

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

**Hyogo University of Health Sciences**

<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Hyogo, Japan
<b>Accreditation Status</b>	
Year of the Review: 2012	
Accreditation Status: accredited (Accreditation Period: April 1, 2013 – March 31, 2020)	
<b>Related Links</b>	
Hyogo University of Health Sciences: <a href="http://www.huhs.ac.jp/english/">http://www.huhs.ac.jp/english/</a>	
Full Text of the Accreditation Results (in Japanese): <a href="http://www.juaa.or.jp/accreditation/university/result_2012.html">http://www.juaa.or.jp/accreditation/university/result_2012.html</a>	
Accreditation Standards, Process and other related information (in English): <a href="http://www.juaa.or.jp/en/accreditation/university.html">http://www.juaa.or.jp/en/accreditation/university.html</a>	

## **Certified Evaluation and Accreditation Results for the Hyogo University of Health Sciences**

### **Notable Strengths**

#### *Educational content, methods, and outcome*

- It is commendable that the Hyogo University of Health Sciences has made efforts to help implement inter-professional education by mixing students from all four schools in order to realize the educational mission of the university. For example, the College-wide Education Center offers courses that cultivate teamwork among all members of the student body. These include: early-stage clinical workshops, group work, a tutorial course for students in the Schools of Pharmacy, Nursing, and Rehabilitation, and a tutorial course for students from three Schools plus the Hyogo College of Medicine.
- It is commendable that unique methods of teaching are used to encourage students to take their own initiative. In particular, the School of Pharmacy offers long-term tutorial seminars in which faculty members with experience working at hospitals, pharmacies, companies, and overseas organizations offer meticulous advice on coursework and life in general in small groups. Although these seminars are not credited, all second to fourth year students participate, with fifth to sixth year students giving advice to those behind them.

#### *Social cooperation and contribution*

- It is commendable that the university makes active contributions to the local community. For example, the university's Regional Cooperation Center offers outreach classes, health consultations, local exchange projects, lectures, and workshops that encourage active social cooperation and contribution. The Kobe Port Island Four Campus Consortium has enhanced cooperation between four universities in the vicinity and organizes Port Island University for 65-Year-Olds, which was established to enhance exchange between students and local elders aged 65 and above.

### **Suggestions for Improvement**

#### *Mission and purpose*

- In its regulations, none of the Schools has stipulated its purposes for nurturing students to become persons of talent, nor its purposes for education and research. This should be improved.

#### *Educational content, methods, and outcome*

- The criteria for examining degree-seeking theses have not been clarified in the Master's Course for Nursing and Rehabilitation. They should be clarified for the Thesis Writing Course and the Research Course in documents such as course descriptions and syllabi for students.