

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

Kansai University of Nursing and Health Sciences



Basic Information of the Institution	
Ownership: Private	Location: Hyogo, Japan
Accreditation Status	
Year of the Review: 2019	
Accreditation Status: Accredited (Accreditation Period: April 1.2020 – March 31.2027)	

## **Certified Evaluation and Accreditation Results for Kansai University of Nursing and Health Sciences**

### **Overview**

Kansai University of Nursing and Health Sciences (hereinafter referred to as the “University”) was founded under the motto of “Brighten the World at Your Corner,” which means “to believe in your station as the best one and do your best there.” Aiming to nurture individuals with comprehensive nursing skills who are capable of contributing to healthcare, medicine, and welfare in the local and global community, the University has carried out educational and research activities in the Faculty of Nursing and Graduate School of Nursing it has established. The University formulated the Kansai University of Nursing and Health Sciences Mid- to Long-term Plan (hereinafter referred to as the “Mid- to Long-term Plan”) in AY2015, and has created annual plans based on the Mid- to Long-term Plan, as well as a Mid- to Long-term Plan Roadmap in view of achieving it. The University is engaged in nurturing nursing professionals with ethical awareness and global communication skills, and uses professional knowledge and skills in nursing to contribute to the local community through recurrent education.

With regard to education, the University has established a degree award policy (diploma policy) in line with its mission and purpose, and provides small-group education in both lectures and seminars in order to enhance students’ practical nursing skills. In order to provide nursing and treatment that utilizes the resources (people, culture, nature) of Awaji Island, where the University is located, as a form of therapy, the University is engaged in the establishment of a research hub for promoting local revitalization and developing a nursing education curriculum based on the basic idea of creating “Therapy Island Awajishima,” in cooperation with the local government and other groups. It is commendable that as part of this endeavor, the University has consistently held seminars that cover a wide range of topics, from the basics of nursing diagnosis to issues concerning nursing and care in clinical settings, in the Nursing Diagnosis Research Center, and has worked on providing nursing skills for elders with dementia and verifying the effects thereof.

There are, however, several issues that need to be resolved. With regard to education, the content of the curriculum design and implementation policy (curriculum policy) is insufficient, and there are issues with the syllabus content and description. Measures to give substance to credits are insufficient, and evaluation methods and indicators for grasping the learning outcomes indicated in the degree award policy have

not been established. This should be improved. Criteria for faculty member selection have been established, but the content of the criteria are based on laws and regulations. Therefore, the University needs to stipulate the specific selection criteria in regulations, and also establish criteria for qualification examination of graduate school research supervisors. Finally, there is a need to make the internal quality assurance system function in order to solve these issues. However, although the Self-Study Committee is considered the organization responsible for promotion of internal quality assurance, a structure for internal quality assurance as a whole has not been established properly, and the authorities and roles of the Self-Study Committee, including its management, in relation to other organizations involved in internal quality assurance are not clearly established. In reality, the Self-Study Committee is not functioning, and it is the University Management Committee that promotes internal quality assurance. Therefore, there is a significant discrepancy between the actual situation and internal quality assurance-related policies and procedures. The University should clarify the authorities and roles of each organization and rectify the structure and system so that internal quality assurance can function based on cooperation between the organizations.

Going forward, the University should, in line with its internal quality assurance policy, continue to engage in self-study activities, including verification of the achievement of annual plans, review the composition and roles of internal committees, establish an internal quality assurance structure, and make efforts to resolve the issues. We hope the University expands its distinctive initiatives that leverage geographical conditions and professional knowledge and skills in nursing to develop its program even further.

## **Notable Strengths**

### *Social Cooperation and Contribution*

- The University is engaged in various programs based on the perspective of solving local social issues through nursing. With the aim of nurturing local nurses and promoting nursing diagnosis and nursing treatment, the Nursing Diagnosis Research Center has consistently held nursing diagnosis seminars that cover a wide range of topics, from the basics of nursing diagnosis to issues concerning nursing and care in clinical and educational settings. Seminar participants have been increasing every year. As part of its research on therapy as a cure/remedy involving people, nature, and culture, the University regards “touching care” methods, such as hand massaging for

elders with dementia, as nursing skills, and has practiced these methods in its elderly nursing training facility in an attempt to verify the effects they have on care recipients. It is commendable that the University has used professional knowledge and skills in nursing to contribute to the local community through such initiatives.

## **Suggestions for Improvement**

### *Educational Program and Outcome*

- The Faculty of Nursing and the Master Course of Nursing, Graduate School of Nursing, do not present the basic ideas on curriculum organization and implementation in the curriculum design and implementation policy. This should be improved.
- Even though the relevant office checks whether syllabus content corresponds to actual classes, there are some issues with the description of criteria for assessment of academic achievement and class schedules. Thus, from the perspective of encouraging active student learning, the items and content are insufficient. The University should review and improve the way syllabi are prepared and checked in order to formulate syllabi that contribute to student learning.
- There is no limit on the number of credits undergraduate students can register for in a single year. Especially in the second year, as there are many compulsory subjects that are prerequisites for the nursing training provided in the third and subsequent years, there are a considerable number of students who actually register for many credits. Other measures have not been implemented, and not enough is being done to give substance to credits. Therefore, the University should improve the situation in view of the purpose of the credit system.
- The faculty grasps learning outcomes based on the grades in each subject, results of the PROG test, and exit examinations, among other methods, while the graduate school grasps learning outcomes through research supervision. However, the relationship between these methods and the learning outcomes indicated in the degree award policy is unclear. Therefore, the University should make improvements so that learning outcomes are grasped and evaluated appropriately.

### *Faculty and Faculty Organization*

- The University selects all faculty members according to the Criteria for Faculty Member Selection. However, the Criteria do not stipulate the specific examination criteria or the criteria for qualification examination of graduate school research supervisors and assistant supervisors. The University should clearly indicate the criteria used for qualification examination in the faculty member selection process, and also formulate criteria for qualification examination of graduate school faculty members.

### **Recommendation**

#### *Internal Quality Assurance*

- Although the Self-Study Committee is considered the organization responsible for promotion of internal quality assurance, a structure for internal quality assurance as a whole has not been established properly, and the authorities and roles of the Self-Study Committee, including its management, in relation to other organizations involved in internal quality assurance are not clearly established. In reality, the Self-Study Committee is not functioning, and it is the University Management Committee that promotes internal quality assurance. Therefore, there is a significant discrepancy between the actual situation and internal quality assurance-related policies and procedures. The University should clarify the authorities and roles of each organization and rectify the structure and system so that internal quality assurance can function based on cooperation between the organizations.