

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

Osaka Medical College



Basic Information of the Institution	
Ownership: Private	Location: Osaka, 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 Osaka Medical College

Overview

Osaka Medical College holds as its mission a founding spirit (“The mission of medical training institutions is medical education and medical research, which is accomplished when applied to actual medical practices.”) as well as its credo (“Benevolent Art with Sincere Attitude”). It determines its aim as “have rich humanity and address the issues shared by all human beings, health maintenance and improvement, prevention of and triumph over diseases, and relief from pain; respond to the changing society and learn the latest knowledge and best techniques over the rest of their lives; and are inquisitive about and actively engage in their fields ranging from community healthcare to world-class research and development”. In addition, in order to achieve the founding spirit and the purpose of the University, although a medium-term (long-term) plan as a university has not been settled on, an “educational reform policy and action goals as the President of Osaka Medical College” have been established, alongside five educational reform policies and KPIs, and efforts are being made to enhance educational and research activities.

Regarding internal quality assurance, the “Education Strategy Council” and the “Research Strategy Council” (hereinafter referred to as the “Strategy Council”) have been established as university-wide promotion organizations. Each department, etc. has a system in place for working on internal quality assurance by means of a PDCA cycle, such as an “Education Center”, and it can be commended that it is functioning on the whole. However, the details of feedback from the Strategy Council made to each department, etc., and the record of efforts for improvements and enhancements implemented by each department, etc. based on the feedback were not left in a form that could be verified by a third party. In addition to maintaining these records, in promoting university-wide internal quality assurance, a more systematic verification schedule is expected to be established, such as tangibly defining the period of the PDCA cycle, and the number and timing of meetings held, etc. in each University organization (department). In addition, in 2019, the “Academic Check and Review Committee” consisting of experts from outside the University was set up, and during the first meeting in 2020, the appropriateness of the university-wide internal quality assurance system was verified. From here on, we hope that the internal quality assurance system will be improved and enhanced based on the verification results of the same committee, and that the PDCA

cycle centered on the Strategy Council will function more effectively.

Regarding education, all faculties and graduate schools have organized their curricula appropriately in accordance with the degree award policy (diploma policy) and curriculum design and implementation policy (curriculum policy). Particularly in the undergraduate divisions, the University has introduced a curriculum map showing the overall structure of each curriculum and relationships between the curricula, and a numbering system according to the lesson content and level of each subject, creating a means for students to take courses systematically and sequentially.

It is commendable that the “MISSION / COMPETENCE Card” distributed to medical students clearly states the University's mission and three policies, including graduation competencies, to improve accessibility and promote public awareness. In addition, the joint off-campus training camp for new students of all faculties is expected to foster awareness and a multidisciplinary collaborative mindset as a medical professional, and further lead to multidisciplinary off-campus clinical training in the upper grades. As a form of team medical training, this can be said to be a unique initiative. The research support system for faculty members is also easy to use and highly fulfilling. In particular, the regulations stipulate a guarantee of status and financial support for long-term off-campus training, and the results of this training are linked to the fostering of a university-wide research system that transcends courses. In Takatsuki City, where the University is located, the continuous promotion of support projects for an aging society in collaboration with the public and private sectors, has been highly commended.

On the other hand, the issues to be improved are that all faculties and graduate schools do not set the purpose of education and research in the school rules or regulations equivalent to them, and that the ratios of student enrollment to the student enrollment cap in the Department of Medicine and the Graduate School of Nursing Doctoral Program are high.

The University is expected to solve these issues through efforts with internal quality assurance, and accelerate its numerous distinctive initiatives for further development of its program.

Notable Strengths

Mission and Purpose

- The “MISSION / COMPETENCE Card” is distributed to all students and faculty members at the Faculty of Medicine in order to publicize and disseminate the

founding spirit and the purpose of the faculty. The card clearly states the founding spirit, credo, university mission and educational objectives, medical school educational goals, and three policies including medical school educational goals and graduation competencies, and students are instructed to always carry them with their student ID cards. As a result of the “Academic Survey,” it became clear that the degree of awareness of the founding spirit among medical students increased significantly over AY 2018 to AY 2019 and therefore it is commendable that this contributes to the permeation of the founding spirit and the purpose of the faculty.

Student Support

- In order to foster awareness and a multidisciplinary collaborative mindset as a medical professional, the joint off-campus training camp, which is held for new students of the Faculties of Medicine and Nursing immediately after enrollment, functions to offer emergency resuscitation hands-on learning and topics for students from both faculties to jointly discuss in groups, such as “what is required for becoming a good medical professional.” Students from both faculties exchange and respect each other's opinions while working on various program assignments, such as creating and presenting posters that summarize their aspirations to become better medical professionals, and ultimately derive one answer. Hence they strive to put into practice what is precisely the first step in multidisciplinary collaboration. It is also expected that the experience provided by this training camp will lead to multidisciplinary off-campus clinical training in the upper grades, and the excellent initiative as a team-based medical education that will be the foundation for forming a medical mindset as a future doctor or nurse is to be commended.

Education and Research Environment

- In addition to allocating individual research funds to support education and research activities, the “Magari Scholarship Fund” research grants, the “Tadahiro Tanaka International Exchange Fund” for young teachers who want to study abroad, and the “Goldman Sachs Young Doctor Long-term Study Abroad Support Scholarship Fund” are made available to applicants. In order to obtain the Grant-in-Aid for Academic Research or the Grant-in-Aid for Scientific Research, the Research Promotion Section firstly checks the application form, an external coordinator then looks over the application form, and the “Young Researcher Research Grant Application

Incentive Grant” and the “Research Center Training Incentive Grant” are given to support research that provides a foothold for obtaining external funding. In addition, the University has established a “long-term off-campus training system”, and faculty members who are permitted to carry out business training are guaranteed their status during that period. Utilizing various subsidies provided by the University, many young researchers have conducted off-campus research for one to two years both at home and abroad in the past three years. Through the above series of initiatives, the research results are continuously announced, and it is commendable that the research support of the University has achieved a certain level of results.

Social Cooperation and Contribution

- The “Takatsuki Sustainability Project”, which is based on a comprehensive agreement with the core city of Takatsuki City, where the population aging is accelerating, and the Takatsuki Chamber of Commerce and Industry, is a social cooperation and social contribution project spanning cooperation between many institutions such as Takatsuki City, Takatsuki Medical Association, Takatsuki Dental Association and the Takatsuki Chamber of Commerce and Industry. This is developing health education and enlightenment activities for the citizens of Takatsuki City along with comprehensive community care. The results of the project are shared with students at the FD & SD “Education and Research Meeting,” and efforts relating to public health are incorporated as practical training into the “Student Research” of the Faculty of Medicine’s curriculum. It functions as an opportunity for learning based on the hands-on experience of medical students. These social cooperation and social contribution activities aimed at promoting health, extending healthy life expectancy, and developing the region in Takatsuki City are commendable because they meet the educational objectives of the University and are also linked to the learning of students.

Suggestions for Improvement

Mission and Purpose

- The Faculty of Medicine, the Faculty of Nursing, the Graduate School of Medicine and the Graduate School of Nursing do not define the purpose of education and research in the school rules or regulations equivalent to them, so improvement is

required here.

Student Enrollment

- The ratio of student enrollment to the student enrollment cap in the Department of Medicine is high at 1.02, so improvements are needed to ensure that undergraduate student quotas are properly managed.
- The ratio of student enrollment to the student enrollment cap is high at 2.44 in the Graduate School of Nursing Science Doctoral Program. The University should thoroughly implement graduate school quota management to improve the situation.