RAKUNO GAKUEN UNIVERSITY
酪農学園大学

Self-Evaluation REPORT | 2023

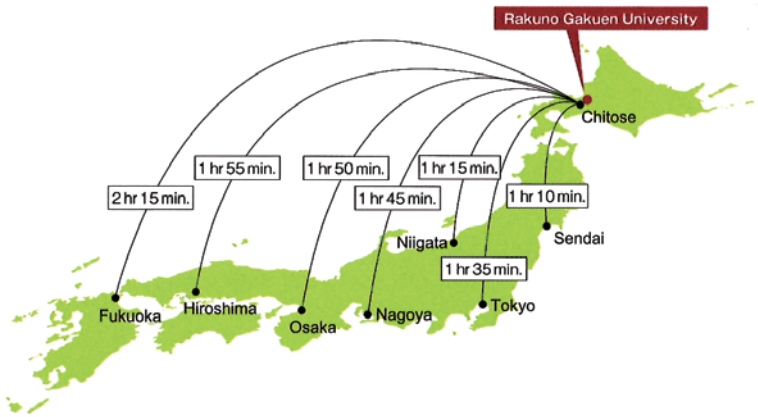
Learn to live.
Learning will live.

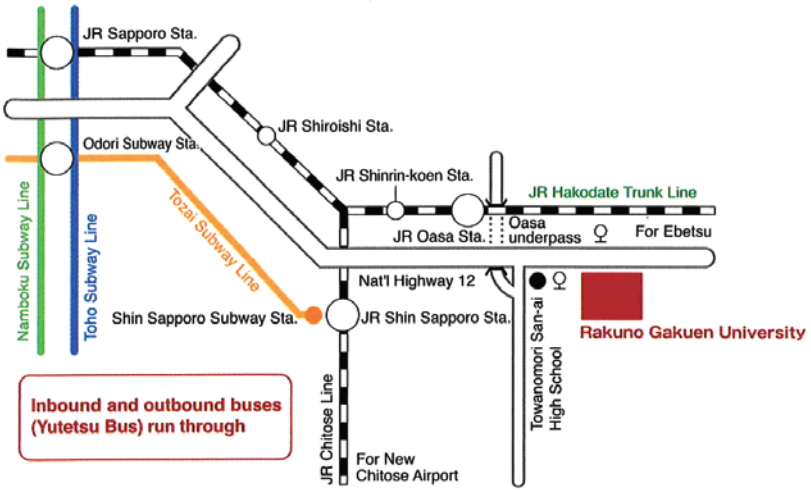
School of Veterinary Medicine,
Rakuno Gakuen University
23rd- 27th, Oct. 2023

This is the Self-Evaluation Report (**SER**) of Rakuno Gakuen University (**RGU**) for Full Visitation by the European Association of Establishments for Veterinary Education (**EAEVE**). The SER is written in English in agreement with the ESEVT Standard Operating Procedure (**SOP**), as approved at the Zagreb General Assembly (**GA**), 30th May 2019. This SER consists of the report itself and the Appendices that are separately bound with the most relevant information. Other documents and data of interest for the experts will be available at the site visit. If the experts need further information, please feel free to contact the Representative Liaison Officer (Dr. Suzuki, kazuyuki@rakuno.ac.jp).

Location of Rakuno Gakuen University

Google Map





Beliefs of the School of Veterinary Medicine, Rakuno Gakuen University

We truly believe in our DAY ONE COMPETENCY of veterinary training education in the past, present and future.
We have provided practical veterinary education and training courses to produce veterinarians with keen field-based skills since our establishment was founded.
Going forward, we are determined to never stop contributing to veterinary education for the future.

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Introduction

Brief history of the Establishment

At the beginning of early 20th century (1912-1926), farming villages in Hokkaido, JAPAN were left prostrate by poor crop yields due to cold weather. For the established development of Agriculture and Food by dairy farming in Hokkaido, in 1933, Torizo Kurosawa founded Hokkaido Rakuno Gijuku as an agricultural educational institute for farmers following the example of Denmark. Rakuno Gakuen (**RG**) was established in 1960 with the Department of Dairy Science. With the concept of "tri-love" rooted in Christianity as the pillar of education, the school has since strived to nurture individuals who have a rich sense of humanity and academic expertise, and are ready to lead their generation, through practical education based on the philosophy that, "Healthy Earth, Healthy People." Rakuno Gakuen University (**RGU**), Faculty of Dairy Science and Department of Veterinary Medicine was established in 1964. Graduate School of Veterinary Medicine, Veterinary Medicine Master and Doctoral Courses were established in 1975 and 1981, respectively. Today, the university consists of the College of Agriculture, Food and Environment Sciences (three departments), the School of Veterinary Medicine (two departments) and two graduate schools (six doctoral and master's courses), and is engaged in the highest level of education and research.

Previous ESEVT Visitations

28th-31st October, 2019 (Consultative Visitation)

Main features of the Establishment

Rakuno Gakuen University's mission is to train students to become leaders in their communities by developing character based on the concept of San-ai motto, which is rooted in Christianity, and an educational philosophy of practical education founded on the idea that a healthy earth ensures human health and by mastering advanced learning and technologies. The University, which has been supported by people who embrace and are inspired by this approach, was founded based on the noble goal of "raising the nation from the depths of poverty," and it has endured to the present day by embracing the strong resolution of its creators as its founding philosophy.

Main developments since the last Visitation

The potential Major Deficiencies identified by the 2019 Consultative Visitation Team (24 items) are listed in the **Appendices A2**. The suggestions include (1) establishment of Student Committees and Stakeholder Committees and participation in management, (2) introduction of hands-on and skills education based on ESEVT Day One Competence, (3) learning using logbooks, thorough recording, and (4) the introduction of small-group clinical rotation. Based on these suggestions, the VEE's education has been thoroughly improved. Closed PDCA cycles for the reform plan are detailed in the **Appendices A3**.

Major problems encountered by the Establishment (whether resolved or not)

The most important issue facing the VEE's is that the new curriculum was started in 2021 but the 2021 students have not been graduated yet (graduate in 2026). In other words, we are still at the stage of preparing many educational programs, such as the small group and full-students core clinical training and extra-mural slaughterhouse training. A list of the PDCA cycles for those un-resolved issues are also shown in the **Appendices A4**.

Version and date of the ESEVT SOP which is valid for the Visitation

Standard Operating Procedure (**SOP**), as approved at the Zagreb General Assembly (**GA**), 30 May 2019.

1. Objectives, Organisation and QA Policy

1. Objectives, Organisation and QA Policy

1.1 Description of the mission statement and objectives

The establishment's founding spirit, the "San-ai (三愛 [Tri-love]) Motto", is based on the teachings of Christianity. It preaches the cultivation of the spirit and respect for the earth, which is the foundation of human existence. Its purpose is to carry on the founding spirit, practice the teachings of "Kendo Kenmin (健土健民 [Healthy Earth, Healthy People])", connect the life created by the earth to the future and nurture leaders who contribute to the welfare of all mankind. Education based on the School Motto has a history of more than 80 years and has greatly contributed to the promotion of agriculture. The new concept of education that inherits this philosophy aims to maintain and develop circular agriculture that is in harmony with nature based on "agriculture, food, the environment, and life", contribute to the continuation and welfare of human and animal life, and develop human resources who participate in social activities in the world. It also aims to develop leaders who proactively respond to changes in the world, identify issues, and have wide-ranging, flexible, and comprehensive decision-making skills for problem-solving. In other words, it is to produce human resources who can solve complex problems related to agriculture, and possess the ability to observe things from multiple angles, comprehensive thinking skills, accurate judgment, and a deep sense of humanity.

School of Veterinary Medicine: Based on the basic spirit of the establishment of Rakuno Gakuen, the School of Veterinary Medicine fosters a deep sense of humanity that respects life and nature through comprehensive education and research in veterinary medicine, veterinary science, and related sciences. This is a school of study that contributes concretely to the welfare of animals and the harmony and coexistence of animals, humans and the environment. The purpose is to contribute to the maintenance of human health, the stable supply of food, and environmental conservation.

> The School of Veterinary Medicine seeks to achieve advanced knowledge and skills in veterinary medicine and related fields, advanced training of veterinarians in food and companion animal medicine and public health, as well as to develop human resources capable of promoting cutting-edge research in animal welfare and life science.

1.1.2 Description of how the Establishment ensures that the provided core curriculum enables all new graduates to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession

A new curriculum is being rolled out across the six years of the programme from 2021 based on the Day One Competences (**D1C**) outlined by Japanese Association of Establishments for Veterinary Education (**JAEVE**：https://www.jaeve.org/en/), and ESEVT. In 2023, the new curriculum is disseminates being successfully rolled out for the 3rd year of the programme through planned hands-on skills training (using simulators, 3-4th year), Core Clinical Training (**CCT**, participating in clinics as student doctors, 5th year) and specialised research and presentation programme (5-6th year). This is not a static curriculum but evolves in response to feedback from students, staff, graduates, employers and external stakeholders, as well as to changes in the profession. The Education Reform Plan 2014 edition (a plan for the next 20 years from now) by the

School of Veterinary Medicine and the mid- and long-term plans for the next six years (2020-2025) represent the base plans for education reform.

Subjects that bring out the provide students with the required knowledge to be a veterinarian include Christian studies and Bioethics in the Basic Education module, and Animal ethics and Animal welfare, and Animal handling practice in the Technical Basic Education module. Thereafter, Integrated veterinary medicine (2nd semester of Year 6, 8 credits) and Veterinary and livestock laws and regulations (2nd semester of Year 4, 2 credits) are offered as part of the specialised education module.

In order to acquire "D1C", which integrates the knowledge and skills of veterinary medicine, 3rd and 4th year students undergo practice for D1C training using simulators (5 credits) and medical interviews (1 credit) as pre-clinical training. These preclinical exercises take place in a newly renovated Skill Lab, a dedicated teaching building with eight dedicated training rooms and a mock veterinary clinic. Students who have mastered the "D1C" consisting of 105 clinical tasks and 76 preventive veterinary medicine tasks set by Rakuno Gakuen University (**RGU**) based on the ESEVT program can advance to the 5th year and participate in (CCT: 18 credits), Comprehensive diagnostic pathology practice (**CDPP**: 2 credits), and meat hygiene inspection practical Training (off-campus, 1 credit). All these D1Cs are managed by manualisation with booklets and learning records with logbooks for each student when taking both pre-clinical training and CCT. The details are provided in **Area 3**.

1.2 Details of the Establishment

- **Official name** – Department of Veterinary Medicine, School of Veterinary Medicine, Rakuno Gakuen University
- **Address** – 582, Bunkyodai-Midorimachi, Ebetsu, Hokkaido 069-8501, Japan
- **Phone Number** +81-11-386-1111
- **Email** – int-rgu@rakuno.ac.jp
- **Website address** – www.rakuno.ac.jp (Japanese), en.rakuno.ac.jp (English)
- **Establishment Head** – Yasukazu Muramatsu, DVM, PhD (Dean, Full Professor)
- **Person responsible for the professional, ethical of the Veterinary Teaching Hospital** (Animal Medical Center: **AMC**) – Shidow Torisu, DVM, PhD (Head of AMC, Full Professor)
- **Official authority overseeing the Establishment** - Ministry of Education, Culture, Sports, Science and Technology, JAPAN

The organisational chart of each location is provided in **Appendices B1-4**.

1.2.2 List of departments/units/clinics and councils/boards/committees with very brief descriptions of their composition/function/responsibilities

Details of departments/units/clinics and councils/boards/committees are provided in **Appendices B5**.

Departments/units/clinics: The University consists of the College of Agriculture, Food and Environment Sciences (three departments), the School of Veterinary Medicine (two departments) and two graduate schools (six doctoral and master's courses), and is engaged in the highest level of education and research.

List of Faculties and Departments in Rakuno Gakuen University (RGU)

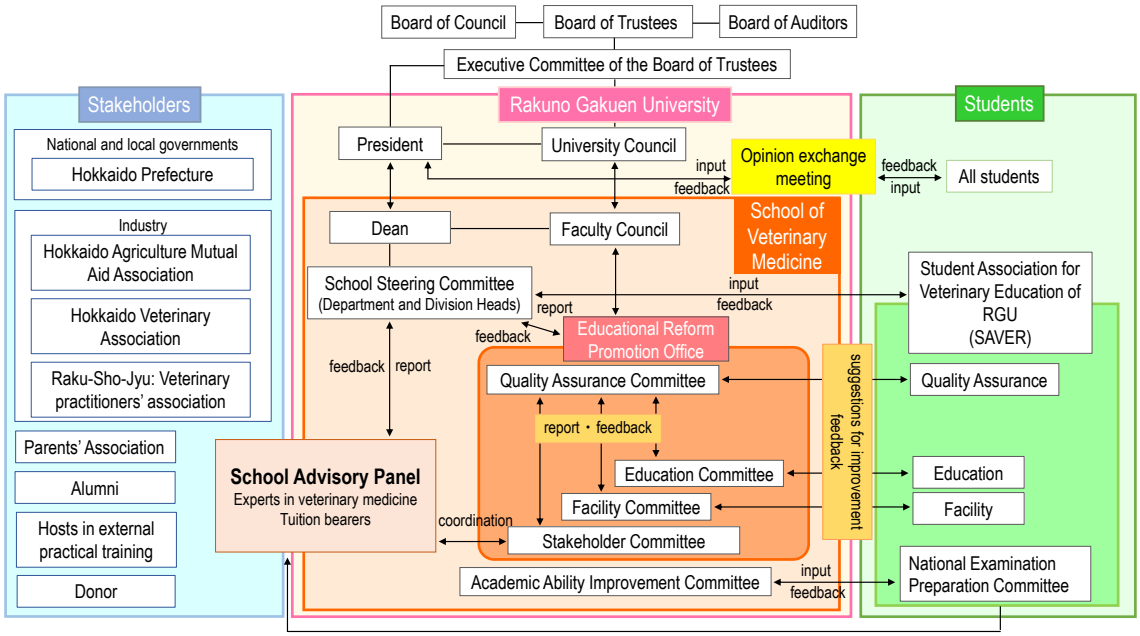
Faculty	Department
College of Agriculture, Food and Environment Sciences	Department of Sustainable Agriculture
	Department of Food Science and Human Wellness
	Department of Environmental and Symbiotic Sciences
School of Veterinary Medicine	Department of Veterinary Medicine (Veterinary surgeon course)
	Department of Veterinary Science (Veterinary nurse course)

Councils/boards/committees: The councils/boards/committees of the VEE's include the Council, the Faculty Council of the School of Veterinary Medicine, the Steering Committee of the School of Veterinary Medicine, the Department of Veterinary Medicine Council (Department Council) and various committees.

1) The Council is effectively the highest decision-making organ of the University where matters related to the overall administration of the University are deliberated and its opinions are communicated to the President.
2) Consisting of full-time Professors, Associate Professors, Lecturers and Assistant Professors, the Council deliberates important matters of the School. The Dean of the School convenes the Council Meetings and serves as Chairperson.
3) The Steering Committee of the School consists of the Dean, the Departmental Chairs and the Directors of the five study fields, and communicates, coordinates and deliberates on matters related to the School's administration, budgeting policies, recruitment criteria for faculty members and their operation, and the basic policies for the School's education programme and adjustments to these policies, among other matters.
4) The Department Council deliberate on departmental regulations and bylaws, development of curricula, admission/promotion/graduation of students, personnel matters, and budget requests and implementation, among other matters.
5) The School of Veterinary Medicine, Educational Reform Promotion Office (**vetERP Office**) is the 'control tower' for promoting educational reforms at RGU, School of Veterinary Medicine, and always prepares educational reform plans in collaboration with the Steering Committee of the School, the Faculty Council, and the Student Association for Veterinary Education of RGU (**SAVER**). The vetERP Office consists of 4 committees (Quality Assurance, Education, Facility, and Stakeholder Committees), and is responsible for performing continuous Plan-Do-Check-Adjust (**PDCA**) cycles.
6) The SAVER, which is organised by students, aims to improve the quality of education by considering improvements related to lectures and practical training. The SAVER consists of veterinary students and nursing students (School of Veterinary Medicine). In order to achieve these objectives, the SAVER consists of subcommittees of the Quality Assurance, Education, Facility and National Examination preparation committees and grade representatives for hearing opinions from each grade and communicating information. The person in charge of each subcommittee attends related meetings of the faculty organisation as student representatives and participates in educational reform together with the faculty. Details are provided in the SAVER Regulations (**Appendices B6**).
7) The School Advisory Panel is a body that provides explanations to and seeks input from veterinary experts and tuition bearers on educational reforms and the current status of the school. Stakeholders consist of Hokkaido Prefecture, Hokkaido Agriculture Mutual Aid Association, Hokkaido Veterinary Association,

the Veterinary Practitioners' Association, the Parents' association, Alumni, Hosts associated with external practical training and Donors.

In accordance with the provisions of Article 13 of the Faculty Council Regulation, specialised committees have been established under the Council to facilitate, promote and coordinate the administration of the University. The relationships among the councils/boards/committee/student and the stakeholders committee are shown in the figure below.



1.2.3 Description of the formal collaborations with other establishments (Appendices B7)

Agreement with Hokkaido: In October 2014, RGU signed a comprehensive partnership agreement with Hokkaido. In this agreement, (1) promotion of the food industry, (2) human resource development, and (3) harmony with the environment, are listed as themes. In RGU's veterinary education, "food safety and quality" and "nurturing human resources that contribute to the community" are important. In future, practical education for veterinary students at meat inspection facilities in Slaughterhouse and livestock health centres in Hokkaido is expected.

Agreement with Hokkaido NOSAI (Agricultural Mutual Relief): In 2018, RGU endorsed a comprehensive partnership agreement with the Hokkaido-NOSAI and all five agricultural unions in Hokkaido to foster and secure superior industrial animal veterinarians. The Japan Agricultural Insurance Scheme was started as a local farmers' cooperative action to establish a joint reserve fund by collecting the contributions as premiums for the purpose of compensating for losses experienced by farmers from the effects of natural disasters. This represents a form of insurance run by the NOSAI Associations and the Japanese Government.

Agreement with the University of Findlay, USA: In 2005, RGU signed an agreement with the University of Findlay (**UF**) in the USA. Under this agreement, RGU and UF have been exchanging students through a short-term study programmes. UF also accepts

one RGU student for one year, for whom tuition fees are exempted, as part of a long-term study programme. In the short-term programme, RGU students can experience basic animal handling and caring for horses in UF. UF students, who are basically majoring in Animal Science and/or Pre-Veterinary, can experience learning in various fields related to animal care and the natural environment of Hokkaido at RGU.

Agreement with Kasetsart University, Thailand: In 2014, RGU signed an agreement with Kasetsart University (**KU**) in Thailand. Under the agreement, RGU and KU has been exchanging veterinary undergraduate students in a credit transfer programme. This programme is designed to help students acquire international knowledge and skills as veterinary specialists and become leaders in the Asian region.

Agreement with the University of Padua, Italy: In 2020, RGU signed an agreement with the University of Padua in Italy to promote academic collaboration with the European region. Due to the impact of COVID-19, credit transfer programmes related to veterinary education are currently suspended, but full-scale academic and students exchange programmes will be held from 2024 onwards.

The details of other formal collaborations with other establishments are provided in **Area 3**.

1.2.4 Name and degrees of the person(s) responsible for the veterinary curriculum and for the professional, ethical, and academic affairs of the VTH

Hiroki Teraoka, DVM, MS, PhD, (Department Chair, Full Professor)

1.3 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 a timeframe and indicators for its implementation.

Summary of the Establishment strategic plan with an updated SWOT analysis

The full Strategic Plan is provided in **Appendices B8**.

Figure: SWOT analysis for the *School of Veterinary Medicine, RGU*.

Strengths (S)	Weaknesses (W)
✓ Curriculum consistent with ESEVT D1C. ✓ Obligatory English education included in the veterinary curriculum in 1st and 2nd years and mandatory English abstracts for each graduation thesis. ✓ Under the new (2021) curriculum all students will attend hands-on FSQ training and EPT companion animal clinical training. ✓ Under the new (2021) curriculum all students will attend polyclinic practice to connect clinical examination of poultry, swine and cattle and necropsy. ✓ Excellent facilities include AMC, Skills Laboratory Building, Equine Clinic, university farms and food processing facilities with appropriate biosecurity.	✓ Lack of faculty members to cover the needs of the some areas of the curriculum (ophthalmology and exotic). ✓ Insufficient number of cases coming through the 24/7 emergency services for companion animals (dogs, cats, and horses). ✓ Under the old (2015) curriculum only a third of students attend hands-on FSQ training and EPT companion animal clinical training. ✓ Under the old (2015) curriculum only a quarter of students attend polyclinic practice to connect clinical examination of poultry, swine and cattle and necropsy. ✓ Insufficient number of companion animal, porcine, poultry and exotic animal cases for clinical rotation.

✓ Digital tools such as electronic logbooks and virtual reality for pre-FSQ training. ✓ Leading AMC for companion and farm animals with eminent medical care. ✓ Good collaboration with several veterinary-related departments such as agriculture and food science. ✓ The faculty has an agreement on educational collaboration with public and private stakeholders. ✓ Involvement of students in faculty planning, decision making, evaluation, and student peer assessment. ✓ Overseas collaborations in education and research with credit transfer. ✓ Award system for best lecturers assessed by students, and distinguished junior staff.	✓ Insufficient necropsy cases for companion animals. ✓ Large group education in animal health and public health practices. ✓ Limited English skills of faculty and students.
Opportunities (O) ✓ Farm animal and horse populations in Hokkaido attract veterinary students. ✓ Location close to Sapporo offers high market opportunity for small animal medicine. ✓ High demand and expectation for safe foods and veterinary medicine in Japan. ✓ Veterinarian is a popular occupation in Japan. ✓ Advice and support from international EAEVE-accredited partners and VetNorth and VetSouth Japan for educational improvement. ✓ Several prefectures accepting students for FSQ EPT. ✓ Arrangement with private primary veterinary clinics to send there RGU students to see primary care small animal cases. ✓ Japan encourages digital transformation in education systems. ✓ Good collaboration with zoos for clinical training. ✓ Close to a high-quality private horse clinics in the Shadai Group.	**Threats (T)** ✓ Relatively far from the largest equine production area in Japan. ✓ Limited possibilities to obtain necropsy cases from pet owners, because of Japanese culture based on the Buddhism. ✓ Limited capacity among prefectural meat inspection centers to accept students. ✓ Costs related to student travel for EPT are increasing. ✓ Limited chance to use English in Japan. ✓ Decrease in number of prospective students due to declining birth rates. ✓ Lack of exposure of veterinary students to primary care small animal cases due to national legislation. ✓ Students are not the members of the Faculty Council under the University bylaws. ✓ Implementation of 24/7 emergency service is difficult due to the Labour Standards Act. ✓ Persisting coronavirus disease epidemic.

Figure: The Establishment Strategic Plan with an updated SWOT analysis

	Strengths	Weaknesses
Opportunities	① Complete the new curriculum with the D1C based on both ESEVT D1C and the core curriculum of Japan. ② Complete student assessment using logbooks. ③ Enhance hands-on clinical rotation for all livestock species. ④ Enhance clinical education opportunities in AMC. ⑤ Enhance primary care education for all common animals in collaboration with external stakeholders. ⑥ Expand advance training in equine medicine in collaboration with the Shadai Group. ⑦ Improve food processing and animal science education in cooperation with related departments in the University. ⑧ Support the growth of student association through collaborations with the student associations of VetSouth.	① Invite an ophthalmologist for university lectures and clinical education. ② Expand FSQ EPT to all students in several prefectures. ③ Expand EPT for companion animal clinical training to all students. ④ Expand EPT for zoo and aquarium animal clinical training to all students. ⑤ Expand polyclinic practice to connect clinical examination of poultry, swine and cattle and necropsy to all students. ⑥ Expand student peer assessment in clinical rotations. ⑦ Small group animal and public health practice and pathology, and poultry examination practices.
Threats	① Many facilities, including AMC, have a seismic structure that complies with Japanese law, and new construction and repair facilities will also consider seismic structure. ② Enhance discussion on curriculum, complaint hearing and decision making with student association. ③ Gradually increase English language lectures in upper grades. ④ Enhance support to horse riding clubs and retired horse facilities. ⑤ Enhance resilience of educational system against COVID-19 disease with sanitation and online technology.	① Make efforts to enhance understanding of necropsy in companion animals through brochures, homepage and external stakeholders. ② Arrange a medical system for 24 hours/7 days. ③ Plan cost arrangements for EPT with university and tuition bearers. ④ Organise an English conversation program for faculty members.

1.3.2 Summary of the Establishment Operating Plan with timeframe and indicators of achievement of its objectives

An overview of the Establishment's Operating Plan and achievement indicators of the University's objectives are presented in the form of the Rakuno Gakuen Medium-term Plan. The 2020-2025 Medium-term Plan is presented separately as an attachment in the Appendices. The President explains to and informs all faculty members of the action plan at the beginning of every academic year (May 1, 2023) based on this plan.

1. Rakuno Gakuen Corporate Management

With the progress in education reforms promoted by the Ministry of Education, Culture, Sports, Science and Technology (**MEXT**), the *Measures to Improve the School Corporation System* that is expected to significantly change the future direction of

private school management were presented and discussions are now under way with a view to revising the Private School Act. School corporations will need to ensure quick and sound corporation management while keeping up with the dramatically changing management environment in private schools.

Under such circumstances and looking towards the 100th anniversary of its foundation, Rakuno Gakuen (**RG**) aims to become an educational institution of distinctive character, sharing the *RG Ideal* established in accordance with the concept and direction of the school reforms from a long-term perspective. To embody this vision, RG has formulated seven policies (education, research, internationalisation, university-community relations, campus environment, financial affairs and organisational management) to push forward with the various reforms.

1) Education and research initiatives

For RG to realise its founding philosophy and achieve sustainable development, it will be essential to provide education that makes the most of its characteristics through close cooperation between RGU and RGU-Towanomori San-ai High School under the leadership of the President and Principal. The University will also promote communication, community relations, future directional support, an exchange of information with graduates, and cooperation with companies and related organisations to attract new students that will lead to educational and research activities conducted by the University.

2) Social cooperation and internationalisation initiatives

The University will continue its cooperation and partnership with community- and private-university-related organisations. It will also cooperate with the RG Alumni Association and RG Kinoudoushikai (an association of former RG workers) and other organisations in response to their support for educational and research activities and students. Efforts will also be made to establish an environment for the facilitation of internationalisation at the University.

3) Campus environment improvement (facilities and equipment plan) initiatives

An improvement plan, including the improvement of training facilities and the relocation and renovation of educational facilities throughout RG, will be developed. Continuous improvements will be made which will prioritise older facilities and the safety of students. As part of the facility improvement plan, a multipurpose physical education facility to integrate the aging clubroom building, gymnasium, and training camp facilities (2019) was constructed, and a number of old buildings were renovated and established as a) the skills lab building (2021); b) equine-hospital (2021); c) companion and farm animal medical centre (2022); d) pathological and isolation building (2023) were renovated to enhance the veterinary skills education and core clinical rotation program. Improvements in the education environment will also be promoted mainly at the Dairy Production Station of the RG Field Education and Research Center (**FEDREC**).

4) Financial and organisational management initiatives

In the 2023 academic year it will be essential to transform the financial structure to keep up with progress in educational reform after the completion of the University's reorganisation. We will continuously review the income and expenditure structure over the medium term, and work on fiscal policy in anticipation of future investment

to maintain a sound financial structure for RG in the future. As in the previous year, we have set a budgeting policy for 2023 based on Medium-term Plan 2020-2025 in line with the concept of budgeting from a medium-term perspective. Although the single-year budget remains tight, human and physical investment will be continued for the further improvement and development of the University. Cost reductions will be promoted while considering the students' educational environment, and various projects to improve the educational environment will be implemented.

For organisational management, the University and High School offices will be established as a command-and-control system through collaboration between academic and non-academic staff under the President and Principal, and a three-office system will be constituted together with the RG Office to promote educational planning and an organisational system to support it. While promoting third-party assessment of both international and domestic as well as other initiatives, we shall work on educational improvements utilizing ICT, the continuous review of the faculty member assessment system, and governance of the organisational management through compliance with rules. In addition, further efforts will be made to foster and secure staff with the thoroughness and expertise that will be required in the future, as well as to prevent harassment in response to changes in society.

2. School of Veterinary Medicine

The new entrance examination system will be managed without omission to recruit students best suited to the school in accordance with the admission policy. Quality of education will be ensured thanks to a regular revising of the curriculum based on RGU diploma policy. The internationalisation of the education programme will also be promoted as it has been done during the last decade, and the appropriate organisational system and personnel placement of the school will be reviewed on a continuous basis. As an added guarantee of the quality of RGU veterinary medicine education, in the 2021, the Department of Veterinary Medicine started a new curriculum to meet the international accreditation of the European Association of the ESEVT and JAEVE. This new (2021) curriculum was planned on the basis of the results of evaluations conducted by the consultative visitation of EAEVE and Japan University Accreditation Association (**JUAA**) in the 2018, and from broad-ranging suggestions from stakeholders and veterinary students. The credit exchange system with an overseas veterinary medicine university (KU in Thailand) will also be continued to promote internationalisation. The details can be viewed in **Area 4**.

1.4 Description of the global policy and strategy of the Establishment for outcome assessment and Quality Assurance (QA) in order to demonstrate that the Establishment: (Appendices B9)

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

On 20th April, 2023, the Quality Assurance (QA) Policy of the School of Veterinary Medicine was approved by the Faculty Council. The culture of quality – the state in which faculty, students, and the learning environment meet the conditions necessary for the achievement of the objectives – is clearly stated in the policy. The purpose of the School of Veterinary Medicine is education, research, extension activities and their interconnection, and the QA activities enhance the quality of these areas to achieve the

objectives through a continuous PDCA cycle and transparency in the QA activities both inside and outside the University.

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

In the School of vetERP office which consists of the QA, Education, Facility, and Stakeholder Committees, has a responsibility to implement a continuous PDCA cycle. The representatives of the SAVER participate in the meetings of the QA, Education, Facility, and Stakeholder Committees. The Education, Facility, and Stakeholder Committees report on the various activities and results of monitoring to the QA Committee, and the QA Committee provide feedback on the results to the respective committee as part of the PDCA cycle. The PDCA activities are reported to monthly Faculty Council meetings.

The biosafety and security SOPs are posted on the students' Rakuno Information Network System (**RINES**) front page and RGU e-learning system and must be reviewed by students prior to the start of each practical course.

https://eee2.rakuno.ac.jp/course/view.php?id=6839

The educational outcomes, including the success rate of the veterinary license examinations, and PDCA activities are presented at the annual meeting of the School Advisory Panel and the representatives of SAVER. The feedback from the meeting is used for the PDCA cycle.

The University has established the Self-inspection and Evaluation Steering Committee chaired by the President as a self-inspection and assessment system. The Committee works toward improvements and presents the results of these self-inspections and assessments. As an external assessment, RGU was accredited as meeting the University assessment criteria of the Japan Institution for Higher Education Evaluation (**JIHEE**) in April 2020, and the accreditation period runs until March 2027 (**Appendices B10**). It was also accredited as conforming to the veterinary medicine education criteria of the JUAA in April 2019, which runs until March 2026 (**Appendices B11**). The results of the self-inspection and assessment are presented on the University's website. At the Establishment level, the School of Veterinary Medicine receives third-party evaluation by EAEVE based on the ESEVT.

-) collect, analyse and use relevant information from internal and external sources for the effective management of their programmes and activities (teaching, research, services);

For teaching, all the lectures and practices are evaluated by students, and teachers are obliged to respond to the University electronic form regarding improvements to teaching planned for the subsequent year. The School of Veterinary Medicine collects information regarding the performance in education, research, and clinical and extension services from all faculty members, and reports their performance evaluation results to the Faculty Council every year (see **Area 10**). A described above, the feedback from the School Advisory Panel is used to improve School performance. The Establishment has improved the curriculum, facilities, stakeholder engagement, and biosafety/biosecurity

standards, and renovated educational environments including the skills laboratory building based on the suggestions received at the EAEVE Consultative Visitation.

At the Educational Foundation RG level, the Internal Audit Office directly reports to the Chairperson of the Board of Trustees, implements internal audits and acts as a point of contact for whistle-blowers. Our internal audits aim to optimise and streamline our operations and raise staff awareness of their operations, thereby contributing to the healthy development of RG and the maintenance of social trust. The Internal Audit Office investigates and assesses, from fair and objective perspectives, whether the overall operations of RG are appropriately carried out in accordance with the law, its regulations and social norms, among others, and advises on improvements and proposes reforms useful for the development of RG. We conduct three types of audits:

(1) Operational audits: The appropriateness and efficiency of operations other than accounting and finance (whether such operations have been carried out in accordance with the organisational policies, regulations and procedures) are investigated and assessed.
(2) Financial audits: The status of the establishment of RG's accounting and financial systems, the status of accounting processing and the appropriateness and legality of representation methods used for calculation documents and other documents, prepared based on the school accounting standards, among others, are investigated and assessed, and their efficiency and contribution to effective administration are also audited.
(3) System audits: The success of internal control increasingly relies on information systems. Whether various risks surrounding information systems are controlled appropriately is investigated and assessed.

To increase the effectiveness of internal controls, organisational activities that promote the coordination among three audits (secretarial audit, accounting auditor's audit, and internal audit) are needed.

-) informs regularly staff, students and stakeholders and involves them in the QA processes;

The faculty and teaching staff are reminded of the QA process through the reports of PDCA activities in monthly Faculty Council meetings. Students are made aware of the QA process through instruction on biosafety and biosecurity SOPs at the beginning of each practical session, and by the communications from the representatives of SAVER, who participate in the meetings of the QA, Education, Facility, and Stakeholder Committees. All the hosts in the EPT programme receive basic training using recorded educational material on teaching, evaluation and ethics. The School Advisory Panel is informed about the QA results.

-) closes the loop of any QA Plan-Do-Check-Adjust (PDCA) cycles;

All PDCA activities performed by vetERP Office are closed through monthly reporting. In cases in which a problem requires regulation by the chain of command outside the school, the Dean requests a solution from the President.

For teaching, as the evaluation forms for lectures and practices are performed by students anonymously, teachers cannot directly respond to individual students. The

QA Policy of the School of Veterinary Medicine therefore obliges faculty members to explain to students the improvements in teaching based on the comments where the teachers judge it to be necessary.

-) is compliant with ESG Standards.

The QA Policy of the School of Veterinary Medicine was developed based on the ESG Standards 2015, and emphasises quality culture, transparency, and a student-centred approach. The draft QA Policy has gone through careful checking by a QA expert in the EAEVE.

1.5 Description of how the Establishment informs stakeholders and the public.

-) its objectives,
-) its education, research and teaching activities,
-) employment destinations of past students
-) profile of the current student population

Important information such as the founding spirit, educational research, employment situation, and the number of enrolled students are published on the University's website (https://www.rakuno.ac.jp/outline/about-rgu.html). To provide staff, students, stakeholders and the public with regularly updated information on a regular basis, the Establishment makes the aims of our veterinary education (bachelor programmes) known to students and faculty members using the following methods: In addition to through websites and printed materials such as syllabuses, as well as directly exchanging opinions and information with students, their parents and stakeholders through face-to-face meetings where opinions are exchanged and information is provided.

Annual meeting to exchange of views between students and faculty (providing general knowledge to students): The RGU Faculty Development (**FD**) Committee holds all-university dialogue meetings to deepen mutual understanding between students and faculty members, thereby improving our university education. The meetings are valuable opportunities that allow participants to directly exchange questions, requests and opinions on education and student life. Methods for informing students include bulletin boards and the Universal Passport (**UNIPA**) Internet student support system.

Parent-Faculty Meetings (providing general knowledge to parents): Parent-Faculty Meetings are held in October with the purpose of allowing parents with an understanding of the state of the University. On the day before meeting, RGU sets up a lecture and has them attend a class. After the academic round-table discussion, RGU also conducts individual meetings with each parent if requested. In addition, staff from each section (Career Center, Academic Affairs Division, Student Support Affairs Division, Student Counselling office) of the Education Center are on hand to respond to questions and provide consultation. The method of informing parents of "Parent-Faculty Meetings" includes direct mail and the website. In addition, information is readily accessible from

the University's leaflets and/or website.

Employment discussions (providing general knowledge to stakeholder): As part of our efforts to inform stakeholders and summarise the opinions expressed by them, our Career Center holds joint job fairs, where information can be exchanged, and social sessions for faculty members, students and recruitment officers from companies are concurrently held to let stakeholders know (1) our learning bases and efforts/activities, (2) about our students and, (3) the employment status of our students. In 2018, joint information sessions hosted by veterinary hospitals run by our graduates, joint information sessions with veterinarians (belonging to national, Hokkaido and Tohoku (six prefectures) Agricultural Mutual Relief agencies) and joint information sessions with government (Hokkaido and other prefectures) veterinarians were held.

1.5.2 *Description of how to access the ESEVT Establishment status and the last ESEVT Self Evaluation Report and Visitation Report on the Establishment's website*

URL：https://www.rakuno.ac.jp/archives/15340.html

1.6 Description of how (procedures) and by who (description of the committee structure) the strategic plan, the organisation, the activities and the QA policy are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

All the PDCA activities and the drafting of a document for strategic planning, organisation, activities and the QA policy are performed by the vetERP Office. The vetERP Office consists of all faculty members of the School of Veterinary Medicine, and has four committees (the Education, Facilities, QA and Stakeholder Committees). All faculty members of the School of Veterinary Medicine belong to at least one of the committees and participate in the veterinary educational reform project. These newly appointed faculty members are only assigned to the committees from the second year of their appointment.

All plans and policies are discussed and decided by all faculty members of the School of Veterinary Medicine through monthly reporting to the School (establishment: School of Veterinary Medicine) Steering Committee and Faculty Councils. Plans decided by the School Steering Committee meetings and/or Faculty Councils are reported to the University councils by the Dean of the School of Veterinary Medicine. Various matters decided through these VEE (School of Veterinary Medicine) level deliberations are finalised by the University Council at the University level. The matters decided by the Faculty concil are communicated to stakeholders and opinions are exchanged through the faculty member in charge of the School Advisory Panel by the Dean (VEE head) and vetERP Office Director (Liaison).

Every sub-committee of vetERP Office hold monthly meetings and at least one

veterinary student, who is selected by collaboration with the SAVER, is required to participate. committee student members report debated issues to all students thorough the monthly meeting of the SAVER. The Chair of SAVER is a collaborative member of vetERP Office in the same manner as the Dean of the School of Veterinary Medicine and the Director of the AMC.

1.7 Date of the last ESEVT Visitation and description of how the deficiencies have been corrected and used to enhance quality.

Date of the last ESEVT Visitation: 28th-31st October 2019 (Consultative Visitation: CV) Twenty-four major suggestions (summarised in 19 items) were indicated as major deficiencies in the last ESEVT Visitation (CV). Those items have been corrected as follows and the details provided in **Appendices A3**.

Educational Reform through Collaboration between vetERP office,* Student Committee, *and Stakeholder Committee: In the administration and management of the School of Veterinary Medicine, all faculty members belong to and participate in one or more of the four committees of vetERP office. In addition, SAVER and the School Advisory Panel were established in 2022 to hear the opinions of stakeholders and report on the situation. Representative students dispatched by SAVER participate in the Steering Committee and various committees of vetERP office, and are in charge of the operation and management of the School of Veterinary Medicine. All faculty and students jointly examine and review new curriculums, logbooks, facility renovations, and so on. The PDCA process is employed in promoting educational reform.

***Securing the number of teachers suitable for small-group core clinical training*:** Negotiations were conducted with university organisations in order to boost the number of the clinical training staff and support staff necessary for conducting CCT and hands-on training. As a result, the President approved a medium- to long-term plan to build a faculty system of 104 staff, including 25 residents, who will provide the core of clinical training staff in 2025.

***Facility refurbishment for biosecurity*:** All educational facilities, including veterinary medical centers and pathology rooms, were reviewed for safety and refurbished as necessary. In addition, facilities that have been renovated include the AMC (companion and farm animals), skills lab building, pathological and isolation buildings, and equine hospital.

***Enhancement of clinical and FSQ skills education and recording student learning*:** Each student's learning record is managed in a logbook. The logbook consists of 105 clinical skills and 76 preventive veterinary medical skills established by the ESEVT D1C and the School of Veterinary Medicine, RGU. As a guidebook to support this D1C-based education, RGU created a booklet corresponding to all skills and decided to utilise it in hands-on training and CCT. In order to enhance FSQ education, off-campus meat inspection field training, comprehensive pathology training, and poultry inspection training were set up. In addition, RGU is actively incorporating virtual reality (**VR**)

education in order to effectively conduct off-campus meat inspection practice. In 2025, all students targeted for the new curriculum will undertake this practical training.

It is important to reduce the number of animals used for educational purposes. RGU has succeeded in transferring all animal species, such as dogs, cats, cows, and horses, from living bodies to simulators in preclinical training. In other words, preclinical training was changed to hands-on training using a 5-credit simulator in the refurbished skills lab building to achieve the 3R's objectives. These hands-on exercises are included in the D1C-based education booklet, and all skills are recorded in the student logbook.

***Enhancement and operation of participatory core clinical training (CCT)*:** CCT has increased from the previous 3 credits to 18 clinical credits, 2 pathology credits, and 1 poultry inspection practice credit for a total of 21 credits. In order to take the CCT, students must take hands-on practical training (up to 10 students a group) held in the skills lab building and master the specified skills by the end of their 4th year. Opportunities to learn from a wide range of cases including dogs, cats, farm animals, horses and zoo/aquarium animals are provided for students undertaking the CCT. As part of the 1st-year education, opportunities to participate in training for handling farm animals, which had not been provided before, is available under the new curriculum.

***Enhancement of equine clinical education*:** At RGU, equine medical education was conducted together with farm animal medicine, but the former animal hospital was renovated to establish an equine medical center, and equine medical education was also provided as part of the CCT in an effort to enhance equine education.

***Education system settings for off-campus EPT teachers*:** RGU's AMC is a referral hospital, so it is not necessarily a suitable facility for students to learn primary care of companion animals. Therefore, students take an obligatory practical training for primary care in a private animal hospital owned by an alumni. In addition, it was necessary to send students to specialised facilities to learn advanced medical care for horses. We constructed a system that can provide education and training for clinical veterinarians under the charge of EPT teachers at these facilities on the web. The EPT teachers take some EPT programmes and these are managed using the logbook system.

***Preparation and operation of a 24/7 clinical system at AMC*:** A "24/7" system is important in providing educational opportunities for students. RGU are currently discussing and coordinating with many stakeholders regarding AMC night and holiday operations. RGU are working diligently to resolve many legal issues, such as the Labor Standards Act and the provisions of the Labor Management Bureau. At present, all students participate in night and holiday clinical training for the purpose of managing hospitalised animals and responding to emergency cases with residents and clinical teachers. By 2025, we will co-operate with the University, vetERP office, and related guidance institutions to solve legal problems and build a fully 24/7 AMC medical care system to enable more thorough practical training in night and holiday medical care.

Comments on Area 1

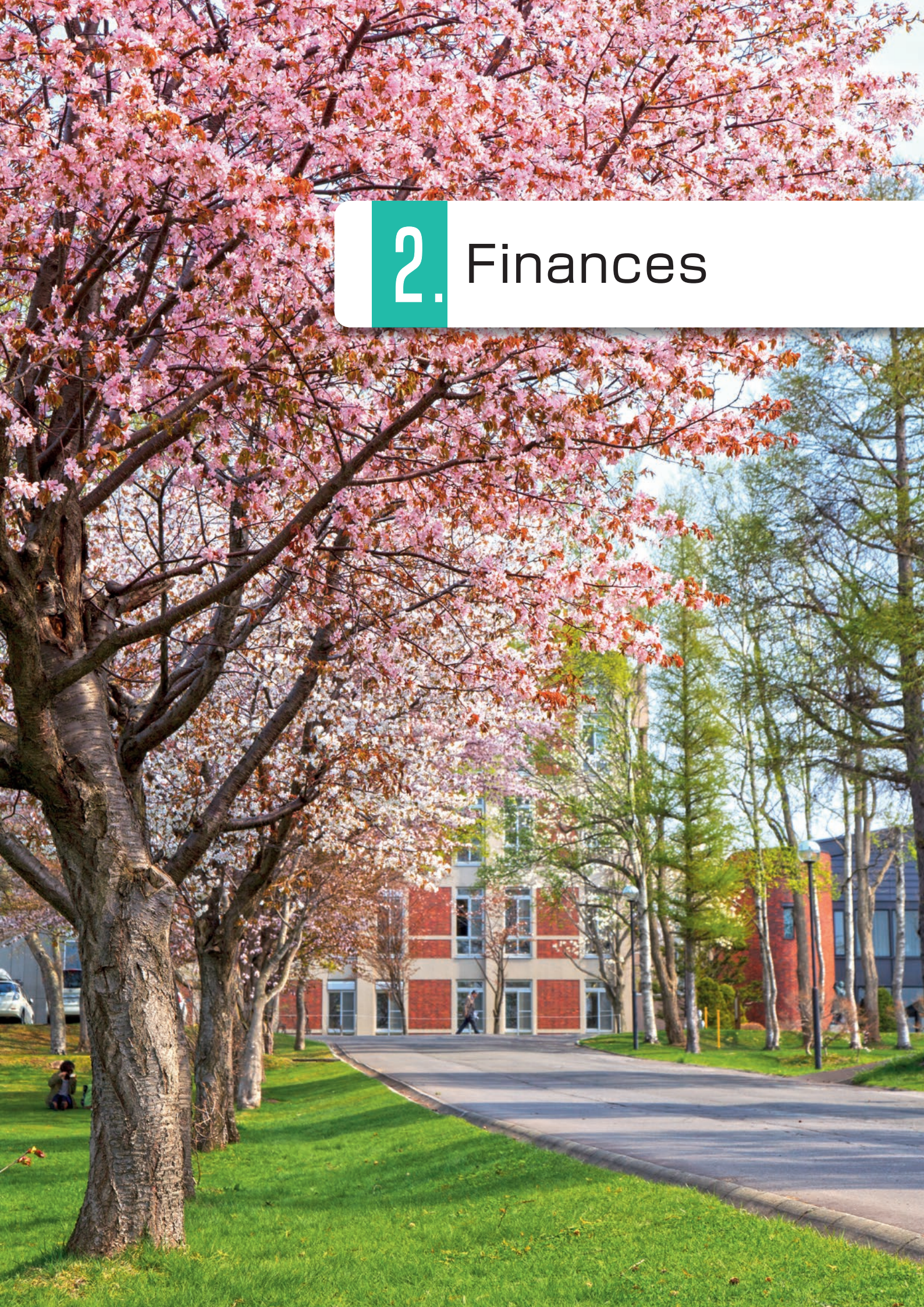
In regard to the aims of our veterinary education (bachelor programmes), based on our founding philosophies ("San-ai motto", "Healthy Earth, Healthy People", and practical education), the School of Veterinary Medicine, as a school, seeks to nurtures graduates with a full personality that respects life and tangibly contributes to human and animal welfare and the harmony and coexistence of animals, humans and the environment through comprehensive education and research on veterinary medicine, veterinary science and other related fields of science, and produces human resources equipped with expert knowledge and skills as well as excellent judgement.

The School also contributes to the maintenance of animal and human health, stable food supply and environmental conservation from a global perspective. In addition, the School of Veterinary Medicine aims to "produce work-ready industrial animal, companion animal and public-health veterinarians equipped with advanced knowledge and skills in veterinary medicine and relevant fields as well as human resources who can promote veterinary medicine, food safety, animal welfare and cutting-edge research in life science in the country". This aim appears on our website in a simplified form and is shared with our new students through its inclusion in the "RGU Regulations (hereinafter, "Regulations") in the "Guide to Student Life," which is distributed to all students.

The availability of modern, well equipped facilities is our strength; e.g., the Animal medical center, the Clinical Veterinary Education Research Building which supports Veterinary Objective Structured Clinical Examination (**vetOSCE**), and the FEDREC which is used for education and research for farm animal science. In addition, facilities such as the infected animal control building (consist of farm and small animal isolation room, and companion animal autopsy room), skills laboratory building, companion animal autopsy room, and pathological building were renovated in line with suggestions from the CV.

Suggestions for improvement on Area 1

A new curriculum is being rolled out across a 6-year programme from 2021 based on the D1C outlined by the JAEVE and the ESEVT. However, this new curriculum has not yet been completed in 2023 as Japanese veterinary education requires 6-year programme. In particular, RGU is in the preparatory stage for hands-on education in the 4th year and core clinical training in small groups for the 5th year. These subjects are always prepared and evaluated during implementation through the PDCA cycle.



2. Finances

2. Finances

2.1 Description of the global financial process of the Establishment

The Educational Corporation aims to produce human resources who can contribute to society through education and research; is a public interest corporation with a high degree of public character established under the Private Schools Act, mainly obtaining revenue from student fees and national/local government subsidies; and is required to sustain stable financial management by maintaining essential assets using its own funds. The University's financial situation must be presented in the form of financial statements such as cash flow statement, operating activity balance statement and balance sheet in accordance with the Educational Corporation standards prescribed by ministry orders. Also, it is obliged by law that financial documents be submitted to the government together with an audit report by a certified accountant; therefore, such documents are prepared in accordance with strict standards. Furthermore, through government surveys or other routes, we are encouraged to actively publish financial documents, and we make public such documents on our website.

Table 2.1.1. Annual expenditures during the last 3 academic years (in Euro)

Area of expenditure	2022*	2021	2020	Mean
Personnel	9,012,652.45	8,915,554.31	7,985,679.95	8,637,962.24
Operating costs	7,665,854.40	6,742,210.49	5,948,429.39	6,785,498.09
Maintenance costs	1,239,154.69	1,122,039.39	918,315.88	1,093,169.99
Equipment	0.00	0.00	0.00	0.00
Depreciation amount	2,386,719.82	2,028,995.66	1,984,078.30	2,250,277.37
Total expenditure	20,456,380.91	19,175,626.91	17,214,055.51	18,948,687.78

* The last full academic year prior to the Visitation
Conversion rate: 1 € = 140 JPY (Japanese Yen)

Table 2.1.2. Annual revenues during the last 3 academic years (in Euro)

Revenues source	2022	2021	2020	Mean
Public authorities	1,858,519.16	1,036,698.66	1,601,750.26	1,498,989.36
Tuition fee (standard students)	0.00	0.00	0.00	0.00
Tuition fee (full-fee students)	16,619,592.86	17,054,257.14	16,509,950.00	16,727,933.33
Clinical services	2,265,604.34	2,181,915.24	1,631,823.19	2,026,447.59
Diagnostic services	0.00	0.00	0.00	0.00
Other services	777,470.66	938,236.42	872,699.99	862,802.36
Research grants	602,223.86	512,529.37	636,177.48	583,643.57
Continuing Education	0.00	0.00	0.00	0.00
Donations	289,173.93	214,201.24	134,681.49	212,685.55
*Other sources***	753,715.01	664,190.61	223,328.80	547,078.14
Total revenues	23,166,299.84	22,602,028.69	21,610,411.22	22,459,579.92

** Retirement fund income, Indirect expenses related to Grants-in-Aid for Scientific Research, car registration fees for students, etc. Blank signifies not applicable.
Conversion rate: 1 € = 140 JPY (Japanese Yen)

Table 2.1.3. Annual balance between expenditures and revenues (in Euro)

Academic year	*Total expenditures*	*Total revenues*	*Balance****
2020	17,214,055.51	21,610,411.22	4,396,355.71
2021	19,175,626.91	22,602,028.69	3,426,401.78
2022	20,456,380.91	23,166,299.84	2,709,918.93

*** Total revenues minus total expenditures
Conversion rate: 1 € = 140 JPY (Japanese Yen)

2.1.2 Percentage (%) of overhead to be paid to the official authority overseeing the Establishment on revenues from services and research grants

Not applicable.

2.1.3 Annual tuition fee for national and international students

Annual tuition and admission fees were revised in 2020. The admission fee for veterinary medicine is 300,000 yen (approx. € 2,142) and the annual tuition is 2,190,000 yen approx. € 15,642) each year. This amount is the same for both domestic and international students. In addition, the University has a system to support students financially, including the provision of scholarships and tuition fee exemptions based on their academic score and financial situation, and scholarship benefits for privately-funded international students.

2.1.4 Estimation of the utilities (e.g., water, electricity, gas, fuel) and other expenditures directly paid by the official authority and not included in the expenditure tables

All utilities are paid by the Establishment and are therefore included in the expenditure tables shown above.

2.2 Description of the modus operandi for the financial management of the clinical and field services

Every year, around October, the Companion Animals Section and the Farm Animals Section of the Animal Medical Center (**AMC**) submit their budget requests for the next year to the Administration Section. (The degree of urgency, name of item, installation place, price, status of existing equipment and reasons for application are stated in the Statement of Reasons. Items commonly requested are equipment.) The Director, Deputy-director and Administration Manager of the AMC assess the applications, prioritise them and decide on budget requests. Budgetary policies and schedule are explained in late October at a budget session, and budget application documents (business plans, appendices and estimates) are submitted in late November to the Financial Affairs Division. Appendices are prepared separately for part-time staff, equipment, maintenance of equipment, information equipment and fixing of facilities and are submitted to the appropriate sections. Following assessment by the President in January and subsequent assessment by the Chairperson of the Board of Trustees, budgets for the following year are decided at the Board of Trustees and the Board of Council in March.

Budgets are classified into the ordinary budget and extraordinary budget. The ordinary budget is categorised into Companion Animal, Farm Animal, Pathology and Common, each of which is broken down into supplies expenses, pharmaceutical expenses, student part-time job payment, travel/transportation expenses, communication expenses, printing expenses, rental fees, non-life insurance premiums, remunerations, membership fees, commission fees, miscellaneous expenses, welfare costs, utilities costs, repair costs and advertisement fees. The extraordinary budget covers expensive equipment (priced at over one million yen). In implementing budgets, the Administration Section processes orders and payments and manages budget implementation on a monthly basis.

A self-inspection and evaluation of the AMC's operations and an external evaluation by a third party was conducted in 2021. The results of the evaluation are published on the website.

In 2021 and 2022, major facility renovations were conducted to ensure proper flow lines between humans and animals from a zoning perspective and to implement a curriculum that complies with EAEVE certification. In the future, the department will systematically update large equipment such as MRI, CT, and X-ray systems, as well as aging equipment and fixtures.

2.2.2 Degree of autonomy of the Establishment with regard to the financial process

The proportion of student fees (Rakuno Gakuen University (**RGU**)'s main income source) in ordinary revenue is slightly lower than the average of other Educational Corporations; it is generally considered desirable that this ratio is high but our ratio does not necessarily mean our degree of financial independence is low.

The reason for this is that the Corporation owns farms, an animal hospital and two student dormitories - our unique strengths - which increase our ordinary revenue. The proportion of national or other subsidies in the operating activity revenue is slightly higher than in other institutions, which can indicate a lower degree of independence; however, it is generally considered desirable that this ratio is higher.

2.3 List of the ongoing and planned major investments for developing, improving and/or refurbishing facilities and equipment, and the origin of the funding.

In 2017, the University formulated the "Rakuno Gakuen New Facility Establishment Plan", which divided the 12-year period from 2018 to 2029 into four phases (three years per phase) to construct a multipurpose sports facility and a new lecture building, as well as to develop other educational facilities. Based on this plan, a multi-purpose sports facility was constructed in March 2020, combining a sports arena, a training camp, and club rooms. The construction cost of 2.2 billion yen was funded with public borrowings as well as from the company's own funds (funds to be carried over and paid for). However, in 2020, capital investment for the implementation of ICT-based classes as a response to the spread of the new coronavirus infection was urgently needed, and from 2021 onward, priority has been given to the renovation and maintenance of facilities and equipment in order to obtain EAEVE certification. All of the approximately 1.2 billion yen used for the renovation of the skills lab and veterinary education facilities will be funded entirely from internal funds (funds for payment carried forward). Given the above, the New Facility Establishment Plan had to be suspended. However, we

will formulate a new "Campus Master Plan" with the goal of celebrating the 100th anniversary of our founding during 2023, and further enhance the quality of the educational environment by renovating and relocating educational facilities such as lecture buildings and practical training facilities as well as facilities for extracurricular activities. Construction costs have skyrocketed in recent years due to the rising cost of building materials and personnel shortages in the construction industry. We will examine the status regarding the securing of students, educational trends, and financial conditions, and implement the plan after due consideration, making decisions each fiscal year from a managerial perspective.

The "Uenae campus (farm)" will be considered for positioning as a future educational campus. In addition, three afforestation sites in Hokkaido are managed and operated based on a five-year forestry management plan, and afforestation sites in the suburbs are being considered for use as training forests for education and research.

2.3.2 Prospected expenditures and revenues for the next 3 academic years

Chief factors for revenue and expenditure for RGU for the three-year period between 2023 and 2025 are as follows:

1. Revenue

(1) A stable management base is necessary to provide a fulfilling education. In Japan, the trend toward a low birth-rate and aging population continues, and the population of 18-year-olds will further decrease from 1.12 million in 2022. In addition, in recent years, due to the fear of infection with the coronavirus disease 2019 (COVID-19), students are increasingly seeking near-by universities from home. The University, where more than 50% of students are from outside Hokkaido, needs to develop a university-wide admissions strategy and strengthen cooperation with affiliated high schools to secure enrolment and thereby maintain stable income from tuition fees.

(2) Furthermore, we will work to increase external funding by increasing subsidies, expanding donation programs, increasing revenues from contracted research, and developing new revenue-generating projects. In addition, we will work to increase income from veterinary medical care by upgrading the medical services provided at the AMC.

2. Expenditure

(1) Over the next three years, we will strive to maintain the number of students and save on educational costs.

(2) Soaring running costs such as utilities and outsourcing costs due to the global price hikes will have a significant impact on income and expenditures. As a countermeasure, we aim to reduce costs by replacing equipment with more energy-efficient models, considering the installation of solar panels, and further promoting computerisation to improve operational efficiency.

(3) It is the mission of the University to provide students with a rich practical education and a safe campus. Repairs to aging facilities that had been postponed and up-front investments in measures that are expected to reduce running costs were included in

the 2023 special budget. Although the revenue and expenditures will be negative for a single year, these measures will be implemented in accordance with the University's policy to ensure the safety of students, faculty, and staff and to reduce the cost of education. Furthermore, there is a plan to renew the University network and teaching and learning systems by 2025, and 700 million yen is planned to be invested in the enhancement of facilities and equipment over the three years to 2025.

(4) The Department of Veterinary Medicine will continue to systematically hire faculty members in order to secure the number of faculty members based on the EAEVE standards. In addition, 300 million yen is planned to be allocated over the two-year period from 2023 to 2024 for facilities and equipment to promote EAEVE.

(5) In order to secure enrolments, the Government will allocate 140 million yen in 2023 for admissions recruitment measures and strengthen public relations for admissions. In addition, the scholarship system will be expanded and facility improvements implemented, with the aim of securing enrolments from new groups and stable internal enrolments from affiliated high schools.

Table 2.3.1 Annual balance of spending and income (in Euro)

Academic year	*Total expenditures*	*Total revenues*	*Balance****
2023	22,741,526.24	21,691,428.96	△ 1,050,097.28
2024	19,040,229.96	21,875,295.04	2,835,065.08
2025	19,444,213.37	21,629,484.18	2,185,270.81

*** Total revenues minus total expenditures
Conversion rate: 1 € = 140 JPY (Japanese Yen)

2.3.3 Description of how (procedures) and by who (description of the committee structure) expenditures, investments and revenues are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

In regard to the original budget, after basic ideas based on the budgeting policies and other budgeting matters approved by the Executive Committee of the Board of Trustees, budgeting policies and general budgeting principles for the University and the affiliated high school are prepared under the Executive Trustee, the University President and the High School Principal. These are also ultimately decided by the Executive Committee of the Board of Trustees and the manner in which budgets are decided, including budgeting policies, and the schedule are communicated at an all-university briefing session. Revenue and expenditure are added up by individual sections which then submit them to a section responsible for compiling them. In compiling budgets, budgets are categorised into ordinary expenses and provisional expenses, and the status of ordinary expenses is explained to the relevant parties prior to the assessment of provisional expenses. Assessments are made through interviews with the individual sections. After assessments, all finalised expenses are compiled, relevant documents are prepared, the Executive Committee of the Board of Trustees is informed, and proposals to the Board of Trustees, etc., are decided. Finally, budgets are decided by the Board of Trustees after hearings at the Board of Council held in March - the last month of the previous academic year. Within the University, upon completion of assessments, the results are communicated to individual sections after the decision by the Chairperson

of the Board of Trustees. Also, details of the overall budgets are communicated via documents submitted to the Executive Committee of the Board of Trustees. Accounts are settled in accordance with law and are then reported to the Executive Committee of the Board of Trustees after corporate audit and secretarial audit, among others, and finally, the financial statement together with audit reports are submitted to the Board of Trustees in May for approval. These are then reported to the Board of Council. Details of account settlement are subsequently posted on the website.

Comments on Area 2

Incorporated Educational Institution Rakuno Gakuen received an evaluation of "Conformity" in the institutional accreditation evaluation of universities by the Japan Institution for Higher Education Evaluation (**JIHEE**) based on the School Education Act in the October 2020.

Suggestions for improvement on Area 2

(1) Since 2019, we have been actively conducting third-party external evaluations of the operations of our revenue department and will continue to do so on a regular basis to identify and improve issues related to the status of operations and income/expenses.
- 2019.10 External evaluation on the Field Education and Research Centre (**FEDREC**)
- 2022. 2 External evaluation on the AMC

(2) In the review of the mid-term plan conducted in 2022, the University planned to invest approximately 1 billion yen over the three years from 2023 for the improvement of the educational environment, including EAEVE-related facilities, renovation of aging facilities, and renewal of the University's internal network. Furthermore, a "Campus Master Plan" will be formulated during this fiscal year with the goal of celebrating the 100th anniversary of the founding of the University (2033). Going forward, it is important to stabilise the financial base, and the highest priority will be placed on securing student fee income and external funding. In addition, efforts will be made to save expenses by addressing reductions in running costs such as utilities and outsourcing expenses, and by improving operational efficiency, aiming for better education and management.

3. Curriculum

3. Curriculum

3.1 Description of the educational aims of the Establishment and the general strategy for the design, resources and management of the curriculum

Working in accordance with the University's founding philosophy, the School of Veterinary Medicine is dedicated to developing human resources who can pursue careers in fields that are in high demand due to social needs, high-level professionals who possess high-quality, practical skills that will allow them to participate in team-based veterinary medicine as veterinarians and veterinary technicians, and veterinary workers who can serve as leaders in their respective fields and regions.

The Department of Veterinary Medicine's veterinary education programme (bachelor's degree) offers degrees to human resources who are able to communicate the importance of interrelationships in the environment in which people and animals coexist as veterinarians who have mastered the following skills and who possess extensive knowledge and excellent character:

1) Ability to exhibit a sense of mission, morality, and responsibility and to master communication skills in order to fulfil their social responsibility as veterinarians
2) Possession of an interdisciplinary perspective and ability to master the insight, foresight, creativity, and applied skills necessary in order to discern the true essence of things
3) Ability to contribute to the healthy development of human society with a global perspective based on scientific evidence, to integrate a range of information, to make precise judgments, and to act as necessary

1. Diploma Policy of The School of Veterinary Medicine

In the Department of Veterinary Medicine, in the 1st and 2nd year, "basic education", "professional basic education" and "professional education" teach the structure and function of the animal body, ethics and welfare related to animals. In addition, students learn practical English and statistics, and in the 3rd and 4th year, they learn about clinical practice for companion animals and farm animals, as well as food safety. From the 4th year onwards, students are assigned to a laboratory and conduct specialised research in specialised education. Final year students take the National Examination for the Doctor of Veterinary Medicine degree.

The department will confer a bachelor's degree (veterinary medicine) to students who have acquired the following abilities.

2. Curriculum for The School of Veterinary Medicine

In this department, students can acquire a wide range of knowledge and skills efficiently through lectures and practical training in the specialised subjects necessary for a veterinarian through a step-by-step process from the 1st year. In the 4th year, students take the common veterinary examination common to all veterinary universities nationwide, and in the 5th year, they undergo participatory clinical training with actual patient animals. In the 6th year, along with presenting research, students summarise what they have learned over the past 6 years to pass the National Examination for Veterinarians. The bachelor's course provided by this department conforms to the

standards of Japanese Association of Establishments for Veterinary Education, and the curriculum conforms to the standards of EAEVE.

1) In the 1st year, students study subjects such as biology, chemistry, and English as part of their basic education, and acquire the knowledge to smoothly proceed to the study of specialised subjects. In the specialised subjects, students study a wide range of normal animal body structures and functions, as well as ethics and welfare related to animals. Animal handling practice is also conducted for all freshman using variety animals managed by Field Education and Research Center (**FEDREC**).
2) In the 2nd year, students study basic subjects such as practical English and medical statistics. In the specialised subjects, students study a wide range of pathogens and infectious diseases caused by them, as well as the body's response to illness.
3) Based on "**never the first time on a live animal**" concept, in the 3rd and 4th years, groups of around 10 students learn a wide range of clinical elements related to companion and farm animals using various simulators that are substitutes for live animals. Students also study subjects related to FSQ & VPH and both human and animal health, which are essential for a veterinarian. From the 4th year onwards, students are assigned to a laboratory and start specialised research supervised by the faculty. The provision of practical training at a meat inspection station as attending practice training is difficult due to restrictions on implementation facilities and pandemics such as avian influenza. Therefore, as an alternative, Rakuno Gakuen University (**RGU**) actively incorporates virtual reality (**VR**) in its student education.

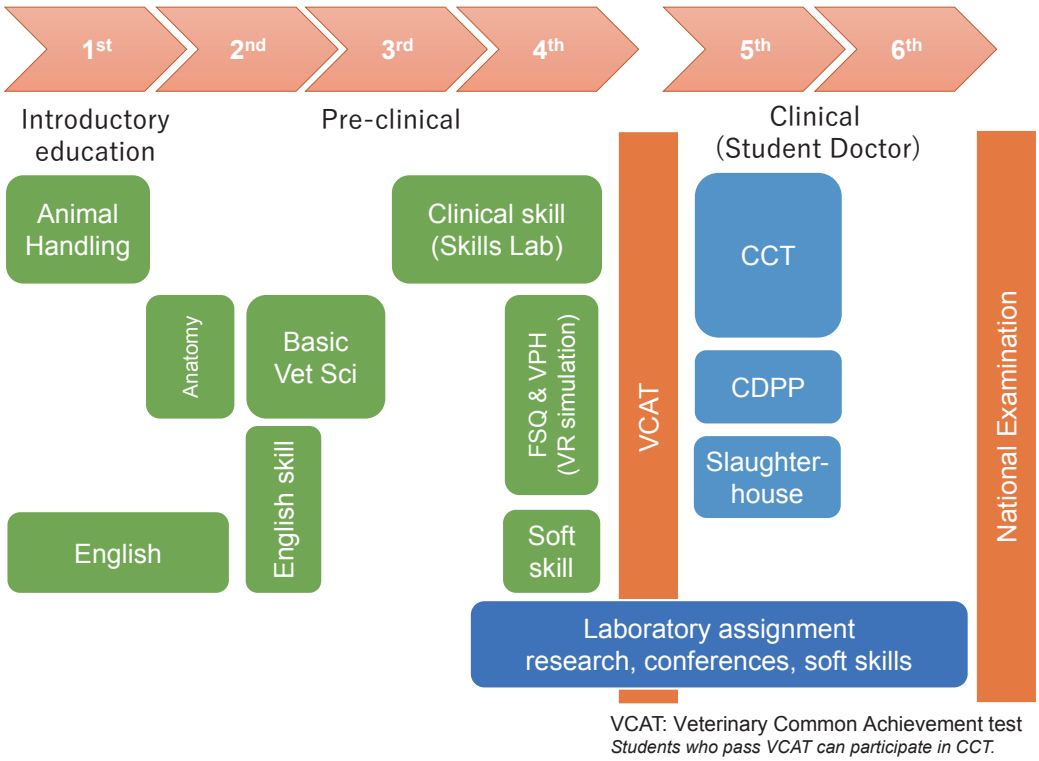


Figure 1 Education strategy in the 2021 curriculum

CCT: Core Clinical Training, CDPP: Comprehensive Diagnostic Pathology Practice

Laboratory Assignment Education offers a wide range of veterinary software education, including statistics, paper reading, conferences, etc., mainly for research connected to students' graduation theses.

4) In the 5th year, small groups of 4 to 5 students participate in practical core clinical training (**CCT**), Comprehensive Diagnostic Pathology Practice (**CDPP**) and meat hygiene inspection training for actual patient animals in a clinical setting for companion and farm animals. Students continue their professional research in each laboratory.
5) Students summarise the research results in the seminar and make a research presentation in the 6th year. Students review what they have learned over the past six years and prepare to take the National Examination for Veterinarians and construct a creative and challenging life plan.

The 2021 curriculum, which corresponds to the ESEVT Day One Competence (**D1C**) and core curriculum of Japanese Association of Establishments for Veterinary Education (**JAEVE**), is shown in **Appendices C1**.

3.1.2 Description of the legal constraints imposed on curriculum by national/ regional legislations and the degree of autonomy that the Establishment has to change the curriculum.

The Six-year curriculum of RGU was designed to prepare students for veterinary roles, as defined in the competency-based frameworks and Veterinary Common Achievement test (**VCAT**). Japanese veterinary students must take and pass the National Examination for Veterinarians administered by the Ministry of Agriculture, Forestry and Fisheries (**MAFF**) at the end of their final year. For this reason, the national exam question standards are linked to the core curriculum system of Japanese veterinary education. In addition, according to Article 17 of the Veterinary Law of Japan, persons other than veterinarians are not permitted to treat animals. Therefore, only those veterinary students in Japan who have passed the VCAT and obtained the title of student veterinarian can participate in the CCT programme are.

1) **Veterinary Common Achievement Test (VCAT)**: The nationwide VCAT is scheduled at the end of 4th Year immediately before the start of clinical rotations (5th Year). To participate in the CCT programme, all veterinary students must pass the VCAT. The test employs Computer-Based Testing (**vetCBT**) and Objective Structured Clinical Evaluation (**vetOSCE**) to evaluate basic clinical skills. This nationwide common test was officially implemented from 2017 to assess veterinary students' pre-clinical competencies.
2) **Veterinary Medicine Model Core Curriculum (VMMCC)**: The Model Core Curriculum for Veterinary Medical Education in Japan is an abstraction of the "core", within the respective "curriculum" formulated by each veterinary school, which is taught in common by all veterinary schools in Japan. The core contents are systematically organised as a "model". Regarding Japanese veterinary education, it was revised in 2019 (partly revised 2022)in conjunction with the normal revision cycle (six years), as well as the need to respond to changes in various systems, relevant new laws and law revisions, and social circumstances advised by the Ministry of Education, Culture, Sports, Science and Technology (**MEXT**).The Establishment's curriculum consists of lecture courses that broadly cover the Model Core Curriculum, with full-time faculty members responsible for more than 90% of classroom instruction. This broad range of content also incorporates the Model

Core Curriculum for companion animal medicine and public hygiene, even as it emphasises farm animal medicine. RGU started the current curriculum from 2021, and this curriculum incorporates the requirements of ESEVT D1C and subjects for the attainment of goals while respecting the Japanese Model Core Curriculum. The main improvements are based on small group core clinical training, pre-clinical training using simulators, recording learning using a log-book system, and animal handling using healthy animals managed by FEDREC.

3) **Participatory Core Clinical Training (CCT)**: The former curriculum incorporated only three credits of CCT (each credit consists of 3 hours a week for 15 weeks). The current curriculum took effect in April 2021 and incorporates clinical rotations in a way that achieves the number of educational hours, subjects and D1C recommended by both EAEVE and the JAEVE.
4) **Degree of autonomy that the Establishment has to change the curriculum.** The minimum requirement for VEEs to independently design a curriculum necessary for veterinary education is to take the VMMCC as a standard. At RGU, from the 4th year, students elect a reseach unit and take a one of five specialised educational courses (5 courses: basic, biology and pathology, preventive veterinary medicine, farm animal medicine, and companion animal medicine). RGU's 2021 curriculum introduces simulation education using simulator animals and a VR system, which is not yet in common use in Japan. In other words, in Japan's veterinary education, it is possible to design a curriculum that takes advantage of the characteristics of each university (establishment), with the minimum requirement being that the curriculum is based on the VMMCC.

3.1.3 Description of how curricular overlaps, redundancies, omissions, and lack of consistency, transversality and/or integration of the curriculum are identified and corrected.

Based on the core curriculum system of JAEVE, the curriculum is set without overlaps, redundancies, or omissions, and a lack of consistency is avoided in every Japanese veterinary school. The curriculum is routinely reviewed by the Faculty Council following discussion by the Academic Affairs Committee after the Curriculum Working Group (**WG**) has surveyed and reviewed the curriculum in each department and then reviewed it once again where necessary. The syllabus for all subjects is easily accessed by ICT, referred to as the Universal Passport (**UNIPA**), and is easily reviewed by all students, faculty, and administration.

The Establishment also seeks broad feedback from students on the curriculum, course content, etc., through a course questionnaire targeting current students (for which the Educational Affairs Division is responsible) and a questionnaire administered at graduation addressing the education students received throughout their six-year career at the University (for which the Academic Affairs Division is responsible).

3.1.4 Description of the core clinical exercises/practical/seminars prior to the start of the clinical rotations.

In consideration of the well-being and welfare of animals, students use a simulator to acquire skills during their first practical training (pre-clinical training), and only

those who have acquired the necessary skills participate in the CCT programme using live animals (patients and cases). In the 3rd and 4th years, groups of around 10 students learn a wide range of clinical elements related to companion and farm animals using various simulators that are substitutes for live animals. RGU has set 105 minimum veterinary "clinical" skills required for CCT based on JAEVE and ESEVT, and students participating in CCT must acquire all 105 skills through preclinical training using a simulator. Therefore, 3rd- (2nd trimester) and 4th-year (all trimesters) students must take all simulator-based skills training conducted in the skills lab building, and record teacher and self-evaluation in a logbook. These clinically necessary veterinary skills are acquired over two soft-skill and five hard-skill courses.

Preventive medicine such as FSQ & VPH, is also consists of the 76 skills set for "preventive medicine". Three general practices for preventive medicine also set in the current curriculum for acquiring the 76 skills set for "preventive medicine" using a VR system to simulate slaughterhouse practice, and on-site farm quarantine management simulation assuming foot-and-mouth disease at FEDREC. The RGU-D1C skill list is detailed in **Appendices C2**.

Pre-clinical practical study in the current curriculum (45 hours/credit)

Category	Course	Year (semester)
Communication	Veterinary clinical basic training	4th (8th)
	English for Veterinary skills	2nd (4th)
Farm Animal Practice	Clinical Practice in Farm Animal Veterinary Medicine A	4th (7th)
	Clinical Practice in Farm Animal Veterinary Medicine B	4th (8th)
Companion Animal Practice	Clinical Practice in Companion Animal Veterinary Medicine A	3rd (6th)
	Clinical Practice in Companion Animal Veterinary Medicine B	4th (7th)
	Veterinary Laboratory Practice	4th (7th)
FSQ & VPH	Comprehensive Hygiene Practice I (Veterinary hygiene)	4th (8th)
	Comprehensive Hygiene Practice Ⅱ (public health)	4th (8th)
	Comprehensive Hygiene Practice Ⅲ (food hygiene)	4th (8th)
	Practical training on animal product utilisation	4th (7th)

Table 3.1.1. Curriculum hours in each academic year taken by each student

Academic years	*(semester)*	*A*	*B*	*C*	*D*	*E*	*F*	*G*	*H*
Year 1	*1,2*	435	0	1050	87	48	0	90	1710
Year 2	*3,4*	399	60	960	150	105	0	30	1704
Year 3	*5,6*	549	0	1080	99	69	0	0	1797
Year 4	*7,8*	480	105	990	99	216	0	45	1935
Year 5	*9,10*	0	60	30	0	90	900	0	1080
Year 6	*11,12*	120	0	240	0	0	135	0	495

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work, E: non-clinical animal work; F: clinical animal work; G: others (specify); H: total

** Elective (semester 10 and 11); course 1 (Basic Veterinary Science), course 2 (Companion and Farm Animal Clinical Medicine)*

Table 3.1.2. Curriculum hours in EU-listed subjects taken by each student

Subjects	*A*	*B*	*C*	*D*	*E*	*F*	*G*	*H*
Basic subjects								
Medical physics	30	0	60	0	0	0	0	90
Chemistry (inorganic and organic sections)	30	0	60	0	6	0	0	96
Animal biology, zoology and cell biology	30	0	60	0	0	0	0	90
Feed plant biology and toxic plants	45	0	90	0	0	0	0	135
Biomedical statistics	30	0	30	0	0	0	30	90
English (specify)	60	60	240	0	0	0	0	360
Basic Sciences								
Anatomy, histology and embryology	120	0	240	45	45	0	0	450
Physiology	90	0	180	30	12	0	0	312
Biochemistry	36	0	60	24	12	0	0	132
General and molecular genetics	15	0	90	0	0	0	0	105
Pharmacology, pharmacy and pharmacotherapy	93	0	186	54	24	0	0	357
Pathology	69	0	120	36	45	0	0	270
Toxicology	30	0	60	0	0	0	0	90
Parasitology	90	0	150	45	0	0	0	285
Microbiology	120	0	240	45	0	0	0	405
Immunology	30	0	60	0	0	0	0	90
Epidemiology	30	0	60	18	0	0	0	108
Professional ethics and communication	30	0	150	0	0	0	60	240
Animal ethology	30	0	60	0	0	0	0	90
Animal welfare	15	0	30	0	0	0	0	45
Animal nutrition	30	0	60	0	0	0	0	90
Clinical Sciences								
Obstetrics, reproduction and reproductive disorders	60	0	120	0	45	0	0	225
Diagnostic pathology	30	0	60	0	0	90	0	180
Medicine and surgery including anaesthesiology	275	0	510	0	90	360	0	1235
Clinical practical training in all common domestic animal species	0	0	0	0	12	45	0	57
Preventive medicine	60	0	120	0	0	90	0	270
Diagnostic imaging	30	0	60	0	0	45	0	135
State veterinary services and public health	30	0	60	45	0	0	0	135
Veterinary legislation, forensic medicine and certification	15	0	30	0	0	0	0	45
Therapy in all common domestic animal species	30	0	60	0	0	90	0	180
Propaedeutics of all common domestic animal species	30	0	60	0	0	0	0	90
Animal Production								
Animal Production and breeding	15	0	20	9	16	0	0	60
Economics	15	0	20	9	16	0	0	60
Animal husbandry	15	0	20	9	10	0	0	54
Herd health management	30	0	60	0	0	0	0	90
Food Safety and Quality								
Inspection and control of food and feed	0	0	0	0	30	0	0	30
Food hygiene and food microbiology	48	0	96	0	0	0	0	144
Practical work in places for slaughtering and food processing plants	0	0	0	0	15	0	22	37
Food technology including analytical chemistry	30	0	60	0	0	0	23	113

Subjects	*A*	*B*	*C*	*D*	*E*	*F*	*G*	*H*
Professional Knowledge								
Professional ethics & behaviour	30	0	60	0	0	0	0	90
Veterinary legislation	15	0	30	0	0	0	0	45
Veterinary certification and report writing	15	0	30	0	0	0	0	45
Communication skills	0	45	0	0	0	45	0	90
Practice management & business	12	0	24	0	6	0	0	42
Information literacy & data management	0	0	60	30	0	0	0	90

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work, E: non-clinical animal work; F: clinical animal work; G: others (specify); H: total

Table 3.1.3 Core Clinical Training under academic staff supervision

Types	*List of clinical rotations (Disciplines/Species)*	*Duration (weeks)*	*Year of programme*
FSQ & VPH	Meat Hygiene Inspection Practical Training (off-campus), (slaughterhouse/ cattle, pig)	1 week*	5
	Poultry inspection practice	1 week	5
Core Clinical Training (AMC)	Participatory Companion Animal Clinical Training A (Internal medicine/dog & cat)	3 weeks	5
	Participatory Companion Animal Clinical Training B (Surgery/dog & cat)	3 weeks	5
	Participatory Companion Animal Clinical Practice C (anaesthesia & image diagnosis / dog & cat)	3 weeks	5
	Participatory Companion Animal Clinical Training D (Clinicopathology / all species, Zoo and Aquarium Medicine, Equine Medicine)	3 weeks	5
	Participatory Companion Animal Clinical Practice E (Shelter medicine / Night & holiday service / dog & cat)	3 weeks**	5
	Participatory Food animal clinical training (cattle, small ruminants, & pig)	3 weeks	5
Core Clinical Training (AMC)	Comprehensive Diagnostic Pathology Practice (CDPP)	2 weeks	5

**: Academic staff lead the students to the site, and the EPT faculty of the facility instruct them.*

***: The director of an alumni veterinary hospital conducts practical education for one week. The other 2 weeks will be spent at the RGU facilities for primary care training in companion animal clinical practice under academic staff supervision.*

Table 3.1.4. Curriculum hours taken as electives (Advanced) for each student (4th, 5th and 6th year students)

Electives	*Duration (hours)*	*Year of programme*
1. Electives by courses (each student selects one of 5 courses as follows)		
Division of Biosciences		
Biofunction Seminar I	30	4
Biofunction Seminar II	30	4
Seminar on Biofunction III	30	5
Biological Function Seminar IV	30	5
Biological Function Advanced Course	135	6

Electives	*Duration (hours)*	*Year of programme*
Division of Pathobiology		
Infectious Pathology Seminar I	30	4
Seminar on Infectious Pathology II	30	4
Infectious Pathology Seminar III	30	5
Infectious Pathology Seminar IV	30	5
Infectious Pathology Advanced Course	135	6
Division of Preventive Veterinary Medicine		
Preventive Veterinary Medicine I	30	4
Preventive Veterinary Medicine II	30	4
Preventive Veterinary Medicine III	30	5
Preventive Veterinary Medicine IV	30	5
Preventive Veterinary Medicine Advanced Course	135	6
Division of Farm Animal Clinical Sciences		
Food Animal Medicine Seminar I	30	4
Food Animal Medicine Seminar II	30	4
Food Animal Medicine Seminar III	30	5
Food Animal Medicine Seminar IV	30	5
Advanced Course in Food Animal Medicine	135	6
Division of Companion Animal Clinical Sciences		
Companion Veterinary Medicine Seminar I	30	4
Companion Veterinary Medicine Seminar II	30	4
Companion Veterinary Medicine Seminar III	30	5
Companion Veterinary Medicine Seminar IV	30	5
Companion Animal Medicine Advanced Course	135	6
2. Common Subjects		
Integrative Veterinary Medicine	120	6
Veterinary and livestock regulations	60	4
Chinese Veterinary Medicine	60	6
Animal physical therapy	60	6
Research Presentation	30	4,5,6
External Practical Training	45	4,5,6

Table 3.1.5. Optional courses proposed to students (not compulsory)

Subjects	*A*	*B*	*C*	*D*	*E*	*F*	*G*	*H*
Off-Campus farm training	0	0	0	0	0	0	180	180
Off-Campus Practicum Training A (Companion Animals)	0	0	0	0	0	0	45	45
Off-Campus Practicum Training B (Farm Animals)	0	0	0	0	0	0	45	45
Off-Campus Practicum Training C (Zoo, Aquarium, Wildlife)	0	0	0	0	0	0	45	45
Off-Campus Practical Training D (Food Hygiene)	0	0	0	0	0	0	45	45

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work, E: non-clinical animal work; F: clinical animal work; G: others (specify); H: total

3.1.5 Description of the core clinical rotations and emergency services and the direct involvement of undergraduate students in it.

RGU's Full-time employees (**FTE**) cover most subjects and provide CCT education

to students. CCT is mainly performed at the AMC of RGU. However, because many university-affiliated animal medical centres in Japan provide referral care, there are very few opportunities for students to learn primary care. The most important thing that the RGU considered in constructing the CCT programme was the provision of primary care opportunities for students to actively engage in clinical practice.

EPT provides only two programmes; hands-on education in primary care of companion animals at private veterinary hospitals conducted by alumni veterinarians around the RGU main campus, and off-campus slaughterhouse practice. Participating in primary care at alumni-owned veterinary hospitals around the RGU main campus is a great opportunity for students to deepen their understanding of companion animal medicine. Additionally, RGU believes that it is important to provide opportunities for students to think for themselves and take responsibility for veterinary medical care. Off-campus slaughterhouse practice was negotiated with Hokkaido and several prefectures to allow all students on-site training and will be implemented from 2025. To solve these issues, RGU classified CCT into the following three categories. (1) Primary care: Primary care of horses and cattle by RGU Full-time employees (**FTEs**) and primary care for companion animals by alumni-run companion animal hospitals around the university. (2) Advanced (referral) medical care: Participation in advanced companion and cattle medical care by RGU FTEs, with students participating in horse advanced medical care at the Shadai Horse Clinic, which is the highest quality equine hospital in Japan. (3) Special programmes in which small groups of students engage in self-diagnosis and treatment. All CCT is conducted in small groups of 4 to 5 students per one resident, who is a clinical faculty member (FTEs). Through the use of real cases, students apply the 105 clinical skills they learned from the preclinical training booklet (D1C Clinical Skills). The number of full-time CCT residents will be 25 in 2025, and the personnel system will be able to cover all CCT including night and holiday education and services. A full-time resident participates in education as an advisor to encourage student autonomy rather than instructing CCT. At least 5 FTE academics provide educational support for 3 residents, and the resident and academics are always in charge of CCT education in collaboration (**Appendices C3**). A representative MAP of the CCT contents is provided in **Appendices C4**. CCT in the 2021 curriculum is made up of 22 credits (=22 weeks), consisting of 15 credits (weeks) of companion animal practice, 3 credits of farm animal practice, 2 credits of necropsy (mainly large animals such as equine and farm animals) and 2 credits of FSQ&VPH training as follows:

***(1) Companion animal (dogs & cats) clinical medicine in CCT*:**

In the companion animal (dogs and cats) CCT, students learn veterinary medicine focusing on cases referred to the AMC from primary care facilities within the Hokkaido region. Each student spends a total of 9 weeks (3 credits x 3 subjects) in the Medical Department of the AMC, consisting of each 3 weeks in the Internal Medicine (CCT-A), Surgery (CCT-B), and Medical Support departments such as anaethesiology and diagnostic imaging (CCT-C). In addition, companion pathology (necropsy) and clinicopathology (laboratory testing) are also studied under a 1-week CCT-D programme (equine, zoo and aquarium medicine, and clinicopathology).

***(2) Night and holiday service in CCT*:**

In the holiday and night time CCT, students are involved in the management of hospitalised animals during overnight shifts (22:00-8:00) and on weekends and public holidays (8:00-17:00). The main objective of this CCT is to provide the knowledge, skills, and ethical considerations that a veterinarian should possess on their first day of practice after graduation. During this rotation, students specifically learn about the management of hospitalised animals, including feeding and water intake, fluid therapy, faeces and urine hygiene management, pain management post-surgery, and maintaining hygiene around surgical wounds. Furthermore, there are plans to initiate telephone triage training to prepare students for handling emergency cases in the future (24/7).

***(3) Equine clinical medicine in CCT*:**

In July 2023, the Shadai Horse Clinic established a new hospital at the RGU Uenae Campus near New Chitose Airport on land owned by RGU under a comprehensive agreement between RGU and the Shadai Group. Therefore, RGU's equine medical education consists of primary medical care at the RGU main campus, and advanced equine medical education will be provided at the Shadai Horse Clinic built on the Uenae Campus. The Equine and Farm Animal Medical departments have been operating together at the AMC of RGU, but following suggestions from the 2019 CV experts, the Equine Medical Department and Equine Hospital were separated from the Farm Animal Medical Department. The key to equine medical education is for all students to acquire the knowledge and skills necessary for the primary care of horses, and RGU is implementing a vaccination programme that includes basic examinations in equine medicine for all students, not only those participating in clinical cases.

***(4) Farm animal clinical medicine in CCT*:**

Groups of four to five students are accepted for three weeks and participate in three rotations of 1 week each as follows. (A) General examination and clinical practice for cattle on-site at a various sized farms including the FEDREC, (B) On-site examination requiring hospitalisation and surgery for farm animals in the AMC, and (C) Hard health management, regular reproductive checks, calf management (dehorning, vaccinations), herd management (dairy cattle, pigs, sheep, poultry: hygiene management and disease control). In terms of animal species, on-site visits focus primarily on dairy cattle and beef cattle. Hospitalised animals include dairy cattle, beef cattle, pigs and small ruminants. Herd management mainly focuses on cattle, with opportunities for students to also experience pigs, sheep, and poultry feed management. As this is participatory CCT, the goal is to have students participate in medical treatment at production sites. Although students are exposed to reporting, visual inspection, palpation, auscultation, and other basic techniques, not all standard techniques can be carried out in a production setting in the field. Consequently, content varies with the day on which instruction is offered, and participating students have widely differing experiences in the field. As such, instructors may make up for any insufficiencies through practice in the skills lab building and work with hospitalised animals.

***(5) The isolation ward in CCT*:**

The isolation facilities for small companion animals (dogs and cats) consists of 2

areas; an infected animal isolation room for relatively mildly infected animals such as methicillin-resistant *Staphylococcus aureus* infections in the AMC main building, and the Infected Animal Control Ward separate from the AMC. An infected animal isolation facility for cattle and horses is located also in the Infected Animal Control Ward, and the area where infected animals are isolated is kept under negative pressure. Students are trained in the CCT programme to understand the significance and operation of these facilities.

***(6) The direct involvement of undergraduate students in CCT*:**
According to Article 17 of the Veterinary Law of Japan, persons other than veterinarians are not permitted to treat animals. Therefore, within the AMC, students participating in the CCT support veterinarian practice (mainly residents) for cattle, horses, dogs and cats under the guidance of FTE-faculty members in referral practice in CCT-A, B, C, D and farm animals. Participation in referral medical care as a member of these medical teams is meaningful, but it is quite difficult under the Japanese legal system to have the opportunity to undertake diagnosis and treatment, and practice veterinary medicine by themselves. Therefore, RGU incorporates several programmes into CCT-E to provide an opportunity for students to practice diagnosis and treatment themselves while receiving guidance and advice from FTE residents and faculty. For example, in CCT-E, students perform health checkups and neutering surgeries for dogs and cats entrusted by the Hokkaido government, castration of calves, a series of health management and vaccinations for retired horses, and autopsies of raccoons in collaboration with the Hokkaido government. These practical programmes are planned for the 2021 curriculum and will be mandatory from 2025. The Cattle Castration and Horse Vaccination programmes are already mandatory for all students. Others are already offered for students as elective subjects.

3.1.6 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

***Current educational situation in the 2015 curriculum*:** Regarding practical study in veterinary public health, in 2022, RGU conducted 13 practical training sessions for cattle and 15 sessions for swine at five slaughterhouses (The Meat Hygiene Inspection Center) in Hokkaido and one in Shimane Prefecture. This initiative was implemented based on a comprehensive agreement between RGU and the Hokkaido government, as well as an agreement with Shimane Prefecture, and approximately 33 students (actual number), mainly 5th-year students in the field of preventive veterinary medicine, participated in the training. The Meat Hygiene Inspection Center suspends the acceptance of students in the event of outbreaks of livestock infectious diseases, etc., and in the 2020-2021, acceptance was suspended due to COVID-19. In March 2022, RGU and NEC Co., Ltd. developed a VR system for meat inspection training using digital technology, which was launched for sale in March 2022 (**Appendices C5)**. In 2022, 33 students undergoing practical training at a Meat Hygiene Inspection Center participated in VR training for about 2 hours per student on the contents of practical training at the Meat Hygiene Inspection Center prior to the training, thereby enhancing the learning effect. After receiving preliminary training on

the slaughter and meat inspection process and safety, the students participated in practical training at the Meat Hygiene Inspection Center. Under the guidance of veterinarians (inspectors), they participated in health check of live animals, internal organs, and carcass inspections, picking up organs with abnormal findings, diagnosing them, and deciding whether to discard all or part of them. They also learned about precision inspection, such as biochemical characterisation and microbiological testing. The group size was 2-5 students per session in 2022. In addition, 33 students who did not participate in the practical training at a meat inspection station also attended the VR training.

In 2022, 34 students (actual number) went to a ham and sausage processing plant (Tonden Farm) as a transitional period for meat processing plant training (7 times), consisting of 3-5 students per training session.

Mandatory Practice in the 2021 curriculum: In the 2021 curriculum, the programme related to the food safety of animal origin will be mandatory for all students. The programme includes 2 credits of classroom coursework on "Study of Livestock Animal Product Use" and 4 credits of polyclinic practical study (including practical training in a Meat Hygiene Inspection Center in and outside Hokkaido). Organised into a course entitled "Study of Livestock Animal Product Use," the classroom coursework will consist of specialised education on topics including animal-derived food products, processing, transport, and sales offered by instructors from the Department of Food Science and Human Wellness who are well versed in food processing and distribution.

The policlinic practical study (4 credits) will include CDPP (2 weeks), practical training on animal product utilisation (1 week, 1st semester of 4th year), and Meat Hygiene Inspection Practical Training (1 week, off-campus). **The practical training on animal product utilisation** will be conducted using on-campus training facilities and will be led by faculty from the Department of Food Science and Human Wellness. Specifically, students will receive hands-on training in the production of meat and dairy products. In addition, students will observe the production of drinking milk at the on-campus facility, a course that will be offered to 4th-year veterinary students beginning in the 2024. **Meat Hygiene Inspection Practical Training (off-campus)** will be offered to all students in 2025. Therefore, until 2024, we will ask prefectures outside of Hokkaido, such as those in the Tohoku region, to accept the students. By 2025, all students will be ready for practical training at a Meat Hygiene Inspection Center. In addition, on-site practical training alone is not necessarily sufficient FSQ education as admission is restricted to non-related personnel due to sanitation control. In addition, admission was restricted from 2020 to 2023 due to COVID-19. In light of the above, any shortfall in necropsy practice on campus and simulation education using VR will be compensated for all students. As for the sanitary inspection of poultry, as the space to receive students at the Meat Hygiene Inspection Center in poultry Slaughterhouse cannot be secured for safety reasons, all students will receive one week of hands-on practical training on sanitary inspection of poultry (autopsy inspection on campus using purchased waste chickens, microbiological inspection, etc.) within the poultry inspection practice.

3.1.7 Description of the selection procedures of the Electives by the students and the degree of freedom in their choice

First, Educational Affairs Division aggregate the quorum of students which each teacher can supervise. The students then order research unit according to their desire, and note this order in a questionnaire provided by Educational Affairs Division. If the number of students exceeds the number determined by the teachers, students having a higher Grade Point Average (**GPA**) are given precedence in resarch units selection. If students cannot be assigned to a unit owing to a low GPA, they must be assigned to a unit which does not reach quorum. In this case, the order of unit provided by the student is prioritised. For example, if students A and B rank a unit as their second and third choice, respectively, student A has priority in the unit selection. If both students rank the unit in the same order, GPA is used to determine the priority. All procedures related to such assignment is performed by Educational Affairs Division.

3.1.8 Description of the procedures (e.g. logbooks) used to ascertain the achievement of each core practical/clinical activity (pre-clinical, clinical, ambulatory clinics, EPT) by all students.

The University has established a method based on a logbook system for having students record the process by which they master skills. As the current curriculum, which took effect from the 2021 academic year, includes clinical rotations that are superior to those offered by the former curriculum in both quality and quantity, RGU is putting in place logbooks and electronic recordkeeping for the core curriculum practical study and clinical activities. The 2023 edition of the logbooks was checked and approved by the Faculty Council, Student Committee (**SAVER**), and School Advisory Panel, and was implemented for the CCT programme in 2023. In the winter of 2023, the 2024 edition of the logbook will be reformed based on the 2023 edition, and will be updated through the Plan-Do-Check-Adjust (**PDCA**) cycle by faculty and students. A representative logbook used in RGU D1C education is provided in **Appendices C6**.

3.2 Description of how the Establishment:

-) ensures that the study programmes meet the objectives

The course syllabus has clearly defined objectives in the form of assessment items, their relative weightings, and marking criteria. In addition to the written test, the teacher in charge will judge (evaluate) the test results based on assignments, such as reports and essays, submitted by the students and evaluate the students' level of understanding. In addition, the syllabus indicates educational goals set by the ESEVT and JAEVE. In 2022, RGU introduced a pilot booklet system for preclinical training in the School of Clinical and Preventive Veterinary Medicine, making it easier for students to learn ESEVTs and D1Cs related to RGU. In CCT, these booklets are used to appropriately manage the quality and quantity of each student's learning through a diary system. The logbook system was introduced from 2022 and will be completed through the PDCA cycle for the full-scale CCT programme starting in 2025. A representative syllabus and booklet used in RGU's D1C education are provided in **Appendices C7 and C8**, respectively.

-) promotes an academic environment conducive to learning

The School of Veterinary Medicine, RGU has many small and large self-learning spaces with Wi-Fi access in all areas. Details of each area are listed below.

The main campus (excluding the AMC): In the main library, there are 115 desks with 334 chairs on the window side. In addition, the main library has three private rooms with a reservation system where is possible to undertake group learning, etc., with discussion in some cases (maximum 22 students and teachers per room). There are also various sizes of self-learning spaces interspersed throughout the university, with a total of 116 tables, 537 chairs and 39 benches. These self-learning spaces can be used freely without reservations.

Common facilities for the AMC: The large meeting room has a capacity of about 100 people and is a quiet room equipped with a projector. This room can be used for lectures, practical training, self-learning for clinical rotations, conferences, research discussions, and pre-clinical practice. The small conference room has a capacity of around 10 people and is not equipped with a projector. The conference rooms (3 rooms) have a capacity of around 20 people each and are fully equipped with a projector. These rooms are used for conferences, research discussions, self-learning spaces for clinical rotations, and pre-clinical practice. The vetOSCE room has a capacity of around 200 people and is fully equipped with a projector. It is a multi-purpose room for lectures, practical training, and self-learning spaces for clinical rotations.

Equine hospital in the AMC: Equine Hospital became independent from the Farm Animal Hospital, and was established by renovating the former RGU Animal Hospital (in use until 2007) in 2022 to improve the environment for equine clinical medical education. From 2023, as one of the clinical departments of the Companion Animal Medicine Department, specialised academics and residents have been placed in charge of clinical work and equine clinical education.

Skills Lab Building: The skills lab building is an important facility for providing education that respects the spirit of the 3R's to ensure animal welfare and well-being, and is used for pre-clinical training and medical communication practice. Students can efficiently acquire ESEVT and RGU-defined D1C skills in 8 purpose-built simulator training rooms, 6 conference rooms and a mock animal hospital that utilises renovated buildings to learn through repetition with or without an instructor.

-) encourages and prepares students for self-learning and lifelong learning

The skills lab building, which was renovated as part of this educational reform, can be used by students for the voluntarily acquisition and confirmation of skills learned during preclinical training but not yet mastered sufficiently. The same is true for students participating in the CCT programme, who can use this building to review skills before performing them. The skills lab building is used not only for on-campus training, but also as a place for EPT acceptance facilities and post-graduation continuing education through relationships with stakeholders. RGU provides students with opportunities for self-learning and lifelong learning using the e-learning systems detailed in **Area 6**.

3.3 Description of the educational aims and strategy in order to propose a cohesive framework and to achieve the learning outcomes

The curriculum contributes to the uniformity of knowledge required of veterinarians and to the high level of specialisation they will need in their future field of professional

endeavour. The curriculum that has been adopted for the six-year integrated programme offered by the Department of Veterinary Medicine has been structured based on a consideration of the progressive and continuous nature of study needed in order to grasp and master the wide range of educational content that makes up veterinary medicine while taking into account the ethical outlook, awareness of animal welfare, and specialisation that students will need in order to serve as veterinarians. Courses are broadly divided into four categories: core education, specialised basic education, specialised education, and training education. Specialised courses are divided into five fields, each of which has clear goals and educational units with clearly delineated lines of responsibility.

Students undertake courses in Rakuno Gakuen (**RG**) through which they study the University's founding philosophy; natural sciences and foreign-language education designed to ensure they gain the skills needed in order to understand specialised education and exchange information internationally, and fundamental seminars and an overview of veterinary medicine as introductory education. Students study the ethical outlook and awareness of animal welfare that they will need as veterinarians through the study of Animal Ethics and Animal Welfare. They also study subjects such as the relationship between animals and people, food safety and security, sustainable agriculture, and "One Health science" as shared specialised basic courses taken by students of both departments. Pre-clinical training for clinical medicine and preventive medicine are set to acquire both ESEVT and RGU-D1Cs using simulator training as mandatory programmes. CCT provides more practical training using real cases for a variety of animal species and consists of a number of unique programmes conducted by students themselves. For the required graduation research that is characteristic of Japanese veterinary education, students must choose one of five specialised elective courses and receive research guidance from FTE academics.

3.3.2 Description of how the Establishment ensures that the learning outcomes fit with the ESEVT Day One Competences

The former curriculum took effect in 2015 with the initial goal of complying with the Veterinary Medicine Model Core Curriculum as developed by the JAEVE, not to offer veterinary education complying with the ESEVT's D1C. Consequently, the RGU sought advice from ESEVT experts concerning the "current" curriculum that it planned to put into effect in the 2021 academic year with the aim of incorporating the attainment of goals set for in Japanese model core curriculums and the ESEVT-D1Cs. The ESEVT-D1Cs and subjects, and the JAEVE attainment goals are listed and detailed in the syllabus for all subjects. The progress and learning outcomes of the both ESEVT and RGU-defined D1Cs is guided through the booklet system and recorded using the logbook system. The relationships between learning content and D1Cs defined by ESEVT and RGU are detailed in each syllabus.

3.3.3 Description of how (procedures) and by who (description of the committee structure) the learning outcomes are decided, communicated to staff, students and stakeholders, assessed and revised

The faculty member responsible for each course assesses student performance based

on the grading and assessment standards defined in the syllabus, which is open to all faculty, students and administration staff. Grades entered into UNIPA are disclosed to students and their parents by the Academic Affairs Division after tabulation. Students with objections to their assessment may ask the faculty member responsible for their course about the content of their assessment via the Academic Affairs Division. With regard to the guarantee of attainment goals for the overall curriculum, Education Committee of the School of Veterinary Medicine Educational Reform Promotion Office (**vetERP Office**) checks and reviews the learning outcomes and the method by which such decisions are made. For reference, with regard to assessment of learning outcomes for individual courses, syllabuses clearly define assessment items, their relative weighting, and grading and assessment standards. Certification of course completion, grading and assessment, and course attendance are managed in a rigorous manner by faculty members and the Academic Affairs Division using a portal. Although information regarding grade distributions is not provided to students, it is used internally to offer educational guidance to faculty members through Academic Affairs Committees. The University Rules, Academic Rules, and Degree Rules provide policies concerning graduation certification. Information about indicators that have been established by the University is made available in the Academic Guide and on the website. With regard to progression and graduation certification, the Department Council and Faculty Council hold discussions based on detailed materials in order to ensure appropriate decisions are made. With regard to grading, first semester grades are posted to the University's portal site in early September and sent to guarantors in late September. Second semester grades are posted to the portal site in early March and sent to guarantors in late March.

3.4 Description of how (procedures) and by who (description of the committee structure) the core curriculum is decided, communicated to staff, students and stakeholders, implemented, assessed and revised

The current curriculum (which applies to students who enrolled during the 2021 to 2026 academic years) was formulated with a top-priority goal of complying with both the Veterinary Medicine Model Core Curriculum as developed by the JAEVE and the ESEVT curriculums in the 2019 Zagreb SOP in EAEVE. In 2020, Education Committee in the vetERP Office began studying a draft curriculum based on comments from an ESEVT expert in the Consultative visitation on 2019. The Department of Veterinary Medicine Curriculum Committee announced its Draft Revised Curriculum for the 2021 Academic Year to the Department Council in October 2020. Discussions by the Department Council were intended to spread awareness of the content of the curriculum among faculty members and staff, and the curriculum was discussed and approved by the Department Council. After being approved by the Department Council, the current curriculum was discussed and adopted by the Academic Affairs Committee in March 2021, and it took effect in April of the same year (the Japanese academic year begins in April). Veterinary education offered by the University's Department of Veterinary Medicine using the current curriculum underwent a third-party evaluation by the Japan University Accreditation Association (**JUAA**), and the assessment result, which indicated a finding of compliance, was received by the University in March

2021. The content of the Department of Veterinary Medicine's current curriculum is available in the form of a list of courses on the University's website (Japanese edition). Additionally, the Establishment works to explain and spread awareness of the contents of the curriculum among new enrolees via the Academic Handbook, which students receive at the time of enrolment, during the Freshmen Orientation held immediately after enrolment, and during the first lecture of the Introduction to Veterinary Medicine course that is offered during the 2nd semester of the students' first year of study. Further, the Chair of the Department of Veterinary Medicine Academic Affairs Committee introduces the content of the current curriculum to students' parents during the Parent-Faculty Meeting held every October. Since the School Advisory Panel and SAVER had not been formally established at the time the 2021 curriculum was set, the Preparatory Chair of the School Advisory Panel explained the outline of the 2021 curriculum to stakeholder organisations such as the Hokkaido government, the Hokkaido Veterinary Medical Association, and the Alumni Association. In addition, the faculty member in charge of the preparation committee for SAVER and student representatives informed the students and asked for their opinions through student briefings. In April 2023, a Preparatory Committee for the 2027 curriculum revision will be launched, and the committee will include not only faculty and academic administrative staff, but also students from among the members of the SAVER.

3.5. Description of the organisation of the EPT and how it complements (but not replaces) the academic clinical training

The EPT practical education offered to students by the Department of Veterinary Medicine, RGU falls into two categories: mandatory and elective subjects. One mandatory subject for all students is "Off-campus companion animal practice" for one of 3 weeks (3 credits) of CCT-E through participation in primary care at a companion animal hospital owned by alumni. Another mandatory EPT programme is "Meat Hygiene Inspection Practical Training (off-campus)" carried out in slaughterhouse for 1 credit.

Companion primary care medicine: As the AMC is an educational veterinary hospital that exclusively provides referral care requested by veterinary hospitals around the Sapporo city region, there are almost no opportunities for primary medical care. Therefore, CCT-E requires all students to do off-campus clinical training at a companion animal hospital for one of three weeks. In addition to sending students to off-campus veterinary hospitals, during CCT-E students also perform diagnostics and neutering surgeries related to shelter medicine. However, it is difficult to secure enough dogs and cats for neutering surgery for each student. Therefore, as an alternative programme in CCT-E, all students are obliged to perform at least one calf castration operation and one or more cases of calf sedation management.

This practical training is conducted at primary veterinary hospitals outside the campus, with the aim of teaching practical skills including not only veterinary medicine but also general social communication. The practicum is carried out through collaboration with a group of hospitals in Hokkaido, operated by alumni of RGU (Raku-sho-ju; Mugi-no-kai). Currently, 10 hospitals in the central region of Hokkaido, centred around Sapporo city, are participating in this group (with plans to expand this number to 20-30 hospitals by 2025). The supervising veterinarians at the practicum hospitals

receive education based on the training manual created by the University. Students are individually dispatched to hospitals assigned by the faculty for approximately one week. During the practical training, students create a case report for one case per day. Throughout the process, students engage in discussions with the supervising veterinarians at the hospital to finalise the report. Additionally, the supervising veterinarians evaluate the students during the training using evaluation sheets provided by the University.

Slaughterhouse and food production programme: For the EPT in slaughterhouses, faculty members in the Division of Preventive Veterinary Medicine request prefectural governments to coordinate with Meat Inspection Centres for the dates and the numbers of students to receive hands-on training on meat inspection. The coordination of and activities included in the EPT are reviewed in a meeting of the School Advisory Panel for PDCA activities.

Table 3.5.1. Curriculum days of External Practical Training (EPT) for each student

Fields of Practice	*Minimum duration (weeks)*	*Year of programme*
Companion animals (clinical)	1 (45h/student) *	5
FSQ & VPH	1 (45h/student) *	5
Others (specify)	-	-

* Mandatory

Companion animals (clinical): The CCT-E conducts two weeks of shelter medicine and one week of off-campus companion animal practice; i.e., 1 week out of 3 weeks of CCT-E is counted as EPT.

FSQ & VPH: Meat Hygiene Inspection Practical Training (off-campus)

3.6 Description of how the EPT providers are linked to the Establishment (a copy of one of the agreements to be provided in the appendices), assess the students and provide feedback to the Establishment

When students participate in EPT courses, prior to their attendance the Dean of the Department of Veterinary Medicine asks the off-campus practical study provider to assess each student's performance. The Academic Affairs Division handles administrative procedures associated with the assessment request. The off-campus practical study provider offers the assessment as feedback by either giving the assessment document directly to the student or sending it to the University.

The QA Committee requests the host institutes to receive quality control training through recorded lectures on ethical considerations, procedure in case of illness and accidents involving students, and student evaluation. The EPT veterinarians assigned to train students submit signed informed consent for the training provided.

3.6.2 Name of the academic person(s) responsible for the supervision of the EPT activities

Hiroki Teraoka, DVM., MS., PhD., Charter Dipl. JCVS (Department Chair, Full Professor)

3.7. Description of the implications of students in the preparation, recording and assessment of their EPT

In order to participate in EPT, a student must first participate in guidance or an interview with the Dean of the School of Veterinary Medicine. During this guidance or interview, students gain important information about how to prepare for participation in a practical study programme, including precautionary information, from the Department. During the programme, students compile practical study journals, reports, and other materials under the instruction of the off-campus practical study provider or EPT programme sponsor. Off-campus practical study providers assess students based on their attitude, ability, practical study journals, and other criteria. The Career Center, which serves as the point of contact for EPT-related issues, offers students guidance as necessary, including information about how to contact EPT providers, how to behave politely, and how to write a letter of thanks.

Off-campus companion animal practice (CCT-E): Students participate in 2-week programmes for general companion animal treatment training in Shelter medicine, night and holiday service, and calf castration programmes immediately before undertaking "Off-campus companion animal practice" as 3 credits of CCT-E. In the calf castration programme, students actually perform surgery and anaesthesia & sedation management themselves, so that they can understand the role of a member of a medical team in general surgery. After experiencing these opportunities, they will participate in primary care at private animal hospitals run by alumni around the University, and their learning will be managed in a logbook. Grades are evaluated using the UNIPA system by instructors in charge of off-campus training based on the logbook containing student self-evaluations and EPT faculty evaluations.

Meat Hygiene Inspection Practical Training (off-campus): Students fill in the forms for VR and meat inspection training. The form for VR is checked by a faculty member, and that for meat inspection training is checked by the veterinarians in the host meat inspection centres. The checked reporting form is copied and returned to the students for feedback.

3.7.2 Description of the complaint process in place concerning EPT

Complaints from students or host institutes about EPT under curriculum activities, as well as non-curriculum activities are submitted to the Career Center and Academic Affairs Division. These cases are reported to the Department Chair of Veterinary Medicine and the Dean of the School of Veterinary Medicine, who deals with the complaints along with the Academic Affairs Committee of the School of Veterinary Medicine. The Dean reports on how these complaints were handled to the President as necessary. For the curriculum activities, an improvement plan is developed by the faculty member in charge, the Academic Affairs Committee, and the EPT host, and is shared with the QA Committee for PDCA activities. The cases and subsequent improvements are reported in the School Advisory Panel meeting through the Stakeholder Committee.

Comments on Area 3

Veterinary education in Japan must be based on the core curriculum of the JAEVE, which corresponds to the National Examination for Veterinarians. RGU has formulated the 2021 curriculum that incorporates both the JAEVE core curriculum and the ESEVT education programme. In 2021, curriculum was changed significantly from a typical Japanese veterinary education programme that has previously focused on knowledge, to one that includes animal handling, preclinical practice using simulators, and 18 credits of clinical CCT, 2 credits of practical pathology training, and FSQ & VPH training to increase opportunities for students to acquire the necessary competences. In addition, a set of D1Cs consisting of 105 clinical and 76 preventive veterinary skills that RGU imposes on students based on the D1Cs of ESEVT was formulated. Further, the development of a logbook system for managing student learning records and a booklet system for students to learn by themselves represent a major change for RGU. It is noteworthy that RGU has made a complete change from pre-clinical practice using live animals to a skills lab-based education programme in which live dogs, cats, horses, and cows are not used in preclinical practice, with all replaced by simulators. This is consistent with the concept of "never the first time on a live animal". On the other hand, in order to increase the opportunities for students to come into contact with animals, new students have animal handling training that makes full use of FEDREC, which is a feature of RGU.

Suggestions for improvement on Area 3

The 2021 curriculum based on ESEVT's education system came into effect in 2021, so CCT will be fully implemented in 2025. In order to ensure the smooth implementation of the educational programme planned for 2025, RGU is preparing personnel plans, agreements with external collaborators, educational systems for EPT-teachers in charge of EPT, and an assessment system using logbooks and booklets.

One particularly difficult issue to solve is the securing an adequate number of companion animal necropsy cases and securing facilities for practical education at slaughterhouses. For the former, we have developed a programme that utilises the extermination of alien raccoons in cooperation with the Hokkaido government. In addition, RGU is continuing negotiations with Hokkaido and other prefectures to obtain cooperation for practical training at slaughterhouses, and utilising pre-learning using VR systems.

4. Facilities and equipment

4. Facilities and equipment

4.1. Description of the location and organisation of the facilities used for the veterinary curriculum

The main campus of Rakuno Gakuen University (**RGU**) is located in Ebetsu City, which is an urban area in the Sapporo district of Hokkaido, Japan. It is 15-minute walk from Oasa Station, which is 12 minutes from Sapporo Station by limited express train. The campus in Bunkyodai-Midorimachi, Ebetsu, Hokkaido is approximately 135 ha (1,350,000 m^2) in total and has various facilities including lecture halls, farms, an animal hospital, research facilities and facilities for extracurricular activities. Access and campus maps are provided as **Appendices D1-6**. Local farms other than the Main Campus are listed in **Appendices D7**.

4.1.2 Description of the strategy and programme for maintaining and upgrading the current facilities and equipment and/or acquiring new ones

Rakuno Gakuen (**RG**) aims to provide education on "agriculture, food, the environment and life" based on its founding philosophies, to produce graduates who succeed and put into practice the philosophies and, from a global perspective, realise high-quality instruction education that spreads this RG education to the world. Domestically, our aim is - amid an ever-declining birth rate in the country - to establish an educational institution that produces students with high survival ability and to provide high-quality tertiary education. To this end, we plan to establish a tutorial-type education system that meets the needs of individual students using ICT and secure education and research facilities/equipment for providing education that meets domestic and international demands, thereby ensuring high-quality education. To establish education unique to RG in terms of teaching and research facilities/equipment, we will pursue high-quality education contents (software) and pursue education and research facilities/equipment suitable for such education (hardware).

The skills lab building has been built to provide simulator-based practical training for the acquisition of clinical skills. This building contains rooms for clinical laboratories, large animals, surgery, diagnostic imaging, anaesthesia, theriogenology, examination rooms and a mock hospital.

4.1.3 Description of how the Establishment ensures that all physical facilities comply with all relevant legislation

Earthquake resistance: In 2005, buildings constructed based on the former seismic standards were assessed for their seismic capacity, and among the buildings found not to be sufficiently earthquake-proof, those that would continue to be used were reinforced and those that would be discontinued in a few years' time have then been demolished gradually.

Building certification before new construction: When a building is newly constructed, we order its design from a consulting firm, obtain building certification based on the general blueprint, and carry out the construction (including the installation of facilities). In addition, at the basic designing stage, we have architects do a geological survey, strength examination and structural calculation.

Legally required checks and inspections: At RG, being an educational institution, our buildings have been designated special buildings by municipal governments with some of the buildings having elevators. We are required to regularly inspect such buildings, building facilities, anti-fire facilities and elevators, and report the results.
As these regular inspections and reporting require qualified personnel, they are outsourced to third-party bodies.

4.2 Short description of the premises for:

1) Commonly used facilities

Facilities	Common (m^2)	Department of Veterinary (m^2)
Lecture rooms	6,910.80	
Laboratories and training rooms	1,734.30	
Seminar rooms	2,125.60	
Faculty members' laboratories		2,599.23
Student hall	2,315.46	
Student union building (club rooms)	5,174.65	
Anatomy Building for Healthy Animals		243.34
Animal Experiment Station		1,890.51
Skills Laboratory Building		1,468.44

2) Facilities at the Animal Medical Center

Facilities	Division	Site area (m^2)
Animal Medical Center	Total area	10,216.46
	Medical facilities	4,256.51
	Clinical training rooms	1,909.87
	Clinical lecture rooms	330.8
	Laboratories	3,719.28
Veterinary Medical Education & Research building	Total area	2,109.16
	Medical facilities	873.75
	Clinical training rooms	904.31
	Skills laboratory	331.1
Infected animal control building	Isolation area (Cattle, Equine)	90
	Isolation area (Cat, Dog)	73
	Companion Animal Autopsy	38
Shelter Medicine Service Center		105
Practical building for Veterinary Pathology		486.04

4.3 Description of the premises for animal housing

Animal Experiment Stations are developed as facilities, and equipment for the keeping of laboratory animals is installed in consideration of animal experiment ethics and animal welfare. Animal experiment stations consist of small animal rooms, Kennel and Cat House, and Birds and Wild Rodents Breeding House. We have facilities for using and keeping a wide variety of experimental animals including cattle, sheep, goats, dogs, cats, rabbits, mice and rats. We also have facilities where animals affected with diseases can be

isolated, such as the Infected animal control building. These animal experiment facilities consist of separate buildings and are not integrated into a single facility.

4.3.2 Description of the premises for clinical activities and diagnostic services including necropsy

***Main Building of Animal Medical Center (AMC)*:** Our AMC is one of the largest clinical veterinary education research facilities attached to a veterinary university in Japan and the total number of companion and farm animals treated at the AMC is the highest in the country. It has medical care facilities for small and large animals on the first floor. The Small Animal Area has eight Consulting Rooms and a common Treatment Room, the Radiation Therapy Room, the Ultrasound Room, the Chemotherapy Room and the Dispensing Room, etc. The Large Animal Area has the Treatment Room, the Examination Room, Operation Rooms, the Anaesthesia Induction and Awakening Room and the Pharmacy, etc. On the second floor, the Center has the ICU, four Operation Rooms, In-patient Wards (dogs and cats) and the In-patient Control Room of the Companion Animals Department. The Center also has a large conference room that can be used for lectures, seminars and lifelong learning. Its open Salon can be used by students and faculty members for rest and discussions. On the third floor, the Center has Night-duty Rooms, the Graduate Students' Room and the Tissue Specimen Preparation Room. This floor is used by the Graduate School of Veterinary Medicine and has the Inorganic and Organic Analysis Rooms and the Infectious Disease Pathological Diagnosis Room of the Environmental Pollutants and Infectious Agents Analysis and Monitoring Center, among other facilities.

***Veterinary Medical Education & Research Building*:** The first floor contains two Ultrasonography Rooms, the Endoscopic Room, the Laboratory Test Room, the CT Room, the MRI Room, the X-ray Room, the Dental Treatment Room, the Rehabilitation Room and Night-duty Rooms, as the Small Animal Area of the AMC. The second floor contains the Clinical Biological Analysis Room, the Genetical Analysis Room, the Biological Examination Room and the Embryo Manipulation Room of the Large Animals Department and the RNA Handling Area, the Molecular Biological Analysis Room and the Cell Culture Room of the Companion Animals Department. The building also houses the Lecture Cooperation Room and the Conference Room. The third floor has the Veterinary Objective Structured Clinical Examination (**vetOSCE**) Room, which provides supports related to the veterinary common achievement test, and two Conference Rooms.

***Clinical Training Building/Farm Animal Hospital Facility/Infected Animal Control Building*:** The Clinical Training Building has four cattle wards with cushioned beds, which support cattle with astasia, and stalls which can anchor 8 animals. The Farm Animal Hospital Facility for farm animals has wards for cattle or horses as well as observation lanes and can be accessed from the Large Animal Area of the Main Building. Wards use horse body-friendly wood produced in Hokkaido. The separate Infected Animal Control Building contains the Large Animal Isolation Area, the Small Animal Isolation Area and the Companion Animal Autopsy Room.

***Clinical Lecture Building/Shelter Medicine Service Center/Practical Building for Veterinary Pathology*:** The Clinical Lecture Building is a two-storey building containing, on the first floor, the Clinical Lecture Room and, on the second floor, the

communication lounge for Clinical Rotation (**CR**). The Shelter Medicine Service Center is a facility that provides areas for physical examination and sterilisation/castration operations for shelter animals in CR. The Practical Building for Veterinary Pathology is a pathological anatomy room for large animals such as cattle and horses and has facilities for incinerating animals at 1,200 degrees Celsius.

***Equine Hospital*:** The Equine Hospital, the former large animal hospital building on the RGU Main Campus used until 2007, was renovated in 2022 based on recommendations for the establishment of a horse-specialised research, educational, and clinical facility independent from the Farm Animal Medical Department by The European System of Evaluation of Veterinary Training (**ESEVT**) experts at a Consultative Visitation held in 2019.

***Administration and system of the AMC*:** The details of the medical care system at the AMC are made known to stakeholders and the owners of animals via the following URL (https://amc.rakuno.ac.jp). The organisation chart of the AMC is shown in **Appendices B4**. The AMC is operated by the Director, the Deputy Director and the Head of the Clerical Office and its operation is audited by the AMC Steering Committee. The AMC consists of (1) Clinical Specialty Services for Companion Animals, (2) Clinical Specialty Services for Large Animals, (3) Clinical Support Services and (4) Veterinary Nursing Services. The AMC outsources the operation of its Laboratory Test Section, a section of the Center worthy of mention here.

***Companion Animal Clinics*:** At the Companion Animals Department, as a secondary medical care facility that provides care to animal patients with severe or difficult conditions, referred by animal clinics, the Internal Medicine Section, the Orthopaedic Surgery Section, the Neurology Section, the Oncology Section, the Soft Tissue Surgery Section and the Cardiovascular Medicine Section provide highly specialised medical care and, together with the Diagnostic Imaging Section, the Anaesthesiology Section, the Intensive Care Section and the Rehabilitation Section, provide Japan's highest-level team-based veterinary medicine. Its advanced medical facilities/equipment such as eight Examination or Treatment Rooms, the MRI scanner, the multidetector CT scanner, the digital X-ray equipment, the digital ultrasonic diagnostic equipment, the blood chemical analyser and the orthovoltage radiation therapy equipment as well as five Operation Rooms (including the Image Operation Room and the Positive Pressure Operation Room), the Intensive Care Room and the Rehabilitation Room allow precise diagnosis and advanced care. Also, these facilities and equipment is designed to be used in practical clinical veterinary training where students can participate in medical care. Through its highly specialised secondary medical care, we aim to produce veterinarians who not only have advanced medical skills and knowledge but also pursue the truths behind difficult diseases and are able to provide precise diagnosis and care. The renovated Equine Hospital has a conference room, examination room, diagnosis room, operation room, anaesthetic induction and awakening room, and 4 hospital wards, and the introduction (imported from abroad) of a horse-friendly surgical bed is planned for 2025.

***Farm Animal Clinics*:** The Farm Animals Department, reflecting the University's tradition of producing veterinarians specialising in farm animals, has medical care and education facilities that are among the most practical and advanced among veterinary schools in Japan. The Examination Room, Operation Rooms, the Anaesthetic Induction

and Awakening Room, among others, support care for individual animals. Pens in the Hospital facility have wide observation lanes, and use Hokkaido-produced wood which is gentle to patients' bodies. In addition, to support health management and production activities for cattle herds, the Physiological and Biochemical Examination Room, the Biopsy Examination Room, the Genetic Examination Room and the Embryo Operation Room have been established. These facilities allow the accumulation data useful for herd management by combining detailed individual examination data with production information, and allow the creation of new information by using samples obtained from medical examinations in collaboration with basic researchers. Clinical practice facilities for large animals are designed so that the University can provide practical education - its tradition. The Clinical Training building has four cattle pens with cushioned beds, which support cattle with astasia, and stalls which can anchor up to 8 animals. The Clinical Practice Room simulates an actual production site where up to five cattle can be studied at the same time.

***Clinical Support /Animal Nursing*:** The Clinical Support Department consists of the Anaesthesia Section, the Intensive Care Section, the Diagnostic Imaging Section, the Laboratory Test Section, the Pathological Examination Section, the Pharmacy Section and the Blood Product Section and provides Japan's highest-level team-based veterinary medicine in collaboration with other sections of the Companion and Farm Animals Departments. The Animal Nursing Department has two veterinary nurses in the Farm Animal Medical Department and in the Companion Animal Medical Department. In addition to providing medical support, the veterinary nurses are also responsible for teaching students. In the Farm Animal Medical Department, the main focus is on livestock insemination work, assisting with medical treatment such as surgical assistance, accompanying house calls, milk testing and hoof trimming. Veterinary nurses also play a central role in the management of hospitalised and training livestock, as well as consumables and other medical supplies. In the Companion Animal Medical Department, all staff members have obtained national certification as Veterinary Nurses for Companion Animals and, in addition to assisting with medical treatment, they care for hospitalised animals, assist with surgery, sterilise and disinfect instruments, and manage medical equipment and supplies. They also attend food seminars to improve their basic knowledge and are certified as nutritional management advisors.

***Clinical Lab Test Department*:** The Clinical Support Department outsources laboratory installation in the Clinical Examination Room of the AMC and laboratory tests to FUJIFILM VET Systems Co., Ltd. known as Fujifilm Monolith. The agreement was concluded between Fujifilm Monolith and the RG, and the contract period was from 1st April, 2021 to 31st March, 2022. Afterwards, the contract has been automatically renewed annually.

4.3.3 Description of the equipment used for clinical services (diagnostic, treatment, prevention, surgery, anaesthesia, physiotherapy, ...)

Fluoroscopes, CT scanner systems, Digital-MR scanner systems, X-ray TV systems, X-ray equipment, ophthalmic operation equipment, high-frequency operation equipment, ultrasound diagnostic imaging apparatus, endoscopes, power drills, bedside monitors, anaesthesia apparatus, microscope system for surgery, a set of fundus

cameras, blood gas analysers, operating tables and a set of anaesthesia apparatus for large animals, etc., are all available for use (see **Appendices D5**).

***Equine Hospital equipment*:** The Equine Clinical Medicine Department has medical care and education facilities that are among the most practical among veterinary schools in Japan. The Examination Room, Diagnosis Room, Operation Rooms, and Anaesthetic Induction and Awakening Room, among others, support care for individual animals, in the wards in the Hospital facility. The main equipment used for each department (Companion, Equine and Farm Animals) for clinical service in the AMC are listed in **Appendices D5**.

4.3.4 Description of the premises (both intra-mural and extra-mural) used for the practical teaching of FSQ & VPH (slaughterhouses, foodstuff processing unit)

***Intra-mural*:** At RGU, as intra-mural practice on food hygiene, the students receive training on the testing of food poisoning-causing microorganisms (including molecular epidemiological analysis), milk hygiene testing, and testing for food residual antimicrobial agents (microbiological testing and chemical analysis). In regard to the testing for food poisoning-causing microorganisms, general microbiological testing materials and facilities such as incubators are available for students to learn techniques for isolating food poisoning-causing microorganisms from food. In addition, laboratory equipment is also available to perform molecular epidemiological analysis of isolated bacteria. For milk hygiene testing, the laboratory is equipped with materials and facilities to learn techniques for detecting microorganisms in milk and determining whether milk has been properly heated. For testing of residual antimicrobial agents, students learn chemical analysis techniques that use HPLC in addition to simple testing techniques that use indicator organisms. In terms of chemical analysis, the laboratory is equipped with facilities and personal computers for learning how to use HPLC for detecting residual antimicrobials. These training programmes are conducted in accordance with the Food Sanitation Act, and are intended to enable students to conduct inspections in accordance with the law when they work with food products as veterinarians in the future.

***Extra-Mural*:** The Extra Practical Training (**EPT**) meat hygiene training is conducted in prefectural Meat Inspection Centers in Hokkaido Prefecture, as well as in prefectures in the Tohoku (East north) Region such as Aomori, Fukushima, Iwate, and Miyagi, and even in Shimane Prefecture in the Chugoku Region. All the slaughterhouses operating in Japan are approved by the prefectural or municipal health authorities in accordance with the Slaughterhouse Act. Some of the slaughterhouses which accommodate meat inspection centres export meat and are of high standard and capacity. All slaughterhouses accepting RGU students allow hands-on training by the veterinary meat inspectors. RGU holds a Memorandum of Understanding on the collaboration in education and research with the Hokkaido and Shimane prefectural governments.

4.4 Description of the organisation and management of the VTH and ambulatory clinics

The Companion Animals Department offers ambulatory care between 9:00 and 11:30 from Monday to Friday by appointment only. Its ambulatory care is secondary care that requires referral from animal clinics. Its practice and surgery days are shown in

Appendices D6. At the Farm Animals Department, veterinarians specialising in internal medicine or surgery work in shifts to respond to farm visit requests around the clock. For inpatients, we improved the hospitalised management system in April 2022. An accommodation system is in operation, providing 24-hour management by veterinarians throughout 365 days. Currently, the Japanese Labor Standards Law does not allow for overtime consultations, but studies are underway to allow for overtime consultations in accordance with the Labor Standards Law by 2025. The Equine Department is independent from the Farm Animal Department, with facilities established in 2022. A preliminary ambulatory clinical service by specialised veterinarians was run in 2022. A formal and total equine medical service will be started from mid-2023.

4.4.2 Description on how the VTH and ambulatory clinics are organised in order to maximise the hands-on training of all students

The details of the clinical sections are shown in **Appendices B4**.

***Companion Animals Department*:** Consists of the Internal Medicine Section, the Orthopaedic Surgery Section, the Soft Tissue Surgery Section, the Oncology Section, the Neurology Section, the Cardiology Section, and the Rehabilitation Section (7 sections), which provide ambulatory care, and the Anaesthesiology Section, the Intensive Care Section, the Diagnostic Imaging Section, the Laboratory Section, the Pathological Testing Section, the Pharmacy Section, the Animal Nursing Department and the Blood Product Department (8 assisting sections/departments), which assist the fore-mentioned clinical sections. The sections that provide ambulatory care, the Anaesthesiology Section, the Intensive Care Section and the Diagnostic Imaging Section have a total of about 30 veterinarians who provide guidance to students in clinical settings. The initial diagnosis is made by a team of students and veterinarians; basically, students conduct general physical examinations and develop a diagnosis and treatment policies by themselves, then the students and veterinarians discuss and adjust the polices before proposing specific treatment policies to the owners of the patient animals. In regard to special tests and treatment for which consent is required from the animal owners, easier procedures are conducted by students under the supervision of veterinarians and more difficult procedures are conducted by veterinarians under close observation by students. Also, the results of tests such as blood tests (CBC, blood chemistry, etc) and imaging tests (X-ray, ultrasonography, tomography, etc) are first interpreted/read by students and are then revised, if necessary, through discussion between the students and veterinarians. During surgery, under the supervision of veterinarians, students make preparations such as fixation of the animal and disinfection of the surgical field and, with pre-understanding of the operative procedure, participate in the surgery as assistants and instrument handlers. As for anaesthesia, students propose the anaesthetic protocol for each animal, then discuss and revise it with veterinarians and participate in actual anaesthetic management. As the equine medical services provided by RGU's AMC consist of primary care, opportunities for students to experience advanced referral care are inadequate. Therefore, RGU has established a comprehensive agreement with the Shadai Horse Group, the top racehorse breeder in Japan, to provide students with the opportunity to experience advanced equine medicine. In July 2023, the Shadai Horse Clinic established a new hospital equipped with a CT system at the Uenae Campus of RGU, which is within a 10-minute

drive from New Chitose Airport, to provide students with the opportunity to experience advanced equine medicine.

***Farm Animals Department*:** The AMC's farm visitation service (extra-mural) is the primary practice and involves three clinical sections; i.e., the Internal Medicine, Surgery and Theriogenology Sections. Being general practice, veterinarians, regardless of their whether they are academic, part-time or trainee veterinarians, work in all these clinical sections in shifts. Students undergo practical training in primary care by accompanying veterinarians in their work, including the interviewing of owners, observation of physical conditions, determination of clinical diagnosis and fixation of the animals. For pregnancy checks and insemination services, students observe colposcopy and ultrasonography conducted by a veterinarian and, in some cases, carry out rectal examinations themselves.

The AMC's ambulatory practice and hospital treatment (intra-mural) represent secondary practice for animals referred by local clinical veterinarians or livestock clinics attached to NOSAI (Agricultural Mutual Relief) or other agricultural organisations. The details of all clinical sections in RGU-AMC are shown in **Appendices B4**.

4.4.3 Statement that the Establishment meets the national Practice Standards

The RGU was accredited as meeting the university evaluation criteria after accreditation evaluation by the Japan Institution for Higher Education Evaluation (**JIHEE**) in 2014. In addition, the Establishment was accredited as meeting the veterinary education standards by the Japan University Accreditation Association (**JUAA**) in 2018. Certifications from the JUAA and JIHEE are shown in **Appendices B10 and B11**, respectively.

4.5 Description of how all students can have access to all relevant facilities

All the facilities on the main campus are within walking distance. However, for farm facilities (Moto-Nopporo Farm), public transportation, including buses and taxis, is used.

4.6 Description (number, size, species, ...) of the premises for housing isolated animals and how these premises guarantee isolation and containment of infectious patients

***Companion Animals Department*:** The animal isolation facilities at the Companion Animals Department are separately located from clinical practice spaces and have an anteroom for staff to change into protective gowns and wash their hands and a door to the outside. The facility has one treatment room and two hospital rooms for dogs and cats, including ten cages for animals (8 for cats and 2 for dogs) and three tables for examination or treatment. The animal isolation facilities target infectious diseases of class 4, primarily distemper virus, rabies virus, tuberculosis, parvovirus infection, cryptosporidiosis, *Salmonella*, and enterotoxigenic *Escherichia coli*. However, in the past ten years, we have had no episodes of these viral and/or bacterial infectious diseases, and we actually accept animals infected with multidrug-resistant bacteria (MRSA, etc). We have established and strictly follow SOPs for handling animals with infectious diseases.

***Farm Animals Department*:** Acceptable animals are cattle, horses, pigs, small ruminants with contagious disease (class 4). One large animal or up to three small animals can be housed. The setting up the facility takes 30 minutes after the decision

is made by veterinarian in charge to bring in the animal. The use of the facility is handled by dividing the flow line according to the SOPs. The facility is divided into administrative areas and is fenced off from the outside. Separate entrances are provided for animals and people. When animals are brought into the facility, one veterinarian will be separately assigned to the other flow line. The veterinarian in charge of the animals to be brought in contacts the veterinarian in the facility to accept the animals. Infected animals brought in are necropsied in the facility. In case of mortality, the veterinarian in charge of animal control and the veterinarian in charge of pathology will be in attendance. At the time of the planned necropsy, the anesthesiologist will euthanise the animal with the veterinarian in charge of anaesthesia, and the pathologist will perform the necropsy. After necropsy, organs and other materials are stored in dedicated disposal containers, disinfected, and sent to a pass room for disposal by a specialised disposal company. After disinfection of the facility and sterilisation of work clothes are completed in the facility, the veterinarian in charge of necropsy leaves the facility.

4.7 Description of how and by who field veterinary medicine and Herd Health Management are taught to all students

***Companion Animals Department*:** The Companion Animals Department does not provide home visits or herd health management but is planning to offer practical training at private veterinary clinics near the University.

***Farm Animals Department*:** In regard to field veterinary medicine, a request for cooperation to NOSAI, with whom we have a comprehensive agreement, will be considered. Specifically, veterinarians at some private clinics will be asked to become our specially appointed professors and take our students to farms for visits on a one-on-one basis. A faculty member will take the students from the University to the clinics and will take them back to the University after the training. This will be repeated several times to make this training uniform among students.

Herd health management is instructed by our faculty members. Specifically, students, in groups of three or four, will receive cattle herd health education, under guidance by specialist veterinarians, on breeding, hoof management, pathogen observation and vaccination programmes for preventing infectious diseases, castration, dehorning and the field provision of instructions for preventing diseases. For pigs, practical training programmes, including the inspection of farm and other facilities and the provision of vaccinations, are provided.

4.8 Brief description (number, size, equipment, ...) of the vehicles used for:

-) transportation of students (e.g. to extramural facilities)

Currently, transportation of students to extra-mural facilities is undertaken using rental cars. However, by 2025, this will be undertaken using two vehicles managed by the AMC.

-) transportation of live animals

Transportation of live animals, including outpatients and hospitalised patients, is not done by the AMC, in principle. In other words, small animals, such as dogs and cats, are taken to the AMC by their owners. However, in the case of requests for tertiary care

from the Sapporo Night-time Emergency Animal Hospital, which operates 24/7, animals are transported by the veterinarians who work there. Horses that require ambulatory care or hospitalisation are taken to the AMC by their owners, but cattle are transported by the below-listed livestock transporters upon request by the owners.

(1) Maruei Chikusan
Representative: Sakae Takahashi
Address: 45-19, Shineidai, Ebetsu City
Phone: 011-381-3731

(2) Kimura Chikusan
Representative: Hideki Kimura
Address: 67-1, Makiba, Eniwa City
Phone: 0123-34-5116

-) transportation of cadavers/organs

Cattle slaughter and tissue transfer is outsourced to external contractors.
Hokuou-Kasei Business Cooperative
Address: Nishi 15, Minami 7-sen, Nanporo-cho, Hokkaido 069-0207
Tel: 011-378-5550

4.8.2 Description of the vehicles and equipment used for the ambulatory clinic

There are four vehicles used for ambulatory care. Vehicle No. 1, 2 and 3 are used for farm animal care and practice. Vehicle No. 4 is used for equine care and practice. All vehicles are managed by the AMC.

Official vehicles of the Animal Medical Center (used for students)

Internal vehicle name	Registration number	Vehicle type	Vehicle name	Chassis number	Capacity
Veterinary Care No. 1	札幌 400 み 1757	Van	TOYOTA HIACE	GDH206-1038268	9
Veterinary Care No. 2	札幌 303 せ 1281	Station wagon	TOYOTA HIACE	TRH229-0013798	10
Veterinary Care No. 3	札幌 302 る 4097	Station wagon	TOYOTA HIACE	TRH299-0013103	10
Veterinary Care No. 4	札幌 303 の 8035	Station wagon	TOYOTA HIACE	TRH219-0043398	10

4.9 Description of how (procedures) and by who (description of the committee structure) changes in facilities, equipment, biosecurity procedures (health & safety management for people and animals, including waste management) good laboratory practices and good clinical practices are decided, communicated to staff, students, stakeholders (and, if appropriate, to the public), implemented, assessed and revised

RGU has established the RGU Crisis Management Regulations, not only with regard to biosecurity, but to prevent, in a timely and accurate manner, crises associated with various events throughout the University. In addition, the Crisis Management Basic Manual has been formulated to respond to individual crisis situations. With regard to

security, etc., for individual events, it is entrusted to the organisation, etc., responsible for the events, and rules are established and managed based on laws and regulations, etc. (each provision is shown in the Appendices).

1. **Gene Recombination Experiment Safety Committee:** Establishes the necessary standards for ensuring safety to be adhered to in regard to the planning and implementation of genetic modification experiments at the University, and thereby ensure the safe and appropriate implementation of the experiments.
2. **Pathogen Safety Management Committee:** RGU establishes safe management of materials such as pathogens and plans preventative measures against related to such pathogens in the University.
3. **Infectious waste handling regulations:** It was established to ensure proper disposal of infectious waste discharged from the University facilities (Environmental Pollution Prevention Committee Regulations).
4. **Highly pathogenic avian influenza epidemic prevention guidelines:** RGU established epidemic prevention measures during outbreaks of highly pathogenic influenza.
5. **Foot and mouth epidemic prevention guidelines:** RGU established epidemic prevention measures during outbreaks of foot-and-mouth disease.
6. **Standard for entry of livestock breeding management facilities for overseas residents and foreign travellers:** Standards were decided for overseas visitors and the visit of the livestock breeding management facility of the University (Animal Infectious Disease Measures Committee Regulations). A committee is established for the purpose of promptly and appropriately coping with the possibility of infection if an animal that the university is rearing is infected with an infectious disease.

In addition, Dairy production, Meat production, and Crop production Stations have prepared a management manual that defines specific prevention systems. These manuals and guidelines are freely and easily accessed on the RGU website.

Comments on Area 4

The level of biosafety for students has been significantly increased by reviewing the biosecurity in each area of the AMC and in the practical rooms. In addition to farm animals, isolation rooms for companion animals have been established. A separate equine medical facility was developed by upgrading an old hospital facility in another area. The development of the skills lab building and the corresponding curriculum has created an environment that ensures skill acquisition for students.

Suggestions for improvement on Area 4

Due to a biosecurity review, the acceptance of injured and sick wildlife individuals is currently suspended. As a result, the university is considering the development of facilities capable of accepting wild animals.

5. Animal resources and teaching material of animal origin

5. Animal resources and teaching material of animal origin

5.1. 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

With regards to animal research and education, the Rakuno Gakuen University (**RGU**) Animal Experiment Committee Rules, the Standards for Care and Management of Experimental Animals at RGU, and the Guidelines on Euthanasia of Animals have been established with supervision and guidance provided by the Animal Experiment Committee, the Pathogen Safety Management Committee to ensure animal testing is carried out in an appropriate manner. The facilities and equipment for the specialised practice room using experimental animals, Biosecurity level (**BSL**)-2 practical room, and isolation room for quarantine and both companion and farm animals with diseases, have almost been completed based on the 2019-Consultative Visitation suggestions. In addition, the Equine hospital had also been made independent from the farm animal hospital as of 2023 (Temporary operation in 2022). With regards to genetic recombination experiments, the Genetic Recombination Experiment Safety Management Standards have been established with supervision and guidance provided by the Gene Recombination Experiment Safety Committee. The most important aspect of RGU's educational reform is the thorough implementation of hands-on education aimed at ensuring the acquisition of the Day One Competence (**D1C**) (105 clinical and 76 preventive medical skills). In consideration of animal welfare, RGU has replaced everything with simulators instead of using living animals in the pre-clinical training conducted to acquire clinical skills for cows, equines, dogs and cats. Therefore, from 2024 onwards, living animals will not be used in preclinical training other than those used for basic veterinary training (such as rodents and frogs) and anatomy practice. On the other hand, new students were given opportunities to come into contact with a wide variety of farm animals, which is one of the characteristics of RGU, during their animal handling training. In addition to participating in primary care and advanced medical care for dogs, cats, equines and farm animals, all students have an opportunity to undertake shelter dog and/or cat care, management and nutritional operations, calf castration, and equine management including vaccination.

5.1.2 Description of the specific strategy of the Establishment in order to ensure that each student receives the relevant core clinical training before graduation

In Japan, under Article 17 of the Veterinarians Act, only veterinarians are allowed to provide veterinary care to domesticated animals. Therefore, for veterinary students to legally justify participation in Core Clinical Training (**CCT**), students need to pass the Veterinary Common Achievement Test (**VCAT**) provided by the Veterinary Education Support Organisation (**vetESO**) and become certified Student Doctors. Under the current curriculum, students take the VCAT and become Student Doctors after completing the 2nd semester of their 4th year and then are able to participate in CCT. Under the 2021 curriculum, before taking the VCAT, 3rd and 4th year students learn 105 clinical skills and soft skills including medical communication under simulator training through preclinical subjects at the skills lab building. All students must acquire and pass evaluation of the 105 clinical skills and soft skills as managed by a logbook system to

participate in the CCT.

In the previous curriculum, CCT was 3 credits (3 weeks), but in the 2021 curriculum, CCT is 22 credits (total 22 weeks for every student) and consists of 18 credits (18 weeks) of practical clinical training, 2 credits (2 weeks) of Comprehensive Diagnostic Pathology Practice (**CDPP**), 1 credit (1 week) of virtual poultry inspection practice on campus and 1 credit (1 week) of Meat Hygiene Inspection Practical Training (off-campus). The small group (4-5 students/group) clinical training in CCT is divided into 6 blocks of 3 credits each as follows: companion animal internal medicine (CCT-A), companion animal surgery (CCT-B), anaesthesia and imaging diagnosis (CCT-C), equine medicine, zoo and aquarium medicine, and clinicopathology (CCT-D), general clinical medicine (CCT-E), and farm animal medicine (CCT-farm). Students participating in the CCT programme have their learning record is managed using a logbook system as detailed in **Area 3 and 6**.

Since the CCT of the 2021 curriculum will start from 2025, RGU is taking transition measures for students who will be undertaking the old curriculum until that time. That is, all students will participate in companion animal internal medicine, surgery, anaesthesia, equine medicine and companion necropsy, farm animal medicine, and night/holiday service for three days each (3 credits). In addition to this, all students select two practices (1 credits, 1 week per each) from equine and zoo/aquarium animal medicine, CDPP, off-campus Meat Hygiene Inspection Practical Training, off-campus farm animal medicine, shelter animal medicine and off-campus companion animal medicine in a private animal hospital (primary care). The 2021 Curriculum CCT requires all students undertake all of the above tasks.

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

The Establishment regulations concerning animal experiment ethics and animal experiments that consider animal welfare as well as animal rearing manuals have been developed as follows. The University regulations concerning animal experiment ethics and animal experiments that consider animal welfare as well as animal rearing manuals are made public via the University's website. In accordance with the University regulations, an Animal Experiment Committee has been established to provide guidance on animal experiments and education on animal welfare and ethics.

○ RGU-Animal Experiment Committee Regulations
○ RGU-Animal Experiment Guide
○ Guidelines for the euthanasia of animals
○ Self-check and evaluation report on animal experiments

As mentioned above (**5.1**), in consideration of animal welfare, RGU has replaced everything with simulators instead of using living animals in the pre-clinical training conducted to acquire clinical skills for cows, equines, dogs and cats. Therefore, from 2024 onwards (completing preclinical practice under the 2015 curriculum), living animals will not be used in preclinical practice other than for basic veterinary training (using rodents and frogs) and anatomy practice. On the one hand, we have created

opportunities for all veterinary students to come into contact with the wide variety of farm animals that characterise RGU. Animal handling practice (1 credit) and Veterinary introductory practice (1 credit) for 1st year students are set up to afford opportunity to come into contact with healthy domestic animals in the Rakuno Gakuen - Field Education and Research Center (**FEDREC**). The CCT for 5th year provides students with an opportunity to learn veterinary knowledge and skills using a wide variety of companion and farm animal cases. With the above initiatives, RGU has also created opportunities for all veterinary students to come into contact with a wide variety of farm animals that characterise its reality.

Table 5.1.1. Cadavers and material of animal origin used in practical anatomical training.

Species	2022	2021	2020	*Mean*
Cattle	18	3	10	10.3
Small ruminants	0	0	0	0
Pigs	24	2	24	16.7
Companion animals	24	2	24	16.7
Equine	2	1	2	1.7
Poultry & rabbits	48	3	48	33.0
Exotic pets	0	0	0	0
Others (specify)	0	0	0	0

In 2021, there was a change in the curriculum, and the start of veterinary anatomy practice was moved from the 2nd semester of the 1st year to the 1st semester of the 2nd year.

Table 5.1.2. Healthy live animals used for pre-clinical training

Species		2022	2021	2020	*Mean*
Cattle		68	86	93	82.3
Small ruminants		24	39	12	25.0
Pigs		127	125	140	130.7
Companion animals		42	54	4	33.3
Equine		13	13	0	8.7
Poultry & rabbits		289	285	288	287.3
Aquatic animals		0	0	0	0
Exotic pets		0	0	0	0
Others	*Rats*	22	22	22	22
	Mice	150	130	50	110.0
	Frogs	20	46	20	28.7
	sub total	192	198	92	160.7

Average monthly number of healthy farm animals maintained for Educational Purposes at the FEDREC

Species	Breeding style	Breed	2022	2021	2020	*Mean*
Dairy Cattle	Free stall	Holstein Friesian	130	141	141	137.3
		Jersey				
	Tie stall	Holstein Friesian	34	31	35	33.3
	Sub-total		164	172	176	170.7

Species	Breeding style	Breed	2022	2021	2020	*Mean*
Beef Cattle	Free barn	Japanese Black	72	73	70	71.7
		Japanese Shorthorn	18	14	16	16.0
	Sub-total		90	87	86	87.7
Small Ruminants	Free stall	Suffolk/Texel	16	18	18	17.3
Pigs	Floor feeding	Duroc (/crossbreed)	102	123.4	119.7	115.0
Poultry	Floor feeding	Diverse	462.6	566.7	477.1	502.1

Table 5.1.3. Number of patients seen intramurally (in the VTH)

Species	2022	2021	2020	*Mean*
Cattle	328	46	94	156.0
Small ruminants	4	4	4	43
Pigs	0	3	0	1.0
Companion animals	3,454	3,578	3,603	3,545.0
Equine	563	9	17	196.3
Poultry & rabbits	67*	0	0	22.3
Exotic pets	0	0	0	0.0
Others (specify)	3	2	1	2.0

In this table, one pathogenesis is counted as one case. ***Penguins***: Imaging diagnosis for Aspergillus pneumonia in Aquariums as part of CCT. Imaging diagnosis will be continued from 2023 onwards.
Others: Wild animals (a fox and a beaver commissioned by a petting zoo).

Table 5.1.4. Number of patients seen extramurally (in the ambulatory clinics)

Species	2022	2021	2020	*Mean*
Cattle	878	1069	961	969.3
Small ruminants	18	8	7	11.0
Pigs	15	0	0	5.0
Companion animals	210	0	0	70.0
Equine	60	39	28	42.3
Poultry & rabbits	5	0	0	1.7
Exotic pets	0	0	0	0.0
Others (specify)	1	0	2	1.0

Others: Wild animals (2 giraffes and 1 fox).

Table 5.1.5. Percentage (%) of first opinion patients used for clinical training

Species	2022	2021	2020	*Mean*
Cattle	98.7	95.8	90.6	95.0
Small ruminants	81.8	66.7	63.6	70.7
Pigs	100	ND	ND	ND
Companion animals	6.7	0	0	2.2
Equine	99.7	81.3	62.2	81.3
Poultry & rabbits	6.9	ND	ND	ND
Exotic pets	ND	ND	ND	ND
Others (specify)	25	ND	66.7	30.6

ND: There are no data on the primary care rate as there are no relevant cases.

Table 5.1.6. Cadavers used in necropsy

Species	2022	2021	2020	*Mean*
Cattle	50	74	74	62.7
Small ruminants	2	5	0	2.3
Pigs	10	4	7	7.0
Companion animals	15	2	2	6.3
Equine	177	204	172	184.3
Poultry & rabbits	9	32	7	16.0
Exotic pets	40	5	6	17.0
Others (specify)	9	15	15	12.0

Table 5.1.7. Number of visits in herds/flocks/units for training in Animal Production and Herd Health Management.

Species	2022	2021	2020	*Mean*
Cattle	125	122	121	122.7
Small ruminants	0	0	0	0.0
Pigs	16	0	0	5.3
Poultry	16	0	0	5.3
Rabbits	0	0	0	0
Aquatic animals	15	0	0	5.0
Others (specify)	10	0	0	3.3

Aquatic animals: Otaru Aquarium, Others: Maruyama Zoo. A programme of regular visits to FEDREC pig and poultry farms was launched in 2022.

Table 5.1.8. Number of visits in slaughterhouses and related premises for training in FSQ

Species	2022	2021	2020	*Mean*
Ruminant slaughterhouses	15	0	0	5.0
Pig slaughterhouses	16	0	0	5.3
Poultry slaughterhouses	0	0	0	0
Related premises **	7	0	0	2.3
Others (specify)	0	0	0	0

** Premises for the production, processing, distribution or consumption of farm animal origin. In 2020 and 2021, due to the influence of COVID-19, students could not participate in off-campus meat inspection and on-site slaughterhouse training.

5.1.4 Description of how (procedures) and by who (description of the committee structure) 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 are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

1. Practice in Anatomy

Cattle: Cattle (mainly calves) regularly purchased by livestock brokers at livestock markets by request are used for practical training at the University. All cattle are transported by livestock brokers using their animal transportation vehicles to the Anatomy Room for Healthy Animals of the University prior to use and are used in practical training after they are euthanised by a veterinarian from the Anaesthesiology Section of the Animal Medical Center (**AMC**) in accordance with the euthanasia method prescribed by the Animal

Experiment Committee.

Pigs: Among the pigs reared at the University farm, those with poor growth and low market value are obtained and used in anatomy practice classes. We obtain these pigs after the appropriate manager has decided to destroy them on confirmation that they have no health issues other than extremely poor growth and that their growth is not expected to improve. Pigs are transported to the Dissection Room by a University livestock transport truck and euthanised by a veterinarian from the Anaesthesiology Section of the AMC before being used in practical classes.

Dogs: Euthanised dogs are obtained from companies that conduct safety tests for drug development and are used in anatomy practice, but not in pathological training (necropsy).

Equines: For the autopsy of horses, a part of the body (forelimbs, hindlimbs, head, etc.) that is clearly free of lesions from the case for which pathological necropsy was requested is distributed, and each part is collected for anatomical practice.

Poultries: Poultries with low egg-laying rates are obtained from the FEDREC, in the same manner as that for pigs. These poultry have no health issues other than low egg-laying rates. The poultry are euthanised by a veterinarian from the Anaesthesiology Unit of the AMC before being used in practice.

2. Practice in Pathology

Ruminants: Cattle are transported to RGU by external organisations, farms or had been hospitalised and/or died at the AMC. By request of the AMC, a faculty member in necropsy is in charge conducts necropsies for the animals.

Dogs and cats: They are mostly animals that were hospitalised or died at the AMC. Upon request by the AMC, a faculty member conducts their necropsies. Dog and cat necropsy cases are insufficient to meet the needs of the CCT as Japanese owners are reluctant to provide us with the opportunity for necropsy if their companion animals die in the AMC and/or around private companion hospital due to the Japanese Buddhists belief that the animals souls reside in their corpses. For this reason, RGU has prepared a pamphlet to aid in obtaining dog and cat necropsy cases from pet owners, made it available in the AMC reception and animal hospitals around the AMC, and is conducting activities to increase owner awareness. In addition, RGU have set up a pathological room exclusively for companion animals in order to increase awareness among owners and to ensure biosecurity.

Raccoons: As an alternative to necropsies using dogs and cats, RGU are conducting a "raccoon programme" to conduct autopsies on exterminated raccoons in cooperation with the Hokkaido Government and the Department of Environmental Sciences.

Equines: Animals subjected to necropsy are mainly sent to us by feeding and raising farms and faculty members conduct their necropsies by direct request. On rare occasions, necropsies are conducted at the request of the University AMC.

Wildlife: RGU conducts necropsies for marine mammals such as penguins, seals, and dolphins sent to us by aquariums in Hokkaido and other parts of Japan, as well as for terrestrial mammals (other than raccoons) sent to RGU by zoos.

3. Description for stored and destroyed a cadavers and material of animal origin

Anatomy: Animal-derived specimens and cadavers introduced for the purpose of

dissection training are stored in refrigeration and freezing facilities in the anatomy practice building until use for training. Animal-derived materials after anatomy practice are disposed of in an incinerator in the anatomy practice building immediately after practice. A series of works have been completed in the anatomy training building.

Farm animal necropsy: For the necropsy of farm animals in in Practical Building for Veterinary Pathology (**PBVP**), animals are brought in at the start of pathological necropsy, and the necropsy is performed immediately after delivery and/or euthanasia by anaesthesiology staff according to regulations. Therefore, there is no need for a freezing/refrigeration facilities for preserving the carcase before necropsy.

Animal-derived waste after necropsy is either incinerated in a dedicated incinerator adjacent to the PBVP, or transported in drums for disposal by off-campus contractors.

Specimens of animal origin collected for work-up are to be kept in sealable containers in accordance with RGU biosecurity SOPs. Thereafter, the outer surface of the container is appropriately disinfected before removal from the PBVP.

Companion animal necropsy: For the necropsy of Companion animals conducted in the Companion Animal Autopsy Room in the Infected Animal Control Building, animals brought in are necropsied immediately or stored in the freezing/refrigeration facilities in the Companion Animal Necropsy Room. Dog and cat bodies are returned at the owner's request. In such case, the bodies are transported in accordance with biosecurity-related SOPs. After necropsy, carcasses and organs are double bagged, sealed, and transported to the PBVP incineration facility for incineration. Samples of animal origin for use in research are sealed in containers, the outer surface of which is disinfected before removal from the Companion Animal Autopsy Room.

Isolated animals in the Infected Animal Control Building: If a large animal isolated in an infection isolation ward dies or is euthanised due to imminent death, an autopsy is performed inside of the Isolation Room (cattle, horses) in accordance with biosecurity SOPs. All bodies, organs and tissues are placed in drums for transport and disposal by off-campus contractors.

The external contractor details are as follows.
Name: Ebetsu -Seisou Co., Ltd.
URL: https://www.ebetsuseisou.jp

5.1.5 Description of how (procedures) and by who (description of the committee structure) 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 are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

The subject-responsible faculty members plan the animal-derived materials used in pre-clinical training in anatomy and basic veterinary sciences, and consider their introduction after obtaining approval from the Animal Experiment Committee. In the practice related to companion and farm animal medicine in pre-clinical practice, live animals will no longer be used as of 2024. The annual number of animals used for pre-clinical practice and CCT is reviewed by QA committee and Student Association for Veterinary Education of RGU (**SAVER**) using the Plan-Do-Check-Adjust (**PDCA**)

cycle. The checking and reviewing of reports and suggestions from these bodies are reported to the Faculty Councils and plans are reviewed accordingly by the responsible faculty members.

5.2 Description of the organisation and management of the external sites (teaching farms, ...) and the involvement of students in their running

All sites other than the one used for primary-care medicine for companion animals (dogs and cats) are owned and run by the AMC in RGU. In the primary care medical practice for companion animals conducted in private animal hospitals, a specific member of faculty involved in companion animal medicine liaises with external practitioners and the University Procurement Department regarding contracts (education affairs). The clinical rotation subject faculty member also discusses learning outcomes and assessment of students. Response and assessment reports from practitioners and students are kept and used for final assessment of every student in primary care medicine in the CCT. A dedicated administrator (a specific member of faculty involved in companion animal medicine and in charge of EPT) records the activity and is available to guide students. Reflection on experience gained during these placements are discussed annually using the PDCA cycle.

From 2023, EPT training will be held once a year on educational methods and how to deal with students (handling harassment), and will be presented by the Educational Quality Improvement Sub-Committee. Contents of this training will be made by the above sub-committee and distributed in digital form to EPT practitioners.

RGU recommends students undertake elective EPT when taking practical companion animal medicine, farm animal medicine in the field, and/or high-level equine medicine. Response and assessment reports from practitioners and students are kept for use in assessing students in EPT.

5.3 Description of how and by who the nursing care skills are implemented and taught to undergraduate students

At RGU, practices and lectures aimed at equipping students with nursing care skills are provided in two comprehensive practice programmes, "Veterinary introductory practice" and "Animal handling practice," which are offered in the 1st year as part of their introductory education.

Dairy cattle: To learn basic nursing knowledge and the skills necessary for providing sick dairy cattle with nursing care through day-to-day management in a dairy production system that includes calves and adult cattle, such as milk feeding, food feeding and milking, students are given opportunities to experience the behaviours of healthy dairy cattle and their reactions to humans, among other things, at the FEDREC's Dairy Production Station under the guidance of our expert faculty members and technical staff.

Beef cattle and pigs: To learn basic knowledge and skills necessary for providing sick beef cattle and pigs with nursing care that considers animal welfare through day-to-day management in a meat cattle production system that includes calves, breeding cattle and fattening cattle, such as milk feeding and food feeding, students are given opportunities to experience the behaviours of healthy beef cattle and pigs and their reactions to humans, among other things, at the FEDREC's Meat Production Station under the

guidance of our expert faculty members and technical staff.
Poultries: To learn basic knowledge and skills necessary for providing sick poultry with nursing care that considers animal welfare through day-to-day management in a laying hen production system that includes chicks and adult birds, such as food feeding, watering, vaccination, lighting control, ventilation and other environmental controls, students are given opportunities to experience the behaviours of healthy poultry and their reaction to humans, among other things, at the FEDREC's Meat Production Station under the guidance of our expert faculty members and technical staff.
Sheep: To learn basic knowledge and skills necessary for providing sick sheep with nursing care that considers animal welfare through day-to-day management in a sheep production system that includes lambs, breeding sheep and fattening sheep, such as feeding, shearing, insect control, hoof cutting and foot bathing, students are given opportunities to experience the behaviours of healthy sheep and their reaction to humans, among other things, at the FEDREC's Meat Production Station under the guidance of our expert faculty members and technical staff.

5.3.2 Description of the group size for the different types of clinical training (both intramurally and extramurally) to guarantee hands-on training of all students.

Intramurally: **(1) 2015 curriculum (former)**: Fifth year students of the School of Veterinary Medicine receive CCT between April and August (1st semester, 3 credits) using patient animals at the AMC. In this CCT, 17 groups with each group consisting of seven or eight students are rotated among seven clinical sections (one section is in the Large Animals Department and six sections are in the Companion Animals Department) on a weekly basis (each student receives 135 hours of training over seven weeks). RGU is preparing an opportunity for participation in a transition programme for students who are taking the old curriculum until 2025. All students select two options from the 6 transition programmes above mentioned (see **5.1.2**). Group size for the transition programmes conducted in the 2nd semester of the 5th year is set at four or five students.
(2) 2021 curriculum (current): The CCT of the 2021 curriculum will start from 2025. Under the 2021 current curriculum based on ESEVT and RGU D1C training, 18 credits clinical, 2 credits pathological and 3 credits FSQ&VPH training run from April to the end of November and consist four or five students per group. Each CCT is planned so that one faculty member is responsible for one or two students.
Extramurally: Of the CCT programs that fall under off-campus training, those that entrust education to practitioners rather than instructors directly instructing students include CCT-E as primary care practice at alumni-managed companion animal hospitals around RGU. This practice is set as a compulsory subject for all students, with one student sent to one animal hospital, so the group size is set at one student per hospital. This programme has management skill acquisition status and assessment by the log-book system and practical reports by both the practitioner and student.

5.3.3 Description of the hands-on involvement of students in clinical procedures in the different species, i.e. clinical examination, diagnostic tests, blood sampling, treatment, nursing and critical care, anaesthesia, routine surgery, euthanasia, necropsy, report writing, client communication, biosecurity procedures, ... (both intra-murally and extra-murally)

Hands-on training in clinical procedures. both pre-clinical simulator training and CCT (intra- and extra-murally), is provided through practice in dog, cat, horse, and farm animal medicine. The syllabus, contents and MAP for the acquisition of the above skills training are provided in **Area 3**. The syllabus, contents and MAP for these skills training are provided detailed in **Area 3**. RGU set 105 clinical skills covering all basic veterinary procedures and made a booklet for each skill. Hands-on training is managed through a booklet and a logbook system as discussed previously in **Area 3**. The 76 skills for FSQ and VPH are also managed by the logbook system.

5.3.4 Description of the procedures used to allow all students to spend extended periods in discussion, thinking and reading to deepen their understanding of the clinical case and its management

At the School of Veterinary Medicine, as part of CCT education, students who undertake companion, equine and farm animal medicine participate in case reporting/ discussion sessions covering various fields. For companion animal medicine, regular discussion sessions are held in each section. As for equine and farm animal medicine, discussions are held during the CCT. In relation to common and specialised subjects, as facilities that can be used by students for self-study and reading, three conference rooms, two student seminar rooms (one room for companion animals, one room for farm animals), one salon, one graduate students' room, one large meeting room and one small meeting room are available in the AMC. Along with these renovations, conference rooms will be created as a dedicated space for entering and writing medical records, short group discussions and investigations during clinical practice in the treatment area for dogs and cats, horses, and farm animals and the large animals pathology building. These conference rooms in treatment area are a useful free space for filling out a clinical records, reading and diagnosis from images such as X-rays, Ultrasound, and so on, discussing CCT cases with group members, faculty and residents in charge. These conference rooms are also available for use as self-learning spaces.

5.4 Description of the patient record system, its completion, its availability to staff and students and how it is used to efficiently support the teaching, research, and service programmes of the Establishment.

An ID and password to access the system are issued to and managed by all veterinarians. When students view or enter records in the system, they do so with the approval of the veterinarians in charge. For the patient record system for farm animals, students (postgraduate and undergraduate students) enter information for the first medical examination and the veterinarians in charge enter information such treatment status, procedures and medication. For the patient record system for small animals, all information is entered primarily by the veterinarians in charge but there are cases in which students enter information under the guidance of the veterinarians. For the

patient information system for small animals, we use Ahmics Version 4 Advanced 1.11 (Pet Communications Co. Ltd., Tokyo, Japan). The AMC uses this system offline (i.e., without Internet connection). Printing out and/or removing animal patient records are prohibited in principle. Restrictions are in place concerning the downloading of animal patient records onto PCs and the information may not be stored on their internal drives. The operation code for the patient record systems has not been stipulated but the development of the code is currently under consideration. Our specialised electric patient record system for farm animals currently in use was developed by Kitagas Service (Hokkaido, Japan) with feedback from the faculty members of the University. For small animals, we use the commercially available patient record system below:
Small animals care (https://www.ahmics.com/index.html).

Although it is essential for students to enter medical records in veterinary education, to protect customers' personal information, RGU avoid students directly accessing the AMC's offline electronic medical record system or changing input information. Therefore, RGU is considering the introduction of another patient record system (Anirece Cloud Ver 5.3.0., Anicom Pafe Inc., Tokyo, Japan) that students can easily use and access. This patient record system is commonly used in Japan for the hands-on CCT, such as horse vaccination programmes, calf castration programmes, shelter medicine programmes, and general pathological trainings.

Comments on Area 5

As facilities attached to the University, not only the AMC but also the Clinical Veterinary Education Research Building which supports Veterinary Objective Structured Clinical Examination (**vetOSCE**), the specialised practice room used for experimental animals, the BSL-2 practical room, isolation building for small and large animals with infectious diseases, independent equine hospital, skills lab building, pathological building for farm animals and pathological room for companion animals, and the FEDREC, which is used for education and research by faculty members and students are our unique strengths.

The AMC of RGU has been designed so that it can be used for comprehensive participation-type CCT and other educational purposes. There are an adequate number of appointed Full-time employees (**FTE**)-faculty members, residents, interns, FTE-permanent national license holders (veterinary nurses, pharmacists and radiologic technologists), FTE-temporary assistant staff such as veterinary nurses necessary for providing comprehensive participation-type clinical practice and day-to-day clinical care and education, and it treats an adequate number of animal patients.

In regard to anatomy and pathology education using animal carcasses, RGU offers anatomy practices using an adequate number of cattle carcasses. Pathological practices that use carcasses are planned for 5th year students as part of the CCT in the 2021 curriculum. Under the new curriculum, all students must receive pathology practice in small groups where hands-on practices that use not only cattle but also spent pigs and spent poultry are provided. However, pathological training for dogs and cats does not currently have an adequate number of animals for all students. Therefore, RGU will conduct a "raccoon programme" to provide alternative hands-on pathological training in companion animals starting on 2023.

Suggestions for improvement on Area 5

In the former curriculum (2015 curriculum), there were only 3 credits for CCT, but the current curriculum (2021 curriculum) has a total of 22 credits (22 weeks), including 18 credits for clinical practice, 2 credits for general pathology, 1 credit for poultry inspection and 1 credit for off-campus FSQ & VPH practice. Due to the ample content provided in the CCT in 2021 curriculum, it is necessary to secure a large number of cases. Students participating in CCT take advantage ofreferral medical care coming through the AMC organise, and can also improve their clinical skills through a range of hands-on programs such as a vaccination program that consists of horse health checks, calf castration, clinical examination and neutering surgery for shelter animals, and raccoon necropsy in lieu of companion animal necropsy. The RGU faculty will continue to work together to ensure that there are adequate numbers of cases for students to master the D1C.

6. Learning resources

6. Learning resources

6.1 Description of the general strategy of the Establishment on learning resources

Information and Communication Technology: Rakuno Gakuen University (**RGU**)'s ICT for education offers the following four systems. The operation of the four systems is complicated, but it is possible to increase the flexibility of system management; e.g., through version updates at low cost, to make our server systems more useful.

1) ***UNIPA***: The Universal Passport (**UNIPA**) the portal site that manages student personal and academic performance information and business information on campus. UNIPA covers detailed basic information on individual students, attendance at lectures, management of grades, lecture syllabi, etc.
2) ***Moodle***: The learning management system (**LMS**) is operated by Moodle, which differs from UNIPA, to increase the degree of freedom for teachers. Moodle stores teaching materials devised by teachers to promote students' pre-study and review.
3) ***e-Portfolio***: The e-portfolio system manages students' handwritten reports using "tobu-note (flying note)". By using software that uploads the image data of the handwritten reports to the e-portfolio, it is possible to manage the submissions both individually by the student and by the faculty member in charge. Both students and teachers can check and manage their learning history until each student graduates.
4) ***The operating room video recording and delivery system***: In October 2018, an operating room video recording and delivery system (camera, display, PC, etc.) was installed at the attached Animal Medical Center (**AMC**). The purchase was supported by the "Veterinary Education Improvement Support Fund," a donation from RGU alumni. This device was introduced for the purpose of enhancing clinical education for students in areas such as clinical rotations. The state of surgery performed in the operating room (five companion animal operating rooms and two farm animal operating rooms) and the anaesthesia monitor screen are recorded, and the images are distributed to the classrooms attached to the AMC and a large number of students. At the same time, this system allows students and staff members to observe the surgery in real-time. The recorded video can be edited and is expected to be used effectively as teaching material.

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

UNIPA; UNIPA offers functions such as course registration, syllabus introduction, grade introduction, and assignment submission. It is an important site for students to obtain information necessary for their university life, such as information on classes, notices from the university and announcements regarding lectures. Accounts are distributed individually upon enrolment, and are based on the student ID number. No changing of User ID is allowed. In addition, all students are given an e-mail address from the University as described below, and information posted on UNIPA can be accessed via personal computer or mobile phone by setting up and registering an e-mail address. As to how to use UNIPA, we conduct "Web course registration guidance" using a PC for all new students immediately after their admission and explain the general usage of UNIPA with an emphasis on how to register for courses using UNIPA. In

addition, we hold briefing sessions on how to use UNIPA for newly appointed faculty members at the beginning of their employment. With regard to the "Flying Note" which is used for online submission of reports and feedback by teachers, the manual is distributed to the students during the 1st-year compulsory subject lessons (Rakuno Studies: History, Mission and Principles) and their use is explained.
For faculty members, a manual is available on the campus website and also workshop-style training sessions are provided.
Scientific Article Searches: For all new students, we provide "New Student Guidance" and teach them how to find materials such as books, magazines, and electronic journals. In addition, "literacy guidance" is given to those who desire it. This runs for about 3 weeks in each of the first and second half of the academic year, and methods of searching for materials and documents using a database are taught.
Information system & PCs; In addition to guidance (new student guidance, new faculty member orientation), library-sponsored seminars, posters, etc., instructors on the PC floor or information system personnel individually respond to inquiries from students and faculty members and provide guidance.

6.1.3 Description of how (procedures) and by who (description of the committee structure) the learning resources (books, periodicals, databases, e-learning, new technologies, ..) provided by the Establishment are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

With regard to the learning resources provided by the institution, there is no committee set up for deciding on textbooks, which are selected (decided) by the subject instructor. E-learning is managed by the Academic Affairs Division, and it is possible for students to use materials taken from teachers' intensive lecture courses and university classes, to develop an e-portfolio, and among the student's individual study records, hand-written submissions can be managed by both the student and the teacher in charge. The utilisation of e-learning is reported on a monthly basis at the Academic Affairs Committee. The process of reviewing and revising the evaluation policy, course rules, etc., will be discussed at the Academic Affairs Committee after a meeting of the various Schools, and the results will be discussed at the faculty meeting. The resolutions to be considered by the Faculty Council are decided by the Council.

The purchase contract for periodical publications, electronic journals, and databases will be decided by the University Library Committee after an estimate for the next year is presented around October each year, and after asking the opinion of each department. The University Library Committee consists of seven members: the Director, the Deputy Director, and teaching staff selected from each department. Books are purchased based on the recommendation of teaching staff, requests for purchase from students, and books selected by library staff. The materials held can be searched by users through the Online Public Access Catalogue (**OPAC**), a link to which is on the Library website.

The electronic journals available to be searched via the SFX Link Resolver (**SFX**) are listed on the Library website. The Library website also has links to external databases.

In e-learning, LMS is managed by the Academic Affairs Division, and courses for all classes are created; however, decisions on course usage are reserved for teachers. The students will be informed of the availability of the course for each class. Utilisation is reported to and evaluated by the Academic Affairs Committee.

6.2 Brief description of the main library of the Establishment

The University Library is an educational research facility that aims to support the University's philosophy and goals regarding education and research, and to collect and manage books, magazines and other academic information, and provide such for the benefit of teachers, students, and others. The University also provides social programmes under the University policy of openness to the community. Based on this policy, the University Library undertakes continuing efforts to contribute to society by opening the Library to university-affiliated high school students, graduates and the general public, and further strengthening cooperation with nearby university libraries and public libraries. Details of Table 6.2.1 are described in **Appendices E1**.

Table 6.2.1 Description of the main library of the Establishment

ITEMS		***Remarks***
Staff (FTE) and qualifications		1 full-time, 15 contract workers Of them, 8 qualified librarians
Opening hours and days		During semester 8: 40-20: 00 (160 days) During school holidays 8: 40-17: 00 (91 days)
Annual budget (without salaries)		562,614 €
Facilities	*location in the campus*	The 3rd to 7th floors of the "Central building" located in the centre of the campus
	floor space (m^2)	5,180.35 m^2
	number of rooms	5 library floors, 2 library stock rooms
	number of seats	536 seats
Equipment	*number of computers*	92PC (for student use)
	number of electrical connections for portable PC	135 power outlet (for student use)
Software available for bibliographical search		OPAC, SFX, Scopus, Web of Science, Journal Citation Reports, PubMed, CiNii, JDreamIII, ICHUSHI Web, etc
Number of veterinary books and periodicals		Total: 34,453 books Journals: 671 titles in total
Number of veterinary e-books and e-periodicals		58 electronic books Electronic periodical: 2,076 titles in total
Number of other (e)books and (e)periodicals		Electronic books: 299 Electronic periodicals: 912 titles in total

6.2.2 Brief description of the subsidiary libraries (if any)

There are no subsidiary libraries. In the future, along with improvement in clinical rotations, we plan to set up a subsidiary (sub-) library in a location that is easily accessible by students participating in clinical rotations. We believe that it is necessary for the sub-library to expand not only its stock of relevant veterinary textbooks but also veterinary research journals.

6.2.3 Description of the IT facilities and of the e-learning platform

***PC room*:** RGU has three PC classrooms, with a maximum capacity of 60, 90 and 100 students, respectively. The terminal specifications of the PC classrooms are common to all classrooms, and all are equipped with an Intel Core i7 CPU, a main memory of 16GB, SSD of 256GB, graphics board (memory 2GB), and a Windows 10 OS.
In addition, 92 PCs (Windows 10) can be freely used on the open PC floor in the

affiliated library. These terminals are managed by a net boot-type thin client system, and are designed to ensure security through an environment restoration function and to allow the rapid set up of applications, etc., necessary for classes.
In addition to the resident staff in each room, staff members from the Academic Affairs Division and Information Systems Affairs Division handle daily support. Further, RGU has a system by which we receive support from maintenance companies for general maintenance and response to problems.
e-learning platform: The RGU introduced an e-learning system (Moodle) as a universal system from October 2009 to enhance education, and this system is also used in veterinary education. Teaching staff are assigned individual web pages for all face-to-face subjects, which they can edit freely. The main functions are the distribution of teaching materials, video distribution (lecture videos and clinical videos), report submission, and quizzes. These are used for in-class activities and self-study.
The Education Center staff members are in charge of supporting the use of the e-learning system, and in addition to system and account management, they support teaching staff in the creation of teaching materials (creation of teaching materials, video editing, implementation of various training sessions, etc.). Students can use the e-learning system 24 hours a day via the Internet (PC and mobile terminals). The library counter also acts as a help desk for students and responds to inquiries regarding the operation.

6.2.4 Description of the accessibility for staff and students to electronic learning resources both on and off campus (Wi-Fi coverage in the Establishment and access to resources through a hosted secured connection, e.g. Virtual Private Network (VPN))

Both students and faculty members can access learning resources after connecting through Wi-Fi and user verification in free spaces such as the lobby in each building on campus, the Library, classrooms, research rooms, laboratories, and seminar rooms. In addition, it is also possible to access on-campus dedicated electronic learning resources (electronic journals, literature databases, LMS, etc.) from outside the university using SSL-VPN.

6.3 Brief description of

-) the available learning resources to students, including electronic information and e-learning courses (and their role in supporting student learning and teaching in the core curriculum)

In the School of Veterinary Medicine, RGU, both resources to support voluntary learning outside lectures and electronic systems to support learning in lectures and practical training are in operation. As resources to support voluntary learning, there are 4,287 videos held by libraries and available for viewing, of which 908 are in veterinary-related fields. Textbooks are available that allow the selection of electronic media for 4 subjects. As interactive content, six courses are set up on an e-learning server (RGU WOAH Collaborating Centre Consortium for Food Safety e-learning). There is a wiki system dedicated to the School of Veterinary Medicine as a tool for students to participate in, organise and build veterinary knowledge. With the start point of learning in lectures, an individual PDF storage system has been developed by the University as a tool to comprehensively store reports, etc., submitted by the students themselves.

As an electronic system that supports learning in lectures and practical training, a clicker system that collects, classifies, and scores answers from students in the class in real-time has

been developed and implemented for some subjects. In the 2022 academic year, 601 items in 117 subjects were returned to students' individual space via "Flying Note". The COVID-19 pandemic accelerated the usage of the e-learning system, which can submit assignments to the course instructor(s) and get online feedback. As the "Flying Note" started as a real-paper method for submitting assignments at initial submission, it is a helpful tool for the courses held in-person before the pandemic. However, during the pandemic, submitting real-paper assignments became inconvenient for online courses, and the use of the e-learning system became more common. The e-learning system allows course-related materials to be exchanged between students and course instructors in fully electronic form, such as providing lecture slides, submitting reports and returning evaluated reports, supporting review processes among students after lectures, providing extra information, linking to a specific website, and even in providing online quizzes. As the system has a robust capacity, even after the pandemic, use of the e-learning platform remains a common method for sharing learning resources between students and instructors. Currently, the e-learning server has become an essential learning platform for almost all course subjects.

-) the organisation and supervision at the skills lab.

After learning basic clinical skills in various clinical practices, 4th-year students are designated to self-learning time on the Veterinary Clinical Basic Exercise for improving skills for the Veterinary Objective Structured Clinical Examination **(vetOSCE**) (see **3.1.2**). The skills lab consists of 8 purpose-built simulator training rooms, 6 conference rooms and a mock animal hospital with various educational equipment and simulation devices for the clinical students to learn the various clinical and laboratory skills (see **Appendices E2**). Each skills lab room has an assigned instructor responsible for maintaining the lab in a decent condition for the students to practice. The skills lab functions to offer self-learning facilities where students can prepare themselves for the vetOSCE examination subjects; medical interviews, physical examinations of dogs, physical examinations of cattle, skin suturing, and aseptic operations (gowning). The skills lab also functions to enhance the students' learning opportunities for most of the 105 skills to be covered through the clinical rotation courses. There is the Skills Lab Committee consisting of five instructors who oversee maintenance of the various educational equipment and facilities in a decent condition. To help with medical interviews, physical examinations of dogs, and physical examinations of cattle, stuffed animals and resin models are provided for practice. In addition, skin suture practice pads are used for skin suturing, and self-training using a sterile gown is available for gowning.

-) the electronic form of teaching material and evaluation of the contents at skill labs and slaughter house with VR system.

Each student has access to learning contents in the skills lab as booklets via an e-learning system; thus, a tablet or other individual electric device is often used. To evaluate course contents, students and instructors use the same logbook system, which is also entirely electronic-based. Students can self-evaluate each task in the subject as they complete it, and the instructor can verify and evaluate upon completion from the student side. This logbook system allows nearly real-time evaluation by the instructor. The logbook uses a change of colour in each box upon completion of the given task. Also, the students can oversee the whole subject, like heatmap-type colour plots, to easily recognise their achievements.

There is a jointly developed the Virtural Reality (**VR**) system for simulator training

for meat inspection (see **Appendices C5**). The VR system provides pre-learning and partially replaces hands-on training in a meat inspection centre. The system is divided into a learning mode and a test mode. In the learning mode, students can learn about examination procedures and methods, and identification of lesions and diseases by operating the equipment themselves. In the test mode, lesion images are presented at random, and students answer questions that test their knowledge of pathology and how to treat lesions and diseases (partial or complete disposal).

-) the evaluation step of electronic-form learning materials.

All learning materials, including booklets, logbooks, and videos, are available electronically through the online e-learning system and can be accessed via various devices chosen by students at any time. All the learning materials undergo the Plan-Do-Check-Adjust (**PDCA**) cycle to ensure quality, with the involvement of students, instructors, and the Education Committee. Currently, there are 10 video learning materials, but the Video Promotion Committee plans to expand this number to 30 or more.

Comments on Area 6

After the COVID-19 pandemic, RGU has accelerated the usage of the e-learning system though which instructors can disseminate information to students, receive assignment reports, and provide instructor feedback fully online. RGU still has the possibility to use "flying note", which can be used to return the comments on reports and answers to students online. The above-mentioned systems allow instructors to select the most suitable methods to conduct educational activities. The e-learning and other educational support systems can promote students' voluntary learning, with advanced and after-learning performed more easily. It also acts as an archive for all the reports and other uploaded information on the e-learning and other systems on a cloud space which students can access via various devices and obtain the necessary information as long as they can access the Internet. In addition, promoting prior learning through clinical training by on-demand delivery effectively increases learning opportunities.

We have also prepared the skills lab, which consists of 8 purpose-built simulator training rooms, 6 conference rooms and a mock animal hospital with various educational equipment and simulation devices for the students to learn the various clinical and laboratory skills. These simulators allow students to start learning clinical skills in accordance with the concept of "never the first time on a live animal," with students able to practice at their own speed and repeatedly. Also, the newly developed VR system provides pre-learning and partially replaces hands-on training in a meat inspection centre.

Suggestions for improvement on Area 6

RGU has established a reasonable skills lab; however, it is far from adequate for the provision of an affective self-learning environment. It is necessary to increase the management level so that students can have more opportunity to initiate their learning processes. The Skills Lab Committee may further promote student exposure through the introduction and management of tools for self-learning in the skills lab. In addition, it is necessary to take measures to promote use of the self-study areas such as through the provision of a study salon, sub-library, and other study areas.

7. Student admission, progression and welfare

7. Student admission, progression and welfare

7.1 Description of how the educational programmes, learning outcomes, admission procedures and requirements for national and foreign students, progression and certification, tuition fees, academic calendar, collaborations with other establishments, etc. are advertised to prospective students

Overviews and associated results for educational programmes, learning outcomes, admission procedures and requirements for national and foreign students, progression and certification, and tuition fees are available in information materials provided by the University and on the University's website. This information is also available at open campus events hosted by the Admission and Public Relations Affairs Division, in various explanatory pamphlets published by the University, in the admission guidelines, and on the website operated by the Admission and Public Relations Affairs Division. Information such as progression and certification, the academic calendar, and collaborations with other establishments is available in the Academic Guide, while educational information necessary to students' studies is provided to students on the University's website or in Universal Passport (**UNIPA**).

7.1.2 Description of how to access to the ESEVT Establishment's status and to the last ESEVT Self Evaluation Report and Visitation Report on the Establishment's website

Information about how to access the Establishment's ESEVT status and its latest ESEVT Self Evaluation Report and Visitation Report is available on the Establishment's website. While certification by the ESEVT is currently not applicable because this is the first time for the University to be evaluated under ESEVT standards, the University was certified as meeting the university evaluation standard during an institution-specific certification evaluation by the Japan Institution for Higher Education Evaluation (**JIHEE**) during the 2014 academic year. It was also certified as satisfying the veterinary educational standards set forth by the Japan University Accreditation Association (**JUAA**) during a field of specialisation-specific certification evaluation conducted by the Association during the 2018 academic year. That certification is valid until 31st March, 2026. URLs for the JIHEE and JUAA are provided below.

ESEVT: http://www.rakuno.or.jp/archives/15340.html
JIHEE: http://www.jihee.or.jp/en/index.html
JUAA: https://www.juaa.or.jp/en/index.html

7.2 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.

Table 7.2.1. Number of new veterinary students admitted by the Establishment

Type of students	*2022*	*2021*	*2020*	*Mean*
Standard students	124	180	141	148
Full fee students	-	-	-	-
Total	124	180	141	148

** The last full academic year prior to the Visitation*

Table 7.2.2. Number of veterinary undergraduate students registered at the Establishment

Year of programme	*2022*	*2021*	*2020*	*Mean*
First year	148	181	139	156
Second year	174	147	150	157
Third year	128	134	128	130
Fourth year	130	128	139	132
Fifth year	129	138	142	136
Sixth year	137	142	135	138
Total	846	870	833	850

** As of May 1st.*

Table 7.2.3. Number of veterinary students graduating annually

Type of students	*2022*	*2021*	*2020*	*Mean*
Standard students	137	142	138	139
Full fee students	-	-	-	-
Total	137	142	138	139

** The last full academic year prior to the Visitation*

Table 7.2.4. Average duration of veterinary studies

Duration	*% of the students who graduated on*			
	2022	*2021*	*2020*	*Mean*
*+ 0***	87.4	94.35	89.1	88.4
+ 1 year	11.9	7.7	3.6	7.7
+ 2 years	0.7	1.4	3.6	1.9
+ 3 years or more	0	2.1	3.6	1.9

*** The total duration of the studies matches the minimum number of years of the programme (e.g., 5 or 6 years)*

Table 7.2.5. Number of postgraduate students registered at the Establishment

Programmes	*2022*	*2021*	*2020*	*Mean*
Interns	10	8	8	8.7
Residents	8	6	3	5.7
PhD students	28	28	27	27.7
Others (Course students)	7	6	10	7.7
Others (Research student)	35	41	41	39

** The last full academic year prior to the Visitation*. Others: Course students are graduates who have selected several courses to prepare for the National Examination for Veterinary practitioners in Japan. Research students are individuals accepted as researchers on a specific subject for a limited period of time at the University.

7.3 Description of the admission procedures for standard students:

-a) selection criteria

A total of 120 enrolees are chosen from applicants taking the recommendation entrance examination (27) and the academic ability entrance examination (93). Selection standards for recommendation-based admission require the applicant to have graduated from high school during a previous academic year (but not more than one year ago) or to anticipate graduating during March of the current academic year, to have chosen the University as his or her first choice, to have maintained an overall Grade Point Average (**GPA**) of 3.5 or

above, and to have secured a recommendation from the principal of his or her high school. Final selections are made on the basis of an interview and an essay. For academic ability-based admission, if the applicant is selecting only a unified university entrance exam admission, which is offered at the same time nationwide, final selections are made on the basis of scores for the subjects specified by the University (5 subjects with 3 courses or 5 subjects with 5 courses). If the applicant is taking the unified university entrance examination for English and math together with science exams offered by the University (normal and Science- focused types), final selections are made based on the total scores. In principle, applicants are given admission priority based on their score.

Students applying for mid-course entry admission into the University from another post-secondary institution and transferees to the University from another post-secondary institution and who are governed by Articles 6 of the Rules, respectively, are treated as follows: "Selection is based on separately specified methods, followed by discussion by the Faculty Council, with the President making a final decision." Selection of students applying for reenrolment is governed by Article 6, which states, "Selection is based on discussion by the Council, with the President making a final decision."

-b) policy for disabled and ill students

The University maintains a map of barrier-free facilities on campus, and students and faculty members are aware of its contents (see **Appendices F1**). Rakuno Gakuen University (**RGU**) maintains a system designed to ensure that students who have difficulty attending classes due to disability or illness can attend classes in the same manner as other students by notifying their instructors of the specific accommodation they require via a "Request for Special Accommodation." Under this assistance programme, which is based on the concept of reasonable accommodation, the University considers how students can be offered appropriate support so that they can participate in classes based on an application from the student and a discussion of the nature of any accommodation to be offered between the University and the student. This programme does not extend to attendance, grading, or assessment standards. Reasonable accommodation is defined as follows by Article 2 of the Convention on the Rights of Persons with Disabilities: "necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms."

-c) composition and training of the selection committee

The primary selection committee and secondary selection committee discuss selection of enrolees at meetings of the Department Council (as governed by Article 3-[3] of the Department Council Rules in accordance with the Department of Veterinary Medicine Operating Rules) and at meetings of the Admission Committee chaired by the President (as governed by Articles 1 through 6 of the Admission Committee Rules), respectively. The tertiary selection committee discusses a slate of proposed applicants at meetings of the Faculty Council (in accordance with Article 5-[1] of the Faculty Council Rules) and submits it to the President. Final decisions regarding permission to enrol are made by the President (University Administrative Regulations Appendix <<Decisions by

the President>> Article 10 or 5-[3]). However, the order of discussion aligns with the underlying organisational structure, and in practice proceeds in the following order: primary (Department Council), secondary (Admission Committee), and tertiary (Faculty Council). Each of these entities consists of faculty members who undergo training in how to interview applicants through programmes provided as departmental faculty members. The Admission Committee also creates opportunities for assessment training by comparing differences between scorers; for example, by using a simulated scoring exercise before the scoring of real applicants' entrance exams.

-d) appeal process

Typically, admission decisions are not subject to appeal at Japanese universities, and the University does not recognise applicants' ability to appeal. Official notification of admission decisions is made in writing (by postal mail), and the University does not accept inquiries by phone (as noted in the Admissions Guidelines). Although the results will be announced via the Internet, this is a supplementary measure for the convenience of examinees.

-e) advertisement of the criteria and transparency of the procedures

The University does not publicly announce criteria when declaring application decisions. Rather, entrance examination results for all successful applicants, including the highest, lowest, and average scores, are made available in the Entrance Examination Guide at the end of April after all successful applicants and enrolees have been determined. The procedure for selecting enrolees is carried out internally, and information about the selection process is not made available outside the University.

7.3.2 Description of the admission procedures for full fee students (if different from standard students)

All students are required to pay the tuition fee in full. Therefore, we do not distinguish between standard students and full fee students.

7.3.3 Description of how the Establishment adapts the number of admitted students to the available educational resources (facilities and equipment, staff, healthy and diseased animals, material of animal origin) and the biosecurity and welfare requirements

The University has applied to the Ministry of Education, Culture, Sports, Science and Technology (**MEXT**), Japan for, and been granted, authorisation to admit 120 students each year (against an upper limit of 138 [115%]) pursuant to the University Establishment Standards (Establishment Standard). This figure is determined in accordance with Chapter 5 Article 18 of the University Establishment Standards, which addresses enrolment eligibility. The number of registered students is determined based on faculty members, facilities, equipment, and other educational factors.

7.3.4 Description of the prospective number of new students admitted by the Establishment for the next 3 academic years.

Department of Veterinary Medicine will also allow 120 students to enter the next

three academic years. Under the guidance of the MEXT, the maximum enrollment is 138; i.e., 1.15 times the enrollment capacity.

7.4 Description of the policies and procedures devoted to applicants with disabilities

A message informing potential applicants that the University consults in advance with applicants with disabilities to determine how they can best be accommodated can be found under the heading "Entrance examinations for applicants with physical disabilities" in the last section of the description of each examination type in the Entrance Examination Guidelines.

(1) Applicants with a vision disability, hearing disability, physical disability, or other motor disability are not disqualified from the admission process by virtue of their disability. (2) In the event special accommodation is necessary in order for such applicants to take the examination, they are asked to consult with the Admission Affairs Division at the Admission and Public Relations Center prior to submitting their application. (3) The University is working to improve its facilities. We try to offer a convenient experience to students with disabilities by consulting in advance with the involved parties concerning academic and student life following enrolment.

We were contacted in advance by an applicant with attention-deficit hyperactivity disorder who took the entrance examination during the 2020 academic year, designating a separate room as the examination venue. During the 2021 academic year, we accommodated an applicant with paralysis of vocal bands allowing the use of a portable humidifier and oxygen cylinder, designating a separate room and tracheal cannula washing space with a toilet to the examination venue. When an applicant with an orthostatic disorder wished to take the entrance exam for the 2022 academic year, we allowed the applicant to take the examination with the desk beside the wall in a separate room to enable the student to support her/his body to minimise swinging motion during the examination.

7.5 Description of:

-a) the progression criteria and procedures for all students

Requirements for advancing to the next year of study: In the School of Veterinary Medicine, students must be certified to advance to the next year of study once they complete their current year of study. Students who have not earned a sufficient number of credits as of the end of their current year of study as defined by the Academic Rules are held back, and they must earn the credits required to advance while remaining in the same year of study. Students who repeat the same year of study twice will be recommended to withdraw from the University on the last day of the academic year in question. However, this provision does not apply to students who are repeating a year after taking a leave of absence.

Academic year	Progression criteria
1st	Students must earn at least 29 credits in core and specialised education, including required and elective courses.
2nd	Students must earn the graduation requirement of at least 24 credits in core education, including required courses, and at least 43 credits from all required courses offered through the 2nd year in specialised core and specialised education (total of 51 credits).
3rd	Students must earn at least 81 credits from all required courses offered through the 3rd year in specialised core and specialised education (total of 91 credits).
4th	Students must earn at least 134 credits from all required courses offered through the 4th year in specialised core and specialised education (total of 136 credits).
5th	Students must earn at least 150 credits from all required courses offered through the 5th year in specialised core and specialised education (total of 158 credits).

-b) the remediation and support for students who do not perform adequately

(1) Students who fail to achieve a GPA of at least 1.0 for two consecutive semesters receive guidance and advice from the head of their department in partnership with their faculty advisor. (2) Students who fail to achieve a GPA of at least 1.0 for three consecutive semesters receive a recommendation to withdraw from the University from the head of their school following consultation with their faculty advisor. (3) Students who withdraw from the University due to the provision described in (2) above but then improve their cumulative GPA to at least 1.0 when courses they took as a credited auditor are included and then apply for reenrolment may receive permission to reenrol in the semester following the semester of the academic year during which they withdrew following discussion by the Faculty Council.

-c) the announcement to students and transparency of these criteria/procedures

These criteria are set forth in the Academic Rules of the School of Veterinary Medicine. During guidance offered at the time of enrolment, the University gives students copies of the Academic Guide and explains related information, and this is also done at relevant times throughout the academic year. The Academic Guide is also available on the University's website so that students may review its provisions whenever they wish.

7.5.2 Description of the rate and main causes of attrition.

The reason for all attrition is to go to another university to study specialised subjects other than veterinary medicine or preparation for entrance examination at another university. These students were mainly considering going into the medical department of a national and private university and/or veterinary department of national university. The rate of attrition in 2020, 2021, and 2022 are shown as follows.

Year	2022	2021	2020	Average
attritions	6	2	1	3
total students	846	870	833	850
Rate (%)	0.71%	0.30%	0.12%	0.38%

7.5.3 Description of how (procedures) and by who (description of the committee structure) the admission procedures, the admission criteria, the number of admitted students and the services to students are decided, communicated to staff, students and stakeholders, implemented, assessed and revised.

The selection of enrolees who satisfy the eligibility requirements for university enrolment as set forth by Japanese law is carried out in a fair and impartial manner in accordance with the University Enrolee Selection Guidelines published each year by the MEXT. In order to ensure the School of Veterinary Medicine's ability to solicit applicants in accordance with its Admissions Policy and select them in an appropriate manner, departments study and adopt selection methods (by establishing entrance examination categories, for example academic ability- and recommendation-based examinations, as well as entrance examination subjects) along with evaluation criteria (evaluation items and allotted points) through discussion with the Admission Committee, which is chaired by the President. The number of enrolees is determined through discussions between the Admission Committee and the Faculty Council based on the maximum enrolment set forth in the University Rules. Detailed enrolment procedures are determined after careful study by the Admission Committee based on the University Rules. The above criteria and procedures are revised through repeated discussion by the Department of Veterinary Medicine and the Admission Committee (and by the Faculty Council as merited) based on factors including applicant and enrolled student trends, MEXT policies, and the state of veterinary medicine. Decisions made in this manner are reported to University officials via minutes and various meetings, and applicants and stakeholders are notified via the University's website and various information pamphlets and other resources.

Student support is offered primarily by the Admission and Public Relations Affairs Division (support with regard to admission procedures), the Student Support Affairs Division (support with regard to scholarship funds, extracurricular activities, medical subsidies, and mental and physical health counselling), the Academic Affairs Division (academic support), the Career Center (support with regard to job searches), the International Affairs Division (support for international students to help with university life), and the High School and University Dormitory Affairs Division (support for students living in dormitories). Information about the support offered by these entities is available via the University's website and various information pamphlets and other resources.

7.6 Description of the mechanisms for the exclusion of students

The circumstances under which students may be expelled are set forth in Article 36 of the RGU Regulations, and final decisions on such matters are made by the President following a recommendation by the Faculty Council. Students are subject to expulsion in the following situations: (1) when they fail to remit their tuition or other fees despite receiving notice of delinquent status from RGU, (2) when their period of enrolment exceeds the maximum number of years allowed (two times the enrolment limit, or for the Department of Veterinary Medicine, no more than three years spent in the same year of study), (3) when they are unable to study following a period of leave (no more than four years total), or (4) when their whereabouts are unknown to RGU for more than one year.

7.6.2 Description of the appeal processes

No appeals process for excluded students is set up and any appeals will be processed according to University Regulations.

7.7 Description of the services available for students (i.e. registration, teaching administration, mentoring and tutoring, career advice, listening and counselling, assistance in case of illness, impairment and disability, clubs and organisations, ...)

RGU has put in place organisational structures to support students as they determine their post-graduation plans, and the University offers guidance and other services to all students as they make those choices. 1st, 5th, and 6th year students receive guidance (in April; for 6th year students, at the same time as their job search readiness check examination). 5th year students undergo an assessment test in June, and the test results are provided as feedback to all examinees when they participate in guidance to register their post-graduation plans (in July). RGU hosts a joint information session by civil servants and veterinarians as well as a joint information session by animal hospitals on campus in May and June for primarily 6th year students (4th and 5th year students may also attend). In addition to offering lectures from time to time to help students find jobs (on subjects such as etiquette, internships, promoting oneself, and motivation), RGU hosts lectures on how to take the civil service examination (for 1st through 5th year students).

RGU has also put in place counselling and support structures in the area of student life, allowing the University to make the following assistance available:

- Students who feel they are facing difficulty in their studies and wish for that to be considered are interviewed and offered reasonable consideration, the terms of which are then shared with involved faculty members.
- Concerning student health management, full-time public health nurses and a registered nurse staff the University's Medical Office, where they deal with student illness and other health issues and with parents and guardians. They refer students to medical institutions and accompany them as circumstances warrant. Additionally, the Student Counselling Office is staffed by full-time clinical psychologists, who offer counselling with regard to student mental health and other issues and refer students to medical institutions. In addition to these services, RGU conducts interviews with students prior to enrolment as well as with their parents and guardians that touch on the physical, emotional, and psychological aspects of attendance.
- RGU works with the Disabled Student Support Committee to share information about assistance for students requiring special consideration with faculty members and involved departments. The University has established several spaces around campus apart from the Medical Office where students can relax and take a break.
- RGU has adopted rules to counter harassment and developed associated guidelines, established a counselling service for campus harassment, and assigned a faculty member to serve as an intake coordinator in each department as part of its effort to create an environment in which students can come forward and seek advice with peace of mind.

RGU has established its own scholarship programme to offer aid to students experiencing economic hardship. RGU has put in place the following counselling and other guidance structures to ensure that students are offered appropriate advice concerning physical and emotional health as well as general health and hygiene:
Medical Office: Two public health nurses (one of them part-time) and one nurse offer first aid and health counselling.

- The Medical Office offers regular check-ups in April. Students who exhibited evidence of potential health issues are contacted and encouraged to undergo health counselling or to see a physician.
- A school physician offers consultations upon request from students.
- Students submit a health management card before they enrol, and the card is used to manage their health following enrolment.
- RGU helps students with psychological problems by working with available resources, for example by referring them to the Student Counselling Office or connecting them with departments able to offer assistance.
- RGU has a medical mutual-aid programme designed to share information with students about treatment and encourage them to participate in health consultations.

Student Counselling Office: RGU established the Student Counselling Office in 1986, and a faculty member of the University (a physician) has served as school doctor and manager of the office since the 2016 academic year.

- Two full-time clinical psychologists staff the office daily and offer counselling to students on the subject of physical and emotional health.
- One part-time clinical psychologist leads group counselling sessions.
- Once a month, a child psychiatrist specialising in developmental disabilities offers student consultations in the area of mental health, including the referral of students to medical institutions and other resources.

7.7.2 Description of the mechanisms for resolution of student grievances

RGU established the Harassment Prevention and Resolution Committee (secretariat: Educational Affairs Division) to safeguard students' human rights and prevent harassment. The Committee addresses those issues on a campus-wide basis in accordance with the RGU Harassment Regulations as described below. The University works to raise awareness on the part of students by distributing the RGU Harassment Prevention Guidelines at the time of enrolment.

- RGU adopted the RGU Harassment Regulations on 1st February 2015, and elected a faculty member to serve as an intake coordinator that April to spearhead an effort to create an environment that would make it easier for students to seek advice. The University works to ensure confidentiality so that all individuals can feel comfortable coming forward with concerns.
- RGU hands out and explains its guidelines on the subject to students at the time of enrolment and uses such means as bulletin-board postings about hotlines and intake coordinators to raise awareness.
- Individuals who come forward with concerns are always interviewed by multiple intake coordinators. Depending on the relevant facts, an incident is categorised as meriting a "warning," "mediation," or "complaint," and the University works with

involved departments to offer a solution that satisfies the victim.

- In the event of a complaint, the victim is asked to file a written complaint, and the University Harassment Prevention and Resolution Committee ("the Committee"), which is chaired by the President, convenes to elect three members to serve on a harassment investigation team, which will be responsible for investigating the complaint.
- The harassment investigation team investigates and reviews information from both the complainant and the complainee, and notifies the Committee of the results of its investigation.
- The Committee makes a final decision, statement of dissatisfaction, or other determination based on the results of the investigation as reported by the harassment investigation team. It subsequently reports to the incorporated educational institution, and action is taken. The complainant and complainee are notified of the action.

7.8 Description of the mechanisms allowing students to provide their needs, complaints, comments and suggestions to the Establishment

RGU has established the Faculty Development (**FD**) Committee to conduct an organisational study of how faculty members' educational and research activities can be improved from a campus-wide perspective and to work to improve quality. Principal activities include fostering the exchange of views between faculty members and students with the goal of improving the educational environment by relaying student requests and wishes concerning the education offered by the University. It also accepts information about the need for facility improvements from students along with complaints, requests, and other feedback through dialogues with students, comment boxes, and mailboxes and calls on University departments as appropriate to deal with those requests. Specific examples include accommodating requests to repair damage to chairs installed in classrooms and hallways and requests involving extracurricular activities.

Such dialogues are held once a year, and the dialogue for the 2022 academic year was held on 21st December (with 42 in attendance). The dialogue focused on topics including emergency response and the campus-wide no-smoking policy. The FD Committee also conducts a total of two class surveys each year in order to improve coursework, one at the end of each of the first and second semesters. Student requests with regard to topics such as educational and evaluation methods are reported to the Department Council, and course coordinators are instructed to take measures to improve those courses.

Currently, RGU's efforts to solicit student feedback on the curriculum are inadequate. However, the University recently developed a new curriculum that took effect starting in the 2020 academic year, and solicited student views as part of the process.

RGU lacks a student council that could serve as a campus-wide organisation for students; however, the School of Veterinary Medicine has established a student council to solicit student views. Consequently, the University is considering using data from the graduate survey, which has been carried out since the 2018 academic year, and obtaining views from scholarship students and the Student Board of Directors of the University Co-op.

Comments on Area 7

The University states in its the admissions policy: "RGU seeks individuals who embrace a broad perspective with regard to society, deep interest in harmony between people and animals at the regional and global level, the basic academic ability that will enable them to absorb the latest knowledge as it continues to develop their curiosities in various topics and a lifelong appetite for self-motivated learning." This policy is available on the University's website, in its Entrance Examination Guidelines, and in its Academic Guide, among other places.

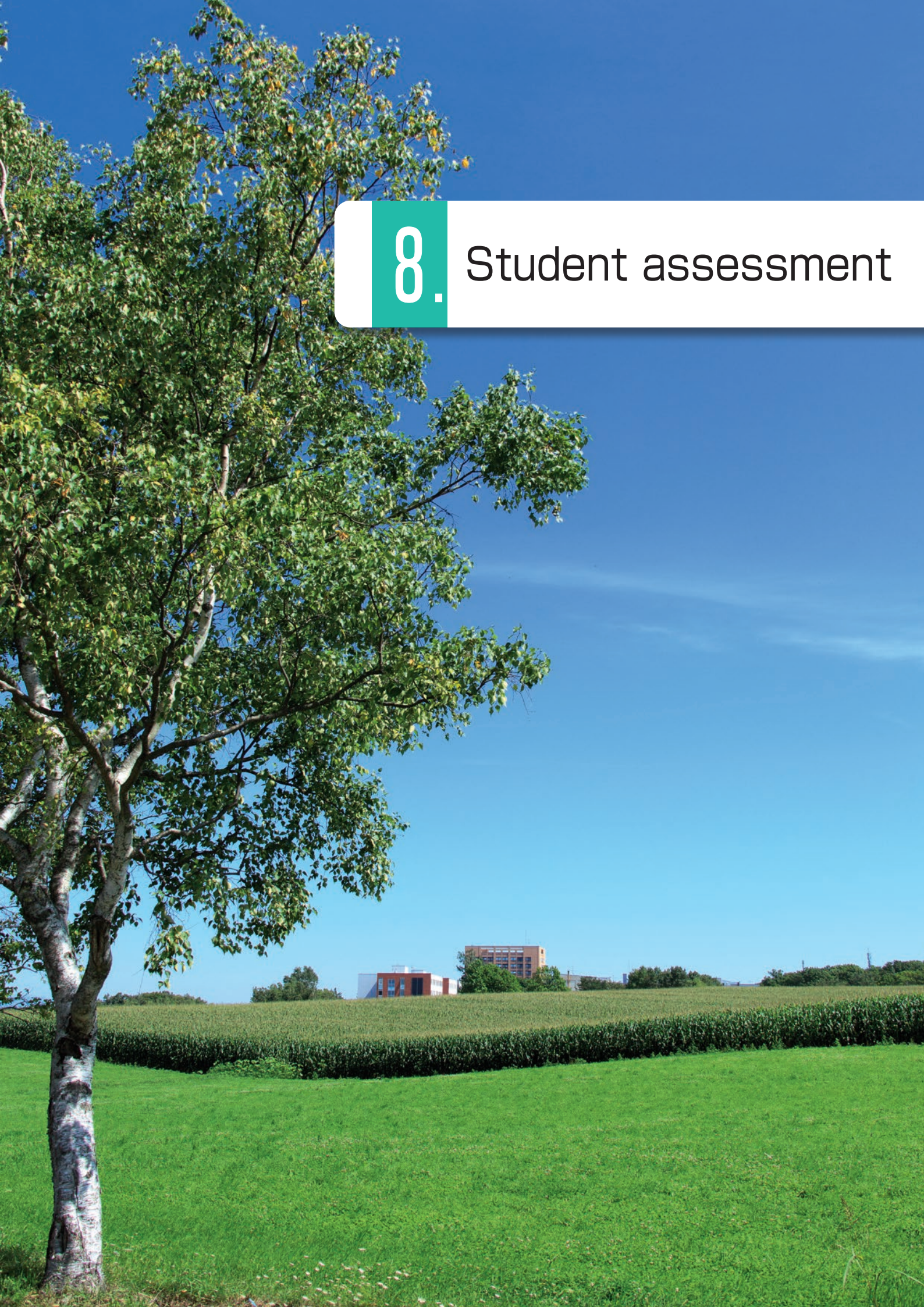
The University offers student support through the RGU Student Counselling Office to provide counselling to address individual issues encountered during the course of student life. To support students with disabilities, we have a Disabled Student Support Committee to help school personnel and faculty members offer solutions for each individual. Our Extension Center provides general support to international students and students who wish to study abroad by offering exchange programmes. Academic support is available in the form of proprietary scholarship loan and grant programmes that are unique to the University, as well as through a various tuition exemption programmes.

RGU has a Medical Office and Student Counselling Office to offer counselling about physical and mental health and hygiene, and a child psychiatrist specialising in developmental disabilities offers appropriate care.

The Harassment Prevention and Resolution Committee spearheads a campus-wide effort to prevent harassment in accordance with the University's Harassment Rules, and we ensure students are informed about related issues by handing out harassment prevention guidelines at the time of enrolment. The Career Center plays a lead role in helping students plan their next step after graduation with support that includes job search guidance, assessment tests, joint information meetings held with veterinary hospitals, job search support courses, and courses about how to prepare for the civil service examination.

Suggestions for improvement on Area 7

Our admissions policies define admissions criteria that specify the students and enrolees; the University is looking for characteristics such as pre-enrolment academic background, knowledge, and skills. We should consider making that information available via such means as the website and admission guidance. However, there is a space for improvement in the selection processes, and faculty examiners need to refine their selection skills. To achieve this, we plan to have regular FD or other opportunities for faculty members to enhance the development of skills in terms of determining appropriate students during the interview process.



8. Student assessment

8. Student assessment

8.1 Description of the general student's assessment strategy of the Establishment

The methods of assessment are determined by the faculty member responsible for each course and are described in the syllabus available for viewing in Universal Passport (**UNIPA**). Exam eligibility is as follows. Students who are not eligible are unable to take examinations.

(1) The student must have registered for the course.
(2) For lecture courses, the student must have been in attendance during at least two-thirds of the total course hours.
(3) For experimental courses, practicums, seminars, and physical education training, the student must have been in attendance during at least four-fifths of the total course hours.
(4) In order to take a make-up examination, the student must have received a make-up slip.
(5) The student must possess a student ID. (If the student forgets to bring her/his ID on the day of the examination, she/he must first receive a temporary ID from the Student Support Affairs Division (for a fee of JPY100 [approximately USD 0.75, as of 17th April, 2023]; valid for one day only). As the temporary ID will only be issued once during the examination term, it is important for prepare their ID the day before an exam and ensure they don't forget it on the day of the exam.)

The student must have paid his or her tuition fee for the current semester. Alternatively, if the student has not done so, she/he must submit a pledge committing to pay those fees.

Grades: Although course grades are determined by examination results, attendance and other factors may also be considered. A grade of 60/100 or higher indicates that the student passes the course, and grades are expressed using seven letters: S, A, B, C, and D as well as P and F. Table 8.1 summarises the point range to which each letter corresponds. Courses for which a student lacked eligibility to take the examination due to a failure to satisfy the conditions are given a grade of "×," while courses for which a student has received transfer credit; for example, in the case that she/he took them before transferring or enrolling, are given a grade of "APPROVED." The following courses use a two-grade system of P (pass) and F (fail): University History, Mission and Principles, Practice in 'Healthy Earth Ensures Human Health' and Veterinary Science, and Fieldwork in Dairy Farming.

Table 8.1. A list of scores, grade points and pass/fail according to the S/A/B/C/D grade classifications

Grade	Score	Grade point	Pass/fail
S	90 to 100	4.0	Pass
A	80 to 89	3.0	Pass
B	70 to 79	2.0	Pass
C	60 to 69	1.0	Pass
D	0 to 59 (absent for exam)	0	Fail

8.1.2 Description of the specific methodologies for assessing the acquisition of:

-) theoretical knowledge

The acquisition of theoretical knowledge is mainly assessed through comprehension

tests, which takes place at the end of the semester. In addition, in the participatory clinical training in Japan, in order for students who do not have a veterinary license must demonstrate to have certain basic academic abilities (knowledge, skills, and abilities) in order for them to actually have contact with animals (patients), it is necessary that the students have certain basic academic abilities (knowledge, skills, and abilities). To ensure such abilities, veterinary students must pass the veterinary Common Achievement Test (**vetCAT**) before joining participatory clinical training. The theoretical part of the vetCAT is called the vet Computer-Based Testing (**vetCBT**), which examines basic and theoretical knowledge of veterinary medicine. In Rakuno Gakuen University (**RGU**), the vetCAT is conducted at the end of the 4th year, and students join in participatory clinical training from the beginning of the 5th year.

-) pre-clinical practical skills

Students must aquire the pre-clinical skills listed in the RGU Day One Competence (**D1C**). These skills are documented in the booklet, and students learn them before pre-clinical practice. The pre-clinical practical training is conducted using a non-biological simulator, and after the practice, students enter the aquired skills in the logbook, which records their progress in learning. Academic staff members then check whether the students aquired the skills. At the end of the pre-clinical training, students perform the skills for evaluation. Self- and student-peer evaluations have been introduced, and are being expanded to all pre-clinical skills training, in addition to the performance evaluation by academic staff. Pre-clinical practical skills are taught by one academic staff to up to ten students. The training takes place at the skills lab, where students can practice their skills at any time. At the end of the 4th year, students must take and pass the vet Objective Structured Clinical Examination (**vetOSCE**). The vetOSCE is a practical test to assess competence in basic clinical abilities. Only the students who have passed the examination are eligeble to join in participatory clinical training in the model core curriculum.

-) clinical practical skills

The 5th year students must aquire the clinical practical skills listed in the RGU D1C through the participatory clinical training including a Comprehensive Diagnostic Pathology Practice (**CDPP**). Students will practice and learn these skills on animals brought in by their owner, building on the pre-clinical practical skills they have learned. In clinical practical skills training, one academic staff will educate up to four students. Students enter the aquired skills in the logbook, and academic staff members then check whether the students aquired them.

In the EPT, students fill in the case reports for animals seen in the clinics. The host veterinarians evaluate performance and check the reports with comments, and return them to the University for evaluation. The method of evaluation is communicated to the host veterinarians in advance of the EPT. For FSQ training, students learn the flow of meat inspection by virtual reality before visiting the prefectural meat inspection centres. The veterinarians in the host meat inspection centers evaluate their performance and check the reports submitted by the students after the FSQ training, and return them to the University for final evaluation.

-) soft skills

Students take soft skill courses in Veterinary Introduction Practice (practice in animal welfare involves group work and presentations), Christian studies, Animal Ethics / Animal Welfare, and English for Veterinary Skills (discussions and presentations) in the earlier years. The proficiency in English for Veterinary Skills is evaluated by self- and peer-student evaluation, English terminology and essays, and performance examination by faculty members including English specialised faculty. Self- and student-peer evaluations are conducted for medical communication in the Seminar on Basic Veterinary Clinical in the fourth year as well. These soft skills are assessed through practical tests associated with the vetOSCE as described above.

8.2 Description of the processes for ensuring the advertising and transparency of the assessment criteria/procedures.

The academic calendar provides for regular examinations that are administered twice per year in an intensive process that takes about one week in late July to the early August for the 1st semester and from late January to the beginning of February for the 2nd semester. The examination schedule is posted at least 10 days in advance and publicised via UNIPA and the Academic Affairs Division's bulletin board. These regular examinations may be carried out during the examination periods incorporated into the academic calendar, or during time set aside for normal instruction. In addition to regular examinations, some courses include ordinary examinations. Ordinary examinations are examinations that are administered by the faculty members responsible for the course in question as deemed necessary. Assessment criteria are defined in the course syllabus, and information about ordinary examinations conducted apart from regular examinations is provided by the responsible faculty members via UNIPA and during course instruction.

8.2.2 Description of the processes for awarding grades, including explicit requirements for barrier assessments.

The requirements on the total number of credits for obligatory subjects for awarding grades are specified for each grade and have been notified to students through the registration guide. After the appeal period for students on the score registration by the faculty members for the second semester, based on the confirmed number of credits acquired, the decision of awarding grade or graduation is made for each student at the Faculty Council meeting.

8.2.3 Description of the processes for providing students with feedback post-assessment and guidance for requested improvement

Students may ask for post-assessment feedback and guidance for requested improvement individually from the course leader teacher and/or the local office of Academic Affairs Division. No systematic procedures are established for post-assessment feedback to students after semester exams. Students are requested to assess and provide comments for all subjects. The Academic Affairs Division sends the assessment results to all teachers. Teachers report improvements based on the comments

to the Academic Affairs Division, and inform students of the improvements in the same subject the following year.

8.2.4 Description of the appeal processes against assessment outcomes

Appeal process: The university accepts inquiries concerning assessments for a period of one week starting on the date on which grades are posted. Students wishing to make an inquiry may submit it to the Academic Affairs Division on the designated form (including by email), and the Academic Affairs Division will notify the student of the responsible faculty member's response.

Posting of grades: Grades are posted on UNIPA, and students are responsible for checking their grades themselves. First semester grades are posted in early September on UNIPA and sent to guarantors in late September. Second semester grades are posted on UNIPA in early March and sent to guarantors in late March. Grades can be checked on UNIPA at any time once they have been made available there.

Questions about grades: Students may submit inquiries concerning assessments during the current semester under the following circumstances only:

- If they believe that the responsible faculty member has made a clear error, for example by noting the wrong grade.
- If they believe there is a clear question based on the assessment method described in the syllabus or other course materials (in this case, the student should enter the required information on the "Grade Inquiry Slip" and submit it to the Academic Affairs Division no later than one week after grades have been posted. In general, the student will receive a reply to his or her inquiry via the Academic Affairs Division.

8.3.1 Description of how (procedures) and by who (description of the committee structure) the student's assessment strategy is decided, communicated to staff, students and stakeholders, implemented, assessed and revised.

The process of syllabus development, including the assessment of students is decided by the University Academic Affairs Committee every year. Based on the decision, the process of syllabus preparation is announced to all the faculty members by the Academic Affairs Division. The Division checks all the syllabi whether student's assessment methods are written. Students can claim that the assessment method is not clear or unfair during the semester, and the responsible teacher can amend the syllabus and inform students before the examination if necessary.

8.3.2 Description of the link between learning outcomes and assessment design

The university has a mechanism for conducting a third-party review of each syllabus in order to improve syllabus content. The Deputy Director in charge of lower grade education, division heads and persons in charge of the Education Center review syllabus content including the learning outcomes, the type and amount of teaching necessary to achieve them, and the design of assessment procedures. They report the review results to the Director of the Education Center. If improvement is deemed necessary, the Director of the Education Center will issue instructions to the course's representative faculty member, who will then report how the syllabus was revised to the Director of the Education Center and the syllabus administrator.

8.4 Description of the system to certify student achievement of learning outcomes in the different subjects, years of study, etc.

Students who fail to satisfy the predetermined requirements for advancing to the next year of study are unable to do so. Students are assessed using an S/A/B/C/D grading system that is based on criteria defined in the syllabus. See **8.1** for an overview of the S/A/B/C/D grading system.

Requirements for advancing to the next year of study: In the School of Veterinary Medicine, students must be certified to advance to the next year of study once they complete their current year of study. Students who have not earned a sufficient number of credits as of the end of their current year of study as defined by the Academic Rules are held back, and they must earn the credits required to advance while remaining in the same year of study. Students who repeat the same year of study twice will be recommended to withdraw from the University on the last day of the academic year in question.

Grade Point Average (GPA) system: The university calculates GPA, which expresses a student's average grade in all courses she/he has taken, and encourages students to use it to precisely assess their own academic performance and plan their academic career. One noteworthy characteristic of the GPA is that the calculation includes not only courses that the student has passed, but also failed courses and courses for which the student was ineligible to take the examination. Consequently, this system has the effect of requiring students to undertake their studies (including registration for their courses) in a responsible manner.

8.4.2 Description of the strategy to encourage students to take an active part in the learning process

The representatives from Student Association for Veterinary Education of RGU (**SAVER**) participate in meetings with the Educational Reform Promotion Office for improvement in education, and the student voice is taken seriously in terms of the review of curriculum, facilities, and teaching. Students conduct self- and student-peer assessment in English for Veterinary Skills in the 2nd year and the Seminar on Basic Veterinary Clinical Skills in the 4th year, and such assessment is being expanded to the other pre-clinical and clinical subjects. The University's online system provides an environment in which students can access learning materials and other resources outside class hours, and the University has undertaken the following initiatives, utilising that system. Details are described in **Area 6**. Students belong to research units from the 4th year and actively engage in the research for their graduate dissertation. Students are encouraged to participate in several internship programmes at veterinary clinics, livestock health and hygiene centres, meat inspection centres and health centres. Several international exchange programmes are available, including a credit transfer with Kasetsart University, Thailand, and the Japan International Cooperation Agency (**JICA**) - RGU short-term volunteer programme in the Republic of Uganda.

8.5 Description of the assessment methodology to ensure that every graduate has achieved the minimum level of competence, as described in the ESEVT Day One Competences

The School of Veterinary Medicine pursues the RGU D1C Policy. According to

the policy, students must acquire RGU D1C for the certification of completion of the current year of study. The RGU D1C are designed to comply with both the ESEVT D1C and the Veterinary Medicine Model Core Curriculum (enacted in 2020 and revised in 2022) which was developed by the Japanese Association of Establishments for Veterinary Education (**JAEVE**). In pre-clinical skills training and clinical rotations, acquisition of RGU D1C is monitored using the logbook system. For the other practical courses under the 2015 curriculum, acquisition of RGU D1C is still evaluated by reports and examinations.

Comments on Area 8

In summary, student assessment for theoretical subjects is conducted through evaluation of reports and examination, and for soft skills, self- and student-peer evaluation is involved. For pre-clinical and clinical practices, the logbook system is used to ensure RGU D1C, which comply with the ESEVT D1C and Japanese Core Curriculum, are acquired. However, some practical subjects including pathology and animal and public health are still evaluated by reports and examinations. The theoretical and pre-clinical proficiencies are evaluated through the vetCAT in the 4th year before proceeding to handling live animals in clinical training.

The host veterinarians are involved in the evaluation of EPT. Students are actively involved in learning process through student-peer assessment, dissertation research, exchange programmes, and course and curriculum evaluation. Overall, although student assessment is still being developed, the framework for student under the Degree Conferment Policy has been well established.

Suggestions for improvement on Area 8

The RGU D1C booklet and logbook have just been established and implemented. These evaluation frameworks are planned to be implemented in full in 2025. Self- and student-peer evaluation should be expanded to all clinical rotations as well as to other practical subjects to facilitate students taking an active role in learning.

9. Academic and support staff

9. Academic and support staff

9.1 Description of the global strategy in order to ensure that all requested competences for the veterinary programme are covered and that staff are properly qualified and prepared for their roles

Rakuno Gakuen University (**RGU**) must ensure that all faculty and staff are appropriately qualified and prepared for their roles, in agreement with national regulations and must apply fair and transparent processes for the recruitment and development of staff. Good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures are in place for all faculty and staff involved with teaching. Academic staff calculated as Full-time employees (**FTE**) involved in veterinary training must be veterinarians. In RGU, more than 85% of the instruction is delivered by qualified veterinarians.

The personnel plan is connected to the operations plan and takes into account future demands, retirements and focus areas of RGU, and on this basis, the planned structure of the personnel and qualifications is needed. The Dean has the opportunity to provide her/his views and opinions on needed number of academic and support staff. After discussions in the School Steering Committee, the plan is taken to the Faculty Council.

The performance of staff is annually evaluated in development discussions with their superiors. The internal staff training at the University consists of wide-ranging and practical faculty development presented regularly by Faculty Development (**FD**) Committee and General Affairs Division in a face-to-face and/or online manner. As a FD activity to improve the quality of teaching staff, in addition to the establishment of "RGU FD Committee Regulations," the university-wide "University FD Committee," and the holding of workshops, etc., systematic and multifaceted FD activities such as holding annual "student/teacher meetings" are conducted as exchange activities between teaching staff and students.

Since 2021, FD training by experts has been held twice a year on educational methods and how to deal with students (handling harassment) under the auspices of the Educational Quality Improvement Sub-Committee. In addition, since 2022, there has been continuing evaluation for the content of lecture videos among faculty members, and from 2021, the Educational Quality Improvement Sub-Committee has awarded faculty members with high evaluations based on student questionnaires. In order to promote the use of English by faculty, and residents involved in lectures and practical training, the Educational Quality Improvement Sub-Committee has presented English self-study e-learning materials on campus and conducted a half-yearly survey of the actual situation with regard to the use of English in education.

Number of teaching Staff: Sixty-seven permanent full-time teaching faculty and 9 temporary staff members (8 residents and 1 practitioner in charge of Core Clinical Training (**CCT**)) are assigned to the Department of Veterinary Medicine to undertake practical education. With an emphasis on FTEs, we are working to secure the necessary teachers for veterinary education (undergraduate courses); however, the current number of FTE teachers stands at 76, whereas the required number of full-time teachers is 104, so that the filling ratio remains at 73.1% (Table 9.2.1). **Appendices G1** summarises the faculty list for practical training at RGU. This list is necessary for implementing

CCT for student veterinarians, pre-clinical training conducted in the skills lab building, practical and on-site FSQ & VPH, and elective specialised training to ensure student research skills. It is based on the classification of faculty members into categories, and it is useful to understand that 104 faculty members are appropriately assigned on the start date of classes in 2025 based on this list.

Up to 10 ***Interns*** per year belonging to the Animal Medical Center (**AMC**) are recruited by the AMC Steering Committee. They are involved in student education as part of CCT and "night and holiday clinics" (employment is for up to 5 years). Prioritising the wishes of students enrolled in PhD courses, RGU hires teaching assistants on a one-year renewable basis. The PhD students' aptitude when applying as a ***Teaching Assistant*** (**TA**) is reviewed by Graduate School Council, and the results are submitted to the Graduate School Committee (university level) for approval. PhD students can apply repeatedly for TA positions while enrolled in the PhD course. About half of PhD students are employed as TAs, assisting in veterinary education programs. However, their FTE effort rate is set to be 0% (Table 9.2.1) as interns and TAs give priority to clinical training and research activities, respectively, even if they are involved in education

Interns and PhD students related to veterinary programmes in RGU

Type of contract		*2022*	*2021*	*2020*	*Mean*
AMC exclusive interns		10	8	8	8.7
*PhD students**	*Total*	28	27	28	27.7
	TA	14 (50.0%)	14 (51.9%)	17 (60.7%)	15.0 (51.2%)

* Veterinary Medicine Doctoral Course (PhD course). The numbers in parentheses are the ratio of TAs to the total number of graduate students in the Graduate School of Veterinary Medicine.

Division of Roles: Although there is and will be a slight shortage in the number of FTEs until 2025, they are allocated at an appropriate rate across each field. In the 2021-2025 personnel plan, the number of staff required to cover each lecture course; i.e., the introductory/basic veterinary medicine, pathological and infection disease, preventive veterinary medicine, farm animal medicine and companion animal medicine (dog, cat and equine), shows almost adequate coverage across fields. The ***academic faculty*** in charge of the core subjects have research achievements or professional experience in the relevant fields. Research achievements during 2020-2022 are listed elsewhere (see **Area 10**). Clinical, pathological and preventive veterinary faculty members coordinate and supervise small-group CCT, general pathological training, and VPH & FSQ involving both intra- and extramural practice. ***Residents*** play an important role in CCT together with a small number of students, and prepare and manage the booklets and logbooks necessary for CCT. Any problems with CCT are dealt with by consulting with the faculty members in charge and following their instructions. ***National licence holders*** who are regularly employed, participate in CCT education as team medical members together with academic faculty and residents, but as of 2023, the operations in this regard are still insufficient. Veterinary nurses, pharmacists, radiological technologists, and clinical technicians will play a part in CCT education under the full-scale CCT that will be implemented in 2025. Non-regular veterinary nurses working at the AMC were designated as support staff as they were dedicated to the work of the AMC. Therefore,

according to the differences between regular and non-regular employment, national qualification holders are divided into academic staff and support staff, respectively, and listed in Tables 9.2.2 and 9.2.3. There has no research staff in the University recently (Table 9.2.4). A research staff will be employed in 2024 under the Japan Agency for Medical Research Development Science and Technology Research Partnership for Sustainable Development (**SATREPS**).

9.2 Prospected number of FTE academic and support staff of the veterinary programme for the next 3 academic years

RGU carefully discussed the necessary personnel and facilities within the University after obtaining EAEVE-CV evaluation, and sought out an improvement plan in accordance with the ESEVT-expert recommendations and advice. The School of Veterinary Medicine Educational Reform Promotion Office (**vetERP Office**) has created a personnel plan for faculty members in charge of veterinary education programmes based on the 2021 curriculum. Upon receiving the reform plan from the vetERP Office (2019), VEE's proposed personnel and the Facility Reform Plan 2021-2025 to the School of Veterinary Medicine Steering Committee and Faculty Council, and this plan was adopted. This personnel plan was submitted to the University Council, and both plans were adopted by the Chairperson of the Board of Trustees and the President as a means of reforming the veterinary education programme. Finally, the Board of Trustees and its Executive Trustee adopted a personnel and facility improvement plan for the following 5 years (2021-2025) based on the plan by the School of Veterinary Medicine. The response letter approving the Personnel Plan by the President, and Personnel Plan of the Veterinary programme are aligned in **Appendices G2**. These plan proposals were disseminated to the Hokkaido government and other related organisations, alumni, tuition funders, and the preparation committee for Student Association for Veterinary Education of RGU (**SAVER**) through face-to-face presentations, and opinions were gathered.

In summary, the Dean of the School of Veterinary Medicine and the Director of the vetERP Office submitted this personnel plan to the President, and it was adopted after deliberation by the University Council. In other words, we have decided to increase the number of FTEs involved in veterinary education programmes to more than 104 as part of our medium-term personnel plan by 2025, when CCT will begin in earnest.

Table 9.2.1 Academic staff of the veterinary programme

Type of contract		*2022*	*2021*	*2020*	*Mean*
Permanent (FTE)		62.0	54.5	54.5	57.0
Temporary:	*Interns (FTE)*	0	0	0	0
	Residents (FTE)	8	6	3	5.7
	PhD students (FTE)	0	0	0	0
	Practitioners (FTE)	6	5	5	5.3
	Others (FTE)	0	0	0	0
Total (FTE)	*Total (FTE)*	76.0	65.5	62.5	68.0

The effort of permanent faculty who are in charge of veterinary education programmes other than the veterinary faculty was calculated 25%, and that of PhD students employed as TAs, and Interns was calculated as 0%. Details of the number of academic faculty, residents, and so on in charge of the veterinary programme are provided in **Appendices G1**. ***Practitioners*** involved with EPT are not included in this table.

Planned personnel investment in terms of FTEs over the next 3 academic years

Type of contract		*2025*	*2024*	*2023*
Permanent (FTE)		71.25	71.25	69
Temporary:	*Interns (FTE)*	0	0	0
	Residents (FTE)	25	22	13
	PhD students (FTE)	0	0	0
	Practitioners (FTE)	4	4	2
	Others (FTE)	4	2	0
Total (FTE)	*Total (FTE)*	104.25	99.25	84.00

The number in parentheses is the planned recruitment number of FTEs per academic year involved in the veterinary programme.

Table 9.2.2. Percentage (%) of veterinarians in academic staff

Type of contract	*2022*	*2021*	*2020*	*Mean*
Permanent (FTE)	87.2%	86.4%	83.2%	85.6%
Temporary (FTE)	100%	100%	100%	100%

Table 9.2.3. Support staff for the veterinary programme

Type of contract	*2022*	*2021*	*2020*	*Mean*
Permanent (FTE)	23	23	23	23
Temporary (FTE)	57	59	55	57
Total	80	82	78	80

Details of support staff for the veterinary programme are provided in **Appendices G3**.

Table 9.2.4. Research staff of the Establishment

Type of contract	*2022*	*2021*	*2020*	*Mean*
Permanent (FTE)	0	0	0	0
Temporary (FTE)	0	0	0	0
Total	0	0	0	0

9.2.2 Description of the formal programme for the selection and recruitment of teaching staff and their training to teach and assess students (including continuing education).

The Qualification Screening Committee of the School of Veterinary Medicine examines and confirms the post of teaching staff to be recruited, based on the recruitment plan of the school. Requests for posts are submitted to the President, and then to the Executive Committee of the Board of Trustees of Rakuno Gakuen (**RG**). The posts approved by the Executive Committee of the Board of Trustees are announced publicly. The candidates are selected by the Qualification Screening Committee, and decisions regarding employment are made by the Executive Committee of the Board of Trustees. The Education Quality Improvement Sub-Committee of the Quality Assurance Committee regularly provides faculty development programmes including teaching method and evaluation, as well as peer review of teaching between all faculty members.

Recruitment decisions: The President will make a recruitment plan for the desired staff and submit it to the Executive Trustee. The Executive Trustee will formulate a recruitment plan and consult with the Executive Committee of the Board of Trustees. The Executive will then decide the recruitment details after examining current and future operations.

Recruitment procedure: The President will contact the Secretary General based on the

decisions of the Executive Committee of the Board of Trustees, and the General Affairs Division will prepare the recruitment guidelines. Recruitment is based on posting on the institution's website and at Hello Work, and sending the essential points to related organisations (universities, companies, etc.). The staff member in charge of the School of Veterinary Medicine acts as the referee for the business content and so on, and the General Affairs Division shall receive and compile the documents for the applications.
Selection procedure: The selection procedure prior to the executive interview will be conducted by the University through the Qualification Screening Committee of the Graduate School of Veterinary Medicine. Screening by the University shall be conducted only for the examination of qualifications, and these examination results shall be ranked and thereafter reported to the Executive Committee of the Board of Trustees via the Executive Trustee. The Executive Committee of the Board of Trustees shall decide the candidates for and conduct the executive interviews.

9.2.3 Description of the formal programme for the selection, recruitment and training to perform their specific duties (including continuing education) of the support staff.

There are two patterns for hiring staff: the AMC framework and University framework (University Secretariat: General Affairs Division).

The AMC framework is applied for the recruitment of temporary veterinary nurses, research staff, and part-time staff, while the University framework is applied for the recruitment of temporary research assistants, engineers, and FTE.

Recruitment of human resources is carried out by announcement on the website of the AMC, advertising at vocational schools (veterinary nurses), posting on job sites, etc. The recruitment flow involves document screening, interviews, and dissertations (only for pharmacists and nurses). Two interviews will be conducted, one at the AMC and one at the University Secretariat (part-time staff and research staff are only interviewed at the AMC). In the case of FTE, the decision to hire is the responsibility of the Secretary General, and the AMC Director and Deputy Director. For part-time staff, the decision lies with the AMC Director, Deputy Director and Head of AMC Clerical Office. After hiring, new staff members are recommended to attend seminars hosted by the AMC for training/education. In addition, etiquette training is provided for part-time staff as appropriate.

9.2.4 Description of the formal rules governing outside work, including consultation and private practice, by staff working at the Establishment.

The University's Employment Article 16 sets out the following provision regarding part-time work: staff members are not to "engage in other business or duties for which they receive compensation without the permission of the Chairperson of the Board of Trustees". Therefore, faculty members who wish to work part-time must submit a part-time job report to the University and receive internal settlement. The President of the University will approve part-time lecturers for other universities, etc., based on a letter of appointment from the head of the institution.

9.3 Description of the peculiarities of the work contract for academic staff (e.g., permanent versus temporary, balance between teaching, research and services, continuing education, etc)

There are three types of employment for university teaching staff: full-time teaching

staff, temporary teaching staff, and adjunct lecturers, each with their own work rules. The full-time teaching staff members are under employment contracts with mandatory retirement subject to the "Incorporated Educational Institution RG Staff Employment Regulations". The retirement age is 65 for Professors and 60 for Associate Professors, Lecturers, Assistant Professors and Research Associates. The contents of the work required covers a wide range of activities and contributions, such as research, social contributions, and in-house duties, with a focus on educational activities through taking charge of subjects in specialised fields.

The temporary teaching staff members are subject to the "Incorporated Educational Institution RG Fixed-Term Staff Employment Regulations" and a fixed-term employment contract is concluded on a one-year basis. The maximum age of the contract period is up to 65 years of age, but for professors it is up to 68 years of age. The work content requires greater effort than that of full-time teaching staff in terms of education (support), and they are entrusted with specific tasks.

As adjunct lecturers, the "Incorporated Educational Institution RG Adjunct Staff Employment Regulations" are applied, and a fixed-term employment contract is concluded on a one-year basis. The maximum age of the contract period is up to 70 years old, and persons with special qualifications and knowledge may be employed at over 70 years of age only if the Chairperson of the Board of Trustees deems it necessary. Many of these employees have social experience, etc., and they take charge of the instruction of subjects utilising their high levels of expertise.

9.4 Description of the programmes devoted to academic and support staff for:

-) their professional growth and development

Training workshops for newly employed teaching staff, faculty development and staff development training (twice a year), recommendations to attend academic meetings, new teaching staff member seminars, study abroad regulations (up to 45 years of age), education improvement and support funds (up to 50 years of age), and on-campus collaborative research (up to 55 years of age as a research leader) are provided.

-) the appraisal and promotion procedures

RGU Faculty qualification criteria and the Department of Veterinary Medicine have established standards related to research performance and educational experience.
【Professor】*Research achievements*: Publication of more than 30 English-language articles in PubMed journals, with a total of 10 or more first-authored or corresponding-authored articles. The number of articles published within the last 5 years should be 5 or more, with 2 or more first-authored or corresponding-authored articles. ***Educational experience***: Experience is desirable, and educational history shall be taken into consideration. ***Clinical experience, etc.***: Professors in the field of Laboratory Animal Science must be a specialist in Laboratory Animal Medicine. Professors in the field of Veterinary Basic Radiology must be licensed as a Certified Radiation Protection Supervisor (Class 1). Clinical teaching faculty must have sufficient clinical experience. ***Others***: Staff must be of well-rounded character, and demonstrate a co-operative and tolerant nature. Candidates who meet these criteria are judged comprehensively, including their personality and previous rewards and punishments. Candidates must have a doctorate. The need for a veterinary license depends on the field of employment.

【**Associate Professor**】***Research achievements***: Published a total of more than 10 English-language articles in PubMed journals, with a total of 5 or more first-authored or corresponding-authored articles. The number of articles published within the last 5 years should be 3 or more, with 1 or more first-authored or co-authored articles. ***Educational experience***: Experience is desirable, and educational history shall be taken into consideration. ***Clinical experience, etc.***: Clinical teaching staff must have suitable clinical experience. ***Other***: Staff must be of well-rounded character, and demonstrate a co-operative nature. Candidates who meet these criteria are judged comprehensively, including their personality and previous rewards and punishments. Candidates must have a doctorate. The need for a veterinary license depends on the field of employment.
【**Lecturer**】***Research achievements***: Candidates must have first-authored at least three English-language articles published in PubMed journals. ***Educational experience***: Experience is desirable, and educational history shall be taken into consideration. ***Clinical experience, etc.***: Clinical teaching staff must have suitable clinical experience. ***Other***: Candidates who meet these criteria are judged comprehensively, including their personality and previous rewards and punishments. Candidates must have a doctorate. The need for a veterinary license depends on the field of employment.
【**Assistant Professor**】Candidates must have the ability to hold classes in the relevant field, have an understanding of the founding principles and ideals of RGU, demonstrate enthusiasm for veterinary education and have or be expected to obtain a doctorate. The need for a veterinary license depends on the field of employment.

-) the mentoring and supporting procedures

The School of Veterinary Medicine has a set of criteria for promoting teaching staff (lecturers, associate professors, professors) and provides these criteria to the teaching staff. Submission of self-reported promotion documents to the Qualifications Screening Committee is permitted, and the guidance will be published once a year. Staff members have been instructed to receive guidance on promotion from professors in their affiliated unit or field.

RGU and the School of Veterinary Medicine emphasises individual competence in terms of both research and education skills, as well as achievement, so anyone who meets the above criteria may apply to the Qualifications Screening Committee. In other words, the School of Veterinary Medicine, RGU does not prevent multiple professors from being enrolled in the same laboratory if they meet the promotion criteria.

-) their involvement in the decision-making processes

In RGU, after review by the Faculty the Qualifications Screening Committee of each School/College, applications for promotion will be sent by the President to the Standing Board of Trustees for assessment and a final decision. The specific flow is as follows:

1) The procedure pertaining to the promotion application for teaching staff is presented by the President to the Faculty Council in November, as outlined in the basic policy for the "Promotion of Teaching Staff (Appointment)," and the School/College is informed
2) An application, based on the promotion criteria, is submitted to the Chairperson of the Qualifications Screening Committee (Dean) and the Dean confirms the receipt of proposal and relevant documents by the end of December.

3) Examination of the application is undertaken by the Qualifications Screening Committee, who confirm whether it meets the promotion criteria. After deliberation, the recommendation or non-recommendation regarding the promotion is made and forwarded to the President by late January.
4) After the deliberation and voting by the Qualifications Screening Committee, the promotion will be decided by the Executive Committee of the Board of Trustees by February.
5) The President reports the details of the final decision to the Faculty Council in March.
6) An official decision from the Educational Affairs Division is notified to the promoted teaching staff.
7) Faculty members who are approved for promotion will be appointed to their promoted positions on 1st April, the first day of the academic year in Japan.

9.5 Description of the formal system in place for the assessment of teachers by students

The formal system for students to evaluate teaching staff in this institution, including class questionnaires, a suggestion box (linked to the annual meeting to exchange of views between students and faculty, responses posted on the 2nd Floor bulletin board in the Central Building), Faculty Development (**FD**), the annual meeting to exchange of views between students and faculty (FD Committee and Deans), has the advantage of being implemented and recorded across the University as a whole. However, it is unclear whether the opinions of the students are represented, and this remains a subject for future examination.

The RGU FD Committee has been established, and FD activities are conducted throughout the University based on the relevant regulations. The main activities include the implementation of student questionnaires, holding of faculty development training sessions, and the exchange of opinions between teaching staff and students for the purpose of improving the educational environment. ***Student questionnaires***: questionnaires for the evaluation of lectures and practices are implemented across the University as a whole. In principle, these questionnaires are implemented for all subjects. The aim is to examine student awareness of and approach to lectures/practices, provide feedback based on the results to the teaching staff, have the staff in charge report on the points for improvement, and subsequently improve teaching. We ask the teaching staff to submit a "Matters for Consideration Questionnaire". The FD Committee collate the results and committee members report the points for improving teaching to the Faculty Council. ***Faculty Development Workshops***: The FD Committee decide the person in charge and the workshops are held approximately twice a year. ***"Suggestion Box"***: Students can submit their opinions on matters related to education and student life at six points established on campus. The contents of the suggestion will be communicated by the Chairman of the FD Committee to the head of the relevant school and department. In the case of anonymous suggestions, the student does not receive a direct response. "Mailbox": This is an e-mail equivalent of the "Suggestion Box".

9.5.2 Description of how (procedures) and by whom (description of the committee structure) the strategy for allocating, recruiting, promoting, supporting and assessing academic and support staff is decided, communicated to staff, students and stakeholders, implemented, assessed and revised

In the School of Veterinary Medicine, academic positions such as teaching staff and temporary research assistants are openly recruited each year based on the mid-term plan. Based on the educational policies of the School/College and University, the personnel plan for the following year is submitted to the President, and a final public advertisement for teaching staff is decided by the Standing Board of Trustees. The School/College make a proposal for advertising the position publicly, and the President makes a determination, notifies each relevant organisation (including stakeholders), and posts a public advertisement on the website.

The recruitment application form is examined by the Qualifications Screening Committee and potential candidates are reported to the President. A final decision is made following an interview by the Executive Committee of the Board of Trustees. The details are as follows:

1) Under the guidance of the President, the Dean of the School/College will prepare a personnel plan for the following academic year and submit it to the President by the end of April (a draft is prepared, based on the policies of the University and School/College, by the Qualifications Screening Committee).
2) The President will review the personnel plan draft submitted by the Dean (if necessary, he may ask the relevant Director for an opinion).
3) The Executive Committee of the Board of Trustees deliberate on the plan and a decision is made about the open recruiting of teaching staff.
4) Based on the above-mentioned decision, the Dean draws up draft application guidelines and submits them to the President (the original draft is prepared by the Qualifications Screening Committee).
5) The President will review and decide on the draft application guidelines, and the General Affairs Division will post it on the JREC-IN Portal (National Research and Development Agency, Japan Science and Technology Agency) and on the official website of the University, and it will be publicised by relevant national organisations (including stakeholders). After completion of the public advertisement, the applicant's documents will be reported/submitted to the Dean via the Administration Bureau.
6) The Dean opens the Qualifications Screening Committee and examines the applications. The qualification status and the order of all applicants are determined and reported to the President.
7) In response to the report from the President on the results of the above deliberation by the School/College, the Executive Committee of the Board of Trustees conducts an interview and decides whether to accept or reject the applicant.
8) The President notifies the Dean of the School/College of the result.
9) The General Affairs Division notifies the candidate and undertakes the recruitment procedures.

This public advertising system was newly introduced from July 2017. The major difference from the previous system is that deliberation in the School/College is limited to the examination of qualifications, and the responsibility for personnel matters lies

entirely with the Standing Board or Trustees. This has the result of strengthening governance from the University's management side, and cases where personnel management differs from the proposal by the School/College may occur. Regarding the evaluation about this system, it is thought that it is necessary to organise a Self-inspection and Evaluate Steering Committee with stakeholders over the next 5-year cycle, and to search for a better direction and plan improvements.

Comments on Area 9

The vetERP Office created a personnel plan for faculty members in charge of veterinary education programmes based on the 2021 curriculum in February, 2020 in response to the (CV, 2019). Companion animal CCT per subject is 3 weeks (3 credits) of hands-on practice, based on 10 faculty members for 4-5 students. The basic rule is that 10 faculty members consist of 5 academic faculty, 4 residents, and 1 national license holder (veterinary nurse, pharmacist, etc.). The actual number of teachers in charge of the CCT related to companion animal medicine is planned to be 48 on the first day of the academic year in 2025. The CCT related to farm animals (3 credit, 11 teachers), general pathology practice (2 credit, 6 teachers), and practical education of preventive veterinary medicine (14 teachers, including off-campus FSQ and slaughterhouse practice) will be taught by 31 faculty members. There are 22 faculty members in charge of basic veterinary medicine, and 13 faculty members in charge of veterinary education programs from other departments (effort rate 25% = 3.25), for a total of 104.25 FTEs as set in the RGU Personnel Plan. This personnel plan was submitted to the university steering committee and was adopted by the President. The Dean of the School of Veterinary Medicine and the Director of the vetERP Office submitted this Personnel Plan to the President, and it was adopted after deliberation by the Council. The response letter approving the Personnel Plan by the President, and the Personnel Plan for the veterinary programme is shown in **Appendices G2**.

Suggestions for improvement on Area 9

The "Educational Restricting Framework, School of Veterinary Medicine" aimed to establish practical education that includes a system of FTE organisation to develop human resources capable of addressing the principle of "One World, One Health". In addition to the basic policy, the current 2021 curriculum that aims at Day One Competence requires that we develop an enough teaching members and an organisation system that can safely and appropriately manage small-group hands-on training (less than 10 students/teacher) and CCT (4-5 students/group). The School of Veterinary Medicine, RGU is undertaking an annual plan based on the mid-term plan to systematically replenish faculty and teachers.

10. Research programmes, continuing and postgraduate education

10. Research programmes, continuing and post-graduate education

10.1. Description of how the Establishment research activities and the involvement of most academic staff contribute to research-based veterinary education

In Rakuno Gakuen University (**RGU**), veterinary students select a research unit in the 4th year and carry out research activities under the supervision of professors and associated academic staff. All students take a research program in the second half of the 5th year to the 6th year. Students can take a subject based on external research presentation, if they present a paper in an external conference. In the 6th year, all students give an oral presentation on their thesis topic. Students must submit the title and abstract in English. The research themes and supervisors for 2022 are summarised in **Appendices H1**. Furthermore, post-graduate students who aim to obtain the Master or PhD degree are supervised by professors who are qualified as graduate school supervisors. In the academic year 2020-2022, the Graduate School of Veterinary Medicine awarded 3 master's degrees and 28 doctoral degrees (see **Appendices H2**).

For the academic year 2020-2022, a total of €468,000 has been allocated from the University's own budget for the research activities and research-based veterinary education of the School of Veterinary Medicine and the Graduate School of Veterinary Medicine. In addition, faculty members have earned over €1,500,000 in research funding from extramural funded research programmes (Table 10.1.1).

Table 10.1.1. List of the major funded research programmes in the Establishment which were ongoing during the last full academic year prior the Visitation (AY*)

Scientific topics:	*Grant/year (€)*	*Duration (Yrs)*
Research Grant Program for Risk Assessment on Food Safety (from Cabinet Office)	64,652	2020-2021
Grant-in-aid for Scientific Research (from MEXT)	958,911	2020-2022
Other external research funding	553,727	2020-2022
TOTAL	1,577,290	

MEXT: Ministry of Education, Culture, Sports, Science and Technology, Japan
Conversion rate: 1 € = 140 JPY (Japanese Yen)

10.2 Description of how (undergraduate) students:

-) are made aware of the importance of evidence-based medicine, scientific research and lifelong learning

Evidence-based medicine is introduced in the statistics course dealing with veterinary topics in the 2nd year, and deeper theory and practice are taught in Epidemiology lecture and Zoonosis and Epidemiology practice in the 4th year. Undergraduate students choose to specialise in one of five fields: biosciences, pathobiology, preventive veterinary medicine, and farm and companion animal clinical sciences. In the non-clinical fields of biosciences, pathobiology, and preventive veterinary medicine, students experience research through practical training, basic experiments, and their own research topic. These students are comprehensively evaluated based on research performance, oral presentation, and graduation thesis. In the fields of large and small animal clinical sciences, specialised education consists of advanced courses. In the advanced courses,

meetings for research reports and case studies are held. Furthermore, in the field of companion animal clinical sciences, the students write research papers on the research content and give oral presentations.

-) are initiated to bibliographic search, scientific methods and research techniques, and writing of scientific papers

In the specialised research units, all students conduct bibliographic research. Scientific methods and research techniques are taught through unit activities. Students learn writing skills through work on their graduation thesis and are encouraged to write a scientific article for publication if the students have made good progress in their particular research.

10.2.2 Description of how undergraduate students are offered to participate to research programmes on a non-compulsory or compulsory basis

The contents corresponding to the undergraduate student's research for the graduation thesis are respectively carried out in Specialised Education Course (five courses: bioscience, pathobiology, preventive veterinary medicine, large animal clinical science, and companion animal clinical science). The research education is described above. The graduation thesis and Specialised Education Course are compulsory subjects.

10.2.3 Description of the minimum requirements for the graduation thesis (Master dissertation), its supervision and its assessment

Oral presentations of graduation theses are held at each "Specialised Education Course". The research results for the graduation theses are comprehensively evaluated by the faculty members of the affiliated unit and graded as S, A, B, C, or D.

10.3 Prospected number of students registered at post-graduate programmes for the next 3 academic years

Annual student capacity of our post-graduate programmes is three. We have three examination categories, regular selection (three students), entrance examination for working people (a small number of students) and entrance examination for international students (a small number of students). In the 2020-2022 academic year, 27-28 graduate students belonged to the Veterinary Medicine Doctoral Course (Table 10.3.2). We expect that the number of PhD students will reach to about ten students including three international students per year in the next three academic years.

Table 10.3.1. Number of students registered at postgraduate clinical training

Training:		*2022*	*2021*	*2020*	*Mean*
Interns	*Companion animals*	10	7	8	8.3
	Equines	0	0	0	0
	Farm animals	0	1	0	0.3
	Others (specify)	0	0	0	0
	Total	10	8	8	8.7
Residents	*Companion animals*	6	5	2	4.3
	Equines	1	0	0	0.3
	Farm animals	1	1	1	1
	Others (specify)	0	0	0	0
	Total	8	6	3	5.7
EBVS disciplines (specify)	*Companion animals*	0	0	0	0
	Equines	0	0	0	0
	Farm animals	0	0	0	0
	Others (specify)	0	0	0	0
	Total	0	0	0	0
Others (non-EBVS programmes) (specify)	*Companion animals Japanese college of veterinary surgeons (JCVS)*	2	2	2	2.0
	Equines	0	0	0	0
	Farm animals	0	0	0	0
	Others (specify)	0	0	0	0
	Total	2	2	2	2.0
Others (specify)		0	0	0	0

*** The last full academic year prior to the Visitation**

Table 10.3.2. Number of students registered at postgraduate research training

Programmes		*2022*	*2021*	*2020*	*Mean*
PhD	Veterinary Medicine Doctoral Course	28	27	28	27.7
	Food Production and Utility Development Doctoral Course	5	6	7	6.0
	Food and Nutrition Science Doctoral Course	4	5	4	4.3
MS	Veterinary Science Master's Course	2	1	4	2.3
	Daily Science Master's Course	25	25	24	24.7
	Food Systems Master's Course	0	0	0	0.0
	Food and Nutrition Science Master's Course	4	4	5	4.3
Total		72	68	68	69.3

*** The last full academic year prior to the Visitation**

Table 10.3.3. Number of students registered at other postgraduate programmes in the Establishment but not related to either clinical or research work (including any external/ distance learning courses)

Programmes:	*2022*	*2021*	*2020*	*Mean*
Research students	35	41	41	39.0
Course students	0	0	0	0

Table 10.3.4. Number of attendees to continuing education courses provided by the Establishment

Courses:	*2022*	*2021*	*2020*	*Mean*
Large Animal Continuing Education Joint Seminar	451	270	164	295.0
Thinking about the relationship between humans and horses	808	0	0	269.3
Public lecture "Pet course"	58	0	0	19.3
RGU-AMC Companion Animal Veterinary Medicine Seminar	49	105	31	61.7

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

In Japan, undergraduate students are restricted by Article 17 of the Veterinarians Law from participating in the medical practice of domestic animals. However, if the student obtains the qualification of a student doctor, she/he can participate in the range of Day One Competences (**D1C**) related to veterinary care. Post-graduate students with a veterinary license can be trained in veterinary practice beyond D1C (Table 10.3.1). Furthermore, post-graduate students specialise in clinical research, and undergraduate students specialise in clinical learning, so there is no potential conflict of interest in case management between the two groups, and they are regarded to be in a co-operative relationship. For example, graduate students who are studying new diagnostic methods and treatments are involved in target cases and support student instruction.

10.3.3 Description of how the continuing education programmes provided by the Establishment are matched to the needs of the profession and the community

In Japan, Article 16 of the Veterinary Practitioners Act stipulates that even after obtaining a license, veterinarians engaged in clinical practice must endeavour to undertake clinical training at university medical facilities or medical facilities designated by the Minister of Agriculture, Forestry and Fisheries. Therefore, the RGU Animal Medical Center (**AMC**) provides post-graduate clinical training programmes as a part of continuing education. Interns rotate between farm animal departments (internal medicine, surgery, breeding, herd management) or companion animal departments (internal medicine, surgery, anaesthesia diagnostic imaging) for 1-2 years. Through this training period, the interns acquire the correct approach to diagnosis and optimal treatment while learning basic clinical skills and knowledge across a wide range of clinical fields. Residents select from the internal medicine, surgery, anaesthesiology, and diagnostic imaging departments of companion animals and aim to acquire specialised skills and knowledge. At the AMC, specialist education is provided by diplomate of the Japanese College of Veterinary Surgeons, and 2 faculty members were trained in 2020-2022 (Table 10.3.1).

The School of Veterinary Medicine and the Graduate School of Veterinary Medicine accepts research students and part time post-graduate students as a part of continuing education programmes adapted to professional needs. The School of Veterinary Medicine accepted 35-41 research students in the 2020-2022 academic year (Table 10.3.3). The Graduate School of Veterinary Medicine accepted 9-13 part-time post-graduate students who work in the public or private sector from various fields of veterinary medicine (clinical science, pharmaceutical companies, and animal and public health) to respond to the needs of the professions and communities.

The Large Animal Continuing Education Joint Seminars are held annually as part of the post-graduate clinical education programme, with a focus on the Extension Center and AMC. The AMC also organises RGU-AMC Companion Animal Veterinary Medical Seminars several times a year as part of the continuing education programme. The number of attendees to the continuing education courses provided in the 2020-2022 academic year is summarised in Table 10.3.4.

10.4 Description of the mechanism used by the Establishment to ensure that its research activities contribute to research-based education.

Faculty members in charge of veterinary education for undergraduate students are recruited by the Qualifications Screening Committee for research and educational achievements in their major field of veterinary medicine. Furthermore, the faculty members also involved in post-graduate education are evaluated for their supervisor qualifications every five years by the Graduate School of Veterinary Medicine Qualifications Screening Committee. The graduate school professors are required to have a doctoral degree and to have published 30 or more papers published in international peer-reviewed academic journals, including at least 6 first (or corresponding) author papers. In addition, the professors are required to have published five or more papers, including at least two first (or corresponding) author papers, in the last five years. In this way, RGU secures highly qualified faculty members whose individual research activities contribute to research-based education in the fields of bioscience, pathobiology, preventive veterinary medicine, and large and companion animal clinical sciences. Currently, 21 professors have the graduate school supervisor qualification. The faculty members published 223 international scientific papers as the first or corresponding author in 2020-2022 (see **Appendices H3**). The RGU School of Veterinary Medicine is developing a collaborative research project with WHO, with details shown in **Appendices H4**.

10.4.2 Description of how (procedures) and by who (description of the committee structure) research, continuing and postgraduate education programmes organised by the Establishment are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

Research, continuing and post-graduate education programmes are planned by faculty members of the School of Veterinary Medicine and are deliberated on by Faculty Council or Graduate School Council. Approved projects are then submitted to the Council or Graduate School Committee chaired by the President, who then decides on their implementation. The programmes that are chosen to be implemented will be held with the support of the Extension Center, RGU-AMC, and World Organisation for Animal Health (**WOAH**) Collaborating Centre consortium for Food Safety.

Extension Center: The Extension Center holds open lectures and seminars to provide lifelong education and post-graduate education. The Extension Center formulates the basic policy for the next fiscal year in November, and report on its implementation at the Council held in May. The main seminars are publicly open lectures, large animal continuing education joint seminars, and dairy open lectures. The Extension Center provides general details about these seminars on its website, through posters, and through the distribution of leaflets.

RGU-AMC: The seminars held at the AMC are organised by each clinical member and are conducted with the approval of the Director of AMC. Notice is distributed by e-mail and poster. In addition, the AMC inform animal hospitals around the University of the seminars by mail.

WOAH Collaborating Centre consortium for Food Safety: The School of Veterinary Medicine, as the Centre, conducts capacity development of the personnel of the WOAH Members through short- and long-term trainings including Master's and Ph.D. courses education, collaborative research, and seminars/workshops.

The list of 2020-2022 postgraduate education seminars held by RGU is summarized in **Appendices H5**.

Comments on Area 10

RGU secures highly qualified faculty members whose individual research activities contribute to research-based education. The faculty members won extramural funded research programmes of more than €1,500,000 and published 223 international scientific papers as the first or corresponding author in 2020-2022 (see **Appendices H3**). The faculty members contribute to veterinary education based on these research achievements in the field of bioscience, pathobiology, preventive veterinary medicine, and large and companion animal clinical sciences. Furthermore, continuing education and post-graduate education programmes in the field of large and companion animal clinical sciences are held with the support of the Extension Center, the AMC. RGU, and the WOAH Collaborating Centre consortium for Food Safety has the capacity to conduct evidence-based veterinary education with high-quality faculty and to host continuing and post-graduate educational programmes in the field of farm and companion animal clinical sciences and animal and public health.

Suggestions for improvement on Area 10

It is necessary for us to more actively disseminate and be evaluated rigorously on the results of continuing education and graduate school education at the Faculty of Veterinary Medicine and Graduate School of Veterinary Medicine by relevant stakeholders. We hope that this will strengthen the system to be more sensitive in identifying the roles expected of RGU by Japanese society.

11. ESEVT Indicator

ESEVT Indicators

	Name of the VEE:	**School of Veterinary Medicine, Rakuno Gakuen University**				
	Name & mail of the VEE's Head	**Professor Dr. Yasukazu MURAMATSU, DVM., PhD., y-mrmt@rakuno.ac.jp**				
	Date of the form filling:	**5th August 2023**				
	Raw data from the last 3 complete academic years		**Year -1**	**Year -2**	**Year -3**	**Mean**
1	n° of FTE teaching staff involved in veterinary training		62.5	65.5	76	68.00
2	n° of undergraduate students		833	870	846	849.67
3	n° of FTE veterinarians involved in veterinary training		50.75	55.75	66.25	57.58
4	n° of students graduating annually		135	142	137	138
5	n° of FTE support staff involved in veterinary training		86	90	90	88.67
6	n° of hours of practical (non-clinical) training		450	765	765	660
7	n° of hours of Core Clinical Training (CCT)		135	900	900	645
8	n° of hours of VPH (including FSQ) training		135	225	225	195
9	n° of hours of extra-mural practical training in VPH (including FSQ)		0	45	45	30
10	n° of companion animal patients seen intra-murally		3603	3578	3454	3545
11	n° of individual ruminant and pig patients seen intra-murally		98	53	332	161
12	n° of equine patients seen intra-murally		17	9	563	196.33
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally		0	0	70	23.3
14	n° of companion animal patients seen extra-murally		0	0	210	70.0
15	n° of individual ruminants and pig patients seen extra-murally		968	1077	911	985.3
16	n° of equine patients seen extra-murally		28	39	60	42.3
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally		2	0	6	2.7
18	n° of visits to ruminant and pig herds		121	122	141	128.0
19	n° of visits to poultry and farmed rabbit units		0	0	16	5.3
20	n° of companion animal necropsies		2	2	15	6.3
21	n° of ruminant and pig necropsies		81	83	62	75.3
22	n° of equine necropsies		172	204	177	184.3
23	n° of rabbit, rodent, bird and exotic pet necropsies		28	52	58	46.0
24	n° of FTE specialised veterinarians involved in veterinary training		11	11	11	11.0
25	n° of PhD graduating annually		7	8	8	7.7
The boxes within the red frames must be filled in by the VEE (the other values will be automatically calculated)						

ESEVT Indicators

Name of the VEE:	**School of Veterinary Medicine, Rakuno Gakuen University**
Date of the form filling:	**5th August 2023**

Calculated Indicators from raw data			**VEE values**	**Median values[1]**	**Minimal values[2]**	**Balance[3]**
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students		0.080	0.15	0.13	-0.046
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually		0.417	0.84	0.63	-0.213
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually		0.643	0.88	0.54	0.103
I4	n° of hours of practical (non-clinical) training		660.000	953.50	700.59	-40.590
I5	n° of hours of Core Clinical Training (CCT)		645.000	941.58	704.80	-59.800
I6	n° of hours of VPH (including FSQ) training		195.000	293.50	191.80	3.200
I7	n° of hours of extra-mural practical training in VPH (including FSQ)		30.000	75.00	31.80	-1.800
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually		26.196	67.37	44.01	-17.814
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually		8.307	18.75	9.74	-1.433
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually		1.729	5.96	2.15	-0.421
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students graduating annually		0.188	3.11	1.16	-0.972
I12	n° of visits to ruminant and pig herds / n° of students graduating annually		0.928	1.29	0.54	0.388
I13	n° of visits of poultry and farmed rabbit units / n° of students graduating annually		0.039	0.11	0.04	-0.006
I14	n° of companion animal necropsies / n° of students graduating annually		0.046	2.11	1.40	-1.354
I15	n° of ruminant and pig necropsies / n° of students graduating annually		0.546	1.36	0.90	-0.354
I16	n° of equine necropsies / n° of students graduating annually		1.336	0.18	0.10	1.236
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually		0.333	2.65	0.88	-0.547
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually		0.080	0.27	0.06	0.020
I19	n° of PhD graduating annually / n° of students graduating annually		0.056	0.15	0.07	-0.014

1	Median values defined by data from VEEs with Accreditation/Approval status in May 2019
2	Recommended minimal values calculated as the 20th percentile of data from VEEs with Accreditation/Approval status in May 2019
3	A negative balance indicates that the Indicator is below the recommended minimal value
*	Indicators used only for statistical purpose

Abbreviations

Abbreviations	Full spelling
AMC	Animal Medical Center
CDPP	Comprehensive Diagnostic Pathology Practice
FEDREC	Rakuno Gakuen - Field Education and Research Center
GPA	Grade Point Average
JAEVE	Japanese Association of Establishments for Veterinary Education
JCVS	Japanese College of Veterinary Surgeons
JDreamIII	Japanese Science and Technology Literature Information database
JICA	Japan International Cooperation Agency
JIHEE	Japan Institution for Higher Education Evaluation
JPY	Japanese Yen
JREC-IN Portal	National Research and Development Agency, Japan Science and Technology Agency
JUAA	Japan University Accreditation Association
KU	Kasetsart University
MAFF	Ministry of Agriculture, Forestry and Fisheries
MEXT	Ministry of Education, Culture, Sports, Science and Technology
NEC	NEC corporation
NOSAI	Agricultural Mutual Relief
OPAC	Online Public Access Catalogue
PBVP	Practical Building for Veterinary Pathology
PDCA	Plan-Do-Check-Adjust
QA/BS	Quality Assurance / Bio-Safety
RGU	Rakuno Gakuen University
RINES	Rakuno Information Network System
SAVER	Student Association for Veterinary Education of RGU
SWOT	Abbreviation for Strengths, Weaknesses, Opportunities, Threats
UF	University of Findlay
UNIPA	Universal Passport
VCAT	Veterinary Common Achievement test
VEE	Veterinary Education Establishment
vetCAT	Veterinary Common Achievement Test
vetCBT	Veterinary Computer-Based Testing
vetERP Office	The School of Veterinary Medicine, Educational Reform Promotion Office
vetESO	Veterinary Education Support Organisation
vetOSCE	Veterinary Objective Structured Clinical Examination
VMMCC	Veterinary Medicine Model Core Curriculum
VPN	Virtual Private Network
VR	Virtural Reality
WOAH	World Organisation for Animal Health

Glossary

Basic Act on Education: This act based on the spirit of the Japanese Constitution, defines the basic mission of education and it set out to advance this mission, established in 1947.

Japan Institution for Higher Education Evaluation (JIHEE): JIHEE contribute to the development of institutions of higher education in Japan by evaluating the situation of those institutions, including educational and research activities, and supporting the institutions' autonomous efforts to enhance and improve quality.

Japan University Accreditation Association (JUAA): JUAA is to promote the qualitative improvement of higher education institutions in Japan through the voluntary efforts and mutual assistance of member institutions and to contribute to international cooperation such as educational and research activities in higher education institutions.

National Agricultural Insurance Association (NOSAI): The government of Japan has established and maintains the Agricultural Insurance Scheme which uses insurance to help stabilize farmers suffering from damage caused by natural disasters and contribute to the growth of Japanese agriculture. This scheme is the centerpiece of the government's measures for natural disasters in agriculture and financial assistance is provided from the government.

NOSAI: The NOSAI system (Agricultural Mutual Aid System) is based on mutual aid of the farmers that farmers share their contributions and make joint preparation property, and when disasters occur they receive payment of mutual aid money to protect agricultural management. It is an insurance system that is unique of JAPAN.

Ministry of Agriculture, Forestry and Fisheries (MAFF): The Ministry of Agriculture, Forestry and Fisheries is one of the administrative bodies in Japan and ensuring stable supply of food, development of agriculture, forestry and fisheries industry, enhancement of welfare of agriculture, forestry and fishermen.

Ministry of Education, Culture, Sports, Science and technology (MEXT): MEXT is one of the administrative agencies in Japan and promotion of education and development of human resources with rich humanity centered on promoting lifelong learning, promotion of science, sports and culture, and comprehensive promotion of science and technology.

Standards for Establishment of University: The basic requirements that those who apply to establish a new university must fulfill, in accordance with the act. They also function as minimum quality standards which existing universities must maintain. They cover education and research structures, curricula, academic staff and facilities.

Veterinary Common Achievement Test (VCAT): To evaluate veterinary student's achievement levels in basic knowledges and skills, a universal competency test consists of veterinary compute-based testing (vetCBT) and Objective structured clinical evaluation (vetOSCE) are carried out at the 8 or 9 semesters in every veterinary school in Japan.

Examination for Japanese Veterinary License: This exam is a national exam to be taken after graduating from the Japanese 6-year Veterinary University, and is a necessary license for performing veterinary medical service in Japan.

List of Appendices

A1	Diploma policy in Rakuno Gakuen University
A2	List of the potential Major Deficiencies identified by the 2019 CV Team
A3	Major improvement and reformed Education systems in the RGU/SVM
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