Accreditation Results

(Accreditation Results for School of Veterinary Medicine)

School of Veterinary Medicine Department of Veterinary Medicine, Azabu University

Basic Information of the Institution	
Ownership: Private	Location: Kanagawa, Japan
Accreditation Status	
Year of the Review: 2024 Accreditation Status: accredited （Accreditation Period: April 1, 2025 – March 31, 2032）	

Certified Evaluation and Accreditation Results for the Department of Veterinary Medicine, School of Veterinary Medicine, Azabu University

The Department of Veterinary Medicine (undergraduate program), School of Veterinary Medicine, Azabu University (hereafter "Department"), with due regard to the founding spirit and educational purpose of the University and the mission and purpose of the School of Veterinary Medicine, has established the educational purpose of "fostering individuals who, by developing scientific thinking and applied skills as veterinarians, are capable of fulfilling their social mission as scientists involved in life and welfare, with scientific knowledge and technical expertise in areas including animal physiology, pathology, diagnosis and treatment of diseases and their prevention, zoonoses, hygiene of animal-derived food products, and environmental hygiene. Based on its educational purpose, the Department has formulated a degree award policy (diploma policy) that articulates the expected learning outcomes, namely the knowledge, skills, and attitudes to be acquired, including specialized academic knowledge in the relevant fields as a veterinarian; practical skills as a professional capable of addressing clinical practice, livestock hygiene, and public health; a high standard of professional ethics and responsibility as a highly specialized professional veterinarian; and as a highly specialized professional, the ability to explore and resolve issues, and the flexibility and willingness to continue learning to adapt to advancements in veterinary medicine and the evolving needs of society related to life sciences. In line with this policy, the Department categorizes its specialized courses into five areas: Basic Veterinary Medicine (histology and anatomy, physiology and biochemistry), Pathological Veterinary Medicine (pharmacology and toxicology, microbiology, pathology, immunology), Livestock Veterinary Medicine (livestock hygiene, clinical studies of farm animals), Clinical Veterinary Medicine (clinical studies of small animals), and Environmental Veterinary Medicine (public health, laboratory animal science), and provides specialist training with the cooperation of faculty members from within these areas and beyond.

As a distinctive initiative in education, the Department has proactively introduced on-demand lectures and active learning into its classes to enhance the effectiveness of its education. In Veterinary Physiology Practicum I, a lower-year course, problem-based learning (PBL) is incorporated; various educational methods are also employed in other courses, such as the use of video materials. In clinical training for upper-year students, the Department became the first among veterinary schools in Japan to introduce virtual

reality (VR) technology as educational content, using VR as an alternative to live animals in teaching and thereby realizing superior animal welfare. This initiative effectively incorporates ICT, and is highly commendable as a leading example of veterinary education.

As part of its efforts to cultivate a research-oriented mindset, the Department has expanded the Animal Symbiosis Science Generalist Training Program (Azabu Derukui [Azabu Standouts Program]) to foster individuals capable of leading the global community in building a sustainable and healthy society for humans, animals, and the environment. As part of this program, students in the Department participate in the Genepro Research Project, an initiative for academically qualified students to engage in university-wide open-call research projects from the second semester of their first year through the second year, and foster practical skills through early involvement in research activities. Students also participate in the "Genepro Overseas Challenge Program" intended for third- and fourth-year students who have completed the Genepro Research Project. These initiatives are also distinctive features of its educational program.

In the area of research, the Department has centralized its animal experimentation facilities, including areas for infectious disease experiments, within its affiliated Research Institute of Biosciences, and conducts numerous veterinary-related projects primarily led by the Center for Human and Animal Symbiosis Science, a research division of the institute. Research outcomes from the AMR Surveillance Laboratory (AMRSL) and the Laboratory of Highly Advanced Veterinary Medicine, both endowed laboratories established for collaborative research, are utilized in education.

With regard to learning outcome assessment, the Department is carrying out advanced initiatives, including the analysis and sharing of learning outcomes using direct assessment indicators, with the Institutional Research Center for Teaching and Learning playing a central role. Another initiative is the visualization of individual students' attributes and academic performance through the introduction of the "Learning Color Map", visually representing the characteristics of specialized knowledge that can be acquired in each course, and the Step GPA system, which is based on this map, used as a tool to assess students' academic achievement. These initiatives are utilized to enhance the quality of education.

As for faculty evaluation, the Department conducts systematic self-studies by sharing the Aggregated Results of Faculty Activity Reports for Quality Enhancement in Education, compiled based on the Faculty Activity Report (consisting of the Teaching Portfolio and Work Effort) of each academic staff member. (The types and definitions of academic staff follow "Categories and Definitions of Faculty Members (Revised Edition)"

stipulated by JUAA.)

While the Department has implemented numerous distinctive educational and research initiatives as described above, there are several areas of improvement identified in this evaluation and accreditation review.

While the number of faculty members required for practical courses may vary depending on the course content, a significant variation is identified in the number of students per faculty member (including teaching assistants [hereafter "TAs"]) assigned to these courses. The appropriateness of the number of faculty members assigned to practical courses should be reviewed, along with the assigning of student assistants (hereafter "SAs"). Regarding clinical training involving farm animals, although supplementary education is provided through the use of on-demand materials and animals raised on campus, the number of clinical cases experienced per student remains below the appropriate level. An adequate number of clinical cases involving farm animals should be ensured.

Experiments and practical training conducted in the training room of the Large Animal Educational Center (hereafter "LAVEC"), which serves as an educational facility for clinical veterinary medicine of farm animals, are reviewed by the Azabu University Animal Experimentation Committee and managed according to the Standard Operating Procedures for Animal Care and Housing, which serves as an animal management manual. The facility is also used for the treatment of diseased animals. Clinical activities involving diseased animals must be conducted in accordance with the biosecurity Standard Operating Procedures (SOPs) under the management of the Veterinary Teaching Hospital. The appropriateness of the LAVEC training room being used for both clinical activities and practical training, which results in the coexistence of laboratory animals (generally healthy) and diseased animals in the same facility, as well as the propriety of students who have not yet taken the Veterinary Common Achievement Test (vetCBT and vetOSCE) participating in clinical clerkships involving diseased animals at LAVEC, should be examined.

Lastly, in light of the high average ratio of freshman enrollment to the freshman enrollment cap in the past five years and the high ratio of student enrollment to the student enrollment cap, measures should be taken to ensure thorough management of the enrollment cap going forward.

It is expected that the Department will continue to address these areas for improvement and, at the same time, make more effective use of its distinctive educational and research resources, and implement advanced teaching methods that lead to higher educational effectiveness, thereby serving as a leading model for veterinary education.