

## Osaka Health Science University (大阪保健医療大学)

### Evaluation summary

#### “Standard 1. Mission and Objectives, etc.”

The institution has clearly stated its mission and goal in the school rules of the university (including graduation schools). It specifically defined its educational objectives, based on its school philosophy and founding concept, which was incorporated in its university and graduate school policies. It also made efforts to publicize its originality and features through various types of media, including a website. The institution’s mission, goal, and educational objectives are reflected in the mid-term plans for the next three years, “OHSU Mid-term Outlook and Efforts for the Term” prepared in 2013, and its three policies (diploma policy, curriculum policy and admission policy). The institution undertook reviews and verifications on school-wide issues and important matters concerning university management under the initiative of its management council chaired by the deputy principal, which was established in 2014.

#### “Standard 2. Learning and Teaching”

For acceptance of entrants for the university and graduate schools, the institution clearly defined its admission policy, and held various forms of entrance examination in consideration of test-takers’ career paths.

In view of the current situation where there is an increasing need for knowledge necessary to acquire a national qualification, the institution clearly defined its curriculum policy based on which a systematic curriculum was developed. In the future, it is expected to unfailingly establish and implement a CAP system, taking care not to impose excessive burdens on students.

The institution conducted educational evaluations by means of a “class evaluation questionnaire”, and the results were utilized for improvements in class management by each teacher. It also has been trying to reflect students’ opinions obtained from a “school life questionnaire” in its student support measures.

As for the number of teachers, the institution has satisfied the standards for universities and the standards required of a training institution for those who wish to acquire a national qualification. Its efforts to develop the qualities and skills of teachers have had positive effects.

#### “Standard 3. Management, Administration and Finance”

The governing body of the institution exercised proper management in accordance with various rules, including applicable laws and regulations, as well as its articles of endowment and school rules. It is expected that a crisis management manual will be compiled as quickly as possible.

Since the administrative director acts as the principal, the governing body and the school organization have kept good communication, and good governance was ensured through mutual checking. However, an officer of a company which is a stakeholder in the university serves as an auditor, and it seems difficult for such an auditor to maintain his/her neutrality. We recommend that the institution should take any remedial action necessary.

For execution of operations, the institution defined the division of duties of respective

organizations and their powers, and developed a functional structure to execute operations, which allows school staff to attend various meetings.

The institution maintained a stable financial base, and has done its accounting properly.

#### **“Standard 4. Self-Inspection and Evaluation”**

In accordance with Article 4 of the school rules and the self-inspection and self-evaluation rules, the institution established an independent and autonomous self-inspection/evaluation system in line with its mission and objectives, etc. Also, it has compiled the university yearbook since its foundation. In 2014, it conducted self-inspections and self-evaluations based on the yearbooks for five years starting 2009. Since 2012, it has conducted unique self-inspections and self-evaluations on educational research activities every year. These yearbooks and the results of self-inspections and evaluations have been available on the website in order not only to share information within the school, but also to actively release it to the public.

To sum up, the institution is a higher education facility that can train students to become one of three kinds of medical rehabilitation professionals, that is, physical therapist, occupational therapist and speech therapist, and clearly defined its mission, goal and educational objectives. Although it has developed an educational curriculum that allows students to acquire a national qualification, it is expected to make efforts for further enhancement. Specifically, it is recommended to establish a PDCA cycle in self-inspections and evaluations of educational research activities along with mid- and long-term plans.

For details about the “Standard A. Collaboration with Local Communities”, which is set forth as the institution’s unique initiative based on its mission and goal, please refer to the general remarks on the standard.