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European Association
of Establishments for Veterinary Education

VISITATION REPORT

To VetNorth Japan

The Cooperative Veterinary Education Program between Hokkaido University School of Veterinary Medicine and Obihiro University of Agriculture and Veterinary Medicine, Japan

On 08 – 12 July 2019

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Introduction

VetNorth Japan (VNJ), established in 2012 was the result of a Cooperative Veterinary Education Programme, initiated by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in 2008 to continue the concept of 'national university corporations (NUCs)' defined by MEXT in 2004. In this program, the School of Veterinary Medicine from the Hokkaido University - Sapporo (SVM/HU) and the Faculty of Veterinary Medicine at Obihiro University of Agriculture and Veterinary Medicine-Obihiro (DVM/OU) both approved faculties of national universities started the collaboration to create VNJ with the purpose of providing a comprehensive, international level education. Both universities are recognised by the MEXT as centres of excellence (COE), the HU in the zoonosis control and OU in global animal health.
The SVM/HU (since 1952) at the Hokkaido University (SVM/HU) originated in the Department of Veterinary Education (since 1910), also having its roots in the old professional veterinary training program innitiated at the Hokkaido University as early as 1880. The main research activities at SVM/HU concern zoonotic diseases, life and environmental sciences, and companion animal medicine.
SVM/HU and DVM/OU partnered in founding VNJ. The DVM/OU was first founded in 1941 as Obihiro Higher Technical School of Veterinary Medicine. Located in one of the most relevant crop and livestock producing areas in Japan, DVM/OU's main focus was on farm animal medicine and technology, food safety/security and public health, further supporting the complementarity of the two veterinary Establishments.
Operating under the umbrella of the Cooperative Veterinary Education Programme, the two veterinary Establishments complement each other's research and educational possibilities, achieving a strengthening of the veterinary education and curriculum in a way that is inaccessible to the individual schools. The agreement is to educate the students bi-directionally: teaching staff from SVM/HU teach and award credits to DVM/OU students and the other way around, from SVM/HU to DVM/OU: 31 subjects with 44 allocated credits and from DVM/OU to SVM/HU: 26 subjects with their 38 credits). In addition, clinical rotations are shared between the two faculties in a complementary manner so DVM/OU students benefit from the larger companion animal case load and facilities at SVM/HU, and SVM/HU students are catered by the larger production animal case load and facilities atDVM/OU. Furthermore, the joint programme permits the students from both SVM/HU and DVM/OU to get involved in seminars, practical training sessions, interactive remote classes and research projects offered by either of the two.
Aiming at a world level strengthened veterinary education, the MEXT granted VetNorth (from 2012 to 2017) financial support for improvement within the 'Subsidy for National University Reform Plan'.
Subsequent to the initial Consultative visitation that took place in 2017, as a response to the three potential major deficiencies identified by the visiting team, VNJ: upgraded their regulations to involve the students, junior staff and external stakeholders in VNJ decisional bodies, established 24/7 emergency units for small animals at SVM/HU and for equines at DVM/OU and improved biosecurity standard at SVM/HU by a thorough renovation of the anatomy and necropsy facilities.
Moreover, important changes were made to promote international level veterinary education: changes in the curriculum to meet the requirements of EU Directive 2005/36/EU and to ensure the acquisition of EAEVE Day One Skills, implementation of a new QA system with involvement of students and stakeholders in the decision making process, renovating and building new infrastructure to meet the EAEVE biosecurity requirements, improving the interaction between the teaching staff at the two Establishments, and improvement of the library and all electronic learning means (VPN, e-learning, remote lecture system).

The ESEVT SOP 2016 is valid for this Visitation.

1. Objectives and Organisation

1.1. Findings

1.1.1. Brief description of the Strategic Plan

The mission of VNJ is to educate veterinarians in an ethical, research- and evidence-based manner, with an adequate competence for entry-level professionals, capable of improving animal health and welfare and implicitly human and environment health within the frame of 'One Health' concept by addressing in a multidisciplinary way the growing and diversified needs of veterinary medicine. Similarly, the graduate should be able to prevent and control transmissible diseases, including their transboundary transfer, be it animal diseases, zoonoses or foodborne diseases, by recognizing the importance of lifelong learning.

The main directions of the Strategic Plan at VNJ include six main domains: (1) planning for an innovative curriculum and educational environment, which is an ongoing process with a new curriculum to be implemented in 2019, (2) improving the QA system by addition of the own system of VNJ and (3) receiving for the Establishment EAEVE and Japan University Accreditation Association's evaluations, (4) enhancement of research and contributions to local society, (5) globalization of research and education and (6) promoting leaders for One Health.

The SWOT analysis includes as strength of VNJ the complementarity of education, achieved through excellent facilities and infrastructure, strong research-oriented staff with continuous interaction, motivated students, eminent medical care in the VTH, international cooperation. Meanwhile, weaknesses are recognized as 24/7 training subject to improvement, caseload, EPT and QA (input from students and stakeholders), expensive complementary education, insufficiently specialized veterinarians. Nevertheless, opportunities are present through strong interest in veterinary medicine based on One Health concept, good reputation and education reinforcement at VNJ, the leadership of VNJ in Asia to overcome threats such as financial difficulties due to decreasing budget and an ageing population combined with a decline in birthrate reducing the prospective numbers of students.

1.1.2. Brief description of the Operating Plan

The Operating Plan was developed according to the strategic objectives of the Establishment, including timeframe and metrics (achievement indicators) for some of the objectives. The summary of the Operating Plan provided by VNJ includes three directions, mainly education, research and services. For education, the main activities are continuously taking place, such as improvement in caseload, increase in numbers of necropsies, improvement of electronic resources, of the QA implementation, better education of organisations and experts, etc. Activities in the field of research include acquisition of grants and improvement of the publication process, promotion of basic, applied and translational research and international cooperation. In providing services, the quality of medical assistance provided to the animals and the educational and medical services delivered to the community is important.

1.1.3. Brief description of the organisation of the Establishment

The organisation of VNJ is provided in Fig. 1.

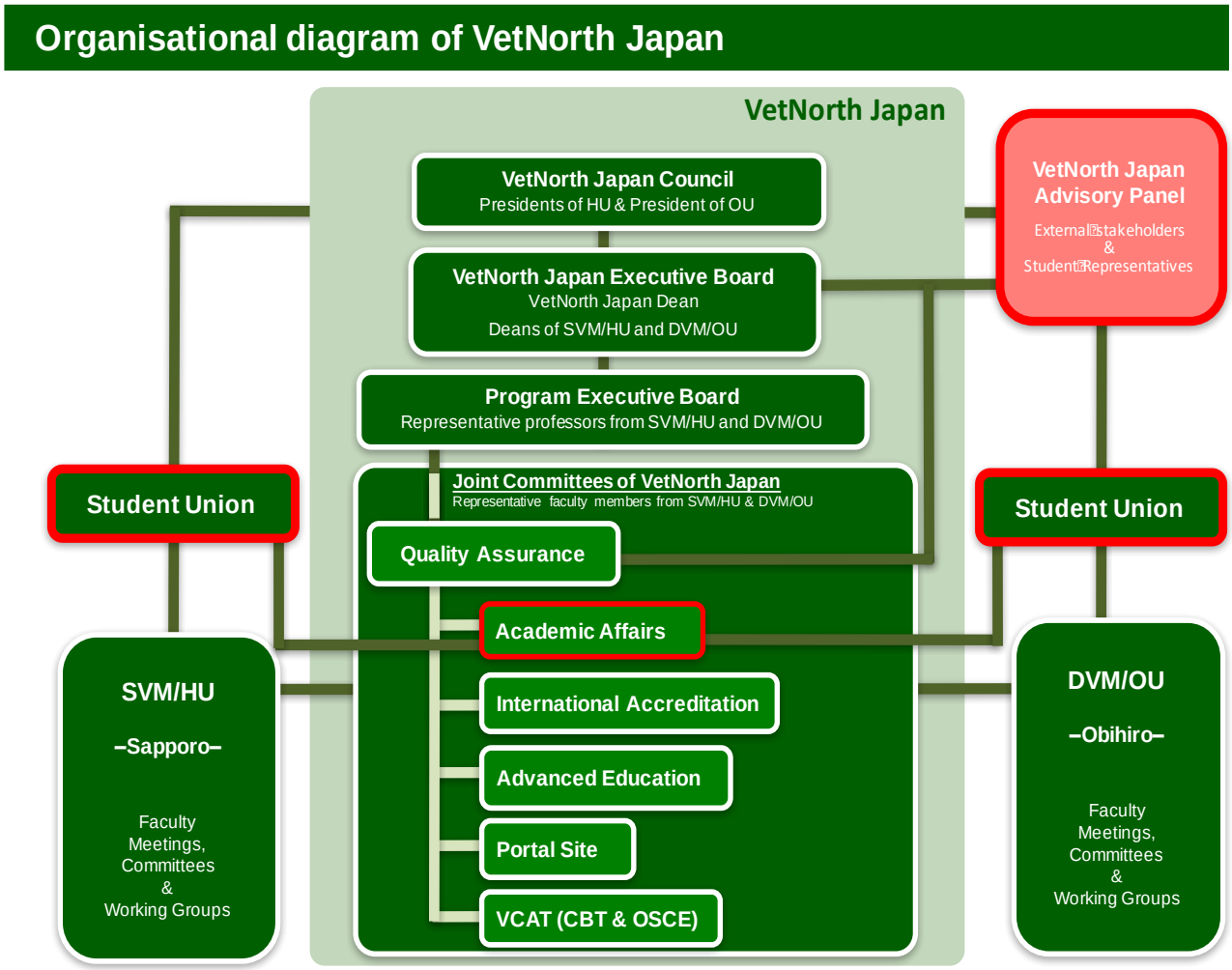

Figure 1. Organizational diagram of VetNorth Japan

The main decisional body of VNJ, which is also responsible for financial support as well, is the VetNorth Japan Council formed by the presidents of the two universities. The Executive Board is composed by the Deans of SVM/HU and DVM/OU, with an opinion on deciding strategic matters and appointing the members of the Programme Executive Board directing the entire VNJ program, which are ten professors from each location.

All items discussed by the Programme Executive Board must be approved by the Executive Board. The Programme Executive Board is responsible for teaching, learning and research carried out in the VNJ programme.

Since 2017, VNJ has had an Advisory Panel, consisting 2 student representatives of each university's student union and a total of 6 stakeholders: public health-1 person, and companion animal -2 persons, production animal- 1 person, veterinary hygiene – 1 person, public health -1 person, life sciences, including pharmaceutical industry -1 person). The panel meets twice a year. Students - 5 representatives of each year at Hokkaido and the president of the Student Union in Obihiro - are in the Academic Affairs Committee.

VNJ has six joint committees managing the common problems of VNJ. These are:

- The Academic Affairs Committee responsible for the academic program and improvement of teaching and learning,
- The QA Committee, responsible in QA for veterinary education;

- The International Accreditation Committee develops the plan, and holds relevant information for the obtainment of international accreditations;
- The Portal Site Committee manages and improves the VetPortal site, that promotes communication between the two sites;
- The Advanced Education Committee, responsible for Advanced Seminars, covering elective subjects;
- The Veterinary Common Achievement Test (VCAT) Committee consists of two subcommittees (vetCBT and vetOSCE), which are responsible for operating the VCAT.

SVM/HU, consists of two divisions : Veterinary Medicine and the VTH. The first is comprised of six departments: Basic Veterinary Sciences, Disease Control, Environmental Veterinary Sciences, Applied Veterinary Sciences, Preventive Veterinary Medicine, and Clinical Sciences. The second division includes all the academic staff members and residents in the Department of Clinical Sciences and the VTH. Faculty problems are decided on during monthly meetings of the faculty members including SVM/HU Dean, Vice Dean, professors, associate and assistant professors and lecturers. The Dean Supporting Committee, established to improve the connection with junior academic staff, consists of one professor and junior associate and assistant professors. Furthermore, the faculty assembly involving all academic staff, including assistant professors meets several times a year to discuss the annual budget and other items.

At DVM/OU, the education programme is established by two research divisions, namely Veterinary Sciences and Clinical Veterinary Medicine and also the Veterinary Medical Center (VMC), Diagnostic Center for Animal Health and Food Safety and National Research Center for Protozoan Diseases and Field Center for Animal Science & Agriculture. Two types of monthly meetings are held at DVM/OU, the Veterinary Medicine Programme meeting and the Department Meeting. They include all academic staff (professors, associate professors, lecturers and assistant professors) who are responsible for the core subjects of the VNJ education programme.

1.1.4. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the Strategic Plan and organisation of the Establishment

All processes concerning strategic planning (six-year mid-term plan) such as decision-making, communication, assessment and revision are conducted at the VNJ-level and at each university. VNJ Strategic Plan aims at reflecting both Establishments' strategic goals, but the communication lines are different due to different organizational structures.

At SVM/HU, the Dean and the Steering Committee discuss the Strategic Plan and then the faculty assembly collects the feedback from the staff (including junior staff). The Strategic Plan is then submitted to the Executive Office for Planning and Management of the university, where the Board of Executives approves it and submits it to the MEXT. The Dean reports annually on the progress in the execution of the Strategic Plan and sends it via the Evaluation officer to the University president. Every three years, the Board of Executives evaluates the progress report and the Dean comes back to the Faculty Steering Committee and subsequently adjusts and upgrades the Strategic Plan.

At DVM/OU, the responsibility of the Strategic Plan (the Six-Year Term Strategic Plan) and operational plans represent the duty of the Dean, university vice directors, the director of each center and the professors appointed by the president. Subsequently, the plans are approved by the Executive Office (the President, two Executive Vice Presidents for education and research and the Director General). The progress report of the plans is sent in written form to the President every three months. The Executive Office meets with the Dean, Vice Directors of the University and Directors of the centers every half-year, to discuss the progress of the operational plans.

At both SVM/HU and DVM/OU students can put suggestions, remarks and complaints about the program and university issues anonymously in a suggestion box, use their participation in the

Academic Affairs and Students' committees and/or access the Deans of the two faculties at annual meetings.

1.2. Comments

The Strategic Plan of VNJ for the period 2016-2021 is clearly described, with a structured operational plan, including timeframe and indicators of achievement. There is lesser involvement of junior staff, students and stakeholders in the decision making bodies set to design, implement, or redesign the Strategic Plan, while the Advisory Panel could make the connection between the decision making bodies and students, junior and support staff and stakeholders as well as their impact on the Strategic and Operational Plans more interactive.

1.3. Suggestions for improvement

The Establishment should increase the student, junior staff and stakeholder involvement in every step of setting up the Strategic and Operational Plans. The student and stakeholder feedback should have more impact in closing the QA loop.

1.4. Decision

The Establishment is compliant with Standard 1.

2. Finances

2.1. Findings

2.1.1. Brief description of the global financial process of the Establishment and its autonomy on it

Both SVM/HU and DVM/OU have separate budgets coming mainly from MEXT through the "Subsidies for National Universities" the funds being used to manage the Establishments.

At SVM/HU supplementary financial resources come from project subsidies and research grants; "Subsidies for National Universities" funds are distributed by the President of the University based on the budget requests submitted by each relevant committee to the Dean of SVM/HU. The Dean drafts the budget with the Budget Committee and discusses it with the Faculty Meeting which approves it. The execution is reviewed by the Faculty Assembly. For project subsidies, the project leaders define the budget and the steering committee approves it. The budget execution is reported to the Dean and further to MEXT, which in turn, performs the annual revision and suggests changes if it is the case. The research grants are allocated by different ministries/organizations/companies, to whom the main researcher has to report through the Dean and HU. All the information concerning revenues and expenditures are included in the Annual Financial report.

At DVM/OU the allocation of budget to each department is decided by the Executive Office, which consists of the President, Executive Vice Presidents and Director General. The president releases the budget planning policy and the Finance Section, based on that, designs the budget and implementation plan. The budget request is submitted to the president every January, by each entity. A budget hearing is held by the Finance Division and the executive vice-president. The budget plan is revised by the University Executive Office, whose members include the President, Executive Vice Presidents and Director General. The Management Committee, which includes external experts and the Board of Directors, must approve the plan, which is then finalised by the president who decides on the budget allocation.

At Sapporo, the subsidies are allocated to the SVM/HU and are available for a variety of activities in education and research. At the SVM/HU the budget plan is the responsibility of the Dean.

At Obihiro, the subsidies allocated to the DVM/OU can be used for different purposes, including education and research. The Dean has the freedom to plan all the activities financed.

2.1.2. Brief description of the budget (expenditures, revenues, balance) of the last 3 years

In the academic year 2016, total revenues of SVM/HU represented 14,459,960.12, with an expenditure of 14,164,445.30 Euro and a positive balance of 295,514.82 Euro. In 2017, the balance increased almost 10 times, to 2,219,609.89, substantial increases being seen in the revenue (22,069,046.90) but also in expenditures (19,849,437.01 Euro). In 2018, the total revenue was of 16,166,533.58 Euro while the expenditures decreased (16,001,776.68). The balance of the year was 164,756.90 Euro, with an exchange rate of Euro=126.7 Yen.

At DVM/OU, the total expenditures somewhat decreased from 2016 towards 2018, from 8,430,007.10 to 8,798,070.36 and 7,613,792.49 Euro, respectively. Nevertheless, the balance the highest for 2017 (1,609,074.06 Euro) due to high revenues of 10,407,144.42 and decreased to 1,237,724.70 Euro due to somewhat lower revenue of 8,851,517.19 Euro in 2018. In 2016, the balance was the lowest of the three years, due to the highest expenditure (8,430,007.10 Euro) but lower revenues (9,398,262.62 Euro) than in 2017.

At both SVM/HU and DVM/OU, the majority of the costs come from personnel and operating expenses, while the revenues come from public authorities, clinical services and research grants.

The overhead paid by SVM/HU and DVM/OU to their respective central university administrations is respectively up to 30% and for research grants and, 5% and 0 % (nothing) for income from clinical activities.

2.1.3. Brief description of the projected budget (expenditures, revenues, balance) of the next three years

The expenditures, revenues and balance for the next three years is difficult to plan at SVM/HU, due to the public funding, which will decrease for Hokkaido University by 1.6% every year. The other sources for revenue, namely the doctoral programme in World-leading Innovative & Smart Education (2018-2024) and the Official Subsidy for the Promotion of Functional Strength (2018-2021), consisted of 2,196,353.59 Euro and 793,804.26 Euro, respectively in 2018, may be subject to yearly change. Meanwhile, the costs will increase due to the increased costs for the VTH by the employment of five more associate professors.

At DVM/OU, the major revenues for:

- 2018-2021 come from the Subsidy for National University Reform (1,031,633.78 Euro)
- 2016 – 2021 and for 2018-2021 from the Subsidy for the Formation of the Education and Research Center for Food and Animal Health - 14,546,006.31 Euro and 4,805,966.85 Euro, respectively. Other funding sources are represented by university external services, tuition fees, clinics, diagnostic services and grants obtained by academic staff. No estimated expenditures were provided.

2.1.4. Brief description of the planned or on-going investments

At SVM/HU, the planned investments concern upgrading a paperless meeting system and the purchase of a high-field magnetic resonance imaging (3T MRI) for the VTH, while ongoing investments include a quantitative real-time PCR system and liquid chromatography-mass spectrometry (LC-MS) to establish a Center for Diagnosis and Disease Improvements to the Clinical Skills Labs.

At DVM/OU, the on-going and planned investments include the formation of Education and Research Center for Food and Animals to be finished by 2020, a new electronic medical record system for the large animal clinic and improvement to the Clinical Skills Labs.

2.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the budget of the Establishment

At SVM/HU, the budget plan is discussed in the Budget Committee, including academic and support staff, then approved by the Faculty Meeting and reviewed at the Faculty Assembly. The Faculty Meeting also approves the VTH budget, which is discussed by the VTH meeting, which consists of 20 members from the Clinical Division.

It is indicated that the financial reports are open to public access once a year on the website and in a brochure (http://www.hokudai.ac.jp/pr/johokokai/pub/22jo/finance/). The detailed budget and settlement report are also circulated amongst faculty members and support staff but among the students.
At DVM/OU, the budget is requested from faculties, departments and other sections, with the involvement of the staff. It is though unclear to what extent stakeholders and students participate in designing the budget. The information pertaining to annual expenditures, investments and revenues are presented in a yearly financial report which is open to the public via the internet (https://www.obihiro.ac.jp/corporation-info-finance).

2.2. Comments
In spite of MEXT supporting VNJ with funds from the "Subsidy for National University Reform Plan" in order to improve the veterinary education, those seemed to be insufficient. These funds supported the instalment of the latest educational facilities (clinical equipment, IT-improvements, bi-directional remote lecture system, e-learning system), various research equipment and development of the educational environment.

2.3. Suggestions for improvement
None.

2.4. Decision
The Establishment is compliant with Standard 2.

3. Curriculum
3.1. General curriculum
3.1.1. Findings
3.1.1.1. Brief description of the educational aims and strategy in order to propose a cohesive framework and to achieve the learning outcome
The Establishment aims to provide a world-class veterinary education by combining the efforts of two higher education faculties and facilities. The Establishment has stated four clear educational objectives which focus on producing graduates who (1) are competent at entry-level; (2) have ethical standards to meet societal needs; (3) have a global, "One Health" perspective and (4) understand the importance of life-long learning.
In Japan, Veterinary education must be comprised of six years of education, as laid down by the Basic Act on Education. The curriculum is credit-based, and one credit is approximately equivalent to 1.5-1.8 ECTS. The minimum requirement to graduate with a veterinary degree is 182 credits.
The curriculum is structured based on the Japanese Veterinary Medicine Model Core Curriculum (VMMCC). This core curriculum has been established at a national level, with input from a broad range of veterinary educators, industry partners and other stakeholders. The curriculum statement includes a comprehensive learning-outcome catalogue, available at the website https://www.jaeve.org/cur/ . A translated example of a subject-specific model core curriculum is provided in Appendix 10, whilst the full listing includes 51 "theoretical" subjects and 19 "practical" subjects. For example, "physiology" is listed in "theoretical" and separately, "physiological training" is listed as a "practical" subject.
Each listed document provides the expected course content and includes clearly stated learning outcomes (course attainments). Revision of the VMMCC commenced on 1 April 2018. Academic staff from DVM/OU and SVM/HU are members of the VMMCC curriculum committee, which meets twice yearly, and information flows from those staff members back to the Establishment. Academic staff have indicated that they are included in the process of discussion and revision of their subject area of the VMMCC.

Approximately 70% of the education at each veterinary school must adhere to the VMMCC. The remaining 30% may be adapted by each Establishment to match local societal need. The VMMCC also provides a statement listing the capabilities and day-one competencies expected of every veterinary graduate in Japan.
The core curriculum in the Establishment is designed in accordance with the VMMCC, and also benchmarked against the EU-listed subjects, with the stated intention to achieve the ESEVT Day-One competencies.
Since 2017, all veterinary students in Japan must undertake the Veterinary Common Achievement test (VCAT) prior to entering clinical rotation (Year 5). This assessment is independently run by the Veterinary Education Support Organisation (vetESO). The VCAT uses computer-based multiple-choice questions and OSCEs to assess basic clinical skills.
There is also a final national licensing examination (Juishi Kokka Shiken). This is a paper-based examination conducted over two days by the Ministry of Agriculture, Forestry and Fisheries (MAFF).
Students are aware of and readily access the information on the VMMCC, the VCAT and the final licencing examination.

3.1.1.2. Brief statement if all EU-listed subjects are taught in the core curriculum to each student (independently of the tracking system)
The curriculum hours taken by each student are presented in the SER in Table 3.1.2, pg 22. The subjects are grouped into (i) Basic Subjects, which comprise 294 hours in total, (ii) Basic Sciences, comprising 1425 hours, (iii) Clinical Sciences, 1341 hours, (iv) Animal Production 285 hours, (v) Food Safety and Quality, 274 hours and (vi) Professional knowledge, 99 hours. All EU-listed subjects are included.

3.1.1.3. Brief description of how curricular overlaps, redundancies, omissions and lack of consistency, transversality and/or integration of the curriculum are identified and corrected
Curricular overlaps, redundancy, omissions and inconsistencies were addressed by academic staff as part of the initial curriculum development.
Student feedback assists in identifying unnecessary overlaps or other problems in the curriculum. The comments on student evaluations are released to each faculty member and are used as one of the tools for curriculum improvement. The course/subject coordinator has the responsibility to minimize overlaps and consistency issues. The curriculum's content, design and subject allocation is the responsibility of the Academic Affairs Committee, which meets monthly to discuss and review the curriculum and discussion to discuss a resolution for any problems that have been identified. Curricular problems are shared at the Faculty Meeting of each university and at the annual VNJ Joint Faculty Assembly.

3.1.1.4. Description of the selection procedures of the Electives by the students and the degree of freedom in their choice *(e.g. what happens when too many students select one specific track)*
The Establishment does not offer a "tracked" system. Advanced Seminars are provided as elective subjects in six veterinary fields including Basic Veterinary Medicine, Applied Veterinary Medicine, Pathobiology, Public Health/Food Hygiene, Clinical Veterinary Sciences, and International Veterinary Medicine. If too many students select one specific subject/course, then the subject/course coordinator will adjust the number of students or arrange to allocate students to other subjects. In general, the selection by students is based on their academic records and interests, although the Establishment states that they have not had any problem with the selection of students for elective subject to date.
In both universities, the academic records of students may be used for selecting the supervisors (OU) or laboratory (HU) for Tutorial Research (advanced education in Years 5 and 6), if more than the specified number of students apply for research instruction of one academic staff (OU) or one laboratory (HU).

3.1.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the curriculum

As stated in section 3.1.1.1 of this report, the Veterinary Medical Core Curriculum was developed by a broad range of stakeholders.

Within the Establishment, identification of curricular overlap relies on detection and reporting by staff and students. The course/subject coordinator then has the responsibility to minimise overlaps and consistency issues. Minor revision at Subject level is routinely implemented by the subject teacher during each academic year.

The Academic Affairs Committee meets monthly and has overall responsibility for curriculum review. The present curriculum (Curriculum 2012) was discussed between the academic staff of both Universities, and the details (ratio of lectures to practical, timetables, etc.) were finalized by the local and joint Academic Affairs Committee. Students are represented on the academic affairs committee, with two students from each year 1-6 on the Academic Affairs Committee in OU (since Aug 2018), and one student per each of the years 2-6, plus one graduate student from Doctoral years 1-4 in HU (since Dec 2017).

There is an *ad hoc* Curriculum Review Committee, founded in 2017 as a subcommittee of the Academic Affairs Committee, which has reviewed the present curriculum. Draft plans were shared with staff and students. This ad hoc committee has identified expected knowledge and skills and has defined "Day One Competences" for the new Curriculum 2019.

The visiting team noted that training courses in e-learning and pedagogy are regularly offered to faculty staff. However, there appears to be no formalized teaching training, but financial support offered to teaching assistants and support staff.

3.1.2. Comments

It is evident that University staff are supported in developing learning resources, and those that are available are of high quality. On the other hand, formal postgraduate training in pedagogy is not currently offered to teaching staff.

3.1.3. Suggestions for improvement

The Establishment should introduce formal courses of pedagogical education for interns, teaching assistants, PhD students, contracted teachers and teaching support staff (also see Standard 9).

3.2. Basic sciences

3.2.1. Findings

3.2.1.1. Brief description of the theoretical and practical education in basic sciences

All of the basic subjects and basic sciences are listed in the taught curriculum.

In the first year, basic science subjects are taught alongside general education/liberal arts subjects. These basic subjects include mathematics, animal biology, medical physics, plant biology and chemistry Biostatistics is taught in year 2 (see Appendix 11 of the SER).

The veterinary basic subjects are largely taught in years 2 and 3. Physiology is in year 2 and comprises 150 curriculum hours, of which 30 hours are lecture/seminar-based, 24 hours laboratory or desk-based work and 66 hours non-clinical animal work. Biochemistry, also year 2, comprises 75 curricular hours, with 30 lecture hours, 27 laboratory and 18 hours of animal work.

Anatomy, including histology and embryology, is comprised of 300 curriculum hours, of which the greater proportion, 180 hours, is practically-based. Anatomy teaching specimens include cadavers and body parts, live animals, fixed preparations, whole bone sets, plastinates, and anatomical models.

Group size is generally five to seven students per group.

Basic Pathology is covered over 105 curriculum hours, and the content is approximately 45:55 % didactic vs practical coursework. "Diagnostic pathology" is listed separately as a clinical subject. Microbiology (including virology, bacteriology and mycology) content consists of 255 curricular hours. The content is

again approximately 45:55 % didactic vs practical coursework.
Toxicology is taught over 120 curriculum hours. Pharmacology, including pharmacy and pharmacotherapy, is taught primarily didactically, with 120 curriculum hours, of which 75 are lecture hours.
Veterinary Epidemiology is taught as a lectures (30 h) and Seminars Veterinary Epidemiology (15 h) in Year 4.

3.2.2. Comments
There is a commendable degree of interaction and sharing of expertise between and within the subject areas of the two different Establishment sites.

3.2.3. Suggestions for improvement
None.

3.3. Clinical Sciences in companion animals (including equine and exotic pets)
3.3.1. Findings
3.3.1.1. Brief description of the theoretical, practical and clinical education in Clinical Sciences in companion animals
The core curriculum of VetNorth Japan has been designed in accordance with the basic curriculum of the model of veterinary medicine and the subjects included in the EU list to achieve the competences of the first day of ESEVT. In the section of Clinical Sciences it includes:

- Obstetrics, reproduction and reproductive disorders.
- Diagnostic pathology
- Medicine and surgery including anaesthesiology
- Clinical practical training in all common domestic animal species.
- Preventive medicine
- Diagnostic imaging
- State veterinary and public health services.
- Veterinary legislation, forensic medicine and certification.
- Therapy in all common domestic animal species.
- Propaedeutic of all common domestic animal species

The curriculum includes animal ethics in basic sciences, which is important in clinical activities, as well as animal ethology and welfare. This pattern is interesting for students to learn this content before studying the subjects of Section of Clinical Sciences.
The balance of hours in the subjects is good enough, so although subjects like propaedeutic of all common domestic animal species seem to have few hours of lectures, the number of practical hours in laboratory, non-clinical and clinical work with animals is good. A similar fact has been found for the diagnostic images, only 21 teaching hours, but 45 practical hours with 27 hours in clinical work with animals.

3.3.1.2. Description of the core clinical exercises/practicals/seminars in companion animals prior to the start of the clinical rotations
Students have preclinical activity in year 1 and year 2-5.
Year 1 students learn management and restriction, animal behaviour of the main species of domestic animals (cattle, pigs, sheep, horses, poultry), biosecurity on the farm, milking, slaughter process of pigs and food processing of dairy and meat products.
Year 2-5
During this period, students are trained in the necessary basic concepts they need to work appropriately and act confidently in clinical rotations, through use of exercises / practices / seminars in different clinical aspects, such as:

-Clinical examination training: blood analysis (blood cell analysis, biochemical analysis and endocrine), urine, faecal, biopsy, cardiac function, dermatological and neurological.
-Diagnostic Imaging Training: diagnostic imaging methods that include X-rays, ultrasound, MRI and CT
- Training in internal medicine: diagnostic procedures, recording of antecedents, physical examinations, appropriate use of various clinical examinations, medical records, informed consent, methods of administration of drugs and major clinical signs and differential diagnoses for diseases representative of cardiovascular, respiratory, gastrointestinal, urological, integumentary diseases. Endocrine, blood, skeletal and nervous system / organs.
-Training in surgery: preparation for surgery, ligature and closure techniques, anaesthesia, incision techniques in the skin, intra-abdominal surgery techniques, orthopaedic examination techniques, bandage techniques and techniques fracture repair and hoof trimming for farm animals (cattle).
- Training in theriogenology: rectal palpation, artificial insemination, oestrus detection, diagnosis of pregnancy, diagnostic techniques of genital diseases for farm animals (livestock / horses),
embryo collection and transfer, vaginal cytology and diagnostic techniques of genital diseases and reproductive management, including the analysis of reproductive records. .
-Training of communication: basic theory of communication skills, history-taking,
communication with the client in small and large animal practices, communication with doctors and colleagues.
Taking into account all these aspects, the student should be sufficiently prepared to face the clinical rotations.

3.3.1.3. Description of the core clinical rotations and emergency services *(both intramural VTH and ambulatory clinics)* in companion animals and the direct involvement of undergraduate students in it *(responsibilities, hands-on versus observation, report writing, ..)*
The core clinical rotation in small animals lasts 6 weeks and has 6 credits.
In the fifth year, eight groups of students (maximum of ten per group) join a clinical rotation through two departments (internal medicine and surgery) in the VTH of HU for four weeks. A total of fourteen faculties of both departments supervise them (approximately one student per member faculty). Two additional weeks are assigned in the sixth year.
Night / emergency service (2 credits) companion animals: 1.5 credits.
The night / emergency service is carried out in intramural clinic (HU VTH) and extramural (a local private clinic, Sapporo Night Animal Hospital Emergency and Critical Care). Students work two nights at HU VTH (two students per staff member) with an academic and a veterinary technician) and one night in the private clinic. A member of the academic staff takes two students to the clinic.
Activities and responsibilities
During their clinical rotation, students participate in all the work in the VTH, under the supervision of the veterinary faculty and other staff members. The activities and responsibilities of students vary between departments and clinical services and must be carried out in accordance with the "Guidelines for the activities of the students in the participatory clinical rotation. "The clinical procedures are classified into three levels, according to the invasiveness: level 1, the minimally invasive clinical procedures should be made by students of ordinary level; Level 2 clinical procedures, moderately invasive, should be performed only by selected and capable students; and level 3, procedures highly invasive, should not be performed by students. The students perform these activities under the direct and careful supervision of the faculty.

3.3.2. Comments
The design of theoretical, practical and clinical education is appropriate, with progressive planning of the content over time that allows students to acquire the basic preclinical knowledge needed before starting the clinical rotation. The distribution of hours in different activities is interesting in some subjects (propaedeutic and diagnostic images). Some might seem to have few lecture hours but have

more practical hours, which seems good considering the practical goal of these issues, including practical clinical work.
The different activities prior to clinical rotations, exercises / practices / seminars are appropriate and allow the student acquire a good level to face the clinical rotations. The size of practical groups seems to be large, with 10 students, but they split the groups on clinics (small animal internal medicine and in surgery). The preclinical teaching with animals is good, together with the practical teaching carried out in the Skills Laboratory
The core clinical rotations are appropriate according to the hours as set out for these. In Equine and Food Animal the 24 Emergency Call Service is undertaken in Obihiro campus and the students must attend either emergency cases that arrive at the Obihiro VTH or the hospitalised animals housed in the Hospital. The system consists of an emergency call attended by 3 faculties, 3 clinical staffs and 3 technical assistants, who are organised in shifts to perform 24 h. emergency calls. Where a clinical case comes to the hospital for surgery or hospitalisation, it has to be referred by a veterinarian, and the students who are in the clinical rotation are called, and it is compulsory for them to attend and go to the hospital. The responsibility of the pharmacy lies on the shoulders of the on-duty academics, but for narcotics, only two academics are in charge of them. The preclinical and clinical bovine teaching is appropriate, with a good rotation in the university farm with bovines, including the use of models and practical instruction with anatomical parts from the slaughterhouse. There is an emergency call service for bovine performed in collaboration with a private clinician.
In Small Animal Clinics the 24 Emergency Service is mainly made in Sapporo Campus, where all students (Sapporo and Obihiro students) have to stay two nights in the Sapporo VTH and one night in a small animal private clinic, Sapporo Night Animal Hospital Emergency and Critical Care. The student has to attend the consultation in case any emergency case which arrives into the Sapporo VTH, as well as the hospitalised patients in the Sapporo VTH, taking part in the treatment and management of the patient, and filling in the history of the patient. In the private clinic, the student is mainly involved in the physical examination and attends the additional tests necessary to determine the differentials and also attend any surgery, but in this situation, they do not take part. In both cases, at Sapporo VTH and Private Clinic quoted before, the student discusses the history of the cases they visited with the responsible teacher.
In the Small Animal Rotation, in Sapporo campus, some activities are only for Sapporo students; but it is advisable that they be offered to Obihiro students also.
The participation of the veterinary faculty and the staff members is appropriate, and the involvement of the undergraduate students is sufficient. The classification of clinical procedures into three levels guarantees that students who take care of a private case have adequate and required experience. The distribution of activities between the two campuses should be explained in a little more detail.
The Establishment had a deficiency in the consultation visit in July 2017, related to the insufficient exposure of all undergraduate students to the services of emergency in pets and equines. Nevertheless, the changes made by the Establishment are working and the number of cases has increased significantly; the relationship and coordination with the private clinicians is more fluid with the emergency system of 24 hours and is improving the number of cases referred.
The number of exotic cases is low, but the Establishment has increased the number of cases after setting up an exotics consultation with a teacher who is expert in exotics. The Establishment has also made an agreement with a private clinic where students can see more exotics cases, but the numbers of animals seen in this vicinity are not included in the relevant indicator.

3.3.3. Suggestions for improvement

In Small Animal Internal Medicine Consultation and Surgery, it would be good to increase the number of animals for basic surgery, as castration.
In equines: Continue to build on the already established 24 emergency call system, to increase the number of cases, mainly in surgery.
Attempt to increase the number of exotic pets, mainly referral, and the agreement with private clinics.

3.4. Clinical Sciences in food-producing animals (including Animal Production)

3.4.1. Findings

3.4.1.1. Brief description of the theoretical, practical and clinical education in Clinical Sciences in food-producing animals

Pre-clinical subjects regarding food-producing animals as well as subjects concerning Animal Production are taught during Year 3 to 4 of core veterinary program. These include seminars in Agriculture and Farm Animal Science - including handling of sheep, information and communication technology, milking practice, food processing, horse riding, Farm Animal Breeding, Farm Animal Management, Practice in Production Medicine, Laboratory Animal Theriogenology, Poultry Diseases, Basic Animal Hygiene, Applied Animal Hygiene and Practice in Animal Hygiene.
Clinical subjects regarding food-producing animals are taught from Year 4 to Year 6 of the Degree and comprise General Reproductive Physiology, Reproductive Pathophysiology, Practice in Internal Medicine, Practice in Radiation Veterinary Medicine and Diagnostic Imaging, Practice in Theriogenology, General Internal Medicine, Particular Internal Medicine, Applied Internal Medicine, Seminar in Communication, Practice in Animal Hygiene , General Surgery, Soft Tissue Surgery, Orthopaedics Surgery, Applied Surgery, Veterinary laws and regulations, Clinical rotation-farm animal). The subjects of the core veterinary program and their distribution are further described in the SER.

3.4.1.2. Description of the core clinical exercises/practicals/seminars in food-producing animals prior to the start of the clinical rotations

The present curriculum (2012), to be updated during 2019, includes clinical subjects focused on the preparation of students for the clinical rotation at Year 6.
During Year 1, students participate in activities related to biosecurity, livestock management and milking practices.
In subjects “Introduction to veterinary medicine”, students acquire basic knowledge of management and handling of farm animals, including feeding and grooming activities of major domestic animal species (cattle, pig, sheep, horse, poultry).
Pre-clinical skills are acquired during courses and in Teaching Farms (Field Science Center for Northern Biosphere Animal Production Research Farm/HU and Field Center of Animal Science and Agriculture/OU) where they practice with healthy animals for 7 days.
Year 4 - 5 students acquire skills in reproduction and animal care.
The clinical training that takes place before the clinical rotation includes: Clinical Examination Training, Diagnostic Imaging Training, Internal Medicine Training, Surgery Training, Theriogenology Training and Communication Training.
A problem-solving teaching approach is sometimes used in the area of animal medicine and surgery, through clinical work and seminars. Moreover, pre-clinical training with healthy animals, cadavers and animal model simulations (Clinical skills Lab) is frequently used in different subjects, providing student self-learning opportunities.
As previously reported, students have to pass the VCAT before the clinical year (Year 5), to participate in clinical rotations.
The OSCE consists of four main examinations as follows: 1) Veterinary medical interview, 2) Physical examination for small animals, 3) Physical examination for large animals, and 4) Basic surgical techniques.

3.4.1.3. Description of the core clinical rotations, emergency services (both intramural VTH and ambulatory clinics) and herd health visits in food-producing animals (i.e. ruminants, pigs and poultry) and the direct involvement of undergraduate students in it (responsibilities, hands-on versus observation, report writing, ..)

A complimentary common clinical rotation involving both SVM/HU and DVM/OU has been organized, thus students from the former faculty benefit from the larger caseload in respect to food producing animals and horses and, students from the latter faculty go to SVM/HU to participate in companion rotations at the companion animal hospital thus benefitting from the larger caseload at that place.
This organisation requires the movement of students between the two cities.
Clinical rotation in the Large animal clinic (6 ECTS) lasts for four weeks: three weeks at OU's VTH and mobile clinics and one week at each location for the basic skills.
Students in Year 5-6 participate in clinical activities on food-producing animals (dairy cattle, beef cattle, sheep, pigs). Clinical rotation in large animals includes 2,5 day dedicated to equines.
They rotate through internal medicine, surgery and theriogenology services at VTHs or Teaching Farms.
During the clinical rotation period, students visit about 5-6 dairy/beef-cattle farms, 1 sheep farm and 1-2 horse stables.
Ten professors are involved in the clinical rotations in FPA (specialisation: 2 bovine reproduction, 1 bovine surgery, 1 horse reproduction, 1 horse surgery, 1 internal medicine, 1 diagnostic imaging; 3 not specialised), as well as 3 clinical staff (non-academic veterinarians) and 5 technical support staff.
A 24/7 emergency service for food-producing animals is provided on-call.
A hands-on approach is applied and certified by log-book and student self-evaluation for large animals.
Reports on observed and treated cases are presented at the end of the clinical rotation

3.4.1.4. Brief description of the theoretical and practical education in Animal Production
The subjects concerning Animal Production are: Farm Animal Breeding, Practice in Production Medicine, Farm Animal Management, Environmental Hygiene, Applied animal Hygiene, Practice in Animal Hygiene, Food Nutrition, Grassland sciences and animal feeding)
The Teaching Farms, commercial farms and ambulatory clinic support practical activities in Animal Production.

3.4.2. Comments
All subjects related to Clinical Sciences in food-producing animals (including Animal Production) are taught respecting Annex V of EU Directive 2005/36/EC. Extra-mural activities are mainly based on clinical rotation at OU. The Establishment has Teaching Farms for pre-clinical activities and Animal production training, which cover pre-clinical training in cows and horses. They are also used for Herd health management related activities.
The number of visited pig and poultry farms is low. It is difficult to access private farms with students for the adopted measures on biosecurity. However, the Establishment increased the number of pigs and poultry seen during 2019 thanks to the agreement with Obihiro Agriculture High School.

3.4.3. Suggestions for improvement
The clinical rotation period should be extended to improve practical training on FPA for HU students and on companion animal for OU students.
Practical training on pig and poultry herd health management should be implemented in both Universities.
The introduction of compulsory EPT in poultry and pig farms could improve student practical skills in these species.

3.5. Food Safety and Quality (FSQ)

3.5.1. Findings

3.5.1.1. Brief description of the theoretical and practical education in FSQ

A total of 274 hours are taken by each student in the area of Food Safety and Quality (FSQ), which are divided into 60 lectures, 6 of seminars 71 laboratory/desk based practicals, 95 non-clinical animal work, and 42 of other. The curricular hours taken by EU-listed subjects are 60 for inspection and control of food and feed, 75 for food hygiene and food microbiology, 121 for practical work in places for slaughtering and food processing plants and 18 for food technology including analytical chemistry.

A total of 232 hours correspond to intramural training and 42 hours to extramural training. Intramural training is held at the slaughterhouse and food processing facilities on OU campus.

Extramural training is held at public slaughterhouses and meat processing plants, and at private milk processing plants and rendering facilities.

The FSQ and Public Health subjects are mainly taught in 3rd, 4th and 5th years, in addition to the subject "Seminar in Agriculture and Farm Animal Science" in the 1st year, in which students learn about the slaughtering of pigs and food processing, including pork and dairy products. Animal Hygiene (Practices) and Food hygiene (Lectures and Practices) are taught in 3rd and 4th year and comprise 69 and 75 curricular hours, respectively. Practice in Meat Hygiene is taught in 5th year and comprises 45 curricular hours. In this subject, students have to undertake one week of intramural training in meat inspection and laboratory analyses.

No FSQ elective subjects are provided in the syllabus.

3.5.1.2. Description *(timing, group size per teacher,..)* of the teaching in slaughterhouses and in premises for the production, processing, distribution/sale or consumption of food of animal origin

All students visit slaughterhouses and related premises at Obihiro campus at Year 1 and Year 5 and extramurally at Year 3/4. In addition, students may enrol in 1 week internship (EPT) at slaughterhouses in Year 5/6.The group size at the mandatory FSQ teaching differs according to the students' curricular year and type of practical classes or training in FSQ and Public Health. For example, the group size is 20 students per teacher when they do excursions to extramural slaughterhouses and processing plants or other facilities and is 5 to 10 students per teacher when they are training meat inspection.

According to the students' curricular year, they have in:

- 1st year- 40 students per 4 or 6 academic staff members and 5-6 support staff members (including TA) learn about the slaughtering and meat processing of pigs at the slaughterhouse and food processing facilities on OU campus; (1 month for OU students and 1 week for HU students);
- 3rd year - In "Practice in Animal Hygiene" subject, groups of 13-14 students per two teachers are allowed to perform extramural training by visiting commercial farms, slaughterhouse, and food processing plants of pig and poultry;
- 3rd and 4th years - In "Public Health" and "Food Hygiene "courses, groups of ~40 students per two teachers do visits to extramural slaughterhouses, meat processing plants, milk processing plants and rendering facilities;
- 5th year - In "Practice in meat hygiene" groups of 40 from OU and 40 from HU students taught by 6-7 academic staff have to carry out one week of intramural training (OU), which includes cattle slaughtering and its ante-mortem and post-mortem examinations of 2 cows. Students collect tissue samples for laboratory tests (microbiological, toxicological, BSE) and pathological analyses;

- 5th and 6th years - A total of 13 students (after having passed VCAT Veterinary Common Achievement Test) were accepted (in 2018) for FSQ EPT of meat hygiene inspection in slaughterhouses of cattle and pigs for two days.

3.5.2. Comments

Theoretical and practical teaching covers the main part of subjects of interest in this area. Students have the opportunity to visit slaughterhouses (IM in OU and EM) and food processing plants (IM in OU and EM), and rendering facilities follow the slaughter of pigs and poultry and food processing of pigs and poultry, and milk processing stages. The students also have the opportunity of collecting samples and performing some analysis of food products of animal origin in practical classes supervised by academic staff, giving them laboratory training in microbiology, toxicology and pathology. However, students hands-on practical training in food-inspection at the Obihiro slaughterhouse and food processing facility, which offers an excellent platform to teach and to train students in meat hygiene including meat inspection, is limited to one cow per 40 students. Hence, there is no evidence of full compliance with the ESEVET Day 1 competences regarding ante-mortem and post-mortem inspection of food-producing animals.. Exceptionally, a limited number of students could be accepted for FSQ EPT of meat hygiene inspection in slaughterhouses of cattle and pigs, which has happened in 2018, with a total of 13 students (after having passed VCAT Veterinary Common Achievement Test), who were accepted for two days.

3.5.3. Suggestions for improvement

Practical training in meat hygiene must be improved, especially regarding the ante-mortem and post mortem inspections of ruminants and pigs. Students should be allowed access to canteens and fish markets.

3.6. Professional knowledge

3.6.1. Findings

3.6.1.1. Brief description of the theoretical and practical education in Professional Knowledge

Professional knowledge accounts for 72 hours and concerns only Year 5.
The basic subjects are professional ethics and behaviour, veterinary legislation, veterinary certification and report writing, professional communication, practice management and business, information literacy and data management.
Veterinary law and regulations and ethics respectively represent 15 hours in the curriculum.
Concerning professional communication, a seminar is organised in Year 5 and represents 15 hours.
Students are taught basic communication, history taking, client communication and communication with medical professions and colleagues.
Students are taught how to write official certificates and reports on multiple occasions.
Concerning relations with stakeholders, experts from international (i.e. OIE, national - Ministry of Agriculture, Forestry and Fisheries, local professional organizations - Hokkaido National Fisheries Research Institute, private clinics, industry) and other professional organizations are invited to provide professional knowledge to students whereas some others provide on-site hands-on training.

3.6.1.2. Brief description of the organisation, selection procedures and supervision of the EPT

One week EPT is mandatory and accounts for one credit. In addition, students may choose one or more weeks of internship programme (EPTs) on voluntary basis.
Students are free to choose the location and their supervisors, are informed of the different possibilities by various means (email, Vetportal, files, announcements on the Establishment board, etc.) and can also be advised by the faculty staff. Students must make an official application.
The chairman of Academic Affairs Committee and the Dean at each Establishment are in charge of the EPT. A course is given to the students to present the EPT possibilities. Students have to write a

report which is evaluated by the Chairman of Academic Affairs Committee whereas the professional tutor is required to fill out an evaluation sheet on the performance of the student. They also evaluate their EPT. Contracts between EPT vicinities and the Establishment are signed by the Dean and the professional tutor.
Where problems arise during the internship, the student can inform the Dean and /or the Academic Affairs Committee who will then take any appropriate action.
EPT is strongly promoted in order to expose students to real-life experience. This promotion is clearly shown by the increase in the number of students taking EPT (from 33 to 55 students in HU and from 23 to 34 in OU between 2017 and 2018). Practical internship at the slaughterhouse of Hokkaido prefecture was launched as an EPT in 2018.

3.6.1.3. Description of the procedures *(e.g. logbooks)* used to ascertain the achievement of each core practical/clinical activity *(pre-clinical, clinical, ambulatory clinics, EPT)* and professional knowledge by each student (independently of the tracking system)
Different means are used to evaluate students: paper-based assessments, practical tests and oral presentations. During the clinical rotations, evaluations are done through logbooks, oral exams, case logs, conferences, etc. A self-evaluation record of clinical competences has been introduced for 5Y students in 2019. A new tool for monitoring the acquisition of D1C status of each student is also under development as well as an electronic portfolio.
Logbooks and self-evaluation records are quite extensive documents.
For example, the self-evaluation sheet for equine medicine at DVM/OU is composed of 12 categories, with two levels (basic and advanced) and several skills with the corresponding D1C, such as "palpate digital artery" (D1C #17) or "perform surgical site disinfection" (D1C #28, 29) or "good communication with a client" (D1C # 1, 4, 32). The self-evaluation ranges from "needs development" to "exceptional" and is signed by an academic.
The logbook in clinics for companion animals is a document common to both Establishments. It contains twelve rubrics, from medical history to blood transfusion, with two levels (basic and advanced). Each rubric contains acts which have to be performed either at OH alone, or at HU alone, or at both Establishments.

3.6.2. Comments
Professional Knowledge activities are adequate.
EPT has been reinforced these last two years in order to strengthen undergraduate education and contribute to the exposition of students to professional life experience.
A positive development is the opportunity given to the students to self-evaluate their gained D1C.

3.6.3. Suggestions for improvement
The development of the electronic portfolio is to be encouraged.

3.7 Decision
The Establishment is compliant with Standard 3, except for Substandard 3.5.
The Establishment is partially compliant with Substandard 3.5 because of sub-optimal practical training in meat hygiene including meat inspection.

4. Facilities and equipment
4.1. Findings
4.1.1. Brief description of the location and organisation of the facilities used for the veterinary curriculum
The direct distance between the two university campuses is approximately 180 km. Public transport,

including the JR Hokkaido Railway (travel time 2.5 hours) and an intercity coach, are available to connect the campuses.

Sapporo

The HU campus is in the centre of *Sapporo* City. The School of Veterinary Medicine is located on this campus and mainly comprises the Management Research Building (Main Building, Buildings E and S; total area 8,844 m2) and the General Research Building (2,801 m2), with laboratories, experimental practice rooms and an administration department, as well as the Lecture Building (1,126 m2), a Radiation experimental facility (763 m2), a Laboratory animal facility (a total of 3,366m2) and the VTH (3,027 m2).

Obihiro

OU is located on the outskirts of *Obihiro* City, which is a core urban area of Tokachi District, Hokkaido, and a major farming region. The total site area of the university is 1,895,668 m2. All the teaching and clinical facilities for the veterinary programme are located on the campus.

4.1.2. Description of the adequacy for the veterinary training of the premises for:

-) lecturing, group work and practical work

Lecturing:

-*Sapporo* campus has four lecture rooms, a lecture hall and a common lecture room; second and third lecture rooms have bi-directional lecture rooms to deliver remote lectures between the two sites in real time.

-*Obihiro* includes 25 lecture rooms, all are on campus, the Main Lecture Building has undergone anti-seismic reinforcement and there have been functional improvements for remote classes.

Group work:

-*Sapporo* campus has in the General Research Building six tutorial room, a common room, and in the Main Building has three seminar rooms; all tutorial rooms are equipped with large touchscreen displays and terminals connected to the hospital LAN and campus LAN. The common Room and Seminar Rooms 1 and 3 are equipped with a bi-directional remote lecture system.

-*Obihiro* campus has 26 group-work rooms, fully equipped.

Practical work:

-*Sapporo* campus:

The main building has four practice rooms, each of which has 45 seats. Practice room 1 has a virtual slide system for teaching histology, pathology and parasitology. Practice room 3 has five Class II biosafety cabinets (BSCs) and autoclaves for training in the handling of BSL-2 pathogens. The BSCs are tested and certified annually by academic staff members who are qualified to examine BSC. The sterilisation function of the autoclaves is routinely checked by the academic staff.

The General Research Building houses practice room for clinical examination (104 m2) and practice rooms for small animals (102 m2) and large animals (125 m2). The practice room for clinical examination is equipped with microscopes, centrifugal separators, and devices for biochemical examination and complete blood count. The practice room for small animals is equipped with operating tables, surgical lights, inhalation anaesthesia apparatus and biological information monitors for ECG, capnograph, gas concentrations, oxygen saturation, and blood pressure monitoring are used in the hands-on practice. The practice room for large animals is equipped with a recovery room for anaesthetised animals, two retention treatment stalls, a movable hydraulic operating table and an inhalation anaesthesia apparatus.

The laboratory animal facility has an anatomy room (110 m2), with a refrigeration room (18 m2).

The necropsy room was refurbished in 2018 to satisfy safety levels and biosecurity standards. The room (103 m2) is equipped with a refrigeration room (15 m2), autoclave, safety cabinet and chemical hood, and has an underground water tank that can temporarily store the wastewater to render it non-infectious by disinfection as necessary.

The entrances of anatomy and necropsy rooms are separated and the flow lines for these rooms do not cross each other.

There are two Clinical Skills Labs (28 m2 and 30 m2) in the Main Building and the General Research Building, respectively. These laboratories are equipped with the following models.
Canine models: lumber vertebra model, teeth/gum model, blood drawing training model (cephalic vein / jugular vein), endoscopy training model (oesophagus-stomach-duodenum), including endoscopy, spay surgery training model, castration surgery training model, skull anatomy model, foot / leg skeleton anatomy model, shoulder/ knee joint model, indicator-guided CPR training model, and bandage training model (foot/leg)
Feline models: hip joint model, teeth/gum model, reduction training equipment, shoulder/elbow joint model
Others: Intestinal anastomosis training model, Wire-connected intestinal anastomosis training kit, surgical suture training kit, ultrasound-guided fine-needle biopsy training kit, including ultrasonography, and cattle casting training model, 3D anatomy soft (dog, cat, cow, horse, pig, and bird), virtual slide system for histology and clinical biopsy samples, and video contents for clinical practice via Glexa system.
-*Obihiro* campus:
There are 21 practical work rooms on campus.
1. Most of the practical training rooms are equipped with a draft chamber.
2. Microbiology practice room S2101 has two Class II biosafety cabinets (BSCs) and two autoclaves, which are used for handling BSL-2 pathogens. Access to the laboratory is restricted when course work is underway. The BSCs are tested and certified annually, and the autoclaves are routinely checked with a biological indicator for assurance of their sterilization functions.
3. A surgical training room equipped with eight training sets of small animal operating tables and shadow-less lamps, an anaesthesia apparatus, artificial respirators and ECG/respiration/blood pressure monitoring equipment (five students per set).
4. The large animal necropsy room has a glass-walled observation room. Necropsy images transmitted from a video camera installed on the ceiling of the pathologic anatomy room can be viewed on a large monitor. Ancillary facilities include locker rooms and showers. The necropsy room is fully equipped with refrigerators, air conditioning, a formalin regulation room, a video monitoring system and a small animal pathologic anatomy room equipped with an autoclave and safety cabinets. Liquid waste is collected into an underground water tank and is disinfected as necessary.
5. The Clinical Skills Lab (82 m2, 10 seats) is open 24/7 for all veterinary students.

-) housing healthy, hospitalised and isolated animals
-Healthy animals:
Sapporo campus has extensive laboratory animal facility to rear small animal species (dogs, rabbits or guinea pigs, chickens, rats, mice) and large animals (horses, cattle and goats). In the Main building there are three infection laboratories at Biosafety level 3. In addition, the animal facility has rooms with Animal Biosafety Level 2 for large animals, poultry and companion animals as well as a chemical exposure experimental unit.
Obihiro campus has two laboratory animal buildings that can house 210 mouse cages (maximum of five mice per cage), 35 rat cages (maximum of two rats per cage), 15 guinea pig cages (maximum of two guinea pigs per cage), 30 rabbits, one cat room (housing a maximum of 12 cats) and a dog room (housing a maximum of 33 dogs). The laboratory animal buildings include an experiment laboratory and operating/treatment rooms that are managed and maintained by dedicated support staff. In addition, there are various mouse-rearing and infectious animal rooms (P2 and P3 containments) in the General Research Building 1, the Diagnostic Center for Animal Health and Food Safety and the National Research Center for Protozoan Diseases.
-Hospitalised animals:
Sapporo
The faculty has dedicated hospital facilities for dogs and cat (63). There is an intensive care unit (ICU) for 47 dogs and 16 cats.

Obihiro
The faculty has hospital facilities for each species (no. of places) as follows: cattle (4, including 1 ICU), horses (4, including one ICU), dogs (21), cats (9) and three ICUs for dogs and cats.
-Isolated animals:
Sapporo
The two isolation rooms for companion animals are separate from the VTH and located in the animal facility. One room (6 m2) is for cats (2) and the other room (16 m2) is for dogs (3).
Obihiro
There are isolation facilities for small animals (2 rooms, 20 m2 each, with a preparation room) and large animals (2 rooms, 20 m2 each, with a preparation room). For small animals, at least two dog cages or four cat cages can be kept in each room.

-) clinical activities, diagnostic services and necropsy
-Clinical activities
Sapporo
The VTH has 12 consultation rooms, one treatment room, two ICU, two hospitalization rooms, five surgical suites for small animals, three ultrasound/echography rooms equipped with Doppler ultrasound machines (6), two X-ray rooms with X-ray imaging apparatus and fluoroscopic apparatus, one endoscopic examination room (digital endoscope apparatus) and CT and MRI room equipped with 80-slice CT and 0.4-Tesla MRI machines. The surgery area has a C-arm six apparatus, mobile X-ray imaging apparatus laparoscopy, arthroscopy and cystoscopy apparatus, electroencephalographic system, polygraph machine, ultrasonic scalpel, vessel sealing system, four orthopaedic power units, patient warming systems and a semiconductor laser unit. There is also a radiation therapy room housing orthovoltage X-rays and a LINAC.
One of the operating theatres has an attached observation room and is equipped with a surgical video recording system. The images can be viewed in real time at the VTH and in the General Research Building and are stored on the surgical image server. Two operating theatres have a positive pressure ventilation system. There are four consulting rooms equipped with indoor cameras for image and voice recording, which can be watched in lecture, seminar and practice rooms over the hospital LAN. In addition, the Conference Room at the VTH is equipped with a bi-directional remote lecture system.
Obihiro
Small Animal Clinic (SAC)
The Veterinary Medical Center (VMC) for Small Animals (SAC) is centrally located on the *Obihiro* campus and is connected to the Diagnostic Center for Animal Health and Food Safety, the Large Animal Clinic (LAC) and the Clinical Research Building. The VMC is used mainly for the medical care of companion animals, but it also functions as a VTH, providing a platform for participatory clinical education. It has one consulting room that is equipped with video and audio recordings system, which can be watched in the lecture, seminar and practice rooms over the hospital LAN. Clinical examination and imaging data are integrated with clinical records and can be viewed in the lecture, training, or seminar rooms. There are three operating rooms equipped with positive pressure ventilation systems. An ICU cage is installed in the treatment room. The hospitalization rooms for dogs and cats are separated by a treatment and preparation area. In addition, there is a physical therapy room for rehabilitation, a duty room, an ultrasound diagnostics room, a radiography room, radiotherapy room, a clinical laboratory and a dog run. Diagnostic CT and MRI rooms are in the Large Animal Clinical Research Building and are used for both small and large animals.
Horses and Large Animal Clinic (LAC)
The Large Animal Clinic is in the new Large Animals Clinical Research Building. The building is divided into three blocks, comprising a LAC, lecture rooms and research laboratories. The clinic has consultation and treatment rooms for horses and cattle (2–3 retention treatment stalls per room), a preparation room, a padded anaesthesia/recovery room and an operating theatre with a movable hydraulic operating table and large animal gaseous anaesthesia apparatus, ECG/blood pressure

monitoring equipment and an artificial respirator.
The VTH's imaging procedures for small and large animals include up-to-date diagnostic equipment (e.g. ultrasound, endoscopy, CT and MRI). Overnight accommodation rooms for male and female students for night duty were installed in 2016.
Hospital Ward for Large Animals
There are hospitalisation stalls (633 m2) for horses and cattle and ICU rearing rooms, the aisles and ceilings of which are equipped with running hoist rails. A garage for mobile clinic vehicles was also installed in this unit. There is an isolation unit for large animals that contains two isolation rooms and one preparation room (93 m2).
-Diagnostic services and necropsy
Diagnostic Services
Sapporo campus
Apart from the diagnostic imaging facilities described above, other laboratories fully equipped offer diagnostic services, as Laboratory of Comparative Pathology (including a research laboratory that can handle BSL-2 pathogens), Laboratory of Toxicology, Laboratory of Public Health, Laboratory of Infectious Disease and Laboratory of Microbiology.
Obihiro campus
As with the *Sapporo* campus, *Obihiro* has the Diagnostic Imaging facilities described before in clinical premises but has also a Mobile Service for diagnostic imaging and reproduction. The VTH owns three diagnostic imaging vehicles. The biggest one is a mobile X-ray diagnostic cargo truck for large animals, which enables not only X-ray fluoroscopic examination but also X-ray imaging, ultrasonography, ECG, echocardiography and endoscopy for cattle. One professor of the VTH provides a health check service for dairy herds upon the request from local practitioners in various areas of Hokkaido. Health checks are performed approximately every month from spring to autumn excluding winter.
The other two vehicles are smaller, but are equipped with an endoscope device and various blood test equipment, an X-ray fluoroscopy, an X-ray radiographing device, an ultrasound diagnostic device, etc. and will implement cutting-edge breeding techniques such as endoscopic artificial insemination, ovum pick-up and in vitro production of embryos on-farm to improve livestock productivity.
Reproductive management service using a portable ultrasound machine, such as pregnancy diagnosis, examinations of ovary and uterus, are also supplied for cattle and horse farm.
Necropsy
The Laboratory of Veterinary Pathology accepts university and external cases for pathologic diagnosis. These cases (necropsy and biopsy) are used for educational and research purposes. The necropsy room is in the Building for Pathobiological Diagnosis, which also has hospitalisation and clinical examination units for diseased animals. These animals are collected for educational and research purposes. Student groups and/or members of veterinary internal medicine groups check the disease states and make clinical diagnoses based on various clinical examinations (including physical and blood examination, blood chemistry, ECG, ultrasound and X-ray). Some animals are treated to confirm the clinical diagnosis. However, all animals transferred to this building are necropsied to confirm the disease state pathologically. In addition, there are three other histopathology laboratories (one of which is a P2 facility) in General Research Building 1 for research purposes.

-) FSQ & VPH
Intra-mural slaughtering and food processing facilities in OU
OU has an intra-mural slaughtering and food processing facilities. The facilities are divided into three areas for slaughter, meat processing and milk processing. Each area has a separate entrance and locker room to minimize the risk of cross-contamination. The slaughtering area includes ante- and post-mortem examination rooms, a butchering/organ processing room, and a meat processing room. A butcher from the private food company provides professional instruction in the practical aspect of slaughtering animals and meat processing.

Extra-mural FSQ and VPH premises
Under the contract with one of the biggest food company, students (Year 3) are allowed to visit the commercial mega-farms of pig and poultry, slaughterhouse, and food processing plants in "Practice in Animal Hygiene" course. The group size is 13-14 students with two academic staff members.
Both *Sapporo* and *Obihiro* campus have carcass incinerator, located close to the premises where carcasses or animal cadavers have to be incinerated.
-) study and self-learning, catering, locker rooms, accommodation for on-call students and leisure

-) study and self-learning
Sapporo
The faculty has two e-learning education rooms (45 and ten seats, respectively) and a library reading room (16 seats) in the Main Building. The Central, North and 14 other faculty/department libraries on the *Sapporo* campus (within a 15-minute walk from the faculty) are also available (see Standard 6).
Obihiro
The premises are described in the "group work" section above

-) catering
Sapporo
The faculty has a small shop offering food. There are seven campus dining halls and a restaurant. There are many restaurants around the campus and also an on-campus convenience store (open 24 hours) with a restaurant.
OU
There is one food court and one coffee shop.

-) locker rooms
Sapporo
The faculty has two locker rooms for male students (162 lockers) and female students (150 lockers) in the General Research Building. Both the animal facility and the veterinary teaching hospital have two locker rooms with showers and washing machines for male and female students and staff.
Obihiro
Students and staff are given their own lockers in which to keep their belongings. The practical training facilities (SAC, LAC, necropsy area, anatomy area, university farm, slaughter and food processing facility) have lockers and changing rooms for male and female students.

-) accommodation for on-call students
Sapporo
The VTH provides two overnight rooms for male and female students.
Obihiro
At Large Animal Clinic: There are two overnight rooms for male students and female students (maximum of four people per room), which are also used for on-call students.

-) leisure
Sapporo
The faculty has a tennis court and a Veterinary Specimen Room. At the *Sapporo* campus, there are several welfare facilities (shops and bookstores), indoor and outdoor barbecue areas, several club buildings with rooms and sports facilities for extracurricular activities (including gymnasiums, an indoor athletic field, swimming pool and playgrounds), museums and botanical gardens. Students can easily access a variety of recreational facilities in *Sapporo* City.
Obihiro
To support extracurricular activities, the campus includes a club building containing rooms for each

club, indoor and outdoor sports facilities (a gymnasium, martial arts hall, Japanese archery facility, training room, soccer pitch, rugby pitch, American football field, ice-hockey rink, baseball field, horse-riding facilities, tennis court). Other campus facilities include shared kitchens where students can cook for themselves, indoor and outdoor barbecue areas and rental spaces for cultural and social interactions. The Student Affairs Section provides a leisure equipment hire service.

4.1.3. Description of the adequacy for the veterinary training of the vehicles used for students transportation, ambulatory clinic, live animals and cadavers transportation

-) student transportation

Sapporo faculty has two dedicated vehicles for transportation of small-sized groups. For transportation of larger number of students, a chartered bus or public transport is used. *Obihiro* has one bus with 50 seats.

-) ambulatory clinics

In *Sapporo* the ambulatory service for cattle and other farm animals uses two vehicles. In case of *Obihiro* the ambulatory/mobile clinic has three vehicles (ten seats including the driver's seat), one station wagon (five seats including the driver seat) and three diagnostic imaging vehicles (three seats including the driver seat).

-) live animal transportation

In *Sapporo* a forwarding agent is available to transport large animals. A car is used to transport small animals. In *Obihiro* the university owns a two-tonne truck that is used to transport farm animals, mainly cattle and horses.

-) cadaver transportation

In *Sapporo* a forwarding agent is available for the transport of large animal cadavers. In *Obihiro* the university has two small-sized pickup trucks for the transport of cadavers.

4.1.4. Description of the adequacy for the veterinary training of the equipment used for teaching purposes and clinical services

-Teaching services

Sapporo teaching services were described above with premises for lecturing, group work and practical teaching, and the two Clinical Skills Labs were described also above.

In *Obihiro* all lecture rooms in the lecture building are equipped with slide projectors and screens. Several lecture rooms are also equipped with video or DVD players for the use of audio-visual materials. Lecture Room 25 and Clinical Lecture Room 101 in the Large Animals Clinical Research Building are equipped with CCD and monitor cameras that are compatible with the HU bi-directional remote lecture system.

-Clinical services

The equipment used for veterinary training for clinical services were described above when clinical activities were described above

4.1.5. Description of the adequacy of the biosecurity rules in the Establishment

All aspects of biosecurity are very controlled for several Security Committee both *Sapporo* and *Obihiro* campus (AFSC, Pathogenic Agent Safety Committee, Institutional Animal Care and Use Committee, Carcass Incinerator Management Committee…). Students are advised of the university's health and safety information at the time of enrolment.

The Biosafety Committee and Genetic Recombination Experiment Committee decide on internal regulations based on related laws and regulations. All training in the handling of pathogens and recombinant genes must be approved by these committees. All veterinary students must attend specialised guidance courses before using experimental animals, handling pathogens, or performing

genetic recombination experiments. These courses are held twice a year and organized and delivered by the academic staff of the responsible committees. Students are also provided with safety information in their course handouts or guidance by academic and supporting staff at the sites where the practical studies take place. First aid kit, AED, eye wash device are provided all around the campus.

4.1.6. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of facilities, equipment and biosecurity rules of the Establishment

In *Sapporo* campus information about facilities, equipment and biosecurity procedures are communicated to staff, students and stakeholders via the Faculty Meeting, faculty development, special lectures, notices and e-mail.

In *Obihiro*, in compliance with the Occupational Safety and Health Act, hazardous procedures or substances at the university are risk-assessed, controls implemented, and a risk value assigned. The members of the responsible committees discuss changes in facilities, equipment and biosecurity measures and the ways in which these changes are communicated to stakeholders. In general, communications to staff and students are written (Facility Management Report, Water Quality Report, minutes, handouts, notices, signs, e-mail) and oral (face-to-face meetings, lectures and guidance) to ensure that all stakeholders are aware of changes.

The related information such as: Campus Master Plan and related information, Facility Management Report, Water Quality Report, Waste management and related information, Chemical Substances Management Office, Pathogen Management Manual, Disaster Response Manual and related information, Detail manuals for safety management, Clinical substance handling guidance, can be found in different websites of *Sapporo* and *Obihiro* campus.

4.2. Comments

The premises for lecturing, group work and practical work are outstanding, and so the facilities for teaching. Both campuses are connected, and lectures are connected to the Hospital and between them, one could say everything is connected, so it is possible to make the most of the teaching stuff between both Campuses.

The adequacy of the premises for housing healthy, hospitalised and isolated animals seems to be appropriate, and for clinical activities, diagnostic services and necropsy as well, with very good biosafety security levels; nevertheless, in 2017 the Establishment had a major deficiency because of inadequate necropsy room at the *Sapporo* campus and will have to be revised during the July visitation; this aspect has been clearly corrected, with a good level of biosecurity of the necropsy room, improving the circulation and security of students.

The security measures and protocols are not indicated in some rooms and laboratories.

FSQ and VPH premises and facilities are appropriate; intramural slaughtering and food processing facilities, together the agreements with companies are another guarantee.

Study and self-learning, catering, locker rooms, accommodation for on-call students and leisure are appropriate, and the vehicles for veterinary training are adequate.

The two Skills Laboratories with a very good number of models provide good support to the other equipment used for teaching and clinical services.

There are adequate biosecurity rules on both campuses, although it seems there are several committees involved that perhaps could slow decision-making.

The communication of information to staff, students and stakeholders is appropriate.

4.3 Suggestions for improvement

The security measures and protocols should be indicated at the entrance of every room and laboratory

4.4. Decision
The Establishment is compliant with Standard 4.

5. Animal resources and teaching material of animal origin
5.1. Findings
5.1.1. Brief description of the global strategy of the Establishment about the use of animals and material of animal origin for the acquisition by each student of Day One Competences
The Establishment assures a correct hands-on training for the acquisition of Day One Competences and related skills, following four measures to optimize animal resources: 1) application of Complementary education (clinical rotation) to take advantage of case-load in both HU and OU, 2) respect of 3R for Animal Welfare and Humane Teaching (approved by Institutional Animal Care and Use Committee), 3) set up of three Clinical Skill Labs to reduce the number of live animals used for harmful training, and 4) annually monitoring the number of animals and caseload
To implement resources for some species and to increase caseloads, contracts with local veterinarians, local food companies and farms were stipulated.
The acquisition of animal dummies and simulators provide materials for practical training.

5.1.2. Description of the adequacy for the veterinary training of the enrolled students of:
-) the number and diversity of cadavers and material of animal origin used in anatomy, necropsy and FSQ;
-) the number and diversity of healthy live animals used for pre-clinical training;
-) the number of visits in herds/flocks/units of food-producing animals;
-) the number and diversity of patients examined/treated by each student;
-) the balance between species, between clinical disciplines, between first opinion and referral cases, between acute and chronic cases, between consultations and hospitalisations, between individual medicine and population medicine
There is a general adequacy of number and diversity of animals and material of animal origin employed in veterinary training.
Cadavers and material of animal origin used for anatomy, necropsy and FSQ are derived from donations (owners, practitioners, *Sapporo* City, Maruyama Zoo and *Obihiro* Zoo) and animals sent to the Establishment for pathologic diagnosis. Supplemental material and live animals are purchased when necessary. There is an inadequacy of companion animal cadavers.
The number of healthy live animals used for pre-clinical training is adequate and include all the common species and laboratory and wild animals.
In the Teaching Farm of HU are reared 44 cattle, 3-5 adult pigs, approximately 30 young pigs, 27 sheep, 278 chickens and minipigs. At DVM/OU farm there are 100-150 dairy cows and 50-70 calves/breeding cows.
The number of visits to herds/flocks/units of food-producing animals is very high for cattle and equine but low for poultry and pigs.
However, recent agreements with Obihiro Agriculture High School and other farms increased the number of pigs (68) and poultry (240) seen extra-murally and the number of visits to pigs and poultry farms (11 and 6, respectively) in the period April-July 2019.
The number of food-producing animals and equine seen extra-murally is higher than the one seen at the VTH.
The balance between acute and chronic cases differs between species (and between SVM/HU and DVM/OU).
HU companion animal: approximately 90% are referral cases, so the balance between acute and chronic cases appears to be almost 1:9. In fact, the percentage of acute to chronic cases in April 2018 was 2.5% according to electronic medical records. Regarding the balance between consultations and hospitalisations, the ratio of hospitalised patients to outpatients in 2018 was calculated to be 41: 59.

In Farm Animal Clinic of HU, the balance between acute and chronic cases was 30/70 in general. No farm animals are hospitalised at HU. The balance between individual medicine and population medicine (fresh cow check, reproductive check, etc.) in cows was 30/70. In pigs, the balance between individual and population medicine (reproductive check, vaccination, etc.) was 20/80.
DVM/OU companion animal: about half of the patients (51.9%) were referral cases, and the balance between acute and chronic cases was 35 (4.1%): 809 (95.9%) for in 2018. Regarding the balance between consultations and hospitalisations, the ratio of hospitalised patients to outpatients in 2018 was calculated to be 31:69. Students are routinely involved in nursing care for hospitalised patients.
DVM/OU large animal: The ratio of acute cases to chronic cases in 2018 was 26:74 in equine and 43:57 in cattle. The ratio of consultations to hospitalisations in 2018 was 79:21 in equine and 99:1 in cattle. The ratio of individual medicine to population medicine in 2018 was calculated to be 35:65 in equine and 17:83 in cattle.

5.1.3. Description of the organisation and management of the Teaching Farm(s) and the involvement of students in its running

Both universities have a farm used for teaching and research. At the HU campus, the Management Committee of Experimental Farming, composed by Director, Farm Manager and support and academic staff, manages the Field Science Centre for Northern Biosphere Animal Production Research Farm.
At Year 3-4, students receive pre-clinical, hands-on training. During Year 5 students join the clinical rotations.
At DVM/OU there is the Field Centre of Animal Science and Agriculture (FCASA) which is a self-supporting model farm. The Director, the Head of Farm animal disease control and academic and support staff, composes the Management Committee. Participation of students starts at Year 1, when they receive hands-on training in farm management and animal handlings, including milking.
During Year 4 - 5, students acquire pre-clinical skills.
In both farms, year 5 - 6 students perform some activities planned for clinical rotation.

5.1.4. Description of the organisation and management of the VTH and ambulatory clinics

At HU the VTH Management Committee consists of the VTH Director, Heads of each section of the VTH, Representative academic staff from each department/division, and the SVM/HU Dean and Secretary-general. The VTH provides clinical services from Monday to Friday from 9:00 am to 17:00. A 24/7 emergency service has been organised since April 2019. There are four Clinical Divisions (Internal Medicine, Surgery, Theriogenology and Clinical Laboratory) with several specialised services such as gastroenterology, cardiology, respiratory medicine, dermatology, haematology, oncology, radiation oncology, soft tissue surgery, orthopaedic surgery, neurology, radiology, animal blood bank, theriogenology, ophthalmology, exotic animal medicine and diagnostic imaging. For food-producing animals, there is a theriogenology section.
At DVM/OU the veterinary teaching hospital is referred to as the Veterinary Medical Centre (VMC). It has three sections: the Small Animal Clinic (SAC), the Large Animal Clinic (LAC) and the Diagnostic Resource Service.
The VMC is composed of the Director of the Centre, academic staff at the VMC and the Heads of each section of VMC. The management committee for the VMC convenes annually. This committee determines the principal agenda and policy for the VMC. The VMC academic staff discusses practical subjects in weekly staff meetings. The LAC has four Divisions: Farm Animals, Equine Medicine, Reproduction and Diagnostic Imaging. The LAC provides an ambulatory service from Monday to Friday, from 09:00 to 17:00. Emergency service is open 24/7/365.
An emergency service at a private clinic is also used for companion animal training (1 night/student). In addition, at DVM/OU, in case of an emergency patient, the professor contacts all students giving them the opportunity to attend though they are not on after hour duty.
A 24/7 equine emergency service opened in October 2018. Only surgical, reproductive and

ophthalmologic emergencies are accepted. The academic and support staff of the LAC manages the ambulatory clinic. The students participate in the ambulatory clinic during clinical rotations on large animals. The ambulatory clinic is mainly used for planned visits and sometimes for on-call visits.
Specialised areas of consultation include imaging, internal medicine, surgery (soft tissue and orthopaedics), infectious diseases, and theriogenology for both small and large animals.

5.1.5. Description of the group size for the different types of clinical training and of the hands-on involvement of students in clinical procedures in the different species

Group size is the same in HU and OU.
For preclinical activities number of students in a group can vary from 5 to 7 depending on the number of enrolled students (however, no more than 10).
During clinical rotation for Small Animal the group size is 1-2, and 1-5 for Large animals.
A detailed list of hands-on involvement of students has been reported in SER.

5.1.6. Description of the patient record system and how it is used to efficiently support the teaching, research, and service programmes of the Establishment

Medical data at the VTH of HU and OU are managed using a fully computerised records system. Data can be used for education and research.
Students can access the electronic medical record system at the VTH. At SVM/HU, the system has been integrated with a virtual slide system. Also at DVM/OU, academic staff in charge registers cases treated during mobile clinic activities. Students cannot write histories in the Electronic Medical Recording system, but they can read the data for educational and research purposes.

5.1.7. Description of the procedures developed to ensure the welfare of animals used for educational and research activities

The activities involving animals for educational and research purposes are conducted in accordance with the Guide for the Care and Use of Laboratory Animals (ILAR Guide, Institute for Laboratory Animal Research, the United States, 2011), Japanese laws, government guidelines and the university's internal regulations. Academic and support staff and students attend mandatory lectures on animal welfare and animal rights in addition to animal handling techniques for animal experiments. The practices involving live animals must be evaluated and approved by the Institutional Animal Care and Use Committee (IACUC). The Subject Coordinator must specify the number of animals, level of suffering, measures applied to reduce pain and to protect the animal from unnecessary suffering. The approved application is open to the public at OU. The animal facilities are periodically monitored and evaluated by IACUC. Environmental enrichment has been promoted. At SVM/HU, the animal facilities are accredited by the Association for Assessment and Accreditation of Laboratory Animal Care (AAALAC) International. Social animal species such as dogs, mice, rats, and cattle, are group-housed and single animal housing is not permitted unless there are special scientific reasons approved by IACUC. HU reformed and expanded its playing areas for dogs in the animal facilities.

5.1.8. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the number and variety of animals and material of animal origin for pre-clinical and clinical training, and the clinical services provided by the Establishment

The International Accreditation Committee and QA Committee are responsible for collecting information on animal resources and materials of animal origin from academic staff and students. Opinions on the use of animals from students, technicians and researchers are collected and sent to the IACUC.
The International Accreditation Committee and QA Committee control whether the resources meet the ESEVT standards.
The IACUC evaluate if animals are used according to current regulations on Animal Welfare.
Communication within and between staff takes place at Faculty Meeting, and by the minutes of

meetings, email, analogue/electronic notice boards and seminars.

5.2. Comments

A good balance between first opinion and referral cases is generally maintained with differences among species and between DVM/OU and SVM/HU. The latter has a high percentage of referral cases in companion animals, as the total caseload is high at their VTH, the number of first opinion cases is adequate.
The relatively high number of food-producing animals seen at the Ambulatory Clinic covers for the low number visited at VTH with the exception of poultry and rabbit (no commercial rabbit farming exists on Hokkaido).
Visits to poultry units are very low (the indicator I16 "n° of visits to poultry & rabbits units / n° of students graduating annually" is below the recommended minimal value). However, there has been an adequate increase in the number of visits in 2019 thanks to the agreement with Obihiro Agriculture High School.
Ambulatory Clinic covers the relatively low number of food-producing animals visited at VTH with the exception of poultry and rabbit.
Data reported in SER and verified during the visit confirm the adequacy of animals and diversity of patient, and the high number of visited farms (cattle).
Emergency service for companion animals started in April 2019, and the ratio of acute cases is expected to increase.
Necropsy cases of companion animals are low because most of the owners do not donate the bodies of the deceased pets. It is traditionally believed that a body should be whole upon cremation. However, both OU and HU have put into effect a strategy, based on owner education and memorial ceremonies that has already significantly increased the number of cadavers for necropsies.
Regarding the number of animal and material of animal origin used to acquire day-one competencies in FQS, refer to standard 3.5. "Food Safety and Quality (FSQ)".

5.3. Suggestions for improvement

Further agreements with kennels and poultry farms should be made in order to increase the number of visits, animals, cadavers and material of animal origins.

5.4. Decision

The Establishment is compliant with Standard Standard 5.

6. Learning resources

6.1 Finding

6.1.1. Brief description of the main library (facilities, equipment, staff, (e)books and (e)periodicals, software for databases)

Sapporo
The veterinary library is one of the subsidiary libraries of University main library and is located on the first floor of the main building. The library has a reading and study room that is accessible 24 hours a day. There is one librarian for this library, who is present from 08:30 to 17:00 from Monday to Friday. At all other times, staff and students may gain access using an electronic card key system.
The library contains 35,884 books and 1,437 periodicals and provides access to 338 e-books and 115 e-periodicals. These numbers include books and journals for the Departments of Veterinary Medicine, Life and Food Sciences, Agro-environmental Science and Human Sciences.
The reading and study room within the library is 56m^2 and has a small number of seats, and there three PCs connected to the library databases.
Students also have access to and use the other University libraries, in particular the North Library,

from which VetNorth students borrowed over 2,800 books in 2018.
The budget and selection policy for books and library resources are decided by the Science Information Committee. The specific budget for the veterinary library for years 2016-2018 has been provided, averaging 12,900.00 euro per year.
The committee is constituted by the academic staff of the SVM/HU. The roles of the committee are as follows: 1) management of the library at SVM/HU, 2) selection of newly introducing educational contents such as books, digital content, databases, and other resources, 3) planning future activities of the SVM library.
Obihiro
There is no dedicated library for Veterinary Medicine; instead, there is a single library to serve the whole institution. There is a librarian staff FTE of 6.84. Opening hours are 8:30 – 21:00 during weekdays, and 09:30 – 17:30 at the weekend in term. During examination periods there are extended opening hours from 8:30-20:00 on weekdays and 09:30-21:00 on Saturday, with no opening on Sunday. Out of term access is 8:30-17:15 on weekdays only.
The library holds 212,644 books and 6,122 journals/ periodicals and provides access to 3,200 e-books and 23,000 e-periodicals. The actual number of veterinary-specific books is not clear. The budget for, and the number of new veterinary books (or e-books) purchased per year (i.e. in the last 3-5 years) is not listed. The library includes a reading room with 166 seats, 8 bibliographic search terminals, two group study rooms and a 16 PC browsing room with access to library databases both on and off-campus. Library searches are facilitated for both English language resources, and for Japanese language resources. There are dictionaries to assist in keyword searches in the English language.
There are also "reference rooms" in the small and large animal clinics which allow students to access clinical textbooks. Details are only provided for the large animal clinic reference room. This room has 300 books, 10 seats, and one PC and is accessible 24 hours a day.

6.1.2. Description of the available electronic information and e-learning courses, and their role in supporting student learning and teaching in the core curriculum

There is a joint learning support system used by SVM/HU and DVM/OU, accessed via the internet and called VetPortal accessed at https://veteducation.jp/login.go?AD=init. This system provides academic information such as schedules, class learning items and examination timetables.
There is a separate e-learning platform called Glexa, intended for self-directed learning. Login access differs for each VetNorth site, ie
SVM/HU: http://ed.vetmed.hokudai.ac.jp/; DVM/OU: http://glexa.obihiro.ac.jp
The learning items on Glexa are divided according to the separate VetNorth institutions, ie SVM/HU 42 learning items, DVM/OU 25 items, and 18 "open to other Universities". All content is available to students at both sites.
Lecture slides are generally available 1 week in advance of the respective lectures. Learning materials may include lecture slides and videos. Student self-assessment quizzes, with in-built feedback, are used by some staff, and the online systems has the ability to track and monitor student use and student learning.
The system supports the use of a plagiarism checker, which is used to check uploaded student work.
Certain specific lectures in shared courses are offered remotely, ie from Obihiro lecture rooms to Sapporo students and *vice-versa*, using an in-lecture theatre system. Staff from each institution also attend the lecture room with the students. These remote lectures are recorded on every occasion, but these recordings are only offered generally to students in emergency situations such as natural disasters or equipment failure in the remote site. The recording may be available to individual students via Glexa under extenuating circumstances, and this has occurred on a number of occasions in the past year.
OU have recently established (April 2019) an e-portfolio system which permits year-one students to gather personal information such as career and learning goals, information such as grades and student's self-assessment of their acquisition of Day One Competences. This system will roll forward

each year, and therefore the first completed portfolios will be available in 2023-2024. The portfolio is under the direct supervision of an academic staff member, who may write comments within the student portfolio.

6.1.3. Description of the accessibility for staff and students to electronic learning resources both on and off campus

Staff and students can access the VetPortal and Glexa systems on and off-campus using their usernames and IDs. In *Sapporo*, library databases can be accessed on and off-campus, and on both campuses. All students (undergraduate and graduate) can freely access the library resources of both libraries.

Sapporo

IT facilities on and off-campus are managed by the Information Initiative Centre (IIC), which is responsible for the whole Hokkaido University information network system. The e-learning platform is managed by the Chair of the Academic Affairs Committee, in conjunction with and IT support staff member. There are two PC rooms available on the SVM/HU campus, with 55 PCs in total, available 24/7. There are wireless access points throughout the campus, using Eduroam and university LAN. Connection speed is one gigabyte per second, although students state that wireless can be slow in certain parts of the classroom when there are multiple users. There is campus-wide licenced access to common software (MS Office, Adobe, statistical packages *etc*) for students and staff.

Obihiro

IT facilities are managed by the Information Processing Centre (IPC). The IPC has four full-time staff members. Most facilities are connected by optical cabling, and the facilities support a connection speed of 1 gigabyte per second. There is wireless access through most, but not all, parts of the campus. There are a number of PC rooms available to students on the *Obihiro* campus, and these rooms are supported by the IPC staff. Opening hours for most PC rooms are 8:50-17:00. As per *Sapporo*, there is campus-wide licenced access to common software (MS Office, statistical packages etc) for students and staff.

6.1.4. Description of how the procedures for access to and use of learning resources are taught to students.

"Information literacy and data management" does not appear to be listed in the Veterinary Medicine Model Core Curriculum, however it is listed as taught over 30 hours of lectures/seminars in the first year VetNorth curriculum, under "Introduction to Information Science". In addition, skills are also taught in this subject during the courses "Biomedical Statistics" in year 2, and "Tutorial Research" in year 5-6. The SER does not provide information on how competency in this area is verified.

Sapporo

Class-based instruction is provided regarding how to access the web-based learning resources and on how to carry out online academic searches. Students are given a library tour and, on request, are offered sessions on accessing resources by the library staff.

Obihiro

Access and use of the electronic resources are taught at the time of enrolment. Library tours are offered by library staff, and periodically, sessions on bibliographic and online searching are provided. IPC staff provide training on web security.

6.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of learning resources

There is a Portal Site Committee, which is a joint committee of both Establishments. This committee is responsible for the maintenance and improvement of VetPortal and Glexa. This committee receives feedback for staff and students regarding content improvement. The Committee communicates with the Programme Executive Board, Faculty Meeting or on the portal sites.

There is an experienced IT/e-learning support staff member in both sites to assist veterinary academic

staff to develop their e-learning and other online material, and the IT support staff state that there has been a good uptake of this support. Regular training opportunities are made available to the IT/e-learning support staff, such that they travel 2-3 times a month to training courses elsewhere to maintain knowledge currency.

Sapporo

The budget and selection policy for books and library resources are decided by the Science Information Committee, which is comprised of academic (veterinary) staff of the SVM/HU. The roles of the committee are as follows: 1) management of the library at SVM/HU, 2) selection of newly introduced educational contents such as books, digital content, databases, and other resources, 3) planning future activities of the SVM library. This committee reviews book requests from staff and students and makes purchases based on these requests and depending on the budget available. The decisions of the committee are approved at Faculty level and communicated to staff and students via notices and via email.

Obihiro

There is a single main library, and this is managed by the University Library Management Committee. Composition of the University Library Management Committee was established by the regulation of OU. The members are composed of a Director of the University Library (Vice President of OU), a representative academic staff form each department (Department of Veterinary Medicine, Department of Life and Food Sciences, Department of Agro-environmental Science, and Department of Human Sciences), the Director of the Information Processing Center, and a representative administrative staff member of Information Management Section and Academic Information Office. Although there is no ring-fenced budget for veterinary library resources, however students, faculty members and staff can submit purchase requests library resources. Staff are sent a questionnaire once or twice yearly to remind them to make book requests. There is a suggestion box for users to post suggestions and comments. Feedback to this is posted on the library website.

6.2. Comments

It is commendable that all students have access to library resources of both and OU library and also all of the e-learning material produced by both campuses. The initiative to establish an e-portfolio system is also particularly commendable and should be encouraged and promoted throughout VetNorth.

On the other hand, the students in DVM/OU state that students in years 1-3 have time-restricted physical access to the buildings, including the library, which limits their access to between 7am and 7pm daily.

6.3. Suggestions for improvement

The Team suggests that building access for year 1-3 students in DVM/OU be extended as much as possible. In comparison, students in SVM/HU have 24-hour access to the learning resource buildings.

6.4. Decision

The Establishment is compliant with Standard 6.

7. Student admission, progression and welfare

7.1. Findings

7.1.1. Brief description of the admission procedures for standard and for full-fee students

SVM/HU and DVM/OU manage and run their own admission procedures corresponding to the admission policy of their respective university. Thus there is no common VNJ-admission practice, and SVM/HU and DVM/OU do not share information on applicants into the veterinary faculties.

At both SVM/HU and DVM/OU, prospective students must have completed High School or the

equivalent education and sit the "the National Centre Test for University Admissions" held by the National Centre of University Entrance Examinations (NCUEE). This central matriculation test comprises 5 different science categories (e.g. "Japanese Language and Literature", "Social Studies", "Foreign languages", "Mathematics", "Science", that again are subdivided into subjects). For both VetNorth faculties, it is required that students choose one subject from each of the human and social science categories and 2 subjects from each of the natural science categories. Information about how the two faculties evaluate and score students examination papers are published on the respective university websites and available for all applicants.

Applicants first receive the National Center Test and decide the desired university for admission. Then, two entrance tests, referred to as primary and a secondary entrance test practices, are provided at both faculties. Prospective students can apply for admission through one or both of these tests. At DVM/OU, 25 (30 from 2019) and 11 students (10 from 2019) (of 40 admitted each year) are selected on basis of the primary and secondary entrance tests, respectively. At SVM/HU the numbers are 20 and 15 students (of 40 admitted each year), respectively. At DVM/OU, the last 4 places have until 2019 been made available for applicants with special recommendations, but that admission category has now been abandoned. At SVM/HU, the last 5 places are allocated to students that have been admitted through the Humanities/Science Track Entrance Examination and passed the first year's curriculum within these educational programs. These students are admitted into the second year of the veterinary program. Furthermore SVM/HU provides a fourth admission procedure for foreign, "returnee" Japanese students and privately funded foreign applicants. However, no applicants in this category have been admitted through this procedure within the last 3 years. If a member of this type of applicant qualifies for admission, they replace applicants from the primary entrance procedure.

The primary entrance test examination, which is taken first, consists at both universities of a paper-based entrance examination within major high school subjects, ie 'Foreign Languages', 'Mathematics' and 'Science'. SVM/HU requires a certain level of language skills in either English, German, French or Chinese, while OU/SVM requires skills in English. Applicants are ranked on the basis of a combination of scores from this test and the National Centre Test score and the highest scoring are selected for admission through the primary entrance test procedure.

The secondary entrance procedure comprises a combination of a paper-based examination and subsequent interviews at both universities of in order to assess more personal and interpersonal aptitudes as motivation, ethics and communication skills. This entrance test is also open for all qualified applicants, also those who have taken the primary entrance test but not succeeded. At SVM/HU this it is a written test within Physics, Chemistry and Biology and a subsequent unstructured interview. At DVM/OU prospective students must write an essay or personal statement and subsequently participate in a semi-structured interview. At both universities, the interviews are performed by panels of 3 academic staff from full professors, associate professors or lectures. Assistant professors are also included at DVM/OU, but not at SVM/HU.

The members of the interview panels meet prior to the interviews to discuss the questions and the evaluations procedure. Detailed information of how the entrance tests are evaluated and scores are combined, are published on the universities' web-sites.

The five students from the Humanity / Science areas admitted into Year 2 of the veterinary program at SVM/HU are selected on the basis of their first-year undergraduate grade points. Foreign Japanese and privately funded foreign students have to pass an adopted "secondary admission test practise" in order to qualify for admission.

There are no appeal possibilities for students that are not admitted an any of the faculties.

7.1.2. Description of how the Establishment adapts the number of admitted students to the available educational resources and the biosecurity and welfare requirements

The number is regulated nationally according to Article 18-2, Chapter V in Admission Capacity of Standards for Establishment of Universities. However, both universities have a slight degree of autonomy in that they can increase their admission quotas (by approximately 5% at HU and 10% at

OU) based on entrance examination results. In general, the number of enrolled students is determined by the resources of the academic staff, facilities, equipment and the other educational factors.

7.1.3. Description of the progression criteria and procedures, the available remediation and supports, the rate and main causes of attrition

In order to progress through the VNJ-program, students at must obtained certain credit points: (a) to Year 2 of the program, at least 32 general education subjects (foundation/core education) credits; (b) to Year 4 at least 46 general education subjects (foundation/core education) credits and 79 credits (limited to required subjects) in specialist subjects (development education) and (c) to Year 5 at least 120 credits in the required subjects. There is no appeal procedures or possibilities regarding progress decisions.

Students earn their credits by passing the summative course exams held at the end of each semester. (re-examination for core courses is normally provided before the start of the new semester with the exception of Grassland Science and Animal Feeding (2 credits), which does not provide re-examination. On failing the re-examination of a course, students must enrol in the course again the following year in to obtain the course credits.

Students are allowed a maximum of 12 years to complete their 6-year programme (maximum of two years for year 1, four years for years 2–3, two years for year 4 and four years for years 5–6). Students who cannot progress through the program within these are excluded. The Programme Executive Board makes the decision regarding exclusion and this decision must be approved by the VNJ Council. There is no system for appealing an exclusion.

Student performance is closely monitored by class teachers (Year 1 to 4) and professors (Year 5-6) and the chairperson for the Academic Affairs Committee. Each semester low-performance students are identified using several indicators (e.g. credits awarded, grade points, examination scores and attendance rate). These students are offered formal or informal consultations and advice from class teachers, subject coordinators and other faculty members, who report back to the chairperson of the Academic Affairs Committee. Students are also advised to have a meeting with the Dean of the faculty, the department chair (only at OU) and/or the Chairperson of the Academic Affairs Committee, if necessary, to discuss the problem and find an appropriate solution. Students whose poor performance is associated with an emotional/mental or physical problem are encouraged to attend counselling with the doctors and counsellors on campus.

Both universities have a learning support section. These sections provide various services for students who have problems with learning. They can receive advice from tutors (senior undergraduate or graduate students), take seminars on study and academic skills, and have supplementary lessons and counselling. Students may also be advised by more senior students.

Attrition rates are less than 5% at both SVM/HU and DVM/OU. The main causes of attrition are an incomplete acquisition of the required number of credits or personal issues, which may be mental, physical, or financial. At HU, 81% of students graduating in 2018 graduated within the 6 years of studies. At OU, the percentage was 76%. VNJ has no explanation of the observed differences in performance and progression rate of students at HU and OU; however, at DVM/OU the issue is under current investigation.

A significant number of 4th-year students were presumably delayed in 2016/17 due to lack of re-examination in Grassland Science and Animal Feeding.

7.1.4. Brief description of the services available for students

Various services are available for veterinary students at HU and OU. Students are informed of these services via several channels, including the student handbook, notice boards, e-mails, websites, SNS, guidance/year 1 orientation and consultations.

Services available are Learning Support Sections (HU, OU), Support for registration and teaching administration (HU, OU), Health care service (HU, OU) , Support for students with special cares / disabled students (HU, OU), Student Clubs and organisations (e.g. sports, Japanese martial arts,

traditional Japanese arts, music, dance and recreation; HU, OU), dormitories, dining halls, university shops, club buildings with rooms and sports facilities for extracurricular activities (HU, OU). At OU, Lodging and Learning Facility "Akkamui" is available to accommodate HU students who are on clinical rotation at OU. At HU, OU students are housed either in the HU-dormitories or in nearby hotels during their clinical rotation at HU. Accommodation fees and travel between campuses are covered by the hosting university.
Both SVM/HU and DVM/OU provide their students with adequate mechanisms to offer suggestions, comments and complaints, also anonymously if they wish.

7.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the admission procedures, the admission criteria, the number of admitted students and the services to students
In general, the Entrance Examination Committee and Admission Section at each university are responsible for drafting a plan of the admission procedures annually. The proposal is then discussed at the Faculty Meeting (SVM/HU) or Admission Council (OU) and finally approved by the president at each university. The committees comprise of senior faculty members (e.g. professors, department heads, Dean). The Admission Council and Admission/Academic Affairs Section are responsible for the implementation of admission procedures. The entrance examination is administered at each university by professors and support staff who are directed by the presidents of each university. Students or junior staff do not contribute to the admission processes.
At both Establishments data from the admission process, and students' subsequent performance are analysed and used in the planning of next years' admission (see appendices 25 and 26). Admission procedures and criteria are reviewed by the relevant committees and approved by a faculty meeting at each location.
The admission guidelines are reviewed annually and are open to the public via brochures and the university websites. The selection process (including examination questions) and selection criteria are reviewed at least twice a year by the Test Development and Selection Committee for the Entrance Examination at each university and the Entrance Examination Committee at each veterinary school. They ensure that students are selected appropriately and improve or modify the process if necessary. Approved admission procedures are communicated to academic and administrative staff in faculty and staff meetings, by notice, minutes, e-mail and seminars for faculty members and support staff.
Detailed information on admission procedures and scoring systems are published on websites of the respective universities together with a list of frequent questions and answers and thus are open to the public. Applicants and prospective students can also address their questions directly to the Admission Section by e-mail or telephone.

7.2. Comments
Even though the VetNorth is regarded as one veterinary Establishment way one veterinary program, SVM/HU and DVM/OU have maintained separate admission practices. The general opinion among students is that it is harder to be admitted into SVM/HU than into DVM/OU. This leads some SVM/HU students to express the feeling that SVM/HU students are generally more knowledgeable than DVM/OU students.

The admission practices at both universities adequately quality assured and support the admission of qualified students in a fair way. However, the assessment reliability of the interview part, particularly at SVM/HU, where interviews are performed as unstructured interviews by several different panels, is questionable.
There are no appeal possibilities or systems for decisions on admission or progression.

7.3. Suggestions for improvement
The SVM/HU and DVM/OU should implement a common entrance test program.

Implementation of a common VNJ-admission practice, and consider the use of more reliable interview forms for assessment of personal and interpersonal competences, e.g. mini-interviews.

7.4. Decision
The Establishment is compliant with Standard 7.

8. Student assessment
8.1. Findings
8.1.1. Brief description of the student's assessment strategy of the Establishment
Students' performances are evaluated through various assessment formats: written essays/reports, interviews, logbooks for practical clinical skills, quizzes, small tests, multiple-choice tests and homework through e-learning systems (Glexa) for formative assessment during the semesters, and paper- and web-based and oral examinations, written reports, oral presentations and OSCEs for summative assessments at the end of a semester. The examination and assessment within a subject, including oral exams, are done by the subject coordinator and teachers. No external examiners or co-examiners is used in any of the VNJ-administered exams. Written examination answers are not anonymous for the examiner.
For subjects provided across the two faculties examinations, students from the two faculties sit the same exams. For subjects provided separately at the two faculties, course coordinators from each faculty communicate and discuss educational subject matters frequently (e.g on a weekly basis in some subjects) and discuss the exam scores after examination in order to coordinate the assessments and difficulty level of the separate exams of the identical courses.
An 11-step grade point scale is used, ie. A^+/A/A^- to F equivalent to scores between 100 and 0. Students must obtain a "C" (minimum score of 60) or above in order to pass. A "C"-competence level is equal to the minimum competence levels described in the course syllabi.
Students must pass a certain number of pre-clinical subjects (credits) each year in order to progress to the next years (described in details in Standard 7.15, see above).
Furthermore, all students must pass a national test (VCAT) in order to be allowed into the clinical rotation part of the program (Year 5 & 6). The VCAT provides a summative assessment of students' theoretical knowledge and basic skills in pre-clinical training.
Research-related performance of students is assessed by the supervisors and co-supervisors of students' Tutorial Research Project at Year 5 / 6 resulting in a thesis.
At the end of Year 6, students must take the national board examination, which is administered annually by Ministry of Agriculture, Forestry and Fisheries. Each successful examinee is granted a Veterinary License.
If a student fails an examination, all courses provided by the veterinary faculties at the two universities provide an opportunity for a re-take before end of semester providing a student has over 70% attendance in that course. However, the core subject Grassland Science and Animal Feeding provided by the Faculty of Animal Science, do not allow a re-take within the same semester (year).

8.1.2. Description of the assessment methodology to ensure that every graduate has achieved the minimum level of competence, as prescribed in the ESEVT Day One Competences
Students must fulfil the minimum competency requirements (knowledge & understanding, practical and theoretical skills) in the course syllabi that in order to pass the subject area. Knowledge-based academic skills are assessed through various written and oral exam formats. Practical and clinical skills including clinical Day One competences are assessed via logbooks and case logs and a self-evaluation record (see appendices 16a, b, c).
Furthermore, all veterinary students must take and pass two national level examinations to obtain a Veterinarian License, i.e. the VCAT prior to participating a clinical rotation at Year 5, and the

National Examination for Veterinary License at end of Year 6.

8.1.3. Description of the processes for providing to students a feedback post-assessment and guidance for requested improvement

Students can access information about assessments and guidance at any time in the online syllabus system and/or in the student handbook and confirm their credit completion status at any time via the online student service system.

Formal and informal feedback is given by class teachers, subject coordinators and other faculty members after assessments. The guidance for unsuccessful students is described in details in Standard 7.1.5 (see above, 7.1.5).

Students can appeal the grades/credits they receive within the appeal period. (approximately one week at the end of each semester). Initially, the student should contact the subject coordinator in the event of any concern about their examination results. If the discussion with the subject coordinator is not satisfactory, the student should submit an appeal form to the Dean at SVM/HU or the University Educational Affairs Centre (CUEA) at DVM/OU, who then organizes a meeting of the Appeal Examination Board, consisting of the Dean, the Chairperson of the Academic Affairs Committee, Chairperson of the Student Affairs Committee and the subject coordinator, who review/examine and respond to the appeal.

8.1.4. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the student's assessment strategy

Assessment strategies are discussed and proposed by the Academic Affairs Committee and then finalised and approved. Once a year, the subject coordinators review the course syllabi, including course content and assessment results and students' feedback to evaluate the learning outcomes of the course.

The Academic Affairs Committee revises the assessment strategy, if required, based on opinions and complaints from students, faculty members, the Academic Affairs Section and stakeholders by the Programme Executive Board. Furthermore, students' class/course evaluations are used as a tool for improving educational standards.

The assessment strategy is shared with all faculty members at local faculty meetings, and the relevant documents are electronically distributed to each member. Students have access to the relevant information at any time in the online syllabus system on the university website or in the student handbook. In the case of an appeal, students are informed about procedures via email.

The VCAT exams comprising computer-based questions and OSCE examination are organised centrally by the Japanese VCAT-center. Professors from all Japanese veterinary establishments participate in the production of exam questions and stations. Students' test performances are assessed and analysed by a selected group of professors these.

The National Board Exam is administered centrally by the Ministry of Agriculture, Forestry and Fisheries with the help from an Exam Committee comprising of professors from the Japanese veterinary establishments.

8.2. Comments

The assessment program comprises various formative and summative examination methods including direct observation of practical clinical procedures that supports and ensures students' learning of the Day One skills.

The validity and reliability of the individual assessment are appropriate and in combination they make up a very valid and reliable overall examination program. Nevertheless, the absence of external examiners or co-examiners, particularly at oral exams, should be addressed in order to minimise the risk of personal interaction confounding the assessment.

Re-examinations for students are generally organised before the end of the semester thus minimizing the risk of detaining students from progressing. However, Grassland Science and Animal Feeding

provided by the Faculty of Animal Science for both animal science and veterinary students undergo a different re-take policy, thus re-takes are not offered within the same semester. Hence, veterinary students failing are detained from any possibility of progressing from Year 4 to 5 until the following year, as there is no timely re-examination, nor an appeal system regarding student progression.

8.3. Suggestions for improvement

It is suggested external examiners or co-examiners are used at some of the core subjects, particularly for oral examinations. Furthermore, anonymisation of students written exam responses for the examiner at the time of assessment and grading is suggested in order to reduce the possibility of personal bias on exam results.
All subjects provided in the veterinary curriculum should be included in the general re-examination policy to give students a second chance of full filling the requirements for progression without being delayed a whole a year.

8.4. Decision

The Establishment is compliant with Standard 8.

9. Academic and support staff

9.1. Findings

9.1.1. Brief description of the global strategy in order to ensure that all requested competences for the veterinary programme are covered for both academic and support and that they are properly qualified and prepared for their roles

SVM/HU
In most of the cases of academic staff recruitment, the applicants are required to have a veterinary licence and PhD degree. Academic staff is selected for their educational history and performance as well as their research achievements. In the recruitment of academic and veterinary staff in VTH, the applicants should have a veterinary licence. Applicants having a veterinary specialist certification are highly evaluated for employment.
Newly employed academic staff needs to attend the training courses relevant to their job focusing on biosecurity, animal experiments, proper handling of chemical reagents, radiation safety and recombinant DNA experiments, which are offered by the university and/or SVM/HU. New academic staff can obtain the basic knowledge and teaching skills via workshop, FD, seminar and e-learning. No formal pedagogical training is currently provided. The university selects “Excellent Teacher” and “Excellent Syllabus” every year. The information is opened to all academic staff including junior professors to improve the educational skills and knowledge. The class evaluation by students should be done at the end of every class and can be used for the improvement of the class by the academic staff.
DVM/OU
Applicants for veterinary education as academic staff are mostly required to have a veterinarian licence and PhD. At present, all faculty members have PhD. All permanent academic staff of DVM/OU except for seven, have a veterinary licence. The applicants for the VTH must have veterinarian licence. Applicants having a Japanese or American/European specialisation have a great advantage for an appointment. Prospective staff is selected upon their research/clinical and educational background as well as good Curriculum vitae.
New staff members must attend a ‘new employee orientation’ which is held to welcome them and to give necessary information for performing a new job successfully as rapidly as possible.
Training courses in biosafety, animal experiments and animal welfare, information literacy and information technology are provided by the university twice a year. Guidance of biosecurity of university farm and the VTH is given prior to use these facilities.

There are two methods to qualify the teaching competences of academic staff: students' survey and the annual polyphyletic performance measurement. Students' feedback is a valuable source to identify the problems and promote continuous improvement. Class evaluation by students is collected at the end of the semester. The summary report of the evaluation is released by the Academic Affair Section. Teaching staff members utilise the class evaluation for further improvement. The executive board assesses the qualifications of present academic staff using the annual polyphyletic performance measurement. The information is used for the university's QA strategy.
The CUEA provides Faculty Development/Staff Development seminars/workshops good assessment practices and student welfare issues.
All academic staff members, including new employees, are encouraged to participate in these workshops/seminars. The CUEA also provides "Open Class" to teaching staff. The model lectures are selected from the classes that have a good reputation from students. No formal pedagogical training is being provided either at DVM/OU or SVM/HU to interns, teaching assistants, PhD students, contracted teachers.

9.1.2. Description of the adequacy of the number of academic and support staff in the different departments/units with the number of students to be taught

HU, Sapporo

Based on the strategic plan, SVM/HU has increased the number of staff members for small animal clinics to enhance HU's strengths in educational resources for its involvement in the VNJ programme. According to this plan, the SVM/HU Dean decides the number of staff members needed to replace or strengthen the field of education or support. SVM/HU Dean is responsible for deciding the number and positions of academic staff. Members of ad hoc committees for recruiting academic staff (consisting of the SVM/HU Dean and professors, associate professors and lecturers) are selected and approved at the Faculty Meeting. The committee decides on the recruitment criteria, including a veterinary licence and PhD degree and the schedules of employment. The recruitment information for academic staff is available internationally. The committee selects prospective staff members from each year's candidates using their application forms, essays on their motives, educational/clinical career experiences, skills, awards and research archives. The committee reports the results of the selection at the Faculty Meeting, where they are approved.

OU, Obihiro

The chairs of all departments, centres and institutes to submit personnel plan every year. The president and the executives deliberate the resulting plan and decide the personnel planning for the entire university every year. According to the plan, the president orders the executive vice president to convene an ad hoc selection committee to appoint an academic staff member. The ad hoc selection committee consists of the executive vice presidents, two professors from the same scientific field as the candidate and two professors from different scientific fields. The committee prepares the entrance requirement lists and recruits academic staff internationally in the Executive Vice President's name. The committee then chooses candidates from among the applicants according to their research achievements, educational experience, proposals for research projects and teaching at OU and letters of recommendation. The committee conducts interviews with the candidates and, if necessary, requests that they submit a mock lesson plan. The committee finally selects a candidate and nominates her/him to the Education and Research Council. The new academic staff member is balloted at the next meeting of the Education and Research Council.

9.1.3. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the strategy for allocating, recruiting, promoting, supporting and assessing academic and support staff

HU, Sapporo

The Dean deliberates the personnel plan based on the approved strategic plan to the Faculty Steering Committee that consists of the Dean, Vice Dean, VTH director, department chairs, and several

professors designated by the Dean. The Dean has also established a consulting working group with early career academic staff members to collect idea and opinion from the young generation. Incorporating opinions and suggestions from the VNJ Advisory Panel constituted by external stakeholders and student representatives, the Student Union, as well as feedback from students, academic and support staff, the Faculty Steering Committee prepares the draft of the strategy by cooperation with relevant committees in the faculty depending on the subjects. The strategy for personnel plan is finalised through discussion at the Faculty Meeting and finally implemented. The strategy is explained to all academic and support staff at the FD/SD meeting, and students at the Student Committee and/or ad hoc student briefing if required.

OU, Obihiro

The formal recruitment process of the university is described in 9.1.2. and 9.1.3. The university's personnel strategies for academic and support staff are communicated at the Management Committee consisting of the President, executive vice presidents, director general of the administrative bureau, external executive director, Dean of the VNJ and seven external stakeholders. Personnel plans are also informed to all staff through meeting minutes, or at the Faculty Meeting. Recruitment information is published on the university's websites, advertisement on related journals and websites. The President and the executives evaluate all academic staff with annual achievement report, and the polyphyletic performance evaluation sheet (as described in 9.1.4.). Students' feedback, such as class evaluation by students, is utilised to identify the problems and promote continuous improvement of teaching staff members.

9.2. Comments

The global strategy for academic and support staff, although there are small differences between campus, is appropriate. The criteria for selection, recruitment and training are adequate to guarantee the quality of staff, both academic and support staff. Most of the staff members are veterinarians, mainly in clinical teaching. Some professors are doing support staff work, due to insufficient numbers of support staff.

The training plan for newly employed academic staff is adequate; they need to attend the training courses focusing on biosecurity, animal experiments, proper handling of chemical reagents, radiation safety and recombinant DNA experiments, which are offered by the university and/or SVM/HU. New academic staff can obtain the basic knowledge and teaching skills via workshop, FD, seminar and e-learning.

Applicants having a veterinary specialist certification, a Japanese or American/European specialisation have a substantial advantage regarding appointment and are highly valued for employment. There is international recruitment in calls for appointments.

Indicators for academic staff, veterinarians involved, support staff, specialised veterinarians involved in veterinary training are excellent, above the minimum requirements. The Establishment has reinforced the 24/7 horse clinic services with three more veterinarians, and the 24/7 clinical service in *Sapporo* with five assistant professors.

The evaluation of the teaching staff is mandatory for the students, but instead of using written surveys it would be advisable to use electronic means

9.3. Suggestions for improvement

As the Establishment recognises, an online questionnaire for class evaluation by students would be welcome. To develop a sabbatical leave programme would be an ideal complement to let teachers update and keep a good staff policy. The Establishment should provide formal pedagogical training of some of the staff who participate in teaching (for example, interns, teaching assistants, PhD students, contracted teachers, etc.). It is recommended that academic staff members attend these lectures for their self-improvement.

The more criteria for the promotion of both academic and support staff should be clearly defined. The number of clinicians and support staff should be increased.

9.4. Decision

The Establishment is compliant for the Standard 9, except for the Substandards 9.3. and 9.6:

- The Establishment is partially compliant with Substandard 9.3 because of insufficient pedagogical training of some of the staff who participates in teaching (for example, interns, teaching assistants, PhD students, contracted teachers, etc.).
- The Establishment is partially compliant with Substandard 9.6 because of sub-optimal clarity of promotion criteria for both academic and support staff.

10. Research programmes, continuing and postgraduate education

10.1. Findings

10.1.1. Brief description of how the research activities of the Establishment and the implication of most academic staff in it contribute to research-based undergraduate veterinary education

Undergraduate students can learn the importance of research-based veterinary education and evidence-based medicine through different ways such as:

- During clinical training by case studies;
- Undertaking laboratory work;
- Taking part in scientific researches;
- Including research activity in their thesis papers (students in years 5 and 6).

Undergraduate students participate in research as they complete a thesis under the supervision of academic staff. Students must complete their thesis work within two courses, Tutorial Research and Seminars (Research and Clinical and Advanced Seminar), which equal 6 and 4 credits, 10 in total. Students are required to present their thesis, and the thesis is evaluated by at least three academic staff members.

In 2018, the proportions of publications with students named as authors/total publications in SVM/HU and in OU were 19.4% (34 articles /175 articles) and 10.6% (14 articles/132 articles), respectively.

10.1.2. Description of how the postgraduate clinical training of the Establishment contribute positively to undergraduate veterinary education and how potential conflicts in relation to case management between post- and undergraduate students are avoided

More than 50% of the postgraduate students are involved in undergraduate veterinary education, and they are contracted as teaching assistants, especially for subjects related to experimental practice. Postgraduate students and interns/residents from clinical sciences actively participate in undergraduate clinical rotations. Postgraduate students involved in clinical teaching are all veterinary graduates.

VTH academic staff members are responsible for case management and the avoidance of conflict between the postgraduate and undergraduate education programmes.

10.1.3. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of research, continuing and postgraduate education programmes organised by the Establishment

Extra-mural work such as internship, are encouraged for continuing and postgraduate education.

HU offers continuing education programs for companion animal practice for local veterinarians as seminars and workshops. Questionnaires are periodically carried out after seminars and the results and comments are utilised for further improvement.

In collaboration with Japan International Cooperation Agency (JICA), HU also offers continuing education programs for zoonosis control, capacity building for veterinarian and related practitioners in developing countries. In addition to questionnaires, these programs include a face-to-face meeting with supervisors and participants, to obtain opinions and comments for further program improvement.

OU offers continuing education programs to the local professional community, focusing on food-producing animals, horses and in food safety, based on societal demands. Most continuing programs are evaluated using questionnaires. At the present, there are 2 post-graduate programmes in HU, Graduate School of Veterinary Medicine (GSVM) and Graduate School of Infectious Diseases (GSID). In OU, there are three postgraduate courses: the United Graduate School of Veterinary Science at Gifu University (UGSVS), the Doctoral Programme in Animal and Food Hygiene, and Graduate School of Animal and Veterinary Sciences and Agriculture, (GSAVSA). The former two courses have stopped to accept new students since 2018. The most recent is a new school (GSAVSA) that was established in 2018. Prior to the establishment of the Graduate School of Animal and Veterinary Sciences and Agriculture (GSAVSA) at OU, a survey was carried out on private companies to identify their needs from the Graduate School.
In 2018, 13 and 18 postgraduate students were enrolled at the GSVM and GSID respectively and 3 were enrolled in GSAVSA.
The HU VTH has now two residents.
In HU, postgraduate education programmes are mainly planned and conducted by the Academic Affairs Committee. The communication with students is supervised by the Student Affairs Committee, which comprises approx.13 academic staff and 11 students from the School of Veterinary Medicine and Graduate Schools). Final decisions on postgraduate education are made by a Faculty Meeting after consultation, which takes full responsibility for postgraduate education. An International Affairs Committee which comprises ~ 11 academic staff supervises the International student affairs, including the selection of PhD candidates as part of special admission quotas.
The VTH staff are also involved in planning and conducting the postgraduate education programme for interns and residents.
Comments from the external evaluation committee, including stakeholders, are incorporated into the revision and improvement of the management and implementation of education and research programs at the School/Graduate School.
An electronic portfolio system ("VetLog") is used to provide PhD students support and to share information, schedules and messages on the postgraduate programme and activities.

10.2. Comments
The Establishment is to be commended for embedding research into the undergraduate programme, particularly from year 4 through years 5 and 6, culminating in a final thesis defence. The Establishment is clearly aware of the importance of research-based veterinary education and evidence-based medicine.

10.3. Suggestions for improvement
None.

10.4. Decision
The Establishment is compliant with Standard 10.

11. Outcome Assessment and Quality Assurance
11.1. Findings
11.1.1. Description of the global strategy of the Establishment for outcome assessment and Quality Assurance (QA), in order to demonstrate that the Establishment:

-) has a culture of QA and continued enhancement of quality;

-) operates *ad hoc*, cyclical, sustainable and transparent outcome assessment, QA and quality enhancement mechanisms;

-) collect, analyse and use relevant information from internal and external sources for the effective management of their programmes and activities *(teaching, research, services);*
-) informs regularly staff, students and stakeholders and involves them in the QA processes;
-) closes the loop of the QA Plan-Do-Check-Act (PDCA) cycle;
-) is compliant with ESG Standards.

The VNJ is a cooperative veterinary education program by two independent universities SVM/HU and DVM/OU that have a joint Quality Assurance Committee and also their own individual internal and external QA systems, operating both at university and veterinary program levels to enhance the quality of their education and research.

The global policy of VNJ complies with the home universities' QA systems and aims to establish common values in the quality policy and to share all QA information between the two faculties and all concerned parties.

The VNJ Quality Assurance Committee (VNQAC) was established in 2017 consisting of the members of the local QA Committees of SVM/HU (Chair of Academic Affairs, Director of VTH, Chair of International Accreditation Promotion Committee-CIAPC) and DVM/OU (Department Chair, Director of the VTH, CIAPC) and extra 1 to 3 academic staff. The VNQAC oversees the development and implementation of QA procedures and continuously encourages quality enhancement through the monitoring and self-evaluation of the VNJ educational activity by incorporating opinions and suggestions from students and stakeholders. VNQAC receives input from the VNJ Advisory Panel.

Both SVM/HU and DVM/OU has long-standing cultures of QA and continued enhancement of quality as part of the Japanese higher education institutes. The QA framework of HEIs in Japan is legally and includes (i) a MEXT approval system for the Establishment of New Universities, (ii) mandatory annual internal self-assessment, (iii) a Certified evaluation and accreditation program (CEA) carried out every 7 years by The National Institute for Academic Degrees and Quality Enhancement and (iv) a National university corporation evaluation (NUCE) program carried out annually in a 6-year cycle evaluating the performance of the universities in relation to their compulsory 6-year strategic plans. The latter evaluation is done by MEXT's National University Corporation Evaluation Committee (NUC-EC).

HU obtained the MEXT approval in 1918 and certified according to CEA in 2016 and to NUCE in 2017. OU was approved by MEXT in 1948, and CEA-certified in 2018 and NUCE-evaluated in 2017, with satisfactory results.

Internal sources (the various committees, departments, VTHs, etc.), as well as external sources including national and international accrediting bodies, deliver relevant information regarding the veterinary program to the SVM/HU and DVM/OU QA, where it is analysed. This information plus inputs from VNJ Advisory Panel is then collected and analysed by the joint VNJ Quality Assurance Committee in order to effectively manage the common veterinary program (bottom-to-top).

The feedback suggestions from VNJ QA committee are sent to the Program Executive Board including Deans and the Academic Affairs Committee or relevant committees. The plans for improvement are set by the relevant committees and implemented (top-to-bottom). The outcome of the plans is assessed by QA committee and the results are published on the universities' websites and intranet, and communicated to external and internal stakeholders through the Advisory Panel and the Academic Affairs Committee, meeting with the Student Union, respectively. Therefore, the loop of the QA Plan-Do-Check-Act (PDCA) cycle is closed, in a way compliant with ESG Standards.

11.1.2. Brief description of the specific QA processes for each ESEVT Standards

Specific QA processes are implemented at both HU and/or OU. The FSQ facility operates at OU under HACCP/ISO22000 accreditation. Lab animal facilities operate under the accreditation of the AAALAC International system at HU. Laboratory Diagnosis is run under ISO17025 accreditation in three different microbiology and protozoology labs, one in HU and two in OU.

11.1.3. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the QA strategy of the Establishment

The overall strategic planning including QA strategy at the university level is determined by each university. Presidents of both universities are responsible for all decisions regarding QA strategy. The strategy is communicated to staff, students and stakeholders by the VNQAC through meeting minutes, universities' outline, or the websites. The implementation, assessment and revision are performed by administration, relevant sections, faculties and committees.

The VNJ's QA strategy is focused on the program and discussed and decided on by the Program Executive Board based on the information provided by feedback from students, teaching staff, graduates, the Advisory Panel, VNQAC and other joint committees, or individuals. The strategy is shared in meeting minutes, handouts, orientation sessions, VetPortal or by emails.

11.2. Comments

VetNorth Japan is to be commended for the implementation of a fully functional QA system and for the capacity to now manage the system from A to Z and close the concordant loops since the consultative visitation in 2017. Nevertheless, knowledge about the importance, aims and content of the QA-system is not well understood among students, graduates, support staff and alumni. Furthermore, the activity of the Advisory Panel which includes in its structure six stakeholders from different branches of veterinary medicine could be more interactive and inputs from alumni and collaborating veterinarians and companies could be collected more systematically.

11.3.Suggestions for improvement

The VNQAC and the local QA committees of SVM/HU and DVM/OU would benefit from including a student member and a supporting staff member in the committees. This would make students and staff further aware of QA, enhance their participation in QA and ensure their feedback staff on QA implementation and enhance the student-stakeholder-staff interaction in closing various loops of the QA.

11.4. Decision

The Establishment is compliant with Standard 11.

12. ESEVT Indicators

Name of the Establishment: VetNorth Japan, Sapporo and Obihiro, Japan					
Date of the form filling: July 8-12, 2019					
		Establishment values	**Median value**	**Minimal value**	**Balance**
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0.299	0.16	0.13	0.173
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	1.300	0.87	0.59	0.711
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	1.824	0.94	0.57	1.258
I4	n° of hours of practical (non-clinical) training	1279	905.67	595	684
I5	n° of hours of clinical training	735	932.92	670	65
I6	n° of hours of FSQ & VPH training	266	287	174.40	91.60
I7	n° of hours of extra-mural practical training in FSQ & VPH	84	68	28.80	55.20
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually	227.914	70.48	42.01	185.905
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	1.961	2.69	0.46	1.498
I10	n° of equine patients seen intra-murally / n° of students graduating annually	3.253	5.05	1.30	1.955
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	0.296	3.35	1.55	-1.249
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually	0.000	6.80	0.22	-0.223
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	87.760	15.95	6.29	81.465
I14	n° of equine patients seen extra-murally / n° of students graduating annually	15.335	2.11	0.60	14.740
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	10.275	1.33	0.55	9.727
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0.026	0.12	0.04	-0.019
I17	n° of companion animal necropsies / n° of students graduating annually	0.571	2.07	1.40	-0.829
I18	n° of ruminant and pig necropsies / n° of students graduating annually	2.099	2.32	0.97	1.128
I19	n° of equine necropsies / n° of students graduating annually	0.249	0.30	0.09	0.156
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	2.961	2.05	0.69	2.269
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0.193	0.20	0.06	0.130
I22*	n° of PhD graduating annually / n° of students graduating annually	0.601	0.15	0.09	0.513

The balance for most of the indicators targeting the practical training of the students (i.e. I4 to I10) is in the positive range, in some well exceeding the minimal limit (i.e, I4, I8, I10) and even the median value (i.e., I4, I8, I13-I15). The number of visits of poultry and farmed rabbit units (I16) is very low, due to national restrictions based on biosecurity issues and also because in Japan there is no rabbit industry at all and no market for rabbit meat. The numbers of rabbit, rodent, bird and exotic seen intra-murally is very low. However, numerous exotic cases (365) are seen by the students as EMT in a private clinic at Sapporo, but the owner does not want those recorded at the VNJ. Furthermore, the number of rabbit, rodent, bird and exotic pet necropsies exceeds the median value of I20. The number of companion animal patients seen extra-murally is 0 in the Establishment values. Non-the-less, the students see over 4200 dog and cat patients during the clinical rotation in the same private clinic in Sapporo. The number of companion animal necropsies is very low, due to cultural reasons, as the owners prefer to cremate their pets instead of giving them up for necropsies. The VNJ recently implemented a strategy to attract necropsy cases by providing pet owners the possibility of cremation and return of the ashes and also signing an agreement with Sapporo City Animal Management Center for access to feline cadavers (64 in 2019) which would increase the necropsy caseload of the companion animals.

13. ESEVT Rubrics (summary of the decision on the compliance of the Establishment for each ESEVT Standard, i.e. (total or substantial) compliance (C), partial compliance (PC) (Minor Deficiency) or non-compliance (NC) (Major Deficiency))

Standard 1: Objectives and Organisation	**C**	**PC**	**NC**
1.1. The Establishment must have as its main objective to provide, in agreement with the EU Directives and ESG recommendations, adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning.	X		
1.2. The Establishment must develop and follow its mission statement which must embrace all the ESEVT standards.	X		
1.3. The Establishment must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country.	X		
1.4. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.	X		
1.5. The organisational structure must allow input not only from staff and students but also from external stakeholders.	X		
1.6. The Establishment must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with timeframe and indicators for its implementation.	X		
Standard 2: Finances			
2.1. Finances must be demonstrably adequate to sustain the requirements for the Establishment to meet its mission and to achieve its objectives for education, research and services.	X		
2.2. The finance report must include both expenditures and revenues and must separate personnel costs, operating costs, maintenance costs and equipment.	X		
2.3. Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	X		
2.4. Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations. Clinics must be run as efficiently as possible.	X		
2.5. The Establishment must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.	X		
Standard 3: Curriculum			
3.1. The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC as amended by directive 2013/55/EU and its Annex V.4.1.	X		
3.2. The learning outcomes for the programme must be explicitly articulated to form a cohesive framework.	X		
3.3. Programme learning outcomes must be communicated to staff and students and: -) underpin and ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme; -) form the basis for explicit statements of the objectives and learning outcomes of individual units of study; -) be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.	X		
3.4. The Establishment must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must: -) determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum, -) oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes, -) review the curriculum at least every seven years by involving staff, students and stakeholders, -) identify and meet training needs for all types of staff, maintaining and enhancing their competence for the on-going curriculum development.	X		
3.5. The curriculum must include the subjects (input) listed in Annex V of EU Directive 2005/36/EC and must allow the acquisition of the Day One Competences (output) (see Annex 2). This must concern all groups of subjects, i.e. Basic Sciences, Clinical Sciences, Animal Production, Food Safety and Quality, and Professional Knowledge.		X	
3.6. External Practical Training (EPT) are training activities organised outside the Establishment, the student being under the direct supervision of a non-academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herds visits, practical training in FSQ).	X		
3.7. Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education by enhancing for the student the handling of all common domestic animals, the understanding of the economics and management of animal units and veterinary practices, the communication skills for all aspects of veterinary work, the hands-on practical and clinical training, the real-life experience, and the employability of the prospective graduate.	X		
3.8. The EPT providers must have an agreement with the Establishment and the student (in order to fix their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the Establishment on the EPT programme.	X		
3.9. There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.	X		
3.10. Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the Establishment and evaluating the EPT. Students must be allowed to complain officially or anonymously about issues occurring during EPT.	X		
Standard 4: Facilities and equipment			
4.1. All aspects of the physical facilities must provide an environment conducive to learning.	X		
4.2. The veterinary Establishment must have a clear strategy and programme for maintaining and upgrading its buildings and equipment.	X		

4.3. Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be well maintained. The facilities must be adapted for the number of students enrolled.	X		
4.4. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food services facilities.	X		
4.5. Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.	X		
4.6. Facilities must comply with all relevant legislation including health, safety, biosecurity and EU animal welfare and care standards.	X		
4.7. The Establishment's livestock facilities, animal housing, core clinical teaching facilities and equipment must: -) be sufficient in capacity and adapted for the number of students enrolled in order to allow hands-on training for all students -) be of a high standard, well maintained and fit for purpose -) promote best husbandry, welfare and management practices -) ensure relevant biosecurity and bio-containment -) be designed to enhance learning.	X		
4.8. Core clinical teaching facilities must be provided in a VTH with 24/7 emergency services at least for companion animals and equines, where the Establishment can unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures. For ruminants and pigs, on-call service must be available if emergency services do not exist for those species in a VTH. The Establishment must ensure state-of-the-art standards of teaching clinics which remain comparable with the best available in the private sector.	X		
4.9. The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.	X		
4.10. All core teaching sites must provide dedicated learning spaces including adequate internet access.	X		
4.11. The Establishment must ensure students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: pharmacy, diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services and necropsy facilities.	X		
4.12. Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors.	X		
4.13. Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care in accordance with updated methods for prevention of spread of infectious agents. They must be adapted to all animal types commonly handled in the VTH.	X		
4.14. The Establishment must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.	X		
4.15. The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and to prevent the spread of infectious agents.	X		
Standard 5: Animal resources and teaching material of animal origin			
5.1. The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical training (in the area of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled.	X		
5.2. It is essential that a diverse and sufficient number of surgical and medical cases in all common domestic animals and exotic pets be available for the students' clinical educational experience and hands-on training.	X		
5.3. In addition to the training provided in the Establishment, experience can include practical training at external sites, provided this training is organised under direct academic supervision and at the same standards as those applied in the Establishment.	X		
5.4. The VTH must provide nursing care skills and instruction in nursing procedures.	X		
5.5. Under all situations students must be active participants in the workup of patients, including physical diagnosis and diagnostic problem oriented decision making.	X		
5.6. Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the Establishment.	X		
Standard 6: Learning resources			
6.1. State-of-the-art learning resources must be available to support veterinary education, research, services and continuing education. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students.	X		
6.2. Staff and students must have full access on site to an academic library, which is administered by a qualified librarian, an Information Technology (IT) unit, which is managed by an IT expert, an e-learning platform, and the relevant human and physical resources necessary for development by the staff and use by the students of instructional materials.	X		
6.3. The Establishment must provide students with unimpeded access to learning resources which include scientific and other relevant literature, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme, and have mechanisms in place to evaluate the teaching value of innovations in learning resources.	X		
6.4. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the Establishment's core facilities via wireless connection (Wi-Fi) and from outside the Establishment via Virtual Private Network (VPN).	X		
Standard 7: Student admission, progression and welfare			
7.1. The selection criteria for admission to the programme must be consistent with the mission of the Establishment. The number of students admitted must be consistent with the resources available at the Establishment for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.	X		

7.2. In relation to enrolment, the Establishment must provide accurate information in all advertisements regarding the educational programme by providing clear and current information for prospective students. Further, printed catalogue and electronic information must state the purpose and goals of the programme, provide admission requirements, criteria and procedures, state degree requirements, present Establishment descriptions, clearly state information on tuition and fees along with procedures for withdrawal, give necessary information for financial aid programmes, and provide an accurate academic calendar.	X		
7.3. The Establishment's website must mention the ESEVT Establishment's status and its last Self Evaluation Report and Visitation Report must be easily available for the public.	Not applicable		
7.4. The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take account of the fact that students are admitted with a view to their entry to the veterinary profession in due course.	X		
7.5. The Establishment must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully, including consideration of their potential to meet all the ESEVT Day One Competences in all common domestic species (see Annex 2).	X		
7.6. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.	X		
7.7. There must be clear policies and procedures on how applicants with disabilities or illnesses will be considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.	X		
7.8. The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The Establishment must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.	X		
7.9. The Establishment must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.	X		
7.10. Mechanisms for the exclusion of students from the programme for any reason must be explicit.	X		
7.11. Establishment policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.	X		
7.12. Provisions must be made by the Establishment to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, careers advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable accommodations/adjustments for disabled students, consistent with all relevant equality and/or human rights legislation.	X		
7.13. There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).	X		
7.14. Mechanisms must be in place by which students can convey their needs and wants to the Establishment.	X		
7.15. The Establishment must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the Establishment with the ESEVT standards.	X		
Standard 8: Student assessment			
8.1. The Establishment must ensure that there is a clearly identified structure within the Establishment showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry level competence.	X		
8.2. The assessment tasks and grading criteria for each unit of study in the programme must be clearly identified and available to students in a timely manner well in advance of the assessment.	X		
8.3. Requirements to pass must be explicit.	X		
8.4. Mechanisms for students to appeal against assessment outcomes must be explicit.	X		
8.5. The Establishment must have a process in place to review assessment outcomes and to change assessment strategies when required.	X		
8.6. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.	X		
8.7. Students must receive timely feedback on their assessments.	X		
8.8. Assessment strategies must allow the Establishment to certify student achievement of learning objectives at the level of the programme and individual units of study.	X		
8.9. Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills and Day One Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of the students logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.	X		
Standard 9: Academic and support staff			
9.1. The Establishment must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with the national and EU regulations. A formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching. Most FTE academic staff involved in veterinary training must be veterinarians. It is expected that greater than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.	X		
9.2. The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the Establishment's mission.	X		
9.3. Staff who participate in teaching must have received the relevant training and qualifications and must display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part time, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.		X	
9.4. Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. Academic staff should have a balanced workload of teaching, research and service depending on their role; and should have reasonable opportunity and resources for participation in scholarly activities.	X		
9.5. The Establishment must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff, including formal appraisal and informal	X		

mentoring procedures. Staff must have the opportunity to contribute to the Establishment's direction and decision making processes.			
9.6. Promotion criteria for academic and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in, and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.		X	
Standard 10: Research programmes, continuing and postgraduate education			
10.1. The Establishment must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.	X		
10.2. All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine.	X		
10.3. All students must have opportunities to participate in research programmes.	X		
10.4. The Establishment must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of the profession and society.	X		
Standard 11: Outcome Assessment and Quality Assurance			
11.1. The Establishment must have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders must develop and implement this policy through appropriate structures and processes, while involving external stakeholders.	X		
11.2. The Establishment must have processes for the design and approval of their programmes. The programmes must be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.	X		
11.3. The Establishment must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.	X		
11.4. The Establishment must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.	X		
11.5. The Establishment must assure themselves of the competence of their teachers. They must apply fair and transparent processes for the recruitment and development of staff.	X		
11.6. The Establishment must have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.	X		
11.7. The Establishment must ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.	X		
11.8. The Establishment must publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.	X		
11.9. The Establishment must monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews must lead to continuous improvement of the programme. Any action planned or taken as a result must be communicated to all those concerned.	X		
11.10. The Establishment must undergo external quality assurance in line with the ESG on a cyclical basis.	X		
C: (total or substantial) compliance; PC: partial compliance (Minor Deficiency); NC: non-compliance (Major Deficiency)			

Executive Summary

VetNorth Japan (VNJ), established in 2012 was the result of the Cooperative Veterinary Education Programme, initiated by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in 2008 to continue the concept of 'national university corporations (NUCs)' defined by MEXT in 2004. In this program, the School of Veterinary Medicine from the Hokkaido University (SVM/HU-Sapporo) and the Faculty of Veterinary Medicine at Obihiro University of Agriculture and Veterinary Medicine Obihiro (DVM/OU-Obihiro) both approved faculties of national universities merged to create VetNorth Japan, with the purpose of providing a comprehensive, international level education. Both universities were recognised by the MEXT as centres of excellence (COE), the HU in the zoonosis control and OU in global animal health.

VetNorth Japan was subject to a Consultative Visitation in 2017 when three potential major deficiencies and 8 potential minor deficiencies were identified.

The SER was well written, complete and provided ahead of time to the Visitation Team along with the Appendices. Numerous further documents, some concerning universities' evaluation and quality assessment in higher education in Japan were also sent by email. All the documents asked for during the Visitation were willingly provided, even in English translation.

The Visitation was very well prepared, well organised and carried out in a cordial and professional atmosphere. The Liaison Officers and their teams were efficient and always helpful. The programme of the Visitation was designed well in advance of the Visitation, but also easily adapted when requested by the Visitation Team who had full access to all the information, facilities and individuals they asked for.

Areas worthy of praise (i.e. Commendations), e.g.:

- The commitment of staff and students
- Positive interaction between students and staff
- Effort in establishing and promoting VNJ through close collaboration
- Willingness to self-improve and to further develop teaching and research
- Excellent infrastructure and equipment
- Setting-up an effective remote teaching system
- Excellent biosecurity system in place
- Continuous update of the curriculum
- Effective and enthusiastic implementation of a QA system

Areas of concern (i.e. Minor Deficiencies):

- Partial compliance with Substandard 3.5. because of sub-optimal practical training in meat hygiene including meat inspection
- Partial compliance with Substandard 9.3 because of insufficient pedagogical training of some of the staff who participates in teaching (for example, interns, teaching assistants, PhD students, contracted teachers, etc.).
- Partial compliance with Substandard 9.6 because of sub-optimal clarity of promotion criteria for both academic and support staff.

Items of non-compliance with the ESEVT Standards (i.e. Major Deficiencies):
None.

Glossary

(Please use the same terminology and abbreviations as in the ESEVT SOP when possible)

EAEVE: European Association of Establishments for Veterinary Education
EBVS: European Board of Veterinary Specialisation
ECOVE: European Committee on Veterinary Education
EPT: External Practical Training
ESEVT: European System of Evaluation of Veterinary Training
ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area
FSQ: Food Safety and Quality
FTE: Full-Time Equivalent
IT: Information Technology
QA: Quality Assurance
SER: Self Evaluation Report
SOP: Standard Operating Procedure
VPH: Veterinary Public Health
VTH: Veterinary Teaching Hospital

Standardised terminology

Accreditation: status of an Establishment that is considered by ECOVE as compliant with the ESEVT Standards normally for a 7 years period starting at the date of the last (full) Visitation;
Establishment: the official and legal unit that organise the veterinary degree as a whole, either a university, faculty, school, department, institute;
Ambulatory clinic: clinical training done extra-murally and fully supervised by academic trained teachers;
Establishment's Head: the person who officially chairs the above described Establishment, i.e. Rector, Dean, Director, Head of Department, President, Principal, ..;
External Practical Training: clinical and practical training done extra-murally and fully supervised by non-academic staff (e.g. practitioners);
Major Deficiency: a deficiency that significantly affects the quality of education and the Establishment's compliance with the ESEVT Standards;
Minor Deficiency: a deficiency that does not significantly affect the quality of education or the Establishment's compliance with the ESEVT Standards;
Visitation: a full visitation organised on-site in agreement with the ESEVT SOP in order to evaluate if the veterinary degree provided by the visited Establishment is compliant with all ESEVT Standards; any chronological reference to 'the Visitation' means the first day of the full on-site visitation;
Visitation Report: a document prepared by the Visitation Team, corrected for factual errors and finally issued by ECOVE; it contains, for each ESEVT Standard, findings, comments, suggestions and identified deficiencies.

Decision of ECOVE

The Committee concluded that no Major Deficiencies had been identified.

VetNorth Japan, the Cooperative Veterinary Education Program between Hokkaido University School of Veterinary Medicine and Obihiro University of Agriculture and Veterinary Medicine, Japan is therefore classified as holding the status of: **ACCREDITATION**.