

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

**Kawasaki Medical School**



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

## **Certified Evaluation and Accreditation Results for Kawasaki Medical School**

### **Overview**

Kawasaki Medical School, founded on the philosophy of “Liberal Humanity, Sound Body and Profound Knowledge,” sets forth the purpose of “nurturing competent physicians who can meet social needs in accordance with the Basic Act on Education and the School Education Act.” To achieve its founding philosophy and purpose, the School has developed the Kawasaki Medical School Kawasaki Medical School Mid-term Goals and Plans (hereafter, the “School Medium-Term Goals and Plans”) through which it strives to enhance its educational and research activities.

With regard to the internal quality assurance system, the School has set the School Steering Committee as an organization responsible for promoting internal quality assurance. It also established the Internal Quality Assurance Promotion Council as the Quality Promotion Unit (hereafter, “QPU”), together with the Self-Inspection and Evaluation Committee placed under the council, as well as the Inspection Executive Committee, Business Plan Review Committee, and Learning Outcome and Educational Program Review Committee, all formed as bodies subordinate to the Self-Study Committee. This structure was put in place in 2022 to conduct internal quality assurance activities at each level. However, improvements are required as the roles of the committee members are not specifically defined to reflect the responsibilities of the individual committees.

With respect to education, the Faculty of Medicine and the Doctoral Course of the Medical Research Department were established based on the School’s philosophy and purpose, and both have organized their curricula properly in line with the diploma and curriculum policies. The Faculty of Medicine has worked to systematize its curriculum with a strong emphasis on learning outcome-based education and created a curriculum tree showing course systems and a curriculum map clarifying the connection between the courses and the graduation competencies.

One notable effort regarding enrollment is the adoption of various admissions methods. In terms of student support and educational and research facilities, the School works to provide a learning environment where students can live safely and peacefully as they focus on their studies. Specifically, the School provides sufficient spaces for individual and group learning such as study rooms by grade level and lounges for students and academic and administrative staff. It also

manages a full range of exhibits at the Medical Museum of Kawasaki Medical School and makes effective use of the exhibits for student education. These are highly commendable efforts. Furthermore, the School is the only medical school in Japan with an affiliated senior high school, offering the “Doctor Road” to nurture excellent future physicians. This is one of the outstanding features of its university-high school collaboration. The School also makes a broad range of efforts for social cooperation and contribution and international exchanges to return the learning outcomes back to society in an appropriate way.

There are several issues the School needs to address, however. The Faculty of Medicine properly assesses and evaluates the student learning outcomes specified in the diploma policy. In the Doctoral Course of the Medical Research Department, however, although some initiatives have been identified, including the Graduate School Mid-term presentation designed to provide students with guidance on research methods and thesis and dissertation writing, the connection to the learning outcomes specified in the diploma policy is not clearly defined. This requires improvements. Moreover, the School should take measures to properly manage the Faculty of Medicine’s student quotas.

Going forward, JUAA expects the School to resolve its internal quality assurance issues through a newly-built system, and enhance its educational, research and social contribution activities as a distinctive medical school providing extensive support to its students in order to progress further.

## **Notable Strengths**

### *Education and Research Environment*

- The School has created an environment to encourage students’ individual and group learning by setting up self-study rooms by grade level with the capacity to accommodate all students. It also provides individual booths for fifth- and sixth-year students, as well as study rooms in dormitories and lounges for students, academic and administrative staff, and a lounge with research books and reference materials in the Central Research Institute, which plays a central role in functional research. Moreover, the School not only exhibits a wide array of organ specimens owned by the Medical Museum of Kawasaki Medical School, but makes effective use of the specimens in clinical training. Through these activities the School provides support for active student learning, and is making

significant efforts to develop students' academic skills and diverse abilities. These efforts are commendable.

## **Suggestions for Improvement**

### *Internal Quality Assurance*

- The School's internal quality assurance structure consists of the Internal Quality Assurance Promotion Council as the main body promoting internal quality assurance, along with the Self-Inspection and Evaluation Committee responsible for examining educational and research activities and conducting self-studies across the School; the Inspection Executive Committee responsible for regularly checking and reviewing school activities in general and preparing reports; and the Business Plan Review Committee responsible for checking and reviewing the achievement of items included in the annual business plans and medium- and long-term plans. In the rules governing these organizations, however, the members are defined only as those appointed by the president. This area requires improvement with the committee members defined in more specific terms that reflect the responsibilities of the individual committees.

### *Educational Program and Learning Outcomes*

- In the Doctoral Course of the Medical Research Department, student learning outcomes are assessed on the basis of the interim research presentation, thesis defense, and survey. However, the connection between these assessment methods and the learning outcomes specified in the diploma policy is imprecise, and it is difficult to say that the learning outcomes in the diploma policy are properly measured by these methods. This situation requires improvements.

## **Recommendation**

### *Student Enrollment*

- The average ratios of enrolled freshman to the freshman enrollment cap over the past five years is high at 1.02 and the ratio of enrolled students to the student enrollment cap is also high at 1.09 in the Faculty of Medicine. These ratios

should be improved with the student quotas thoroughly managed.