

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

**Fujita Health University**



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Aichi, Japan
<b>Accreditation Status</b>	
Year of the Review: 2021	
Accreditation Status: accredited (Accreditation Period: April 1, 2022 – March 31, 2029)	

## **Certified Evaluation and Accreditation Results for Fujita Health University**

### **Overview**

The founding philosophy of Fujita Health University is *dokusouichiri*, and the purpose is to cultivate individuals who can contribute to the development of academics and society through education and research pertaining to medicine, medical care, and health sciences as well as a diligent study of medical care. To achieve the founding spirit and purpose of the University, the medium- to long-term goal, Fujita Vision (four fields of education, research, medical care/welfare, management) was set in AY2015 to affirm the image of the University to be realized ten years later. To commemorate the 50th anniversary of its founding, the establishment was renamed Fujita Health University in AY2018, declaring its position as a center for advanced medicine and medical care, and is now promoting university-wide, planned initiatives.

For internal quality assurance, the Academic Steering Committee, the organization set up in AY2014 responsible for the promotion of internal quality assurance throughout the University, formulated a university-wide policy, and the Committee of Self-Assessment Survey has formed smaller committees for various organizations, with substantial checks and reviews being performed. Data collected and analyzed by the Institutional Research Center created in AY2016 for checks and reviews are being utilized for the proper operation of the PDCA cycle.

Regarding education, each of the undergraduate and graduate divisions has systematically organized their courses suited to their own degree program, based on their respective curriculum design and implementation policy (curriculum policy). A learning outcome visibility system (Assessor) has been implemented for education in undergraduate schools, with students themselves conducting a formative assessment, which encourages independent learning and is highly commendable.

An outstanding initiative is the Center for The Assembly Education, based on the founding philosophy and leading to outcomes involving education with coordination among specialized professions, such as large-scale Team-Based Learning (TBL) conducted with nearby universities. Regarding student enrollment, distinctive selection methods for new students are being conducted in the School of Medicine such as the Entrance Examination for Future with Fujita and behavioral interviews. The *Keyaki Iki Iki* Project and other community-based regional

cooperation are also outstanding initiatives. The diverse social contribution provided in response to the spread of COVID-19 should be noted, that is, from swift admission and treatment of infected persons to providing clinical vaccine trials, PCR testing, and large-scale vaccinations.

However, several issues should be improved. First, some undergraduate and graduate divisions have not created a degree award policy (diploma policy) for each of the degrees to be awarded. Some schools do not present the basic ideas on curriculum design and implementation policy. Concluding that learning outcomes are being recognized and assessed adequately in graduate schools as indicated in their degree award policy is also difficult. Regarding student enrollment, the admission policy for the Master's Course and Doctoral Course is nearly identical. Also, improvement should be made regarding the ratios of student enrollment to the student enrollment cap being high in some undergraduate divisions.

The JUAA hopes that the University swiftly responds as a comprehensive medical university to the needs of the times and accelerates the development of education, research, and social contribution activities through internal quality assurance efforts for further development going forward.

## **Notable Strengths**

### *Education and Research Organizations*

- University-wide organizations have been set up such as facilities like the Institute of Comprehensive Medical Science which comprehensively promotes research in areas related to basic and clinical medicine, as well as the Research Promotion and Support Headquarters, which supports clinical research, developmental research, and clinical studies for the provision of cutting edge medical care. Education and research organizations like the Fujita COVID-19 Research Center that are necessary for research and development in response to recent health crises have been promptly set up and that they are actively operating can be commended as education and research organizations of a comprehensive medical university.
- The Center for The Assembly Education, which provides interprofessional education that transcends the boundaries of schools and departments, does not limit its offering to job classifications fostered by the University. It also conducts creative and large-scale team-based learning (TBL) together with three universities that nurture pharmacists, dentists, nutritionists, social welfare

workers, and other medical/ welfare-related professionals, and it is commendable that it is producing outcomes in interprofessional education.

#### *Educational Program and Learning Outcomes*

- In the undergraduate program, the learning outcome visualization system (Assessor) is utilized, and students periodically self-assess their own level of achievement for each goal of their various courses. By doing so, they can compare their self-assessment against learning outcomes based on data of assessment of their academic achievement, and see where their learning outcomes stand against others in the same grade. They can also see the learning outcomes they have built up from admission to the present time and periodically reflect on dreams and goals as medical professionals for the future that they each recorded in the past. These are commendable endeavors from which outcomes in terms of encouraging independent learning among students can be anticipated.
- In the undergraduate program, objective data from the Institutional Research Center is actively utilized for the assessment and verification of learning outcomes. A certain amount of outcome is evident in checks and reviews in improving education, such as surveys based on the assessment policy of each of the schools and impact assessment of remote learning as a countermeasure for the spread of COVID-19 on grades, as well as improvements made based on those results, which is commendable.

#### *Student Enrollment*

- A unique process for the selection of individuals as prescribed in the admission policy is implemented in the School of Medicine with the Fujita Future Examination. Besides academic testing, students undergo interviews conducted to test specific behavior in response to situations involving a dilemma, group discussions, and behavioral interviews to test actual behavior in the past. It can be commended as a unique selection process to appropriately select medical professionals able to respond to recent social demands.

#### *Social Cooperation and Contribution*

- Toyoake City, Urban Renaissance Agency, and Fujita Health University entered into a comprehensive agreement among the three parties and are conducting the *Keyaki Iki Iki* Project, an initiative aimed at creating a regional medical and

welfare hub. This project involves a large number of students living in the Toyoake apartment complex and starting a project to participate in the community activities of the apartment's neighborhood association. The Fujita Machikado Infirmary was set up in the apartment, aiming to become a model case for comprehensive community care created by the University, with nurses and other professionals providing seminars in areas such as medical care, health, daily living, and personal interests. It can be commended as a community-based collaboration.

- The Okazaki Medical Center, before its official opening, took in many COVID-19 patients and close contact individuals from a passenger ship cruise. It responded swiftly with not a single COVID-19 infection arising among the hospital staff and can be commended for its proactive social contribution to the prevention of COVID-19 infections. As initiatives related to COVID-19, the University started the Fujita COVID-19 Research Center, organized a PCR testing system, set up a vaccination site, and conducted a vast amount of research including assessment studies and developmental operations for vaccines. These endeavors can be commended as social contributions responding to the needs of society.

## **Suggestions for Improvement**

### *Educational Program and Learning Outcomes*

- The curriculum design and implementation policy do not present the curriculum design and implementation in the Faculty of Medical Technology in the School of Medical Sciences and the Faculty of Rehabilitation in the School of Health Sciences, nor do the basic ideas on curriculum design in the Faculty of Radiological Technology in the School of Medical Sciences and the Faculty of Nursing in the School of Health Sciences. Additionally, the Faculty of Rehabilitation in the School of Health Sciences and the Master's Course in Health Sciences in the Graduate School of Health Sciences have not created a degree award policy and curriculum design and implementation policy for each degree to be awarded. These issues should be improved.
- Concerning the measurement method of learning outcomes in the graduate schools, the method of recognizing and assessing learning outcomes using the thesis examination and final exam, as well as handling of learning outcomes

described in the degree award policy, are unclear. It is difficult to conclude that recognizing and assessing learning outcomes in accordance with the degree award policy is being properly conducted. This should be improved.

*Student Enrollment*

- The Graduate School of Medicine has almost identical student enrollment policies for their Master's program and Doctoral program, which should be improved.
- The ratio of student enrollment to the student enrollment cap in the Faculty of Medicine in the School of Medicine is high at 1.02. To ensure proper undergraduate student quota management, this should be improved.