

University of Chile and TMDU Joint Degree Program in Medical
Sciences with mention of a medical specialty

External Assessment Report

Term of the Assessment
From April, 2016 to March, 2017

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Purpose and Background

In 2015, Tokyo Medical and Dental University (hereinafter referred to as the “TMDU”) received authorization from the Ministry of Education to establish a joint degree program (hereinafter referred to as “JDP”) with University of Chile (hereinafter referred to as the “UCh”).

In 2016, the JDP specializing in a gastrointestinal cancer area started, and it has been operated jointly by TMDU and UCh. Both universities, through this JDP, enhance the universities’ international profiles, presences and competitiveness.

The JDP focus on fostering highly advanced professionals and leaders who have extraordinary professional experience and skills in the clinical field, are well-versed in medical research, and have a firm grasp of medical treatment and research coupled with a global perspective.

In the Program, which is different from the usual doctoral program, we offer a curriculum in which students acquire a high level of medical care skill and expertise equal to the level of a clinical specialist.

The Program will provide students high-quality supervision for research training, thesis development and writing. Students will be awarded one degree under the joint names of TMDU and UCh after successful completion.

As a Quality assurance system of the program, we set three steps;

1. Self-assessment, 2. External assessment, 3. Faculty Development. Concerning the external assessment, we must undergo assessment by external experts to evaluate the status of program implementation and achievement and make improvements. To this end, we have set guidelines as below.

- University’s Quality Assurance System (hereinafter referred to as “System”) shall be established for the purpose of carrying out assessments of the JDP.
- The system shall assess the status of program implementation and achievement and suggest improvements.
- The system shall consist of outsourcing veterans and professors from other universities in Japan and Chile, which have doctoral programs in the medical or life science field, and experience of granting doctoral degrees.

Dr. Yasuhiro Kodera, Professor, Nagoya University, Dr. Masahiro Tsubaki, Vice director, Yuai Memorial Hospital and Dr. Marco Arrese, Professor, Pontifical Catholic University of Chile undertake the external assessors. A discussion about the external assessment was conducted from March 1st to 20th, 2018, and this is a report of the assessment results.

External Assessment Method

Three external assessors assessed the status of project implementation/achievement and made comments on project achievements that are organized into eight assessment categories.

Assessment criteria is the same as the self-assessment report for the four categories, as shown below.

IV	Achievement greater than plan.
III	Plan was achieved.
II	Plan was not achieved sufficiently.
I	Plan was not achieved.

1. Mechanism for implementation of the JD Program

Assessment Category

1-1. Joint implementation structure (Self-assessment report page 3)

The above assessment category is divided into two categories; 1-1-1. Joint committees and 1-1-2. Communication method. Please make a comprehensive evaluation of the Joint implementation structure based on these two categories.

Criteria	<ul style="list-style-type: none"> ➤ Appropriate committees for discussing important matters of educational activities and examining curricula and educational methods are organized and active. (1-1-1) ➤ Appropriate communication method is established. (1-1-2) 	
Self-assessment	Rating	III
	<p><u>(UCh)</u> UCh and TMDU's Academic Committee has been very active and highly engaged in the Program through regular monthly meetings. The Dean Council will meet in March. Communications between TMDU and UCh have been efficient and smooth despite the 12-hour time difference. A monthly video conference has been organized on a strictly regular basis, with all necessary documents provided, including a table of topics to be discussed at the meeting, minutes of the past meeting subject to review and approval. The presence of an interpreter allows meetings and communications between technical staff from both institutions to go smoothly.</p> <p><u>(TMDU)</u> The plan has been sufficiently implemented and the system is in place. Two committees are organized: the Dean Council and the Academic Committee.</p> <p>The video conferencing system is used for making contact and holding meetings between the two universities, with the Academic Committee convening meetings once a month as a rule. It is also used for the joint interviews that are part of the entrance examination.</p> <p>For the 2016 entrance examination, LACRC was used as the examination facility and sent out answer sheets after the examination. In addition, the coordinating faculty members reported that it was used effectively in their work.</p> <p>The coordinating faculty members, who coordinate tasks with the University of Chile are assistant professors at TMDU and receive the assistance of a Japanese and Chilean administrative staff members proficient in Japanese, English, and Spanish. This has made program management smoother with regard to student reception, conducting entrance examinations and all other aspects.</p>	

External- assessment	Rating (Please circle)	IV · <input checked="" type="radio"/> III · II · I
	Comments	<p>(Dr. Kodera) I could see that the JDP was constructed based on sufficient discussion from both sides. Continuation of regular video conferences to discuss various matters could become of increasing difficulty due to the time difference between the two countries. Use of e-mails could be recommended as possible alternatives once the project begins to move forward and people from both sides become more familiar with each other.</p> <p>(Dr. Tsubaki) Two committees, Dean council and the Academic Committee are organized. The video conferencing system was convening once a month with the assistance of Japanese and Chilean administrative staff members proficient in Japanese, English and Spanish.</p> <p>(Dr. Arrese) It seems that an appropriate structure is already in place in both institutions with responsible staff in both sides as well as regular videoconferences. This ensures further advance of the JDP initiative.</p>

Assessment Category

1-2. Policies

(Self-assessment report page 11)

The above assessment category is divided into three categories; 1-2-1. Diploma Policy, 1-2-2. Curriculum Policy and 1-2-3. Admission Policy. Please make a comprehensive evaluation of the Policies based on these three categories.

Criteria	<ul style="list-style-type: none">➤ Diploma Policy is set and published based on the educational objectives, and completion of the program is approved in a fair and strict manner. (1-2-1)➤ Curriculum Policy is clearly indicated and published based on the educational objectives. (1-2-2)➤ Academic curricula is organized and implemented based on Curriculum Policy. (1-2-2)➤ Clear Admissions Policy is set and entrance examination is conducted in accordance with the policy. (1-2-3)	
Self-assessment	Rating	III
	<p>(UCh)</p> <p>In accordance with the Diploma Policy, the Program confers a Joint Certificate, co-signed by the rectors of TMDU and UCh. This is now possible thanks to the JDP initiative, UCh amended its former certification regulations to allow a single diploma signed by the co-signatories to be conferred (Attached Reference 3: University degree regulations). Information on the Curriculum and Admissions Policies for the Doctoral Program in Medical Sciences of the Faculty of Medicine at UCh, which oversees the JDP Program in Chile, is readily available on the website of Postgraduate School, Faculty of Medicine, University of Chile. Special mention is made of the JDP with TMDU as well as the respective medical specialties and the additional requirement of English ability. The overall study plan and provision of courses required to complete credits are described on the university's website (www.med.uchile.cl). Interested students are invited to talk with postgraduate staff in order to obtain further details of the specificity of the JDP, including co-tutoring on thesis writing by UCh and TMDU professors, clinical rotations related to the specific specialties associated with the JDP, rotation period at TMDU in Japan, financing options, and certification.</p> <p>The first student entered the JDP in April 2016 for study of the subspecialty of Coloproctology, after being passed in the admission examination by TMDU and UCh professors, via videoconferencing from CLC. Courses for his first year were determined together with his academic tutor, and he was duly registered for them. He completed his first year successfully.</p>	

	<p>(TMDU)</p> <p>The Diploma Policy for this program was agreed on by both universities on the basis of the goals for fostering talented individuals. The policy aims to train leaders who are highly specialized professionals with great experience and clinical expertise, possess a detailed knowledge of medical research, and are capable of viewing medicine and research from a global perspective. This is explained to new students in the guidance given by faculty members of TMDU and UCh. The Diploma Policy is also available on their websites. It is very transparent.</p> <p>The 5-year program has been put together on the basis of a Curriculum Policy that aims to develop the knowledge, abilities, skills, etc. that fulfill the requirements stated in the Diploma Policy. This information is also available on the websites.</p> <p>Information on student entrance requirements and the entrance examination is available on the websites and it is equally accessible by all applicants. The entrance examination has been designed to select talented individuals in accordance with the Admissions Policy. It includes a test of English ability, an essay (Japanese or Spanish), interviews by each university (Japanese or Spanish), and a joint interview by the TMDU and UCh (English), and is designed to give equal opportunity to applicants at both universities, which is commendable. An entrance examination was held in January 2015 in accordance with the Admissions Policy, yielding one successful applicant. It was deemed to have been carried out properly.</p>	
<p>External- assessment</p>	<p>Rating (Please circle)</p>	<p>IV · <u>III</u> · II · I</p>
	<p>Comments</p>	<p>(Dr. Kodera) Policies seem to have been well- considered and clearly indicated. On the Japanese side, it is unclear what type of training he or she is going to do during the first two years in UCh (the syllabus available through the homepage was all in Spanish language).</p> <p>(Dr. Tsubaki) The Diploma Policy was agreed on by both universities, TMDU and UCh. Educational program was available on the websites in both universities. The entrance examination was already held in both universities.</p>

	<p>(Dr. Arrese) The criteria set for this assessment category is met by both institutions. I have reviewed U. Chile's website and there is accessibility to information about the JDP. Also, in TMUD web site the features of the JDP are outlined including requirements that the applicants should have. However, a dedicated website should be desirable considering the singularity of the program. The curriculum Policy is clearly indicated as well as the diploma policy and the admission rules. There is already one student in the program, which is commendable.</p>
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Assessment Category

1-3. Quality assurance system

(Self-assessment report page 16)

The above assessment category is divided into four categories; 1-3-1. Self-assessment, 1-3-2. External assessment, 1-3-3. Feedback of assessment result and 1-3-4. Information publication. Please make a comprehensive evaluation of the Quality assurance system based on these four categories.

Criteria	<ul style="list-style-type: none">➤ Self-assessment is implemented and the results are published and reflected in the educational and research activities. (1-3-1)➤ External assessment is implemented and the results are published and reflected in the educational and research activities. (1-3-2)➤ Opinion hearing from university members (students and faculty members) is conducted in order to utilize the results properly for concrete and sustainable improvement of educational quality. (1-3-3)➤ Opinions of external parties are utilized properly for concrete and sustainable improvement of educational quality. (1-3-3)➤ Faculty Development is properly managed, and leads to improvement of educational quality and coursework. (1-3-3)➤ Information such as educational activities (included the items defined by the paragraph 2, article 172 of the Enforcement regulations of the school education Law, MEXT) are publicized. (1-3-4)		
Self-assessment	<table border="1" data-bbox="507 1328 1406 1400"><tr><td data-bbox="507 1328 689 1400">Rating</td><td data-bbox="689 1328 1406 1400">III</td></tr></table> <p>(UCh) During the first year, we have focused on implementing the Program and recruiting the first students. Several important issues have been tackled and there is room for improvement, especially regarding websites. We will focus efforts on assessment of the JDP after the second year as we will have at least 3, or possibly 5, active students from both Chile and Japan. The faculty workshop held at TMDU was very useful for sharing on developments in Japanese and Chilean postgraduate research and their potential impact on the JDP.</p> <p>(TMDU) TMDU administered questionnaires to the students concerning the program and subjects which they took in the first academic year. Also, supervisors heard students' opinions via the video conferencing system. The results were shared and examined by members of the Academic Committee, and it was found that students were satisfied.</p>	Rating	III
Rating	III		

	<p>Furthermore, we conducted a faculty development workshop consisting of lectures and discussion on higher education and a medical specialty system providing better education. In the discussion, ideas were shared on improving the teaching skills of faculty members and classes, and it was found that there were no great problems.</p> <p>Through cooperation between TMDU and UCh, information on educational and research activities is available on both universities' websites. In addition, newsletters have been published regularly to allow the public to know the current situation of operation of the JD program.</p> <p>The plan was well achieved.</p>	
<p>External review</p>	<p>Rating (Please circle)</p>	<p>IV · <u>III</u> · II · I</p>
	<p>Comments</p>	<p>(Dr. Kodera) The system for quality assurance seems to be thorough and well designed.</p> <p>(Dr. Tsubaki) The faculty meeting was very useful and the results of questionnaires to the students were shared and examined by the members of the Academic Committee of TMDU. Through cooperation TMDU and UCh, information educational and research activities is available on both universities' websites.</p> <p>(Dr. Arrese) Both institutions have worked in implementing a quality assurance system. This is not completely in place giving the number of students. However, there was a faculty workshop (held in Japan) where both institutions shared ideas and tools for quality assurance assessment. Attention has been paid to hear opinions and ideas from both students and faculty as well as one faculty development workshop at TMUD. External assessment will be conducted by a committee of three university professors (2 in Japan, 1 in Chile). No information is provided about other external parties. Thus, activities seem to be advancing as planned in this category.</p>

2. Operation of JD Program

Assessment Category

2-1. Progress of JD Program operation
(Self-assessment report page 18)

Criteria	➤ Program operation is properly conducted as planned.	
Self-assessment	Rating	III
	<p>(UCh) During the first year, we have focused on implementing the program and recruiting the first students. Several important issues have been tackled and there is room for improvement, especially with regard to the website. We will focus efforts on assessment of the JDP during the second and third years as we will have at least 3, and possibly 5, active students from Chile and Japan. The faculty workshop held at TMDU in the last two years was very useful for sharing on developments in Japanese and Chilean postgraduate research and their potential impact on the JDP.</p> <p>(TMDU) Students are advised to register for appropriate subjects, and a research plan is made based on these subjects. Students have received supervision from their supervisors frequently via email and the video conferencing system. When professors from TMDU visited UCh, students reported on their research progress. It was fulfilling for students to receive supervision from both universities' professors and exchange opinions with them.</p>	
External review	Rating (Please circle)	IV · III · II · I
	Comments	<p>(Dr. Kodera) I could see that the program has been working well so far.</p> <p>(Dr. Tsubaki) TMDU and UCh shared on developments in Japanese and Chilean postgraduate research and their potential impact on the JDP by the Faculty workshop. The students could receive supervision from both universities' professors and exchange opinions with them.</p> <p>(Dr. Arrese) JD Program operation already started and one student is advancing in the curriculum. He started in 2016 and completed his first year successfully.</p>

Assessment Category

**2-2. Fulfillment of students' capacity
(Self-assessment report page 20)**

Criteria	<ul style="list-style-type: none"> ➤ Admission policy, Curriculum policy and Diploma policy are properly publicized and disseminated. ➤ Number of enrollment is appropriate compared to admissions quota. 	
Self-assessment	Rating	II
	<p>(UCh) One student entered the program during the first year while we expected two. On one hand this was positive because being a completely new initiative for both institutions, it allowed us to establish all procedures in a more controlled manner. The first student can be considered a talented student. We expect to increase recruitment in year two, to at least 3 students.</p> <p>(TMDU) Since April 2016, JDP has had one graduate student from UCh who has already been taking classes in Chile. Although enrollment was not to capacity, it is the first experience of this kind of program for both institutions, and it is also an uncommon program in Japan. Some adjustment of the system at JDP is still required, and we should be able to acquire the minimum number of the students in such a developing situation.</p>	
External review	Rating (Please circle)	IV · III · <input checked="" type="checkbox"/> II · I
	Comments	<p>(Dr. Kodera) Again, I could not read the syllabus available through the homepage because it was all in Spanish language. It is hoped that the English version will enable the program to be supported by a sufficient number of applicants in the near future.</p> <p>(Dr. Tsubaki) Only one student of UCh entered the program during the first year. This number of the enrollment was not satisfied.</p> <p>(Dr. Arrese) In this category the program has not advanced sufficiently in appropriately disseminate information or design strategies to recruit more students. A dedicated webpage is desirable in three languages (Spanish/English and Japanese), which could be shared with other institutions. Dissemination (program brochures, informative lectures or similar activities) in both Chilean and Japanese medical schools is advised.</p>

Assessment Category

2-3. Syllabuses

(Self-assessment report page 22)

Criteria	➤ Appropriate syllabi are prepared and operated.	
Self-assessment	Rating	II
	<p>(UCh) The website of Postgraduate School, Faculty of Medicine, UCh contains basic information regarding the Doctoral Program in Medical Sciences with specific mention of the JDP, although the information is not very detailed.</p> <p>(TMDU) Appropriate plans for the classes in the Program (syllabus) have been made in Japanese and English, and are shown on the websites. However, performance evaluation criteria are not available on them. One would expect the original concepts of the syllabuses or evaluation criteria to differ with the university or country, and that there would be inconsistencies, so there has been frequent contact via video conferences. In addition, it has been taking more time than expected for the respective administrative procedures.</p>	
External review	Rating (Please circle)	IV · III · <input checked="" type="checkbox"/> II · I
	Comments	<p>(Dr. Kodera) Again, I could not read the syllabus of the UCh side because it was all in Spanish language.</p> <p>(Dr. Tsubaki) Information is not very detailed on website of UCh. And the evaluation criteria would be inconsistencies between TMDU and UCh.</p> <p>(Dr. Arrese) No syllabi are available for review. A dedicated webpage of the JDP is desirable.</p>

Assessment Category

2-4. Evaluation method and criteria

(Self-assessment report page 24)

Criteria	➤ Evaluation methods and criteria (grading, recognition of credits, and completion of the course) of each subject are established, and conducted properly in a fair manner, and disclosed to students.	
Self-assessment	Rating	II
	<p>(UCh) The current student has received his grades and credits according to the rules of both universities. Also, the completion of the courses by the student is satisfactory.</p> <p>(TMDU) The assessment of grades for each subject in this program is conducted by the university in charge of it and is subject to the approval of the Academic Committee jointly operated by the TDMU and the UCh. The assessment standards are clear and assessment appears to be carried out objectively.</p>	
External review	Rating (Please circle)	IV · III · <u>II</u> · I
	Comments	<p>(Dr. Kodera) This is only a start with one student in the first year, and it is difficult to decide whether the evaluation has been done well, although the assessment standards are clear and the assessment appears to be carried out objectively.</p> <p>(Dr. Tsubaki) The assessment of grade is different from TMDU and UCh. It is better to use the same assessment of grade or to establish the new one immediately.</p> <p>(Dr. Arrese) There is only one student and it seems that his evaluation has been conducted as planned.</p>

Assessment Category

3-1. Student support system

(Self-assessment report page 27)

Criteria	<ul style="list-style-type: none"> ➤ Appropriate housing support for students is ensured. ➤ Educational environment is consolidated in order to provide education according to instruction goals. ➤ Ensure adequate financial support for students. 	
Self-assessment	Rating	III
	<p>(UCh) The first student is making good progress in the Program. Supervisors were assigned and have been in constant close contact with the student. All fees have been waived by the Faculty of Medicine. The student has obtained financial support from CLC by a method agreeable to him. Resources have been set aside for his stay in Japan during the development of his thesis and funding from CLC for his research project has been secured.</p> <p>(TMDU) TMDU is still making preparations to provide accommodation and financial support for the Chilean student. The student's support from TMDU is going smoothly as planned.</p>	
External review	Rating (Please circle)	IV · <u>III</u> · II · I
	Comments	<p>(Dr. Kodera) It is possible to evaluate this category only from the fact that the first student is doing well so far. However, it is difficult to imagine the TMDU failing to give this student sufficient support, given the determination of the people in charge of this program.</p> <p>(Dr. Tsubaki) The student was given the financial and accommodation support.</p> <p>(Dr. Arrese) The criteria to be fulfilled in this category assessment has not been yet met completely. Financial support for the existing student is secured with funds provided by a private clinical institution. Housing and educational environment in japan is advancing.</p>

Conclusion

<p style="text-align: center;">Conclusion</p>	<p style="text-align: center;">Rating (Please circle)</p>	<p style="text-align: center;">IV · <input type="checkbox"/> · II · I</p>
	<p style="text-align: center;">Comments</p>	<p>(Dr. Kodera) In several aspects, this program is well-designed and is expected to nurture several experts that will lead the field of gastroenterology and gastroenterological surgery in years to come. However, it has been in operation for too short a time to give definitive conclusion. As seen from various news articles in the website, the program does seem to be highly regarded in both universities, and I feel certain that the investigators who are in charge are too conscientious to fail in this program, especially given the small number of students who will be given the privilege to work under this program.</p> <p>(Dr. Tsubaki) The number of the students who entered this program was not satisfied and the assessment of grade between TMDU and UCh was different. However the other evaluation items were achieved as planned. I conclude comprehensive evaluation of the first year of this program was III.</p> <p>(Dr. Arrese) The JDP in review is a novel initiative that seems very interesting as it may foster collaboration between the involved institutions. The program is in its early stage of functioning but the planning has been carefully made and the different steps are advancing as expected. It seems that more dissemination is needed in both institutions as well as in other medical schools from both countries in order to attract more students. This may include a dedicated webpage, program brochures, informative lectures or other similar activities) in both Chilean and Japanese medical schools is advised. Knowledge of the program in other institutions both in Japan and Chile may also expand collaborative opportunities favoring students by giving a wider array of research laboratories to perform their theses. Overall, the impression of this External Assessment Committee member is that the JDP exhibit a significant development and that most of the planned activities have advanced as planned. The initiative is of high quality and importance and will contribute to the advancement of medical knowledge.</p>