

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

Kobe Pharmaceutical University



Basic Information of the Institution	
Ownership: Private	Location: Hyogo, Japan
Accreditation Status	
Year of the Review: 2015	
Accreditation Status: Accredited (Accreditation Period: April.01.2016 – March.31.2023)	

Certified Evaluation and Accreditation Results for Kobe Pharmaceutical University

Overview

The parent body of Kobe Pharmaceutical University is Kobe Women's Pharmaceutical School, founded in 1930, which established Kobe Women's Pharmaceutical Specialized School in 1932. Since then, the school has taken the responsibility of a higher education institution for women. In 1949, the school became a university, Kobe Women's Pharmaceutical University. The university later created the Biopharmaceutical Science and the Graduate School of Research Division in Pharmacy and Pharmaceutical Science, and eventually became a co-educational institution, Kobe Pharmaceutical University (hereafter, the University) in 1994. In 2006, the University began a six-year program of pharmaceutical education. Currently, it has a campus in Kobe City, Hyogo Prefecture, where it is carrying out educational and research activities to cultivate pharmacists, educators, and researchers who have highly specialized pharmaceutical knowledge.

After its accreditation review by Japan University Accreditation Association (JUAA) in 2008, the University has made efforts for self-study. In April 2010, which was four years after it started its six-year pharmaceutical education program, the University conducted self-studies, and published "A Document on Kobe Pharmaceutical University's Self-Study: Self Study 21." In 2012, the University wrote "A Report on Kobe Pharmaceutical University's Self-Study: Improvements Made in Response to (JUAA's) University Accreditation Results," in which the University presented its responses to the suggestions given in the previous accreditation by JUAA. This report led to a systematic approach to self-study. Specifically, various committees conduct a series of self-studies, and the Self-Study Committee examines their findings and makes suggestions.

The University has unique characteristics. For example, a life-long education project at the Extension Center aims at the improvement of pharmacists' expertise and ability and their life-long education. However, the University has a critical problem—a shortage of professors required to meet the Standards for Establishment of Universities. The University has other issues to address as well. Some academic units have not stated their basic ideas for educational content and methods in their curriculum design policies. There is no description of specific lesson content for each week in the syllabi of the Graduate School of Pharmaceutical Science. In the doctoral program, the procedure to award doctoral degrees through the "course-based" program is not appropriate. JUAA expects that the University will make efforts in the future to improve these situations by clarifying the roles and responsibilities of various committees that conduct self-study, and by readjusting its self-study system.

Notable Strength

Social Cooperation and Contribution

- It is commendable that the University has made efforts to contribute to the enhancement of pharmacists' expertise and ability and their life-long education. The Extension Center has held open lecture series, such as "Continuing Professional Development" and "Post-Graduation Seminar in Kanto Region." Therefore, the University has offered educational opportunities to study current medical and pharmaceutical sciences not only for those who graduated from the University, but also pharmacists and healthcare professionals who graduated from

other universities. In addition, the Extension Center has offered seminars that specialize in particular areas of expertise and/or professions, and “Pharmacist Practice Class” with a theme of medical care at home. Moreover, it served as a life-long education provider to produce many board-certified pharmacists.

Suggestions for Improvements

Educational Content, Methods, and Outcomes

- The Faculty of Faculty of Pharmacy and the Research Division in Pharmacy and Pharmaceutical Science have not stated the basic ideas for educational content and methods in their curriculum design policy. This should be improved.
- There is no description of specific lesson content for each week in the syllabi of the Graduate School of Pharmaceutical Science. This should be improved, with syllabi being written to be helpful for students’ learning.
- In the doctoral program, some students complete all the requirements except the dissertation, and leave the university before completing their dissertation requirement within the time limit set by the university. Later, when these students submit their dissertations, even though they do not have enrollment status, they are granted doctoral degrees 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 also create measures to enhance the degree completion within the required time frame.

Area of Serious Concern

Faculty and Faculty Organization

- As of January 1, 2016, there is a shortage of one professor at the University as a whole to meet the Standards for Establishment of Universities. This must be corrected.