

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

Tokyo Healthcare University



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2018	
Accreditation Status: accredited (Accreditation Period: April.01.2019 – March.31.2026)	

## **Certified Evaluation and Accreditation Results for Tokyo Healthcare University**

### **Overview**

Tokyo Healthcare University (hereafter, the University) was established in 2005 with one faculty, the Faculty of Healthcare. Based on its founding spirits of “providing precise academic training in healthcare while engaging in research and clinical activities, always staying rooted in science and technology,” and “developing professionals of good character who are open-minded and compassionate, with a deep reverence and respect for human life,” the University aims to nurture professionals with specialized skills, depth of character, broad-based knowledge, strong ethical principles, and the ability to identify, analyze, and address comprehensively the social challenges faced by today’s society from a fresh perspective. In line with its mission and purposes, the University has actively expanded its offering of programs over the years, and in 2018 it was home to four faculties and two graduate schools spread out across six campuses. The University endeavors to respond to social demands, changing needs of the times, and changing student profiles as it trains skilled medical professionals. Furthermore, the institution strives to improve the education of healthcare providers based on its medium-term goals and plans, with the Tokyo Healthcare University Vision (hereafter, the Vision) statement laying out its aspirations ten years ahead, and the Action Plan setting out the specific actions to achieve the Vision.

The University is highly commended for creating an education and research organization that develops skilled professionals required by society, namely the master’s course in Advanced Practical Nursing of the Postgraduate School of Nursing that trains and sends off nurse practitioners (NP) to healthcare facilities around the country. The University is also highly commended for ensuring that the curriculum of all faculties and graduate schools are developed in accordance with the degree award policy and the curriculum design and implementation policy, and for its unique team-based healthcare education initiative, a collaborative program offered jointly by departments in the Faculty of Healthcare.

There are a number of issues the University needs to address, however. At the undergraduate level, there are departments that need to improve their enrollment management. Issues at the graduate level include failure to (a) properly adopt the degree award policy and the curriculum design and implementation policy, (b) put in place effective processes to measure and assess the learning outcomes established in the degree

award policy, (c) present the evaluation criteria for research projects to students in advance, and (d) implement adequate faculty development (FD) activities. To address these issues, the University launched in 2018 the THCU Self-Study Committee (hereafter, the University Self-Study Committee), the Deans' Meeting, and the Internal Quality Assurance (IQA) Promotion Council, and is in the process of developing a new IQA system. Going forward the University needs to adopt and share the basic IQA principles and processes with relevant organizations as well as define the roles and responsibilities of the Deans' Meeting and IQA Promotion Council. It should also establish a university-wide IQA promotion system led by the Deans' Meeting and implement effective management of teaching and learning across the institution by facilitating faculty and graduate school implementation of the PDCA cycle.

It is important for the University to address these issues and work on quality assurance for further development of the institution.

## **Notable Strengths**

### *Educational and Research Structure*

- To achieve its stated vision and objective to train relevant, educated professionals with depth of character and the ability to identify, analyze, and address comprehensively the social challenges faced by today's society from a fresh perspective, the University offers the Master's Course in Advanced Practical Nursing in the Postgraduate School of Nursing that trains nurse practitioners (NP), and has been designated by the Ministry of Health, Labour, and Welfare as the training agency for the Nurse's Training Program Which Affects a Specific Act. Through its partnership with the National Hospital Organization, the University sends off its graduates to large hospitals around the country as NPs, and is commended for having created an education and research organization designed to train skilled professionals required by society.

### *Educational Program and Outcome*

- In accordance with the curriculum design and implementation policy and the aim of producing medical professionals capable of providing team-based care, the Faculty of Healthcare offers "collaborative healthcare education" subjects open to first-year through fourth-year students. Collaborative healthcare education allows students to

acquire specialized knowledge and skills outside their expertise, and provides opportunities to engage in group discussions and group work in the two subjects of Career Education I and Cooperative Care Practice, which enroll a mixed group of students from the divisions of Nursing, Medical Nutrition, and Healthcare Informatics. The program, which has earned high satisfaction from both alumni and students in evaluation surveys, is commended for training medical professionals capable of team-based care practices by enabling students to learn different perspectives and understand the difficulties of working with healthcare providers of various specialties and by providing learning experiences not possible to gain through classes offered by a single department.

## **Suggestions for Improvement**

### *Educational Program and Outcome*

- The Master's Course of the Postgraduate School of Healthcare should adopt a degree award policy for each degree offered, and the Doctor Course of the Postgraduate School of Healthcare needs to adopt a degree award policy and a curriculum design and implementation policy for each degree offered.
- The divisions of Advanced Practical Nursing and Advanced Practical Midwifery (Midwife Certification Program) should present the evaluation criteria for research projects to students in advance.
- In the postgraduate schools of Healthcare and Nursing, learning outcomes are measured and assessed by thesis presentation, post-course final examinations, and other means, but the results are not being used to develop the criteria to measure the learning outcomes indicated in the degree award policy. The University should improve its practice and ensure that learning outcomes are measured and assessed properly.

### *Faculty and Faculty Organization*

- The postgraduate schools should systematically implement their own FD programs.

### *University Management and Finance*

- The University's total debt ratio is higher than the average total debt ratio of private universities with multiple undergraduate schools including science and engineering schools. Its net asset ratio is low, and the ratio of financial assets to required reserve fund is also low. The University is therefore advised to review its financial plans and implement improvements to establish a more solid financial foundation.

## **Recommendations**

### *Internal Quality Assurance*

- While the Deans' Meeting is defined as the organization responsible for IQA, the University regulations stipulates that the IQA Promotion Council assumes that role, and the division of responsibility between these organizations is unclear. The Deans' Meeting is tasked with implementing sweeping improvements across the university based on self-study results, but the Council merely reports the results to the deans and other officials. The University lacks a teaching and learning management mechanism to support faculties and graduate schools in implementing the PDCA cycle. Also, the University positions the Screw Committee (スクリー委員会) consisting of outside experts, which bears the important responsibility of enhancing and developing education and research activities, as the president's private advisory body, and provides no regulations or clear scope of responsibilities. Furthermore, self-study conducted by the graduate schools cannot be characterized as a systematic undertaking, as it is unclear who is responsible for carrying out the reviews and what the procedure involves. The University must improve its IQA system as there are many deficiencies as described above.

### *Student Enrollment*

- The average ratio of freshman enrollment to the freshman enrollment cap over the past five years and the ratio of student enrollment to the student enrollment cap are low at 0.88 and 0.78, respectively, in the Division of Healthcare Informatics, Faculty of Healthcare. Faculty enrollment must be managed more effectively.