

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

**The Japanese Red Cross Akita College of Nursing**



Basic Information of the Institution	
Ownership: Private	Location: Akita, Japan
Accreditation Status	
Year of the Review: 2022	
Accreditation Status: accredited (Accreditation Period: April 1, 2023 – March 31, 2030)	

## **Certified Evaluation and Accreditation Results for the Japanese Red Cross Akita College of Nursing**

### **Overview**

The Japanese Red Cross Akita College of Nursing, founded on the spirit of the Red Cross fundamental principle of “humanity,” defines its purpose as “fostering individuals with well-rounded character traits who respect human dignity, and imparting a broad range of knowledge based on the humanitarian ideals of the Red Cross; cultivating talented human resources who can play an active and extensive role in the fields of health, medical care, and welfare both in Japan and abroad by teaching and researching specialized arts and sciences in depth, and enhancing their intelligence, morals, and applied abilities; and contributing to the development of nursing science and the improvement of human welfare.” The College has formulated the Medium-term Plan (hereafter, the “College Midterm Plan”) based on its school corporation’s Third Japanese Red Cross Academy Medium-term Plan – Promoting Collaboration among Colleges. The College is promoting educational and research activities to meet medical and nursing needs in the Tohoku region, including Akita Prefecture, with three goals that include “fostering individuals who can promote community engagement to support people’s livelihood and health.”

The College formed the Internal Quality Assurance Committee as an organization responsible for internal quality assurance under the Management Meeting in AY2020 to establish a mechanism for the two bodies to link the inspection and assessment results of the faculty and graduate school to improvement and enhancement efforts. The Teaching and Learning Management Meeting, set up as an organization primarily tasked with reviewing the curricula, engages in internal quality assurance activities. These meeting bodies comprised of overlapping members facilitate information sharing, but their initiatives tend to be dominated by certain individuals. To address this situation, the College is expected to review the internal quality assurance system. The College is also expected to effectively operate the mechanism newly developed in AY2020 to inspect and assess the faculty and graduate school.

Regarding the College’s educational content and teaching methods, both faculty and graduate school have established curriculum policies based on their diploma policies. The faculty has adopted the College’s distinctive educational approaches to design its curriculum comprising the four subject groups of

Fundamental Education Subjects, Basic Specialized Subjects, Specialized Subjects, and the Red Cross to provide education in light of regional characteristics, with the aims of nurturing individuals based on the Red Cross fundamental principle and fostering students with well-rounded character traits as well as high ethical standards and international perspectives required of healthcare professionals. To promote students' self-directed learning, the faculty incorporates problem-based learning (PBL) designed for students to acquire reasoning, decision-making, and communication skills for responding flexibly to new challenges. The graduate school organizes lesson subjects combining lectures, seminars, and practical training, and the doctoral course is provided as a joint program with other Red Cross nursing colleges through a flexible remote learning system. To monitor student learning outcomes, the faculty and master's course confirm the acquisition of the competencies stated in the diploma policies through student surveys on satisfaction at the time of graduation. However, the doctoral course remains in the process of adopting an assessment policy jointly formulated by five colleges, and student learning outcomes are monitored based on the screening of dissertations, but the link to the diploma policy is unclear. This issue should be addressed, and further efforts are expected in terms of the assessment policy.

The College has undertaken an outstanding initiative in the Red Cross Disaster Prevention Volunteer Station, in which students participate in such activities as the Disaster Prevention Camp and the AKITA Disaster Prevention Camp Festival to raise public awareness of local hazards. It is particularly notable that these activities correspond to the Red Cross fundamental principle of humanity.

In the coming years, the College is expected to visualize student learning outcomes and review its internal quality assurance system, thereby enhancing its educational and other activities based on its mission.

## **Notable Strengths**

### *Social Cooperation and Contribution*

- The Red Cross Disaster Prevention Volunteer Station organizes the Disaster Prevention Camp with students participating as staff. With events held not only in summer but also in winter to prepare for disasters likely to occur in snowy, cold regions, the volunteer station provides students with opportunities to gain practical experience in response to local hazards. In addition, the College

collaborates with Red Cross facilities and other organizations in Akita Prefecture to hold the AKITA Disaster Prevention Camp Festival, offering local residents the opportunity to learn firsthand the various types of skills necessary in times of disaster. It is commendable that this event contributes to increasing the awareness of regional disaster risks as a meaningful activity corresponding to the Red Cross fundamental principle of humanity.

## **Suggestions for Improvement**

### *Educational Program and Learning Outcomes*

- The graduate school's doctoral course monitors student learning outcomes based on the screening of dissertations, but the link between the diploma policy and the screening criteria is unclear. This issue should be addressed with the learning outcomes stated in the policy monitored and evaluated in accordance with the assessment policy.