

(February 21, 2023)

## Veterinary Educational Program Standards



## Introduction

- I. The Veterinary Educational Program Standards (hereinafter the “Standards”) are an updated version of the Standards of February 28, 1997, issued by the Japan University Accreditation Association (hereinafter the JUAA). The latest Standards have been reviewed to maintain and enhance the quality of veterinary undergraduate programs and for the JUAA to conduct evaluations by specialized field of study to reflect the current circumstances and international norms of veterinary education.
- II. 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.
- III. These Standards apply to veterinary undergraduate programs (hereinafter the “Program” or “Programs”), whose mission is to produce veterinarians who will contribute to the improvement of animal and public health, the development of the livestock industry, and the well-being of humans and animals by providing veterinary healthcare, such as diagnosing diseases and offering animal health and sanitation advice. Because veterinarians are also expected to contribute to society through the exploration of a broad range of animal sciences, including life science fields, the Programs should impart veterinary knowledge and skills, foster the ability to put the expertise gained into practice, and instill a lifelong commitment to professional development.
- IV. As a guideline for universities to maintain and improve appropriate standards of education and research, JUAA has established and revised such standards as the “University Standards” to evaluate universities. The Standards are positioned as one of the JUAA standards, with the “University Standards” placed at the top.
- V. These Standards comprise the following six key items:

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| <ol style="list-style-type: none"><li>1. Mission and Purpose</li><li>2. Educational Content, Methods, and Outcomes</li></ol> |
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| <ul style="list-style-type: none"> <li>3. Education and Research Environment</li> <li>4. Student Enrollment and Support</li> <li>5. Faculty and Faculty Organizations</li> <li>6. Self-study</li> </ul> |
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VI. Each key item of the Standards is composed of the “text” and “perspectives of evaluation.”

The “text” outlines the purport of that key item and the requirements for fulfilling the common basic mission imposed on all Programs as well as for realizing the distinct objectives of the organization conducting veterinary education and research (hereinafter the “School”).

Specified based on the objectives of the text, the “perspectives of evaluation” refer to individual points of focus that need to be addressed by (1) the university’s School when conducting self-study and (2) JUAA when conducting the certified evaluation and accreditation. To interpret and apply each perspective of evaluation, the School is required to understand the objectives stated in the text and pay sufficient attention to the interconnections and other aspects.

VII. The evaluations in each perspective of evaluation are described in the “overview,” and “comments” are added, if necessary, according to the table below.

Type of Comment	Content
Commendations	<ul style="list-style-type: none"> <li>• Items recognized as successful or effective efforts in fulfilling the Program’s mission and purpose</li> </ul>
Distinctive features	<ul style="list-style-type: none"> <li>• Items that do not apply to “commendations” but are evaluated as efforts highly expected to produce positive outcomes or as distinctive approaches in line with the Program’s mission and purpose</li> </ul>
Areas of serious concern	<ul style="list-style-type: none"> <li>• Areas or practices that have serious problems that require correction</li> </ul>
Suggestions for improvement	<ul style="list-style-type: none"> <li>• Issues that do not apply to “areas of serious concern” but require correction</li> <li>• Requirements to make improvements and other additional efforts to enhance the Program’s distinctive feature</li> </ul>

VIII. The JUAA makes a final determination on whether a Program meets with these Standards based on a comprehensive evaluation of “area of serious concern” citations. Specifically, if the contents of the “area of serious concern” citations indicate major problems in the quality of the Program overall, the Program will be considered as not meeting these Standards.

# Veterinary Educational Program Standards

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## 1. Mission and Purpose

### < Mission of Veterinary Medicine, and Mission and Purpose of the Program >

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 (hereinafter the “Program”) is to contribute to the improvement of animal and public health, and the development of the livestock industry by providing veterinary healthcare, such as diagnosing diseases and offering animal health and sanitation advice (Veterinarians Act, Article 1). Veterinarians are also expected to contribute to society through the exploration of a broad range of animal sciences, including life science fields.

The purpose of the Program is to produce graduates capable of accomplishing the mission described above by imparting veterinary knowledge and skills, fostering the ability to put the expertise gained into practice, and instilling a lifelong commitment to 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 and aim 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 subjects should not be limited to practical veterinary instruction rooted in biological principles and mechanisms but 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.

**< Purpose of the School’s Program >**

Based on the above, the organization conducting veterinary education and research (hereinafter the School) is required to establish its Program’s own distinct purpose and its vision for human resource development is clarified in line with the mission and purpose of the university within which the program is housed. The School must disseminate this information not only to its academic and administrative staff, and students but also make it widely available to the public.

**○ Perspectives of Evaluation**

Item	Perspectives of evaluation	
Mission and Purpose	1-1	The Program’s own distinct purpose is established, and its vision for human resource development is clarified in line with the mission and purpose of the Program, and the mission and purpose of the university within which the program is housed.
	1-2	The purpose of the Program is disseminated to academic and administrative staff and students, and made widely available to the public.

## 2. Educational Content, Methods, and Outcomes

### < Degree Award Policy and Curriculum Design and Implementation Policy >

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

### < Curriculum Design >

The School must ensure that its curriculum is consistent with the curriculum 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 are common to all universities and afford students the minimum required level of knowledge and skills, while advanced courses highlight the institution's specific characteristics. The School should follow the guidelines provided in the Model Core Veterinary Curriculum in designing and implementing the core courses for each disciplinary area. The School is given autonomy in designing and delivering advanced courses, which are expected to be consistent with and reflective of the Program's own distinct purpose.

The Program must provide opportunities for obtaining experience under field conditions, in comprehensive participatory clinical clerkships, to develop the practical skills essential for succeeding in society. It is recommended that the curriculum require the completion of special research, e.g., 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 School is encouraged to require field training, e.g., an internship, to the extent that such a requirement is feasible, to provide the students with a firsthand understanding of the role of a veterinarian in society and to increase practical field experience opportunities.

### < Teaching >

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. In particular, laboratory work and clinical practice should be a critical component of the curriculum and offer opportunities for every student to be an active participant. The School must plan and manage its teaching staff and class hours

accordingly and ensure the most effective timing for training during the course of study. It is therefore important that the School provides the necessary resources to help students select a cohesive sequence of courses, such as a curriculum tree or curriculum map.

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

**< Comprehensive Participatory Clinical Clerkship Structure, and Instruction for the Improvement of Clinical Performance >**

The Program must have in place a structure for administering a comprehensive participatory clinical clerkship, and evaluate the students' competence through an objective method, e.g., the Common Achievement Test, prior to conducting the clerkship. The Program must also provide the students with sufficient knowledge, skills, and attitudes, and the ability to improve their clinical performance so that they can appropriately take on the role of veterinarian after graduation.

**< Assessment of Academic Achievement, and Graduation Certification >**

The Program must assess academic achievement based on appropriate criteria and methods established for each subject that are clearly presented in advance. A process must be in place for handling the students' inquiries concerning academic achievement.

The School must establish appropriate graduation criteria and award undergraduate degrees in accordance with its own diploma policy and process.

**< Verifying Educational Outcomes >**

The Program must gauge and analyze student attainment of the expected learning outcomes, e.g., knowledge, skills, and attitude, stated in the diploma policy.

Because veterinary medicine is an interdisciplinary field of study, graduates of the Program are expected to succeed not only in clinical and public health professions but also in a broad array of sectors. Nevertheless, veterinary medicine education is a professional education that society entrusts the School to deliver. The School therefore has a mission and responsibility to enhance and develop veterinary medicine education and is required to keep track of and analyze the career paths of its graduates.

In line with the above, it is important for the Program to assess the students' learning outcomes and make use of the results for the improvement of its educational content

and methods.

○ Perspectives of Evaluation

Item	Perspectives of Evaluation	
Diploma and curriculum policy	2-1	The School has adopted a diploma policy articulating the expected learning outcomes, e.g., knowledge, skills, and attitudes, that are consistent with the purpose of the Program. The School has adopted a curriculum policy that is consistent with the diploma policy and provides relevant information, including the curriculum structure, educational content, course categories, and class formats.
	2-2	The diploma and curriculum policies are disseminated to academic and administrative staff and students, and made widely available to the public.
Curriculum Design	2-3	<p>The curriculum has a coherent structure in line with the curriculum policy that aims at developing the basic knowledge, skills, and attitude expected of a veterinarian or veterinary scientist, taking into account the following:</p> <ul style="list-style-type: none"> <li>(1) Core courses are appropriately offered that meet the requirements of the Model Core Curriculum.</li> <li>(2) Advanced courses are appropriately offered that meet the purpose of the Program.</li> <li>(3) The curriculum requires the completion of a special research, e.g., graduation research, aimed at developing the attributes expected of a veterinarian or veterinary scientist.</li> <li>(4) The School requires field training, e.g., an internship, to provide the students with a firsthand understanding of the role of a veterinarian in society and to increase practical field experience opportunities.</li> </ul>
Teaching	2-4	The curriculum is delivered employing effective class formats and instruction methods.
	2-5	Laboratory work and clinical practices courses are conducted appropriately under the instruction and supervision of a faculty



		member.
	2-6	Animal cadaver dissections are used appropriately for teaching anatomy and pathology.
	2-7	The School provides appropriate curriculum counseling to assist students in selecting a cohesive sequence of courses.
	2-8	The School has prepared a syllabus outlining the subject goals and objectives, and general course information, and uses it as a basis for conducting classes.
Comprehensive participatory clinical clerkship structure	2-9	A structure is in place for administering a comprehensive participatory clinical clerkship.
	2-10	The Program provides the criteria for teaching a comprehensive participatory clinical clerkship and ensures the placement of the necessary faculty members as well as full-time veterinarians, trainee veterinarians, veterinary nurses, and other support staff at the hospital.
Instruction for the improvement of clinical performance	2-11	The Program evaluates the students' knowledge, skills, and attitudes prior to conducting clinical practices with the aim of ensuring the quality of students taking part in its comprehensive participatory clinical clerkship.
	2-12	An educational curriculum is in place that takes into consideration the safety of diseased animals while improving the students' clinical performances.
	2-13	The affiliated veterinary teaching hospital examines sufficient numbers of diseased animals (cases) for conducting a comprehensive participatory clinical clerkship.
	2-14	Instruction is provided in veterinary practice and activities during the course of the comprehensive participatory clinical clerkship.

	2-15	The Program ensures the students' clinical performance by having in place a system for indicating their clinical performance at the time of graduation and evaluating the abilities acquired through the comprehensive participatory clinical clerkship.
Academic achievement assessment and graduation approval	2-16	The Program establishes appropriate criteria and methods for academic achievement, and specifies in advance to students.
	2-17	The Program assesses academic achievement in a fair and rigorous manner based on its established grading criteria and methods.
	2-18	The Program establishes and specifies advancement criteria and practices appropriate assessment and awarding.
	2-19	To ensure fair and rigorous assessment of academic achievement, a process is in place for handling the students' inquiries concerning academic achievement. The process is appropriately implemented, and information about it is provided to the students.
	2-20	The School implements a fair and rigorous graduation process in accordance with its diploma policy.
Evaluation of educational outcomes	2-21	The Program assesses its educational outcomes by keeping track of and analyzing the students' learning outcomes and the graduates' career paths.
	2-22	The Program makes use of the evaluation results for the improvement of its educational content and methods.

### 3. Education and Research Environment

#### < Facilities and Equipment Necessary for Providing Veterinary Education, and Maintenance of Affiliated Resources >

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 the research results of the veterinary medicine field to the bioindustry, meeting the social demands for the veterinary fields, and dealing in animal welfare and cutting-edge medical treatment.

In line with the above, the School must maintain lecture rooms, laboratory rooms for practices and experiments, research laboratories, and other facilities and equipment needed for the Program. It must also systematically accumulate sufficient scientific literature in the quality and quantity required for veterinary education and research, maintain these resources, and promote their effective use to contribute to the students' learning and the faculty members' education and research activities. Furthermore, the School must set up a veterinary education hospital (veterinary hospital, veterinary medical center, or veterinary clinical center) as an affiliated resource particularly necessary for veterinary education. It is desirable that this 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 in the region), and that it provides a platform for education after graduation.

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

An example of such affiliated resources that the School is advised to select and set up is a specialized training center. It is desirable that the university work actively toward making these facilities available for joint use with other universities. The School should ensure that such facilities do not overlap with existing facilities.

#### < Maintaining Environments for Experiments, Research, and Medical Activities >

The Program is required to maintain facilities for breeding animals for experiments and conduct appropriate animal experiments. In maintaining such environments, the Program must observe the Act on Welfare and Management of Animals and the Standards Relating to the Care and Keeping and Reducing Pain of Laboratory Animals. It must also respect the internationally widespread principle of the three Rs (Replacement, Reduction, and Refinement) in accordance with the Fundamental Guidelines for Proper Conduct of Animal Experiment and Related Activities issued by

the competent authorities and the Guidelines for Proper Conduct of Animal Experiments formulated by the Science Council of Japan.

Regulations must be stipulated on research ethics and the prevention of unlawful research and medical activities. The Program must provide education on ethics and prevention, adhere to research ethics under an appropriate organization, and carry out appropriate research and medical activities.

**< Establishing an Educational Environment with an International Outlook >**

To develop socially cultured individuals with international awareness, the School is advised to build a globally competent environment, such as by actively sending students abroad, providing classes in English, and appointing foreign faculty members.

**○ Perspectives of Evaluation**

Item	Perspectives of Evaluation	
Facilities and equipment necessary for providing veterinary education	3-1	The School appropriately maintains the educational facilities and equipment necessary for veterinary education.
	3-2	The School has the scientific literature necessary for veterinary education and research, and makes it adequately available for use by students and faculty members.
	3-3	The School has an affiliated veterinary education hospital and maintains its facilities and equipment for educational use in comprehensive participatory clinical clerkships.
Maintenance of affiliated resources	3-4	The School maintains resources that highlight the Program's specific characteristics and uses them for education and research activities.
Maintaining environments for experiments, research, and medical	3-5	The School maintains facilities and equipment for breeding animals for experiments, with due consideration to animal experiment ethics and animal welfare.
	3-6	The School has internal rules and management manuals for animal experiments in conformity with animal experimentation ethics and welfare, and a committee that supervises and guides

activities		animal experiments.
	3-7	The School has law-based internal rules and management manuals for experiments using pathogens, and a committee that supervises and guides such experiments.
	3-8	The School has law-based internal rules and management manuals for experiments involving generic engineering, and a committee that supervises and guides such experiments.
	3-9	The School has written rules about research ethics and the prevention of unlawful research and medical activities, and works to adhere to them under an appropriate organization.
Establishing an educational environment with an international outlook	3-10	The School has established an environment for developing socially cultured veterinarians with international awareness.

#### 4. Student Enrollment and Support

##### < Admissions policy, Selection of Applicants, and Quota Management >

The School is required to admit students with an aptitude for achieving the purpose of the Program, and to this end, must adopt and publish a clear admissions policy. The university is responsible for establishing applicant selection process based on the admissions policy, which 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 selection by school recommendation, comprehensive selection, and transfer-based selection. Student quotas must be managed to ensure an appropriate learning environment for the students.

##### < Student 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 about mental and physical health and hygiene. Moreover, to ensure that the students feel comfortable and safe, there is a need to pay attention to the students' human rights and prevent harassment.

As academic support, it is important to provide both various forms of support to encourage the students to learn independently and opportunities for supplementary learning and education in accordance with the students' abilities. Adequate support should be made available to diverse students, such as students with disabilities or foreign students. To ensure a stable campus life, the university must moreover set up its own scholarship system and other support systems, and establish organizations for their appropriate operation.

As career support, it is necessary to set up an organized structure for providing the students with appropriate guidance related to career paths and career designs.

#### ○ Perspectives of Evaluation

Item	Perspectives of Evaluation	
Admissions policy and selection of applicants	4-1	The School has adopted an admissions policy that is consistent with the diploma and curriculum policies, describing the attributes and characteristics of the students it seeks to serve as well as the standards and methods of selection.

	4-2	The School has established selection methods, procedures, , and other requirements based on the admissions policy for precisely and objectively assessing the aptitude of applicants.
	4-3	The admissions policy, selection methods, procedures, and other requirements are made available in advance.
	4-4	The selection of applicants is conducted appropriately and fairly under a responsible structure.
Quota Management	4-5	The ratio of incoming students to the student quota, and the ratio of enrolling students to the admissions capacity are appropriately managed.
Student Support	4-6	The School has a system for providing consultation and support related to campus life, and provides adequate support.
	4-7	The School has an appropriate system for encouraging students to learn independently and for providing supplementary learning and education in accordance with the students' capabilities.
	4-8	The School has an appropriate system for supporting the learning activities of diverse students.
	4-9	The School has an appropriate system for providing consultation and support related to career paths and career designs.

## 5. Faculty and Faculty Organizations

### < Faculty Organizations >

Education and research in veterinary medicine must be conducted through the independent and systematic activities of faculty members. To this end, the School must ensure faculty placement for the most effective achievement of its educational goals and maintain the facilities, equipment, and other conditions for their appropriate management. In doing so, it is essential to aim for cooperation and organized collaboration between faculty and staff members.

The unit of education need not necessarily be the same as the field of research. To efficiently implement the Program's wide range in a limited time, it is desirable to deliberate on the most appropriate system and set up educational units regardless of the framework of lectures and research fields. Moreover, there is also a need to determine subjects and faculty members in charge of them for each educational unit, taking care so that there is no overlapping or omission in the content of the subjects. Based on the above, there is a need to establish a policy on faculty organization in line with the diploma and curriculum policies.

The desirable number of faculty members in veterinary medicine education is 68–79 or more when the number of freshman enrollment is 30–140. These faculty members should clearly undertake veterinary medicine education as their main duty. Other than these members, the faculty should leverage veterinarians involved in practice in and outside the university and experts in fields related to veterinary medicine. Continuity and diversity should be taken into consideration for the placement of faculty members.

To appoint faculty members with adequate education and research capabilities, and specialized knowledge and experience, the School must establish a transparent process and ensure its fair execution.

### < Faculty Development >

Faculty members are required to engage in education, research, and social contribution, and to provide high levels of education based on research activities. For determining the 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 associations and in society. Moreover, faculty members must engage in systematic and multidimensional faculty development activities to improve their abilities.

## ○ Perspectives of Evaluation



Item	Perspectives of Evaluation	
Faculty organization	5-1	The School has a policy on faculty organization to support the Program.
	5-2	Based on the policy on faculty organization to support the Program, the School ensures appropriate placement of faculty members in each field for the execution of education and research activities.
	5-3	The School ensures the placement of appropriate faculty members for the execution of core and advanced subjects.
	5-4	The School ensures an appropriate ratio of students to faculty members.
	5-5	The School ensures an appropriate faculty organization with due consideration to continuity and diversity (e.g., gender and nationality).
	5-6	The School conducts veterinary research and has research capabilities that enable the development of future researchers of veterinary medicine.
	5-7	The School conducts appropriate faculty recruitment, employment, and promotion activities.
Faculty development	5-8	The School maintains a system for improving the abilities of faculty members, and periodically offers organizational training and research.
	5-9	The School has an appropriate awareness of and evaluates the activities of its key faculty members, such as education and research, organizational management, relationship building with society, and social contribution.

## 6. Self-study

### < Self-study, and Efforts to Improve and Enhance Education and Research Activities Based on the Results >

The School must work to improve the quality of its teaching, research, and technology. All faculty members must be properly aware of this and strive to improve and advance veterinary education through constant self-study and evaluation. To this end, there is a need to engage in self-study and evaluation with attention to education, research, practical experience, 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 qualification for the National Veterinary Examination in Japan and bears the social responsibility of maintaining international standards in veterinary education. Apart from self-study and evaluation, therefore, the School must also receive an objective third-party assessment.

### < Information Disclosure >

The School must disseminate the results of its self-study as well as various educational information about objective-based policies (diploma policy, curriculum policy, and admissions policy), educational content and methods, graduation and degree certification not only to faculty, staff, students, and other constituent members of the university but also make it widely available to the public through the university's website, brochures, and other outlets.

### ○ Perspectives of Evaluation

Item	Perspectives of Evaluation	
Self-study	6-1	The School has a system for self-study and evaluation.
	6-2	The School conducts organized, continuous self-study of its education and research activities.
	6-3	The School receives third-party assessment by external experts.

Efforts to improve and enhance education and research activities based on the results	6-4	The School uses the results of self-study and third-party assessments to improve and enhance its education and research activities.
Information disclosure	6-5	The School fulfills its accountability to society by appropriately making available to the public various educational information about the Program, including the results of self-study and third-party assessments.