

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

Kanazawa Medical University



Basic Information of the Institution	
Ownership: Private	Location: Ishikawa, Japan
Accreditation Status	
Year of the Review: 2021	
Accreditation Status: accredited (Accreditation Period: April.1.2022 – March 31, 2029)	

Certified Evaluation and Accreditation Results for Kanazawa Medical University

Overview

The three missions of Kanazawa Medical University (hereinafter the University) are “to develop good doctors,” “to advance medical knowledge and skills,” and “to contribute to society.” The University is particularly characterized by its philosophy of “developing skilled medical professionals with high ethical standards and compassion.” On this basis, the University’s schools and graduate schools have set the objectives of human resource development and of education and research in medicine and nursing. In addition, in order to fulfill its missions, philosophy, and objectives, the University has formulated a medium- to long-term plan, “Kanazawa Medical University Educational Corporation Medium-term and Long-term Plan for the 50th Anniversary”, and it is acknowledged that the University is working to enhance both the physical and social aspects of its educational and research activities.

With respect to internal quality assurance, the three pillars of the University’s self-assessment are “education, research, and entrance examinations,” with a system established for each. However, in education and research in particular, there is an insufficient track record of improvement based on self-assessment results, and it is difficult to say that university-wide educational management that encompasses individual departments is properly functioning. In addition, the division of roles between the University Management Council, which is the body responsible for promoting internal quality assurance, and the Department Assessment Committee is unclear. As such, there are issues with the functioning of the internal quality assurance system, and improvements must be made.

Regarding education, all schools and graduate schools have organized their curricula appropriately in accordance with the degree award policy (diploma policy) and curriculum design and implementation policy (curriculum policy). With respect to the learning outcomes indicated in the degree award policy, the School of Nursing has, in accordance with the degree award policy, implemented appropriate efforts to identify and evaluate learning outcomes in the school by having students conduct self-evaluations using a “Self-evaluation Form for Diploma Policy Attainment” publishing the results on its website, and providing feedback internally. However, although the Graduate School of Medical Science ascertains learning outcomes on the basis of a dissertation examination, the connection between the dissertation

examination criteria and the learning outcomes indicated in the degree award policy is unclear, and the Graduate School of Nursing only conducts evaluations with respect to part of the degree award policy. As such, the JUAA hopes to see further improvement in the measurement indicators for learning outcomes at the graduate school level.

In terms of student support, a Student Support Center, centering on the Student Affairs, has been established, and a university-wide student support system has been put in place. The Student Support Center and its members provide a wide range of services, including attendance support, preparation for national examinations, study support for students with disabilities, support for international students, and career education. In addition to these efforts, the University has also made outstanding efforts to create an environment in which students can easily seek advice, such as discussion meetings between faculty members in administrative positions and students and the “Pole Pole Cafe,” which is operated independently by students.

Conversely, in terms of issues that require improvement, the objectives of each faculty and graduate school are not stipulated in the school regulations, etc. Regarding staff development (hereinafter “SD”), lectures on education, academic matters, and medical topics are distributed via video-on-demand, but the number of viewers has not been ascertained. This is insufficient, and requires that improvements be made by conducting effective SD and ensuring its appropriate distribution across the University.

In the future, the JUAA hopes that these issues will be resolved through internal quality assurance efforts, and that the University will make further strides toward improving quality.

Notable Strengths

Student Support

- In accordance with the student support policy, a fine-tuned support system is in place, centering on a system of academic advisors (class supervisors). At the discussion meetings between faculty members in administrative positions and students, numerous and varied opinions and requests are raised each year, mainly by alumni associations and class representatives, etc. Faculty and staff carefully answer and respond to these views to gain students’ understanding and make tangible improvements to address their concerns. In addition, at the “Pole Pole Cafe,” which is operated independently by students, senior students provide counseling to junior students, providing a framework for students to discuss

matters that they may not feel comfortable discussing with their academic advisors (class supervisors) and other faculty members. In this way, the University is addressing each student individually and creating an environment in which it is easy to seek advice, something to be commended.

Suggestions for Improvement

Mission and Purpose

- No educational and research objectives for the School of Medicine, the School of Nursing, the Graduate School of Medical Science and the Graduate School of Nursing are stipulated in the university rules or equivalent regulations, so improvement is required here.

Internal Quality Assurance

- Although the powers and roles of each of the major organizations involved in internal quality assurance are indicated in regulations and policies, the relationships between each organization of the University as a whole, including the Faculty Council and the committees of each department and graduate school, is not clear, requiring the internal quality assurance system to be clarified. Furthermore, in light of the fact that the self-study system is just beginning to be established and steady efforts will be required in the future, as well as the fact that appropriate feedback based on the check and review results of is only partially provided, improvements are required to ensure proper functioning of management in the University Management Council and Evaluation and Management Committee.

Educational Program and Learning Outcomes

- The Graduate School of Medical Science and the Graduate School of Nursing state that they measure learning outcomes through questionnaires to students, etc. However, the relationship between this and the degree award policy is not clear, so improvement is required to set measurement indicators that are linked to the learning outcomes specified in the degree award policy.

Student Enrollment

- In the last five years, the average ratio at the School of Medicine of freshman enrollment to the freshman enrollment cap and the ratio of student enrollment to the student enrollment cap have been high at 1.01 and 1.04, respectively,

suggesting the need for improvements.

University Management and Finance

- With respect to SD for faculty members, insufficient efforts have been made in terms of training, etc. conducted by the Center for Medical Education and by individual departments. In addition, although a system is in place to enable the viewing of “Staff Development for the Safety Management System” and other training sessions using video-on-demand over the intranet, the number of participants is not monitored, so appropriate post-implementation verification cannot be said to have been conducted. Improvements are required to ensure that substantive SD is properly implemented by targeting all faculty and staff and handling content relating to university administration.