

# Quality Assurance of Higher Education in Japan

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## Background

Recognizing the paramount importance of quality assurance, the Japanese government and higher education institutions have implemented various policies and initiatives.

## Purpose

This study offers a comprehensive and holistic understanding of quality assurance in Japanese higher education.

## Main findings

- National level (External quality assurance)
  - ◆ Approval system for the authorization of universities based on the Standard for the Establishment of Universities
  - ◆ Certified institutional evaluation and accreditation every seven years (Third party evaluation)
  - ◆ Corrective actions are taken if a university fails to comply with laws and regulations
  - ◆ Others (By institution, field, theme, etc.)
- University level (Internal quality assurance)--Osaka University as an example
  - ◆ Quality assurance practice based on the Three-Policy rule
    - Admission policy
    - Teaching, Learning & Assessment Policy ("Curriculum Policy" in Japanese expression)
    - Degree Awarding Policy ("Diploma Policy" in Japanese expression)
  - ◆ Self-inspection/assessment at departments every year at Osaka University→  
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  - ◆ Departmental action plan
- Individual students' level: Students Voices--Osaka University as an example
  - International student survey (Student Experiences in the Research University)
  - Nation-wide Student Survey ○ 全国学生調査
  - Institution-level Student Survey (Survey for Fresh Person; Survey for Current Students; Survey for Alumni)
  - Course Evaluation by Students
  - 授業改善のためのアンケート



I feel that there is a lack of support for graduate students in areas such as research methodologies, writing research proposals, and securing research funding. The center situation heavily relies on individual instruction from supervisors in each research lab and on the student's own ability and motivation, making it difficult to develop as a researcher within the Master's program. I often discuss the issue with other graduate students, and there is a shared understanding of the problem. Although such opportunities may be provided through cross-disciplinary programs for a select group of high-achieving students, I believe that these educational opportunities should be offered as an integral part of the Master's program.

The problem caused by the decrease in the number of students is the biggest problem. Despite the ongoing efforts to attract students, it is difficult to catch up with the number. I believe a decline in the quality of education will be inevitable.

The operating hours of the Osaka University Main Library are significantly shorter than those of other university libraries (only open for half days on weekends, closed on holidays, and temporary closures during the summer and winter breaks). Frankly speaking, this is the most frustrating aspect of studying at this university, and I am not satisfied. If possible, I would appreciate if this could be improved as soon as possible.

I was inspired by your book, "Creating a Student Success System" by Tatsuo Kawashima. It has a high level of awareness regarding issues faced by institutions and their students. I'm really happy to read that it's a support to people's education. Education is the most important thing. I think it is a very valuable book.

