



پانزدهمین کنفرانس ارزیابی و تضمین کیفیت در نظام‌های دانشگاهی

15th Conference on Quality Assessment in University Systems

Kurdistan University, Sanandaj, Iran

November 10-11, 2021

How instructional learning outcomes assessment (ILO) is related to quality assurance and accreditation (QAA): The case of Japan

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Along with government regulation and accreditation requirements, articulating and assessing learning outcomes as well as building internal quality assurance have become major initiatives in quality assurance in Japan. This presentation shares how Japanese universities tackle internal quality assurance building in relation to instructional learning outcomes assessment by examining the following: 1) how universities build internal quality assurance, 2) what learning outcome assessments are embedded in internal quality assurance mechanisms, and 3) how universities perceive internal quality assurance in relation to learning outcomes assessment. The universities offer multiple perspectives on the correlations between internal quality assurance and learning outcome assessments, but this provokes debate on what an original purpose should be in implementing internal quality assurance, warning that building internal quality assurance only in response to external requirements is not a substantial goal in itself.

Keywords: quality assurance, higher education, instructional learning outcomes, Japan.