

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

Tokyo University of Pharmacy and Life Sciences



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2020	
Accreditation Status: accredited (Accreditation Period: April.1.2021 – March.31.2028)	

Certified Evaluation and Accreditation Results for Tokyo University of Pharmacy and Life Sciences

Overview

The motto of Tokyo University of Pharmacy and Life Sciences is *Flore Pharmacia! Flore Scientia Vitae!* (“May Pharmacy and the Life Sciences Flourish!”). Holding as its mission and purpose to “educate individuals to become generous in mind, able to view the world with a broad-minded perspective reflecting the spirit of humanism, and able to contribute to the welfare of humanity and world peace through the fields of pharmacy and life sciences.” it conducts its education and research activities as a science university consisting of two faculties and two graduate schools. In the lead-up to the 150th anniversary of the University in 2030, the medium- to long-term plan “TOUYAKU150,” drawn up in cooperation with the University’s managing corporation in AY 2019, outlines five priority areas: strengthening corporate organization, enhancing a student-first education and research environment, a strategy to bolster the financial situation, contribution to society and the community, and international exchange. In doing so, it provides specific guidance for realizing the University’s mission and purpose at a high level.

With respect to internal quality assurance, the University has established “Regulations for Check and Review, and Internal Quality Assurance at Tokyo University of Pharmacy and Life Sciences,” which lay out the purpose of checks and reviews, a system for improving and enhancing education and research in faculties, graduate schools, and the University as a whole, and other aspects of the University’s basic approach to quality assurance. Based on these regulations, regular checks and reviews, and improvements and enhancements are carried out under the “Self-Study and Evaluation, and Internal Quality Assurance Committee” to enhance education and improve learning outcomes.

With respect to education and research, faculties and graduate schools systematically set out curricula that take into account the sequential nature of learning, clearly indicate the relationship between educational goals and course subjects using curriculum maps, etc., and strive both to clarify the degree award policy (diploma policy) in their curricula and to ascertain learning outcomes. The University has also taken a variety of measures, including the widespread deployment of active learning and other forms of teaching, with a focus on fostering the ability to identify and solve problems, invigorating student learning and enabling effective education. Furthermore, a number of

measures are taken to ascertain learning outcomes. As well as conducting various questionnaires, graduation theses have been made compulsory in order to assess the learning outcomes directly, and a rubric-based evaluation chart designed according to “graduation competency” is used as the method for evaluating them. In addition, it is commendable that the University is engaging in university-wide initiatives to visualize learning outcomes, such as issuing a diploma supplement to each faculty’s students describing their efforts and abilities with respect to their graduation thesis research. In addition, by setting out distinctive student support programs and organizations in a precise and multilayered manner, the University has established a system that provides students with comprehensive, carefully individualized support, and has devised various measures to ensure that the student support policy is properly realized. The administrative bureau that underpins these initiatives is also to be commended for its efforts to promote cooperation between faculty and staff, to bring together various sections, offices, and centers involved in student support under the “Education and Research Support Division” for ensuring regular information sharing, and to establish an “Enrollment management and Research Promotion Section” within that department for developing a system to utilize IR data.

In terms of social cooperation and contribution, the fact that, in accordance with the University’s basic policy, students and faculty are conducting carefully tailored social contribution activities in cooperation with the local community is commendable. It is hoped that, as stated in the medium- to long-term plan, the University will make further improvements and enhancements by establishing a university-wide community partnership center and other organizations to oversee its existing activities and conduct regular checks and reviews on the suitability of its social cooperation and social contribution initiatives.

It is commendable that, with the creation of the “TOUYAKU150” plan in AY 2019, a new internal quality assurance system has been established to facilitate the implementation of these activities and to monitor and review the results, with the “Self-Study and Evaluation, and Internal Quality Assurance Committee” as the department responsible. This will harmonize the PDCA cycle in each faculty, graduate school, and other departments, and promote university-wide quality assurance management. We hope that going forward, the effectiveness of the new internal quality assurance system will be verified on a continuous basis through the use of more objective data as information for IR, leading to further improvements in education quality assurance, and the implementation of more precise and strategic initiatives.

Notable Strengths

Educational Program and Learning Outcomes

- In order to ensure the quality of students when they graduate, graduation theses have been made compulsory in all faculties. These are assessed using rubric-type evaluation charts that vary between faculties, designed in accordance with “graduation competency,” degree award policies, and so on. Based on the results of this and other information, each faculty’s students are issued with a diploma supplement that describes their efforts and abilities with respect to their graduation thesis research. It is also commendable that, in addition to this, the University is engaged in university-wide initiatives to visualize learning outcomes, using questionnaires on graduation competency to current students and surveys of graduates to measure learning outcomes from multiple perspectives.

Student Support

- The advisor system, in which full-time faculty members share responsibility for providing individual support to all students, is to be commended as a key system for realizing the University’s student support policy by providing guidance in introductory education, monitoring students’ study situation, offering guidance and meeting with students who repeat a year or wish to take a leave of absence, providing consultation and advice on student life and career paths, taking responsibility to address parents of students with poor grades, and connecting students to various support systems. Detailed manuals are provided to the teachers in charge, and care is also taken to standardize the assistance and support offered. The administrative bureau that underpins these initiatives is also to be commended for its efforts to bring together various sections, offices, and centers involved in student support under the “Education and Research Promotion Department” for ensuring regular information sharing, and to establish an “Educational IR Research Promotion Section” within that department for developing a system to utilize IR data. In the future, it is hoped that IR data will be used to show more objectively how various types of support are contributing to improved learning outcomes, and that this will be used to support students, leading to further improvements in support and the implementation of more precise and strategic initiatives.