

VEE of The Joint Faculty of Veterinary Medicine Kagoshima University, Japan



Self Evaluation Report 2025

**For the European Association of Establishments for
Veterinary Education**

Full Visitation 1-5/December/2025

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Introduction

The first veterinary education establishment (VEE) in Japan was founded in Tokyo in 1878, as a branch of the army to train veterinarians for war horses. The VEE in Kagoshima was initially founded in April 1939 as the Department of Veterinary Science at the Kagoshima School of Agriculture and Forestry to train veterinarians and animal husbandry specialists. Later in 1949, it became the Department of Veterinary Medicine in the Faculty of Agriculture at Kagoshima University (KU). In 1984, the four-year program of veterinary education in Japan was converted to a six-year bachelor's program. At the Japanese government level, it was decided to increase the length of the curriculum to manage the high demand in veterinarians' roles and diversification of their work.

In 2004, eighty-seven Japanese national universities, including KU, were incorporated through a Cabinet decision to promote further independence and freedom of higher education, and each university was given the title of a National University Corporation (NUC). There were two purposes for this incorporation: first, to improve each university's independence and autonomy to enhance education and research activities; second, to avoid subjection to a variety of national regulations including the usage of the budget (from a line-item budget to a block grant). Therefore, each national university was required to change strategies, prioritize how to allocate the operating support funds and to further promote the introduction of external funding sources such as private companies. Around the same time, evaluation and quality management systems (QMS) for outcome assessment and quality assurance (QA) were introduced at both the National and University levels.

In 2008, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) allowed modifications of the various operating structures of the universities and created new forms of academic positions. This decision made it possible for universities (National, Prefectural, and Private) to combine their education systems. Therefore, the VEE of KU established the Joint Faculty of Veterinary Medicine (JFVM) with the VEE of Yamaguchi University (YU) in April 2012, to enhance veterinary training across the two universities. Sharing the efforts and educational resources of these two universities enabled each university to take advantage of its strengths. Farm animal clinical medicine in JFVM-KU and infectious disease control in JFVM-YU were advanced, and it allowed both VEEs to complement each other. Because students can take bilateral media-assisted classes using the simultaneously streamed class system (SSCS) via internet, students from each university attend a part of their lectures in topic classes together. The JFVM is striving towards a higher international quality level of veterinary education as a common goal to enrich the content of veterinary education, improve curriculum, and increase human resources for education.

As the world becomes more globalized even in the field of veterinary science, demand for veterinarians who work on transboundary animal diseases (TAD) coming from overseas is growing. Therefore, advanced educational programs at the university level need to adapt to changes in the veterinary profession. Our goals are to promote globalization in liaison with other international educational systems and practice internationally standardised education. In 2012, JFVM-KU and JFVM-YU (VetJapan South, see below) joined the EAEVE evaluation process, supported by the FY2012-2017

Subsidies Program of MEXT for Implementing National University Reform, named “Building the Collaboration System for Conducting a Veterinary Education Program that Meets the European/American Veterinary Standards at Four National Veterinary Medicine Universities” in alliance with Hokkaido University and Obihiro University of Agriculture and Veterinary Medicine (VetNorth Japan). To meet the international standards for veterinary education, it was decided to introduce the European standards of veterinary education system/program into Japan.

For the improvement of the education system, the “Core Model Curriculum for Veterinary Science Education (CMCVSE)” was created at the national level by the National Veterinary Science Universities Representatives Council (NVSURC), based on the policy and guidelines for veterinary education in Japan, setting national degree standards such as Day One Competences (D1C) (1st edition in 2012 and most recently revised in 2022). This new curriculum is being implemented in veterinary higher education along with specialized subjects created by each university. It enables students at both universities to have access to the same subjects and syllabi using equal time frames. Participatory practical training in clinical veterinary science (clinical rotation) was set by implementing Veterinary Common Achievement Test (VCAT) including Computer Based Testing (CBT) and the Objective Structured Clinical Examination (OSCE), and the total amount of hands-on clinical training in the whole curriculum has been greatly increased versus that in the previous decade. As for the implementation of the new curriculum, the numbers of faculty members including support staff have increased, and the educational environment has been improved by renovation or reconstruction of the new facilities and equipment with support from the Ministry of Agriculture, Forestry and Fisheries (MAFF) and MEXT.

As the first step of assessment and evaluation of our education system/program at the international level, an ESEVT Consultative Visitation was conducted in Oct 2017, followed by a Full Visitation in June 2019. After that visitation, VetJapan South (JFVM-KU and JFVM-YU) was awarded “Accreditation” status, based on the ESEVT SOP 2016 (Uppsala SOP).

The main developments since the last visitation are summarized as follows:

1. In addition to the core clinical training (CCT) including clinical rotation in Y5, the VEE has introduced elective tracking courses for companion animal internal medicine, companion animal surgery, bovine clinics, equine clinics, and research work as advanced elective practical training (EPT) in the first semester of Y6.
2. The South Kyushu Livestock Veterinary (SKLV) Center (<https://sklv-soo.jp/>) opened in 2024 in Soo City, which is one of the major livestock farming areas both in Kagoshima Prefecture, and Japan as a whole. Although Soo City manages and has jurisdiction over the SKLV Center (it is not the faculty’s own centre), five academic JFVM-KU staff members are permanently situated in the SKLV Center and JFVM-KU can use the facilities and animal rearing and husbandry programs there as educational resources (cattle, horses, and chickens). This centre’s opening has been accompanied by the construction of a new base for the education on farm animal clinical medicine and the development of a robust network of partners in the local region. Extra-mural

teaching activities are reinforced through these facilities, and students receive practical hands-on training for herd health management and livestock medicine for cattle and horses, and chickens.

3. In 2024, the Department of Animal Science and Welfare (DASW), the delivery unit for a course on livestock science that had been attached to the Faculty of Agriculture in KU, was transferred to our faculty and established as another non-VEE department in the JFVM-KU. The JFVM-KU is now authorized to operate and manage Iriki farm (<https://ace1.agri.kagoshima-u.ac.jp/iriki/>), which had belonged to the Faculty of Agriculture, and VEE staff and students are allowed to access the farm more freely for pre-clinical and clinical training.

A constant, major concern for the VEE (and for other VEEs) involves gradually decreasing net revenues. Cost increases (especially those related to commodities and energy) have not been fully compensated for by government funding, meaning potentially reduced resources available for education and research. The VEE may thus face significant challenges related to financial management and operational efficiency as the revenue situation becomes more problematic over the next few years, and will require strategic foresight and the prudent resource allocation to maintain our high-quality standards.

The SER is drafted and completed in accordance with the ESEVT SOP 2023, adopted by the EAEVE General Assembly at Leipzig on 8 June 2023.

1. Objectives, Organisation and Quality Assurance Policy

Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG Standards, of 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.

In Japan, there are seventeen VEEs, covering 10 NUCs, one prefectural university, and six private universities. Like the other VEEs, JFVM-KU is a Higher Education and Research Establishment under the authority of the MEXT. The mission of the JFVM-KU consists of 1) pursuing research on animal life science, which forms the core of life sciences; 2) conducting scientific investigations of environments and societies in which humans and animals coexist; 3) learning to respect the value of life through animal bioethics; and 4) contributing to the creation of abundance in global society. The JFVM-KU has designated the following statements as our educational objectives: 1) to train highly educated veterinarians with deep knowledge and advanced technical skills by systematically creating and implementing global-standard veterinary education, 2) to cultivate abilities to contribute to the substantive improvement of human society through broader insight and a sense of ethics, 3) to foster individuals with problem-solving capabilities and self-improvement ability, and 4) to connect students with their local communities and offer them a wide range of perspectives on global society.

The VEE awards degrees of Bachelor of Veterinary Medicine as a faculty and PhDs through our graduate school, and these (graduate and postgraduate) degrees are compliant with the National Standards for Establishment of Universities, Japan. The core curriculum aims to fulfil the requirement of CMCVSE for veterinary education and corresponds to the ESEVT D1C (see Standard 3.1 and Appendix 3). Students receive research-driven and scientifically validated veterinary training from the faculty's teacher-researchers, who devote half of their effort time to research and the other half to teaching activities. Veterinary education based on scientific evidence and important clinical skills (see Appendices 8.1-8.4) is designed to ensure that all students graduating from VEE have acquired all the competences they need to meet the requirement of human society.

Standard 1.2: The VEE 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.

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.

The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.

The administrative details of the VEE are as follows:

Official name: Joint Department of Veterinary Medicine, Joint Faculty of Veterinary Medicine, Kagoshima University.

Address: 1-21-24 Korimoto, Kagoshima 890-0065, Japan, Phone number: +81-(0)99-285-8515,

Email: nksoumu@kuas.kagoshima-u.ac.jp, Website address: <https://www.vet.kagoshima-u.ac.jp/>,

Official authority overseeing the Establishment: MEXT.

A schematic representation of the organisational structure of the JFVM-KU and VEE, including specific councils and committees, is provided in Figure 1. These committees are responsible for approving matters within their area of expertise and providing recommendations to the Faculty Council and the Faculty Management Council, which makes the final decisions.

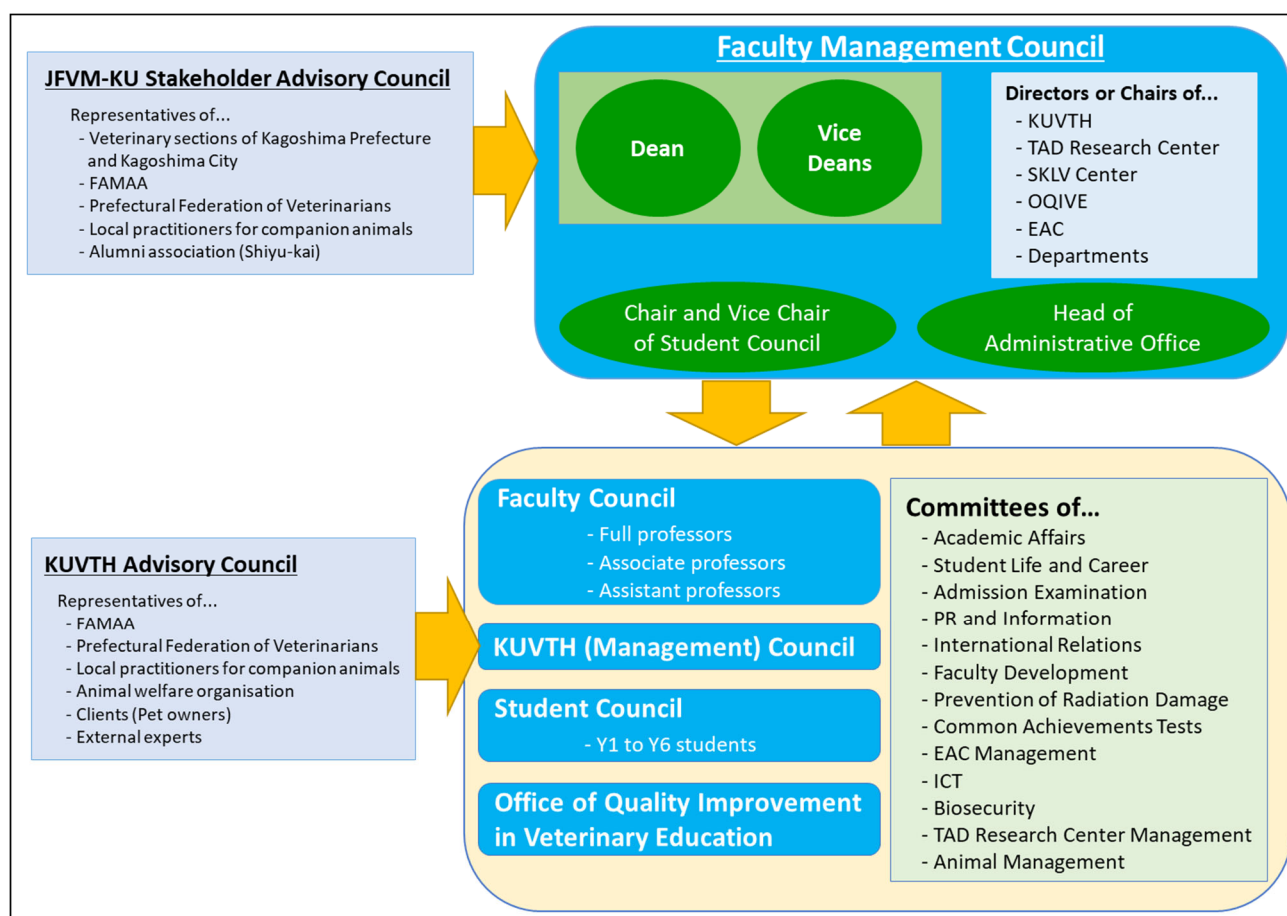


Figure 1. Administrative structure of the JFVM-KU

The JFVM-KU consists of two departments, the Joint Department of Veterinary Medicine (JDVM) as the VEE, and the DASW as the non-VEE department. The JDVM is divided into three Education and Research Units (the DASW consists of only one unit).

– JDVM

- Unit of Basic Veterinary Science (Chair: Prof. Akikazu FUJITA)
- Unit of Pathogenetic and Preventive Veterinary Science (Chair: Prof. Takehisa CHUMA)
- Unit of Clinical Veterinary Science (Chair: Prof. Naoki MIURA)

Other associated facilities/units in the VEE are:

- KU Veterinary Teaching Hospital (KUVTH) (Director: Prof. Makoto FUJIKI)
- TAD Research Center (Director: Prof. Kyoko KOHARA)
- Experimental Animal Center (EAC) (Chief Manager: Prof. Atsushi ASANO)
- SKLV Center (Director: Prof. Seiji HOB0)
- Osumi Large Animal Clinical Center (OLACC) (Manager: Dr. Daiki KATOH)
- Office of Quality Improvement in Veterinary Education (OQIVE) (Director: Prof. Takuro ARIMURA).

The boards and councils of KU at the University level are as follows:

- **University Level** (detailed in Appendix 1.1)
 - **President**: the President is selected and placed into position by the NUC, and formally appointed by the MEXT.
 - **Executive Committee (Board of Directors)**: The Board of Directors is established as the decision-making organization of the university, consisting of the president, the five directors (of Research and Information, Administration, Planning and Social Relations, Student Education, and Finance and Facilities) and two external experts (for Public Relations and the management of University's hospital), and two external auditors appointed by the president. The following objectives at the University level are discussed by the Board: strategic objectives and yearly planning, matters relating to anything requiring approval from MEXT, budgetary matters, and matters related to university, faculties, and other important organization's establishment or discontinuance.
 - **Management Advisory Council**: The Management Advisory Council was established as the deliberative and proposal-making organization of the administration, consisting of on-campus members (President and Executive Committee members, and Director of University's hospital) and off-campus members (external experts in Kagoshima Prefecture) appointed by the president. The following objectives are discussed by the council: operational objectives and planning related to management for strategy implementation, matters related to student regulation, financial affairs, regulations on salary and retirement allowance, and budgetary and evaluation matters.
 - **Education and Research Council**: The Education and Research Council was established as a deliberative and proposal-making organization for education and research, consisting of the president, the Executive Committee members, and representatives of faculty appointed by the President (Deans including these of the JFVM, Directors of Graduate School and Attached Facilities). The following objectives are discussed by the council: objectives and planning related to education and research, matters on student regulation, educational reforms, study support, admission and graduation policy, evaluation for reporting of any educational or research progresses, and personnel affairs concerning the faculties.

The boards (and officials) of the JFVM in KU are as follows:

- **Faculty Level** (detailed in Figure 1)
- **JFVM-KU Councils/boards/committees**

- Dean of JFVM-KU: The JFVM Dean is appointed by the President of KU, by selection from a shortlist of two candidates from the JFVM-KU, elected by Faculty Council. The JFVM-KU Dean is the chairperson of the Faculty Management and Faculty Councils, a member of Education and Research Council at the University level, and the person responsible for personal affairs and future planning, administrative regulation, budgetary matters, and admission examination at the faculty level.
- Vice Deans of JFVM-KU: Candidates are selected by the Faculty Council. Two are approved by the Faculty Council and nominated by the President of KU. The JFVM-KU Vice Deans are responsible for assisting the JFVM-KU Dean, and overseeing general affairs and planning for the future, education and research, and budgetary matters.
- Director of JDVM: A candidate is selected by the JFVM-KU Dean and approved by Faculty Council and the President of KU. The JDVM Director is responsible for assisting the Dean and Vice Deans, and managing the JDVM.
- Director of KUVTH: The director is selected from among full or associate professors by the Faculty Council and appointed by the JFVM-KU Dean. The director is the chairperson of the KUVTH Council and head manager of KUVTH, and is responsible for the use of the VTH budget, appointing staff members, and organization of education inside the VTH.
- Director of TAD Research Center: The director is selected from among full and associate professors, and approved by the Faculty Council. The Director is the chairperson of the TAD Research Center Management Committee and manages the TAD Research Center.
- Director of SKLV Center: The director is selected from among full and associate professors, and approved by the Faculty Council. The Director is the chairperson of the SKLV Center Management Committee and manages the SKLV Center.
- Director of OQIVE: The director is selected from among the members of OQIVE and nominated by the JFVM-KU Dean. The director is the chairperson of OQIVE and manages the office which organises the QMS and oversees QA in JFVM-KU, and leads international/national accreditations.
- Chair of each unit: The chair of each unit (each of the Basic Veterinary Science, Pathogenetic and Preventive Veterinary Science, and Clinical Veterinary Science Units) is selected from among full professors on an annual basis, and is the chairperson of the Unit, appointed by the JFVM-KU Dean.

The JFVM-KU consists of several councils and committees covered by official regulations, and all records of proceedings of the councils/committees at the faculty level are reported to the Dean:

- Faculty Management Council: This council [Dean, Vice Deans, Directors of JDVM and DASW, Directors of KUVTH, TAD Research Center, SKLV Center, and OQIVE, Manager of EAC, Chair and Vice Chair of Student Council, Director of Administrative Office] discusses mid-term goals and plans, yearly plans, and budgetary matters, QA and evaluation, education courses and management of the facilities in the JFVM-KU.
- Faculty Council: This council consists of full, associate, and assistant professors in the JFVM-KU, and is chaired by JFVM-KU Dean. It discusses reformation on educational courses, students’

- admission, graduation, welfare, guidance and conferring awards, proposals from the Dean and VTH director, and other directors, personnel affairs and budgetary matters, and decisions on promotions.
- JFVM-KU Stakeholder Advisory Council: This council consists of directors of veterinary sections in Kagoshima Prefecture and Kagoshima City, the Federation of Agricultural Mutual Aid Association (FAMAA), and Prefectural Federation of Veterinarians, a representative of local practitioners for companion animals, the chair of alumni association (Shiyu-kai), and the JFVM-KU Dean and Vice Deans. It discusses strategic and operating plans, curriculum and educational contents, student admission and assessment, employment of academic staff, and international relations. The JFVM-KU provides a strategy and plan for each matter based on the opinions/suggestions raised by the council members in the designated meetings that are held twice per year. It also provides feedback on the development, implementation, assessment and revision of the QA strategy in JFVM.
 - KUVTH Council: This council consists of the Director and Vice Director of KUVTH, the Vice Deans, one FTE professor at the KUVTH, representatives of the General Affairs and Financial Affairs of JFVM-KU Administrative Office, one academic staff member appointed by the Council, and a student representative from the Student Council. It manages the VTH and discusses clinical education and research at the VTH, personnel affairs and budgetary matters.
 - KUVTH Management Council: This council consists of the Director and Vice Director of KUVTH, academic staff from each clinical section (companion animal internal medicine and surgery, clinical examination, equine and bovine medicines), one support staff member at KUVTH, and a representative of the KUVTH Administrative Office. It discusses dedicated matters of finance such as personnel affairs and budgetary matters in KUVTH in collaboration with the KUVTH Council.
 - KUVTH Advisory Council: This council consists of Director and Vice Director of the KUVTH, representatives of the FAMAA, Prefectural Federation of Veterinarians, local practitioners for companion animals, representatives from an animal welfare organisation and clients (pet owners), and external experts. It provides feedback on the management, finance, and quality of staff and students in VTH.
 - Student Council: It consists of 12 students' representatives (two students per year from Y1 to Y6). It discusses offered courses, usage of educational facilities, the educational program, the curriculum and contents for students, and student life, as well as strategic and operating plans. Matters raised by this council are discussed in the meeting held four times per year and reported to the Dean, and further discussed in the Faculty Management Council. Also, two student representatives (chair and vice chair) of this council are members of Faculty Management Council, and other student members are involved in the KUVTH Council, and Biosecurity, Academic Affairs, Student Life and Career, Public Relations (PR) and Information, International Relations, Faculty Development (FD), and Animal Management Committees in the JFVM-KU as the relevant student representatives.
 - OQIVE: This office consists of one dedicated academic staff member (the OQIVE Director), the two JFVM-KU Vice Deans, three academic staff representatives from each unit, and a

representative of the Student Council. The office analyses and discusses the information both on national and international evaluation and accreditation systems for veterinary education, and provides suggestions/opinions for working on QA to the Faculty Management Council and Faculty Council, and it also implements the QMS in the JFVM-KU, in collaboration with FD Committee.

- Faculty of Agriculture and JFVM Council: It consists of the Deans and Vice Deans of the JFVM-KU and Faculty of Agriculture, and the Director of the Administrative Office. It discusses offered courses, the usage of educational facilities including Iriki farm, land, and the buildings.
- Epidemic Preventive Measures Council: It consists of the Deans and the Vice Deans of the JFVM-KU and Faculty of Agriculture, full and associate professors selected from the JFVM-KU and Faculty of Agriculture, Animal Management Committee members at the university level, Farm Management Committee members at the university level, and KUVTH Council members. It decides on basic policies and common procedures on epidemic preventive measures for animals and patients.
- Academic Affairs Committee (AAC): It consists of the academic staff appointed by the Dean and is responsible for overseeing the organisation and supervision of curriculum in undergraduate and post-graduate veterinary training, as well as assessments certifying acquired competences, student assessment, progression, and welfare.
- Biosecurity Committee: It consists of academic staff responsible for the Anatomy Special Practice Room, Pathological Necropsy Room, Large and Small Animal Facilities, practice room for basic veterinary science, EAC, and Iriki farm and a representative of the Student Council. It is responsible for: prevention and handling of biosecurity issues, equipment for biosecurity, specific procedures for the Anatomy and Pathological Necropsy Rooms, Large and Small Animal Facilities, practice rooms for basic science, and EAC, and for biosecurity/biosafety procedures, and the practical, pre-clinical and clinical hands-on training on them provided to students and staff. It revises both Biosecurity and Biosafety SOPs every year, and disseminates them to the faculty members and students.
- TAD Research Center Management Committee: It consists of the Director of the Center, the Vice Deans, five members at the center, two members from Unit of Pathogenetic and Preventive Veterinary Science, and one member from DASW, and is responsible for basic policies, budgetary matters, specific management of Animal Biology Safety Level (ABSL) 3 facilities, and TAD Research Center seminars.
- SKLV Center Management Committee: It consists of the Director of the Center, the Vice Deans, three SKLV staff members, and four members from each unit. It discusses basic policies, management of the facilities and budgetary matters, and SKLV seminars and related events.
- Animal Management Committees: It consists of two committees (Animal Experiment Committee and Animal Ethics Committee), and the committee members are the academic staff responsible for Laboratory Buildings, TAD Research Center, KUVTH and EAC, academic staff from each unit, external trustees, and a representative from the Student Council. It is responsible for the management and evaluation of academic research using animals, animal welfare and ethics of

animal and patient husbandry/maintenance in JFVM-KU and KUVTH, and the provision of training on animal welfare and ethics procedure to students and staff.

- Other Committees: There are other committees in place: Student Life and Career Committee; Admission Examination Committee (AEC); PR and Information Committee; International Relations Committee; FD Committee; Prevention of Radiation Damage Committee; Common Achievements Tests Committee; EAC Management Committee; Information and Communication Technology (ICT) Committee.

There are formal collaborations with five other VEEs (of Yamaguchi, Miyazaki, Osaka Prefectural, Azabu Universities, and Okayama University of Science) among the 17 VEEs in Japan, and these are actively carried out based on comprehensive collaboration and cooperation agreements (see Appendix List of Agreements in JFVM-KU) to vitalise veterinary-related education, research and industry by taking advantage of regional characteristics. Our VEE also have relations with other VEEs outside Japan governed by international academic exchange agreements at the university or faculty level. The TAD Research Center is engaged in research collaboration with seven Japanese VEEs (of Miyazaki, Hokkaido, Gifu, Tottori, Rakuno Gakuen, and Azabu Universities, and Tokyo University of Agriculture and Technology) as dedicated consortiums for livestock animal quarantine.

The persons responsible for the veterinary curriculum and for professional, ethical, and academic affairs of the VTH are Prof. Takuro ARIMURA, D.V.M., Ph.D., Director of OQIVE, and Chair of AAC and Biosecurity Committee, and Prof. Makoto FUJIKI, D.V.M., Ph.D., Director of KUVTH, followed by Prof. Akira YABUKI, D.V.M., Ph.D., Vice Director of KUVTH.

Standard 1.3: The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, short- and medium-term objectives, and an operating plan with a timeframe and indicators for its implementation. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.

● VEE Strategic Plan

The ongoing strategic plan has been designed to introduce international veterinary educational systems/programs through global modification of the educational environment and to reach the international veterinary educational standards recognized by EAEVE accreditation. The new strategic plan for the next seven years is discussed with the Faculty Management Council and Faculty Council. They are working towards the following objectives: a) providing world-class veterinary education based on maintaining the QMS and EAEVE accreditation status; b) promoting international standardisation of Japanese national veterinary education evaluation system under the Japan University Accreditation Association (JUAA) and improving the quality of that education through collaboration with the other Japanese VEEs; c) establishing a master's course in the graduate school to train highly skilled specialists in animal welfare, nursing, and animal health/hygiene fields; d) promoting practical

education by strengthening the functions of SKLV and OLACC, and the collaborations with industry and local government.

- **SWOT analysis**

- **Strength:**

- Stable financial support from the university.
- Regulations to enrol a small number of students each year.
- Veterinary students possess high basic academic skills and motivation towards veterinary science including clinical medicine.
- High percentage of academic staff in the VEE are veterinarians.
- Well-equipped facilities for students including libraries and study spaces.
- Advanced arrangement of facilities and high-quality equipment, and ability to share resources; for example, EAC, VTH, TAD Research Center, Iriki farm, and SKLV Center.
- Many agreements have been established with extra-mural facilities such as local farmers and practitioners, as well the local aquarium and zoo, for participatory hands-on clinical training of students to complement the list of subjects for veterinary education.
- Location of the faculty in a top-ranking livestock area of Japan and good relationships with local livestock keepers/organizations that yield a lot of primary medical cases.
- Dedicated research and education on TAD and zoonosis such as the highly pathogenic avian influenza by the academic staff in the TAD Research Center.
- Sharing of educational resources between the VEEs of KU and YU by the establishment of the JFVM (JFVM-KU and JFVM-YU).
- Well-structured joint faculty system and efficient equipment such as the SSCS.

- **Weaknesses:**

- High management and renewal costs of the SSCS.
- Deterioration of vehicles for mobile clinic due to aging and rising fuel costs.
- Only a few programs for clinical training of veterinary specialists both at national and international levels and only a few physicians have specialist licenses approved at the international standard level.
- Lack of academic staff covering a part of the needs of the curriculum (exotic pets for example)
- Limited numbers of anatomy and necropsy cases, especially in companion animals, because of the Buddhist mentality in Japan.
- Limited attractiveness for substitute teachers in case of pregnancy and illness (for a full-time teacher) due to factors such as specificity of subject and location.
- Limited English skills among faculty members and students.

- **Opportunities:**

- High demand and expectation for safe foods and veterinary medicine in Japan.
- High standard of sanitary control and public consciousness in Japan.
- Active strategic support from the Japanese government and ministries (especially MEXT) to meet

international veterinary educational standards.

- Well-designed continuing education lectures for the development of postgraduate and local private veterinarians.
- Location in a potential catchment area for small animal clinics.
- Easy access to farm animals, slaughterhouses, and other external facilities for students.
- Large amounts of wild and rare animals such as cranes in the Izumi crane migration grounds, one of the major global wintering spots for cranes, in Kagoshima Prefecture.
- Accessibility and attractiveness for foreign students from Southeast Asian countries due to the quality of teaching equipment and location.

- **Threats:**

- Decline of the young population and economic strength in Japan.
- Natural disasters/hazards such as local bursts of torrential rain, typhoon, earthquakes and volcanic eruptions.
- Outbreak of emerging/re-emerging transboundary infectious diseases that can be brought from overseas.
- Low status and salary of veterinarians relative to human medical doctors in Japan.
- Not very easy to have primary medicine cases of small animals in VTH during daytime.

- **Establishment Operating Plan**

- a) The VEE is committed to continuously improving its education system in line with ever-evolving EAEVE standards, ensuring that we provide globally recognized veterinary education and fulfil the duties of veterinarians worldwide.
- b) The VEE will aid enhanced third-party evaluation systems in Japan, thus contributing to improved evaluation of Japan and Asian veterinary education, by taking an active role in revising the JUAA evaluation criteria and veterinary education methods. These efforts will be expanded to establish an international evaluation system for veterinary education in Asia, drawing on experience gained through the VEE's quality improvement programme. We also plan to develop shared educational programmes with the VEE of Miyazaki University (in addition to that with JFVM-YU), to promote educational collaboration in the south-western of Japan.
- c) The VEE plans to establish two-year master's degree course covering animal welfare, nursing and health sciences in the Joint Graduate School of Veterinary Medicine (JGSVM), to nurture teachers, researchers, and other collaborators who can support the veterinary profession.
- d) The VEE will develop advanced veterinary education and research platforms through collaborations with local industry and government, to benefit the local region, by enhancing SKLV and OLACC functionality, providing advanced shelter-medicine training, and setting-up courses on practical wildlife conservation skills together with local government.

- **Timeframe and indicators**

- 2025-2026: Evaluation and accreditation by EAEVE and the JUAA

- 2025-2030: Investigation and revision of JUAA evaluation system/criteria for veterinary education
- 2026-2030: Strengthening SKLV center and OLACC functionality, and expanding the practical animal-shelter and wildlife conservation training, through industry-academia-government collaboration
- 2028-2030: Establishment of a master's course for veterinary technologists and technicians in the graduate school
- 2028-2032: Developing shared educational resources and functional harmonizations among three VEEs (KU, YU, and Miyazaki University) in the south-western Japan

Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality.

The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.

Japanese Higher Education Establishments such as NUCs have consistently put QA policies in place over the past 20 years, after the introduction of the evaluation system for outcome assessment and QA at the national and university levels. The VEE has intensified its efforts in this area after joining the EAEVE evaluation process in 2012 and places strong emphasis on them, especially since gaining “Accreditation” status from EAEVE in 2019.

The QMS in JFVM is structured around the following levels:

● **Outcome assessment and QA at the National level**

All NUCs including KU are obligated to be evaluated by the National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIADQEHE, Appendix 1.2) and the NUC Evaluation Committee (NUCEC, Appendix 1.3) as objective assessment systems from external institutions. Both systems started in 2004 and are organized at the national level. Everything in these assessments is under the remit of national laws and managed by the relevant national organization. The evaluation certified by NIADQEHE is implemented every seven years and accreditation is awarded based on the results. It assesses the university-wide condition concerning quality and quantity of education and research, organization’s management, facilities, and equipment of all faculties including the JFVM. KU completed successful accreditations in 2007, 2014, and 2021.

In addition, NUCEC evaluates the achievement status of the “Six Yearly Mid-Term Plan” of each NUC, including KU, for continuing quality improvement, social accountability, revision and setting of goals and the strategic plan at the end of mid-term for a six-year, and the budget allocation of the operating cost to the University during the next six years. Therefore, KU designs university-wide strategic plans every six years and the yearly corresponding acting plan. Based on the strategic plans at the University level, JFVM-KU analyses the progress and achievement on a yearly basis and amends

the action plan for next year through discussions in the Faculty Management Council and Faculty Council. KU was evaluated by NUCEC in 2010 (1st mid-term), 2016 (2nd mid-term), and 2022 (3rd mid-term).

A specialised, field-specific evaluation system had been established for medical education as part of higher education assessments under Japanese national regulations. A dedicated evaluation system for veterinary education was also established by the JUAA (Appendix 1.4) in 2017 (also dental education in 2022). The JFVM-KU has been evaluated following this system and was accredited as the first veterinary faculty among NUCs in 2019 (and the upcoming evaluation will be conducted in October 2025). The JFVM-KU had also decided to undergo external evaluation by EAEVE for an international outcome assessment and QA purposes, and the faculty received this accreditation in 2019 as the first VEE not only in Japan, but also in Asia. Notably, our EAEVE accreditation was classified at the highest-class rating as the “excellent for the achievement of the mid-term plan” in the evaluations from NIADQEHE and NUCEC as an outstanding initiative.

All detailed results of the evaluation by NIADQEHE and NUCEC, or JUAA and EAEVE are available on the website of MEXT or JUAA and EAEVE, respectively, and can be downloaded as e-documents. The results are also fully available on the websites at KU and JFVM-KU.

● **Outcome assessment and QA at the University level**

KU implements self-inspection and self-evaluation under university regulations, and organizes the evaluation system for faculties and for academic staff. KU operates a QA system for every faculty and checks the working progress every quarter and evaluates the achievement of the annual action plan in each faculty including the JFVM. KU also quantifies activities of all academic staff based on the data on self-inspection and self-evaluation for each member’s activities spanning education, research, contribution to the society, international exchange, clinical work and administrative management using “Academic Staff Self-Evaluation Sheet” (Appendix 1.5). The results are validated by the Dean and General Affairs at KU and reported to the President of KU for the improvement of activities and for the achievement of accountability to the society, which is implementing the Plan/Do/Check/Adjust (PDCA) cycle for education and research activities in each faculty. In addition, each staff member’s achievements are evaluated for a combination of activities in teaching, research and clinical work as well as contribution to the society, international exchange and administrative management, and this is reflected in individual salary and bonus under a pay increase system.

● **Outcome assessment and QA at the Faculty level**

The JFVM Stakeholder Advisory Council and KUVTH Advisory Council evaluate the prospective plan and management including finance and employment in the faculty and VTH, respectively, and give their feedback for quality improvement. For the curriculum and accompanied educational contents, each topic class is evaluated by students using a questionnaire (Appendix 1.6) and by colleagues (academic staff) using a mutual evaluation process (Appendix 1.7). The detailed process for using this information for QA is also described in Standards 3.4, 8.3, and 9.5. Questionnaire-based evaluations are also used for VTH facilities and equipment, and academic/support staff and students during clinical

rotation in the VTH, with scope for free comments to be added by local practitioners who refer animals to KUVTH and clients (patient guardians/pet owners) of KUVTH (Appendices 1.8 and 1.9).

The QMS in JFVM is operated at two levels of management:

- The general level, which involves overseeing the overall organisation of outcome assessments for FD and staff development (SD), is managed by the FD Committee and AAC supported by Academic Affairs Office.
- The accreditation-specific level, which is dedicated to EAEVE compliance based on the updated ESEVT SOP, is managed by Prof. Takuro ARIMURA, Director of OQIVE and an ESEVT Expert.

The QA policy engages the entire academic staff, with playing a major role in its training aspect as described above. The JFVM-KU implements its QA policy according to a PDCA cycle.

Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme, views and employment destinations of past students as well as the profile of the current student population.

The VEE's website must mention the VEE's ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.

Information on the following is published in the annual PR magazine of JFVM-KU, and made available for public viewing on the JFVM-KU's website (<https://www.vet.kagoshima-u.ac.jp/>): objectives, quality and quantity of education, research and teaching activities in the educational programmes, research projects and acquired grants, results of Japan National Veterinary Examination (JNVE) for the national veterinary licence and awards of Doctor of Veterinary Medicine (DVM) degree for undergraduate students, employment destinations of the past students, profile of the current student population, and information on the JFVM Stakeholder Advisory Council.

As described in Standard 7.1, the Open Campus Day is a one-day event in August every year designed to inform prospective veterinary students about the VEE and provide insights into the potential career path for veterinarians. A similar event is held during the University's Festival (KU Festival) every November. Such information is also communicated to a targeted audience via numerous distribution channels (flyers, annual PR magazine, and emails sent to high schools, invited lectures in high school by academic staff from the VEE, and dedicated meetings between KU and high school teachers responsible for guidance counselling for the entrance examination).

The JFVM-KU also maintains strong connections with its graduates through the alumni association (Shiyu-kai), and the annual meeting between the faculty and the alumni association and "Home Coming Day" play important role in emphasising the connection. This association supports students by providing financial support for the practical training in external facilities and giving awards, and promotes the comprehensive activities of the JFVM-KU including veterinary education and its heritage.

The information on the current ESEVT status, the last ESEVT Self-Evaluation Report and Visitation Report of the VEE have also been made public on the dedicated webpage in the JFVM-KU's website (in Japanese: <https://www.vet.kagoshima-u.ac.jp/system/eaevc/>, in English: <https://www.vet.kagoshima-u.ac.jp/en/about-en/eaevc/>).

Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education.

Any action planned or taken as a result of this data analysis must be communicated to all those concerned.

The strategic plan, organization, activities, and QA policy are first discussed and evaluated in the Faculty Council and Faculty Management Councils, and JFVM Stakeholder Advisory Council, followed by the approval of each Council. The items are then communicated to faculty members and staff, students and stakeholders in the dedicated Council and implemented by the Board members and Administrative Offices responsible. These items are subject to revision in the Faculty and Faculty Management Councils, and the JFVM Stakeholder Advisory Councils also discuss them and give feedback. The progress of QA is analysed and evaluated using the evaluation system described above. The results are discussed in the Faculty Management and Faculty Councils, as necessary, and QA is finally amended in these Councils.

QA in training is overseen by the OQIVE every semester and OQIVE regularly updates a statistical dashboard which includes ESEVT Indicators and data from the SER Tables required by the ESEVT SOP. These ESEVT Indicators are revised and presented annually and discussed between OQIVE and Board members, and the Dean and Director of OQIVE propose corrective actions and/or identify individuals responsible for implementing corrective actions depending on the values or changes in the indicators.

The minutes of each council's and committee's meeting are presented in the Faculty Council every month. These are further discussed in the Faculty Council and approved by the faculty members.

Standard 1.7: The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.

The last Full Visitation to the VEE of KU, as a part of VetJapan South which is a shared Faculty system between KU and YU, was conducted on the 9-14 of June 2019 by the ESEVT Experts in accordance

with the “Uppsala” SOP-May 2016. During the visitation, the ESEVT Visitation Team identified a few deficiencies and concluded that one deficiency was classifiable as a minor deficiency in JFVM-KU (and three minor deficiencies in JFVM-YU).

- Corrections of the potential minor deficiency.

1. Partial compliance with Standard 5.2; sub-optimal clinical hands-on training in horses and in first-opinion companion animal patients.

The number of equine patients seen intra-murally during the past three years was 242 in AY2024, 107 in AY2023, and 204 in AY2022 (the average number in the period of the previous visitation during AY2016-2018 was 47), and the rate of first-opinion companion animal patients was 32.3% in AY2024, 37.6% in AY2023, and 32.3% in AY2022 (the average rate in the previous visitation during AY2016-2018 was 18.5%). These numbers have obviously improved, and the continuous QA process works well.

Comments on Area 1

- There were a lot of challenges to overcome to meet the high global standard in veterinary education in Japan. The organization and strategies developed in the last decade are designed to face these challenges.
- The JFVM Stakeholder Advisory Council and KUVTH Advisory Council provide their advice and feedback on the management of the VEE and VTH. These Councils play important roles in the development, implementation, assessment and revision of the QA strategy in the VEE and VTH.
- Outcome assessment and the QA system are clearly organized at the National, University, and Faculty levels.
- The strategic plan to have accreditation by dedicated evaluation system for veterinary education such as EAEVE and JUAA is continuing.
- All results of QA are sent to the faculty members, and the Dean makes an overall summation and future decision based on the results.

Suggestions for improvement in Area 1

This new program to archive global veterinary education standards was the first of its kind in Japan and was being implemented by four NUCs, Kagoshima and Yamaguchi (VetJapan South), and Hokkaido and Obihiro (VetNorth Japan) to support the development of a better veterinary educational system. The status of EAEVE accreditation has a positive impact on the Japanese higher education system and it would be successful. The importance of communicating among those four universities to continue the program was emphasised.

The program operates within a tight framework due to limited time and budget, so it is necessary to secure additional financial resources to keep it running. For its continuous success, the Executives and

Advisory Boards of KU need to fully understand the objectives and to pursue them as a whole, not only as a single faculty. To modify and improve the QA program and process progressively, the VEE must maintain the processes to develop a quality loop, such as getting feedback from the government, students, and stakeholders, and this would be beneficial for the functioning of the faculty.

To further improve the QMS, JFVM-KU needs to better explain how it is used to make future decisions. It is also important that JFVM-KU makes the connection between individual evaluation and what is finally decided at the faculty level. JFVM-KU must show how it is finally going to close the quality loop.

2. Finances

Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).

Following the adoption of the strategic plan, construction of the budget framework is proposed by the Faculty Management Council. Following the approval, appropriate requests for funding are transferred to KU and to government level. The KU Management Council is responsible for validation of the final budget chart and its allocation to the faculties in KU. The use of the allocated budget falls under the responsibility of the Dean in cooperation with the Faculty Management Council and Faculty Council.

With regard to the revenues from clinical services in JFVM-KU, there is no overhead expense from these revenues to KU. In addition, KU provides additional expenses such as the management fee to the JFVM, if necessary. For the revenues from research grants, academic staff at KU must pay overhead expenses to the university from acquired external funds and the ratios of amount to be paid to the total are 7% to 30% of research grants such as consignment study funds, collaborative research funds, donations, and scientific research funds. A part of overhead expenses from research grants is reallocated to JFVM.

Annual tuition fees for all students and entrance registration fee for students entering the university are fixed at the national level. The entrance registration fee is 1,820 Euros per student for the first year and then the annual tuition fee is 3,460 Euros per student every year. The privately financed international students should pay the same fees as domestic students, but the international students with governmental supported scholarship (MEXT scholarship) do not need to pay the fees as international full-fee students. It should be noted that all the money from the entrance registration fees and annual tuition fees are collected once at the university level, and it partially covers the annual revenues provided from KU to JFVM.

Table 2.1.1. Annual expenditures during the last 3 academic years (AYs) (in Euros)

Area of expenditure		AY* (2024)	AY-1 (2023)	AY-2 (2022)	Mean
Personnel	by the Ministry	4,158,095	3,741,134	3,964,839	3,954,689
	by the JFVM	1,635,365	1,232,268	1,268,515	1,378,716
Operating costs**		3,152,154	2,359,408	2,177,092	2,562,885
Maintenance costs		489,483	416,469	355,694	420,549
Equipment		1,796,936	622,887	439,725	953,182
Total expenditure		11,232,033	8,372,166	8,205,865	9,270,021

* The last complete academic year prior to the Visitation, ** It includes research operating cost.

Table 2.1.2. Annual revenues during the last 3 academic years (in Euros)

Revenues source	AY* (2024)	AY-1 (2023)	AY-2 (2022)	Mean
Public authorities	5,996,715	5,330,659	5,471,067	5,599,480
Tuition fee (standard students)	0	0	0	0
Tuition fee (full fee students)	0	0	0	0
Clinical services	1,713,801	1,582,577	1,373,533	1,556,637
Diagnostic services	0	0	0	0
Other services	0	0	0	0
Research grants***	2,828,578	2,203,103	1,283,612	2,105,098
Continuing Education	0	0	0	0
Donations	1,321,937	1,284,235	756,512	1,120,895
Other sources	0	0	0	0
Total revenues	11,861,032	10,400,573	8,884,725	10,382,110

*** These include both global research grants and research overheads.

Table 2.1.3. Annual balance between expenditures and revenues (in Euros)

Academic year	Total expenditures	Total revenues	Balance****
AY-2 (2022)	8,205,865	8,884,725	678,860
AY-1 (2023)	8,372,166	10,400,573	2,028,407
AY* (2024)	11,232,033	11,861,032	628,999

**** Total revenues minus total expenditures. The deficit is recovered by the University and the surplus is included into the budget for the next year.

The JFVM-KU pays the costs of the utilities (e.g. water, electricity, gas, fuel) it uses. All utilities are included in the expenditure tables.

Standard 2.2: Clinical and field services must function as instructional resources. The instructional integrity of these resources must take priority over the financial self-sufficiency of clinical services operations.

The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.

In general, the budget is divided into general expenses and designated expenses. All expenditure is decided at the Faculty Management Council and reported to the Faculty Council. The JFVM-KU financial process is completely autonomous:

- General Expenses: These includes research allocation expenses; educational expenses; general common expenses (such as utilities and maintenance fee); special common expenses (such as payroll for temporary-part time- faculty staff); committee activity expenses (such as Open Campus

Day fees, PR); travel expenses; Dean's discretionary expenses (such as updating educational facilities); and facilities maintenance expenses (renovation, updating).

- **Designated Expenses:** These include faculty designated expenses (such as expenses for faculty members working for a limited amount of time, support staff expenses, and practical training expenses) and VTH expenses. Already validated amounts are allocated, and there are strict regulations at the University level as to how the money is used and what it is used for. VTH expenses form the largest single item in the expenses. The KUVTH budget for the next year (including hospital revenues) is drawn up, and during the year the budget is revised to adapt the revenues to the total figures. Overall, all the annual income of the KUVTH is allocated to its management budget. Overall VTH expenses are discussed at the KUVTH Management Council, followed by KUVTH Council, before approval by the Faculty Management Council.

The VEE has necessary and sufficient resources to support its institutional project and guarantee the training of its students through the budget allocated to JFVM-KU. The JFVM-KU is autonomous in the development of its budgetary strategy and the allocation of resources to its missions. The VEE has full autonomy in allocating resources generated by its VTH activities to investments necessary for clinical activities and student training.

Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.

Prior to the previous ESEVT Full Visitation in 2019, both government and the university had expended a large amount of money on the development of facilities and equipment in JFVM, and JFVM-KU had performed many investments. Since the last EAEVE accreditation, JFVM-KU mainly budgets for operational cost for non-capital items such as maintain of equipment, building maintenance and refurbishment, and room improvement.

In the next three academic years, the VEE will maintain the number of students so that the prospective expenditures and revenues for education will be stable. In addition, as all facilities are running smoothly, the ratio revenues/expenditures will remain stable. In our planning, an increase of 10% of expenditure is expected due to rising maintenance costs for equipment and buildings, following increased material, fuel, and personal costs (including for new employment). However, an increase of revenues in the KUVTH is expected: 1,935,000 Euros in 2025; 2,000,000 Euros in 2026; 2,130,000 Euros in 2027.

Every year, expenditures, investments and revenues are discussed in each committee at the faculty level and decided by the Faculty Management Council. The framework of the budget is then approved by the KU Management Council. Then, the budget becomes public and is communicated to faculty staff in the Faculty Council and implemented under the assessment by the financial divisions (treasurer and contract sections) of the Administrative Office in JFVM. The budget is revised by the Dean based on the discussion between the Faculty Management Council and the financial divisions of the

Comments on Area 2

- The amount of money given to JFVM per area, buildings, and numbers of academic staff and students is equivalent to that given to other faculties in KU (for example the Faculty of Medicine) so the provision of budget from KU to JFVM is fair.
- The reconstruction of KUVTH in 2017 has been helpful to increase the revenues and clinical teaching/support staff at the VTH, and to equip it with more medical equipment. However, the income of KUVTH was relatively modest considering its size; therefore, the expansion of land area and/or to the urban area as well as establishment of new clinical departments/sections should be discussed.
- Total expenditures in AY2024 are largely increased relative to those in the previous years because of the transfer and establishment of DASW, including the takeover of Iriki farm by JFVM-KU from AY2024.
- JFVM-KU can develop self-income from its own activities (e.g. KUVTH and research), to be directly included in the budget for the next year.
- KUVTH has no need to pay overheads to KU and KU allocates additional expense to JFVM.
- JFVM-KU does not have much experience on acquiring competitive funding and collaborative funding with private companies.
- Regarding financial matters, JFVM-KU possesses the freedom of budgetary decision within the faculty.
- JFVM-KU has covered a part of the teaching expenses in KUVTH by the revenue from clinical work, but it is better to have isolated expenses which allow to cover the needs for the education in VTH.

Suggestions for improvement in Area 2

- It is important to increase the revenues in KUVTH and JFVM-KU to support the faculty financially and increase its staff because there is a chronic shortage of educational staff in the VEE, especially clinical teaching staff at the KUVTH.
- Expansion of the budget framework, acquisition of external funds, increase of medical fees, etc. are necessary.
- There is a need to consider increasing revenues more efficiently through donations from external organisations.
- JFVM-KU should make an effective investment plan for further development by utilizing the advantage of the SKLV Center and Iriki farm. Also, each affiliated facility should strive to cover more maintenance costs on a self-financing basis.

3. Curriculum

Standard 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. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in the ESEVT SOP Annex 2.

This concerns:

- • Basic Sciences
- • Clinical Sciences in companion animals (including equine and exotic pets)
- • Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)
- • Veterinary Public Health (including Food Safety and Quality)
- • Professional Knowledge including soft skills (e.g. communication, team working skills, management skills).

When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented.

If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER. Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.

The education system of the VEE aims to provide students with competencies and tools required for a successful career into one of the following career paths: 1) public veterinarians working for national or regional (prefectural) government such as government officer and practitioner of veterinary public health (VPH) management including food safety and quality (FSQ) control, 2) farm animal veterinarians involved in animal infectious disease control, FSQ, and public health improvement, and 3) companion animal veterinarians. The VEE also promotes competencies required for the next generation of teachers and researchers in the veterinary domain.

Our educational guidelines are based on the CMCVSE (https://www.jaeve.org/cur/release/img/ModelCoreCurriculum2019JP_20221024.pdf), set as the national degree standard of D1C. Training in the VEE enables veterinarians to acquire the skills, knowledge, competencies and mindset to match the objectives stated in the CMCVSE. At the timing of graduation, students need to pass the JNVE operated by the MAFF to receive the national veterinary license. In recent years, the VEE has been working to enrich its curriculum to meet international standards such as listed core curriculum subjects and the requirement of D1C of ESEVT.

The VCAT (CBT and OSCE) is held at the end of second semester of Y4 as the criteria for the title of “Student Doctor”, which allows students to participate in clinical rotation in Y5 and encounter clients’ pets. The CBT validates basic knowledges in a wide range from basic to clinical veterinary medical sciences, and OSCE validates basic clinical skills by face-to-face examinations in medical interviews to cover items such as history-taking with a client, physical examinations using dog and calf dummies, and basic surgical operation techniques including aseptic procedures and skin suture.

The syllabus is decided at the faculty level and implemented in different courses (lectures and practices) (Figure 3 and Appendix 3). The curriculum is organized as follows:

- **Non-veterinary basic studies (Y1)**: These courses provide educational background to foster basic knowledge of general education covering humanity and society, and natural sciences. Theories of observation and communication skills, and human science, and a wide range of liberal arts courses are offered.
- **Introductory veterinary basic science (Y1)**: These veterinary oriented introductory courses provide general knowledge to foster ethics and communication skills for veterinarians, computer competency, English skill and academic ability in veterinary science, to develop an overall vision of veterinary medicine and education.
- **Veterinary topic courses (Y1 to Y6)**: Veterinary courses consist of two types: 1) Basic veterinary science courses, and 2) Specific field courses with in-depth specialized courses taught to accumulate knowledge and skills in veterinary medicine. Practical training is provided through close interaction between students and teachers to ensure the integration of knowledge and skills. This includes:
 - 1) **Overview of Veterinary Science**: including the social role of veterinarians. Courses expose students to the wide variety of activities they might face in veterinary sciences and offer opportunities for students to open their mind for their professional future.
 - 2) **Basic Veterinary Science**: Courses related to the structure and function of animals are taken from the second semester of Y1 to the first semester of Y3.
 - 3) **Applied Veterinary Science**: Courses related to pathogens and aetiology of diseases are given during the second semester of Y2 and the first semester of Y3. In addition, courses related to diagnosis and prevention of animal diseases in applied veterinary science are given at the second semester of Y3 and the first semester of Y4, after students have acquired the basic knowledge of animal bodies and pathogens.
 - 4) **Clinical Veterinary Science**: Syllabi are presented based on the organ level for companion animals and the species level for farm animals. Courses related to diagnosis and treatment of animal diseases are taken as lectures and practices on animal dummies from the second semester of Y3 to the second semester of Y4. Clinical rotation with hands-on training using client’s animals affected with disease is then undertaken from the first semester of Y5 to the second semester of Y5.
 - 5) **Advanced Elective Course**: After the clinical rotation in Y5, elective course for companion animal internal medicine, companion animal surgery, bovine medicine, equine medicine, or

laboratory research work expose students to the applied in-depth competencies in the first semester of Y6.

- **Graduation thesis and preparation of JNVE**: The graduation thesis addresses a part of a research-oriented subject, and is written under academic supervision (one supervisor per student). It helps students think about and select their future field(s) as veterinarians. Four subject areas are available: 1) Basic Veterinary Science, 2) Pathogenetic and Preventive Veterinary Science, 3) Companion Animal Clinical Veterinary Science, and 4) Farm Animal Clinical Veterinary Science. Students should choose one among these four subject areas, using the educational content of the VEE's original educational resources and connections. To enhance the competencies acquired during core curriculum courses, all students attend specific lectures and seminars, conduct dedicated laboratory work based on the relevant research subject, write a graduation thesis, and give an oral presentation, starting in second semester of Y4. During the second semester of Y6, students prepare for JNVE.

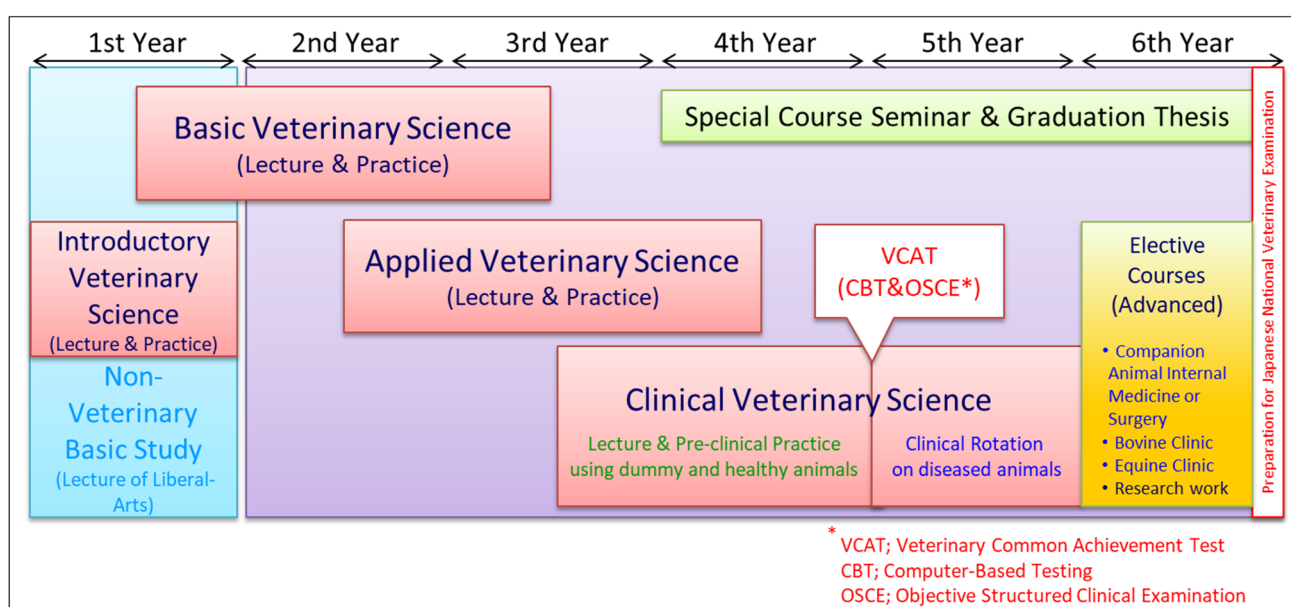


Figure 3. Schematic veterinary curriculum of VEE

The model core curriculum is fixed at the national level, in the same way as for medicine, dentistry and pharmacy in Japan. For veterinary higher education, in 2011, the NVSURC (two representatives from each Japanese veterinary faculty/department including JFVM-KU) was held, and in 2012, the first edition of “CMCVSE” was published.

The CMCVSE, the educational guideline describing the minimal knowledge that students need to receive by the time of graduation, aims to secure the level and educational contents in each field. Based on this CMCVSE, the VEE is responsible for the design of the educational process, method, and organization of its curriculum, and makes sure that students acquire competencies allowing them to be awarded the degree in accordance with the CMCVSE.

The AAC of JFVM is responsible for the evaluation of overlaps, redundancies, omissions and lack of consistency of educational contents, and carries out any revision of the curriculum every year. The

JFVM publishes the syllabus on the website at KU (see Standard 3.4), which enables academic staff to evaluate educational content delivered by each other through the sharing of information. The curriculum is also discussed and evaluated in the Student Council and the Stakeholder Advisory Council, followed by a dedicated meeting among faculty members, students, and stakeholders. The remarks are passed on to the AAC and the Committee discusses these with the Academic Affairs Office and modifies the syllabus if needed.

Table 3.1.1. Curriculum hours in each academic year taken by each student

Academic years*	A	B	C	D	E	F	G	H	J
Year 1	476	40	22	15	20	0	0	45**	618
Year 2	456	0	75	210	75	0	0	0	816
Year 3	432	24	55	175	130	0	0	0	816
Year 4	288	48	93	80	170	65	0	0	744
Year 5	0	0	250	15	60	1205	0	90***	1620
Year 6	0	0	0	0	0	0	1080	90***	1170

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work; E: non-clinical animal work; F: clinical animal work; G: EPT; H: others (specify -e.g. graduation thesis); J: total

An academic year is subdivided into 2 semesters, **Practice of Physical Education and Health Science (Sports activities), *Graduation Thesis.*

Table 3.1.2. Curriculum hours taken by each student

Subjects	A	B	C	D	E	F	G	H
Basic subjects								
Medical Physics	12	0	0	0	0	0	0	12
Chemistry (inorganic and organic sections)	12	0	0	0	0	0	0	12
Animal biology, zoology and cell biology	36	0	0	15	20	0	0	71
Feed plants and toxic plants	12	0	0	0	0	0	0	12
Biomedical statistics	18	10	0	0	0	0	0	28
Specific veterinary subjects								
Basic Sciences								
Anatomy, histology and embryology	112	0	40	70	75	0	0	297
Physiology	52	0	10	30	10	0	0	102
Biochemistry	48	0	10	35	0	0	0	93
General and molecular genetics	28	0	0	0	5	0	0	33

Pharmacology, pharmacy and pharmacotherapy	52	0	5	10	25	0	0	92
Pathology	72	0	10	20	20	0	0	122
Toxicology	24	0	0	10	5	0	0	39
Parasitology	31	0	5	40	0	0	0	76
Microbiology	43	0	10	70	0	0	0	123
Immunology	24	0	0	0	0	0	0	24
Epidemiology	12	0	0	0	0	0	0	12
Professional ethics and communication	18	6	6	0	0	0	0	30
Animal health economics and practice management	114	28	16	0	0	0	0	158
Animal ethology	2	8	0	0	0	0	0	10
Animal welfare	44	0	0	0	0	0	0	44
Animal nutrition	18	0	0	0	0	0	0	18
Clinical Sciences in companion animals (including equine and exotic pets)								
Obstetrics, reproduction and reproductive disorders	12	0	0	0	0	0	0	12
Diagnostic pathology	24	0	25	0	15	70	0	134
Medicine	59	0	5	0	10	5	0	79
Surgery	25	0	5	0	10	5	0	45
Anaesthesiology and analgesia	6	0	5	0	15	0	0	26
Clinical practical training in common companion animals	0	0	120	0	0	780	0	900
Infectious diseases	25	0	5	0	35	0	0	65
Preventive medicine	53	0	5	0	15	0	0	73
Diagnostic imaging	23	0	5	0	15	0	0	43
Therapy in common companion animals	37	0	5	0	25	10	0	77
Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)								
Obstetrics, reproduction and reproductive disorders	12	0	10	0	0	35	0	57
Diagnostic pathology	24	0	25	0	15	70	0	44
Medicine	31	0	0	0	5	5	0	41
Surgery	21	0	0	0	5	5	0	31
Anaesthesiology and analgesia	6	0	0	0	5	0	0	11

Clinical practical training in common food-producing animals	0	0	60	0	0	300	0	360
Infectious diseases	25	0	0	0	5	0	0	30
Preventive medicine	49	0	0	10	5	0	0	64
Diagnostic imaging	19	0	0	0	5	0	0	24
Therapy in common food-producing animals	13	0	0	0	10	0	0	23
Animal Production, including breeding, husbandry and economics	24	0	5	0	15	0	0	44
Herd health management	0	0	5	5	25	20	0	55
Veterinary Public Health (including Food Safety and Quality)								
Veterinary legislation including official controls and regulatory veterinary services, forensic veterinary medicine and certification	18	12	0	10	0	10	0	50
Control of food, feed and animal by-products	55	0	5	40	0	20	0	120
Zoonoses and their prevention	48	0	0	30	0	20	0	98
Food hygiene and environmental health	55	0	10	55	0	20	0	140
Basic food technology	12	0	5	30	0	0	0	47

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work; E: non-clinical animal work; F: clinical animal work; G: others (specify); H: total

Table 3.1.3. Practical rotations under teaching staff supervision (excluding EPT)

Types	List of clinical rotations (Disciplines/Species)	Duration (weeks)	Year of programme
Intra-mural clinics (VTH)	Companion animals (Dogs and Cats)		
	- KUVTH: Internal medicine and surgery	8 weeks (4 weeks in each)	First and second semesters of Y5
	- Animal shelter: Primary medical care and treatment	4 weeks	
	- Emergency clinic: Emergency and primary medical care	4 weeks	
	Food-producing animals		

	-KUVTH: Internal medicine and surgery/Bovine and Swine, and Clinical examination/Poultry	4 weeks for bovine and 1 day each in swine and poultry farm	
	-OLACC and SKLV Center: Internal medicine, surgery, and ambulatory clinic, and Herd Health Management/Bovine, Equine, Poultry, and Swine (in Soo High School)	3 weeks	
	Equine -KUVTH: Internal medicine and surgery - External farms: Field clinical medicine as ambulatory clinic	4 weeks	
	Clinical Pathology and Necropsy: -Clinical pathology and necropsy/Companion and Food-producing animals, Equine, and Exotic animals	4 weeks	
	Exotic animals - Aquarium: Clinical examination - Zoo: Internal medicine	1 day 1 day	
Ambulatory clinics	Bovine - External farms: Field clinical medicine organised at FAMAA Bovine and Equine - A part of the clinical activities during the core clinical rotation in intra-mural clinics (see above, including OLACC and SKLV Center) of bovine and equine medicines is devoted to the students as ambulatory clinics	1 week	First and second semesters of Y5
Herd Health Management	Bovine	1 week	

Clinical Sciences in companion animals (including equine and exotic pets)	0	0	0	0	0	1080	0	1080
Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)	0	0	0	0	0	1080	0	1080
Veterinary Public Health (including Food Safety and Quality)	0	0	0	0	0	0	0	0

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work; E: non-clinical animal work; F: clinical animal work; G: others (specify); H: total

Table 3.1.5. Optional courses proposed to students (not compulsory)

Subjects	A	B	C	D	E	F	G	H
Basic Sciences	24	0	0	45	0	90	0	24
Clinical Sciences	24	0	0	45	0	90	0	24

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work; E: non-clinical animal work; F: clinical animal work; G: others (specify); H: total

Before immersion in core clinical exercises with client-owned animal suffering from injury or disease, students receive theoretical and practical training (introduction to animal ethics and animal protection, and introduction to clinical consultation) 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 clinics, such as animal handling, collection of biological materials, various clinical examinations, and comprehensive diagnosis methods for a range of conditions through conducting the clinical history-taking, physical examinations, blood examinations such as parasitology, radiography, and case studies of cytology and pathological examination, with the lectures followed by practical training. In addition, students learn basic surgical preparations, practical training on sedation, anaesthesia, and perioperative management using surgical practice models and videos, simulation software, and materials from slaughtered animals, and animal dummies. For farm animals and equines, students learn about handling animals after understanding animal husbandry, management systems including feeding, and species-specific behaviours, through the lectures followed by practical training using healthy animals especially in Iriki farm for one week practice (cattle) and in the KU student Equestrian Club facility (horses). Students also learn how to collect biological samples, various clinical examinations, and perform rectal palpation, and internal and surgical veterinary treatments.

The responsibilities of students increase progressively, as they move from an observational or nursing role in the general examination to one where they exercise their own basic clinical skills, which

are evaluated by the clinical teaching staff as a condition for entry into the clinical rotation. A Clinical Skills Laboratory has been established, and students practice learning basic diagnosis, treatments, therapeutics, and surgical skills using several animal models and simulators under the supervision of teachers or self-directed learning there.

General information on the core clinical rotations and emergency services is as follows:

● **Overview of core clinical rotation**

- Core clinical rotations are organized in the first and second semesters of Y5.
- The core clinical rotation in the VEE is divided into ten courses: 1) Companion animal internal medicine, 2) Companion animal surgery and orthopaedics, 3) Animal shelter, 4) Clinical Pathology and Necropsy, 5) Night emergency service, 6) Bovine medicine, 7) Equine medicine, 8) OLACC and SKLV Center, 9) Swine farm, Poultry farm, Zoo and Aquarium, and 10) Farm animal mobile clinic at FAMAA. All students should complete four terms (weeks) for courses 1) to 7), three terms (weeks) for course 8), one day each for course 9), and 1 week for course 10).
- During clinical rotation, students work in the VTH and /or extra-mural clinics during the day. All procedures are supervised and taught by clinical teaching staff.
- The size of rotation group is two to three students per one to three teacher(s) in all courses.
- Activities that students conduct are medical inquiry and consultation, retention, medical examination, blood sampling, writing medical records, and assistance of diagnostics, medical care, and surgery. Students also assist in treatment and care for hospitalized animals at KUVTH, and farm animals in field veterinary medicine practice, including ambulatory clinics. The responsibility and autonomy of students for medical cases increase progressively during the rotation.
- Night Emergency Clinic for companion animals and equines, and bovines have been established in KUVTH. There is also an emergency clinic for bovines geared to student training when students stay at OLACC.

● **Core clinical rotation**

- 1) Companion animal internal medicine and 2) Companion animal surgery and orthopaedics: The clinical rotations in KUVTH for small animals are implemented from Monday to Sunday. For the clinical rotation in KUVTH during weekdays, students work for all topics of internal medicine and surgery. During weekends, students work on emergency cases and taking care of the hospitalized patients.
- 3) Animal shelter: Students conduct general medical examination in the animal shelter and learn primary medical care and treatment including castration and spaying.
- 4) Clinical Pathology and Necropsy: Clinical diagnoses and examinations such as clinical pathology and necropsy of companion animals, equines, bovines, swine, chickens, and animals from the aquarium and zoo are conducted in the KUVTH and Pathological Necropsy room of JFVM-KU.
- 5) Night emergency service: Emergency clinics are set-up for companion animals, equines and bovines (on-call) at KUVTH from 7:00PM to 6:00AM, exposing students mainly to emergency and front-line care cases as experiences of primary medicine. Students perform consultation and

medical treatment for emergency cases, and are also responsible for night rounds and medical care of hospitalized patients when not dealing with emergency patients.

- 6) Bovine medicine and 7) Equine medicine: In addition to the clinical consultation, medical inspection and treatment, surgical operation and management of hospitalization of equines and bovines at the VTH, field clinical medicine practices are implemented in external farms including Kagoshima Prefectural Agricultural College (for bovines) and Horse Trust (for equines), and these practices include reproduction and pregnancy diagnosis and herd health management (for bovines).
- 8) OLACC and SKLV Center: Students also stay at OLACC (in groups of two or three) for three weeks to follow practica on clinical medicine for bovines, equines, and swine in the SKLV Center and local farms including an emergency clinic (for bovines) and herd health management in Soo High School (for swine).
- 9) Swine farm, Poultry farm, Zoo and Aquarium: During this clinical rotation, students experience swine and chicken clinical medicine including body weight measurement, blood collection, injections of medical drug and vaccination, insemination (for swine) and egg production (for chickens), and herd health management (husbandry environment, sanitary-control, healthcare, and feeding managements, and epidemiology), at public and private farms such as Japan Farm Corporation and Kagoshima Prefecture Federation of Agricultural Cooperative Association meadow, etc, under the supervision of academic staff working with management practitioners at each farm. Students also experience clinical medicine for exotic animals at Kagoshima City Aquarium (measurement of rectal temperature, faecal, urine, breath, vaginal smear and blood examinations for dolphins) and Hirakawa Zoological Park (general consultation, treatment and medication of zoo animals).
- 10) Farm animal mobile clinic at FAMAA: This is held as an academic practice in external units, with reproductive management and clinical practice of bovines at the private farms, organized by the FAMAA, conducted under the supervision of veterinarians of FAMAA (one student/one veterinarian) as part of the mobile clinic work of CCT, under the agreement between JFVM and FAMMA. One-week (second semester of Y5) clinical training is devoted to primary medicine in the field such as communication with farmers, rectal and clinical examinations, castration, medical treatment, surgery and necropsy.

The locations and descriptions about extra-mural and external facilities using clinical rotation are shown in Appendices 4.2.2, 4.3, and 4.4.

Students received fundamental theoretical and hands-on practical training on food hygiene, environmental hygiene and public health, and on the procedures for food processing of animal origin during module “Practice of Meat Hygiene and Inspection” in the first semester of Y5 and “Practice of Infections Disease Control” in the second semester of Y5, and “Practice of Food Processing” in the second semester of Y2.

- **Instruction in slaughterhouses (MHIC; Meat Hygiene Inspection Center)**

Students at Y5 make groups (consisting of two to three students per MHIC), and each group is assigned to one of the seven public MHICs (Chiran, Kushikino, Akune, Okuchi, Kanoya, Sueyoshi, or Shibushi) in Kagoshima Prefecture for one week. During that time, students practice hands-on meat hygiene inspection of cattle, pigs, and chickens under the supervision of prefectural veterinarians after the theoretical teaching on Hazard Analysis Critical Control Point (HACCP) management. Students learn content relating to the ante-mortem inspection of animals, diagnosis of carcasses, offal and internal organs, detailed examinations such as biochemistry, microbiology, and histopathology, and about confiscated products.

● **Instruction in Livestock Health Hygiene Center (LHHC)**

Students at Y5 make group (consisting of two to three students per LHHC), and each group is assigned to one of the six public LHHCs (Chuo, Aira, Nansatsu, Hokusatsu, Soo, or Kimotsuki) in Kagoshima Prefecture for three days. During that time, students undergo practical hands-on training for herd health management and health surveillance (visiting to the farms, on-site sampling of blood, excrement, urine, and other materials, and viral, bacterial and parasite inspection in the center) of cattle, pigs, and chicken.

● **Teaching in premises for animal-derived food processing**

This practice encompasses manufacture of foods as meat processing products, milk processing products, and fish processing products. The meat-processing training covers sausage, ham and bacon production and is carried out at the Kagoshima Prefectural Agricultural College for three days. Training on milk hygiene and safety management of dairy products (such as cheese and yogurt) is carried out in the on-campus facility for two days in Y2. In addition, two days in Y5 are devoted to fish farming, shipment, and processing at Goto Aquaculture Institute. Students make groups (consisting of seven to eight students/teacher) and study predictive microbiology for food, the relevant technology, nutritional quality, risk assessment, catering, and food poisoning under the supervision of academic staff.

Table 3.1.4 summarises the duration of each course for the EPT track. The detailed selection procedures for the Electives by the students are described in Standard 3.5 and a degree of freedom in their choice is guaranteed for all students.

As the procedures used to ascertain the achievement of each core practical/clinical activity by each student, many kinds of practice categories for clinical training for companion animals, equine, farm animals, and necropsy are established in accordance with DIC. The skills are divided into “Basic” and “Intermediate”, or “Advanced”. Students must record what their practical accomplishments during clinical rotation, including external practical training, into a “Day One Competences evaluation sheet” as their dedicated logbook (see Standard 8.5 and Appendices 8.1 to 8.4). The purpose of this evaluation sheet (logbook) is to allow following of the progression in the acquisition of competences, and students are examined and evaluated for their acquired skills by clinical teaching staff with the responsibility for assessing the relevant skill. Furthermore, anaesthesia management, clinical medicine inspection, and diagnostic imaging such as X-ray and ultrasound have their own follow-ups, independent of the

acquisition of competences. In addition, students submit a report at the end of each rotation course (i.e. every week), and clinical practice records with the comments of the supervising teachers are retained in their portfolio.

Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must 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.

The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.

The VEE must also describe how it encourages and prepares students for lifelong learning.

To ensure that the study programmes meet their objectives, each course within the curriculum is designed with specific outcomes that contribute to the overall ESEVT D1C (see Appendix 3). The competences covered by each topic class are subdivided into abilities and described in the “Guidebook for Completion of Classes” which is distributed to all students when they are admitted and revised by academic staff with responsibility for each of the topic classes every year. The specific learning outcomes are collaboratively developed through discussion among teachers in the Education and Research Unit and in the AAC, which includes a student representative. The curriculum undergoes regular reviews and updates to incorporate the latest advances in veterinary education and revisions of the ESEVT SOP, and stays attuned to the evolving demands of the veterinary field. This periodic evaluation involves feedback from students and academic staff (see Standard 3.4), and external stakeholders (from discussion within the JFVM Stakeholder Advisory Council).

Teaching facilities and equipment are regularly updated to provide students with a sophisticated and stimulating learning environment. This includes the well-equipped SSCS and advanced digital tools for use in the learning management platform, WMLMS (Web Multimedia Learning Management System)-Glexa that enhance both teaching and learning experiences (see Standard 6.2), and buildings of EAC and VTH for many pre-clinical and clinical teaching activities. In addition, academic staff receive ongoing professional development to enhance their pedagogical and subject-specific expertise (see Standards 9.1 and 9.2).

The availability of digital and e-learning resources on WMLMS-Glexa, together with the comprehensive library services including the access to professional electronic databases and the recorded courses (see Standards 4.2 and 6.2), encourages students for self-learning and continuous professional development. The emphasis is placed on active learning (small group sessions and

workshops) and some topic classes such as professional ethics, communication skills, information literacy, and medical interview/counselling with role-playing are designed to promote self-assessment, critical thinking, and project-based learning. Students' research projects such as the graduation thesis are on a mandatory-basis and "Practice of Veterinary Basic Research", an elective subject for lower grades (Y2 and Y3), and presentation of clinical cases during clinical rotation also give students the opportunities to develop promote problem-solving skills. Students are prepared for lifelong learning and career development through the lectures by the practitioners and practical training activities in the external facilities.

Standard 3.3: Programme learning outcomes must:

- ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework
 - include a description of Day One Competences
 - form the basis for explicit statements of the objectives and learning outcomes of individual units of study
 - be communicated to staff and students
 - be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.
-

The educational aims are designed to ensure that all educational content, teaching, learning, and assessment activities within the undergraduate veterinary programme are cohesively aligned. The education program in the VEE starts from fundamental knowledge in the lower grade to increasingly complex clinical and professional skills in the later years. An overview of the educational content and information on learning objectives and outcomes, the educational plan and methods, text and reference books used, grading methods and course assessment criteria are detailed in syllabus for each topic class, to which students have easy access. The educational strategy incorporates a competency-based model in which learning outcomes are defined at both the program level and for the individual topic class, and the teachers validate the learning outcomes on the targeted competencies which should be acquired in each subject. The additional strategy at the national level, VCAT and JNVE at the end of Y4 and Y6, respectively, also functions as comprehensive survey methods to evaluate learning outcomes to be a veterinarian.

To align the learning outcomes with the ESEVT D1C, a mapping has been conducted and is regularly revised (see Appendix 3). The academic staff responsible for each topic class compares the learning outcomes with the D1C to ensure comprehensive coverage, and reports to the AAC every year. The achievement of these learning outcomes is monitored through a structured assessment strategy described in the syllabus as grading methods and assessment criteria, and completion of practical and clinical activities and documentation in the "Day One Competences evaluation sheet", ensuring that all required competences are met (also see Standard 8.5).

The process of deciding and revising learning outcomes involves multiple axes. Changes and modifications to these objectives and learning outcomes are guided by the results of the student evaluations of topic classes, the exams' results for each topic class and JNVE, and the input from veterinarians involved in the education and training courses in the VEE through discussion with teachers responsible for these courses and members of the JFVM-KU Stakeholders Advisory Council. All gathered data are first discussed and analysed by the AAC, followed by the discussion and approval in the Faculty Council, and the AAC and Academic Affairs Office implement annual minor changes or significant changes, as necessary. The academic staff responsible for each topic class is required to communicate learning outcomes to students at the beginning of semester.

Standard 3.4: The VEE 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**
 - **perform ongoing reviews and periodic in-depth reviews of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned**
 - **identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.**
-

The continuous monitoring and improvement process for the overall curriculum, and its delivery are organised by the AAC, OQIVE, and FD Committee. The AAC plays a central role in gathering information to assess and evaluate implementation of the curriculum, particularly through the evaluations of topic classes from students and teachers, and drafting the revision of the curriculum. The OQIVE also plays an active role in monitoring recommendations from external evaluations (ESEVT as an international evaluation and JUAA as a national evaluation) and in revisions both of ESEVT D1C and CMCVSE to drive changes in the curriculum.

For many years, the FD Committee at KU and JFVM-KU has introduced assessment and evaluation system by students for teaching activities including exams in topic classes at the end of each semester using a dedicated on-line platform. At the end of each semester, students evaluate each lecture, practice, and course of clinical rotation through questionnaires and anonymous free comments (Appendix 1.6). The FD Committee at JFVM-KU has also introduced mutual evaluation process of topic classes by other teachers as a peer review. All academic teachers in JFVM-KU must attend two topic classes per academic year (i.e. a teacher has two reviews of academic teachers per year) and evaluate the topic

class according to the mutual evaluation sheet (Appendix 1.7). The FD Committee with the support of the Academic Affairs Office validates the results of evaluations from students and teachers, and send the formatted results of these evaluations to teachers. In any case, teachers must provide and present a report for improvement focused on the findings from the results and measures to address the raised issues. In the Student Council and JFVM-KU Stakeholder Advisory Council, the educational contents and procedures are discussed and evaluated. These internal audits by students to teaching activities allow us to improve the quality and efficiency of the veterinary education programs in the VEE.

The revised curriculum based on the feedback is discussed among faculty members in Faculty Council. The Faculty Management Council gives the final decision on this matter. The curriculum contents (Syllabus) are published on the website (<https://syllabus11.kuas.kagoshima-u.ac.jp/showSearch/ja>) to encourage opinions from students, academic staff, and practitioners in extra-mural facilities used during the practical training.

Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another.

EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person.

EPT itself cannot replace the Core Clinical Training (CCT)¹ under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ))). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.

At the end of Y5, students must choose their Y6 track from among five tracks, including four clinical areas (companion animal internal medicine, companion animal surgery, bovine clinical medicine, and equine clinical medicine) and one non-clinical area (laboratory research work), in addition to their graduation thesis. There is no selection process for the tracks and each student is free to choose the track that suits their intended professional path, and the teachers responsible for each course adapt to potential variations in the number of students in each clinical track.

The purpose of clinical tracks is to give students the opportunity to gain more exposure to clinical cases and to learn applied in-depth clinical skills/knowledge based on the competences acquired during the CCT. At this moment, all EPT activities in clinical tracks are intra-mural courses in KUVTH and mobile clinics (for bovine and equine medicine). Students who chose the companion animal internal medicine track (during the past three years: 4 in 2024, 3 in 2023, and 4 in 2022), the companion animal surgery track (1 in 2024, 3 in 2023, 3 in 2022), the bovine medicine track (0 in 2024, 1 in 2023, 0 in 2022), and equine medicine track (1 in 2024, 0 in 2023, 0 in 2022) spend a maximum 24 weeks (one

semester) in their chosen track. The rest of the students, who chose the laboratory research work track, focus on their research work in addition to the effort of graduation thesis.

In addition to the EPT, the VEE has set-up several elective (not compulsory) subjects. Y2 and Y3 students can register for an elective topic class of “Practice of Veterinary Basic Research” and can participate in laboratory research work for 24 weeks (one semester) under the supervision of the academic staff in the relevant laboratory. Y6 students who have a plan to enter the JGSVM after graduation can register for another topic class, the “JGSVM Special Lecture”, which is a lecture course covering basic science and clinical science field for PhD students and is open to undergraduate students. Students can take the activities at work placement in Japan and international activities in a French vet school (ENVA or VetAgro Sup) under an established agreement (4-6 students participate in the international activities every year).

Table 3.5.1. Curriculum days of Elective Practical Training (EPT) for each student

Fields of Practice	Minimum duration (weeks)	Year of programme
Production animals (pre-clinical)	-	-
Companion animals (pre-clinical)	-	-
Production animals (clinical)	12 weeks	First semester of Y6
Companion animals (clinical)	12 weeks	First semester of Y6
VPH (including FSQ)	-	-
Others (Laboratory research work)	12 weeks	First semester of Y6

Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating 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 VEE on the EPT programme.

There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.

The VEE provides EPT tracks for the 6th year as the additional advanced clinical training or laboratory research work, and all activities are only conducted intra-murally at the present time. Student assessment and the feedback system for EPT are same as those implemented for the CCT in the VEE.

The teaching staff responsible for the supervision of the EPT activities are Prof. Akira YABUKI, D.V.M., Ph.D., Vice Director of KUVTH, for organisation and monitoring under discussion with other clinical academic teachers, assisted by Prof. Takuro ARIMURA, D.V.M., Ph.D., Director of OQIVE, and Chair of AAC, with the support of the Academic Affairs Office.

Standard 3.7: 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 VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.

During EPT, Y6 students must record their activities in the logbook and the “advanced” level skills that are acquired (see Standards 3.1 and 8.5). This logbook (and summary report describing what they performed in some courses) helps to determine whether the initial objectives have been met and tracks the student’s educational progress after the core clinical rotation. The Y6 students in EPT play an important role in supporting appropriate conduct for the Y5 students in CCT as student mentors, and what they teach the underclassmen helps them learn for themselves.

Students can formally and anonymously complain about issues occurring during their EPT activities through the anonymous questionnaires, in the same way as specified in Standard 3.4 and Appendix 1.6 for clinical rotation, or by directly contacting the clinical academic teacher responsible for each EPT course. The feedback loop between students and their outcome assessment in the logbook, and supervising teachers ensure a continuous QA process. This QMS monitors the progress of EPT activities and ensures that any arising issue is promptly addressed in the same way as is implemented for CCT.

Comments on Area 3

- The VEE admits about 30 students per year, a number which is highly restricted at the national level. It allows small groups without much variation in academic ability; therefore, classes based on academic level are not needed.
- Cooperation between YU and KU enables sharing of educational resources, including members of each faculty. Topic classes are conducted by face-to-face lectures or media-assisted classes from YU using the SSCS for a part of each relevant subject, especially specific veterinary subjects in basic sciences. The CMCVSE allows the achievement of the common competencies of veterinary science education in Japan, and students are also able to learn more advanced and specialized content. When students graduate from this education program, they can find jobs in food hygiene, veterinary hygiene, and other fields that use specialized knowledge on basic research of veterinary medicine as well as the clinical veterinary field.
- The VCAT including CBT and OSCE works well to evaluate students’ competences to participate in the clinical rotation with the title “Student Doctor” (allowing the students to directly handle client’s pets). The JNVE also plays an important role in the evaluation of graduates’ competences and the award of the Japanese Veterinary Licence, but it validates knowledge only by multiple choice question and extended matching questions using marksheets, and is not an examination that

covers technical (physical) skills.

- Students evaluate each topic class, and professors receive the results and use them to improve the topic class. Mutual evaluations are also conducted by all academic staff, not only to evaluate each other, but also to learn and share teaching methods and to avoid any gaps between subjects. As we conduct these evaluations, if any problems are identified, it is possible to revise the curriculum after the discussion in the AAC, followed by the Faculty Council.

Suggestions for improvement in Area 3

- Over the previous two decades, lectures were the basis of the curriculum in Japanese veterinary education. Therefore, theoretical training accounted for a high proportion of teaching time, and supervised practical training, especially hours spent on the clinical work, accounted for a very low one. By the establishment of the CMCVSE, the objectives that academic staff should meet in their teaching, and competencies that students should acquire became clearer. The exposure to clinical rotation for students has largely improved even if the total hours of mandatory clinical work have not been decided in the CMCVSE. However, the VEE needs to further establish an expanded system that can conduct elective work not only for companion animals and farm animals, but also for subjects concerning VPH at commercial and governmental organizations as EPT, as well as advanced clinical elective courses in the external facilities. The VEE should also improve upon the use of limited time and space constraints.
- For Japan to attain the international standards for a veterinary education system, it is necessary to increase acquisition of competences with work on clinical cases.
- It is better to develop the opportunity to learn wildlife veterinary medicine in the remote islands area of South Japan, including Yakushima and Amami-Oshima islands, which are listed UNESCO Natural World Heritage sites.

4. Facilities and equipment

Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people including students with a disability, and EU animal welfare and care standards.

The JFVM-KU is located in Kagoshima City in the South-Kyushu region (Kagoshima Prefecture) of Japan (Appendix 4.1), based on the north side of the main KU campus (veterinary educational facilities, administrative/support staff offices, diagnostic and research/education laboratories, offices of academic/support staff, pre-clinical and clinical teaching rooms, and the VTH), as one of nine KU faculties. The JFVM manages the following intra-mural facilities (total floor area of 10,269 m²): Faculty of Veterinary Medicine and Agriculture Building, Laboratory Buildings A, B, and C, KUVTH Small Animal and Large Animal Medical Centers, Equine Medical Center (EMC), and EAC (Appendix 4.2.1). The JFVM-KU's extra-mural facilities used for the veterinary curriculum and managed by the JFVM-KU (for OLACC and Iriki farm) or Soo City (for SKLV Center) are as follows: OLACC (Lot size: 630 m²) as a branch of the farm animal clinic 90 km east from the main campus; Iriki farm (Lot size: 1,478,471 m²) as a husbandry-training farm 30 km northwest from main campus; SKLV Center (Lot size: 50,000 m²) as a farm animal clinical medicine training 80 km northeast from main campus (Appendix 4.2.2). The other external facilities for the veterinary curriculum in the VEE are shown in Appendices 4.3 and 4.4.

JFVM-KU facilities have received governmental (MEXT, MAFF, cabinet office) and KU funding over the past 10 year, to support the strategy of meeting international veterinary educational standards. The annual budget is designed to align with faculty objectives, and determines the orientation and priorities for activity while balancing existing needs, regulatory obligations, and financial resources. KU supports maintenance and upgrading fees for the current facilities as part of the annual budget. The JFVM makes persistent efforts to increase revenues from the VTH and obtain further financial support from KU for facility/equipment renewal in line with the strategic plan, and future curriculum needs.

The Facility Management Committee in KU conducts annual security and safety inspections of the buildings including the facilities of JFVM in accordance with the relevant legislation in Japan. In addition, occupational physicians and health officers implement safety inspection for all facilities and equipment once a year to verify compliance with fire and earthquake safety regulations and public accessibility standards at the national level. The points identified to be corrected are fixed and reported to the faculty, and JFVM-KU must improve the situations for which any findings are pointed out.

Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, equipped for instructional

purposes and well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities.

Offices, teaching preparation and research laboratories must be sufficient for the needs of the teaching and support staff to support their teaching and research efforts.

- **Lecturing**: All lecture rooms have an audio and visual (AV) system with HDMI-based screen projection, and some have a stationary or mobile link to the SSCS (shared with JFVM-YU) lecture-recording equipment (Appendix 4.5). The recorded lectures are available for e-learning. A wireless local area network (LAN) has been established and the Wi-Fi network is available to the students with their eduroam (KU network) ID and passwords. A wired LAN is also available on the desks in lecture rooms, which allows stable and simultaneous access for a large group.
- **Group work**: There are 11 rooms in JFVM-KU. See list in Appendix 4.6.
- **Practical work and skills labs**: Practical training rooms, laboratories and the Clinical Skills Laboratory used for veterinary curriculum are described in Appendix 4.7.
- **Study and self-learning**: The KU library is in the same campus. A self-directed e-learning room (subsidiary library, 73 m²) on the 2nd floor of Laboratory Building B is used as a study room for students. During clinical rotation in KUVTH, students also use two student rooms (33 m² on the 1st floor and 31 m² at the 3rd floor) of the Small Animal Medical Center of KUVTH. The Clinical Skills Laboratory (64 m²) on the 1st floor of Laboratory Building B and Space for Farm Animal Practice (214 m²) on the 1st floor of EAC have retention models of dogs and a calf, and a cow and a pig, simulators for an intravenous injection, auscultation of a dog and skin suture, an upper gastrointestinal endoscope training model, bovine theriogenology model, and dystocia simulator, and these are used as supplementary teaching materials in clinical practices.
- **Catering**: Students are able to use 4 canteens and 3 shops in KU described in Appendix 4.8.
- **Locker rooms**: Locker rooms used during practices are described in Appendix 4.9.
- **Accommodation for on call students**: The VEE has specific accommodation for on--call students in KUVTH (2 bedrooms for men or women, 11 m² each). In OLACC, there are also specific accommodations for students (2 bedrooms for men or women, 10 m² each).
- **Leisure**: Leisure facilities for students in KU are described in Appendix 4.10.
- **Sanitary**: Toilets, laundries, and showers are set-up in all the facilities (Small Animal and Large Animal Medical Centers of KUVTH, EMC, and EAC, as well as the Anatomy Special Practice Room and Pathological Necropsy Room), especially near the rooms for the practical training including clinical rotation. Students can use these facilities and equipment if they are exposed to any contaminant during practices.

Offices for the academic staff and research laboratory are mainly situated in Laboratory Buildings A and B, and the EAC. The recommended average surface area for office and research laboratory is about 80 m² per academic staff member. Administrative offices are grouped together in the Faculty of

Veterinary Medicine and Agriculture Building and offices for clinical support staff are in dedicated rooms in the VTH.

Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:

- be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students
 - be of a high standard, well maintained and fit for the purpose
 - promote best husbandry, welfare and management practices
 - ensure relevant biosecurity
 - take into account environmental sustainability
 - be designed to enhance learning.
-

The premises for housing healthy, hospitalized, and/or isolated animals (including dogs, cats, horses, farm animals, and other laboratory animals) are located at KUVTH, Iriki farm, and/or the EAC in the JFVM. A list of housing is shown in Appendix 4.11. The biosafety/biosecurity procedures at each facility of JFVM-KU are controlled under the biosafety/biosecurity SOP by a dedicated individual, who is a member of Biosecurity Committee and the representative for the relevant facility. This individual is responsible for educating students about biosecurity procedures when students start to use the relevant facility.

The premises for clinical activities, diagnostic services including necropsy, and others are as follows:

• **Clinical activities**

1) Facilities for Small Animal Clinical Medicine (KUVTH)

- Office room and reception (34 m²).
- Waiting areas: Entrance and general waiting area (100 m²), and waiting area for dogs (50 m²) and cats (17 m²).
- Consultation rooms: 3 large rooms (21 m²), 2 small rooms for dogs (9 m²), and 2 small rooms for cats (9 m²). A pre-treatment area (36 m²) is connected to the small consultation rooms.
- Examination/Treatment room (170 m²).
- Clinical examination room (66 m²).
- Dental surgery and Kinaesthetic diagnosis/physiotherapy room (34 m²)
- Chemotherapy dispensing room (15 m²).
- Pharmacy (36 m²)
- Surgery area: A preparation room (136 m²) with hand-washing area (13 m²) and 5 surgery rooms (39-48 m²) which are used for surgery with students. The surgery rooms are positive-pressured.
- Post-surgery room (37 m²) and intensive care unit (ICU) room (49 m²).
- Diagnostics area for shelter and suspected infected animals: It consists of a waiting room (8 m²), a consultation room (9 m²), and an examination/treatment room (23 m²). This is a separate area with its own dedicated entrance to avoid contact with the animals suffering non-infectious diseases. If a

client's pet is diagnosed with an infectious disease, the animal is transferred to the isolation facility.

- Isolation facility: A preparation room (6 m²), a consultation room (12 m²), and an examination/treatment room (26 m²), and hospitalization room (19 m²) for dogs and cats affected by infectious disease.

2) Facilities for Farm Animal Clinical Medicine (KUVTH)

- Farm animal clinical treatment room (92 m²): This room is connected to 4 hospitalization rooms (10-19 m²) for cattle.
- Farm animal clinical area: A surgery room (28 m²) with X-ray system, and clinical examination/treatment and anaesthesia induction room (55 m²). This area is used to diagnose and treat animals such as cattle and small ruminants and attached with diagnostic imaging facility.
- Isolation facility: A preparation room (9 m²), an examination/treatment area (44 m²), and 3 hospitalization rooms (37 m² in total) for cattle and horse affected with infectious disease.

3) EMC

- Examination/Treatment room (50 m²).
- X-rays room (20 m²).
- Anaesthesia induction and recovery room (29 m²).
- Surgery room (28 m²).
- High-clean surgery room (40 m²) and hygiene room (33 m²).

4) OLACC (a branch of KUVTH for farm animal clinic)

- Examination room (45 m²).

• **Diagnostic services including necropsy**

- The KUVTH Small Animal Medical Center has an X-ray room (16 m²), an ultrasound/electrocardiogram room (30 m²) with dimming control system, and an endoscopy room (15 m²). These rooms are used for diagnostic imaging services for small animals.
- The KUVTH Large Animal Medical Center has X-ray CT (Computed Tomography) and MRI (Magnetic Resonance Imaging) facilities used for diagnostic imaging services for all animal species including zoo and aquarium animals. X-ray CT examination facility consists of CT room (32 m²) with a CT operation room (14 m²) and a CT preparation room (17 m²). MRI examination facility consists of MRI room (33 m²) with MRI operation/preparation room (44 m²).
- Diagnostic services for clinical examinations such as analyses for clinical pathology, biochemistry, blood chemistry, endocrinology, and cytochemistry are operated in the clinical examination room of the Small Animal Medical Center of KUVTH for small animals, in the farm animal clinical area of the Large Animal Medical Center of KUVTH and OLACC for farm animals, or in the clinical examination room of the EMC for horses.
- The Pathological Necropsy Room (223 m²) is located on the 1st floor of Large Animal Medical Center of KUVTH and has equipment to perform euthanasia, necropsy and diagnostic services on all animal species, and storage for cadavers. The room is near to an animal waste incinerator.

• **Others**

- Teaching Laboratory: The practice room for small-sized animals (81 m²) is used for practical training for physiology, biochemistry, and pharmacology/toxicology. The VPH and Microbiology Special Practice Room (79 m²) is used for practical training for microbiology including bacteriology and virology, parasitology, and VPH.

The biosafety/biosecurity procedures for each facility are controlled according to the biosafety/biosecurity SOP of JFVM-KU (see Standard 4.9) or the relevant external facility. Also, dedicated basic equipment such as fire extinguishers, eye-washers, and first-aid kits are set-up at each facility controlled by the Biosecurity Committee and JFVM-KU.

The equipment used for clinical services is as follows:

- **Clinical services**

1) Facilities for Small Animal Clinical Medicine (KUVTH)

- In the office room and reception, an accounting system coupled to the electronic health record system is operated at the reception. All hospital work involves systematic operation through connecting the electronic clinical record system equipped at all rooms to picture archiving and communication system (PACS).
- The clinical examination room is equipped with an auto-hemocytometer, auto-biochemical analyser, auto-blood gas and electrolyte analysers, blood coagulation analysers, blood hormone measures, microscopes with digital image shooting system, small draft chamber, and cytocentrifuges. A discussion microscope for ten-persons is also available here, and is used for clinical practice.
- The X-Ray room is equipped with X-ray radiography and fluoroscopy for small animals.
- The ultrasound/electrocardiogram room is equipped with ultrasound and electrocardiography systems.
- The endoscopy room is equipped with two fiberscopes for the gastrointestinal tract and bronchus.
- Each room in the surgery area is equipped with an inhalation anaesthesia apparatus with a ventilator and an operating table. A C-arm X-ray fluoroscopy system allowed for use in two dedicated shielding rooms is also provided.

2) Facilities for Large Animal Clinical Medicine (KUVTH)

- The farm animal clinical area is equipped with an X-ray system.

3) Common Facilities for Small Animal and Large Animal Clinical Medicine (KUVTH)

- In the Large Animal Medical Center, there are X-ray CT and MRI for all animal species. The X-ray CT equipment is a 16-row helical CT scanner is equipped. The CT scanner has a fixed bed (possible to move up and down) and a gantry able to slide, and it allows us to examine both adult large animals weighting under one thousand kilograms and small animals such as dogs and cats. The MRI, equipment is a 3TMRI device. The MRI has a bed with a load-capacity of 160 kilograms, and it is used for small and large animals as well as exotic animals.

4) EMC

- The X-rays room has X-ray radiography, ultrasound, and endoscopy equipment.
- The anaesthesia induction and recovery room has inhalation anaesthesia equipment.

- The surgery room has a surgical table for horses, an inhalation anaesthesia instrument, and radiology equipment.
- The high-clean surgery room and hygiene room have a surgical table, an inhalation anaesthesia instrument, and radiology equipment.

5) OLACC

- The clinical examination room has X-ray radiography, ultrasound, and endoscopy equipment.

The premises used for the practical teaching in the VPH including FSQ are as follows, and are described in Appendices 4.3 and 4.4:

• **VPH including FSQ**

- Slaughterhouse Facilities: The JFVM-KU has a collaborative contract with Kagoshima Prefecture, which organizes and manages public MHICs with slaughterhouses in the prefecture. Under this contract, VEE students have access to six public MHICs with slaughterhouses (Chiran, Akune, Okuchi, Kanoya, Sueyoshi, and Shibushi: 35-100 km from campus of JFVM-KU) in Kagoshima Prefecture, and receive practical hands-on training on ante-mortem inspection of cattle, pigs, and chickens, on inspection of offal and carcasses for detection of lesions, and on diagnosis and inspection of meat quality. These facilities are fully approved by dedicated regulations such as HACCP.
- Foodstuff Processing Units: The hands-on practice for meat processing is carried out in a dedicated facility of Kagoshima Prefectural Agricultural College. Practical training on hygiene and safety management for dairy products is carried out in a facility on the KU Korimoto campus. Students also receive dedicated training on fish farming, shipment, and processing at Goto Aquaculture Institute.
- VPH Surveillance Facilities: The JFVM-KU has another external practical training of VPH surveillance and management under the agreement with Kagoshima Prefecture. Students have access to six public LHCs (Chuo, Aira, Nansatsu, Hokusatsu, Soo, and Kimotsuki: 25-108 km from campus of JFVM-KU) in Kagoshima Prefecture, and receive practical hands-on training for herd health management and health surveillance (visiting to the farms, on-site sampling of blood, feces, urine and other materials, and viral, bacterial and parasite inspection in the center) of cattle, pigs, and chickens.

Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines.

Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching 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, on-call service must be available if emergency services do not exist for those species in a VTH.

The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector.

The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.

● **KUVTH**

- The VTH belongs to JFVM-KU and is managed by the KUVTH Management Council and KUVTH Council chaired by the Director of KUVTH. Opening days (hours) are weekdays (8:00AM to 5:00PM) and weekends (upon request prior to coming). On-duty and on-call emergency services are offered from 7:00PM to 6:00AM including weekends for small and large animals (equines and bovines), respectively. All platforms of the VTH are fully compliant with the relevant national legislation concerning veterinarians, and animal welfare and management, and the VTH is registered as a Veterinary Care and Animal Handling Facility under the act.
- General consultation: The KUVTH is divided into the Small Animal Clinical Unit and Farm (Large) Animal Clinical Unit, and some diagnostic laboratories (Diagnostic Imaging, Blood Testing, and Genetic Testing) are shared. The Small Animal Clinical Unit is divided into General Internal Medicine, General Surgery, and Diagnostic Imaging sections. The Large (Farm) Animal Clinical Unit has the following divisions: - Equine medicine, - Cattle, Goats, and Sheep medicine, and - Pig and Chicken medicine. Consultations for farm animals and horses on campus are by appointment. Students have opportunities to be exposed to new varieties of consultation every day, and perform the whole routine of a medical interview - examination - diagnoses - process in treatment, and write or present a report. When students engage in the consultation and the treatment of an animal, they conduct with under the approval of the client and under the supervision of the relevant clinical teaching staff.
- Specialized consultations are set-up in the Small Animal Clinical Unit as follows: Infectious Disease, Cardiology, Neurology, Kidney and Urology, Oncology, Soft Tissue Surgery, Orthopaedic Surgery, Dentistry including Dental Surgery, and Anaesthesiology. Students are assigned to these consultations.
- Hospitalizations: The KUVTH always accepts any hospitalized patients following treatment in both primary and referral cases, even if it involves hospitalization on weekends or national holidays. Clinical teaching staff, veterinary nurses, and students manage hospitalized patients at night even during weekends and national holidays.
- Emergencies and intensive care are also organized and managed 24 hours/day, 7 days/week. In cases of emergency, a client needs to call prior to coming to the VTH. Emergency patients are treated by the clinical teaching staff and students with a veterinary nurse.
- An ambulatory clinic for farm animals and horses is implemented as a part of clinical rotation.

The clinical teaching activities conducted within the VTH align with the principles of research- and evidence-based medicine, and adherence to these principals is ensured by the fact that a large number of clinical teaching staff members hold a PhD and a specialist veterinary diploma/qualification at the national/international level, and that they are also actively involved in research units. Additionally, clinical teaching/support staff at VTH are trained in the code of conduct and student instruction, and assessment (only for teaching staff). The activities of KUVTH (including the EMC) involves dealing with clients who come directly on their own initiative and those referred by a primary-care veterinarian. Based on the diversity and quality of its equipment and teams, the VTH (including the ambulatory clinic) can provide hands-on clinical training for all students during the clinical rotation.

Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.

Pre-clinical teaching activities take place in the Practice Room for medium-sized animal (dogs/cats) (119 m²) and farm animal practice area (214 m²) in the EAC. Client communication training is also held in the same room/area during Y4 and is conducted through role-play for preparation of OSCE. Paraclinical activities such as physiology, pharmacology, and biochemistry, are carried out in the Practice Room for small-sized animal (mice, rats and rabbits) (81 m²) in EAC, and those for microbiology including bacteriology and virology, parasitology, and VPH are carried out in the VPH and Microbiology Special Practice Room (79 m²), which is connected with a preparation room.

Clinical teaching activities in the VTH are performed for all VTH services. All Y5 students receive clinical training in the KUVTH, including in the Small Animal and Large Animal Medical Centers, and the EMC. The specific intra-mural facilities and equipment in each service are described in Standards 4.3 and 4.4, and Appendix 4.7. The Y5 students also receive clinical training in the external facilities under a contract between JFVM-KU and the establishment (see Appendices 4.3 and 4.4, and List of Agreements for JFVM-KU).

Standard 4.6: 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 the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.

The isolation facilities in the VTH for both small and large animals are located on the 1st floor in the Large Animal Medical Center as different dedicated areas. The small animal isolation facility is reserved for hospitalised dogs, cats, and exotic pets with contagious disease, and procedures are described in the Biosecurity SOP. Access is restricted to clinical teaching staff, veterinary nurses, and students, and entry is allowed only to those using their own registered ID card. Entry, using, and exit procedures for staff and students are described in the Biosecurity SOP, and outlined in the facility. The premises is equipped with 4 cages for small dogs and cats and 1 cage for a large or medium-sized dog.

The large animal isolation facility is reserved for bovines, small ruminants and equines with contagious disease, and procedures are described in the Biosecurity SOP. Access is restricted and allowed in the same way as that for the facility for small animals, and only the authorised personal (as described above) can enter, and they enter wearing dedicated clothing and rubber boots through a changing room and a footbath with disinfectant, according to the Biosecurity SOP and indications in the room. The premises is equipped with 3 stables.

Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.

Ambulatory clinic practice is performed as part of clinical activities in Y5. In the clinical rotation, 3-week courses at the OLACC and SKLV Center are dedicated to the ambulatory clinics, and bovine medicine and equine medicine courses (4 weeks each) also involve clinical activities at the external farms at least once a week. Students are taught field clinical medicine including consultation, medical inspection and treatment, minor on-farm surgery, sanitary inspection and prophylaxis, reproduction monitoring, and herd health management by the academic staff. In addition, Y5 students visit external farms for both poultry and swine, and herd health management and primary medicine are carried out by academic staff with management veterinarians in the farm with the approval of the farmer. In the pre-clinical training, Y3 students stay at Iriki farm for one week and practice animal husbandry and herd health management under the supervision of teaching staff. In the VPH training for Y5 students, the students stay at a prefectural LHHC for 3 days and receive practical hands-on training for herd health management and health surveillance of cattle, pigs, and chickens (also see Standard 3.1).

Regarding vehicles and equipment used for the ambulatory clinics, the six vehicles listed below (see Standard 4.8) are used for ambulatory clinics (two are in the OLACC). A van-type automobile (6 seats), which is equipped with blood test, X-ray photography, ultrasonography, and endoscopy equipment (depending on examinations), is used for practical work at farms. In addition, the VEE has a medical treatment and surgery truck (3 seats) for large animals, and it allows the performance of basic orthopaedic surgery, and procedures on the body surface, and abdominal cavity in the fields.

Standard 4.8: 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 animal welfare, and to prevent the spread of infectious agents.

The vehicles used for the veterinary program in JFVM-KU are as follows:

- **Student transportation:** 2 buses (45 seats) and 1 microbus (28 seats) belonging to KU, for student transportation of students to the external facilities, and 4 additional vehicles are also used (3 small cargo vehicles with 4-5 seat: 2 of NISSAN NV200Vanette and 1 SUBARU SAMBAR, and an 8-seat TOYOTA NOAH van). These vehicles are stationed on the main campus, and a further two vehicles (a 5-seat NISSAN NV200Vanette and a 5-seat MAZDA FAMILIA van) are stationed in OLACC. These vehicles are for extra-mural clinical activities and driven by a teaching staff. A first-aid kit is set-up in each vehicle for extra-mural clinical activities.
- **Live animal transportation:** A truck-typed, 6-seat vehicle (TOYOTA TOYOACE) is used for the transportation of cattle and horses (for which it is equipped), and its cargo bed can hold boxes to load animals. The driver can monitor the animals using a surveillance camera inside the box. Also, a 6-seat cargo vehicle with clinical equipment (TOYOTA HIACE) is used for the transportation of small ruminants, piglets, and poultry. A 3-seat truck-type vehicle with surgery equipment (HINO RANGER) is also available for transportation of cattle. The vehicles are washed and cleaned using disinfectant after use by technical staff.
- **Cadaver transportation:** Small carcasses (e.g. piglets and poultry) and anatomical parts for use in practical pathology or anatomy training are transported in watertight boxes from the relevant external facility. There is a leak-proof structured container for transportation of animal cadavers and a dedicated vehicle for the livestock cadaver-rendering plant is used for transporting these cadavers.

Standard 4.9: Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.

The Biosecurity Committee, which consists of representatives from each facility, perform the risk assessment and the risk prevention measures in the facilities for clinical work, extra-mural practical work, anatomy, pathological necropsy, and diagnostic examination, according to the Biosecurity/Biosafety SOP as updated by the Committee every year. The Committee takes measures

to protect students from infection, physical and chemical accidents by creating and posting accident prevention manuals in each practice room and makes the relevant announcements to students not only through designated lectures when students are first admitted but also when they start clinical rotation. Academic staff responsible for each practicum hold dedicated education about the risks of equipment and materials such as animals, bacteria, and chemicals to students during orientation before each practical work training. Students and all other individuals can access the updated SOP via a dedicated website (in Japanese: <https://www.vet.kagoshima-u.ac.jp/bio-sop/>, in English: <https://www.vet.kagoshima-u.ac.jp/en/bios/>). Any accidents and incidents which occur in any facility are immediately reported to the Dean, and discussed and analysed by the relevant committee(s) to prevent recurrence as soon as possible. In addition, each room or facility has a designated individual who is responsible for checking the equipment under the regulations, and this individual will request any renovation or repair to the faculty if they identify something that needs to be fixed.

The annual training courses on waste liquid and drainage, X-ray, veterinary care for laboratory animals, hazard trainings on the uses of chemical agent, pathogens, and genetically modified organisms are organised at the university level or faculty level. All academic and support staff members, and students should attend these courses, and are registered as having the potential to be exposed every year.

Comments on Area 4

- Many facilities and equipment in the main campus have been renovated over the past ten years to meet the international standards for veterinary education.
- There is no disposing facility for large livestock excrement in the main campus.
- The facility of OLACC has very dilapidate accommodation for students.

Suggestions for Improvement in Area 4

- The purchase of new vehicles for transportation is currently under discussion because some vehicles are old.
- The facility renovation costs should be considered in the near future.

5. Animal resources and teaching material of animal origin

Standard 5.1: The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled.

Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.

The VEE has a clear strategy about the use of animals and materials of animal origin to offer the best opportunity for each student to acquire D1C. The first pillar of this strategy involves matching the number of students with potential clinical cases. The JFVM-KU (including KUVTH) is located in one of Japan's principal livestock farming areas, and students and staff thus have ready access to farm animals, horses, slaughterhouses, and other facilities under agreements with the relevant owners or managing organisations. In addition, the JFVM-KU is in a relatively highly populated area (600,000 people in Kagoshima City and 1,600,000 in Kagoshima Prefecture), and thus has a sufficient urban/suburban catchment area, which yields a reasonable number of clinical cases of companion animals. The JFVM-KU has agreements with public animal shelters for hands-on practice using healthy and/or diseased dogs and cats, and necropsy of small animals affected with disease. For laboratory animals, Japanese law allows the use of live laboratory animals such as mice and rats for practices of basic science, but the strategy of JFVM-KU is to decrease the number of these animals so used. The JFVM-KU aims to reduce practice on healthy animals by introducing hands-on teaching using dummy animals. The JFVM-KU has an Animal Management Committees, which consist of Animal Experiment Committee and Animal Ethics Committee. They oversee management of all academic research and education using animals, animal welfare and ethics of animal husbandry and patient care, and the refinement and teaching of animal welfare and ethics procedure to students and staff.

For small animals, both primary medical cases and referral cases are offered in KUVTH and students participate in both primary and referral medical care as a part of clinical training. Currently, consultations for small animals during daytime are mainly referrals from outside practitioners. The primary cases involving small animals are mainly seen in the emergency clinic during nights. The VEE provides practical training for students in public animal shelters to enhance students' opportunities for dealing with primary medical cases and medical care involving physical check-ups, vaccination, medication for prevention of parasite infection, and surgical castration and spaying for dogs and cats. Students can also take practica at the zoo and the aquarium, for exotic animal practical training. For farm animals and horses, the VEE uses many external facilities to keep the balance because primary medical cases and specialized medical cases are devoted to students in KUVTH. Students also have contact with healthy animals in herds to be able to manage herd health. The JFVM-KU appoints a dedicated clinical academic staff responsible for checking clinical rotation exposure for all students,

and to reorganize and revise the curriculum of clinical rotation through discussion with other teachers and the AAC every year.

The VEE gives courses in Animal Welfare and Veterinary Ethics for all students. In addition, all animal experiments and clinical examinations are performed after approval from the Animal Management Committees at the faculty level or university level. All teachers and students are obligated to take a lecture concerning animal welfare organized by the Animal Management Committees every year. Education is given on procedures and adequacy of euthanasia of animals (laboratory animals, companion animals, horses, livestock including cattle, pigs and poultry, and other animals including animals in a zoo, wild animals, amphibian animals, fish, reptiles, and aquatic mammals, etc.) in accordance with the guideline. Academic staff are obligated to report the methods of euthanasia and procedures involved after the practices. A teacher at each practical work site is responsible for recording of procedures engaged in animals used for teaching.

The JFVM-KU has created the “Safety Guides for Experiments and Practical Trainings” and revises this guide every year through review and discussion at the faculty’s Biosecurity Committee, and students are educated before each practical training that all animal experiments and clinical examinations should be performed under the guideline, and this covers animal welfare. In addition, the EAC and all procedures using animals in it are accredited by the Association for Assessment and Accreditation of Laboratory Animal Care (AAALAC) International.

● **Cadavers and material of animal origin for training in anatomy**

- **Obtainment of animals:** Cadavers and materials of animal origin used for Practice of Veterinary Anatomy are purchased from livestock farms for cattle, pig, and chicken, or a pharmaceutical company for dogs. Horses are obtained from the farm of the Horse Trust, which is an organization for retired aging horses in Japan. In the anatomical practical training, after general anatomy, a cadaver is dissected in each part and it is used many times (e.g. three times for the training of muscle, three times for internal organs, three times for nerve system, three times for heart and respiratory system, etc.). Besides these, animal organs purchased from the slaughterhouse can be also used for education.
- **Management of materials of animal origin:** Animals are used after euthanasia by a professor using bleeding and electric stimulation with adequate sedatives and anaesthetics in accordance with “Guidelines on Euthanasia” and “AVMA Guidelines on Euthanasia”. Animal waste is mainly disposed of in the Animal Waste Incinerator on campus, or in some cases by an external animal carcass-processing plant approved under Japanese law. Formalin-fixed animal body parts are prepared and kept in the dedicated room, following national regulations with special aspiration and equipment to avoid exposing students and staff to formalin, and these are used to prepare specimens for Veterinary Histology.
- **Other materials:** Anatomical images and their explanations are used as references and computer supplemental teaching materials. Specifically, Digital Anatomy Web (<https://hab-net.com/digitalanatomyweb.html>) is used for practical training on PCs or iPads in conjunction with

manual dissection using cadavers, and this is used in canine myological dissection training to show areas that are structurally difficult to observe in real animals, and to review dissection of areas that have been dissected and cannot be irreversibly observed. Students can view the digital contents on their own device, which they can freely use during practical training, and this enables them to experience the same learning effect as an alternative method to learning by actual observation, even if the training time spent for practical dissection is reduced. The Digital Anatomy Web is also used in anatomy lectures to good effect.

- **Skeletal materials:** Skeletal specimens used as teaching materials originate from horses, cattle, pigs and dogs, and whole bodies of chickens and other animals. These skeletal specimens are prepared from animals used in Practices of Veterinary Anatomy.
- **Materials for Histology:** The VEE possesses specimens for microscopic examination of skeletal tissue, cartilages, blood, muscle, central nerves, lymphatic tissues, digestive organs, respiratory organs, urinary organs, genital organs, placenta, endocrine system, eyeballs, inner ears, and skin. Each specimen is captured into a virtual slide system and that image is retained in the digital database. Electron microscopy specimens are prepared from some of the materials for histology, and used as teaching materials for Cytology. Foetuses and placentas from pigs and mice are used as teaching materials for Veterinary Embryology.

● **Animals used for Practices of Veterinary Pathology**

Cadavers and material of animal origin used for the Practice of Veterinary Pathology are obtained from the VTH or private veterinary hospitals/clinics. Cadavers transported from off-campus sites are also used as teaching materials. Cadavers to undergo pathological necropsy on campus are kept in a refrigerator and dissected as soon as possible. Cadavers are also kept in a freezer and used for practices. All wastes derived from necropsy are disposed of in the Animal Waste Incinerator on campus or by an external animal carcass-processing plant approved under Japanese law. In addition, animal waste from cattle, pigs, chickens, or horses after field necropsy are disposed of by the relevant farm under the regulations covering the usual procedure for cadavers for that farm.

Animal Waste Incinerator

There is an animal waste incinerator and an animal carcasses storage freezer in the JFVM-KU. The incinerator has been upgraded to meet novel dioxin emission regulations in Japan.

Other waste that cannot be handled by the incinerator is separated into general waste and medical waste. Medical waste is also separated into infectious medical waste and non-infectious medical waste. These wastes are managed at the designated disposal area (when the office is closed, the infectious medical waste is secured in a locked location to avoid any spread of infection) until a courier from the official disposal company (rendering plant for livestock carcasses) contracted by the University comes to collect them.

Table 5.1.1. Cadavers and material of animal origin used in practical anatomical training

Species	AY* (2024)	AY-1 (2023)	AY-2 (2022)	Mean
Cattle	1	1	1	1.0
Small ruminants	0	0	0	0
Pigs	3	0	3	2.0
Companion animals	10	10	12	10.7
Equine	1	1	0	0.7
Poultry & rabbits	8	8	8	8.0
Aquatic animals	0	0	0	0
Exotic pets	0	0	0	0
Others (<i>specify</i>)	0	0	0	0

* *The last complete academic year prior to the Visitation.*

Table 5.1.2. Healthy live animals used for pre-clinical training (animal handling, physiology, animal production, propaedeutics, ...)

Species	AY* (2024)	AY-1 (2023)	AY-2 (2022)	Mean
Cattle	164	196	198	185.3
Small ruminants	0	0	0	0
Pigs	74	53	36	54.3
Companion animals	6	37	34	25.7
Equine	8	8	9	8.3
Poultry & rabbits	35	32	42	36.3
Exotic pets	0	0	0	0
Others (<i>specify</i>)**	84	68	67	73.0

** 74 of Mouse and 10 of Rat in 2024; 58 of Mouse and 10 of Rat in 2023; 46 of Mouse and 21 of Rat in 2022.

Table 5.1.3. Number of patients seen intra-murally (in the VTH)

Species	AY* (2024)	AY-1 (2023)	AY-2 (2022)	Mean
Cattle	5412	3609	5320	4780.3
Small ruminants	69	117	52	79.3
Pigs	106	101	170	125.7
Companion animals	2076	2,028	2,032	2045.3
Equine	242	107	204	184.3
Poultry & rabbits	0	2	0	0.7
Exotic pets	114	147	160	140.3
Others (<i>specify</i> ***)	8	11	11	10.0

*** 8 of Dolphins in 2024; 9 of Dolphins and 2 of Seal in both 2023 and 2022.

Table 5.1.4. Number of patients seen extra-murally (in the ambulatory clinics)

Species	AY* (2024)	AY-1 (2023)	AY-2 (2022)	Mean
Cattle	2116	2343	4169	2876.0
Small ruminants	0	4	2	2.0
Pigs	297	211	143	217.0
Companion animals	79	202	176	152.3
Equine	230	327	286	281.0
Poultry & rabbits	142	127	167	145.3
Exotic pets	0	0	0	0
Others (<i>specify</i>)	0	0	0	0

Table 5.1.5. Percentage (%) of first opinion patients used for clinical training (both in VTH and ambulatory clinics, i.e. Tables 5.1.3 & 5.1.4)

Species	AY* (2024)	AY-1 (2023)	AY-2 (2022)	Mean
Cattle	89.3	82.9	86.5	86.2
Small ruminants	84.6	71.2	69.3	75.0
Pigs	100	100	100	100
Companion animals	32.3	37.6	32.2	34.0
Equine	94.5	90.8	93.5	92.9
Poultry & rabbits	100	100	100	100
Exotic pets	100	100	100	100
Others (<i>specify</i>)	100	100	100	100

Table 5.1.6. Cadavers used in necropsy

Species	AY* (2024)	AY-1 (2023)	AY-2 (2022)	Mean
Cattle	10	16	15	13.7
Small ruminants	0	0	0	0
Pigs	42	46	46	44.7
Companion animals	55	49	56	53.3
Equine	8	12	7	9.0
Poultry & rabbits	66	76	76	72.7
Aquatic animals	0	0	0	0
Exotic pets	0	5	1	2.0
Others (<i>specify</i>)****	15	27	15	19.0

**** 2 of Raccoon dog, 9 of Badger and 4 of Crane in 2024; 20 of Badger and 7 of Crane in 2023; 6 of Iriomote jungle cat, 5 of Badger and 4 of Crane in 2022.

Table 5.1.7. Number of visits in herds/flocks/units for training in Animal Production and Herd Health Management

Species	AY* (2024)	AY-1 (2023)	AY-2 (2022)	Mean
Cattle	476	443	725	548.0
Small ruminants	8	12	5	8.3
Pigs	20	20	27	22.3
Poultry	6	6	7	6.3
Rabbits	8	6	8	7.3
Aquatic animals	8	8	9	8.3
Others (<i>specify</i>)	0	0	0	0

Table 5.1.8. Number of visits in slaughterhouses and related premises for training in VPH (including FSQ)

Species	AY* (2024)	AY-1 (2023)	AY-2 (2022)	Mean
Ruminant slaughterhouses	10	10	9	9.7
Pig slaughterhouses	10	10	9	9.7
Poultry slaughterhouses	10	10	9	9.7
Related premises	8	12	5	8.3
Others (<i>specify</i>) *****	9	10	12	10.3

***** 9 of LHCC in 2024; 9 of LHCC and 1 of Environmental Health Center in 2023;10 of LHCC and 2 of Environmental Health Center in 2022.

The responsible academic staff decide the number of animals and materials of animal origin depending on purpose of the relevant practice and number of students, and obtain them from external facilities for all practices using healthy animals. Approval from the Animal Management Committee and KUVTH Council is required to use healthy animals and clients' animals, respectively. The academic staff member responsible for each practice using animals submits an experiment plan, including the purpose of animal usage, the number of animals, and methods of upkeep, anaesthesia, and euthanasia to the committee to receive approval. Teachers are obligated to report the methods of euthanasia and disposal after the practices. It is also mandatory that every animal used in practices, especially healthy animals for pre-clinical training, are followed regarding the overall exposure they receive during the procedures. The academic staff responsible for each practical training records all procedures performed on each animal.

The OQIVE regulatory monitors the ESEVT indicators and the results of this evaluation are reported as indicator values to the Faculty Council and the Faculty Management Council associated with the Stakeholder Advisory Council and Student Council. Depending on the values or changes in the indicator, the OQIVE suggests corrective actions to the assigned topic class teacher or teacher responsible for the relevant course of clinical rotation.

Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under the supervision of teaching staff and follows the same standards as those applied in the VEE.

Practical training at external sites is provided for each student, systematically under the supervision of one or more members registered as the academic staff who are present during the visits. The major extra-mural facilities covering teaching activities for farm animals are as follows:

- Iriki farm belongs to JFVM and houses 190 cattle (90 breeding cattle for reproduction and 100 fattening cattle) and 40 horses (pasturing). Two academic staff members and six technical staff members of the DASW in the JFVM manage the farm. Students in Y3 of JFVM-KU practice animal husbandry and herd management for 1 week at the farm and are involved in the daily management involving feeding and health examination during the stay.
- SKLV Center belongs to Soo City and keeps 250 beef cattle, 16 horses, and has a rearing capacity of 5,000 broiler chickens. Five academic staff members of VEE stay there permanently, and students learn field clinical medicine including reproduction and herd health management for cattle and chicken, and primary medical care including health check-up for horses, at the center.
- The Kagoshima Prefectural Agricultural College Farm belongs to Kagoshima Prefecture and keeps 40 milking cows and 100 beef cattle (40 breeding cattle for reproduction and 60 fattening cattle). Students learn field clinical medicine including reproduction, pregnancy diagnosis and necropsy of bovines, and are involved in delivery when births occur during their practices.

Other external facilities used for the training are shown in Appendices 4.3 and 4.4.

Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.

Pre-clinical practices are aimed at acquired nursing competences with living animals and diagnostic physical approach implements in the Y4 to train for the VCAT. The students are deeply involved in nursing care for hospitalised patients (dogs, cats, horses, and cattle) during their clinical rotations in KUVTH, and clinical teaching staff and veterinary nurses provide the skills for nursing care and procedures.

For companion animal clinical practice, each unit of Internal Medicine, Surgery, and Pathology and Necropsy accepts a maximum of three students a day and a clinical teaching staff member supervises one small group with one to two students. In clinical practices with farm animals and horses, a teaching staff member supervises one group with a maximum of three students both on-campus and off-campus. In practices of night/emergency medical care, KUVTH accepts a maximum of three students per clinical teaching staff member and the OLACC accepts three students for two teaching staff members.

In the clinical practices at public animal shelters, a clinical teaching staff member supervises one group with a maximum of three students. As the extra-mural ambulatory clinical practices for farm animals, a maximum of six students are sent to a designated FAMAA site in Kagoshima Prefecture for one-week training, and one veterinarian registered as an academic staff member supervises one student.

Students in the VEE who pass the VCAT (both CBT and OSCE) are allowed to participate in the clinical rotation and to perform consultation, clinical tests and diagnosis of client animals under supervision of clinical teaching staff in VTH as “Student Doctor”. In KUVTH, 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, horses and production animals in both intra- and extra-murally. Students also participate in CT scan and MRI examinations, surgical procedures, and euthanasia for client’s 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 the teacher.

The JFVM-KU possesses dummy training models of dogs, a calf, a cow, and a pig. In addition, the faculty has models for cardiopulmonary resuscitation training, simulators of an intravenous injection and skin suture, and an upper gastrointestinal endoscope for training. Students use these models or simulators not only as learning materials for pre-clinical and clinical practices, but also for self-directed learning. The JFVM-KU has also developed the WMLMS-Glexa system, and academic staff members create e-learning contents such as presentation files, videos, photos, computer-based examinations, and quizzes, and distribute them to students through this system. Students use it for self-directed learning about basic veterinary science, pathogenic and preventive veterinary science, and clinical veterinary science including case studies of client animals. In addition, during clinical rotation, students attend a clinical case conference every morning, and have round-table, multi-perspective discussions for the cases once a week, and prospective/retrospective surgical case conferences twice a week. These are mainly held in the seminar/conference room of the KUVTH, to promote a deeper understanding about the clinical diagnosis, therapeutic strategy, and case management.

Standard 5.4: Medical records for patients seen intra- and extramurally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.

The basic patient record systems are as follows:

- All cases are organized by the medical records (kept for at least 5 years). X-ray radiography, CT, and MRI files are also stored by the medical records number, and all images are managed as digitalised image files.
- A list of small animal blood test profiles is created, and it is used for reading and analysing of retrospective case 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 retrospective case data and for case studies for practical work.

The KUVTH has introduced a customized electronic medical record system and a PACS for diagnostic imaging information. These customized systems allow students and faculty members to make retrospective analyses and different core studies. Students can access the records and the imaging information anytime, but they are not allowed to operate the systems in terms of security. To learn the medical record-writing methods, students record all medical and pathological procedures, findings, and treatment during clinical rotation and the records are checked and signed by the relevant clinical teaching staff.

Comments on Area 5

- The numbers of healthy cattle and horses used for pre-clinical training are enough for small-group training, but those for gross anatomy are minimal, and the faculty can face difficulties because it is not easy to obtain the desired number due to reasons of animal welfare.
- The numbers of pathological necropsy cases are stable even though it is limited by the Buddhist mentality prevalent in Japan.
- The JFVM-KU has opportunities to easily access to public animal shelter, aquarium, zoo, and VPH facilities in the prefecture such as slaughterhouses and LHHCs for the veterinary education.

Suggestions for Improvement in Area 5

- It will be necessary to make an annual contract with external facilities/companies for securing the number of animals for pre-clinical training and gross anatomy.
- To further increase the number of pathological necropsy cases, the VEE should ask to the clients if they could donate the bodies that are passed away at the VTH for education.

6. Learning resources

Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the ‘never the first time on a live animal’ concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. 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, together with basic English teaching if necessary.

The strategic objectives promoted by the JFVM-KU ensure that learning resources provide educational and research opportunities for all students and staff. These resources include the KU library, accessible to all students, staff and external visitors, the subsidiary library in the VEE, access to internet service via Wi-Fi network using personal eduroam (KU network) account, the WMLMS-Glexa system, and the Clinical Skills Laboratory which was created to comply with the principle of “never the first time on a live animal”.

Y1 JFVM-KU students have lectures on information security morality and information literacy. Regarding student support service, library orientation and guidance are conducted to explain how to retrieve references and use databases for newly enrolled students at the University. In addition, these guidance opportunities are provided to individuals or student groups when requested. For the e-learning system, students receive information on how to use the system during orientation once a year.

For the renewal of books/journals, the academic staff who is a member of Library Committee at the University level and responsible for the veterinary books/journals decides on the appropriate items and proposes them to the Library Committee of KU, based on the requests for the new books/journals from teaching staff. The proposal needs to be approved by the KU Library Committee for changing or introducing new books/journals into the main university library. For the databases and e-learning platforms in the VEE, academic staff on the ICT Committee are responsible for the use, identification and resolution of technical problems, updates, and introduction of new technology, with the aid of the ICT support staff. Students are also educated on the usage methods for the relevant platforms, by the teachers at Y1.

Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.

The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).

The information on the main library in KU is as follows:

- **Staff (FTE) and qualifications:** There are 16 full-time staff, 9 of whom have librarian certifications, and 9 part-time staff, 7 of whom have librarian certifications. There is no librarian dedicated to veterinary students.
- **Opening hours and days:** It is open from 8:30 to 21:30 on weekdays and 10:00 to 18:00 on weekends (Saturday and Sunday). It is open from 8:30 to 17:00 on weekdays and 10:00 to 18:00 on Saturday during summer and winter vacations. It is closed on national holidays and for 5 days in the summer (around August 15) season, and for 9 days in the winter (New Year holidays) season.
- **Annual budget:** The total annual budget is 3,392,800 Euros, including 1,477,000 Euros for personnel costs.
- **Facilities: location in the campus, global space, number of rooms, number of seats:** The library is located centrally on the east side of the KU main campus (Korimoto campus, see Appendix 4.2.1) and its total floor area is 12,697 m². It has a total of 43 rooms, including 15 for group work and 12 for research work, and the total number of seats is 915.
- **Equipment: number of computers, number of electrical connections for portable PC:** The number of computers is 46, there are 360 plug sockets for portable PCs and 38 ethernet wall jacks. A Wi-Fi network system is available across the entire library.
- **Software available for bibliographical search:** The library catalogue retrieval system named "Bookma" and another integrated search system for the library collection and electronic academic information resources named "Manabuta Search" make it possible to access comprehensive searches of academic information via the internet both on- and off-campus.

There is a subsidiary library (self-directed e-learning room) with 10 laptop computers in the VEE, and it has veterinary books compliant with the CMCVSE and veterinary journals, which are purchased at the faculty level. These items are available to all students and faculty members. Students can also watch the video contents of recorded topic classes via the computers in the subsidiary library. There is also a list of books/journals at each laboratory and students can ask to access these books/journals.

The ICT facilities and e-learning platform are as follows:

- **At the University level**

The Center for Management of Information Technologies supports all faculties in KU to adapt, evolve and improve the IT resources, and operates email and telephone helpline, providing support for a wide range of IT systems and equipment in the University. This center also has responsibility for the cybersecurity in the university, and monitors the university-wide enterprise campus network for malicious activity, misconduct, or abuse, and it manages security incidents and endpoint compliance.

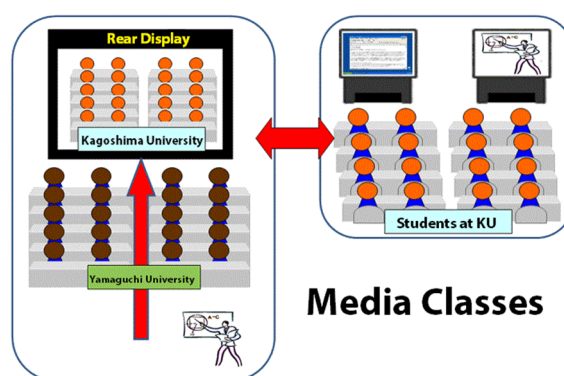
Also, it organises daily operations, preventative maintenance, support and upgrades necessary to manage and protect the IT infrastructure and major business applications such as antivirus software and Office 365, which students and faculty members can download using their own accounts.

Forty-six computers are free for use in a dedicated space of the main library. As support for students, librarians and teaching assistants in the library answer questions from students and give advice to them. An academic Information Offer Service (covering an academic information database) is provided via a Wi-Fi network system. There are 15 interactive study spaces in the main library. Computers are also available in the Center for Management of Information Technologies (190) and in the Main Building for Liberal Arts (204) of KU. There are dedicated ICT support staff to help students in each facility.

● **At the Faculty level**

The JFVM-KU has a self-directed e-learning room within the VEE as a subsidiary library with 10 laptop computers, which students can freely use. However, all students possess their own laptop computer as it is required.

- **SSCS**: Media-assisted classes are a mainstay of the educational system shared between JFVM-KU and JFVM-YU. Six lecture courses in the introductory veterinary basic science, 26 lectures and 1 practice in the veterinary topic courses use this bilateral media class and these courses are delivered from JFVM-KU to JFVM-YU. In contrast, 9 lecture courses in the introductory veterinary basic science, 24 lectures and 1 practice in the veterinary topic courses are delivered from JFVM-YU to JFVM-KU. Teachers can look at the screen to make sure that students in both classrooms are understanding and able to follow the lesson via SSCS. When students in the receiving classroom have a question, they can just raise their hand, and the professor can use the system zoom-in-out to better assist them. There are dedicated support staff to maintain the SSCS.
- **WMLMS-Glexa system**: It is an e-learning platform in the JFVM and supports self-directed learning of students by providing e-learning contents of supplemental teaching materials, pathological cases and videos including surgery. Students and academic staff can access to it both on- and off-campus using their own account.



Students and faculty members are available to use electronic learning resources anytime on-campus via Wi-Fi network with their own eduroam account. In addition, undergraduate students, graduate students, academic and support staff have access to use the university databases from off-campus via VPN access.

Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, as well as facilities and equipment for the development

of procedural skills (e.g. clinical skills laboratory). 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 changes in learning resources.

- **The number of veterinary books and periodicals:** The number of veterinary books and periodical journals are 1,380.
- **The number of veterinary e-books and e-periodicals:** The number of veterinary e-books is 284 and that of veterinary e-periodical journals is 112. Students and faculty members are free to use several Electronic Journals (ScienceDirect, Wiley Online Library, SpringerLink, Nature, Science, etc.), Books (EBSCO eBooks, Maruzen eBook Library, Springer eBook Collection, Wiley Online Library, ProQuest eBook, KinoDen, etc.) and Literature Database (PubMed, Scopus, Web of Science including Journal Citation Report and Essential Science Indicators, CiNii Research, ICHUSHI WEB, Medical Online, PubChem, SciVal, etc.) anytime via the campus network.
- **The number of other (e)books and (e)periodicals:** There are no other (e)books and (e)periodicals.
- **The available learning resources to students, including electronic information and e-learning courses (and their role in supporting student learning and teaching in the core curriculum):** The WMLMS-Glexa system provides presentation files of lectures and practical trainings, video content covering practical trainings such as surgery procedures, and photographic images from anatomy and pathology, and computer-based examinations and quizzes for mock examinations for the CBT and JNVE, created by academic staff. Students can access this system with their account and use it for self-directed learning of all fields of veterinary medical science. It helps students to refresh and enhance their knowledge.
- **The organisation and supervision of the skill labs:** The Clinical Skills Laboratory is in Laboratory Building B, occupying an area of 64 m². The laboratory is organised and managed by clinical teaching staff in the companion animal surgery unit, and its annual budget is allocated from practical training expenses. Students can freely access this room any time for self-directed learning under the supervision of teachers upon request, in addition to a period of intense study at the end of Y4, as preparation for OSCE needed to enter the clinical rotation of Y5. The VEE also installed pig, calf, and cow dummies in a space for Farm Animal Practice on the 1st floor of EAC. These materials and equipment are used in the practices in pre-clinical training in Y4.

Comments on Area 6

- The main library at the university is well-equipped and well-organized, but opening hours are limited and the quality of books for supporting veterinary education should be improved because some books are old editions.
- The university has subscriptions to several electronic journal editorial companies such as ScienceDirect, Wiley Online Library, Nature, Science, and SpringerLink, and it allows students and faculty members to access these journals. Some accessible books/journals in veterinary science

fields, especially clinical veterinary medicine, are available for students in a dedicated study room at the faculty and VTH.

- The self-directed e-learning contents for students in WMLMS-Glexa system are increasing and students use them frequently. Faculty members are continue to improve the amount and contents in this system.
- The SSCS is efficiently equipped, not only for sharing the topic classes between JFVM-KU and JFVM-YU, but also for web lectures/meetings between VEE personal and those at other universities or external farms, etc., and the supporting system is well-organized, but the management cost is very high.

Suggestions for Improvement in Area 6

- To offer more study rooms to enrich the educational environment for students.
- The books with old editions and older-version PCs in KU Library need to be updated (either physical or electrical updates).

7. Student admission, progression and welfare

Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression and certification.

In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students.

Formal cooperation with other VEEs must also be clearly advertised.

All information about student selection and admission such as the admission policy, selection processes, admission procedures and requirements for national and foreign students, and tuition fees are managed and regulated at the University level, and made public in the “Guides of the Student Selection and Recruitment” on the website of KU every year (for Japanese national students: <https://www.kagoshima-u.ac.jp/exam/youkou.html>, for non-Japanese students: <https://www.kagoshima-u.ac.jp/en/admission/undergraduate-students.html>). The link are additionally displayed on to the website of JFVM-KU (<https://www.vet.kagoshima-u.ac.jp/>). They are also published annually in magazine format, for communication to the prospective students and high school teachers responsible for guidance counselling for the entrance examination, and sent by mail and provided in dedicated meetings between KU representatives and interested parties at high schools.

The information about the veterinary education program in the VEE (educational program, learning outcomes, progression and certification, academic calendar and collaboration with other VEEs, and carrier path, etc) is made public in the annual PR magazine and the JFVM-KU website. All this information is also shared with prospective veterinary students on the Open Campus Day, a one-day event every August, and in the event during the University’s Festival (KU Festival) every November. Prospective students can visit the facilities of JFVM-KU, including the VTH, in the campus tours as part of these events.

Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.

The number of admitted students to NUCs in Japan is determined by submission to and approval from MEXT considering the size of the university and situations of facilities and equipment. Especially, the number of students in the veterinary faculty is highly restricted to maintain a suitable number of veterinarians in Japan. VEEs in NUCs are not allowed to change the number of admitted students by themselves. Therefore, the sizes of lecture and practical training rooms, ICT-related equipment, situations of biosecurity and animal welfare, and the number of staff and animals including materials of animal origin, are kept at this adequate level in the VEE. The VEE should pay close attention to the limit on the number of newly admitted students so that students can have good opportunities in clinical

practice.

Thirty to 33 students (maximum 110% of admission limit) can be admitted annually to the VEE, and this limit will remain in place in the near future because there will be no change in the number of students admitted annually, as set by government. The number of veterinarians in Japan is determined based on the ratios of production and companion animals per veterinarian. The MAFF and MEXT have detailed data to decide the number of veterinarians needed for Japanese society and calculate the number of veterinarians needed for each field (small animal clinical medicine, production animal clinical medicine, public office, research, etc.) and decided the number of veterinarians. The required number of veterinarians has been stable for the past 10 years, so the prospective number of new students admitted in the VEE will not be subject to alteration.

Table 7.2.1. Number of new veterinary students admitted by the VEE

Type of students	AY* (2024)	AY-1 (2023)	AY-2 (2022)	Mean
Standard students	29	31	32	30.7
Full fee students	1	0	0	0.3
Total	30	31	32	31.0

* The last complete academic year prior to the Visitation.

Table 7.2.2. Number of veterinary undergraduate students registered at the VEE

Type of students	AY* (2024)	AY-1 (2023)	AY-2 (2022)	Mean
First year	30	31	32	31.0
Second year	37	37	33	35.7
Third year	30	28	32	30.0
Fourth year	28	32	30	30.0
Fifth year	31	29	32	30.7
Sixth year	29	32	30	30.3
Total	185	189	189	187.7

Table 7.2.3. Number of veterinary students graduating annually

Type of students	AY* (2024)	AY-1 (2023)	AY-2 (2022)	Mean
Standard students	29	31	30	30.0
Full fee students	0	1	0	0.3
Total	29	32	30	30.3

Table 7.2.4. Average duration of veterinary studies

Duration	% of the students who graduated on AY (2024)
+0**	100% (29)
+1 year	0% (0)

+2 years	0% (0)
+3 years or more	0% (0)

** The total duration of the studies matches the minimum number of years of the programme (i.e. 6 years in the VEE).

Table 7.2.5. Number of postgraduate students registered at the VEE

Programmes	AY (2024)	AY-1 (2023)	AY-2 (2022)	Mean
Interns	10	11	10	10.3
Residents	1	1	0	0.7
PhD students	43	40	41	41.3
Other (<i>Specify</i>)	0	0	0	0

Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course.

The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE.

Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.

Admission procedures for standard students are as follows:

- **Selection criteria:** All students who want to apply to the JFVM first must take the National Common Test for University Admissions (NCTUA) organised by the National Center for University Entrance Examinations (tests on Japanese, English, Mathematics, Sciences such as biology, physics, and chemistry, social studies such as history, geography, and civics, and information). Then, students need to apply to one of the 3 major types of the admission track:
 - **Admission by recommendation** is intended for students recommended by a) the principal of his/her high school or b) themselves based on the activities in high school. The applicant is evaluated by the scores of NCTUA, an interview with Faculty members, and a) short essay or b) lecture type examination, mixed with his/her high school records. For the past 3 years, a) a total of 5 students among 19 students or b) 18 students among 99 students who applied to this track were admitted to the VEE (success rates of 26.3% or 18.2%), respectively. This track represents a) 5.4% or b) 19.6% of students admitted to the VEE, respectively. Students who fail in this examination can reapply through the general examination-first term.
 - **General examination-first term** is open to all students. The applicants are evaluated by the scores of dedicated written examinations on English, Mathematics, and Sciences created at the University level plus the scores of NCTUA. For the past 3 years, a total of 64 students among 576 students who applied to this track were admitted to the VEE (1 students withdrew after

passing, success rate 11.3%). This track represents 70.7% of students admitted to VEE. Students who fail in this examination can reapply through the general examination-second term.

- **General examination-second term** is also open to all students. The applicants are evaluated only by the scores of NCTUA. For the past 3 years, a total of 4 students among 106 students who applied to this track were admitted to VEE (3 students withdrew after passing, success rate 6.6 %). This track represents 4.3% of students admitted to the VEE.

In addition to 3 major types of the admission examination, 2 competitive examinations are also proposed for entering VEE.

- **Admission examination for private financed international students.** This is designed to recruit international students. The applicants are evaluated by the scores of TOEIC L&R or TOEFL iBT, and the Examination for Japanese University Admission for International Students, organized by the Japan Student Services Organization, testing Japanese, Mathematics, and Sciences. The applicants are also evaluated by an interview with Faculty members. For the past 3 years, a total of 1 student among 2 students who applied to this track were admitted to the VEE (success rate 50.0%). This track represents 1.1% of students admitted to the VEE.
- **Admission examination with the International Baccalaureate.** This is available to students with International Baccalaureate. The applicants are evaluated by an interview with academic staff plus their scores on the International Baccalaureate. For the past 3 years, no applicant has passed this examination and been admitted to the VEE (success rate 0%, for 1 student who applied through this track).
- **Composition and training of the selection committee:** At the University level, the AEC which is chaired by the President of KU, consists of representatives selected from an executive board member responsible for education and the Deans from all faculties at KU. The AEC decides the rules of admission at the University level and gives training to the academic staff members involved in the creation of written examinations for the general examination-first term. At the Faculty level, the AAC discusses the admission policies and criteria for the admission examination at the University, and this is followed by discussion at the Faculty Council. The AEC in the JFVM-KU, which consists of academic staff, is responsible for all the procedures of admission examinations and advertisements. The AEC at the Faculty level manages and operates the admission examinations, and gives trainings to the academic staff involved on the protocols of the examinations and/or interviews for Admission by recommendation and admission examination for international students, and on the code of conduct and dealing with incidents during the examination and how to harmonize and to maintain the constant level of selection over the years. Almost all academic staff in JFVM-KU are engaged in the proctoring of the examinations and interviews during the examination process.

The AEC of JFVM-KU provides detailed training on how to conduct the entrance examination, regarding confidentiality, accuracy, and ethics held 2-3 times/a type of examination. For entrance examinations involving interviews, the members discuss making detailed arrangements, such as

standardisation of the contents, the evaluation methods, etc., to establish fairness in the examination every year.

- **Appeal process:** KU discloses the scores of general examination-first term and -second term upon applicants' request. The procedures on any inquiries about the admission process can be found on the Guide of the Student Recruitment. There is no appeal process for the examination policies.
- **Advertisement of the criteria and transparency of the procedures:** The AEC shares the number of available positions in each admission examination track, the qualifications and procedures for application, the selection process, how criteria are created, and how evaluation and selection are conducted based on the "Guides of the Student Selection and the Student Recruitment". All information is available on the official websites of the University (<https://www.kagoshima-u.ac.jp/exam/youkou.html>).

An international student financed nationally (by Japan) is recognised as a full-fee student. However, (Japanese) nationally and privately financed international students have the same status and there is no difference on the admission procedures for them. In the last decade, two international students (one Brazilian and one Malaysian) with Japanese governmental-supported scholarship (MEXT scholarship) were admitted in AY2018 and 2024 as full-fee students. Such applicants are asked to submit their application, taken written exams in Japanese, English, Mathematics, Chemistry and Biology, and be interviewed by Japanese diplomatic missions as the first screening process. The applicants who pass the first screening are then enrolled at a preparatory educational institution designated by MEXT and take a preparatory intensive course, which consists of the Japanese language and other subjects such as Japanese affairs, Mathematics, English, and Physics, Chemistry and Biology for a year. The applicants who have completed the preparatory education then attend the university designated by MEXT, upon passing an interview undertaken (in the case of veterinary faculty) by the academic staff member chairing JFVM-KU International Relations Committee.

Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are 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.

KU clearly states in the Guide of the Student Recruitment at the university level that it supports students with disability for entrance exam consultations and their campus life. Their rights to receive education are protected and supported under the "Basic Policy on Support for Disabled Students in NUC-KU". There is a center to support students with disabilities at the university.

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, full support is provided to the students, such as partial exemptions for clinical education, if they suffer from disability during the course program. The information for students with disability is shared from JFVM-KU to JFVM-YU. In addition, JFVM-KU can make budgetary requests for the

equipment/instruments to the University, based on the type and level of disability student(s) may be experiencing.

Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE 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.

The VEE 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.

- **The progression criteria and procedures for all students:** The progression criteria are notified in the “Guidebook for Completion of Classes”, and the guidebook is distributed to students when they are admitted. In the VEE, when students move up from Y2 to Y3, and from Y4 to Y5, they need to pass all the requirements and acquire necessary credits (over 51 among 60 Credits of the subjects in courses of Veterinary Science at the end of Y2 and over 130 among 139 Credits at the end of Y4). Students are evaluated to confirm their acquisition of the relevant knowledge from introductory education and basic veterinary subjects at the end of Y2, and the applied veterinary and pre-clinical subjects at the end of Y4. To ensure that students have sufficient capability for practicing on clients’ animals, it is validated that each student intending to start clinical rotation has completed all the required courses and passed the VCAT including CBT and OSCE, before the first semester of Y5. Judgments on student progression are approved by the AAC, and then finalised by the Faculty Management Council and Faculty Council. Decisions on student drop-outs from the relevant year-cohort are ultimately made by the Dean.
- **The remediation and support for students who do not perform adequately:** At the end of every semester, any students scoring under 1.5 on the Grade Point Average (GPA, also see Standard 8.4) scale is designated as achieving an inadequate academic result and must be interviewed by their academic/pastoral tutor. This tutor is appointed from among academic staff, and becomes responsible for tutoring all members of the year-cohort (one tutor is assigned for each year-cohort). In addition, the chair of the Student Life and Career Committee and supervisors of graduation thesis for Y5 and Y6 students also assume responsibilities for any student not performing adequately, together with dedicated staff in the Academic Affairs Office in JFVM-KU. The responsible staff provide consultation and support related to studies and campus life. In particular, the academic/pastoral tutor provides support on both the content and methods of study, as well as another important academic matters. He/she also checks whether students retain their motivation (to study to become veterinarians) from enrolment, and supports the students to continue the curriculum with advice. In addition to these academic and support staff, students can receive support from medical doctors, public health nurses and clinical psychologists in the Health Service Center

of KU, and clinical psychologists in the Student Counselling Center and the Student Special Support Room, whose role is to provide such support to students in need.

- **The advertisement to students and transparency of these criteria/procedures:** All procedures and regulations on campus life are described in the “Guidebook for Completion of Classes” and conveyed to students during admission guidance. All regulations in KU are made public on the official websites at the University.

In the VEE, 9 (among 185 students in 2024), 8 (among 189 students in 2023), and 6 (among 189 students in 2022) students (average rate is 4.1%) repeated an academic year, and 1 (in 2024), 2 (in 2023), and 1 (in 2022) students (average rate is 0.7%) have left the VEE during the past 3 years. The main causes for repeating an academic year are insufficient results accompanying low motivation or mental health problem, and those of leaving the VEE are change of study track to human medicine or loss of motivation by the accumulation of insufficient results for progression.

Admission procedures, admission criteria and services for students are discussed in the AEC in JFVM-KU and the Faculty Management Council, and ultimately decided in the Faculty Council. Situations of admission are also analysed by the AEC, and PR and Information Committees in the JFVM-KU, and revised with the agreement of the Faculty Council, if necessary, although revisions of important matters on the admission examination require agreement by MEXT. The JFVM-KU Stakeholder Advisory Council presents their suggestions and opinions at the faculty level. Also, there is an alumni association (Shiyu-ka) for former students and they give feedback with regards to the competence and skills of the graduates in the annual meeting between the JFVM-KU and the alumni association.

Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit.

The VEE’s policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.

Any exclusion is decided by the President according to NUC-KU Regulation under the agreement of the Faculty Council for the students who do not pay tuition fees or cause a criminal case. The VEE allows students to complete the whole curriculum within 12 years in case they do not pass the requirement or acquire necessary credits in the above-stated periods. If exceeding 12 years, then, students should leave the VEE. Only one student has been excluded from VEE during the past ten years.

There are no appeal procedures on exclusion.

Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes but is not limited to learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness,

impairment and disability during the programme. This shall include provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation. There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).

Services available for students are as follows:

- **Registration of classes and learning management:** Students register in topic classes every semester through the registration system on the official website. Students can check their records on the website, or with the assistance of the dedicated support staff in the Academic Affairs Office in the JFVM-KU. The University sends the student's records to their parents every semester by the agreement with students and parents (normally payers of tuition fee), considering any conflict over privacy.
- **Mentoring and tutoring:** The VEE has a Year-cohort Academic/Pastoral tutor system. An academic staff is assigned to take charge of the year-cohort when new students are enrolled at the start of Y1, and he/she attends to that cohort of students throughout their 6 years of study, supporting them until graduation. In addition, dedicated staff in the Academic Affairs Office help freshmen to register for topic classes and provide advice for any concerns and issues as the relevant study support staff.
- **Career advice:** The VEE supports students to plan their future careers through the lectures on the "Introduction of Veterinary Science" in Y1 and on the "Career Development for Veterinarians" in Y3. The VEE also holds a job fair aimed at Y5 and Y6 students, to introduce a variety of veterinary career paths every year. Students receive career advice from Academic/Pastoral tutors and supervisors who are academic staff in the Student Life and Career Committee in JFVM-KU, and external veterinarians (practitioners in some case) who are responsible for topic courses under "Career Development for Veterinarians" appointed by the Dean. Career advice is given to students taking account of their aptitudes, and is available at any time. The joint-job fair is also held by the VEEs of KU, Miyazaki, and Yamaguchi every year.
- **University Health Service Center:** The aim of the University Health Service Center in KU is for maintenance and improvement of physical and mental health of students, and academic and support staff. The center provides the following: 1) daily general health consultation/physical examination (Internal medicine, Psychiatry, Psychological consultation, Ophthalmology, Orthopaedics, Otorhinolaryngology, Dermatology, and Dentistry), 2) consultations on mind and mental health, 3) annual health check-ups, 4) specific and emergency health check-ups, 5) issuing of health certification, and 6) application of health management equipment. The Center also promotes knowledge concerning hygiene, safety, and health of students.
- **Assistance in case of illness, impairment and disability:** Academic/Pastoral tutors (in addition, the supervisors of the graduation thesis for the Y5 and Y6 students) and the support staff in the Academic Affairs Office are responsible for the support of students who have difficulties on their studies, due to a long-term hospitalization or in case of illness and impairment. The support for students with disability is described in Standard 7.4.

- **Club activities:** In KU, there are 66 cultural, 14 musical, and 53 sports-type club activities. These include the Animal Protection Club for local animal welfare, and the Equestrian Club which provides healthy horses for pre-clinical training such as horse handling and communications. In addition, there are some club activities exclusively open to the students in the VEE, such as the veterinary motorcycle and futsal (indoor football) clubs. Students manage these clubs themselves, and work for their common objectives. The University's Festival (KU Festival) is mainly held by students every November and many students in JFVM join the festivals activities.

The complaints box is set at the Academic Affairs Office of JFVM-KU and students can act by submitting a note anonymously. In addition, students can ask a question related to their needs and wants to the support staff in Academic Affairs Office anytime.

Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding the compliance of the VEE with national and international legislation and the ESEVT Standards.

Besides the Student Council, representatives in the 12 Councils/Committees including the Faculty Management Council, and academic/pastoral tutors discuss any needs and wants from students, and they make proposals directly to Faculty Management Council if need be. At the university level, there is a designated meeting between the President and Executive Committee members in KU, and the representatives from each faculty once per year, and students can convey their needs and wants to the Executive body of KU directly.

Comments on Area 7

- The average ages of the students when admitted in VEE were 19.3 (in 2024), 18.8 (in 2023), and 18.9 years-old (in 2022), and the percentages of women were 73.3% (in 2024), 48.4% (in 2023), and 56.3% (in 2022) during the past three years.
- Under the evaluation system, it can be hard to measure students' motivation. Even though there is an interview as a part of admission examination process, there are still some students with low motivation during the school year. We need to find ways to motivate these students.
- As for the number of students admitted, applicants are selected based on proper and strict standards at the University and JFVM-KU, and management of the number of students admitted is well determined to match the capacity of educational resources.
- Recently, the number of applicants is threatening to exceed the capacity of the VEE for admission examination handling, although almost all academic and administrative staff members are involved in admissions work.
- The VEE evaluates the added value of the VEE through a questionnaire survey to the graduates and their employers.

- Students can check their records on the website. Academic/pastoral tutors and the support staff of Academic Affairs Office also confirm student's records and support student's learning if they have any problems.
- There is an insufficiency in the feedback system in the admission examination process covering input from faculty members regarding the results of a cohort of students and from stakeholders regarding the quality of graduated students. Because the framework for admission selection is strictly regulated by the MEXT, the VEE can modify only the setting of each examination every year, but not the overall subjects. This situation does not allow the VEE to have enough feedback from our academic staff, as well as the stakeholders and students. In other words, the VEE can obtain the feedback, but we can modify only a small part of the admission selection system based on that feedback.

Suggestions for improvement in Area 7

- The VEE should consider the effective ways in which the admission examinations are conducted including the PR activities about roles of veterinarians.
- The VEE should enhance the feedback system on the admission selection from the results of a cohort of students and try to more interact more with faculty members, students, and stakeholders to receive feedback on the selection process and adapt the selection criteria, even if they are quite strict.
- The VEE should have some discussions on the admission process based on feedback from the results on topic classes. Sufficient feedback should also be received from external veterinary professionals.
- Laboratory Building B is old and not easy to access for people with disability, such as wheelchair users. It is desirable to renovate the entrance and interior of the building.
- A student mentor system organised by the Student Council is an opportunity for the students with difficulties to further their studies and promotion.

8. Student assessment

Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE 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.

A feature of education in the VEE is to provide the same standards for student assessment between topic classes. The base of the student's assessment is to evaluate student's learning results objectively, fairly, and transparently. The numbers and types of examinations in both lectures and practices are fixed on a semester basis by the assigned topic class teacher and approved by the Faculty Council. The results of examinations are validated for each semester, and students can try the examination again when they fail. Students must earn the required numbers of credits when they move up from Y2 to Y3 [all credits of non-veterinary basic studies and introductory veterinary basic science in Y1, and more than 51 among 60 credits (over 85.0%) of veterinary topic courses up to the end of Y2], from Y4 to Y5 [more than 130 among 139 credits (over 93.5%) of veterinary topic courses up to the end of Y4], and graduate (100% of all 195 credits up to Y6). Students also must pass the CVAT, including CBT and OSCE, to prove that they are qualified in theoretical knowledge and pre-clinical skills for participation in clinical rotation in Y5.

- **Theoretical knowledge**: Students' theoretical knowledge is acquired from lectures and evaluated through written examinations and essays. Written examinations are performed in the end of each quarter (a half of semester). The results of written examinations (covering essay-based exam and short-answer exams), and the ratio of attendance for topic classes (the students who have under two-thirds of attendance in a topic class cannot take an examination of this topic class) are used for assessment of students.
- **Pre-clinical practical skills**: Pre-clinical skills of students acquired in practices are evaluated by written examinations to check basic knowledge, and oral presentations and discussions about the results of experiments are used to allow students to think and explain how they have understood the process. The result of examinations and the ratio of attendance for topic classes are included in assessment of students. It is also required for students to pass both CBT and OSCE after pre-clinical practical training for participation in clinical practices. OSCE consists of tests on a medical interview, physical examinations of dog and calf using a dummy animal, and surgical operation skills such as aseptic procedure and skin suture, and students must pass each part.
- **Clinical practical skills**: The acquisition status of clinical skills is directly evaluated during clinical rotations based on D1C established in the VEE (see Standard 8.5). This skills acquisition is also evaluated through case studies presented by students during their clinical rotations.
- **Soft skills**: Teaching on theoretical knowledge of soft skills starts in Y1, and practical applications of these skills are evaluated through activities during active-learning style lectures/practices in the specific topic classes in Y2 and Y3. In the pre-clinical training of Y4, there is a repeated teaching

on a wide range of soft skills, such as the code of conduct and client communication in the medical consultation, and these areas are evaluated in the OSCE at the end of Y4. In the clinical rotation of Y5, the systematic evaluations of soft skills cover professional attitude, interpersonal skills, teamwork and communication, and these evaluations are made as a part of the assessment of D1C.

Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit.

The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments.

Mechanisms for students to appeal against assessment outcomes must be explicit.

Students can read the contents and the assessment criteria/procedures for all topic classes in the syllabus via the website. The assessment criteria/procedures for promotion and graduation are made public in the “Guidebook for Completion of Classes”, distributed to all students.

Explicit requirements for barrier assessments are described in the “Guidebook for Completion of Classes”, and this information is conveyed to students during admission guidance. The academic staff member responsible for the year-cohort (academic/pastoral tutor) also gives information to students in that cohort. All results of examinations organized by each assigned topic class teacher are analysed by the Academic Affairs Office and evaluated by the AAC. After that evaluation, each student’s promotion and graduation are decided and finally approved by Faculty Council.

Each assigned topic class teacher provides feedback post-assessment to students. The representatives also give some advice and suggestions for improvement to students. In the interview between academic/pastoral tutor and students, the tutor also gives the guidance for the requested improvement.

Students can appeal in case they have objections to their records according to “Article of Request to Open Student’s Record and Appealing” in KU. For the procedure in JFVM, students submit a notice to appeal to the faculty (Academic Affairs Office), and the AAC discusses and gives a decision.

Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. 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.

The types and procedures of assessment for students are decided according to NUC-KU regulations. Each student’s record for each topic class is entered into database, and these records are analysed every year. The AAC discusses any deviations from the norm for recorded result distribution among topic

classes, and validates the student's assessment strategy based on the assessment data each semester, following which discussion proceeds to the Faculty Council. In detail, all the students' results and information on any deviations in recorded result distribution are first discussed in the AAC, and then they are discussed in the Faculty Management Council and Faculty Council. The FD Committee also reports any deviations to the Dean and the Dean acts by guiding and leading discussion with the assigned topic class for whom a large deviation in recorded result distribution has been noted, relative to that seen in other topic class. The topic class teacher advised by the Dean should then change assessment strategy adequately. This process also allows us to conduct a cross-evaluation concerning student assessment between JFVM-KU and JFVM-YU.

The quality of each topic class is evaluated by students using questionnaires (Appendix 1.6) and teachers using a mutual evaluation process (Appendix 1.7) each semester (see Standard 3.4). Academic staff members who are assigned topic class teacher receive the results of questionnaires by students and mutual evaluations by teachers, and submit a report on how they will improve the quality of the topic class in the subsequent year. In addition, the results are also discussed in the AAC, and the chair of the AAC gives the advice to assigned topic class teacher, if needed. Any teacher with pedagogical issues should take education and teaching skills (how to teach) courses in new staff lectures and FD lectures/workshops/forum in KU.

The programme learning outcomes are evaluated for achieving the intended educational objectives among early classes. The AAC and Academic Affairs Office analyse the procedures for grading in the topic classes offered in the VEE, and consult on the teaching and assessment strategies in the courses. The result (pass rate) of JNVE each year is an important point to evaluate for learning outcomes and this feedback datum is also analysed to make necessary adjustments in the educational contents and assessment design, when any issue is identified.

Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study.

The VEE 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.

The assessment procedures are described in the syllabus of topic classes (subjects). Learning objectives are also provided in the syllabus, and communicated either at the start of the course or at the related pedagogical activities including clinical rotation. Students who have under two-thirds (2/3) attendance for a topic class cannot take examination(s) for that topic class in the relevant semester. Results of the examination in both lectures and practices are graded on a four-level scale: excellent (over 90% of the score), very good (80-90%), good (70-80%), pass (60-70%), and fail (under 60%). Students with a score under 60% in any examination should retake that examination (the maximum score is 60% for a retaken exam) and the frequency (timing) of retaken exams in the semester is determined by the teacher responsible for each topic class.

The academic teacher responsible for each topic class validates the achievement of learning objectives and awards each student a score on a one-grade point scale, where 4, 3, 2 or 1 represent grades of excellent, very good, good, and pass, respectively, and grade 0 (under the minimum required level) represents a fail grade, for that topic class at the end of semester. In accordance with the grade points and credit numbers for topic classes, the GPA is calculated ($= [4 \times \text{credits no. of subjects with grade point 4} + 3 \times \text{credit no. with 3} + 2 \times \text{credit no. with 2} + 1 \times \text{credit no. with 1} + 0 \times \text{credit no. with 0}] / \text{all credit numbers}$), and students carry out self-evaluations of their own achievement based on the GPA. These self-evaluations and designated interviews with the academic/pastoral tutors can reveal any gaps between their knowledge/skills (competences) and learning objectives.

For clinical teaching activities Y5, D1C and the related logbook play a pivotal role in encouraging students to actively self-evaluate and realise their progress in acquiring new clinical skills including soft skills. It also enables students to receive feedback and adopt a proactive approach to reflecting on the clinical cases, as well as to propose their feedback related to the teaching methods during clinical rotation and to the contents of D1C established in the VEE.

Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition 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 regular quality control of the student logbooks, with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT)) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student. The provided training and the global assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.

ESEVT D1Cs are aligned in all topic classes (Appendix 3) to ensure that both teacher and student recognise the minimum level of competence they must teach/learn. The clinical skills which students must acquire in clinical practices are also based on ESEVT D1C. In the VEE, students are evaluated for both pre-clinical and clinical practical skills on the criteria in the “Day One Competences evaluation sheet” (Appendices 8.1-8.4). The skills are divided into “Basic”, “Intermediate” or “Advanced” level and it is required for Y5 students during clinical rotation in CCT to acquire all skills of “Basic” and “Intermediate” levels in the sheet (soft skill and medical inspection, internal medicine and surgery including anaesthesia management, and diagnostic imaging, etc. of companion animals, farm animals, and equine medicines). The “advanced” level skills are for the Y6 student in EPT. During pre-clinical and clinical practical training, acquisition of competencies is evaluated for each skill and student progress is followed up by clinical teaching staff. All students need to complete the required numbers and pass the examination in each skill. The responsible clinical teaching staff also

check the report and clinical practice records in each term of clinical rotation. Therefore, students can confirm their progress and achievement in each category using the sheets with discussion with teachers at every point in the training.

Entries are made onto the evaluation sheets (logbooks) every day. The student records the subjects that he/she has been involved with on that day, and discusses it with a teacher, who confirms the achievement of the skills during the consultation with the student. The examination for each skill is also administered to the student at the relevant time by a clinical teaching staff, and the student is evaluated for acquiring skills under direct observation by the clinical teaching staff. In both cases (each check and examination of the skills), the clinical teaching staff signs off on the points which the student has successfully completed.

Comments on Area 8

- Student assessment criteria are clearly described in the syllabus and made public. It is possible for students to appeal in a case where they consider they applied assessment criteria are not as explained in the topic classes. However, no student has lodged such an official appeal.
- Student assessment is organized by the each assigned topic class teacher and evaluated by the following Committees/Councils. The feedback from students and stakeholders is applied in the process.

Suggestions for improvement in Area 8

- The VEE should try to build a system to allow much more students and stakeholders to give their feedback on the assessment procedure. There should be more interaction between academic staff, students, and stakeholders to receive feedback on the assessment criteria/procedures.

9. Teaching and support staff

Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.

A formal quality-assured programme of teacher training¹ (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff.

Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.

VEE teaching staff require competencies to provide extensive and advanced veterinary education using up-to-date teaching materials effectively. As the employment criteria to ensure sufficient competencies requested for the veterinary program, the VEE first aims to employ licenced veterinarians with a PhD. New teachers do not need new-teaching-method skills as an entry requirement, but must take relevant dedicated pedagogical trainings (covering code of conduct, SSCS, e-learning platforms and digital tools, student assessment and evaluation, biosecurity procedures in JFVM-KU facilities, environmental hygiene including water discharge and X-ray exposure, and animal welfare in clinical and laboratory work). When an academic staff member retires or resign, the Faculty Management Council discusses the optimum opening for JFVM-KU development, and the JFVM-KU hire a person for a position in the same discipline or open a new position in a new discipline.

Standard 9.2: The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE's mission.

A procedure must be in place to assess if the staff involved with teaching 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, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.

Table 9.2.1. Teaching staff involved with the core veterinary programme

Type of contract	AY* (2024)	AY-1 (2023)	AY-2 (2022)	Mean
Permanent (FTE)**	47	45	44	45.3
Temporary (FTE)**	0.5	0.5	0.5	0.5
Interns (FTE)	1.9	2.2	2.8	2.3

Residents (FTE)	1	1	0	0.7
PhD students (FTE)	5.8	5.4	3.7	5.0
Practitioners (FTE)	0.6	0.6	0.6	0.6
Others (<i>specify</i>)	0	0	0	0
Total (FTE)	56.8	54.7	51.6	54.4

* The last complete academic year prior the Visitation.

** The list of Permanent and Temporary Teaching staff in JFVM-KU is shown in Appendix 9.

Table 9.2.2. Percentage (%) of veterinarians in teaching staff

Type of contract	AY* (2024)	AY-1 (2023)	AY-2 (2022)	Mean
Permanent (FTE)	93.6	91.1	91.0	91.9
Temporary (FTE)	79.0	81.5	82.4	81.0

Table 9.2.3. Support staff of the veterinary programme

Type of contract	AY* (2024)	AY-1 (2023)	AY-2 (2022)	Mean
Permanent (FTE)	43	41	42	42.0
Temporary (FTE)	28.0	24.0	27.4	26.5
Total	71.0	65.0	69.4	68.5

Table 9.2.4. Research staff of the VEE

Type of contract	AY* (2024)	AY-1 (2023)	AY-2 (2022)	Mean
Permanent (FTE)	0	0	0	0
Temporary (FTE)	1.1	1	1	1.0
Total	1.1	1	1	1.0

NUCs strictly regulate the number of positions available to each faculty at the university level. KU notifies personal-cost-point allocation to each faculty, based on national (govt)-level personal recommendations, and JFVM-KU determines personnel levels within these defined parameters. In the VEE, four FTE teachers (for animal hygiene, veterinary pathology, VPH, and molecular biology) will be retiring in the next three years, and the JFVM has a strategy to hire new teachers who are specialised in the same field. Two VTH clinical teaching staff will be employed to further strengthen clinical education. The VEE seeks to engage with external practitioners to implement exotic-animal and other similar training.

Academic staff are selected and recruited under university regulations, which govern hiring and promotion procedures. After the KU President gives permission to recruit, JFVM-KU forms an ad hoc Teacher Recruitment Committee, consisting of four professors (to recruit a professor), or four professors/associate professors (to recruit an associate professor or other position). Faculty Council discuss and approve the job description and requested competencies the committee propose, and the

opening is posted publicly. The Committee selects a candidate from among the applicants, and reports their career experiences and achievements to the Faculty Council, where full professors then vote on the appointment, before a final decision by the University Council.

KU provides FD/SD Joint Forum, Student and Staff workshops, and new staff lectures, as university-level training. These cover several sessions on education and teaching skills (how to teach), educational ethics including policy and dealing with disabled students, dealing with harassment, up-to-date technology for administration and education, information security and morality, and confidential document management, etc. This training content is revised and provided, and must be taken by FTE academic and support staff, annually. Temporary academic staff (contracted teachers, mainly for the external practical training) must also take this e-learning every year. Their training log-records are validated by the JFVM-KU General Affairs Office at the time of annual contract renewal.

An annual FD workshop organized by the JFVM FD Committee covers continuing professional development, with invited external speakers, and mandatory for all academic staff to attend.

Administrative support staff are recruited and selected under university-level management, and allocated to the faculty based on the KU strategic plan, under the “United Employment Examination of the Support Staff in an NUC” regulations. In contrast, the JFVM-KU has full and complete autonomy for employing teaching support staff in the ICT section and VTH, and recruitment depends on the area which JFVM-KU seeks to focus on. Successful candidates are required to have high technical skills and knowledge in their professional field, and communication skills (especially in case of clinical support staff), and selection and recruitment are discussed and approved by the Faculty Council and Management Council at the faculty level, and by KUVTH Council and KUVTH Management Council, for recruitment of clinical support staff. Decisions on hiring support staff are made based on an assessment of candidate’s job record and an interview with faculty members including representatives of the relevant Unit/Facility/Office. For the training of support staff, KU provides FD/SD Joint Forum, Student and Staff workshops and new staff lectures, in the same way as described above.

Academic staff are allowed to have outside work such as consultations, private practice, and part-time teaching, and this is governed by regulations on side jobs for university staff. Allowable side jobs are assessed as follows: no conflict of interest, no hindrance to work at the University, and no threat to reputation or credibility of the University. A person who is planning to have a side job needs to submit a written application, and he/she needs to get approval from the Faculty Management Council followed by approval from the Dean. When the Dean is to have a side job, he/she needs to get an approval from the KU President. The written application needs to include a record of the side job, a shift timetable, and a written request letter from the side job (name of the company, position, term, working condition, payroll, and any responsibilities that he/she might have). All side jobs approved (temporary academic positions at another University/College, lecturer of continuing education for practitioner, writing of textbook, contribution to a veterinary magazine for commercial purpose, etc.), are associated with an academic role in veterinary and/or medical field. When the person is to be in the position of executive

role at a corporation, he/she needs to submit a reference document (such as a memorandum) describing the business.

Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation.

Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.

In accordance with School Education Law in Japan, almost all members of the academic staff (all full professors and associate professors, and most of assistant professors) are researcher-teachers who are authorised to be an assigned topic class teacher, and they equally balanced teaching and research activities (effort on research activities must be over 50%). Work contracts for researcher-teachers in an NUC allow a flexible-working hours system for specialised tasks in accordance with the Labour Standards Law in Japan. This is a system whereby a person is deemed to have worked a predetermined number of hours, regardless of actual working hours, and that leaves the management of working hours to the discretion of the individual. Researcher-teachers benefit from full independence and freedom of expression in the performance of their duties.

Clinician-teachers (who are some of the assistant professors in the VTH) makes a contract with a fixed working hours system, and their working time is allocated mainly to clinical and teaching activities in the clinical rotation. They have a teaching workload at least equal to that of researcher-teachers.

KU has a performance-based system for increasing remuneration, based on recognising the quality of academic staff's duties/activities on education, research, contribution to society, international exchange, clinical work and administrative management, and these are evaluated annually in accordance with the "Academic Staff Self-Evaluation Sheet (Appendix 1.5)" (see Standard 1.4).

Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures.

Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.

Promotion criteria for teaching 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

The programmes dedicated to teaching and support staff are as follows:

- **Professional growth and development:** Individualised support for professional carrier development is provided. For the early carrier academic staff, JFVM-KU has a financial support program as part of the Dean's discretionary expenses for their research projects. Candidates submit their application to the Dean, and it is evaluated by the Faculty Management Council. The final decision is made by this council, and the Dean allocates a dedicated budget to strengthen the research activity of young researcher-teachers. Support staff in the KUVTH are encouraged by the VEE to have the national licence of "Veterinary Nurses for Companion Animals", which was established as a novel national licence in Japan in 2023 and the VEE provides financial and educational supports for support staff (veterinary nurses) to pass this national examination.
- **Appraisal and promotion procedures:** This regulation states the necessary matters in accordance with the appraisal and promotion for full-time professors, associate professors, assistant professors, and support staff at NUC-KU, and it corresponds with the qualifications for teachers in the University Establishment Standards.
 - **Qualifications of full professor:** A person having a PhD (including an equivalent degree awarded overseas), notable achievement as a full professor, a sufficiently high research achievement to be registered as an academic staff in the graduate school, a professional degree (including equivalent degree awarded overseas), and an excellent knowledge and experience of practical training in the relevant specific field and teaching.
 - **Qualifications of associate professor:** A person having a PhD (including an equivalent degree awarded overseas), a qualification to teach and experience teaching as assistant professor or an equivalent at a university (including equivalent experience overseas), an experience working at a research institute, a laboratory, or a survey institute, research achievement sufficient to be registered as the academic staff in the graduate school, and knowledge and experience in the relevant specific field.
 - **Qualifications of assistant professor:** A person having a PhD (or DVM degree for a clinician-teacher of clinical veterinary medicine in the VTH), and excellent knowledge and experience in the relevant specific field
- **Mentoring and supporting procedures:** The FD Committee refreshes faculty members' knowledge and skills for good teaching and assessing practices, and knowledge of up-to-date learning resources in the annual FD workshop, by inviting external specialists, and all academic staff are obligated to attend these workshops. The VEE has also other workshops organized by the ICT Committee and Biosecurity Committee, to improve the competencies for education using the SSCS and WMLSM-Glexa system, and the knowledge for biosecurity/biosafety in education and research. Academic staff are recommended to attend academic conferences and meetings, and present their research to develop their academic competences.

For a small percentage of academic staff (seven teachers in the VEE), the payroll is linked to

their research funds, but for all the others, there is no relation between research activity and salary. However, KU has a system of raising salary based on one's achievement scores as evaluated for a combination of activities in teaching, research and clinical work, as well as contribution to society, international exchange and administrative management using the self-evaluation sheet.

- **Implication in the decision-making process:** Many Councils and Committees in JFVM include teaching and support staff (see Standard 1.2), and these structures provide staff with numerous opportunities to actively contribute to the direction and decision-making processes in JFVM.

Standard 9.5: A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to the relevant staff and commented upon in reports. Evidence must be provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.

Students evaluate all lectures and practices of topic classes by questionnaire survey at the end of each semester (Appendix 1.6) and the assigned topic classes teachers receive the results to improve their education (see Standards 3.4 and 8.3). The results for each topic class are opened for academic staff and the teachers should report the point of improvement for the subsequent year. Each detailed result is discussed at the AAC and Faculty Council.

Each topic class is also evaluated using mutual evaluation process by faculty members (Appendix 1.7). Every teacher observes other topic classes (two classes per year) and submits a scored observation report. It is mandatory for all teachers, and the reports are used as materials to improve each topic class through their identification of points for improvement, and determine the recipient of the “Best Teacher” award at the University.

The findings from the teaching surveys by the students and teachers are discussed in the Faculty Management Council and Faculty Council. The FD Committee also reports any deviation from the norm in the results of student assessments to the Faculty Council, and the Dean acts to provide guidance and mentoring to the assigned topic class teacher that shows a deviation (tendency) in evaluation results versus those seen for other topic classes. The topic class teacher advised by the Dean should change the strategy for delivering the topic class adequately. In addition, any teacher with pedagogical issues should take an education and teaching skills (how to teach) courses in new staff lectures and FD lectures/workshops/forums in KU.

The strategy for allocating and recruiting human resources is first discussed and decided in the Faculty Management Council and communicated to faculty members in the Faculty Council. The strategy for promoting, supporting and assessing human resources is discussed, decided, and disseminated at the Faculty Council. The assessment and revision for these strategies based on the feedback from students, faculty members, and stakeholders are discussed at the Faculty Management Council, and revision measures are implemented with the approval of the Dean. In the case of clinical support staff in the

VTH, the overall strategy is discussed and decided at the KUVTH Council and KUVTH Management Council, and ultimately approved by the Dean. The VEE also relies on the Japanese Veterinary Medical Association, which is composed of veterinary professionals, to receive information on adapting recruitments for teaching staff and support staff.

Comments on Area 9

- There are very few applicants in some fields (such as Farm Animal Veterinary Reproduction) which make it is difficult to find good candidates.
- Salary basically depends on seniority by length of service. There is a system for research evaluation to be reflected in remuneration, and almost all individual achievements in research can directly correspond to a salary award. In addition, KU has a system of increasing remuneration with a staff member's achievement scores. It is evaluated for the combination of relevant activities reflected in the staff member's annual salary.
- The number of support staff is sufficient, except for support staff dedicated for clinical support in the VTH.
- The percentage of veterinarians in the academic staff is high.
- The VEE can hire dedicated teaching staff for the VTH based on the direct income from the VTH, but there is a pronounced weakness to this approach because of the difficulty to stably secure the positions.
- The specialist plan covers requirements for many support staff in various fields, especially in clinical field, pathological necropsy, and VPH, in addition to the academic staff. Furthermore, there is a growing need for pharmacist staffing in veterinary hospitals.
- External veterinarians teaching students extra-murally and other external practitioners participate in courses designated at the university level annually. They learn how to make the design and contents of the courses, and the teaching methods for practical training as the academic staff in VEE.

Suggestions for improvement in Area 9

- A Search Committee may aid finding enough candidates to fulfil some positions, in some cases.
- The JFVM should focus on expanding diverse competencies and specializations, such as exotic animal medicine, to better meet social needs, when hiring a new teacher or a support staff member.
- The JFVM may need to employ more staff by increasing the self-regulatory revenue of VTH.

10. Research programmes, continuing and postgraduate education

Standard 10.1: The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the study programme through research-based teaching. The research activities must include veterinary basic and clinical sciences. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).

Clinical and research activities are the two major wheels of Y5 and Y6 students' activities, and are provided to foster outstanding veterinarians with expert knowledge and advanced practical competencies by conducting research and education guidance for highly standardised veterinary science. Almost all academic staff (except some assistant professors in the VTH, who are clinician-teachers) are required to dedicate over 50% of their activity to research, and the importance of the contribution of the academic staff to research programs and laboratory work is demonstrated in the "Academic Staff Self-Evaluation Sheet" (Appendix 1.5) evaluated annually at university level. In addition, all teachers must submit their research proposals to the national research grant system every year, which is organised by Japan Society for the Promotion of Science. A reduced annual budget allocation from the university to the JFVM may occur if academic staff in JFVM do not make this submission.

To reinforce the research- and problem-based learning and to provide a strong research basis to our undergraduate education, the JGSVM of KU and YU was established in April 2018 as a shared education system with combined under- and post-graduate veterinary education. Graduate students can continue their research activities in the JGSVM, if desired. All JFVM full professors and associate professors in VEE are engaged in the graduate school as academic staff, and they contribute to undergraduate veterinary education through their research activities.

The TAD Research Center, which was established in 2011 as an ancillary research unit in the VEE, undertakes education and research relating to TAD pathogens, their spread, and how they can be controlled. The Center keeps contact and collaborates with many research groups at national and international levels, as well as government and citizens, and contributes to global TAD control through exchanging information and data. The outcomes for the centre's research activities are made available to students and postgraduate students as the up-to-date educational resources, and are also shared with local practitioners, stock breeders, and citizens through TAD Research Center Seminars.

Table 10.1.1. List of the major funded research programmes in the VEE which were ongoing during the last complete academic year prior the Visitation (AY2024*)

Scientific topics:	Grant/year (Euros)	Duration (Yrs)
National Research Grant (Japan Society for the Promotion of Science)		
Basic Veterinary Science	59,200	1
Virology and Infectious Disease	38,900	1

VPH and Herd Health Management	22,100	1
Small Animal Medicine	21,200	1
Large (Farm) Animal Medicine	39,400	1
Contracted Research		
Basic Veterinary Science	0	0
Virology and Infectious Disease	431,000	1-3
VPH and Herd Health Management	61,700	1-3
Small Animal Medicine	55,600	1-3
Large (Farm) Animal Medicine	111,900	1-2

* The last complete academic year prior to the Visitation.

Standard 10.2: All students must be trained in scientific methods and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.

- **Aware of the importance of evidence-based medicine, scientific research and lifelong learning:**
The graduation thesis is an important part of the core curriculum and a mandatory item for all students in the VEE. Each undergraduate student has a responsible supervisor (academic staff as researcher-teacher) who oversees their work and belongs to a research laboratory in the VEE. Students start their research projects from Y5 by studying at their research laboratory. They learn the importance of evidence-based medicine and scientific research by learning the methods and the process to solve problems in research. They can also acquire an understanding of the importance of lifelong learning by being educated throughout their studies on how it is important to constantly enhance knowledge and competencies. The lists of topics for the graduation thesis of AY2024 in the VEE are provided in Appendix 10.
- **Initiation to bibliographic search, scientific methods and research techniques, and writing of scientific paper (e.g. through a graduation thesis):** The VEE offers the “Biology Laboratory” course in Y1 and the “Special Course Seminar” course in Y4 to provide basic knowledge on what research is and how it is conducted, to initiate students into research. Then, academic staff give some advice and suggestions to undergraduate students for quality improvement in bibliographic searches, scientific methodology, and research techniques, and the writing of scientific papers they must undertake during the drafting and completion of their graduation thesis.

All undergraduate students are required to draft and complete their graduation thesis (compulsory item). In addition, the research programmes of JGSVM provide many opportunities for undergraduate students such as seminars on various topics and research presentations at national and international conferences, and research exchanges with international universities on a non-compulsory basis.

Each thesis is supervised by an academic staff member, ensuring that a robust scientific approach is upheld through the process. The final manuscript, typically 50 to 100 pages in length, follows the

structure of a scientific article to familiarise students with the scientific publication process. The supervisor validates and grades the quality of the thesis, as well as the student's efforts in the research activity (70% of the score). The process then culminates in an oral presentation with a question-and-answer session in front of all academic staff and students. Academic staff members, other than the supervisor of the unit to which the student belongs, evaluate and grade the quality of presentation, capability as a presenter, and ability to respond to questions (30% of the score).

Standard 10.3: The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the study programme and are relevant to the needs of the profession and society.

Table 10.3.1. Number of students registered at postgraduate clinical training

Trainings: Interns:	AY* (2024)	AY-1 (2023)	AY-2 (2022)	Mean
Companion animals	10	11	10	10.3
Equine	0	0	0	0
Production animals	0	0	0	0
Others (<i>specify</i>)	0	0	0	0
Total	10	11	10	10.3
Residents:				
EBVS disciplines (<i>specify</i> **)	1	1	0	0.7
Total	1	1	0	0.7
Others (<i>specify</i>)	0	0	0	0

**A resident of Japanese College of Veterinary Surgeons from 2023.

Table 10.3.2. Number of students registered at postgraduate research training

Degree:	AY* (2024)	AY-1 (2023)	AY-2 (2022)	Mean
PhD	43	40	41	41.3
Others (<i>specify</i>)	0	0	0	0
Total	43	40	41	41.3

Table 10.3.3. Number of students registered at other postgraduate programmes in the VEE but not related to either clinical or research work (including any external/distance learning courses)

Programmes:	AY* (2024)	AY-1 (2023)	AY-2 (2022)	Mean
JGSVM seminar	28	10	50	29.3
English programme	7	7	7	7.0

Table 10.3.4. Number of attendees to continuing education courses provided by the VEE

Programmes:	AY* (2024)	AY-1 (2023)	AY-2 (2022)	Mean
KUVTH Forum	60	-	-	20.0
TAD Research Center Seminar	27	61	101	63.0
SKLV Seminar	554	-	-	184.7

The annual JGSVM enrolment capacity (number of graduate students admissible) is set at eight for both YU and KU, and this number is strictly adhered to through the admission examinations. Therefore, the prospective number of students registered annually at the JGSVM will be 8 students per year for the next 3 academic years.

Graduate students who hold the national DVM license in the Unit of Clinical Veterinary Science are allowed to be involved in clinical activities with the academic staff. The postgraduate clinical training and continuing education have two tracks (small animal or farm animal) for the internship programs. Interns are registered within a clinical sector in which they do a rotation involving all disciplines and activities (medicine, hospitals, surgery, anaesthesia, emergencies, diagnostic imaging, etc.). They also take a role in supporting undergraduate students as they are equivalent with the academic staff as veterinarians. Undergraduate students participate in clinical activities as a clinical team member supported by graduate students under the supervision of the academic staff. Potential conflicts in relation to case management between undergraduate students and graduate students are avoided as the academic staff, graduate students and undergraduate students manage each case as one team, and one or two academic staff members manage the team as the responsible teacher(s).

By fostering specialists with highly specialised knowledge and enriched common sense, flexible ways of thinking, wide perspectives, and high motivation to achieve its goal, the JGSVM contributes to society both within Japan and globally. The global contribution is especially strong for developments, peacekeeping, and environmental protection against pandemic or emerging infectious disease threats to animal and human health, and thus supporting economic and social stability in Asia. Education programmes in JGSVM correspond to these demands from these special communities.

As continuing education for public and private veterinarians in the local community, KUVTH provides meetings on studying cases on and off campus and educational forums for the community. In addition, the TAD Research Center holds seminars twice a year concerning up-to-date topics of transboundary infectious disease such as highly pathogenic avian influenza, foot-and-mouth disease or classical swine fever. The SKLV Center also holds open seminars for practitioners and livestock workers concerning topics such as animal welfare, veterinary hygiene, and infectious disease and epidemiology.

Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide

opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the study programme.

NUCs including KU have been set-up with the Standards for the Establishment of Universities, which include the criteria for registering full professors and associate professors as teachers of postgraduate education. Based on these criteria, the VEE is research-driven through its human resource policy and each academic staff is affiliated to a research unit (Appendix 9). In the recruitment and promotion process, a list of scientific publications in peer-reviewed journals and a precise description mentioning the expected research must be approved by the Teacher Recruitment Committee, followed by the Faculty Council. Research activities and specific links with research-based teaching activities are fully described in the annual evaluation sheet for academic staff.

Education programmes in the JGSVM are planned and discussed in the JGSVM Council, consisting of the Dean and Vice Deans. The results are discussed by the academic staff registered in the graduate school and finally decided on by the Director (Dean) of JGSVM. The decisions are communicated to graduate students, the academic staff, and stakeholders from the Academic Affairs Office of JGSVM. Education programmes are implemented by the responsible academic staff and evaluated by questionnaires from students, and internal and external academic staff. The results of the evaluation are analysed and communicated to the academic staff in charge by members of the JGSVM Council, to achieve improvements. The revised education programme is checked by the Council.

Comments on Area 10

- Undergraduate students in the VEE have great opportunities to participate in research, and there are varieties of themes for graduation theses to select from. In addition, students can learn scientific techniques and ways of thinking by participating in research.
- For students who continue onto the JGSVM, the period spent working on the graduation thesis acts as a preparatory training.
- The JGSVM has many overseas students from other Asian countries, and about 30% of students enrolled last three years are international students from abroad.
- Many of the students in JGSVM are graduates from a faculty (or department) of veterinary medicine; approximately 90% of Japanese students and all international students enrolled last three years are graduates from a faculty (or department) of veterinary medicine.
- The quality of continuing education can be enhanced by providing high-quality information at public seminars.
- Practitioners and veterinarians in the prefectural government join the continuing educational programs.
- In contrast to the European and American systems, international veterinary diplomate programs covering Asian countries for veterinary specialists have only recently got underway. The Asian College of Veterinary Internal Medicine was established in 2018, with cooperation with European

and American Colleges. The Japanese Societies of Veterinary Pathology, Anaesthesia and Surgery, Nephrology, Cardiology, and Experimental Animals gives certification to Japanese diplomates in each field, and the Japanese Animal Hospital Association gives certifications for internal medicine and surgery. However, these diplomate systems are not recognized internationally. Recently, the importance of veterinary diplomate programs has been recognized, and establishment of such the programs is developing in some fields.

- The veterinarian residency program in VTH has not been well established, and this is a feature of Japanese Universities as described above. However, the number of clinical staff with international veterinary specialist diplomas (veterinarians who obtained Japanese/Asian/American/European veterinary diplomas) and the needs for veterinary specialists in Japanese society are increasing, so that establishment of the programs/systems for specialist clinical training is being planned.

Suggestions for improvement in Area 10

- When undergraduate students are engaged in their graduation thesis, they tend to rely on research themes of their interest. The VEE needs to provide research themes that attract all students, or when selecting research themes, to find an enhanced way to take students' ideas into account.
- The VEE is trying to increase the number of graduation theses written in English to internationalize their research.
- It is important for the VEE to have continuing education programs that foster future veterinarians overseas, especially from south-east Asian countries. The JGSVM will offer programs that provide good accreditation values and experiences to international students who return to their own countries after completing their studies at the JGSVM.
- The VEE should expand their international relationship with their sister schools abroad. Also, research exchange programs with foreign veterinary schools can be a good opportunity as a part of continuing education.
- Ideally, the VEE should be able to offer a program that has a good resident system that provides constant education to bring participants to an adequate level as certified and specialized veterinarians, from an undergraduate level through continuing education. Also, programs for specialist clinical training at both national and international levels need to be established.

ESEVT Indicators

The raw data

Raw data from the last 3 complete academic years		AY2024	AY2023	AY2022	Mean
1	n° of FTE teaching staff involved in veterinary training	56.8	54.7	51.6	54.4
2	n° of undergraduate students	185	189	189	187.7
3	n° of FTE veterinarians involved in veterinary training	53.7	50.6	47.5	50.6
4	n° of students graduating annually	29	32	30	30.3
5	n° of FTE support staff involved in veterinary training	71	65	69.4	68.5
6	n° of hours of practical (non-clinical) training	1170	1170	1170	1170
7	n° of hours of Core Clinical Training (CCT)	1440	1440	1440	1440
8	n° of hours of VPH (including FSQ) training	455	455	455	1440
9	n° of hours of extra-mural practical training in VPH (including FSQ)	135	135	135	135
10	n° of companion animal patients seen intra-murally	2076	2028	2032	2045.3
11	n° of individual ruminant and pig patients seen intra-murally	5587	3827	5542	4985.3
12	n° of equine patients seen intra-murally	242	107	204	184.3
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	122	160	171	151.0
14	n° of companion animal patients seen extra-murally	79	202	176	152.3
15	n° of individual ruminants and pig patients seen extra-murally	2413	2558	4314	3095.0
16	n° of equine patients seen extra-murally	230	327	286	281.0
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	142	127	167	145.3
18	n° of visits to ruminant and pig herds	504	475	757	578.7
19	n° of visits to poultry and farmed rabbit units	6	6	7	6.3
20	n° of companion animal necropsies	55	49	56	53.3
21	n° of ruminant and pig necropsies	52	62	61	58.3
22	n° of equine necropsies	8	12	7	9.0
23	n° of rabbit, rodent, bird and exotic pet necropsies	81	108	92	93.7
24	n° of FTE specialised veterinarians involved in veterinary training	16	15	11	13.3
25	n° of PhD graduating annually	3	2	3	2.7

The calculated indicators

Calculated Indicators from raw data		VEE values	Median values	Minimal value	Balance
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0.29	0.15	0.13	0.16
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	1.67	0.84	0.63	1.04
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	2.26	0.88	0.54	1.72
I4	n° of hours of practical (non-clinical) training	1170	953.50	700.59	469.41
I5	n° of hours of Core Clinical Training (CCT)	1440	941.58	704.80	735.20
I6	n° of hours of VPH (including FSQ) training	455	293.50	191.80	263.20
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	135	75.00	31.80	103.20
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually	72.45	67.37	44.01	28.44
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually	266.39	18.75	9.74	256.65
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	15.34	5.96	2.15	13.19
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally / n° of students graduating annually	9.77	3.11	1.16	8.61
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	19.08	1.29	0.54	18.54
I13	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0.20	0.11	0.04	0.16
I14	n° of companion animal necropsies / n° of students graduating annually	1.76	2.11	1.40	0.36
I15	n° of ruminant and pig necropsies / n° of students graduating annually	1.92	1.36	0.90	1.02
I16	n° of equine necropsies / n° of students graduating annually	0.30	0.18	0.10	0.20
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	3.09	2.65	0.88	2.21
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0.46	0.27	0.06	0.40
I19	n° of PhD graduating annually / n° of students graduating annually	0.09	0.15	0.07	0.02

Comments on the Indicators

- These indicators are reviewed annually based on the QMS in the VEE.
- Almost all calculated indicators are over the median values, with I14 (companion animal necropsy) and I19 (PhD graduating annually) falling between the minimal and median values.
- The raw numbers (data) are broadly stable (for past 3 years), but some numbers (companion animal patients seen extra-murally, individual ruminants and pig patients seen extra-murally, and visits to ruminant and pig herds) are decreased because of reductions in the numbers of visits to the animal shelter (decrease in responsible clinical teaching staff in charge in AY2024) and farm animal mobile clinic for bovines at FAMAA (two weeks until AY2022 to one week from AY2023).

Suggestions for improvement on Indicators

- There are religious factors (such as the Buddhist mentality common in East Asia) that discourage clients from donating companion animal cadavers, and this can limit the numbers of companion animal necropsies; however, efforts should still be made to improve these figures.

Glossary

List of acronyms

AAALAC	Association for Assessment and Accreditation of Laboratory Animal Care
AAC	Academic Affairs Committee
ABSL	Animal Biological Safety Level
AEC	Admission Examination Committee
AV	Audio and Visual
CBT	Computer Based Testing
CCT	Core Clinical Training
CMCVSE	Core Model Curriculum for Veterinary Science Education
CT	Computed Tomography
DASW	Department of Animal Science and Welfare
D1C	Day One Competences
EAC	Experimental Animal Center
EPT	Elective Practical Training
EMC	Equine Medical Center
FAMAA	Federation of Agricultural Mutual Aid Association
FD	Faculty Development
HACCP	Hazard Analysis Critical Control Point
ICT	Information and Communication Technology
ICU	Intensive Care Unit
JFVM	Joint Faculty of Veterinary Medicine
JGSVM	Joint Graduate School of Veterinary Medicine
JNVE	Japan National Veterinary Examination
JUAA	Japan University Accreditation Association
KU	Kagoshima University
LAN	Local Area Network
LHHC	Livestock Health Hygiene Center
MAFF	Ministry of Agriculture, Forestry and Fisheries
MEXT	Ministry of Education, Culture, Sports, Science and Technology
MHIC	Meat Hygiene Inspection Center
MRI	Magnetic Resonance Imaging
NCTUA	National Center Test for University Admissions
NIADQEHE	National Institution for Academic Degrees and Quality Enhancement of Higher Education
NUC	National University Corporation
NUCEC	National University Corporation Evaluation Committee

NVSURC	National Veterinary Science Universities Representatives Council
OLACC	Osumi Large Animal Clinical Center
OQIVE	Office of Quality Improvement in Veterinary Education
OSCE	Objective Structured Clinical Examination
PACS	Picture Archiving and Communication System
PR	Public Relations
QA	Quality Assurance
QMS	Quality Management System
SD	Staff Development
SKLV	South Kyushu Livestock Veterinary
SSCS	Simultaneously Streamed Class System
TAD	Transboundary Animal Disease
VCAT	Veterinary Common Achievement Test
VEE	Veterinary Education Establishment
VPH	Veterinary Public Health
WMLMS	Web Multimedia Learning Management System
YU	Yamaguchi University

List of Appendices

- Current academic staff, qualifications, their FTE, teaching responsibilities and departmental affiliations: **Appendix 9**
- Units of study of the core veterinary programme (including clinical rotations, EPT and graduation thesis): title, reference number, ECTS value, position in curriculum (year, semester), whether it is compulsory or elective, hours and modes of instruction, learning outcomes and their alignment with the ESEVT Day One Competences: **Appendix 3.1**
- Maps of the Establishment and the intra-mural and extra-mural facilities used in the core veterinary programme: **Appendices 4.1 to 4.4**
- Written assessment procedures for QA: **Appendices 1.2 to 1.8**
- List of scientific publications from the VEE's teaching staff in peer-reviewed journals during the last three academic years: **Appendix List of scientific publications in VEE**
- Other relevant document (List of Agreements): **Appendix List of agreements in JFVM-KU**