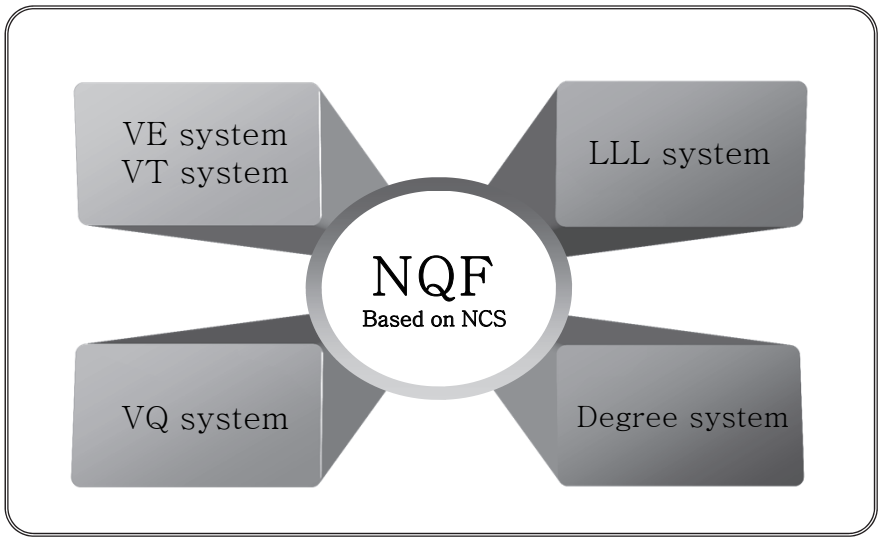
3. Establishing NQF: Direction - Implementing NQF



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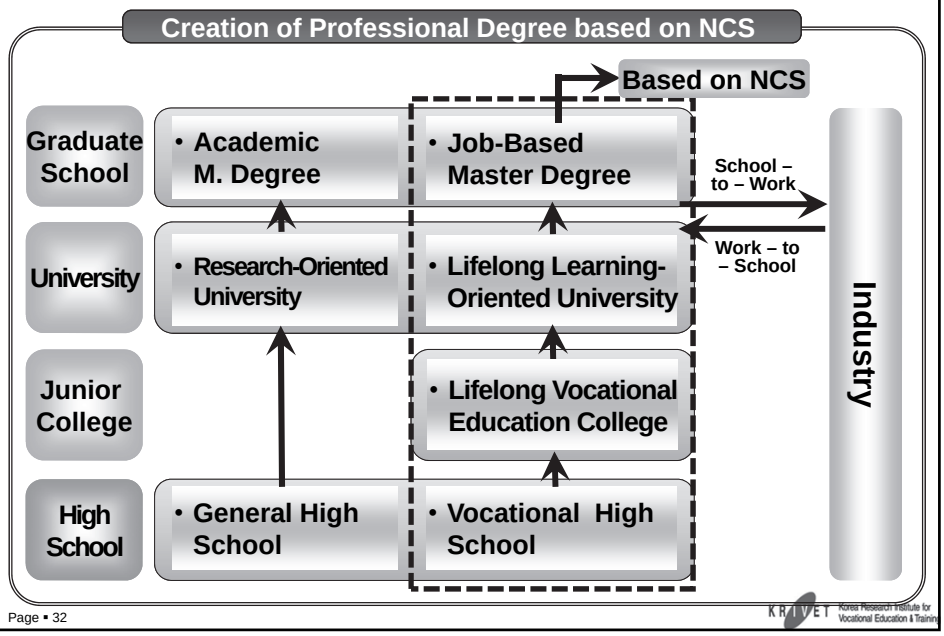
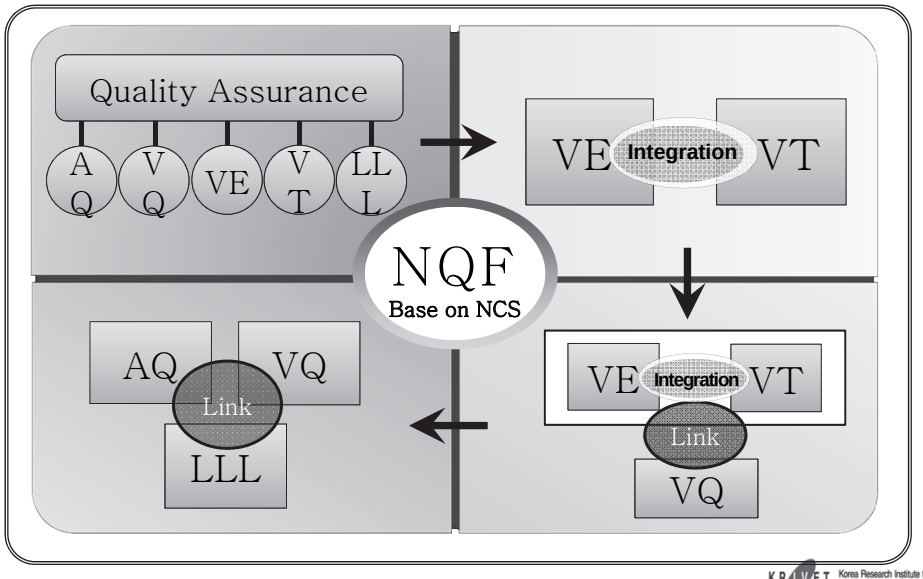
3. Establishing NQF: New Degrees to Reflect Industry Needs



3. Establishing NQF: Direction- Operational Flow of NQF



4

Benefits & **Future Policy Tasks**

- **Benefits**
- **Future Policy Tasks**

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4. Benefits:

Individual

- Development of Competency-Based Skills
- More Opportunities for Employment and Shortening of Job Seeking Duration
- Easily Understand Learning Pathway

Company

- Hiring employee with high performance and increasing satisfaction level of new employee's competence
  * the current degree: 67.3/100(KCCI, 2011)
- Reduce re-training cost and duration for new employee
  * re-training cost : 2.2million won per new employee for (KCCI,2011)

Government

- Higher Effectiveness by reducing Skill Mismatching (e.g. Unemployment Allowance)
- Facilitating International Workforce Mobility

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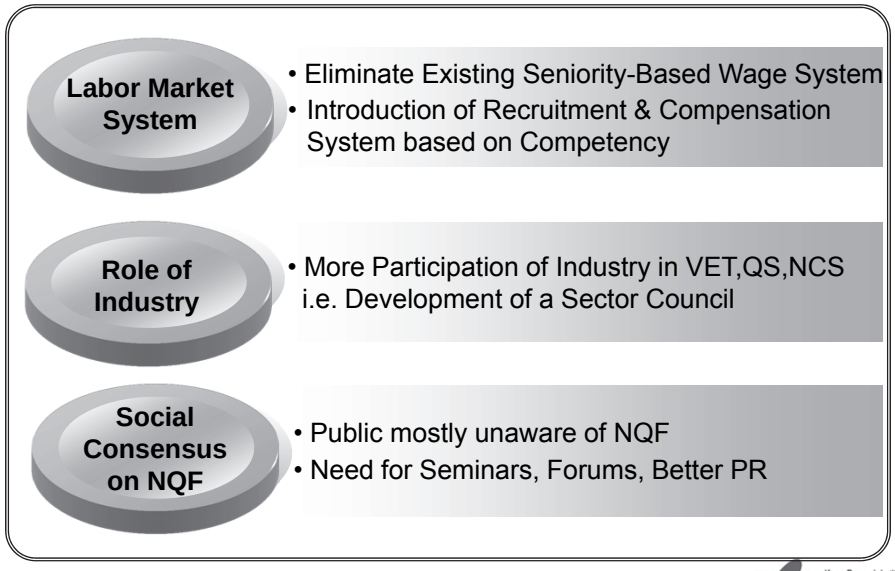
4. Future Policy Tasks:



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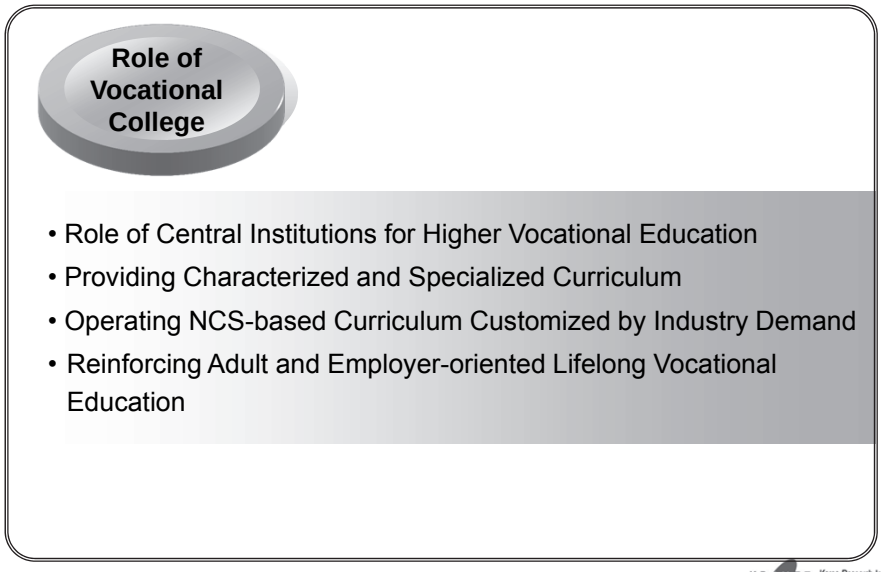
4. Future Policy Tasks:



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Summary:

1. Overview of Korean System

- GE, VET, VQS, LLL
- Labor Market Fluctuations

2. Development of NCS

- Background and Development Stuatus
- Application of NCS

3. Establishment of NQF

- Demands and Developmental Progress
- NQF Pilot Project and Direction

4. Benefits and Future Policy Tasks

Page ▪ 38

Thank You

(dilee@krivet.re.kr)

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Page ▪ 39

Appendix 1

NCS Development Areas(24)

01 Management	**07** Social Welfare and Religion	**13** Food Service	**19** Electric and Electronic
02 Business and Accounting	**08** Culture, Arts, Design, and Broadcasting	**14** Construction	**20** Information Technology
03 Finance and Insurance	**09** Driving and Transportation	**15 Machine**	**21** Food Processing
04 Education and Natural and Social Science	**10** Sales	**16** Material	**22** Printing, Wood, Furniture and Craft
05 Legal work, Police, Fire Fight, Guidance and National Defense	**11** Security and Janitor	**17** Chemical	**23** Environment, Energy and Safety
06 Health and Medical	**12** Beauty, Lodging, Traveling, Game, and Sports	**18** Fiber and Garment	**24** Agriculture, Forestry and Fishery

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Appendix 2

Credit & Learning Hours in NQF

NQF		Minimum credits per level	Accumulated Credits	Notional time	Total accumulated notional time	note
Level	Education					
8	Ph. D	120	524	3,600	15,720	※ 1 Credit =30 hrs (notional time) Attending time on formal education + self-directed learning hours & test preparation time
7	Master	60	404	1,800	12,120	
6	Bachelor	30	344	900	10,320	
5	Associate degree+1 yr	30	314	900	9,420	
4	Associate degree (high school diploma+2 yr)	40	284	1,200	8,520	
3	High school diploma+1 yr	40	244	1,200	7,320	
2	High school diploma	204[1)]	204	6,120	6,120	
1	Below high school	~ 204	~ 204	~ 6,120	~ 6,120	

Source: CHO, J.Y.(2013): Task Force on ASEAN Qualifications Reference Framework(TF-AQRF) 2nd Meeting and Workshop

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QUALITY ASSURING MALAYSIAN QUALIFICATIONS

Mohamad Dzafir Mustafa
MQA Training Center, Malaysia

Introduction

The quality assurance of Malaysian qualifications, which is under the responsibility of the Malaysian Qualifications Agency (MQA), constitutes a subset yet subsumes an integral part of the larger Malaysian higher and continuing education regulatory and quality framework. The establishment of MQA, in 2007, is to form an integrated and harmonized qualifications and quality assurance system albeit the various types of higher and continuing education providers and programs including those with foreign origins and involvements. The MQA quality assurance outcomesshall serve as part of regulatory fulfillments required under respective laws by which providers are established and operated. These include providers and programs of foreign origins which are regulated under the Private Higher Education Institution Act (555) 1996.

The MQA subscribes to the best practices for qualification-based quality assurance that calls for clearly defined, transparent and fair criteria and standards that serve as references for internal practices of the providers, including self evaluation, as well as external evaluations of the MQA and its partners. Both internal and external undertakings are guided by the Malaysian Qualification Frameworks and nine quality assurance areas.

Malaysian Qualifications Framework

The MQF is Malaysia's declaration about its qualifications and their qualities in relation to its education system. It is an instrument that develops and classifies qualifications based on a set of criteria that are approved nationally and benchmarked against international best practices.

The MQF clarifies the academic levels, learning outcomes and credit system based on student academic load. The MQF also integrates all national qualifications and provides educational pathways through which it links qualifications systematically. These pathways will enable the individual learner to progress through credit transfers and accreditation of prior experiential learning in the context of lifelong learning.

The MQF has eight levels of qualifications in three national higher education sectors; i.e. skills sector, the vocational sector and the academic/university sector,

and is supported by lifelong educational pathways. It is premised upon a learner-centered and outcome-based educational experience.

Each level of qualifications has its own learning outcomes based on the eight domains namely, knowledge; practical skills; social skills and responsibilities; values; attitudes and professionalism; communication; leadership and team skills; problem solving and scientific skills; management and lifelong learning skills; and managerial and entrepreneurial skills.

The MQF defines qualifications by using level descriptors and credit system. Level descriptors signify the levels of capabilities expected from the graduating students in terms of the depth, complexity and comprehension of knowledge; application of knowledge and skills; the degree of autonomy and creativity in decision making; the communication skills; and the breadth and sophistication of practices.

Student's academic efforts are measured by using the credit system based on the total number of student hours that are required to achieve the learning outcomes. This includes activities such as lectures, tutorials, seminars, research as well as laboratory and field works. In Malaysia, 40 hours of notional student learning time is valued as one credit.

It is a requirement under the MQA Act (679) 2007that a program or qualification must comply with the MQF in order to be accredited by the MQA.

Quality Assurance Areas

The MQA quality assurance system requires providers to continuously maintain and enhance the quality of their input, process and output of educational provisions. These requirements can be reduced to nine generic quality assurance areas as follows:

1. Vision, mission and learning outcomes;
2. Curriculum design and delivery;
3. Student selection and support services;
4. Assessment of students;
5. Academic staff;
6. Educational resources;
7. Program monitoring and review;
8. Leadership, governance and administration; and
9. Continual quality improvement.

These generic quality assurance areas have been translated into codes of practices, discipline standards, guides to good practices and other quality

assurance documents. These quality documents were prepared with inputs from experts and stakeholders via a series of focus group discussions and exchanges. They have also been benchmarked against international good practices. They address institutional or programmatic provisions of the providers with some focuson the specific nature of educational orientations, for examples; open and distance learning, executive education and accreditation of prior experiential learning.

Quality Assurance Processes

The MQA quality assurance processes have been devised to cover various critical stages of an institution's educational progression. In general, the MQA quality assures programs or institutions through three distinct processes:

1. **Provisional Accreditation**; this is a candidacy evaluation for a newly developed program. This evaluation verifies the adequacy and appropriateness of programmatic arrangements before it is being offered to the learners.

2. **Accreditation**; this is an evaluation of a program that takes place when the first of cohort of students are about to graduate. It verifies the quality states of a program arrangement and delivery for the purpose of granting the MQA 'full' accreditation.

3. **Audits** – A quality verification exercise that may be conducted in various themes and forms at the program, faculty or institutional level, including for the purpose of accreditation maintenance.

The accreditation evaluation and audit processes incorporate self evaluations and document submissions by the providers as well as document verifications, interviews and site visits by trained peer assessors.

All processes above collectively constitute an externally continuous monitoring system to ensure the programs offered by providers are always internally improved and quality assured. The MQA is armed with powers to suspend or revoke the accreditation credentials of those that failed to do so.

Self Accreditation Status

The MQA Act (679) 2007 also provides for the conferment of a self accrediting status to mature higher education institutions that have well established internal quality assurance mechanisms. To be so conferred, the higher education institution needs to undergo an institutional audit.

Accreditation of Professional Programs

Programs leading to professional qualifications require accreditation to be done in close collaboration with the professional bodies. These are professional bodies established under various Acts of Parliament to regulate the profession through licensing of practitioners. The relation with the MQA is normally operationalised through a joint technical committee. These programs, among others, include medicine, dentistry, pharmacy, architecture and engineering. Generally the accreditation provided for the program also meant recognition from the professional bodies.

Referencing Services

MQA provides referencing services of Malaysian qualifications for the public benefit. MQA maintain an online form of the Malaysian Qualifications Register which enlisted all qualifications complied with MQF and accredited by MQA. The MQR contains information on, among others, the credit requirements of each qualification or program, and thus facilitate the credit transfer process from one qualification or program to another. The information in the MQR can also be used for certification or clarification regarding any registered qualification. Any interested party may refer to the MQR, as one of referencing sources, in order to obtain verification on the status of a qualification conferred by any institution in Malaysia.

The MQA also evaluates foreign qualifications and assesses its comparability in relation to the Malaysian Qualifications Framework.

References:

1. Malaysian Qualification Agency (2008)Code of Practice for Institutional Audit, Kuala Lumpur
2. Malaysian Qualification Agency (2008)Code of Practice for Programme Accreditation, Kuala Lumpur
3. Malaysian Qualification Agency (2007) Malaysian Qualification Framework: Point of Reference and Joint Understanding of Higher Education Qualifications in Malaysia, Kuala Lumpur
4. Mohamad Dzafir Mustafa (2013, October), Quality Assurance of Transnational Education in Malaysia. Powerpoint presentation at the ASEAN+3 Higher Education Quality Assurance Forum, Tokyo
5. Zita Mohd Fahmi (2008, 6-8 July) Quality Assurance of Malaysian Higher Education. Paper presented at the ASEAN Quality Assurance Agencies

Roundtable Meeting, Kuala Lumpur. Kuala Lumpur: Malaysian Qualification Agency

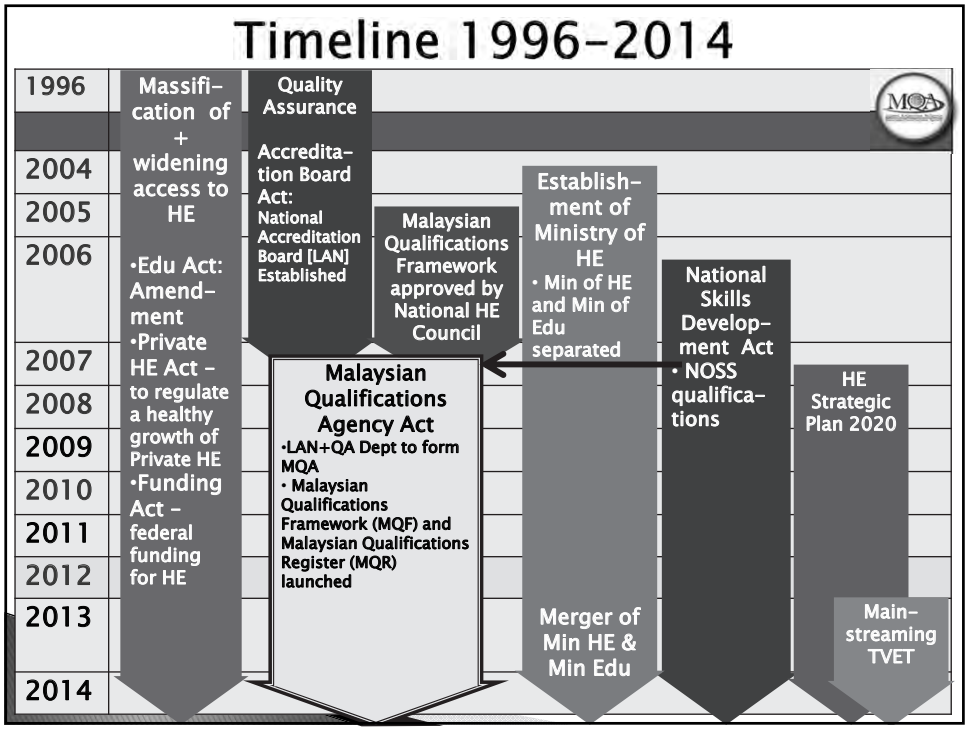
S3A-Mustafa

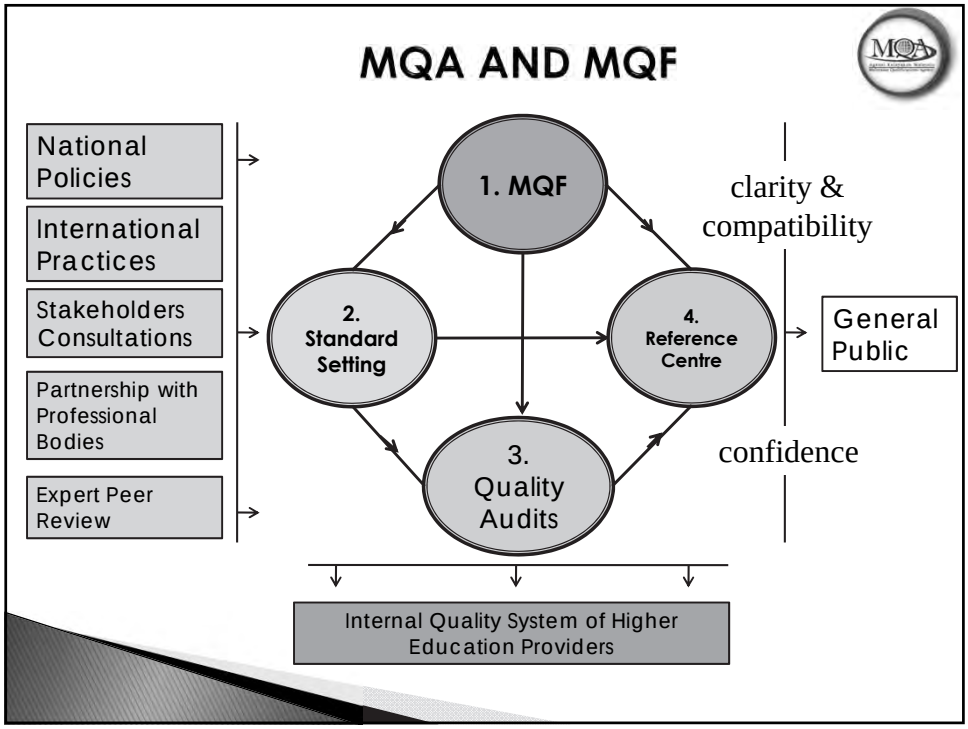
Agensi Kelayakan Malaysia
Malaysian Qualifications Agency

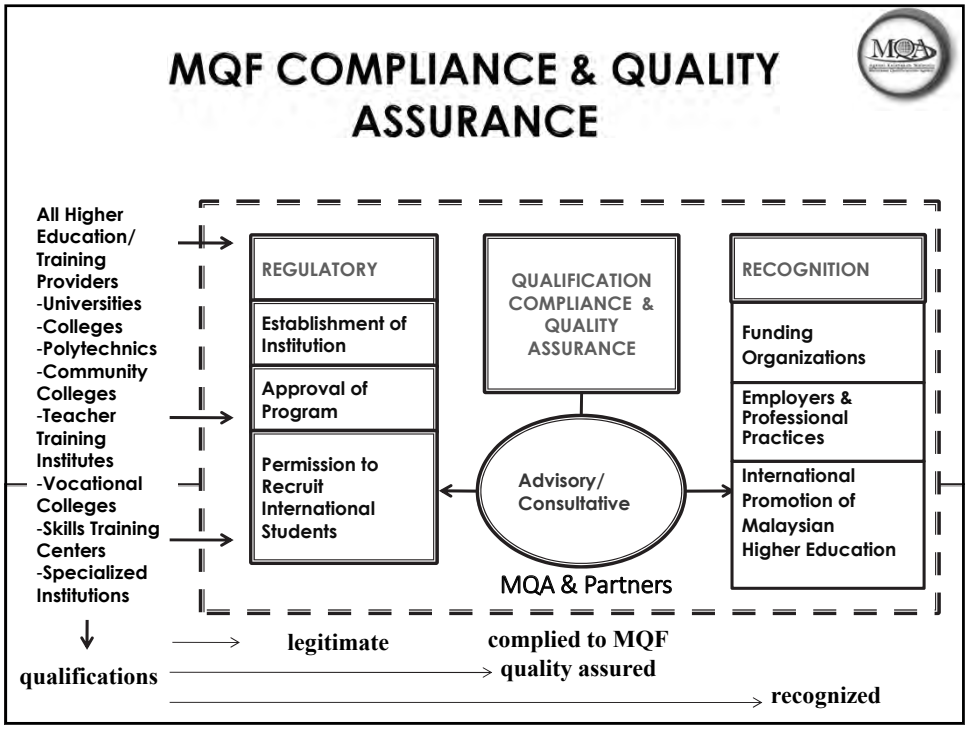
Quality Assuring Malaysian Qualifications

Mohamad Dzafir Mustafa
MQF, Malaysia

1



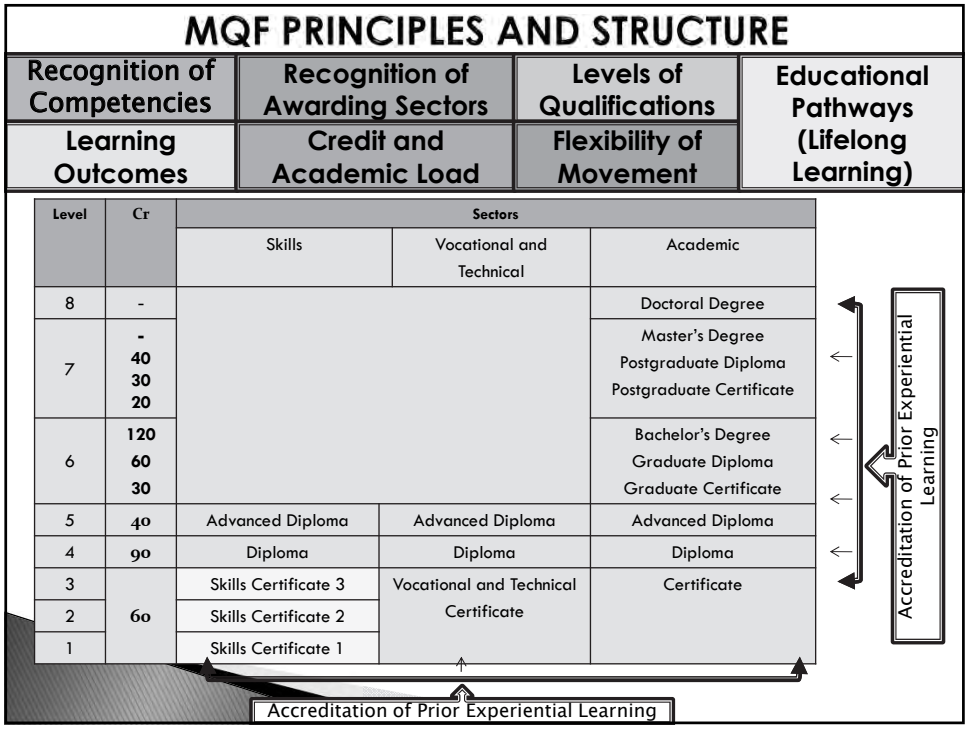

MQA AND MQF
National Policies
International Practices
Stakeholders Consultations
Partnership with Professional Bodies
Expert Peer Review
1. MQF
2. Standard Setting
3. Quality Audits
4. Reference Centre
clarity & compatibility
confidence
General Public
Internal Quality System of Higher Education Providers

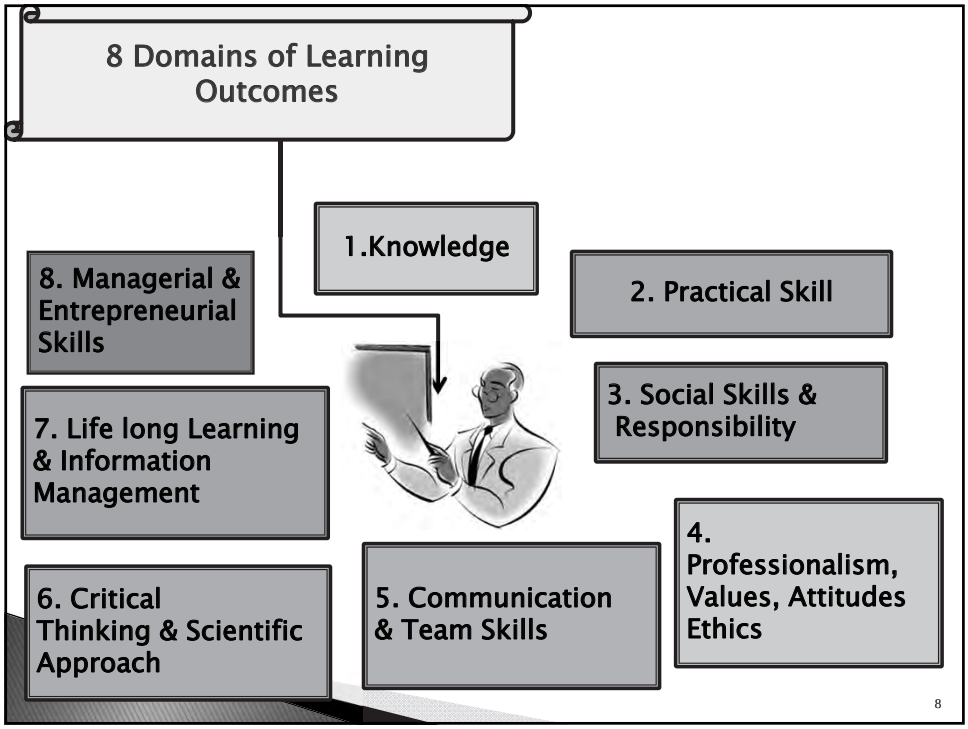

MQF COMPLIANCE & QUALITY ASSURANCE
All Higher Education/ Training Providers
-Universities
-Colleges
-Polytechnics
-Community Colleges
-Teacher Training Institutes
-Vocational Colleges
-Skills Training Centers
-Specialized Institutions
REGULATORY
Establishment of Institution
Approval of Program
Permission to Recruit International Students
QUALIFICATION COMPLIANCE & QUALITY ASSURANCE
Advisory/ Consultative
MQA & Partners
RECOGNITION
Funding Organizations
Employers & Professional Practices
International Promotion of Malaysian Higher Education
legitimate
complied to MQF
quality assured
qualifications
recognized

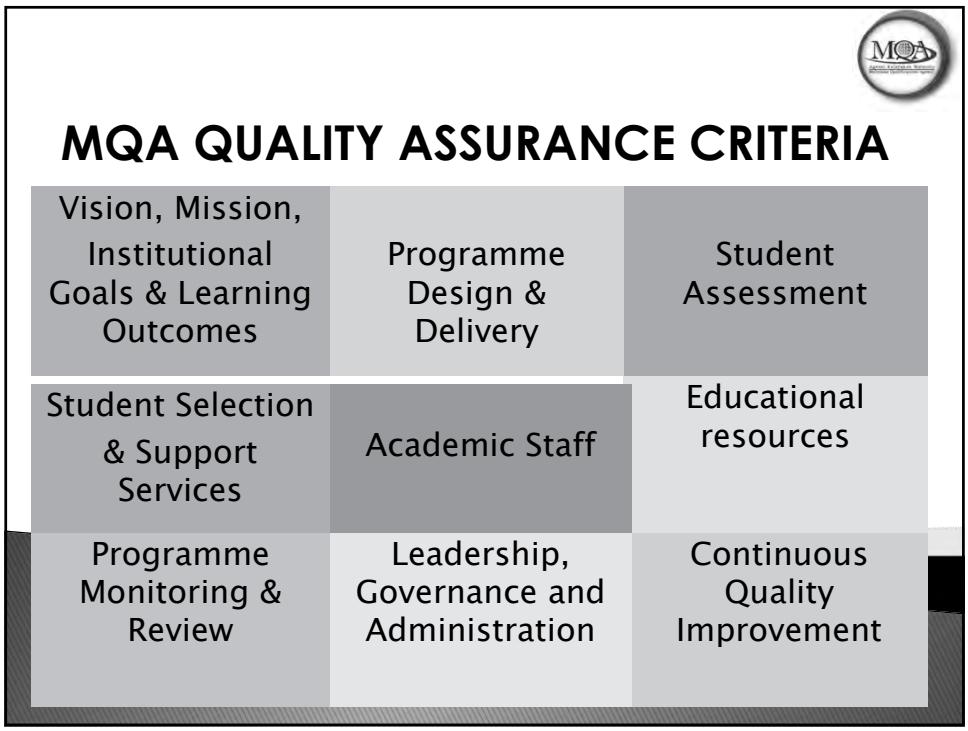
MALAYSIAN QUALIFICATIONS FRAMEWORK

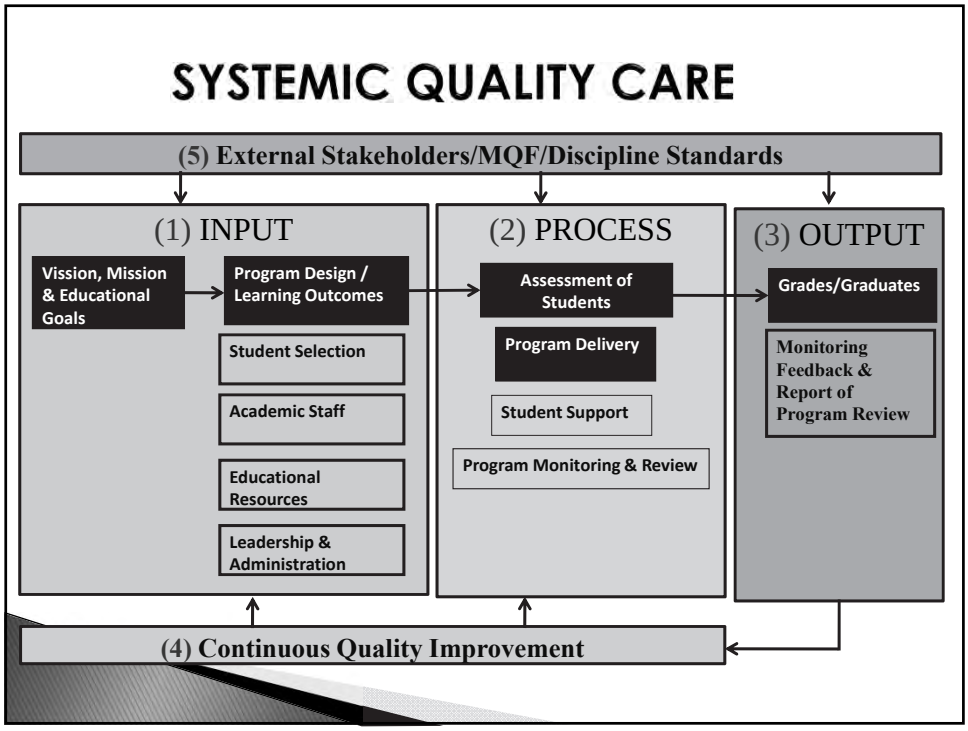
An instrument that develops and classifies qualifications based on a set of criteria that is approved nationally and at par with international practices, and which clarifies the earned **competency levels, learning outcomes** of study areas and **credit system based on student academic load**.

6

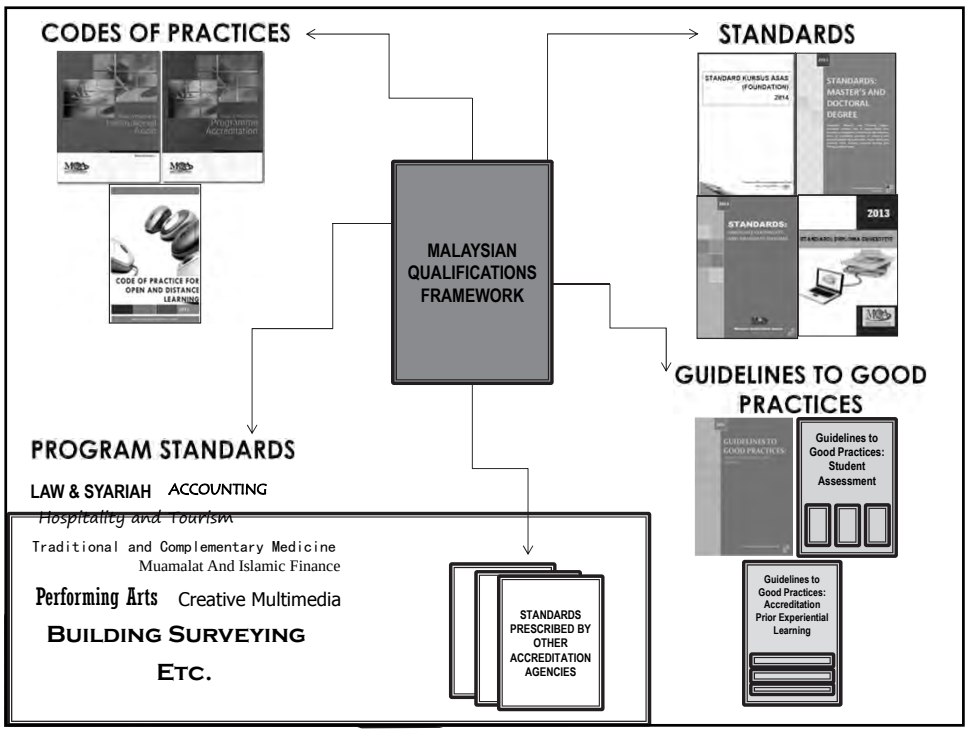

MQF PRINCIPLES AND STRUCTURE
Recognition of Competencies
Recognition of Awarding Sectors
Levels of Qualifications
Educational Pathways (Lifelong Learning)
Learning Outcomes
Credit and Academic Load
Flexibility of Movement
Level
Cr
Sectors
Skills
Vocational and Technical
Academic
8
-
Doctoral Degree
7
- 40 30 20
Master's Degree
Postgraduate Diploma
Postgraduate Certificate
6
120 60 30
Bachelor's Degree
Graduate Diploma
Graduate Certificate
5
40
Advanced Diploma
Advanced Diploma
Advanced Diploma
4
90
Diploma
Diploma
Diploma
3
60
Skills Certificate 3
Vocational and Technical Certificate
Certificate
2
Skills Certificate 2
1
Skills Certificate 1
Accreditation of Prior Experiential Learning
Accreditation of Prior Experiential Learning


8 Domains of Learning Outcomes
1.Knowledge
2. Practical Skill
3. Social Skills & Responsibility
4. Professionalism, Values, Attitudes Ethics
5. Communication & Team Skills
6. Critical Thinking & Scientific Approach
7. Life long Learning & Information Management
8. Managerial & Entrepreneurial Skills
8


MQA QUALITY ASSURANCE CRITERIA
Vision, Mission, Institutional Goals & Learning Outcomes
Programme Design & Delivery
Student Assessment
Student Selection & Support Services
Academic Staff
Educational resources
Programme Monitoring & Review
Leadership, Governance and Administration
Continuous Quality Improvement


SYSTEMIC QUALITY CARE
(5) External Stakeholders/MQF/Discipline Standards
(1) INPUT
Vission, Mission & Educational Goals
Program Design / Learning Outcomes
Student Selection
Academic Staff
Educational Resources
Leadership & Administration
(2) PROCESS
Assessment of Students
Program Delivery
Student Support
Program Monitoring & Review
(3) OUTPUT
Grades/Graduates
Monitoring Feedback & Report of Program Review
(4) Continuous Quality Improvement

STANDARDS SETTING



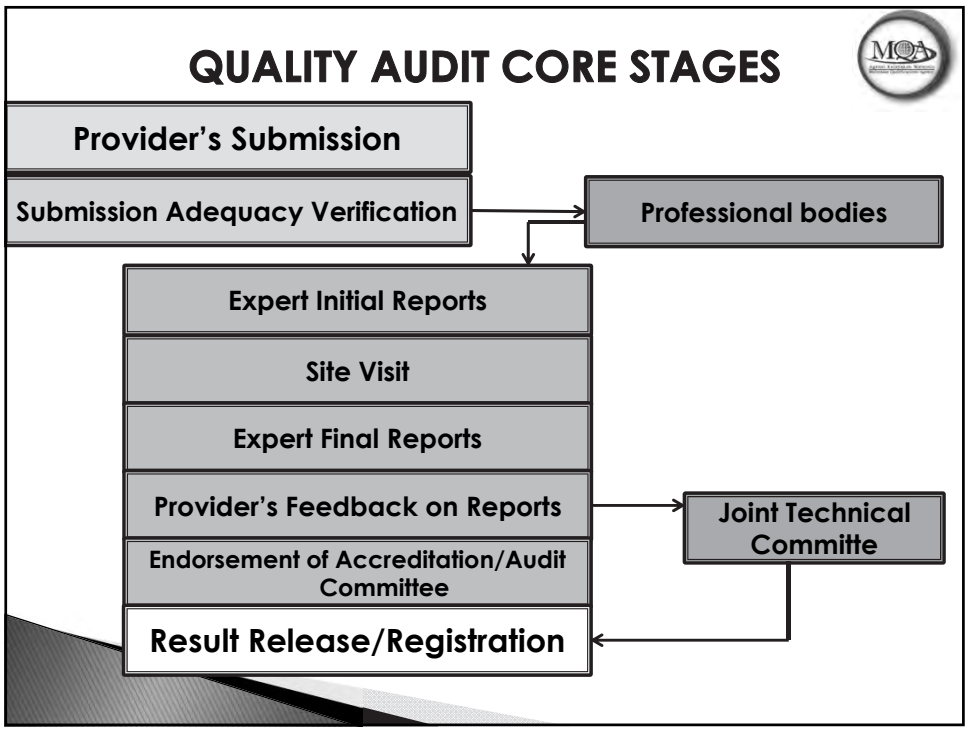
QUALITY AUDITS

Program Accreditation

- **Provisional – yet to be run program**
- **Full – towards the end of the program's first cycle**
- **Accreditation Maintenance – at least once in every 3-5 years**

Institutional Audit

- Thematic
- Comprehensive
- Self Accreditation


QUALITY AUDIT CORE STAGES
Provider's Submission
Submission Adequacy Verification
Professional bodies
Expert Initial Reports
Site Visit
Expert Final Reports
Provider's Feedback on Reports
Joint Technical Committe
Endorsement of Accreditation/Audit Committee
Result Release/Registration


QUALIFICATIONS REFERENCE CENTER

ASSESSMENT OF QUALIFICATIONS/COMPETENCIES

- Equivalency assessment of a qualification against MQF
- Accreditation of Prior Experiential Learning
  - entrance to program at level 3,4,6 and of MQF
  - portfolio assessment and aptitude test

MALAYSIAN QUALIFICATIONS REGISTER


MALAYSIAN QUALIFICATIONS REGISTER
DAFTAR KELAYAKAN MALAYSIA
MQR
e-mail : mqr@mqa.gov.my
BAHASA MALAYSIA | Help Desk | MQA Website
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Malaysian Qualifications Register (MQR)
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List of Qualifications : Community Colleges
List of Qualifications : Private Institutions
Senarai Kelayakan Kemahiran Malaysia JPK
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Glossary
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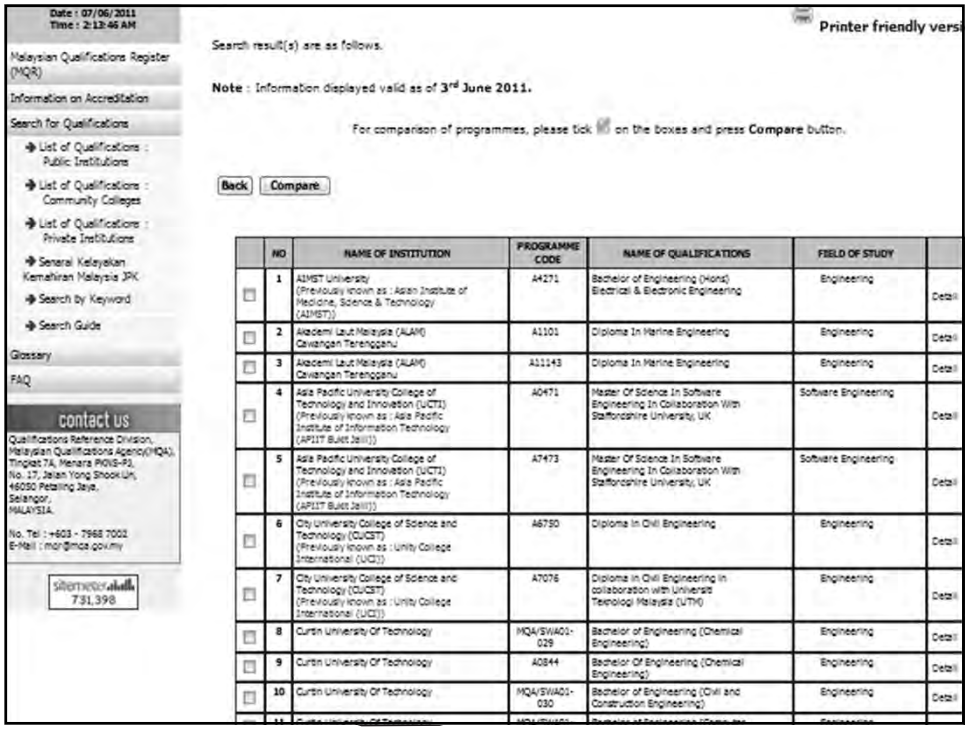
Qualifications Reference Division, Malaysian Qualifications Agency(MQA), Tingkat 7A, Menara PKNS-PJ, No. 17, Jalan Yong Shook Lin, 46050 Petaling Jaya, Selangor, MALAYSIA.
No. Tel : +603 - 7968 7002
E-Mail : mqr@mqa.gov.my
Guide
Search can be done using a keyword or a combination of keywords
Example of search : Diploma in Computer Science program
(1) Type Computer Science in the Name of Qualification column
(2) Choose Diploma at Type of Qualification column
(3) Click on Search button
Searching by keyword :-
Search
Reference Code : Part of Programme Code (e.g : A4567)
Name of Qualification : Part of Qualification Name
Name of the Institution : Part of Institution Name
Field of Study : Part of Field Name
Type of Qualification : - All Levels -
Level of Qualification : - All Levels -
Location : - All States -
Search


Date : 07/06/2011
Time : 2:13:46 AM
Malaysian Qualifications Register (MQR)
Information on Accreditation
Search for Qualifications
List of Qualifications : Public Institutions
List of Qualifications : Community Colleges
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E-Mail : mqr@mqa.gov.my
731,398
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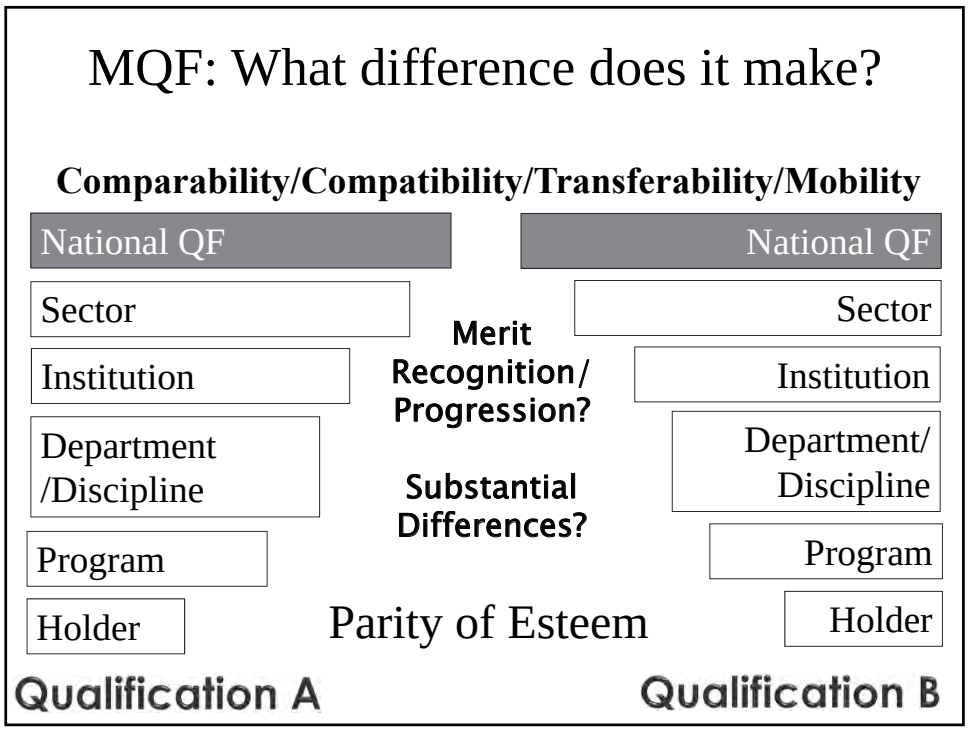
Search result(s) are as follows.
Note : Information displayed valid as of 3rd June 2011.
For comparison of programmes, please tick on the boxes and press Compare button.
Back
Compare
NO
NAME OF INSTITUTION
PROGRAMME CODE
NAME OF QUALIFICATIONS
FIELD OF STUDY
1 AIMST University (Previously known as : Asian Institute of Medicine, Science & Technology (AIMST)) A4271 Bachelor of Engineering (Hons) Electrical & Electronic Engineering Engineering Detail
2 Akademi Laut Malaysia (ALAM) Cawangan Terengganu A1101 Diploma In Marine Engineering Engineering Detail
3 Akademi Laut Malaysia (ALAM) Cawangan Terengganu A11143 Diploma In Marine Engineering Engineering Detail
4 Asia Pacific University College of Technology and Innovation (UCTI) (Previously known as : Asia Pacific Institute of Information Technology (APIIT Bukit Jalil)) A0471 Master Of Science In Software Engineering In Collaboration With Staffordshire University, UK Software Engineering Detail
5 Asia Pacific University College of Technology and Innovation (UCTI) (Previously known as : Asia Pacific Institute of Information Technology (APIIT Bukit Jalil)) A7473 Master Of Science In Software Engineering In Collaboration With Staffordshire University, UK Software Engineering Detail
6 City University College of Science and Technology (CUCST) (Previously known as : Unity College International (UCI)) A6750 Diploma in Civil Engineering Engineering Detail
7 City University College of Science and Technology (CUCST) (Previously known as : Unity College International (UCI)) A7076 Diploma in Civil Engineering in collaboration with Universiti Teknologi Malaysia (UTM) Engineering Detail
8 Curtin University Of Technology MQA/SWA01-029 Bachelor of Engineering (Chemical Engineering) Engineering Detail
9 Curtin University Of Technology A0844 Bachelor Of Engineering (Chemical Engineering) Engineering Detail
10 Curtin University Of Technology MQA/SWA01-030 Bachelor of Engineering (Civil and Construction Engineering) Engineering Detail


MQF: What difference does it make?
Comparability/Compatibility/Transferability/Mobility
National QF
National QF
Sector
Sector
Institution
Institution
Department /Discipline
Department/ Discipline
Program
Program
Holder
Holder
Merit
Recognition/ Progression?
Substantial Differences?
Parity of Esteem
Qualification A
Qualification B


THANK YOU
22

第４セッションＡ
非大学型職業教育の質保証
Non-university Quality Assurance

Quality assuring the Australian VET system: some key features

Dr Josie Misko,
Senior Research Fellow,
National Centre for Vocational Education Research,
Adelaide, Australia

Australia is a federal system comprising a federal (national) government and six states and two territories which are self governing. It has a population of just over 22 million. When the states joined to become a federation in 1901 education was a formal power that remained with them. A system of separate but similar VET systems emerged. The issues created by these state divisions have been major hurdles in VET reform, including for the quality system. Since the mid 1980s the federal (typically called the Commonwealth) government has used its considerable funding powers to increase its role in education and training. Recently this has driven increased commonwealth-state collaboration in the development and implementation of national training reforms, national priorities and partnership agreements between the Commonwealth and State and Territory jurisdictions.

The quality journey for Australian VET

During the 1980s and 1990s Australia began a major transformation of its VET system. It introduced a competency-based system of training, gave a leading role for the development of industry competency standards, and introduced an Australian Qualifications Framework. These developments were accompanied by the opening up of the training market to enable private sector providers to deliver accredited training, and to be eligible for government funding for delivering regulated training (mainly, apprenticeships and traineeships).

The system for assuring the quality of Australian VET has undergone a number of reforms, in the main driven by the opening up by the rapid expansion of private provision of accredited VET. Regular reviews have aimed at implementing flexible and adequate systems and processes to enable the training system can respond adequately to the needs of industry and provided the best opportunities for students to enter progress in the workforce.

Today VET in Australia provides accredited and other training for those wanting to gain skills to enter the workforce for the first time, re-enter the workforce after absences, retrain for a new job or upgrade their skills to progress in an existing job or to move to a better job, and acquire qualifications based on their demonstrated workplace skills and knowledge. It provides access to all ages and groups. This training can be undertaken at school or a public institute of technical and further education (TAFE) or with another registered training provider or organisation (including in the private sector).

A system that wants to be nationally consistent in a federal environment, responsive to industry needs, provide flexible learning opportunities for students, and operate an open training market must have in place some robust structures and systems for quality assurance. These ensure that those who deliver the training have the credentials, facilities and personnel to be able to do so, the training that is delivered remains relevant both to industry and to the individual, and the systems and processes that are put in place are viable to ensure that students have access to the training that is paid for. It helps to safeguard the quality and integrity of its training system and the interests of students. It does this by ensuring that the qualifications that are being offered and acquired are delivered according to nationally endorsed standards, and are well-regarded in the labour market. Here are some key features.

- **Quality assurance for skills recognition:** From the beginning the Australian VET system was to be primarily a skills recognition system. The National Framework for the Recognition of Training (NFROT) set out the key features of a quality skills recognition system. This was followed in 1998 by the Australian Recognition Framework (ARF) which identified the key areas for quality assurance. The aim was to enable individuals in workplaces and educational institutions to use recognition processes to have their skills recognised and credentialled. Another aim was to avoid the need to repeat the learning that they had already acquired. In addition, a key government aim was to increase the recognition and credentialling of skills and knowledge of individuals to raise the qualification profiles and skills of the Australian population to better compete with comparator OECD countries. Under the ARF individuals could have their current skills recognised by being assessed against competency standards developed by industry or specific enterprises for qualifications under the Australian Qualification Framework. In such a system individuals within workplaces and training institutions could have their current competencies assessed against the standards. They could transfer credits already achieved to new programs of learning, and be assessed for their Recognition of Prior Learning (RPL) and obtain credit for full qualifications or parts of qualifications. The key system for quality assuring the system of skills recognition was the implementation of the Australian Qualifications Framework, and its identification of skills required for different levels of qualifications.

    a. **Quality assurance mechanisms for Training Delivery**: The opening up of the training market in the early to mid 1990s enabled eligible providers to access funds for the delivery of the off-the-job component of apprenticeships and traineeships. This introduced a substantial number of private providers into the system. Such an influx meant that the system for eligibility for delivery of nationally accredited training would also have to be tightened up. Providers who wanted to deliver accredited training would have to be registered with State and Territory regulators, undertake self-reviews and submit to regular monitoring and review by State and Territory auditors. To achieve registration, providers had to show that they were capable, responsible and ethical in their duties. When they first

applied for registration they were required to show that they had appropriate human and physical resources and facilities in place to deliver the training. They also were required to provide evidence that they had the management systems, financial base to deliver the training that was in their scope of registration, effective systems for recording and reporting training undertaken, effective training delivery strategies, appropriately qualified staff, suitable training spaces and approved financial standards. Today providers continue to be assessed against these criteria but where in the past private RTOs were not mandated to provide data to the national statistical collection (maintained by National Centre for Vocational Education Research (NCVER) from 2014 they will be required to do so. The Australian Vocational Education and Training Management Information System Standard (AVETMISS) is the standard against which RTOs are required to report against. A system of non-financial audits conducted by NCVER auditors also helps to assure the quality of this data.

b. **Quality assurance for nationally consistent training outcomes**: Concepts of mutual recognition were to help ensure the national consistency of training outcomes. This meant the RTOs needed to recognise the results of previous assessments conducted by other RTOs. State and Territory registering and accrediting bodies needed also to recognise the qualifications acquired in another state or territory. Assessments were to be valid, fair, flexible, and reliable to provide evidence that warranted a sound judgement of competency or failure to achieve competency. Recently the quality of assessments especially in industries which have been expanding and where employees have had to gain or upgrade qualifications in a short time frame (for example, aged care) has also been questioned and has led to some national trials of assessment validation and moderation arrangements.

Revisions

The Australian Recognition Framework was revised to become the Australian Quality Training Framework (AQTF 2001). It was to be revised for all states and territories in 2005, 2007, and 2010). In 2011 the VET quality system in all states and territories (bar Victoria and Western Australia) was incorporated into the National VET Quality Framework. Western Australia and Victoria have as yet to sign up to the national system and continue to apply the AQTF 2010 standards.

Today the National VET Quality Framework aims to achieve national consistency in ways providers are registered and monitored, and standards applied and enforced.

Key features comprise: the

1. Standards for National VET Regulator (NVR) Registered Training Organisations
2. the Fit and Proper Person Requirements
3. the Financial Viability Risk Assessment Requirements
4. the Data Provision Requirements, and
5. the Australian Qualifications Framework

It also comprises standards for Accredited Courses.

Western Australia and Victoria have opted to keep with the last version of the AQTF (AQTF10).

In this presentation we look at some of these key features in more detail (including some statistical information). We also discuss some of the strengths and weaknesses of the Australian system for quality assurance, and conclude that although the journey to quality has been long, a lot of the thinking occurred early on in the piece. The focus on compliance and continuous improvement is a special strength of the system. Key challenges continue to be maintaining the balance between compliance and flexibility.

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Quality assuring the Australian VET system: some key features

Dr Josie Misko
NCVER, Australia

22nd June 2014, Kyushu University
Fukuoka, Japan

Informing policy and practice in Australia's training system

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Structure of presentation

- Challenges for quality in the implementation of a national system
- Data on key features of VET system
- Key components of Quality system
- Data from regulator: applications, audits and surveys
- Strengths and continuing challenges

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Some background features of VET

- Since the mid 1980s and early 1990s Australia has been intent on creating a quality national VET system
- VET in Australia provides accredited and other training for those wanting to:
  - gain skills to enter the workforce for the first time
  - re-enter the workforce after absences
  - retrain for a new job
  - upgrade their skills to progress in an existing job
  - move to a better job.
  - acquire a nationally accredited qualification

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A national VET system: challenges

- Historical divisions of power
  - Formal power for education resided with the States and Territories
  - Developed separate but similar VET systems
  - Commonwealth exercised power via funding decisions
- State and Territories legislation inhibited the portability of qualifications
- Challenges of getting states and territories to agree
  - jurisdictions continue to create their own local implementation of VET

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Quality has many facets

- Participation and outcomes
- Industry responsiveness
- Accessibility and flexibility
- Industry involvement
- Formal quality system

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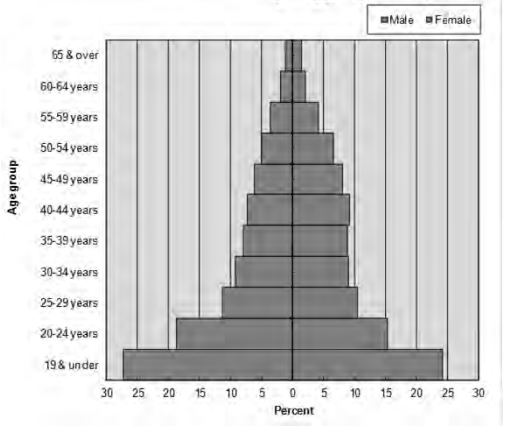
Public VET System: a system for learning at all ages: Proportion of all students by age group and sex, 2012 (%)



Source: NCVER, National VET Provider Collection, 2012.

For further information, see <http://www.ncver.edu.au/publications/2642.html>.

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Participation rates by age groups

Age	2008	2009	2010	2011	2012
15 to 19 years	30.4	30.4	31.5	32.8	33.4
20 to 24 years	18.2	18.1	19.1	19.9	20.5
25 to 44 years	9.8	9.7	10.3	10.7	11.0
45 to 64 years	6.0	5.7	6.1	6.3	6.5
65 years & older	1.0	0.9	0.8	0.8	0.8
15 to 64 years	11.3	11.2	11.8	12.2	12.5

Source: NCVER National VET Provider Collection, 2008–12; ABS, *Australian demographic statistics*, September 2012, table 59, cat.no.3101.0.

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VET: A competency-based training system to be led by industry

- Formal role for industry inTraining Packages: competency standards, assessment guidelines to be endorsed by government, other resources and materials
  - environmental scans
  - apprenticeship and traineeship on-job training, and workplacements for other areas
- Australian Qualifications Framework to credential training
- National VET Quality Framework, Australian Quality Training Framework for quality assurance
  - development and monitoring of national standards for registering, monitoring and auditing the performance of providers

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A system that is led by industry

Industry skills council	2012 ('000)	%
Agri-Food	90.7	4.7
Auto Skills Australia	44.1	2.3
Community Services & Health	253.8	13.1
Construction & Property Services	125.2	6.4
Electrocomms & Energy Utilities	54.0	2.8
ForestWorks	2.8	0.1
Government	11.7	0.6
Innovation & Business	403.0	20.7
Manufacturing	105.0	5.4
Service Skills	282.6	14.5
SkillsDMC	34.6	1.8
Transport & Logistics	58.1	3.0
Total training packages	**1465.5**	**75.4**
Total non-training packages	**477.7**	**24.6**
Total students	**1943.2**	**100.0**

Source: NCVER, National VET Provider Collection, 2011–12.
For further information, see <http://www.ncver.edu.au/publications/2642.html>.

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Table 8 Students in top 20 parent training packages,[17] 2008–12

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Training Packages

Students in top 20 parent training packages,[17] 2008–12

Training packages	2008 ('000)	2009[2,3,4] ('000)	2010[6] ('000)	2011[1,5] ('000)	2012 ('000)	%
Business Services (BSA, BSB)	138.0	145.4	174.7	221.5	233.9	16.0
Community Services (CHC)	108.2	120.6	144.2	171.8	195.0	13.3
Tourism, Hospitality and Events (SIT, THH, THT)	132.0	139.5	136.2	142.0	147.3	10.1
Construction, Plumbing & Services Integrated Framework (BCF, BCG, BCP, CPC)	65.5	75.6	101.0	101.3	99.9	6.8
Retail Services (SIR, WRP, WRR, WRW)	50.6	47.0	52.0	60.0	62.5	4.3
Health (HLT)	29.4	51.6	60.1	58.3	58.9	4.0
Metal and Engineering (MEM)	52.4	50.8	49.9	50.5	53.0	3.6
Transport and Logistics (TDT, TLI)	29.7	35.7	37.9	48.0	52.3	3.6
Agriculture, Horticulture and Conservation and Land Management (AHC, RTD, RTE, RTF, RUA, RUH)	46.9	50.1	53.2	54.5	52.2	3.6
Electrotechnology (UEE, UTE, UTL)	39.6	42.5	49.3	52.2	51.4	3.5
Financial Services (FNA, FNB, FNS)	36.0	39.9	43.3	47.8	48.3	3.3
Automotive Industry Retail, Service and Repair (AUR)	39.8	38.5	39.6	40.3	43.4	3.0
Training and Education (BSZ, TAA, TAE)	27.1	30.7	34.4	36.6	40.3	2.8
Information and Communications Technology (ICA)	49.1	47.2	44.2	40.7	38.5	2.6
Sport, Fitness and Recreation (SIS, SRC, SRF, SRO, SRS)	18.2	21.0	25.9	35.2	36.4	2.5
Resources and Infrastructure (BCC, DRT, MNC, MNM, MNQ, RII)	16.4	15.0	18.2	26.4	34.6	2.4
Property Services (CPP, PRD, PRM, PRS)	18.7	22.2	24.2	27.3	25.3	1.7
Manufacturing (MCM, MSA)	3.5	5.8	9.8	16.6	21.2	1.4
Hairdressing (SIH, WRH)	18.2	18.5	21.2	21.1	20.1	1.4
Beauty (SIB, WRB)	7.2	8.2	10.7	13.2	14.4	1.0
Students in top 20 training packages	**926.4**	**1 005.7**	**1 130.1**	**1 265.2**	**1 328.9**	**90.7**
Other training packages	**132.7**	**124.3**	**128.6**	**134.6**	**136.6**	**9.3**
Total training packages	**1 059.1**	**1 130.0**	**1 258.7**	**1 399.8**	**1 465.5**	**100.0**

Source: National Provider Collection 2008-2012, <www.ncver.edu.au/statistics/vet/ann12/table_notes.pdf>.

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A system for nationally recognised qualifications: Students by AQF qualifications 2008, 2012

	2008		2012	
	'000	%	'000	%
AQF qualifications				
Diploma or higher	172.1	10.1	268.3	13.8
Certificate III	520.1	30.6	660.3	34.0
Certificate II	287	16.9	303.2	15.6
Certificate I	91.4	5.4	93	4.8
AQF sub-total	*1260.8*	74.2	*1 662.6*	*85.6*
Non-AQF qualifications				
Other recognised courses	228.7	13.5	142.1	7.3
Non-award courses	94.9	5.6	58.7	3
Subject only—no qualification	115.4	6.8	79.8	4.1
Non-AQF sub-total	*439*	25.8	*280.6*	*14.4*

Source: National VET provider collection, 2008, 2012

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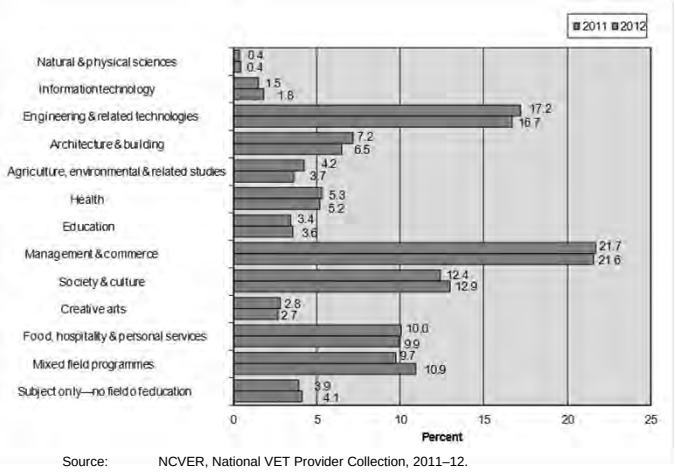
Australian public VET system: Proportion of students by field of education, 2011 –12 (%)



Source: NCVER, National VET Provider Collection, 2011–12.

For further information, see <http://www.ncver.edu.au/publications/2642.html>.

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An evolving journey to quality 1993-2007

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Journey to quality 2007-2014

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Quality assurance: skills recognition

- current workplace competencies recognised and credentialled
- transfer credits to new learning programs
- recognition of prior learning assessments
- skills assessed against criteria of the Australian Qualifications Framework

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Quality assurance: training delivery

- expansion of training providers led to focus on registration of training organisations (RTOs)
  - National VET Quality Framework
  - Australian Quality Training Framework (Western Australia, Victoria)
- Standards cover similar areas

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An open training market: public, private and community providers

Number of students by type of qualifications, by provider type profile, 2011–12

	2012	%
AQF qualifications		
TAFE & other government providers	1 048.7	54.0
Community education providers	64.4	3.3
Other registered providers	529.6	27.3
Students attending various providers	19.9	1.0
Total AQF students	*1 662.6*	*85.6*
Non-AQF qualifications		
TAFE & other government providers	208.9	10.8
Community education providers	50.5	2.6
Other registered providers	21.1	1.1
Students attending various providers	0.1	0.0
Total non-AQF students	*280.6*	*14.4*
Total students	**1 943.2**	**100.0**

For further information, see http://www.ncver.edu.au/publications/2642.html>.
Source: NCVER, National VET Provider Collection, 2012.

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National VET Quality Framework

- achieve national consistency in ways providers registered and monitored and standards applied and enforced

1. Standards for National VET Regulator (NVR) Registered Training Organisations
2. the Fit and Proper Person Requirements
3. the Financial Viability Risk Assessment Requirements
4. the Data Provision Requirements, and
5. the Australian Qualifications Framework
6. Standards for Accredited Courses

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National VET Regulator: 2011

- the Australian Skills Quality Authority
  - registers training providers as RTOs
  - CRICOS (Commonwealth Register of Institutions and Courses for Overseas Students) providers
  - accredits vocational education and training courses
  - ensures that providers comply with conditions and standards for registration
  - carries out compliance audits
  - is the regulatory authority for English Language Intensive Courses for Overseas students
  - regulates all RTOs in all states and territories bar Western Australia (WA) and Victoria (VIC)
  - regulates all RTOs (including WA and VIC) delivering courses to overseas students, and students in other states and territories

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NVR:Standards for registration of RTOs

- **SNR 4: The applicant must have strategies in place to provide quality training and assessment across all of its operations.**
- **SNR 5: The application must have strategies in place to adhere to the principles of access and equity and to maximise outcomes for its clients.**
- **SNR 6: The applicant must have in place management systems that will be responsive to the needs of clients, staff and stakeholders, and the environment in which the RTO will operate.**
- **SNR 7: The application has adequate governance arrangements**
- **SNR 8: Interactions with the National VET Regulator**
- **Compliance with legislation**
- **SNR 10: InsuranceSNR 10: Insurance**
- **SNR 11: Financial Management for initial registration**
- **SNR 12: Strategy for certification, issuing and recognition of qualifications and statements of attainment**
- **SNR 13: Strategy for accuracy and integrity of marketing.**
- **SNR 14: Strategy for transition to Training Packages**

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NVR Standards for continuing registration

- **SNR 15: The NVR registered training organisation provides quality training and assessment across all of its operations.**
- **SNR 16: The NVR registered training organisation adheres to principles of access and equity and maximises outcome for its clients.**
- **SNR 17: Management systems are responsive to the needs of clients, staff and stakeholders, and in the environment in which the NVR registered training organisation operates.**
- **SNR 18: The applicant has in place governance arrangements**
- **SNR 19: Interactions with the National VET Regulator**
- **SNR 20: Compliance with legislation**
- **SNR 21: Insurance**
- **SNR 22: Financial Management**
- **SNR 23: Certification, issuing and recognition of qualifications and statements of attainment**
- **SNR 24: Accuracy and integrity of marketing**
- **SNR 25: Transition to Training Packages/Expiry of VET accredited Course**

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ASQA: activity data

- 2011-2013: 4003 providers out of the 4, 800 providers nationwide are National VET Regulator RTOs
- 13484 applications received
  - 5.2%: for new providers
  - 10.3% for continuing their registration
  - 83.3% for changing scope of registration
  - 1.7% for withdrawing their registrations
- 2011-2013: 3.9% of the 11693 applications that were received and completed were refused
- 91 applications for renewal were refused
- 165 existing RTOs cancelled or suspended

Source: Chris Robinson, Chief Commissioner for ASQA, Presentation to ASQA & Skils Tasmania, Devonport, Launceston & Hobart

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Audits and compliances

June 2012-June 2013

- Re-registration audits (1385 seeking re-registration)
  - Lowest compliance levels
    - transition from superseded courses, insurance arrangements, cooperation with regulator
  - Highest compliance levels
    - governance, compliance with legislation, financial management and cooperation with regulator

- Source: Chris Robinson, Chief Commissioner for ASQA, Presentation to ASQA & Skils Tasmania, Devonport, Launceston & Hobart

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Audits and compliances: rankings of compliance results

- 1- compliant with continuous improvement for training and assessment (SNR 15.1)
- 2 - Required staff, facilities, equipment and materials (SNR 15.3)
- 3 - Qualified competent trainers and assessors (SNR 15.4)
- 4 - Training meets requirement of Training Package (SNR15.2)
- 5 Assessment done properly (SNR 15.5)

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Feedback surveys on ASQA audit processes

- latest survey December 2013-February2013
  - high satisfaction with (around 90% of respondents)
    - clarity of information about why and what was to be audited
    - opening meeting discussions, audit process, scope
    - opportunity to provide information on their business operations
    - opportunity to provide sufficient evidence
    - informed of compliance issues identified
    - exit meeting discussion of main observations and audit findings
    - clarity of audit report and requirements for rectification
    - audit team (objectivity, knowledge, organisation, professional)
    - fairness and transparency of audit process

Source: Chris Robinson, Chief Commissioner for ASQA, Presentation to ASQA & Skils Tasmania, Devonport, Launceston & Hobart

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The Australian Quality Training Framework 2010 (WA & VIC)

- Essential conditions and standards for initial registration
- Essential conditions and standards for continuing registration for existing RTOs
- AQTF 2007 Standards for State and Territory Registering Bodies
- Quality Indicators: Learner Engagement, Employer Satisfaction and Competency Completion.
- Excellence criteria: voluntary, gold, silver

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Quality Indicators

- RTOs: assist them to collect evidence based and outcomes-focused continuous quality improvement
- Registering body to assess the risk of an RTO's operations.
- Learner Engagement
- Employer Satisfaction
- Competency Completion

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Standards for registration of RTOs and state and territory bodies

2010: RTOs

- Standard 1: The RTO provides quality raining and assessment across all of its operations ((5 elements)
- Standard 2: RTO adheres to principles of access and equity and maximises outcomes for its clients (6 elements)
- Standard 3: Management systems are responsive to needs of clients, staff and stakeholders and the environment in which the RTO operates (3 elements)

State and territory bodies

- Registering and Course Accrediting Bodies from AQTF 2007

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Strengths and challenges

Strengths

- system of standards, documentation and external audits
- compliance and continuous improvement focus
- protection of interests of consumers and clients (domestic and international students)
- system is committed to quality
- ensuring access for all groups
- using evidence to improve the system
- risk-based approach

Challenges

- implementation of two standards at same time
- balancing prescription and flexibility
- promoting professional development of teachers and trainers
- improving validation and moderation of assessments
- promoting leadership development for managers
- achieving a fair fee structure
- responding to critics

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More information

- National VET Regulator: Australian Skills Quality Authority http://www.asqa.gov.au/
- NCVER: www.ncver.edu.au
- VOCEDplus *www.**voced**.edu.au/*
- Students and Courses: www.ncver.edu.au/statistics/vet/ann12/table_notes.pdf

Informing policy and practice in Australia's training system

MALAYSIA VOCATIONAL EDUCATION TRANSFORMATION : NEW POLICIES AND INITIATIVES

Dr Hj Abdul Rahman Ayub
Technical and Vocational Education Division,
Malaysia Ministry of Education
62000 Putrajaya, Malaysia

Malaysia is drastically accelerating the development of quality human capital which emphasizes on knowledge, skills, and intellectuality including literacy in Science, Technology and Entrepreneurship.The main aim of the Malaysian Government Ministry of Education through the Technical and Vocational Education Policy is to provide access, equity and quality education and training to learners who possess keen interest, ability and more talented and inclined in the technical , vocational and skills field. However, the new millennium ahead continues to challenge decision and policy makers, education providers, economists and political leaders to prepare the country's human recources for the global competition. The Malaysia Minitry of Education through the Technical and Vocational Education Division (TVED) have made plans to further improve the development of highly skilled and knowledgable manpower, in terms of quality and quantity. The strategies adopted are long term in nature and encompass all levels of education to ensure a steady supply of highly skilled human resource. This paper will discuss the new policies and initiatives in the Malaysia Vocational Education Transformation programme as a way forward to ensure the sustainable supply of highly skilled and competent workers in Malaysia in-line with the Vision to become a fully developed nation by the year 2020..

Keywords : Vocational Transformation Programme, Production Based Education, Highly Skilled Work Force, Competent Workers, Vision 2020

1.0 INTRODUCTION

Development of human capital and mind shift of the citizens is a big challenge in developing a knowledgeable-based economy and a sustainable first world country towards a developed nation by the year 2020. Malaysia is drastically accelerating the development of quality human capital which emphasizes on knowledge, skills, and intellectuality including literacy in Science, Technology and Entrepreneurship.

The main aim of the Malaysian Government Ministry of Education through the Technical and Vocational Education Policy is to provide access, equity and quality education to learners who possess keen interest, ability and more talented and inclined in the technical , vocational and skills field. However, the new millennium ahead continues to challenge decision and policy makers,

education providers, economists and political leaders to prepare the country's human recources for the global competition. Malaysia has to deal with great changes in the global environment while improving and upgrading domestic conditions. In line with the vision 2020, Malaysia realizes that the key factor to becoming a developed nation depend very much on the capability and the character of the nation's people.

The Malaysia Ministry of Education through the Technical and Vocational Education Division (TVED) have made plans to further improve the development of highly skilled and knowledgable manpower, in terms of quality and quantity. The strategies adopted are long term in nature and encompass all levels of education to ensure a steady supply of highly skilled human resource. This paper will discuss strategies of the TVED to strengthen and to transform the Vocational Education and Training (VET) in Malaysia and to ensure the sustainable supply of highly skilled and competent workers in Malaysia.

2.0 GOVERNMENT ECONOMIC TRANSFOMATION PROGRAMME (GTP)

The Economic Transformation Programme (ETP) is a comprehensive effort that will transform Malaysia into a high-income nation by 2020. It will lift Malaysia's gross national income (GNI) from USD6,700 or RM23,700 in 2009 to more than USD15,000 or RM48,000 in 2020, propelling the nation to the level of other high-income nations. Malaysia will require a much larger pool of well-trained and competent individuals with the right vocational and technical training. Therefore, based on the ETP report, the investment in education in Malaysia is designed to deliver the increased quantity and quality of those vocational and technical qualifications.

3.0 TRANSFORMATION OF VOCATIONAL EDUCATION

The Minstry of Education Malaysia through the Technical and Vocational Education Division (TVED) plays a major role in achieving the country's aims to become a fully developed nation by 2020. Economic experts opined that the developed nation status can be achieved by creating a high-income economic supported by the highly competent and skilled workforce. In-line with the aims to create a high-income society by the year 2020, Minister of Education had setup a Key Performance Indicator that is to increase by 100% the enrolment of vocational student by the year 2015.

3.1 Strategies Adopted to Increase the Number of Vocational Students

As Malaysia TVED has adopted several measures that would be implemented to increase the number of vocational students in the country. The measures are:

i. Construction of New Vocational Colleges
ii. Conversion of Vocational Schools to Vocational Colleges
iii. 15 Pioneer Vocational Colleges in 2012
iv. Additional 57 Vocational Colleges in 2013
v. Industry Collaboration and partnership
vi. Collaboration with other Public and Private VET Providers

3.2 Blue Oceon Strategies

TVED has also adopted new measures through the Blue Oceon Strategy (BOS) in line with the aims to strengthen the Vocational Education and Training in the country and to ensure that a sustainable supply of high-skilled workforce to support a high-income society by the year 2020. The major measures adopted by TVED are listed as follow:

i. Vocational Education Transformation
ii. Partnership with industries
iii. Entreprenuership, School Enterprise and Production Based Education
iv. Quality Outreach Programs
v. Quality Teaching and Curricullum
vi. Career pathway and Articulation

3.3 Vocational Education Transformation Initiatives

i. The Vocational education transformation plan includes five main strategies, five initiatives and eleven action plans to increase the employability of the VET graduates and the quality of the VET provision to the standards of the developed nations.

ii. The transformation of Vocational education in Malaysia will focus on the issues of vocational training, training period, articulation and certification, open entry and open exit concepts, employability skills and marketable students, certification of trainers, clustered and customized courses, special school uniform, school based assessment and quality of training provided.

iii. Vocational education transformation concepts will also focus on the quality of skills and vocational training provided. Vocational education and training will be comprised of 30% academics and 70% vocational.

iv. Upon graduation from Vocational Colleges, it is hoped that 70 % of the students will embark on a career upon graduation, 20% will continue further into higher vocational training and 10% will be targeted to be involved in entrepreneurship.

v. Based on the NBOS strategies on education, as shown in Figure 2.0, TVED has initiated the following measures in order to strengthen the vocational education in Malaysia:

a. Improving the quality of VET management

Activities for improving the TVE managent include the development of Standard Operating Procedures (SOP), 5S certification for school workshops, development of school management quality standards and MS ISO 9001:2008 certification for the management

b. Strenghtening the VET curricula

Vocational education and Training curricula will be supplemented with articulation, certification and standardization. MoE has invited participation from related industries in the development of VET curriculum .

c. Improving ties with industries and professional bodies

MOE is also pursuing collaboration with other VET providers and industries in terms of training, facilities and infrastructure. Table 3.0 shows the collaboration with private VET Providers in 2012 and 2013. It is also targeted that a total number of 200 MOUs will be signed between MOE and the industries by the end of 2013. In addition to that, MOE has also initiated a training collaboration with the industries to provide opportunities for hands-on inclined students to participate in apprenticeship programmes.

d. Enhancing School Enterprise (SE)

School Enterprise is an alternative model for linking the processes of VET and academic education to real work and market situations. The main aim for SE is to expose the students to the world of work and self-employment, as well as providing skill for being self-sufficient in financing.

e. Linkages with Institution of Higher Learnings (IHLs)

The cooperation with the IHLs will cover aspects such as articulation into higher level of VET, research and development in advanced fields, revision of technical courses, revising the teacher training curriculum and enhancement of the curriculum.

f. Junior Vocational Education (JVE)

In addition to Vocational Education at the upper secondary, the provision for vocational education at the lower secondary is also part of the Vocational Education Transformation programme. JVE is an alternative for students who are more inclined towards vocational education at the lower secondary.

4.0 MALAYSIA EDUCATION BLUE PRINT (EBP) 2013-2025

The Malaysia Education Blueprint 2013-2025 will encapsulate quality and the holistic empowerment of teachers, students and the education system itself. The Education Director-General Datuk Seri Abdul Ghafar Mahmud was reported to have said that the Education Blueprint (EBP) is a wholesome combination of a holistic and effective plan to achieve the desired transformation in the country's education system.

Among the fields emphasised in the blueprint are teachers, school leaders, school quality, curriculum and assessment, command of multiple languages, post secondary education opportunities, parents and communities, resource efficiency and effectiveness as well as education delivery system.

Out of the 25 initiatives under the First Wave (2013 to 2015) of the EBP, two initiatives are directly related to Vocational Education Transformation programmes :

i. Transformation of vocational education including collaboration between vocational schools and related industries.

ii. Streamlining education curriculum in line with international standards.

There is a significant direct relationship between the Economic Transformation Plan (ETP) and EBP in terms of peparing the highly skilled man-power for a high-income nation status by 2020. Both initiatives stressed on the importance of the Vocational Education Transformation as being the effective tool to realize and to support the government agenda towards vision 2020.

5.0 CONCLUSION

The policy of the Malaysia Ministry of Education, through the Technical and Vocational Education is to provide access, equity and quality education to learners who posses keen interest, ability and talent in the technical, vocational and technical fields. The transformation of vocational education and training in Malaysia is a way forward towards the creation of high-income society which is an element of a fully developed Malaysia by the year 2020. Therefore, the

government objectives to accomplish the inner reform of the formal education system and to prepare students for the highly skilled and high-income jobs can be fulfilled through the rebranding and transformation of activities and programs of Malaysia vocational education and training.

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S4A-Ayub

" Kualiti Dijunjung Pendidikan Disanjung

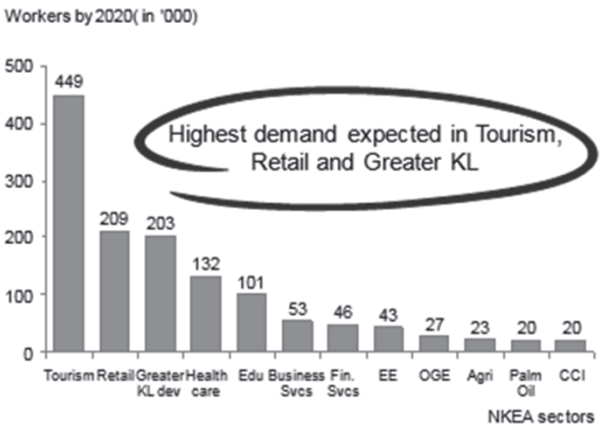
KEMENTERIAN PENDIDIKAN MALAYSIA
MINISTRY OF EDUCATION MALAYSIA

TOWARDS A HIGHLY INCOME NATION : MALAYSIA VOCATIONAL EDUCATION TRANSFORMATION

Dr.Hj Abdul Rahman Ayub
Technical and Vocational Education Division,
Malaysia Ministry of Education

1

Economic growth demands additional ~1.3Mn quality TVET workers

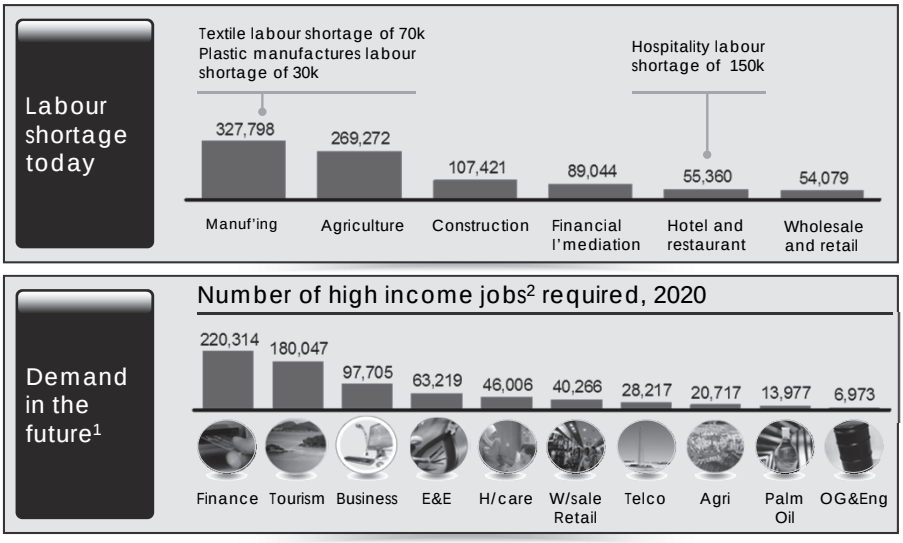


Our national economic growth demands an increasingly higher number of TVET graduates going forward

Assumptions:
1.Total to be delivered by TEVT system: graduates required for NKEA (1,330), with 15 to 20% moving to further education + graduates to be delivered for non NKEA sectors based on 2010 data (350,000) and excluding 350,000 diplomas to be produced by universities (public, private and ICTAR – source MOHE). 2. Optimization: additional capacity and redeployment to diplomas at Polytechnics (target: 356,000 diplomas by 2020), planned new institutes at MOHR and MOYS and hypothesis of potential optimization of utilization rate to 100% vs. 80-90% on average today (excl. Polytechnics). .3 Total graduates per year: 25 to 30K, or 50K capacity seats based on average of 2 enrolment years per graduate.
Source: Data request from TEVT agencies, Tracer Studies at MOHR, MOYS and Polytechnics, NKEA forecasts, BCG analysis

2

Skilled Workers Demand

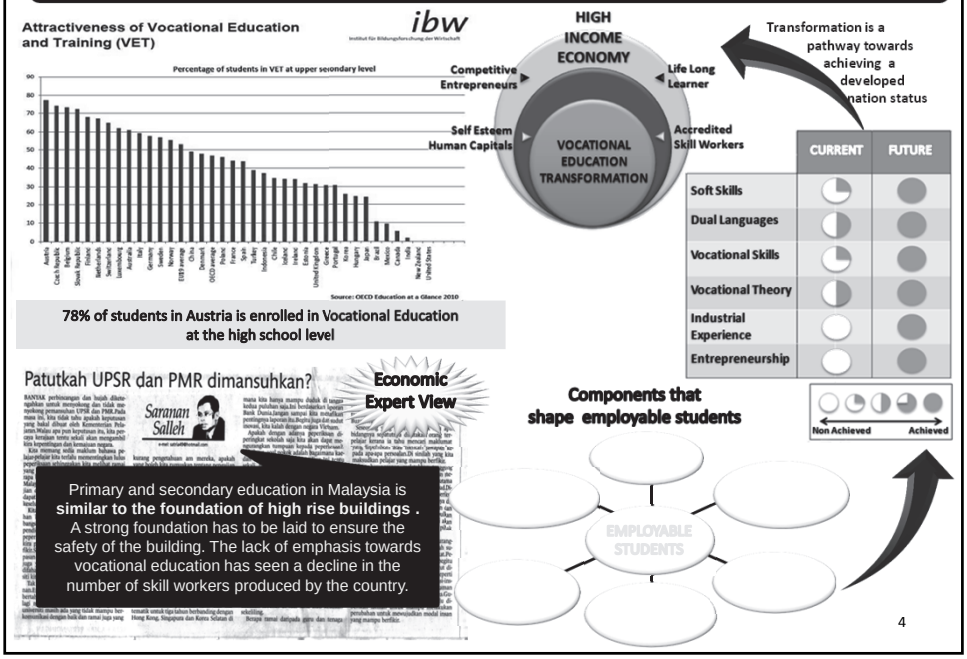


1 Preliminary labour estimates from NKEA labs
2 Jobs commanding RM 4k/month and above

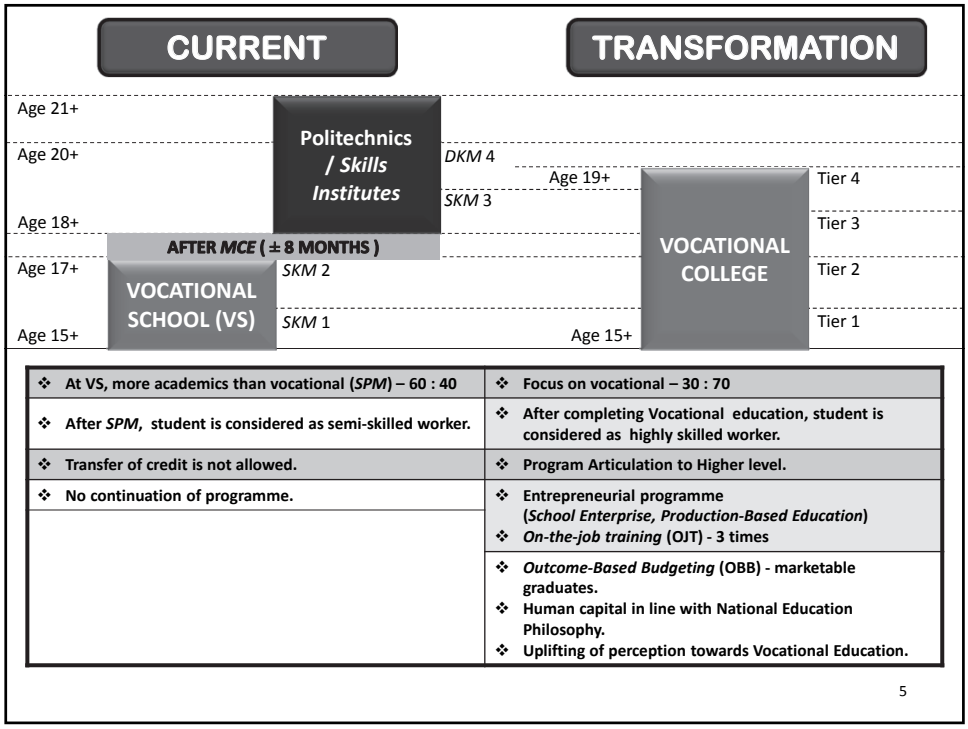
SOURCE: **MOHR** Labour and Human Resources Statistics 2008, interviews conducted with industry association representatives

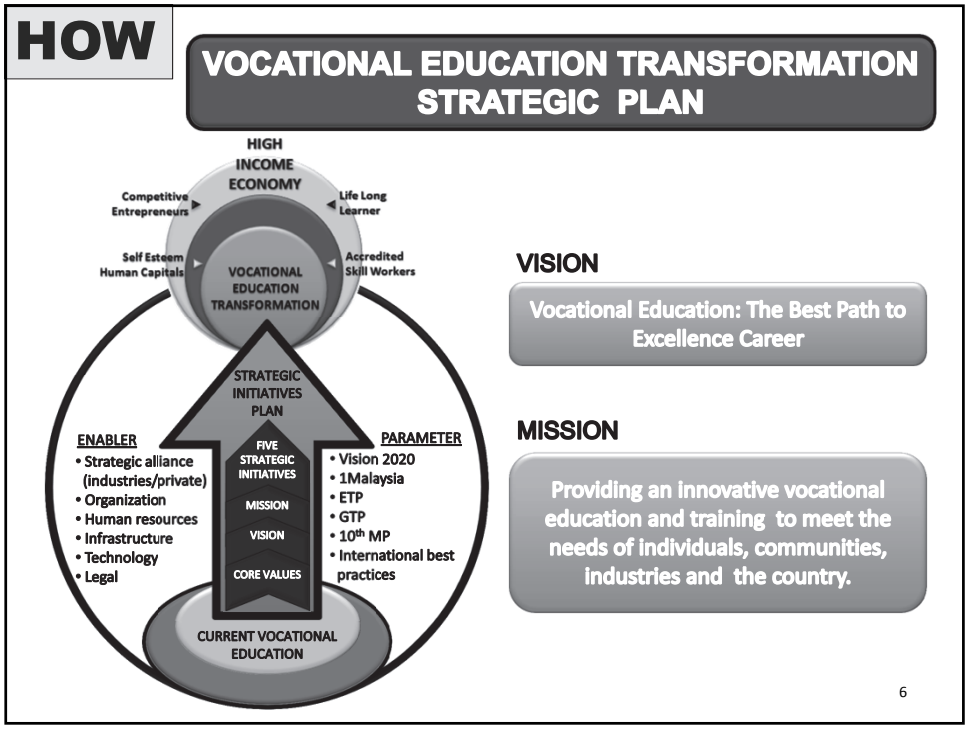
3

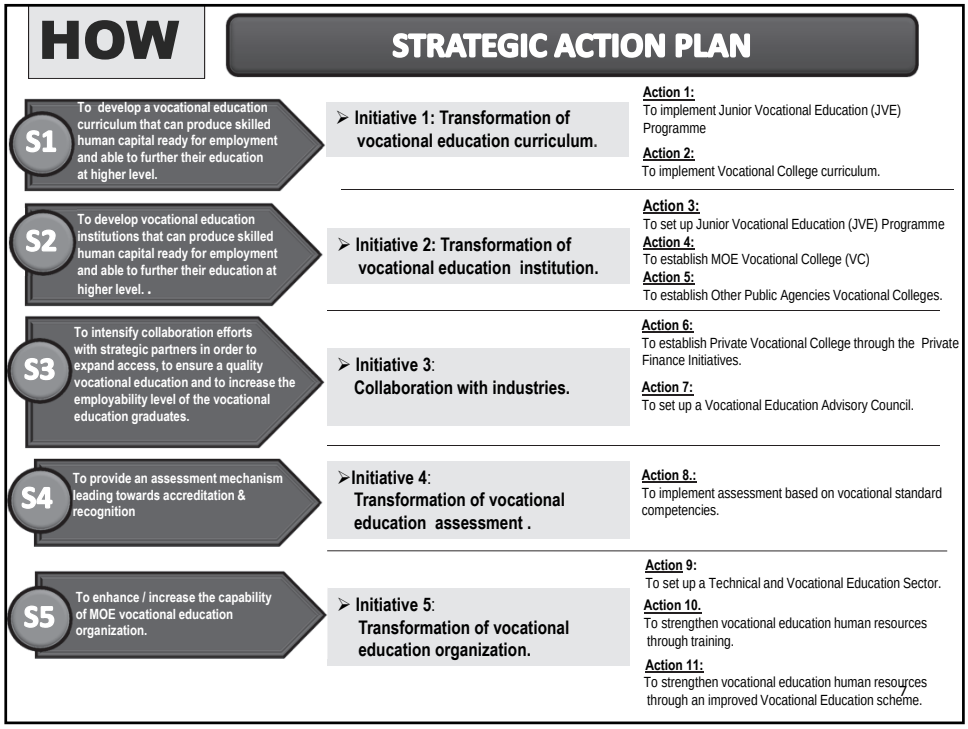
THE NEEDS FOR TRANSFORMATION

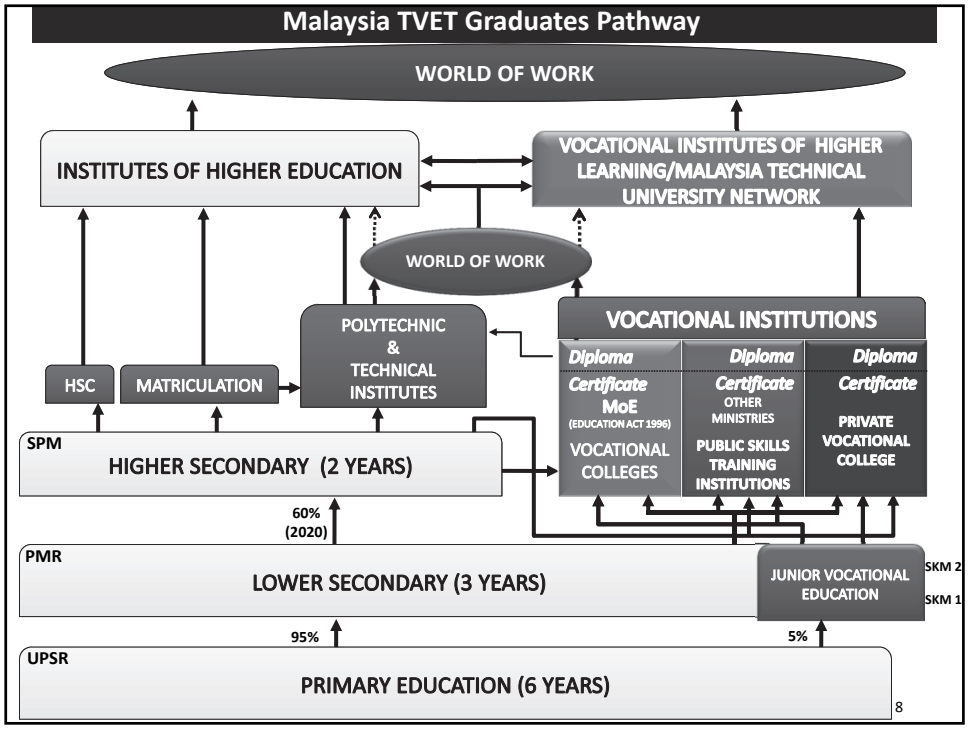


4


CURRENT
TRANSFORMATION
Age 21+
Age 20+
Age 18+
Age 17+
Age 15+
Politechnics / Skills Institutes
DKM 4
SKM 3
AFTER MCE (± 8 MONTHS)
VOCATIONAL SCHOOL (VS)
SKM 2
SKM 1
Age 19+
Age 15+
VOCATIONAL COLLEGE
Tier 4
Tier 3
Tier 2
Tier 1
❖ At VS, more academics than vocational (SPM) – 60 : 40
❖ After SPM, student is considered as semi-skilled worker.
❖ Transfer of credit is not allowed.
❖ No continuation of programme.
❖ Focus on vocational – 30 : 70
❖ After completing Vocational education, student is considered as highly skilled worker.
❖ Program Articulation to Higher level.
❖ Entrepreneurial programme (School Enterprise, Production-Based Education)
❖ On-the-job training (OJT) - 3 times
❖ Outcome-Based Budgeting (OBB) - marketable graduates.
❖ Human capital in line with National Education Philosophy.
❖ Uplifting of perception towards Vocational Education.
5


HOW
VOCATIONAL EDUCATION TRANSFORMATION STRATEGIC PLAN
HIGH INCOME ECONOMY
Competitive Entrepreneurs
Life Long Learner
Self Esteem Human Capitals
Accredited Skill Workers
VOCATIONAL EDUCATION TRANSFORMATION
STRATEGIC INITIATIVES PLAN
ENABLER
• Strategic alliance (industries/private)
• Organization
• Human resources
• Infrastructure
• Technology
• Legal
FIVE STRATEGIC INITIATIVES
MISSION
VISION
CORE VALUES
PARAMETER
• Vision 2020
• 1Malaysia
• ETP
• GTP
• 10th MP
• International best practices
CURRENT VOCATIONAL EDUCATION
VISION
Vocational Education: The Best Path to Excellence Career
MISSION
Providing an innovative vocational education and training to meet the needs of individuals, communities, industries and the country.
6


HOW
STRATEGIC ACTION PLAN
S1
To develop a vocational education curriculum that can produce skilled human capital ready for employment and able to further their education at higher level.
Initiative 1: Transformation of vocational education curriculum.
Action 1:
To implement Junior Vocational Education (JVE) Programme
Action 2:
To implement Vocational College curriculum.
S2
To develop vocational education institutions that can produce skilled human capital ready for employment and able to further their education at higher level. .
Initiative 2: Transformation of vocational education institution.
Action 3:
To set up Junior Vocational Education (JVE) Programme
Action 4:
To establish MOE Vocational College (VC)
Action 5:
To establish Other Public Agencies Vocational Colleges.
S3
To intensify collaboration efforts with strategic partners in order to expand access, to ensure a quality vocational education and to increase the employability level of the vocational education graduates.
Initiative 3:
Collaboration with industries.
Action 6:
To establish Private Vocational College through the Private Finance Initiatives.
Action 7:
To set up a Vocational Education Advisory Council.
S4
To provide an assessment mechanism leading towards accreditation & recognition
Initiative 4:
Transformation of vocational education assessment .
Action 8.:
To implement assessment based on vocational standard competencies.
S5
To enhance / increase the capability of MOE vocational education organization.
Initiative 5:
Transformation of vocational education organization.
Action 9:
To set up a Technical and Vocational Education Sector.
Action 10.
To strengthen vocational education human resources through training.
Action 11:
To strengthen vocational education human resources through an improved Vocational Education scheme.
7


Malaysia TVET Graduates Pathway
WORLD OF WORK
INSTITUTES OF HIGHER EDUCATION
VOCATIONAL INSTITUTES OF HIGHER LEARNING/MALAYSIA TECHNICAL UNIVERSITY NETWORK
WORLD OF WORK
VOCATIONAL INSTITUTIONS
POLYTECHNIC & TECHNICAL INSTITUTES
HSC
MATRICULATION
Diploma
Certificate
MoE
(EDUCATION ACT 1996)
VOCATIONAL COLLEGES
Diploma
Certificate
OTHER MINISTRIES
PUBLIC SKILLS TRAINING INSTITUTIONS
Diploma
Certificate
PRIVATE VOCATIONAL COLLEGE
SPM
HIGHER SECONDARY (2 YEARS)
60% (2020)
PMR
LOWER SECONDARY (3 YEARS)
JUNIOR VOCATIONAL EDUCATION
SKM 2
SKM 1
95%
5%
UPSR
PRIMARY EDUCATION (6 YEARS)
8

TRANSFORMASI PENDIDIKAN VOKASIONAL
Kementerian Pelajaran Malaysia

WHAT

VOCATIONAL COLLEGE (VC) CURRICULUM

ACADEMIC MODULE

- MALAY LANGUAGE (BAHASA MELAYU)
- ENLISH LANGUAGE
- COMMERCIAL LANGUAGES – MANDARIN & ARABIC
- HISTORY
- GENERAL MATHEMATICS
- SCIENCES
- ISLAMIC /MORAL STUDIES

30%

ENTREPRENEURSHIP, EMPLOYABILITY SKILLS, ON JOB TRAINING, AUTHENTIC ASSESSMENT

VC

PRODUCTION BASED EDUCATION (PBE), CENTRE OF EXCELLENCE (COE)

CLUSTER OF VC PROGRAMME

- CIVIL ENG TECH
- ELECTRIC & ELECTRONIC ENG. TECH.
- MECH. & MANUFACTURING ENG. TECH.
- ICT
- BUSINESS
- HOSPITALITY
- AGRO TECHNOLOGY
- MARINE ENG. TECH.
- ARTS & CULTURAL SUPPORT SYSTEM
- TRANSPORTATION
- HEALTH SCIENCES

70%

PROPOSED VC COURSES

- ELECTRIC
- ELECTRONIC
- TELECOMMUNICATION
- MECHATRONIC
- TOURISM
- BAKERY & CONFECTIONARY
- FASHION & DRESS MAKING
- CHILD DEV. & SERVICES
- CULINARY ARTS
- COSMETOLOGY & WELLNESS

PERCENTAGE OF CREDIT HOURS FOR LEVEL 1-3 CERTIFICATE	
ACADEMIC MODULE PERCENTAGE	30%
VOCATIONAL MODULE PERCENTAGE	70%

PERCENTAGE OF CREDIT HOURS FOR DIPLOMA (LEVEL 4)	
ACADEMIC MODULE PERCENTAGE	20%
VOCATIONAL MODULE PERCENTAGE	80%

9

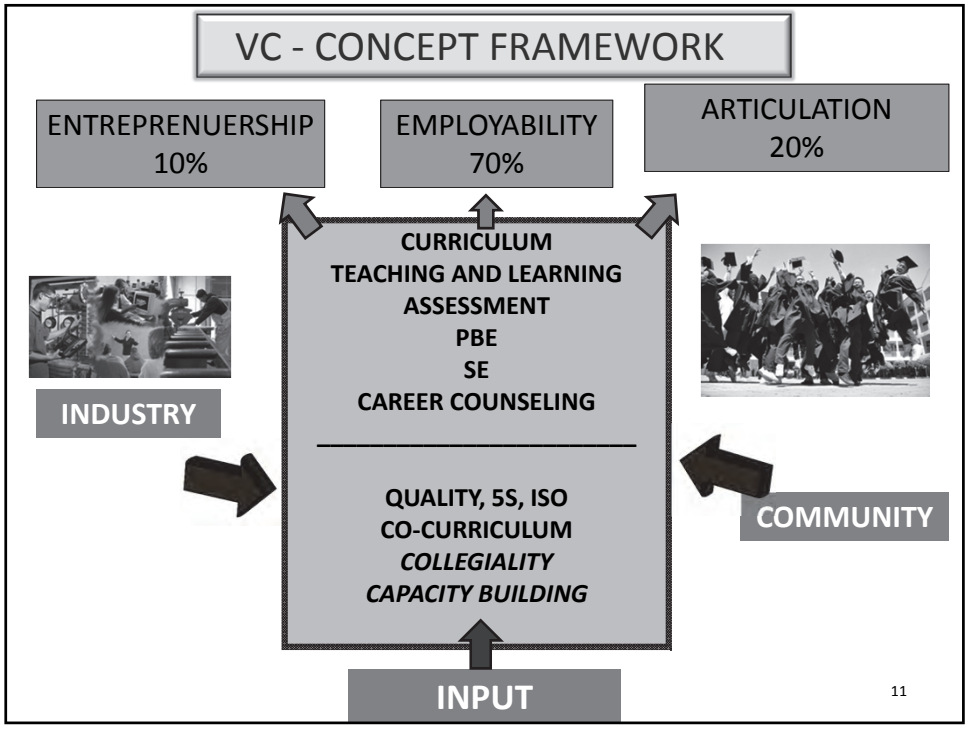
MALAYSIAN QUALIFICATION FRAMEWORK

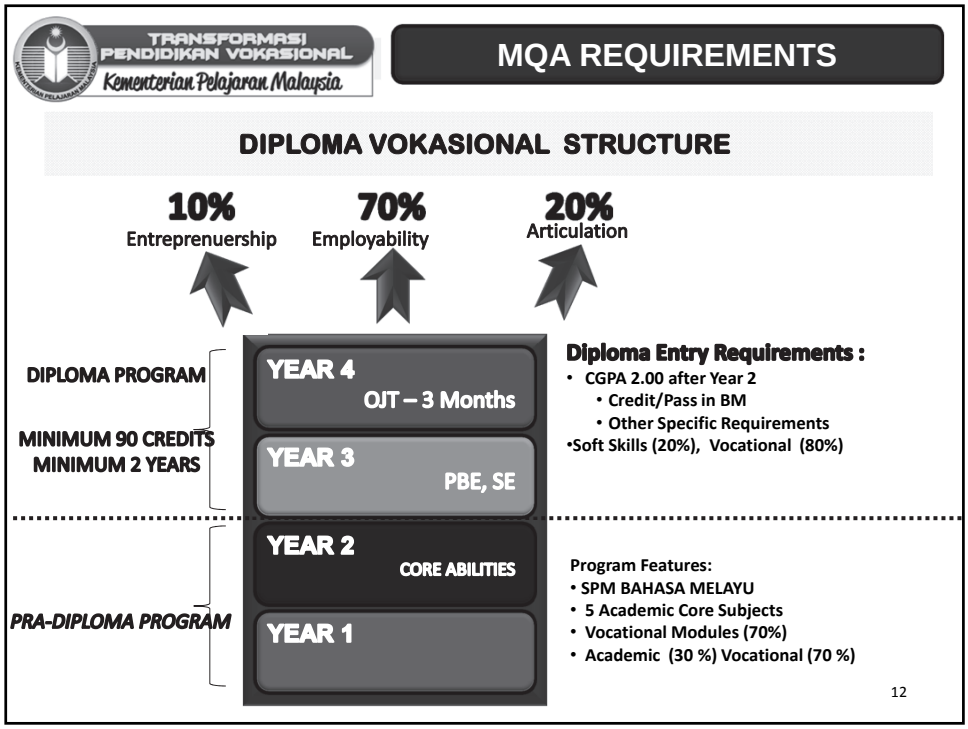
MBOT will enhance the career path of TVET graduates

MQF Level	Skills (SAC – Technical & Non Technical)	Vocational and Technical (TAC – Polytechnic, Community College, Dublin Accord)	Higher Learning Institutions (ETAC – Sydney Accord)	Designation
8	NA	NA	Doctorate	Principal Technologist / Executive
7	NA	NA	Masters	Senior Technologist / Executive
6	NA	NA	Bachelors	Technologist / Executive
5	Advanced Diploma	Advanced Diploma	Advanced Diploma	Senior Technician
4	Diploma	Diploma	Diploma	Technician
3	Skills Certificate 3	Vocational & Technical Certificate		Junior Technician
2	Skills Certificate 2			Senior Operator
1	Skills Certificate 1		VOCATIONAL COLLEGE PROGRAMME	Operator

Proposed Pathway For Malaysia TVET Graduates

10

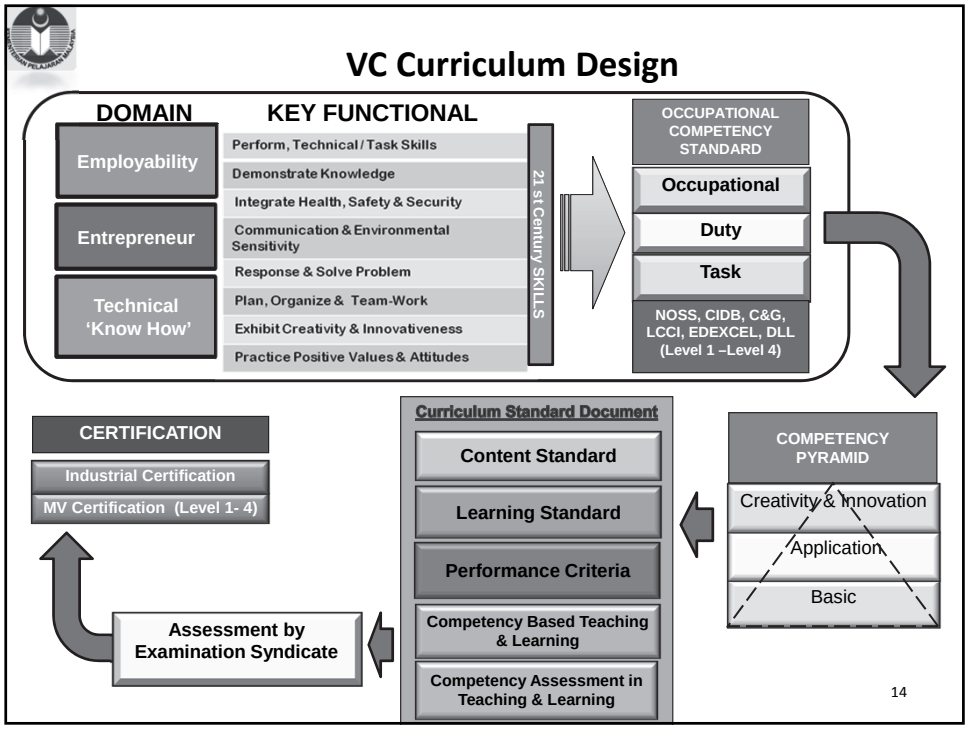

VC - CONCEPT FRAMEWORK
ENTREPRENUERSHIP 10%
EMPLOYABILITY 70%
ARTICULATION 20%
CURRICULUM
TEACHING AND LEARNING
ASSESSMENT
PBE
SE
CAREER COUNSELING
QUALITY, 5S, ISO
CO-CURRICULUM
COLLEGIALITY
CAPACITY BUILDING
INDUSTRY
COMMUNITY
INPUT
11


TRANSFORMASI PENDIDIKAN VOKASIONAL
Kementerian Pelajaran Malaysia
MQA REQUIREMENTS
DIPLOMA VOKASIONAL STRUCTURE
10% Entreprenuership
70% Employability
20% Articulation
DIPLOMA PROGRAM
MINIMUM 90 CREDITS
MINIMUM 2 YEARS
PRA-DIPLOMA PROGRAM
YEAR 4
OJT – 3 Months
YEAR 3
PBE, SE
YEAR 2
CORE ABILITIES
YEAR 1
Diploma Entry Requirements :
• CGPA 2.00 after Year 2
• Credit/Pass in BM
• Other Specific Requirements
•Soft Skills (20%), Vocational (80%)
Program Features:
• SPM BAHASA MELAYU
• 5 Academic Core Subjects
• Vocational Modules (70%)
• Academic (30 %) Vocational (70 %)
12

VOCATIONAL COLLEGE PROGRAMME
MAPPING TO MALAYSIAN QUALIFICATION FRAMEWORK (MQF)

MQF LEVEL	YEAR	PROGRAM/ DURATION	MAIN COMPONENTS	RECOGNITION/ ACCREDITION
4	3 & 4	**DIPLOMA VOKASIONAL (2 Years 3 Months)**	Core Modules/Soft Skills Vocational Modules On Job Training Production Based Education School Enterprise CoCurriculum	MQA, JPK, JPA Other Certification Bodies such as C&G, TWI, LCCI ETC
	1 & 2	**PREPARATION PRE-DIPLOMA (2 Years)**	Academic Core Subjects Employability Skills Financial Management Vocational Modules	MOE Examination Board , JPK, JPA, Other Certification Bodies

13



VOCATIONAL COLLEGE SEMESTER SYSTEM

YEAR	FOUR YEAR SYSTEM	
	LEVEL	SEMESTER
YEAR 4	LEVEL 4 (DVM)	**INDUSTRY BASED OJT 12 WEEK**
		Semester 8
		SHORT SEMESTER (OJT–PBE *In-House*) 4 WEEKS
		Semester 7
YEAR 3	LEVEL 3 (DVM)	SHORT SEMESTER (OJT–PBE *In-House*) 4 WEEKS
		Semester 6
		SHORT SEMESTER (OJT–PBE *In-House*) 4 WEEKS
		Semester 5
YEAR 2	LEVEL 2 (SVM)	SHORT SEMESTER (Employability Skills - 4 WEEK)
		Semester 4-
		SHORT SEMESTER (Employability Skills - 4 WEEK)
		Semester 3
YEAR 1	LEVEL 1 (SVM)	SHORT SEMESTER (Employability Skills - 4 WEEK)
		Semester 2
		Semester 1

15

VOCATIONAL COLLEGE PROGRAM IMPLEMENTATION 2013 AT INSTITUT LATIHAN PERINDUSTRIAN (ILP), JABATAN TENAGA MANUSIA, KSM

NO	PROGRAMME	INSTITUT LATIHAN PERINDUSTRIAN (ILP)											TOTAL
		PEDAS	P. GUDANG	LEDANG	B. KATIL	IPOH	JITRA	KANGAR	KUANTAN	MARANG	K. KINABALU	K. SAMARAHAN	
1	CNC Machining Tehnology		20										20
2	Manufacturing Technology – Tool and Die (Presstool)		20						15				35
3	Manufacturing Technology (Hardware) (Tool and Die- Mould)			25									25
4	Foundry Technology					15							15
5	Industrial Product Design Technology			25							20		45
6	CADD Mechanical CADD Technology	30											30
7	Industrial Instrumen s Technology							30					30
8	Mechatronic Technology							30		40	20	20	110
9	Architechtural CADD Technology								15		20		35
10	Plastic Technology			25	30		20						75
11	Cramic Technology					15							15
12	Gas Pipe Installation											30	30
	TOTAL	30	40	75	30	30	20	60	30	40	60	50	465

16

APPRENTICESHIP PROGRAM STRUCTURE – FLEXIBLE 2 YEARS

MODEL A

YEAR	TWO YEAR SYSTEM	
	LEVEL	ACTIVITY
YEAR 2 (LEVEL 2)	LEVEL 2	PRACTICAL TRAINING (6 MONTHS)
		BASIC VOCATIONAL THEORY (3 MONTH)
		ACADEMIC (3 MONTHS)
YEAR 1 (LEVEL 1)	LEVEL 1	PRACTICAL TRAINING (6 MONTHS)
		BASIC VOCATIONAL THEORY (3 MONTH)
		ACADEMIC (3 MONTHS)

OR

MODEL B

YEAR	TWO YEAR SYSTEM	
	LEVEL	ACTIVITY
YEAR 2 (LEVEL 2)	LEVEL 2	SUBJECT TO NEGOTIATION
YEAR 1 (LEVEL 1)	LEVEL 1	SUBJECT TO NEGOTIATION

CO-FUNDING MODEL FOR KOLEJ VOKASIONAL APPRENTICESHIP PROGRAMME

Programme Detail/ Duration	Curriculum & Assessment	Implementing Agency	Details of Funding
Academic	BPK, BPTV, LP	Kolej Vokasional	Government Funding
Basic Vocational Theory	JPK, LP	Public Training Agency Private Training Provider	Governement Funding
Hands-on/Practical	JPK, LP	Industry	Double Tax Deduction Initiative for Industry

17

IMPORTANT ASPECTS OF APPRENTICESHIP PROGRAMME

Programme Aspect	Details
Programme Certification/Acreditation	Sijil Pelajaran Aliran Kemahiran (SPAK) with Bahasa Melayu (SPM Equivalent) Sijil Kemahiran Malaysia (Level 1 & 2)
Value Added Certification/Acreditation	City & Guild (UK), LCCI, TWI (Based on the Programme)
Student Career Prospect	Preferably Absorbed into the Practical Training Company or other related companies.

18


Question
&
Answer
19


" Kualiti Dijunjung
Pendidikan Disanjung
KEMENTERIAN PENDIDIKAN MALAYSIA
MINISTRY OF EDUCATION MALAYSIA
Thank you
VOCATIONAL
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EDUCATION OF CHOICE
TERIMA KASIH
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S4A-Tagashira

International Workshop
Japanese Mode of Tertiary Education and Globalization
- Qualifications Framework and Quality Assurance –

Restructuring of Junior College Functions

February 22, 2014

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Higher Education Bureau, Ministry of Education, Culture, Sports, Science and Technology

文部科学省
MEXT
MINISTRY OF EDUCATION, CULTURE, SPORTS, SCIENCE AND TECHNOLOGY-JAPAN

Today's Agenda

1. Status of Junior Colleges

2. Summary of Discussion of Junior College Working Group, University Education Section, University Subcommittee, Central Council for Education

3. Budget for Strengthening Functions

1. Status of Junior Colleges

(1) Introduction: Definition of Junior College in Japan

- Under the Japanese system, junior college is defined as a type of a university.
- However, the objectives of the two institutes are defined differently.
- Currently, junior college degrees are awarded to the graduates of junior college, following the period when associate degrees were awarded.

School Education Act (Act No. 26 of 1947)

Chapter 9 (University)

(University)
Article 83 (1) The objectives of universities are to provide comprehensive knowledge, educate and cultivate specialized knowledge and skills, and develop intellectual, ethical, and applicable abilities as the core of scholarship activities.
(2) Universities shall conduct educational research to achieve their objectives and contribute to the development of society by broadly disseminating the results of their research.

(Degree)
Article 104 (1) Universities (excludes universities stated in Item (2) of Article 108, which shall be referred to as "junior college" under this article, and the same shall apply hereinafter) shall confer bachelor's degree to graduates of universities, master's or doctor's degrees to those who finish graduate schools, and the degree stipulated by the minister of MEXT to those who finished professional graduate schools, provided for by the minister of MEXT.
(2) Omit
(3) Junior college graduates shall receive junior college degrees as provided for by the minister of MEXT.
(4) – (5) Omit

(Junior College)
Article 108 (1) Universities may change its objectives provided in Item (1) of Article 83 and set forth the main objective to educate and cultivate specialized knowledge and skills and to develop the necessary skills required for a profession and the actual lives of the graduates.
(2) The course term of universities for the objective shown above shall be two or three years, regardless of Item (1) of Article 87.
(3) The universities defined above shall be called junior colleges.
(4) – (8) Omit

(2) Introduction: The Development of Junior College System

1) Background to the permanence of junior college system

- ○ April 1, 1950: Partial amendment of the School Education Act (Act 179 of June, 1949)
  - Started as a tentative system. Number of schools: 149 (national:0, local government:17, private:132)
- ○ 1958: Submitted a specialized course college to the Diet (the 28th ordinary session, the 30th extraordinary session, and the 31st extraordinary session) … scrapped
  - For the permanence of junior colleges, changed the name to specialized course college and established an institute for nurturing practical engineers
- ○ June 19, 1964: Partial amendment of the School Education Act (Act 110 of June 1964)
  - Launched as permanent system. Number of schools: 339 (national:29, local government:40, private:270)
- ○ April 1, 1976: Enforcement of junior college establishment standards (Ordinance of the Ministry of Education No. 21 of April, 1975)

2) Reform of junior college system

- ○ February 8, 1991: "Regarding the improvement of junior college education" (report by the university council)
  - Outline the junior college establishment standards and allow greater flexibility
  - Establishment of an associate degree for graduates of junior colleges
  - Introduction of self-inspection and self-evaluation system, etc.
- ○ July 1, 1991: Partial amendment of School Education Act (Act No. 25 of April, 1991)
  - Establishment of an associate degree for graduates of junior colleges
- ○ July 1, 1991: Partial amendment of the junior college establishment standards (Ordinance of the Ministry of Education No. 29 of June, 1991)
  - Provision of greater flexibility to the system to the outline
  - Diversification of learning opportunities
  - Introduction of self-inspection and self-evaluation system
- ○ January 28, 2005: "Future of higher education in Japan" (report by the central education council)
  - Clarification of individualities and characteristics of junior colleges
  - Establishment of a junior college degree for graduates.

5

- ○ October 1, 2005: Partial amendment of the School Education Act (Act No. 83 of July, 2005)
  - Establishment of a junior college degree for graduates of a junior college

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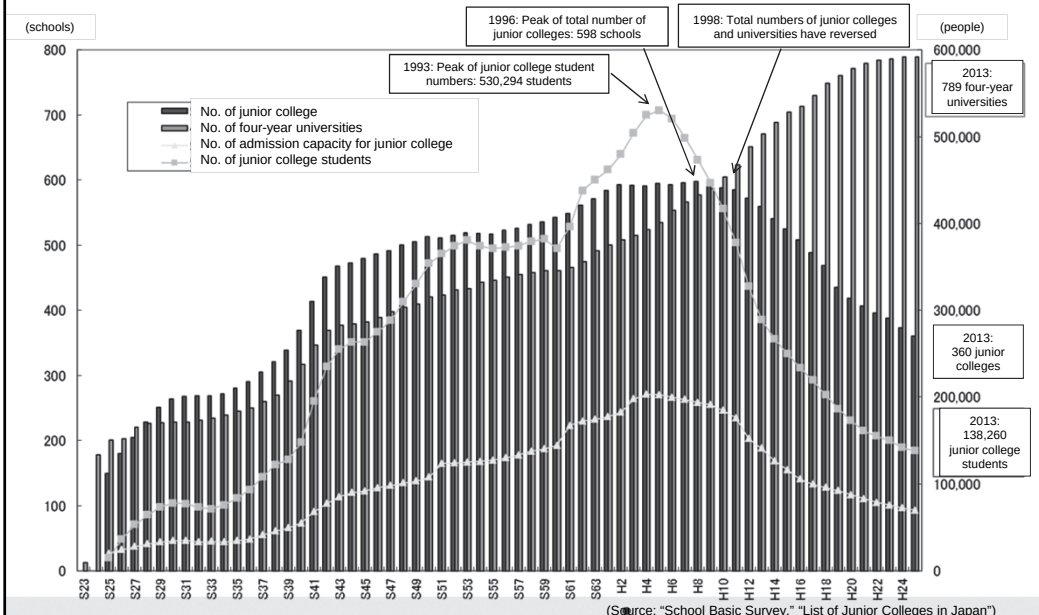
(3) Trends in the numbers of junior colleges, admission capacity, and students



(Source: "School Basic Survey," "List of Junior Colleges in Japan")

※No. of four-year universities include schools with correspondence courses only.
※No. of students include students in major courses and other courses.

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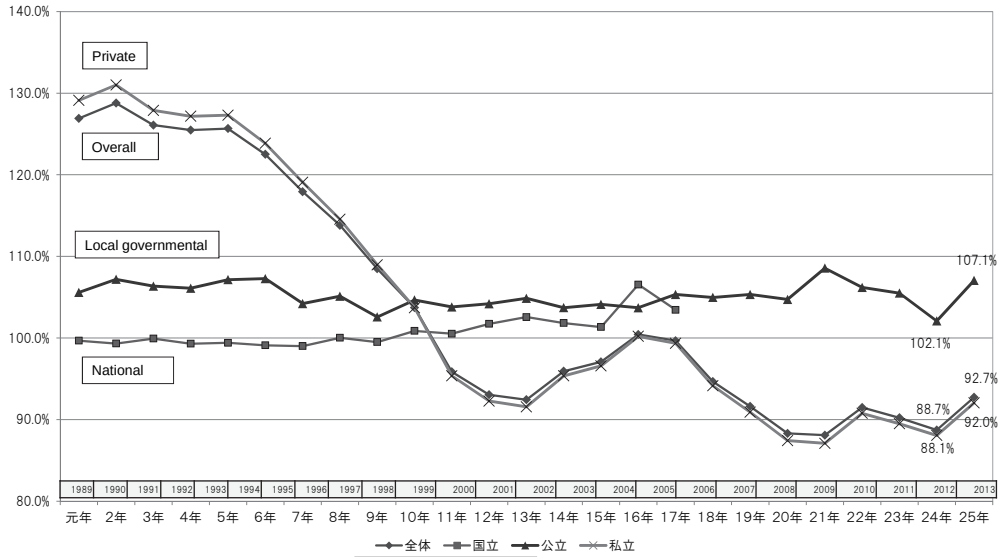
6

(4) Trends in acceptance rates at junior colleges by administrators



(Source: "School Basic Survey," "List of Junior Colleges in Japan")

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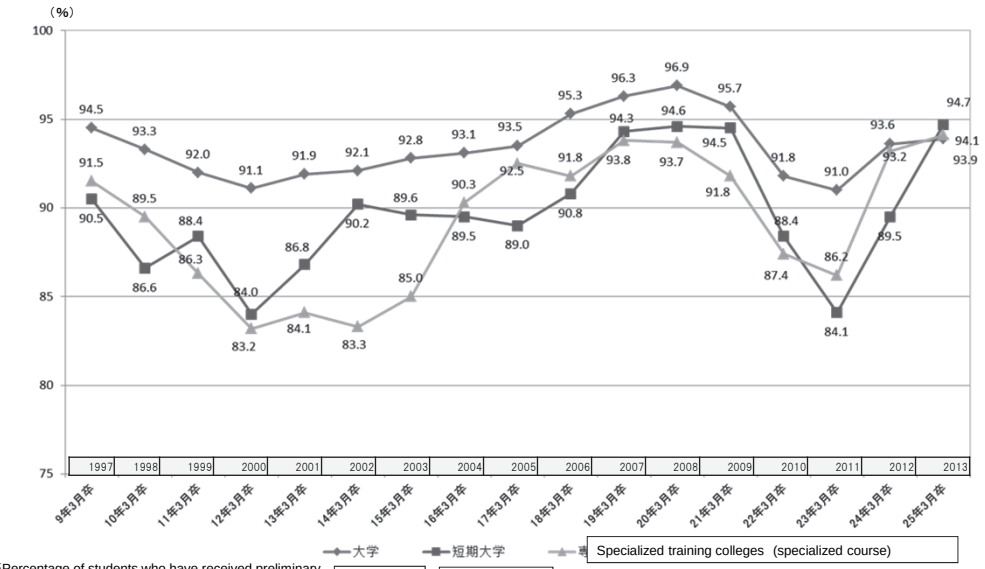
(5) Trends in job placement rate by schools



※Percentage of students who have received preliminary offers of hiring from the total number of students seeking fo a job.

(Source: "Survey on preliminary offer of hiring to graduating students")

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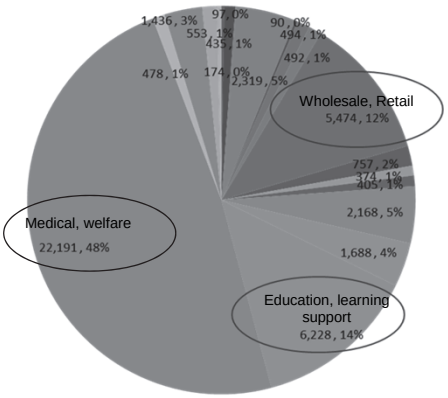
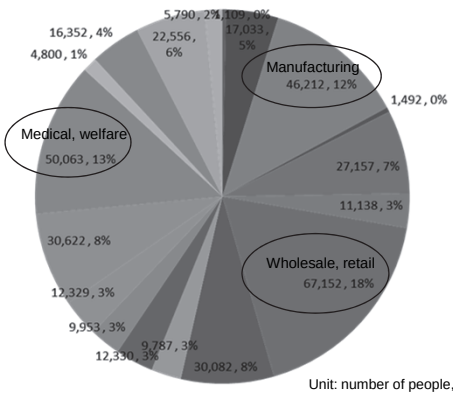
(6) Number and percentage of job hunting students in universities/junior colleges by industry (2013 March Graduates)

◆Junior colleges



◆Four-year universities



Unit: number of people, %

■Agriculture, forestry
■ Electric, gas, heat supply, water
■ Wholesale, retail
■ Academic research, expertise service
■ Education, learning support
■ Services

■ Construction
■ Information and telecommunications
■ Finance, insurance
■ Accommodation, restaurant and catering services
■ Medical, welfare
■ Public office

■ Manufacturing
■ Transporting, mailing
■ Real estate, leasing

■ Living-related and personal services , amusement services
■ Compound services
■ Others

■ Agriculture, forestry
■ Electric, gas, heat supply, water
■ Wholesale, retail

■ Academic research, expertise service
■ Education, learning support
■ Services

■ Construction
■ Information and telecommunications
■ Finance, insurance

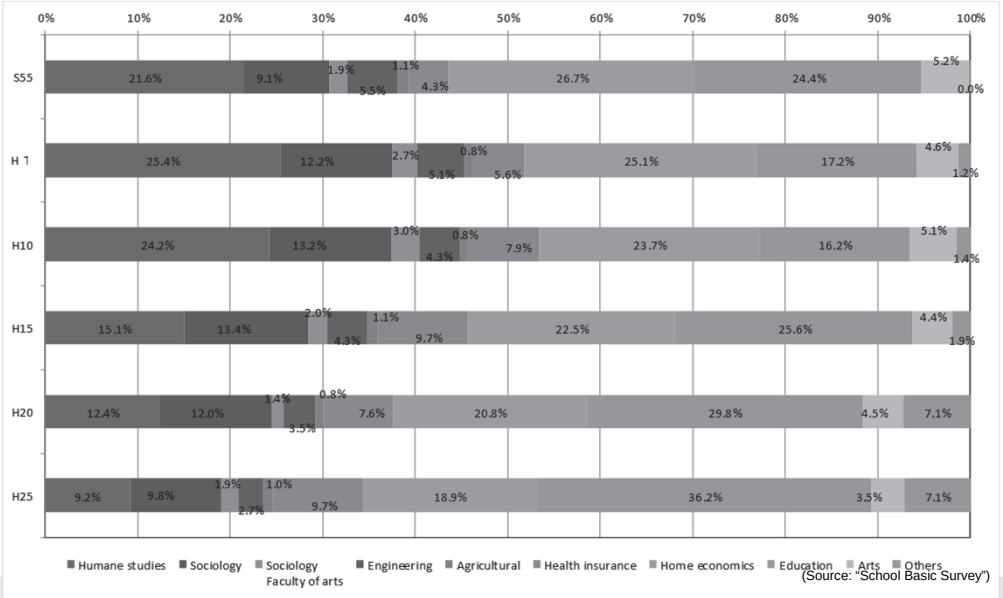
■ Accommodation, restaurant and catering services
■ Medical, welfare
■ Public office

■ Manufacturing
■ Transporting, mailing
■ Real estate, leasing

■ Living-related and personal services , amusement services
■ Compound services
■ Others

(Source: "School Basic Survey")

(7) Trends in percentage of junior college students by academic field



(Source: "School Basic Survey")

2. University Education Division, University Sub-council, Central Education Council

Discussions by the Junior College Working Group

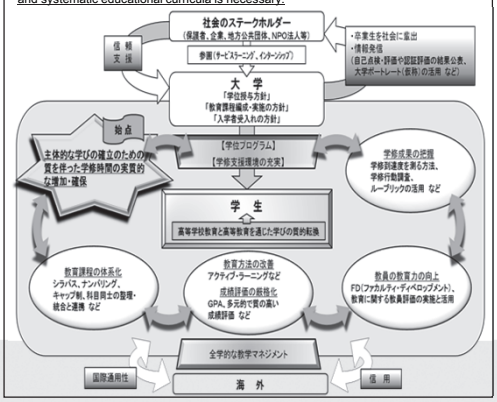
Toward the qualitative transformation of university education to build a new future - To build universities for lifelong learning and autonomous thinking - (August 28, 2012 Report by the Central Education Council)

◇The social environment and the current situation and issues of higher education in Japan

- Regional societies and industries find the means of success in the basic ability to respond to changes in society and the future under rapid social changes that include globalization, advances in IT technologies, and an aging society with a declining birthrate.
- Universities are expected to foster capable human resources who serve as driving forces and contribute to the progress of academic research.
- Qualitative transformation of the education in baccalaureate degree programs that encourage voluntary learning in order to nurture human resources with bachelor's degree-level academic ability, which is expected be developed in higher education.
- In reality, the learning hours of students in Japan are shorter than students in other countries.

Qualitative transformation of education in baccalaureate degree programs

- ○ It is necessary to produce a positive loop to enable qualitative transformation of education in baccalaureate degree programs starting at increasing and securing hours during which students engage in voluntary learning.
- ○ A shift from the preparation of class subjects mainly by teachers to organizational and systematic educational curricula is necessary.



Specific method of reform for the future

University

•○ Under the policy of granting academic degrees at a university (ability to nurture), the president, vice president, directors of departments, specialized staff, and other faculties work as a team to establish the following reformation cycle:

- **Systematic educational curricula (P)**
- **Organized education based on allocation of roles and cooperation among teachers (D)**
- **Evaluation of learning achievements of students and teaching activities of teachers through the use of assessment tests and learning behavior surveys (e.g. learning hours) (C)**
- **Further improvement of educational curricula and teaching methods (A)**

Cooperation & support

University support organizations

- ○Train specialists in FD and IR
- ○Encourage universities to actively transmit information
- ○Research and develop specific ways to keep track of learning achievements
- ○Improve university evaluations

Ministry of Education, Culture, Sports, Science and Technology, etc.

- ○Support the establishment of reformation cycles through the distribution of fundamental budget and subsidies
- ○Research and development concerning the training of experts in FD and educational curricula
- ○Enrich financial support and public financial aid

Local communities, businesses, etc.

- ○Cooperation and support such as participation in education in baccalaureate degree program (e.g. internship, social experience activities) and enriching financial support for students
- ○Coordination with universities which are the core of local communities and active use of universities
- ○Modification of job hunting which starts early and lasts long

Discussions in the Seventh Central Education Council

For the qualitative transformation of university education to build a new future
(August 28, 2012, report by the Central Education Council)

8. Specific method of reform for the future

(ii) Matters to be quickly discussed in this council

(工) “The baccalaureate degree programs in junior colleges are becoming more important during the transformation of socioeconomic structures and play roles as the bases for lifelong learning in local communities by providing equal opportunities for higher education in offering a liberal arts education and occupational education. The discussion will cover aspects of junior colleges as to how their functions should be reconstructed and how they should operate in society based on the intellectual foundation in a mature society.”

University Education Division, University Sub-council, Central Education Council Installation of Junior College Working Group (i)

September 20, 2013 Decision by the University Education Division

The Junior College Working Group is installed in the University Education Division as follows in order to implement investigations and examinations by experts concerning issues of junior colleges, including issues discussed in the “For the qualitative transformation of university education to build new future-To build universities for lifelong learning and fostering abilities of autonomous thinking-” (August 28, 2012, report by the Central Education Council).

1 . Topics to be discussed in the Working Group

- Ideal functions of junior colleges
- Ideal education at junior colleges
- Other topics to be discussed in junior colleges

University Education Division, University Sub-council, Central Education Council Installation of Junior College Working Group (ii)

2. Committee members of the working group
(i) The director of the University Education Division shall appoint the chairman and committee members of the working group.
(ii) About ten people shall serve as committee members of the working group.

3. Installation period of the working group
The working group shall be installed upon this decision, discuss topics listed in 1 by the end of March 2014, and disband when the discussions are complete.

4. Report to the University Education Division
The working group will regularly report the progress of discussions to the University Education Division.

5. Tasks of the working group
The University Development Division will process tasks with the support of the Higher Education Planning Division.

Perspectives and viewpoints that need to be examined concerning the ideal operations of junior colleges based on the recent status of junior colleges and trends in university reformations (i)

(December 25, 2013, First Junior College WG Document 5-1)

- As the institution of higher education rooted in communities sending graduates into society in short periods, junior colleges have played important roles in offering equal opportunities for people to receive higher education, nurturing people with occupational skills who support society, and contributing to the development of local communities.
- Today, Japan faces a rapidly aging society with a declining birthrate, weakening of local communities, and the borderless environment created by globalization. In order to succeed in the transformation aiming to build a society that energetically continues to grow in such an environment, institutions of higher education are expected to respond to the needs of the society by providing the foundation for fostering people who will take the lead in such transformations.
- The number of junior colleges has been decreasing every year as the population of 18-year-olds decreased, the needs of students changed, and many junior colleges changed into four-year colleges.
- Junior colleges in general faced difficult administrative situations. Yet, they provided equal opportunities for people to receive higher education, developed people with occupational skills, fostered people for leadership roles in local communities, served as bases for lifelong learning in local communities, and attentively provided a unique education to each student. These functions of junior colleges should be used to sincerely capture the changes in society, respond to the need to learn by a wide range of people in society, and make great contributions to the development of human resources.
- Based on this observation, the following perspectives listed below are expected to be the main topics of the discussions of the University Sub-council in the University Education Division when they discuss detailed methods of improving junior colleges in the future.

Perspectives and viewpoints that need to be examined concerning the ideal operations of junior colleges based on the recent status of junior colleges and trends in university reformations (ii)

(December 25, 2013 First Junior College WG Document 5-1)

(Matters to be verified)
1 . Verification of the status of junior colleges
・ Number of junior colleges, number of students by field, and characteristic curricula of education

(Perspectives and viewpoints as the main topics of discussion)
2. Ideal education at junior colleges
・ Education takes advantage of a short learning period (compared to other types of schools)
・ Education for specialized occupational skills in specific fields
・ Education in the liberal arts and practical skills required for working in general
・ Education responding to the needs of local communities for human resources
・ Education responding to the needs of society including businesses concerning human resources
・ Education responding to life stages and the needs of individuals
・ Ideal education as transits to baccalaureate degree programs

Perspectives and viewpoints that need to be examined concerning the ideal operations of junior colleges based on the recent status of junior colleges and trends in university reformations (iii)

(December 25, 2013 First Junior College WG Document 5-1)

3. Ideal functions of junior colleges
・ Role of securing equal opportunities for people to receive higher education
・ Role as bases of lifelong learning in local communities
・ Role of providing functions for working people to start re-learning in the fields of specialized occupations in specific fields
・ Responses to a wide variety of people in society such as using long-term learning system
・ Development of different non-degree programs
・ Ideal forms of a variety of functions responding to life stages and the needs of individuals

4. Quality assurance of education in junior colleges
・ Relationship between qualification requirements mandated by ministries and credits required to graduate
・ Status of junior colleges and ideal forms of standards for installing universities, such as the clarification of ambiguous standards and responses to education targeting working people
・ Improvement and enrichment of accreditation and evaluation systems to promote the qualitative transformation of junior college education through evaluations that emphasize learning achievements and evaluations focusing on functions in which individual junior colleges specialize
・ Efforts to strengthen the quality of education common to different departments and fields among junior colleges
・ Activities to assure the quality of all junior colleges that relevant organizations should work on

Perspectives and viewpoints that need to be examined concerning the ideal operations of junior colleges based on the recent status of junior colleges and trends in university reformations (iv)

(December 25, 2013 First Junior College WG Document 5-1)

- 5. Examination of the ideal functions of community colleges
- Ideal forms of Japanese-style community colleges (provisional title) that junior colleges should assume
- Status and ideal forms of Regional Science Studies (project recognized by Japan Association for College Accreditation)
- Ideal forms of majors and accredited majors
-
- 6. Other
- Public relations activities concerning specialized training colleges and businesses (opinions of specialized training colleges and businesses on junior colleges)

Main opinions raised in the First Junior College WG

・ The important thing is to present evidence showing how and to which degree junior colleges are contributing to local communities

・ Where is the current demand from the perspective of the labor market? What industries are hiring graduates? How are the graduates evaluated? It is important to analyze the strengths of junior colleges by considering which values junior colleges provide to society based on these perspectives.

・ Students often state the following: “Thanks to the intensive study in the two-year program, I can quickly start working and contributing to society,” “The tuition is reasonable and affordable,” “The small school size allows me to build strong relationships with friends,” and “The closeness to professors allows us to talk about various concerns besides class subjects with the professors.”

・ One of the characteristics of junior colleges is that they provide very detailed and thorough support to students.

・ It is important for faculties involved in education at junior colleges to be aware of problems. The first step to the reformation is to understand and accept how the education provided by junior colleges is evaluated in society.

・ I feel that junior colleges have many students who are serious about learning, and the schools have good support systems in small classes. Unfortunately, society does not know about these conditions. I have the impression that the position of junior colleges is unclear, and junior colleges are hidden among the different types of schools.

・ One of the important perspectives of junior colleges is how they should nurture students who have knowledge, skills, and motivation as human resources who can work for the long term in local communities.

3. Budget to Strengthen Functions

Acceleration Program for University Education Rebuilding: AP)

FY 2014 Budget Draft: 1 billion yen (new)

Background

・Society and companies require students with the ability to identify problems when an unanticipated situation is encountered and ascertain paths for resolving these problems.
・Insufficient time for students' independent study

In order to nurture human resources with the skills necessary for adult members of society, such as fundamental abilities for members of society (ability to identify/investigate issues and the ability to take action) and basic versatile skills, universities need to improve educational content and create an environment that enables students to devote themselves to their studies.

Direction of Reforms Pursued by the Government

"University Education and Global Human Resource Development of the Future" (Third Proposal of the Council for the Implementation of Education Rebuilding; May 28, 2013)
・Qualitative change in educational methods (classes and study methods that incorporate students' active efforts (active learning), bi-directional class development, etc.)
・Improvement of university-wide teaching-learning management (securing/increasing students' study time, visualization of study results, systemization of curricula, establishment of systematic education, etc.) → the national government concentrates support on universities undertaking these efforts
"The Future of Connections between High School Education and University Education and the Screening Process for University Applicants" (Fourth Proposal of the Council for the Implementation of Education Rebuilding; October 31, 2013)
・Change to a screening process for university applicants that makes evaluations/decisions multilaterally and comprehensively → the national government will proactively support universities with clear financial support

Support part (second level)

Individual faculties/ departments apply for reform projects

After clarification of the direction of reform and positioning and importance of the project,

The university overall presents the direction of these reforms

Reform initiated by universities (first level)

Status of educational reform

Theme 1
Active Learning

Improvement of class content/methods that incorporate students' active efforts

(Standard type) 20 million yen x 8

Theme 2
Study Results/Indicators Model

・Assess the results of students' study and improve classes based on this data
・Students assess the results of their own study before designing their next study method

(Standard type) 20 million yen x 8

(Combined type) 28 million yen x 16

Theme 3
Entrance Exam Reform/High School-University Connection

・Develop and implement a method for screening university applicants that evaluates/judges applicants' skills, motivation, and suitability multilaterally and comprehensively
・Implementation of advanced placement

(Entrance exam reform) 20 million yen x 8
(High school-university connection) 18 million yen x 4

●Universities (universities, junior colleges, technical colleges) apply for projects matching each theme (one application per university)
●The Ministry of Education, Culture, Sports, Science and Technology (MEXT) sets evaluation indicators in advance for each theme and common to all of the themes (in addition, each university is required to set its own evaluation indicators)
●Results are clarified using objective indicators, and if no results are seen, measures such as reduction of subsidy amounts are implemented
●The period of assistance is 5 years (however, in the 4th and 5th years, subsidy amounts are gradually reduced by one-third and two-thirds, respectively, facilitating a soft landing after the conclusion of the assistance period)

Only universities that have cleared the standards set in advance regarding the status of previous education reform efforts are eligible for screening
・Upper limit for credits set university-wide (CAP system) ・Syllabus enhancement (also evaluate content)
・FD/SD for all instructors ・Enhancement of teaching assistant system
・Improvement of GPAs university-wide (also evaluate use and application), etc.

22

University COC (Center of Community) Project

文部科学省 地(知)の拠点

FY 2014 Budget Draft: 3.4 billion yen
(FY 2103 Budget: 2.3 billion yen)

1. Background ＜Expectations for Universities＞

- ●Want universities to implement education and research that contributes to the resolution of local issues
- ●Want students to put effort into study that will be useful to them as adult members of the local community
- ●Want connections between individual instructors to develop into cooperative systems overseen organically by the university

＜Meaning and Effectiveness of University Efforts to Solve Local Issues＞

- ◎**The university contributes to the regeneration/invigoration of the local community**
- ○The university looks more directly at local issues→**invigorates education/research**
- ○Students participate in the resolution of local issues→**fosters students' execution abilities**

2. Project Objectives

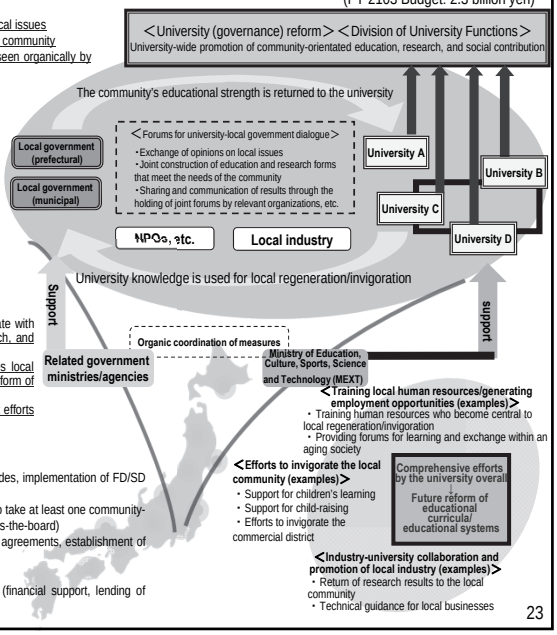
Support universities that promote university-wide community-oriented education, research, and social contribution,
→ promote **university governance reform** under the leadership of the university president
→ promote **division of university functions** that utilized the strengths of each university

3. Eligibility for and Aims of Support

・ Eligible universities (including junior colleges and technical colleges) are those that cooperate with local governments, etc., and promote university-wide community-orientated education, research, and social contribution (both multiple local government bodies and multiple universities are possible).
・ Internal university organizations cooperate organically, and the entire university undertakes local regeneration/invigoration efforts as "a university for the local community", leading to the future reform of educational curricula and educational systems.
・ Matching of local issues (needs) with university resources (seeds) and regional development efforts through local government-university cooperation are promoted.

4. Conditions for Support

(1) Clarification of positioning of initiatives as university-wide efforts (positioning of university codes, implementation of FD/SD for all instructors, etc.)
(2) Efforts fused with university education/research (educational curricula requiring all students to take at least one community-orientated subject while at the university, and educational system reforms are implemented across-the-board)
(3) The university and local government cooperate systematically and practically (conclusion of agreements, establishment of forums for dialogue, etc.)
(4) Past performance with regard to cooperation with the local community
(5)Across-the-board support is provided by local government bodies: matching fund method (financial support, lending of facilities free-of-charge, dispatch of personnel, etc.)



23

Who is Responsible for Quality Assurance in 'Practical' Vocational Education? : in the case of Professional Training College (*Senmon Gakko*)

Yuki Inenaga (University of Tsukuba)

For institutions providing vocational education, there are broadly two frameworks for quality assurance: frameworks based on the type of school, and frameworks based on field of education. In the case of tertiary education in Japan, quality assurance is generally carried out within a framework based on type of school, and field-based frameworks can be said to be undeveloped overall.

Amongst the types of schools responsible for tertiary education in Japan, there are multiple sectors that provide vocational education; however, the sector that claims leadership of vocational education and training is the professional training college (=*Senmon Gakko*) sector. Unlike universities and junior colleges, which have already established accreditation and other evaluation systems, professional training colleges have no framework for school-type-based quality assurance, with quality assurance for school-type virtually being left up to self-regulation. That is to say, although professional training colleges claim to provide vocational education and training, in reality for a long period of time there was virtually no means by which to evaluate the content and quality of the education they provided other than by "reputation".

According to a survey conducted five years ago at the department level, there is certainly a strong awareness in educational programs provided by professional training colleges of "practical business" and "practice" within the consciousness of education providers. However, when we analyze several indicators related to educational methods—such as orientation towards other educational purposes and goals ("high occupational specialization", "breadth as a high-skilled worker", "discipline", etc.); breadth/narrowness of the business/occupational types towards which education and training is directed; combination of class formats; contact with work/real workplaces, and ratio of full-time instructors—we find that not only are there significant differences between fields in terms of the breadth/narrowness of the business/occupational types towards which human resources training is directed, but also due to these differences there are slight differences in the educational content and methods indicated by "practical business" and "practice", as shown in Table 1. This means that, amidst rapid changes in the industrial world, providing education directed towards occupational "practice" in particular must deeply involve real workplaces—that is, individual companies and other organizations as well as industries and professional associations—in various forms in the quality assurance of this vocational education and

training. Of the "Specialist in particular business area (=*Gyo-kai Jin*)" training types shown in Table 1, educational programs provided by departments that are designated training institutions for national qualifications have established mechanisms for quality assurance via the relevant government authorities. In other cases, however, although there are fields in which industrial/professional organizations have their own quality assurance mechanisms, these are only very few. In particular, when it comes to "Worker as a member of society (= *Syakai Jin*)" training types, it is difficult even to identify who is responsible for quality assurance due to the difficulty of setting specific business and occupational categories.

Beginning this year, professional training colleges will commence full implementation of "specialized and practical vocational courses (=*Syokugyo Jissen Senmon Katei*)". Here there is also a strict requirement for educational program quality assurance, but as with universities and junior colleges, the question is will this stop at the construction of quality assurance frameworks closed within school types, or will it have the potential to lead to the construction of field-based vocational education quality assurance frameworks in which various stakeholders from both within and outside schools are involved? Now is truly the time that the direction of quality assurance for practical vocational education, which differs from academically orientated education, is being called into question.

Table 1. Typology of "Practical Business" and "Practice" Orientation in Professional Training College (*Senmon Gakko*) (Yoshimoto, Inenaga, Watanabe, et al. 2010)

Type of concept	Specialist in particular business area (*Gyo-kai Jin*)	Artisan (*Syoku-nin*)	Worker as a member of society (*Syakai Jin*)
Breadth of the business/occupational types towards which human resources training is directed	Both business and occupational types are narrow	Only occupational type is narrow	Wide area (both business and occupational types are broad)
Human resources image towards which training is directed (meaning "practical business" and "practice")	In accordance with the context of the real workplace, students become workers in particular industry area, with broad knowledge they are able to demonstrate their skills.	Students acquire skills necessary for their occupation (become able to perform these skills)	Students become able to behave in accordance with rules establishing 'co-existence' (Goffman 1963) in the workplace
Methods for securing occupational relevance	Secured through experience in the real workplace (work placement)	Secured by honing skills at school (without awareness of a sense of the real workplace)	Secured through a sense of the atmosphere and discipline in the real workplace
Examples of typical fields	"Medicine", "Education"	"Electricity/Electronics and Machinery", "Nutrition", "Culinary arts"	"Commerce/ Management/Business", "Accounting/bookkeeping"

[References]

Goffman, E., 1963, *Behavior in Public Places: Notes on the Social Organization of Gatherings*. New York: the Free Press.

Yoshimoto K., Inenaga, Y., Watanabe, K., et al., 2010, 'Jinzai Yousei Mokuteki to Roudou Shijyo to no Taiou-sei ni Kansuru Kenkyu (The relevance between purpose of human resource development and labour market: in the case of professional training college)'. Handout in the 63th annual conference of Japan Society of Educational Sociology, at Kansai University, Japan.

22 Feb. 2014 @ TKP Tenjin-city Center Annex, Fukuoka, Japan
Session IV A 'QA for VET in Non-university Tertiary Education'
International Workshop 'Japanese Mode of Tertiary Education and Globalization: Qualifications Framework and Quality Assurance

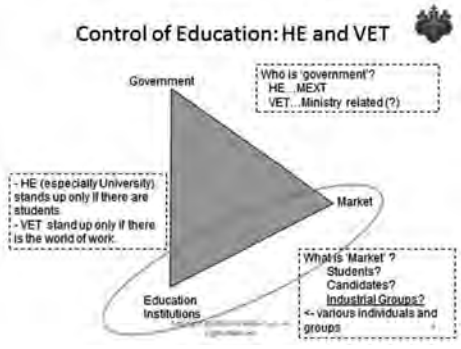
Who is Responsible for Quality Assurance in 'Practical' Vocational Education? : in the case of Professional Training College (*Senmon Gakko*)

INENAGA, Yuki
Assistant Professor
Faculty of Business Sciences/ Research Center for University Studies (RCUS)
University of Tsukuba

The point of <suitably> Quality Assurance in VET: (1) v.s. Academic Education

[Point 1] v.s. 'Academic' Education

- Higher Education - VET
- Type of Institution – Type of (specific) area
- Academic (or theory on the desk) – 'practical business' or 'practice'
  - But it is different from 'practical' academic education
- Stakeholders involved
  - Who is involved ?
  - What is 'Market' ?



2

2 types of framework for quality assurance of VET in tertiary education

Type1: Institution-based framework of quality assurance in Japan

		Type of Institution				
		Graduate School	University	Junior College	College of Technology	Professional Training College
Establishment	National					
	Public					
	Private					

Type2: VET-based framework of quality assurance

		Level			
		Doctoral or Master level	Bachelor level	Associate level	…
Area	A				
	B				
	C				
	D				
	…				

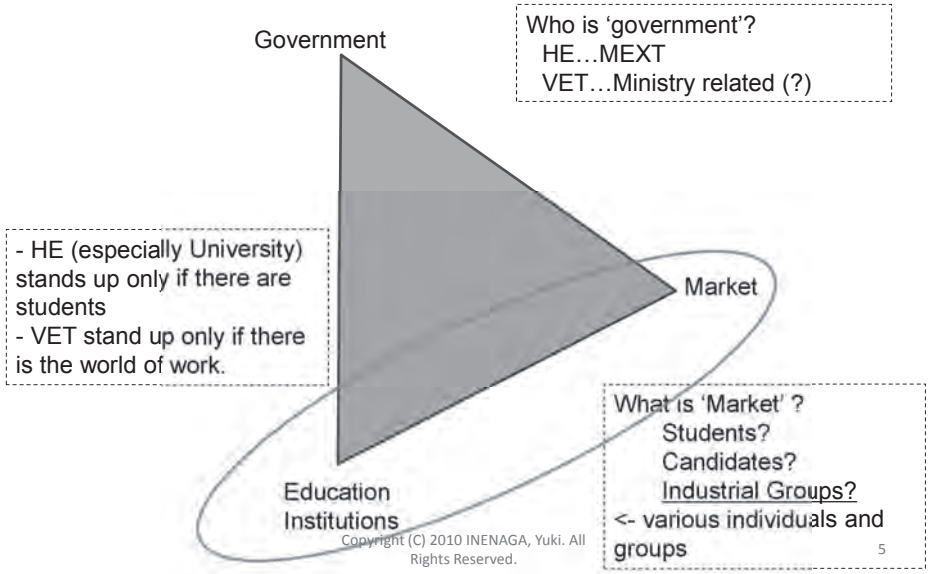
The point of <suitably> Quality Assurance in VET: (2) Differentiation within the same type of Institutions

[Point 2] Differentiation within the same type of Institutions

- Basic Attribution: study area, minimum requirement of years for graduation
- Several types of control by qualification and certification for skills:
  Ex. PTC
  - (By) national certificate – private certificate- market (by Yoshimoto)
  - (By) government – non-government – market (by Ogata)

→This presentation focuses on Professional Training College ('Senmon-Gakko') for discussing about quality assurance for 'practical' VET in non-university higher education in Japan, because PTC claims leadership of VET.

Control of Education: HE and VET



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Professional Training College *('Senmon Gakko')*

- Establishment: 1975
- Minimum Requirement of the year for graduation: more than 1 year (depending on the course)
- Number of Institutions (2010): 3,310
- Enrollment ratio to PTC among high school graduates (2010) : 15.9%
  - (to University: 47.8%, to Junior College: 6.0%)
  - (Ratio of graduates from other HEIs among new students of PTC: 9.3%
- Titles:
  - Diploma *('Senmon-Shi')* (1995): more than 2 years as minimum for graduation, more than 1,700 hours of lecture
    - Accept transfer to University (1997)
  - Advanced Diploma (*'Koudo Senmon-Shi'*) (2006) : more than 4 years as minimum for graduation, more than 3,400 hours of lecture
    - Accept transfer to Graduate School (2006)
- The purpose in law (School Education Law)
  - 'For developing of ability necessary for an occupation or real life' or 'for trying to improve the culture *('Kyou-you')* [Art. 124]
  - 'In PTC, …….Based on education in high school, …..' [Art. 125-3]

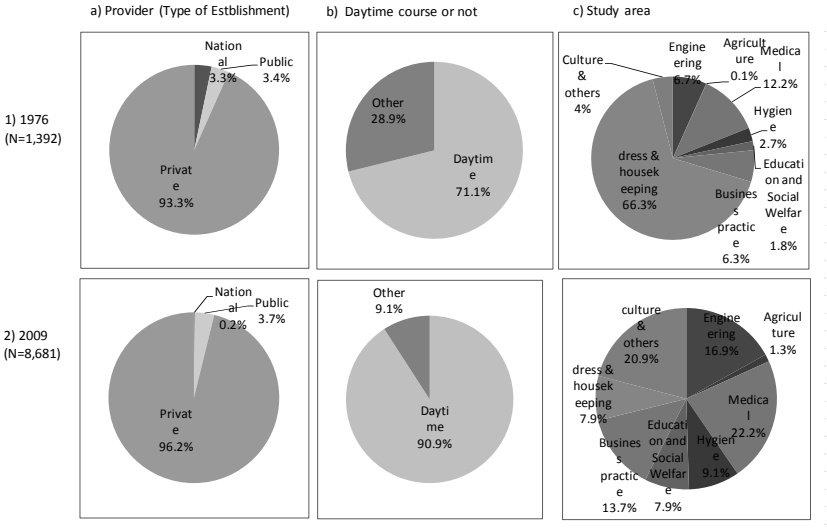
6

VET in PTC

- PTC is not the type of institution which the purpose in law specialized in VET, however, develops its education that intended VET more, while being conscious of the differentiation with a university/ junior college, and while answering the request of the times: popularization of higher education, support for occupational independence of the woman, and development of the niche of the area of VET.
  - At the beginning of establishment, for getting the skills as 'good woman as housewife' and for human resource development of middle-level workers
  - Nowadays, for specialist in the niche of VET that it is difficult for university and junior college to develop, and for 'career education'

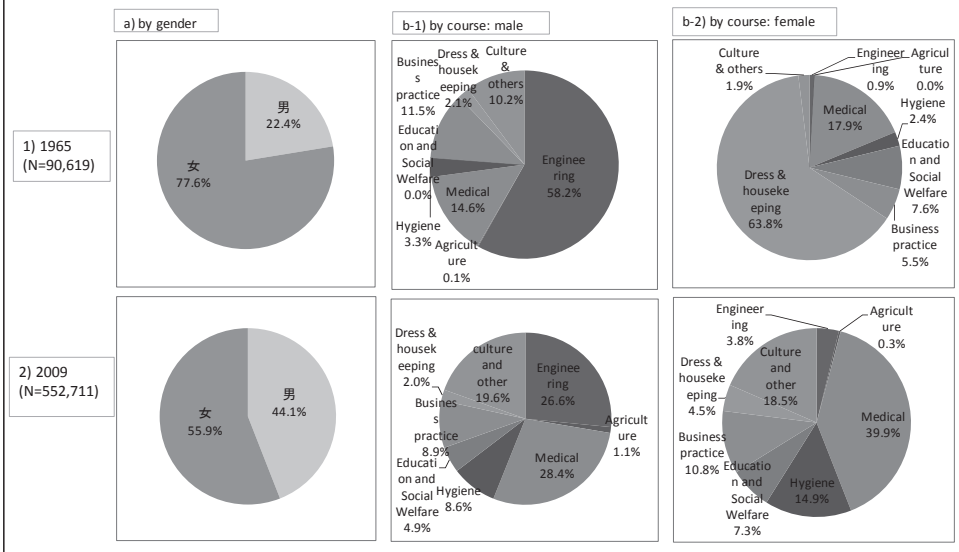
-> In PTCs, to secure the relevance to 'real word of work' in their education is just the fundamental issue for improvement of their education

[Ref.] changing since the establishment of PTC :
1. number of course ('Gakka')



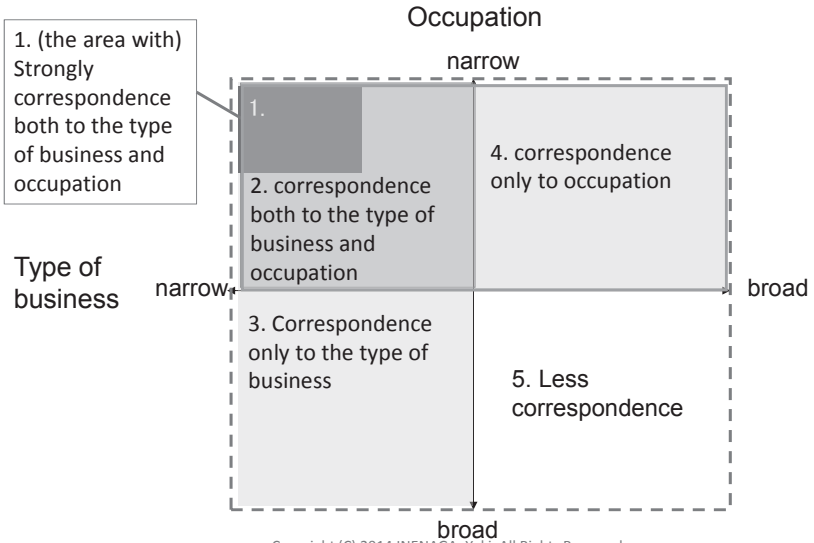
Source: 'School Basic Survey' by MEXT

[Ref.] changing since the establishment of PTC :
2. number of students



Source: 'School Basic Survey' by MEXT

The target of human resource development in PTC: recognition of 'related' area by course readers,



The target of human resource development in PTC: recognition of 'related' area by course readers

Classification	Area	Number of area	The Employment ratio to 'related area'
1.	[Med]nursing, [Med] clinical technology/ Medical Radiology, [Med] acupuncture/moxibustion/massage, [Med] others	4	91.0%
2.	[Med]dental hygiene, [Med] judo therapy, [Med] physiotherapy, [Edu & social welfare] child care/ teacher training, [culture & others] law and administration	5	85.6%
3.	[Agri] Agriculture/ horticulture/ others, [hygiene] barbar/ beauty, [Edu & social welfare] aged care/ social welfare, [business practice] medical office work, [business practice] travel, [business practice] others, [dress & housekeeping] housekeeping/ family/ Sawing/ knit and handcraft/ fashion business, [culture & others] music, [culture & others] arts/ drama and film/ photograph, [culture & others] animals(pet), [culture & others] sports, [culture & others] others	12	81.2%
4.	[engineering] electricity and electron/ machinery, [engineering] Automobile Maintenance, [hygiene] nutrition, [hygiene] cookery	4	86.9%
5.	[engineering]surveying/ civil engineering & architecture, [engineering] computer/ information processing, [engineering]others, [hygiene] confectionery & baking, [business practice] commerce/ business administration/ business, [business practice] accounting & bookkeeping, [business practice] information, [culture & others] design, [culture & others] foreign language	9	73.0%

11

Orientation and Delivery of VET program in PTC

	Orientation				Delivery		
Target of Human Resource Development	Practical Business' 'Practice'	High Occupational Specialization	+α (Broadth and/or General Education)	Getting Licence + basic knowledge	Conbination of Class Format	Contact with Work/ Real Workplace	Ratio of Full-time Instructors
Specific Business & Specific Occupation	XX	X	X (NOT discipline)	XX	(too) Lecture & Seminar	X	Low
Narrow Businesss & Narrow occupation	XX	X	X	X	Lecture & Seminar	X	Low
Narrow Business	XX	X	X	x	Various	X	
Narrow Occupation	XX	X	X (discipline)	X	Seminar & Practice/experimentation		too High
Broad Business & Broad Occupation	XX				Various	x	High

12

3 types of 'Practical Business' 'Practice' VET in Professional Training College

- Strong orientation of education of professional training college in common: 'practical business' 'practice'

The quality assurance depends on intrinsic idea of education provider unless there are extrinsic drivers (ex. qualification requirements) .

- What is 'Practical Business' 'Practice' ?
  - In accordance with the context of the real workplace, students become workers in particular industry area, with broad knowledge they are able to demonstrate their skills.
    - Concept: Specialist in particular business area ['*Gyo-Kai'*]
    - Vocational Relevance: through work placement
  - Students acquire skills necessary for their occupation (become able to perform these skills)
    - Concept: Artisan ['*Syoku-nin'*]
    - Vocational Relevance: through honing skills at school (without awareness of a sense of the real workplace)
  - Students become able to behave in accordance with rules establishing 'co-existence' (Goffman 1963) in the workplace
    - Concept: Worker as a member of society (= NOT specialist in particular business area, NOT artisan) ['*Syakai-jin'*]
    - Vocational relevance: through a sense of the atmosphere and discipline in the real workplace

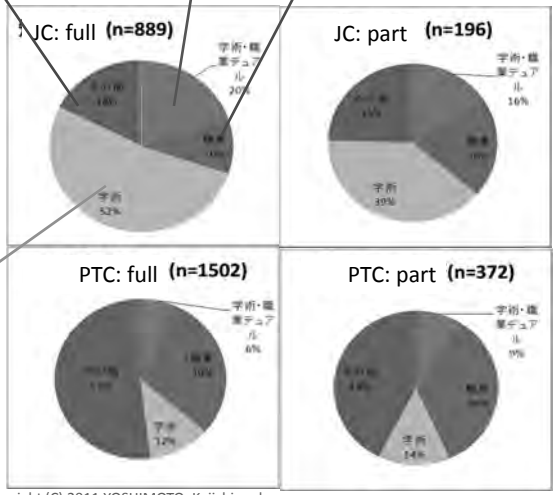
Is VET and its quality assurance that the work/ real working place is not involved possible ?

Teaching Staff: 4 types of learning experience and professional experience

		Vocational/Professional Excellence (more than 5years experience, related the field of study)	
		○	×
Academic Excellence (higher than master level)	○	'dual'	Academic
	×	Professional	'Other'

'Other' 'dual' Professional

Academic



Trend of 'practical' VET and its quality assurance in PTC

- 2007: the amendment of School Education Act
  - Obligation of self-assessment and of open its result to public/ obligation to make efforts of assessment by stakeholders

  （at 2007, establishment of NPO Organization of Private Vocational School Accreditation）
- 2012: Report by Central Council for Education
  - Clarification and improvement of role of the vocational education in each HEI
  - Introducing 'New type of education' specialized 'practical' Vocational Education
  - Plan of establishment of school assessment guideline for PTC
- 2012- :MEXT "Strategic Promotion of Training of Core Professional HRs in Growth Areas"
  - VET in the type of learning unit accumulation = clarification and visualisation of contents of education
  - Development of learning system in dialogue and collabolation with industries and education

Trend of 'practical' VET and its quality assurance in PTC

(cont.)

- 2013:establishment of school assessment guideline for PTC
  - Self-assessment/ assessment by stakeholders/ assessment by third-party
    - 'SHs' : student and graduates/ related business area/ business organisation of PTCs and related organizations/ JHS and HS / Parents and community/ appropriate offices etc.
    - Assessment by stakeholders = self assessment in a broad sense, that means development of functional platform for dialogue with inside/outside SHs.
- 2014- : the start of 'practical' VET course *('Syokugyo Jissen Senmon Katei')*
  - strengthening of relations with industries in all aspects: from making contents to teaching staff development

Issues

- Where is the destination of these actions ?
  - A: to improve only a quality assurance framework only based on the type of institution, as same as university, junior college and college of technology
  - B : to develop VET quality assurance framework based on business/occupation (or study) area with involvement of various internal/external SHs ….?
- What is the influence to quality assurance framework of 'practical' VET in other type of non-university institutions?
  - Especially, QA for Junior College which has both tradition of 'half-university' and vocational-oriented education

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本報告にて使用している専門学校学科調査分析の初出は以下の通り。
〇吉本圭一・〇稲永由紀・〇渡邊和明・藤川秀幸・江藤智佐子「人材養成目的と労働市場との対応性に関する研究 ー専門学校を中心として」
（日本教育社会学会第62回大会自由研究発表、2010年9月18日、於：関西大学。氏名頭にある〇は口頭発表者）

University-type Vocational Education and Non-university-type Vocational Education

Kanji Tanemura (Kagoshima Prefectural College)

1. Characteristics of Vocational Education and Training of Human Resources in the Relevant Areas in Japan

The vocational education and training of human resources at a junior college is a mixture of university-type and non-university-type.

Stipulation in the School Education Act: "The main objective (of junior colleges) is to teach and study specialized liberal arts in depth and to develop the abilities necessary for occupation and actual lives." (Article 108)

A junior college is a higher educational institution, a research institution, and a training institution where students can become members of society. [← Coexistence and eclecticism of university-type personality and vocational school-type personality]

- However, the coexistence of both personalities is simultaneously a source of contradiction and a dilemma

(1) Constraints of a short enrollment period

(2) Conflict between studying of the various academic subjects and acquisition of licenses and certification

(3) Limited number of cultural subjects, completion of specialized basic subjects, and the lack of specialized subjects

[What is the basic stance of our school?]

2. Current Status and Challenges of Vocational Education Through Dialog with Region and Industry

○ Corporate Council

Informal conversation between human resource personnel of leading companies in the prefecture and the president, dean, and student committee of our school (once a year).

○ Interaction between professionals from specialized areas or entrepreneurs and students

Visiting sites, interviews and announcements of results, lectures from practitioners, and panel discussions

○ Partnership with the Kagoshima Chamber of Commerce and Industry
First step in a new cooperative relationship in developing the Recurrent Academic Module.

3. Current Initiatives and Direction

I. Employment Support Program of our School

1) Career Design: The purpose is for the student to subjectively design a career and life.

Lectures from various outside instructors (manufacturing, sales, information, finance, food, printing, and teaching)

- Features and Issues
(1) Wide variety of occupations, awareness of various options after graduating
(2) Understanding the necessary qualities, abilities, and differences
(3) Absence of clear philosophy consistent with all of the subjects and lack of cooperation by lecturer
(4) Integration of information, professional values, and outlook on life provided by the lecturer – at the discretion of the students -

2) Job hunt briefing
3) In-school corporate guidance and job-hunt panel discussion
4) Make-up course and business manner course along with individual support from job supporters

II. Through the Initiative of Core Professional Human Resource Program

Purpose of our school: (1) Development and spread of the Recurrent Academic Module, which contains the general purpose, (2) creating admiration for the two-part system of our school and the deployment of talented graduates, and (3) contribution to the promotion of lifelong learning as a member of society

Features of the Academic Module: <u>Integration of theory and skill and emphasis on academic knowledge and the pursuit of abilities as the base for skills.</u>

[Cf. Prefectural Junior College, Plan of Okamura] (i) Basic business person skill module (skill subjects and general subjects) → (ii) Basic module (basic philosophies and basic skills) → (iii) Application module (theory group and skill group)...Flexible framework to recognize the necessary choices for the student.

S4A-Tanemura1

University-type Vocational Education and Non-university-type Vocational Education

Vocational field project Fourth session A
Quality Assurance for Non-university-type Vocational Education Subcommittee

Kagoshima Prefectural college
President Kanji Tanemura

1. Characteristics of occupational education and human resources development in applicable fields in Japan

- Occupational education and human resources development at junior colleges are the mixture of university-style and non-university-style education!

Stipulation in the School Education Act

"The main objective (of junior colleges) is to teach and study specialized liberal arts in depth and to develop the abilities necessary for occupation and actual lives. (Article 108)"

∗ (1) “Teach and study specialized liberal arts in depth” ……Aspect that is common with university

∗ (2) “Develop abilities necessary for occupation or actual lives”……Aspect that is common with vocational school

∗ (3) Difference from college of technology……“Teach（and study）specialized liberal arts in depth"

Junior colleges are advanced educational and research institutions, as well as institutions that nurture professionals and members of society.［← Coexistence and compromise between university-like characteristics and vocational school-like characteristics］

Yet, the coexistence between both characteristics is also the source of contradiction and dilemma.

(1) Restriction of the period in school: Short academic period that is two to three years (The first year for “studying” and the second year for “job hunting”)

(2) (i) Conflict between learning and obtaining licenses and certificates

(ii) Coexistence between subjects based on academic and scientific theories (academic subjects) and subjects mainly intending to learn technical skills (technical subjects)

(3) Learning of few sorts of liberal arts subjects and specialized general subjects

—(Compared to four-year college) Not enough subjects can be offered.

Basic attitude of this school (president?)

- Encourage students to study the liberal arts and specialized general subjects while basically pursuing to offer subjects designed to inherit the intellectual properties of humans and to understand and solve problems of modern academia

- Meanwhile, eliminate the limits of in-class lectures by organically combining experience-based training and practices. Incorporate subjects related to licenses and certificates that are useful for certain occupations into curriculums as much as possible.

[cf. Licenses and certificates that can be obtained in this school]

- Type 2 teacher certificate for teaching in junior high schools (Japanese, English, domestic science), teacher-librarian (after April 2014)
- The EIKEN Test of Practical English Proficiency, TOEIC, TOEFL, Chinese Language Proficiency Test
- License for dietitians, type 2 nutrition teacher certificate, certificate for taking the test for second-class architect and qualified architect of wooden building (One to two years of working experience are required.)
- Nissho PC Certificate, Nissho Bookkeeping Certificate, Zenkei Bookkeeping Certificate, Legal Certificate, Type 2 customer's broker certificate, etc.

2. Current status and problems of occupational education through communication between local community and industry (at our school)

○ Casual discussions with companies

Casual discussions between human resources officials from major companies in Kagoshima and the president, student representative, and student committee of our school (once a year)

○ Interaction between professionals and entrepreneurs of Kagoshima and students

On-site observation, interviews and presentation of findings, lectures by practitioners, panel discussions, etc.

○Coordination and cooperation with Kagoshima Chamber of Commerce and Industry

The first step of the new cooperative relationship toward establishing the Recurrent Learning Module

3. Current activities and directions

I. Job hunting support program at our school

1) Career design

○The goal is that students autonomously design (produce) their careers and lives.

— Aim to acquire useful knowledge, ideas, and skills concerning lifestyle, work style, how to spend student lives, and relationships.

○Lectures by external lecturers in different occupations (manufacturing, sales, information, finances, food, printing, teaching, etc.)

Characteristics and problems
(of career design)

(1) Recognition of various types of occupation in the society and variety of options after graduation

(2) Understanding on characteristics of and differences in qualifications and skills that different occupations require

But,

(3) Ambiguity in philosophies and purposes that are consistent with career design subjects and lack of cooperation among lecturers

(4) Students are usually left to summarize and integrate information, occupational perspectives, and perspectives of life that are provided by lecturers.

2) Corporate training (internship)

○The objective is to nurture an excellent awareness of occupations and allow students to select proper occupations by experiencing work at companies related to their majors and future careers while they are in college.

○The first part is targeting the first-year students, mostly during the summer break.

○Accepting companies and organizations

＊For Campus Web: 17 companies and organizations (banks, newspaper agencies, department stores, housing manufacturers, NPOs, public employment offices, museums, etc.)

＊The college's own part: 11 (prefectural government office, city halls, hospitals, co-ops, kindergartens, communication, etc.)

3) Other job hunting support

(1) Briefing session for job hunting

Briefing sessions jointly held by students' association and students' affairs department to listen to stories of job hunting experiences of committee members of the association and senior students who have already received job offers

(2) Corporate guidance at school/Panel discussion on job hunting

Employment officers from about 20 companies come to the school and talk about jobs of their companies and employment tests. / Panelists such as human resources officers of companies and employees who are graduates of this school provide introductions and explanations in Q&A and discussion styles.

(3) Makeup lectures, business manner lectures

(4) Individual instructions by job supporters

II. Through the efforts of a program for fostering core professionals

○ Purposes of our school

(1) Establishment and promulgation of the Recurrent Learning Module that can be generally applied beyond communities

(2) Production of the attractiveness of the secondary (night-time curriculum) system of our school, increased number of motivated prospective students, and production of graduates with great abilities

(3) Promotion of lifelong learning of working people who are aiming to increase their careers and contribution to the revitalization of communities

Characteristics of learning modules

- ○ (On one hand) Emphasis on the integration of theories and skills and academic knowledge and abilities to pursue as the foundations of skills
- ○(On the other hand) Flexible frameworks and learning processes that allow free selections depending on the needs of attendees

[cf. Proposal of Okamura at Kagoshima Prefectural college]

(i) Basic Businesspersons' Skill Module (skill subjects and liberal arts subjects)
→ (ii) Basic Module (fundamental theories and fundamental skills)
→ (iii) Application Module (group of theories and group of skills)

第３セッションＢ
職域プロジェクト①
ホスピタリティ（食と観光）
Project 1 Hospitality
(Culinary/Food,Tourism)

S3B-Osman

JPK SkillsMalaysia SLDN *National Dual Training System*

Developing a Highly-Skilled Workforce via National Dual Training System

as part of the life long skills training

Ahmad Supawi bin Osman
Department of Skills Development, Ministry of Human Resources Malaysia

National Dual Training System Division (NDTS)
Department of Skills Development
Ministry of Human Resources, Malaysia.

1

..AND OUR ROLES ARE..

..intensively promote skills training through SkillsMalaysia brand, which aims to change perception towards skills training

SkillsMalaysia

.. developed dynamic and flexible occupational skills standards and curriculum

..accredited skills training centers; assess and certify students

..develop instructors and experts who are knowledgeable, competent, professional and responsive

2

National Dual Training System (NDTS)

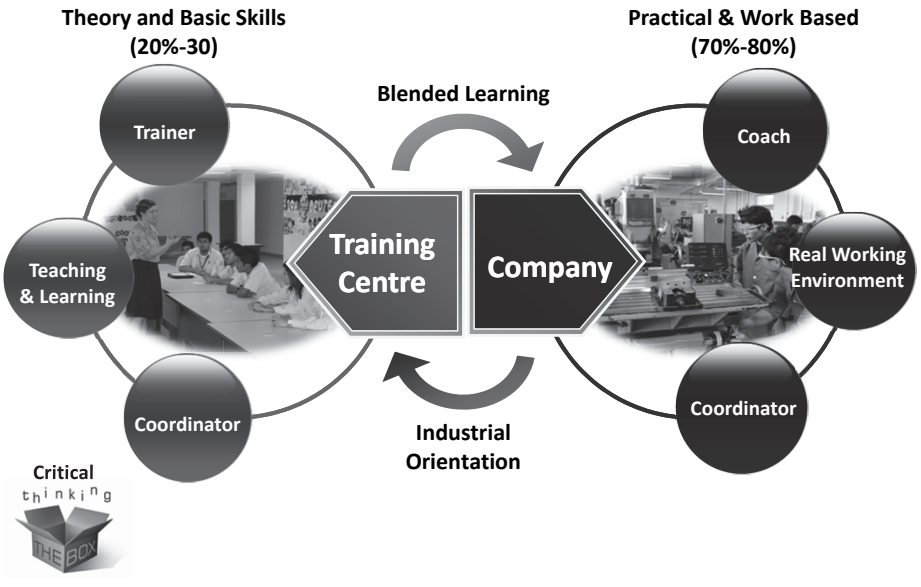
To Inculcating Life Long Training Culture amongst Malaysian Industries through NDTS program

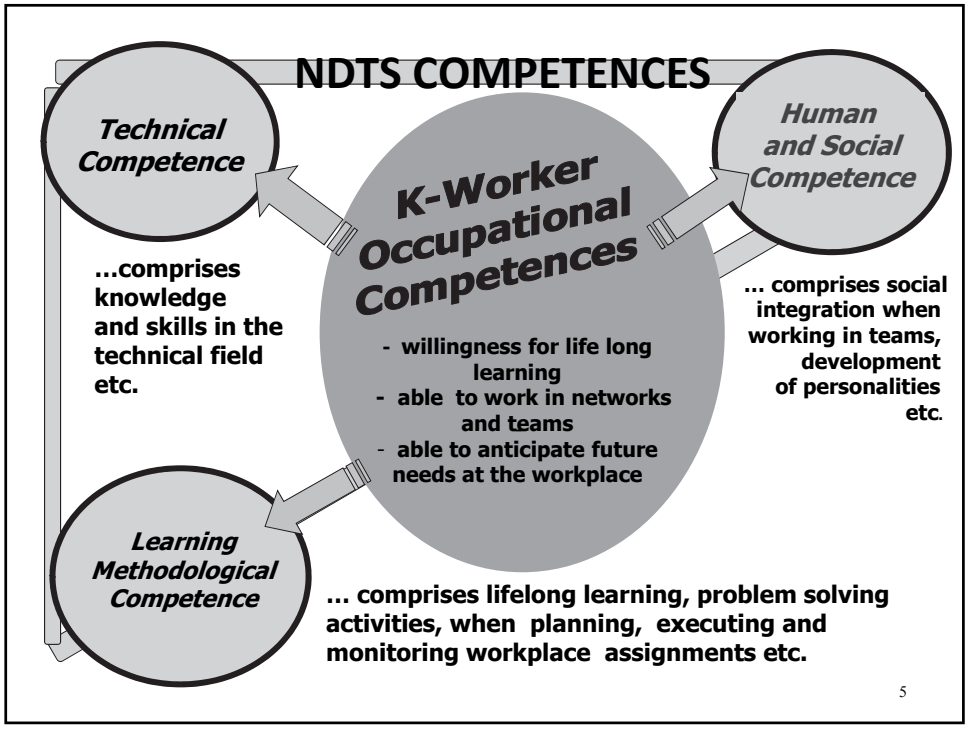
Up-skilling, Re-skilling and Certifying employees through structured off- and on-the job training with collaboration of Training Institution and Company

SLDN

3

NDTS CONCEPT





NDTS STRUCTURE

- **The Objective**
  To produce Knowledge Workers (**K-Worker**)
- **Target Apprentices**
  School leavers or existing workers selected by the company.
- **Training Duration**
  6 to 24 month, depending on program and certification level as required by the company
- **Training Duration Ratio**
  Practical / Work Based Training: **70-80%** of the whole duration at workplace, and
  Theory & Basic Skills: **20-30%** of the whole duration at training institution.

NDTS STRUCTURE

- **Coaches (for practical) - Apprentice Ratio**
  1:5

- **Trainers (for theory) – Apprentice ratio**
  1:20

- **Method of Delivery**
  Day-release: where 3-4 days training at workplace and 1-2 days at training institution, or
  Block-release: where 3-4 months at workplace, and 1-2 months at training centre.

SLDN

Note : Based on 6 month training duration

NDTS STRUCTURE

- **Training Approach**
  Self Reliant Learning (SRL)

- **Training Content**
  Based on National Occupational Skills Standard (NOSS), approved by DSD in 29 Occupational Skills Sector

- **Assessment**
  Continuous Assessment and Final Assessment

- **Certification**
  Malaysian Skills Certification System (Level 1 – 5) depending on the program.

SLDN

..THE SKILLS TRAINING SECTORS COVERED…

1) E&E, Telecommunications & Broadcasting
2) Information Communication & Technology
3) Machinery & Equipment
4) Mechanical & Electrical Service Maintenance
5) Transportation
6) Materials – Metal & Non-Metal
7) Packaging
8) Printing
9) Chemical
10) Medical & Pharmaceuticals
11) Hospitality & Tourism
12) Souvenir & Small Enterprise
13) Building & Construction
14) Landscaping & Environmental
15) Interior Decor
16) Business Management
17) Textiles & Apparel
18) Agriculture & Agro-based
19) Resource-based
20) Biotechnology
21) Education & Training Services
22) Oil & Gas
23) Halal Industry
24) Integrated Logistics Services
25) Distributive Trades
26) Defense & Security Services
27) Care & Community Services
28) Arts & Culture
29) Mining

9

NDTS CHALLENGES

NDTS IMPLEMENTATION BENEFIT

- Minimize mismatch (training quality and worker quantity)
- Producing knowledgeable skilled worker
- Improving technology delivery capability
- Minimize dependence on foreign worker
- Creating strategic partnership between Training Institution and Company
- Creating cost-saving training environment
- To Inculcate training culture within the company

11

NDTS BENEFIT TO COMPANY

- Apprentice capable and based on skills and job requirements
- Apprentice are well training due to training focus on mastery of skills
- Create a strong bond that keeps the worker attached to the company
- Best apprentice will be chosen and offered a job with the company
- No wasted costs of holding interviews for new worker
- Reduce or prevent the effects of an ageing workforce
- Enhance company's reputation and social responsibility towards the community

NDTS CONCLUSION

- **The cooperation of companies and training institution in NDTS will be able to multiply the volume of skilled workers needed;**
- **One of the methods in implementing lifelong learning agenda in order to ensure the company viability and competitiveness towards the globalization era.**

13

SOME PARTICIPATING COMPANIES & AGENCIES

MYDIN MOHAMAD HOLDINGS BERHAD

TESCO STORE (M) SDN BHD

7-ELEVEN (M) SDN BHD

TOYOTA ASSEMBLY SERVICES SDN BHD

MERCEDES BENZ (M) SDN BHD

KERETAPI TANAH MELAYU BHD (MALAYSIAN RAILWAY LIMITED)

RAPID RAIL MALAYSIA

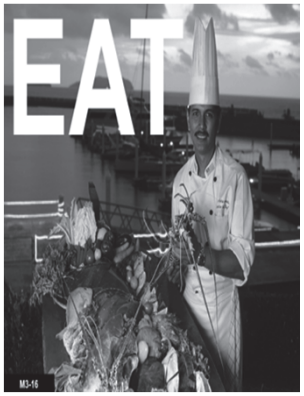
VOCATIONAL COLLEGES

PRISON DEPARTMENT OF MALAYSIA

MALAYSIAN EQUINE COUNCIL

MALAYSIA ASSOCIATION OF HOTELS

Hospitality & Tourism Industry in Malaysia



Overview

- In general, the hospitality and tourism industry in Malaysia experienced an encouraging growth rate. In general attracted more than 30 million people of visitor;
- The industry recorded a significant growth of 64 % in tourism industry, generated about RM168 million last year;
- This also contributed to the demand of the skilled worker needed in the industry in about 500,000 people in year 2020

MALAYSIAN ASSOCIATION OF HOTELS
PERSATUAN HOTEL MALAYSIA

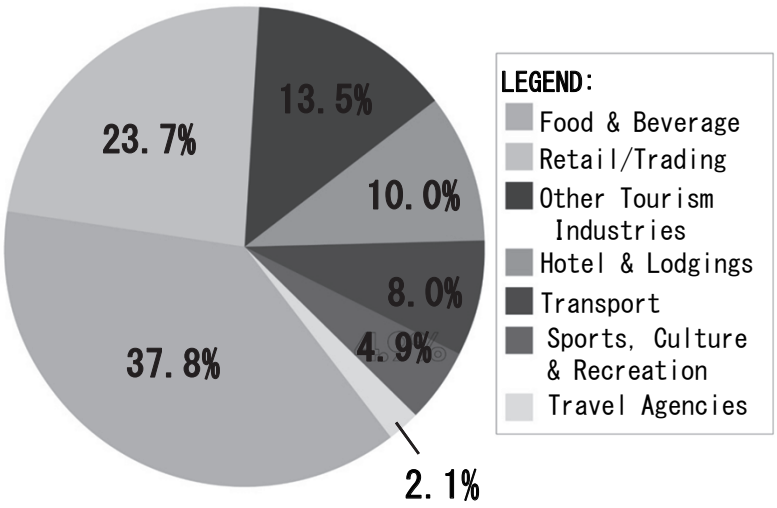
Hospitality and Tourism Employment Sub- Sector

- ✓ Travel Agent
- ✓ Tourist Guide
- ✓ Accommodation Operator
- ✓ Food & Beverages Provider
- ✓ Transportation Provider
- ✓ Personal Services Provider
- ✓ Safety and Rescue Provider
- ✓ Theme Park and Recreation Operator

MINISTRY OF TOURISM AND CULTURE MALAYSIA

visit MALAYSIA 2014 Truly Asia

Employment In Hospitality Related Industries



Source : Ministry of Tourism and Culture Malaysia

Why People Choose to work in the industry

- They have experience in the industry and wanted to continue growing and changing with the industry
- They are interested in upgrading their skills and knowledge in the industry
- They have ambition and they can grow professionally in the industry
- It become requirement to be certify as the skills worker before can enter to the industry

19

Mengarusperdana Latihan Kemahiran
SkillsMalaysia

National Dual Training System

THANK YOU

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S3B-Muto

Project to Build a Learning System to Develop Sixth Industrialized Human Resources to Challenge the Development of Agricultural Businesses

International Workshop

Occupational Field Project (3) Cooking and Food/Agriculture Fields
Briefing Paper

Toshifumi Muto

Saturday, February 22, 2014

Arisaka Chuo Gakuen　Chuo Agricultural Green Vocational College

Efforts for Human Resource Development in the Fields of Food, Agriculture, Forestry, and Fisheries

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Past Core Professional Human Resource Development in the Growing Fields (Project commissioned from the Ministry of Education, Culture, Sports, Science and Technology)

FY 2010… A partnership project with Takasaki City University of Economics
An advanced agribusiness human resource development project through cooperation that is more than the kinds of schools

FY 2011… A partnership project with Takasaki City University of Economics
An advanced agribusiness human resource development project through academic–industrial cooperation

FY 2012… An independent project
An occupational field project
A Learning System Building Project for Developing Human Resources for the Sixth Industry that Shares the Value of Agriculture with Consumers

→ Development of the Agribusiness Value Chain Cube

FY 2013… An independent project
An occupational field project
Project to Build a Learning System to Develop the Sixth Industrialized Human Resources to Challenge the Development of Agricultural Businesses

→ Development of the demonstration courses, textbooks, and teaching materials

A Curriculum Concept: From Seeding to the Dinner Table

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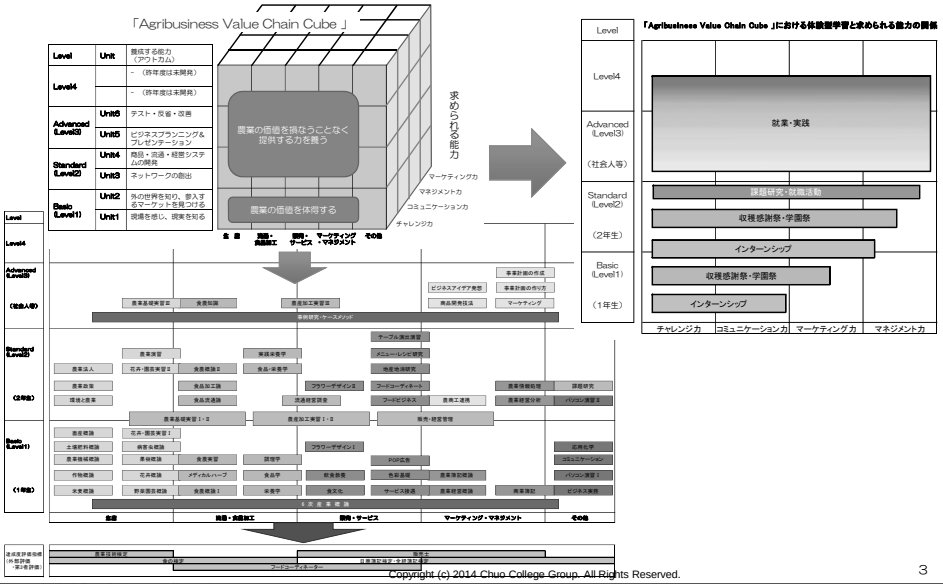
A Curriculum Concept: From Seeding to the Dining Table



Agribusiness Value Chain Cube (AVCC)

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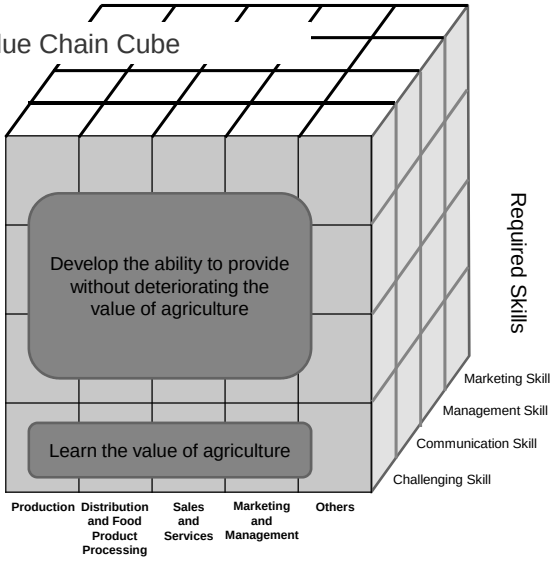
Agribusiness Value Chain Cube

Level	Unit	Skills to be Cultivated (Outcomes)
Level 4		
Advanced (Level 3)	Unit 6	Exam, reflection, and improvement
	Unit 5	Business planning and presentation
Standard (Level 2) (Second-year students)	Unit 4	Development of the products, distribution, and management systems
	Unit 3	Creation of a network
Basic (Level 1) (First-year students)	Unit 2	Know the outside world and find the market to enter
	Unit 1	Feel the field and know the reality



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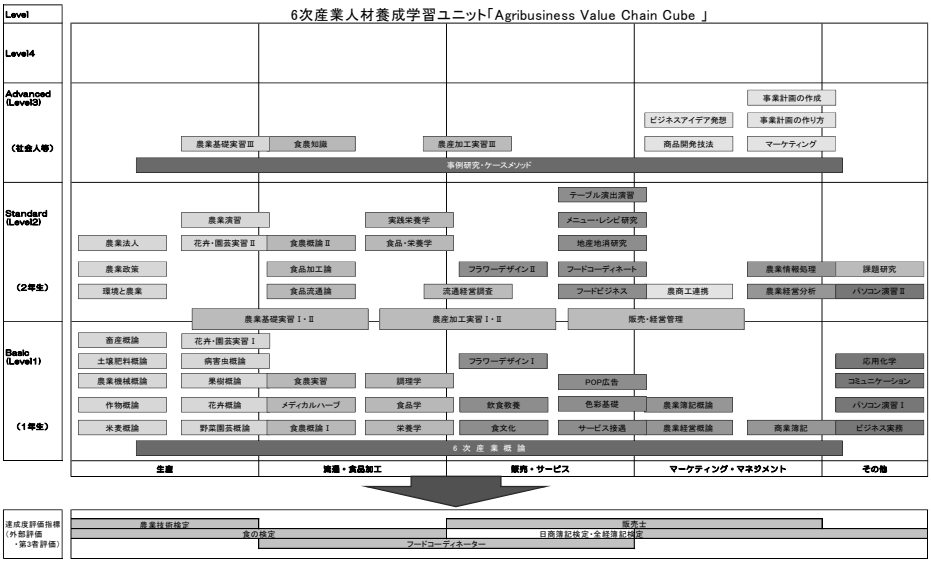
6次産業人材養成学習ユニット「Agribusiness Value Chain Cube 」



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Unit Frame of the Food and Agriculture Consortium

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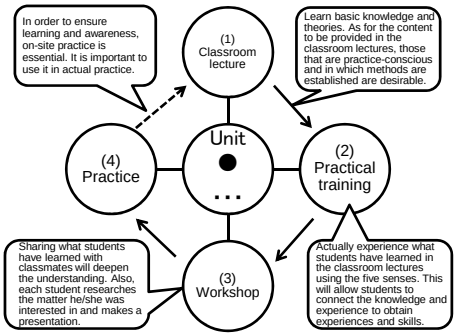
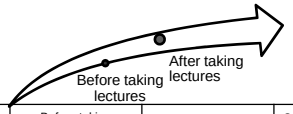
• Composition of the unit



- It is desirable that a unit consists of the above four elements.
- Outputting the learning effect in a variety of ways will lead to the improvement of learners' skills. Making presentations of and sharing with classmates what students have learned are the training required to develop the communication skill which is lacking in the field of food and agriculture.
- Improve the depth of understanding of knowledge and techniques by repeatedly reviewing what students have learned. It is necessary to have a system which allows the students to participate in the unit again for review.

• Achievement evaluation indices



	Before taking lectures	After taking lectures	Qualification / Title
Self-evaluation	• What would you like to acquire? • How would you like to use it?	• What have you acquired? • How can you use it?	To be certified by authoritative organizations such as consortiums, universities, etc. will lead to the learners' confidence.
Evaluation by others	• Attendance rate • Number of utterances • Number of questions asked • Rate of work assignment submissions	• Presentations, research papers, etc. in addition to the items on the left	

- As achievement evaluation indices to make learners steadily grow, evaluation/recording formats that visualize the changes in knowledge, skills, thoughts, etc., before and after taking lectures are required.
- Each index will be configured based on the development of learners' activeness (= challenging skill).
- As the growth rate and depth of understanding vary according to the learners, a system that will avoid judging the learning effects only through the uniform evaluation by others is required. The requirement is to build an evaluation method that will nurture learners' confidence. In particular, regularly confirming learners' motivation will be a key point in retaining the beginner's mind.

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Outline of Efforts in FY 2013

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Issues, Needs, and Backgrounds

○ Expectation for the sixth industrialization
→ The Abe Cabinet's second growth strategy
- Double the incomes of the entire agriculture and rural areas in the next 10 years
- Increase exports of agricultural, forest, and fishery products and food products to 1 billion yen by 2020.
- Expand the sixth industry's market size to 1 trillion yen in the next 10 years

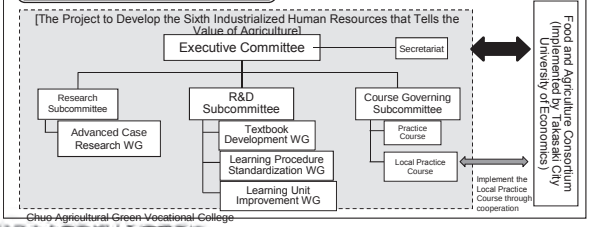
○ New Japanese products
= Introduction of agricultural crops that can be produced only in Japanese climate
○ Development of the skills [challenging skill] that drive the sixth industrialization
→ [Challenging skill] such as the ability to work on new things and the ability to incorporate new things are essential
○ Standardization of learning procedures for experience learning that leads to the improvement of the quality of a learning system
→ This will have a significant effect on the improvement of the quality of learning such as experience learning (practical training), etc.

Outline of Efforts and Targets (Outcomes)

[Outline of the Efforts]
○ Advanced case research
○ Researches on the cases of the sixth industrialization and the needs of human resources
○ Development of the textbooks and specialized books
○ Standardization of learning procedures in the practical training
○ Development of the import and export curriculum
○ Demonstration courses (Basic course and local practice course)

[Targets (Outcomes)]
○ Improve Agribusiness Value Chain Cube, a learning unit for the human resource development in the sixth industry developed in FY 2012, and develop human resources that have high challenging skills to develop agribusinesses and understand the nature of the sixth industry.

Image of the Structure



Participating and Cooperating Organizations

○ Educational institutions: 5
Chuo Agricultural Green Vocational College, Toyama College of Business and Information Technology, Morioka College of Business, Miyazaki Information Business College, and Takasaki City University of Economics

○ Industrial associations, related organizations, companies, etc.: 6
Gunma Central Union of Agricultural Cooperatives, Gunma Agricultural Corporations Association, JA Maebashi, Gunma Association of Tourism, Local Products, International Exchange, and International Relations, Maebashi Chamber of Commerce and Industry, and Japan-Cooperative General Research Institute

○ Companies, expert commission, etc.: 18

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Issues, Needs, and Backgrounds

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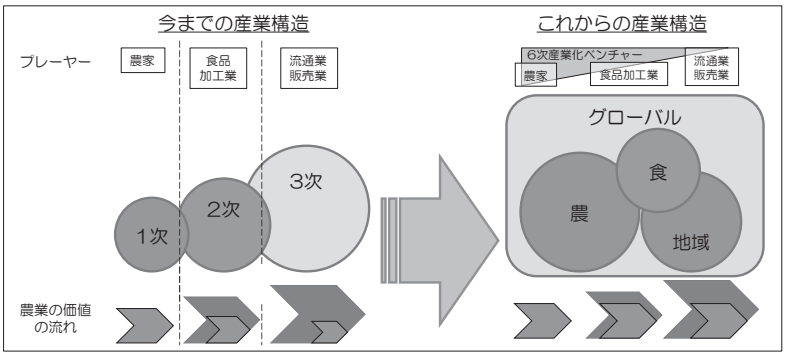

<About Challenging Skill>

In the report of Project to Develop Human Resources for Advanced Agribusiness Through Cooperation that is More Than the Kinds of Schools, a practical human resource development project through the industry-academy cooperation in 2010, which is an education promotion project as a foundation of professional human resources, nine skills are clarified that human resources in agribusiness must have. In the report, the [challenge] is "the ability to learn from mistakes and proceed to the next step" and the foundation of the nine skills.

In this project, [Challenging Skill] is defined as "the attitude to challenge everything in order to resolve problems and the ability to reveal factors to become successful, the cause of the failure, the causal relationship to the failure, and try to resolve problems using a new means and method."

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Image of the Model Curriculum for Core Professional Human Resources that Innovate the Food and Agriculture, Forestry, and Fisheries Industries

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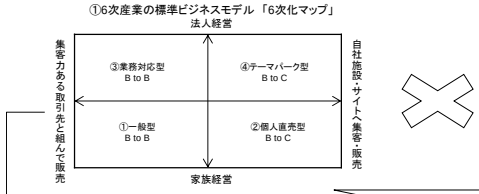
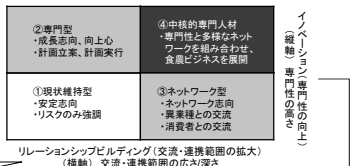
Chuo College Group

*From the outline of efforts and outcomes of [Food and Agriculture, Forestry, and Fisheries Field (Consortium)] Project to Develop Core Professional Human Resources that Innovate the Food and Agriculture, Forestry, and Fisheries Industries (Takasaki City University of Economics)

①6次産業の標準ビジネスモデル 「6次化マップ」



②食・農林水産分野で育成すべき中核的専門人材像



食・農林水産分野におけるモデルカリキュラム（案）

レベル	経営レベル	主要なビジネスモデル	育成する人材像	3次（販売）	2次（加工/製造）	1次（生産）	プロジェクト学習
6	法人経営	⑤輸出	リーダーシップの高低 ・高度な経営課題を分析・判断し、マネジメントする能力 ・現場の課題を率先して解決していく能力	販売レベルの高低 ・高次 より多くの消費者に商品・サービスを高年で販売する ・低次 限られた期間に商品・サービスを販売する	加工・流通レベルの高低 ・高次 広域輸送に耐えられる高度な加工技術、資本装備等が必要 ・低次 軽度な加工技術等	生産レベルの高低 ・高次 地域をまたぎ、広域的な生産体制の構築・管理が必要 ・低次 自作地とその周辺での生産管理体制の構築	地域性や職種の特性に応じた課題を学習する
5	法人経営	④テーマパーク型					
4	法人経営	③業務需要型					
3	個人経営	②個人直売型					
2	個人経営	①一般型					
1	就農・就業希望者	6次産業ビジネスの全体像やビジネスマンとしての心構え等の基礎力を養成する	人を動かすための基本的な知識や技術を学ぶ	基本的な販売技術等を習得	基本的な加工技術等を習得	基本的な栽培技術を習得	–

モデルカリキュラムについて
（1）ユニットの基本構成は、①座学、②実習（視察を含む）、③ワークショップ、④現場研修、の4点から成り立つものが望ましい。なお、ここでのユニットとは、上記表の縦横で区切られるマス目を意味する。各レベルのすべてのユニットを修了した場合、そのレベルのコース修了を証明する証明書を授与する。将来的には、単位互換や履修生証明制度を活用することを検討する。
（2）フルタイム学生、パートタイム学生の双方に対応するカリキュラムとするため、各レベルのユニットは、単独で受講することができるように設計する。例えば、すでに農業技術を持つ農業者が、レストラン事業に取り組みたい場合、2次・3次の該当するユニットを受講することができるようにする。
（3）設定したレベルは、上図①の6次化マップを基準とした。この図は、全国の多様な6次産業ビジネスを消費者視点から分類整理したものである。
（4）次年度以降、各職域プロジェクトで開講・開発した科目を、このモデルカリキュラムと照らし合わせて、該当するレベルに位置づける。
（5）プロジェクト学習とは、各ユニットの学習だけでは習得できない能力を養成するために設定する。いわば、社会人向けの総合学習である。また、この特別ユニットは、グループ学習とし、コミュニケーションやリーダーシップ等の能力を養成する上でも重要な役割を果たす。

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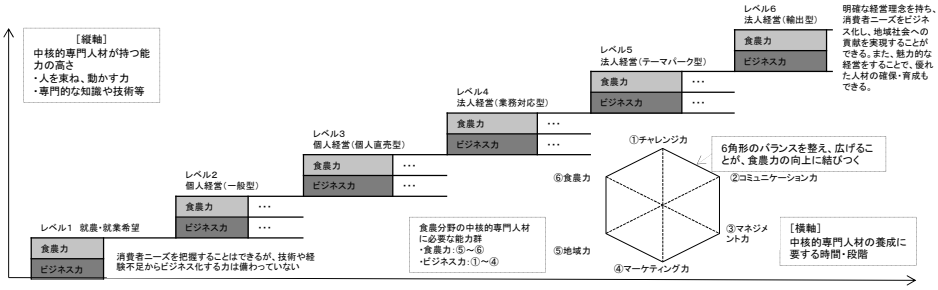
Image of Model Curriculum for Core Professional Human Resources that Innovate the Food and Agriculture, Forestry, and Fisheries Industry

CHUO 中央カレッジグループ
Chuo College Group

*From the outline of efforts and outcomes of [Food and Agriculture, Forestry, and Fisheries Field (Consortium)] Project to Develop Core Professional Human Resources that Innovate the Food and Agriculture, Forestry, and Fisheries Industries (Takasaki City University of Economics)

食・農林水産分野における達成度評価基準のイメージ



［達成度評価基準および評価手法の特色］
（1） 各レベルの達成度評価は、①基本的なビジネス力（チャレンジ力、コミュニケーション力、マネジメント力、マーケティング力）と、②食・農林水産分野でビジネスを展開する上で欠かせない食農力（食・農に関する具体的・実践的な知識や技術等）の2軸で体系化する。
（2） 食農力については、各職域プロジェクトが地域や職種の特性に合わせて設定することが望ましい。評価に際しては、実務経験者の意見を踏まえた評価手法の確立が求められる。
（3） ビジネス力については、食農コンソーシアムが実施した能力要件調査のなかから共通して見いだされた項目を指標として設定する。ただし、この能力は、「達成度」というより、「向上度・改善度」という概念が妥当である。
（4） 各レベルでは、受講者に対して、学習の目的、動機、獲得したい知識・技能等を強く意識させるため、エントリーシートを記載させる。受講前後で学習者の成長を確認する一つの指標としても活用ができる。

［課題］
（1） 各レベルで育成すべき人材像を具体化するためには、食・農林水産分野のビジネスをより詳細に調査・分析する必要がある。
（2） レベルが高くなるほど、現在の教育界では提供できないプログラムが出現する可能性が高い。指導者だけでなく、評価者の育成も欠かせない。

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Status of Efforts on the Project

[Reported Matters]

A demonstration course “Sixth Industrialized Human Resource Development Course”

- The status of holding a course
- Results of the questionnaire for students

Status of Holding a Demonstration Course (1)

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	Local Practice Course	Basic Sixth Industrialization Course
Date	November 9 and 10 (2 days)	November 24 – December 15 (Total of 5 days)
Venue	Takasaki Municipal General Health Center, etc.	Chuo Agricultural Green Vocational College
Students	18	20
The Purpose of the Course	(1) Talk about the attractiveness and potential of the food and agriculture industry (2) Make the students conscious of the link between food and agriculture (3) Think about the category of business and job in the food and agriculture industry where they would like to work	(1) Incorporate development outcomes in the previous fiscal year in the demonstration course and proceed to verification. (2) Use part of the contents of the textbook and new product development to be used in this fiscal year in the course and verify them. (3) Following FY 2009, FY 2011, and FY 2012, continuously implement the sixth industrialized human resource development by implementing a free course for general people.

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Status of Holding a Demonstration Course (2)

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○ Curriculum of the Local Practice Course


Time	Subject	Content	Main Instructors
9:00	Orientation	Explanation of the purpose of and how to proceed this course	
9:30–11:30	Understand the attractiveness and possibilities of *food* and *agriculture*	Learn the attractiveness and potential of food and agriculture, how the food and agriculture businesses are basically perceived, how to link food and agriculture, conditions of success, etc., through cases of various food and agriculture businesses across the country.	Masatoshi Ichimura
11:30–13:00	Experiencing the food business and self-introduction	While eating lunch in which locally produced specialty foodstuffs are used, learn the food businesses that utilize local food resources from the person in charge.	Masatoshi Ichimura Hiroshi Hara (Mogitate Kanjuku-ya)
13:30–16:30	Learn the actual food businesses from Practitioners	Invite those who actively work in the local sites, such as those who engage in the jobs to integrate food and agriculture, who have entered agriculture from other industries and developed businesses, etc., and directly learn the experience and wisdom that the practitioners have accumulated, such as the attractiveness and significance of working in the field of food and agriculture and the keys to become successful in jobs and management.	Motonobu Murayama Presenter 1: Hiroaki Kato (Food and Agriculture Laboratory) Presenter 2: Mitsue Mashio (Kokufu Yasai Honpo)
16:30–17:30	Group work	Each group organizes what they have learned and become aware of on the first day and makes a presentation.	Masatoshi Ichimura, Toshifumi Muto, Motonobu, Murayama, and Miki Kataoka
9:00–12:00	Fieldwork	Use Takasaki City and its surrounding area as the field, directly visit sellers, producers, etc., of agricultural crops and food products, and learn under what kind of logics the local sites are operated.	Yoshio Tamura • Excellent Foods Takasaki Tomy • Chikunawa Branch, JA Takasaki Shikisaikan
13:00–16:00	Group work	Each group organizes what they have learned and become aware of on the second day and makes a presentation.	Masatoshi Ichimura, Toshifumi Muto, Motonobu Murayama, and Miki Kataoka

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Status of Holding a Demonstration Course (3)

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○ Curriculum contents of the Basic Course for the Sixth Industrialization

Subject	Content
Basic Sixth Industrialization	Learn about the present status of agriculture and background as to the reason that the sixth industrialization is demanded Sixth degree map and cases
Observation-Cum-Study	Visit and see farm stands and the cases of the sixth industrialization • Denen Plaza Kawaba • Nagai Shuzo
Communication and Discussion	On the basis of the content of the observation-cum-study, (1) prepare a report, (2) make a presentation, and (3) conduct a discussion
Case Study	Learn about the cases of the sixth industrialization and cooperation of agriculture, commerce, and industry
Agricultural Product Processing Practice Training	Learn the knowledge and skills of cooking and processing agricultural crops and food products, cooking in which seasonal vegetables are used, etc.
Food Hygiene	Learn about the basics of food hygiene
Business Planning and Marketing	Acquire the basic concepts and skills on developing business plans and marketing


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Results of the Questionnaire for Students (1)

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	Local Practice Course	Basic Course for the Sixth Industrialization
Tools, etc. for verification	• Questionnaire for Students (at the end) • Self-analysis sheet → Divide into eight fields and analyze oneself in five grades Aspiration, social disposition, challenging skill, communication skill, management skill, marketing skill, local skill, and food and agriculture skill	At the beginning of the course • Questionnaire for students… Reason for taking the course, etc. • Self-analysis sheet During the course • Attendance confirmation sheet… Depth of understanding, its reason, etc. At the end of the course • Questionnaire for students… Degree of satisfaction, degree of usefulness, etc.

Results of the Questionnaire for Students (2)

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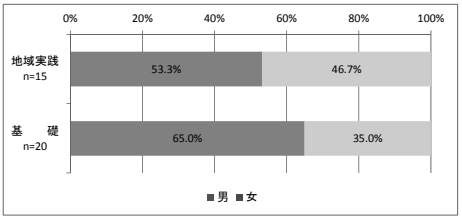
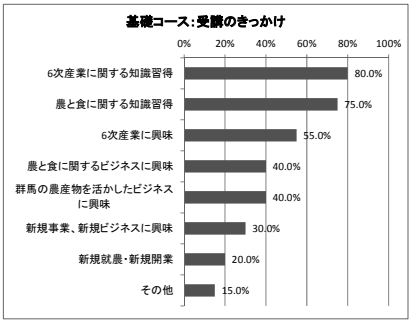
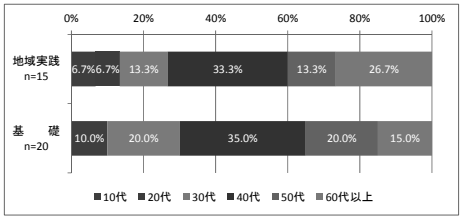
◆ Students' gender, age, etc.







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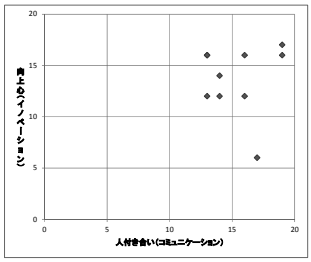
CAG 中央農業グリーン専門学校

Results of the Questionnaire for Students (3)

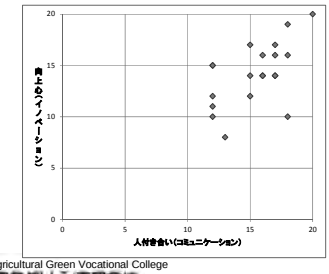
CHUO 中央カレッジグループ Chuo College Group

◆ Results of the self-analysis sheets

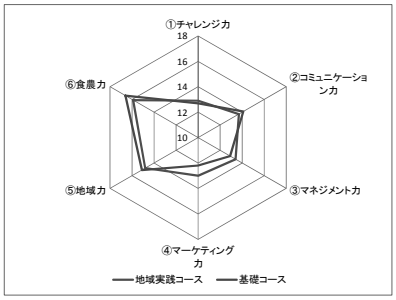
Local Practice Course



Basic Course



【コース別平均点】	地域実践コース	基礎コース	差
向上心	15.4	15.4	0.0
人付き合い	13.7	14.2	0.5
①チャレンジ力	12.9	12.7	-0.2
②コミュニケーション力	13.7	14.1	0.4
③マネジメント力	13.4	12.9	-0.5
④マーケティング力	13.0	12.2	-0.8
⑤地域力	14.8	15.1	0.3
⑥食農力	15.9	16.6	0.7



Chuo Agricultural Green Vocational College
CAG 中央農業グリーン専門学校

Results of the Questionnaire for Students (4)

CHUO 中央カレッジグループ Chuo College Group

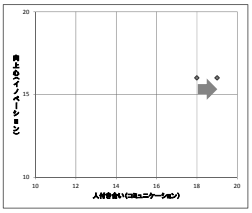
◆ Results of the self-analysis sheets

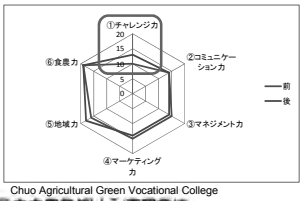
・Changes by “Taking the Local Practice Course” → “Taking the Basic Course” (Cases of 3 persons whom we could track)

→ “Communication Skill,” “Challenging Skill,” and “Food and Agriculture Skill” were improved

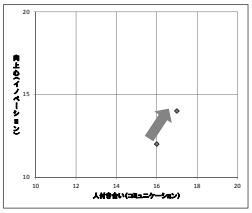
→ “Marketing Skill” was decreased

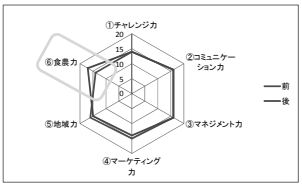
Person A (Female/30s)



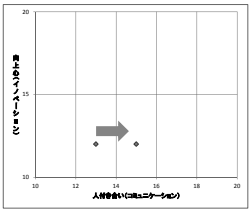


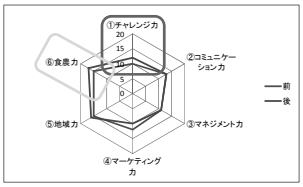
Person B (Female/30s)





Person C (Male/50s)





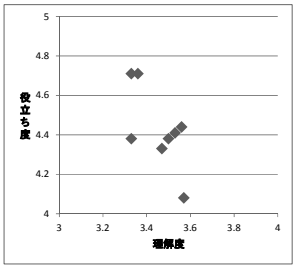
Chuo Agricultural Green Vocational College
CAG 中央農業グリーン専門学校

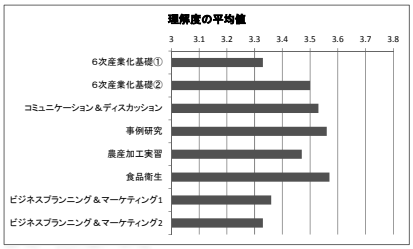
Results of the Questionnaire for Students (5)

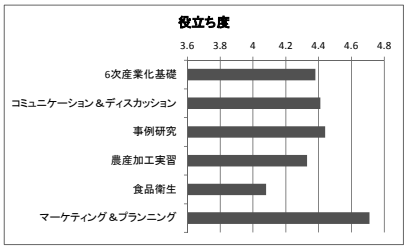
CHUO 中央カレッジグループ Chuo College Group

- Comparison of attendance confirmation sheet (depth of understanding) and questionnaire for students (degree of usefulness)

Subject Name	Average Value of the Depth of Understanding	Average Value of the Degree of Usefulness
Basic Sixth Industrialization (1)	3.33	4.38
Basic Sixth Industrialization (2)	3.50	
Communication and Discussion	3.53	4.41
Case Study	3.56	4.44
Agricultural Product Processing Practice Training	3.47	4.33
Food Hygiene	3.57	4.08
Business Planning and Marketing 1	3.36	4.71
Business Planning and Marketing 2	3.33	







Chuo Agricultural Green Vocational College
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Conclusion

CHUO 中央カレッジグループ Chuo College Group

Common issues of the core professional human resources for the occupational field that innovates the food and agriculture, forestry, and fisheries industries and the goal of the food and agriculture field

[Issues common to the occupational field project]
1. Development and verification of the intermediate and advanced programs (As we have focused on the development of the beginner level, we have not yet started working on the higher level programs)
2. Development and verification of the short-term program that corresponds to the working adults' re-education (The program that corresponds to not only the full-time students but also the part-time students is needed)

[Noteworthy issues in the field of food and agriculture]
1. All in all, we tend to fall into the producers' standpoint, so we need to be strongly conscious about the consumers' standpoint and work.
2. As the food and agriculture are more significantly influenced by the seasons and weather than other industries, the learning programs are significantly influenced by such changes.
3. Agriculture has problems of not only the aging of population and lack of successors but the extreme decrease in the intermediate layer. Before securing and cultivating the intermediate layer, it is essential to improve the entry-level learning programs. We need to have a system to concurrently make progress.
4. As the kinds of crops are diversified, it takes time to standardize the learning criteria.

＊＊＊Goal of the Food and Agriculture Field＊＊＊

Build a system to strategically secure and cultivate the food and agriculture human resources through the cooperation of industry, academy, and the government

Cultivate and produce human resources that takes a central role in the food and agriculture industry

Contribute to the growth of the food and agriculture industry

[A system to aim for development]
1. Development and provision of learning programs in which *learning* and *work* are directly connected through the cooperation of industry, academy, and the government.
2. Development of the method to certify learning as qualifications/titles and its utilization method (Develop practical qualifications/units through the cooperation of industry, academy, and the government)

*From the outline of efforts and outcomes of [Food and Agriculture, Forestry, and Fisheries Field (Consortium)] Project to Develop Core Professional Human Resources that Innovates the Food and Agriculture, Forestry, and Fisheries Industries (Takasaki City University of Economics)

Chuo Agricultural Green Vocational College
CAG 中央農業グリーン専門学校

Development of a Model Program for Tourism

Yoshinobu Sato (Nagasaki Wesleyan University)

1. Characteristics of Vocational Education and Human Resource Development in the Field of Tourism in Japan

- In academic institutions that cultivate human resources, more universities have established faculties and departments of tourism. However, the curriculums are not much different from special training schools for tourism.
- Because the needs for inbound tourism are expected to increase, changes in tourism styles and the structure of acceptance at the sites will be required. Also, we have a shortage of human resources that correspond to inbound travel from overseas. Therefore, it is important to develop core professional human resources that correspond to the needs of new human resources.
- The images of core professional human resources are the area manager or coordinator and human resources that correspond and manage new needs through research and development of new tourism coupled with regional development. Examples include being able to correspond to "the sixth industrialization" and the ability to use the knowledge of intellectual properties.
- Persons involved in tourism need to know how to make use of such certificates. Therefore, it is meaningful to position recurrent education by using the acquisition of a travel agency license as motivation.

2. Present Status and Issues of Vocational Education through Dialogs with Local Communities and the Industrial World

(1) Predictions about trends in tourism in the Kyushu region in the future

i. Promotion of tourism that leads to regional development will be important.
   - Development of a tourism program by rediscovering, re-acknowledging, reassessing, and utilizing regional resources
   - Promotion of sixth industrialization (coordination and merchandising)
     - Travel agencies – Hotels and inns – Local industry
   - Community-based tourism will become mainstream.
     - Building of relationships between tourists and the accepting side (Relationship marketing)

ii. In order to increase the nonresident population while the resident population is decreasing, there are two targets:
   - Domestic: The importance of repeaters rather than new customers □ Local supporters
   - Overseas: Upgrading of inbound tourism
     - Fostering interpreters and guides
     - Upgrading of information infrastructure
     - Upgrading of information

iii. Assessment of tourism promotion
   - (Number of visitors and number of nights) + Rate of repeaters + Residence time

iv. Expansion of areas for the tourism program and cooperation
   - Themes and stories

v. Cooperation with Yuru-Chara (mascot character)
   - Stick to the local area
   - Knowledge of intellectual properties

(2) Desired human resources in the Shimabara Peninsula region

i. Desired types of human resources in the field of tourism on the Shimabara Peninsula

- ✧ Currently, the desired types of human resources are planners and promoters who can create tourism programs.
- ✧ In the near future, the desired types of human resources are those who can reveal the economic effects and those who can coordinate with public administration. These will be coordinators and area managers.

3. Past Efforts and Direction of the Efforts in the Future

(1) Past efforts and ongoing efforts

- Workshop: Implemented for three times
- Hearing survey:
  First survey: December 13, 2013 / Survey target: Unzen Hot Spring Tourist Association and Unzen Municipal Tourist Council
  "The Future Direction of Tourism on the Shimabala Peninsula and Desired Human Resources"
  Second survey: February 27, 2014 / Survey target: Association for Unzen Hot Spring Industry and local business owners / "Future Tourism and Desired Human Resources"
- Trial of a model curriculum
  "Sharing of the Vision for the Enhancement of International Inbound Tourism" (Entry version of the working level 3 "Management Skills that Correspond to the Globalization and Leadership Development" program)
  Date: February 26-27 / Location: Unzen Hot Spring
  Students: Persons involved in Inns and Hotels in Unzen Hot Spring, organization staff of Tourism Council, etc., and university students (including foreign students)
  [Program]
  i. "Trends in the Inbound Policy in Japan" (Mr. Hashimoto, Manager of the Planning and Tourism Department, Kyushu District Transport Bureau) (90 minutes)
  ii. Discussion with the participants (90 minutes)
  iii. Survey on the tourism resources: Workshop "Search the Tourism Resources in the Unzen Hot Spring District!"
  (180 minutes)

(2) **Schedule after FY 2014**

FY 2013	FY 2014	FY 2015		FY 2016
Priority case survey Identification of issues	Resolution and consideration of the issues Development of the demonstration lectures		Implementation and assessment of the demonstration lectures Modelling of a human resource development program	
(1) Confirmation of educational institutions -Universities, vocational schools, and high schools -Curriculum (2) Survey on the certificates in the field of tourism (3) Survey on the career path in the field of tourism (4) Survey on the on-site needs -Field of travel -Field of Accommodation -Field of transport -Field of public administration (the state and local municipality) -Related organizations (Such as JA, NPO, etc.)	(1) Organization of the issues (2) Development of lectures	(1) Development of lectures	(1) Demonstration experiment (2) Assessment of the demonstration	(1) Assessment of the demonstration (2) Development of the models

第４セッションＢ
職域プロジェクト①
ホスピタリティ（食と観光：続）
Project 1 Hospitality
(Culinary/Food,Tourism)

Australian Training Packages, Industry Engagement and the Skills Employers Need

An overview of the Cookery and Hospitality Programs delivered at TAFE SA and how we support our industry in this process.

Belinda McPherson
TAFE SA, Educational Manager – Hospitality and Commercial Cookery
belinda.mcpherson@tafesa.edu.au

How TAFE SA uses Training Packages to tailor student learning so that we respond to the needs of the enterprises while still maintaining the integrity of the requirements of the units of competence.

Evolution of our Enterprise Development Consultancy (EDC) model and its positive impact in our industry and enhanced graduate employability.

Courses I manage

Hospitality – From Certificate I to Advanced Diploma

Cookery – From Certificate I to Advanced Diploma

Patisserie – From Certificate IV to Advanced Diploma

The Vocational Education and Training System

Key features:

Industry-driven

Competency-based

National recognition of qualifications

National recognition of Registered Training Organisations

What is VET?
Vocational Education & Training

VET aims to provide people with the skills and knowledge they require to:

enter the workforce for the first time

re-enter the workforce after absences

train or re-train for a new job

upgrade their existing skills

move into further study in VET or university.

What is VET?
Vocational Education & Training

Commonly known as vocational education and training (or VET) in Australia.

Vast array of subjects and programs, ranging from the traditional trades to business and commerce and the creative arts.

Basic skills training for social and community participation, such as English language training for new migrants.

Why choose VET?

VET provides skills and qualifications for all types of employment, except for those jobs which require a university degree.

The flexibility of the system enables students to study one or two subjects to gain specific skills, without necessarily completing a full qualification. It is their choice.

Who undertakes VET?

Around half of all school leavers undertake vocational training within a year or two after leaving school.

Over half of all students undertaking VET are over the age of 25 years and the vast majority of VET students study part-time.

Many people with university qualifications, also undertake VET to obtain specific skills.

Where is VET delivered?

Traditional classroom setting

Workplace

Internet

By correspondence

Community venues

Using a variety of methods to meet industry and individual needs.

The learning options offered mean that students can learn at their own pace and in an environment which best suits their individual learning style.

VET courses may also be customised to meet the requirements of particular enterprises, a specific job skill or the ability of the student.

Training packages

Training packages are composed of:

a set of standards, each of which describes a competent performance for an item of 'work'. These standards are commonly called 'Units of competence'

'packages' of competency standards. These 'packages' make up the qualifications.

Both the competency standards and the qualification requirements are developed by industry.

Sets out the competencies but does not prescribe how the training should be delivered, nor the time taken to deliver it.

It is the responsibility of the registered training organisations to develop teaching strategies and assessment methods to meet the needs, abilities and circumstances of the students and industry.

Customising to suit the employers needs

Certificate II in Hospitality comprises of

11 units of competence:

6 core units

5 elective units

What qualifications are offered under the VET system?

Recognition of prior learning (RPL)

Students may have already gained skills through informal or formal training, experience in the workplace, voluntary work, or social or domestic activities.

Without further study whole or part qualifications can be awarded to students on the basis of these skills. This is called 'recognition of prior learning'.

Enterprise Development

'Enterprise Development' is an initiative of TAFE SA to provide employers with a means to up-skill their existing staff to meet their changing industry and workplace demands.

Enterprise development programmes include a combination of:

- Recognition of Prior Learning (RPL) processes
- Industry skill gap training
- Individual training plans
- Workshops
- Online learning
- Work-based projects
- On-the-job assessments
- Workplace coaching and mentoring.

Enterprise Development

Industry Feedback on Enterprise Development

- Multiple entry points for learners
- Dedicated learning consultants with industry experience
- Nationally / globally recognised accredited training programmes

- Provides flexible arrangements
- Tailored to the hotel's specific 5 star standards
- Assists with attracting high calibre candidates
- Increases retention of staff

Benefits of the EDC Model

- Maintains contact and establishes new networks with Industry
- Identifies current Industry trends
- Provides an insight into the specific needs and wants of the Enterprise
- Aids life-long learning

Benefits of the EDC Model

- Promotes employee loyalty to the enterprise
- Is an extension to the human resource process for training and development
- For teachers:
    - Breaks on-campus teaching routine
    - Has refreshed lecturers attitudes and outlooks
    - EDC staff members are now the happiest members of our staff

In summary:

Through the delivery of our courses, we are very successful in:

Ensuring we are compliant with our quality systems and meeting the needs of ASQA

Ensuring the teaching staff are industry current (vocationally) and have relevant and up to date educational qualifications

Ensuring the students are qualified with a National qualification

Ensuring the students have the skills and knowledge and are job ready

Ensuring that we meet the constant changing needs of industry

Strengthening our relationship with our industry clients

S4B-McPherson

Australian Training Packages, Industry Engagement and the Skills Employers Need

Belinda MacPherson
Educational Manager-Hospitality and Commercial Cookery

Government of South Australia

In my presentation I plan to provide:

- An overview of the Cookery and Hospitality Programs delivered at TAFE SA and how we support our industry in this process.
- How TAFE SA uses Training Packages to tailor student learning so that we respond to the needs of the enterprises while still maintaining the integrity of the requirements of the units of competence.
- Evolution of our Enterprise Development Consultancy (EDC) model and its positive impact in our industry and enhanced graduate employability.

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3

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- Community venues
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- VET courses may also be customised to meet the requirements of particular enterprises, a specific job skill or the ability of the student.

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Training packages

- Training packages are composed of:
  - a set of standards, each of which describes a competent performance for an item of 'work'. These standards are commonly called 'Units of competence'
  - 'packages' of competency standards. These 'packages' make up the qualifications.
- Both the competency standards and the qualification requirements are developed by industry.
- Sets out the competencies but does not prescribe how the training should be delivered, nor the time taken to deliver it.
- It is the responsibility of the registered training organisations to develop teaching strategies and assessment methods to meet the needs, abilities and circumstances of the students and industry.

10

Customising to suit the employers needs

Certificate II in Hospitality comprises of

- 11 units of competence:
  - 6 core units
  - 5 elective units

An employer/employee can choose elective units to suit the business needs. An employer may have 2 trainees doing the same qualification but have two different job roles

Accommodation Services	**Client and Customer Service**	**Computer Operations and ICT Management**	**Food and Beverage**
Administration	**Cookery and Catering**	**Finance**	**Inventory**

11

What qualifications are offered under the VET system?

The qualifications described in the Training packages comply with the Australian Qualifications Framework (AQF).
The AQF provides a quality assured national framework of qualifications. It covers qualifications for schools, vocational education and training, and for higher the education sectors in Australia.

Secondary School	VET Sector	Higher Education Sector
		Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree
	Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Advanced Diploma Diploma
Senior Secondary Certificate of Education		

12

Recognition of prior learning (RPL)

- Students may have already gained skills through informal or formal training, experience in the workplace, voluntary work, or social or domestic activities.
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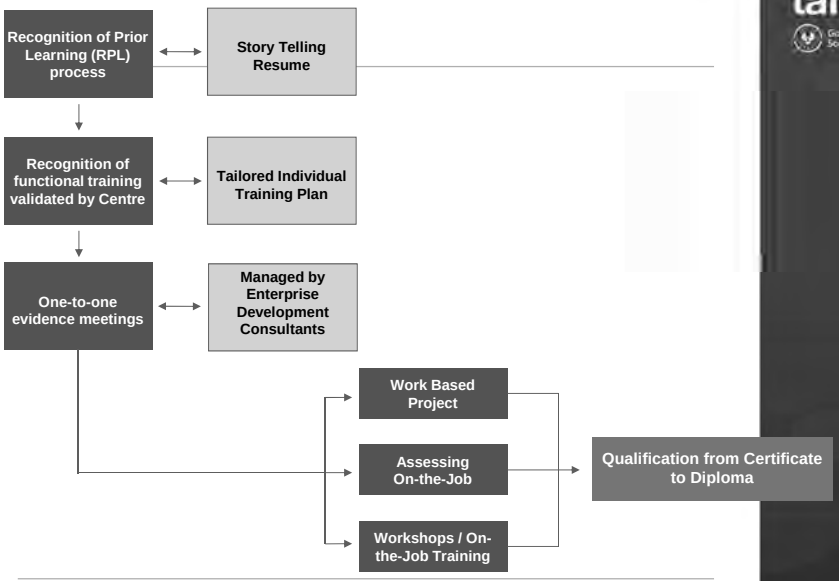
14

Enterprise Development



15

Industry Feedback on Enterprise Development

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- For teachers:
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In summary:

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  - Ensuring that we meet the constant changing needs of industry
  - Strengthening our relationship with our industry clients

19

tafeSA
Government of South Australia

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S4B-Nakamura

The Japanese Mode of Tertiary Education and Globalisation

-Qualifications Framework and Quality Assurance –

Characteristics of Culinary Education in Japan and the Culinary Education Initiatives of the Nakamura Culinary School

Tetsu Nakamura
Principal, Nakamura Culinary School
February 22, 2014

1

1. The cook's system and culinary education in Japan

(1) History of cook's license system in Japan

1958: The Cooks Act is established. Use of the title "Cook" is restricted (not occupational licensing)

(i) Background to system ☐1960 Popular song "Tsuki no Hozenji Yokocho" (Hozenji alley in the moonlight)

♫ Going on a journey with only a knife wrapped in cotton cloth was a part of a cook's training

☐ Frequent occurrence of food poisoning

	1957	1962	1967	1972	1977	2001	2006	2011
Number of incidents	1,716	1,916	1,565	1,405	1,276	1,928	1,491	1,062
Number of patients	24,164	38,166	39,760	37,216	33,188	25,862	39,026	21,616
Number of deaths	300	167	120	37	30	4	6	0

Source: Ministry of Health, Labour and Welfare, Pharmaceutical and Food Safety Bureau, Department of Food Safety, Inspection and Safety Division materials

(ii) Characteristics of the Japanese cook's license

☐ Not divided into specializations (Japanese cuisine, Western cuisine, Chinese cuisine, organizational food services, etc.)

☐ Two methods for acquiring a license (initially three methods at the time the law was established)

A: Taking and passing the cook's examination after two years of practical training

The examination des not include a skills test: the main focus is on sanitation knowledge. The average examination pass rate nationwide for FY 2011 was 62.3%.

B: Graduating from a training college for cooks designated by the Ministry of Health, Labour and Welfare (completing training in one or more years)

☐In FY 2011, the number of licenses issued was A: 23,754 (accumulated total: 2,239,782) and B: 16,613 (accumulated total: 863,369) ⇒more licenses issued through Method A than Method B.

1982: Specialist cook (former Ministry of Health and Welfare)/Professional cook (former Ministry of Labour) system

This system aims to enhance the culinary skills and techniques of cooks and raise their occupational standing, as well as contribute to the development of food culture and the improvement of the dietary habits of people in Japan. Licenses are divided into six categories of specialized cuisine: Japanese cuisine, Western cuisine, noodle cuisine, Chinese cuisine, sushi cuisine, and special cuisine for organizational food services.

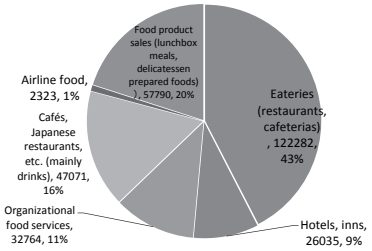
In FY 2011, the total number of licenses issued was 645 for all six categories (accumulated total: 34,066); only 12 licenses were issued for the sushi cuisine category (accumulated total: 1,275)

1990: With the amendment of the Cook's Act Implementation Regulations, study at a training college for cooks for two years or more became possible. Pre-amendment, the limit on length of study at a training college was one year only (one-and-a-half for night school); post-amendment, study over two or three years became possible.

2

(2) The culinary industry in Japan

(i) Sales for Japan's food service industry by category (2011) Unit: 100,000,000 yen



☐Sales for the food service industry overall: 29 trillion yen

☐ Categories where sales have increased in recent years are lunchbox meal and delicatessen sales (home-meal replacements)

☐ Food service companies with large sales include major companies (Zensho, McDonald's, Starbucks, etc.) operating fast food or family restaurants.

Source: Foodservice Industry Research Institute

(ii) Characteristics of education within the industry

☐ In-house training similar to a strict, long-term apprenticeship system (training)

Example 1: In the case of a high-end Japanese restaurant, in the past, during the first several years after employment apprentices were referred to as "errand boys/girls" and assigned menial work; they were not even allowed to hold a knife. Moreover, it was said that it took ten years or more to become a fully fledged cook.

Example 2: In the case of high-end hotels, after employment it could often take more than 20 years for a cook to become the head chef.

☐ However, as a result of this in-house education, the skills of professionals in the Japanese culinary industry were of an exceptionally high level in international terms.

(iii) Human resources sought by food service companies: fundamental social skills expected of adults (manners, greetings, punctuality, etc.) rather than specialized culinary skills or knowledge

(iv) Characteristics in recent years

☐ Due to the collapse of the economic bubble and the Lehman shock, etc.; high-end restaurants stagnated and prices fell ⇒ difficulty sustaining long-term apprenticeship-type in-house education

Apprentices were replaced with part-time and temporary workers

☐Young people have become unable to endure long-term apprenticeship-type training.

☐As a general rule, employment of foreign nationals as apprentices is not allowed. In addition, there are not a few Japanese food service companies that are expanding overseas.

3

(3) Training colleges for cooks in Japan

(i) Current status of training colleges for cooks by Type of college (FY2012)

Type of college and school		No. of colleges	Entrance quotas by term of course				Remarks
			1 year	1.5 years	2 years	3 years	
Specialised training colleges: 147	Post-secondary course (Professional training college)	128	8,102	890	6,693	—	Entrance requirement: high school graduation or higher
	Upper secondary course	71	1,848	1,263	350	1,294	Entrance requirement: junior high school graduation or higher
	General course	16	710	420	—	—	Entrance requirement: none
Miscellaneous school		3	160	—	60	—	
High schools		106	—	—	—	5,579	
Junior colleges: 14	Regular course	13	—	—	160	—	
	Other	3	550	—	—	—	Special course, major
Polytech school (public vocational training)		2	—	—	65	—	
Total		274	11,370	2,573	7,328	6,873	

Source: Japan Association Of Training Colleges For Cooks materials

⇒The majority of cook-training education in Japan is provided by specialized training colleges (most professional training colleges) and high schools, of these, professional training colleges with course terms of one year are the most common.

(ii) Founders of training colleges for cooks: National/pubic sector 38 colleges (13.9%); Private sector 236 schools (86.1%)

(iii) The majority of training colleges for cooks were at the time of their establishment home-cooking schools (hobby/cultural education) and later became training colleges for cooks (vocational education).

(iv) Content of education provided by training colleges for cooks

☐ The number of class hours as prescribed by the Ministry of Health, Labour and Welfare is 960 hours, and there are a large number of classes on sanitation (practical cooking: 300 hours; sanitation-related subjects: 240 hours)

☐ Apart from the prescribed 960 hours of classes, schools are completely free to offer any courses they choose (there are no guidelines for subjects outside those that are prescribed.)

(v) Status of two-year education initiatives by major culinary colleges

☐Tsuji Professional Culinary Training College; currently entrance quota of 703 for one-year courses and 185 for two-year courses, established in 2007

☐Hattori Nutrition College Culinary Course:; currently entrance quota of 330 for one-year courses and 120 for two-year courses, established in 2001

☐Nakamura Culinary School:; currently entrance quota of 150 for one-year courses and 200 for two-year courses established in 1991

4

(vi) Main employees of graduates of culinary colleges

☐ Graduates are rarely employed by major food service industry fast food/family restaurant companies or home-meal replacement industry (lunchbox meals, delicatessen prepared meals) companies.

☐ The majority of graduates are employed by specialized eateries (restaurants, traditional Japanese restaurants, culinary arts), hotels, and organizational food service providers (catering companies).

(vii) Status of international students: FY2008 208 (ROK: 163, China 20, Taiwan 17, Other 8) *Work visas are not granted upon graduation

(viii) Comparison of Japan and overseas culinary education institutions

	Japan	Europe	United States	Republic of Korea
Main educational institutions	☐ Mainly one-year vocational colleges ☐ Mainly private colleges ☐ As with other vocation school fields, virtually no public assistance is provided	☐ Mainly three-year vocational training schools following junior high school ☐ Mainly public schools ☐ Advanced professional education institutions are available for graduates of basic professional education courses	☐ Mainly two-year schools following high school graduation (junior college, university, community college) ☐ Community colleges are public; other schools are mainly private ☐Advanced courses are available for graduates of two-year courses	☐ Training for certification are mainly provided by institutes (courses less than one year) ☐ School education is mainly university (two-year/four-year courses) ☐Mainly private schools ☐Public assistance is provided for education and training to acquire license
Education content	☐ Prescribed subjects (960 hours) ☐ Students must learn Japanese cuisine, Western cuisine, and Chinese cuisine ☐Classes center on sanitation subjects	☐ Students simultaneously undertake school training and internships ☐ As a rule, students mainly study the cuisine of their home country		
Treatment after graduation	After graduation, educational background has little impact on graduates' treatment by their employers.	Educational background has a large impact on graduates' treatment by their employers.	Educational background has a large impact on graduates' treatment by their employers.	Educational background has a large impact on graduates' treatment by their employers.
High-level culinary education institutions	None	Lausanne Hotel School (Switzerland) and others	CIA (Culinary Institute of America), Cornell University, and others	None in particular

*Characteristics of Japanese training colleges for cooks

i. Mainly one-year private vocational schools
ii. The majority of class hours (960 hours) comprises subjects prescribed by the Ministry of Health, Labour and Welfare
iii. In the past, in-house education (training) was extremely thorough, and so companies did not hold high expectations for college training.

5

2. Nakamura Culinary School

(1) History

Nakamura Culinary School	Related items
1949 Nakamura Woman's Cooking School (now Nakamura Culinary School) opens, proving home-cooking training for general women. **Reason for establishment: contribute to Japan's postwar recovery through the improvement of dietary habits and the nurturing of healthy Japanese citizens** **Rapid expansion due to a cooking school boom (for "domestic training") from 1950 onwards.** **1959 Culinary training courses begin (one of the first 17 training colleges in Japan)** **1991 Two-year culinary courses begin (first in Kyushu); the entire campus relocates. Nakamura International Hotel School opens.** **1997 Two-year pastry course (Pastry Techniques Department) begins.** **2009 Seoul Nakamura Academy (Republic of Korea) begins.** **2014 Bread-baking course scheduled to begin.**	1954 Sister school Fukuoka Koto Eiyo Gakko (now Nakamura Gakuen University Junior College) opens. 1958 The Cooks Act goes into effect. 1959 Nakamura Gakuen Operations Division (earning activities such as school lunch food services, etc.) is established. 1960 Nakamura Gakuen Girls' High School opens. 1965 Nakamura Gakuen University opens. 1990 Culinary training courses of two years or longer are permitted.

(2) Department structure

Program	Course	Course term	Entrance quota	Capacity	Remarks
Specialized culinary program	Two-year culinary course	2 years	200	400	Training college for cooks
	One-year culinary course	1 year	150	150	Training college for cooks
	Two-year pastry course	2 years	120	240	
	One-year pastry course	1 year	40	40	Training college for pastry cooks
	Bread baking course	1 year	40	40	Scheduled to commence in April 2014
Total			550	870	

(3) Educational goals

i. Training of human resources sought by businesses (manners, greetings, punctuality, etc.)
ii. Training of human resources to lead Japan's culinary industry in the future
iii. Training of human resources with the goal of shaping their own careers (realistic goals such as becoming a chef or business proprietor, etc. in the future)

6

(4) Characteristics of education

(i) Universities exist within the same group but education and administration are separate (different educational corporations)

☐ Untypical system for Japan ☐ Realization of vocational education that remains separate from university education

(ii) Practice of the founder's educational philosophy that "Form is the manifestation of the heart"

Form=manners, greetings, punctuality ⇒ education that matches industry's needs

Uniforms/strict observation of greetings/students marked "absent" even if only one second late for class

(iii) Practical education incorporating the good aspects of both Japanese-style education and Western-style culinary education

☐ Good aspects of Japanese-style education: focus on fundamental skills; practice of mass teaching (group learning)

☐ Good aspects of Western-style education: practical laboratory classes (actual restaurant management classes, etc.)

Example 1: training restaurant operated by students; training student cafeterias, training cake shops

Example 2: organization and running of school festivals (last year, 11,000 visitors over two days; sales of 8.5 million yen for sweets alone)

☐ Visits by the faculty to educational institutions both in Japan and overseas

(iv) Education in collaboration with businesses

☐ Numerous top chefs invited as lecturers from throughout Japan and the world ⇒ students develop their own future goals

Yoshihiro Murata (Michelin three stars), Eiichi Takahashi (Michelin three stars), Kenichi Chen (a modern-day master), Yuichiro Takahashi (Michelin one star and a former student of the college), Tetsuji Yasukawa (former student of the college), Mayumi Iwamoto (former student of the college), Hideo Yokota (coach of the Japanese teams for the World Pastry Cup), Shigeru Nojima (Silver Medal in the World Pastry Cup), Haruo Yokomizo (Vienna pastry cook), Kaori Onishi (baker)

☐ Students are required to undertake training with companies

☐ Collaboration with industry groups (a) Numerous the faculty are members/officers of industry groups; (b) Many instructors have practical experience working in companies

(5) Educational outcomes

(i) High evaluation from industry and job placement performance

(ii) Excellent competition results by students

[National Students' Cooking Competition] 2013: Prime Minister 's Award 2012: Health, Labour and Welfare Minister's Award 2009: Health, Labour and Welfare Minister's Award

[Japan Cake Show] 2013: Two bronze medals; 2012: one silver medal, three bronze medals; 2011:two bronze medals; 2007: one gold medal, three bronze medals

(iii) Activities of graduates in their 30s

☐ Michelin star-ranked chefs in Japan: Daisuke Miyamoto (two stars/graduated 2003); Yuichiro Takahashi (one star/graduated 2001)

☐ Michelin star-ranked chefs in France: Masafumi Hamano (one star/ graduated 1995); Hiroki Yoshitake (one star/graduated 2000)

7

3. Culinary Education in Japan in the Future

(1) Expectations for advanced culinary education

(i) Response to the sophistication of the food service industry

(ii) Commencement of culinary education at four-year universities: Kyoto Prefectural University (currently in negotiation with MEXT); Ritsumeikan University (currently under consideration)

(iii) Internationalised education: expectations for international students

(iv) Response to legal status regulation of vocational/professional education institutions under Article 1 of the School Education Act

(2) Response to relearning/re-education by adult members of society

Culinary schools as continuing education institutions

(3) From education completed at one school (as in the past) to a multi-level education system

Example: Graduates of two-year culinary colleges transfer to the third year of a four-year university and later advance further to graduate school.

[Issues]

(4) Objectives of advanced culinary education are unclear.

(5) Diverse industry needs

(i) Needs of some leading-edge culinary businesses

(ii) Needs of the majority of old-style businesses

(iii) Needs of the largest food service industry companies—fast food and family restaurant companies

(iv) Needs of successors to culinary businesses who conventionally have entered general universities

(6) Issue of the treatment of graduates of advanced culinary education

(7) Issue of increases in the burden of educational expenses due to advanced education

(8) Issues with the licensing system: cook's license with use of the title "cook" limited; specialized cook, professional cook

⇒ need for a new certification system (international accreditation system)

(9) Issues with the Ministry of Health, Labour and Welfare and the Ministry of Education, Culture, Sports, Science and Technology

Culinary education is under the jurisdiction of the Ministry of Health, Labour and Welfare.

Graduate school, high school, and university education is under the jurisdiction of the Ministry of Education, Culture, Sports, Science and Technology.

8

S4B-Iizuka

Middle-level Professional Development Project in Tourism for the Acceptance of Inbound Tourists

Tourism Consortium, Urayama Gakuen

Masanari Iizuka
Institute for Vocational College Information Technology Education

Purpose of Establishing a Tourism Consortium

■ The Inbound Travel Promotion Project (Visit Japan Project) promoted by the Japan Tourism Agency aims to receive 25 million foreign visitors by 2020. However, there is lack of human resources who can engage in accepting tourists who are expected to quadruple by 2020.

■ Since sightseeing accounts for about 60% (57.8%) of the purposes of people visiting Japan, it is urgent to develop human resources specialized in tourism.

■ In order to increase the number of repeat tourists to Japan, we need human resources who can develop a comfortable environment for and provide attractive tourism products to tourists.

■ Since the rates of “food” and “shopping” are high among expectations for Japan that tourists have before visiting Japan, we need to develop human resources in the restaurant/cafe and shopping service areas.

■ When visiting rates by prefecture are examined, 60.3% of the total tourists to Japan visited Tokyo, whereas 26.1% visited Osaka and 24.0% visited Kyoto. Since the rates were less than 10% for many other areas, we need to promote the acceptance of foreign tourists in rural areas.

Lodging Industry Inspection Survey Report

We conducted the following interview surveys in an effort to elucidate the issues that medium-sized hotels and inns in each region have and types of human resources they need in relation to the acceptance of inbound tourists:

Hokkaido: 3 locations in early December 2012, Okinawa: 3 locations in mid December 2012,
Fukuoka: 3 locations in mid January 2013, Kyoto: 4 locations in early February 2013,
Hokkaido: 1 location in early February 2013 (additional survey)

Listed below are the results of the surveys:

- The surveys showed that the development of human resources to accept inbound tourists has not been addressed actively.
- Issues related to the acceptance of inbound tourists include inadequate foreign language skills, including English, and lack of a deep appreciation of Japanese culture, which is required to explain Japanese culture to foreigners, among local people.
- For new hires, we need human resources who not only have adequate knowledge and the skill to handle technical operations. but also have the academic background in business administration.

Analytical Survey on the Characteristics of Tourism Education at Universities and Vocational Schools: <Characteristics of University>

- While a variety of faculties and departments, including the faculty of tourism, offer tourism and hospitality courses, there is not much difference in specific subjects provided although they reflect the characteristics of the faculty/department in which they are offered to some extent.
- While subjects offered in the specialized field of tourism cover almost everything in the tourism industry, the subjects that students learn (select) are limited and vary according to the research theme or the career plan of each student.
- At universities, required subjects account for about 10% to 30% of all subjects offered and elective subjects account for the majority of them.
- Since most of the off-campus training programs at companies are short-term programs, these programs seemed to be positioned as opportunities not to “acquire skills,” but more to “experience” the field.
- Some faculties have many foreign students and provide an environment for cross-cultural exchanges.

Analytical Survey on the Characteristics of Lodging Education at Universities and Vocational Schools: <Characteristics of Vocational Schools>

- Vocational schools, where lodging business subjects or courses are offered, can be roughly divided into two types: hotel & tourism-oriented schools and foreign language-oriented schools. While the two types of vocational schools offer many common subjects, the foreign language-oriented vocational schools place a heavy focus on foreign language courses.
- Subjects offered at vocational schools focus on professional practice and most of them are required subjects. Elective subjects seem to be positioned as subjects to broaden knowledge in the fields other than specialized fields.
- Facilities and equipment installed at vocational schools include those not only for classroom lectures, but also for practical training, such as simulated working environments and equipment.
- Off-campus training programs center on on-the-job training and seem to focus on practicing the skills acquired at school and acquiring and strengthening work-ready skills.
- For the faculty staff at vocational schools, most of them (both temporary and permanent staff) have working experience in their own specialized field.
- Education at vocational schools aims to develop work-ready human resources by encouraging friendly competition among students who plan to work in the same industry/job category.

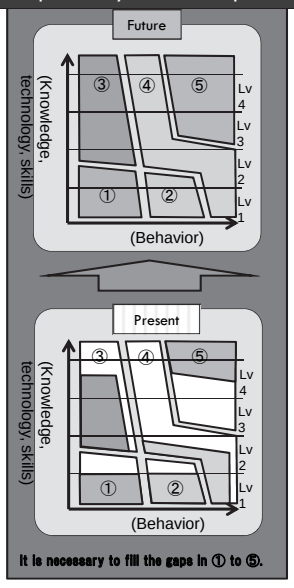
Current Situation and Future Challenges of Efforts toward the Establishment of a Human Resources Development System for Japanese-type Tourism

① Education at Universities and Vocational Schools

(Specific subjects)
Courses in the liberal arts, language, culture, and hospitality
(Issues)
While tourism education is conducted at universities and vocational schools, practical education is not sufficiently provided.
(Challenges)
・Consolidation of foreign language education, centering on English
・Consolidation of a practical education model based on business-academia collaboration

② Education at Vocational Schools

(Characteristics)
Education for specific job categories and specific human resources. Two-year courses in hospitality and others. While these schools have good facilities for virtual experience and students acquire hospitality skills, education targeting the development of managers is insufficient.
(Issues)
・The content of education is not fully disclosed and efforts should be made to explain and deepen students' understanding of their education systems in relation to the companies and industries, in which students plan to work in the future.
・The schools need to offer courses where students can learn marketing, merchandising, and management.
(Challenges)
・A system to disclose/publicize education content should be developed at each school
・Courses on management concepts and techniques should be provided in collaboration with universities
・Implementation of medium-term practical internship programs
・An actual hotel and a restaurant should be built and run on campus as training facilities to provide management experience.



③ Education at Universities

(Characteristics)
While universities offer a wide variety of elective subjects from courses in the liberal arts to hospitality management, required subjects related to tourism and practical training courses are insufficient.
(Challenges)
・Since most courses in tourism are positioned as elective subjects, the educational plan for tourism at each university depends largely on students' volition, weakening the link between education and the future job.
・It is difficult to systematically reflect industrial needs in university education.
・Due to lack of experiential learning, university education does not contribute to the production of work-ready human resources.
(Challenges)
・Efforts should be made to collaborate with vocational schools in implementing part of experiential education on hospitality and manners.
・Medium-term practical internship programs should be developed and implemented.
・A section or persons in charge of career design should be established.

④ Collaboration among universities, vocational schools, and companies

(Issues)
・Due to lack of information provided by universities, it is difficult for the industry to participate in education.
・The industry has no shared awareness of common issues related to the development of human resources.
・A weak connection with educational institutions makes it difficult for the industry to reflect its needs in education.
・Reeducation programs, such as those for the promotion to a middle managerial position are not in place.

⑤ Education at Companies

・Companies that have an educational system for the development managers are very few in number.

Future Challenges and Efforts

<Efforts by the Consortium>

- Examine specific subjects, training programs, and curriculums, which should be conducted via collaboration between universities and vocational schools. Examine also the feasibility of the credit transfer and recognition systems.
- Educational institutions, companies, and governments should review a platform for the development of human resources on a equal footing.
- Examine the curriculums and evaluation indicators in overseas tourism education systems and look into the possibility of collaboration with educational institutions in Japan.
- Explore more practical and dynamic evaluation methods and criteria than those currently used.

第３セッションＣ
職域プロジェクト②
介護・福祉分野
Project 2　Long-term care/Welfare

Issues with Galapagosisation in Long-term Care and Globalisation

Kiyoshi Adachi(Kyushu University)

1. Current Status of the Long-term Care Profession

Long-term care and care workers took form with the establishment of Long-term care insurance in Japan, which has become a super-aging society. The qualification of Long-term care and enormous employment were newly generated in the aging society. The change in values brought about by the socialization of Long-term care and the development of the new occupation field of Long-term care labor also occurred, with tremendous economic effects. However, there are also many problems.

First of all, care worker is a restricted-title license and not an occupational license; thus the qualification's specialization remains unclear. Second, work conditions are not improving; as a consequence, there is a high rate of workers leaving or changing jobs (worker turnover), and so there continue to be insufficient human resources.

2. Results of a Survey on the Actual Conditions and Attitudes in the Long-term Care Profession (Conducted in Fukuoka Prefecture in November 2013)

Looking at the number of service years in the workplace, approximately half of care workers leave or change their jobs after four years. For years of experience in the Long-term care profession, the most common response was one year or less. Average experience was 7.6 years, with a median of 6 years. Moreover, these values were for excellent Long-term care facilities. For average facilities, these values are no doubt lower. There is a problem with the current situation whereby the majority of workers in a Long-term care facility are replaced within a four-to-five-year period. Why has no framework been developed for increasing Long-term care experience through gradual efforts as well as the specialization of the job of Long-term care?

Looking at attitudes towards the Long-term care profession, 50% of respondents said that they want to try a job other than Long-term care. Nearly 40% said that they want to try working at a different facility, and around only 40% said that they were satisfied with their current work conditions. There is therefore a need to generate appeal for the job of Long-term care, make working in the workplace easier, and improve work conditions. Currently, worker turnover is said to have subsided, on the surface at least, but the workers' latent desires to leave or change their jobs is extremely high.

3. The Barrier of Globalization

Due to Long-term care insurance and care workers, there is a high entry barrier to the profession and despite the shortage of workers, it is impossible to raise personnel expenditure and recruit more workers because of social insurance. Through EPA (Economic Partnership Agreements), candidate care workers have been brought to Japan from Indonesia and the Philippines, taught Japanese language and Long-term care skills, and employed by Long-term homes for the elderly, but this arrangement did not work out. Reasons for this failure include Indonesians who had worked as nurses in Indonesia experiencing confusion at being given the role of care worker in Japan and not fully comprehending the concept of Long-term care, as well as the fact that care worker qualifications are galapagosized qualifications that can only be used in Japan and are of no use to foreign workers when they return to their home countries. Ultimately, it was a half-hearted experimental attempt to resolve the issue of insufficient manpower in the Long-term care workplace vacillating somewhere between continuing Japan's national isolation policy regarding foreign labor and grasping onto globalization. Both the Japanese government and Long-term care facilities have still not formulated clear policies or visions regarding this issue.

4. Issues

Although Long-term care insurance may be galapagosized, it has opened up the new occupational field of Long-term care and educational subjects. These hold high potential, but at the same time present major issues. The various issues that currently exist need to be gradually ameliorated, improvement, and/or reformed from the perspectives of the education system, qualification system, insurance system, corporate system, labor market, internationalization, and other factors. Because Japan is leading the world as a super-aging society, the world is focusing a high degree of attention on Japan. As measures responding to the aging of society, the Long-term care issue and in particular securing, training, and ensuring the quality of the core human resources for Long-term care are extremely important issues.

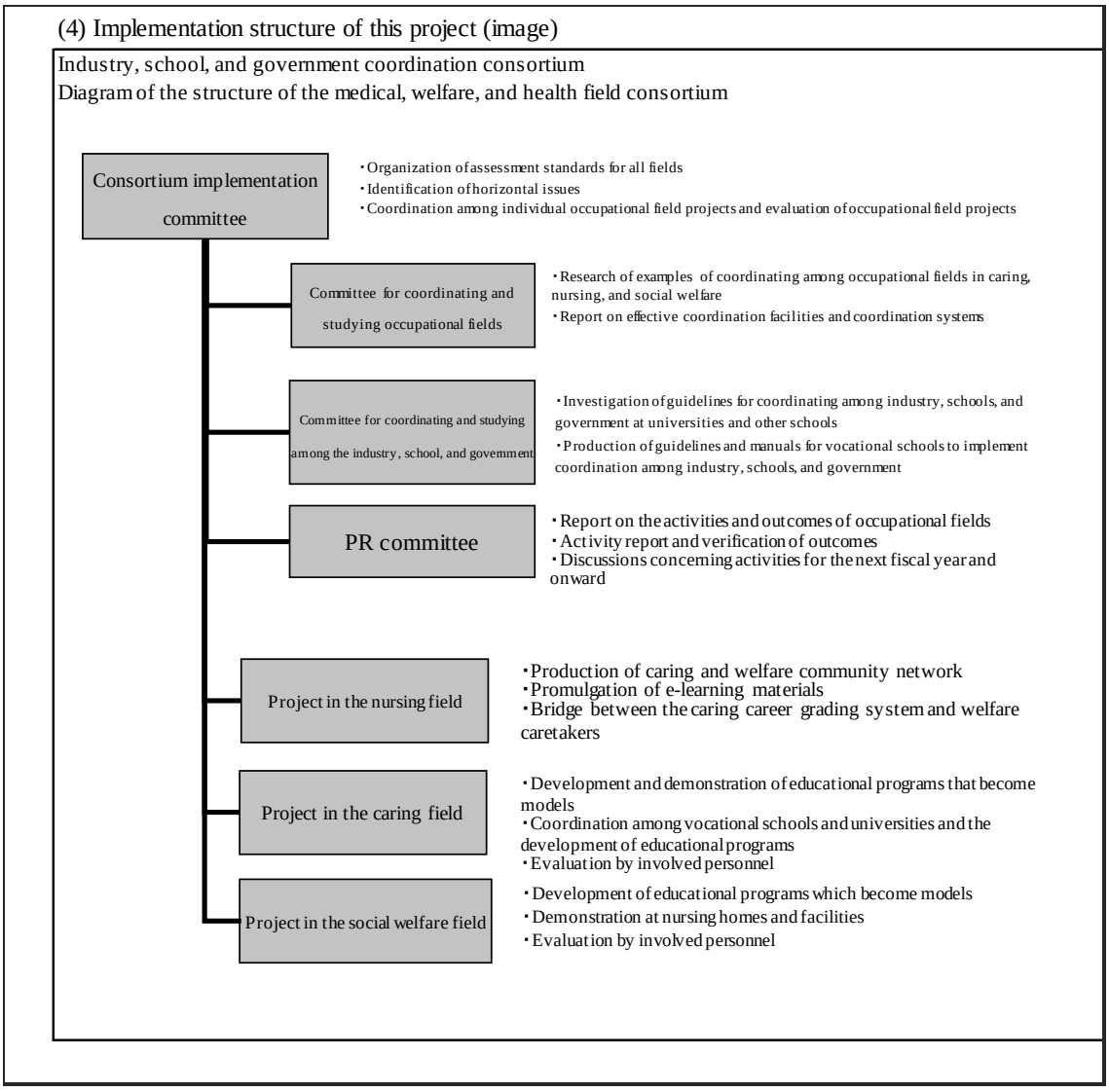
Report of the activities of the project for implementing joint education among industry, school, and government in medical, welfare, and health fields

Akinori Kiyosaki (Aso Juku, incorporated school)

1. Project overview
   (1) Project in three occupational fields
      (i) Caring
      (ii) Nursing
      (iii) Social welfare
   (2) Committee for coordinating and studying occupational fields
      This committee aims to build systems of learning programs based on studies of the coordination among caring, nursing, and social welfare programs of regional holistic care systems.
   (3) Committee for coordinating and studying among industry, school, and government
      Vocational schools that train people to work in the medical, welfare, and health fields clarify images of people who are sought by industry and government. Also, methods and policies for developing and providing educational programs are examined and organized as guidelines.

2. Outcomes of activities
   (1) Occupational field of caring, nursing, and social welfare
      (i) Ability to solve creative problems as seen in PBL
      (ii) Occupations with high job separation rate (nursing and caring)
      (iii) Ceiling of career progress (caring and welfare)
      (iv) New expertise (social welfare)
   (2) Coordination among occupational fields
      Examination of whether solving problems for coordination have not become goals. Approach to produce new values

Fig. 1 Diagram of the structure of the consortium of medical, welfare, and health fields



3. Future of the consortium

(1) Core professionals who work in comprehensive care systems in regions

(i) Approach from occupational fields → Approach based on image of people in demand

(ii) Provided through the coordination of educational institutions in regions

(2) Globalization

(i) Acceptance of EPA nursing candidates and candidates of welfare care takers

(ii) Effects at facilities that accept workers from overseas

(iii) European Care Certificate as a model case

Integrating the Quality Assurance needs of VET with modern business management systems. A model for streamlining regulation?

Ron Mazzachi,
National Chairman Australian Organisation for Quality Inc , Blackwood, South Australia http://www.aoq.net.au

There are several key components to the current Australian vocational education and training (VET) system. These include:

1. a nationally agreed system for recognising qualifications (AQF) and
2. a nationally agreed system for registering and quality assuring training providers (National VET Regulations - NVR)
3. an industry-led system where employers, unions and professional associations of an industry define the outcomes that are required from training (Training Packages)
4. a system focused on ensuring individuals gain the skills and knowledge they need for work, whether that be to enter the workforce for the first time, re-enter the workforce, get a new job or to upgrade their skills.
5. a quality assurance structure applied across the VET system.

My colleagues at this workshop will more than adequately cover the history and current status of the Australian education and training system across the first four points. My focus is on the current arrangements of the VET Quality Framework and other models of Quality Assurance that could also be viable for an upgraded EQ.

The existing VET Quality Framework came into effect from 1 July 2011 aiming to achieve greater national consistency than previous approaches in the way providers are registered and monitored and in how standards in the VET sector are enforced. Previously each of the six Australian states and two territories had separate departments responsible for overseeing VET quality. Now the Australian Skills Quality Authority (ASQA) is the only body responsible for accrediting RTOs nationally. [1]

The VET Quality Framework comprises:

- the Standards for National VET Regulator (NVR) Registered Training Organisations
- requirements for a Person to be 'Fit and Proper'
- requirements for Financial Viability Risk Assessment
- requirements for Data Provision , and
- the Australian Qualifications Framework.

[1] Note Victoria and Western Australia still have responsibility for quality assurance within the Registered Training Organisations (RTOs) that only operate in their states but I will not address that QA system [the Australian Quality Training Framework (AQTF)] today.

In this discussion I will concentrate on the NVR as this has the most wide ranging implications. The NVR is Australian Government Legislation. There are 22 sections to this legislation; 11 are pertinent to businesses wishing to become a RTO, with the other 11 applicable for current RTOs seeking re-registration. The areas to be addressed for both circumstances include demonstrating strategies to provide quality training and assessment, equality for access, a management system responsive to the needs of clients and stakeholders, governance, insurance, financial management, issuing qualifications, and integrity in marketing. Each Section of the NVR has a number of detailed specific requirements.

Let me now consider the systems that many businesses use internationally to help them focus on improving their operations. Many businesses use a 'Quality Management System', the most well-known of which is the world-wide ISO 9001 with over 1 million businesses or organisations certified. In Japan almost 70,000, and in Australia almost 10,000 businesses are ISO 9001 certified. In 2009 Japan had the global fourth highest growth rate (over 5,000) in ISO certifications.

Each ISO member country has a body responsible for ensuring the consistency of certifications across businesses. In Japan it is the Japan Accreditation Board (JAB). Australia and New Zealand have a combined organisation called the Joint Accreditation System of Australia and New Zealand (JAS-ANZ).

The International Standard specifies requirements where an organization:

a) needs to demonstrate its ability to consistently provide product that meets customer and applicable statutory and regulatory requirements, and
b) aims to enhance customer satisfaction through the effective application of the system, including processes for continual improvement of the system and the assurance of conformity to customer and applicable statutory and regulatory requirements.

Note that 'product' here covers any work products or deliverables, including a service or training.

ISO 9001 comprises several key and many sub components that an organisation must address to be in compliance, including Documentation, Management responsibility, Resource management, Product realization, and Measurement, analysis and improvement.

I have already mentioned that the NVR legislation requires a RTO to have 'in place management systems that will be responsive to the needs of clients, staff and stakeholders'. No particular system is endorsed by the NVR. It is possible to have an effective system of management in a business that does not draw upon existing models. However it is more usual for a business to adopt a formal model such as ISO or other systems such as Investors in People, or the Baldrige Framework whether or not they seek formal certification to these models.

Using the ISO 9001 example, it is interesting to note that many of the sections and sub sections of the NVR are almost identical in intent. As an example NVR 4.2 requires *Strategies for*

training and assessment to meet the requirements of the relevant Training Package and Industry. This has a similar intent to ISO 7.1 *Planning of product realization* where 'the organization shall plan and develop the processes needed for product realization.'

Similarly there are many sections of the NVR that requires the RTO to have a defined continuous improvement strategy that requires the collection and analysis of data in number of specific sections of the NVR. Yet Section 8 of ISO simply addresses continuous improvement as a tool to be used *wherever* appropriate to help a business 'plan and implement the monitoring, measurement, analysis and improvement processes to demonstrate conformity to product requirements, to ensure conformity of the quality management system, and to continually improve the effectiveness of the quality management system'.

Despite the similarities there is no incentive for RTOs to use an existing quality management system to help improve their whole of business operations. Instead they are required to address NVR requirements and undergo a full NVR certification. Any formal certification to, say, ISO 9001 is not usually recognised or given credit. The NVR is essentially a parallel and duplicate system.

Yet elsewhere in Australia there are legislated certification standards that not only acknowledge ISO certification but allow for concurrent audit by a certification body against both sets of requirements. In this case the business might, in addition, only be required to address several specific legislative requirements very specific to that industry (and supplementary to ISO 9001). Taking as the example the 'National Safety and Quality Health Service Standards, September 2012', there are 10 specific Standards that address areas such as Governance for Safety and Quality, Preventing and Controlling Healthcare related Infections, Medication Safety, and Preventing Falls and Harm from Falls. A medical facility can elect to just become accredited against the Safety and Quality Health Service Standards. But where a medical facility already has or wishes to implement an ISO 9001 system as well, they can benefit from a whole of business improvement model while incorporating the specific Health Service Standards into their management system approach. This ISO accreditation can be achieved with relatively little additional effort.

Furthermore, unlike the situation with VET, the health accreditation system is competitive as there are many more certification bodies available to undertake this assessment. To be approved, accrediting bodies undertook a formal application and assessment process. As a minimum, they are required to be accredited by an internationally recognised body such as the International Society for Quality in Health Care (ISQua) or the Joint Accreditation Scheme of Australia and New Zealand (JAS-ANZ), and provide accreditation information in relation to the NSQHS Standards to government.

The big advantage to both government and provider is that a concurrent ISO accreditation (done voluntarily) and specific industry standard legislation (mandatory) encourages both the development of a good and profitable businesses while addressing the key and specific needs of VET quality and regulation.

Therefore in summary I would recommend the development of an EQ Regulatory Framework that addresses the specific needs of VET through the development of an appropriate Standard but that allows for the voluntary integration of an existing quality management system, such as ISO 9001 for those providers that wish to improve their whole of business operations. This should be a more effective and competitive model of regulation while encouraging VET providers to be efficient and responsive businesses.

Integrating the Quality Assurance needs of VET with modern Business Management Systems.

A model for streamlining regulation?

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Australian vocational education and training (VET) system

1. a nationally agreed system for recognising qualifications (AQF)
2. a nationally agreed system for registering and quality assuring training providers (National VET Regulations - NVR)
3. an industry-led system where employers, unions and professional associations industry define the outcomes that are required from training (Training Packages)

Australian vocational education and training (VET) system

4. ensures individuals gain the skills and knowledge they need for work throughout their lifetime
5. a quality assurance structure applied across the VET system.

Current arrangements of the Australian VET Quality Framework

From 1 July 2011

Aims:

- to achieve greater national consistency in the way providers are registered and monitored and
- how standards in the VET sector are enforced.

Current Australian VET Quality Framework

Before July 2011

- each of the six Australian states and two territories had separate departments responsible for overseeing VET quality.
- now the Australian Skills Quality Authority (ASQA) is the only body responsible for accrediting RTOs nationally.

The Current VET Quality Framework consists

1. the Standards for National VET Regulator (NVR) Registered Training Organisations
2. requirements for a Person to be 'Fit and Proper'
3. requirements for Financial Viability Risk Assessment
4. requirements for Data Provision , and
5. the Australian Qualifications Framework.

The NVR Standards

Are Australian Government Legislation.

22 sections to this legislation;

11 apply to businesses wishing to become a RTO

Essential standards for Initial registration,

11 apply to current RTOs seeking re-registration

Essential standards for Continuing registration

each section has many sub sections

The NVR Standards - Preamble

Part 1

Arrangements on commencement

SNR 1 Name of Standards

SNR 2 Commencement

SNR 3 Definitions

The NVR Essential standards for Initial registration

- SNR 4 The applicant must have strategies in place to provide quality training and assessment across all of its operations
- SNR 5 The applicant must have strategies in place to adhere to the principles of access and equity and to maximise outcomes for its clients.
- SNR 6 The applicant must have in place management systems that will be responsive to the needs of clients, staff and stakeholders, and the environment in which the RTO will operate
- SNR 7 The applicant has adequate governance arrangements
- SNR 8 Interactions with the National VET Regulator

The NVR Essential standards for Initial registration

- SNR 9 Compliance with legislation
- SNR 10 Insurance
- SNR 11 Financial management for initial registration
- SNR 12 Strategy for certification, issuing and recognition of qualifications and statements of attainment
- SNR 13 Strategy for accuracy and integrity of marketing
- SNR 14 Strategy for transition to Training Packages

The NVR Essential standards for Continuing registration

On re registration the strategies shown at initial registration by an applicant must now show they have been successfully implemented,

SNR 15 The NVR registered training organisation provides quality training and assessment across all of its operations

SNR 16 The NVR registered training organisation adheres to principles of access and equity and maximises outcome for its clients

SNR 17 Management systems are responsive to the needs of clients, staff and stakeholders, and in the environment in which the NVR registered training organisation operates

SNR 18 The NVR registered training organisation has governance arrangements in place

SNR 23 Certification, issuing and recognition of qualifications and statements of attainment

SNR 24 Accuracy and integrity of marketing

SNR 25 Transition to Training Packages/expiry of VET accredited course

Business Management Systems

- Are used by many businesses world wide
- ISO 9001 is the most widely used.
- over 1 million businesses/organisations certified to ISO.
- 70,000 in Japan; 10,000 in Australia
- in 2009 Japan had the global fourth highest growth rate (over 5,000) in ISO certifications.
- each ISO member country has a body responsible for ensuring the consistency of certifications across businesses.
- Japan has the Japan Accreditation Board (JAB).
- Australia and New Zealand has a joint organisation - the Joint Accreditation System of Australia and New Zealand (JAS-ANZ).
- Certifications are determined by Certification Bodies who are accredited by JAB or JAS-ANZ
- Baldrige Framework or Investors in People are other well known business management models

The International Standard ISO 9001 specifies requirements

That an organization:

a) needs to demonstrate its ability to consistently provide product that meets customer and applicable statutory and regulatory requirements, and

b) aims to enhance customer satisfaction through the effective application of the system, including processes for continual improvement of the system and the assurance of conformity to customer and applicable statutory and regulatory requirements.

['Product' is any work, products or deliverables, including a service or training.]

Components of the International Standard

ISO 9001 comprises several key and many sub components to be addressed including:

- Documentation,
- Management responsibility,
- Resource management,
- Product realization, and
- Measurement, analysis and improvement.

Relationship between ISO 9001 and NVR Standards

- At first glance the two standards appear quite different
- on closer inspection the sub sections of the NVR are almost identical in intent to ISO 9001.
- for example NVR 4.2 requires ‘Strategies for training and assessment to meet the requirements of the relevant Training Package and Industry’
- this has a similar intent to ISO 7.1 Planning of product realization where ‘the organization shall plan and develop the processes needed for product realization.’

Relationship between ISO 9001 and NVR Standards

- Much of the NVR requires the RTO to have a defined continuous improvement strategy
- this requires the collection and analysis of data in many sub sections
- Section 8 of ISO simply addresses ‘Continuous improvement’ as a tool to be used wherever appropriate to help a business plan and implement the monitoring, measurement, analysis and improvement processes to demonstrate conformity to product requirements….

Relationship between ISO 9001 and NVR Standards

- Why then are not the ISO 9001 Standards used to quality assure the VET system?
- is it not possible to put the VET QA requirements into the ISO Framework with just some industry specific needs separately identified?

Relationship between ISO 9001 and NVR Standards

- Currently there is little incentive for RTOs to use an existing quality management system to help improve their whole of business operations.
- the NVR is essentially a parallel and duplicate system
- it is a sub set of ISO in its underlying characteristics
- elsewhere in Australia some other legislated standards acknowledge ISO certification and allow for concurrent audit by a certification body against both sets of requirements.
- here the business might only be required to address several specific legislative requirements in addition to those that are very specific to that industry

Example Legislation compatible with ISO and specific requirements

- The 'National Safety and Quality Health Service Standards, September 2012'
- furthermore there are a number of certification bodies accredited to perform this work
- so where a medical facility already has, or wishes, to implement an ISO 9001 system in addition they can benefit from a whole of business improvement model while incorporating the specific Health Service Standards into their management system approach.

National Safety and Quality Health Service Standards, September 2012

- A big advantage to both government and provider is that a concurrent ISO accreditation (done voluntarily) and
- specific industry standard legislation (mandatory)
- encourages both the development of a good and profitable businesses while addressing the key and specific needs of quality and regulation.

National Safety and Quality Health Service Standards, September 2012'

- Therefore summarising, I would suggest consideration of the development of an EQ Quality Assurance Framework that addresses the specific needs of VET through the development of an appropriate Standard
- This standard should allow for the voluntary integration of an existing quality management system, such as ISO 9001, for those providers that wish to improve their whole of business operations.
- This should be a more effective and competitive model of regulation while encouraging VET providers to be efficient and responsive businesses

National Safety and Quality Health Service Standards, September 2012'

ありがとう
Thank you

第４セッションＣ
職域プロジェクト③
経営・ビジネス
Project 3 Management/Business
(Culinary/Food,Tourism)

A Study of Community studies department in Koran Women's Junior College

Yasuhide Sakane
Yuichiro Nakahama
(Koran Women's Junior College)

【Characteristics of the Community Studies Department】

The Community Studies Department is a department that enables students to choose subjects freely based on their individual interests and tastes over a broad range of specialized areas without limiting study to any specific field (modeled on the frameworks for Japanese-style community colleges). Because of the broad range of specialized study areas, students are encouraged to acquire qualifications, etc., to enable them to visualize their study history.

【Strengths of Junior College Business Fields (from the 2009-2010 Ministry of Education, Culture, Sports, Science and Technology "Commissioned Project on Promoting Radical Reform of Universities"】

Specialized skills for business practices were categorized into six areas (a. skills for executing operation; b. skills for working in teams; c. skills for utilizing business information; d. skills for responding to customers/people from outside the company; e. business mind; and f. specialized knowledge/skills for assigned work) and a questionnaire survey of 652 companies recruiting junior college graduates and 80 junior colleges was conducted.

In junior college education, efforts are made to provide training in a broad range of business practices, but with regard to the individual skills for Category b. "Ability to guide/train junior staff in the workplace" mentioned above, the importance of companies in training increases after graduates are employed. How to advance this education is an issue going forward for junior college business courses. Moreover, one of the individual skills for Category c mentioned above, "Ability to apply computer operation skills to work," is one on which junior colleges are focusing more than businesses expect them to. Businesses hold no expectations for junior college graduates with regard to individual skills for Category d., "Ability to communicate with foreign nationals."

Category	Individual skills	Junior college education	At time of employment	Three to four years later
b	Ability to guide/train junior staff in the workplace	2.9	2.5	4.0
c	Ability to apply computer operation skills to work	4.4	3.1	3.7
d	Ability to communicate with foreign nationals	3.2	2.0	2.3

【Threat of "Practical and Specialized Courses for Employment"】

Junior college instructors are being required to cast off the old tendency to think "All I need to do is education and conduct research."

【 Characteristics of Employment Training and Human Resources Training in Department of General Life Planning】

Curriculum characteristics: (1) Unit system, course system

(2) Establishment of courses directly linked to acquisition of qualifications: various strategy lectures and pre-employment strategy lectures

【Development of Professional Awareness】

Programs exclusive to the department: Employment Recommendations (advice provided from 2nd year), OG round-table meetings, talks by external lecturers

【Introduction of Employment Training/Human Resources Training Exclusive to each Unit】：in conjunction with (2) above

- Bridal
- Finance
- Medical office work
- Caregiver training

【New Efforts Exclusive to the Department】

【Koran Women's Junior College Internship Credit Concept】

Approximately 70% of junior colleges offer internship programs in some form or other. Because on-campus work stays are difficult to implement, Koran Women's Junior College is considering methods for recognizing paid internships as credit units.

Current efforts and directions at Kagoshima Prefectural College

Toshihiko Okamura (Kagoshima Prefectural College)

1. Characteristics of occupational education and human resources development in administration and business fields in Japan

Businesses in Japan usually conduct occupational education and human resources development within their companies, although advanced education for working people in specific fields is provided in some graduate schools. Most educational institutions, such as universities and vocational schools, simply train students before employment in society. Also, the main aspect of today's education at universities is the development of human resources that become the foundation of working people rather than occupational education. Unlike vocational schools, university students are often employed by companies that rarely have any relevance for the specialties, majors, and departments selected by the students.

2. Current situations and issues of occupational education through communications with local communities and industries

The need has been increasing for the development of human resources who are compatible with globalization from the broad perspective of engaging in business overseas and understanding the global economy and overseas operations. Yet, it is difficult for medium and small businesses in rural regions without the capability to nurture human resources as takes place within the universities. In rural regions, the relationship between businesses and chambers of commerce and educational institutions, such as universities, is limited to joint research besides providing education to students who eventually become new employees. Thus, there have been few opportunities for them to communicate based on a broad perspective of educating working people in rural regions.

3. Current activities and direction

This project differs from the regular education that provides broad learning experiences within the liberal arts to students. This project aims to prepare and implement plans for providing education based on level-specific modules in specialized fields so that working people can keep up with globalization. The business division of Kagoshima Prefectural College has the Night Course (Department of Economics and Business Administration II) that offers education for working people. The following three-level module plan is prepared based on the curriculum of this

department.

- Basic Businessperson Skill Module: Basic skills for all business persons
- Basic Module: Two independent modules of theory and skills for the development of human resources using characteristics of types of industry and occupation
- Application Module: Six modules in specialized fields including four for theories and two for skills in which students learn by selecting fields as a part of human resources development by taking advantage of the specialties

Corrections will be made based on this plan in the process of communicating with local communities and industry (such as through surveys, lectures, and workshops). Besides responding to the needs of business, it is necessary to match the current situation of globalization that universities recognize with future perspectives.

Flexible learning styles are expected within the learning of modules, such as classes and lectures specifically designed to learn the modules, regular classes offered by universities and vocational schools, and tests for certification and competency. This design enables the establishment of sustainable programs that effectively use the resources (e.g. human resources, educational curriculums, and facilities) of operators and implementers while avoiding excessive burdens.

S4C-Okamura

International Workshop (Feb. 21 to 23, 2014 @TKP Tenjin City Center Annex)

The fourth session C Occupational field project (iii)

Report on the field of business and administration (ii)

Current efforts and directions at Kagoshima Prefectural College

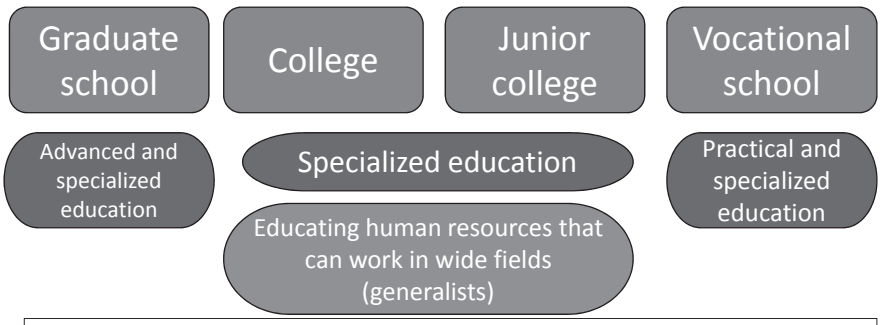
Kagoshima Prefectural College
OKAMURA, Toshihiko

1

Occupational education and the development of human resources in the field of business administration in Japan

Types of business and occupation are categorized into small sections and highly specialized.

Occupational education and the development of human resources are implemented within companies.



Institutions of higher education play the role of continuing education within a limited scope.

2

S4C-Okamura 2

Employers of graduates of Kagoshima Prefectural College

平成25年4月末現在

	文学科		生活科学科		商経学科		第二部商経学科
	日本語日本文学専攻	英語英文学専攻	食物栄養専攻	生活科学専攻	経済専攻	経営情報専攻	
	フォーバル	健康家族(2)	日清医療食品*(5)	ワールドストアパートナーズ	フォーバル	フォーバル	健康家族
	エム・ディ・エス	サンロイヤルホテル	鹿児島銀行	廉正産業	エム・ディ・エス	セイカ食品	社会福祉法人 慶生会
	レオパレス21	済生会川内病院	JAかごしま中央	山佐産業(2)	城山観光ホテル	Misumi	日伸産業
	サンロイヤルホテル	JAかごしま中央	日当山保育園*	トータルハウジング	鹿児島日産自動車	健康家族(2)	県職員(教育事務)
	プリントネット	かごしま水族館	フジデリカ	フォーバル	日能研九州	新生社印刷グループ	南給(2)
	明石屋菓子店(2)	伊集院動物病院	ﾌﾟﾗｽｴｽｺｰﾎﾟﾚｰｼｮﾝ	七呂建設	スズキ自販鹿児島	モンテローザ	玉里自動車学校
	鹿児島銀行(2)	マルセエ販	竹之迫保育園*	鹿児島銀行	ヤマダヤ	プリントネット	九州ケーズデンキ
	鹿児島市職員	南国交通	しらゆき保育園*	加根又本店	JA食肉かごしま	JA県連(2)	ニューバッグワカマツ
	ANAテレマート	南州メディカル	太陽保育園*	JAこばやし	ｸﾘﾆｶﾙﾊﾟｿﾛｼﾞｰﾗﾎﾞﾗﾄﾘｰ(2)	レッドバロン	エクステンド
						JAかごしま中央	鹿児島銀行(2)	センシーズ
						JA鹿児島いずみ	現場サポート	アクトコール
					ﾗﾎﾞﾗﾄ	ANSIN-LINK	三洋ハウス(2)	センコウ
						県職員(警察事務)	鹿児島市職員	鹿屋市漁協
					)	ファルマコム	東横イン	白男川薬局
	南日本書道会		今村病院分院*		科	愛育病院	南国殖産	介護の森
職	霧島記念病院(2)	鹿児島三菱自動車販売		湯之元駅前調剤薬局		アップル不動産	JAかごしま中央	太田歯科
	いなざわ歯科医院	水渕電機		フランドル		アルファイン	ｸﾘﾆｶﾙﾊﾟｿﾛｼﾞｰﾗﾎﾞﾗﾄﾘｰ	

Graduates are often employed at businesses only incidentally related to their departments and majors.

3

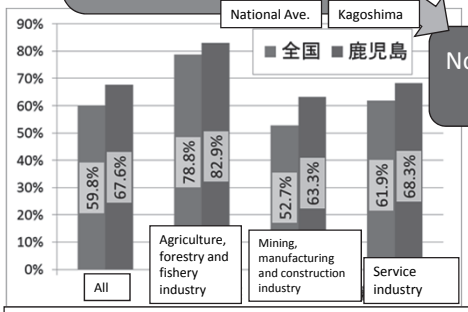
S4C-Okamura 3

Development of human resources and globalization by rural businesses

New employment training → Mainly based on OJT

The ratio of medium to small businesses is high in rural areas.

Businesses are not thinking about globalization or unattainable even when they think about it.



Ratio of employees working in businesses with total employees of 50 or less (prepared based on the government statistics in 2012)

No extra capacity for providing OFF JT

Difficult to foster human resources that can respond to globalization and advancement

4

Global consortium for the development of core professionals

Recurrent module learning project for the development of global human resources [The field of business administration]

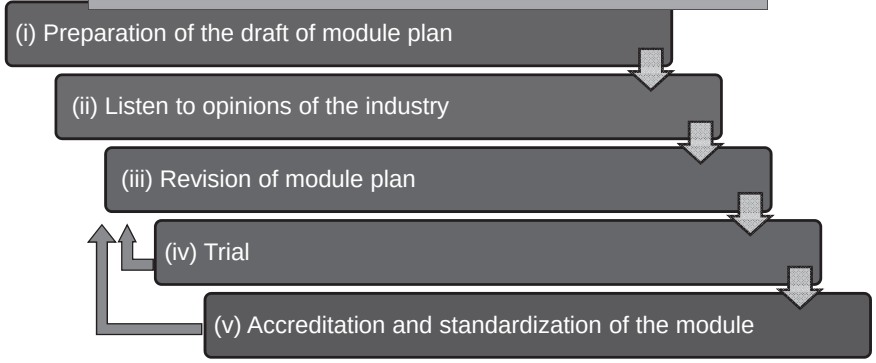
Educational institutions, such as colleges, junior colleges, and vocational schools, establish plans to systematically provide continuing education.

Rather than a learning system in which students graduate in two to four years, fields needed by working people are specifically designed as level-specific modules, and the quality of the education for specific fields is assured.

Globalization in rural businesses
Overseas operation, transaction with overseas, accepting workers from overseas, and understanding on international markets
Required knowledge and skills are changing from the top of administration, cores, and to the bottom line.

5

Process up to the preparation of the plan (provisional)



Draft is prepared based on the curriculum from the Department of Economics and Business Administration, Night Course (three-year program) of Kagoshima Prefectural College.

6

Draft of module plan
(Three levels created by combining theories and skills)

Basic business person skill module

- Basic skills that all business persons should acquire (mainly targeting new graduates)

Basic module

- Consisting of two independent modules, including theories and skills for developing human resources using characteristics of different types of industries and occupations

Application module

- Consisting of modules in six specialized fields, including four for theories and two for skills for learning by selecting fields as the development of human resources based on specialties

7

Draft of module plan (level 1, level 2)

(i) Basic business person skill module

- Information: Typing, email, security
- Business manner: (equivalent of level 3 in secretary proficiency test)
- Other liberal arts subjects such as basic laws and English

People who graduated from junior colleges and vocational schools are usually expected to skip this step and move on to the next step.

(ii) Basic module

- (ii) -t Basic theories module: Theories that people involved with business administration* should learn as basic subjects such as sociology, economy, business administration, and law
- (ii) -s Basic skill module: Skills that people involved with actual operations should learn as basic subjects such as ICT and accounting
- Other sub-subjects such as business English

"Business administration" here includes decision-making as the bottom line in addition to the top of corporate administration.8

S4C-Okamura 8

Draft of module plan (level 3)

(iii) -t Application module (Theory module group)

- (iii) -t-a Economy module: Applied theories with main focus on topics of regional economy and international economy
- (iii) -t-b Administration module: Applied theories with main focus on corporate and organizational administration
- (iii) -t-c Accounting module: Applied theories with main focus on management accounting and financial accounting
- (iii) -t-d Legal module: Applied theories with main focus on laws related to business

(iii) -s Application module (Skill module group)

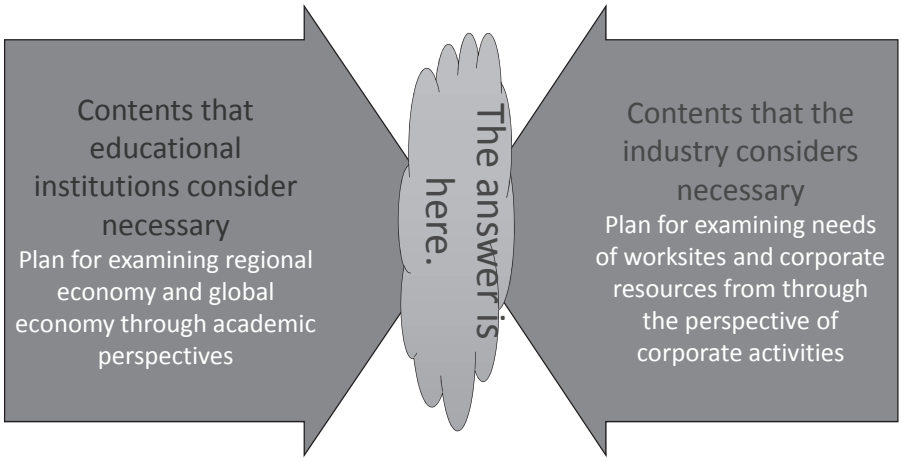
- (iii) -s-a Information module: Learn applied skills for using information in business
- (iii) -s-b Accounting module: Learn skills for advanced use of bookkeeping and accounting

Learning of skills beyond these levels may include proficiency tests and qualification tests, such as the Bookkeeping and Accounting Test for International Communication (BATIC), Nissho PC proficiency test level 1, and Microsoft proficiency test.

9

S4C-Okamura 9

Refining the draft of the module plans



There is a need to find needs through lectures (transformation of business administrators).
There is a need to prepare programs so that the industry can accept and reap the benefits.

10

Minimize burdens on both educational institutions and the industry

Various learning styles are expected.

- Lectures and classes that educational institutions prepare for module learning
- Re-learning in classes that educational institutions provide for students (subject re-learning system)
- In-company training accredited by a third party
- Designated qualification tests and proficiency tests, etc.

Any of these learning styles are possible, and module learning is conducted for half a year to a few years.

Educational institutions and the industry (chamber of commerce and industry and industry associations) cooperate rather than as the effort of a single school. Prepare sustainable programs by effectively using the resources (e.g. human resources, educational curriculums, and facilities) of operators and implementers to avoid excessive burden.

11

Issues of the field of business administration

- "Administration and business" involve different types industries, and the situation for individual companies is very different. The image of necessary persons is different as the level of the module increases. (The development of human resources within companies is the basic practice.)
  → Is it necessary to prepare plans that can be used across different fields or ones targeting limited fields?

By-products of projects

- This is the first attempt to develop human resources across an entire region through the cooperation of multiple educational institutions and industries. The exchange of opinions and interactions are deepening and increasing among schools, as well as with business and industry through this project, which means that this project is beneficial to higher education.

12

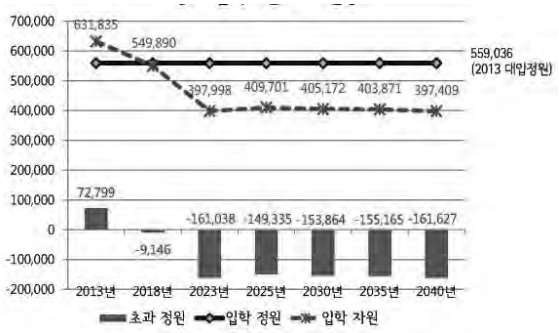
Strategies of junior colleges for responding to needs of industries in Korea

-Focused on cases of college majors of business and management-

Roh, Kyungran (Sungshin University)

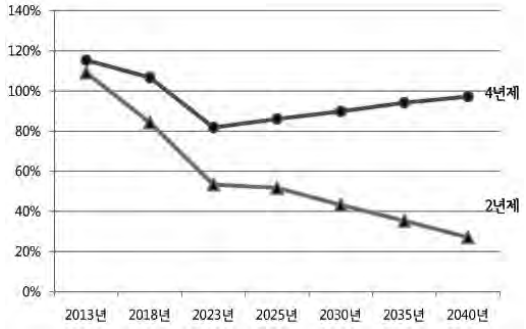
1. Introduction

Since the 2000s Korea has faced a rapid decrease of school age population, a quantitative increase of institutions of higher education, and a decline of demands for middle-level technicians according to changes of industries and the advent of knowledge based society.



［図１］ 高等教育への進学者数

Source：Policy research team for innovation of higher education system(2013). The plan for environmental changes of higher education.



［図２］ 専門大学入学者数

Source：Policy research team for innovation of higher education system(2013). The plan for environmental changes of higher education.

It is inevitable for junior colleges those who want to overcome these threats to innovate an inflexible educational system into more responsive one to industrial needs. Most of junior colleges, however, are conservative in changes of their system and have undergone difficulties to implement innovative plans by themselves. It will be meaningful to share this challenge of Korea even though educational system which is friendly to industrial needs has not perfectly established yet. The purpose of this study is to examine innovative practices of junior colleges which are implemented in Korea in order to demonstrate meaningful implications for Korea as well as Japan.

2. Methodology

To accomplish this purpose, this study reviewed literatures and documents which are related to implementation of junior colleges to make a responsive system to industrial needs, governmental policies, and a process to develop educational programs to accept industrial needs.

3. Results

As a result of this study, several strategies which are employed by junior colleges in Korea have been drawn from practices.

Strategy 1. Establish a circulating cooperation system for the education between industry and junior college.

A circulating cooperation system for the education between industry and junior college means that students alternatively take part in a class which is focusing on theories in their junior college and are spent on placement which is focusing on practice in selected companies. This circulating cooperation system has several characteristics comparing with the existing system.

<Table 1> Comparison between a circulating cooperation system and an existing cooperation system for junior colleges in Korea

	circulating cooperation system	Existing cooperation system
Attribute	• Companies play a leading role in cooperation. • A field-training in selected companies can be recognized as taking credits. • It is flexible in school term and credit system	• Companies play a passive role in cooperation. • A field-training in selected companies has difficulties in recognition of credits. • It is inflexible in school term and credit system
Contents	• Curriculum is based on demand of industries.	• Curriculum is based on expedience of junior colleges.
System	• A Junior college establishes an	• A Junior college has no an internal

	internal function dealing with field trainings. • A Junior college frequently utilizes practical specialists. • A Junior college sets evaluation/monitoring system for field trainings.	function dealing with field trainings. • A Junior college seldom utilizes practical specialists. • A Junior college has no an evaluation/monitoring system for field trainings.

Source: Kim et al. (2011). The circulating cooperation system for the education between industry and junior college. Seoul: KRIVET. p. 38.

Strategy 2. Establish the committee for handling the educational cooperation between industry and junior college in the each department level.

Most of junior colleges have made efforts to manage educational programs which are able to be responsive to the needs of industries. For example, CEO forums, education and training programs for new employees of small and middle size businesses, and information service are provided by junior colleges (Baek et al., 2010). Junior colleges have realized that it is important to clarify roles and responsibility of stakeholders. <Table 2> shows roles of each stakeholder who is responsible for the educational cooperation between industry and junior college in Korea.

<Table 2> Division of roles for educational cooperation between industry and junior college

Stakeholder	Roles
Industry	Providing a field training and internship for students Providing the equipment for a field training Providing the financial support for education and research Providing scholarship for students Providing practical experts for lectures in a junior college Consulting for developing curriculum
Junior college	Developing human resources based on needs of industries Providing education and training programs based on requests of industries Providing new information of technology and researches Providing the equipment for education and research Solving problems of companies by joint researches

	Consulting for companies
Government	Establishing a legal basis for the educational cooperation between industry and junior college Providing financial supports for the educational cooperation between industry and junior college Providing the guidance for the educational cooperation between industry and junior college

Source: Kim et al. (2011). The circulating cooperation system for the education between industry and junior college. Seoul: KRIVET. p. 24.

Strategy 3. Improve the ability of professors to develop curriculum with a scientific approach

Even though most of professors have a highly qualified professionalism in their major field, it is not enough to be responsive to the rapid change of industrial demand. To improve the ability of professors is necessary to accomplish the innovation of junior colleges in terms of developing curriculum. For example, C junior college sent 96 professors to the special program for DACUM Facilitators of Ohio University for four years (2001~2004) in order to improve their ability to develop curriculum with a scientific approach. They have developed/modified their curriculum with subject matter experts which consist of practical experts every two years after taking certification as a DACUM facilitator at Ohio University (Baek et al., 2010).

Strategy 4. Develop 'National Competency Standards' and apply it for developing educational programs of junior colleges

National Competency Standards are the systematization of knowledge, skill and attitude which are needed to do their job according to the sorts of industry as well as to the level of competency. The Korean Competency Standards related to business management section were already developed and some of subordinate jobs were analyzed in detail to be able to develop the specific programs for junior colleges.

4. Conclusion

Results showed that several strategies are demonstrated how to overcome threats which surround junior colleges in Korea. Firstly, junior colleges put the priority on the needs and

demand of industries. Also, they are aware how important they should be responsive to industrial needs to let them long survive in these competitive environments. Secondly, all of faculty members should develop their ability to be able to make their curriculum as well as an academic system changed properly depending on the needs of industries. Lastly, to establish the partnership between industry, junior college and local/central government is an essential prerequisite for innovation of vocational education at the higher education level.

Reference

Baek et al. (2010). Key success factors for the innovation of junior colleges. Seoul: KRIVET.

Kim et al. (2011). The circulating cooperation system for the education between industry and junior college. Seoul: KRIVET.

Policy research team for innovation of higher education system(2013). The plan for environmental changes of higher education.

第５セッション
グローバル専門人材養成への
企業の期待と教育の在り方

Employers' Expectations for Global
Middle-level professionals and
Tertiary Education

Survey of Corporate Needs for Middle-level Professionals in Globalized Regions (Interim Report)

Shinro Minami (Nagasaki Wesleyan University)

1. About this survey

The objective of this survey is to clarify the needs and issues concerning the development of Middle-level professionals for companies and businesses in the Kyushu Region for reference purposes in considering a program for the development of Middle-level professionals in cooperation with academia and industry in the future.

In particular, the survey focuses on the growth fields targeted by the work field of this commissioned project—hospitality (food/tourism), care/nursing, and management/business—in order to clarify the need for not only human resources by and across the fields, but also those by and across regions within the Kyushu District.

As for the planning and design of the survey, the items were defined after reflecting the opinions of the Chamber of Commerce and local institutions of higher education in each region, based on a draft made by a company survey team consisting of economic organizations, parties concerned in higher education, and researchers involved in this global consortium.

To the companies and businesses in the regions of the globalizing Kyushu District, four major questions were asked about the development of Middle-level professionals that support the basis of business: 1) what kinds of human resources are needed and how to secure and develop such human resources, 2) knowledge/competence needed, 3) expectations for higher education in developing Middle-level professionals, and 4) the relation with and expectations for local institutions of higher education.

This year, questionnaires were sent to 1,000 companies with the collaboration of the Chamber of Commerce in each region within Nagasaki Prefecture, and 101 companies responded (for a collection rate of 10.1%). Of the total responses, 82% were from medium and small companies with less than 100 employees.

We expect that the dialog between industry circles and educational institutions for the development of a program for locally customized human resources will be promoted based on the result of this questionnaire survey.

2. Knowledge/competence expected from Middle-level professionals

As for the knowledge/competence expected from Middle-level professionals, the highest importance is placed on the generic skills of communication and teamwork, which are expected

from all personnel irrespective of whether they are new graduates, persons with experience in related business operations, or incumbent personnel. In some fields, the expectation is for personnel to master knowledge and skills exclusive to business operations as well; however, the higher the specialty, the lower the expectation from new graduates tends to be.

In developing a model curriculum for the work field project in the future, the most effective may be to develop a program by which both generic skills and business-specific knowledge and skills can be mastered at the same time.

On the other hand, the knowledge and competence to adapt to globalization is not expected from them, and the same tendency is seen even in the data by targeted growth field.

As for the knowledge and competence expected for global professionals, greater importance is placed on competence in business operations based on cultural, historical, and social understanding of the country of the client than performance in using a foreign language.

3. Securement and development of human resources in the targeted growth fields

In terms of the growth fields particularly targeted by the work field project, the hiring of graduates from universities and colleges or higher in the field of tourism is lower than that in other fields at around 30%, while the rate of senior high school graduates is higher after food/agriculture, forestry and fishery/nutrition, and care/nursing. The rate of "No requirement for educational attainment" in the field of tourism is nearly as high as that of the IT sector.

The rate for in-house education is 40% to 60% in the targeted growth fields, while the rate of commissioning education to other institutions is only 24.4% of the total.

4. Status of cooperation between industry circles and tertiary education institutions

As for a training program in cooperation with the institutions of higher education, such as one commissioned to them, "Willing to cooperate" accounts for 40% of the total while "Neutral" is 45%.

As for recognition of and relation to local institutions of higher education by region, the recognition of "contents of education" and "efforts of regional cooperation" is low in every region. While the willingness to hire graduates in the future is positive, the actual level of hiring until now has been low. While the faculties and departments of the educational institutions in each region are compatible with the targeted growth fields, there is no availability since the education provided by the local education institutions is not known. In addition, attention should be paid to the fact that there are not a few needs for educational institutions other than schools, including universities, colleges, junior colleges, and vocational schools.

5. Implication

By promoting a dialog with industry circles through this project, a program for human resources development that meets the needs of industry circles could be developed and an understanding of the seeds and needs of each could be deepened. In addition, it would be necessary to develop a model curriculum that will lead to the employment of graduates in local businesses and to provide opportunities for restudy after start working from the viewpoint of an educational program that addresses at each school lifelong study for each person.

In industry circles, on the other hand, there are quite a few needs for educational institutions other than universities, colleges, junior colleges, and vocational schools. However, it would not be possible to say that the educational world grasps them. In addition, each institution in the educational world tends to grasp only the trend of schools within the same category.

For shaping a regionally customized program for human resources development, cooperation in the educational world beyond the school categories and role sharing by making use of each feature of those categories are necessary. It would be indispensable to promote a dialog not only with industry circles but also among various educational and training institutions in the region.

Survey of Corporate Needs for Middle-level professionals in Globalized Regions: Interim Report

"The International Workshop for the Global Consortium for the Development of Middle-level Professionals"(a Representative Body: Kyushu University) in the project "FY 2013 Strategic Promotional Program for Vocational Education of Middle Level Professionals in Targeted Growth Fields"

February 22, 2014

Representative researcher: Kei-ichi Yoshimoto, Professor at Kyushu University

Reporter: Shinro Minami, Director General of Nagasaki Wesleyan University

1. About this survey
2. Knowledge and competence expected from Middle-level professionals
3. Securement and development of human resources in the targeted growth fields
4. Status of cooperation between industry circles and higher educational institutions
5. Conclusion
6. Implication

1. About this survey

For a dialog between industry circles and educational institutions in the regions, a questionnaire survey was conducted about what kind of personnel is sought as Middle-level professionals that support the basis of business from the aspects of

- the means of securing and developing Middle-level professionals
- knowledge and competence needed, and
- expectation for higher educational institutions, etc.

Objectives of this survey are…

To promote a dialog for the development of customized human resources in each region based on the result of the questionnaire survey and to provide materials for the dialog in terms of

- the needs for human resources in each of the targeted growth fields (tourism, care/welfare, foods/nutrition, management/business) as the targets of the work field project, as well as for human resources across the targeted growth fields, and
- the need for human resources across the regions that are the bases for a global consortium, as well as for human resources specific to each of the regions.

Items of the survey

- The survey is designed by the team for the company survey of “The Global Consortium for the Development of Middle-level Professionals”
- Opinions of the Chamber of Commerce and Industry/Higher educational institutions in each region are reflected.

I Company profile
II Needs for human resources/competence
III Strategy for human resources and cooperation with education institutions
IV Expectation for the local higher educational institutions
V Circumstances surrounding globalization

What are Middle-level professionals?

The Middle-level core professionals are assumed to be included in the group of

- personnel that can take the leadership of business operations and can perform business management and profit control on an operation basis as an operation leader, and
- personnel that can address operations with a high degree of difficulty or difficult issues by making use of their wide-variety of experience with operations.

Depending on the fields and sizes, such professionals should be

・personnel that can perform organization management and profit control as a responsible person of a small and medium-sized organization, and

・personnel that can perform operations with making determinations, improvements and proposals with ingenuity by themselves as a core member of a group or a team.

Collection rate of questionnaires

1000 companies and businesses were sampled with collaboration from the Chamber of Commerce in Nagasaki.

Collection rate: 10.1% (101 companies)

(By region) Collection rate in and around Nagasaki City: 11.0%

Collection rate in Isahaya City and the Shimabara Peninsula: 9.0%

Collection rate in and around Sasebo City: 11.5%

* The questionnaire survey is scheduled to be held in Fukuoka and Kagoshima as well.

(The number of employees)

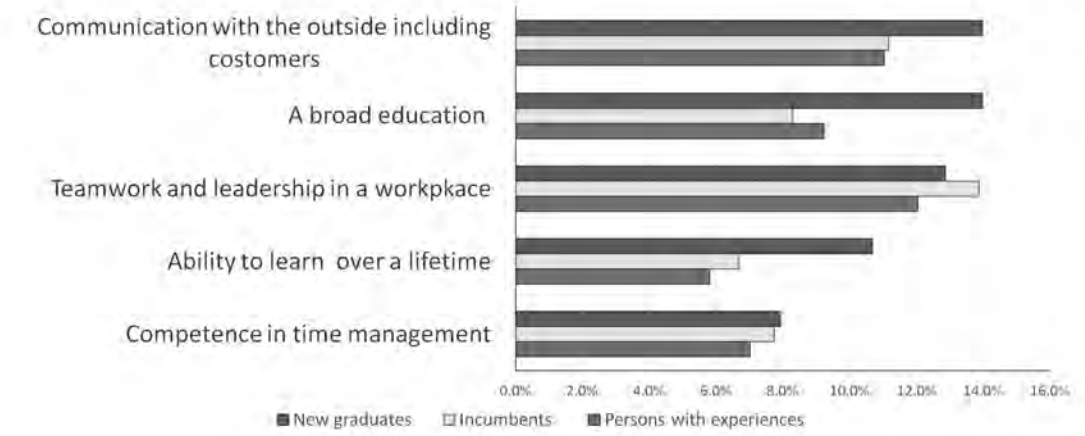
5-20	42%
21-99	41%
100-299	13%
300 or over	5%

Relevant Targeted Growth Fields

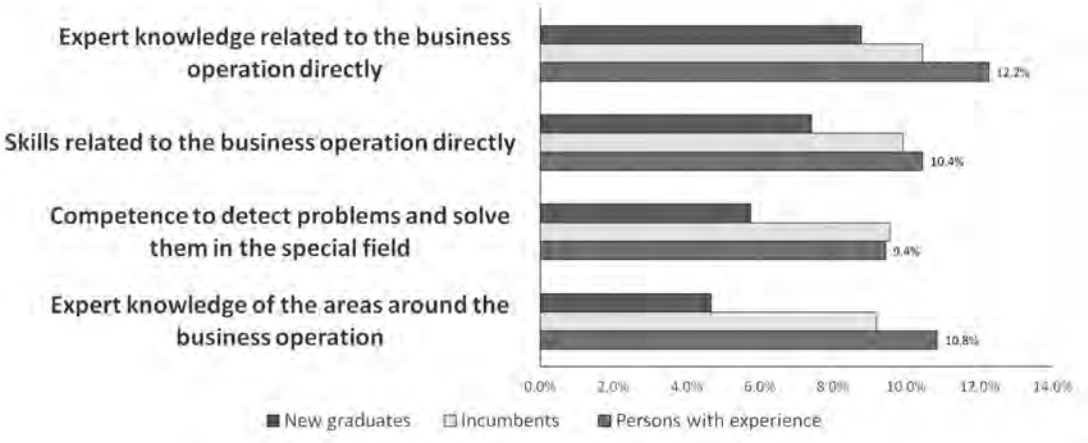
- **Based on the fields defined in the prior project of "Strategic Promotion Project for the Development of Middle-level Professionals in the Targeted Growth Fields", questions were set.**
- **The relevant growth field was selected (single-choice) .**

Field	Frequency	%
Food/Agriculture, forestry and fishery/Nutrition	25	24.8
Care/Nursing	19	18.8
Tourism	12	11.9
Environment/Energy	12	11.9
IT sector	7	6.9
Others	15	14.9
Not applicable in particular	11	10.9

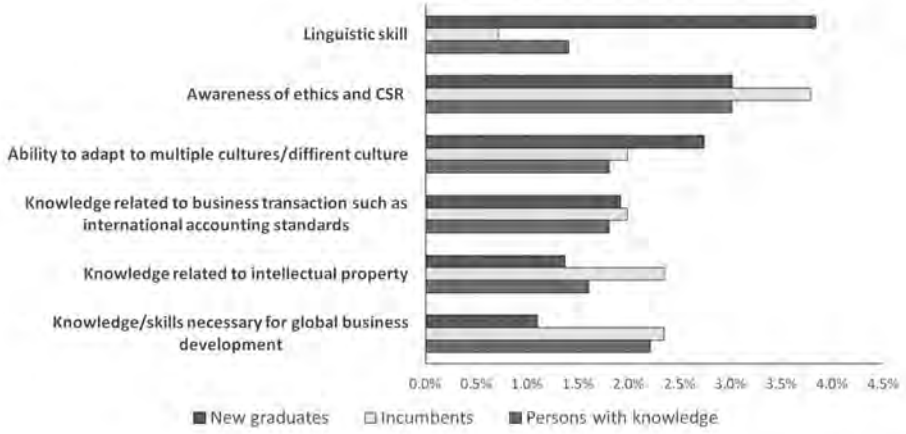
2. Knowledge/competence expected from Middle-level professionals: generic skills



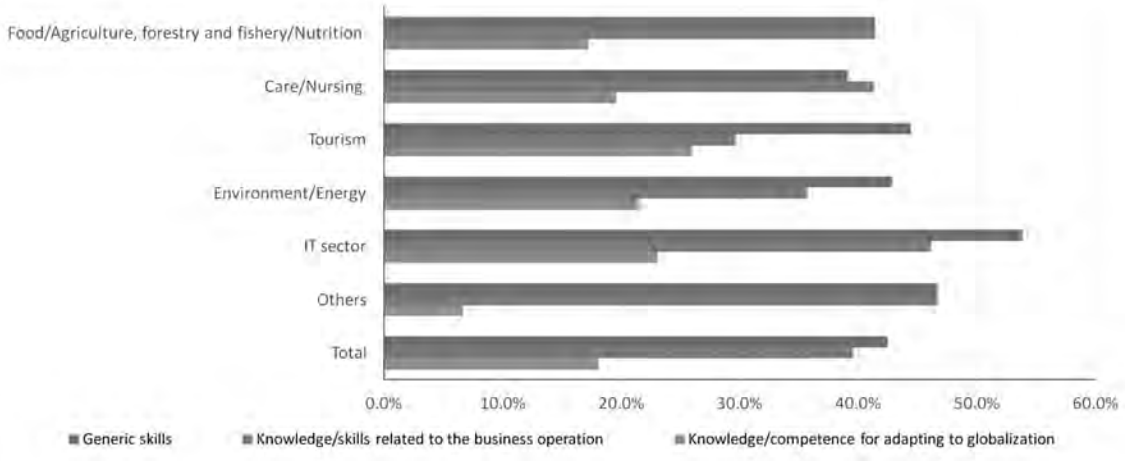
2. Knowledge/competence expected from Middle-level professionals: knowledge and skills related to business operations



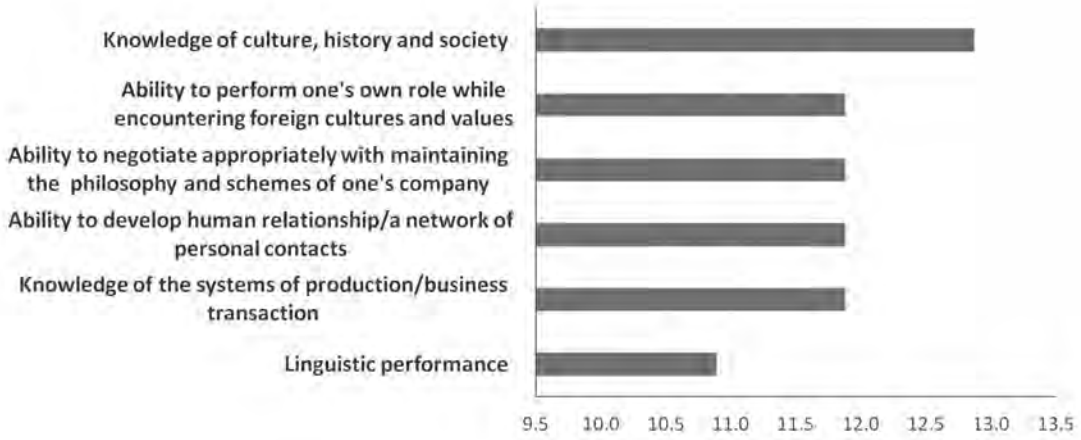
3. Knowledge/competence expected from Middle-level professionals: knowledge/skills for adapting to globalization



3. Knowledge/competence expected from Middle-level professionals: by targeted growth field (n=90)



3. Knowledge/competence expected from Middle-level professionals: Knowledge/competence expected from global human resources



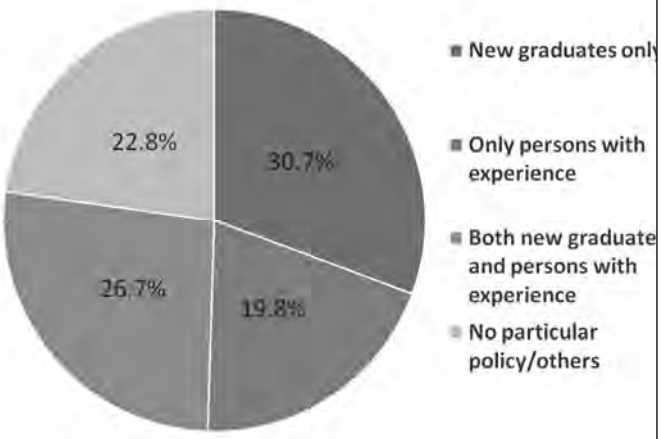
3. Knowledge/competence expected from Middle-level professionals

- Generic skills of communication, teamwork, and leadership are expected from personnel regardless of new graduates, persons with experience in related business operations, or incumbents.
- As for knowledge/skills exclusive to the business operation, the higher the specialty, the lower the expectation from new graduates.
- Expectation of knowledge/competence for adapting to globalization is rather low. It is also seen in the data by targeted growth field.
- As for knowledge/competence expected from global professionals, importance is placed more on the competence in performing the business operation based on the cultural, historical and social understanding of the country of a client than the performance of using a foreign language.

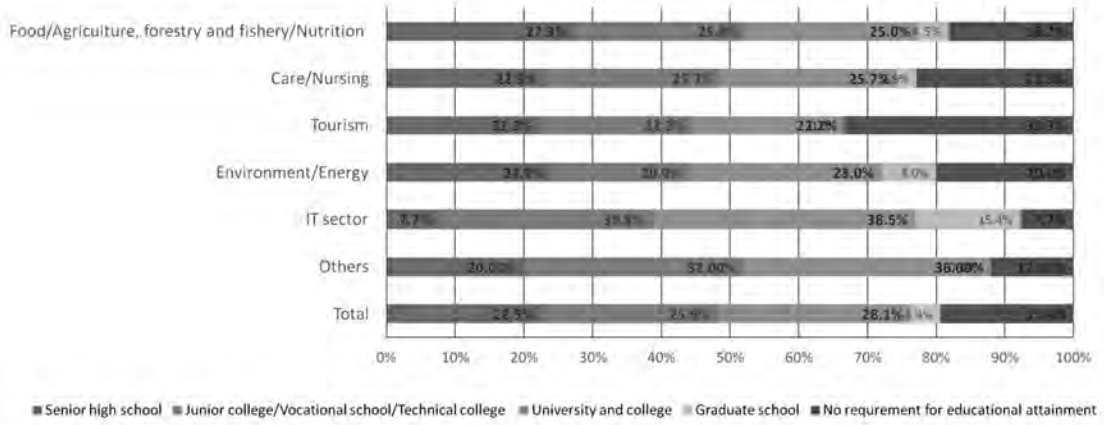
3. Securement and development of human resources in the targeted growth fields: policy of new hiring

Total (n=101)

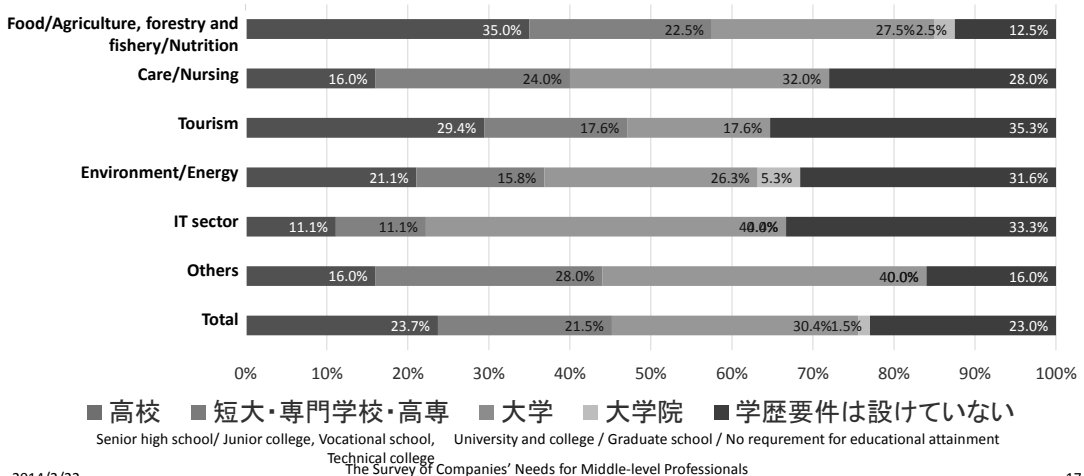
- New graduates only 30.7%
- Only persons with experience 19.8%
- Both 26.7%
- No particular policy/others 22.8%



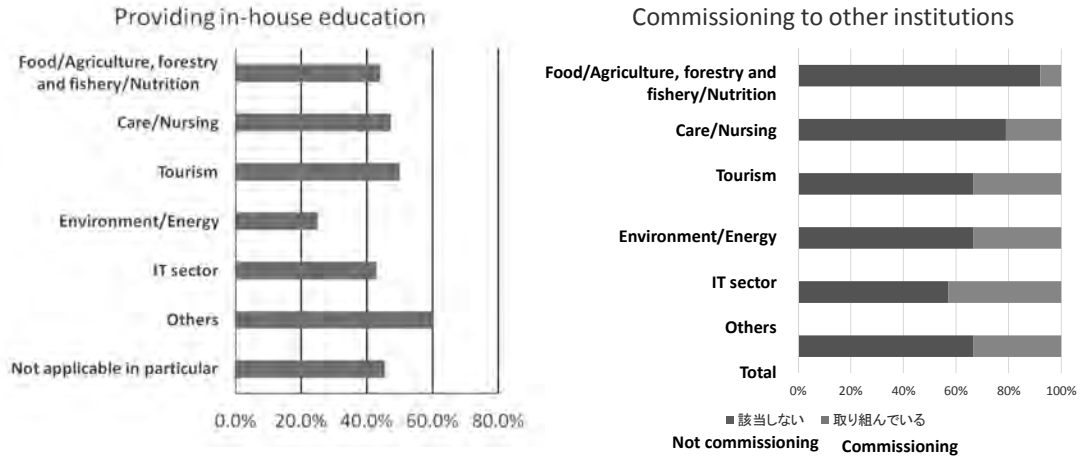
3. Securement and development of human resources in the targeted growth fields: result of recruitment up to the present (by educational attainment) n=90



3. Securement and development of human resources in the targeted growth fields: educational attainment on which recruitment is presently focused n=90



3. Securement and development of human resources in the targeted growth fields: effort of the development of human resources n=101

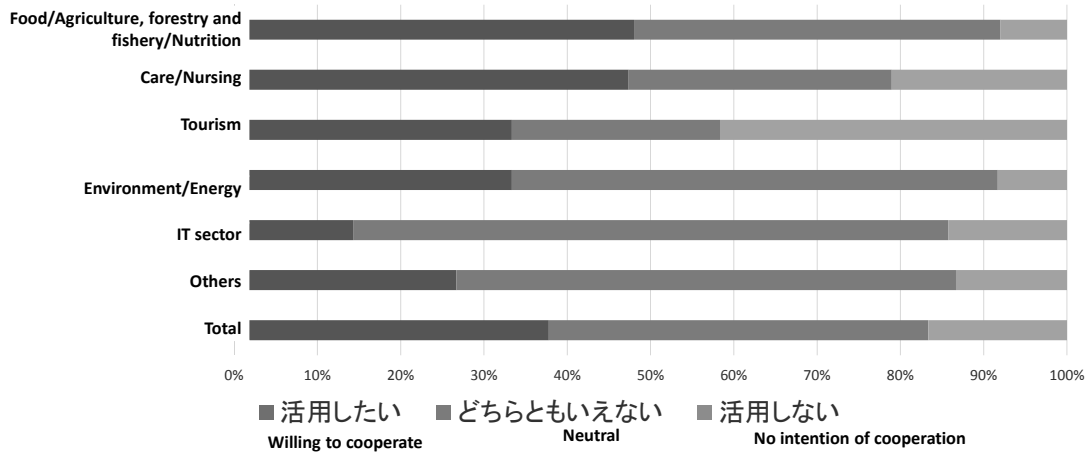


3. Securement and development of human resources in the targeted growth fields

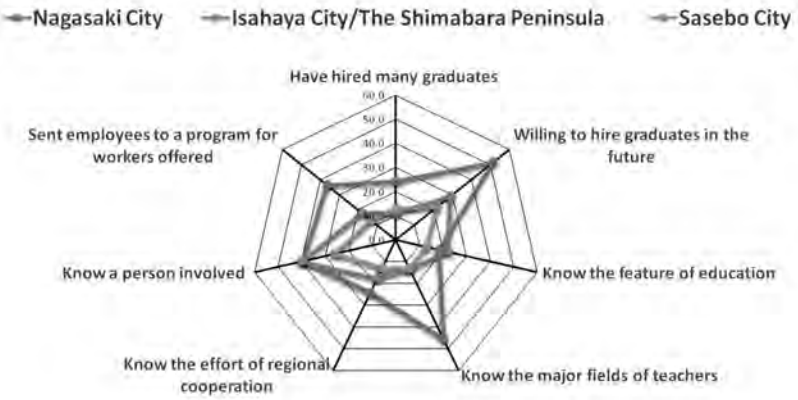
As for the targeted growth fields that are particularly targeted by the work field project of this project, the results are as follows:

- The hiring of graduates from university and college or higher in the field of tourism is lower than that in the other fields, which is around 30%. The rate of senior high school graduates is higher after food/agriculture, forestry and fishery/nutrition, and care/nursing. The rate of "No requirement for educational attainment" is nearly the same as that of the IT sector.
- The rate of conducting in-house education is 40% to 60% in any of targeted growth fields while education commissioned to other institutions is only 24.4% of the total.

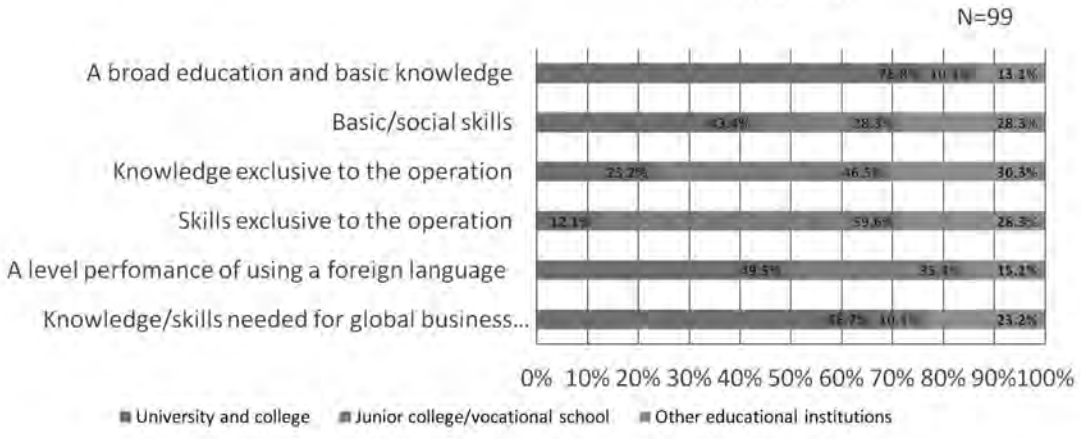
4. Status of cooperation between industry circles and higher educational institutions: cooperation with the institutions of higher education n=90



4. Status of cooperation between industry circles and higher educational institutions: recognition of/relation with local educational institutions



4. Status of cooperation between industry circles and higher educational institutions: the most appropriate educational institution to commission a training program



4. Status of cooperation between industry circles and higher educational institutions

- As for a training program in cooperation with the institutions of higher education, such as one commissioned to them, “Willing to cooperate” accounts for 40% of total while “Neutral” is 45%.
- As for the recognition of and relation with the local institutions of higher education by region, the recognition of “contents of education” is low in every region. While willingness to hire the graduates in the future is positive, the actual level of hiring until now is low.
- Since the education contents provided by the local educational institutions are not known, there is no availability.
- It is necessary to identify the status of cooperation with educational institutions other than universities/colleges/junior colleges/vocational schools.

5. Conclusion

- As for knowledge/skills expected from Middle-level professionals, the highest importance is placed on generic skills of communication and teamwork. In some of the fields, on the other hand, they are expected to master knowledge/skills exclusive to business operations as well as generic skills.
- The actual level of hiring the graduates from the local educational institutions is low while the faculties and departments of the educational institutions in each region are rather compatible with the targeted growth fields. However, the survey results show that the recognition of educational institutions, including the education contents and efforts of regional cooperation, is low.

6. Implication

- In developing a model curriculum, it would be the most effective to establish a program for mastering both generic skills and knowledge/skills exclusive to business operations at the same time.
- To master occupation-specific knowledge/skills and generic skills is considered as the most important issue of education particularly in universities and colleges.
- By promoting a dialog with industry circles through this project, a program for human resources development that meets the needs of industry circles could be developed and an understanding of the seeds and needs of each other could be deepened.
- In addition, it would be necessary to develop a model curriculum that will lead to the employment of graduates in local businesses and provide opportunities for restudy after start working, from the viewpoint of an education program that addresses at each school the lifelong study for each person.

- In industry circles, on the other hand, there are quite a few needs for educational institutions other than universities, colleges, junior colleges and vocational schools. However, it wouldn't be possible to say that the education world grasps them. In addition, each institution in the education world tends to grasp only the trend of schools within the same category.
- For shaping a regionally customized program for human resources development, cooperation in the education world beyond the school categories and "role sharing" making use of each feature of those categories are necessary.
- It would be indispensable to promote a dialog not only with industry circles but also between various education/training institutions in the region.

Thank you for your attention.

Your continued assistance and support of the Global Consortium for the Development of Middle-level Professionals is greatly appreciated.

第 6 セッション

ワークショップ総括 : 日本型の職業実践的な教育に特化した枠組みを巡って

Summary of the Workshop on Qualifications Framework Particularized for Japanese Vocational Education

Advancement of Japanese Vocational Education and Its Global Applicability

Mitsutoshi Kobayashi (Keishin Gakuen)

I. Introduction

-Issues Surrounding Japanese Vocational Education (Special Training School) and New Foresight in Anticipation of Participating in TPP-

(1) In the age of a low birth rate and an increase in longevity, advanced countries' basic policy is the enhancement of the entire nation's level. The basic policies of OECD member countries, where the economies are advanced, compete in ways to enhance the entire nation's additional value. Advanced countries no longer give preferential treatment only to the elite; they focus on increasing and developing national power through policies that enhance and enrich the level of the entire nation.

(2) The direction of specific higher education reform focuses on vocational education in our country.

II. Implications of Advanced Trial of Vocational Focused Special Training Course (Certified by the Minister of Education, Culture, Sports, Science and Technology) that will begin in April 2014

From a positive standpoint, I believe that it has the following five implications:

◆Countermeasures for the sophistication of Japanese vocational education in anticipation of participating in FTA and TPP

→ International society is in the Age of Higher Education

◆The mobility of international labor will begin

→ EU is the example. The age of the international assessment of vocational education

◆Japan will act as a hub for Asian vocational education, which is rapidly growing and aspires to become the headquarters of education.

◆College education will cooperate with companies (industry) mainly in research and development. On the other hand, vocational education will cooperate with companies (industry) in the development of professional human resources.

→Development of highly specialized human resources for which there will be mutual demand in a global society

◆Aim to establish a complete multi-track system of academic and vocational education systems.

III. Movement for Unifying as an Article 1 School in the School Education Act and Key Background of Relevant Laws for Special Training School

(1) Vocational Training Promotion Act: June 1951

(2) Science Education Promotion Act: August 1953

(3) Private Educational Institution Promotion Subsidy Act: July 1975 → Change from Mt. Fuji Type to Yatsugatake Type

(a) Introduction of a special training school system →Content rather than label

(b) Installation of the National Center for University Entrance Examination → Introduction of the Common First-Stage Examination

(c) Reform of the graduate school system and installation of an independent graduate school

(4) Lifelong Learning Promotion Act: June 1990

(5) Revision of the Fundamental Act of Education: December 2006

→ The importance of occupational and vocational education was included.

IV. Coming of Age in which Basis Laws to Support the Sophistication of Vocational Education, Including Support for Recurrent Learning, are Required

Establishment of the Vocational Education Promotion Subsidy Act →Aspire to become a cultural superpower. Support for the sophistication of the tertiary industry. The bill is designed for local regeneration and remodeling of Japan through revitalization of its people and culture.

(1) Promote the retention of young people in local areas

(2) Revitalization of local innovation

(3) Recovering the local community (industry, commerce, and culture)

(4) Establishment of local employment promotion

(5) Realization of a try-again society

(6)Reinforcement of local human resources and culture

(7) Correction of disparities in local areas and cities

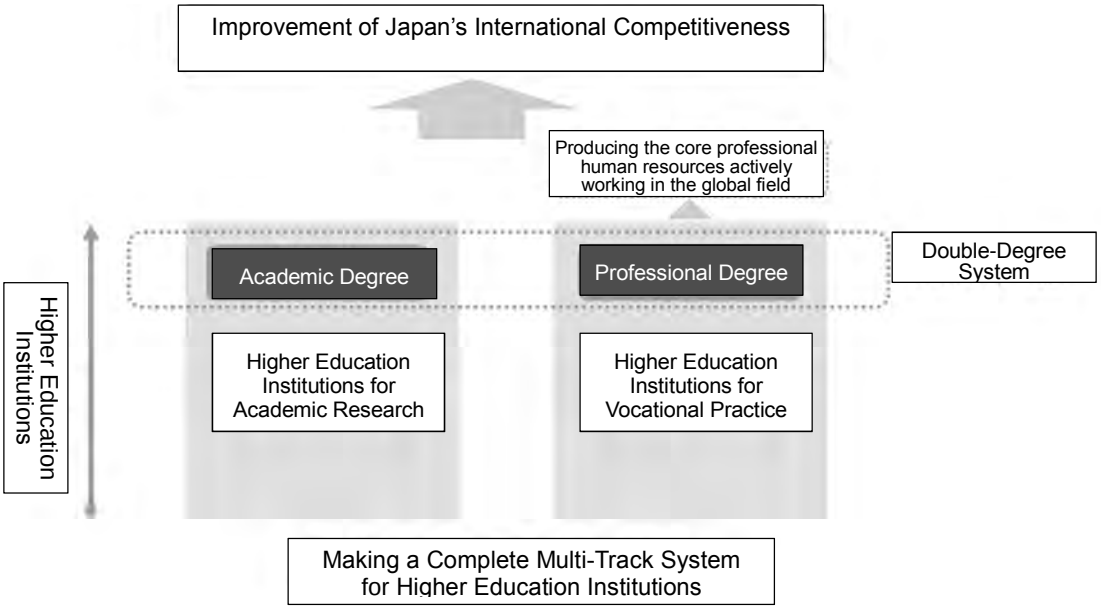
Education and training benefit payment (corresponding to the employment insurance): Scheduled to be implemented in 2014.

100,000 yen for one course → Advanced education and training (60% of the fee for up to three years and up to 480,000 yen per year will be paid)

Corresponds to nurses, care persons, children's nurses, architects, and others

V. Development of a Double-Degree System

Academic degree + Professional degree = Double degree



This is the basic higher education system in advanced countries such as Europe, etc.
The interactive active education → Introduction of active learning, group education, etc.

*An example of the results of the survey on educational effects in the United States.
(Part of the examples of the educational effects such as active learning, etc.)
According to one of the results of surveys on educational effects in the United States, the percentage of those who remembered what they learned in a lecture six months after they took the lecture was 5%. The results showed that it would increase to 10% in reading, 20% in visual and auditory senses, 30% in a demonstration, 50% in a group discussion, 75% in one's own experience, and 90% if taught to someone.
"Teaching something to someone is the best way to learn. So, in prestigious universities in the United States, graduate school students teach undergraduate students as TAs. In other words, teaching something to someone is to learn it for yourself."
Quietly listening to lectures is an inefficient way to learn, and there is even a case of a university in the United States where TAs supplement important points.
(Partly reproduced from "Daigaku no Uso" by Taiji Yamauchi, Kadokawa one Theme 21)

VI. The Shift from a 50-Year Life Model to a 100-Year Life Model Starts from the Educational System

Creation of new culture → As the world's top country in terms of longevity, build a paradigm model for the new society. Develop a revitalized higher education system with a focus on support for re-education that people of all ages can receive whenever and wherever they wish and enhance the entire nation's additional value.

Sophistication of Japanese Vocational Education and International Availability

-The direction of specific higher education reform with a focus on vocational education in our country-

In international society, there are major differences in higher education between advanced countries and less developed countries. Advanced Western countries focus on education that enhances the level of the entire nation, and by increasing the entire nation's additional value, the countries try to increase national power. But due to the lack of economic finance, less developed countries have no practical choice but to focus on fostering leaders. Unfortunately, our country's higher education system has the same aspect as less developed countries, and it has not shifted to the advanced-country type yet.

According to survey results on education in OECD member countries (2010), the average percentage of public spending on educational institutions by member countries was 5.4% whereas Japan was 3.6%; Japan has been ranked at the bottom of the 30 member countries (four years in a row). In particular, the percentage of higher education (universities, special training schools, etc.) was 34.4%, which was far below the OECD average (68.4%). In Japan, the minimal public spending on higher education lowers the percentage of the share of GDP. Advanced Western countries consider and assess students who study at vocational education institutions (such as special training schools) as learning at higher education institutions equivalent to universities and equally provide support to those students.

Given the above-mentioned common sense of the international community, our

country's higher educational policy must consider it necessary that students who learn at special training schools and universities be equally assessed and correct the discrimination in receiving support from the country.

From April in this year, the Vocational Practice Special Training Course (certified by the Minister of Education, Culture, Sports, Science and Technology) will begin. This is a required priority effort for promoting a complete multi-track system of vocational and academic education as bold educational reform to shift to the advanced-country type with a focus on vocational education.

In order to enhance the entire nation's additional value in anticipation of the participation in FTA, TPP, etc., and the mobility of international labor, the nation must promptly establish a double-degree system (academic degree + professional degree). By equally assessing and supporting students, our country's higher education system will become the advanced-country type and open to the international community.

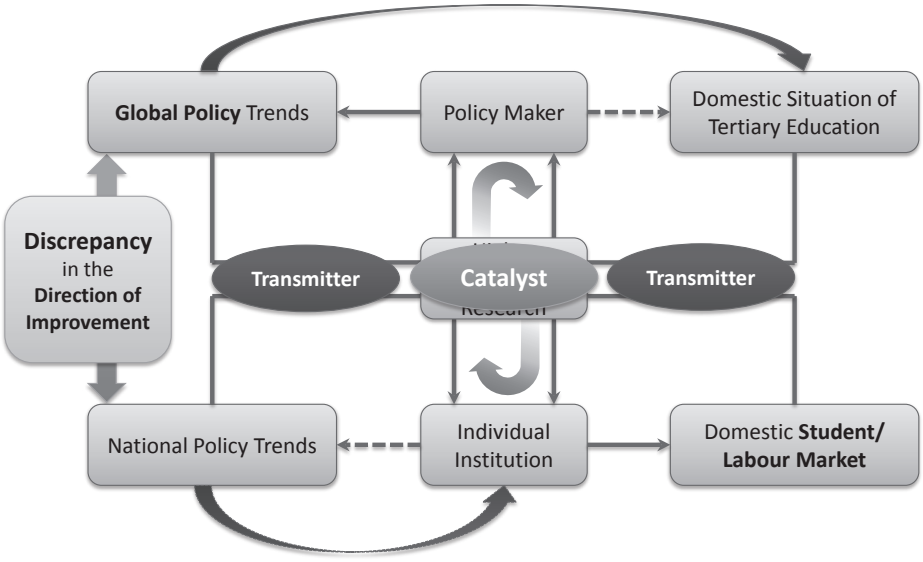
In the world of higher education, more than half of all students demand vocational education, not academic education. Given such common sense by the international community, promoting the sophistication of vocational education, including the improvement of support for re-education for citizens, will not only prevent young people from becoming NEET's and part-time workers, but also contribute to the country's financial stability by increasing the number of taxpayers in a long term.

While participation in FTA, TPP, etc., and globalization are promoted, the source of international competitiveness and the country's revitalization common to all of the issues of international response, local revitalization, and measures to address the declining birth rate and the aging population is based on human resource development. In addition to the improvement of support for re-education of citizens, reassessing and effectively utilizing social resources, such as special training schools and the various types of schools that exist in many parts of the country will lead to the establishment of a try-again society that revitalizes the entire nation. The most important policy issue is that Japanese special training schools enhance the additional value of each and every individual in the country via practical learning, become a hub of vocational education in Asia (world), become the headquarters of Asia, and increase international competitiveness.

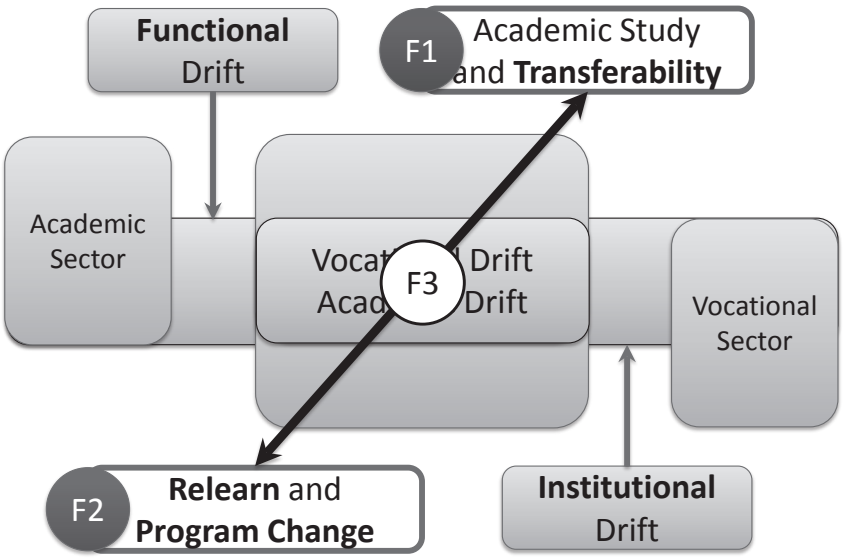
Comments

Naoyuki OGATA
The University of Tokyo

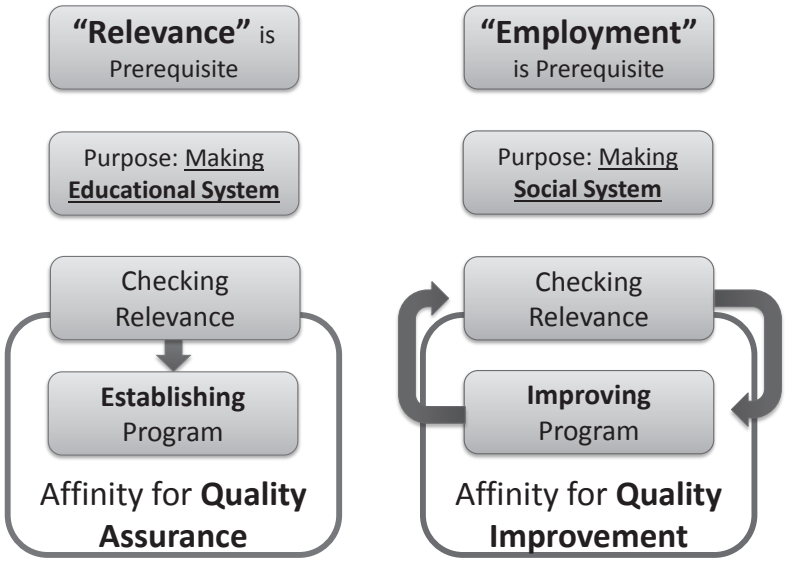
1. Role of HE Researcher



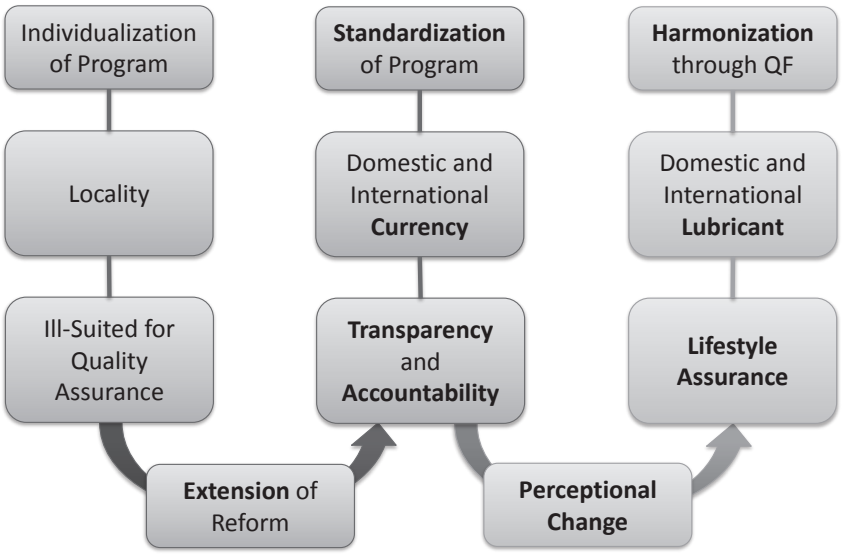
2. Boundary of System, Securing Flexibility and Meaning of (F)lexibility



3. Educational Relevance and Quasi Relevance



4. From Standardization to Harmonization



5. For Further Research

- Rethinking and redefining of **traditional boundary of HE system**.
- Validating differentiation of **response to the flexibility** among institutional types.
- Reflective Judgment on the **relationship between quality assurance and quality improvement**.
- From quality assurance to **lifestyle assurance** based on QF.
- Exploring above referred system with securing **educational independence**.

S6-Yoshimoto

Interim reports of the workshop
- Galapagosisation and Globalisation -

Qualifications Framework and Quality Assurance

Coordinator of Kyushu University Global Middle-level professionals project
Keiichi Yoshimoto

February 23, 2014

九州大学
KYUSHU UNIVERSITY

Interim Note

1. Goals of the Project
2. Background Context
   - Development of tertiary education and functional differentiation
   - International Standard Classification of Education (ISCED) and qualifications framework
3. Project focuses
   1. Development of tertiary education modules toward recurrent learning
   2. International transparency of tertiary education and possibility of qualifications framework
4. Japanese-mode of links between education and work and the Future
   - Japanese-style management and education～
   - Japanese mode of Transition from education to work and the Future
5. Introduction of the workshop

1. Objectives and Goals of the Project

- People in ***industry***, ***government***, ***practitioners*** and ***academia*** from various areas in Kyushu region have taken the initiative to build a global consortium
  1. a study of the possibility of the qualifications framework covering both vocational and academic education particularly at tertiary level that can be transparent domestically and internationally究
     - ***more comprehensively apart from worksite***, across the economic fields, and to investigate the transparency worldwide from international perspectives
  2. to develop programs based on module-style or credit accumulation that encourages recurrent learning of working people in growing economic fields
     - ***close to the actual worksites***, programme development of (1) hospitality in food, culinary and tourism, (2) long-term care, health and welfare and (3) business and management

2. Aims of this workshop

Though this workshop, discussion of up and down and forward and back among wide range of participants on following questions are expected.

- Q. How does ***vocational education at tertiary education*** tackle with the current community, industry and occupation and react against ***challenges which we face in globalisation, Knowledge economy and life-long learning society***, establish ***its quality assurance***, ***improve and innovate*** itself to new stage?
- Q.How does ***qualifications framework*** currently developing internationally contribute quality assurance of mentioned tertiary education in Japan? And what are ***the alternative ways of quality assurance***?

3. Flow of international workshops

21st(Fri.), session I: Functional differentiation and vocational education
- Mr. TakaFumi Goda, former director of lifelong learning policy bureau at MEXT
- Professor Ulrich Teichler, International Academy of Education, University of Kassel in Germany

22nd(Sat.), session II: Implementation of international qualifications framework
- Professor David Raffe, the University of Edinburgh

Morning session III and Afternoon session IV:
- Track A: Quality assurance in international degree and qualification framework and occupational education
- Track B: Hospitality (dining, cooking, and tourism)
- Track C: Long-Term Care and health(IIIC), business and administration (IVC)

22nd(Saturday), session V : Responses to the needs of human resources in education
- Study of the needs of human resources at businesses (Shinro Minami, secretariat in Nagasaki Wesleyan University)
- Reports from subdivisions

4. Hypothesis: Education of the vocation by the vocation for the vocation

- Quality assurance approach of education focusing on the non-university sector
  1. Functional characteristics of vocational education which is the base of the non-university sector
  2. Exploration of goals, methodology, and control of education
- What is vocational education?
  1. ***Goals***, Purpose of education－Purpose of human resources development in certain fields
  2. ***Pedagogy /Andragogy of education*** which matches with purposes
     - ***Education through occupation*** vs. education through academics
  3. ***Control of education, or Governance***
     - Governance in conventional higher education
       - Independence and Autonomy of academia (hating QA of less thrust)
     - Governance in vocational education
       - Involvement of people in local communities, industry, occupation in the planning, implementation, and evaluation of education

5.Concepts used in this workshop

6

- ***Profession, Vocation***, semi-profession, sub-profession, technician, Beruf (calling), metier, expert,,,
  - Interpreters here also may have used vocational school for specialised training college (Senshu Gakkou) and Professional Training College (Senmon Gakkou)
  - Vocational high school in Japan renamed specialist high school in 1995 without real change of education
  - But less talked on ***labour, travail***
- How to set the goal of middle
- ***Trust*** for credentials but no trust in qualifications
- ***No copy*** , no borrowing, based on context on Qualifications, communicative , LO-refererred framework can be better
- Should ***close to industry***, but industry not aware of middle level professionals and short cycle tertiary education

5-2.Concepts (continued)

7

- NQF of Permeability, for parity of Esteem, to cope with over education and Labour mobility with neigbouring countries
- NQF and ISO approach for quality assurance
  - QA of outcome, process, and input
  - In order to develop practically excellent vocational education
- Who is in charge of QA of vocational education?
  - From top government or grass-root
  - EAS-TVET network
- Junior college of hybrid of general, vocational, transfer, recurrent?
  - Of the community by the community for the community?
- License area and growing and changing area

5-3.What is the Galapagosisation?

8

- **'Issues with Galapagosisation in Long-term Care and Globalisation' by Prof. Adachi, at the IIIC**
  - Through EPA (Economic Partnership Agreements), candidate care workers have been brought to Japan from Indonesia and the Philippines, taught Japanese language and Long-term care skills, and employed by Long-term homes for the elderly, but this arrangement did not work out. Reasons for this failure include Indonesians who had worked as nurses in Indonesia experiencing confusion at being given the role of care worker in Japan and ***not fully comprehending the concept of Long-term care***, as well as the fact that ***care worker qualifications are galapagosized qualifications*** that can only be used in Japan and are of no use to foreign workers when they return to their home countries.
- Question : ***Whether Each of Japan, Indonesia and Philippine may be taking care of her Galapagos penguins by her indigenous way?***

6. Knowledge, skills, and attitudes required in vocational education

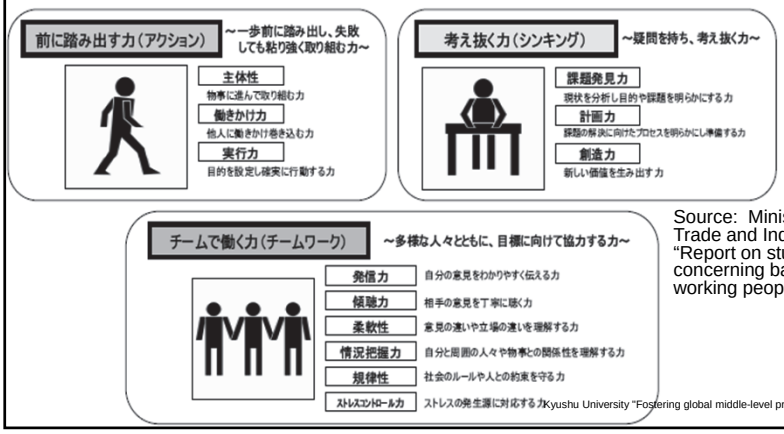
9

- Knowledge, skills, and ***'attitudes'*** in Japanese context
  - Emphasis on attitudes such as labor perspectives of working in organisations
- General and liberal education in school education and university education for 'every possibility'
- Vocational education also emphasises "taming functions" to foster attitudes toward labor.
- Even Occupational licenses and certificates are also used in steps to convey the sense of achievement in learning and cultivate learning attitudes. Directly needed specialised knowledge and skills are limited.

6-2. Basic abilities required to working young people from industry voices from both leading companies and SMEs

◆ Basic abilities of working people Required basic abilities for working with variety of people at worksites and local communities

1. Abilities to move forward (action)
2. Ability to think (thinking)
3. Ability to work in teams (teamwork)



Source: Ministry of Economy, Trade and Industry (2007) "Report on study sessions concerning basic abilities of working people"

6-3. Japanese-mode of Smooth transition but elongation of schooling mainly in general-oriented education

- System for ***smoothly*** sending young people to society without creating a gap between school and career
  - Regular and collective employment of new graduates and advices for job hunting to graduates of schools
  - Internationally praised until mid-1990s
- End of the baby-boom generation and the expansion of resource-efficient education in ***general-oriented education***
  - Policy emphasizing vocational high schools by the government such as Ministry of Education, Science and Culture
  - Campaign to provide high school education to all children by Japan Teachers' Union
  - Increased number of regular programs in prefectures and cramming education
- **Long-term continuous employment** of companies and ***nation-wide adjustment of demand and balance*** by Ministry of Labor and public employment office
  - Necessity of securing career paths for large amount of graduates around the country
  - Necessity of having satisfying demand for labor in large cities
  - Establishment of Japanese-style system for smooth transitions by the cooperation among schools, companies, and public employment offices

6−4. Neglect of vocational education as the payment of success

12

- ***Price and trade-off of the success of transition*** systems
  - The policy for assisting automatic transition from schools to employment created a smooth transition system under high expectations of companies for obtaining young workers (training and promotion system).
    - ***Failure of vocational preparation education***
  - Yet, such a policy for assisting transitions prevented young people from working hard for their own career designs and learning from difficulties that they encounter in such efforts.
    - ***Difficulty in developing occupational career perspectives and labor interests***
  - Full-time employment decreased as the employment structure changed. Styles of employment became diversified such as part-time jobs and temporary workers. The number of irregular employment with proper training and promotion systems increased among young people.
    - ***Problems of permanent part-timers and NEET***

6-5. Way to Flexibility and globalisation ?

13

- many questions have been raised about such models of ***long-term training*** *and* ***slow promotion*** because of the limited applicability to people fresh out of college and the transformations after the three-layer employment advocated by the Japan Business Federation(1995)
- some global discussion about 'the shift from bureaucratic paradigm to ***flexible paradigm***'
  - → scenario1）***flexible middle-level professionals*** toward new globalisation
  - → scenario2）Education carries only ***global flexibility*** no concern in specialty. ~acquire specialties on the job
  - →scenario3）middle level professions having only ***basic and generic skills*** (obedient to their organisation) followed by Japanese styled management

7. [Summary] Functional differentiation and quality assurance approached from the perspective of non-university style

- [Summary] of the seminar: Panel discussion
  - Comprehensive discussion of individual organizations and sectors on how the higher education system can increase their qualities and gain higher social evaluation
- Panelists
  - Mitsutoshi Kobayashi, chairman of Keishin Gakuen
  - Hiroyuki Ono, president of Kokusai Gakuin Saitama Junior College
  - **Someone from Government (TBC)**
  - Naoyuki Ogata, associate professor at Tokyo University
  - Professor Ulrich Teichler, International Academy of Education, University of Kassel in Germany
  - **Someone from Industry**
  - **Someone from Session coordinators**
  - Distinguished Guests

Thank you!

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References

Appendices

Ⅰ Japanese Tertiary Education: System and Statistics

Ⅱ From ISCED1997 to ISCED2011

Ⅲ Comparison among countries on university and Non-University institution

Ⅳ School system of each country

Ⅰ 日本の第三段階教育

Ⅱ 国際標準教育分類（ＩＳＣＥＤ）1997 年から国際標準教育分類（ＩＳＣＥＤ）2011 年への移行

Ⅲ 大学制度、非大学制度に関する国の比較

Ⅳ 各国の学校システム

I Japanese Tertiary Education: System and Statistics

1.Destinations of Japanese High School Graduates

In Japan, 98.4 percent of students go to high schools after compulsory education in 2013. Most students leave high schools at 18 years old. After graduating high schools, 49.9 percent go to universities (782 institutions), 5.3 percent to junior colleges (359 institutions), 21.9 percent to specialized training colleges (3,216 institutions), and the rest 17.0 percent into labor market. Thus, about a quarter of the Japanese youth (around18-22) go to non-university Tertiary Education institutions.

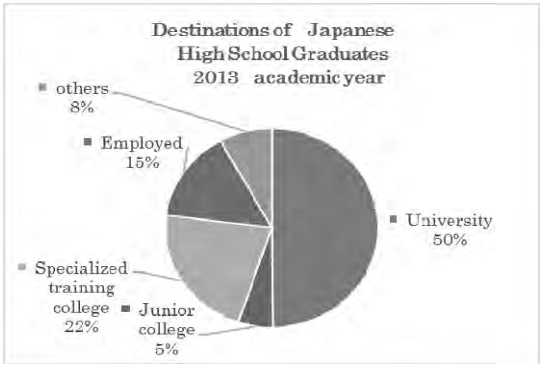

Figure 1

2.Outline of Japanese Tertiary Education

Tertiary Education sector in Japan consists of mainly **four** types of institutions; 1.**universities**, 2.**junior colleges**, 3.**colleges of technology** and 4. **professional training colleges** with postsecondary courses among specialized training colleges. The latter "non-university" 3 institutions are equivalent to ISCED 5B or OECD Tertiary-type B level. University is ISCED 5A/6 or OECD Tertiary-type A (graduate schools to which we don't refer here.This classification is based on ISCED1997).

[Sectors in Tertiary Education]

1. Universities *Daigaku* (ISCED 5A/6)

- The purpose; As the centers of academic research, to provide students with wide-ranging knowledge and to conduct in-depth teaching and research in specialised disciplines.
- Standard periods; four years (six years for medicine, dentistry and veterinary medicine)
- Establishment type; Private Universities are 77.5 percent (606/782 institutions in 2013 academic year).
- Degree awarded to the graduates; bachelor's degree (*gakushi*)

2. Junior Colleges *Tanki Daigaku* (ISCED 5B)

- The purpose; To conduct in-depth learning and research in specialized disciplines and to develop abilities necessary for occupation and daily life.
- Standard periods; two years.
- Establishment type; Private Junior Colleges are 94.7 percent (340/359 institutions in 2013 academic year).
- About 90 percent of Junior Colleges students are female.
- Degree awarded to the graduates; associate degree (*tankidaigaku-shi*)

3. Colleges of Technology *Kotou Senmon Gakkou*(ISCED 5B)

- The purpose; To conduct in-depth learning in specialized disciplines and to a develop student's abilities necessary for occupation.
- Standard periods; five years
  Colleges of Technology admit graduates of lower secondary schools. Therefore, only the part of the latter 2 years are strictly equivalent to ISCED 5B. The numbers of Colleges of Technology in Figure2 and Figure3 are calculated as 2/5.
- Establishment type; Private Colleges of Technology are within 6 percent (3/51 institutions in 2013 academic year).
- Colleges of Technology have mainly engineering courses, and more than 80 percent of students are male.
- The academic title awarded to the graduates; the title of associate (*jun-gakushi*)

4. Professional Training Colleges *Senmon Gakkou*(ISCED 5B)

- The purpose (all types of specialised training colleges); To develop occupational or practical abilities or to foster culture or liberal arts.
  Specialised Training Colleges have been established since 1976. Professional Training Colleges (*senmon-gakko*) is those with postsecondary courses.
- Standard periods; two years
- Establishment type; Private Postsecondary Courses of Specialized Training Colleges are 93.6 percent (3,010/3,216 institutions in 2013 academic year).
- Degree awarded to the graduates; diploma (*senmon-shi*)
  Some courses, medical fields and so on, tend to be longer than two years. Some of them can award advanced diploma (*koudo-senmon-shi*) after four years of study. The standards are defined by MEXT.

[Volumes]

About the numbers of institutions, students and teachers (Figure 2 to Figure 4).

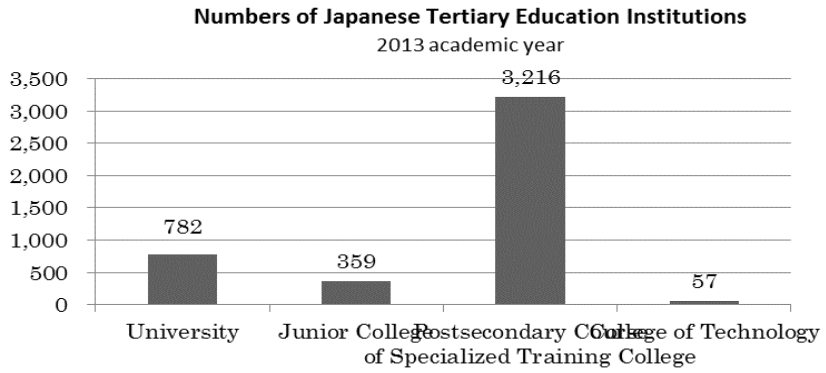

Figure 2

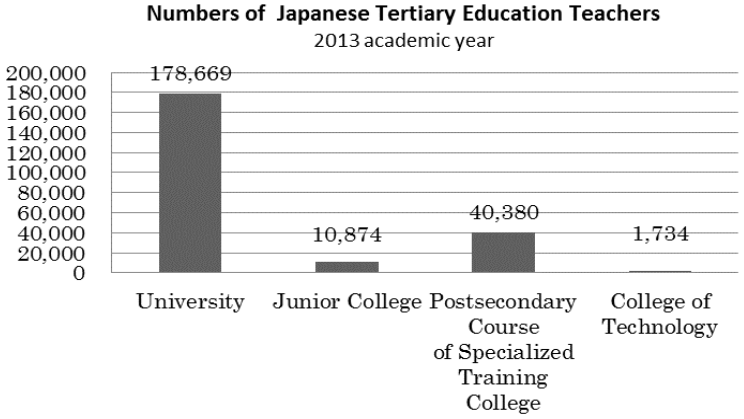

Figure3

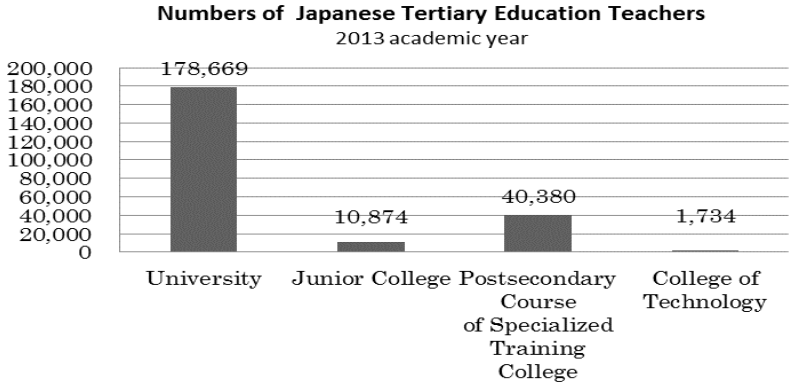

Figure 4

[Destinations of Tertiary Education Graduates]

The below tables show students' destinations after graduating Japanese Tertiary Education institutions in the latest academic year (2009). Regarding trends in employment rates and advancing rates, refer to chapter 3.

Postsecondary Course of Specialized Training College(Academic Year2012)

New graduates	Entering employment	others
268,292	186,193	82,099
100.0%	69.4%	30.6%

College of Technology(Academic Year2013)

New graduates	Advancing to higher-level courses	Entering employment	Continuing to study at specialized training colleges,etc	Entering provisional employment	Others	Deceased & unknown
10,101	3,913	5,845	120	8	214	1
100.0%	38.7%	57.9%	1.2%	0.1%	2.1%	0.0%

Junior College(Academic Year2013)

New graduates	Advancing to higher-level courses	Entering employment	Continuing to study at specialized training colleges,etc	Entering provisional employment	Others	Deceased & unknown
62,375	9,005	39,724	1,280	6,126	5,866	374
100.0%	14.4%	63.7%	2.1%	9.8%	9.4%	0.6%

University(Academic Year2013)

New graduates	Advancing to higher-level courses	Entering employment	Clinical training and candidates	Continuing to study at specialized training colleges,etc	Entering provisional employment	Others	Deceased & unknown
558,853	63,334	353,125	8,984	9,488	22,734	92,284	8,904
100.0%	11.3%	63.2%	1.6%	1.7%	4.1%	16.5%	1.6%

Destinations of Tertiary Education Graduates

[Standards of Establishments]

In Japan, the quality assurance framework consists of the Standards for Establishing University (SEU), the establishment-approval system (EAS) and the Quality Assurance and Accreditation System (QAAS).

The framework has both the advantage of the prior regulations that assure proper quality in advance, and the checking afterwards that assure quality constantly, while respecting the diversity of universities. Thus, it has been assumed that this combination of systems is the most effective and efficient for quality assurance.

With regard to the three-fold quality assurance framework comprised of SEU, EAS, and QAAS, new issues have arisen, and the government assumes that it is necessary to examine the role and relationship of these systems, thereby improving their application and enhancing the quality assurance mechanism on the whole.

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3. Japanese Trends in Tertiary Education
[Enrollment and Advancement Rate to Tertiary Education]

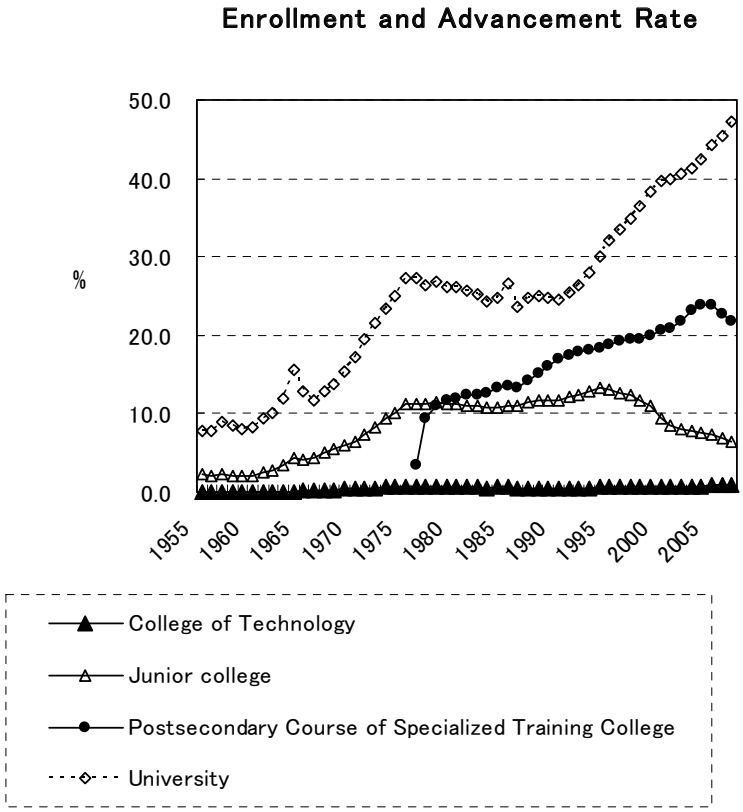
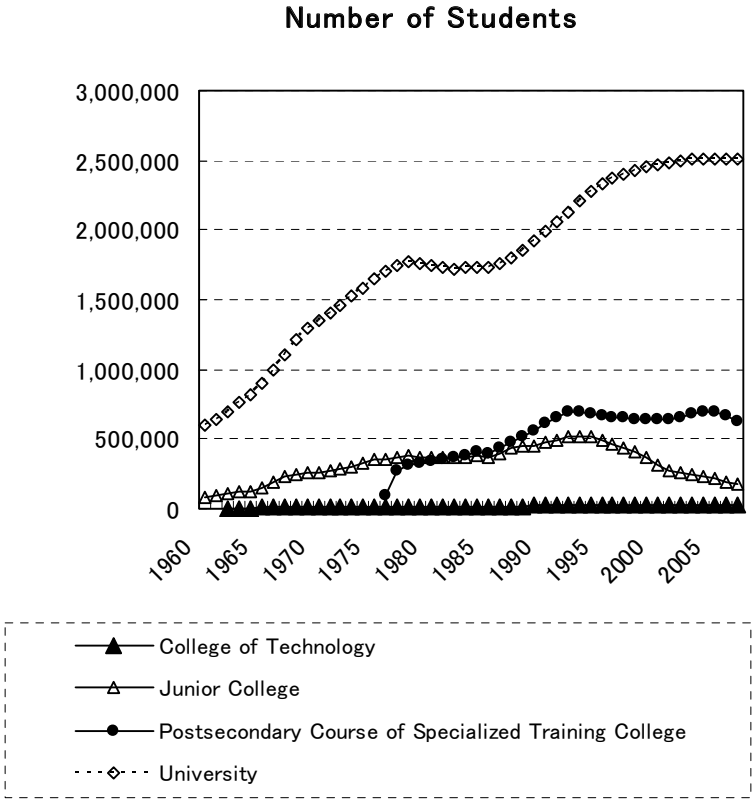


Figure2 Enrollment and Advancement Rate

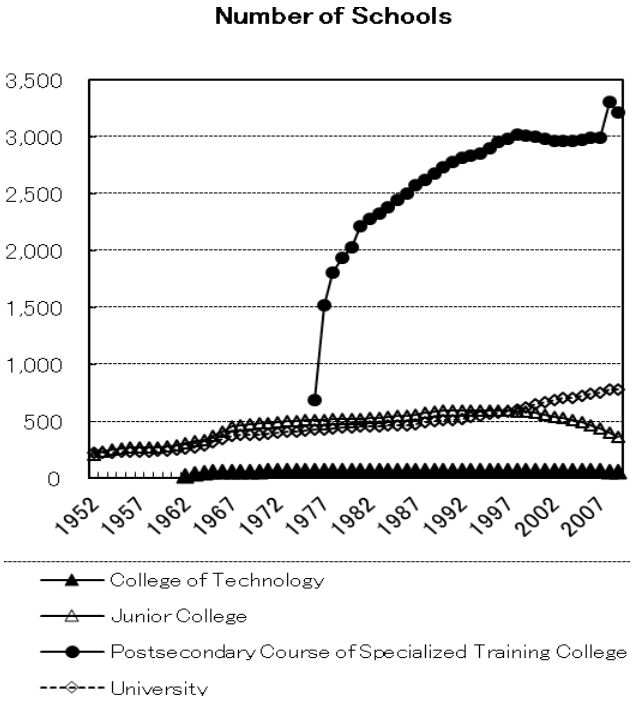
	College of Technology	Junior college	Tertiary Course of Specialized Training College	University
	non-university higher education institutions			
1955	-	2.2	-	7.9
1960	-	2.1	-	8.2
1965	0.1	4.1	-	12.8
1970	0.4	6.5	-	17.1
1975	0.6	11.2	-	27.2
1980	0.6	11.3	12.0	26.1
1985	0.6	11.1	13.5	26.5
1990	0.5	11.7	16.9	24.6
1995	0.6	13.1	18.9	32.1
2000	0.7	9.4	20.8	39.7
2005	0.8	7.3	23.9	44.2
2007	0.9	6.5	21.7	47.2
2010	0.9	5.9	22.0	50.9
2013	0.9	5.3	21.9	49.9

[Number of Students]



The number of students in Japan				
	College of Technology	Junior College	Postsecondary Course of Specialized Training College	University
	non-university higher education institutions			
1960	–	81,528	–	601,464
1965	8,883	145,458	–	895,465
1970	17,726	259,747	–	1,344,358
1975	19,182	348,922	–	1,652,003
1980	18,539	366,248	337,864	1,741,504
1985	19,315	366,180	398,821	1,734,392
1990	21,172	473,194	611,503	1,988,572
1995	22,494	489,322	664,562	2,330,831
2000	22,686	318,258	637,308	2,471,755
2005	23,664	212,200	695,608	2,508,088
2007	23,754	179,958	627,397	2,514,228
2010	23,817	155,273	637,897	2,887,414
2013	23,290	138,260	660,078	2,868,872
(1) total number of national, local and private				
(2) Not including students of correspondence courses.				
(3) Not including graduate schools, special studies and so on.				
(4) Students of College of Technology are 2/5 of MEXT data.				

[Number of Schools]

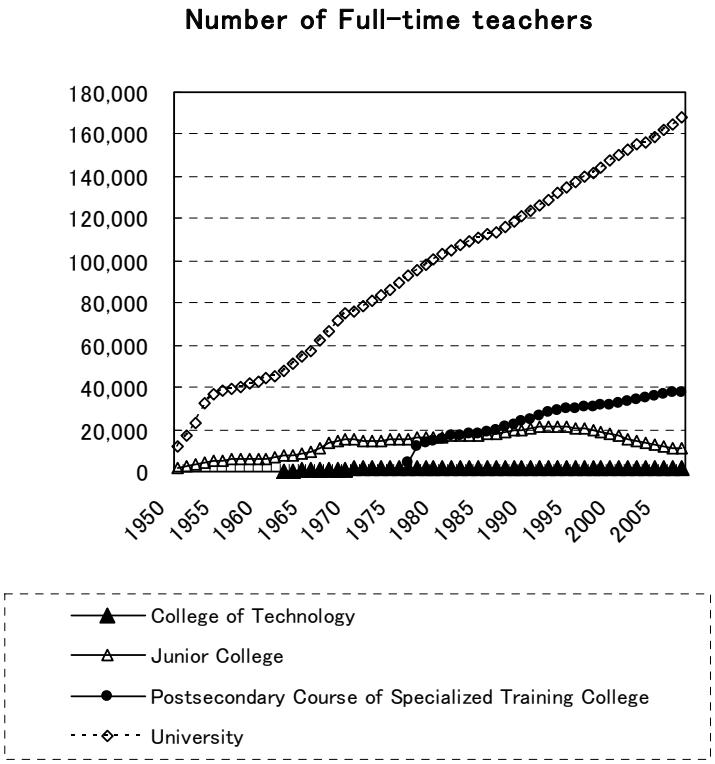


The number of schools in Japan				
	College of Technology	Junior College	Postsecondary Course of Specialized Training College	University
	non-university higher education institutions			
1950	–	149	–	201
1955	–	264	–	228
1960	–	280	–	245
1965	54	369	–	317
1970	60	479	–	382
1975	65	513	–	420
1980	62	517	2,033	446
1985	62	543	2,445	460
1990	62	593	2,731	507
1995	62	596	2,902	565
2000	62	572	3,003	649
2005	63	488	2,973	726
2007	64	434	2,995	756
2010	58	395	3,311	778
2013	57	359	3,216	782

(1) total number of national, local and private

(2) Not including 4 universities providing only correspondence courses (Universitiy of the Air and 3 private universities).

[Number of Full-time Teachers]



The number of full-time teachers in Japan				
	College of Technology	Junior College	Postsecondary Course of Specialized Training College	University
	non-university higher education institutions			
1950	-	2,124	-	11,534
1960	-	6,394	-	44,434
1965	676.4	9,321	-	57,445
1970	1298	15,320	-	76,275
1975	1476.4	15,557	-	89,648
1980	1488.4	16,372	15,479	102,989
1985	1508	17,760	18,700	112,249
1990	1601.2	20,489	24,916	123,838
1995	1722.4	20,702	30,052	137,464
2000	1783.6	16,752	32,270	150,563
2007	1781.2	11,022	37,797	167,636
2010	1749.2	8,916	40,424	177,570
2013	1734.4	8,631	40,380	178,669

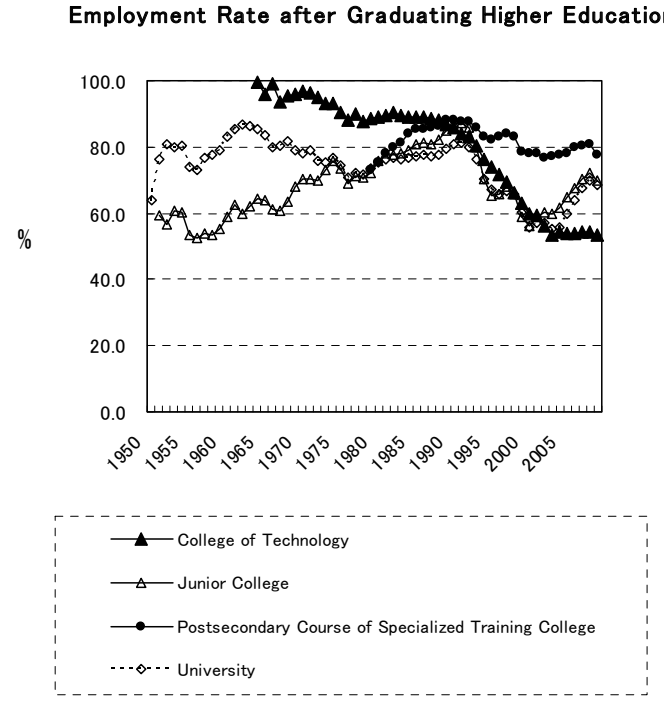
(1) total number of national, local and private

(2) Not including assistant teachers, part-time teachers and so on.

(3) Not including teachers of correspondence courses.

(4) Teachers of College of Technology are 2/5 of MEXT data.

[Employment Rate after Tertiary Education]



	College of Technology	Junior College	Postsecondary Course of Specialized Training College	University
	non-university higher education institutions			
1950	–	–	–	63.8
1955	–	53.5	–	73.9
1960	–	58.9	–	83.2
1965	96.1	63.8	–	83.4
1970	96.7	70.3	–	78.1
1975	90.4	73.3	–	74.3
1980	89.1	76.0	75.4	75.3
1985	89.0	80.7	85.2	77.2
1990	85.9	87.0	88.0	81.0
1995	74.2	65.4	82.1	67.1
2000	59.7	56.0	78.2	55.8
2005	53.8	65.0	78.3	59.7
2009	53.6	69.9	77.7	68.4

(1) Employed graduates as a percentage of all graduates

II From ISCED1997 to ISCED2011

1.ISCED2011(ISCED2011, http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf , pp.15,49-55,63-69)

Orientation

53. The orientation of a programme is distinguished at ISCED levels 2 to 5, with the possibility of use at ISCED levels 6 to 8. There are two categories of orientation: general and vocational education. At tertiary education levels, the terms 'academic' and 'professional' will be used in place of general and vocational respectively. ISCED 2011 does not yet define academic and professional more precisely for higher ISCED levels, but opens up the possibility of distinguishing academic and professional orientations in the future based, for example, on fields of education. At ISCED level 5, the definitions of general and vocational education will be used until definitions of academic and professional have been developed.

54. **Vocational** education is defined as education programmes that are designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation, trade, or class of occupations or trades. Such programmes may have work-based components (e.g. apprenticeships, dual-system education programmes). Successful completion of such programmes leads to labour market-relevant, vocational qualifications acknowledged as occupationally-oriented by the relevant national authorities and/or the labour market.

55. **General** education is defined as education programmes that are designed to develop learners' general knowledge, skills and competencies, as well as literacy and numeracy skills, often to prepare participants for more advanced education programmes at the same or a higher ISCED level and to lay the foundation for lifelong learning. These programmes are typically school- or college-based. General education includes education programmes that are designed to prepare participants for entry into vocational education but do not prepare for employment in a particular occupation, trade or class of occupations or trades, nor lead directly to a labour market-relevant qualification.

ISCED LEVEL 5 SHORT-CYCLE TERTIARY EDUCATION

A. Principal characteristics

207. Programmes at ISCED level 5, or short-cycle tertiary education, are often designed to provide participants with professional knowledge, skills and competencies. Typically, they are practically-based, occupationally-specific and prepare students to enter the labour market. However, these programmes may also provide a pathway to other tertiary education programmes. Academic tertiary education programmes below the level of a Bachelor's programme or equivalent are also classified as ISCED level 5.

208. Entry into ISCED level 5 programmes requires the successful completion of ISCED level 3 or 4 with access to tertiary education. Programmes at ISCED level 5 have more complex content than programmes at ISCED levels 3 and 4, but they are shorter and usually less theoretically-oriented than ISCED level 6 programmes.

209. Although ISCED level 5 programmes are usually designed to prepare for employment, they may give credit for transfer into ISCED level 6 or 7 programmes. Upon completion of these ISCED level 5 programmes, individuals may in some education systems continue their education at ISCED level 6 (Bachelor's or equivalent level) or long first degree ISCED level 7 programmes (Master's or equivalent level).

210. Programmes classified at ISCED level 5 may be referred to in many ways, for example: (higher) technical education, community college education, technician or advanced/higher vocational training, associate degree, or *bac+2*. For international comparability purposes the term 'short-cycle tertiary education' is used to label ISCED level 5.

B. Classification criteria

211. For the definition of short-cycle tertiary education, the following criteria are relevant:

Main criteria

a) Content of short-cycle tertiary education programmes *(see Paragraph 212)*;

b) Entry requirements *(see Paragraph 208)*; and

c) Minimum duration of level *(see Paragraph 213)*.

Subsidiary criteria

a) Institutional transition point *(see Paragraph 214)*; and

b) Typical duration of level *(see Paragraph 213)*.

212. ISCED level 5 captures the lowest level of tertiary education. The content of programmes at this level is more complex than in secondary (ISCED level 3) or post-secondary non-tertiary education (ISCED level 4), but less than in ISCED level 6 (Bachelor's or equivalent level) programmes.

213. ISCED level 5 has a minimum duration of two years and is typically but not always shorter than three years. For education systems with modular programmes where qualifications are awarded by credit accumulation, a comparable amount of time and intensity would be required.

214. The transition point from non-tertiary to tertiary educational institutions can help to identify the boundary between upper secondary education (ISCED level 3), post-secondary non-tertiary education (ISCED level 4) and tertiary education. ISCED level 5 programmes are often provided by different educational institutions than ISCED level 6, 7 and 8 programmes.

C. Programmes spanning ISCED levels

215. Education programmes spanning ISCED levels 3 and 5 need special consideration for classification. Only those grades, stages or cycles corresponding to the criteria given in Paragraph 211 should be classified as ISCED level 5. Grades, stages or cycles corresponding to the criteria given in Paragraph 166 should be classified as ISCED level 3. If use of the classification criteria does not result in a clear boundary between ISCED levels 3 and 5, criteria to determine the end of ISCED level 3 and the beginning of ISCED level 5 are provided in Paragraph 173.

D. Complementary dimensions

216. Two dimensions differentiate education programmes at ISCED level 5:

- Programme orientation *(see Paragraph 217)*; and
- Level completion *(see Paragraph 218)*.

Programme orientation

217. The following two orientation categories are defined in Paragraphs 55 and 54:

- General; and
- Vocational.

When definitions for academic and professional programmes have been developed, they will be used for the orientation categories at ISCED level 5 instead of general and vocational.

Level completion

218. Two level completion categories are defined for ISCED level 5:

- *No completion of ISCED level 5*: stage (or programme) at ISCED level 5 of less than two years' duration, therefore insufficient for completion of ISCED level 5.
- *Completion of ISCED level 5*: programme at ISCED level 5 with duration of two or more years, therefore sufficient for completion of ISCED level 5.

E. Other programmes included in ISCED level 5

219. This level includes adult or continuing education programmes equivalent in complexity of content to the education given in programmes already classified at this level.

F. Classification of education programmes at ISCED level 5

220. The use of two complementary dimensions allows for reporting using categories for orientation and sub-categories for level completion. The codes to be used for ISCED level 5 are provided in **Table 11**.

Table 11. Classification codes for education programmes at ISCED level 5 (ISCED-P)

Category (orientation)		Sub-category (level completion)	
54	Short-cycle tertiary general education[1]	541	Insufficient for level completion
		544	Sufficient for level completion
55	Short-cycle tertiary vocational education[1]	551	Insufficient for level completion
		554	Sufficient for level completion

1. To be used at ISCED level 5 in the absence of internationally agreed definitions for academic and professional orientations at the tertiary level.

G. Classification of educational attainment at ISCED level 5

221. For educational attainment, recognised intermediate qualifications from the successful completion of a stage (or programme) at ISCED level 5 which are insufficient for ISCED level 5 completion are classified at ISCED level 4. Participation without recognised successful completion in a programme at ISCED level 5 is disregarded for the purposes of determining educational attainment levels.

222. Recognised intermediate qualifications from the successful completion of a stage of programmes (prior to the first degree) are not considered as sufficient for ISCED level 6 completion and are classified at ISCED level 5 for educational attainment.

223. The classification codes for educational attainment related to ISCED level 5 are provided in **Table 12**.

Table 12. Classification codes for educational attainment related to ISCED level 5 (ISCED-A)

Category (orientation)		Sub-category (level completion and access to higher ISCED levels)	
44	Post-secondary non-tertiary general education	444	Recognised successful completion of a short-cycle tertiary general[1] programme (or stage) insufficient for level completion
45	Post-secondary non-tertiary vocational education	454	Recognised successful completion of a short-cycle tertiary vocational[1] programme (or stage) insufficient for level completion
54	Short-cycle tertiary general education	540	Not further defined[2]
55	Short-cycle tertiary vocational education	550	Not further defined[2]
56	Short-cycle tertiary education, orientation unspecified[3]	560	Not further defined[2]

1. To be used at ISCED level 5 in the absence of internationally agreed definitions for academic and professional orientations at the tertiary level.
2. Including recognised successful completion of a programme in short-cycle tertiary education sufficient for ISCED 5 level completion or of a programme or stage of a programme at Bachelor's or equivalent level which is insufficient for ISCED 6 level completion.
3. To be used at ISCED level 6 in the absence of internationally agreed definitions for academic and professional orientations at the tertiary level.

ISCED LEVEL 6 BACHELOR'S OR EQUIVALENT LEVEL

A. Principal characteristics

224. Programmes at ISCED level 6, or Bachelor's or equivalent level, are often designed to provide participants with intermediate academic and/or professional knowledge, skills and competencies, leading to a first degree or equivalent qualification. Programmes at this level are typically theoretically-based but may include practical components and are informed by state of the art research and/or best professional practice. They are traditionally offered by universities and equivalent tertiary educational institutions.

225. Instruction at this level often takes the form of lectures by staff who are typically required to have attained ISCED levels 7 or 8 or have achieved experience as a senior professional in the field of work. Programmes at this level do not necessarily involve the completion of a research project or thesis, but if they do, it is less advanced, less independent or is undertaken with more guidance than those at ISCED level 7 or 8.

226. Entry into these programmes normally requires the successful completion of an ISCED level 3 or 4 programme with access to tertiary education. Entry may depend on subject choice and/or grades achieved at ISCED levels 3 and/or 4. Additionally, it may be required to take and succeed in entry examinations. Entry or transfer into ISCED level 6 is also sometimes possible after the successful completion of ISCED level 5. Upon completion of ISCED level 6 programmes, individuals may continue their education at ISCED level 7 (Master's or equivalent level), although not all ISCED level 6 programmes provide access to ISCED level 7. ISCED level 6 programmes do not usually give direct access to programmes at ISCED level 8 (doctoral or equivalent level).

227. Programmes classified at ISCED level 6 may be referred to in many ways, for example: Bachelor's programme, *licence*, or first university cycle. However, it is important to note that programmes with a similar name to 'bachelor' should only be included in ISCED level 6 if they satisfy the criteria described in Paragraph 228. For international comparability purposes the term 'Bachelor's or equivalent level' is used to label ISCED level 6.

B. Classification criteria

228. For the definition of Bachelor's or equivalent level, the following criteria are relevant:

Main criteria

a) Theoretically- and/or professionally-based content *(see Paragraph 224)*;

b) Entry requirements *(see Paragraph 226)*;

c) Minimum cumulative duration of (first degree) programme *(see Paragraph 229)*; and

d) Position in the national degree and qualification structure *(see Paragraph 230)*.

Subsidiary criteria

a) Staff qualifications *(see Paragraph 231)*; and

b) No direct access to ISCED level 8 programmes *(see Paragraph 226)*.

229. First degree programmes at this level typically have a duration of three to four years of full-time study at the tertiary level. For systems in which degrees are awarded by credit accumulation, a comparable amount of time and intensity would be required.

230. Programmes at this level typically lead to first degrees and equivalent qualifications in tertiary education (although individuals may have completed an ISCED level 5 qualification prior to enrolling in an ISCED level 6 programme). They may include practical components and/or involve periods of work experience as well as theoretically-based studies. Long first degrees of more than four years' duration are included at this level if equivalent to Bachelor's programmes in terms of complexity of content. In addition, programmes leading to a second or further degree may be included in ISCED level 6 if they are equivalent in complexity of content to programmes already classified at this level in the same education system *and* fulfil the other main criteria. Second or further degree programmes at this level are typically of one to two years' duration, often professionally-oriented offering more specialisation than the first degree, but do not include substantially more complex content. Programmes at ISCED level 6 do not necessarily require the preparation of a substantive thesis or dissertation.

231. Where appropriate, the requirement of ISCED level 8 qualifications for some of the teaching staff may be a good proxy criterion for education programmes at this level in education systems where such a requirement exists. This serves to distinguish ISCED level 5 programmes from ISCED level 6 programmes.

C. Programmes spanning ISCED levels

232. Not applicable.

D. Complementary dimensions

233. Two dimensions may be used to differentiate education programmes at ISCED level 6:

- Programme orientation *(see Paragraph 234)*; and
- Programme duration and position in the national degree and qualification structure *(see Paragraph 235)*.

Programme orientation

234. The following two orientation categories are available:

- Academic; and
- Professional.

Programme duration and position in the national degree and qualification structure

235. The following four sub-categories for programme duration and position in the national degree and qualification structure are defined for ISCED level 6:

- *Stage (or programme) within a first degree at Bachelor's or equivalent level* with a cumulative theoretical duration (at tertiary level) of less than three years, therefore insufficient for completion of ISCED level 6;
- *First degree programme at Bachelor's or equivalent level* with a cumulative theoretical duration (at tertiary level) of three to four years;
- *Long first degree programme at Bachelor's or equivalent level* with a cumulative theoretical duration (at tertiary level) of more than four years; and
- *Second or further degree programme at Bachelor's or equivalent level (following successful completion of a Bachelor's or equivalent programme).*

E. Other programmes included in ISCED level 6

236. This level includes adult or continuing education programmes equivalent in complexity of content to the education given in programmes already classified at this level.

F. Classification of education programmes at ISCED level 6

237. The use of two complementary dimensions allows for reporting using categories for orientation and sub-categories for programme duration/position in the national degree and qualification structure combined. The codes to be used for ISCED level 6 are provided in **Table 13**.

Table 13. Classification codes for education programmes at ISCED level 6 (ISCED-P)

Category (orientation)		Sub-category (duration/position)	Description
64	Bachelor's or equivalent level, academic	641	Insufficient for level completion
		645	First degree (3-4 years)
		646	Long first degree (more than 4 years)
		647	Second or further degree, following successful completion of a Bachelor's or equivalent programme
65	Bachelor's or equivalent level, professional	651	Insufficient for level completion
		655	First degree (3-4 years)
		656	Long first degree (more than 4 years)
		657	Second or further degree, following successful completion of a Bachelor's or equivalent programme
66	Bachelor's or equivalent level, orientation unspecified[1]	661	Insufficient for level completion
		665	First degree (3-4 years)
		666	Long first degree (more than 4 years)
		667	Second or further degree, following successful completion of a Bachelor's or equivalent programme

1. To be used at ISCED level 6 in the absence of internationally-agreed definitions for academic and professional orientations at the tertiary level.

G. Classification of educational attainment at ISCED level 6

238. For educational attainment, recognised intermediate qualifications from the successful completion of stages of programmes (prior to the first degree) which are insufficient for ISCED level 6 completion are classified at ISCED level 5. Participation without recognised successful completion in a first programme at ISCED level 6 is disregarded for the purposes of determining educational attainment levels.

239. Recognised intermediate qualifications from the successful completion of stages of a first programme at ISCED level 7 (at the Master's or equivalent level – either a long first degree, or a second degree following a Bachelor's programme) which are insufficient for ISCED level 7 completion are classified at ISCED level 6 for educational attainment.

240. The classification codes for educational attainment related to ISCED level 6 are shown in **Table 14**.

Table 14. Classification codes for educational attainment at ISCED level 6 (ISCED-A)

Category (orientation)		Sub-category	Description
54	Short-cycle tertiary general education	540	Not further defined
55	Short-cycle tertiary vocational education	550	Not further defined
56	Short-cycle tertiary education, orientation unspecified[2]	560	Not further defined[1]
64	Bachelor's or equivalent level, academic	640	Not further defined[3]
65	Bachelor's or equivalent level, professional	650	Not further defined[3]
66	Bachelor's or equivalent level, orientation unspecified[2]	660	Not further defined[3]

1. Recognised successful completion of a programme or a stage of a programme at Bachelor's or equivalent level insufficient for ISCED 6 level completion.
2. To be used at ISCED levels 6 and 7 in the absence of internationally-agreed definitions for academic and professional orientations at the tertiary level.
3. Including recognised successful completion of a programme at Bachelor's or equivalent level sufficient for ISCED 6 level completion or of a programme or a stage of a programme at Master's or equivalent level insufficient for ISCED 7 level completion.

2.CORRESPONDENCE BETWEEN ISCED 2011 AND ISCED 1997 LEVELS

274. This section describes the correspondence (or concordance) between levels in the ISCED 2011 classification and the earlier framework, ISCED 1997.

275. In ISCED 2011, level 0 covers early childhood education for all ages, including very young children. Programmes are sub-classified into two categories depending on the level of complexity of the educational content: early childhood educational development (code 010) and pre-primary education (code 020). Early childhood educational development programmes (code 010) are generally designed for children younger than 3 years. It is introduced as a new category in ISCED 2011 and is not covered by ISCED 1997. Pre-primary education (code 020) corresponds exactly to level 0 in ISCED 1997.

276. Level 1, primary education, in ISCED 2011 corresponds to level 1 in ISCED 1997.

277. ISCED 2011 levels 2 and 3, lower secondary and upper secondary education, correspond mainly to levels 2 and 3 in ISCED 1997. However, due to the clarification of criteria and subsidiary criteria, ISCED 2011 may be implemented differently than ISCED 1997 (i.e. with some programmes being classified at different levels than before). Such differences may affect time series data for some countries.

278. ISCED 2011 simplifies the complementary dimensions at ISCED levels 2 and 3 compared to 1997:

- Programme orientation in ISCED 2011 differentiates only between vocational programmes and general programmes. ISCED 1997 classified pre-vocational education separately. Such programmes do not provide labour market-relevant qualifications and are now mainly classified as general education;
- ISCED 2011 identifies only one group of programmes that provides access to higher ISCED levels. By comparison, ISCED 1997 differentiated access to education at higher ISCED levels in categories A and B, dependent on the type of subsequent education. The ISCED 2011 sub-category 'level completion with access to higher ISCED levels' corresponds to the combined categories A and B in ISCED 1997;

279. ISCED 2011 level 4, post-secondary non-tertiary education, corresponds largely to level 4 in ISCED 1997. However, programmes leading to a qualification equivalent to upper secondary general education are classified as level 3 in ISCED 2011, while they were often classified as level 4 in ISCED 1997. In addition, due to the clarification of criteria and subsidiary criteria, ISCED 2011 may be implemented differently than ISCED 1997. Such differences may affect time series data for some countries.

280. ISCED 2011 simplifies the orientation dimensions at ISCED level 4 as for levels 2 and 3 *(see Paragraphs 194, 153, 175)*. The ISCED 2011 sub-categories 'access to higher ISCED levels' and 'no access to higher ISCED levels' correspond to the destinations A and B, respectively, in ISCED 1997.

281. ISCED 2011 has four levels of tertiary education compared to two levels in ISCED 1997. Levels 5, 6 and 7 in ISCED 2011 together correspond to level 5 in ISCED 1997. Level 8 in ISCED 2011 corresponds to level 6 in ISCED 1997.

282. ISCED 2011 simplifies the complementary dimensions at the tertiary ISCED levels compared to 1997:

- At level 5 in ISCED 2011, vocational programmes are differentiated from general programmes at the second digit. In ISCED 1997, this differentiation did not exist. It will also be possible to distinguish between academic and professional orientations within ISCED 2011 levels 6 to 8 once internationally-agreed definitions have been developed.
- At levels 6 and 7 of ISCED 2011, the third digit of the classification distinguishes programmes according to duration and position in the national degree and qualification structure for the calculation of statistics such as entry and graduation rates. In ISCED 1997, programme orientation or 'type of programme' was used to sub-classify ISCED 5A into first degree programmes and second and further degree programmes (now corresponding to ISCED 2011 levels 6 and 7 combined). The third digit of the programme classification distinguishes between first degree and second or further degrees at both levels.

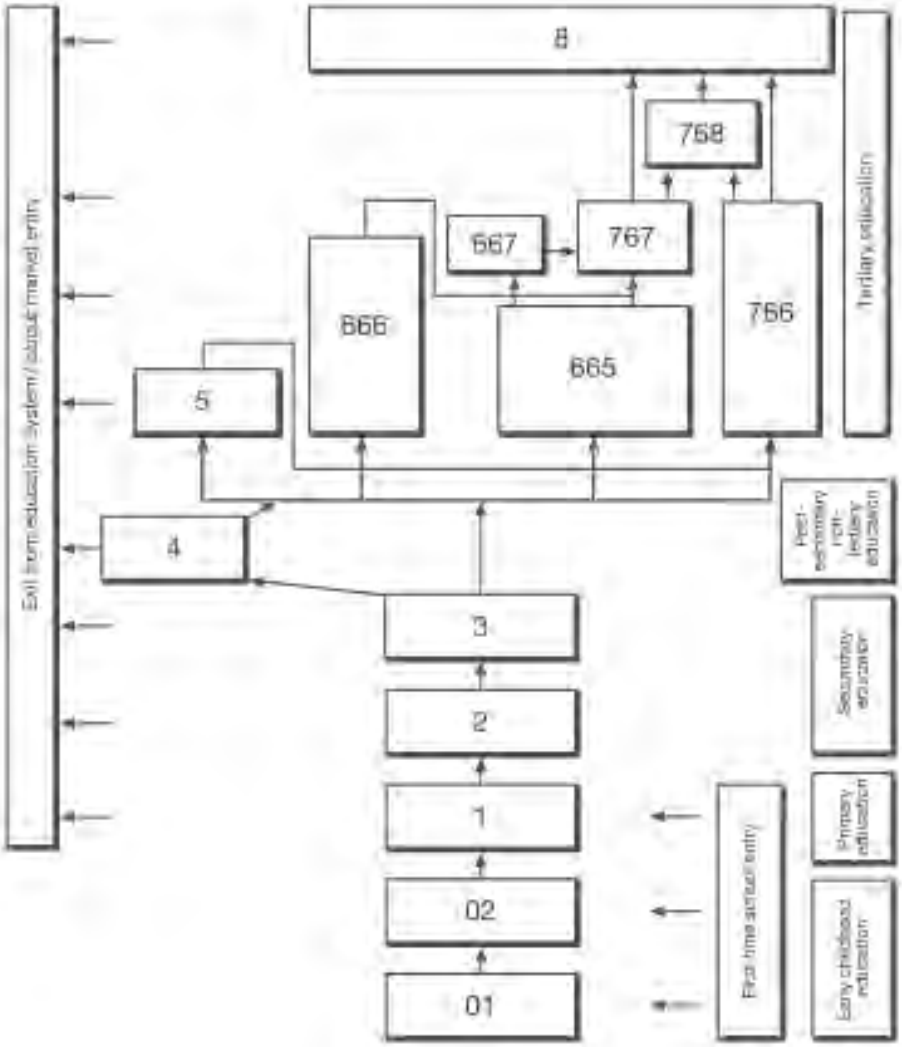
283. **Table 19** shows the correspondence (or concordance) between ISCED levels in the 2011 and 1997 versions.

Table 19. Correspondence between ISCED 2011 and ISCED 1997 levels

ISCED 2011	ISCED 1997
ISCED 01	–
ISCED 02	ISCED 0
ISCED level 1	ISCED level 1
ISCED level 2	ISCED level 2
ISCED level 3*	ISCED level 3
ISCED level 4*	ISCED level 4
ISCED level 5	ISCED level 5
ISCED level 6	
ISCED level 7	
ISCED level 8	ISCED level 6
* Content of category has been modified slightly.	

ANNEX I ISCED 2011 POTENTIAL EDUCATIONAL PATHWAYS

Figure 2. ISCED 2011 potential educational pathways



3.Draft(International Standard Classification of Education: Fields of Education and Training 2013 , http://www.uis.unesco.org/Education/Documents/ isced-fos-consultation -draft-2013-en.pdf,pp.11-13)

Table 1: Correspondence between ISCED Fields of Education and Training 2013 (ISCED-F) and ISCED 1997 Fields of Education

ISCED Fields of Education and Training 2013	ISCED 1997 (and 2011) Fields of Education
00 Generic programmes and qualifications	0 General programmes
001 Basic programmes & qualifications	01 Basic programmes
002 Literacy and numeracy	09 Literacy and numeracy
003 Personal skills	09 Personal development
01 Education	1 Education
011 Education	14 Teacher training and education science
02 Arts and humanities	2 Humanities and Arts
021 Arts	21 Arts
022 Humanities (except languages)	22 Humanities
023 Languages	
03 Social sciences, journalism and information	3 Social sciences, business and law (minus business and law)
031 Social and behavioural sciences	31 Social and behavioural science
032 Journalism and information	32 Journalism and information
04 Business, administration and law	3 Social sciences, business and law (minus social sciences)
041 Business and administration	34 Business and administration
042 Law	38 Law
05 Natural sciences, mathematics and statistics	4 Science (minus computing) plus natural parks and wildlife from 62 Agriculture, forestry and fishery
051 Biological and related sciences	42 Life sciences (only other allied sciences)
052 Environment	Part of 42 Life sciences (other allied sciences), part of 62 Agriculture, forestry and fishery (natural parks, wildlife)
053 Physical sciences	44 Physical sciences
054 Mathematics and statistics	46 Mathematics and statistics
06 Information and Communication Technologies	4 Science (Computing only)
061 Information & Communication Technologies	48 Computing
07 Engineering, manufacturing and construction	5 Engineering, manufacturing and construction (plus most of 85 Environmental protection)
071 Engineering and engineering trades	52 Engineering and engineering trades (plus most of 85 Environmental protection)
072 Manufacturing and processing	54 Manufacturing and processing
073 Architecture and construction	58 Architecture and building
08 Agriculture, forestry, fisheries and veterinary	6 Agriculture (minus nature parks and wildlife)
081 Agriculture	62 Agriculture, forestry and fishery (minus nature parks and wildlife)
082 Forestry	
083 Fisheries	
084 Veterinary	64 Veterinary
09 Health and welfare	7 Health and welfare
091 Health	72 Health
092 Welfare	76 Social services
10 Services	8 Services (minus most of 85 Environmental protection)
101 Personal services	81 Personal services
102 Safety services	Part of 85 Environmental protection (community sanitation and labour protection and security)
103 Security services	86 Security services

4. Relation to the International Standard Classification of Occupations (ISCO-08)

44. The International Standard Classification of Occupations (ISCO-08) is a system for classifying and aggregating occupational information obtained by means of population censuses and other statistical surveys, as well as from administrative records. Its main purposes are to provide a basis for the international reporting and comparison of information about jobs and occupations and to provide a model for the development of national and regional classifications. According to ISCO-08:

a. A job is defined as a set of tasks and duties performed or meant to be performed by one person, including for an employer or in self-employment.

b. An occupation is a set of jobs whose main tasks and duties are characterised by a high degree of similarity. A person may be associated with an occupation through their relationship to a past, present or future job.

45. ISCO-08 uses two basic criteria to arrange occupations into the major, sub-major, minor and unit groups of the ISCO classification structure: skill level and skill specialization.

a. Skill is defined as the ability to carry out the tasks and duties of a given job.

b. Skill level is a function of the complexity and range of the tasks and duties to be performed.

c. Skill specialization is considered in terms of the field of knowledge required, the tools and machinery used, the materials worked on or with and the kinds of goods and services produced.

46. The four broad skill levels of ISCO-08 are defined with reference to levels of education of ISCED 1997 and can be mapped to the levels of education of ISCED 2011. This does not, of course, imply that the skills necessary to perform the tasks and duties of a given job can only be acquired through formal education. The concept of skill specialization within ISCO-08 has some similarity with the fields of education and training within ISCED. However, ISCO-08 and ISCED classify different statistical units using different criteria. ISCED Fields of Education and Training classifies education programmes and qualifications based on their subject content whilst ISCO-08 classifies jobs based on the skill level and specialization required to perform them. There is therefore not always a direct correspondence between the occupational and field groups of the two classifications though links clearly exist.

5. Relation to the Fields of Science and Technology (FoS 2007) classification

47. The Fields of Science and Technology 2007 classify R&D (Research and experimental development) and is part of the OECD Frascati Manual. The Fields of Science and Technology (FoS) was last revised in 2007. The 2007 FoS revision is available as an electronic annex. FoS is a two-level hierarchical classification. It has six major fields:

1. Natural sciences
2. Engineering and technology
3. Medical and health sciences
4. Agricultural sciences
5. Social sciences
6. Humanities

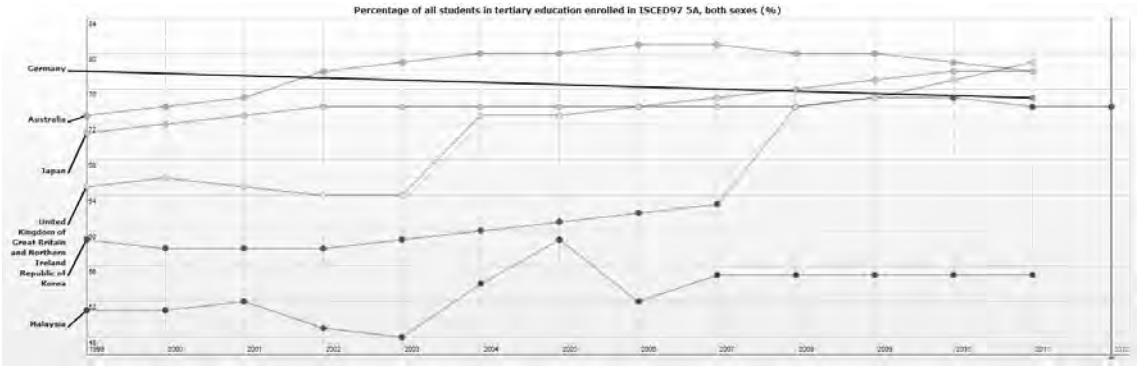
48. These six major fields are divided into approximately 40 second level fields.

49. The 2007 revision of the FoS was needed mainly due to emerging new fields like information and communications technology, biotechnology, nanotechnology and also the emergence of interdisciplinary sciences.

50. Both ISCO-08 and FoS 2007 have been used to identify new emerging fields to be considered for inclusion in ISCED-F.

51. The relevant parts of ISCED-F have also been compared with FoS in order to avoid unnecessary differences. However, it is recognised the FoS and ISCED-F have different purposes and it is not feasible to ensure a direct correspondence between the two classifications.

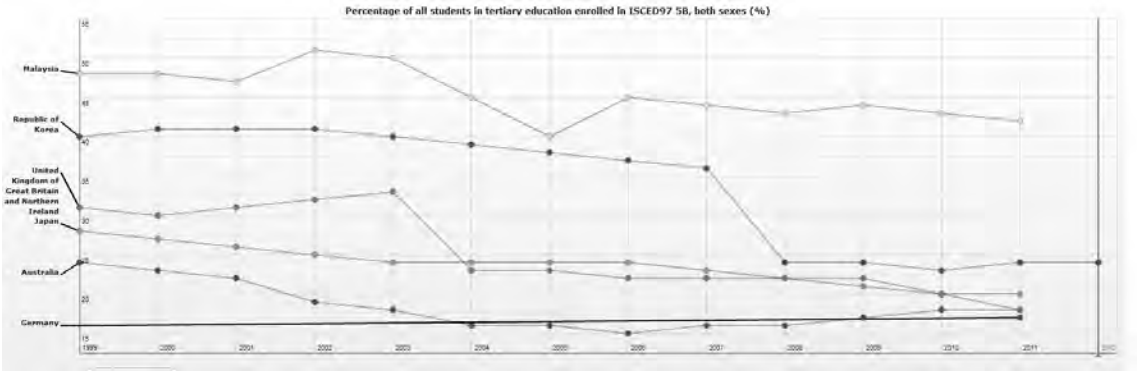
Ⅲ Comparison among countries on University and Non-University Institutions



	Tertiary-type 5A[1]												
	1995	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Australia	m	59	75	72	71	70	82	84	86	87	94	96	96
Germany	26	30	32	35	36	37	36	35	34	36	40	42	46
Japan	31	40	41	42	43	42	44	45	46	48	49	51	52
Korea	41	45	46	46	47	49	51	59	61	71	71	71	69
United Kingdom	m	47	46	48	48	52	51	57	55	57	61	63	64
OECD average	**39**	**48**	**49**	**51**	**53**	**53**	**54**	**55**	**55**	**55**	**58**	**61**	**60**
EU21 average	**35**	**46**	**47**	**49**	**50**	**52**	**53**	**54**	**54**	**54**	**56**	**59**	**59**

＊Malaysia:1999･2000→51,2001~2007→52,49,48,54,59,52、2008~2011→ 55

Trends in entry rates at tertiary level (1995-2011)



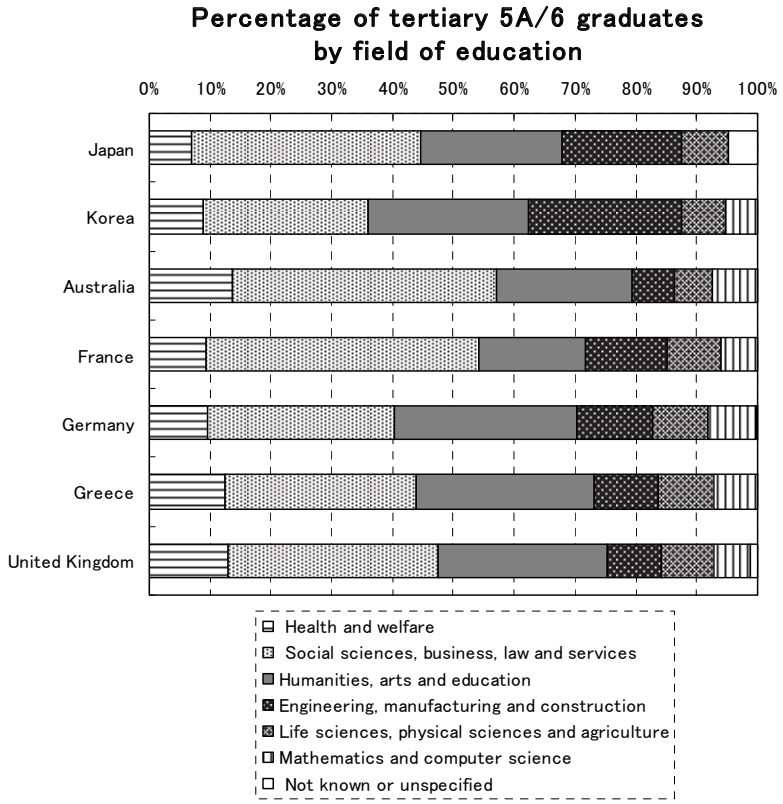
	Tertiary-type 5B												
	1995	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Australia	m	m	m	m	m	m	m	m	m	m	m	m	m
Germany	15	15	15	16	16	15	14	13	13	14	19	21	21
Japan	33	32	31	30	31	32	31	32	30	29	27	27	29
Korea	27	51	52	51	47	47	48	50	50	38	36	36	37
United Kingdom	m	29	30	27	30	28	28	29	30	30	31	26	23
OECD average	**17**	**16**	**16**	**16**	**16**	**15**	**18**	**19**	**19**	**17**	**18**	**18**	**19**
EU21 average	**11**	**11**	**13**	**12**	**12**	**12**	**16**	**16**	**15**	**14**	**14**	**15**	**15**

＊Malaysia:1999～2000→48、2001～2011→47,51,50,45,40,45,44,43,44,43,42

Trends in entry rates at tertiary level (1995-2011)

*Entry rates: Entry rates are expressed as net entry rates, which represent the proportion of people of a synthetic age-cohort who enter the tertiary level of education, irrespective of changes in the population sizes and of differences between OECD countries in the typical starting age of tertiary education. The net entry rate of a specific age is obtained by dividing the number of first-time entrants to each type of tertiary education of that age by the total population in the corresponding age group (multiplied by 100). The sum of net entry rates is calculated by adding the net entry rates for each single year of age. (From OECD Glossary (http://www.oecd.org/dataoecd/44/7/43642148.pdf))

[Field of Education]

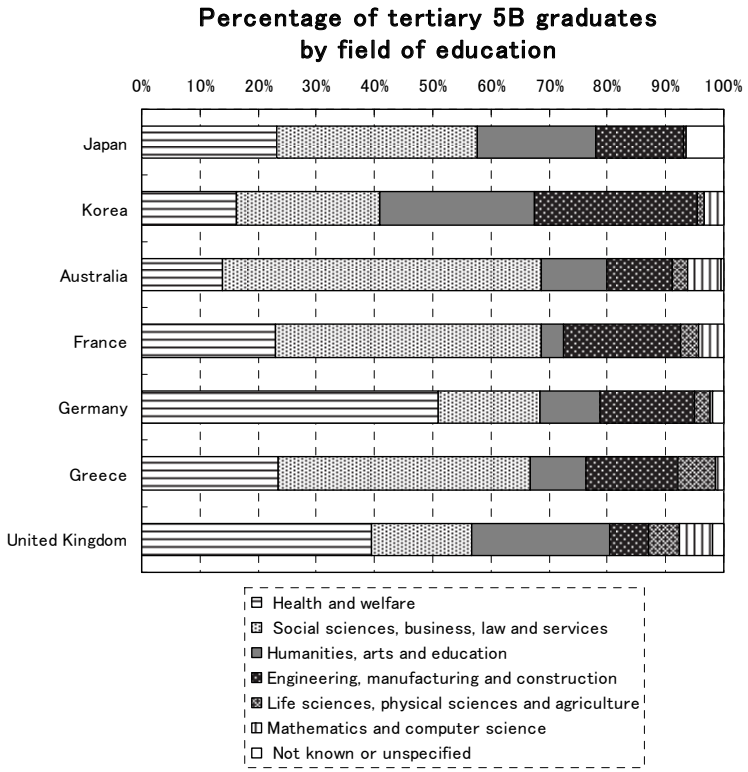


5A/6	Notes	Health and welfare	Social sciences, business, law and services	Humanities, arts and education	Engineering, manufacturing and construction	Life sciences, physical sciences and agriculture	Mathematics and computer science	Not known or unspecified
Japan		7.1	37.6	23.3	19.4	7.8	x(3)	4.8
Korea		8.8	27.2	26.4	25.0	7.2	5.4	n
Australia	1	13.6	43.4	22.3	7.0	6.2	7.4	n
France		9.4	44.7	17.7	13.4	8.8	6.0	n
Germany		9.6	30.8	29.9	12.4	9.2	8.0	0.2
Greece		12.4	31.5	29.4	10.5	9.1	7.1	n
United Kingdom		13.0	34.5	27.8	8.8	8.6	6.2	1.1
Netherlands		18.4	45.7	25.6	8.2	1.6	0.0	0.4
United States		10.3	45.4	28.2	6.1	6.4	3.6	n
OECD average		**13.5**	**36.9**	**25.0**	**12.1**	**7.1**	**5.2**	**0.7**
EU19 average		**14.6**	**35.6**	**24.5**	**12.8**	**7.2**	**5.1**	**0.5**

1. Year of reference 2006.
2. Advanced research programme graduates refer to 2006.
3. Includes only 5A programmes.

Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2009).*

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.



5B	Notes	Health and welfare	Social sciences, business, law and services	Humanities, arts and education	Engineering, manufacturing and construction	Life sciences, physical sciences and agriculture	Mathematics and computer science	Not known or unspecified
Japan		23.1	34.4	20.4	15.1	0.6	x(4)	6.4
Korea		16.2	24.8	26.6	27.9	1.3	3.3	n
Australia	1	13.9	54.9	11.1	11.3	2.7	5.8	0.4
France		22.9	45.8	3.7	20.1	3.2	4.3	n
Germany		51.0	17.5	10.3	16.2	2.8	0.5	1.8
Greece		23.4	43.3	9.6	15.9	6.4	1.4	n
United Kingdom		39.5	17.3	23.5	6.8	5.1	5.9	1.8
Netherlands		n	n	n	n	n	n	n
United States		35.3	40.8	3.2	12.0	2.2	6.5	n
OECD average		**15.8**	**35.9**	**23.9**	**12.9**	**3.0**	**3.9**	**1.3**
EU19 average		**16.7**	**33.9**	**24.9**	**11.3**	**3.5**	**2.7**	**1.6**

1. Year of reference 2006.
2. Advanced research programme graduates refer to 2006.
3. Includes only 5A programmes.

Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2009).*

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.

IVSchool System

1.Japan:structure of the education system

The modern school system of Japan began from the promulgation of the school system in 1872.

The Fundamental Law of Education and the School Education Law were enacted in 1947 and the 6-3-3-4-year system of school education was established aiming at realizing the principle of equal opportunity for education.

Upper secondary schools were first established in 1948, offering full-time and part-time courses, and in 1961 correspondence courses were added to the system.

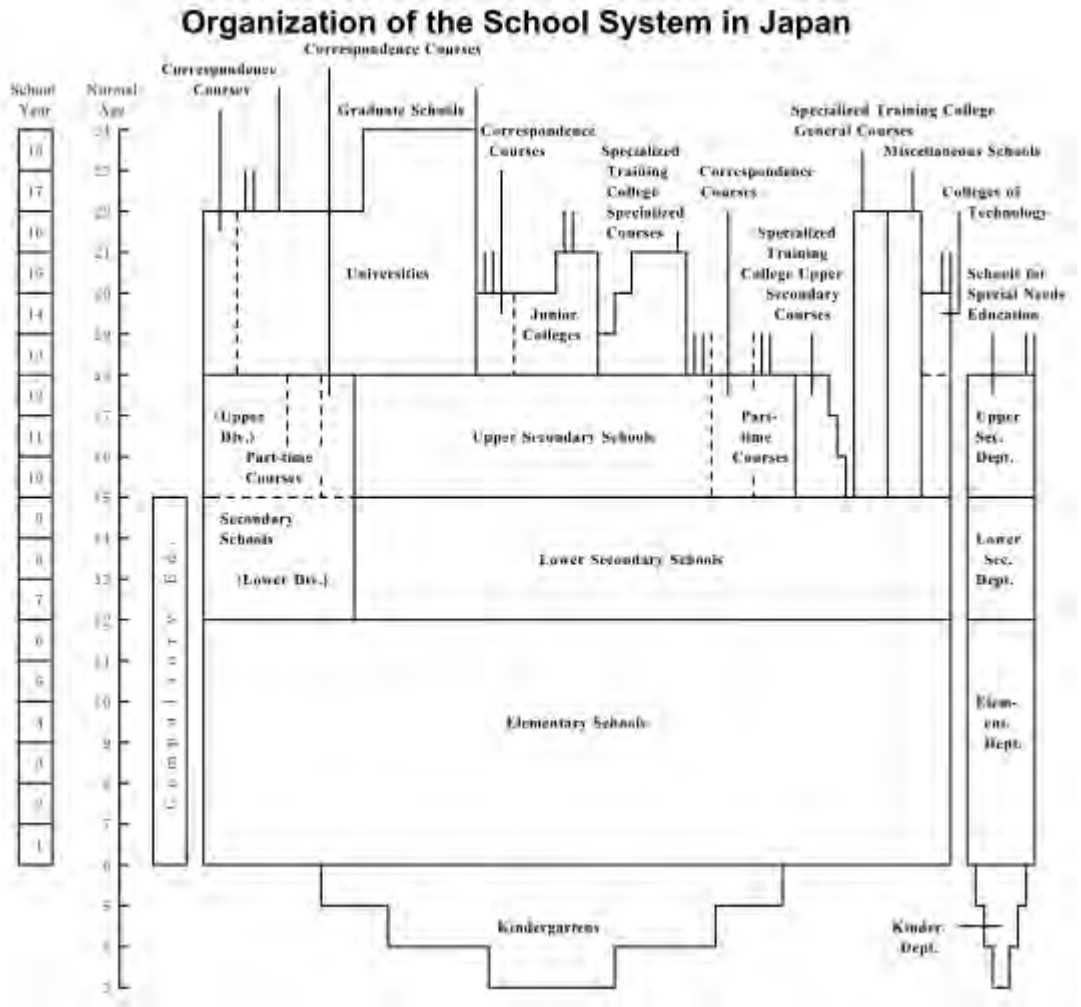
The new system for universities began in 1949. The junior college system was established on a provisional basis in 1950 and on a permanent basis in 1964, following an amendment to the School Education Law.

Colleges of technology were initiated as an educational institution in 1962 to provide lower secondary school graduates with a five-year consistent education (five-and-a-half years in the case of mercantile marine studies).

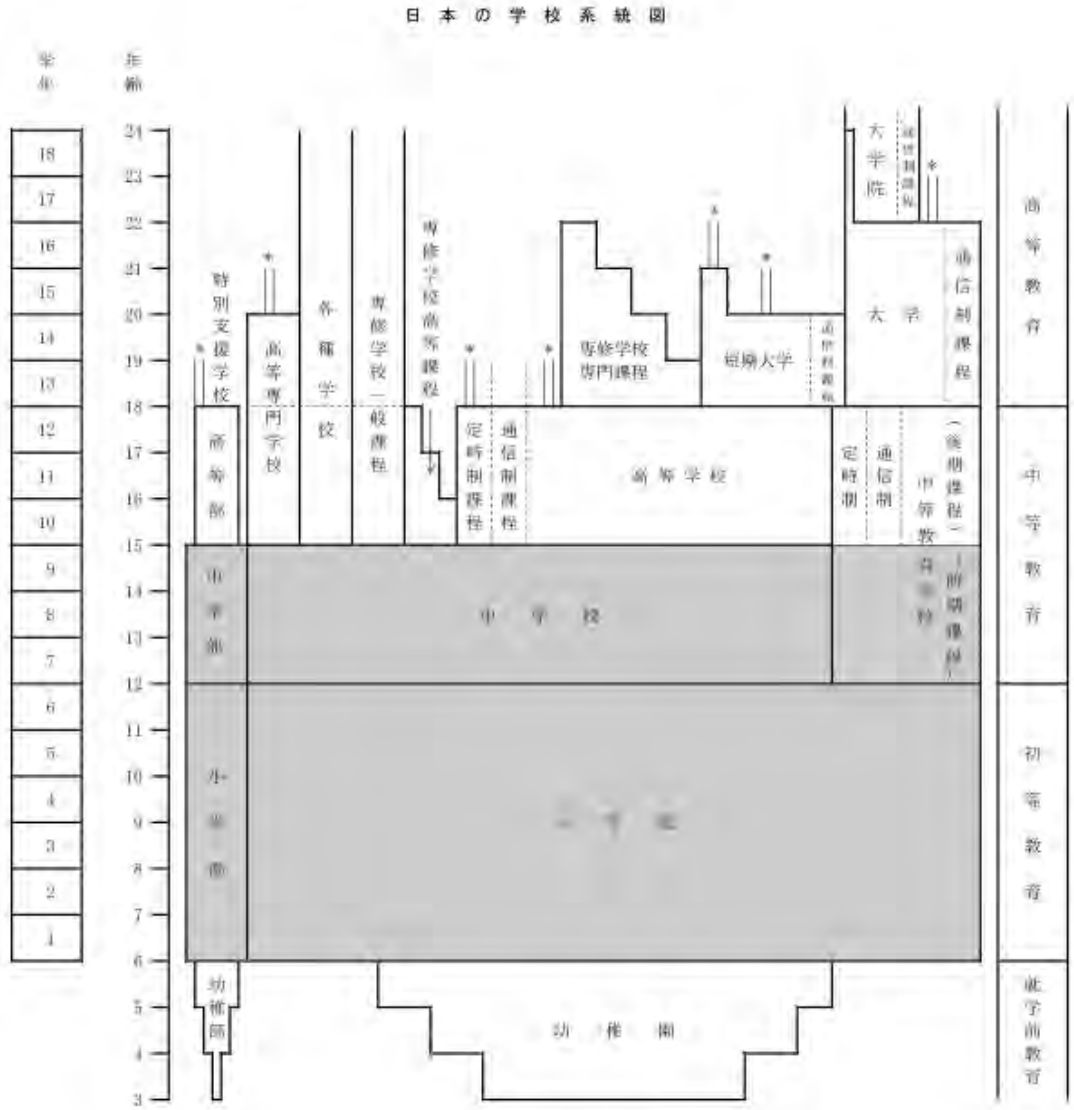
At first, special schools were established separately by types of disabilities, such as Schools for the Blind, for the Deaf, for the Intellectually Disabled, the Physically Disabled and the Health Impaired. Recently, in order to cope with children with multiple disabilities, the School Education Law was partially amended and the former school system was turned into "Schools for Special Needs Education" system that can accept several types of disabilities, which was enacted in FY2007.

In addition, there are kindergartens for pre-school children, and specialized training colleges and other miscellaneous vocational schools, which are offering technical courses or those for various practical purposes.

Also, pursuant to the amendments to the School Education Law and other legislation in June 1998, the six-year secondary school can be established to enable consistent education covering teachings at both lower and upper secondary schools from FY1999.

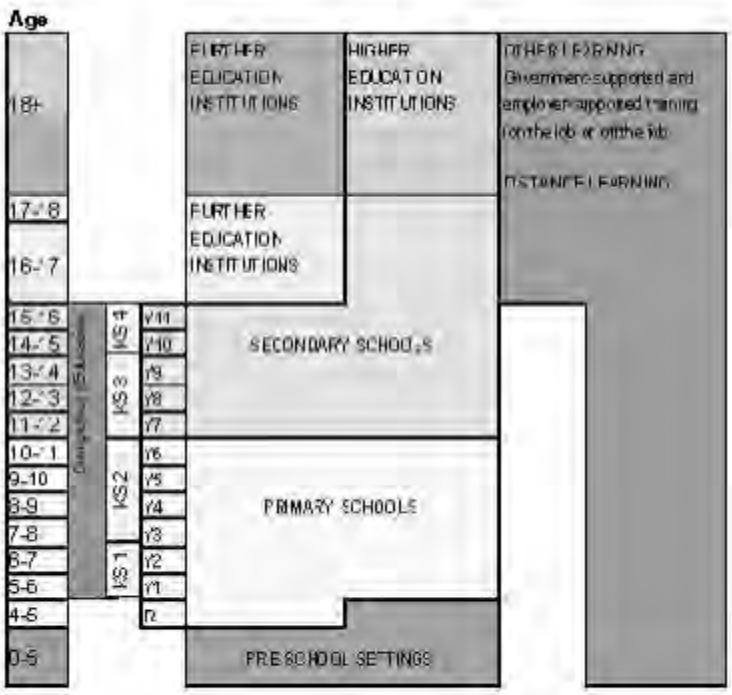


http://www.mext.go.jp/english/highered/__icsFiles/afieldfile/2012/06/19/1302653_1.pdf



文部科学省（2013）「教育指標の国際比較（平成 25 年度版）」,pp.63
http://www.mext.go.jp/b_menu/toukei/data/kokusai/__icsFiles/afieldfile/2013/04/10/1332512_04.pdf

2. United Kingdom: Structure of the education system



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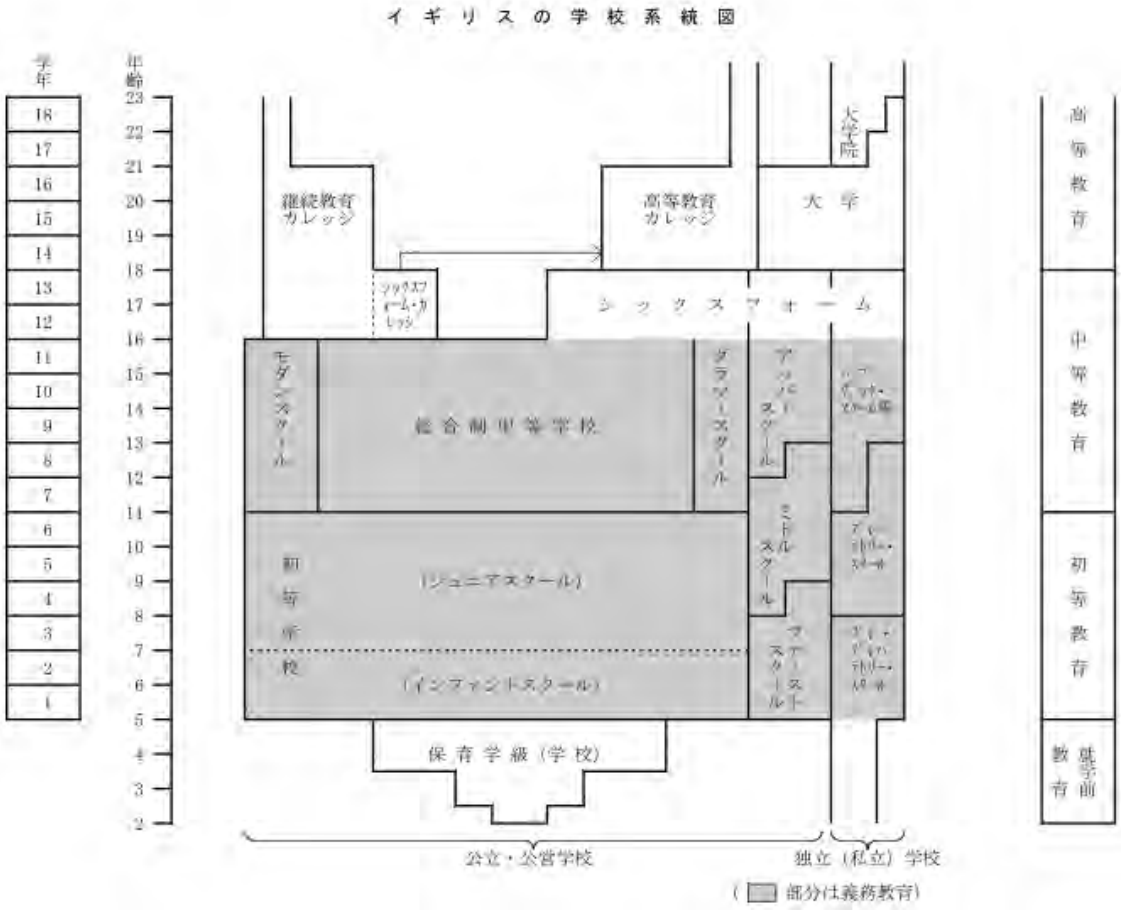
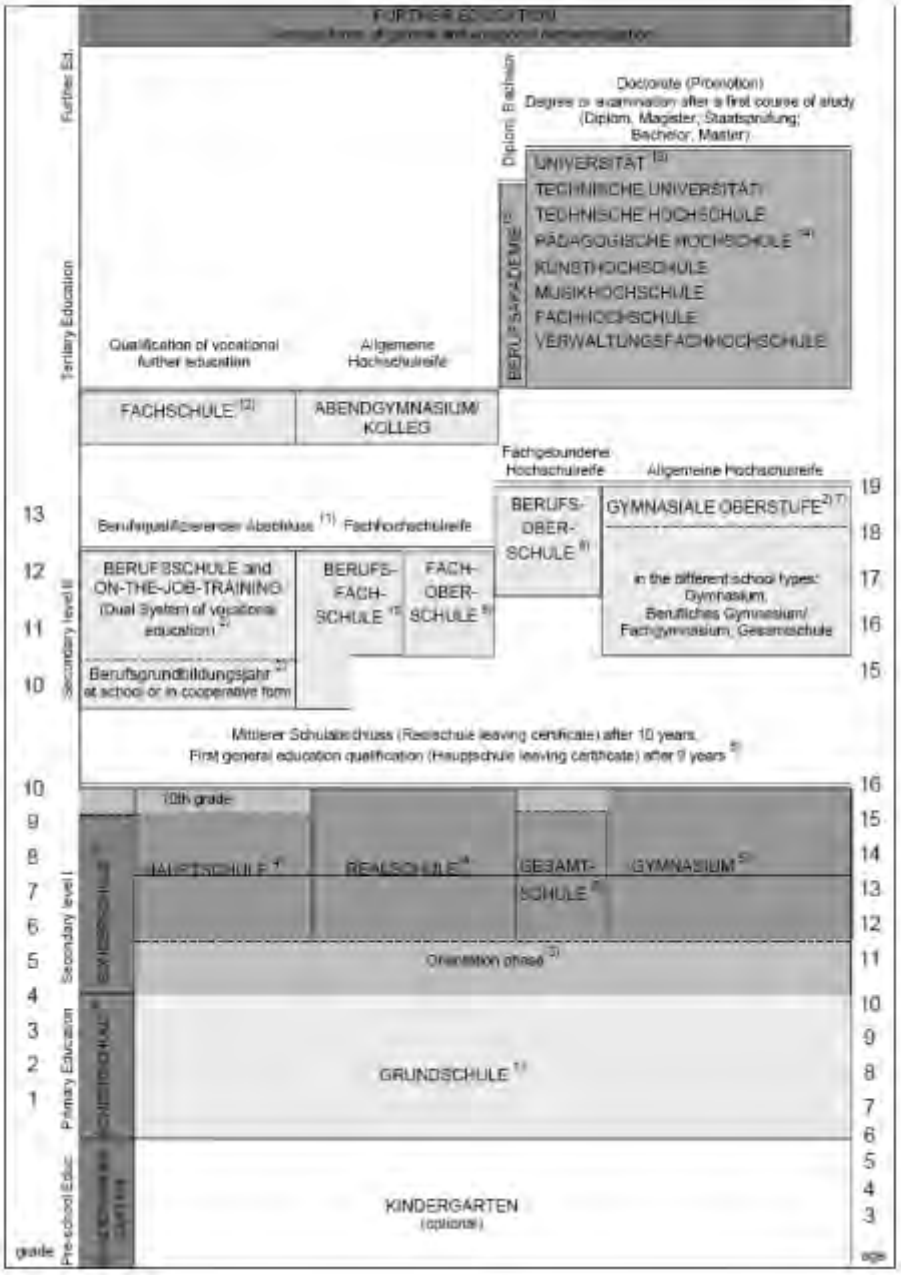


文部科学省（2013）「教育指標の国際比較（平成 25 年度版）」,pp.67
http://www.mext.go.jp/b_menu/toukei/data/kokusai/__icsFiles/afieldfile/2013/04/10/1332512_04.pdf

3.Germany: structure of the education system



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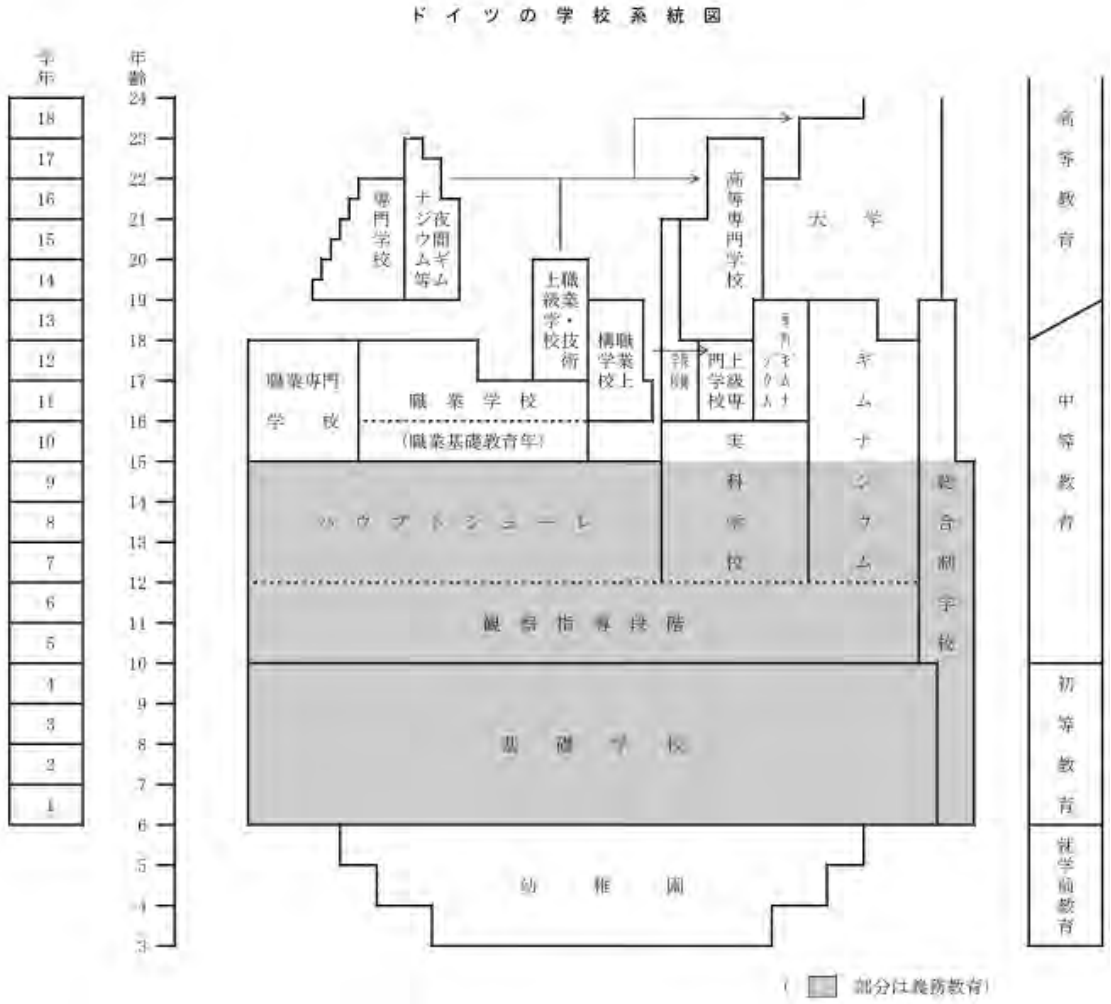

文部科学省（2013）「教育指標の国際比較（平成 25 年度版）」,pp.71
http://www.mext.go.jp/b_menu/toukei/data/kokusai/__icsFiles/afieldfile/2013/04/10/1332512_04.pdf

4.Republic of Korea: structure of the education system

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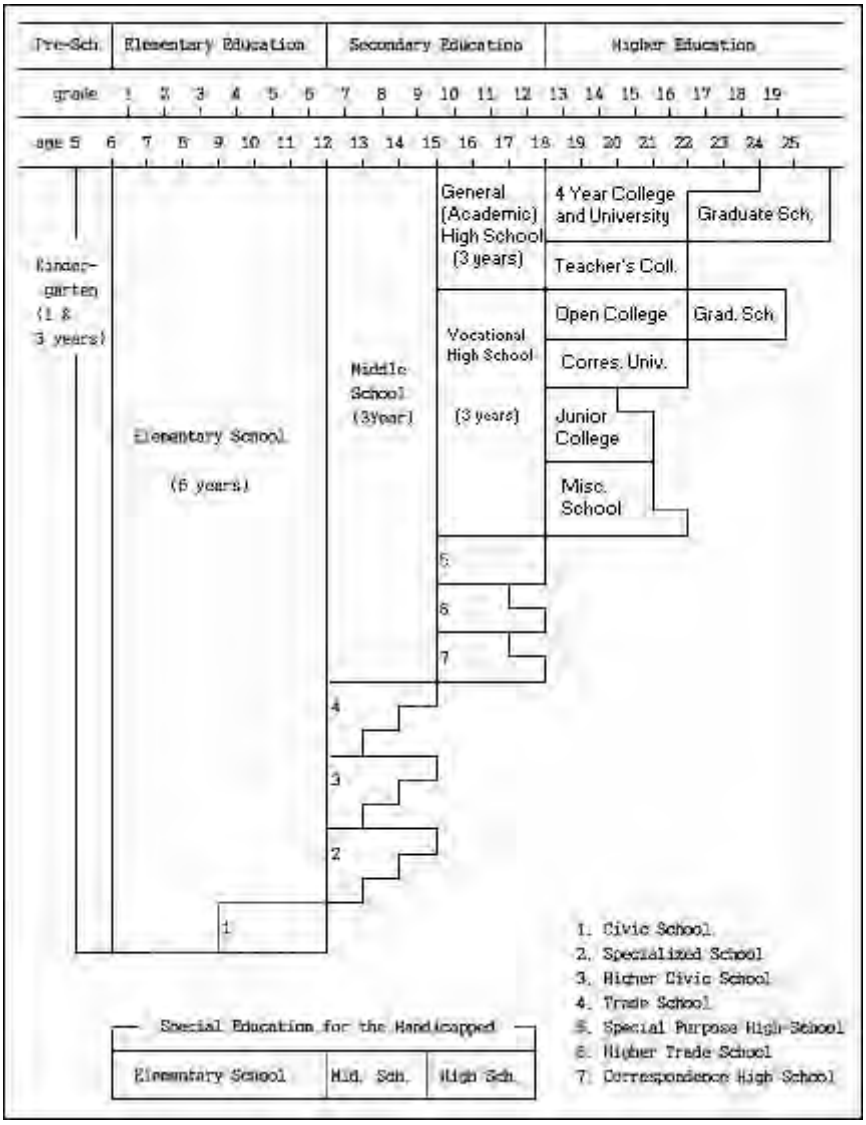

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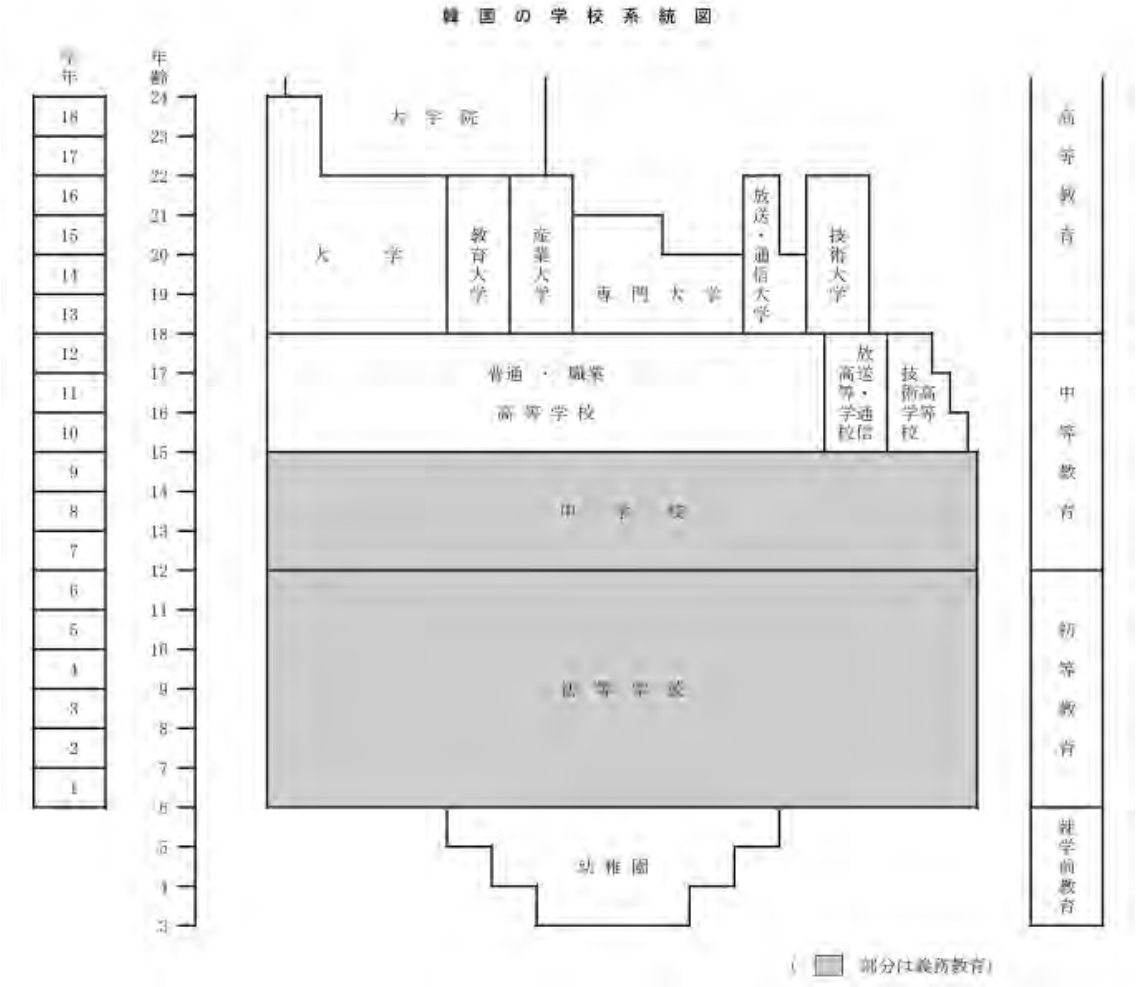
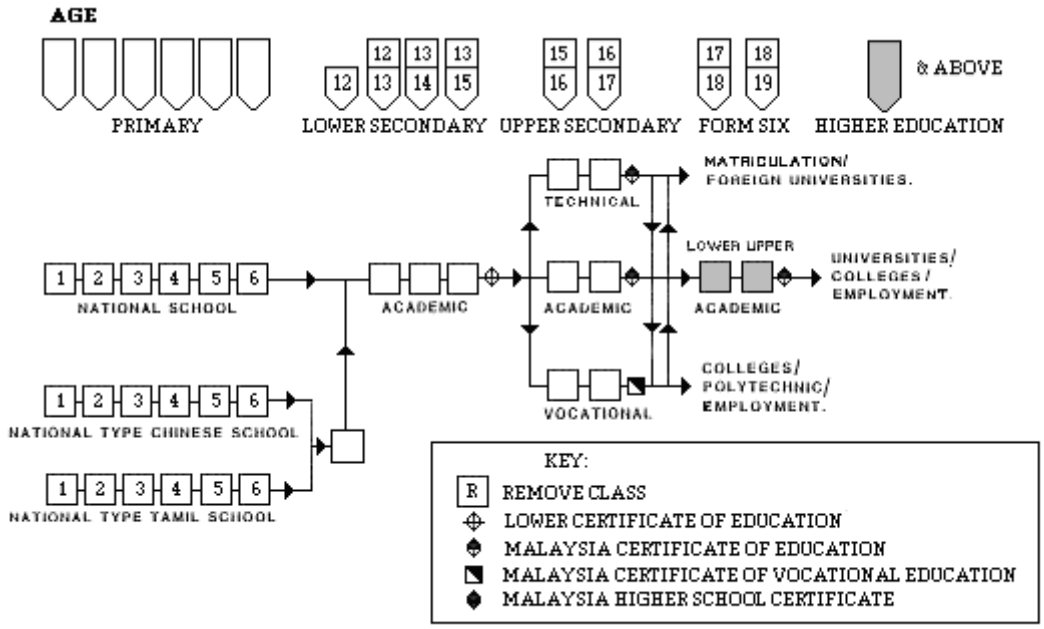


文部科学省（2013）「教育指標の国際比較（平成 25 年度版）」,pp.77
http://www.mext.go.jp/b_menu/toukei/data/kokusai/__icsFiles/afieldfile/2013/04/10/1332512_04.pdf

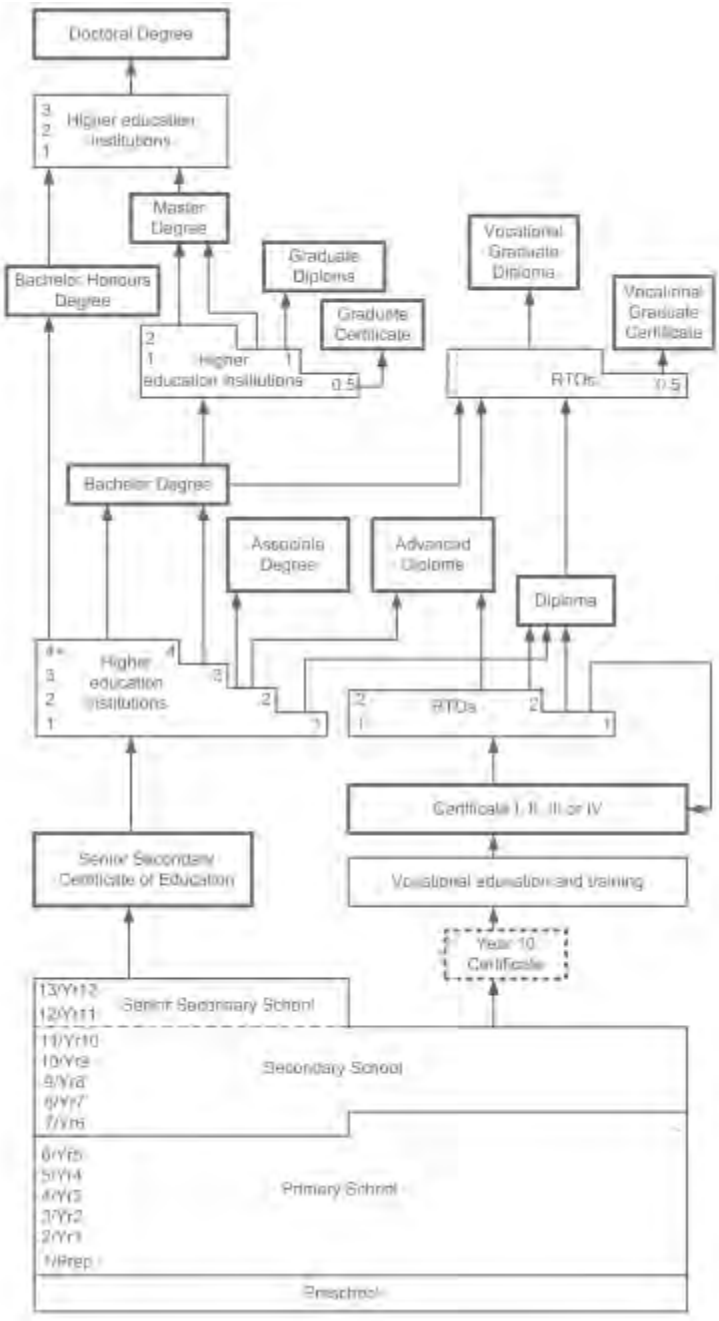
5.Malaysia: structure of the education system



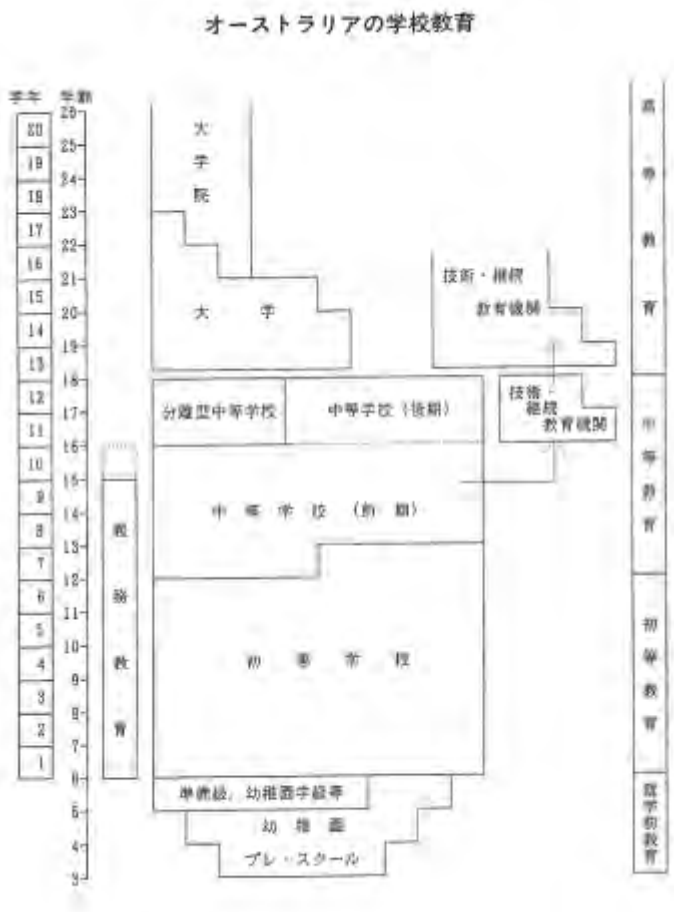
http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Malaysia.pdf

文部科学省編(1996)『諸外国の学校教育』pp.71

6:Australia: structure of the education system



「Country Education Profiles Australia」
https://aei.gov.au/Services-And-Resources/Services/Country-Education-Profiles/About-CEP/Documents/Australia.pdf



文部科学省編(1996)『諸外国の学校教育』pp.184

文部科学省委託「平成２５年度 成長分野等における中核的専門人材養成の戦略的推進事業」

国際ワークショップ

第三段階教育における質保証と学位・資格枠組み

ーガラパゴス化とグローバリゼーションー

Japanese Mode of Tertiary Education and Globalisation
- Qualifications Framework and Quality Assurance-

九州大学
KYUSHU UNIVERSITY

日時 2014/2/21 FRI ～23 SUN

場所 TKP 天神シティセンターアネックス
（福岡市中央区天神：福岡平和ビル 6F）

入場無料
定員 90 名

プログラム概要（日英同時通訳付き）

講演者　2014/2/21（金）~23（日）

合田 隆史氏（国立教育政策研究所）
Ulrich Teichler 教授（独・カッセル大学）
David Raffe 教授（英・エディンバラ大学）
Isabelle Le Mouillour 氏（独・連邦職業教育訓練研究所）
Ron Mazzachi 氏（豪・AOQ 全国審議会）
Abdul Rahman Ayub 氏（馬・文部省）
Dong-Im Lee 氏（韓・職業教育訓練研究所）
大谷 圭介氏（文部科学省）
吉本 圭一教授（九州大学）ほか

分科会テーマ　2014/2/22（土）のみ

・学位・資格枠組み
・非大学型職業教育の質保証
・職域プロジェクト：
　領域別のモジュール型教育プログラム
　1）ホスピタリティ（食と観光）
　2）介護・福祉
　3）経営・ビジネス

主　催

九州大学人間環境学研究院

お申込み・お問合せ先

九州大学人間環境学研究院教育社会学研究室内
「成長分野等における中核的専門人材養成の戦略的推進事業」（EQGC 研）事務局
e-mail :eq.gc2013@gmail.com
Tel/Fax:092-642-4165

後　援

日本高等教育学会、日本教育社会学会、日本インターンシップ学会、日本キャリア教育学会、日本産業教育学会、日本私立短期大学協会、短期大学コンソーシアム九州、一般財団法人職業教育・キャリア教育財団、全国専修学校各種学校総連合会

国際ワークショップ

「第三段階教育における質保証と学位･資格枠組み －ガラパゴス化とグローバリゼーション－」のご案内

産業・社会構造の変化やグローバル化の進展とともに、教育と労働・経済界との対話にもとづく新たな職業教育の開発と、生涯学習社会に向けてその体系化が多くの国々で重要な政策的な課題とされてきています。

本ワークショップは、第三段階教育における、国際的な通用性と日本的な卓越性をあわせ持つ職業教育プログラムの開発とその促進のための仕組みづくり、特に国際的に広がる学位・資格枠組みと質保証の在り方の検討に向けて、国内外の研究者、政策関係者・実践者、産業界から多数のゲストを招き、多彩な議論をすすめていきます。

今日の日本では、普通教育中心に第三段階教育までの教育制度が普及しており、職業準備教育は、一部の学校種や学科等のみが担い、その重要性について十分な社会的認知がなされないままできました。これは、社会の側の学校教育への期待を反映したものでもあるのですが、いわゆる日本的経営のもとで、学校修了者に対して、高いレベルの即戦力となるための専門的職業的な「知識･技能」を要求してきませんでした。将来的なキャリアを視野に「訓練可能性」が重視される結果、学校を修了する若者には、むしろ組織人としての「態度」に焦点があてられ、職業教育においても「しつけ」が重視される、日本的な職業教育が発達しています。

そこで、本ワークショップでは「ガラパゴス化とグローバリゼーション」と題する日本語テーマを掲げています。これは、そうした日本的な第三段階教育の発達のもとで、如何にしてグローバルな経済社会環境に対応する中核的な専門人材を育成していくのか、また日本的な職業教育の固有性を踏まえ、それをいかにグローバルに通用するものに展開させていくのかを考えるという課題を表したものです。

このワークショップの一方の焦点は、現場密着の個別専門領域に焦点化したプログラム開発です。特に、リカレントな学習を通してそうした人材を養成するための、またそのための「単位積み上げのモジュール型」の学習モデルを検討していきます。領域としてはホスピタリティ（食・調理と観光)、介護・福祉、経営・ビジネスを取りあげます。これらは日本的教育の強みでありながら、国内的・国際的な可視性が課題となっている領域です。

もう一方の焦点は、現場から離れ、分野横断的に俯瞰し、また国際的な政策動向を視野に入れた中長期的な政策科学的な検討です。今日「職業実践的な教育に特化した枠組み」が政策課題として提起されていますが、職業教育の質を向上させ、また社会的にその質を保証していくための仕組みづくりを検討していきます。ここでは国際的に注目されている「学位・資格枠組み」の導入・発展の動向に注目します。

なお、本ワークショップは、文部科学省「平成25年度成長分野等における中核的専門人材養成の戦略的推進事業」において、九州大学が受託している「グローバルな中核的専門人材養成」事業の初年度の取組を踏まえ、これからの事業課題、教育機関や文教政策等の方向性を検討していくものです。現場密着型議論から成層圏議論まで広く展開していきます。皆さまの活発な議論へのご参加を楽しみにしております。

2014年２月

九州大学「中核的専門人材育成のためのグローバルコンソーシアム」

代表　**吉本　圭一**

In response to the change of industrial and social structures and the growing needs for globalisation, it has become a crucial issue in policy-making in many countries to develop a new standard of vocational education through interaction among educational, labour and economical sectors as well as to systemise such education suited for life-long learning society.

In this Workshop, through versatile debates among participants from wide scope of fields, encompassing researchers, policy makers, practitioners, industrial stake holders and other distinguished guests both from within Japan and overseas, we aim to first visualise the optimum form of vocational program in tertiary education in Japan, which could combine international adaptability and excellence in Japanese quality, and then to pave a way to further develop such program, learning from the preceding models of qualifications frameworks and quality assurance in various countries.

In today's Japan, the importance of vocation-oriented education, which has been undertaken mainly by particular institutional sectors and educational courses, has not been recognised as much as that of general, liberal and scholastic education at the tertiary level.

Naturally reflecting the expectations from the society toward school education, under so called Japanese style of management characterised by long-term employment and in-firm on the job training, Japanese educational sectors do not always aim to produce industry-ready human resources with highly competent specialized knowledge and skills, who can be put in practice right after graduation. As a unique tendency, Japanese-styled education is often designed to foster 'trainability' apt for future long career, where even vocational education institutionss would focus on "discipline" the students rather than teaching skills, and the students would be expected to acquire certain "attitudes as an organization man".

By choosing the terms "Galapagosisation* and Globalisation" as the Japanese theme, we meant to address in this Workshop the challenges we face in fostering middle-level professionals into globally-competent human resources apt for the current economic and social environment, as well as in leading such specifically developed Japanese tertiary education system more to the direction of international transparency.

One focus of this Workshop would be on developing more practically and specifically designed education and training programs to foster personnel with capacity of individual field of business. Precisely, we would discuss the potential of credit-accumulation system in modules-learning models, suitable for such personnel especially in recurrent education. In this context, we will cover three particular fields such as 1) hospitality (culinary, food and tourism), 2) long-term care and welfare, and 3) business and management. These are the fields where above-mentioned Japanese-styled education is especially capitalising, while still having a room for improvement in compatibility and social recognition both domestically and internationally.

The other focus would be rather on cross-sectional, political and scientific discussions than industry-based practical approach, taking account of the international policy-making trends.

It is one of the Japanese Government's current policy concerns to develop a framework tailored for practically excellent vocational education. This workshop is intended to serve this cause by speculating on the optimum framework which enables improvement of vocational education and socially systemized quality assurance, through learning from the examples of national qualifications frameworks, which are gathering growing international attention, adopted and developed in various countries.

This Workshop will be held as a summary of the researches conducted under Kyushu University's program "Global Approaches on Vocational Education of Middle-Level Professionals", which is commissioned by MEXT as part of its project "FY2013 Strategic Promotional Program for Cultivation of Middle Level Professionals in Targeted Growth Fields". We aim to identify the next-step issues of the project, to find the right direction of educational sector's development, and to set the threshold for the Government's future educational policy. A whole range of discussions from down-to-earth practical matters to stratospheric perspectives is expected to take place. We welcome your input and active participation. Thank you.

国際ワークショップ

『第三段階教育における質保証と学位・資格枠組み ―ガラパゴス化とグローバリゼーション―』

日時：2014年2月21日（金）～2月23日（日）
会場：TKP天神シティセンターアネックス
参加：一般公開
言語：日本語・英語（第1、第2、第3A、第4A、第5、第6セッションは同時通訳付き 他は逐次通訳付き）

▶第1日目　2014年2月21日（金）9:30 ～17:30　（一般公開　9:30～12:20）

9:30–9:50	開会 来賓挨拶・参加者紹介	吉本　圭一	九州大学・主幹教授
9:50–10:20	導入	吉本　圭一	九州大学・主幹教授
10:20–12:20	**第1セッション：第三段階教育における地域・産業・職業と対話する教育の在り方を巡って**		
	基調講演①成長分野等における日本の職業教育と中核的専門人材養成	合田　隆史	国立教育政策研究所・フェロー
	基調講演②第三段階教育の発展と機能的分化	ウルリッヒ タイヒラー	独・カッセル大学国際高等教育研究センター・教授
	コーディネータ	藤墳　智一	宮崎大学・准教授

クローズドセッション

12:20–13:30	昼食		
14:00–15:30	訪問①香蘭女子短期大学	坂根　康秀	香蘭女子短期大学・学長
16:00–17:30	訪問②中村調理製菓専門学校	中村　　哲	中村調理製菓専門学校・校長

*プログラムは、都合により変更する可能性がありますので、あらかじめご了承ください。

香蘭女子短期大学

香蘭女子短期大学は昭和33年に開学し、ファッション総合学科および日本初となるライフプランニング総合学科を中心に文部科学省の大学教育改革支援プログラムの指定を受けており、積極的に特色ある教育を行っている。また、その教育内容や学生支援、進路支援体制、さらには社会的活動について、他の短期大学の模範となるべきものとして第三者評価適格認定を受けている。

Established in 1958, Koran Women's Junior College is accredited by the MEXT Program for Enhancing Innovation of Higher Education particularly for its Department of Comprehensive Studies for Fashion and the Japan's first-of-the-kind Department of Comprehensive Studies for Life Planning. For its curriculum, student support, career guidance and social activities, the College was accredited by Japan Association for College Accreditation.

Prof. Ulrich Teichler
ウルリッヒ・タイヒラー

Proffessor／教授
International Centre for Higher Education Research, University of Kassel／
カッセル大学国際高等教育研究センター
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デイビッド・レイフ

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イザベル・ル・ムイユール

Head of Unit／本部長
Basic Issues of Internationalization / Monitoring of Vocational Education and Training (BIBB)／
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Ms. Ann Doolette
アン・ドーレット

Executive Head of National Agency／
審議会事務局長
(Former) Australian Qualifications Framework Council／
（前）豪州資格枠組審議会
Australia／オーストラリア

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トン・イン・リー

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Mr. Mohamad Dzafir Mustafa
モハマド・ジャファ・ムスタファ

Director／局長
MQA Training Center／
マレーシア資格機構
Malaysia／マレーシア

International Workshop

Japanese Mode of Tertiary Education and Globalization - Qualifications Framework and Quality Assurance –

Dates: From February 21 (Fri) to 23 (Sun)
Venue: TKP Tenjin City Center Annex (Tenjin, Fukuoka city)
Style: Open to Public *except for the closed sessions
Interpretation: Japanese/English Simultaneous interpretation for the session I, II, III-A, IV-A, V and VI / Consecutive interpretation for other sessions

▶DAY 1 9:30 -17:30 Feb. 21 (Fri), 2014 (Open to public 9:30-12:20)

9:30-9:50	**Opening Remarks** Introduction of Guest Speakers	Keiichi Yoshimoto	Distinguished Professor, Kyushu University
9:50-10:20	Introduction	Keiichi Yoshimoto	Distinguished Professor, Kyushu University
10:20-12:20	**Session I: Ideal Education Through Dialogue Among Regions, Industries and Occupations in Tertiary Education**		
	Japanese Vocational Education of Middle-Level Professionals in Targeted Growth Fields	Takafumi Goda	Fellow, National Institute for Educational Policy Research
	The Development of Tertiary Education in the Framework of Functional Differentiation	Ulrich Teichler	Professor, International Centre for Higher Education Research, University of Kassel, Germany
	Coordinator	Tomokazu Fujitsuka	Associate Professor, University of Miyazaki

closed session

12:20-13:30	Lunch		
14:00-15:30	Tour1 Koran Women's Junior College	Yasuhide Sakane	President, Koran Women's Junior College
16:00-17:30	Tour2 Nakamura Culinary School	Tetsu Nakamura	Principal, Nakamura Culinary School

*The contents of this program is subject to change.

中村調理製菓専門学校

中村調理製菓専門学校は、1949 年に開校し、60 年以上の歴史を持つ調理・製菓・製パンの専門学校。過去 10,000 名以上にのぼる卒業生は、有名ホテルや一流店など国内外で活躍中である。留学生の受け入れのほか、韓国・ソウルに分校（中村アカデミー）を運営するなど、グローバル化を視野に入れた海外との交流や人材育成を積極的に行っている。

Nakamura Culinary School, established in 1949, has a history of over 60 years in Culinary, Pastry and Bread-baking Education. Over 10,000 graduates have pursued their career in 5 star hotels and top-rate restaurants both in and out of Japan. The School is highly reputed for its active global schemes, receiving many foreign students and having an extension school (Nakamura Academy) in Seoul, Korea.

Mr. Ahmad Supawi Osman
スパウィ・オスマン

Principal Assistant Director／主席副部長
National Dual Training System, Department of Skills Development, Ministry of Human Resource／マレーシア人的資源省 技術開発局 デュアル技能訓練部
Malaysia／マレーシア

Mr. Ron Mazzachi
ロン・マザキ

Chairman／代表
Ausutralian Organizaion for Quality／オーストラリア質保証機構
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Dr. Abdul Rahman Ayub
アブドゥル・ラーマン

Deputy Director／副局長
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Dr. Roh, Kyung-Ran
ノ・キョンラン

Assistant Professor／助教授
Sungshin University／誠信女子大学
Korea／韓国

▶第2日目　2014年2月22日(土)9:30～17:30

9:30–10:30	**第2セッション：国際比較からみた学位・資格枠組み**		
	基調講演③国家資格枠組みの導入―国際的経験に起因して生じる概念や問題	デイビッド・レイフ	エジンバラ大学・教授
	コメンテータ　資格枠組み(オーストラリア)モデルと日本的可能性	杉本　和弘	東北大学・高等教育開発センター・准教授
	コーディネータ	稲永　由紀	筑波大学・大学研究センター・講師

10:30–10:45	休憩		

10:45–12:45	**第3セッションA 学位・資格枠組み**	**第3セッションB 職域プロジェクト①ホスピタリティ(食と観光)**	**第3セッションC 職域プロジェクト②介護・福祉**
	報告　イザベル・ル・ムイユール(独・連邦職業教育訓練研究所)	報告　スパウィ・オスマン(馬・人的資源省)	報告　安立　清史(九州大学)
	アン・ドーレット(豪・前AQF審議会)	武藤　俊史(中央カレッジグループ)	清崎　昭紀(学校法人麻生塾)
	トン・イン・リー(韓・職業教育訓練研究所)	佐藤　快信(長崎ウエスレヤン大学)	ロン・マザキ(豪・AOQ)
	モハマド・ジャファ・ムスタファ(馬・マレーシア資格機構)		
	コメンテータ　岩田　克彦(職業能力開発総合大学校)	コメンテータ　島崎　　明(専門学校西鉄国際ビジネスカレッジ)	コメンテータ　関口　正雄(滋慶学園グループ)
	デビッド・レイフ(英・エディンバラ大学)	小松　史幸(島原商工会議所)	アブドウル・ラーマン(馬・文部省)
	コーディネータ　米澤　彰純(名古屋大学)	コーディネータ　杉本　和弘(東北大学)	コーディネータ　平田　眞一(学校法人第一平田学園)
	副コーディネータ　濱中　義隆(国立教育政策研究所)	副コーディネータ　岩村　聡志(学校法人宮崎総合学院)	副コーディネータ　亀野　　淳(北海道大学)

12:45–14:00	昼食		

14:00–16:00	**第4セッションA 非大学型職業教育の質保証**	**第4セッションB 職域プロジェクト①ホスピタリティ(食と観光:続)**	**第4セッションC 職域プロジェクト③経営・ビジネス**
	報告　ジョージー・ミスコ(豪・NCVER)	報告　ベリンダ・マクファーソン(南豪・TAFE)	報告　坂根　康秀・中濱雄一郎(香蘭女子短期大学)
	アブドウル・ラーマン(馬・文部省)	中村　　哲(中村調理製菓専門学校)	岡村　俊彦(鹿児島県立短期大学)
	田頭　吉一(文部科学省)	飯塚　正成(全国専門学校情報教育協会)	ノ・キョンラン(韓・誠信女子大学)
	稲永　由紀(筑波大学)		
	種村　完司(鹿児島県立短期大学)	コメンテータ　安部恵美子(長崎短期大学)	コメンテータ　渡辺　達雄(金沢大学)
	コメンテータ　ウルリッヒ・タイヒラー(独・カッセル大学)	モハマド・ジャファ・ムスタファ(馬・マレーシア資格機構)	中原　淳二(福岡県中小企業経営者協会)
	コーディネータ　濱中　義隆(国立教育政策研究所)	コーディネータ　ロン・マザキ(豪・AOQ)	コーディネータ　亀野　　淳(北海道大学)
	副コーディネータ　米澤　彰純(名古屋大学)	副コーディネータ　杉本　和弘(東北大学)	副コーディネータ　平田　眞一(学校法人第一平田学園)

16:00-16:30	休憩		

16:30-17:30	**第5セッション:グローバル専門人材養成への企業の期待と教育の在り方**		
	企業への人材ニーズ調査報告	南　　慎郎	長崎ウエスレヤン大学・事務局長
	各分科会からの報告	各分科会コーディネータ	
	コーディネータ	笹井　宏益	国立教育政策研究所・生涯学習政策部長

18:00－19:30	懇親会		

▶第3日目　2014年2月23日(日)9:30～12:30

9:30-12:00	**第6セッション:ワークショップ総括:日本型の職業実践的な教育に特化した枠組みを巡って**		
	基調講演④　日本の職業教育の高度化と国際的通用性	小林　光俊	学校法人敬心学園・理事長
	総括コメント　文教政策の観点から	大谷　圭介	文部科学省 生涯学習政策局・参事官
	高等教育機関としての観点から	大野　博之	国際学院埼玉短期大学・学長
	高等教育研究の観点から	小方　直幸	東京大学・准教授
	国際比較の観点から	ウルリッヒ・タイヒラー	独・カッセル大学国際高等教育研究センター・教授
	コーディネータ	吉本　圭一	九州大学・主幹教授

12:20-12:30	閉会の辞	吉本　圭一	九州大学・主幹教授

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▶DAY 2 9:30-17:30 Feb. 22 (Sat), 2014

9:30-10:30	**Session II: International Comparison of Qualifications Framework**		
	Introducing a National Qualifications Framework: Concepts and Issues Arising from the International Experience	David Raffe	Professor, University of Edinburgh, U.K.
	Comment Qualifications Framework in Australia and Its Applicability Possibiliy to Japanese Development	Kazuhiro Sugimoto	Associate Professor, University of Tohoku
	Coordinator	Yuki Inenaga	Assistant Professor, University of Tsukuba

10:30-10:45	Tea/Coffee Break

10:45-12:45	**Session III A** **Qualifications Framework**	**Session III B** **Project 1 Hospitality (Culinary/Food,Tourism)**	**Session III C** **Project 2 Long-Term Care/Welfare**
	Reports Isabelle Le Mouillour(BIBB, Germany) Ann Doolette (Former AQF Council, Australia) Dong Im Lee (KRIVET, Korea) Mohamad Dzafir Mustafa (MQA, Malaysia)	Reports Supawi Osman (Ministry of Human Resource, Malaysia) Toshifumi Muto (Chuo College Group) Yoshinobu Sato (Nagasaki Wesleyan University)	Reports Kiyoshi Adachi (Kyushu University) Akinori Kiyosaki (Aso College Group) Ron Mazzachi (AOQ, Australia)
	Comments Katsuhiko Iwata (Polytechnic University) David Raffe (University of Edinburgh, U.K)	Comments Akira Shimazaki (Nishitetsu International Business College) Fumiyuki Komatsu (Shimabara Chamber of Commerce and Industry)	Comments Masao Sekiguchi (Jikei Group of Colleges) Abdul Rahman Ayub (Ministry of Education, Malaysia)
	Coordinators Akiyoshi Yonezawa (Nagoya University) Yoshitaka Hamanaka (National Institute for Educational Policy Research)	Coordinators Kazuhiro Sugimoto (Tohoku University) Satoshi Iwamura (MSG College)	Coordinators Shinichi Hirata (Educational Foundation Daiichi Hirata) Jun Kameno (Hokkaido University)

12:45-14:00	Lunch

14:00-16:00	**Session IV A** **Non-university QA**	**Session IV B** **Project 1 Hospitality (Culinary/Food,Tourism)**	**Session IV C** **Project 3 Management/Business**
	Reports Josie Misko (NCVER, Australia) Abdul Rahman Ayub (Ministry of Education, Malaysia) Yoshikazu Tagashira (MEXT) Yuki Inenaga (University of Tsukuba) Kanji Tanemura (Kagoshima Prefectural College)	Reports Belinda McPherson (TAFE SA, Australia) Tetsu Nakamura (Nakamura Culinary School) Masanari Iizuka (Institute for Vocational College Information Technology Education)	Reports Yasuhide Sakane, Yuichiro Nakahama (Koran Women's Junior College) Toshihiko Okamura (Kagoshima Prefectural College) Roh Kyung-Ran (Sungshin University, Korea)
	Comments Ulrich Teichler (University of Kassel, Germany)	Comments Emiko Abe (Nagasaki Junior College) Mohamad Dzafir Mustafa (MQA, Malaysia)	Comments Tatsuo Watanabe (Kanazawa University) Junji Nakahara (Fukuoka Association of Independent Entrepreneurs)
	Coordinators Yoshitaka Hamanaka (National Institute for Educational Policy Research) Akiyoshi Yonezawa (Nagoya University)	Coordinators Ron Mazzachi (Australia, AOQ) Kazuhiro Sugimoto (Tohoku Univerisy)	Coordinators Jun Kameno (University of Hokkaido) Shinichi Hirata (Educational Foundation Daiichi Hirata)

16:00-16:30	Tea/Coffee Break

16:30-17:30	**SessionV Employers' Expectations for Global Specialist Personnel and Further Education**		
	Report on the Survey on the Employers' Needs for Human Resources	Shinro Minami	Secretary General, Nagasaki Wesleyan University
	Report of Each Session's Findings	Coordinators of each session	
	Coordinator	Hiromi Sasai	Director, Research Departmnet of Lifelong Learning Policy, National Institute for Educational Policy Research

18:00-19:30	Reception

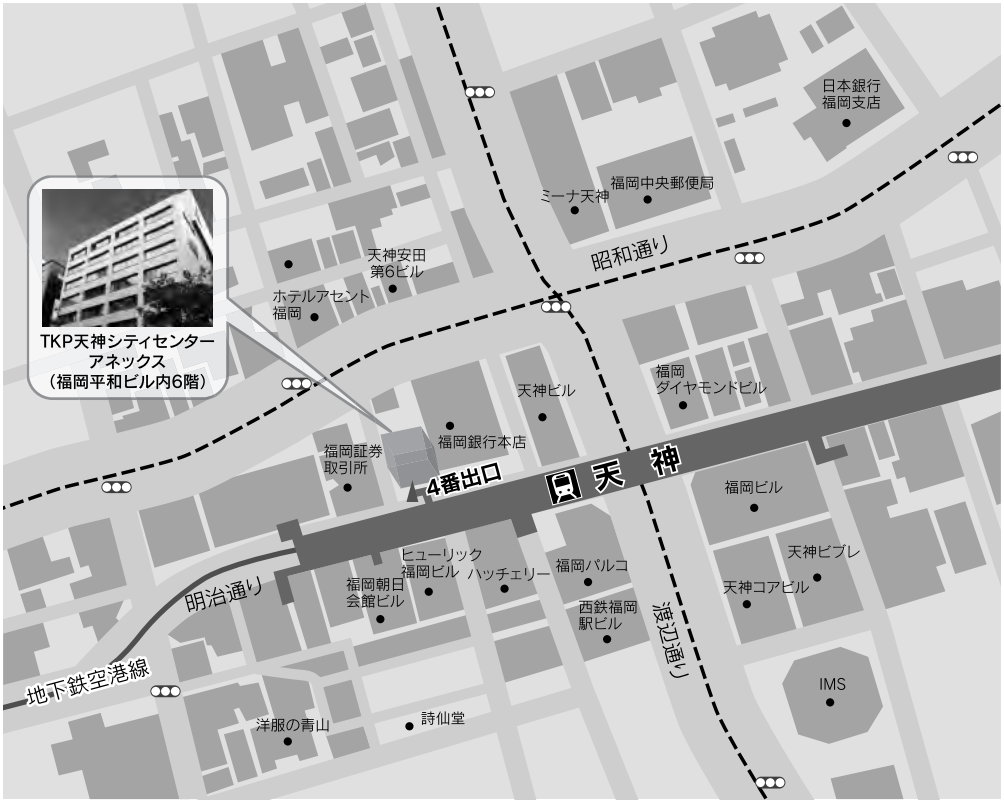
▶DAY 3 9:30-12:30 Feb.23 (Sun), 2014

9:30-12:00	**Session VI: Summary of the Workshop on Qualifications Framework Particularized for Japanese Vocational Education**		
	Advancement of Japanese Vocational Education and Its Global Applicability	Mitsutoshi Kobayashi	President of Keishin Gakuen Group
	Commets: From the Educational Policy Perspective	Keisuke Otani	Councellor of Research Department of Lifelong Learning Policy, MEXT
	From the Higher-Education Provider's Point of View	Hiroyuki Ohno	President of Kokusai Gakuin Saitama College
	From the Higher-Education Researcher's Point of View	Naoyuki Ogata	Associate Professor, University of Tokyo
	From the International Comparative Perspective	Ulrich Teichler	Professor , International Centre for Higher Education Research, University of Kassel, Germany
	Coordinator	Keiichi Yoshimoto	Distinguished Professor, Kyushu University

12:20-12:30	Closing Remarks	Keiichi Yoshimoto	Distinguished Professor, Kyushu University

*The contents of this program is subject to change.

▶アクセスマップ



第三段階教育における質保証と学位･資格枠組み

－ガラパゴス化とグローバリゼーション－

Japanese Mode of Tertiary Education and Globalisation- Qualifications Framework and Quality Assurance-

九州大学

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成果報告書　Vol.5

International Workshop

Japanese Mode of Tertiary Education and Globalisation

－Qualifications Framework and Quality Assurance－

Kyushu University（Coordinator　Keiichi Yoshimoto）

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