

Effective on April 1, 2025

Institutional Evaluation Standards (Fashion Business Professional Graduate Schools)

The Japan Institution for Higher Education Evaluation
(JIHEE)

Standard 1. Mission and Objectives

The Objective of this Standard

A fashion business professional graduate school or an equivalent institution of higher education (hereinafter referred to as the “institution”) offers programs with the objectives of fostering highly specialized professionals who will conduct practical education and research bridging theory and practice. It is essential that an institution clearly stipulates missions and goals, and clarifies its educational and research objectives (the objectives regarding fostering human resources in each graduate school or major) in its regulations, etc. In addition, the institution is required to incorporate them into 1) policy on certifying graduation and awarding diplomas (diploma policy), 2) policy on the creation and implementation of educational curriculum (curriculum policy) and 3) policy on student admission (admission policy), and to build an educational and research organization that is consistent with the mission and goals to accomplish such mission and goals and educational and research objectives in a planned manner.

Points Evaluated and Perspectives for Evaluation

1-1. Incorporation of mission, goals and educational and research objectives
(1) Internal and external communication
(2) Incorporation of the mission, goals and educational objectives in mid-term plans
(3) Incorporation of the mission, goals and educational objectives in the diploma, curriculum and admission policies
(4) Consistency with the structure of educational and research organization
(5) Response to change

Standard 2. Internal Quality Assurance

The Objective of this Standard

The internal quality assurance in the JIHEE evaluations assures the quality of overall institutional operation based on education and research and medium-term plans, achieved through the implementation by an institution of its own Self-Inspection and Evaluation, and through continuous self-improvement based both on its results and the results of external quality assurance such as evaluation and accreditation. The institution should consider the quality assurance of the institution as its own responsibility, given the importance attached to the independence and autonomy of the institution. Thus, we consider the internal quality assurance as one of the most material evaluation items.

In order to effectively implement the internal quality assurance, it is necessary to create a permanent organizational system and define its responsibilities. The internal quality assurance needs to be implemented, both on educational and research quality assurance in accordance

with the diploma, curriculum and admission policies, and on quality assurance for the entire institution based on mid-term plans, and must be performed as part of institutional reform and improvement.

In addition, it is also important to exercise the internal quality assurance as a scheme to improve the entire institution, based on the opinion and requests of students and external stakeholders (parents and guardians, high schools, local public bodies and private companies, etc.).

Points Evaluated and Perspectives for Evaluation

2-1. Organizational system for the internal quality assurance
(1) Development of organization and the relevant responsibility system for the internal quality assurance
2-2. Self-Inspection and Evaluation for the internal quality assurance
(1) Implementation of and sharing the results of the independent and autonomous Self-Inspection and Evaluation for the internal quality assurance
(2) Thorough investigation, collection and analysis of data utilizing IR (Institutional Research)
2-3. Functionality of Self-Inspection and Evaluation
(1) Identification and analysis of the opinions and requests of students, and utilization of the results thereof
(2) Identification and analysis of the opinions and requests of external stakeholders, and utilization of the results thereof.
(3) Establishment of a PDCA Cycle for the entire institution for internal quality assurance, and its functionality

Standard 3. Students

The Objective of this Standard

An institution as an educational establishment must admit such number of students as may be necessary to accomplish its mission and goals, promote their growth, and endow them with professional knowledge and an ability to be fully utilized in society. The objective of this standard is to check if an institution has established an organizational environment to accomplish such objectives in terms of students.

In admitting students, an institution must formulate an admission policy based on educational and research objectives, and put systems of selecting entrants in place in a proper manner consistent therewith. The institution must then create learning environments where students can grow after admission, ensure stable school life, address organizational learning support, and endeavor to foster students of sufficient abilities to enable them to build their own careers by

provision of guidance for social and professional independence.

Points Evaluated and Perspectives for Evaluation

3-1. Admission of students
(1) Formulation and publicizing of admission policies
(2) Admission of students in accordance with admission policies and its review
(3) Maintenance of appropriate numbers of students admitted based on yearly enrollment quotas
3-2. Support for learning and class instruction
(1) Creation of support system for learning and class instruction via collaboration between faculty and staff
(2) Enhanced support for learning and class instruction utilizing TAs (teaching assistants)
3-3. Career guidance
(1) Development and improvement of career guidance systems
3-4. Student services
(1) Support for stable school life
3-5. Development and improvement of the learning environment
(1) Improvement/development and proper administration of the learning environment including campus and its building
(2) Effective utilization of libraries
(3) Accessibility to and safety of equipment and facilities

Standard 4. Educational Curriculum

The Objective of this Standard

The educational curriculum must be in line with the educational objectives stipulated for each graduate school or major, and be based upon the needs of students and the expectations of related sectors for human resources. Furthermore, the content and levels are required to be appropriate in relation to diplomas to be awarded. An institution is required to establish standards for approving credits and certifying completion, and then to rigorously apply and incorporate them in the process of creation and implementation of an educational curriculum. It is vital for enhancing educational quality to bring transparency to the institution's education through the establishment and operation of the methods to identify and evaluate learning outcomes, and to continue to improve educational curriculum, its content/method, and learning guidance in response to external evaluation.

Points Evaluated and Perspectives for Evaluation

4-1. Awarding credits and certifying completion

<p>(1) Formulation and publication of diploma policy</p> <p>(2) Formulation, publication, and rigorous application of standards for awarding credits and certifying completion, based on diploma policy</p>
4-2. Clear stipulation of curriculum policy
<p>(1) Formulation and publication of the curriculum policy</p> <p>(2) Consistency between the curriculum policy and the diploma policy</p>
4-3. Organization of systematic educational curricula bearing in mind the bridging of theoretical education and practical education in line with curriculum policy
<p>(1) Appropriate structure and operation of Curriculum Committee</p> <p>(2) The appropriate placement of courses in line with the curriculum policy, and the organization of systematic educational curricula considering the bridging of theoretical education and practical education in line with curriculum policy, based on the opinions of the Curriculum Committee</p> <p>(3) The content and level of an educational curriculum that can respond to the expectations for suitable human resources in light of the human resources fostering and diploma names in occupational areas of the fashion business</p> <p>(4) Educational curriculum content based on the following items</p> <ol style="list-style-type: none"> 1. The educational curriculum shall be organized to enable the acquisition from a global perspective of the knowledge, thinking ability, analytical ability, creativity and planning ability etc. required in the practice of the fashion business, which deals comprehensively with creation and management, as well as from the perspective of fostering professional human resources with a high sense of ethics. 2. The educational curriculum shall be organized in order that the courses below can be studied in a prioritized and well-balanced manner according to human resources fostering objectives <ul style="list-style-type: none"> • Courses regarding fashion creation • Courses regarding fashion technology • Courses regarding fashion management • Courses regarding comprehensive specialization 3. The educational curriculum shall be organized so that courses are established that deal with basic content, developmental content, practical content and case study research etc., and it is possible to conduct stage-by-stage education. 4. Balance between theoretical courses and practical courses to attain human resource fostering objectives <p>(5) Setting of a learning model in line with human resource fostering objectives</p>
4-4. Effectiveness of teaching formats and learning guidance etc. suitable for educational and research objectives
<p>(1) Measures to maintain the quality of the credits system such as placing appropriate upper limits on the number of course credits for registration</p>

(2) Distinctive measures as a professional graduate school regarding teaching methods such as internships, cases studies, field studies, mutual or multilateral debates in order to conduct practical education based on educational and research objectives
(3) Creation and use of a syllabus detailing yearly teaching plans, teaching content and methods
(4) Appropriate setting of the number of students for classes
4-5. Identification and evaluation of learning outcomes
(1) Establishment and application of methods for identifying and evaluating the learning outcomes, based on the diploma, curriculum and admission policies
(2) Feedback on identification and evaluation results of learning outcomes for improving the educational content/methods and learning guidance

Standard 5. Faculty

The Objective of this Standard

Professional graduate schools are required to clarify their basic policy regarding their organizational structure for the attainment of their missions and objectives, and in order to meet legal standards such as the Standards for Establishment of Professional Graduate Schools, secure the necessary faculty and appropriately assign them. Furthermore, it is required that they prepare a system for supporting the educational and research activities of the faculty, and that organized initiatives are conducted by faculty to improve educational and research activities.

Points Evaluated and Perspectives for Evaluation

5-1. Suitability of the assignment of faculty to execute the educational curriculum
(1) Clear definition of the basic policy regarding the organizational structure of faculty, and securement of the number of faculty requisite for the educational curriculum and their appropriate assignment in line with this policy
(2) With regard to the basic policy on the organizational structure of faculty, strict observation of the related stipulations of the Standards for Establishment of Professional Graduate Schools on the number and qualifications of faculty (including practitioner faculty)
(3) Appropriateness of the balance of the structure of faculty (specialized areas, practitioner faculty and research faculty)
5-2. Clarity of faculty recruitment and promotion policy, and appropriateness of operations
(1) Clear definition of faculty recruitment and promotion policy, setting of regulations based on recruitment and promotion policy, and appropriate operations
5-3. Appropriateness of decision-making in faculty personnel affairs
(1) Development of a decision-making organization at professional graduate schools

regarding faculty personnel affairs, clarity of authority and responsibility and their functionality
5-4. Appropriateness of systems to support and vitalize educational and research activities by faculty
<ul style="list-style-type: none"> (1) Appropriate use of RA (research assistants) etc. to support the educational and research activities by faculty and appropriate allocation of research costs and other resources (2) Implementation of organizational FD (faculty development) to improve and upgrade teaching content and methods, and the results thereof (3) Development and appropriate operation of evaluation systems for the vitalization of educational and research activities by faculty