

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

Gunma Prefectural College of Health Sciences



Basic Information of the Institution	
Ownership: Public	Location: Gunma, Japan
Accreditation Status	
Year of the Review: 2018	
Accreditation Status: accredited (Accreditation Period: April.01.2019 – March.31.2026)	

## **Certified Evaluation and Accreditation Results for Gunma Prefectural College of Health Sciences**

### **Overview**

Gunma Prefectural College of Health Sciences (hereafter, the College) is committed to its basic founding principles of “cultivating health and medical care professionals with well-rounded character traits and advanced knowledge and skills, who respect human dignity and consider health and medical care from various aspects, and who can make appropriate decisions and act on them independently, while returning research outcomes to the local community to contribute to further improvements for prefectural residents’ health, medical care, and welfare environment.” The College sets forth the educational objectives of “teaching and researching advanced knowledge and techniques related to health and medical care; fostering health and medical care professionals who are highly educated with fully developed characters; and returning research outcomes to society to contribute to improving health, medical care, and welfare services for prefectural residents.”

In the past, as a public college under the prefecture’s administration, the College was unable to independently formulate concrete medium- and long-term goals and plans and various policy measures to attain these principles and objectives. But after its incorporation in fiscal 2018, the College drafted its own FY2018 annual plans as well as the medium-term plans in the following fiscal years in light of its current situations and future visions.

The College has undertaken various initiatives to cultivate healthcare professionals and provided elaborately planned education, teaching, and student support with a focus on small-group learning. Its student support efforts are particularly outstanding in that the combination of curriculum adviser and group supervisor systems enhances the effectiveness of small-group education. In addition, the College established the “Nursing Science Teacher Training Course” to train educators in the nursing field, taking advantage of its original curriculum that includes practical training in addition to basic learning. This effort is highly commendable as an effective social contribution initiative.

There are several issues the College needs to address, however. The measurement of learning outcomes is not conducted in the graduate schools, and the absence of regulations concerning the president’s authority is problematic.

Moreover, as for internal quality assurance, to which the Japan University

Accreditation Association (JUAA) attaches utmost importance as a process for universities themselves to verify a certain level of quality in their various campus activities consisting primarily of education and research, the College Management Committee plays a central role in defining the policies and procedures. But the College's unofficial "Summit" meeting formed by senior officials plays a larger role in internal quality assurance, and the system is not effective in line with the policies and procedures.

In the coming years, the College is expected to operate its internal quality assurance system more effectively to advance education and enhance learning outcomes for further development.

## **Notable Strengths**

### *Student Support*

- Student problems with courses and subjects are often connected to their lives. Curriculum advisers cooperate with group supervisors responsible for providing living support to offer comprehensive services, including interviewing students individually about courses and establishing a consultation system to support all aspects of their lives. It is commendable that this support from multiple academic staff members allows students to choose those staffers who are easy to consult with, while the collaboration of course guidance and living support helps to monitor the students' situations and prevent such problems as college withdrawal.

### *Social Cooperation and Contribution*

- To train instructors for nurse training institutes and professionals who play a teaching role in training nurses in clinical settings, the College launched the "Nursing Science Teacher Training Course" in 2012. The course targets nurses with more than five years of work experience after obtaining their nursing license and offers the College's original curriculum to acquire the knowledge and skills necessary for lesson planning and practical applications in nursing education. It provides most of the subjects taught by full-time faculty members in the School of Nursing, and is conducted at universities and nursing schools in the prefecture, with students who have completed the course eventually engaging in nursing education. In addition, starting in fiscal 2018, the Career Development Course (master's course) of the Graduate School of Nursing grants credits for completion of the course as credits for prior learning after

enrollment. It is commendable that the College aims to expand its course programs and contribute to society through the cultivation of human resources in nursing education.

## **Suggestions for Improvement**

### *Internal Quality Assurance*

- Despite the establishment of an internal quality assurance system led by the College Management Committee, the unofficial “Summit” executive meeting plays a larger role in promoting internal quality assurance. However, the authority, role, and position of the unofficial meeting are not articulated in the College’s organization and internal quality assurance system. Moreover, there are no records kept on initiatives aimed at improving each organization in line with the policy of the College Management Committee, serving as an organization promoting internal quality assurance. Since college-wide improvements based on the self-study results are not carried out in accordance with the policies and procedures, this issue should be improved.

### *Educational Program and Outcome*

- The student learning outcomes stated in the degree award policy are not sufficiently monitored and evaluated in the Graduate School of Nursing and the Graduate School of Radiological Technology, with the outcomes still under examination. This issue should be improved.

### *University Management and Finance*

- The authority and responsibilities of the president are not stipulated in the College’s rules and regulations. This issue should be improved.