

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

Kagawa Prefectural University of Health Sciences



Basic Information of the Institution	
Ownership: Public	Location: Kagawa, Japan
Accreditation Status	
Year of the Review: 2017	
Accreditation Status: accredited (Accreditation Period: April.01.2018 – March.31.2025)	

Certified Evaluation and Accreditation Results for Kagawa Prefectural University of Health Sciences

Overview

Kagawa Prefectural University of Health Sciences (hereafter, the University) was established in 2004 based on its predecessor Kagawa Medical College, when it started the four-year system in its Faculty of Health Sciences comprising the Department of Nursing and the Department of Medical Technology. Later, it established the Master's courses in Health Sciences in its Graduate School of Health Sciences in 2009. As the only prefectural university in Kagawa Prefecture, it has continued to strive for better healthcare professionals possessing high level of knowledge and skills.

After its accreditation review by Japan University Accreditation Association (JUAA) in 2010 and in light of the changes in the University's surroundings, it undertook thorough revision of its basic principles in 2016 and declared its intent to aim to become a university respected by the residents of the prefecture by clarifying its social mission as a public university. Furthermore, it reorganized its graduate school to offer specialization in Medical Science (the Medical Science Major) and specialization in Nursing (the Nursing Major) and established a Doctoral Program in Medical Sciences in 2017.

The center for regional collaboration established in 2011 organizes the *Ikiiki Kenko Hiroba* program for residents. The distinctive feature of this program is that the entire university unites to provide residents opportunities for health maintenance and lifelong learning. Moreover, student participation also makes this program valuable for development of skills such as interpersonal relations and understanding the subjects. This activity is expected to develop further into a distinctive feature of the University based on its mission and purpose through the promotion of regional collaboration that includes student education.

On the other hand, the University needs to improve its education program and instruction as it is faced with issues such as incomplete information on the syllabus; some subjects have sufficient information on their syllabuses while other subjects do not. Other issues include the unavailability of systematic activities and training opportunities for improvement in educational content and methodology. It should work for further growth by implementing a PDCA cycle based on improvements in routine educational activities centered on self-study and faculty council and striving for enhancement of the quality of education it provides.

Notable Strengths

Social Cooperation and Contribution

- The University is harnessing its human and material resources to contribute to society by establishing a center for promotion of regional collaboration, which provides health care classes for residents and lifelong education to medical professionals along with promoting interaction between the University and the community. As part of this initiative, the University organizes the *ikiiki kenko hiroba* program targeted at health promotion for local residents. This program trains students as “health supporters,” giving them an opportunity to accompany faculty members to the community and support health care activities. The University’s effort for continued contribution to the region is commendable.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- The undergraduate and graduate course syllabuses contain no description of the learning outcomes to be attained, prior preparations required, further application of the subjects and relation to other subjects. As for the undergraduate syllabuses, JUAA has found an inconsistent level of information between subjects, with only some subjects providing sufficient information on their syllabuses (for instance, how classes will be held). The syllabuses for both undergraduate and graduate courses should be improved.
- Although the University has been conducting student surveys on the status of their research and learning environment as part of FD activities of the graduate school, making improvements based on the findings is left to individual faculty members and opportunities for systematic training and research are unavailable. The University should work to rectify these issues.