

(January 27, 2021)

## Dental Education Standards



 **Japan University Accreditation Association**

## Dental Education Standards

- (1) The Dental Education Standards (hereinafter the “Standards”) were established through in-depth discussions based on the final version of the Accreditation Standards for Dental Education (March 2017) formulated by the Accreditation Review Working Group on Dental Education, in order for the Japan University Accreditation Association (hereinafter “JUAA”) to evaluate each specialized field of dental education. The purpose is to assure, maintain, and improve the quality of dental education in undergraduate programs (hereinafter “dental education (undergraduate programs)”).
- (2) Under the Standards, the basic mission of universities and faculties providing dental education (undergraduate programs) (hereinafter “dental schools”) is to foster dentists capable of providing safe, high-quality medical care while acquiring the necessary knowledge and problem-solving abilities for the ever-advancing field of dental medicine, enhancing clinical skills, and developing communication skills to build good relationships with patients and their families. In addition, it is necessary to cultivate dentists who can provide team-based care in cooperation with other medical professionals, participate in academic and research activities for the development of medicine and medical treatment, pursue academic studies throughout their lives, and contribute to local and international communities.
- (3) As a guideline for universities to maintain and improve appropriate standards of education and research, JUAA has established and revised such standards as the “University Standards” to evaluate universities. The Standards are positioned as one of the JUAA standards, with the “University Standards” placed at the top.
- (4) The Standards comprise the following five key items:

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| <ol style="list-style-type: none"><li>1. Mission and Purpose</li><li>2. Educational Content, Methods, and Outcomes</li><li>3. Student Enrollment</li><li>4. Faculty and Faculty Organization</li><li>5. Self-study</li></ol> |
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- (5) Each key item of the Standards is composed of the “text” and “perspectives of evaluation.” The “text” defines the objectives of the items and outlines the elements necessary for dental education (undergraduate programs) to fulfill the basic mission, and for each dental school to achieve its own purpose. Specified based on the objectives of the text, the “perspectives of evaluation” refer to individual points of focus that need to be addressed by (1) dental schools when conducting self-study and (2) JUAA when conducting the certified evaluation and accreditation. To interpret and apply each perspective of evaluation, the schools are required to understand the objectives stated in the text and pay sufficient attention to the interconnections and other aspects.

- (6) The evaluations in each perspective of evaluation are described in the “overview,” and “comments” are added, if necessary, according to the table below.

Type of comment	Content
Commendations	Outstanding efforts that serve as a model and reference for other universities
Distinctive features	Approaches unique to the university
Suggestions for improvement	Issues to be addressed for maintaining and improving quality
Areas of serious concern	Serious problems that require correction

- (7) Final decisions on whether dental schools meet the Standards are made based on a comprehensive evaluation of the progress in addressing the “areas of serious concern.” Specifically, the schools will be judged to have failed to meet the Standards if deemed to have serious problems with the quality of dental education (undergraduate programs), following a review of the areas of serious concern.
- (8) JUAA has established an “improvement report” system to continuously support dental schools’ quality maintenance and improvement efforts even after the evaluation is completed. The schools that received evaluation results including “suggestions for improvement” and “areas of serious concern” are required to outline their efforts to address these issues in an improvement report and submit it by a specified date.

# Dental Education Standards

Enacted January 27, 2021

## 1. Mission and Purpose

Dentists bear the social responsibility of “contributing to the improvement and promotion of public health and ensuring the healthy lives of people by providing dental care and health guidance (Dental Practitioners Act, Article 1).” The basic mission of dental education in undergraduate programs (hereinafter “dental education (undergraduate programs)”) is to foster dentists capable of providing safe, high-quality medical care while not only fulfilling their social responsibility but also acquiring the necessary knowledge and problem-solving abilities for the ever-advancing field of dental medicine with international trends and social changes in mind, enhancing clinical skills, developing communication skills to build good relationships with patients and their families, and responding to the diversifying needs of the public. In addition, efforts must be made to cultivate dentists who can provide team-based care in cooperation with other medical fields, participate in academic and research activities for the development of medicine and medical treatment, pursue academic studies throughout their lives, and contribute to local and international communities through oral health activities for all age groups, including newborns and the elderly.

Under the basic mission, each dental school is required to formulate its own purpose of dental education (undergraduate programs) and clarify its vision for human resource development in line with its mission and purpose. It is also necessary to widely disseminate this purpose to the general public as well as academic and administrative staff members and students. In light of the above mission, dental schools should constantly verify the appropriateness of their purposes of dental education (undergraduate programs) and make revisions according to the needs of the times.

Item	Perspectives of evaluation	
Mission and purpose	1-1	The purpose is defined to clarify a vision for human resource development under the basic mission of dental education (undergraduate programs), and the mission and purpose of the university that established dental education (undergraduate programs).
	1-2	The purpose of dental education (undergraduate programs) is disseminated to academic and administrative staff and students, and is also widely known to the general public.
Review of the purpose	1-3	The appropriateness of the purpose of dental education (undergraduate programs) is regularly verified.

## 2. Educational Content, Methods, and Outcomes

Dental schools must design and implement curricula to fulfill the basic mission of dental education (undergraduate programs) and achieve their own purposes. To this end, the schools are required to formulate a diploma policy and establish a curriculum policy based on the diploma policy. It is also important to widely disseminate these policies to academic and administrative staff, students, and the general public.

To design and implement curricula, dental schools must follow the established diploma and curriculum policies; arrange undergraduate courses aimed at fostering the knowledge and skills to respond to social changes, nurturing wide-ranging, profound knowledge and culture as well as comprehensive decision-making abilities, and cultivating students with well-rounded character traits; and include the dental education model core curriculum. The schools must also use appropriate class styles and methods for each subject and properly provide the necessary facilities, equipment, and support systems to implement their curricula.

Meanwhile, dental education (undergraduate programs) requires clinical clerkships to train dentists able to address various patient needs. To provide this training, dental schools must create a management system and its environment, and help students acquire the sufficient knowledge, skills, and attitudes to properly fulfill their medical responsibilities after graduation.

To maintain this level of curriculum, dental schools must clarify the knowledge, skills, and attitudes to be acquired in each subject, before grading criteria and methods are established and clarified to students. Academic achievement must be assessed fairly and strictly based on these criteria and methods, and it is necessary to introduce a system to deal with inquiries from students about grading and other matters. In addition, dental schools are recommended to establish, explicitly state, and properly operate advancement criteria in order for students to study systematically in stages.

Lastly, graduation certification for dental education (undergraduate programs) must be conducted fairly and strictly based on the diploma policy. It is also important to evaluate educational outcomes by monitoring and analyzing student learning outcomes, graduates' future careers and plans, and other information, and use the evaluation results to improve educational content and methods.

Item	Perspectives of evaluation	
Diploma and curriculum policies	2-1	A diploma policy clearly stating the expected learning outcomes, including the knowledge, skills, and attitudes to be acquired upon completion, is formulated based on the purpose of dental education (undergraduate programs), and a curriculum policy is established under the diploma policy.

	2-2	The diploma and curriculum policies are disseminated to academic and administrative staff and students, and are released to the general public.
Curriculum	2-3	Curricula aimed at fostering basic knowledge and skills required as a dentist are systematically designed and implemented based on the curriculum policy. Curriculum design is based on the following items:  (1) Undergraduate courses are appropriately arranged to foster the knowledge and skills to respond to social changes, nurture wide-ranging, profound knowledge and culture as well as comprehensive decision-making abilities, and cultivate students with well-rounded character traits.  (2) The dental education model core curriculum is included.
	2-4	Appropriate class styles and methods are used to implement the curricula.
	2-5	Classes are conducted based on syllabuses explicitly stating the course objectives and goals.
	2-6	The necessary educational facilities, equipment, and support systems for dental education are appropriately provided.
Clinical training system	2-7	A clinical clerkship management and administration system is developed.
	2-8	The conditions of dental instructors for clinical clerkships are clearly specified, and a sufficient number of instructors are assigned.
	2-9	The significance of clinical training is explained to patients and their consent is confirmed.
	2-10	The necessary facilities and equipment for clinical training are provided.
Education for enhancing clinical skills	2-11	Students' knowledge, skills, and attitudes are evaluated before the start of clinical training to ensure the quality of students participating in clinical clerkships.
	2-12	The curriculum is designed to enhance clinical skills while taking

		patient safety into consideration.
	2-13	Clinical clerkships are conducted with sufficient time provided.
	2-14	A system is established to clearly state the clinical skills expected at the time of graduation and evaluate the ability acquired through clinical clerkships to ensure clinical competency.
	2-15	Medical safety education on medical accident prevention, infection control, and other safety measures is provided during clinical clerkships.
Academic achievement assessment and graduation approval	2-16	Appropriate criteria and methods for assessing academic achievement are established and specified in advance to students.
	2-17	Academic achievement is assessed fairly and strictly based on the established criteria and methods.
	2-18	Advancement criteria are established and specified, and appropriate assessments are conducted.
	2-19	A system to deal with student inquiries about grading and other matters is developed and notified to students, and operated properly to ensure fairness and strictness of the academic achievement assessment.
	2-20	Graduation certification is conducted fairly and strictly based on the diploma policy.
Evaluation of educational outcomes	2-21	Student learning outcomes, graduates' future careers and plans, and other information are monitored and analyzed to evaluate educational outcomes.
	2-22	The evaluation results are used to improve educational content and methods.

### 3. Student Enrollment

Dental schools must accept students with outstanding abilities to fulfill the basic mission of dental education (undergraduate programs) and achieve their own purposes. To this end, the schools must establish a clear admissions policy and define the appropriate selection methods, procedures, and other requirements based on the policy, and release this information in advance to the public. In addition, the selection of applicants must be conducted appropriately and fairly under a responsible system. Effective quota management is also important from the perspective of creating an appropriate learning environment.

Item	Perspectives of evaluation	
Admissions policy and selection of applicants	3-1	An admissions policy is established based on the diploma and curriculum policies, and the types of students desired, admission standards, screening methods, and other requirements for applicants are clearly stated.
	3-2	Selection methods, procedures, and other requirements are defined to evaluate the aptitude of applicants accurately and objectively based on the admissions policy.
	3-3	The admissions policy, selection methods, procedures, and other requirements are released in advance to the public.
	3-4	The selection of applicants is conducted appropriately and fairly under a responsible system.
Quota management	3-5	The number of freshman enrollment to the freshman enrollment cap (the number to be admitted) and the number of student enrollment to the student enrollment cap are effectively managed.



#### 4. Faculty and Faculty Organization

Dental schools must establish a faculty organization policy and accordingly form an appropriate faculty organization in view of the basic mission of dental education (undergraduate programs) and their own purposes. Specifically, it is necessary to determine an appropriate organization size to assign faculty members in light of education research and activities. In addition, the schools are required to appropriately appoint faculty with excellent skills and abilities, especially advanced research abilities, in terms of maintaining the level of education and research activities, and accordingly recruit, hire, and promote faculty members. Furthermore, it is important to establish a system to enhance the faculty's skills and abilities, regularly conduct systematic research and training, and evaluate its effectiveness. As for full-time faculty members, dental schools are recommended to appropriately evaluate their activities while considering their various responsibilities, not limited to teaching course subjects.

Item	Perspectives of evaluation	
Faculty organization	4-1	A faculty organization policy is established.
	4-2	The faculty members necessary to conduct education and research activities are assigned based on the faculty organization policy.
	4-3	The ratio of full-time faculty members to the number of students is appropriate.
	4-4	Faculty members are appropriately organized in light of sustainability and diversity (gender, nationality, etc.).
	4-5	Faculty members are equipped with advanced research abilities to carry out dental studies and develop human resources leading future dental studies.
	4-6	Faculty members are appropriately recruited, hired, and promoted.
Enhancement of the faculty's skills and abilities	4-7	A system aiming to enhance the faculty's skills and abilities is established.
	4-8	Systematic training and research are conducted regularly to enhance the faculty's skills and abilities.
	4-9	Full-time faculty members' education and research activities, organizational management, social engagement and contribution,

		and other responsibilities are appropriately evaluated.
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## 5. Self-study

All universities must establish and operate an internal quality assurance system to assure the quality of their education. To effectively operate this system, it is important that the Plan-Do-Check-Act (PDCA) cycle is organically linked between the organization promoting the system across the university and all departments, including faculties and units. Accordingly, dental schools must constantly conduct self-study of their education and research activities, and should also receive third-party evaluations by outside experts, in order to fulfill the basic mission of dental education (undergraduate programs) and achieve their purposes defined based on this mission. It is recommended that the self-study results be released to the public and connected to improving education and research activities.

Item	Perspectives of evaluation	
Self-study	5-1	A systematic self-study system is established.
	5-2	Self-study of education and research activities is conducted systematically and continuously.
	5-3	Self-study is evaluated by outside third-party experts.
	5-4	The results of self-study and third-party evaluations are released to fulfill social accountability.
Improvement of education and research activities based on the results	5-5	The results of self-study and third-party evaluations are connected to improving education and research activities.