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## Message from the Managing Trustee of Internationalization

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### Advancing Internationalization in Quality Assurance of Higher Education: JUAA's Commitment to the Future

Professor Toshiya Ueki, Executive Vice-President, Tohoku University,  
Managing Trustee (Internationalization), Japan University Accreditation  
Association (JUAA)



For over 75 years, the Japan University Accreditation Association (JUAA) has been at the forefront of quality assurance in Japanese higher education. Today, universities face unprecedented challenges, including demographic shifts, digital transformation, and intensified international competition. In this context, the role of quality assurance (QA) agencies has become increasingly important, requiring proactive efforts to maintain and enhance the quality of higher education institutions. To guide Japanese universities toward diverse and sustainable development, JUAA has formulated the “JUAA's Vision for 2030”, which outlines key initiatives to ensure that Japanese higher education institutions maintain the highest levels of quality and integrity while remaining internationally competitive. Furthermore, JUAA establishes medium-term goals and plans every five years and defines annual action plans to provide clear guidance for its activities. As part of this ongoing effort, we have recently formulated our medium-term goals and action plans for 2025–2029 to further promote quality assurance and international collaboration.

Internationalization lies at the core of JUAA's Vision for 2030, and JUAA is actively engaged in various initiatives to strengthen Japan's quality assurance framework within a global context. One of the key initiatives is the International Joint Accreditation Project (IJAS), which was launched in 2018 in collaboration with the Taiwan Assessment and Evaluation Association (TWAEA). Since then, IJAS has expanded to include the Office for National Education Standards and Quality Assessment (ONESQA) (Thailand) and the Mongolian National Council for Education Accreditation (MNCEA), and it is currently operated by four agencies.

JUAA aims to further expand the implementation of IJAS (international Joint Accreditation Standards) and establish a quality assurance framework that enhances the international recognition of Japanese universities. Additionally, JUAA collaborates with QA agencies from various countries to contribute to the development of common evaluation standards that are applicable across multiple nations and regions. Through these efforts, JUAA supports universities in enhancing their global competitiveness and creating an environment that promotes the mobility of international students and faculty members.

JUAA also actively participates in international quality assurance networks such as the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and the Asia-Pacific Quality

Network (APQN). These engagements allow JUAA to build strong relationships with QA agencies worldwide and regularly review its evaluation standards and processes based on the latest international standards and best practices, thereby reinforcing international credibility. By doing so, JUAA ensures that Japanese universities are aligned with internationally recognized quality standards.

In 2024, JUAA conducted a research project on student engagement in quality assurance within the Japanese context. Additionally, JUAA is collecting information on transnational education (TNE) by examining case studies from other countries. These initiatives are in response to the recommendations from an external review conducted by INQAAHE in 2023 under the Guidelines of Good Practice (GGP), and JUAA is committed to implementing the suggested improvements.

Furthermore, JUAA is exploring innovations in the evaluation process by integrating digital education and AI-driven technologies into accreditation processes. The increased adoption of ICT tools enables more efficient assessments, streamlines evaluation procedures, and allows universities and QA agencies to conduct more comprehensive evaluations. By leveraging these advancements, JUAA seeks to enhance the effectiveness and transparency of its evaluation processes.

A key milestone in JUAA's international engagement is its role as the host of the INQAAHE Conference 2025, which will be held in Tokyo from May 13 to 16, 2025. This conference will serve as a crucial conference for global dialogue on quality assurance, bringing together experts, policymakers, and QA agencies from around the world. Under the theme "The Big Bang Theory: The Quality Assurance Paradigm Shift," the conference will provide a valuable opportunity to explore sustainable education models in light of technological advancements and demographic shifts and discuss the future of quality assurance.

JUAA has long been committed to research-based evaluation and continues to strengthen its research efforts. Through continuous improvement of evaluation standards and processes, strategic partnerships, and innovative approaches, JUAA is dedicated to building a sustainable and internationally trusted quality assurance system. Moving forward, we look forward to collaborating with global partners to advance excellence in higher education together.

## Accreditation

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### JUAA's Accreditation Activities in 2024

JUAA conducts institutional accreditation, including University Accreditation and Junior College Accreditation, and Accreditation for Professional Graduate Schools in nine specialized fields. Additionally, JUAA has launched program accreditation for Veterinary Medicine and Dentistry programs.

In the 2024 academic year, we accredited:

- Institutional Accreditation: 36 universities and 6 junior colleges
- Accreditation for Professional Graduate Schools: 9 programs in business and 1 program in public policy
- Program Accreditation: 1 veterinary school and 1 dental school

Notably, this year marks the final year of the third cycle of institutional accreditation. The number of institutions accredited in this cycle is summarized in Table 1. In the next session, we will reflect on key challenges encountered during the third cycle of institutional accreditation.

Table 1. Number of Accreditations in the Third Cycle of Institutional Accreditation

Type of Institution	Year						
	2018	2019	2020	2021	2022	2023	2024
University	25	30	39	49	50	42	36
Junior College	1	1	3	1	5	3	6

### Reflections on the Third Cycle of Institutional Accreditation and Future Challenges for the Fourth Cycle

by Aki Nakamura, Associate Director of Institutional Accreditation Division, JUAA

The third cycle of institutional accreditation, which started in 2018, reached its final year in the 2024 academic year. In the second cycle (2011-2017), JUAA emphasized the importance of establishing internal quality assurance (IQA) systems in universities. This marked a significant step forward from the first cycle, in which universities were required to conduct self-evaluation effectively. JUAA encouraged universities to develop and operate IQA systems to ensure the quality of education independently.

However, when universities established new IQA systems, they faced challenges. In some cases, the roles of the existing committees overlapped with the new systems, creating difficulties in the early stages of IQA system implementation. Taking this into account, the third cycle focused on stabilizing and strengthening IQA systems. Additionally, with the expectation that a well-functioning IQA system

would improve curricula and teaching methods, ultimately leading to better student learning outcomes, universities were required to assess student learning outcomes and use the results for improvement.

In the third cycle, IQA was clearly defined in our accreditation standards. Universities were expected to continuously make efforts to achieve their mission and purposes, improve their education and fulfill their responsibility to ensure and explain the quality of their activities. Evaluators assessed whether their efforts were effective and contributed to achieving their missions. One challenge observed in the third cycle was how university leadership struggled with managing IQA structure and systems while maintaining the independence of each faculty. Despite these challenges, however, there were positive examples where executives took the initiative to engage in dialogue with the deans of each faculty, conveying the board's thoughts and policies while exchanging opinions for better education. Those examples indicate that while the daily demands for operations at many universities often make it difficult to focus on ensuring the quality of education, receiving regular evaluations has provided an opportunity to foster a culture of quality assurance within the universities.

Starting in the 2025 academic year, the fourth cycle of institutional accreditation will focus on making IQA more effective by emphasizing student learning outcomes. This shift reflects changes in Japanese society, where there is a greater focus on student-centered learning, and universities are increasingly expected to measure and visualize learning outcomes, thereby demonstrating their value to society.

To meet these social demands, JUAA aims to support universities in strengthening their ability to demonstrate accountability and improve quality assurance functions through evaluation. In order to achieve this, universities need to design their education and develop methods for measuring learning outcomes themselves, and continuously and consistently engage in these efforts. These efforts must take place not only institutionally but also at the level of each degree program. JUAA will enhance training for evaluators to ensure they can effectively evaluate universities' efforts to achieve their mission and goals. We remain committed to addressing these challenges and contributing to the quality assurance and improvement of higher education in Japan.

## Research and Enhancing QA in Higher Education

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As a quality assurance agency in higher education, JUAA has been conducting extensive research about higher education and university accreditation since our establishment in 1947. After launching the Research Institute for Quality Assurance of Higher Education (RIQAHE) in 2018, JUAA further advanced our research on quality assurance by developing research projects, organizing seminars, and implementing study programs for our member institutions.

### Report on RIQAHE Research Projects

#### 1) Survey on the Expected Role of Achievement Level Evaluation

Published on September 22, 2021

Project members: Yukimasa Hayata (Chuo University) \*Project Leader

Jun Kudo (Japan University Accreditation Association)

Saeko Urushihara (The University of Kitakyushu)

Kazuo Kuroda (Waseda University)

Hideki Shimamoto (Osaka University)

Eiichi Takada (Kobe University)

Tomotugu Takamori (Fukushima University)

Tomoko Torii (Ritsumeikan University)

Yusuke Horii (Kanazawa University)

Sanae Maeda (Chiba University)

Reiko Yamada (Doshisha University)

Keiichi Yoshimoto (Graduate School of Health Care Sciences, Jikei Institute)

Mamoru Tashiro (Japan University Accreditation Association)

*Note: Affiliations are as of the time of the project's implementation.*

This research study aims to incorporate outcome evaluation (assessment of student achievement) into the process evaluation, which focuses on the functional effectiveness of internal quality assurance systems, and to reconsider the approach to achievement evaluation in university education activities. Specifically, the study was conducted with the goal of presenting evaluation indicators for the assessment of student achievement and proposing directions for accreditation evaluation based on these indicators. The research was carried out in the form of surveys<sup>1</sup> and interviews<sup>2</sup> with universities nationwide, investigating the status of learning outcome assessments, evaluation

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<sup>1</sup> The questionnaire survey was sent to 786 universities in Japan on June 19, 2020, and responses were received from 399 universities (42 national, 54 public, and 303 private) by July 31, 2020.

<sup>2</sup> Interviews were conducted with six universities, including national, public, and private ones, from November 20 to December 15, 2020.

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methods, and the use of results. Furthermore, opinions regarding expectations of accreditation agencies and responses to the COVID-19 pandemic were also collected.

The survey results and interviews revealed differences in the setting of educational goals and evaluation methods across universities depending on the type of institution, as well as between undergraduate and graduate levels. In particular, it was found that national universities and undergraduate programs actively display learning outcomes and implement evaluation methods, while implementation is limited at public and private universities and at graduate schools. Additionally, while the results of learning outcome verification are utilized to improve course content and teaching methods, this application is not as advanced at the graduate level.

Based on these findings, measures to improve internal quality assurance systems and educational activities include enhancing academic management, promoting awareness reform among faculty and staff, and implementing Faculty Development (FD) for the verification of learning outcomes. The final proposals also include setting learning outcomes according to degree programs, effectively communicating these outcomes to students through orientation, publicly disclosing learning outcomes on dedicated websites, and developing and utilizing diverse assessment tools to visualize learning outcomes. In terms of university evaluation, it is proposed that universities submit concrete plans for assessing student achievement to further develop their unique internal quality assurance stories based on their degree conferment policies, while also promoting the distinctive characteristics of each institution.

## **2) Research on Education and Related Activities in Collaboration with Industry and Local Communities**

**Started in December 2024, ongoing**

Project members: Reiko Yamada (Doshisha University) \*Project Leader

Tadashige Kawakami (Hosei University)

Yoshiyuki Sugimoto (Seijo University)

Yuji Shirakawa (Chiba University)

Akihisa Fukazawa (Jissen Women's University)

Wenjun Liu (Toyo University)

*Note: Affiliations are as of the time of the project's implementation.*

As society becomes more complex in the 21st century, the demands on higher education institutions are evolving. A research study conducted in 2021-2022 aimed to clarify the skills needed to address contemporary challenges such as data science, STEAM, interdisciplinary studies, DX, and SDGs. The study found that industries value skills like "logical thinking," "problem-solving," "specialized knowledge," and "data analysis." However, there is insufficient communication between universities and industries regarding curricula and educational methods for addressing these challenges. This



research explores effective programs, methods, and evaluation approaches for fostering skills to solve 21st-century societal issues through collaboration between higher education and society.

### **3) Research on Education and Related Activities in Collaboration with Industry and Local Communities**

**Started in December 2024, ongoing**

Project members: Yukimasa Hayata ((Former) Chuo University) \*Project Leader

Jun Kudo (Japan University Accreditation Association)

Yugo Saito (Niigata University)

Makoto Nagahata (Meiji University)

Satoko Fukahori (Kyusyu University)

Sanae Maeda (Japan University Accreditation Association)

Nobuyuki Yamagiwa (Bukkyo University)

*Note: Affiliations are as of the time of the project's implementation.*

The Japanese accreditation system, now in its 20th year since its establishment in 2004, is nearing the end of its third cycle of institutional accreditation. Over this period, internal quality assurance became a key evaluation item, and accreditation agencies were legally required to conduct self-assessment (effective April 2018). With the 2019 revision of the School Education Act, accreditation agencies were required to determine “Accredited” or “Non-accredited” starting in April 2020. Additionally, the system now includes program accreditation for professional universities and junior colleges.

To explore the system’s evolution and future direction, a research study will examine its origins and development, assessing whether initial expectations were met or if there were issues with the original goals. The study will also explore current challenges, focusing on what aspects of accreditation should be prioritized and where improvements can be made, ultimately guiding future discussions on the system’s outlook.



## Study Programs

As part of our ongoing efforts to support the development and effective operation of internal quality assurance (IQA) systems at our full member universities and junior colleges, we have been organizing Study Program for faculty and staff of member institutions since 2012.

In 2024, JUAA held two sessions of the Study Program. The first session, on September 5, took place at our office and featured a lecture and workshop led by Dr. Sachika Shibukawa, Specially Appointed Assistant Professor at Chuo University. The session targeted faculty and administrative staff involved in academic affairs, with over 200 participants, including online attendees.

The program focused on the concept of "IQA based on learning outcomes," which will be emphasized in the fourth cycle of institutional accreditation starting in April 2025. Dr. Shibukawa introduced approaches to enhance this concept, including course design and learning support strategies. The lecture covered frameworks like 'Constructive Alignment' and case studies from Minerva University, Seisen University, Kyoto Tachibana University, and Toyo Eiwa University, illustrating effective implementation of improvement cycles.



During group work, participants discussed expected learning outcomes in their universities' diploma policies (DPs), shared challenges, and developed action plans. They expressed satisfaction with learning concrete methods for integrating IQA into classroom practices, addressing the gap between diploma policies and classroom applications.

The second Study Program of 2024, held on December 5, targeted faculty and staff involved in self-assessment and evaluation activities. Jun Kudo, Executive Director of JUAA, provided an overview of the fourth cycle of institutional accreditation, emphasizing effectiveness and learning outcomes. Professor Tadashige Kawakami from Hosei University then delivered a lecture and led a workshop to deepen understanding by connecting the content to participants' own experiences.

Professor Kawakami discussed Hosei University's initiatives to enhance quality assurance, including strengthening self-assessment, clarifying roles, and ensuring effectiveness. He presented three types of student surveys: before enrollment, during study, and upon graduation, and highlighted the university's self-assessment workshops for executives, deans, and graduate school directors.

Stressing that "there is no magic solution," Professor Kawakami emphasized the importance of

identifying strengths and challenges based on evidence, categorizing improvements into short-term, medium-term, and long-term goals, and developing leadership, trust, and responsibility-sharing within organizations.

In the workshop, participants reviewed sections of their universities' self-assessment reports, analyzing how effectiveness was reflected and whether evidence supported it. They then compared reports from peers' universities to identify commonalities and differences.

In the final group discussion, participants debated themes from the perspective of effectiveness, emphasizing the need for shared understanding, information sharing, and active student participation methods. They reaffirmed the importance of daily educational activities and the implementation of phased measures for a comprehensive organizational response.



Study Program 2 on December 5, 2024

## President Seminar

Fostering exchanges among member institutions and providing a platform for discussions to explore solutions to common challenges are key roles of ours. To fulfill this, JUAA annually holds the President Seminar, a study session for the presidents and vice presidents of member universities. The 2024 President Seminar, titled 'Coexisting with AI – How Can Universities Shape the Future?', was held online on October 15, 2024, featuring lectures and a panel discussion on the impact of AI on higher education.

After the opening remarks from Dr. Yuko Takahashi, the President of JUAA, Dr. Noriko Arai, Director and Professor, Research Center for Community Knowledge, National Institute of Informatics, and Representative Director and President, Research Institute of Science for Education, delivered the keynote lecture, highlighting the importance of reading comprehension in university education. She emphasized the need for academic literacy training in the first semester to improve student retention and prevent dropout.

Following the keynote lecture, Dr. Masatoshi Ishikawa, President of Tokyo University of Science, discussed the transformation of intellectual production in the AI era, stressing the challenges of information human resources in Japan in the age of AI: Lack of creativity, originality, and the ability to

expand ideas, and the need for collaboration with society and the use of information technology. He also introduced initiatives at his university to strengthen specialized fields and apply technology across disciplines.

Lastly, Dr. Renta Nishihara, President of Rikkyo University, addressed ethical challenges related to AI, presenting the creation of a graduate school focused on AI science and the inclusion of ethics experts to promote responsible research.

The seminar concluded with a panel discussion on balancing the use of AI—neither fearing it excessively nor relying on it too much by learning the principles and fundamentals of it. Dr. Takashi Irisawa (President of Ryukoku University) delivered the closing remarks, emphasizing the need for continued dialogue on the role of universities in the AI era.

This seminar provided valuable insights into how universities can adapt to and coexist with AI, highlighting the importance of ongoing discussions in shaping the future of education.



President Seminar on October 15, 2024

## Global Network and Engagement

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In 2024, JUAA actively engaged in various international initiatives to strengthen global partnerships and enhance educational quality assurance. Highlights include participation in the INQAAHE Forum 2024 in Bucharest, the signing of a Memorandum of Understanding (MoU) with the Center for Education Accreditation, Vietnam National University, Hanoi (VNU-CEA), the renewal of an MoU with the Center for Education Accreditation, Vietnam National University Ho Chi Minh City (CEA VNU-HCM), and co-hosting a webinar with the CEA VNU-HCM and the Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT).

Additionally, JUAA has made significant contributions to the iJAS (International Joint Accreditation Standards) project. In the iJAS framework, universities are evaluated by international reviewers from a diverse range of countries. This global evaluation process plays a vital role in assuring the quality of higher education on an international scale.

As part of this initiative, JUAA received an application from Vietnam Japan University in December 2024 and subsequently applied for recognition as an accreditation agency with the Ministry of Education and Training of Vietnam to conduct the evaluation.

In March 2025, JUAA has now been officially recognized by the Ministry, allowing it to conduct accreditation activities in Vietnam. This recognition grants JUAA evaluations the same status as those conducted by domestic accreditation agencies, paving the way for further quality assurance activities in the country. This milestone marks a significant step in JUAA's expanding international accreditation efforts.

In preparation for the INQAAHE Conference 2025, JUAA has been actively organizing the event throughout 2024. The preparations involve coordinating with international partners, securing venues, and ensuring that the conference will provide valuable opportunities for knowledge sharing and collaboration in the field of higher education quality assurance. These efforts reflect JUAA's continued commitment to strengthening international cooperation and advancing the standards of quality assurance in higher education globally.

### Attending the INQAAHE Forum 2024 in Bucharest, Romania

From June 10 to 13, 2024, the 14th INQAAHE Forum was held in Bucharest, Romania, with four of our staff members participating. The Romanian Agency for Quality Assurance in Higher Education (ARACIS) hosted the forum under the theme "Transforming Society: Social Responsibility through Quality Assurance of Tertiary Education." Discussions covered a range of important sub-themes, including 1) Fostering Civic Engagement, 2) Bridging the Gap to Quality Education for All, 3) Designing Curricula for Societal Impact, and 4) Fostering Opportunities for All Ages.

The forum provided a valuable opportunity for participants to explore these themes in depth, engage in discussions, and share practical approaches. In particular, it served as a platform for exchanging innovative quality assurance methods across regions and borders and considering how higher education can contribute to shaping a better society.



From JUAA, Mr. Matsuzaka, Associate Director of the Research & Planning Division, and Ms. Kato, its Assistant Director, led a workshop titled "Bridging HEIs and the Society for Promoting Lifelong Learning: A Case in Japan." The session explored how external quality assurance agencies (EQAAs) can strengthen their role as intermediary between higher education institutions (HEIs) and society, particularly in fostering lifelong learning (LLL).

Discussions focused on three key areas: new approaches in external quality assurance (EQA), enhancing the social impact of EQA, and additional strategies beyond accreditation. Participants emphasized the need to increase public literacy of EQA, develop data-driven tracking systems, and support institutional research (IR) within HEIs to align education with societal needs.

Key recommendations included strengthening partnerships with communities and industries, encouraging faculty development for adult education, and promoting transparent communication of EQA outcomes. The workshop highlighted the evolving role of EQAAs in fostering LLL and bridging HEIs with society.



## MoU signed with QA agencies in Vietnam

On September 11, 2024, the Center for Education Accreditation, Vietnam National University, Hanoi (VNU-CEA) and JUAA officially signed a Memorandum of Understanding (MoU) to enhance cooperation in quality assurance for higher education.



The agreement establishes a framework for collaboration between the two agencies, which share a common mission of improving educational quality through accreditation and evaluation. Under the MoU, JUAA and VNU-CEA will engage in various cooperative activities, including exchanging quality assurance information, joint research projects, and collaborative training for reviewers. They will also explore opportunities for staff development, external assessments, and student surveys. Additionally, both agencies will consider expert exchanges for evaluation processes.



The signing of this MoU marks a significant step in fostering international collaboration in quality assurance, benefiting both Vietnam and Japan. This partnership is expected to contribute to continuously improving both countries' higher education standards and institutional quality. JUAA and VNU-CEA look forward to a productive partnership to enhance the quality of higher education and accreditation practices in the region.

In January 2025, JUAA renewed its MoU with the CEA VNU-HCM. This renewal emphasizes the ongoing commitment of both agencies to enhancing cooperation in higher education quality assurance. As part of this continued partnership, the Director, Vice Director, and Deputy Head of CEA VNU-HCM participated in the 14th University Evaluation Symposium webinar on March 24, 2025, which was organized for university evaluators and evaluation candidates. Moving forward, JUAA and CEA VNU-HCM plan to deepen mutual understanding and partnership in QA through participation in each party's seminars and on-site visits.

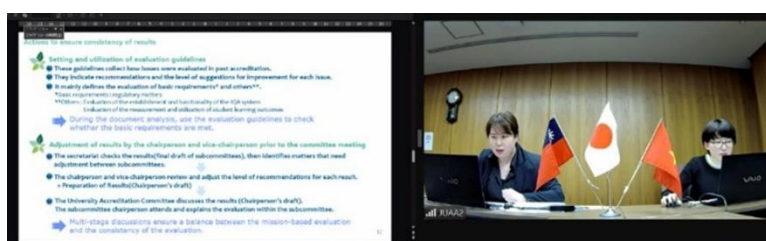


## International Collaboration in Educational Quality Assurance: Insights from CEA VNU-HCM, HEEACT, and JUAA

On November 21, 2024, a webinar titled "Educational Quality Accreditation - International Experiences" was successfully hosted, bringing together representatives from the Center for Education Accreditation, Vietnam National University Ho Chi Minh City (CEA VNU-HCM), the Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT), and JUAA.

The event aimed to foster collaboration and the exchange of expertise among the participating agencies. The webinar focused on several key topics: organizing educational quality accreditation activities, training and developing assessors, ensuring consistency in assessment results across teams and institutions, and leveraging information technology in accreditation processes. Participants also shared insights into the development of accreditation standards in their respective contexts.

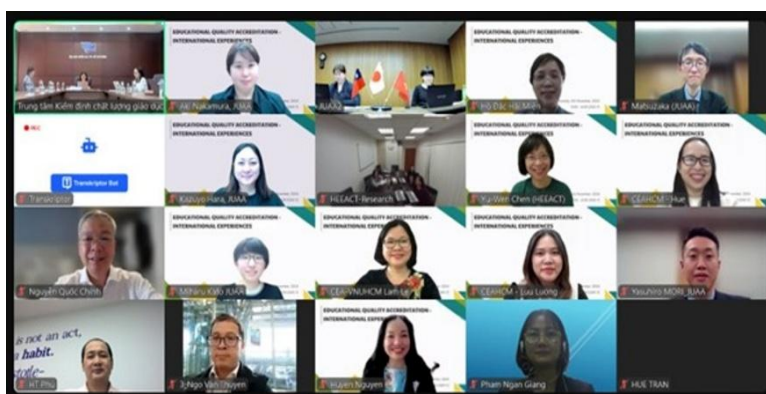
The agenda began with introductions, followed by presentations from JUAA, HEEACT, and CEA VNU-HCM. Each agency shared its experiences and best practices in quality assurance, highlighting innovative approaches and successful strategies.



The event concluded with a dynamic Q&A and discussion session, where attendees exchanged ideas and addressed practical challenges. The interactive dialogue highlighted the shared goals of enhancing educational quality and adapting to the rapidly evolving demands of global higher

education.

This webinar was attended by approximately 30 participants, including directors, staff, and assessors. The event's collaborative nature demonstrated all parties' commitment to fostering international partnerships and advancing educational quality assurance standards.



The success of this seminar underscores the importance of continued dialogue and cooperation among accreditation bodies. It also provided an excellent platform for mutual learning and networking, further strengthening the ties between CEA VNU-HCM, HEEACT, and JUAA.

We extend our gratitude to all participants for their valuable contributions and look forward to future collaborations to enhance the global landscape of higher education quality assurance.

## iJAS Project

### Contribution: The iJAS Project and I



by Akinori Kimura, MD, PhD., Professor Emeritus, Institute of Science Tokyo (previously Tokyo Medical and Dental University), and Vice Chair of the iJAS Committee.

I have been serving as the University Accreditation Committee Chair of the JUAA since 2018, and I have also been involved in creating the evaluation standards for the International Joint Accreditation Standards (iJAS), jointly established by the JUAA and the Taiwan Association of Approval and Certification (TWAEEA), since 2017, as a member of the working group on the international mutual accreditation system.



In creating the evaluation standards, five working group meetings were held, and JUAA and TWAEEA brought their own evaluation criteria, and while referring to the evaluation systems of overseas accreditation organizations, their respective characteristics and advantages were incorporated to set the internationally applicable accreditation evaluation standards (6 standards: Mission, Goals & Strategy, Internal Quality Assurance, Teaching & Learning, Faculty, Social Connection, and Governance). In addition, a trial evaluation by using the iJAS standards was conducted for Akita International University (AIU) (Japan) and Chia Nan University of Pharmacy & Science (Taiwan) in 2019, in which I was involved in the evaluation of AIU. On this occasion, the JUAA and TWAEEA committee members worked together to conduct a written evaluation followed by an on-site visit. All self-evaluation reports and reference materials were written in English, and interviews with not only the



executive staff but also students and staff were conducted in English during the on-site visit. The outline of the draft evaluation results was compiled on the last day of the on-site visit. From then on, iJAS has conducted international accreditation using the trial evaluation system, including the report format. Due to this background, I participated in the self-evaluation conducted by TWAEA in 2020, as an external member.

I have been serving as a committee member since the launch of iJAS in 2018. The Office for National Education Standards and Quality Assessment (ONESQA) (Thailand) joined iJAS in 2021, followed by the Mongolian National Council for Education Accreditation (MNCEA) in 2024. In the same year, an evaluation was conducted for Nakhon Si Thammarat Rajabhat University (NSTRU) in Thailand. I served as the chief reviewer for NSTRU, in which two reviewers from JUAA, two from TWAEA, and two from ONESQA, have evaluated not only the six iJAS standards but also additional standards requested by the Thai Ministry of Education, as iJAS Plus, compiling evaluation results that will serve as a guide for the university to develop international education and research activities while making the most of their uniqueness.

In addition, an evaluation for Vietnam Japan University (VJU) is underway as of March 2025, and an application from a Mongolian university is expected to be submitted in the near future. As such, iJAS is expected to continuously grow efficiently as a unique international accreditation system, mainly in Asia. This steady expansion reflects the growing recognition of iJAS as a valuable framework for enhancing higher education quality across borders.



## Hosting the INQAAHE Conference 2025 in Tokyo

From May 13 to 16, we will proudly host the INQAAHE Conference 2025 in Tokyo. Under the theme "The Big Bang Theory: The Quality Assurance Paradigm Shift," the conference will provide a platform for in-depth discussions on the evolving paradigms of quality assurance in higher education.

Technological advancements, demographic shifts, new models of education delivery, and socio-political changes are challenging the adequacy of traditional higher education systems. As a result, the role of quality assurance agencies in evaluating and ensuring the quality of education must also be reexamined.

Held in the vibrant global city of Tokyo, this conference will bring together higher education and quality assurance professionals from around the world. It will be a valuable opportunity for the international higher education community to discuss how quality assurance perspectives, practices, and paradigms need to adapt in response to these global changes.

### Conference Sub-Themes:

1. Quality Assurance and the Sustainability Agenda
2. Quality Assurance and Innovative Learning Pathways
3. Quality Assurance and Artificial Intelligence
4. Quality Assurance and Recognition of Qualifications and Credentials

This conference offers a unique opportunity to engage with experts and exchange insights on key issues shaping the future of higher education.

We look forward to welcoming you to Tokyo. Please review the conference program and register via the link below.

Register: <https://www.juaa.or.jp/en/international/inqaahe2025tokyo/>

Conference Program

DAY	Time	Activity
DAY 1 (13 May)	9:30 AM – 12:00 PM	Pre-Conference Workshop: The International Standards and Guidelines (ISG)
		Pre-Conference Workshop: The Use of AI in Quality Assurance
		Pre-Conference Workshop: QA Training (morning session)
	1:15 PM – 3:45 PM	Pre-Conference Workshop: Stakeholder Engagement
		Pre-Conference Workshop: Indicators to measure sustainability and SDGs
		Pre-Conference Workshop: QA Training (afternoon session)
	4:30 PM – 6:00 PM	INQAAHE and regional networks panel session
	6:30 PM – 8:30 PM	Cocktail reception
DAY 2 (14 May)	9:00 AM – 9:55 AM	Opening ceremony
	9:00 AM – 6:00 PM	Posters
	10:00 AM – 10:45 AM	Keynote (sub-theme 1: Quality Assurance and Sustainability Agenda)
	11:25 AM – 12:55 PM	Parallel sessions (sub-theme 1)
	1:50 PM – 2:35 PM	Keynote (sub-theme 2: Quality Assurance and Innovative Learning Pathways)
	2:45 PM – 4:15 PM	Parallel sessions (sub-theme 2)
	4:45 PM – 5:45 PM	Panel discussion
	7:00 PM – 10:00 PM	Gala dinner
DAY 3 (15 May)	9:00 AM – 5:00 PM	Posters
	9:45 AM – 10:30 AM	Keynote (sub-theme 3: Quality Assurance and Artificial Intelligence)
	11:15 AM – 12:45 PM	Parallel sessions (sub-theme 3)
	2:00 PM – 2:45 PM	Keynote (sub-theme 4: Quality Assurance and Recognition of Qualifications and Credentials)
	2:55 PM – 4:25 PM	Parallel sessions (sub-theme 4)
	5:30 PM – 7:00 PM	INQAAHE General Assembly
DAY 4 (16 May)	10:00 AM – 1:00 PM	Campus visit (The University of Tokyo)
		Tokyo sightseeing
		Japanese cultural experience



**INQAAHE  
CONFERENCE  
2025 TOKYO**

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