

Accreditation Results
(Accreditation Results for School of Veterinary Medicine)

**Department of Veterinary Medicine,
School of Veterinary Medicine,
Rakuno Gakuen University**



Basic Information of the Institution	
Ownership: Private	Location: Hokkaido, Japan
Accreditation Status	
Year of the Review: 2025	
Accreditation Status: accredited (Accreditation Period: April 1, 2026 – March 31, 2033)	

Accreditation Results
for the Department of Veterinary Medicine, School of Veterinary
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Rakuno Gakuen University's purpose stipulated in its school regulations is "to conduct human education based on the teachings of Christianity, and to educate and conduct research in dairy science and its practical application as well as advanced scholarship, thereby fostering capable members and leaders of society who wholeheartedly devote themselves to the San-ai (Tri-love) Motto, Love God, Love People, Love Earth. Based on this university-wide purpose, the University has established the purpose of the School of Veterinary Medicine, under which the Department of Veterinary Medicine conducts educational and research activities in the pursuit of "nurturing veterinarians in farm animal medicine, companion animal medicine, and public health who have advanced knowledge and skills in veterinary medicine and related fields, as well as human resources capable of promoting cutting-edge research in veterinary care, food safety, animal welfare, and life sciences in Japan. These purposes are presented on the University's website in a clear hierarchical structure in line with its founding spirit. The website dedicated to the department articulates them in more specific terms.

To achieve the purposes described above, the curriculum is systematically organized with courses appropriately arranged in accordance with the Veterinary Education Model Core Curriculum and designed to achieve Day One Competence comprising 105 clinical skills, 76 preventive veterinary skills, and 26 pathology skills, which the department independently established based on the European System of Evaluation of Veterinary Training (hereinafter, "ESEVT").

In the clinical practice courses, anatomical clinical practice using animal cadavers is conducted with a sufficient number of cattle, horses, pigs, chickens, and dogs secured for each species. In the pathological clinical practice conducted in AY2023 and AY2024, the number of necropsies performed satisfied the recommended numbers of animals per student for all animal species. In AY2024, animals culled as pests were used as an alternative to dogs and cats. However, the use of wild animals in student clinical practice requires sufficient consideration for zoonotic diseases and other concerns; thorough examination is required and other alternative methods should be explored.

In the clinical practice courses, the department takes measures to enable students to acquire more practical skills by providing opportunities for hands-on experience in clinical education and real-world veterinary settings. The department carries out

interactive education through distinctive clinical education support systems by, for example, developing a “booklet” for simulation training aimed at mastering veterinary techniques in e-learning and the Skills Lab, visualizing “Day One Competence” via logbooks, and utilizing the handwritten report management system “tobu-note (flying note).” Furthermore, in the comprehensive participatory clinical clerkship for students who have passed the Veterinary Common Achievement Test (vetCBT and vetOSCE), clinical practice with actual patient animals in companion animal and farm animal practice settings and meat hygiene inspection practical training are conducted in small groups. The elective course “Practical Training” also provides opportunities for clinical practice in a wide variety of environments, including zoos, aquariums, and meat hygiene inspection centers in other prefectures. Overall, appropriate clinical practice courses have been established with students’ career paths in mind. However, the positions and roles of the faculty members supporting the comprehensive participatory clinical clerkship should be clearly indicated in a manner easily understood by third parties.

Prior to the comprehensive participatory clinical clerkship for upper-year students, clinical practice, self-evaluation, and achievement test are conducted in the newly built Skills Lab Building. Offering clinical practice using models, simulators, and VR in the Skills Lab Building is commendable as education that contributes to achieving the three Rs (Replacement, Reduction, and Refinement) in animal experiments. The educational environment of the Skills Lab Building, where students can freely access simulators and VR on weekdays for independent practice, is also highly commendable. Furthermore, in AY2023, the department sent five students to Kasetsart University in Thailand for 72 days, providing them with opportunities to develop not only veterinary knowledge but also English and communication skills. This is commendable as a distinctive feature of the department.

Regarding international accreditation by the European Association of Establishments for Veterinary Education (hereinafter, “EAEVE”), the department has created a dedicated page on its website to publish details of the significant improvements and reforms undertaken from the Consultative Visitation (CV) in AY2019 through the attainment of accreditation in AY2024. This enables the department to easily provide information to students and other stakeholders, thereby fulfilling its accountability. These self-study activities are commendable as another distinctive feature of the department.

Overall, while the department has established an appropriate system as an educational program for training veterinarians, several issues have been identified as described below.

First, as for maintaining the environment for various experiments, research, and

medical activities, the on-campus animal housing facilities are appropriately managed with a structure that prevents intrusion from outside. However, the outdoor pastures, while fenced, lack measures to prevent the intrusion of wild birds and other animals, and isolation facilities for quarantines are not physically in place, with some exceptions. Furthermore, for some animal species, the descriptions lack clarity regarding the housing premises for laboratory animals and the separation of housing premises between healthy and hospitalized animals.

With regard to student quota management, the average of ratios of freshman enrollment to the freshman enrollment cap in the last five years is high at 1.22. Improvements are needed to maintain an appropriate ratio by more carefully predicting the yield rate of applicants completing the enrollment procedures and other factors when making admission decisions.

In addition, faculty and faculty organization improvements are required as the selection criteria for faculty recruitment do not explicitly include research achievements (such as the number of papers) and the proportion of female faculty members is markedly low. Going forward, the department is expected to formulate a long-term plan to increase the number of female faculty members by, among other measures, actively promoting contract assistants to full-time faculty positions, which the department is already pursuing, and establishing systems to encourage female undergraduate students to advance to the doctoral programs.

To address the issues identified above, the department is expected to leverage the results of this Accreditation for School of Veterinary Medicine to continue conducting self-study activities with a view to improvement, strengthen the quality assurance and enhancement of veterinary education at the undergraduate level, and further develop its distinctive features.