

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

Hyogo University of Health Sciences



Basic Information of the Institution	
Ownership: Private	Location: Hyogo, Japan
Accreditation Status	
Year of the Review: 2019	
Accreditation Status: Accredited (Accreditation Period: April 1.2020 – March 31.2027)	

Certified Evaluation and Accreditation Results for Hyogo University of Health Sciences

Overview

In line with the founding principles of Hyogo College of Medicine Educational Corporation (hereinafter referred to as the “Corporation”), which are “contribution to welfare in society,” “deep affection for people,” and “broad scientific understanding of people,” Hyogo University of Health Sciences (hereinafter referred to as the “University”) states as its mission “to conduct education and research in the fields of healthcare, medicine, and welfare in accordance with the Fundamental Law of Education and the School Education Act, nurture advanced healthcare professionals, educators, and researchers, and thereby contribute to human welfare and the development of medicine.” The University’s educational philosophy is “to nurture healthcare professionals who have a deep affection for people, a rich personality, broad knowledge, and advanced skills, and who can support healthcare along with society.” The University has conducted educational and research activities as a medical university consisting of three faculties, namely the Schools of Pharmacy, Nursing, and Rehabilitation, and graduate schools based on them. In AY2017, the University announced its goals for the next decade in the Hyogo University of Health Sciences Vision (HUHS vision 20), and has focused its efforts on developing healthcare professionals with expertise and a rich personality, promoting university-community cooperation through interactive education involving the local community, and other endeavors.

Regarding education, the University has a cooperative relationship with Hyogo College of Medicine, which is also part of the Corporation, and offers inter-faculty, inter-grade education programs involving cooperation between different occupation types. It is commendable that the University teaches students about the importance of cooperation between different occupation types from an early stage and develops the skills necessary in the medical field. The University is committed to cooperation with society, and the Organization for Promotion of University-Community Cooperation serves as a hub where local businesses, government organizations, faculty members, and students work together to develop products that build on the University’s features as a healthcare institution.

There are, however, issues that need to be resolved. The graduate schools do not carry out faculty development (hereinafter referred to as “FD”) activities for improving education. These activities should be carried out appropriately. Many students in the School of Pharmacy fail to graduate within the standard completion period, and the

national examination pass rate is low. The University has implemented measures to improve the situation, but has not achieved satisfactory results. There is thus a need for effective learning support. The University established the Internal Quality Assurance Committee in AY2019 in order to address the aforementioned issues and ensure the quality of education and other university activities. However, the role of the Internal Quality Assurance Committee is unclear in relation to that of the University Council, which was previously responsible for the promotion of internal quality assurance. Therefore, the University should develop its internal quality assurance structure and ensure its functionality.

Since its founding, the University has cooperated with Hyogo College of Medicine, which is also part of the Corporation, and conducted comprehensive higher education in healthcare. The University possesses the educational structure, facilities, and equipment suitable for conducting such education, has a hospital and other healthcare education resources at its disposal, and is committed to improving community healthcare and nurturing healthcare providers. Going forward, we hope the University capitalizes on its strengths, ensures the quality of education, and fulfills its accountability to society.

Notable Strengths

Educational Program and Outcome

- In order to teach students how to provide healthcare in cooperation with people belonging to different occupational types, which is essential in the medical field, the University cooperates with Hyogo College of Medicine, which is also part of the Corporation, and promotes team-based learning (TBL) in subjects such as Early Stage Clinical Practice and Introduction to Team Healthcare that are jointly conducted by the Departments of Pharmacy, Nursing, Physical Therapy, and Occupational Therapy. These subjects and educational methods enable students to recognize early on the importance of providing healthcare through cooperation between different occupational types and lead to the development of communication skills and initiative that are necessary for tackling challenges in groups. It is commendable that the University conducts practical education that involves cooperation between different occupation types.

Social Cooperation and Contribution

- The University nurtures individuals capable of playing an active role in the local

community and supports industrial innovation, in line with its University-Community Cooperation Policy. Faculty members of the School of Pharmacy form teams and, with the cooperation of businesses and other organizations, work with students to develop food products made from local herbs. The graduate schools offer Professional Skills Development Programs, which are based on graduate school subjects, to local residents and healthcare professionals, thereby creating the opportunity for them to engage in lifelong learning and recurrent education. It is commendable that the University leverages its resources to cooperate with society, and helps address the challenges faced by the local community through diverse initiatives.

Suggestions for Improvement

Internal Quality Assurance

- Under the University's previous PDCA system, the University Council was responsible for discussing the results of checks and evaluations conducted by individual faculties and graduate schools and providing instructions for improvement. However, due to the establishment of the Internal Quality Assurance Committee in AY2019 as the organization responsible for internal quality assurance, instructions of improvement are currently given by both the University Council and the Internal Quality Assurance Committee. Therefore, the individual roles of the two organizations in terms of internal quality assurance are unclear, and cooperation has not been achieved. The University should clarify the role of the Internal Quality Assurance Committee, improve its internal quality assurance system, and ensure the system functions effectively.

Faculty and Faculty Organization

- Neither the Master's and Doctoral Programs as a whole nor individual graduate schools implement unique FD activities related to educational improvement. FD activities should be implemented appropriately.

Student Support

- Many students in the School of Pharmacy fail to graduate within the standard completion period, and the national examination pass rate is low as compared to the national average. Although homeroom teachers conduct meetings with individual students and support is provided by the National Examination Preparation Committee, satisfactory results have not been achieved. The University should examine the current situation, verify the appropriateness of its efforts, and make improvements so that students can develop the necessary abilities.