

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

**Fukuoka Jo Gakuin Nursing University**



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 Jo Gakuin Nursing University**

### **Overview**

Fukuoka Jo Gakuin Nursing University was established in 2008 to cultivate capable students who can play an active role in the field of nursing and medical care, in compliance with Fukuoka Jo Gakuin's founding mission, which is to educate women in the spirit of Christian. The university's educational philosophy is "to foster capable students possessed with human dignity and an ethical sense based on the Christian spirit who can practice human caring, and to contribute to society". The aim is to teach and research the expertise and technology in the field of nursing and health care in accordance with the spirit of the founding of Fukuoka Jo Gakuin grounded in Christianity, and at the same time, foster women in the nursing and health care profession who have the requisite skills and knowledge, humanity to contribute to community medicine and improving people's vitality". The University has formulated a medium-term plan for the period up to AY 2021 and is operating based on a roadmap that embodies this plan.

With regard to an internal quality assurance system, the University is building a system in which 3 levels are organically linked to constantly improve and elevate based on checks and assessment: the class level involving each faculty member, staff, and student, various committees, the "Quality Review Committee", the educational program level involving the faculty council, and also the University level involving the President and the "Steering Council". Moreover, from 2019, the "IR Promotion Committee" was established, and the same committee analyzes the data and extracts issues to strengthen the relationship between the quality assurance cycle at the level of education program and of the University. However, as it is difficult to say that the authority and role of organizations that play a major role in internal quality assurance, such as the "Steering Council," are properly defined in the official regulations, some improvements are required.

The educational program systematically organizes the course layout and arranges the curriculum in consideration of order in accordance with the educational mission and related laws and regulations. In order to ascertain and assess the learning outcomes of students, class assessment questionnaires, graduation assessment questionnaires, as well as obtaining opinions in response to graduates and places of employment are all conducted. These results are examined at the level of educational programs, and then analyzed and examined at the "Steering Council."

For the simulation-based education that started in AY 2016, the University set up a dedicated facility and simulator capable of conducting sufficient education, and constructed a new teacher system staffed with full-time teachers. Not only is this used for regular curricula, but it is also expanding to form associations with student club activities, open up local hospitals, and educate in-service hospital nurses. It can thus be said to be a characteristic and effective method of education. Furthermore, the University has developed a conceptual “Mission Town” that can be shared in ways ranging from specialized basic subjects to specialized subjects as a teaching material for simulation-based education. By using this teaching material to adopt active learning to learn while solving the health problems of virtual residents in the town, the University has achieved results such as improving the students’ ambition to learn and cultivating a deeper understanding of their academic courses. This is a remarkable method of education which can be highly commended. In addition, due to the rapid increase in foreigners staying in Japan from 2018, the University plans to start the International Patient Medical Support Specialist Course (IPMSSC) to eliminate linguistic drawbacks and acquire the ability to provide fair and appropriate nursing. They are also developing a curriculum for this, and expect results as an initiative that meets social demands.

We hope that the internal quality assurance system will take root and function effectively, and that it will develop distinctive and pioneering educational practices, so it will make a further leap forward.

## **Notable Strengths**

### *Educational Program and Learning Outcomes*

- The e-learning teaching material “Mission Town,” where teachers from all nursing fields participated in its scenario development, is an e-learning material that allows virtual residents spanning from newborns to the elderly to grow and develop as the academic year progresses and students use active learning to study each issue in depth. It is a unique ICT educational material that has proven useful for improving students’ motivation to learn. Furthermore, setting up a city hall that accumulates various data on the virtual residents in the virtual area and utilizing this data in health statistics classes, enables the University to train nurses equipped with statistical thinking. Students report a high level of satisfaction because they can effectively learn the knowledge and skills necessary to become a nurse while visualizing the field (actual practice). It is also useful for generating interest in statistics, so it can be commended

as leading to the practice of high quality education.

#### *Education and Research Environment*

- Completed in AY 2016, Kyushu's first “Simulation Education Center” specializing in nursing is equipped with 4 simulation rooms, 2 control rooms, etc., and by introducing the latest simulations, telecommunications equipment, and devices, this ultramodern educational facility will lead the direction of future nursing education, enabling the development of simulation-based education that faithfully reproduces the medical field. It is an opportunity for each domain to use this facility to adopt active learning, integrate students’ specialized knowledge, skills, and approaches, while fostering an independent attitude to learning. While also based on the spirit of Christianity, this facility serves as an “open educational facility” that is open to other facilities. From the outset, the University has set up educational cooperation meetings with other universities and hospital facilities, and held seminars to train teachers to employ simulation-based education. Visitors are not limited to teachers, nurses, and students from other facilities, but also a diverse range that includes junior high school students, high school students and their parents, as well as local citizens who wish to go on to medical colleges, and is commendable for contributing to the general public.

#### **Suggestions for Improvement**

##### *Internal Quality Assurance*

- As the authority and role related to internal quality assurance for the “Steering Council,” which is the final decision-making body for internal quality assurance, and the “IR Promotion Committee,” which assesses and verifies organizational management, research, and administration isn’t clarified in the regulations, etc., improvements are required to properly define the authority and role of organizations that play a major role in internal quality assurance.