

Accreditation Results
(Accreditation Results for School of Dental Education)

Hiroshima University
School of Dentistry, Program of Dentistry



Basic Information of the Institution	
Ownership: National	Location: Hiroshima, Japan
Accreditation Status	
Year of the Review: 2023	
Accreditation Status: accredited (Accreditation Period: April 1, 2024 – March 31, 2031)	

Accreditation Results for Hiroshima University, School of Dentistry, Program of Dentistry

Hiroshima University, School of Dentistry, Program of Dentistry, operates on the founding principle of “a single unified university, free and pursuing peace” with its unique purpose of “providing foundational dentistry education and specialized education aimed at nurturing professionals who will lead the development of dental science and medicine in Japan and abroad and contribute to the advancement of dental medicine and dental healthcare by developing dentists with a spirit of scientific inquiry, a global outlook, advanced academic knowledge and medical skills, and well-rounded character traits,” formulated based on Hiroshima University Charter’s educational vision that reads: “Hiroshima University will create an environment in which each student can learn independently and flexibly, while nurturing individuals with a rich sense of humanity, broad education, excellent specialized knowledge, and the ability to discover and solve problems on their own, who will contribute to the realization of a society that enables free and peaceful sustainable development.” The School strives to train dentists with the skills to provide holistic dental care and all-rounded competencies for succeeding globally based on the three educational pillars of (a) Biodental Education, (b) Interprofessional Education, and (c) International Education.

To achieve its goals the School offers a curriculum based around the Hiroshima University Program of Specified Education and Study, or HiPROSPECTS[®], a goal-oriented educational procedure adopted across the university. Structured by year levels to ensure progressive learning, the curriculum consists of courses in the two subject groups of Liberal Arts Education and Specialized Core, and promotes small-group education and active learning methods, such as Project-Based Learning (PBL) and role-playing, along with experiential and online learning and other teaching strategies. To develop a research mindset the School provides opportunities for students to take graduate-level dental science courses and be assigned to a research laboratory. A notable feature of the School’s education program is the International Dental Course, which accepts long-term exchange students from Hiroshima University’s overseas partner institutions and conducts most lectures and training in English and Japanese. The course is highly commendable in that it helps nurture globally competent professionals and provides students with an opportunity to learn about diversity. Interprofessional Education (IPE), a joint program of the schools of Medicine, Dentistry, and Pharmaceutical Sciences offered to students in their first year and in an advanced year, is an effective strategy to impart knowledge on a broad range of medical professions and to provide a practical learning opportunity in

team-based care. Also of note is the unique tutoring system that assigns students with primary and secondary tutors as a means to cater to their specific needs.

There are several areas of improvement the School should address, however, despite the various strengths noted above.

First, the syllabus in some courses fails to provide information that should be included, such as the learning achievement objectives and grading criteria. Second, the qualifications for teaching clinical clerkships are not clearly specified, and the requirements should be defined to clarify where the responsibility for the course lies. Third, the number of student-patient encounters in the clinical clerkships is inadequate; efforts should be made to increase the amount of clinical experience. Furthermore, to achieve the unique goals described above, the School should strive to assure the clinical competency of its students at the time of graduation by (a) clarifying each department's evaluation criteria provided in the clinical training course syllabus and the Preliminary and Clinical Training Guide, and ensuring consistency of style and wording in these documents; (b) strengthening medical safety measures; (c) developing alternative methods of clinical training when providing sufficient clinical experiences for students is difficult; (d) resuming the use of the external facilities currently closed; and (e) centrally monitoring student attendance. The fifth area of improvement concerns the various learning effectiveness surveys conducted by the School. The surveys' low response rates call for improvement in how they are conducted so as to ensure their relevance. Finally, the ratio of student enrollment to the student enrollment cap has been high over the past few years, and the School needs to better monitor its student admissions to maintain appropriate student enrollment.

To improve these issues the School is advised to utilize the results of this accreditation for schools of dental education and continue its self-study efforts for improvement, while assuring and enhancing the quality of its undergraduate dental education and further developing the unique characteristics of its dental education program.