

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

**Tokyo University of Agriculture and Technology**  
**Faculty of Agriculture**  
**Cooperative Department of Veterinary Medicine**



<b>Basic Information of the Institution</b>	
Ownership: National	Location: Tokyo, Japan
<b>Accreditation Status</b>	
Year of the Review: 2021	
Accreditation Status: accredited (Accreditation Period: April.1.2022– March.31.2029)	

**Accreditation Results for  
Iwate University, Tokyo University of Agriculture and Technology  
Faculty of Agriculture Cooperative Department of Veterinary  
Medicine**

The Cooperative Department of Veterinary Medicine, Faculty of Agriculture, Iwate University (undergraduate program) and the Cooperative Department of Veterinary Medicine, Faculty of Agriculture, Tokyo University of Agriculture and Technology (undergraduate program) state as their educational objective to “train individuals with a global mindset who can, in accordance with the principle that veterinarians should contribute to human and animal health and welfare, provide advanced veterinary medicine as well as contribute to human health, food safety, and the advancement of bioscientific research.” This objective is made widely known to the general public via the websites of the respective Cooperative Departments of Veterinary Medicine, among other means. Iwate University has a system and environment that enable advanced veterinary medicine education regarding industrial animals, while Tokyo University of Agriculture and Technology focuses on practical companion animal medicine education primarily in the Metropolitan area. In accordance with the educational objective, the two universities conduct education and research activities based on a joint curriculum in which they supplement each other’s educational resources, human resources, and facilities.

Specifically, in the general participatory clinical training program, students engage in clinical training at the respective veterinary teaching hospitals of the two universities. In addition, Iwate University holds training programs in cooperation with agricultural mutual aid association medical facilities in which students gain sufficient experience in cases. These endeavors are expected to generate synergies with educational activities. The two universities also hold academic courses, training programs, and other events for vets at their respective veterinary teaching hospitals, thereby contributing to professional lifelong education. Going forward, the universities are expected to offer their contributions to society in general, including local residents.

Furthermore, the universities leverage their distinctive features to promote research in veterinary medicine. In order to address various issues that arise between humans and animals, such as food safety, Iwate University has established the Food Animal Medicine & Food Safety Research Center (FAMS) as a hub for fundamental and application research for animal bioscience, conducting interdisciplinary surveys and research on animal-based foods to achieve food safety. The Center for Infectious

**Iwate University, Tokyo University of Agriculture and Technology**  
**Faculty of Agriculture**  
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Disease Epidemiology and Prevention Research at Tokyo University of Agriculture and Technology engages in joint studies on preventing significant infectious diseases with foreign universities and research organizations, as well as conducting surveys and research on significant infectious diseases such as foot-and-mouth disease. The universities allow their students to participate in the surveys and research activities conducted by the two centers to promote education, which is considered a distinctive feature.

However, even though the universities conduct activities such as those described above, multiple issues were identified in the current review.

The main educational issues common to both universities are as follows: ensuring rigorous assessment of academic achievement, establishing requirements for advancement, and identifying/evaluating learning outcomes. First, the syllabuses of some subjects are inadequate as they do not clearly present the criteria for assessment of academic achievement, and there are cases where identical assessments and grades are given to all participants in the results of assessment of academic achievement. Therefore, the universities should verify the appropriateness of assessment of academic achievement to ensure rigorous and fair assessment of academic achievement. Next, even though the universities present the conditions that must be met by the third year to take Graduate Research and related seminar subjects, students can advance to those subjects without satisfying the conditions. Therefore, guidance should be provided to ensure that students take subjects in a stepwise manner. Furthermore, the universities need to develop a system for objectively identifying and evaluating the extent to which students have acquired the knowledge and skills necessary for veterinarians through the general participatory clinical training program, which is an important element in the visualization of learning outcomes.

As the development of faculty and an education and research environment is vital for conducting research, the universities should ensure a sufficient number of full-time teaching staff corresponding to the number of students. In addition, the universities are expected to consider the gender balance among full-time faculty. In order to enhance the educational effects of the general participatory clinical training program held at the veterinary teaching hospitals, Iwate University needs to ensure a sufficient number of full-time teaching staff, clinical teaching staff, hospital full-time teaching staff, and assistance staff (e.g., trainee vets, animal nurses, pharmacists), and Tokyo University of Agriculture and Technology needs to ensure a sufficient number of clerical administrators. Regarding facilities and equipment, the animal experiment facilities and veterinary teaching hospital equipment are insufficient at both universities. Therefore,

**Iwate University, Tokyo University of Agriculture and Technology**  
**Faculty of Agriculture**  
**Cooperative Department of Veterinary Medicine**

both universities should ensure the facilities necessary for veterinary medicine educational and research activities, as well as developing a management manual and system for various types of experiments.

Finally, in order to solve these issues, it is essential that both universities work together to ensure the quality of education. Currently, each university conducts self-studies and makes improvements individually. However, as the two degree programs award the same degree, the universities should develop a joint system for self-study, exchange information on a regular basis, and engage in extensive discussion to work toward conducting appropriate education and establishing the environment necessary to achieve this. The JUAA hopes the joint degree program leverages the resources of the two universities even further to provide a distinctive veterinary medicine education that leads to enhanced educational effects.