

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

Tokyo Women's Medical University



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2021	
Accreditation Status: accredited (Accreditation Period: April.1.2022 – March 31, 2029)	

Certified Evaluation and Accreditation Results for Tokyo Women's Medical University

Overview

The founding spirit of Tokyo Women's Medical University, "we intend to nurture female medical professionals who contribute to the society and foster their professionalism through the pursuit of deep understanding of medical sciences," was described. With the University's philosophy being "Sincerity and Compassion," the mission to educate women to be medical professionals with creative intelligence and a rich sense of humanity so that they contribute to society and cultural development. The medium- to long-term vision is to "guarantee the provision of safe medical practice as a trustworthy medical institution." The medium- to long-term plan formulated by the University sets building trust, medical safety, empowerment of women, crossing barriers, and financial improvement as five pillars in realizing this vision, and university management is being worked on as such.

Regarding internal quality assurance, with the Self-Evaluation Advisory Council being the top-level organization in charge of university-wide promotion, the policy for the entire University is stipulated in the university regulations and graduate school regulations. Quality enhancement of education throughout the University is being overseen by the Education Executive Council besides the Education Quality Enhancement Committee and Educational Steering Committee, each set up for the School of Medicine and Graduate School of Medical Science as well as the School of Nursing and Graduate School of Nursing. Nevertheless, authority and division of roles among the Self-Study Advisory Committee and the Education Advisory Council with respect to fulfilling internal quality assurance responsibilities are not clearly defined. Additionally, ideal cooperation among the Self-Study Advisory Committee, the Education Advisory Council, the Education Quality Enhancement Committee of both undergraduate and graduate divisions and standard method of reporting or notifying the Self-Study Advisory Committee are not stipulated in regulations. Going forward, the organization promoting internal quality assurance and each of the organizations within the University should engage in appropriate cooperation.

Regarding education, all undergraduate and graduate divisions have organized their curricula appropriately according to the degree award policy (diploma policy) and curriculum design and implementation policy (curriculum policy). The curriculum is

methodical and systematic, with an outcome roadmap a training skill level chart guide students in the school of medicine and in nursing respectively on their level of academic achievement until graduation for the School of Nursing, which also indicates targets to be achieved midway in each segment. Students can objectively assess and recognize their own level of achievement this way, which is highly commendable. With the School of Medicine, developing original benchmarks as tools to determine the effects of studying clinical reasoning abilities and furthermore conducting multifaceted analysis for leveraging in education are outstanding initiatives.

Also, as excellent initiatives, regarding education and research organizations, to have physicians and nurses with a global perspective who play an active role in the future, the International Relations Office has been handling affairs related to overseas exchange in a centralized manner since its establishment and has thus far conducted numerous overseas dispatches and hosting along with the School of Medicine and School of Nursing, which can be highly commended.

In line with the basic policies for the fields of research and medicine based on the corporation's medium- to long-term plan and targets, the ratio of full-time female faculty members has been increased, which not only contributes to securing diversity but also serves to allow the female faculty members to be a role model for students who study at a women's university and promises to be a positive influence in shaping the careers of female medical professionals and can be said to be an outstanding initiative.

However, there are several issues that should be corrected and improved. The Master's Course and Doctor's Course in the Graduate School of Nursing both do not disclose thesis examination criteria. This should be corrected. The University should thoroughly implement student quota management, considering that there are departments in the undergraduate schools for which the ratio of student enrollment to the student enrollment cap and the average of ratios of freshman enrollment to the freshman enrollment cap in the last five years are both high.

Moving forward, through internal quality assurance initiatives, it is anticipated that improvements will be made on issues that have been identified at this time and that a notable strength of Tokyo Women's Medical University, fostering female medical professionals who can contribute globally, will be further developed and that diversity will widen in the world of medicine.

Notable Strengths

Education and Research Organizations

- Since its inception and with its objective of physicians and nurses with a global perspective playing an active role in the future, the International Office has concluded student exchange partnerships with numerous universities overseas and continues to handle affairs related to overseas exchange. Thus far, it has conducted numerous overseas dispatches and hosting along with the School of Medicine and School of Nursing. Results are evident in graduates who are continuing to play an active role globally and working toward obtaining qualifications required for physicians and nurses wishing to participate in medical and nursing activities in the United States and can be commended as contributing to the achievement of the University's philosophy.

Educational Program and Learning Outcomes

- Faculties are set up to enable students to objectively assess and recognize their own level of achievement. It is identifiable with an outcome roadmap for the School of Medicine and a level chart indicating the status of training skills based on the diploma policy and level of academic achievement toward graduation for the School of Nursing, also indicating outcomes and targets to be achieved in stages regarding training ability. In the School of Medicine, combining this self-assessment of achievement level with activity records for the practical study of "Sincerity and Compassion" and learning outcomes can be commended as a unique initiative in which students become aware of their own growth and with which striving toward new goals to be attained can be anticipated.
- The School of Medicine is independently developing new evaluation benchmarks for learning outcomes, such as the Script Concordance Test (SCT), which was developed and implemented as original indicators to determine the effects of clinical reasoning abilities, and the Problem-Solving Ability Test (P-SAT), which adds a routine written test to the evaluation results of seminars and practical training (basics of medical treatment) regarding clinical reasoning. Initiatives in an attempt to further leverage these results for education by putting them under multifaceted analysis by the IR team of the Center for Medical and Nursing Education can be commended as contributing to the betterment of education.

Faculty and Faculty Organization

- The TWMU Career Development Center for Medical Professionals promotes female medical professionals to lead the society. The center supports female medical professionals to continue working or returning to work after absence, by providing a suitable work environment for female medical professionals. The center aims to nurture the leadership of female medical professionals as stated in the basic policies for the fields of research and medicine based on the corporation's medium- to long-term plan. Such initiative is contributing to raising the ratio of full-time female faculty members. This can be commended for not only contributing to securing diversity but also allowing the female faculty members to be role models for students who study at a women's university and promising to be a positive influence in shaping the careers of female medical professionals.

Social Cooperation and Contribution

- The Bio-Medical Curriculum is being offered for engineers in the pharmaceutical and medical device industries. This course has been continuing for over half a century, and the fact that so many have completed the program can be said to reflect the needs of society. Such an endeavor can be commended as even being a prototype for "recurrent education" for adults that is being promoted by the government.

Suggestions for Improvement

Internal Quality Assurance

- Authority and division of roles among the Self-Evaluation Advisory Council and the Education Executive Council with respect to fulfilling internal quality assurance responsibilities are not clearly defined in regulations for self-study. Additionally, ideal cooperation among the Self-Evaluation Advisory Council, Education Executive Council, Medical Education Quality Enhancement Committee, Nursing Education Quality Enhancement Committee, and the need to report to or notify the Self-Evaluation Advisory Council regarding activities and details/results of deliberations on internal quality assurance of the various organizations within the University are not stipulated in regulations. Improvements should be made to regulations so that actual conditions are in line with stipulations.

Student Enrollment

- In the last five years, the average of ratios of freshman enrollment to the freshman enrollment cap and the ratio of student enrollment to the student enrollment cap are both high at 1.02 in the School of Medicine. This should be improved to ensure proper undergraduate student quota management.

Recommendation

Educational Program and Learning Outcomes

- Thesis examination criteria for the Master's Course and Doctor's Course in the Graduate School of Nursing are not disclosed in print nor on the website and improvement should be made in this regard.