University Accreditation Results

(Results for Certified Evaluation and Accreditation for University)

Advanced Institute of Industrial Technology

Basic Information of the Institution
Ownership: Public　　　　　　　　　　　　Location: Tokyo, Japan

Accreditation Status
Year of the Review: 2019
Accreditation Status: Accredited （Accreditation Period: April 1.2020 – March 31.2027）

Certified Evaluation and Accreditation Results
for the Advanced Institute of Industrial Technology

Overview

The Advanced Institute of Industrial Technology (hereinafter referred to as the "Institute") is a university that was established by Public University Corporation Tokyo Metropolitan University in AY2006. Along with its purpose, the Institute's mission is "to nurture individuals with a rich personality and creativeness who can contribute to industrial development, and thereby contribute to the improvement and development of the life and culture of the people of Tokyo." The Institute has the Master Program of Information Systems Architecture and Master Program of Innovation for Design and Engineering in the Graduate School of Industrial Technology. With the educational objective of nurturing advanced professional engineers with the will and ability to contribute to industrial revitalization, the Institute has formulated a mid-term plan and annual plans to achieve its third mid-term goals (AY2017 to AY2022), and conducts educational and research activities in accordance with these plans.

Specifically, the Institute has been implementing project based learning style education and has organized a step-by-step curriculum whereby students take lecture and seminar subjects in the first year and then engage in problem solving in teams in PBL subjects in the second year. This has enabled students to acquire the basic necessary knowledge and skills as advanced professionals and develop competency via practical, hands-on methods. The Institute provides individual students with a diploma supplement that indicates how well they have developed the abovementioned abilities in the form of a radar chart, along with their degrees. In accordance with the third mid-term plan, the Institute has gathered opinions from the business sector in an attempt to improve its project based learning style education.

In order to establish an environment that facilitates working student learning and promote recurrent education, which have been set as mid-term goals, the Institute has enhanced convenience for working students and stimulated their learning by providing AIIT Blended Learning, which involves tele-education that combines pre-recorded lessons and face-to-face lessons, and adopting the lecture assistance system (e-learning). In particular, through the lecture assistance system, the Institute's provision of recordings of all currently-held lectures to all students and graduates from a certain number of years back is highly commendable as an activity that contributes to making the Institute a hub for lifelong advanced vocational education.

As described above, the Institute is working on achieving its purpose and mission. However, there are issues that need to be addressed. Although a degree award policy has been set for each program, the learning outcomes lack concreteness. When grasping the learning outcomes of each subject, the Institute should clearly inform students of the specific learning outcomes in consideration of the advanced knowledge, skills, and competency that are set in detail. Establishing the Education and Research Council as the organization responsible for promoting internal quality assurance, the Institute formulates annuals plans, confirms the state of progress, and implements measures for improvement based on the results of corporate assessments. However, the role of the council and the division of roles between the respective committees in the internal quality assurance system are unclear. The Institute is currently reviewing its internal quality assurance structure. Therefore, the Institute should improve the structure, clarify the division of roles, and make its internal quality assurance system function properly.

We hope the Institute capitalizes on its achievements in nurturing architects, professionals capable of driving innovation in all fields, to further expand its remarkable initiatives, such as the implementation of project based learning style education and other forms of distinctive education and establishment of an environment that facilitates working student learning, work on further improving and enhancing its education, and thereby develop its programs even more.

Notable Strengths

Student Support

- The Institute records all currently-held lectures and provides the recordings to all students via the lecture assistance system (e-learning). This enables students to carry out class review and view lectures they have not registered for, making it more convenient for adult students in the workforce. Students are allowed to view the recordings from the latest two years for free until ten years have elapsed from their graduation, making it possible for graduates to obtain information related to ever-evolving industrial technology. It is commendable that the Institute is engaged in nurturing lifelong advanced professionals through supporting student learning both during enrollment and after graduation.

Suggestions for Improvement

Internal Quality Assurance

- Establishing the Education and Research Council as the organization responsible for promoting internal quality assurance, the Institute has developed a structure in which checks and reviews and measures for improvement are implemented through the implementation of annual plans. However, in the process of implementing measures for improvement based on the results of checks and reviews, instructions for improvement are in practice given by the monthly progress management meeting. As the Education and Research Council does not give instructions for improvement or provide support, the Institute does not have a functioning internal quality assurance system in which the council acts as the responsible body. The Institute should first clarify the procedures for promoting internal quality assurance and the roles of the Education and Research Council within the internal quality assurance system. Then, the Institute should develop an appropriate internal quality assurance system centered around the Internal Quality Assurance Promotion Committee, which is to be established as the new responsible body, and ensure the system functions effectively.

Educational Program and Outcome

- The Master Program of Information Systems Architecture and the Master Program of Innovation for Design and Engineering do not clearly indicate the learning outcomes that students need to attain in order to receive a degree in the degree award policy. This should be improved.