

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

**University of Occupational and Environmental Health, Japan**



Basic Information of the Institution	
Ownership: Private	Location: Fukuoka, 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 University of Occupational and Environmental Health, Japan**

### **Overview**

The University of Occupational and Environmental Health, Japan was founded with the mission and purpose of “providing education and conducting research related to medical science, nursing science and other healthcare sciences, contributing to the promotion of the medical, nursing, and healthcare sciences that are relevant to the working environment and workers’ health, and developing medical professionals in these fields”. To achieve these goals, the University has created a “Mid-Term Goals and Plan” every six years since 2004 and consistently works to develop medical professionals possessing unique specializations and enhance research to support them.

For internal quality assurance, the University of Occupational and Environmental Health, Japan, Self-Assessment and Evaluation Committee (hereafter referred to as the “Self-Assessment and Evaluation Committee”) as a University-wide organization within the school corporation and the Education and Research Quality Assurance Promotion Committee that exists inside the Checks and Review Committee to oversee internal quality assurance in education and research activities, operate to address various issues inside the University. However, because departments in each division, etc. confirmed deficiencies in regulations related to checks and reviews, these must be addressed in the future.

In education, the University has established goals for education and research in each degree awarded based on the University mission and purpose, created degree award policies (diploma policies) and curriculum design and implementation policies (curriculum policies) that align with these goals, and continues to provide appropriate public announcements and notifications. It has also systematically organized curricula based on policies that emphasize individuality and the skills to expand knowledge. The School of Medicine’s personalized approach to education such as systematically providing instruction in occupational medicine for each year is particularly valued for how it aligns with the University's mission and purpose.

The University provides exceptional student support because it creates opportunities for periodic face-to-face meetings with students via the undergraduate Faculty Advisor System, summarizes the results of these meetings in reports, and utilizes them to advise students. With regard to social cooperation and social contribution, the University provides information and enacts initiatives to develop medical professionals,

etc. in occupational medicine education across the University in accordance with policies based on the University's mission and purpose, which has consistently produced results.

There are several issues, however, that need to be resolved. First, some majors and courses in the Graduate School of Medical Science have not fully established the method and schedule for research supervision in the form of a research supervision plan and this should be corrected. Also, the measurement indicators for learning outcomes related to the School of Medicine's degree award policy have not been clearly defined and should be improved.

Moving forward, it is hoped that the University will use the IR (Institutional Research) Center established in 2020, work to make the internal quality assurance system function appropriately, and address the issues raised in this report while further developing unique initiatives that align with University's mission and purpose.

## **Notable Strengths**

### *Educational Program and Learning Outcomes*

- In addition to systematically and gradually creating “Occupational Medicine” for each year in the School of Medicine, the School of Health Sciences has established a curriculum that allows students to cultivate the skills to think scientifically and apply their understanding. By doing so, the University creates and implements content and unique curricula that corresponds to its mission and purpose and develops exceptional occupational physicians and occupational health professionals while advancing the field of occupational medicine.

### *Student Support*

- The University created an advisory system in undergraduate and graduate divisions as a characteristic support system. In this system, all students have 1-2 face-to-face meetings with an advisor during the year and advisors are required to provide information based on the results of those meetings in an “Advisory Results Report.” After faculty, etc. review the submitted report, the information is shared with the Student Affairs Committee and the Dean and any students requiring advice and assistance are provided with support. The University provides value by maintaining this type of cooperative system, detecting various issues with students in the early stages, and supporting students via appropriate direction and assistance.

### *Social Cooperation and Contribution*

- Using the four key pillars of 1) contributions that advance occupational medicine, 2) assisting the community, 3) using intellectual property and industry-academia-government collaborations, 4) and establishing international exchanges and contributions as social contributions that provide information, develop professionals, etc. for occupational medicine, the University consistently produces results through various initiatives like “Fundamental Course on Occupational Health,” “Occupational Medicine Lecture,” “Occupational Medicine Research Internship,” “Medical Education Exchange Program for Students,” and “Distance Learning Lectures to Connect with International Research Institutions” centered on relevant departments such as the Occupational Health Training Center, the Metropolitan Specialized Occupational Health Professional Development Support Headquarters, and the International Center.

### **Suggestions for Improvement**

#### *Educational Program and Learning Outcomes*

- In addition to assessments on the status of degrees conferred and the national examination pass rate, the School of Medicine measures learning outcomes as objective general assessments based on the results of Core Comprehensive Exams, CBTs, Comprehensive Exams (II), Symptomatology Integrated Lecture Exams, Comprehensive Exams (I & II), OSCE, and Post-CC OSCE (Post-Clinical Clerkship OSCE) after clinical practice, but the indexes for these results are not sufficiently connected to the learning outcomes outlined in the degree award policy and this should be improved. The measurement indexes for learning outcomes related to the degree award policies require clarification.

### **Recommendation**

#### *Educational Program and Learning Outcomes*

- The method and schedule for research supervision in the Graduate School of Medicine, the Graduate School of Occupational Health (Master’s Course), and the

Graduate School of Occupational Health (Doctoral Course) are not fully established as a research supervision plan and these should be corrected by establishing them in advance and publishing their schedules in the Graduate School Manual, on the website, etc. so that students can understand them clearly.