University Accreditation Results

(Results for Certified Evaluation and Accreditation for university)

Tokyo Women's Medical University

Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2014	
Accreditation Status: accredited （Accreditation Period: April.01.2015 – March.31.2022）	

**Certified Evaluation and Accreditation Results
for Tokyo Women's Medical University**

Overview

Tokyo Women's Medical University (hereafter, the University) was founded in 1900 as Tokyo Women's Medical School with the mission "to nurture women who establish themselves firmly with a strong sense of self-discipline and social independence, who contribute to society through the medical education which fosters doctors with deep knowledge and highly specialized skills as well as thoughtful mind." Via Tokyo Women's Medical Professional School, Tokyo Women's Medical College was established with a single Faculty of Medicine in 1952. Thereafter, it added the Graduate School of Medicine, the Faculty of Nursing, and the Graduate School of Nursing, and currently it contains two faculties and two graduate schools. Also, the Graduate School of Medicine established the first joint program with another university in Japan in 2010. The University has two campuses, with the main campus being located in Kawadacho, Shinjuku Ward, and the Daito Campus located in Kakegawa City, Shizuoka Prefecture.

After its accreditation by Japan University Accreditation Association (JUAA) in 2007, the University has made notable efforts to improve the content and method of education, including enriching tutorial education in the School of Medicine; Japan's first acquisition of international accreditation based on the international standard of medical education in order to improve the quality of the curriculum; and developing career education in the School of Nursing. Another notable feature includes social contribution activities, such as support of female researchers and of female doctors returning to their work. However, issues are found in clarification and implementation of the stated purpose of education and research, policy on degree award, and curriculum design policy). Also, in regards to the administration, the acting president has been working in this role for several months. While various regulations have been reviewed and reorganized for improvement, a new president should be elected without delay in order to facilitate the building of an administration system that is suitable for an education and research institution.

Notable Strengths

Educational Content, Methods, and Outcome

- As an effort to review curriculum and educational content and improve the quality of the curriculum, the Faculty of Medicine applied in 2012 for an international evaluation by the Association for Medical Education in the Western Pacific Region (AMEWPR), a regional section of the World Federation for Medical Education. The evaluation examined such items as the educational program, students, faculty, and educational recourses to determine whether they satisfy the international standard as a medical university. It is commendable that the University has made an effort to work on internal quality assurance of the curriculum from a global perspective.

- In the Faculty of Nursing, as part of lifelong career support, career development is a required subject throughout a student's four years. In this course, students can reflect on their own lives and plan their future careers by learning self-care and self-development (abilities to form the basis of career development), as well as learn about career directions from the experiences of former students who are now working in their fields. It is also commendable that the University makes an effort to enable students to learn not only human behaviors as a member of an organization from the perspective of organizational behavior, but also cooperation in team medicine.

- In the Faculty of Medicine, the tutorial system has long been used for practical training and learning because it is a suitable educational method that facilitates voluntary learning in students. The tutorial system plays an important role in human relationship education. In order to develop and support this teaching method, a tutor-training program has been implemented. The guidelines for implementing the tutorial system have been standardized, and the assessment method has been examined and improved by the entire faculty. It is commendable that through these efforts, the tutorial system is deeply ingrained in the entire curriculum as a method of education in the Faculty.

Education and Research Environment

- As a notable feature of the University, with a focus on training female researchers, the University established the Support Center for Women Health Care Professionals and Researchers where mentors offer advice to promote the academic careers of women in research. It is also commendable that grants for the training of educators and researchers and for the promotion of medical and nursing research, together with a substantial research support system, improve female researchers' motivation.

Social Cooperation and Contribution

- The Professional Reentry Support Center for Women Physicians offers support for female doctors returning to their work through the Practical medical retraining in hospitals and the e-learning education program, and carries out support for reinstatement regardless of the university the doctor graduated from, affiliation, or living place. Many people register for these e-learning lectures, which are offered not only by female doctors but other healthcare professionals as well. Also, the Center offers practical, hands-on training in how to use endoscopes and ultrasound scanners. In addition, the Center holds an annual symposium. It is commendable that these efforts offer opportunities for lifelong learning to doctors and healthcare professionals as well as provide social support for female doctors to reinstate them in their jobs according to the founding spirit of the University.

Suggestions for Improvement

Mission and Purpose

- The purpose of personnel development or the other purpose of education and research for each faculty and graduate school are not defined in the University Regulations or the equivalent. This should be improved.

Educational Content, Methods, and Outcome

- All of the departments and graduate schools, the policies for awarding degrees do not state learning outcomes at the time of program completion. Also, in regards to curriculum design policies, basic ideas regarding educational content and methods are not stated. This should be improved.

- In the syllabus of each department and graduate school, the criteria for assessment are not clearly stated. This should be improved.

- Actual system of promotion or advancing to the next year differs from the criteria defined in the University Regulations and its associated regulations. The system

should be examined and improved.

- In the doctoral program of each graduate school, some students complete all the requirements except the dissertation, but leave the university before completing the dissertation requirement within the time limit set by the University. Later, if these students submit their dissertations, even though they do not have the enrollment status, they are granted doctoral degree in the same manner as those students continuously enrolled. This is an inappropriate use of the system that should be corrected. In accordance with the purpose of having doctoral programs, the University should create measures to enhance the degree completion within the required time frame.

Internal Quality Assurance

- While reviews of policies and activities concerning educational content, faculty organization, student enrollment, and student support have taken place in each related section, the results of reviews and identified issues are not consistent with the efforts and identified issues brought forward by the entire University. Hereafter, the University is expected to establish a new system of review.

Area of Serious Concern

Administration and Finance

- The role of president has been vacant for several months, and the acting president has been working in this capacity. While various regulations have been reviewed and reorganized for improvement, the issues have not been resolved. A new president must be elected as soon as possible to ensure the building of an administration system suitable for an education and research institution.

- In the case of an emergency (such as medical accident, disaster, or whistle-blowing), depending on the nature of the crisis, offices such as the Medical Safety Measure Office, the Disaster Damage Prevention Department, related committees, and temporal teams are supposed to respond according to the flowchart for countermeasures and decision making corresponding to each crisis. In the event of an unexpected or serious incident, the Executive Head is supposed to manage the matter. However, in the current system, it is difficult to determine responsibility when the assessments of the situation differ between the Executive Head and the director of the responsible office. Thus, any system to facilitate and maintain close communication between the Executive Head and each responsible director must be established.

- To deal with medical accidents more effectively from the perspective of university management and administration, the Third-party Evaluation Committee on Internal Control was established and its proposal was examined in an advisory committee of the Executive Head and other committees to formulate the rehabilitation plan. It is urgent that the rehabilitation plan be implemented. Also, upon carrying out reforms based on the plan, the University should self-examine the relevance of its management and administration.