

**Accreditation Results**  
**(Accreditation Results for School of Dental Education)**

**Osaka Dental University**  
**School of Dentistry, Faculty of Dentistry**



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Osaka, Japan
<b>Accreditation Status</b>	
Year of the Review: 2023	
Accreditation Status: accredited (Accreditation Period: April 1, 2024 – March 31, 2031)	

## **Accreditation Results for Osaka Dental University, School of Dentistry, Faculty of Dentistry**

Osaka Dental University, School of Dentistry, Faculty of Dentistry, sets forth a clear purpose statement based on its founding spirit and overarching purpose that reads as follows: “We aim to widely provide knowledge in dentistry required to be a dentist, teach theory and techniques deeply in specialized areas, help develop intellectual, moral, and applied abilities, contribute to the creation and development of culture, as well as to develop human resources who demonstrate the founding spirit, philanthropy and public interest.”

The School’s education program has several highly commendable features, including the opportunity for students of the School of Dentistry and the Faculty of Health Sciences to learn how data science is applied to dentistry through the Mathematics, Data Science, and AI Smart Higher Education Program, an on-demand MEXT-certified MDASH Literacy program under the interdepartmental ODU Common Curriculum of Dental Care Faculties, as well as the Honors Education and Forum for International Students programs designed to develop students’ research mindset and international outlook. The School offers dedicated student support programs that include a multi-layered academic advising system involving a team of advisors comprising an instructor for each year level, a mentor, and an academic counselor and the “care and nurture” program offering mental health support and interventions for academic underachievement. Furthermore, data on students’ advising history are accumulated in the academic computer system’s student records to be shared and utilized by teachers for future advising. It is also notable that practical training is designed to provide knowledge, skills, and experience in digital dentistry through simulation training that involves designing CAD/CAM-generated inlays and crowns, taking digital impressions, and creating restorative components using the intraoral scanner and other equipment acquired with MEXT’s Grant-in-Aid for University Reform, with part of the training conducted jointly with the Department of Oral Health Engineering, Faculty of Health Sciences, to provide experience in multi-specialty dental care.

A commendable aspect of the School’s student enrollment is that it offers a wide range of application options, including “Plus One” in which admission decisions are made based on the combined score of the General Selection test and one subject from the Common Test for University Admissions, and the “Foreign Language Test Exemption” in the application categories of “Selection by School Recommendation” and “General

Selection.” The “Foreign Language Test Exemption” exempts applicants from taking the School’s foreign language test when submitting a passing score of an English language proficiency test administered by a private testing agency.

The review observed that faculty evaluation is implemented in accordance with the School’s regulations. Some notable features of the School’s evaluation scheme include the multi-dimensional evaluation approach of assessing not just individual teachers but courses as well, and the use of such novel evaluation criteria as the SDGs, Society 5.0, community engagement, and regional development.

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

First, the Goals and Objectives Statements in the Educational Policy, Objectives of Studying Dentistry (published in the University Guidebook) and the degree award policy (diploma policy) are essentially the same though expressed differently, and should be reviewed for clarity and consistency in content and style.

Second, clinical clerkships are now taught by paid clinical teaching staff members with a dental degree and minimum clinical experience of five years. These qualification requirements should be articulated in writing.

Third, with no clear appeals policy in place for grading, students wishing to question or express concerns about their grades, except for the 6th year bachelor degree exam, have no recourse other than contacting the teacher. This situation should be rectified.

Lastly, while the faculty’s age profile by rank is appropriate for sustaining the faculty into the future, the percentage of female teachers is low relative to the student gender ratio and needs improvement.

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.