

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

The Jikei University



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Tokyo, Japan
<b>Accreditation Status</b>	
Year of the Review: 2016	
Accreditation Status: accredited (Accreditation Period: April.01.2017 – March.31.2024)	

## Certified Evaluation and Accreditation Results for The Jikei University

### Overview

The Jikei University (hereafter, “the University”) is the successor of “Sei-I-Kwai Medical Training School,” the oldest private medical school in Japan, established in 1881. After becoming a university in 1921, the University established the School of Medicine in the Faculty of Medicine under the new system in 1952. Thereafter, the University established the doctoral program in medicine in the Graduate School of Medicine in 1956, the School of Nursing in the Faculty of Medicine in 1992, and the master’s program in nursing in the Graduate School of Medicine in 2009. Currently, on its two campuses in Tokyo (Nishi-Shinbashi campus and Kokuryo campus), the University has one faculty with two schools, as well as one graduate school with two majors.

After its accreditation review by Japan University Accreditation Association (JUAA) in 2009, the University, led by the Committee for Self-Study, has worked toward practical reforms in concert with its midterm missions and midterm plans. The University has made modifications, such as consolidating the items described in the graduate school syllabus, improving the number of enrolled students in the School of Medicine, and revising the curriculum to meet the international standards of medical education.

This accreditation review has noted several distinct features of the University, including its efforts to consistently develop its unique education system and to cultivate students’ practical and comprehensive knowledge of medicine and medical technology. In the School of Medicine of the Faculty of Medicine, the University has reorganized the conventional, compartmentalized education system consisting of academic lectures into the Course Unit System and has long implemented a six-year integrated curriculum in which the University has trained “medical practitioners” as a pioneering effort. The School of Medicine has also divided the organization to implement education from the organization for evaluation by the Comprehensive Test System, and it conducts objective evaluations of students to maintain the quality of its education. In addition, the School of Medicine has established the “Medical Research” elective unit to facilitate collaborative education among multiple professions, medical education in the community, and medical research. Moreover, another feature of the University includes off-campus practical training courses that serve as early clinical experiences for junior students and have been effective for student growth.

However, the University has several issues to address. For example, the Faculty of Medicine has issues in enrollment management. In addition, the Graduate School of Medicine has various insufficient policies for several majors. Finally, the plan for research guidance and the criteria for examining dissertations have not been stipulated. JUAA expects that the University will improve these issues.

### Notable Strengths

#### *Educational Content, Methods, and Outcome*

- It is commendable that the University has consistently developed a unique educational system and has cultivated students’ practical and comprehensive knowledge of medicine and medical technology. For example, the School of Medicine in the Faculty of Medicine has reorganized the conventional, compartmentalized education system consisting of academic lectures into the Course Unit System and has long implemented a six-year integrated curriculum in which the University has trained “medical practitioners” as a pioneering effort. The School of Medicine has also divided the organization to implement education

from the organization for evaluation by the Comprehensive Test System and has conducted objective evaluations of students to maintain the quality of education. In addition, the School of Medicine has established the “Medical Research” elective unit to facilitate collaborative education among multiple professions, medical education in the community, and the nurturing of medical researchers.

- It is commendable that in the School of Medicine of the Faculty of Medicine, off-campus training courses have been introduced as early clinical experiences. These training courses, which are required for graduation, allow students to progressively experience diverse medical situations, beginning in their first year, and cultivate their strong ethics and attitudes towards work. These off-campus training courses include “Medical Training for Welfare” for first-year students; “Medical Training for Rehabilitating Children with Severe Disabilities” and “Medical Training for Local Child-Rearing Support” for second-year students; and “Medical Training for Caring for the Aged,” “Medical Training for In-Home Care,” and “Medical Training for Hospital Services” for third-year students. It is also commendable that by reviewing students’ growth through reports from the training sites regarding student behaviors and attitudes during the training courses, the University has administered a “Plan-Do-Check-Act” cycle that consistently works towards improvement.

### **Suggestions for Improvement**

#### *Educational Content, Methods, and Outcome*

- In the Graduate School Doctoral Course, the policy on degree award does not indicate learning outcomes, such as the knowledge and skills required for completion of the program. This should be improved.
- In the Master’s Course of Nursing in the Graduate School of Medicine, the curriculum design policy does not indicate the basic ideas on educational content and methods. This should be improved.
- In both the Graduate School Doctoral Course and the Master’s Course of Nursing in the Graduate School of Medicine, criteria for examining them are not stipulated. The programs should improve this issue by clearly stating the criteria for each program in the syllabus and the graduate student handbook.

#### *Enrollment*

- The mean ratio of the last five years of enrolled freshmen to the freshman admission cap and the ratio of enrolled students to the student enrollment cap in the School of Medicine of the Faculty of Medicine were high at 1.01 and 1.02, respectively. These numbers should be improved.

### **Area of Serious Concern**

#### *Educational Content, Methods, and Outcome*

- In the Graduate School Doctoral Course, a plan for research guidance has not been formulated. For the program to implement research guidance and dissertation guidance based on such a plan, this issue must be corrected.