

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

Japanese Red Cross Hokkaido College of Nursing



Basic Information of the Institution	
Ownership: Private	Location: Hokkaido, 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 Japanese Red Cross Hokkaido College of Nursing

Overview

The Japanese Red Cross Hokkaido College of Nursing aims to achieve its founding spirit, “humanity,” which is considered the basic mission of the Red Cross and provides academics mainly centering around nursing with a wide range of knowledge. It also engages in teaching and conducting research on deep, specialized knowledge, along with cultivating knowledge, morality, and application skills in students to contribute to fostering nursing professionals with practical skills who can play an active role both in Japan and around the world and for the development of nursing education as its purpose. It opened in 1999 as the second university operated by the Japanese Red Cross Academy. With the Graduate School of Nursing (Master’s Program) opening in 2003 and the Cooperative Doctoral Program in Nursing comprising five universities of the Japanese Red Cross established in 2016, it is the only medical/nursing/healthcare-related university in the eastern region of Hokkaido. It cultivates nursing professionals who have gained advanced, specialized skills.

The Japanese Red Cross Academy, the parent entity, formulates a medium-term plan every five years and sets its mission and purpose for the entire academy. Based on this plan, the Japanese Red Cross Hokkaido College of Nursing formulates its medium- to long-term plan for the realization of its purpose. Specifically, we cited creating an internal quality assurance system framework to produce individuals who have received advanced nursing education in Hokkaido, providing recurrent education as a university remaining in the remote region, building a remote system of education between academies and universities with effective utilization of ICT, and promoting discussions and study for securing student enrollment as the 18-year-old population of the Okhotsk region in Hokkaido is declining.

Having been advised in the previous certified evaluation and accreditation by the JUAA in 2014 that although the Internal Quality Assurance Committee has been set up, it is difficult to conclude that it is functioning in practice, the College has made the college rules, regulations concerning internal quality assurance, and the Self-Study Committee Regulations consistent in October 2019 and also positioned the Internal Quality Assurance Committee as the organization to take on the central role of responsibility for internal quality assurance. Nevertheless, in actual practice, it is the Management Council and relevant committees or under the management of

the president that various issues within the University are dealt with, and it is difficult to conclude that management under the internal quality assurance framework is functioning. This should be improved.

Regarding education, the faculty and both the Master's Program and the Cooperative Doctoral Program in Nursing have appropriately created their degree award policy (diploma policy) and curriculum design and implementation policy (curriculum policy) based on the mission and purpose of the College founded on the humanitarian principle of the Red Cross, with class courses divided into three categories, Basic Courses, Specialized Basic Courses, and Specialized Courses I/II. Each of the categories contains a Red Cross area, and these subjects are placed in sequence over four years. Further, there is a system in place for participation in social contribution operations and overseas training and other learning outcomes to be granted credits under Specially Recognized Credit Courses, leading to cultivating autonomous learning ability, wide scope, and rich humanity described in the degree award policy.

The curriculum for the Master's Program, following the curriculum design and implementation policy, is designed to cover several fields and areas from among four fields and 12 available specialty areas. The Cooperative Doctoral Program offers courses divided into common courses, specialized courses, seminars, joint study groups, and special studies.

It is difficult to conclude that the measuring of learning outcomes is being conducted appropriately because the relationship between the degree award policy and measuring methods for both the undergraduate and graduate divisions is unclear. Other issues include curriculum design and implementation policy for the Master's Program being inadequate, and when repeating a course, double registration is required in the following year and on; however, even if attendance requirements for taking the exam are not met, the opportunity for re-exams are permitted at the discretion of the faculty member in charge. This should be improved.

Notable strengths include a Disaster Preparedness Education Center being set up in line with the mission and purpose of the College, and initiatives being actively taken with this and other facilities for social cooperation and contribution activities, leading to education, research, and industry-academia collaboration. Particularly, activities of the Disaster Preparedness Education Center include holding the Seminar on Disasters in Severe Winter Conditions and others that address characteristics of the local area and can be said to be outstanding initiatives. Participation in faculty development (hereinafter, "FD"), and staff development (hereinafter, "SD") is also

high, and faculty/staff members are uniting as one under the leadership of the president to carry out university management.

The JUAA hopes the College will enable its internal quality assurance framework to function properly and solve various issues while moving ahead with various initiatives based on the mission of the College and that it will flourish as the only medical, nursing, and healthcare-related university in the eastern region of Hokkaido.

Notable Strengths

Education and Research Organizations

- Intellectual resources of the College are used effectively and work is conducted for the promotion of disaster preparedness measures in collaboration with various organizations, institutions, educational sites, and regions. To contribute to the region through the enhancement of disaster prevention education and the spreading of information, the Disaster Preparedness Education Center was started as an organization. A study is conducted related to cold climate region disasters and disaster nursing, and Red Cross emergency aid training is available to participate in, as well as seminars on severe winter periods for individuals relevant to national, prefectural, and municipality disaster prevention, all as practical initiatives by the College. It can be commended as the establishment of an education and research organization based on the mission and purpose of the College to achieve humanity, which is the principle of the Red Cross.

Social Cooperation and Contribution

- The Disaster Preparedness Education Center holds the “Play in Okhotsk Festival,” an experience-based event, and the Seminar on Disasters in Severe Winter Conditions, etc. Such initiatives are rooted in the community and utilize the strength of the College as the only medical, nursing, and healthcare-related university in the eastern region of Hokkaido and as a university having the Red Cross as its parent entity. Student participation in activities such as the Seminar on Disasters in Severe Winter Conditions centering around the Disaster Technology Study Group, a student club activity, provides an opportunity for students themselves to actively take part as supporters and embodies the principle of the College to achieve a humanitarian mission. Additionally, such activities can be commended as leading to research activities by faculty members and to industry–government collaboration.

University Management and Finance

- Planning and implementation to promote FD/SD is systematically conducted each year, and high-quality training is offered that includes issues related to university management and information technology matters; moreover, issues related to the enhancement of career abilities, with a high rate of participation among faculty members and administrative staff members. Furthermore, administrative staff members continue to participate in the training sessions (FD/SD training sessions) by the Japanese Red Cross Academy and as members of the FD/SD Promotion Committee of the College, where they participate in planning and making proposals. The initiative proves to be one with organizational cooperation involving faculty and staff alike. These are commendable as endeavors from which outcomes in terms of the enhancement of motivation and innate talent can be anticipated.

Suggestions for Improvement

Internal Quality Assurance

- Although the Internal Quality Assurance Committee has been set up as an organization to play the role of central figure for internal quality assurance, meetings of said committee have been irregular since September 2019, with a period of almost one year between meetings being evidenced. Also, responses to various issues within the College are actually dealt with by the Management Council and relevant committees or under the management of the president, and it cannot be said that management under the internal quality assurance framework is functioning. This should be improved.

Educational Program and Learning Outcomes

- The Master's Program in the Graduate School of Nursing does not present the basic ideas on curriculum implementation in the curriculum design and implementation policy. This should be improved.
- For courses in which credits could not be gained, it is not appropriate that students be awarded credits despite lacking attendance requirements the following year and on by simply passing the exam. This situation should be improved given the purpose of the credit system.

- While the faculties and the Master's Program have created an assessment policy, the relationship between measurement methods for each of the learning outcomes and the learning outcomes indicated in the degree award policy is not clear. This should be improved. An assessment policy has not been created for the Cooperative Doctoral Program, so the relationship between measurement methods for the learning outcomes and the learning outcomes indicated in the degree award policy should be clarified; also, initiatives should be taken for recognizing and assessing learning outcomes.