

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

Fukuoka Nursing College



Basic Information of the Institution	
Ownership: Private	Location: Fukuoka, 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 Fukuoka Nursing College

Overview

Fukuoka Nursing College sets forth the guiding principle of “imparting well-rounded character traits and high ethical standards based on the dignity of life; conducting specialized academic teaching and research in the field of nursing; and cultivating individuals who can cooperate and collaborate in related fields, play an active role as nursing professionals in society, and contribute to the development of nursing science.” The College also defines its purpose as “conducting specialized academic teaching and research in the field of nursing and cultivating talented nursing professionals with educational attainments and common sense,” and its mission as “contributing to social welfare and the development of nursing science.” The College is working to enhance its education and research under the Third Fukuoka Gakuen Medium-term Vision formulated as a medium- to long-term term plan to achieve its founding spirit and purpose.

Regarding the College’s internal quality assurance, the Self-Study Committee has been positioned as an organization promoting internal quality assurance in accordance with the Internal Quality Assurance Policy, System, and Procedures, and the PDCA (Plan-Do-Check-Act) cycle is operated through yearly inspections and assessments based on the College’s annual activity plan as well as biennial inspections and assessments adhering to JUAA’s University Standards. However, no minutes or other documents are kept with respect to the deliberations on inspections and assessments conducted by the Self-Study Committee, FD and Self-Study Promotion Committee, and other committees, instructions for improvement based on the deliberation results, and the process leading up to the improvement and enhancement measures adopted by each organization. Specifically, there are no records on the inspection and assessment status or the process of faculty development (FD) activities carried out by the FD and Self-Study Promotion Committee. This situation indicates a lack of clarity of the College’s internal quality assurance process. Moreover, with the Faculty Council also tasked with internal quality assurance, the authority and roles of the Self-Study Committee and the council are unclear. These issues should be addressed with the roles of the internal quality assurance bodies clarified to operate the system in a way that a third party can verify.

As for the College's education, the faculty and graduate school have established diploma policies and systematically designed their curricula aimed at enhancing practical nursing skills to support people's overall physical health starting with oral care. Student learning outcomes in the faculty are measured and evaluated using graduate surveys, portfolios, and multiple external assessment tests to improve lessons. The graduate school measures student learning outcomes based on semester exams, rubric evaluations, interim research presentations, and other means, but the unclear connection between the measurement methods and the learning outcomes should be addressed.

The College promotes continuous community contribution activities in line with the Social Cooperation and Contribution Policy. It is notable that the College is returning its educational and research outcomes to society by offering local residents health checkups and training in cooperation with municipalities and regional organizations as well as organizing student volunteer activities. The College is also stepping up its student support activities with a focus on responding to individual needs, such as preparation lessons before enrollment and interviews with tutors, in order to provide supplemental education and other learning support based on the students' abilities.

There are issues the College should address, however. The Master Course of Nursing, Graduate School of Nursing, has not specified the basic concept of curriculum implementation in its curriculum policy, and this situation should be corrected.

In the coming years, the College is expected to address the above issues by reviewing the structure, functions, and roles of its internal quality assurance system, and visualizing the process while enhancing its distinctive initiatives to progress further.

Suggestions for Improvement

Internal Quality Assurance

- The Self-Study Committee has been positioned as an organization promoting internal quality assurance to conduct inspections and assessments before making improvements and enhancements. However, no minutes or other documents are kept with respect to the deliberations on inspections and assessments conducted by the Self-Study Committee, FD and Self-Study Promotion Committee, and

other committees, instructions for improvement based on the deliberation results, and the process leading up to the improvement and enhancement measures adopted by each organization. Specifically, there are no records on the inspection and assessment status or the process of FD activities carried out by the FD and Self-Study Promotion Committee. This situation indicates a lack of clarity of the internal quality assurance process. Moreover, with the Faculty Council also tasked with internal quality assurance, the authority and roles of the Self-Study Committee and the council, along with the roles and responsibilities of the internal quality assurance bodies, should be clarified to operate the system in a way that a third party can verify.

Educational Program and Learning Outcomes

- The Master Course of Nursing, Graduate School of Nursing, has not specified the basic concept of curriculum implementation in its curriculum policy. This situation should be corrected.
- The graduate school measures student learning outcomes based on semester exams, rubric evaluations, research plans, interim research presentations, oral exams, and other means, but the connection between these measurement methods and the learning outcomes stated in the diploma policy is unclear. This issue should be addressed with the learning outcomes stated in the policy monitored and evaluated.