

Accreditation Results
(Accreditation Results for School of Dental Education)

**Iwate Medical University,
Faculty of dentistry,
Department of dentistry**



Basic Information of the Institution	
Ownership: Private	Location: Iwate, Japan
Accreditation Status	
Year of the Review: 2025	
Accreditation Status: accredited (Accreditation Period: April 1, 2026 – March 31, 2033)	

**Accreditation Results
for Iwate Medical University, Faculty of dentistry,
Department of dentistry**

The Department of Dentistry, School of Dentistry, Iwate Medical University, is dedicated to training dentists for human resource development and education and research under the School of Dentistry's purpose of "cultivate individuals who embody broad intellect and rich humanity, are capable of practicing holistic healthcare, and contribute to the advancement and development of dental science, clinical care, and oral health.." This purpose is grounded in the University's mission as follows: "The purpose of the University is to cultivate individuals of integrity through education in the medical, dental, pharmaceutical, and nursing sciences. Specifically, the University's mission is to foster students' humanity, equip them with comprehensive knowledge and practical skills, enable them to pursue the academic principles of their respective disciplines, and provide them with thorough practical training, thereby preparing them to devote themselves to the health and welfare of the people upon graduation and, within the University, to contribute as earnest scholars to the advancement and development of their chosen fields."

To achieve this mission, the department has established a degree award policy (diploma policy) consisting of nine qualities to be acquired, based on the founding spirit of "Before being a doctor, be a true and good human being" It also defines the following eight components as the curriculum design and implementation policy (curriculum policy): (1) Development of professionalism; (2) Enhancement of communication skills; (3) Development of practical skills in community-based health and medical care, and interprofessional care; (4) Development of practical skills in comprehensive dental care; (5) Acquisition of high-level basic clinical competencies; (6) Fostering the capacity for international contribution; (7) Cultivation of a research-oriented mindset; and (8) Establishment of active learning habits. In accordance with the curriculum design and implementation policy, courses are arranged across five domains: the three knowledge and thinking domains—(1) liberal arts courses and bridging education to specialized studies, (2) basic dental medicine and social dental medicine, and (3) clinical dental medicine, the attitude and skills domain, and the comprehensive domain for acquiring professionalism and literacy. In addition, the curriculum map clearly presented in the syllabi visualizes the relationships among these courses, comprehensive examinations, the Common Achievement Tests for Medical and Dental Students (Dental CBT and Objective Structured Clinical Examination (OSCE)), and the national examination for

dental practitioners. The department also employs a wide variety of educational methods, including active learning, laboratory work, laboratory assignments, clinical observation, clinical practice, clinical skills training, and community-based field experience. In clinical clerkships conducted under the supervision of the Clinical Clerkship Committee, the department combines hands-on clinical practice, in which students themselves treat patients, at the Comprehensive Oral Care Clinic and the General Dental Outpatient Clinic (Student Dental Clinic) with assigned rotation-based clerkships in specialty outpatient clinics and hospital wards, creating opportunities for students to engage directly with patients.

Commendable initiatives have also been observed. The curriculum takes full advantage of having all four faculties—medicine, dentistry, pharmacy, and nursing—throughout the six-year program, which is highly commendable for effectively fostering the comprehensive capabilities of medical professionals. Notable among these are practical nursing and caregiving experience training, conducted as part of the fifth-year clinical practice to deepen students' understanding of holistic medicine and team treatment and their significance, and the Community Medicine Experience Training to familiarize students with the realities of dental care in the community. Also commendable as distinctive features are the Society-Tutor System, which yields effective outcomes in student academic support, and Diploma Supplements to make visible to graduates the knowledge, skills, attitudes, and other qualities they have acquired. Furthermore, as a university-wide initiative, the University promotes the preparation of teaching portfolios, prepared and submitted in principle by all faculty members since AY2021. Also distinctive is the system in which one faculty each academic year prepares a self-study report based on the evaluation criteria for either evaluation by special field of study or institutional accreditation, and members of the University-Wide Self-Review Committee from other faculties assess the report and make recommendations to the faculty concerned.

On the other hand, the following issues have been identified.

First, with regard to the school/department's mission and purpose, the appropriateness of the purpose of dental education (undergraduate program) is not regularly verified, nor has it led to concrete examples of improvement. In order to respond to changing societal demands and university circumstances, regular verification should be introduced as a system. Next, regarding educational content, methods, and outcomes, improvement is desired as the three policies and graduation competence and competencies are not reliably communicated to students, resulting in low student awareness. Furthermore, while the status of introduction of the dental education model

core curriculum was confirmed and some distinctive content recognized, the proportion of instructional time allocated to the curriculum (approximately 60%) was not verified. Improvement is required to ensure that sufficient time is secured for Iwate Medical University's own curriculum content, which should account for approximately 40% of the total. In addition to the issues outlined above, the need to design the curriculum on the premise that clinical faculty members routinely travel between Yahaba Campus and Uchimaru Campus may be impeding the smooth performance of their clinical, research, and educational activities. It is hoped that measures will be considered to address this situation. In terms of the Uchimaru Campus, which serves as the educational venue for fifth- and sixth-year students, while adequate equipment for clinical education is in place, the facilities themselves are aging. The department is expected to urgently pursue plans to improve the learning environment and facilities in order to enhance the quality of education. Furthermore, with regard to assessment of academic achievement, the mechanism for responding to student inquiries on grade assessment and other concerns is only verbally communicated. To ensure that students gain a sufficient understanding, this mechanism should be clearly stipulated in the relevant regulations and related documents. As for student enrollment, the large discrepancy between the application ratio and the effective competition ratio indicates the improper functioning of the entrance examination. Further improvements are therefore desired to ensure the qualifications of admitted students. With regard to quota management, the average of ratios of freshman enrollment to the recruitment quota in the past five years and the ratio of total student enrollment to the total recruitment quota in the past six years are low, requiring corrective action to ensure proper quota management. Moreover, as the recruitment quota remains unfilled, the department is strongly urged to conduct further verification of the admission policy and student selection methods, and to implement improvements on multiple fronts based on the results. With regard to faculty and faculty organization, although Faculty Development (FD) activities are conducted, they tend to focus on the national examination for dental practitioners, computer-based testing (CBT), the creation of various examination questions, and other related matters. In addition to strengthening training for clinical faculty members with limited experience, further consideration should be given to implementing broader training related to the enhancement of faculty qualifications and the improvement of educational content and methods. Regarding the self-study results, the Iwate Medical University Educational Data Book is difficult to locate on the School of Dentistry's website, and efforts to improve its accessibility are desired. With regard to improvement and enhancement initiatives based on third-party evaluation results and self-study results, given the current high rate of grade repetition and

the pass rate on the national examination for dental practitioners, it cannot necessarily be said that these initiatives are producing results; thus it is necessary to verify the appropriateness and validity of these initiatives and link them to more effective measures for educational improvement and enhancement.

The dental program has plans in place to begin improvement measures to address these issues going forward. It is expected that these measures will progress and that further efforts will be made for improvement. When implementing these measures, improvement activities are expected to be carried out not merely to resolve the identified issues, but also with consideration given to their interrelationships.

To address these issues, the department is expected to leverage the results of this Accreditation for School of Dental Education to continue conducting self-study activities with a view to improvement, strengthen the quality assurance and enhancement of dental education at the undergraduate level, and further develop its distinctive features.