

**Accreditation Results**  
**(Accreditation Results for School of Veterinary Medicine)**

**Joint Department of Veterinary Medicine, Faculty of Agriculture,  
Tottori University**



<b>Basic Information of the Institution</b>	
Ownership: National	Location: Tottori, Japan
<b>Accreditation Status</b>	
Year of the Review: 2023	
Accreditation Status: accredited (Accreditation Period: April 1, 2024 – March 31, 2031)	

**Accreditation Results**  
**for the Joint Department of Veterinary Medicine,**  
**Faculty of Applied Biological Sciences, Gifu University**  
**and the Joint Department of Veterinary Medicine,**  
**Faculty of Agriculture, Tottori University**

The objectives of the Joint Department of Veterinary Medicine, Faculty of Applied Biological Sciences, Gifu University (undergraduate program) and the Joint Department of Veterinary Medicine, Faculty of Agriculture, Tottori University (undergraduate program) are “to educate specialists not only for animal health but for all living organisms, upholding ‘animals and social connection’ and ‘animals and human health and welfare’ as keywords, for the symbiosis of human and animals. In addition to advanced veterinary education for companion animals, Gifu University has established an educational system and setting that make the most of its functions as a livestock hygiene service center and meat hygiene inspection center in its undergraduate education, while Tottori University focuses on education on poultry diseases among all animal infections.

Based on their common objectives, the two universities have designed a joint curriculum to mutually complement their educational and human resources and facilities through distance learning as well as face-to-face classes with students and faculty members travelling between the two institutions to conduct their educational and research activities. In addition, Gifu University has established the Skills Lab to promote participatory clinical training aimed at helping students acquire the skills required of veterinarians on the first day after graduation (Day One Competencies). The Lab has developed original canine organ models and uses them for surgical training to promote alternative education with no living animals required. It has also developed other models for students to acquire various skills. In these ways, the Lab has established an environment to support students studying independently to acquire clinical skills, which is a distinctive feature. In the practical training room and large animal operation rooms in the Veterinary Medical Center, Tottori University provides Skills Lab facilities and equipment for students to learn and practice basic veterinary skills using simulators to help them prepare for the Veterinary Objective Structured Clinical Examination (vetOSCE).

Furthermore, the two universities take advantage of their characteristics to promote research on veterinary medicine. Gifu University has established the Gifu Wildlife Management Promotion Center and the Research Center for Wildlife

Management, operated jointly with Gifu Prefecture. In close collaboration the two centers carry out efforts to establish a system to manage and provide various biological materials of wild animals and to support various wildlife-related research activities. These efforts benefit the university's undergraduate education and are commendable. Tottori University has established the Avian Zoonosis Research Center (AZRC) and made contributions as a partner institution of the Japanese government, which is responsible for testing of the highly pathogenic avian influenza, while offering its courses to Gifu University with faculty members of the Joint Department of Veterinary Medicine concurrently working for the AZRC and teaching the Department's courses, including Zoonotic Diseases and Veterinary Hygiene. It is their strengths and distinctive features that both universities have students involved in research and study activities at these centers and are making efforts to utilize the centers in their educational activities.

Despite the commendable activities described above, there are several areas of improvement identified in the current accreditation process.

At both universities, the amount of time spent on participatory clinical training for farm animals is less than that for companion animals. As for the comprehensive participatory clinical training offered at each university, Gifu University has created a list of medical treatment items students should experience in each clinical department. These items are checked one by one by a supervising faculty member to evaluate students' progress and attitude during clinical training, but there is no evaluation sheet drawn up for participatory clinical training for farm animals. At Tottori University, an evaluation sheet of clinical skills has been created for each of the three fields of companion animal, farm animal, and pathology to check whether students receive training for the clinical procedures they need to experience, but these lists are not shared with the students. As a result, students cannot assess their own level of achievement. The initiatives of each university to evaluate student achievement in participatory clinical training demonstrate both strengths and weaknesses, and the two universities are advised to share and review their assessment methods for clinical training so as to make improvements. Furthermore, the two universities work with different educational materials in their respective Skills Lab. They are advised to jointly establish a system that will help students improve their skills to prepare for the veterinary Common Achievement Test (vetCBT/vetOSCE) by, for example, mutually sharing the educational materials developed by each university.

Finally, to address the areas of improvement mentioned above, it is important for both universities to further collaborate on quality assurance of education. The Center for the Development and Promotion of Joint Veterinary Education established in both universities plays a leading role in carrying out self-study activities for improvement. It

is desirable that the universities, which award the same degrees, make further efforts to discuss and share information on creating the environment necessary to provide appropriate education. Going forward, as institutions providing a joint educational program, the two universities are expected to make effective use of their resources to provide distinctive and more effective veterinary education.