

Veterinary Educational Program Standards

Japan University Accreditation Association (JUAA)

Veterinary Educational Program Standards

- (1) The 2016 Veterinary Educational Program Standards, thereafter Program Standards, are an updated version of the Program Standards of February 28, 1997, issued by the Japan University Accreditation Association (JUAA). The latest Standards were updated to conduct the evaluation for the university to maintain and enhance the quality of the veterinary undergraduate programs and for JUAA to conduct the evaluation which meets the current circumstances and international norms in veterinary education.
- (2) JUAA has set and revised its university accreditation standards, or University Standards, and various other standards intended to serve as guidelines for higher education institutions to maintain and improve the quality of their education and research. The Program Standards are positioned within this set of standards, which has the University Standards at its pinnacle.
- (3) The Program Standards consist of the following eight Standards.

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|-------------------------------------|--|
| 1. Mission and Purpose | 5. Student Support |
| 2. Curriculum and Learning Outcomes | 6. Education and Research Environments |
| 3. Student Enrollment | 7. Social Cooperation and Contribution |
| 4. Faculty | 8. Self-study and Information Disclosure |

- (4) Each Standard generally has a number of criteria, each of which with a “main text” and “perspectives of evaluation.” The main text outlines the elements essential for achieving the mission and purpose of veterinary education. The perspectives of evaluation provide a more specific description of the elements stated in the main text and are used to determine the fulfillment of the Standards during an evaluation process. The perspectives of evaluation function in two ways:
 - 1) Provide specific evaluation criteria for universities undertaking a self-study of their veterinary educational program.
 - 2) Provide specific evaluation criteria for JUAA in the veterinary educational program evaluation.
- (5) Assessment of the perspectives of evaluation
An evaluation report provides a narrative evaluation, which is stated in the “general

remarks” field, and where applicable, the report offers the following additional remarks stated in the “comments” field.

- 1) Efforts to achieve the educational program’s mission and purpose assessed as successful or effective: Commendation.
- 2) Efforts to achieve the educational program’s mission and purpose assessed as unique and in line with the goals and objectives, but not sufficient to earn Commendation: Uniqueness.
- 3) Areas or practices assessed as requiring further improvement or having minor deficiencies: Suggestions for Improvement.
- 4) Areas or practices assessed as having problems: Areas of Serious Concern.

JUAA will determine whether a veterinary medicine educational program complies with the Program Standards based on a comprehensive assessment of the “Areas of Serious Concern” citations. If a program overall is found to have major deficiencies, the program will be considered to be non-compatible with the Standards.

A program that receives “Areas of Serious Concern” citations is obliged to submit a progress report within three years after the evaluation. The report should outline the reasons leading to the problems and document the completion of the improvement activities undertaken. A program that receives “Suggestions for Improvement” citations is also obliged to submit a progress report within three years after the evaluation. The report should outline the reasons leading to the problems and document the remedial actions taken.

The Veterinary Educational Program Standards

Established on December 15, 1947

Revised on April 21, 1953

Revised on June 23, 1986

Revised on February 28, 1997

Revised on May 23, 2016

1 Mission and Purpose

(1) Mission and Purpose of Veterinary Medicine

Veterinary medicine, or animal medicine, is a branch of applied science based on biology, whose mission is to contribute to the well-being of humans and animals. The mission of individuals who complete a veterinary undergraduate program (“the Program”) is to contribute to animal and public health, and development of the livestock industry through providing veterinary healthcare, such as diagnosing diseases and offering animal health and sanitation advice. Veterinarians are also expected to contribute to the society through exploration of a broad range of animal sciences including life science fields (Note 1).

The purpose of veterinary education are to produce graduates capable of accomplishing the mission described above through imparting veterinary knowledge and skills, fostering the ability to put the expertise gained into practice, and instilling a life-long commitment to continuing professional development. Veterinary education should therefore adhere to the following guidelines.

- 1) Basic and pathology subjects should introduce students to the entire spectrum of life sciences to prepare them with the abilities necessary to master applied and clinical subjects.
- 2) Applied subjects should aim to foster the abilities to develop and deploy applied technologies that meet a wide variety of needs in society for the benefit of public welfare.
- 3) Clinical subject contents should not be limited to practical veterinary instruction rooted in biological principles and mechanisms, but should also include social science perspectives with a focus on promoting animal welfare.
- 4) The Program should aim to foster an attitude of constant inquiry and self-directed learning.
- 5) The Program should aim to instill in students an appreciation of life and a sense of ethics.
- 6) The Program should aim to develop an awareness of the importance of the environment surrounding humanity.
- 7) The Program should aim to nurture the attributes expected of a socially mature, educated person imbued with international perspectives.

(2) Scope of the Program

Veterinary medicine consists of four disciplinary areas: the basic area, which covers the underlying concepts, theories, and principles; the pathological area, which relates to the study of animal disease mechanisms; the application area, in which students learn to apply veterinary knowledge in society; and the clinical area focusing on putting veterinary theories into practice for healthcare purposes. While each of these areas has its own focus, with the basic and pathological areas emphasizing the deductive theory approach, the application area stressing technical aspects, and the clinical area highlighting empirical elements, together they form an integrated field of veterinary study.

(3) Setting and Publication of the Program's Purpose

The purpose of the Program must be established in alignment with the philosophy and purpose of the university within which the Program is housed. The organization conducting veterinary medicine education and research ("the School") must ensure that the Program's purpose is widely understood by its faculty, staff, and students, and published on the university's website, in brochures and other outlets.

(Note 1) Veterinarians Act, Article 1 (Duties of a veterinarian)

Article 1: The mission of a veterinarian is to contribute to the improvement of animal health and the livestock industry, and promote public sanitation, through providing veterinary healthcare, such as diagnosing diseases and offering animal health and sanitation advice.

<Setting and Publication of the Program's Purpose >

[Perspective No. 1-1]

The Program's purpose is aligned with the philosophy and purpose of the university offering the Program.

[Perspective No. 1-2]

The Program's purpose is understood by faculty, staff, and students.

[Perspective No. 1-3]

The Program's purpose is published on the university's website, in brochures and other outlets.

2 Curriculum and Learning Outcomes

(1) Curriculum

1) Adoption and Publication of Degree Award and Curriculum Design Policies

The School must adopt and publish a degree award policy (diploma policy) articulating expected learning outcomes (e.g., knowledge, skills, and attitudes) that are consistent with the Program's purpose and appropriate for the bachelor of veterinary medicine degree. The School must also adopt and publish a curriculum design policy (curriculum policy) that is consistent with the degree award policy.

2) Curriculum Design

The School must ensure that its curriculum is consistent with the curriculum design policy and provides a well-balanced understanding of basic knowledge in the various disciplines comprising veterinary medicine. The disciplines of veterinary medicine are divided into core courses and advanced courses. Core courses afford students the minimum required level of knowledge and skills, while advanced courses highlight the institution's specific characteristics (Note 2). Schools are given autonomy in designing and delivering advanced courses, which are expected to be consistent with and reflective of the Program's own distinct purpose (Note 3). Schools should also follow the guidelines provided in Attachment 1 in implementing the courses for each disciplinary area.

The curriculum must provide opportunities for obtaining experience under field conditions (comprehensive participatory clinical clerkships) to develop practical skills essential to succeed in society. Prior to conducting such training, the School should assess student competencies through an objective method (e.g., the common achievement test) as clinical practice requires unlicensed veterinary students to perform medical procedures (Note 4).

It is recommended that the curriculum require the completion of special research (graduation research) aimed at developing the attributes expected of a veterinarian or veterinary scientist, including the abilities to identify and address issues on one's own initiative and to communicate in a logical manner the processes and outcomes of such undertakings. The special research project is a teacher-supervised assignment that involves on- and/or off-campus research, clinical training, seminar participation, acquisition and application of special skills, literature reviews, and preparation of a paper or report containing the results of the student's studies and activities. Given the project's importance in achieving the purpose of professional education, the special research course should be conducted in small groups and assigned an appropriate number of credits. Furthermore, Schools are encouraged to require field training (e.g., an internship) to the extent that such a requirement is feasible, to provide students with a

first-hand understanding of the role of a veterinarian in society and to increase practical field experience opportunities.

3) Educational Methods

The Program should offer a structured range of compulsory and elective courses consisting of a combination of lectures, laboratory work, clinical practice, seminars and research. Laboratory work and clinical practice in particular should be a critical component of the curriculum, and offer opportunities for every student to be an active participant. Schools need to plan and manage their teaching staff and class hours accordingly, and ensure the most effective timing for training during the course of a student's study. It is therefore important that Schools provide the necessary resources that help students select a cohesive sequence of courses, such as a curriculum tree or a curriculum map.

The School must prepare a syllabus to provide students with course information, including the learning objectives and course contents. The syllabus also ensures that all faculty members have full access to the content of all courses offered by the School.

The School must assess student achievement based on clearly stated criteria and methods established for each subject. A grade appeal process must be in place.

The School ensures that the minimum graduation requirements are six or more years of enrollment in a school of veterinarian medicine that complies with the Veterinary Educational Program Standards, and completion of 182 credits. A degree should be awarded in accordance with the degree award policy and the degree certification process established by the School (Note 5).

4) Educational Methods Concerning Joint Degree Programs (Note 6)

The School may offer a joint veterinary medicine degree program in collaboration with two or more partner institutions. Under a joint degree program, the School needs to organically combine various teaching arrangements, such as distance lecture, teaching staff exchanges, and student mobility. To ensure optimal program delivery, faculty members must elicit student desires and opinions in an appropriate manner, and implement faculty development programs to continuously review and discuss teaching methods and contents for improvement.

(Note 2) In March 2011, the Model Core Veterinary Curriculum was produced based on recommendations from the Council of Research Collaborators for Improvement of Veterinary

Education set in the Ministry of Education, Culture, Sports, Science and Technology (MEXT). The curriculum divides subjects of veterinary education into four areas—introductory education and basic veterinary medicine, pathological veterinary medicine, applied veterinary medicine, and clinical veterinary medicine—and contains 51 lecture subjects and 19 practices subjects, as shown in the separate list.

(Note 3) The 2011 Model Core Veterinary Curriculum covers two-thirds of the coursework (core subjects) that veterinary students are required to complete over their six-year enrollment. The remaining coursework subjects is to be completed through advanced subjects, which can be offered along with different lengths or under a separate curriculum to meet the Program’s specific purpose established by the university or the needs of society.

(Note 4) The “Common Achievement Test” is a nationwide exam that assesses a student’s competence and readiness to participate in a comprehensive participatory clinical clerkship. The exam consists of Computer-based Testing (CBT), which primarily evaluates knowledge, and Objective Structured Clinical Examination (OSCE), a performance-based assessment that evaluates skills and attitudes through practical evaluation.

(Note 5) A university determines the number of credits awarded for each course within the following limits: For a lecture and seminar course, one credit is awarded per 15-30 hours of coursework, and for laboratory work and clinical practice, 30-45 hours of coursework.

(Note 6) The joint degree program introduced in 2008 is a study program offered collaboratively by multiple schools of veterinary medicine (as per partial amendment of the Standards for Establishment of Universities). Under the joint degree program, credits earned from partner institutions are mutually recognized, and joint degree program students must earn at least 31 credits through completing coursework at own institutions.

<Adoption and Publication of Degree Award and Curriculum Design Policies>

[Perspective No. 2-1]

The School has adopted a degree award policy articulating expected learning outcomes (e.g., knowledge, skills, and attitudes) that are consistent with the Program’s purpose and appropriate for the bachelor of veterinary medicine degree.

[Perspective No. 2-2]

The degree award policy is made public.

[Perspective No. 2-3]

The School has adopted a curriculum design policy that is consistent with the degree award policy and provides relevant information that includes the curriculum structure, education content, course categories that comprise the curriculum, and class formats.

[Perspective No. 2-4]

The curriculum design policy is made public.

<Curriculum Design>

[Perspective No. 2-5]

The curriculum has a coherent structure consistent with the curriculum design policy.

[Perspective No. 2-6]

Lecture courses meet all the Model Core Curriculum requirements.

[Perspective No. 2-7]

Laboratory works and clinical practice courses meet all the Model Core Curriculum requirements.

[Perspective No. 2-8]

Laboratory works and clinical practice courses are conducted appropriately under instruction and supervision of a faculty member.

[Perspective No. 2-9]

Lectures and laboratory and clinical practices covering a common topic are offered in combination.

[Perspective No. 2-10]

The curriculum develops the attributes essential to a veterinarian.

[Perspective No. 2-11]

Students are evaluated through an appropriate objective assessment method (the common achievement test) before participating in a comprehensive participatory clinical clerkship.

[Perspective No. 2-12]

Opportunities for the comprehensive participatory clinical clerkship designed to foster practical skills are provided in a manner consistent with the Model Core Curriculum requirements.

[Perspective No. 2-13]

Animal cadaver dissections are used appropriately for teaching anatomy.

[Perspective No. 2-14]

Animal cadaver dissections are used appropriately for teaching pathology.

[Perspective No. 2-15]

Advanced lecture courses meet the Program's purpose and are responsive to society's needs.

[Perspective No. 2-16]

The curriculum requires a special research (graduation research) subject.

[Perspective No. 2-17]

The curriculum includes appropriate field trainings (e.g., internship programs).

<Educational Methods>

[Perspective No. 2-18]

The School provides appropriate curriculum counseling and resources to assist students in selecting a cohesive sequence of courses (e.g., curriculum tree or curriculum map).

[Perspective No. 2-19]

Subjects provide a syllabus outlining the overall subject goals and objectives, general course information, grading policy and methods, etc.

[Perspective No. 2-20]

The School has a procedure in place to revise the syllabus for improvement.

[Perspective No. 2-21]

The School assesses student achievement and awards credits in a rigorous and appropriate manner.

[Perspective No. 2-22]

The School has a grade appeal process in place.

[Perspective No. 2-23]

Promotion requirements are established, appropriate, and widely communicated to students.

[Perspective No. 2-24]

Graduation requirements are established, appropriate, and widely communicated to students.

<Educational Methods Concerning Joint Degree Programs> (Applicable institutions only)

[Perspective No. 2-25]

The School assesses the effectiveness of Information and Communication Technology (ICT) in distance education for core subjects and uses the results for improvement.

[Perspective No. 2-26]

The School assesses the effectiveness of student mobility in core subjects and uses the results for improvement.

[Perspective No. 2-27]

The School assesses the effectiveness of faculty mobility in core subjects and uses the results for improvement.

(2) Learning Outcomes

1) Learning Outcome Evaluation

The School must gauge and evaluate student attainment of the expected learning outcomes (e.g., knowledge, skills, and attitudes) stated in the degree award policy to enhance and improve the Program and to ensure accountability to the public for the education it provides.

2) National Examination and Post-Graduation Career Paths

Graduates who wish to practice veterinary medicine are eligible to take the National Veterinary Examination as defined by the Veterinarians Act. Because veterinary medicine is an interdisciplinary field of study straddling multiple disciplines, the Program's graduates are expected to succeed not only in clinical and public health professions but in a broad array of sectors. Nevertheless, veterinary medicine education is a professional education that the Schools are entrusted by society to deliver. These Schools have the mission and responsibility to enhance and develop veterinary medicine education. It is therefore important that they provide appropriate career advice and guidance on veterinary and related professions and keep track of the lives and career paths of their graduates.

<Learning Outcome Evaluation>

[Perspective No. 2-28]

The School gauges and evaluates student attainment of the expected learning outcomes (e.g., knowledge, skills, and attitudes) stated in the degree award policy.

<National Examination and Post-Graduation Career Paths>

[Perspective No. 2-29]

New graduates' success rate on the National Veterinary Examination is 80% or higher.

[Perspective No. 2-30]

The School has a system in place to gather data on alumni's lives and career paths.

[Perspective No. 2-31]

Graduates who successfully pass the National Veterinary Examination enter fields related to veterinary medicine.

3 Student Enrollment

(1) Adoption and Publication of a Student Admission Policy

The School must adopt and publish an admission policy that is consistent with the Program's purpose.

(2) Student Selection and Quota Management

The university is responsible for establishing a student selection procedure based on its admission policy. The selection procedure must be designed to effectively select candidates who are qualified to study veterinary medicine. Universities offering a veterinary medicine program are encouraged to actively accept applicants of diverse backgrounds through various admission processes, including recommendation-based admission, transfer admission, and working adult admission. The standard enrollment size should be set between 60 and 80 students, and optimally not exceed 120. Student quotas must be managed to ensure an appropriate learning environment for students.

<Adoption and Publication of a Student Admission Policy>

[Perspective No. 3-1]

Based on the Program's purpose, the university has adopted an admission policy describing the attributes and characteristics of the students it seeks to serve, including prior education, knowledge levels, and aptitudes, as well as standards and methods of selection.

[Perspective No. 3-2]

The admission policy is made public.

<Student Selection and Quota Management>

[Perspective No. 3-3]

Admission is granted in accordance with the university's admission policy.

[Perspective No. 3-4]

The university actively accepts applications from candidates of diverse backgrounds through a variety of admission processes.

[Perspective No. 3-5]

Student quotas are effectively managed.

4 Faculty

(1) Education and Research Structure

Education and research in veterinary medicine must be conducted through independent and systematic activities of the members of the faculty. For this purpose, the School must possess faculties, facilities and equipment, and various other conditions that enable it to achieve its educational goals in the most effective manner and appropriately manage the same.

The unit of education need not necessarily be the same as the field of research. To efficiently implement the Program covering a wide range in limited time, it is desirable to deliberate on the most appropriate system and set up educational units, regardless of the frameworks of research fields. Moreover, there is also a need to determine subjects, and faculty members in charge of them, for each educational unit, with due consideration that there is no overlapping or omission in the content of the subjects. Based on the above, and in light of the policy on degree award and the policy of curriculum design, there is a need to determine the policy for faculty organization.

(2) Faculty

The desirable number of full-time faculty members in veterinary medicine education is 68-77 or more, if the number of freshman enrollment is 30-120 (see Attachment 1). Other than full-time faculty members, the faculty may also leverage joint faculty within the university, and veterinarians involved in practice within or outside the university and experts of fields related to veterinary medicine as adjunct faculty members. Furthermore, continuity of education, age composition and gender equality should also be taken into consideration for the placement of faculty members.

(3) Recruitment, Appointment, Dismissal and Promotion of Faculty Members

To appoint faculty members with adequate educational and research capabilities, specialized knowledge and experience, the School must establish transparent procedures and ensure their fair execution.

(4) Responsibilities and Qualifications of Faculty Members

Faculty members are required to engage in education, research and social contribution, and provide high level education based on research activities. For determining eligibility of faculty members, due consideration must be paid to their achievements in education as well as research in veterinary medicine, practical experience in veterinary treatment and participation in academic societies and the society, along with their capabilities in education, research and guidance, irrespective of whether it is a full-time, joint or adjunct position. Moreover, faculty members must engage in systematic and multidimensional FD

activities to improve their abilities.

<Education and Research Structure>

[Perspective No. 4-1]

The School has a policy for organization of the faculty members.

<Faculty>

[Perspective No. 4-2]

The School has the necessary faculty members, mainly full-time faculty, for the Program.

[Perspective No. 4-3]

The School ensures appropriate placement of full-time faculty members in each field.

[Perspective No. 4-4]

The School ensures appropriate placement of full-time faculty members for the execution of core subjects.

[Perspective No. 4-5]

The School appoints appropriate faculty members for advanced subjects.

[Perspective No. 4-6]

The School has an appropriate composition of full-time faculty members (veterinarian license status, age, proportion of men and women).

< Recruitment, Appointment, Dismissal and Promotion of Faculty Members >

[Perspective No. 4-7]

The School has fair standards for appointment of faculty members with due consideration to their area of expertise.

[Perspective No. 4-8]

The School has transparent procedures for the appointment of full-time faculty members and other academic staff.

<Responsibilities and Qualifications of Faculty Members>

[Perspective No. 4-9]

The School ensures that full-time faculty members are not overburdened with lectures related to core subjects.

[Perspective No. 4-10]

The School ensures that full-time faculty members are not overburdened with practical subjects (participatory clinical trainings excluded) related to core subjects.

[Perspective No. 4-11]

The School engages in systematic and multidimensional FD activities for the development of its full-time faculty members and other academic staff.

(Attachment 1)

| Field | Subjects in Model Core Curriculum | Number of Faculty Members |
|---|---|--|
| Introductory/basic field (13 subjects) | Introduction to Veterinary Science, Animal Ethics and Animal Welfare, Veterinary Law, Anatomy, Histology, Embryology, Physiology, Biochemistry, Pharmacology, Animal Breeding and Genetics, Ethology, Laboratory Animal Science, Radiation Biology | It is desirable that 12 or more full-time faculty members teach the 12 subjects other than Introduction to Veterinary Science. |
| Pathology field (7 subjects) | Pathology, Immunology, Microbiology, Poultry Diseases, Fish Diseases, Animal Infectious Diseases, Parasitology | It is desirable that seven or more full-time faculty members teach the seven subjects. |
| Applied field (8 subjects) | Animal Health, Introduction to Public Health, Food Hygiene and Safety, Environmental Health, Toxicology, Zoonoses, Epidemiology, Wildlife Biology. | It is desirable that seven or more full-time faculty members teach the seven subjects excluding Introduction to Public Health. |
| Clinical field (23 subjects) | General Internal Medicine, Clinical Pathobiology, Clinical Pharmacology and Therapeutics, Respiratory and Cardiovascular Medicine, Gastroenterology, Urinogenital Medicine, Endocrinology and Metabolism, Clinical Nutrition, Neurology, Hematology and Rheumatology, Dermatology, Clinical | It is desirable that 21 or more full-time faculty members teach the 21 subjects excluding General Internal Medicine and General Surgery. |

| | | |
|--|---|--|
| | Veterinary Behavior, General Surgery, Operative Surgery Basics, Anesthesiology, Soft Tissue Surgery, Musculoskeletal Medicine, Clinical Oncology, Ophthalmology, Radiology, Farm Animal Medicine, Equine Medicine, Theriogenology | |
| Practice (18 subjects) | Anatomy Practicals, Histology Practicals, Physiology Practicals, Biochemistry Practicals, Pharmacology Practicals, Laboratory Animal Science Practicals, Pathology Practicals, Microbiology Practicals, Parasitology Practicals, Animal Health Practicals, Public Health Practicals, Food Hygiene and Safety Practicals. Toxicology Practicals, Small Animal Internal Medicine Practicals, Small Animal Surgery Practicals, Diagnostic Imaging Practicals, Farm Animal Medicine Practicals, Theriogenology Practicals | It is desirable that 18 or more full-time faculty members teach the 18 subjects. |
| Comprehensive participatory clinical practice (1 subject) | | It is desirable to allocate one full-time faculty member for 10 students. Three of them should be full-time faculty members of the affiliated veterinary education hospital. |
| | | Total: 68-77 or more *May change in accordance with the number of students |

(Supplementary information about the above)

- (1) We arrived at the list of basic subjects that ought to be taught in veterinary education on the basis of lectures and practical subjects indicated in the Model Core Curriculum, while paying due consideration to the standards in advanced western countries. Although we basically recommend appointing one full-time faculty member for one subject, it is desirable to organically distribute the subjects in accordance with the actual organization of courses selected by each School and the organization of their affiliated facilities.

(2) Faculty members should basically be full-time members. To ensure responsible educational activities in veterinary education, which requires a systematic educational structure, it is necessary that faculty members are full-time members who must also deal with advanced subjects other than those in the Model Core Curriculum, graduate education and research, along with guiding students and carrying out administrative work.

(3) The number of full-time faculty members required with respect to student enrollment caps:

(Example) 30-35 students: 68 faculty members, 40 students: 69 faculty members, 60 students: 71 faculty members, 80 students: 73 faculty members, 120 students: 77 faculty members.

5 Student Support

(1) Academic Support

As academic support for students, it is important to provide opportunities of supplementary learning and education in accordance with the students' abilities, in addition to providing various forms of support to encourage them to learn independently. Moreover, adequate support should be made available to diverse students, such as students with disabilities or foreign students, and the university must set up and operate a system of its own scholarship system and other support systems to ensure a stable student life.

(2) Campus Life Support

As campus life support, it is necessary to pay due consideration to the students' environment by providing guidance and consultation in the form of counseling to appropriately deal with concerns related to mental and physical health and hygiene. Moreover, to ensure that students feel comfortable and safe, there is a need to pay adequate attention to securing human rights of the students and preventing harassment.

(3) Career Support

As career support for students, it is necessary to provide appropriate guidance to students about career options by setting up an organizational system.

(*The system for this item can be common for the entire university.)

<Academic and Campus Life Support>

[Perspective No. 5-1]

The School has a system for providing consultation and support related to student life and provides adequate support.

[Perspective No. 5-2]

The School encourages students to learn independently, and supplementary learning and education is provided in accordance with the students' capabilities.

[Perspective No. 5-3]

The School has and operates a support system for diverse students, such as students with disabilities or foreign students.

[Perspective No. 5-4]

The School has a scholarship system and other support systems to ensure a stable student life.

[Perspective No. 5-5]

The School has a system for providing guidance and consultation in the form of counseling to appropriately deal with concerns related to mental and physical health and hygiene.

[Perspective No. 5-6]

Adequate attention is given to securing human rights of the students and preventing harassment.

<Career Support >

[Perspective No. 5-7]

The School has an organizational system for career support and provides appropriate guidance to students about career options.

6 Education and Research Environments

(1) Facilities and Equipment

Facilities and equipment related to the Program must be maintained not only for educational purposes, but also with due consideration to the university's mission in the local community, which includes providing research results of the veterinary medicine field to the bioindustry, meeting social demands related to the veterinary fields and dealing in animal welfare and cutting-edge medical treatment. To this end, facilities and equipment in accordance with the university's characteristics and local specialties are also required, in addition to those necessary for veterinary education. Therefore, the facilities should be made available for joint use if needed.

(2) Facilities and Equipment Necessary for the School

Facilities and equipment in lecture rooms, laboratory rooms for practices and experiments and research laboratories needed for the Program must be maintained. Moreover, there is a need to systematically accumulate sufficient scientific literatures with enough quality and quantity required for the veterinary education and research, to maintain them to contribute to the students' learning and the faculty members' research and education activities, and to promote its effective use. Furthermore, facilities for breeding animals for experiments must be maintained and appropriate animal experiments must be conducted. In maintaining such environment, the Act on Welfare and Management of Animals and the Standards relating to the Care and Keeping and Reducing Pain of Laboratory Animals must be observed. There is also a need to respect the internationally widespread principle of three Rs (Replacement, Reduction, Refinement) in accordance with the Fundamental Guidelines for Proper Conduct of Animal Experiment and Related Activities of the concerned authorities and the Guidelines for Proper Conduct of Animal Experiments formulated by the Science Council of Japan.

The School must set up a veterinary education hospital (veterinary hospital, veterinary medical center, veterinary clinical center) as an affiliated facility particularly necessary for veterinary education (Note 7). Moreover, it is necessary that the required number of support staff, including full-time faculty members, clinical members and veterinary nurses, should be placed in the hospital. Furthermore, it is desirable that such veterinary education hospital not only contributes to the Program, but also serves as a specialized central hospital in the region (a facility that plays a guiding role for veterinarians and residents of the region), and also that it provides a platform for education after graduation.

(3) Affiliated Facilities Recommended for the School to Select and Set up

The School is advised to set up unique facilities and joint-use facilities to the extent possible, in accordance with the conditions in the region and the university's circumstances.

Some examples of such affiliated facilities that the Schools are advised to select and set up include specialized training centers (public health training center, wild animal clinics training center, toxicology training center, tropical diseases training center). It is desirable that universities actively work toward making these facilities available for joint use. Moreover, the School must ensure that such facilities do not overlap with existing facilities.

(4) Research Ethics and Prevention of Unlawful Researches and Medical Activities

There is a need to clarify regulations related to research ethics and prevention of unlawful researches and medical activities and to impart education on the ethics and prevention. It is also necessary to adhere to research ethics under an appropriate organization and to carry out appropriate research and medical activities.

(5) Establishing an Educational Environment Based on an International Outlook

To develop resources with social education that incorporates international awareness, it is advisable to build an environment, including actively sending students abroad, accepting foreign students, providing classes in English and appointing foreign faculty.

(Note 7) It is desirable that “Veterinary Hospitals,” as stipulated in Article 39 of the Standards for Establishment of Universities, conform to the followings for properly providing facilities necessary for veterinary education, maintaining consistency with naming used in developed western countries, such as changing the name to “Veterinary Teaching Hospital,” and securing a certain level of veterinary education.

- (1) It is recommended that the area of the affiliated veterinary teaching hospital should be equal to or more than 5,000 square meters if the enrollment quota for one year is up to 60 students. If the number is more than 60, then the area should be increased in proportion to the number of additional students.
- (2) In addition to clinical facilities, veterinary teaching hospitals should also have clinical training rooms and clinical lecture rooms with an audio-visual equipment.
- (3) Veterinary teaching hospitals should have necessary equipment for conducting research using the patients.
- (4) Veterinary teaching hospitals should have multiple clinical departments in accordance with the characteristics of each School and should also set up emergency medical treatment.
- (5) Veterinary teaching hospitals should also be used as a platform for education after graduation.
- (6) Veterinary teaching hospitals should have support staff, such as veterinary nurses and pharmacists, in addition to the necessary full-time and clinical faculty members.

<Facilities and Equipment>

[Perspective No. 6-1]

The School has the necessary lecture rooms, practicals/experiment rooms, research laboratories and other facilities required for veterinary education.

[Perspective No. 6-2]

The School has scientific literatures necessary for veterinary researches and makes them adequately available for use by students and faculty members.

[Perspective No. 6-3]

The School has facilities and equipment related to breeding of experimental animals, in conformity with animal experimentation ethics and welfare.

[Perspective No. 6-4]

The School has internal rules and rearing management manuals related to experimental animals, in conformity with animal experimentation ethics and welfare.

[Perspective No. 6-5]

The School has a committee that supervises and guides animal experiments in accordance with the internal rules.

[Perspective No. 6-6]

The School has law-based internal rules and management manuals for experiments using pathogens.

[Perspective No. 6-7]

The School has a committee that supervises and guides experiments using pathogens in accordance with the internal rules.

[Perspective No. 6-8]

The School has law-based internal rules and management manuals for experiments involving genetic engineering.

[Perspective No. 6-9]

The School has a committee that supervises and guides animal experiments involving genetic engineering, in accordance with the internal rules.

<Facilities and Equipment Necessary for the School>

[Perspective No. 6-10]

The facilities and equipment of the affiliated veterinary teaching hospital can be used for participatory clinical practices and other educational purposes.

[Perspective No. 6-11]

The School has appointed the necessary numbers of full-time faculty members, and clinical faculty members (clinical faculty) as well as full-time veterinarians, trainee veterinarians, veterinary nurses and other support staff (staff) at the hospital for conducting participatory clinical practices , daily clinical practice and education.

[Perspective No. 6-12]

The affiliated veterinary teaching hospital examines sufficient numbers of diseased animals (cases) for conducting participatory clinical practices and other activities.

[Perspective No. 6-13]

Participatory clinical practices and other activities are adequately conducted at the veterinary teaching hospital.

[Perspective No. 6-14]

The affiliated veterinary teaching hospital is adequately leveraged for carrying out the Veterinary Educational Program.

< Affiliated Facilities Rcommended for the School to Select and Set up >

[Perspective No. 6-15]

The School has unique affiliated facilities.

<Research Ethics and Prevention of Unlawful Research or Medical Activities>

[Perspective No. 6-16]

The School has written rules about research ethics and prevention of unlawful researches and medical activities.

[Perspective No. 6-17]

The School adheres to the rules for research ethics and prevention of unlawful researches and medical activities by imparting education about them under an appropriate organization related to research ethics and prevention of unlawful researches and medical activities.

<Establishing an educational environment based on an international outlook>

[Perspective No. 6-18]

The School adequately sends its students abroad and receives overseas students.

[Perspective No. 6-19]

The School works actively for promoting a global environment in its veterinary education.

7 Social Cooperation and Contribution

(1) Social Cooperation and Contribution

The School play an important role in providing continued learning opportunities to the residents and veterinarians in the local community. For this reason, the school should pay due attention to the conditions of the region and the universities, and prepare unique programs in each university. Moreover, it is essential to improve the quality of the entire veterinary profession for active education and research in veterinary medicine in each university. Continued education for veterinarians is important in this sense. Furthermore, public lectures must also be held to meet the diverse learning demands of the community.

< Social Cooperation and Contribution >

[Perspective No. 7-1]

The School holds academic courses, trainings and other activities for veterinarians to provide them with opportunities of continued learning.

[Perspective No. 7-2]

The faculty holds public lectures and other activities for the locals to provide them with opportunities of continued learning.

8 Self-study and Information Disclosure

(1) Self-study and third party evaluation

The School should work for improving the quality of teaching, research and technology. All faculty members should be properly aware of this and must strive to improve and advance veterinary education through constant self-study and evaluation. For this purpose, there is a need to engage in self-study and evaluation with attention to education, research, practical experiences, academic associations and society, and to establish an assessment system for individuals as well as units of the School.

The School must build an independent educational quality assurance system aimed at self-improvement, through periodic self-study and evaluation, and optional third-party evaluation.

The School grants the qualifications for the National Veterinary Examination in Japan and bears the social responsibility of maintaining international standards in veterinary education. Therefore, apart from self-study and evaluation, the School must also receive an objective assessment from third-parties (Note 8).

(2) Information Disclosure

The School must disseminate various educational information related to objective-based policies (degree award policy, curriculum design policy, admission policy), educational content and method, accreditation and degrees, to faculty members, students and other members of the School along with spreading information to the general society through its website, university guides and other methods (Note 9).

(Note 8) The Ministry of Education, Culture, Sports, Science and Technology (MEXT) established the "Committee for Improvement of Veterinary Education" in March 2011 and indicated the direction of future reforms in veterinary education. The panel proposed building an evaluation system for assuring the quality of veterinary education, including the introduction of self-study and third-party assessment. Moreover, third party assessment in specialized fields is expected to provide the next mechanism for enhancement of educational quality after the institution-wise certified evaluation, not limited to veterinary education (Report of the Central Council for Education January 2005)

(Note 9) Disseminating information through a website is extremely important for providing information to students and for maintaining transparency in society. It is desirable for the School to possess its own website.

<Self-study>

[Perspective No. 8-1]

The School has a system for self-study and evaluation.

[Perspective No. 8-2]

The School has a mechanism to connect the results of self-study and evaluation and the third party assessments to improvements.

<Information Disclosure>

[Perspective No. 8-3]

The School has a website about the veterinary education.

[Perspective No. 8-4]

The School appropriately provides information on its education to students.

[Perspective No. 8-5]

The School appropriately provides information on its education to faculty members.