

Plan for Implementing High School/University Articulation Reforms (Overview)

Purpose of the Plan

Approved by Minister of Education, Culture, Sports, Science and Technology, 2015.01.16

To clearly outline the important measures for MEXT to take and the schedule for developing these structured and concentrated measures from the perspective of solidly implementing reforms to high school/university articulation while referencing the “Integrated Reforms in High School and University Education and University Entrance Examination Aimed at Realizing a High School and University Articulation System Appropriate for a New Era ” (Central Council for Education 2014.12.22 report).

Specific Measures

1 Reforms to individual university selection processes

Reforms to bring about a university entrant selection process that will evaluate the proficiency, drive, and suitability, etc. of prospective entrants in a multifaceted and holistic manner in order to promote the acceptance of students from a diverse range of backgrounds. In particular, in order to promote reforms in entrance tests in line with reforms in education and curriculum, multifaceted and holistic selection processes that reflect the three aspects of scholastic ability and which are based in the admission policy will be promoted in individual universities.

2 Implementing the “Fundamental High School Scholastic Abilities Test [provisional name]” and the “Prospective University Entrant Scholastic Abilities Evaluation Test [provisional name]”

In order to, through high school education, university education, and the university entrant selection process, foster and evaluate strengths that will be needed in the future, beginning with the three aspects of scholastic ability, an organization will be created for carrying out the development of new evaluation methods and for working on comprehensive implementation of the new test, etc. while shaping the new testing for the purpose of evaluating scholastic skill.

3 High School Education Reforms

Plan for the assured acquisition of, and improvement in, the quality of a high school education that will also be fully in line with achievements made in compulsory schooling. Aim to allow students to equip themselves with the skills to proactively pursue their studies in line with their own individual dreams and goals with the sort of learning and guidelines for self conduct that will allow them to become shapers of society and the state.

4 University Education Reforms

In line with reforms in the university entrant selection process in order to evaluate in a multifaceted and holistic way, aim to create a space in which a diverse group of students can grow while being stimulated by those around them to work hard in an environment of friendly rivalry. Aim to bring about a decisive qualitative turn in university education and further develop and improve strengths that students cultivated up until their high school education, and equip them with the strength as they go out into the unpredictable society of the future to find solutions for problems that have no immediate answers.

Amend act to promote reforms to individualized selection – planned for FY2015

- Make compulsory comprehensive formulation of administration, diploma conferral, and curriculum creation and implementation policies.
- Amend ministerial ordinances concerning accreditation, and specify accreditation evaluation categories for university entrance examination.

Revise guidelines for implementation of university entrance examination – to be carried out sequentially from guidelines for FY2016 university entrance examination implementation (FY2015) onward

In order to plan for changes to the entirety of the entrant selection process, in line with the appropriate rules, to allow for multifaceted and holistic evaluations, revise university entrance examination implementation guidelines to create new rules that do away with categories for: general entrance examination, entrance examination by recommendation, and admissions office entrance examination.

Clarify administration policy – compile policy items during FY2014, draw up guidelines during FY2015

- Create and provide policy items and guidelines.

Introduce financial measures for promoting individual selection reforms – research options for promotion of involvement in reforms and the form of financial measures, aiming to summarize concrete policies during summer of FY2015

Aim to implement “Fundamental High School Scholastic Abilities Test [provisional name]” from FY2019 and “Prospective University Entrant Scholastic Abilities Evaluation Test [provisional name]” from FY2020, comprehensively considering options with reference to specialist opinion

- Aim to compile findings of considerations obtained through meetings with specialists during FY2015.
- Decide plans for and announce “Measures for Implementation of New Testing” around the beginning of FY2017.
※Schedule for new test question content and scope-and contents and schedule for implementation of the pre-test–leading up to full official implementation.
- Aim for implementation of pre-test for “Fundamental High School Scholastic Abilities Test” during FY2017 and for “Prospective University Entrant Scholastic Abilities Evaluation Test” during FY2018.
- Aim to decide plans for and announce “Implementation Outline” (specific contents of new tests) for “Fundamental High School Scholastic Abilities Test” around the beginning of FY2018 and for “Prospective University Entrant Scholastic Abilities Evaluation Test” around the beginning of FY2019.

Establish organization responsible for implementation of new testing – establishment planned for FY2017

- Form a new organization through the restructuring of university entrance examination center independent administration agencies that has as its goals: the implementation of the new testing; support for individual selection, etc.; the cultivation of specialist human resources; and, the development of new methods for university entrant selection and the measuring of scholastic ability, etc.

Promote proactive and cooperative study that focuses on problem identification and resolution and improve qualitative abilities of high school educational staff – to be swiftly implemented

- Consider the necessary strategies for the comprehensive implementation of proactive and cooperative student learning and instructional methods that focus on problem identification and resolution and map out ways to popularize such.
- In regard to improving the training, employing, and up-skilling of educational staff, considerations will be made at the Central Council for Education on specific strategies, with institutional amendments planned for FY2016.

Evaluate multifaceted scholastic activities and learning outcomes – revise progress report and guidance record forms, etc. during FY2016

- Carry out meetings with specialists and revise progress report and guidance record forms, etc.

Revise curriculum guidelines – report during FY2016

- Revise high school curriculum guidelines: (1) not from the perspective of “what can we teach?” but rather from that of “what kinds of skills/strengths do people need to learn,” and (2) focusing on clarifying learning methods and environments, in addition to instructional content, in order to soundly cultivate those skills/strengths.

Bring about a qualitative turn in university education – institutional reforms planned for FY2015

- Implement legal amendments for the purpose of promoting a turn to interactive learning in both in-class courses and independent study in individual universities under the umbrella of school-wide education and learning management. (Creating a sound institutional structure to support university presidents, for example beginning with making staff development programs compulsory.)

Promote understanding and evaluating of students’ learning outcomes – institutional reforms planned for FY2015

- In regard to certification evaluation processes, promote the evaluation of learning outcomes and the level of assurance of internal quality (i.e., the processes in each university responsible for identifying and improving outcomes).

Promote entrance to university for non-first year students, etc. – institutional reforms planned for FY2015

- In regard to students that have completed high school *senkōka* special courses entering university as non-first year students, implement the necessary institutional reforms with reference to the outcome of considerations by the Central Council for Education.