

University Accreditation Results
(Results for Certified Evaluation and Accreditation for University)

Jichi Medical University



Basic Information of the Institution	
Ownership: Private	Location: Tochigi, Japan
Accreditation Status	
Year of the Review: 2020	
Accreditation Status: accredited (Accreditation Period: April.1.2021 – March.31.2028)	

Certified Evaluation and Accreditation Results for Jichi Medical University

Overview

Jichi Medical University is founded on the principle of “educating dedicated doctors of ethical standing in order to provide highly skilled medical care in remote areas of Japan where medical aid is limited, to promote the health and well-being for people living in rural communities, and to contribute to the advancement of medicine alongside the well-being of humankind on a wide scale.” In terms of human resource development, it aims to “train doctors with advanced medical skills to secure and improve medical care in remote areas and other communities, and to train nurses who can provide advanced medical care and community nursing.” As a medium- to long-term plan for fulfilling its founding principles and objectives, the University has drawn up a 7-year plan in the form of its “Medium- and Long-Term Goals” and “Medium-Term Plan”. The plan has been under implementation for three phases already, indicating that the University is making efforts to enhance its education and research activities.

The executive body of the University, the “Jichi Medical University School Corporation Planning Committee” (referred to below as the “Planning Committee”) is responsible for internal quality assurance. This is then implemented through a four-tiered organizational structure consisting of the “Medium-term Plan Implementation Committee”, “General Working Group”, and “Divisional Working Groups” underneath the Planning Committee. A PDCA cycle has been established to solve and improve problems identified in the check and review process, in which the Medium-term Plan Implementation Committee gives instructions for improvement and the Planning Committee reviews issues that require a University-wide response, which are then reflected in the Medium-Term Plan. However, there are some issues that require improvements. These include the fact that the scope of the checks and reviews is limited to the implementation of the Medium-Term Plan, and that there is no organization that conducts checks and reviews of the Planning Committee itself, which is an executive body.

Regarding education, all faculties and graduate schools have organized their curricula appropriately in accordance with their degree award policies (diploma policies) and curriculum design and implementation policies (curriculum policies). Of particular note is that, in accordance with the founding principle of the University, distinctive courses are offered in the fields of medicine in remote areas and multi-profession

collaboration. It is a highly significant achievement that these efforts have resulted in graduates engaging in medical care in remote areas and contributing to securing medical care for local communities with an attitude of actively contributing to local medical care. The University's efforts to conduct various social cooperation activities and to return the results of education and research to society at large are also outstanding. These include the "Training Program for Nurses Practicing in the Community", a project that contributes to the health of local residents and to the practice of medical nursing in the community, industry-academia collaborations, and joint-use, joint-research hub facilities. With respect to student support, too, the University has established a student support policy and set up a framework on that basis, enhancing systems for assisting students' studies and implementing measures to prepare them for national doctors' and nurses' examinations, thereby maintaining a high pass rate. It has also set up a system to support students' financial needs, providing substantial assistance including dormitory management and full loans for tuition and other student fees in the School of Medicine.

However, there remain some issues to be addressed. In terms of student quota management, the ratio of student enrollment to the student enrollment cap is high in the Division of Medicine and low in the Master's Course of the Graduate School of Medicine. In addition, the Graduate School of Medicine does not clearly indicate research guidance plans to students in advance, so this should be corrected.

The University has already recognized the need for curriculum maps, subject numbering, and other measures to create an environment where students can take courses in a systematic and sequential manner, and has begun to consider these issues.

Going forward, we hope that the University will resolve the problems identified here with internal quality assurance efforts and further develop its distinctive and ambitious initiatives.

Notable Strengths

Social Cooperation and Contribution

- Graduates are engaged in medical care in remote areas and help secure medical care for local communities. In addition, faculty and staff at the University's faculties and graduate schools have a good understanding of its mission, and are working to implement it in practical initiatives. In particular, the Graduate School of Nursing's Training Program for Nurses Practicing in the Community, which is aimed at nurses working at clinics in remote areas, hub hospitals for medical care in remote areas,

medical institutions in Tochigi prefecture, and home nursing stations in the northern Kanto region, develops the complex and advanced clinical decision-making skills and excellent community care skills required for team medicine. The program was developed on the basis of a needs assessment, and the fact that it includes e-learning opportunities and a follow-up program is commendable for its contribution to the practice of nursing in the community.

Suggestions for Improvement

Internal Quality Assurance

- The scope of the checks and reviews conducted by the Planning Committee in its capacity as the body with responsibility for the entire University, is limited to progress management and assessment with respect to the Medium- and Long-Term Goals, Medium-Term Plan, and the Business Plan that takes these as a basis. At present sufficient checks and reviews have not been implemented in terms of university-wide efforts. The “President’s Advisory Council” is also said to conduct various reviews, but these are not initiatives for improvement based on the checks and reviews in each faculty and graduate school, and as such, it cannot be said that a framework for an internal quality assurance system has been established. Therefore, it is necessary to set out the roles and positions of the Planning Committee, President's Advisory Council, and the Medium-term Plan Implementation Committee within the internal quality assurance system, develop policies and regulations in line with these roles and positions, and establish a system that conducts appropriate checks and reviews of University-wide initiatives and provides support for improvements accordingly.

Educational Program and Learning Outcomes

- In the Master’s and Doctoral Courses at the Graduate School of Medicine, the relationship between the learning outcomes indicated in the degree award policy and the methods for measuring them is unclear. Therefore, it cannot be said that the learning outcomes indicated in the degree awarding policy are appropriately measured, and improvements are required accordingly.

Student Enrollment

- The ratio of student enrollment to the student enrollment cap in the Division of Medicine is high at 1.01, so improvements are needed to ensure that undergraduate student quotas are properly managed.
- Conversely, the ratio of student enrollment to the student enrollment cap in the Master's Course of the Graduate School of Medicine is low at 0.40, so improvements are also required in terms of thorough quota management at the graduate level.

Recommendation

Educational Program and Learning Outcomes

- In the Master's and Doctoral Courses at the Graduate School of Medicine, neither the methods of research guidance or their schedule are specified as part of the research guidance plan. Improvements should be made so that these are made clear to students in advance.