

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

Fukuoka Dental College



Basic Information of the Institution	
Ownership: Private	Location: Fukuoka, Japan
Accreditation Status	
Year of the Review: 2020	
Accreditation Status: accredited (Accreditation Period: April.1.2021 – March.31.2028)	

Certified Evaluation and Accreditation Results for Fukuoka Dental College

Overview

As the University's mission of intention correlating to the founding spirit and school regulations, the underlying philosophy of the University is: "In accordance with Basic Act on Education and School Education Act of Japan, Fukuoka Dental College shall teach and research dental science in depth, aim to produce competent dentists with high-level education and good virtues, execute its mission to contribute towards both social welfare and development of dentistry and medicine." In addition, based on the philosophy of oral medicine, which takes as its subject the entire oral region including teeth and surrounding tissues for education, research, and medical care, as goals related to education, research, and student support for achieving the founding spirit as formulated in the "Fukuoka Gakuen Third Medium-Term Concept" these consolidate the University's own medium-term plan over the six years from 2017 to 2023. Active engagement in teaching, research and social contribution activities in line with this plan has also been recognized.

As an organization responsible for promoting internal quality assurance, the University has organized a "Self-assessment Committee". The University has implemented two cycles; a PDCA cycle that inspects and evaluates the achievement status of the annual business plan based on the medium-term plan on an annual basis to incorporate the results into the plan for the next academic year, and a PDCA cycle that leads to problem extraction and subsequent improvements through biennial checks and reviews in line with the evaluation items of the Association. Daily checks and reviews are carried out by the "Departmental Heads Committee") formed of executives and faculty, but the rules of the "Self-assessment Committee" and the "Departmental Heads Committee" do not indicate the relationship between the two and the division of roles. In addition, the scope of business under the jurisdiction of the "Departmental Heads Committee" is unclear, and there are problems with the functioning of the internal quality assurance system.

On the matter of education, the Faculty of Oral Dentistry and the Graduate Course in Dentistry have organized their curricula appropriately in accordance with the degree award policy (diploma policy) and curriculum design and implementation policy (curriculum policy). In the Faculty of Oral Dentistry for the practice of outcome-based education, 6 competencies (general abilities) and 65 competencies (observable specific abilities) are determined in the degree award policy. The University is working to

visualize the learning outcomes stipulated in the degree award policy, such as by clarifying what competencies each lesson subject is associated with. Furthermore, in the inspection and assessment of educational and research activities, the University has established the “Fukuoka Dental College Learning Achievement Evaluation Policy (Assessment Policy)” and is working to verify the results of the overall educational activities as well as continuously improve the educational program. With regard to the educational environment and its corresponding program, the University has set up Learning Commons to facilitate an environment for students to self-study, and based on how dental care should ideally be in the super-aging society in the future, they are developing a unique educational program that takes advantage of the characteristics of the University, such as incorporating practical training at facilities and special nursing homes operated by group corporations and long-term care health facilities established by corporations. The Graduate Course in Dentistry has also constructed a curriculum that appropriately combines course work that supports the development of a research base and specialized research abilities along with research work that addresses specific issues under the guidance of an academic advisor. As part of the research work, the University holds portfolio and graduate school mid-term presentations.

From the perspective of student support, the University has established an advisory instructor system and a student assistants (hereinafter referred to as “SA”s) system for students of the Faculty of Oral Dentistry, and developed a system to provide learning support through collaboration with teaching professions to enhance student support, which can be described as an outstanding initiative.

On the other hand, there are issues to be improved upon other than the above-mentioned internal quality assurance. By means of a research supervision plan for the Graduate Course in Dentistry, the methods and scheduling of research supervision are not defined, and the relationship between the criteria for assessment of academic achievement for each lesson subject and the dissertation examination criteria, which are used as measurement indexes for learning outcomes, and the learning outcome shown in the degree award policy remain unclear. Improvements are required for points that cannot be said to measure learning outcomes in a multifaceted and appropriate manner.

Going forward, we hope the University solves these issues by investing efforts in internal quality assurance, and accelerates its numerous distinctive initiatives for further development of its program.

Notable Strengths

Student Support

- Under the student support policy, which aims to allow all students to devote themselves to their studies and grow as medical professionals by living a fulfilling student life, the University has introduced an advisory faculty system that provides detailed advice and guidance to students as well as an SA system comprising of students selected by the University to be SAs who provide guidance to classmates or junior students. In this way, they have appropriately set up a system to support students in collaboration with teaching professions. Many students use the SA system repeatedly, and the CBT grades of students who actually use the system improve, thus it functions as learning support for students with poor grades. In addition to the activities of SAs, creating opportunities to consider the ideal system through discussion meetings held twice a year with faculty and staff has led to the growth of the students acting as SAs which is commendable.

Suggestions for Improvement

Internal Quality Assurance

- Daily checks and reviews as well as improvement support are carried out by the “Departmental Heads Committee” comprised of executives, but the relationship and division of roles of the “Check and Review Committee,” which is responsible for the final internal quality assurance of the University, and the “Departmental Heads Committee” is unclear, as is the scope of duties under the jurisdiction of the “Departmental Heads Committee.” In addition, improvements are required as it is not recognized that the internal quality assurance system, including the location of responsibility, the flow of assessment, and the cooperation system, is functioning at a sufficient level.

Educational Program and Learning Outcomes

- In the Graduate Course in Dentistry Doctoral Course, learning outcomes are principally measured by the assessment of academic achievement and dissertation examination of each subject. However, since the relationship between the criteria for

the assessment of academic achievement and dissertation examination of each subject and the learning outcomes shown in the degree award policy is unclear, improvements are required to measure this in a multifaceted and appropriate manner.

Recommendation

Educational Program and Learning Outcomes

- The Graduate Course in Dentistry Doctoral Course has not set forth research supervision methods and schedules in the form of a research supervision plan. These should be determined and then clearly presented to students in advance.