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European Association
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VISITATION REPORT

To VetJapan South

Joint Faculty of Veterinary Medicine, Yamaguchi University & Kagoshima University, Japan

On 09 – 14 June 2019

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Introduction

Veterinary training in Yamaguchi prefecture was first founded in June 1883 as the Department of Veterinary Science at Yamaguchi Cultivation Test Centre. In 1944, it became the Department of Veterinary Medicine of the Faculty of Agriculture at Yamaguchi University (YU).

Veterinary training in Kagoshima prefecture was first founded in April 1939 as the Department of Veterinary Science at the Kagoshima School of Agriculture and Forestry. In 1949, it became the Department of Veterinary Medicine of the Faculty of Agriculture at Kagoshima University (KU).

Under the supervision and funding of the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT), YU and KU have decided in 2012:
-) to create a Joint Faculty of Veterinary Medicine (JFVM) called VetJapan South (VJS) (called the Establishment in this report) based both in YU and KU, which are 400km apart;
-) to join the European System of Evaluation of Veterinary Training (ESEVT) organised by EAEVE.

As a result, an ESEVT Consultative Visitation (CV) was completed in October 2017. Since that period, the Establishment has implemented significant changes in order to correct the potential deficiencies identified by the CV team.

The main features of the Establishment are to take an advantage from:
-) the respective strengths of the 2 universities, e.g. advanced infectious disease control in YU and large animal clinical medicine in KU;
-) the organisation of bilateral media classes, using the simultaneously streamed class system (SSCS) via Internet;
-) the recently-created Joint Graduate School of Veterinary Medicine (JGSVM) of YU and KU, an independent four-year doctoral course.

The major problems currently encountered by the Establishment are:
-) Insufficient public funding;
-) Insufficient feedback from the graduates on the VJS study programme;
-) Insufficient external review of the Establishment.

The ESEVT SOP 2016 is valid for this Visitation.

1. Objectives and Organisation

1.1. Findings

1.1.1 Brief description of the Strategic Plan

There is a SWOT analyses done identifying key factors; some local issues, which can be influenced by VJS and some general trends or realities outside of VJS influence.

Central to the Strategic Plan is the development of veterinary education through ESEVT/EAEVE assessment to create a higher educational Establishment of international standard. By this process, VJS aims to promote animal welfare-based education and to become an exemplar of advanced veterinary education in Japan and Asia. The focus of the Strategic Plan is on education of the undergraduate students.

Mission and objectives are described but have a slightly weak coherence.

Mission underlines, in the two first objectives, research as a basic tool to learn to respect life, which is the third objective. "Mission of VJS consists of 1) pursuing research on animal life science, which forms the core of life science; 2) conducting scientific research on environments and societies in which humans and animals coexist; 3) learning to respect life through animal bioethics; and contributing to the creation of an abundant global society."

However, the designated objectives lie in education and societal interaction not in research: "1) by systematically creating and implementing a world-class education in veterinary medicine, train highly educated veterinarians with deep knowledge and advanced technical skills, 2) cultivate abilities to contribute to the substantive improvement of human society through broader insight and a sense of ethics, 3) foster individuals who can solve problems and improve themselves continuously, and 4) connect students with their local communities and offer them a wide range of perspectives on global society."

1.1.2. Brief description of the Operating Plan

Operating plan has three strands of focus. Influence on national organisations with international evaluation, developing education methodology in VJS and renovate own infrastructure with activities both in YU and KU.

The three main focusses in VJS Operating Plan are:
a) ... to establish the evaluation system for veterinary education at the global standard level in Japan and Asia;
b) ... to reduce practical training with high invasiveness, VJS will expand Skills Laboratory as well as develop animal dummies ... establish Animal Welfare Course (Department) for the Faculty and JGSVM (master's degree for two years) to fulfil education for animal welfare;
c) ... to renovate and/or reconstruct new facilities and equipment for companion animal medicine in West Japan (JFVM-YU) and for animal husbandry and wild life animals in the remote islands area of South Japan (JFVM-KU).

Clear timeframes have been set but several unambiguously formulated indicators of achievement of the objects are missing.

1.1.3. Brief description of the organisation of the Establishment

Both Kagoshima University and Yamaguchi University identify Joint Faculty of Veterinary (JFVM) Medicine and Joint Graduate School of Veterinary medicine (JGSVM) in their own

organisation structures. In both Universities, JFVM is one out of the nine faculties and in addition to JGSVM in YU there are seven other Graduate Schools and in KU - ten.

VJS has a common Faculty Council and VJS University Council with the Dean originating alternatively from either university for a two-year term. VJS Council is strategic and VJS Faculty more operational in nature of operating. Both Universities have their own JFVM organisations. Internal organisation of JFVM in YU and KU are similar. Both have one Department and Veterinary Teaching Hospital (VTH) called Animal Medical Centre in YU (YUAMEC) and KUVTH in KU. In both in YU and KU, the JFVM department is divided in 3 units: Basic Veterinary Medicine, Pathogenetic and Preventive Medicine, and Clinical Veterinary Sciences. In YU, Units are further divided in discipline-based laboratories (20).

In the SER at least 31 different committees are listed, some are joint committees of JFVM and some YU- or KU-specific. In both Universities, at their own JFVM Faculty Councils, all professors are represented.

1.1.4. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the Strategic Plan and organisation of the Establishment

The Strategic Plan has first reading at both YU and KU Level (YU and KU: JFVM Faculty Councils, JFVM Faculty Management Councils and Stakeholder Councils) and then is decided at a common VJS Faculty Council and approved at VJS University Council. Faculty members are present in Councils and Student Committee have a meeting with Faculty members.

1.2. Comments

The Establishment must be commended for the fast correction of most deficiencies identified during the 2017 Consultative Visitation.
A strong connection between the SWOT analysis and the Strategic Plan of VJS is partly missing. Research is underlined in the Mission of VetJapan South but its role is not present in the Strategic Plan. Furthermore, the SWOT analysis identifies the role of veterinarians in FSQ as an opportunity but that is not clearly mentioned in the Strategic Plan.

1.3. Suggestions for improvement

It is suggested to:
- Strengthen the connection of the SWOT analysis to the Strategic Plan and identify research in it;
- Better monitor the achievement of the objectives proposed in the Strategic Plan;
- Clarify the role of each committee to simplify the structure and avoid duplicating the work;
- Enhance the merge of the 2 Faculties in order to share more activities, facilities, competences, teaching resources,
- Better harmonise the study programmes and the clinical record systems between the two faculties;
- Enhance the input of students and stakeholders in the organisation of VJS.

1.4. Decision

The Establishment is compliant with Standard 1.

2. Finances

2.1. Findings

2.1.1. Description of the global financial process of the Establishment

In 2004, all 87 national universities in Japan were incorporated by Government decision to further the independence of Higher Education. There were dual purposes to this incorporation: first, to improve the independence and autonomy of each university and enhance education and research activities; second, not to be subjected to a variety of national regulations in the use of a budget (from a line-by-line item to a block grant). Each university now had to prioritise the allocation of funds and to seek external funding sources.

In 2012, the Establishment (VetJapan South) joined the EAEVE process. VetJapan South (VJS-Joint Faculties of Veterinary Medicine in YU and KU) was supported by FY 2012-2017 Subsidies Program by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) for enforcing national university reform. This project was named the 'Building the collaborative system for conducting veterinary educational programs to meet the European and American standard' for four universities in alliance with Hokkaido and Obihiro universities (VetNorth Japan).

In the present time, a budget is constructed to meet the strategic plan and the mission and objectives for education, research and services by JFVM in KU and YU. The budget is approved by VJS University Council and requests are made to each University Council and to Government. The Deans in cooperation with JFVM Faculty Management Council and JFVM Faculty Council are responsible for and have autonomy in the usage of the allocated budget.

2.1.2. Brief description of the budget of the last three years

The financial report separates personnel, operating, and maintenance and equipment costs. The expenditure is remarkably stable at both universities (7.8M euro at YU and 10.4M euro at KU, mean averages). Revenues over the same period are also quite stable (7.8M euro at YU and 10.7M euro at KU). Fees for registration and tuition for both national and international students are the same and are collected by the universities to help partially cover the annual funds provided from each university to JFVM. Clinical services at YU submit 44% of revenue to the university as an overhead expense (not so at KU). Research grants must contribute ratios of between 7-30% to overhead expenses. Overall balances in each of the last three years have produced a surplus (55 thousand euro mean at YU and 237 thousand euro at KU, mean) which is returned to the budget of the following year (deficits, were they to occur, would be met by each university).

2.1.3. Brief description of projected budget of next three years

Annual amounts for each year are negotiated at each university and are in place for the next three years. With student numbers maintained at the current levels, income and expenditure will remain stable over that period. However, each year the budget negotiations are difficult, time consuming and demanding.

2.1.4. Brief description of the planned and on-going investments

The ongoing investments are in refurbishing (renovation and reconstruction) of YUAMEC in JFVM-YU and in the continued improvement of equipment in the development of KUVTH since 2017 and scaling up OLACC in JFVM-KU. The planned investments on the basis of the Establishment's Operating Plan are in the further development of animal models in JFVM-YU and of new facilities for animal husbandry (fertilised egg and artificial insemination centre)

and at the Wild Life Animal Protection Centre in the remote islands in Kagoshima Prefecture by JFVM-KU.

2.1.5. Brief description of the process and implications for staff, students and stakeholders in the development, implementation, assessment and revision of the budget
The budget is discussed in each committee at Faculty level and decided by JFVM Faculty Management Council of KU and YU, before approval by the University Management Council, the VJS University Council and the VJS Faculty Council. Staff, students and stakeholders have input at committee stages but revisions and reviews rest with the Dean, the JFVM Council and the Financial Division of JFVM Administrative Office at each University.

2.2. Comments
The use made of the significant investment by the government between 2012 and 2017 was evident in the excellent buildings and equipment seen during the Visitation. Such good facilities will in themselves grow the incomes of the teaching hospitals and already to be competitive and sustainable more expansion and further investment is required.

2.3. Suggestions for improvement
Veterinary education needs sustainable funds to reach the global standards, which are essential for Japan at this time. Being able to plan strategically over a five to ten-year period needs better appreciation by the University and Government. The annual and strategic financial negotiations must reflect a longer term and continuing need for significant resource.

2.4. Decision
The Establishment is compliant with Standard 2.

3. Curriculum

3.1. General curriculum

3.1.1. Findings

VJS has a six-year curriculum, which is not divided to Bachelor and Master/DVM degrees. The curriculum has no tracking and according to the SER, elective studies practically do not exists. However, the student can chose compulsory Special course seminar (2 Japan credits) and Graduation Thesis (4 Japan credits) based her/his own interest.

The Curriculum is based on Core Model Curriculum for Veterinary Science Education (CMCVSE) standards, which gives national standards for Veterinarians Day One Competences in Japan. After graduation, there is a common Japan National Veterinary Examination (JNVE) for all graduating veterinarians in Japan. Also, before entering into the clinical rotation all veterinary students in Japan have to pass VCAT – exam (Veterinary Common Achievement Test). Both national tests (JNVE, VCAT) are produced by a working group, which has representatives from all Japanese veterinary Establishments.

Curriculum workload is estimated by Japanese credits, which are not equal to ECT. One credit in Japanese National University is 12 hours of lecture and 45 hours of practice.

Workload between different academic years is not comparable because supervised self-learning hours are not reported for academic years 1-3 (Table 3.1.1.). The amount of clinical work is different at KU and YU; giving students on JFVM-KU more clinical training. Graduation thesis is completed during the 7^{th}-12^{th} semester, it includes specialised courses (2 Japanese credits) and

Graduation thesis (4 Japanese credits). It is obvious that the students' total workload is larger and variable between supervising professors.

3.1.1.1. Brief description of the educational aims and strategy in order to propose a cohesive framework and to achieve the learning outcome
Aim in the curriculum is to educate multipotent veterinarians with competencies to serve in public positions, as a production or companion animal veterinarians or in research/faculty positions.

Written learning outcomes in the Appendix are formulated to aim to knowledge or comprehension rather than higher classifications in Bloom hierarchy.

3.1.1.2. Brief statement if all EU-listed subjects are taught in the core curriculum to each student
In the SER (Annex 3.1), the corresponding ESEVT Day One Competences to CMCVSE have been identified.

3.1.1.3. Brief description of how curricular overlaps, redundancies, omissions and lack of consistency, transversality and/or integration of the curriculum are identified and corrected
VJS Faculty Council has a Teaching Working Group with responsibility to identify overlaps, redundancies, omissions and lack of consistency of educational contents and make the revision of the curriculum every year. Faculty members can send their remarks to the Teaching Working Group.

The VJS Faculty Council gives the final decision about it following the approval by the JFVM Faculty Councils in both YU and KU.

3.1.1.4. Description of the selection procedures of the Electives by the students and the degree of freedom in their choice
Only Advanced Overseas Training in Veterinary Sciences was identified as an elective. However, the student can also choose the topic of the graduation thesis based her/his own choice.

3.1.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the curriculum
The curriculum is reported, discussed and evaluated in the student committee and the JFVM Stakeholder Advisory Council and in Faculty member meetings. Some changes are done based on students' feedback.

3.1.2. Comments
The Establishment must be commended for the high motivation of all students and staff.
The list of subjects taught to the students is in agreement with the EU Directives.
Some courses are classified as lectures but do include practical work (e.g. Fish Diseases SER Appendix page 20).
Students working on their thesis may include general supportive work for the discipline.

3.1.3. Suggestions for improvement
It is suggested to:
- analyse the actual amount of work to be done by students on the various subjects;

- better harmonise the study programme provided in both universities, particularly in the last two years;
- enhance the collaboration between the teachers of the two Establishments and better share the learning resources between;
- introduce a pre-clinical EPT in the first or second year in order to familiarise the students with the handling of domestic animals earlier in the curriculum.

3.2. Basic sciences

3.2.1. Findings

3.2.1.1. Brief description of the theoretical and practical education in basic sciences

Lectures are the principal teaching method in basic sciences. Lectures typically use well-functioning tele communication facilities (SSCS) which allow simultaneous teaching for students in KU and YU. However, SSCS is used only at limited volume in practical teaching but common digital archive of histology and histopathology is used (Nano Zoomer Digital Pathology, NDP) to give simultaneous practical classes. Slide archives are shared between the YU and KU.

For Basic science there is a common syllabus. A big part of lectures are given simultaneously (Biology, Chemistry, Physics molecular biology, Biostatistics, Anatomy (macro and histology), Embryology, Biochemistry, Pharmacology, Immunology etc.), but some are taught separately (Physiology, Parasitology, Veterinary Ethics, Animal Hygiene, Veterinary Infectious Diseases, Veterinary Public Health, Food Hygiene, Reproduction, Gastroenterology, Endocrinology etc.).

In practical classes in addition to the main teacher, other teachers or postgraduate students (1-3) serve as teaching assistants.

Formalin-fixed material in used in anatomy dissection at YU but only fresh material is used in KU. Unfixed animal cadavers are stored frozen. In anatomy teaching, a limited number of plastinated specimens are used in YU but not in KU. Internet-based Digital server is used to teach digitalised slides in histology and pathology. Students have access to the server outside of teaching hours. Slide archives in YU and KU are shared. In addition to digitalised material, teaching also utilises slide collections and microscopes both for histology and pathology learning. Facilities for dissection and necropsy are adequate. Used cadavers are disposed of in a crematorium in the campus area.

For anatomy dissection and pathology necropsies, the class is divided into smaller groups. Recently, the Faculty has implemented a donation programme that assists animal owners to donate dead animals to be used for teaching and this has increased the number of companion animals' cadavers for teaching. The number of diagnostic companion animal necropsies is very limited in both locations. The number of biopsies is related to VTH activates but both YU and KU also analyse biopsies sent from private clinics.

3.2.2. Comments

Core curriculum in some disciplines utilises staff from both universities and teachers have designed an interoperable entity where different parts are taught alternately in different universities (see for example anatomy A-C, Histology A-B etc.). However, separate teaching also exists in the curriculum.
For practicals, 30 students' class size with one main teacher and 1-3 assistants gives a very good student to teacher ratio.
The high-quality practical teaching in laboratory animals in YU is worthy of praise.

3.2.3. Suggestions for improvement

The balance between theoretical teaching (lectures) and more pro-active teaching methods has to be reconsidered.
The number of diagnostic necropsy cases in both KU and YU should be increased and donation programme to get cadavers for teaching purposes enhanced.

3.3. Clinical Sciences in companion animals (including equine and exotic pets)

3.3.1. Findings

3.3.1.1. Brief description of the theoretical, practical and clinical education in Clinical Sciences in companion animals

Related to the list of specific clinical sciences veterinary subjects as defined in Annex 2 of ESEVT SOP 2016, the VJS SER provides the following information:

-) Obstetrics, reproduction and reproductive disorders
Although 12 hours of theoretical training and 210 hours (110 in YU) of clinical training is programmed in VJS (total 222 hours) as described in the SER; more theoretical training hours are included in the EU Subject Medicine and surgery including anaesthesiology according to the Academic Staff. It is difficult to calculate the precise hours dedicated for reproduction that are taught in several subjects; therefore, theoretical hours for Obstetrics, reproduction and reproductive disorders is approximately between 24 to 36.
Also, clinical training in small animal reproduction is completed during clinical rotation. Furthermore, students implement medical treatment in animal shelter and learn primary medical care and treatment including castration and spaying. For the clinical training in equine, the students complete the training mostly at external farms.

-) Diagnostic pathology
108 hours of theoretical training, 5 hours in laboratory-based work, 35 hours in non-clinical animal work and 210 hours (110 h in YU) of clinical training is programmed in VJS (total 358 hours). The clinical examination such as clinical pathology and necropsy of companion animals and equine is implemented in the KUVTH and Pathological Necropsy room of JFVM-KU.

-) Medicine and surgery including anaesthesiology
92 hours of theoretical training and 210 hours (110 in YU) of clinical training is programmed in VJS. (total 302 hours).

-) Clinical practical training in all common domestic animal species
840 hours (160 in YU) of clinical training is programmed in VJS.

-) Preventive medicine
92 hours of theoretical training, 15 hours in non-clinical animal work and 210 hours (110 in YU) of clinical training is programmed in VJS (total 317 hours).

-) Diagnostic imaging
36 hours of theoretical training and 210 hours (110 in YU) of clinical training is programmed in VJS (total 246 hours).

-) State veterinary services and public health
36 hours of theoretical training and 5 hours in laboratory-based work is programmed in VJS (total 41 hours).

-) Veterinary legislation, forensic medicine and certification
12 hours of theoretical training and 30 hours of clinical training is programmed in VJS (total 42 hours).

-) Therapy in all common domestic animal species
80 hours of theoretical training and 210 hours (110 in YU) of clinical training is programmed in VJS (total 290 hours).

-) Propaedeutics of all common domestic animal species
36 hours of theoretical training and 30 hours of clinical training is programmed in VJS (total 66 hours).

These hours are distributed in the curriculum subjects described in the SER (Annex 3.1).

3.3.1.2. Description of the core clinical exercises/practicals/seminars in companion animals prior to the start of the clinical rotations
Before clinical immersion, students receive theoretical and practical training from the second semester of Y3 to the second semester of Y4 (1 year and half).

For companion animals, students learn basic knowledge and skills, which are needed in companion animal clinic, such as animal handlings, collections of biological materials, various clinical examination, and comprehensive diagnosis methods of various diseases by conducting the clinical history, physical examination, blood examination such as parasitology, radiography, and case studies of cytology and pathological examination, with the lectures followed by practical training using healthy animals.
In addition, students learn basic surgical preparations, practical training on sedation, anaesthesia, and perioperative period management using surgical practice models and videos, simulation software, and slaughtered materials.

For farm animals and equine, students learn about handling of animals after understanding animal rearing, management system, and species-specific behaviours with the lectures followed by practical training using healthy animals. Students also learn how to collect biological samples, various clinical examination, rectal palpation (only for bovine) and internal and surgical veterinary treatments.

The responsibilities of students increase progressively, as students move from an observational or nursing role in the general examination to one where they exercise their own basic clinical skills which is evaluated by the Faculty members in order to permit entry into the clinical rotation.

The Skills Laboratories are developing at both Establishments and students also practice to learn basic diagnosis, treatments, therapeutics, and surgical skills using several animal models and simulators under the supervision of Faculty members or self-directed learning.

3.3.1.3. Description of the core clinical rotations and emergency services in companion animals and the direct involvement of undergraduate students in it
Clinical rotation of companion animal in YUAMEC is split into two different rounds: internal medicine and surgery. A group of 7 to 8 students is assigned to internal medicine (Fridays, Mondays, and Wednesdays) and another group of the same size to surgery (Thursdays, Tuesdays, and Wednesdays) every week. Students in the surgery round join the outpatients' clinic for surgery on Thursday and the following Tuesdays (average 10 hours/day), and then take part in surgical

operations on Wednesdays (average 12 hours) in each rotation. They take care of the hospitalised patients every morning (1 to 1.5 hour) and evening (1 hour) including Saturdays and Sundays. They are involved in hospitalised patients after surgery only after they were able to practice surgery to follow the outcome of the operation.

The clinical rotation in KUVTH is implemented from Monday to Sunday. For the clinical rotation in KUVTH during weekday, students work for all topics of internal medicine and surgery. During weekend, students work only for emergency cases and taking care of the hospitalized patients.

The clinical rotation in JFVM-KU is divided into nine courses; 1) companion animal internal medicine, 2) companion animal surgery and orthopaedics, 3) diagnostic imaging and anaesthesia, 4) animal shelter, 5) pathology, 6) night emergency service, 7) bovine medicine, 8) Osumi Large Animal Clinical Centre (OLACC), and 9) horse medicine. All students should complete four terms (weeks) of each course (8 courses x 4 weeks plus OLACC for 3 weeks).

During clinical rotation, students work in the clinic during the day. All procedures are supervised and taught by Faculty members. The size of the rotation group is one to three students for companion animal.

A total of 20 days (YU) and 28 days (KU) are programmed in Small Animal Internal Medicine in the YUAMEC and KUVTH, respectively.

For Surgery and Ophthalmology, a total of 20 days (YU) and 28 days (KU) is scheduled for every student.

Students spend 7 days in the Emergency services at YUAMEC and 20 days in the KUVTH from 7:00 PM to 7:00 AM.

Equine clinical training is completed in 7.5 days (YU) and 28 days (KU) both intramural and extramural.

5 days (YU) and 20 days (KU) of clinical rotations in Clinical Pathology and Necropsy is completed by every student. For this purpose, cadavers and material of animal origin used for practice of veterinary pathology are derived from the VTH or private veterinary hospital/clinic. Dead animals transported from off-campus are also used as teaching materials. A maximum of two student per Faculty member supervision is scheduled and YUAMEC and KUVTH. Pathology skills are included in the assessed by face to face examination and details are described in both Day one competencies progress sheet (YU) and evaluation sheet (KU).

As part of the EPT programme, the students are scheduled 5 days in private hospitals where primary medicine experience is completed (YU) and 28 days in the Animal Shelter (KU). Finally, a total of 5 days (YU), 1 day in the aquarium (KU) and 1 day in the Zoo ((KU) for exotic medicine is completed by the student as part of the EPT. Clinical medicine of exotic animals is implemented at Tokiwa Zoo, Akiyoshi Safari Land, and Tokuyama Zoo (general consultation, treatment and medication). Students implement clinical medicine of exotic animals at Kagoshima City Aquarium (measurement of rectal temperature, faecal, urine, breath, vaginal smear and blood examinations of dolphin) and Hirakawa Zoological Park (general consultation, treatment and medication).

3.3.2. Comments

The use of SSCS allows most of the expert academic staff to complete the teaching activity. This system promotes the best learning experiences of the students for both Universities and is therefore a commendation.

The curriculum includes the subjects listed in Annex V of EU Directive 2005/36/EC. Related to the clinical sciences, the curriculum is designed to provide the acquisition of Day One Competences.

The number of theoretical hours devoted for Obstetrics, reproduction and reproductive disorders is apparently reduced (12 hours, showed on Table 3.1.2.); however, more hours are included in other EU subjects; therefore, this is not a limitation in the student's reproductive clinical knowledge.

As the curriculum hours are not the same in both Universities, particularly in the two last curriculum years, an increasing in the similarity of the curriculum must be considered in order to provide a greater balance or equivalent learning outcomes of the students graduated from the two universities and to contribute to the merger of the joint Faculty.

A deep analysis and an estimation of the student's workload (particularly focusing in the hours dedicated for self-learning activities) should be completed in order to provide a balanced curriculum during the different curriculum years and in a combination with the student's academic results in the following years. The results of the study and the possible improvement of the design of the curriculum would contribute to promote better work/life balance, family life and/or part-time jobs.

Primary cases (first opinion) caseload at YUAMEC and KUVTH during the morning and afternoon hours should be increased in order to provide sufficient hands-on experience to the students in an academic environment. The activity programmed in external clinical practices as EPT should not be a substitute of the core clinical training provided in the University teaching hospitals by the academic staff. Also, this intramural activity would provide more infectious patients for increasing the management experience of the student with this type of patients in the isolation facilities. Also, this activity could reduce the needs of the students to complete this activity outside of the Establishment and the mentioned problems related to accommodation.

Other than laboratory animals, the first experience of the students with live animals (particularly veterinary traditional species) starts in the 8th semester. In order to increase the confidence of the students with the handling of the animals, more experience with live animals should be provided in the preclinical subjects during the first academic years. A balance of animal welfare and preclinical learning experience should be considered. Also, the first preclinical experience provided in Propaedeutics of all common domestic animal species subjects could be introduced earlier in the curriculum.

3.3.3. Suggestions for improvement

It is suggested to:

- Enhance the merger of the curriculum provided in both universities, particularly in the two last years, to provide a more homogeneous academic experience in both Universities;
- Complete an estimation of the student's workload, particularly focusing in the hours dedicated for self-learning activities;
- Increase first opinion cases in companion animals.

3.4. Clinical Sciences in food-producing animals (including Animal Production)

3.4.1. Findings

3.4.1.1. Brief description of the theoretical, practical and clinical education in Clinical Sciences in food-producing animals

The curricular hours taken by all students in each Establishment are presented in tables 3.1.1. and 3.1.2. In both Establishments each student has to attend a total of 5998 hours of training (lectures and practical training), including the clinical rotations program. As described in figure 3, the subjects related to Clinical Sciences are followed from the 6th to the 9th semester and the clinical rotation from the 10th to the 11th ones.

The total number of hours dedicated to Clinical Science varies considerably between the Establishments (1444 and 2724 at VJS-YU and VJS-KU, representing 24% and 45%, respectively). The hours of lectures in Clinical Science in both faculties are 504 and the difference in practical training is only partially explained by the different Clinic Rotation Program, which, as reported on pages 20 and 21 of the SER, correspond to 109 days at VJS-YU and in 256 days at VJS-KU.
In any case, the proportion of practical training and in particular the clinical animal work proportion seem adequate in both Establishments:

- at VJS-YU total hours of Clinical Science subjects 1444 hours (504 h of lectures and 930 of practical training, the latter composed for about 95% of clinical animal work);
- at VJS-KU total hours of Clinical Science subjects 2724 hours (504 h of lectures and 2210 of practical training, the latter composed for more than 98% of clinical animal work).

It is not always easy to differentiate how many hours of lessons are dedicated to each animal species because only few syllabus (Annex 3.1) reported the animal species of interest and none specify the proportion of hours dedicated to each species. On the other hand, on pages 20-22 for both Establishments the clinical rotation program is divided by species of interest as follows:

- VJS-YU total 109 days of rotation program (13.3, 1.83 and 0.9% of total hours for bovine, swine and poultry, respectively)
- VJS-KU total 256 days of rotation program (21.1, 1.9 and 0.8% of total hors for bovine, swine and poultry, respectively)

No elective subjects are included in both curricula.

The proportion of each clinical topic in the total of hours of Clinical sciences lessons (504) is the following for both faculties: Obstetrics, reproduction and reproductive disorders 2.4%; Diagnostic pathology 21%; Medicine and surgery including anesthesiology 18%; Preventive medicine 18%; Diagnostic Imaging 7%; State veterinary services and public health 7%; Veterinary legislation, forensic medicine and certification 2.4%; Therapy in all common domestic animal species 16%; Propaedeutic of all common domestic animal species 7%. Some of these lectures are performed in streaming for YU and KU students by professor of both Establishments thanks to the well-functioning tele communication facilities (SSCS).

3.4.1.2. Description of the core clinical exercises/practical/seminars in food-producing animals prior to the start of the clinical rotations

As reported under point 3.1.4 of the SER, from the 6th to the 9th semester each student of VetJapan South receives theoretical and practical training in Clinical Science. In particular, for

clinic on food-producing animals students learn animal handling and behaviour and the management systems both on animal dummies and at several external facilities. Subsequently, they learn to collect biological samples, to perform rectal palpation in bovine and the main clinical and surgical treatments. Students follow also some laboratory exercises in order to learn the basic diagnosis, treatment, therapeutics and surgical skills by using animal models and simulators under the supervision of Faculty members. During these training activities, students' responsibilities increase progressively. The students' abilities in basic clinical skills are evaluated by Establishment's members before each student is admitted to clinical rotation. The practical training activities vary considerably between faculties.

The proportion of each clinic topics on the total practical training in the main topics varies between faculties:
- VJS-YU total 940 hours (10 of lab and desk +50 of non-clinical animal work + 880 of clinical animal work): Obstetrics, reproduction and reproductive disorders 11.7% of Clinical animal work; Diagnostic pathology 15.95% (0.53 of Lab and Desk + 3.72 of non-clinical + 11.7 of clinical animal work); Medicine and surgery including anesthesiology 11.7% of clinical animal work; Preventive medicine 13.29 % (1.59 of non-clinical animal work + 11.7 of clinical animal work); Diagnostic Imaging 11.7% of clinical animal work; State veterinary services and public health 0.53% Laboratory and desk based work; Veterinary legislation, forensic medicine and certification 3.19% of clinical animal work; Therapy in all common domestic animal species 11.7% of clinical animal work; Propaedeutic of all common domestic animal species 3.19% of clinical animal work. In addition, each student has to attend 160 h (17.02%) of Clinical practical training in all common domestic animal species.

- VJS-KU total 2220 hours (10 of lab and desk +50 of non-clinical animal work + 2160 of clinical animal work): Obstetrics, reproduction and reproductive disorders 9.46% of clinical animal work; Diagnostic pathology 11.26% (0.22 of Lab and Desk + 1.58 of non-clinical + 9.46 of clinical animal work); Medicine and surgery including anesthesiology 9.46% of clinical animal work; Preventive medicine 10.13 % (0.68 of non-clinical animal work + 9.46% of clinical animal work); Diagnostic Imaging 9.46% of clinical animal work; State veterinary services and public health 0.22% laboratory and desk based work; Veterinary legislation, forensic medicine and certification 1.35 % of clinical animal work; Therapy in all common domestic animal species 9.46% of clinical animal work; Propaedeutic of all common domestic animal species 1.35% of clinical animal work. In addition, each student has to attend 840 h (37.84%) of Clinical practical training in all common domestic animal species.

3.4.1.3. Description of the core clinical rotations, emergency services and herd health visits in food-producing animals and the direct involvement of undergraduate students in it

As previously indicated, the core clinical rotation is different between the Establishments; in VJS-YU each student follows a program of 109 days, but on VJS-KU the clinical rotation program lasts 256 days. In both faculties, it is performed from the second semester of the fifth year to the first of the last year. Regarding the food-producing clinical rotation at VJS-YU, students spend a total of 17.5 days, mainly on bovine (14.5, including the emergency service), 2 days on swine and 1 on poultry. The emergency service is carried out at the Animal Medical Centre (YUAMEC) and in Yamaguchi Prefectural Agricultural College and Yamaguchi Prefectural Agriculture and Forestry General Technologies Centre. For bovine, some external farms are also used.

In VJS-KU, the clinical rotation on food-producing animals is more intense: a total of 61 days divided into species as follows: 54 days on bovine, 5 on swine and 2 on poultry. Students spend 5 weeks in KUVTH in which they dedicate 16 days on bovine, one day on swine and one on poultry. During this period, they do the following activities: inspection, medical treatment, management of hospitalisation, field clinical medicine including reproduction, pregnancy diagnosis and necropsy. These practical activities are implemented at Osumi Large Animal Clinical Centre (OLACC) where students spend 3 weeks (12 days on bovine and 3 on swine). Finally, students implement clinical medicine including emergency clinic of bovine, clinical rotation of swine and chicken, herd health management (rearing environment, sanitary-control, healthcare, and feeding managements, and primary medicine), primary medicine including insemination (swine) and egg production (chicken) are implemented by the Faculty members with management veterinarians at the public and private farms such as Japan Farm Corporation and Kagoshima Prefecture Federation of Agricultural Cooperative Association meadow, etc.
In addition, students attend up to 10 days in 2 weeks of EPT in external farms (FAMAA) on bovine field medicine and necropsy.

3.4.1.4. Brief description of the theoretical and practical education in Animal Production

In both Universities, each student has to attend totally 5998 hours of training (lectures and practical training), including the clinical rotations program and Animal Production Subjects represent 2.42%. Students attend these subjects from the second to the fourth semester.

The overview of table 3.1.2. shows that for Animal Production subjects the ratio between lectures and practical training is equal for both faculties: total 145 h divided into 50 h of theoretical (36 of lectures and 14 of seminaries) and 95 of practical training, divided into 15 h of non-clinical animal work and 80 h of clinical animal work.

The topics reported in the syllabus seems able to guarantee a complete theoretical training on these subjects. The number of hours is divided into the Animal production topics as follows: Animal production and breeding 15%; Rural economy 13% Animal Husbandry 29% and Herd health management 43%. The practical training is composed of 15 hours of non-clinical animal work and 80 hours of Clinical animal work.

3.4.2. Comments

In both Establishments, the curriculum is outlined in order to guarantee a progressive learning of professional skills and competencies concerning Food-Producing Animal Clinical Science and Animal Production.
Both faculties organised specific external practical training in order to increase bovine, swine and poultry handling practice. During EPT, students learn how to communicate with farmers and the main aspects of economics managements. During the external practical training students are directly supervised by one or more practitioners. In any case an academic member is responsible for overall EPT activities and for the collection the practitioner evaluation of the student performance.
Both Establishments signed agreements with several farms in which their respective responsibilities, including the insurance, are reported.
During EPT, each student has to prepare his placement, to be compliant with practitioners, farm staff and to keep record of his experience.

3.4.3. Suggestions for improvement

Curricula should be more harmonised, particularly in terms of hours for core clinical training and EPT to guarantee all VJS students acquire Day One Competences.
The animal models and simulators should be used more by the students.
The self-directed learning could be encouraged, since it plays an important role in the acquisition of specific professional competency. Through self-directed learning students increase their manual abilities, critical sense in solving diagnostic problems and self-esteem.

3.5. Food Safety and Quality (FSQ)

3.5.1. Findings

3.5.1.1. Brief description of the theoretical and practical training in FSQ

165 hours of lectures in FSQ are delivered over the 2nd to 4th years of the course. Theoretical teaching commences in the 3rd semester with Food Science and is followed in the 4th semester by practicals in the manufacture of processed meats, hams, cooked meat and sausages; and milk products, yogurt, butter and ice cream. Further lectures are delivered during the 5th and 6th semesters with practical training in slaughter and food processing Establishments during the 6th, 7th and 9th semester.

3.5.1.2. Description of the teaching in slaughterhouses and in premises for the production, processing, distribution/sale or consumption of food of animal origin

Time allocated for clinical rotation for FSQ subjects are outlined in the table:

	Core Clinical Rotation in YU	Core Clinical Rotation in KU
Meat processing	5 days	3 days
Fish processing	3	2
Dairy processing	6	4
Slaughterhouse	5	5
VPH Surveillance		3
Intra-mural	3	

JFVM-YU students receive hands-on practical tuition at Kumamoto Meat Hygiene Inspection Centre (MHIC), 240 km from the campus over a period of 5 days. Training is provided by a team of veterinarians in small groups of one/two. In addition, groups of 15 students travel to Shuto Meat Centre (75 km from the campus) for additional experience of beef slaughter, to Hiroshima MHIC for hands-on training in pig meat inspection and to the Faculty's pathology necropsy room – (seven/eight students per Faculty member).

JFVM-KU has a contractual arrangement with Kagoshima prefecture, which allows students access to their seven MHICs. Students receive tuition in Groups of 4 or 5 (one/two students/veterinarian) in slaughterhouse skills for all of the main species over a period of 5 days. The MHIC visited had a well-equipped laboratory capable of carrying out bacteriological investigations, PCR, BSE sample processing, parasitology and residues investigations.

Students across the joint faculty maintain a journal of their experience over this period, which includes a comment from the supervising veterinarian.

Teaching in food processing (dairy and meat) at YU takes place at on-campus facilities or in Yamaguchi Prefectural College. Students actively participate, at demonstration scale, in the manufacture of cheese, yogurt and ice cream and sausage ham and beef jerky. In the case of KU, similar teaching takes place at Kagoshima Prefectural Agricultural College.

At YU, students learn about fish processing at the National Fisheries University where they participate in the canning of fish from can cleaning through preparation, cooking and labelling. At KU teaching takes place into fish health at the Goto Aquaculture Institute with the students experiencing farmed fish processing, live fish transport, residues investigations and water quality analysis.

3.5.2. Comments

The practical training in all aspects of meat hygiene and the safe processing of foods is of very high quality and must be commended. However, the cost of accommodation for the students for the four nights away from the Faculty is significant and the Establishment should consider how to reduce it.

Meat and milk processing demonstrations at both JFVM-YU and JFVM-KU is a very basic demonstration.

3.5.3. Suggestions for improvement

The demonstration scale of dairy and meat processing would benefit from additional equipment, e.g. a bowl chop, hand or electric milk churn.

Undergraduate students should be encouraged to carry out their Graduation Thesis on matters relating to Food Safety and Quality, e.g. by the provision of a list of potential project outlines.

3.6. Professional knowledge

3.6.1. Findings

3.6.1.1. Brief description of the theoretical and practical education in Professional Knowledge

Professional knowledge as described in the SER in Table 3.1.2 covers ethics and behaviour, legislation, certification, report writing, communication, business of practice management and information literacy with data management. There are 230 hours described in the curriculum hours, taken by each student via lectures (108), seminars (32) and clinical work with animals (90).

3.6.1.2. Brief description of the organisation, selection procedures and supervision of the EPT

At the Establishment, students attend private companion animal veterinary clinics by agreements respecting rights and duties and standardised performance evaluations. For exotics, students go to aquariums, safari parks and zoos. At VJS-KU, large animal practice is experienced at private and semi–private farms.
Veterinarians with whom agreements have been made, are screened by the JFVM Faculty Council, interviews are conducted and appointments are made as clinical collaborators. Clinical collaborators evaluate students in accordance with the criteria of the JFVM. Faculty members evaluate the program based on feedback from the students and the clinical collaborators.

3.6.1.3. Description of the procedures used to ascertain the achievement of each core practical/clinical activity and professional knowledge by each student

Each student's progression is recorded in the 'Day One Competency Program Table'. Faculty members validate the case logs accumulated through practical training and EPT cases and comments are recorded in the logs as a portfolio.

3.6.1.3. Comments
The considerable opportunity in this Establishment for one-to-one teaching contact is high with circa thirty students per year at each location. The attributes and attitudes that reflect ethical behaviour in communication, certification, report writing and performance have ample occasion for learner accomplishment in this environment.

3.6.1.4. Suggestions for improvement
Applicants to veterinary courses should have prior experience of the handling and familiarity of the common species likely to be encountered in practice.
Opportunities for one university to share the strengths of the other and enhance real-life experience, employability and societal needs are to be encouraged.

3.7. Decision
The Establishment is compliant with Standard 3.

4. Facilities and equipment
4.1. Findings
4.1.1. Brief description of the location and organisation of the facilities used for the veterinary curriculum
The facilities of VJS are located in the south-western part of Japan with two main campuses: VJS-YU (JFVM-YU) in Yamaguchi City (Yamaguchi prefecture) and VJS-KU (JFVM-KU) in Kagoshima City (Kagoshima prefecture) with 400 km between each other.

YU has three main campuses but the VJS-YU is located at Yoshida Campus (main YU campus) shared with other Faculties. A total of 7 buildings complete the VJS-YU facilities fully described in Annex 4.2 (Main Teaching Building -shared with the Faculty of Agriculture-, the United Graduate School of Veterinary Science Building, iCOVER (International Centre of Veterinary Education and Research), iPaDL (Integrated Pathology and Diagnosis Laboratory), Anatomy and Farm Animal Practice Building, YUAMEC (Animal Medical Centre), and LASER (Large Animal Research and Education Building).

KU has also three main campuses. VJS-KU is located at Korimoto Campus. A total of 9 buildings complete the VJS-KU facilities which are fully described in Annex 4.6. The main Building is also shared with the Faculty of Agriculture. The Laboratory Buildings A, B, and C, KUVTH (Small Animal Medical Centre and Large animal medical centre), EMC (Equine Medical Centre) and EAC (Experimental Animal Centre) are also located at Korimoto Campus. In addition, the Osumi Large Animal Clinical Centre (OLACC) is a branch of KUVTH for farm animal clinic located at 90 km distance from main Faculty (1,5 hours by car).

4.1.2. Description of the adequacy for the veterinary training of the premises for:
-) lecturing, group work and practical work
In the JFVM-YU, a total of 9 lecture rooms are offered. 6 are located at the main teaching building, 2 at the United Graduate School of Veterinary Science Building and another room at the YUAMEC. The size (nº of seats) of the lecture rooms are appropriate for the number of incoming students. These facilities are equipped appropriately and Wi-Fi access is provided.

In the JFVM-KU, a total of 16 lecture rooms are available. The number of seats is adequate for the number of incoming students.

The number of rooms and labs for group and practical work in both Universities is enough for the needs of the veterinary education programme.

Particularly remarkable is the equipment provided for the Simultaneously Streamed Class System offered in VJS. The Team used them for the joint meetings scheduled in both Universities and it was correctly running.

-) housing healthy, hospitalised and isolated animal
The number of premises for housing healthy animals is appropriate in both Universities. However, there is a limitation for housing healthy horses at both Universities. The LASER facilities would permit the allocation of equine if needed. Because of the low number of equines in the Yamaguchi and Kagoshima region, most of the large animal clinical activity is completed extramurally.

The number of housing for healthy dogs is 15 in JFVM-YU. Also, more housing is provided in the animal shelter, therefore, the number of housing is adequate for the number of dogs allocated. Although 5 Beagles dogs were used for preclinical training during the last years, the animal shelter dogs will be used from now and in the near future for preclinical training purpose. These dogs are treated in the Animal Shelter or in the KUVTH depend on the clinical activity scheduled.

Only 3 cages for feline hospitalisation is provided at JFVM-YU; 12 at JFVM-KU. 26 and 20 cages for dog's hospitalisation are provided at JFVM-YU and JFVM-KU, respectively.

The number of cages for isolation is limited: (3) for dogs and cats at JFVM-YU and (5) for JFVM-KU. According to the academic staff, the number of cages is sufficient for the number of cases, which these facilities require.

Related to horse hospitalisation (non-infectious), the number of boxes available for hospitalisation is reduced to 3 (YU) and 2 (KU). Currently, the majority of the activity in equine medicine is completed extramurally.

Large animal isolation facility is a new construction built outside and annexed to the YUAMEC.

Biosecurity SOP and Safety Guides for Experiments and Practical Trainings is provided which include the management procedures for the isolation facilities.

-) clinical activities, diagnostic services and necropsy
YUAMEC (JFVM-YU):
Small Animals facilities include 6 consultation rooms, 1 treating room, 5 diagnostic examination rooms, 1 clinical exam room, 2 surgery rooms and 1 radiation therapy room. For Large Animals, the facilities in YUAMEC include 1 preparation room, 1 surgery room and 1 recovery room. Also 2 recovery rooms are available at LASER.
Diagnostic services provided are diagnostic imaging, and clinical pathology.
Necropsies are completed in a building devoted to the pathology labs named iPADL.

KUVTH (JFVM-KU):
Small Animals facilities include 7 consultation rooms, 1 treating room, 1 examination rooms, 1 clinical exam room (Dental/Physiotherapy), 1 chemotherapy room, 1 prep room for surgery,

4 surgery rooms, 1 post-surgery room and ICU. Isolation facilities are provided with independent entrance. For Large Animals the facilities include clinical examination/treatment room, 1 surgery room and hospitalisation and isolation facilities. The Equine clinic (EMC) is provided with 1 examination room, X-ray room, induction room, surgery room and clinical examination room. Also, OLACC is provided with 1 examination room for farm animals.
The diagnostic services provided are diagnostic imagine, laboratory clinical diagnostic services and pathology distributed in the two clinical buildings Large Animals and Small Animals Medical Centre.

-) FSQ & VPH
JFVM-YU:
Two slaughterhouses are available by agreements: Shuto Meat Centre (75 km from campus) and Hiroshima MHIC (120 km from campus). Also practice of meat hygiene is provided in a livestock distribution centre at Kuramoto (240 km from campus).
Foodstuff processing unit practices are completed on Campus (The food product and hygiene practice of sausage, ham, beef jerky, unheated processed meat (sausage) and yogurt production is undertaken) and extramural at the National Fisheries University (tinned fish products), Yamaguchi Prefecture College of Agriculture and Yamaguchi Kenraku Milk Industry (Milk products)

JFVM-KU:
Agreements with 6 Meat Hygiene Inspection Centres are provided to implement the practical hands-on training for ante-mortem inspection of cattle, pigs, and chicken, offal and carcasses for detection of legions, diagnosis and meat quality. The Hands-On practice of meat processing is implemented in Kagoshima Prefectural Agricultural College. Practical training of hygiene and safety management for dairy products is implemented in Kagoshima Prefectural College and a milk plant of Kagoshima Prefecture Dairy Industry Cooperation. Students are also devoted to fish farming, shipment, and processing at Goto Aquaculture Institute.

The JFVM-KU has another external practical training of VPH surveillance and management under agreement with Kagoshima prefecture implement practical hands-on training for herd health management and health surveillance (visiting to the farms, on-site sampling of blood, faeces, urine and other materials, and viral, bacterial and parasite inspection in the Centre) of cattle, pigs, and chicken.

-) study and self-learning, catering, locker rooms, accommodation for on call students and leisure
JFVM-YU provides the seminar room (40 seats) and Skills Labs (20 seats) for the students. The Skills Laboratory has retention models of calf and dog, simulators of an intravenous injection, auscultation of a dog, cardiopulmonary resuscitation of a dog, intubation of a dog, and skin suture, equine and bovine theriogenology model and dystocia simulator, an equine palpation/colic simulator, ultrasound examination training model, an upper gastrointestinal endoscope training model, and they are used as supplement teaching materials in clinical practices. Three computers for viewing recorded lectures and veterinary textbooks are also available in the Skills Laboratory.

JFVM-KU provides the self-directed e-learning room (2nd floor lab building B) and the student room (KUVTH). The Skills Laboratory (134 square meters) has retention models of calf and dog, simulators of an intravenous injection, auscultation of a dog and skin suture, an upper gastrointestinal endoscope training model, bovine theriogenology model and dystocia

simulator, and they are used as supplement teaching materials in clinical practices.

For catering several Canteens are provided at JFVM in both Universities.

Locker rooms are provided in every building of the campuses.

Accommodation for on call students are provided at both main clinics YUAMEC and KUVTH. Also, two beds rooms are provided at OLACC. However, the students are not provided with accommodation for the EPT and they must pay this cost.

For leisure, Yoshida Campus offer several places to rest and communicate and several facilities for extracurricular activities and sports. See Annex 4.19.

4.1.3. Description of the adequacy for the veterinary training of the vehicles used for student's transportation, ambulatory clinic, live animals and cadaver's transportation
Three vehicles at VJS-YU and three VJS-KU are provided for students' transportation. Also, for the ambulatory clinics, another 3 vehicles are provided at VJS-YU and 7 vehicles provided by the VJS-KU in the different campuses.

Vehicles for transportation of live animals and cadavers are provided in both universities. There is a protocol for transportation of cadavers described in the biosecurity SOP.

4.1.4. Description of the adequacy for the veterinary training of the equipment used for teaching purposes and clinical services
The Simultaneous Streamed Class System (SSCS) is set-up in JFVM at both YU and KU and students are able to take bilateral media classes from the counterpart. Therefore, The SSCS allows students of both Universities to access the same topic class without transportation.

The labs are provided with the equipment required at the higher standards for teaching and research purposes. The facilities provided in the iCOVER at YU are remarkable.

Clinical services are provided with equipment at the higher standards for clinical purposes; some examples are:
- JFVM-YU: the radiation therapy service provided at YUAMEC, the clinical skill lab and the iPaDL, at YU;
- the facilities and equipment;
- and the 3 Tesla MRI provided at KUVTH.

4.1.5. Description of the adequacy of the biosecurity rules in the Establishment
The small animal isolation unit at YUAMEC (JFVM-YU) includes 1 diagnosis room, 1 hospitalisation room completely separated from the non-infectious patients. Therefore, the facilities avoid the contact with animal suffering from non-infectious diseases. Also, at YUAMEC 1 preparation room, 1 treating room and 1 hospitalisation room is available for Large Animals.

In the YUAMEC equine facilities, several expired drugs were identified. Also, in several opened medications the date of opening was not correctly marked and was evidenced that analgesics and anaesthesia drugs were not under appropriated key control in YUAMEC. This situation was not evidenced in KUVTH, where the pharmacy follows the higher biosecurity standards. Although the JFVM-KU biosecurity SOP defines the protocol for front desk

personnel (page 27, section 1.4.3.), there is no evidence that the protocol is operating. According to the staff, this is motivated by the low number of primary cases.

Necropsy areas are designed to prevent dissemination of infectious diseases and biosecurity rules are provided.

The biosafety/biosecurity procedures designed in 2017 and revised in 2019 for each facility are controlled according to the biosafety/biosecurity SOP of JFVM-YU or KU or of external facilities. Also, dedicated basic equipment such as fire extinguisher, eye-washer and first-aid kit are set-up at each facility under control by the JFVM-YU or KU.

The Biosecurity/Biosafety Committee, which consists of representatives from each facility, perform the risk assessment and the risk prevention measures in the facilities for clinic, extramural practical work, anatomy, necropsy, and diagnostic examination, according to Biosecurity/Biosafety SOP which is updated by the Committee every year.

4.1.6. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of facilities, equipment and biosecurity rules of the Establishment

The JFVM-VJS general biosecurity standard operating procedure is known by the staff and students. Both Establishments provide biosecurity training to the stakeholders. It is evidenced that the policy regarding the infections, prevention, control and biosafety is known and applied by these collectives.

Colour coding for restricted areas is located everywhere and in accordance with the information provided in the Biosecurity SOP, which is available on-line for all the stakeholders.

The biosecurity/biosafety Committee performs the risk assessment and the risk prevention measures in the facilities for clinic, extramural practical work, anatomy, necropsy, and diagnostic examination, according to Biosecurity/Biosafety SOP, which is updated by the Committee every year.

Measures to protect students from infection, physical and chemical accidents by creating and posting accident prevention manuals in each practice room and announces to students when first admitted and also when they start clinical rotation.

Faculty members in charge of each practical work have dedicated education about risks of equipment and materials such as animals, bacteria, chemicals to students during orientation before each practical work.

The Japanese government has supported each University to meet international veterinary educational standards and will continue in the future.

4.2. Comments

VetJapan South should be commended for:

- The excellent use by academic staff of the state-of-the-art Simultaneous Streamed Class System (SSCS). It is a valuable system which allows most of the qualified academic staff to provide the best learning experience for all students from both universities;
- The well-equipped facilities, particularly both VTHs for small animals.

The LASER facility at YU is an old building, which does not promote the husbandry of large animals under the best standards for animal production. It needs to be modernised and improved. Beside cows, it needs to incorporate other relevant veterinary species, such as pigs, small ruminants, any poultry species, and any horses. LASER can offer a valuable experience to the student in several topics such as animal husbandry and handling, animal welfare and other animal production issues. Therefore, these animals could be used for the preclinical training of the students.

In the JFVM-YU the Large animals isolation unit, several design weaknesses have been detected such as ventilation, management of the evacuation of large animal cadavers, management of waste and sewerage system. However, the KUVTH is a good example of well-designed isolation facilities that can be replicated in JFVM-YU.

The JFVM-YU intra-mural equine facilities and hospitalisation are sub-optimal. The rooms are quite narrow, which is not optimal for the completion of surgeries in large horses and for the clinical training of students in safe conditions.

There is a limitation of premises for small animals' hospitalisation in VJS-YU. Therefore, the extension of YUAMEC facilities is recommended. The number of cages for feline hospitalisation (3 at JFVM-YU) seems to be insufficient if we consider the intramural caseload (average of 1975). Also, the number of cages for dogs' hospitalisation at JFVM-KU (20) is limited if the caseload is considered (average of 3420). Even the number of cages for isolation is limited, probably motivated by the case managing system (only referrals).

The clinical running system (only referral) in JFVM-YU has limited the number of primary cases with infectious diseases; therefore, there is limitation of managing the patients with suspicion of infectious diseases as described in the biosecurity SOP (section 5.7, page 57 and following).

The number of primary cases should be increased in YUAMEC and KUVTH in order to increase the opportunity for students to manage primary cases under the direct supervision of academic staff and in order to increase the number of patients managed in the isolation units.

However, the SER reflects that there are not any disposal facilities for faeces of large livestock in the JFVM-KU; a private company takes care of its removal.

4.3 Suggestions for improvement

The YU large animal isolation unit and equine clinical facilities should be improved.

The LASER facility at YU requires a modernisation and improvement programme for this facility in order to provide the best standards of animal husbandry, animal handling, animal management, animal welfare and other animal production issues. Also, there are some limitation in this facility for ensuring relevant biosecurity and biocontainment in case of diseased animals.

The procedure for avoiding the presence of expired medication should be implemented in the large animal pharmacy, as it is done in the small animal one.

A Quality Assurance system should be included in the veterinary teaching hospital not only to promote the best standards and quality in the administration and management, but also in the clinical services by clear QA procedures.

The expansion of the facilities of YUAMEC would improve the management of the clinical activity and enhance the quality of the clinical service provided. This applies not only to small animal hospitalisation but also to the Cat Friendly standard.

4.4. Decision

The Establishment is compliant with Standard 4, except for Substandards 4.7 and 4.13:

- The Establishment is partially compliant with Substandard 4.7 because of sub-optimal clinical facilities for horses in YU.
- The Establishment is partially compliant with Substandard 4.13 because of sub-optimal isolation facilities for large animals in YU.

5. Animal resources and teaching material of animal origin

5.1. Findings

5.1.1. Brief description of the global strategy of the Establishment about the use of animals and material of animal origin for the acquisition by each student of Day One Competences

The VetJapan South developed a specific strategy about the use of animals and material of animal origin in order to guarantee to all students the opportunity to acquire Day One Competencies, adapting the students' number to the potential clinical cases and to the specific characteristics of the Regions where each Establishment is located:

- JFVM-YU is located in a relatively sparsely populated area but VTH attracts clinical cases of companion animals from neighbouring cities (Fukuoka and Hiroshima), the region is not particularly rich in large animal breeding. However, the Establishment signed different agreements with extramural facilities in order to increase clinical animal resource diversity (poultry swine and bovine farms, slaughterhouses, etc.).
- JFVM-KU is located in an area particularly rich in livestock and horse breeding, slaughterhouses, and other extramural facilities; as a consequence the food-producing animal resources are easily searchable. Regarding patients in the past, the KU-VTH treated a limited number of animals, due to the deficiencies of space and clinical staff. Since 2017, when new KU-VTH facilities were built, the caseloads of small animals increased. Furthermore, JFVM-KU has several agreements with public animal shelters for hands-on practice using healthy dogs and cats and necropsy of small animals affected with disease.

For laboratory animals, Japanese law allows the use of live laboratory animals (mice and rats) for basic science practices, but the VJS strategy of is to reduce this practice. VetJapan South aims to decrease the practice on healthy animal by introducing hands-on teaching on dummies.

5.1.2. Description of the adequacy for the veterinary training of the enrolled students

-) number and diversity of cadavers and material of animal origin used in anatomy, necropsy and FSQ

Cadavers and material of animal origin (swine, bovine, chicken, horse and laboratory animal) used for practice of veterinary anatomy are purchased from livestock breeders, the Japan Racing Association or laboratory animal agencies.

As reported in table 5.1.1 at JFVM-YU the number of cadavers of all species is more than double the number of cadavers used at JFVM-KU (53.4 vs. 25.7). The differences are due

mainly to the higher number of Poultry & Rabbits (23.3 vs. 8), Exotic pets (5.7 vs. 0) and Pigs (7 vs. 3.7) cadavers used in the last three years at JFVM-YU compared to JFVM-KU.
All animals are used after euthanasia made by professors according to "Guidelines on Euthanasia" and "AVMA Guidelines on Euthanasia 2013". On each Establishment the animal wastes are mainly disposed by an animal waste incinerator or partially by external dead animal processing plants approved by Japanese law.

Parts of animal bodies are kept under formalin, according to Japanese regulation, in the dedicated room with special aspiration and equipment to avoid students' exposure to formalin and used as specimens for Veterinary Histology. Moreover, in order to avoid the use of formalin, VJS recently started to use a plastination technique and 3D printers from CT image data and 3D scanner data.
The skeletal specimens used as teaching materials of Veterinary Anatomy are part of horses, cattle, pigs and dogs and whole bodies of chickens and other small animals.

VJS possesses specimens for microscope of skeletons, cartilages, blood, muscle, central nerves, lymphatic tissues, digestive organs, respiratory organs, urinary organs, genital organs, placentas, endocrine systems, eyeballs, inner ears and skins. Each specimen is captured in a virtual slide system and kept as digital database. Specimens for an electron microscope are made from a part of materials and used as teaching materials for Cytology. Foetuses and placentas of pigs and mice are used as teaching materials for Veterinary Embryology.

Regarding the practice of Veterinary Pathology, cadavers and material of animal origin derived from the VTH or private veterinary hospital/clinic are used. Dead animals transported from off-campus are also used as teaching materials. Animals for necropsy on campus are kept in a refrigerator and used for practices as soon as possible. All wastes derived from necropsy are disposed of in the animal waste incinerator on campus or by an external dead animal processing plant. In addition, animal waste of cattle, pigs, chickens, and horses after necropsy in the field are disposed of by the farm according to the regulation for the usual procedure of cadavers in each farm. The forms of waste that cannot be burned are separated into general waste and medical waste.
The number of cadavers used for Necropsy is reported in table 5.1.6. In the last three years, a mean number of 143.6 and 199.4 necropsies on all animal species were performed at JFVM-YU and JFVM-KU, respectively. The details of necropsies per species performed are the following:

- 48.3 and 46.7 on companion animals;
- 36 and 53 on ruminants & pigs;
- 5 and 8.7 on equine;
- 2 for each Establishment on exotic pet
- 13.3 and 38 on other species (Monkey, Capybara, Hooded Crane, Cattle Egret, Pelican, Ostrich, Bear, Lion, Blackbuck, Buffalo, Cheetah, Tiger, Kangaroo, American black bear, Racoon, Goldcrest, Chinese bamboo partridge, Blue Crane Owl, Dolphin, Iriomote jungle cat, Badger).

There was a limitation of cadavers of small animals used in necropsy during 2016 (only 11 and 14 in JFVM-YU and JFVM-KU, respectively). However, an increasing number of small animal necropsies has been recorded during the last two years (2017, 2018) in both Establishments.

As reported in table 5.1.8 during the last three years, the number of visits in slaughterhouses and FSQ premises varied consistently at JFVM-YU (a total of 12; 26 and 7 in 2018, 2017 and

2016, respectively), albeit by it seems more constant at JFVM-KU (a total of 36, 33 and 42 in 2018, 2017 and 2016). Considering the mean values, the students of JFVM-YU visited a total of 13 abattoirs (7 for ruminants; 0.7 for swine and 2.3 for poultry) in addition they visited 2 FQA premises. The distribution for species at students JFVM-KU visited 29.4 at abattoirs (9.7 for ruminants; 9.7 for swine, 10 for poultry) in addition they visited seven FQA premises and only in 2018 two Environmental Health Centres.
Both Establishments show I17, I18, I19 and I20 values higher than the minimal requirements. Particularly high are the values of I20 that in JFVM-KU and in the aggregated data are higher than median values.

-) number and diversity of healthy live animals used for pre-clinical training
In table 5.1.2 the number of healthy live animal resources used for pre-clinical training is reported. Total number of healthy live animals varies consistently between faculties: a total of 313.7 and 671 healthy live animals of all species are evaluated at JFVM-YU and JFVM-KU, respectively. The better represented species in JFVM-YU are Bovine, Exotic pets, Poultry & Rabbit and Companion animals. In the last year no healthy equine was used but during the previously two years 6 per year healthy equine were used for pre-clinical training. On the other hand, in JFVM-KU all the food-producing animal species (Bovine, Swine, Poultry & Rabbits) and companion animals are better represented, whereas no exotic pets are evaluated. These differences are related to the specific characteristics of each Establishment's region. In the last three years in both faculties a high number of animals of other species (mouse, rat, frog, axolotl, guinea pig, xenopus) were evaluated, while no small ruminants were used.

-) number of visits in herds/flocks/units of food-producing animals
The number of herds/flocks/units of food-producing animals visited in the last three years by the students of VetJapan South are reported in table 5.1.7. Despite the remarkable differences between the Establishments (in total 37.3 vs. 2319.7 units, at JFVM-YU and JFVM-KU, respectively), the indicators I15 and I16 of both Establishments and that one calculated for VetJapan South are higher than the median values.

-) number and diversity of patients examined/treated by each student
In table 5.1.3 the number and diversity of patients examined intra-murally by each VetJapan South's students are reported. There were visited/treated at JFVM-YU and JFVM-KU veterinary teaching hospitals respectively:

- 1975 and 3420.3 companion animal patients;
- 95.7 and 4630.4 ruminant & pig patients;
- 80 and 47 equine patients;
- 35 and 76.7 exotic pet patients.

In addition, 12 and 1.7 poultry & rabbit patients; 4.7 and 10 other species (tiger, cheetah, capybara. blackbuck, kangaroo, llama, monkey, donkey, dolphins and seal) patients were visited. These data allow both faculties to obtain specific indicators (I8, I9, I10 and I11) which are always higher than the minimal values, particularly high is the indicator I8 in both Establishments and the I9 at JFVM-KU.
Furthermore, in the last three years 2312.7 and 5919.7 patients of all species were examined/treated by each student extra-murally (table 5.1.4) at JFVM-YU and JFVM-KU, respectively. In particular, there were visited at the JFVM-YU and JFVM-KU ambulatory clinics respectively:

- 88 and 179 companion animal patients;
- 1549.7 and 5199 ruminant & pig patients;
- 285 and 315 equine patients;

- 185 and 226.7 poultry & rabbit patients;
- 205 and 0 exotic pet patients.

These data guarantee that both Establishments and, as a consequence VetJapan South, are compliant for I12, I13 and I14 indicators.

-) balance between species, between clinical disciplines, between first opinion and referral cases, between acute and chronic cases, between consultations and hospitalisations, between individual medicine and population medicine

As reported in table 5.1.5, more than 90% of all species patients examined/treated intra-murally and extra-murally at JFVM-YU in the last three years are first opinion patients, with the exception of companion animals for which the percentage of first opinion cases is 7.2 because during diurnal service the animal medical centre does not provide first opinion medical care, working only for referral cases. During the on-call emergency service (from 7:00 pm to 7:00 am and during weekends) primary medical care is offered. Students complete the practical training on exotic animals in the EPT (private veterinary clinics and contracted zoos and aquarium) in VJS. However, no records for extramural exotic animals are evidenced at JFVM-YU.

At JFVM-KU more than 90% of all species patients examined/treated intra-murally and extra-murally at JFVM-KU in the last three years are first opinion patients, with the exception of companion animals for which the percentage of first opinion cases is 18.5. At KUVTH every time students could work both on primary and referral cases, albeit by intramural patients are only dogs and cats and no exotic animals.

For farm animals and horses, JFVM-YU uses several extramural facilities to experience primary medical cases. Although limited, intramural clinical activity is provided for equine patients. An extramural increasing activity in Equine medicine has been experienced during the last year (2018) at JFVM-YU, which is also evidenced intra-murally.

5.1.3. Description of the organisation and management of the VTH and ambulatory clinics

Some differences are present in the VTH and ambulatory clinics management and organisation between the faculties (page 39 of the SER).

At YUAMEC at VJS-YU, the Animal Medical Centre (YUAMEC) is open all day every day and the on-call emergency service for companion and food producing animals is offered from 7:00 pm to 7:00 am including weekends.

The consulting YUAMEC centre is divided into Small Animal unit, Large Animal unit and some diagnostic laboratories (Diagnostic Imagining and Blood Testing):

Small Animal unit is divided into General Internal Medicine and General Surgery section. Every day students are exposed to different consultations and under the supervision of a member of the Establishment they perform the whole routine of an interview, examination, diagnosis, process in treatment, and writing a report.

These activities are performed by the students only after client approval.

Specialised consultations are Ophthalmology, Therapeutic radiology, and Theriogenology.

Hospitalisations: The VTH always accepts many hospitalised patients following treatment of referral cases. Veterinary nurses and students manage hospitalised patients at night. Emergencies and intensive care are also organised and managed 24h out 7 days a week.

Ambulatory clinic for farm animals and horses is implemented as part of the clinical rotation.

At VJS-KU the KUVTH belonging to JFVM-KU is managed by the KUVTH Council chaired by the Director of KUVTH. Opening Hours are every weekday. On-call emergency service is

offered from 7:00 pm to 7:00 am for both small and large animals (cattle and horse) including the weekend.

General consultation: KUVTH is divided into Small Animal unit and Large Animal unit, and some diagnostic laboratories (Diagnostic Imagining, Blood Testing, and Genetic Testing) are shared. Small Animal unit is divided into General Internal Medicine, General Surgery, and Diagnostic Imaging sections. Large Animal unit has the following divisions: - Equine medicine, - Cattle, Goats, and Sheep Medicine, and - Pig and Chicken Medicine. Consultations of farm animals and horses on campus are on appointment. Students have opportunities to be exposed to new varieties of consultation every day and perform the whole routine of an interview - examination - diagnoses - process in treatment and present a report. When students engage in the consultation, they conduct it under the approval of the client and the supervision of the Faculty member.
Specialised consultations are set-up in the Small Animal unit as follows; Infectious Disease, Cardiology, Neurology, Kidney and Urology, Oncology, Soft Tissue Surgery, Orthopaedic Surgery, Dentistry including Dental Surgery, Anaesthesiology.
Hospitalisations: the KUVTH always accepts any hospitalised patients following treatment of both primary and referral cases even if it's at weekends or National holidays. Faculty members, veterinary nurses and students manage hospitalised patients at night even during weekends and National holidays.
Emergencies and intensive care are also organised and managed 24 hours 7 days a week. In emergency cases, a client needs to call before to coming to the VTH. The patients are treated by the Faculty member and student.
Ambulatory clinic for farm animals and horses is implemented as a part of the clinical rotation.

5.1.4. Description of the group size for the different types of clinical training and of the hands-on involvement of students in clinical procedures in the different species
The ratio student/supervisor varies in function of animal species or services as follows:
At VJS-YU:

- Clinical practice on companion animal clinical practice YUAMEC accepts groups of 8 students/day for each and a Faculty member supervises a maximum of 2 students;
- Clinical practices on farm animals, a Faculty member supervises a maximum of 4 students both intra-and extra-murally.
- In practices of night/emergency medical care a Faculty member supervises a maximum of 2 students.
- In extramural clinical practices of companion animals, one veterinary hospital in Yamaguchi prefecture hosts 1 or 2 students supervised by 1 veterinarian.

Students have the autonomy to perform blood sampling, physical examinations, neurological tests and ophthalmological examinations, diagnostic tests including diagnostic imaging tests such as ultrasound, endoscopy and X-ray radiography, medical treatment, nursing and critical care, anaesthesia management, necropsy, report writing, client communication, and biosecurity procedures of companion animals, and perform blood sampling of large animals. Students also participate in CT scan and MRI examinations, surgical procedures, and euthanasia for client animals as technical assistants.

At VJS-KU:

- Clinical practice on companion animal clinical practice KUVTH accepts groups of 4 students/day for each unit (Internal Medicine, Surgery, and Diagnostic Imaging in and Pathology) and a Faculty member supervises a maximum of 2 students;

- Clinical practices on farm animals and horse, a Faculty member supervises a maximum of 3 students both intra-and extra-murally.
- In practices of night/emergency medical care a Faculty member supervises a maximum of 2 students for each Faculty member.
- In extramural clinical practices of companion animals, one veterinary hospital in Yamaguchi prefecture hosts 1 or 2 students supervised by 1 veterinarian.
- In the clinical practices at public animal shelters, a Faculty member supervises one group with a maximum of 3 students.
- In the extramural ambulatory clinical practices for farm animals, FAMAA in Kagoshima prefecture accepts groups of maximum 6 students supervised by 1 veterinarian.

Students have autonomy to perform physical and clinical examinations including blood sampling, diagnostic tests including diagnostic imaging tests such as ultrasound and X-ray radiography, medical treatment, nursing and critical care, anaesthesia management, necropsy, report writing, client communication, and biosecurity procedures of small animals, farm animals and horses both intra- and extra-murally. Students also participate in CT scan and MRI examinations, surgical procedures, and euthanasia for client animals as technical assistants, but they have autonomy to perform these procedures for dogs and cats in the public animal shelters under the supervision of Faculty member.

5.1.5. Description of the patient record system and how it is used to efficiently support the teaching, research, and service programmes of the Establishment

As reported on page 42, all cases are organised by the medical records (kept at least for 5 years). X-ray radiography, CT, and MRI files are also restored by the medical records number, and all diagnostic Imagining is managed as digitalised image files.

A list of small animal blood test profiles is created, and it is used for reading and analysing the cases' retrospective data and for case studies for practical work.

CT and MRI cases are recorded separately in a list by examination parts and diagnosis names, and these are used for reading and analysing the cases' retrospective data and for case studies for practical work.

In the VTH, a customised electronic medical record system that is introduced and PACS is operated for diagnostic imaging information. This system allows students and Faculty members to do retrospective analyses and different core studies.

Students have access to the records and the imaging information anytime but are not allowed to operate it in terms of security. In order to learn the writing methods of medical records, students record all medical and pathological procedures, findings, and treatment during clinical rotation and the records are checked and signed by the Faculty member.

5.1.6. Description of the procedures developed to ensure the welfare of animals used for educational and research activities

All students of VetJapan South every year follow courses on Animal Welfare and Veterinary Ethics and has to take a lecture concerning animal welfare organised by the Animal Management Committees in JFVM-YU or KU. In addition, in JFVM all animal clinical examinations are preformed both in VJS-YU and VJS-KU and have to receive the approval of the Animal Management Committees at Faculty level or University level. Procedures and adequacy of euthanasia of animals such as laboratory animals, companion animals, livestock including cattle, pigs and horses, poultry and other animals including animals in a zoo, wild animals, amphibian animals, fish, reptiles, and aquatic mammals and so on are educated in accordance with the guideline. The Faculty members are obliged to report the methods of

euthanasia and engaged procedures after the practices. For the teaching animals, Faculty member at each practical work site are responsible for recording of procedures engaged in animals used for teaching.

In JFVM-KU, a "Safety Guides for Experiments and Practical Trainings" is created and revised each year by Biosecurity/biosafety Committee and students are educated before each practical training that all animal experiments and clinical examinations should be performed under the guideline including animal welfare. In addition, the EAC and all procedures using animals in this facility are accredited by the Association for Assessment and Accreditation of Laboratory Animal Care (AAALAC) International.

5.1.7. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the number and variety of animals and material of animal origin for pre-clinical and clinical training, and the clinical services provided by the Establishment

Faculty members in charge decide the number of animals and materials of animal origin depending on the purpose of the practices and the students' number and obtain them from extramural facilities for all practices using healthy animals. They are required to get an approval from the Animal Management Committee to use healthy animals. Faculty members in charge of each practice using animals submit experiment plans including the purpose of animal usage, the number of animals, and methods of breeding, anaesthesia and euthanasia to the Committee and receive approval. The Faculty members are obliged to report the methods of euthanasia and disposal after the event. It is also mandatory that every animal used in these practices, especially healthy animals for pre-clinical training, are followed-up regarding the exposure they receive during the procedures. The Faculty members who are responsible for each practical training records all the procedures performed on each animal.

5.2. Comments

VetJapan South, and especially YU, must be commended for its investment in animal dummies for pre-clinical training. When fully implemented, it will be used before the beginning of core clinical rotations.

The specific strategy of adaptation of the student numbers to the potential clinical cases, allows both Establishments to show the number and variety of healthy animals and cadavers for necropsy adequate to provide all VetJapan South students the practical training in each area (Basic Science, Clinical Science, Animal Production and Food Safety and Quality) as demonstrated by positive indicator balance.

Both VTH have an on-call emergency service (every day from7:00 p.m. to 7:00 a.m.) and for companion and food-producing animals (bovine and swine) and for equine (ambulatory clinic). Both Veterinary Hospitals provide nursing care skills.

In all pre-clinical and clinical animal work the ratio between number of students and supervisors is optimal and students are active in the workup of patients (physical examination, blood sampling, etc.), and the diagnostic problem solving will stimulate through group-work sections in which students could discuss specific cases with their supervisor.

Regarding surgical and medical cases in both faculties, the number of companion animal patients (dogs, cats and exotic pets) examined/treated intra and extra-murally is particularly high, but more than 80% are referred cases. As a consequence, the number of first opinion companion animal patient is sub-optimal in both Establishments.

Moreover, the number of equine patients seen intramurally is sub-optimal in both VTHs.

The medical records systems are different between the Establishments; each VTH has an electronic patient system for companion animal but for food-producing patients and equine the medical records are only in paper copy.

5.3. Suggestions for improvement

The number of first opinion companion animal patients and of equine patients examined by students should be increased.

Considering the differences between Yamaguchi and Kagoshima areas and the facilities of both Establishments, it could be useful if the VetJapan South students spent part of their core clinical rotation or EPT in both sites. For example VJS-KU students could spend part of their practical activities on animal health in Yamaguchi university while VJS-YU ones could take a part of their clinical practice on food-producing animals in Kagoshima.

It is suggested that a harmonised clinical record system is developed between the two Establishments to increase the clinical data gathering for students and professors for education, research and service purposes.

It could be useful for both Establishments to increase the number of agreements with animal shelters in order to have more access to healthy companion animals (dog, cat and exotic pet) and to first opinion patients.

5.4. Decision

The Establishment is compliant with Standard 5, except for Substandard 5.2:
The Establishment is partially compliant with Substandard 5.2 because of sub-optimal clinical hands-on training in horses and in first-opinion companion animal patients.

6. Learning resources

6.1. Finding

6.1.1. General description of the learning resources

The Establishment has access to libraries at YU and KU campuses with 8,667 square metres (966 seats) and 12,697 square metres (923 seats) respectively. Opening hours are 8.30 to 21.30 weekdays.
The libraries were clean, bright and inviting with spaces for meeting and talking, eating and discussing while also providing ample areas of quietness for individual study. Small group discussion rooms were also available.
The number of computers at YU is 60 and KU 53 with plug in facilities for portable PC's at 366 and 368 respectively. Wi-Fi systems cover both libraries and students can retrieve catalogues via the website on and off campus. YU has 15 fulltime and 11 part-time staff, 14 with librarian qualifications. KU has 20 fulltime and 14 part-time staff, 20 with qualifications.
The numbers of veterinary books and journals is 2,423 at YU and 1,000 at KU. E-books at YU is 15 and at KU 19 with e-veterinary journals 117 at YU and 113 at KU. The number of hard copies of texts in English was limited but some of the major international author's books were available and, in some cases, well-worn copies of different editions of the same text were present.

Students and faculty have free access to various electronic journals (Science Direct, Wiley Online, Nature, Science, etc.) with Literature Database (ICHUSHI Web, Medical Online, Scopus, etc.) anytime inside or outside the campus.
There is a subsidiary library at both universities (self- directed e-learning rooms) available to students and Faculty members.

6.1.2. Description of available electronic information and e-learning courses and their role in supporting student learning and teaching in the core curriculum
Web Multimedia Learning Management System (WMLMS)-Glexa supports self-directed learning, providing lectures, videos of surgical procedures, photos of anatomy and pathology, computer-based examinations and quizzes for mock exams of CBT and JNVE created by Faculty members. This learning platform was used by students to prepare prior to the formal lectures. Each professor has their own section and the use of the system could be assessed by the activity of the down-loads. Furthermore a calendar is provided by the system for each student displaying the courses they are taking.

6.1.3. Description of the accessibility for staff and students to electronic learning resources both on and off campus
Electronic learning resources are available anytime on campus to students and Faculty members via Wi-Fi and off campus via VPN with their own accounts.

6.1.4. Description of how the procedures for access to and the use of learning resources are taught to students
First Year students have lectures on information security and moral literacy. Library orientation on reference retrieval and database usage are conducted and are further available on request.

6.1.5. Description of the process and implications for staff, students and stakeholders in the development, implementation assessment and revision of learning resources
Faculty members of the Library Committee review requests and needs for veterinary books and journals. Faculty members of the ICT Committee update and control databases and e-learning platforms and educate students on usage.

6.2. Comments
The libraries at YU and KU are fit for purpose and good places to study.
The YU Skills Lab is very well equipped and has an excellent variety of models for practical training in companion and production animals. It is open for students at any time. In KU and YU students visit the Skills Lab as part of their course.

6.3. Suggestions for improvement
More use of English texts to encourage the fluency of the users, students and staff and having the major texts by the leading authors in a particular discipline would help. Any suitable occasions to use spoken English are to be valued.
Students should be encouraged to more intensively use the Skills Lab.

6.4. Decision
The Establishment is compliant with Standard 6.

7. Student admission, progression and welfare

7.1. Finding

7.1.1. Brief description of the admission procedures for standard and for full-fee students

Prior to application to VJS, every applicant needs to pass the NCTUA, test of the National Centre for University admissions. Thereafter, students can apply in 3 major admission tracks.

The 'Admission by recommendation' track, with a success rate of 23,5% over both YU & KU, accounts for less than 10% of the students admitted. In this admission track, for students who already have a higher than average score, students undergo an interview.

The 'General Examination first term track', open for all future students who passed the NCTUA, accounts for 70% of the admitted students and has a success rate of 23,5%.

The 'General Examination second term track', for students who did not pass the first term track and re-applied, accounts for a little under 20% of the students admitted. It has an average success rate of 8,2% between YU & KU.

In addition, 2 competitive examinations are organised. One for foreign students and one for students with an International Baccalaureate which started just in 2018. The last three years, another 2 students were admitted following these two procedures.

All students have the same status and admission procedures.

In 2018 one foreign government-financed student was admitted in KU, appointed by the Ministry, after exams in different disciplines and a preparatory intensive course in an educational institution appointed by the Ministry during one year.

7.1.2. Description of how the Establishment adapts the number of admitted students to the available educational resources and the biosecurity and welfare requirements

The number of admitted students in national universities in Japan is regulated by the Ministry (MEXT) taking into account, apart from the accreditation, the size, facilities and equipment of the university, number of staff and animals, including material of animal origin and possibilities in terms of biosecurity/biosafety and finally the opportunities for clinical practice for the students.

7.1.3. Description of the progression criteria and procedures, the available remediation and supports, the rate and main causes of attrition

Progression criteria to pass from one year to another are clearly stated and can be found in the 'Guidebook for Completion of Classes' which is issued to every student upon enrolment.

The curriculum consists of introductory education and basic veterinary subjects in Y1 and Y2, and applied veterinary and pre-clinical subjects in Y3 and Y4. Therefore, students are evaluated to confirm their acquisition of the basic subjects at the end of Y2 and the applied and main part of pre-clinical subjects at the end of Y4.

Prior to being able to participate in clinical rotations on client animals, starting in the second semester of Y5, students need to pass the VCAT (veterinary common achievement test), CBT (computer-based test) and the OSCE (Objective Structured Clinical Examination).

Per academic year a Faculty member, called a 'homeroom teacher' (HT), and a member of the Academic Affair Committee (in JFVM-YU) or Student Life and Career Committee (in JFVM-KU) are responsible for students who do not perform as should be. Both provide consultations and support for the student. The HT supports students both on contents and methods of study.

In addition, another important task of the HT is supporting students in matters of academic affairs. He/she also checks whether students keep their motivation to study from the start of their enrolment and supports the students to continue the curriculum with necessary advice.

At university level, students can rely on medical doctors, nurses and psychologists if needed (see 7.1.6).

In the last three academic years, in both institutions, only 3% of the students had to redo their year and not even 1% stopped their veterinary medicine education only to make a restart in human medicine.

7.1.4. Brief description of the services available for students

Students register each semester for courses via a web-based system where they also can consult their records. Students' parents receive the records every semester, after approval of the student and agreement of the parents (in most cases the payers of the tuition fees).

At JFVM-KU, a student mentoring/tutoring system is in place. Senior students volunteer and play a role to help the lower grade students with their questions. They help freshman with academic affairs including how to register to topic classes in the first and second semesters. They also help with student life affairs such as where to find a supermarket, a bookstore, an electric appliance store, and so on. There is no formal training to be a student tutor.

The homeroom teachers together with support staff of the Academic Affair Office offer support to students in case of illness, impairment and disability. General support rules for students with a disability are embedded in the policy of both universities.

During the studies, at regular intervals, lectures on veterinary science and career opportunities are given, including a job fair at the end of the study. Supervisors that give career advice are Faculty members in the Academic Affair Committee (in JFVM-YU) or Student Life and Career Committee (in JFVM-KU). Also, external veterinarians (practitioners in some cases) who are in charge of a topic course of Career Development for Veterinarians accomplish this task. The latter are appointed by the Local Dean.

Both universities have at their disposal a University Health Service Centre for students and staff alike. The centre provides complete psycho-medical services to students and staff of the university. The Health Service Centres are easily accessible. The services are non-payable.

Three main types (athletic, cultural and festival) of extracurricular activities are available to students.

7.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the admission procedures, the admission criteria, the number of admitted students and the services to students

Although the number of admitted students is decided by the ministry (MEXT), respective committees in YU & KU and the JFVM Councils discuss admission procedures, admission criteria and services for students. Final decision is made by VJS Faculty Council.

Several kinds of entrance examinations are used. Almost all Faculty members get involved in any of the entrance examinations as a committee member every year.

The Stakeholder Advisory Council of both universities formulate suggestions and opinions at faculty level. The frequency of meetings is once a year in JFVM-YU and twice a year in JFVM-

KU.

Alumni organisations of both universities give feedback with regards to the competence and skills of the graduates in the annual meeting with VJS.

7.2. Comments

The number of admitted students in veterinary medicine is decided by the ministry (MEXT) according to the needs of society for veterinarians in Japan. The number of students per university/faculty is determined by submission to and accreditation from MEXT taking into account the size of the university, the facilities and the equipment, the sizes of lecture rooms and practical training rooms, ICT related facilities, situations of Biosecurity/Biosafety and the number of staff and animals including materials of animal origin. Universities are not allowed to change the number of admitted students by themselves.

The Admission Examination Committee (AEC), consisting of representatives selected from each faculty at YU or an executive board member in charge of education and Deans from every faculty at KU and chaired by the Vice President in charge of student education (in YU) or the President (in KU), decides on the rules of admission at University level. The AEC is responsible for the procedures of admission examinations and advertisements. It gives training to the Faculty members involved in the interviews for 'recommendation', in composing examinations for the 'general examination-first term', 'general examination-second term' and admission examination for foreign students. The members of the AEC discuss and make detailed arrangements, concerning unification of the contents, the evaluation methods, and so on, to have a fair examination every year. Almost all Faculty members are engaged in the interviews during the examination process.

Because this is the first full EAEVE Visitation, no ESEVT status is mentioned on the Establishment's website.

Criteria of student progression are explicit and readily available to students (see 7.1.5).

Students with disability can consult before applying the entrance examination whether they can complete the curriculum. Although there is no exemption program for students with extremely serious disabilities, VJS provides full support to the students such as a part of exemption of clinical education if they suffer from disability during the course program. The information for students with disability is shared between JFVM-YU and -KU. In addition, VJS can ask for additional funding to purchase any additional equipment/instruments from each University based on the condition and level of disability.

The Homeroom Teacher, assisted by another member of the academic staff, provides for identification, remediation and support for students who do not perform adequately. (see also 7.1.5)

There is no appeal mechanism in place for decisions concerning the admission procedure. During their studies, students can appeal examination decisions (see 8.1.1).

Students take an active role in the discussions of faculty policy by means of representatives of the Student Committee in the Faculty Management Councils of both YU & KU (see 1.1.5). The HT discusses needs and requests from students and proposes them to the JFVM Faculty Council if needed. There is a system in JFVM-YU in which all students' voices are conveyed to all organisations and in JFVM-KU students can ask their needs and wants to the support staff in Academic Affair Office. In KU there is also a designed meeting (open-discussing) between the Dean (and Vice-Deans) and the students (it is sometimes divided into the students

of Y1-Y3 and Y4-Y6).

A complaints box is set at the veterinary library and Administrative office (JFVM-YU) or the Academic Affair Office (JFVM-KU) where students can deposit a note anonymously, in which they can convey their needs and wants to the Establishment.

7.3. Suggestions for improvement

Although there are several ways in which students can convey their needs and wishes to the faculty's authorities, further development of formal representation of students in all of the policy-making bodies is strongly advised.

Because the framework of admission selection is strictly regulated by MEXT, VJS can modify only the setting of each examination every year, but not the overall subjects. As a result, insufficient response can be provided on the feedback from not only Faculty members, but also stakeholders and students concerning the admission examinations. In other words, VJS does obtain the feedback but can modify only a little part of the admission selection system based on this feedback. It is suggested that VJS could have more impact on setting the standard for the admission selection examinations.

7.4. Decision

The Establishment is compliant with Standard 7.

8. Student assessment

8.1. Findings

8.1.1. Brief description of the student's assessment strategy of the Establishment

The assessment types and procedures are composed according to the National University Corporation Regulation in YU & KU.

VJS makes a special effort to ensure the same standard for students' assessment in both YU & KU. Learning results of students are evaluated in an objective, fair and transparent manner.

Assessment criteria and procedures of each topic class are available online in the syllabus. Criteria and procedures for promotion and graduation can be found in the 'Guidebook for Completion of Classes'.

Each semester, the representatives of each topic class fixes the examinations of lectures and practices which are then approved by VJS Faculty council. Neither Faculty members nor students can change it. However, students are involved in the planning of the re-examination by discussing with the Faculty member in charge of the topic class.

Students have to obtain certain credits in order to pass from Y2 to Y3 and Y4 to Y5. (Cfr. 7.1.5)

Prior to being able to participate in clinical practices and clinical rotations, students have to prove their theoretical knowledge and pre-clinical practical skills by passing the VCAT (Veterinary Common Achievement Test).

All results of examinations are collected by the Academic Affair Office and analysed by the Academic Affair Committee. Together with the JFVM Faculty Councils, the latter discusses biases of record distribution and validate the student's assessment strategy based on the assessment data each semester. In case of a large deviation in the record distribution, the dean discusses the issue with the representative of the topic class. The representative, advised by the

Dean, has to change the assessment strategy adequately.

Appeal procedures against evaluation decisions are in place in both YU & KU. To date, no appeal cases were recorded.

8.1.2. Description of the assessment methodology to ensure that every graduate has achieved the minimum level of competence, as prescribed in the ESEVT Day One Competences

A variety of assessment procedures is used in order to assess students' knowledge and skills of theoretical, pre-clinical practical & clinical practical skills. The ratio of attendance to topic classes is also taken into consideration. In order to be able to participate in an examination, students have to attend 2/3 of the lessons of the topic class.

In VJS, clinical skills to be acquired by students are based on the ESEVT DOC's. Students have to record their achievements in a DOC 'progress table' (YU) or 'evaluation sheet' (KU). Achievement of clinical skills is closely monitored and evaluated by a Faculty member.

8.1.3. Description of the processes for providing to students a feedback post-assessment and a guidance for requested improvement

The representative of each topic class provides feedback post-assessment to students individually. They also give advice and suggestions for improvement.

Faculty members also check the report and clinical practice records in each term of clinical rotation. Students can confirm their progression and achievement for each skill and discuss with Faculty members.

8.1.4. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the student's assessment strategy

The Academic Affairs Committee and the JFVM Faculty Councils in both YU & KU, followed by the VJS Faculty Council, discuss biases of record distribution among topic classes and validate the student's assessment strategy based on the assessment data each semester. The FD committees report the biases to each Local Dean. The dean discusses abnormal deviations in exam results with the representative of topic class who should change the assessment strategy adequately.

In addition, students evaluate the topic classes using questionnaires each semester.

8.2. Comments

Responsibility for the assessment strategy lies by the representative of each topic class and is approved by VJS Faculty Council. VJS makes a special effort to ensure the same standard for students' assessment in both YU & KU. The curriculum demonstrates a progressive development across the programme towards entry-level competence.

The assessment tasks and grading criteria are explicit and are clearly stated in the 'Guidebook for Completion of Classes'.

The general examination schedule is decided at the University level (normally at the end of the first half of semester or the end of the semester), and neither Faculty members nor students can change it. However, students are involved in the setting of schedule for the re-examination by the discussion with a Faculty member in charge of a topic class.

The results of the examination in both lectures and practices are graded on a five-level scale:

excellent (over 90% of the score), very good (80-90%), good (70-80%), passing (60%), and failing (under 60%). Students obtaining under 60% should take re-examination and the frequency of re-exam in the semester is determined by the teacher in charge of each topic class.

The major types of written examination are essay-based and short-answer exams. Many Faculty members mix both types in one exam.

Appeal procedures are in place.

The Academic Affair Office and the Academic Affair Committee, together with the JFVM Faculty Councils have an excellent process in place to review assessment outcomes and to change assessment strategies when required.

The students' 'DOC '-progress table' (YU) or '-evaluation sheet' (KU) must guarantee the completion of clinical procedures, practical and hands-on training. The progress tables (YU) and evaluation sheets (KU) are filled in every day after clinic. The student records the subjects that he/she has done in a day and discusses it with a Faculty member who confirms the achievement of the skill during the consultation with the student. The student is evaluated over the acquired skill by face-to-face observation by a Faculty member. The Faculty member marks the skills which he has successfully performed.

8.3. Suggestions for improvement
None.

8.4. Decision
The Establishment is compliant with Standard 8.

9. Academic and support staff
9.1. Findings
9.1.1. Brief description of the global strategy to ensure all requested competences for the veterinary programme are covered for both academic and support and that they are properly qualified and prepared for their roles
VJS policy is to employ Faculty members with a veterinary licence and a PhD. Ideally, they endeavour to recruit Professors with a good reputation for teaching and there is a formal training programme for all academic staff in teaching and assessment techniques, in use of ICT, biosecurity/biosafety.

The SER states that the specific academic requirements of each location are first discussed and decided in JFVM Faculty Management Council.

Teaching performance is assessed through a student evaluation of each topic, using a student questionnaire at the end of each semester with feedback provided. The result for each topic and each Faculty member can be discussed at the JFVM Faculty Management Council and at a designated meeting between the Student Committee and Faculty members. Those teachers whose performance is below the required standard are given assistance to improve and may be required to attend communication education provided by the University.

Within the cadre of senior academic staff, there is a marked male to female bias, with for example JFVM-KU having 42 male to 8 female professors.

Faculty members are recommended to attend academic conferences and meetings.

9.1.2. Description of the adequacy of the number of academic and support staff in the different departments/units with the number of students to be taught
The number of academic staffs is sufficient for the needs of the VJS. The number of veterinarians amongst the academic staff is to be commended.

The VJS currently has no system to employ interns and there are no recognised specialists within the Faculty. The Japanese Veterinary Medical Association is currently developing a system for the training and recognition of veterinary specialists. Colleges for basic science and veterinary pathology have been already created and a college for internal medicine is well advanced.

JFVM-YU and JFVM-KU both employ a number of veterinary nursing technicians within their VTH. There is no national system for the training and accreditation of Veterinary Technical nursing support staff with a variety of qualifications, both academic and vocational available. Further education, both formal and informal, is available for the veterinary nursing technicians within the Faculty.

JFVM-YU has one ICT professional while JFVM-KU has four, ensuring the efficient operation of the Simultaneous Streaming Class System to deliver teaching across the Faculty.

There is no permanent veterinary technical support staff at the JFVM-YU while JFVM-KU has four. Further technical support staff is employed on a temporary basis to provide assistance with specific research work. Normally, academic staff, post-graduate students and undergraduates carry out the technical aspects of laboratory work, for example, preparation of materials for histology, histopathology, preparations of microbiological media etc.

9.1.3. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the strategy for allocating, recruiting, promoting, supporting and assessing academic and support staff
The specific academic requirements of each location are first discussed and decided in JFVM Faculty Management Council. This process should be used to ensure that the strategic development of the Joint Faculty builds on the relative strengths found at each location.

The salary of the academics depends primarily on the years of service. There is a system to relate pay to teaching performance but only a limited relationship between pay and research achievements.

9.2. Comments
The academics make good use of the Simultaneous Streaming Class System and are confident using it.
The number of veterinarians amongst the academic staff is to be commended.

9.3. Suggestions for improvement
While the specific academic requirements of each location are first discussed and decided in JFVM Faculty Management Council this process should be related to the strategic development of specialisation at the two locations within the Faculty.

The strategy for recruitment of academic staff should take into consideration the current gender imbalance.

The VJS should participate enthusiastically in the system of specialisation under development by the Japanese Veterinary Medical Association introducing a residency programme when clinical colleges have been established.
The number of permanent non-clinical support staff must be reviewed, with a view to increase it, in order to optimise the output of the academic staff.
The Faculty must continue to ensure that those involved in training the students extra-murally receive training on teaching best practice.

9.4. Decision
The Establishment is compliant with Standard 9.

10. Research programmes, continuing and postgraduate education
10.1. Findings
10.1.1. Brief description of how the research activities of the Establishment and the implication of most academic staff in it contribute to research-based undergraduate veterinary education
Almost all Faculty members in both JFVM-YU and KU are engaged in the joint graduate school and contribute their research activities back to undergraduate veterinary education. The graduate students who wish to continue their research activities which they have commenced through a graduate thesis, can do so through the graduate school. Subjects for thesis are decided upon between the student and the academic staff.

10.1.2. Description of how the postgraduate clinical trainings of the Establishment contribute positively to undergraduate veterinary education and how potential conflicts in relation to case management between post- and undergraduate students are avoided
Post-graduate and undergraduate students undertake clinical training as members of a team led by one or two academic staff. During the 2018 academic year, 48 students registered for post-graduate clinical training – limited to 12 per year. In addition, there were 73 students registered for post-graduate research training.

JFVM-YU provides Continuous Professional Development for local veterinarians. This consists of two specialist clinical seminars per year on topics using the facilities of the VTH and invited speakers. Veterinary Research Seminars are held six times per year, which may be of particular interest for government veterinarians. In addition, six seminars are held each year with invited scientific speakers and specialist demonstrations, for example GI endoscopy.

JFVM-KU holds a seminar at the KUVTH each year and a seminar at the TAD Research Centre on as aspect of transmission and epidemiology of transboundary diseases.

Conflicts between post-graduate and under-graduate students do not tend to arise due to the close working relationships between undergraduate students and particularly the assistant professors. The work is organised through a ‘home lab’ system which engenders good working relationships.

10.2. Comments
Research-based training and evidence-based medicine are provided to under-graduate students

of both Establishments.
The graduation thesis is compulsory and students may participate in research projects.
The good relationships between students and staff engendered by the home laboratory system assists in the development of a good working atmosphere and close collaboration.

10.3. Suggestions for improvement

A list of potential subjects for the graduation thesis could be developed and constantly updated.
CPD programmes for private veterinarians and veterinarians within government could be extended.
The Faculty has an ambition to improve internationalisation which will require further investment in language training in English and other selected languages.

10.4. Decision

The Establishment is compliant with Standard 10.

11. Outcome Assessment and Quality Assurance

11.1. Findings

11.1.1. Description of the global strategy of the Establishment for outcome assessment and Quality Assurance (QA), in order to demonstrate that the Establishment:
-) has a culture of QA and continued enhancement of quality;
-) operates ad hoc, cyclical, sustainable and transparent outcome assessment, QA and quality enhancement mechanisms;
-) collect, analyse and use relevant information from internal and external sources for the effective management of their programmes and activities (teaching, research, services);
-) informs regularly staff, students and stakeholders and involves them in the QA processes;
-) closes the loop of the QA Plan-Do-Check-Act (PDCA) cycle;
-) is compliant with ESG Standards.
Outcome assessment & QA in VJS is organised at three levels: At national level, at university level and at faculty level.

At national level a compulsory evaluation by two authorities is in place.
The National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIADQEHE) assesses every seven years the global condition concerning quality and quantity of education and research, organisation's management, facilities and equipment of all faculties including JFVM at both Universities. YU was accredited in 2009 and 2015, and KU was accredited in 2007 and 2014.

The National University Corporation Evaluation Committee (NUCEC) evaluates the achievement status of a "Six Yearly Plan" of each University for continuing quality improvement, social accountability, revision and setting of the goal and strategic plan at the end of a six-year term, and the budget allocation of the operating cost of the University during the next six years. Both YU and KU were evaluated by NUCEC in 2010 and 2016.

In 2017 a dedicated evaluation system for veterinary medicine was established by the Japan University Accreditation Association (JUAA). In 2019, VJS was accredited according to this system.

At university level, both YU and KU have their own QA systems for the evaluation of faculty and academic staff, essentially based on self-evaluation. In YU, a dual system is in place where

a qualitative self-evaluation questionnaire is combined with a quantitative self-measurement template, while in KU only one self-evaluation template, a combination of descriptive activities and quantitative elements, is used.

The respective university authorities inspect and evaluate their institution on the basis of these self-evaluation systems.

At faculty level, every topic class is evaluated by the students both in YU and KU, using the same evaluation questionnaire at the end of each semester. For topic classes given by SSCS (Simultaneously Streamed Class System) a set of extra questions is provided to evaluate the pedagogical consequences of this type of classes. The results of the evaluations are available for all Faculty members and are discussed in the Faculty Management Council. Quality of topic classes is also discussed between the Student Committee and Faculty members (see 8.1). VJS has a budget allocated for use of bonuses for teachers who achieve high scores in topic class evaluations by students.

Additionally in KU every two years a peer evaluation process is in place. YU will erelong also implement this peer evaluation system.

Also in KU, local practitioners who refer cases to the VTH and clients (pet owners) can evaluate the facilities and equipment of the VTH as well as the academic/support staffs and the students during clinical rotation. This evaluation will also shortly be introduced in YU.

Both YU & KU have their own Office of Quality Improvement in Veterinary Education (OQIVE). The function of OQIVE is to research on international evaluation and accreditation systems for veterinary education, and to analyse the information from approved/accredited schools. Based on the analysis, it gives suggestions/opinions to the Faculty Management Council in order to improve the quality in veterinary education.

11.1.2. Brief description of the specific QA processes for each ESEVT Standards

The mission statement and the strategic plan are designed to introduce international veterinary educational systems/programs and to reach international veterinary education standard recognized by EAEVE accreditation. It includes a SWOT analysis, objectives and an operating plan with timeframe. It is revised by the VJS Faculty Council every six years.

Although very new to Japanese traditional educational structure, staff, students and external stakeholders are represented in the different councils and/or in their dedicated council.

Involvements of students in policy-making bodies of the faculties is a rather new concept that was introduced only shortly at the suggestion of the ESEVT experts in the Consultative Visitation in October 2017. Both faculties are still in the process of developing elaboration of student representation in all of the management structures of the Faculty.

Vast financial efforts were made from 2012 until 2017 by both government and universities to improve the veterinary education system at VJS. Prospective revenues and expenditures for the next three years in YU will remain stable. In KU, due to the new VTH that became operational in 2017, an increase of expenditure of 20% is to be expected. This will be compensated by an expected increase of revenue of a little over € 2.000.000,- /year in the next three years. Every year the budget is revised by the Dean based on the discussion between JFVM Faculty Management Council and the Financial Division of JFVM Administrative Office at each University.

The veterinary curriculum is based on the Core Model Curriculum for Veterinary Science

Education (CMCVSE) as a national degree standard of Day One Competencies, published for the first time in 2012. The curriculum is revised by the Teaching Working Group (part of VJS Faculty Council) every year, taking into consideration the evaluation by students, stakeholders and Faculty members. All subjects (topic classes) are cross referenced with ESEVT DOC's.

The biosafety/biosecurity procedures for each facility are controlled according to the biosafety/biosecurity SOP of JFVM-YU or KU or of external facilities and are updated every year. The Biosecurity/Biosafety Committee takes measurements to protect students, announces them not only during the designated lectures when students are first admitted but also when they start clinical rotation.

Animal resources: Although the indicators are above minimal values for both YU & KU, a big discrepancy can be noted in the number of companion animals and even more of ruminant and pig patients seen at both faculties. A system could be developed to let students benefit from the strengths of both faculties.

VJS provides extramural clinical experience in Animal shelter for dogs & cats (KU) and private practices and zoos (YU & KU) supplementing primary cases and clinical cases for exotics.

Learning resources are adequate for the number of students. The university library of YU deserves strong commendation.

Admission and selection regulations and procedures are clear. Requirements for student progression are explained in the 'guidebook for completion of classes'. Monitoring and tutoring as well as feedback systems are in place. The university health service centre takes care of the physical and mental health of students, Faculty members and support staff. Students can participate in a variety of club activities.

Student assessment is well established. Progression of acquisition of theoretical knowledge over pre-clinical practical skills to clinical practical skills happens gradually and is closely monitored by a variety of assessment procedures.

All Faculty members involved in teaching have a veterinary license degree and a PhD. Young academic staff is gradually involved in the teaching process of the students, starting with assistance to practicals to giving gradually more lessons themselves. Training of staff is provided by Faculty Development/Staff Development (FD/SD) workshops/lectures and several seminars.

All students, in order to graduate as a veterinarian, have to make a graduation thesis. Since 1990, a four-year PhD programme was established as the United Graduate School of Veterinary Science (UGSVS) in which almost all Faculty members from both JFVM-YU and KU are engaged. A variety of seminars on veterinary related topics are offered as a way of continuing education.

11.1.3. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the QA strategy of the Establishment

The QA strategy in VJS is discussed and revised in JFVM Faculty Council and Faculty Management Council in each YU and KU, and finally approved by VJS Faculty Council. JFVM Stakeholder Advisory Councils provides feedback on the development, implementation, assessment and revision of the QA strategy.

Subsequently, the strategy is communicated to staff, students, and stakeholders and implemented by the Administrative Office in charge. The progress of QA is analysed and

evaluated. The results are discussed in JFVM Management Council and Faculty Council, if necessary, and QA is finally amended in the VJS Faculty Council.

11.2.Comments

VJS has a policy for QA. At different levels multiple QA processes are in place. The multi layered QA system of the Establishment is to be commended.

Students are actively involved in the policy of VJS and the assessment of the curriculum through the 'Student Committee' and the students' representatives in this committee in working groups, the Animal Medical Centre Management Council and the Management Council. It is clear that both parties (faculty & students) have still to work together a lot in finding the correct balance of this, for the VJS, relatively new collaboration between students and faculty.

The stakeholder committee is involved in the policy of the VJS trough the meetings with Faculty members, once (in YU) or twice (in KU) per year.

The regulations concerning all phases of the student's life cycle are applied consistently and are advertised in the 'Guides of Student Selection & Recruitment' and 'Guidebook for Completion of Classes'.

The regulation at each University states the methods for the selection and recruitment of academic staff. QA processes are in place by dual assessment; self-evaluation and evaluation by students. Lectures, workshops and seminars are organised for faculty development and staff development.

Till this year, funding by subsidies by the government were adequate. Due to the ending of the subsidies, VJS must remain vigilant and seek to obtain more (external) funding from e.g. VTH. VJS should develop a plan to raise funds to compensate for the loss of subsidies.

Involving stakeholders and students in discussions about the development of the curriculum, collecting data of study results and the subsequent assessment thereof and the multiple QA procedures for staff and classes, ensure the effective management of programmes and activities.

Information about activities and programmes is published on the website and in the annual PR magazine in JFVM-YU and KU.

External QA is demonstrated by the consultative visitation in 2017 and the subsequent visitation in 2019 by the EAEVE.

A policy for QA is in place in both Establishments of VJS involving internal and external stakeholders. The commitment of both universities, VetJapan South and individual staff to continuing improvement is worth of praise.

11.3. Suggestions for improvement

VJS has a dedicated office for QA that is called Office for the Improvement of Veterinary Education (OQIVE). To date, OQIVE's main task is to analyse and discuss international evaluation and accreditation systems for veterinary education and provide suggestions and opinions to the faculty management council. A lot of QA processes and procedures are currently in use and reside under different management bodies. Other elements of QA as for example. tracking and management of the overlap in the curriculum, the monitoring of the acquisition of competencies especially on work in clinical cases and performing study time measurements to check if the study load of the curriculum for the student is in accordance with

the amount of credits that are provided for it, are not carried out at the moment. Therefore, it is suggested to elaborate the existent OQIVE or to establish a more visible QA unit that could be helpful in making an inventory of all QA processes and procedures in VJS and perform additional QA tasks. The follow-up of the assessment and suggestions for improvement of teachers using student surveys of topic classes combined with peer evaluations and self-assessment reports could be carried out and would be more usable and visible (e.g. for external QA-agencies).

Further development of inclusion of student representatives in all policy-making bodies should be continued in order to meet an important ESEVT quality criterion.

Students from KU have more clinical rotations while those from YU have more time to work on their graduation thesis. It could be deduced from the figures that students graduating from KU are more skilled clinically while these from YU are better at non-clinical skills. This could be a QA item that requires further attention by, for example, comparing the clinical competencies of students from both institutions. Clinical animal work cannot be replaced by supervised self-learning. It is strongly suggested to harmonise (clinical) workload between the two faculties.

In addition to the previous remark, it could be taken into consideration to develop a sort of student exchange between the two Establishments in order to let students benefit from of each of the Establishments' mutual strengths.

In order to be able to control the workload of the students, it is suggested to design the programme in reference to ECTS-credits where self-learning is included in the total workload of the students.

Due to the ending of the subsidies, VJS must remain vigilant and seek to obtain more external/internal funding from e.g. VTH. VJS should develop a plan to raise funds to compensate for the loss of subsidies.

Although multi-layered QA procedures are in place, clear elaboration of PDCA-cycles could emphasise the continuous ongoing of QA in every aspect of the organisation and management of VJS. An expansion of the authorization of the current committee (OQIVE) could help to collect data of several levels of QA procedures already in place.

Also the government must realise that budget has to be allocated for a longer period of time in order to facilitate the elaboration of a long-term strategy in VJS.

A particular commendation is in order for both Establishments for the investment in mannequins that are used for skill lab activities. Although the Faculty is convinced that students make use of this new facility because of the test that students have to fulfil prior to their clinical rotations, the Team has been able to determine that the multitude of mannequins have not been put to their optimal use because attendance to skills lab is not compulsory at the moment. The Team has also been able to determine that the available space for using the skills lab is too small for the intended use. It is therefore suggested:
- to adapt the space for use of the skills lab to the desired size;
- to embed the skills lab into the curriculum. This can bring many benefits at the start of the clinical rotations where students will already be acquainted with material and procedures.

11.4. Decision
The Establishment is compliant with Standard 11.

12. ESEVT Indicators

ESEVT Indicators

Name of the Establishment:	**VetJapan South (Yamaguchi Univ. & Kagoshima Univ.)**										
Date of the form filling:	**11-mars-19**										
Calculated Indicators from raw data								**Establishment values**	**Median values[1]**	**Minimal values[2]**	**Balance[3]**
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students							0,269	0,16	0,13	0,143
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually							1,331	0,87	0,59	0,742
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually							1,516	0,94	0,57	0,950
I4	n° of hours of practical (non-clinical) training							1248,333	905,67	595,00	653,333
I5	n° of hours of clinical training							1592,000	932,92	670,00	922,000
I6	n° of hours of FSQ & VPH training							421,000	287,00	174,40	246,600
I7	n° of hours of extra-mural practical training in FSQ & VPH							109,000	68,00	28,80	80,200
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually							90,933	70,48	42,01	48,923
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually							79,652	2,69	0,46	79,188
I10	n° of equine patients seen intra-murally / n° of students graduating annually							2,140	5,05	1,30	0,842
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually							2,360	3,35	1,55	0,814
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually							4,444	6,80	0,22	4,220
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annua							113,742	15,95	6,29	107,447
I14	n° of equine patients seen extra-murally / n° of students graduating annually							10,112	2,11	0,60	9,517
I15	n° of visits to ruminant and pig herds / n° of students graduating annually							39,573	1,33	0,55	39,026
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually							0,152	0,12	0,04	0,107
I17	n° of companion animal necropsies / n° of students graduating annually							1,601	2,07	1,40	0,201
I18	n° of ruminant and pig necropsies / n° of students graduating annually							1,500	2,32	0,97	0,530
I19	n° of equine necropsies / n° of students graduating annually							0,230	0,30	0,09	0,138
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually							2,449	2,05	0,69	1,757
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating a							0,135	0,20	0,06	0,072
I22*	n° of PhD graduating annually / n° of students graduating annually							0,236	0,15	0,09	0,148
1	Median values defined by data from Establishments with Approval status in April 2016										
2	Recommended minimal values calculated as the 20th percentile of data from Establishments with Approval status in April 2016										
3	A negative balance indicates that the Indicator is below the recommended minimal value										
*	Indicators used only for statistical purpose										

13. ESEVT Rubrics (summary of the decision on the compliance of the Establishment for each ESEVT Standard, i.e. (total or substantial) compliance (C), partial compliance (PC) (Minor Deficiency) or non-compliance (NC) (Major Deficiency))

Standard 1: Objectives and Organisation	**C**	**PC**	**NC**
1.1. The Establishment must have as its main objective to provide, in agreement with the EU Directives and ESG recommendations, adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning.	X		
1.2. The Establishment must develop and follow its mission statement which must embrace all the ESEVT standards.	X		
1.3. The Establishment must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country.	X		
1.4. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.	X		
1.5. The organisational structure must allow input not only from staff and students but also from external stakeholders.	X		
1.6. The Establishment must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with timeframe and indicators for its implementation.	X		
Standard 2: Finances			
2.1. Finances must be demonstrably adequate to sustain the requirements for the Establishment to meet its mission and to achieve its objectives for education, research and services.	X		
2.2. The finance report must include both expenditures and revenues and must separate personnel costs, operating costs, maintenance costs and equipment.	X		
2.3. Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	X		
2.4. Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations. Clinics must be run as efficiently as possible.	X		
2.5. The Establishment must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.	X		
Standard 3: Curriculum			
3.1. The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC as amended by directive 2013/55/EU and its Annex V.4.1.	X		
3.2. The learning outcomes for the programme must be explicitly articulated to form a cohesive framework.	X		
3.3. Programme learning outcomes must be communicated to staff and students and: -) underpin and ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme; -) form the basis for explicit statements of the objectives and learning outcomes of individual units of study; -) be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.	X		
3.4. The Establishment must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must: -) determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum, -) oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes, -) review the curriculum at least every seven years by involving staff, students and stakeholders, -) identify and meet training needs for all types of staff, maintaining and enhancing their competence for the on-going curriculum development.	X		
3.5. The curriculum must include the subjects (input) listed in Annex V of EU Directive 2005/36/EC and must allow the acquisition of the Day One Competences (output) (see Annex 2). This must concern all groups of subjects, i.e. Basic Sciences, Clinical Sciences, Animal Production, Food Safety and Quality, and Professional Knowledge.	X		
3.6. External Practical Training (EPT) are training activities organised outside the Establishment, the student being under the direct supervision of a non-academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herds visits, practical training in FSQ).	X		
3.7. Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education by enhancing for the student the handling of all common domestic animals, the understanding of the economics and management of animal units and veterinary practices, the communication skills for all aspects of veterinary work, the hands-on practical and clinical training, the real-life experience, and the employability of the prospective graduate.	X		
3.8. The EPT providers must have an agreement with the Establishment and the student (in order to fix their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the Establishment on the EPT programme.	X		
3.9. There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.	X		
3.10. Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the Establishment and evaluating the EPT. Students must be allowed to complain officially or anonymously about issues occurring during EPT.	X		
Standard 4: Facilities and equipment			
4.1. All aspects of the physical facilities must provide an environment conducive to learning.	X		

4.2. The veterinary Establishment must have a clear strategy and programme for maintaining and upgrading its buildings and equipment.	X		
4.3. Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be well maintained. The facilities must be adapted for the number of students enrolled.	X		
4.4. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food services facilities.	X		
4.5. Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.	X		
4.6. Facilities must comply with all relevant legislation including health, safety, biosecurity and EU animal welfare and care standards.	X		
4.7. The Establishment's livestock facilities, animal housing, core clinical teaching facilities and equipment must: -) be sufficient in capacity and adapted for the number of students enrolled in order to allow hands-on training for all students -) be of a high standard, well maintained and fit for purpose -) promote best husbandry, welfare and management practices -) ensure relevant biosecurity and bio-containment -) be designed to enhance learning.		X	
4.8. Core clinical teaching facilities must be provided in a VTH with 24/7 emergency services at least for companion animals and equines, where the Establishment can unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures. For ruminants and pigs, on-call service must be available if emergency services do not exist for those species in a VTH. The Establishment must ensure state-of-the-art standards of teaching clinics which remain comparable with the best available in the private sector.	X		
4.9. The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.	X		
4.10. All core teaching sites must provide dedicated learning spaces including adequate internet access.	X		
4.11. The Establishment must ensure students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: pharmacy, diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services and necropsy facilities.	X		
4.12. Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors.	X		
4.13. Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care in accordance with updated methods for prevention of spread of infectious agents. They must be adapted to all animal types commonly handled in the VTH.		X	
4.14. The Establishment must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.	X		
4.15. The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and to prevent the spread of infectious agents.	X		
Standard 5: Animal resources and teaching material of animal origin			
5.1. The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical training (in the area of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled.	X		
5.2. It is essential that a diverse and sufficient number of surgical and medical cases in all common domestic animals and exotic pets be available for the students' clinical educational experience and hands-on training.		X	
5.3. In addition to the training provided in the Establishment, experience can include practical training at external sites, provided this training is organised under direct academic supervision and at the same standards as those applied in the Establishment.	X		
5.4. The VTH must provide nursing care skills and instruction in nursing procedures.	X		
5.5. Under all situations students must be active participants in the workup of patients, including physical diagnosis and diagnostic problem-oriented decision making.	X		
5.6. Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the Establishment.	X		
Standard 6: Learning resources			
6.1. State-of-the-art learning resources must be available to support veterinary education, research, services and continuing education. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students.	X		
6.2. Staff and students must have full access on site to an academic library, which is administered by a qualified librarian, an Information Technology (IT) unit, which is managed by an IT expert, an e-learning platform, and the relevant human and physical resources necessary for development by the staff and use by the students of instructional materials.	X		
6.3. The Establishment must provide students with unimpeded access to learning resources which include scientific and other relevant literature, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme, and have mechanisms in place to evaluate the teaching value of innovations in learning resources.	X		
6.4. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the Establishment's core facilities via wireless connection (Wi-Fi) and from outside the Establishment via Virtual Private Network (VPN).	X		
Standard 7: Student admission, progression and welfare			

7.1. The selection criteria for admission to the programme must be consistent with the mission of the Establishment. The number of students admitted must be consistent with the resources available at the Establishment for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.	X		
7.2. In relation to enrolment, the Establishment must provide accurate information in all advertisements regarding the educational programme by providing clear and current information for prospective students. Further, printed catalogue and electronic information must state the purpose and goals of the programme, provide admission requirements, criteria and procedures, state degree requirements, present Establishment descriptions, clearly state information on tuition and fees along with procedures for withdrawal, give necessary information for financial aid programmes, and provide an accurate academic calendar.	X		
7.3. The Establishment's website must mention the ESEVT Establishment's status and its last Self Evaluation Report and Visitation Report must be easily available for the public.	X		
7.4. The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take account of the fact that students are admitted with a view to their entry to the veterinary profession in due course.	X		
7.5. The Establishment must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully, including consideration of their potential to meet all the ESEVT Day One Competences in all common domestic species (see Annex 2).	X		
7.6. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.	X		
7.7. There must be clear policies and procedures on how applicants with disabilities or illnesses will be considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.	X		
7.8. The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The Establishment must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.	X		
7.9. The Establishment must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.	X		
7.10. Mechanisms for the exclusion of students from the programme for any reason must be explicit.	X		
7.11. Establishment policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.	X		
7.12. Provisions must be made by the Establishment to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, careers advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable accommodations/adjustments for disabled students, consistent with all relevant equality and/or human rights legislation.	X		
7.13. There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).	X		
7.14. Mechanisms must be in place by which students can convey their needs and wants to the Establishment.	X		
7.15. The Establishment must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the Establishment with the ESEVT standards.	X		
Standard 8: Student assessment			
8.1. The Establishment must ensure that there is a clearly identified structure within the Establishment showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry level competence.	X		
8.2. The assessment tasks and grading criteria for each unit of study in the programme must be clearly identified and available to students in a timely manner well in advance of the assessment.	X		
8.3. Requirements to pass must be explicit.	X		
8.4. Mechanisms for students to appeal against assessment outcomes must be explicit.	X		
8.5. The Establishment must have a process in place to review assessment outcomes and to change assessment strategies when required.	X		
8.6. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.	X		
8.7. Students must receive timely feedback on their assessments.	X		
8.8. Assessment strategies must allow the Establishment to certify student achievement of learning objectives at the level of the programme and individual units of study.	X		
8.9. Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills and Day One Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of the students logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.	X		
Standard 9: Academic and support staff			
9.1. The Establishment must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with the national and EU regulations. A formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching. Most FTE academic staff involved in veterinary training must be veterinarians. It is expected that greater than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.	X		
9.2. The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the Establishment's mission.	X		
9.3. Staff who participate in teaching must have received the relevant training and qualifications and must display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part time, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.	X		

9.4. Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. Academic staff should have a balanced workload of teaching, research and service depending on their role; and should have reasonable opportunity and resources for participation in scholarly activities.	X		
9.5. The Establishment must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff, including formal appraisal and informal mentoring procedures. Staff must have the opportunity to contribute to the Establishment's direction and decision making processes.	X		
9.6. Promotion criteria for academic and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in, and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.	X		
Standard 10: Research programmes, continuing and postgraduate education			
10.1. The Establishment must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.	X		
10.2. All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine.	X		
10.3. All students must have opportunities to participate in research programmes.	X		
10.4. The Establishment must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of the profession and society.	X		
Standard 11: Outcome Assessment and Quality Assurance			
11.1. The Establishment must have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders must develop and implement this policy through appropriate structures and processes, while involving external stakeholders.	X		
11.2. The Establishment must have processes for the design and approval of their programmes. The programmes must be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.	X		
11.3. The Establishment must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.	X		
11.4. The Establishment must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.	X		
11.5. The Establishment must assure themselves of the competence of their teachers. They must apply fair and transparent processes for the recruitment and development of staff.	X		
11.6. The Establishment must have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.	X		
11.7. The Establishment must ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.	X		
11.8. The Establishment must publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.	X		
11.9. The Establishment must monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews must lead to continuous improvement of the programme. Any action planned or taken as a result must be communicated to all those concerned.	X		
11.10. The Establishment must undergo external quality assurance in line with the ESG on a cyclical basis.	X		
C: (total or substantial) compliance; PC: partial compliance (Minor Deficiency); NC: non-compliance (Major Deficiency)			

Executive Summary

Veterinary training in Yamaguchi prefecture was first founded in June 1883 and in 1944 it became the Department of Veterinary Medicine of the Faculty of Agriculture at Yamaguchi University (YU).
Veterinary training in Kagoshima prefecture was first founded in April 1939 and in 1949 it became the Department of Veterinary Medicine of the Faculty of Agriculture at Kagoshima University (KU).
Under the supervision and funding of the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT), YU and KU decided in 2012 to create a Joint Faculty of Veterinary Medicine (JFVM) called VetJapan South (VJS) and based both in YU and KU.

VetJapan South has never been evaluated by the ESEVT before this (full) Visitation, although a Consultative Visitation was competed in 2017.

The SER was provided on time and written in agreement with the SOP 2016. Replies to the pre-Visitation questions from the experts were provided before the start of the Visitation.

The Visitation was perfectly organised and the Liaison Officers did a great job to adapt the schedule of the Visitation, to search for the requested information and to organise the relevant meetings.

Areas worthy of praise (i.e. Commendations), e.g.:

- Highly motivated students and staff;
- Commitment of both universities, VetJapan South and individual staff to continuing improvement;
- Fast correction of most deficiencies identified during the Consultative Visitation;
- Small student group size enabling efficient practical and clinical training;
- State of the art technology and operating procedures for small animals at both VTHs;
- High-quality practical teaching in laboratory animals in YU;
- Strong investment in skill lab equipment in YU;
- Excellent use by academic staff of the state-of-the-art Simultaneous Streamed Class System;
- Exemplary FSQ practical training;
- Comprehensive review of outcome assessment.

Additional commendations are given in the Visitation Report.

Areas of concern (i.e. Minor Deficiencies):

- Partial compliance with Substandard 4.7 because of sub-optimal clinical facilities for horses in YU;
- Partial compliance with Substandard 4.13 because of sub-optimal isolation facilities for large animals in YU;
- Partial compliance with Substandard 5.2 because of sub-optimal clinical hands-on training in horses and in first-opinion companion animal patients.

Suggestions for improvement:

- Enhanced involvement of stakeholders and students in the organisation of VetJapan South;
- Enhanced merge of the 2 faculties in order to share more activities/ facilities/ competences;

- Harmonisation of the study programmes and of the clinical record systems between the two faculties;
- Increase the support staff in basic sciences;
- Implementation of the JVMA system of veterinary specialisation.

Additional recommendations are given in the Visitation Report.

Item of non-compliance with the ESEVT Standards (i.e. Major Deficiencies):
None.

Glossary

EAEVE: European Association of Establishments for Veterinary Education
EBVS: European Board of Veterinary Specialisation
ECOVE: European Committee on Veterinary Education
EPT: External Practical Training
ESEVT: European System of Evaluation of Veterinary Training
ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area
FSQ: Food Safety and Quality
FTE: Full-Time Equivalent
IT: Information Technology
JFVM: Joint Faculty of veterinary Medicine
KU: Kagoshima University
QA: Quality Assurance
MEXT: Japanese Ministry of Education, Culture, Sports, Science and Technology
SER: Self Evaluation Report
SOP: Standard Operating Procedure
SSCS: Simultaneous Streamed Class System
VPH: Veterinary Public Health
VJS: VetJapan South
VTH: Veterinary Teaching Hospital
YU: Yamaguchi University

Standardised terminology

Accreditation: status of an Establishment that is considered by ECOVE as compliant with the ESEVT Standards normally for a 7 years period starting at the date of the last (full) Visitation;
Establishment: the official and legal unit that organise the veterinary degree as a whole, either a university, faculty, school, department, institute;
Ambulatory clinic: clinical training done extra-murally and fully supervised by academic trained teachers;
Establishment's Head: the person who officially chairs the above described Establishment, i.e. Rector, Dean, Director, Head of Department, President, Principal, ..;
External Practical Training: clinical and practical training done extra-murally and fully supervised by non-academic staff (e.g. practitioners);
Major Deficiency: a deficiency that significantly affects the quality of education and the Establishment's compliance with the ESEVT Standards;
Minor Deficiency: a deficiency that does not significantly affect the quality of education or the Establishment's compliance with the ESEVT Standards;
Visitation: a full visitation organised on-site in agreement with the ESEVT SOP in order to evaluate if the veterinary degree provided by the visited Establishment is compliant with all ESEVT Standards; any chronological reference to 'the Visitation' means the first day of the full on-site visitation;
Visitation Report: a document prepared by the Visitation Team, corrected for factual errors and finally issued by ECOVE; it contains, for each ESEVT Standard, findings, comments, suggestions and identified deficiencies.

Decision of ECOVE

The Committee concluded that no Major Deficiencies had been identified.

VetJapan South, the Joint Faculty of Veterinary Medicine, Yamaguchi University & Kagoshima University is therefore classified as holding the status of: **ACCREDITATION**.