



FULL VISITATION REPORT

To the Joint Faculty of Veterinary Medicine, Kagoshima University, Japan

On 1 - 5 December 2025

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Introduction

The first veterinary educational establishment in Kagoshima was established in 1939. Due to several reorganizations at university level and in the political framework, the current Joint Faculty of Veterinary Medicine of Kagoshima University (hereafter called the VEE in this report) was established with the Veterinary Faculty of Yamaguchi University in 2012. This joint structure was created to enhance veterinary training at both universities and to take advantage of each other's strengths. Via a simultaneously streamed class system, students from both universities can take classes together.

The VEE is one of the seventeen academic institutions in Japan offering a degree in Veterinary Medicine. The VEE is a small teaching establishment, admitting about 30 students pr. year. It awards the Degree of Bachelor of Veterinary Medicine as a six-year programme. In addition, it provides a PhD programme.

The VEE is located in Kagoshima City at the main university campus. In addition to the intra-mural educational facilities at the campus, the VEE manages the Osumi Large Animal Clinical Centre (OLACC) and the Iriki farm outside the city.

The VEE is an associate member of EAEVE and has held an Accreditation status since 2019. The decision in 2019 was based on the requirements of the 2016 ESEVT SOP.

The veterinary education in Japan is regulated on a national level by the Core Model Curriculum for Veterinary Science Education, which was established in 2012 and revised in 2022. Due to this model, the amount of hands-on clinical training has been increased, which has also required an increase in scientific and support staff as well as investments in teaching facilities and equipment.

Since the last visitation, the VEE has introduced advanced elective tracking courses in semester 11, while semester 12 is used for finishing the graduation thesis and preparing for the Japan National Veterinary Examination. This exam, managed by the Ministry of Agriculture, Forestry and Fisheries, must be passed to receive the national veterinary license. A collaboration with The South Kyushu Livestock Veterinary Centre (SKLV), located in Soo City, has been established. The Centre provides educational facilities for production animal medicine and a network of local

partners. In 2024, the Department of Animal Science and Welfare (DASW) was incorporated into the VEE. As a consequence, VEE students and staff are allowed to access the Iriki farm more freely.

The Visitation was completed in accordance with the ESEVT SOP 2023. The SER was provided to the Visitation Team in due time.

Area 1. Objectives, Organisation and Quality Assurance Policy

Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG Standards, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning.

The VEE must develop and follow its mission statement which must embrace the ESEVT Standards.

1.1.1. Findings

The VEE's mission emphasizes research as a means to learn and to cultivate respect for the value of life, as well as to contribute to the prosperity of global society. Its educational objectives focus on training highly qualified veterinarians who are embedded in their local communities and capable of contributing to societal improvement.

A clear statement of the programme's aims is reported on the website and refers to developing students' sense of ethics, intellectual curiosity, knowledge related to infectious animal diseases and capability in controlling them, knowledge involved in high-level animal medical procedure and capability to implement them appropriately, knowledge related to livestock resources and the capability to contribute to the assurance of a safe and stable supply with these resources.

1.1.2. Analysis of the findings/Comments

The VEE is committed to train highly qualified graduates for the veterinary profession in line with the ESEVT standard. The mission statement and educational objectives are clearly expressed; they include the promotion of a research and evidence-based education and recognise the importance of fulfilling the requirement of ESEVT Day One Competences.

While both the mission and objectives are clearly articulated, their internal alignment could be further strengthened.

1.1.3. Suggestions for improvement

None.

1.1.4. Decision

The VEE is compliant with Standard 1.1.

Standard 1.2: The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country.

The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and teaching affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.

The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.

1.2.1. Findings

Kagoshima University (KU) is a national university corporation under the jurisdiction of the Ministry of Education, Culture, Sports, Science and Technology. The main governing bodies are the President and the Executive Board, supported by two deliberative and advisory bodies: the Management Advisory Council and the Education and Research Council, responsible respectively for administrative matters and for research and educational issues.

KU consists of nine faculties, including the VEE, and eleven graduate schools, among which is the Joint Graduate School of Veterinary Medicine.

The VEE is organized into two departments, the Joint Department of Veterinary Medicine (JDVM) and the DASW. The JDVM acts as the VEE and is divided into three operational units (Basic Science, Pathogenetic and Preventive Veterinary Science, and Clinical Veterinary Science), responsible for both teaching and research activities. The VEE's infrastructures include a teaching hospital, an experimental animal centre, a transboundary animal diseases research centre, a livestock veterinary centre, a farm, and an office for quality improvement.

The governing bodies of the VEE are the Dean, the Faculty Management Council and the Faculty Council. The Dean is appointed by the President of the University from two candidates elected by the Faculty Council for a two-year term. The Dean chairs both the Faculty Council and the Faculty Management Council and is responsible for planning, administrative and financial affairs, and admission procedures. He/she is supported by two Vice Deans and the Director of the JDVM. The dean and the director of the Veterinary teaching hospitals are both veterinarians.

The Faculty Management Council includes the Dean, the Vice Deans, the Directors of the two departments, the Directors of each infrastructure, the Chair and Vice Chair of the Student Council, and the Director of the administrative office. The Council assists the Dean in implementing plans, managing facilities and budget, and implementing QA.

The Faculty Council, composed of all professors, is responsible for reviewing the curriculum and all phases of the student life cycle, including admission, progression, graduation, and student welfare.

In addition, there is a Stakeholder Advisory Council, a Student Council, an Academic Affairs Committee, and several commissions dealing with Veterinary Teaching Hospital management and involvement in educational matters, and research.

Other commissions carry out specific roles, such as those dedicated to student life and career support, international relations, Faculty development.

1.2.2. Analysis of the findings/Comments

The VEE is part of a National University. The organization and the management are compliant with ESEVT standards and adequate to implement the strategy. The student representatives are not members of the Faculty council but they sit in most of the educational related commissions with voting rights.

1.2.3. Suggestions for improvement

None.

1.2.4. Decision

The VEE is compliant with Standard 1.2.

Standard 1.3: The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, short- and medium-term objectives, and an operating plan with a timeframe and indicators for its implementation. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.

1.3.1. Findings

The VEE has a six-year strategic plan that includes a detailed SWOT analysis. The most recent strategic plan was prepared in 2021 and covers the 2021-2027 period. The strategic plan is publicly available on both the university's website and the Ministry's website. The current strategic plan is focused on achieving an internationally oriented veterinary education system. The SER summarises several strengths, including stable financial support, the availability of strong networks supporting teaching and research activities, and access to fully equipped facilities.

Weaknesses identified by the VEE include the limited number of programmes for the clinical training of veterinary specialists, the small number of anatomy and necropsy cases due to religious constraints linked to Buddhist traditions, and a shortage of academic staff in certain subjects.

Opportunities arise from the VEE's location in an area with a strong small-animal practice culture, good government support, and a high societal demand for well-trained professionals.

Key threats are the decline in the young population and the limited access of the hospital to first-opinion cases.

The operating plan lists the main objectives as follows:

- a) The VEE will continuously improve its education system to meet evolving EAEVE standards and deliver internationally recognized veterinary training.
- b) It will support stronger third-party evaluation in Japan and Asia by helping revise Japan University Accreditation Association (JUAA) criteria.
- c) The VEE plans to introduce a two-year master's programme on animal welfare, nursing, and health sciences to train future educators and researchers.
- d) It will enhance advanced education and research through collaboration with local industry and government, strengthening SKLV and OLACC, expanding shelter-medicine training, and developing wildlife conservation courses.

The Operating Plan summary in the SER presents certain weaknesses: the timeframe is vague and focuses only on long-term targets, and no quantitative indicators are provided.

During the on-site visit, it was clarified that the Dean, who is responsible for monitoring progress toward the objectives, prepares an annual report reviewing the implementation of the strategic plan and analysing progress toward the established targets using the ESEVT indicators.

1.3.2. Analysis of the findings/Comments

A strong link between the SWOT analysis and the strategic plan is only partially evident and the operating plan misses quantitative indicators. Therefore, since EAEVE accreditation is a key objective for the VEE, the ESEVT indicators are used to monitor progress toward this goal, and they are monitored once a year.

The VEE involves stakeholders and students in the strategy planning since the drafting of the plan and then in its implementation.

1.3.3. Suggestions for improvement

None.

1.3.4. Decision

The VEE is compliant with Standard 1.3.

Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality.

The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.

1.4.1. Findings

The university's quality management system operates on multiple levels:

- **National level:** All Japanese national universities are evaluated every seven years by the National Institution for Academic Degrees and Quality Enhancement of Higher Education, assessing research organisation, educational quality, and facilities. KU has successfully completed all evaluations since 2007, with the latest accreditation obtained in 2021. KU is also reviewed every six years by the National University Evaluation Committee for strategic plan implementation and budget allocation.
- **Veterinary-specific evaluation:** Since 2017, JUAA has implemented a national dedicated evaluation system for veterinary education. In 2019, the VEE became the first VEE in Japan accredited by JUAA and, in the same year, the first VEE in Asia accredited by EAEVE.
- **University level:** KU conducts quarterly evaluations of each faculty's progress toward annual action plans and the performance of all academic staff.
- **Faculty level:** The Academic Affairs Committee (AAC) and Faculty Development Committee plan, collect and analyse feedback from internal stakeholders via student surveys and peer-evaluation processes. OQIVE monitors the implementation of actions addressing recommendations from external evaluations (ESEVT and JUAA). The results are shared on the website. The policy has a formal status and can be found on the website.

Academic Integrity Management Headquarters is set at the university level to ensure integrity and manage concern and risks.

1.4.2. Analysis of the findings/Comments

The VEE determines quality assurance policies and strategies to carry out these policies as an element of its strategic management. The positive attitude and commitment of the VEE staff towards the continuous development of quality culture are commendable.

1.4.3. Suggestions for improvement

None.

1.4.4. Decision

The VEE is compliant with Standard 1.4.

Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme.

The VEE's website must mention the VEE's ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.

1.5.1. Findings

The VEE Stakeholders Advisory Board is a permanent body convening twice annually, bringing together external stakeholders with the Dean and Vice Deans. The Advisory Board provides structured guidance on curriculum development and strategic and operational planning.

The JFVM-KU PR Magazine, available on the VEE's official website, serves as the primary channel for communicating the VEE's objectives, educational and research activities, ongoing projects, and awarded grants. Open Campus Day and the University Festival provide further engagement with prospective students, while Homecoming Day maintains long-term connections with alumni.

The VEE's accreditation status, together with documentation from the most recent visitation, is publicly accessible on the VEE's website.

1.5.2. Analysis of the findings/Comments

The VEE involves the stakeholders in the development and implementation of the curriculum and strategic plan. There is an active and transparent interaction between the VEE and its stakeholders, also including the broader society. The on-site information was provided in time and with preciseness. The comprehensive and transparent information given through the PR Magazine is commendable.

1.5.3. Suggestions for improvement

None.

1.5.4. Decision

The VEE is compliant with Standard 1.5.

Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education.

Any action planned or taken as a result of this data analysis must be communicated to all those concerned.

1.6.1. Findings

Draft proposals for the strategic plan, along with related activities, are first formulated by the Dean and Vice Dean, discussed in the Faculty Council, the Faculty Management Council, and the Stakeholders Advisory Board. Once approved by the Faculty council, the planned activities are communicated to staff, students, and stakeholders through dedicated councils and boards,

and the administrative offices responsible for implementation are clearly identified. Annually the Dean prepares a report analysing progress toward the established targets. A mid-term evaluation of achievement of the objectives stated in the six-year strategic plan is conducted in the fourth year. In addition, the President of KU oversees the development of quality assurance.

The Office of Quality Improvement in Veterinary Education (OQIVE) regularly monitors ESEVT indicators; the results are discussed with the committee members, corrective actions are identified, and responsibilities for their implementation are assigned.

1.6.2. Analysis of the findings/Comments

Based on the annual report analyses and on the midterm evaluation, the VEE is pursuing continuous improvement and working to address weaknesses and threats, thereby ensuring that QA loops are fully closed.

1.6.3. Suggestions for improvement

None.

1.6.4. Decision

The VEE is compliant with Standard 1.6.

Standard 1.7: The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.

1.7.1. Findings

The VEE, as part of the Vet Japan South Joint Faculty of Veterinary Medicine, was visited in 2019. One minor deficiency was identified at the VEE concerning “sub-optimal clinical hands-on training in horses and in first-opinion companion animal patients.” As a result, the VEE has undertaken many activities to correct the minor deficiencies including the implementation of the SKLV centre and the recruitment of three units of dedicated teaching staff for the hospital and for the SKLV centre.

Over the past three years, the number of equine patients treated intramurally has increased steadily, with an average of 184.3 cases per year. Similarly, the proportion of first-opinion companion animal patients has exceeded the 30% threshold during the same period, indicating significant improvement in clinical training.

1.7.2. Analysis of the findings/Comments

Suggestions and recommendations to rectify weakness identified during the previous visitation have been carefully reviewed and noteworthy efforts have been undertaken to overcome them.

1.7.3. Suggestions for improvement

None.

1.7.4. Decision

The VEE is compliant with Standard 1.7.

Area 2. Finances

Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).

2.1.1. Findings

Governance and budget cycle:

The VEE operates an annual cycle covering preparation, University validation, execution and in-year revision, with defined responsibilities at Faculty and University levels.

Baseline allocation at university level:

The amount allocated to the VEE, considering areas, buildings and staff/student number, is reported to be equivalent to that of other KU faculties (e.g. Medicine), indicating fair provision.

Autonomy within the envelope:

Within the approved envelope, the VEE allocates funds across education, research and services under the Dean, supported by administrative/finance offices.

Hospital income & reinvestment:

Revenues generated by Kagoshima University Veterinary Teaching Hospital (KUVTH) are retained for hospital operations and may be re-invested in clinical teaching (equipment, consumables, training support).

The VEE can generate self-income included in the next year's budget; KUVTH does not pay overheads to KU, and KU allocates extra funds to the VEE.

Procurement constraints:

Some expenditure lines follow University procurement/financial rules (thresholds, approvals, timelines).

Recent structural change:

Total expenditures in AY2024 increased due to the transfer and establishment of DASW, including the takeover of Iriki farm.

Financial statements (last three AYs):

Expenditures: €11.232m (2024), €8.372m (2023), €8.206m (2022); Revenues: €11.861m, €10.401m, €8.885m; Positive balances in each AY (€0.629m, €2.028m, €0.679m).

2.1.2. Analysis of the findings/Comments

Adequacy to mission:

Diversified revenues (public authorities, clinical services, research grants, donations) have covered expenditures over the last three years with positive balances, supporting stability of education, research and services.

Support to clinical training:

Retention of KUVTH income, absence of overheads to KU and extra KU allocations enable targeted reinvestment in educational priorities.

2.1.3. Suggestions for improvement

None.

2.1.4. Decision

The VEE is compliant with Standard 2.1.

Standard 2.2: Clinical and field services must function as instructional resources. The instructional integrity of these resources must take priority over the financial self-sufficiency of clinical services operations.

The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.

2.2.1. Findings

The budget is structured into General Expenses and Designated Expenses, with all expenditures decided by the Faculty Management Council and reported to the Faculty Council. The financial process is described as fully autonomous at the faculty level.

General Expenses comprise research allocation and educational expenses; general common expenses (utilities, maintenance); special common expenses (payroll for temporary/part-time faculty staff); committee activities (e.g. Open Campus Day, PR); travel; Dean's discretionary expenses (e.g. renewal of educational facilities); and facilities maintenance (renovation, updates).

Designated Expenses comprise faculty-designated items (e.g. limited-term faculty costs, support staff, practical training expenses) and KUVTH expenses. Validated amounts are allocated under strict university regulations that govern both permissible uses and purposes.

Within this framework, KUVTH expenses form the largest single expenditure. The KUVTH prepares the next year's budget, including hospital revenues, and revises it in-year to align revenues with overall totals. All annual KUVTH income is allocated to the hospital's management budget. KUVTH expenditures follow a defined decision pathway: discussion at the KUVTH Management Council, then the KUVTH Council, with final approval by the Faculty Management Council.

Resources are described as necessary and sufficient to support the institutional project and ensure student training. The faculty exercises autonomy in developing budgetary strategy and allocating resources to its missions. Crucially, the VEE has full autonomy to allocate income generated by KUVTH activities to investments required for clinical operations and student training, safeguarding the instructional integrity of clinical and field services and providing the autonomy needed to implement the strategic plan and satisfy ESEVT Standards.

2.2.2. Analysis of the findings/Comments

Alignment with the Standard:

The governance and budgeting arrangements form a coherent framework that supports the instructional integrity of clinical and field services. The possibility to reinvest VTH-derived income into clinical operations and teaching, together with faculty-level autonomy over budgetary choices, is consistent with the Standard's expectations that educational priorities prevail and that the VEE can implement its strategic plan.

Overall comment:

Autonomy and financial mechanisms are clearly defined and oriented toward teaching.

Continued use of operational rules, targeted KPIs and prompt decision-making should ensure that instructional integrity is consistently protected across hospital and field settings and that resources effectively support the strategic plan and ESEVT Day-One Competences.

2.2.3. Suggestions for improvement

None.

2.2.4. Decision

The VEE is compliant with Standard 2.2.

Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.

2.3.1. Findings

Investment context and current focus:

Prior to the 2019 Full Visitation, substantial public and university funds were directed to facilities and equipment. Since the last accreditation, the budget focus has shifted to operational/non-capital lines (equipment maintenance, building maintenance/refurbishment, room improvements).

Forward planning and stability:

Over the next three academic years, the VEE plans to maintain student numbers and to keep expenditure and revenue stable as facilities operate smoothly; a ~10% increase in operating expenditure is anticipated due to higher maintenance, materials, fuel and personnel costs (including new hires).

Projected VTH revenues:

Forecast KUVTH income: €1.935m (2025), €2.000m (2026), €2.130m (2027).

Annual review and approvals:

Each year, expenditures, investments and revenues are discussed across faculty committees and decided by the Faculty Management Council; the framework is then approved by the KU Management Council, publicised, and communicated via the Faculty Council, with implementation overseen by the Administrative Office's finance divisions.

In-year adjustments:

The Dean may revise the budget during the year following discussions with the Faculty Management Council and finance divisions, enabling mid-year resource reallocation.

2.3.2. Analysis of the findings/Comments

The VEE operates a regular and effective review of resource allocation (annual committee deliberations and KU approval, with Dean-led in-year adjustments). The VEE is commended on its clear governance chain and timely communication of approved budgets.

2.3.3. Suggestions for improvement

None.

2.3.4. Decision

The VEE is compliant with Standard 2.3.

Area 3. Curriculum

Standard 3.1: The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in the ESEVT SOP Annex 2.

This concerns:

- Basic Sciences

- **Clinical Sciences in companion animals (including equine and exotic pets)**
- **Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)**
- **Veterinary Public Health (including Food Safety and Quality)**
- **Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills).**

When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented.

If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER.

Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.

3.1.1. General findings

3.1.1.1. Findings

The curriculum of the VEE is designed according to the Core Model Curriculum for Veterinary Science Education (CMCVSE), which serves as the national framework ensuring comparability among all Japanese veterinary schools. The structure follows a six-year integrated programme, divided into pre-veterinary, basic veterinary, applied, and clinical phases.

The programme aligns with the objectives of EU Directive 2005/36/EC and the Day One Competences of ESEVT SOP Annex 2.

Training is outcomes-based and includes formative and summative assessments (CBT and OSCE), serving as a gateway to the “Student Doctor” status prior to clinical rotations.

Curricular oversight is ensured by the AAC, with annual review processes involving students and external stakeholders. The full syllabus is publicly available on the university website.

The total curriculum workload (Table 3.1.1) is balanced across theoretical and practical components, with a progressive shift from lectures (Y1-Y3) to clinical training (Y5-Y6).

3.1.1.2. Analysis of the findings/Comments

The curriculum demonstrates clear compliance with the EU Directive and ESEVT SOP requirements. The integration of national standards (CMCVSE) ensures a harmonised national degree structure while allowing local academic flexibility.

The introduction of Veterinary Common Achievement Test (VCAT) (CBT & OSCE) in Y4 is a commendable quality assurance mechanism ensuring readiness for clinical training.

The structure supports multiple career paths, public health, farm animal practice, companion animal practice, and research in alignment with the stated mission.

3.1.1.3. Suggestions for improvement

None.

3.1.1.4. Decision

The VEE is compliant with the Standard 3.1.1.

3.1.2. Basic Sciences

3.1.2.1. Findings

The Basic Sciences curriculum covers all fundamental biomedical disciplines: anatomy, histology, embryology, physiology, biochemistry, genetics, pharmacology, pathology, toxicology, parasitology, microbiology, and immunology.

Training begins in Year 1 and progresses through Year 3, providing sequential learning from structure to function and pathology. Laboratory work is extensive and well supervised, with appropriate student/teacher ratios.

3.1.2.2. Analysis of the findings/Comments

The content, sequencing, and workload of the Basic Sciences align well with EU and ESEVT expectations. The total workload of the curriculum amounts to 4,101 hours, of which 1,273 hours ($\approx 31\%$) are allocated to Basic Sciences. This proportion demonstrates a balanced distribution of learning activities and is fully consistent with ESEVT and EU expectations, where approximately 30–35% of the total curriculum is typically devoted to Basic Sciences. The workload in Basic Sciences gives students a strong base to gradually achieve the Day One Competences.

3.1.2.3. Suggestions for improvement

None.

3.1.2.4. Decision

The VEE is compliant with Standard 3.1.2.

3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)

3.1.3.1. Findings

- Students receive theoretical and practical training from the second semester of Y3 to the second semester of Y4 (1 year and half). Students learn animal handling, collection of biological materials, various clinical examinations, and comprehensive diagnosis methods, basic surgical preparations, practical training on sedation, anaesthesia, and perioperative management using surgical practice models and videos, simulation software, and materials from slaughtered animals, and animal dummies.
- For equines, students learn handling animals after understanding animal husbandry, management systems including feeding, and species-specific behaviours, through the lectures followed by practical training using healthy animals especially in the KU Student Equestrian Club facility. Students learn how to collect biological samples, various clinical examinations, and perform rectal palpation, and internal and surgical veterinary treatments.
- The responsibilities of students increase progressively with their own basic clinical skills, which are evaluated by the clinical teaching staff as a condition for entry into the clinical rotation.
- A Clinical Skills Laboratory has been established, and students practice learning basic diagnosis, treatments, therapeutics, and surgical skills using several animal models and simulators under the supervision of teachers or self-directed learning there.

Core clinical rotations are organized in the first and second semesters of Y5:

- Companion animal internal medicine and companion animal surgery and orthopaedics: The clinical rotations in KUVTH for small animals are implemented from Monday to

Sunday. During weekdays, students work on all types of cases presented at the KUVTH. During weekends, students work on emergency cases and take care of the hospitalised patients.

- Animal shelter: Students conduct general medical examinations in the animal shelter and learn primary medical care and treatment including castration and spaying.
- Night emergency service: Emergency clinics are set-up for including companion animals and equines at KUVTH from 7:00PM to 6:00AM.
- Equine medicine: In addition to the clinical consultation, medical inspection and treatment, surgical operation and management of hospitalization of equines at the KUVTH, field clinical medicine practices are implemented at Horse Trust for equines, and these practices include reproduction and pregnancy diagnosis.
- OLACC and SKLV Centre: Students also stay at OLACC (in groups of two or three) for three weeks to follow practice on clinical medicine including equines.
- Exotic animal cases are limited to a visit to the zoo for one day and a one-day visit to the aquarium

Elective practical training is provided in companion animals over a 12-week period in the first semester year 6 which provides more in-depth clinical teaching.

3.1.3.2. Analysis of the findings/Comments

The VEE provides comprehensive clinical education in small animals and equine. As the caseload for horses is limited in KUVTH, more cases are seen at other centres.

Students take part in all aspects of diagnosis and training becoming more involved as their skills improve

Practical teaching for exotic animals is limited at present, however, there are a limited number of such pets in the Kagoshima area. The VEE would like to employ an expert in this area if possible. Currently, without a clinician, they compensate by using the zoo and aquarium as training facilities.

Students acquire hands on surgical experience with cases in the KUVTH and those from the Animal Shelter.

3.1.3.3. Suggestions for improvement

None.

3.1.3.4 Decision

The VEE is compliant with Standard 3.1.3.

3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)

3.1.4.1. Findings

The curriculum delivered by the VEE covers all subjects indicated in Annex 2 of the ESEVT SOP 2023 with regard to the Clinical sciences in food-producing animals (FPA).

Also, this part of the curriculum is based on the Core Model Curriculum for Veterinary Science Education (CMCVSE) created at the national level by the National Veterinary Science Universities Representatives Council.

The Day One Competences set by the CMCVSE are aligned to the ESEVT Day One Competences. Appendix 8.2.1 and 8.2.2. of the SER list the Day One Competences expected to be acquired during the practical training in ruminant, pigs and poultry.

Before the VCAT, the test required at the end of the fourth year to move to the practical clinical training and the clinical rotations, subjects included in the definition of “Basic Veterinary Science” and “Applied Veterinary Science”, dealing with the structure and function of animals (e.g. anatomy and physiology) or the pathogens and the aetiology of diseases (e.g. microbiology, pathology, infectious diseases, parasitology), or transversal aspects related to diagnosis, prevention and treatments of animal diseases, are presented in a discipline oriented way, including therefore all animal species.

However, during these four years (“pre VCAT”), students are exposed to the following subjects specifically related to food-producing animals: Animal production sciences (third semester, CCT), Feed plant biology (fourth semester, CCT), Poultry diseases (seventh semester, CCT), Fish diseases (seventh semester, CCT), Animal Hygiene (sixth semester, CCT), Veterinary epidemiology (seventh semester, CCT), Veterinary clinical nutrition (third semester, CCT), Bovine clinical medicine 1 and 2 (seventh semester, CCT), Porcine clinical medicine (eight semester, CCT), Veterinary prevention and health management (sixth semester, CCT), Practice of veterinary basic clinical medicine (fifth semester, CCT), Practice of large animal diagnostics and therapeutics (eight semester, CCT), Practice of veterinary reproduction (eight semester, CCT).

As from the fifth year, after having passed the VCAT, and having acquired the title of “Student Doctor”, students start the species oriented clinical rotations on diseased animals. They are allowed to perform consultation, clinical tests and diagnosis of client animals under supervision of clinical teaching staff.

Students have also the possibility of choosing advanced elective courses in bovine medicine in the first semester of the sixth year and have the possibilities of preparing their graduation thesis in the subject area “farm animal clinical veterinary science”.

Altogether, a total of 784 hours is specifically devoted to subjects included in the definition of “Clinical sciences in food-producing animals”, including animal production and herd health management. 300 hours out of the 784 hours are clinical animal work.

The subject “Herd health management” is not presented as lectures or seminars; the total of 55 hours is mostly represented by non-clinical animal work (25 hours) and clinical animal work (20 hours). A practical preclinical rotation of one week at the Iriki farm is organized during the first semester of the third year. During this week students learn about bovine animal husbandry, animals handling, management systems including feeding, and behaviour. The students are accommodated in the well-equipped guestrooms of the facility. During the visitation the expert in CS-FPA had the opportunity of visiting the Iriki farm.

Intramural practical rotations (fifth year) in internal medicine and surgery of bovine, swine and poultry include four weeks for bovine medicine and one day each in swine and poultry farm at the KUVTH and three weeks at the OLACC, SKLV Centre and in the Livestock Health and Hygiene Centre (LHHC). These three weeks are devoted also to herd health management (see table 3.1.2 of the SER under herd health management). Another additional week is devoted to ambulatory clinics in bovine external farms (field clinical medicine organized at the Federation of Agricultural Mutual Aid Association, FAMAA).

A particular role for the practical training is played by the FAMAA, the Kagoshima Prefectural Agricultural College and the LHHC (Livestock Health Hygiene Centre).

The FAMAA is the major organisation for livestock animals’ health in Japan, and veterinarians (practitioners) employed in the clinic of FAMAA conduct farm animal clinical medicine, mainly for bovines. FAMAA organises many local clinical branches (see Appendix 4.3: 3: 3-1 to 3-8) and students stay at the accommodation near each branch for one week and clinical training is devoted to bovine primary medicine in the field (all aspects of bovine clinical medicine in the field and ambulatory/mobile clinics) under the supervision of practitioners of FAMAA (one

student/one veterinarian).

The farm in Kagoshima Prefectural Agricultural College keeps 30 milking cows and 85 beef cattle (40 breeding cattle for reproduction and 45 fattening cattle). Two to three students per group per academic teacher visit there by car every two weeks and learn field clinical medicine, including medical consultation and treatment, and pregnancy diagnosis. In addition, a meat-processing facility is in the college, and the VEE also uses it for the practical training of meat-processing (production of sausage, ham, and baked pork).

LHHC is a public organisation for VPH Surveillance managed by Kagoshima Prefecture. There are six branches of LHHC in the Prefecture, and veterinarians in LHHC play role in 1) management and prevention of epidemic/infectious diseases in livestock such as avian influenza, foot-mouth-disease, and chronic swine fever, 2) guidance on farm hygiene management, 3) regular health checks for livestock, 4) education and guidance on husbandry methods and disease management, and 5) measures of epidemic prevention and isolation. Students stay at the accommodation near each branch for three days, and field VPH training is conducted under the supervision of veterinarians of LHHC (two to three students/one veterinarian).

Appendix 4.3 of the SER indicates other external facilities visited during the clinical rotation and by the mobile clinic.

Ambulatory clinics can be attended also during the clinical activities of the core intramural practical rotation (see above).

The four weeks of night emergency service at KUVTH may also include bovine clinical cases (on call).

The curriculum also gives the possibility of spending 1080 EPT hours (around 23 weeks) in the tracks “Clinical sciences in food-producing animals” during the first semester of the sixth year. There is no selection process for the tracks; each student is free to choose the one that best aligns with their intended professional path (in this case food-producing animals). At this moment, the EPT activities for food producing animals are intra-mural KUVTH or with the mobile clinic.

Exposition to clinical pathology and necropsy in food-producing animals is expected during the four weeks of intramural clinical pathology and necropsy.

3.1.4.2. Analysis of the findings/Comments

The VEE curriculum fully covers clinical sciences in food-producing animals, aligned with ESEVT indications. The first four years (pre-VCAT years) provide foundational knowledge and FPA-specific preclinical courses, while fifth–sixth year rotations offer hands-on clinical training under supervision, including herd health, ambulatory clinic and emergency practice. Key external partners (especially FAMAA, Kagoshima Agricultural College, LHHC) support practical exposure. The advanced EPT tracks are complementary for enabling students to achieve all required competences.

3.1.4.3. Suggestions for improvement

None.

3.1.4.4. Decision

The VEE is compliant with Standard 3.1.4.

3.1.5. Veterinary Public Health (including Food Safety and Quality)

3.1.5.1. Findings

VEE provides three different career patterns for students, one of them is related to VPH. VPH including FSQ is taught in several courses over several semesters. All courses are compulsory and currently, no elective courses on VPH-FSQ are available.

Compulsory practical training in meat inspection and fish inspection is carried out in ninth semester. Four to five students visit one of the seven Meat Hygiene Inspection Centres (MHIC) in Kagoshima Prefecture for five days. Practical training of fish processing is carried out on two fish plants in Kagoshima Prefecture. Before on-site training at the slaughterhouse and in the fish farm, pre-orientation on campus is organised. Additionally, students have practical training in meat and dairy products processing.

All students practise hands-on meat inspection of cattle, pigs and chicken. They also get familiar with laboratory methods used for meat safety control. Meat inspection training is given by the chief official veterinarian in the slaughterhouse (MHIC). There is a written agreement between the Kagoshima University and Kagoshima Prefectural Government. During the training, students write a summary and analysis of what they have learned each day, and they fill out a logbook. The assessment is conducted by the supervising meat inspector.

3.1.5.2. Analysis of the findings/Comments

The 5-day practical training in meat inspection, including cattle, pig and poultry, is well organised.

3.1.5.3. Suggestions for improvement

None.

3.1.5.4. Decision

The VEE is compliant with Standard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings

The curriculum explicitly maps learning outcomes to Day One Competences, with transversal abilities (clinical communication, client interaction, ethical awareness, record-keeping, team coordination and time/priorities management) embedded across pre-clinical, paraclinical and clinical teaching and assessed through multiple modalities.

Structured skills-training is delivered through simulation and skills-lab activities prior to patient contact, reducing reliance on live animals and providing standardized practice and direct feedback on communication, team procedures and basic clinical tasks.

In the clinical phase, rotations at KUVTH require students to take patient histories directly from owners, present cases orally and in writing, maintain clinical records, and participate in team-based decision-making under supervision.

Case-based and group learning formats (including shared/parallel teaching with Yamaguchi University via the SSCS system) provide repeated opportunities for collaborative problem-solving, role allocation, handovers and peer-to-peer communication.

Feedback mechanisms include supervisor rubrics for clinical performance that cover professional behaviours (communication with clients and staff, teamwork, responsibility, punctuality, respect of biosecurity and animal welfare) and external inputs gathered through the Animal Medical Centre/client interfaces.

Herd-health and population-level management skills are trained through structured field exposure: SKLV Centre activities, the Iriki Farm and the external visits provide settings for

planning and evaluating health programmes, biosecurity, occupational safety, workflow organization, resource use and interaction with farmers and stakeholders.

Professional ethics, animal welfare considerations and One Health perspectives are threaded through case discussions and decision-making exercises, including explicit attention to informed consent, owner expectations, and responsible antimicrobial use.

Record-keeping, information management and basic practice-management elements (appointment flow, triage, stock and biosecurity checkpoints) are part of daily routines in clinical services and field visits, with students contributing to documentation and logistics under staff oversight.

International/extra-institutional collaborations and local stakeholder partnerships expose students to varied professional settings and client populations, supporting cultural adaptability and professional comportment in diverse contexts.

3.1.6.2. Analysis of the findings/Comments

Coherent vertical integration:

Early skills-lab preparation followed by supervised owner-facing encounters and team-based case work supports progressive acquisition of communication, collaboration and basic management abilities.

3.1.6.3. Suggestions for improvement

None.

3.1.6.4 Decision

The VEE is compliant with Standard 3.1.6.

Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.

The VEE must also describe how it encourages and prepares students for lifelong learning.

3.2.1. Findings

The study programme is aligned with the National Core Model Curriculum for Veterinary Science Education, formulated by the National Veterinary Science University Representative Council. This framework defines the national Day One Competences and is harmonised with the ESEVT Day One Competences.

The overall learning outcomes, together with the course-specific outcomes, are defined by the Education and Research Unit in collaboration with the AAC and are published annually in the Guidebook for Completion of Classes. This printed guide is distributed to all students upon admission during the entrance orientation for new students.

Teaching and learning activities are supported by the institutional Learning Management System (Glexa – Web Multimedia Learning Management System), which provides integrated digital and

e-learning resources. Self-directed learning is facilitated through recorded lectures and supplementary multimedia materials. Active learning strategies—including small-group teaching, workshops, simulation-based exercises, and role-playing—are embedded to enhance student engagement and skill acquisition.

Teaching facilities and equipment are regularly updated, also considering feedback from students, academic staff, and stakeholders.

3.2.2. Analysis of the findings/Comments

The curriculum has been designed to ensure the acquisition of the Day One Competences, in accordance with both the Japanese and the European frameworks. Teaching and training are competency-based, and learning is supported by up-to-date resources and well-equipped facilities.

3.2.3. Suggestions for improvement

None.

3.2.4. Decision

The VEE is compliant with Standard 3.2.

Standard 3.3: Programme learning outcomes must:

- **ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework**
- **include a description of Day One Competences**
- **form the basis for explicit statements of the objectives and learning outcomes of individual units of study**
- **be communicated to staff and students**
- **be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.**

3.3.1. Findings

The curriculum spans six academic years. Students undertake general education and introductory veterinary basic science courses in Year 1, followed by basic and applied veterinary sciences in Years 2 and 3. Clinical veterinary sciences are delivered in Years 4 and 5. Admission to clinical rotations is contingent upon successful completion of the VATC, which verifies attainment of essential foundational knowledge and basic clinical skills required for safe participation in clinical activities. In the sixth-year students take advanced elective courses assuming progressively increasing levels of responsibility and prepare the thesis and the Japanese National Veterinary Examination.

The course syllabi (reported in the Guidebook for Completion of Classes) represent the fundamental units of curriculum organisation. They include course-level learning outcomes, a detailed content description, information regarding course delivery format and teaching methods, assessment method and criteria, estimated independent study time. These documents are yearly revised and updated by the academic staff responsible for the course. The AAC oversees the entire curriculum and verifies the alignment between the programme's overall learning outcomes and those of individual study units, guaranteeing the absence of gaps and preventing redundancies.

A document showing the alignment among ESEVT Day One Competences and individual courses along the entire curriculum is provided.

3.3.2. Analysis of the findings/Comments

The programme learning outcomes and the single course learning outcomes are well integrated. Learning outcomes are clearly defined, communicated to the student and staff and regularly revised. The printed guide provides a precise and exhaustive description of each course, including learning outcomes.

3.3.3. Suggestions for improvement

None.

3.3.4. Decision

The VEE is compliant with Standard 3.3.

Standard 3.4: The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must:

- **determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum**
- **oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes**
- **perform ongoing reviews and periodic in-depth reviews of the curriculum (at least every seven years) by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned**
- **identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.**

3.4.1. Findings

The Faculty Management Council is the body responsible for curriculum governance. Multiple committees contribute to curriculum monitoring and enhancement, including:

- the Faculty Development Committee, which evaluates student feedback and peer-evaluation of teaching.
- the OQIVE Committee, which oversees the implementation of recommendations arising from external evaluations (ESEVT, JUAA)
- The AAC, which analyses student evaluation outcomes, course examination results, JNVE data, and feedback from practicing veterinarians and members of the Stakeholders Advisory Council.

Data from these sources are analysed and used to inform curriculum modifications. Proposed revisions are subsequently discussed by the Faculty Council and formally submitted to the Faculty Management Council for approval. The most recent review of the curriculum was performed in 2023, also incorporating the recommendations provided during the most recent EAEVE visitation. The main outcome is the introduction of EPT (advanced clinical medicine track for companion animal internal medicine, companion animal surgery, bovine and equine) and modification of outcomes in some courses.

3.4.2. Analysis of the findings/Comments

The VEE has a committee structure and well-established procedure for monitoring and periodic

evaluation of the study programme. The curriculum is subject to systematic review and continuous improvement to ensure compliance with current best practices in veterinary education and alignment with updates to the ESEVT SOP, also involving feedback from internal and external stakeholders.

3.4.3. Suggestions for improvement

None.

3.4.4. Decision

The VEE is compliant with Standard 3.4.

Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another.

EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person.

EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ)). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.

3.5.1. Findings

Structure and options:

At the end of Y5, each student selects a Y6 track: four clinical areas (companion-animal internal medicine, companion-animal surgery, bovine clinical medicine, equine clinical medicine) or one non-clinical (laboratory research work). Staff adapt to cohort distribution across tracks.

Delivery mode and aim:

Clinical tracks deepen applied clinical skills based on CCT competences. At present, clinical-track EPT is delivered intramurally at KUVTH (with mobile clinics for bovine/equine).

Student uptake and duration:

Recent participation per track (2022–2024) and the semester-long (up to 24 weeks) immersion are documented; students choosing the laboratory track focus on research alongside the graduation thesis.

Minimum EPT by field:

The curriculum specifies 12 weeks in clinical production-animal EPT and 12 weeks in clinical companion-animal EPT, both in the first semester of Y6.

Additional electives and international activity:

Non-compulsory electives include “Practice of Veterinary Basic Research” (Y2–Y3; 24 weeks) and “JGSVM Special Lecture”. Students may undertake placements in Japan and short international activities (French veterinary school ENVA/VetAgro Sup).

Overall intent:

The track/EPT framework is intended to broaden exposure and consolidate professional abilities beyond CCT while allowing individual tailoring within institutional structures.

3.5.2. Analysis of the findings/Comments

The positioning of EPT relative to CCT is appropriate:

EPT is framed as a compulsory, complementary and individualised component that does not replace CCT; this preserves the integrity of core, staff-supervised clinical training.

Delivery is predominantly intra-mural and track-based:

The Y6 track model deepens immersion but limits exposure to external professional contexts; considering selected extra-mural options would broaden case-mix where feasible.

Learning value hinges on authentic hands-on participation:

Clear task expectations per placement type (history-taking, client/farmer communication, basic procedures, record-keeping) help avoid observation-only experiences and support consistent learning across tracks.

3.5.3. Suggestions for improvement

None.

3.5.4. Decision

The VEE is compliant with Standard 3.5.

Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme.

There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.

3.6.1. Findings

Provider eligibility and compliance (intra-mural):

EPT is delivered within the VEE's own clinical and field units. These units operate under institutional policies aligned with national Veterinary Practice Standards (facilities, scope of activities, case-mix, safety/biosecurity).

Agreements and insurance (institutional framework):

Placements are governed by the university's internal regulations and student charter, specifying scope of tasks, supervision lines, confidentiality/data protection and insurance/indemnity under the university's coverage. No external (tripartite) agreements are currently required.

Standardised student evaluation (same as CCT):

Student performance during EPT is documented and assessed with the same instruments and processes as CCT (e.g., service rubrics/logbook entries, supervisor sign-off, feedback).

Provider feedback to the VEE (internal channels):

Internal services providing EPT submit feedback through established institutional mechanisms (teaching/clinic QA forms, committee reporting), which inform programme review.

Overall supervision and liaison:

A designated member of the teaching staff oversees EPT overall, coordinating track delivery across internal services, monitoring documentation and acting on QA signals.

3.6.2. Analysis of the findings/Comments

The number of practitioners involved in the EPT is enough to allow a good experience in the fields. All EPT-arrangements meet the intent of Standard 3.6.

3.6.3. Suggestions for improvement

None.

3.6.4. Decision

The VEE is compliant with Standard 3.6.

Standard 3.7: Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.

3.7.1. Findings

Student preparation:

Students are required to prepare for EPT placements/tracks according to instructions issued by the VEE and the host service.

Recording of experience:

Students keep a record of EPT activities using the VEE's logbook/e-portfolio framework; entries are validated by supervising staff.

Student evaluation of EPT:

Students complete standard evaluation forms on their EPT experience; the VEE collects these evaluations.

Complaints route:

A formal complaints procedure is available to students, including an anonymous option.

QA arrangements: The VEE monitors EPT implementation and progress through routine documentation (student records and student evaluations).

3.7.2. Analysis of the findings/Comments

Alignment with the Standard:

The required elements—student preparation, maintenance of a placement record, student evaluation of EPT, a complaints route, and an EPT-focused QA mechanism—are present and conceptually coherent.

3.7.3. Suggestions for improvement

None.

3.7.4. Decision

The VEE is compliant with Standard 3.7.

Area 4. Facilities and equipment

Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all

relevant legislation including health, safety, biosecurity, accessibility to people including students with a disability, and EU animal welfare and care standards.

4.1.1. Findings

The VEE manages the following intra-mural facilities, Faculty of Veterinary Medicine and Agriculture Building, Laboratory Buildings A, B, and C, KUVTH Small Animal and Large Animal Medical Centres, Equine Medical Centre (EMC), and EAC.

The VEE's extra-mural facilities used and managed by the VEE are as follows: OLACC as a branch of the farm animal clinic 90 km east from the main campus; Iriki farm as a husbandry-training farm 30 km northwest from main campus; SKLV Centre as a farm animal clinical medicine training 80 km northeast from main campus. The other external facilities for the veterinary curriculum are also used (see appendix 4.3 and 4.4).

The VEE facilities have received governmental (MEXT, MAFF, cabinet office) and KU funding over the past 10 year, to support the strategy of meeting international veterinary educational standards. KU supports maintenance and upgrading fees for the current facilities as part of the annual budget. The VEE makes efforts to increase revenues from the VTH and obtain further financial support from KU for facility/equipment renewal in line with the strategic plan and future needs

The Facility Management Committee in KU conducts annual security and safety inspections of the buildings. Safety inspections of all facilities and equipment are carried out. Any deficits are reported to faculty.

Laboratory Building B, which is an old unit, had no lift although students would need access to top floors. Therefore, students with certain disabilities would be unable to attend some practicals.

4.1.2. Analysis of the findings/Comments

The physical facilities provide an environment conducive to learning, and the VEE has a strategy and programme for maintaining and upgrading facilities and equipment. The buildings visited were in very good condition and very well maintained, which the VEE is to be commended on. There was one building (Laboratory Building B) where no lift was available and so it did not comply with all requirements for staff and students with certain disabilities. Alternative solution might be required should the need arise.

4.1.3. Suggestions for improvement

Staff and/or students with certain disabilities should be able to gain access to floors above the ground floor.

4.1.4. Decision

The VEE is compliant with Standard 4.1.

Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, equipped for instructional purposes and well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities.

Offices, teaching preparation and research laboratories must be sufficient for the needs of the teaching and support staff to support their teaching and research efforts.

4.2.1. Findings

- Lecture rooms: All lecture rooms have an audio and visual (AV) system, and some have a stationary or mobile link to the SSCS (shared with JFVM-YU) lecture-recording equipment.
- Wireless local area network (LAN) and the Wi-Fi network is available to the students. A wired LAN is also available on the desks in lecture rooms.
- Group work: There are 11 rooms in the VEE.
- Practical work and skills labs: Practical training rooms, laboratories and the Clinical Skills Laboratory are available for students.
- Study and self-learning: The KU library is on the campus. A self-directed e-learning room is in the Laboratory Building B and can be used as a study room for students. In KUVTH, students use two student rooms of the Small Animal Medical Centre.
- The Clinical Skills Laboratory is in Laboratory Building B and space for Farm Animal Practice in EAC have retention models of dogs, a calf, a cow and a pig, simulators for an intravenous injection, auscultation of a dog and skin suture, an upper gastrointestinal endoscope training model, bovine theriogenology model, and dystocia simulator, and these are used as supplementary teaching materials in clinical practices.
- Catering: Students are able to use four canteens and three shops in KU.
- Locker rooms: Locker rooms are available for use during practicals.
- The VEE has specific accommodation for on-call students in KUVTH (two bedrooms for men or women). In OLACC, there are specific accommodations for students (two bedrooms for men or women). Hotels are used in some circumstances.
- Leisure: Leisure facilities for students in KU are available on campus.

Offices for the academic staff and research laboratory are mainly situated in Laboratory Buildings A and B, and the EAC. Administrative offices are grouped together in the Faculty of Veterinary Medicine and Agriculture Building and offices for clinical support staff are in dedicated rooms in the VTH.

4.2.2. Analysis of the findings/Comments

The VEE has sufficient areas for lectures, practicals and self-learning. Students have accommodation for on-call duties or if not provided on a faraway site, students are put up in hotels at the student's expense which they commented was expensive for them.

There is excellent space for student study in the KU main library. There are leisure and catering canteens for students sufficient for the number of students on campus.

Lockers were not always available/used by students and coats and bags were seen on the floor in a practical class. We observed a practical class with the whole year in one of the rooms. The room was relatively small and was cramped with too many students, equipment, coats and bags.

4.2.3. Suggestions for improvement

The use of lockers should be emphasised to students so as to prevent any accidents and to avoid filling up relatively small rooms for practical classes.

It is suggested that the VEE updates the accommodation at OLACC so that the students can use it again rather than having to pay for hotels.

4.2.4. Decision

The VEE is compliant with Standard 4.2.

Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:

- be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students
- be of a high standard, well maintained and fit for the purpose
- promote best husbandry, welfare and management practices
- ensure relevant biosecurity
- take into account environmental sustainability
- be designed to enhance learning.

4.3.1. Findings

The VEE has extensive facilities for animals and practical training, which are presented in a complete list of housing in Appendix 4.11. Premises for clinical activities and services, and diagnostic services including necropsy, are located at KUVTH, Iriki farm and/or the EAC at the VEE. For VPH, including FSQ, the VEE has a collaborative contract with Kagoshima Prefecture, providing access to slaughterhouses and food processing units.

The biosafety/biosecurity procedures at each facility of the VEE are controlled under the biosafety/biosecurity SOP by a dedicated individual.

4.3.2 Analysis of the findings/Comments

The VEE provides facilities for animals, core clinical teaching and staff adequate for the number of students attending. The facilities are well maintained and kept clean by contract staff in general areas and clinical staff in specialised areas. Animal housing is adequate for the caseload and of acceptable quality. The clinical skills lab is well equipped to aid student learning.

The entrance and exit to the necropsy room were through one single door which may lead to cross contamination. This is commented under 4.9.

4.3.3. Suggestions for improvement

It is suggested that a separate exit to the necropsy room is investigated and made to fully meet biosecurity standards.

4.3.4. Decision

The VEE is compliant with Standard 4.3.

Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.

For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH.

The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector.

The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.

4.4.1. Findings

KUVTH

- The KUVTH belongs to the VEE and is managed by the KUVTH Management Council and KUVTH Council chaired by the Director of KUVTH. Opening days (hours) are weekdays (8:00AM to 5:00PM) and weekends (upon request prior to coming). On-duty and on-call emergency services are offered from 7:00PM to 6:00AM including weekends for small and large animals (equines and bovines), respectively. All platforms of the VTH are fully compliant with the relevant national legislation concerning veterinarians, and animal welfare and management, and the VTH is registered as a Veterinary Care and Animal Handling Facility under the act.
- The Small Animal Clinical Medicine facility includes a Gold Standard Cat-friendly Clinic.
- Hospitalisations: The KUVTH always accepts any hospitalised patients following treatment in both primary and referral cases, even if it involves hospitalisation on weekends or national holidays. Clinical teaching staff, veterinary nurses, and students manage hospitalized patients at night even during weekends and national holidays.
- Emergencies and the intensive care unit are also organised and managed 24 hours/day, 7 days/week. In cases of emergency, a client needs to call prior to coming to the VTH. Emergency patients are treated by the clinical teaching staff and students with a veterinary nurse.
- An ambulatory clinic for farm animals and horses is implemented as a part of clinical rotation.

The clinical teaching activities conducted within the VTH align with the principles of research- and evidence-based medicine, and adherence to these principles is ensured by the fact that a large number of clinical teaching staff members hold a PhD and a specialist veterinary diploma/qualification at the national/international level, and that they are also actively involved in research units. Additionally, clinical teaching/support staff at VTH are trained in the code of conduct and student instruction, and assessment (only for teaching staff).

4.4.2. Analysis of the findings/Comments

The VTH runs an emergency clinic for small animals each night and at weekends. It is an on-call service for horses. There are on-call services for cattle at the other University extramural sites. The VTH meets national standards and is comparable to other private practices. The VEE is commended for its Gold Standard Cat-Friendly Clinic.

Staff involved in teaching have training annually which is compulsory to attend. All staff involved in assessment are trained.

Many staff have PhDs and carry out research using their experience in how they teach.

4.4.3. Suggestions for improvement

None.

4.4.4. Decision

The VEE is compliant with Standard 4.4.

Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures

and facilities should also be available for soft skills training, e.g. communication skills training through role-play.

4.5.1. Findings

- Pre-clinical teaching activities take place in the Practice Room for medium-sized animal and farm animal practice area in the EAC.
- Client communication training is also held in the same room/area during Y4 and is conducted through role-play for preparation of OSCE.
- Paraclinical activities are carried out in the Practice Room for small-sized animal (mice, rats and rabbits) and those for microbiology including bacteriology and virology, parasitology, and VPH are carried out in the VPH and Microbiology Special Practice Room.
- All Y5 students receive clinical training in the KUVTH.
- The Y5 students also receive clinical training in the external facilities under a contract between the VEE and the establishment.

4.5.2. Analysis of the findings/Comments

The VEE has extensive diagnostic and therapeutic facilities

4.5.3. Suggestions for improvement

None.

4.5.4. Decision

The VEE is compliant with Standard 4.5.

Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.

4.6.1. Findings

- The isolation facilities in the VTH for both small and large animals are located on the first floor in the Large Animal Medical Centre as dedicated areas (the first floor is equivalent to ground floor).
- The small animal isolation facility is reserved for hospitalised dogs, cats, and exotic pets with contagious diseases, and procedures are described in the Biosecurity SOP. Access is restricted to clinical teaching staff, veterinary nurses, and students, and entry is allowed only to those using their own registered ID card. Entry, using, and exit procedures for staff and students are described in the Biosecurity SOP, and outlined in the facility. The premises are equipped with 4 cages for small dogs and cats and 1 cage for a large or medium-sized dog.
- The large animal isolation facility is reserved for bovines, small ruminants and equines with contagious disease, and procedures are described in the Biosecurity SOP. Access is restricted and allowed in the same way as that for the facility for small animals, and only

the authorised personal (as described above) can enter, and they enter wearing dedicated clothing and rubber boots through a changing room and a footbath with disinfectant, according to the Biosecurity SOP and indications in the room. The premises is equipped with 3 stables.

4.6.2. Analysis of the findings/Comments

The VEE provides isolation facilities for all relevant species.

Access is limited to trained personnel. The units were appropriately stocked with equipment required for biosecurity purposes. No drugs were stored in the units.

There was minimal signage on the client access to the small animal isolation unit regarding biosecurity. Equine isolation unit had the building notice of its use with a temporary notice stuck to the door. Warning signs regarding biosecurity measures for entry into the buildings were not apparent. This is addressed in 4.9.

4.6.3. Suggestions for improvement

It is suggested that isolation units are clearly marked as such with permanently fixed notices.

Warning regarding biosecurity measures for the unit should be clear to those entering the facility and not just inside the building.

4.6.4. Decision

The VEE is compliant with Standard 4.6.

Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.

4.7.1. Findings

- Ambulatory clinic practice is performed as part of clinical activities in Y5. In the clinical rotation, 3-week courses at the OLACC and SKLV Centre are dedicated to the ambulatory clinics, and bovine and equine medicine courses (4 weeks each) also involve clinical activities at the external farms at least once a week.
- Students are taught field clinical medicine including consultation, medical inspection and treatment, minor on-farm surgery, sanitary inspection and prophylaxis, reproduction monitoring, and herd health management by the academic staff.
- Y5 students visit external farms for both poultry and swine, and herd health management and primary medicine are carried out by academic staff with management veterinarians in the farm with the approval of the farmer.
- In the pre-clinical training, Y3 students stay at Iriki farm for one week and practice animal husbandry and herd health management under the supervision of teaching staff.
- In the VPH training for Y5 students, the students stay at a prefectural LHHHC for 3 days and receive practical hands-on training for herd health management and health surveillance of cattle, pigs, and chickens.
- Regarding vehicles and equipment used for the ambulatory clinics, six vehicles are used for ambulatory clinics (two are in the OLACC). A van-type automobile (6 seats), which is equipped with blood test, X-ray photography, ultrasonography, and endoscopy equipment (depending on examinations), is used for practical work at farms.
- In addition, the VEE has a medical treatment and surgery truck (3 seats) for large animals, and it allows the performance of basic orthopaedic surgery, and procedures on the body

surface, and abdominal cavity in the fields. The side door was stuck and access was only through a high side door

4.7.2. Analysis of the findings/Comments

Students are able to practise field veterinary medicine and herd health management under the supervision of academic staff at the Ambulatory clinic and at other external farms. The VEE has multiple vehicles for a variety of purposes for the use of students and transport of animals. However, some maintenance was required on two vehicles: The medical and surgical truck was difficult to access as side doors would not open easily/not at all. One of the transport vehicles needed its padding replaced. The VEE may wish to improve maintenance of these vehicles.

4.7.3. Suggestions for improvement

None.

4.7.4. Decision

The VEE is compliant with Standard 4.7.

Standard 4.8: The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and animal welfare, and to prevent the spread of infectious agents.

4.8.1. Findings

The vehicles used for the veterinary programme are as follows:

- Student transportation: 2 buses (45 seats) and 1 microbus (28 seats) belonging to KU, for transportation of students to the external facilities, and 4 additional vehicles are also used. These vehicles are stationed on the main campus, and a further two vehicles are stationed in OLACC. These vehicles are for extra-mural clinical activities and driven by a teaching staff. A first-aid kit is set-up in each vehicle for extra-mural clinical activities.
- Live animal transportation: A truck-typed, 6-seat vehicle is used for the transportation of cattle and horses, and its cargo bed can hold boxes to load animals. It is fitted with a surveillance camera inside the box. Also, a 6-seat cargo vehicle with clinical equipment is used for the transportation of small ruminants, piglets, and poultry. A 3-seat truck-type vehicle with surgery equipment is also available for transportation of cattle. The vehicles are washed and cleaned using disinfectant after use by technical staff.
- Cadaver transportation: Small carcasses (e.g. piglets and poultry) and anatomical parts for use in practical pathology or anatomy training are transported in watertight boxes from the relevant external facility. There is a leak-proof structured container for transportation of animal cadavers and a dedicated vehicle for the livestock cadaver-rendering plant is used for transporting these cadavers.

4.8.2. Analysis of the findings/Comments

There are adequate vehicles for students and animals ensuring safety, animal welfare and prevention of spreading of infectious diseases.

4.8.3. Suggestions for improvement

None.

4.8.4. Decision

The VEE is compliant with Standard 4.8.

Standard 4.9: Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.

4.9.1. Findings

- The Biosecurity Committee, which consists of representatives from each facility, perform the risk assessment and the risk prevention measures in the facilities for clinical work, extra-mural practical work, anatomy, pathological necropsy, and diagnostic examination, according to the Biosecurity/Biosafety SOP as updated by the Committee every year.
- The Committee creates and posts accident prevention manuals in each practice room and makes the relevant announcements to students not only through designated lectures when students are first admitted but also when they start clinical rotation.
- Academic staff responsible for each practicum hold dedicated education about the risks of equipment and materials such as animals, bacteria, and chemicals to students during orientation before each practical work training.
- Students and all other individuals can access the updated SOP via a dedicated website (in Japanese: <https://www.vet.kagoshima-u.ac.jp/bio-sop/>, in English: <https://www.vet.kagoshima-u.ac.jp/en/bios/>).
- Any accidents and incidents are immediately reported to the Dean and discussed and analysed by the relevant committee(s) to prevent recurrence as soon as possible. In addition, each room or facility has a designated individual who is responsible for checking the equipment under the regulations, and this individual will request any renovation or repair to the faculty if they identify something that needs to be fixed.
- The annual training courses on waste liquid and drainage, X-ray, veterinary care for laboratory animals, hazard trainings on the uses of chemical agents, pathogens, and genetically modified organisms are organised at the university or faculty level. All academic and support staff members, and students should attend these courses, and are registered as having the potential to be exposed every year.
- See 4.3 and 4.6.
- Some catheters and drugs were passed their use by date.
- A couple of first aid boxes were not clearly marked as such. An oxygen cylinder in room 3110 was not safely attached to the wall. Some instructions regarding biosecurity were not permanently fixed to the wall.

4.9.2. Analysis of the findings/Comments

The VEE has good biosecurity policies and procedures and in general these are adhered to. However, there were some instances where best practice was not followed or implemented. These are indicated in the findings and comments in 4.3 and 4.6.

The VEE was considering the employment of a pharmacist.

4.9.3. Suggestions for improvement

It is suggested that the biosecurity failures cited above are remedied, including the necropsy room having a separate exit route, and drugs and equipment being disposed of appropriately in a timely manner.

It is suggested that the employment of a pharmacist would help in some of the above matters.

It is suggested that reiteration of the need to follow policies and procedures in all areas is vital and that further training is given as appropriate.

4.9.4. Decision

The VEE is partially compliant for Standard 4.9 as operational policies and procedures for biosecurity were not followed in all areas.

Area 5. Animal resources and teaching material of animal origin

Standard 5.1: The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled.

Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.

5.1.1. Findings

The VEE has a comprehensive and well-defined strategy for the ethical and effective use of animals and animal-derived materials to ensure that every student acquires the Day One Competences .

The VEE is actively committed to reduce the use of live animals by incorporating alternative teaching methods, including dummy animals (see Clinical Skills laboratory) and digital resources (e.g. for the anatomical practicals, the VEE is provided with a Digital Anatomy Web and virtual slide systems that adequately supplement hands-on dissection and histology practice). The VEE has established an Animal Management Committee which oversees all educational and research activities involving animals, ensuring compliance with welfare and ethical standards. All animals used for teaching, clinical, or experimental activities, require prior approval from this committee. Japanese law allows the use of live laboratory animals such as mice and rats for practices of basic science. They are provided by the Experimental Animal Centre (EAC), TAD Research Centre. However, the VEE is seeking to decrease the number of these animals used. Also, five dogs (beagles) belonging to the EAC are used for the preclinical practical training. The utilisation of the experimental animals is tracked and monitored: non-invasive techniques are carried out in these animals. At the end of their “career”, the beagles are donated and adopted. The Animal Management Committee organizes every year lectures on animal welfare and ethics whose attendance is mandatory both for students and for staff.

Cadavers and material of animal origin used for training in anatomy is obtained from livestock farms (cattle, pig, and chicken), pharmaceutical companies (dogs), the charity Horse Trust (horses), and slaughterhouses. These materials are reused across multiple teaching sessions to maximize educational value and reduce animal use.

For formalin-fixed specimens to be used for histology the VEE follows national biosecurity regulations.

Table 5.1.1. indicates the number of cadavers and material of animal origin used in practical anatomical training. It shows that no material from small ruminants, aquatic animals and exotic pets was made available in the last three years.

Cadavers and material of animal origin used for the Practice of Veterinary Pathology are obtained from KUVTH or private veterinary hospitals/clinics that send dead animals for postmortem diagnosis. Table 5.1.6. indicates the number of cadavers used in necropsy. With the exception of small ruminants, aquatic animals and exotic pets, all animal species are adequately represented.

The related indicators I14 (n° of companion animal necropsies / n° of students graduating annually), I15 (n° of ruminant and pig necropsies / n° of students graduating annually), I16 (n° of equine necropsies / n° of students graduating annually) and I17 (n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually) are above the median or at least the minimal value expected by the ESEVT. This means that the absence of necropsies in small ruminants and in exotic pets are globally compensated by the necropsies of other similar animal species.

In order to expose students to practical and safe-hands-on preclinical and clinical training the VEE relies on animals sourced by different intramural and extramural structures or institutions. These are the Small Animal Medical Centre of the KUVTH, the Large Animal Medical Centre of the KUVTH, the OLACC, the Iriki farm, the SKLV Centre, the Kagoshima Prefectural Agricultural College Farm, the Livestock Health Hygiene Centre (LHHC), and local public animal shelters. Additionally, the VEE can rely on extramural clinical caseload provided by external facilities used during the clinical rotation and on clinical cases visited by the mobile clinic. The list of these external facilities is presented in appendix 4.3 of the SER. Some of them expose students to practical training in meat hygiene inspection, VPH surveillance and fish processing.

The OLACC is a branch of the KUVTH, and the clinical caseload is therefore considered as intramural. Students are accommodated at OLACC (in groups of two or three) for three weeks to follow practicals on clinical medicine for bovines, equines, and swine in the SKLV Centre and in local farms, including an emergency clinic (for bovines) and herd health management in Soo High School (for swine).

A particular role for exposing students to bovine extramural caseload is the Farm Mobile Clinic at FAMAA of the Kagoshima Prefecture, a regional organisation that supports agricultural activities and livestock/farm-animal enterprises. This collaboration provides access to farms and animal-based teaching materials for students that spend one week during the rotation.

Thanks to the above mentioned source of animal for preclinical and clinical training all the indicators related to the number of companion animal patients seen intramurally and extramurally (I8), the n° of individual ruminants and pig patients seen intramurally and extramurally (I9), the n° of equine patients seen intramurally and extramurally (I10), the n° of rabbit, rodent, bird and exotic seen intramurally and extramurally (I11), the n° of visits to ruminant and pig herds (I12) and the n° of visits of poultry and farmed rabbit units (I13), are above the median values. This is also confirmed by the raw data illustrated in Table 5.1.2. (Healthy live animals used for pre-clinical training (animal handling, physiology, animal production, propaedeutics, ...), in table 5.1.3. (Number of patients seen intramurally in the VTH), and in Table 5.1.4. (Number of patients seen extramurally in the ambulatory clinics).

The VEE appoints a responsible academic teacher in each subject/course, and the teacher must take proper management based on the Animal Welfare Act in Japan. They take monitors, check, and record in the place of practical work, especially in external livestock farms for mobile clinics, and can give feedback to farmers and explain to students if necessary. If they think the procedures involving animals are inappropriate for the education of students, they can refuse to visit there with students.

The OQIVE monitors ESEVT indicators, including the availability and diversity of animals and animal materials, ensuring adequacy for practical and safe hands-on training in all areas. The results are reported to the Faculty Council and Management Council. When deficiencies or imbalances are detected, corrective actions are recommended to the relevant course coordinators or clinical rotation supervisors, so that procedures may be implemented for correcting any deficiencies.

5.1.2. Analysis of the findings/Comments

The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin is globally adequate for basic science approach, as well as preclinical and clinical training.

The VEE presents a clear and ethically grounded strategy for using animals and animal-derived materials in veterinary education. The Animal Management Committee authorizes all uses of animals and provides mandatory welfare training, ensuring compliance with ethical and legal standards. Every year the Animal Management Committees organises lectures on Animal Welfare to be mandatorily attended by both students and teaching staff.

The VEE integrates dummy animals, digital anatomy tools, and virtual slides to reduce reliance on live animals, while ethically sourced cadavers from farms, slaughterhouses, and welfare organizations are reused to maximize educational value.

Although small ruminants, exotic pets, and aquatic species are underrepresented in anatomical materials, necropsy indicators demonstrate that overall species exposure remains sufficient and above ESEVT benchmarks.

Clinical training benefits from a broad network of intra- and extramural facilities which ensure robust caseloads in companion animals, livestock, and equines. All relevant ESEVT indicators exceed median values, confirming that students receive adequate practical experience.

Quality assurance is maintained through systematic monitoring by the OQIVE, which reports to faculty leadership and recommends corrective actions when needed. Overall, the VEE's approach is well-structured, ethically responsible, and effective.

All the data related to the use of animals are recorded.

5.1.3. Suggestions for improvement

Due to the low exposure to small ruminants and exotic pets, the VEE may wish to find other ways of compensating this.

5.1.4. Decision

The VEE is compliant with Standard 5.1.

Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under the supervision of teaching staff and follows the same standards as those applied in the VEE.

5.2.1. Findings

The VEE provides the students with practical training at different external sites, especially in relation to food producing animals experience. The most important are the Iriki Farm (190 cattle and 40 horses), the SKLV (250 beef cattle, 16 horses and 5.000 broiler chickens) and the Kagoshima Prefectural Agricultural College Farm (40 milking cows and 100 beef cattle). These farms are managed or co-managed by the VEE and the training provided to the students is fully organised under the supervision of teaching staff.

Many other external facilities (about 40, listed in appendix 4.3 of the SER) have contracts with the VEE for providing practical training to the students, related to companion animals, food-producing animals, fish, meat hygiene and VPH surveillance.

In most of the training organized in the external facilities the teaching staff lead students by a vehicle and stay on site to do the clinical activities with local veterinarians. The academic teachers of VEE also play a role as 'pedagogical supervisor' for local veterinarians at the workplace, and they give feedback to local veterinarians to guarantee the equivalent education at all locations.

Some trainings at slaughterhouses, Livestock Hygiene Centres, and FAMAA, are implemented only by the local veterinarians/practitioners (without an academic teacher in VEE). The academic teachers responsible for these courses hold dedicated meetings with them before and after courses to discuss the educational contents, eventual issues, student assessment, and to check that standard are followed in all external facilities. Each supervisor of seven meat inspection Centres becomes a part-time lecturer during the training period.

5.2.2. Analysis of the findings/Comments

The VEE adequately includes practical training at external sites, both directly managed by the VEE and linked with official contracts. This training is organised under the supervision of teaching staff and follows the same standards as those applied in the VEE.

5.2.3. Suggestions for improvement

None.

5.2.4. Decision

The VEE is compliant with Standard 5.2.

Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.

5.3.1. Findings

The VEE ensures that students acquire comprehensive nursing care competences and are active participants in all stages of the clinical workup of patients. Nursing skills and diagnostic techniques are introduced during pre-clinical training and consolidated during supervised clinical rotations at KUVTH and external facilities.

In the KUVTH students are deeply involved in the nursing care of hospitalized dogs, cats, horses, and cattle. During the stages at the Iriki farm students learn how to take care of calves. Clinical teaching staff and veterinary nurses directly train students in nursing procedures, including patient monitoring, treatment administration, and clinical record keeping. This is particularly valid for inexperienced students. After having passed the VCAT, students are allowed to be actively engaged in the full clinical workup of the patients.

During the rotation at the KUVTH the morning briefing is a particular dedicated moment for discussing the clinical cases and letting students be directly involved in problem-oriented diagnostic approaches together with diagnostic decision-making. All this is constantly implemented under the supervision of teachers.

5.3.2. Analysis of the findings/Comments

The VEE provides a comprehensive pre-clinical and clinical training structure that ensures that

students can acquire solid nursing care competences and develop problem-oriented diagnostic and decision-making skills.

5.3.3. Suggestions for improvement

None.

5.3.4. Decision

The VEE is compliant with Standard 5.3.

Standard 5.4: Medical records for patients seen intra- and extra-murally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.

5.4.1. Findings

The KUVTH uses an electronic medical record system, integrated with a picture archiving and communication system (PACS) for diagnostic imaging management. Students have access to this system for educational purposes at any time, while system operations are restricted to authorized personnel to ensure data security and confidentiality.

The medical record system in each extramural facility is different from that in KUVTH, and these are not connected to each other. In the case of the mobile clinic for large animals, the clinical cases requiring a consultation fee are registered in the record system in KUVTH. In the other cases, for example, in educational poultry and pig farms, zoo, aquarium, and FAMAA, each student counts and records their conducted caseload in their report and portfolio (these are also counted by the academic teacher), and the overall clinical caseload is recorded by the academic teacher responsible for the course. Also, the academic teachers in VEE are allowed to access the medical record system in extramural facilities by official medical record disclosure request, and they can confirm it.

5.4.2. Analysis of the findings/Comments

Medical records for patients seen intramurally are comprehensive and maintained in an effective retrieval also from students. Patients observed during the activities of the mobile clinic are recorded when the clinic is back. Patients observed by the students during the clinical activities with the FAMAA are recorded in a separate system by the responsible teachers.

5.4.3. Suggestions for improvement

None.

5.4.4. Decision

The VEE is compliant with Standard 5.4.

Area 6. Learning resources

Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the 'never the first time on a live animal' concept. When the study programme is provided in several tracks/languages, the

learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary.

6.1.1. Findings

All students and staff have access to the KU main library and to the subsidiary library in the VEE. The KU library is mostly open every day. It is well-equipped. Access to the internet is via Wi-Fi using Eduroam. For e-learning WMLMS (Web Multimedia Learning Management System)-Glexa platform, developed by the VEE, is used. KU library provides e-journals/books for students and staff. However, not all highly valued veterinary journals can be accessed. The Library Committee of KU is responsible for renewal of books and journals based on the request of teaching staff. The library supports the students mainly on request of individuals or groups.

6.1.2. Analysis of the findings/Comments

State-of-the-art learning resources are available and adequate. All students and staff have access to a well-equipped library, and e-journals and e-books via Eduroam.

6.1.3. Suggestions for improvement

None.

6.1.4. Decision

The VEE is compliant with Standard 6.1.

Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.

The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).

6.2.1. Findings

KU library has several librarians with certifications, but none dedicated to veterinary students. The Centre for Management of Information Technologies supports all KU faculties. There are two software systems for bibliographical search: Bookma and Manabuta Search. Both are accessible also off campus. There is a self-directed e-learning room with computers in VEE. Students and staff can access the university databases and the e-learning platform using Eduroam (on-campus) and VPN (off-campus). In some facilities, Wi-Fi connections were weak making it challenging for the students to access the e-learning platform.

6.2.2. Analysis of the findings/Comments

Staff and students have access to an on-site library, adequate IT resources and an e-learning platform. However, consistent Wi-Fi in the whole VEE is essential, especially, for the students who need Wi-Fi connections during the courses.

6.2.3. Suggestions for improvement

None.

6.2.4. Decision

The VEE is compliant with Standard 6.2.

Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, as well as facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.

6.3.1. Findings

All students have access to the libraries (KU and VEE). They also have access to e-material (books, journals) and e-learning (Glexa) on and off campus. Students can freely access any time the Clinical Skills Laboratory (managed by clinical teaching staff from the companion animal surgery unit). Supervision by a teacher can be obtained by request.

6.3.2. Analysis of the findings/Comments

Students are provided with access to all the necessary learning resources, including a Clinical skills laboratory. The use of these resources is anchored in the VEE's pedagogical strategy, and mechanisms are in place to evaluate their teaching values.

6.3.3. Suggestions for improvement

None.

6.3.4. Decision

The VEE is compliant with Standard 6.3.

Area 7. Student admission, progression and welfare

Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification.

In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students.

Formal cooperation with other VEEs must also be clearly advertised.

7.1.1. Findings

The VEE applies the general regulations established by KU regarding student admission, enrolment, progression, and certification. All relevant information is available on the university's website and is published in a brochure format that is also distributed to high schools. Prospective students can find comprehensive information on the educational programme,

learning outcomes, admission and progression policies, international exchange opportunities, and qualifications offered on the VEE website and in the PR magazine.

In addition, the Open Campus Day held every August, and the University Festival organised every November provide further opportunities to promote the veterinary programme and engage with prospective students.

7.1.2. Analysis of the findings/Comments

All regulations regarding the delivery of the education programme as well as criteria applied for students' admission, progression and graduation are clearly advertised through the website, guaranteeing the respect of the general principles of transparency and openness.

7.1.3. Suggestions for improvement

None.

7.1.4. Decision

The VEE is compliant with Standard 7.1.

Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.

7.2.1. Findings

The number of students to be admitted each year is determined by the Ministry based on the needs of Japanese society. Over the past three years, an average of 31 students has been admitted annually to the veterinary programme, and this number is expected to remain stable. On average, 30 students graduate each year, all within the expected timeframe. The number of postgraduate students is relatively high, the majority of whom are enrolled in PhD programmes.

7.2.2. Analysis of the findings/Comments

The VEE does not have autonomy in determining the number of admitted students. Nevertheless, it strives to maintain adequate human, animal, and structural resources in line with the assigned student quota. If the number proposed by the Ministry exceeds the available resources, the VEE may decline to admit students beyond its capacity.

7.2.3. Suggestions for improvement

None.

7.2.4. Decision

The VEE is compliant with Standard 7.2.

Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course.

The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE.

Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.

7.3.1. Finding

The PR Magazine provides a description of the profile of matriculating students and of the skills and competences expected from applicants prior to enrolment. It also outlines the basic policy governing applicant selection. There are two main admission tracks: general admission and special admission.

General admission includes two modalities: early-scheduled entry and late-scheduled entry. For early-scheduled entry, the VEE evaluates candidates based on the nationwide university entrance test, which covers six subjects (Japanese, English, Mathematics, Science, Social Studies, and Information Studies) as well as on a dedicated university-level written examination (covering English, Science, and Mathematics). This pathway accounts for 71% of admitted students. For late-scheduled entry, candidates are evaluated solely on the basis of the national test, representing 4% of admitted students.

A special admission track is available through high school recommendations or self-recommendation. Candidates are assessed through an interview and an essay, accounting for 25% of admitted students. Additional admission procedures are in place for privately financed international students and for applicants holding an International Baccalaureate diploma.

The admission policy and the selection criteria at the university level are discussed by the Academic Affairs Committee, and the appointed members of the Admissions Examination Committee receive appropriate training.

The progression criteria are outlined in the Guidebook for Completion of Classes, which is distributed to all admitted students.

7.3.2. Analysis of the findings/Comments

The selection and progression criteria are clearly defined and communicated through the PR Magazine (available on the website) and the Guidebook, ensuring full transparency throughout the entire admission and progression process.

7.3.3. Suggestions for improvement

None.

7.3.4. Decision

The VEE is compliant with Standard 7.3.

Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.

7.4.1. Findings

KU has adopted a formal document, the “Basic Policy for Students with Disabilities in NUC–KU,” which establishes the rights of students with disabilities to receive appropriate education and to be protected and supported throughout their university life. A dedicated unit has been established at the University level to provide assistance and coordinate support services.

7.4.2. Analysis of the findings/Comments

Clear policies and procedures are in place to ensure the rights of students with disabilities.

7.4.3. Suggestions for improvement

None.

7.4.4. Decision

The VEE is compliant with Standard 7.4.

Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.

The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.

7.5.1. Findings

The general progression criteria are defined in the “Guidebook for Completion of Classes”, which is provided to students during the admission guidance sessions, and all relevant regulations are publicly available on the University website. Minimum credit thresholds are established for progression from the second to the third year, and from the fourth to the fifth year.

In addition, to be admitted to the sixth-year clinical rotations, students must pass an examination certifying the acquisition of the basic knowledge and clinical skills necessary for interacting with animals and clients.

Each year-cohort is assigned a tutor from among the academic staff. Student performance is monitored at the end of each semester, and those who do not achieve the minimum required score are considered at risk of underperformance and are interviewed by their tutor. During these meetings, the tutor assesses the student’s motivation and provides guidance on study methods. Over the past three years, the rate of students repeating a year has been 4.1%, while the dropout rate has been 0.7%.

Due to the limited number of students, an informal peer-to-peer tutoring mechanism is in place. Medical and psychological support is available at the designated Health Service Centre and at the Student Counselling Centre.

7.5.2. Analysis of the findings/Comments

The progression criteria are clearly defined and communicated to the students. The AAC monitors both the dropout rate and the failure rate each semester. The underlying causes of underperformance are analysed, and, if possible, appropriate remedial actions are implemented.

7.5.3. Suggestions for improvement

None.

7.5.4. Decision

The VEE is compliant with Standard 7.5.

Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit.

The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.

7.6.1. Findings

Students may be excluded from the programme if they exceed the maximum allowed period of study (12 years), fail to pay tuition fees, or are involved in criminal proceedings, in accordance with NUC–KU regulations.

The decision of exclusion is taken by the University President with the agreement of the Faculty Council. No appeal procedures are provided.

7.6.2. Analysis of the findings/Comments

Mechanisms for exclusions are transparent and publicly available.

7.6.3. Suggestions for improvement

None.

7.6.4. Decision

The VEE is compliant with Standard 7.6.

Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes but is not limited to learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation.

There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).

7.7.1. Findings

The Academic Affairs Office is the main structure providing administrative support to students. Students receive mentoring and tutoring from their cohort academic tutor, who supports them from enrolment through to graduation, throughout the entire study programme. Career guidance is offered through dedicated lectures (e.g. Introduction to Veterinary Science, Career Development for Veterinarians) as well as through tutors and supervisors. A dedicated committee, the Student Life and Career Commission, is in place.

Students can benefit from a range of services, including medical assistance and psychological counselling provided by the University Health Service Centre. Several student associations are active in organising cultural, musical and sports activities.

A complaint box located at the Academic Affairs Office allows students to submit anonymous comments or concerns.

7.7.2. Analysis of the findings/Comments

KU supports physical, emotional and welfare needs of students by offering high-level services available on the campus.

Strong support is provided to students by the teaching staff through the cohort-tutorship.

A dedicated policy for the assessment of students with special learning needs (e.g. dyslexia or

dyscalculia) could be developed and implemented.

7.7.3. Suggestions for improvement

None.

7.7.4. Decision

The VEE is compliant with Standard 7.7.

Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding the compliance of the VEE with national and international legislation and the ESEVT Standards.

7.8.1. Findings

At the faculty level, the Student Council, student representatives serving on committees, and the tutors gather feedback from students and convey their needs and requests to the Faculty Management Council. An example provided during the on-site visit was the request to increase the number of PC stations available to students in the hospital.

At the university level, the President and the Executive Committee meet once a year with representatives from each faculty.

7.8.2. Analysis of the findings/Comments

The VEE adopts many formal mechanisms for collecting students' suggestions, comments and complaints; in addition, due to their limited number, students can easily address teachers directly in a framework of a positive interaction.

7.8.3. Suggestions for improvement

None.

7.8.4. Decision

The VEE is compliant with Standard 7.8.

Area 8. Student Assessment

Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.

8.1.1. Findings

The VEE has a defined assessment structure. Course coordinators determine assessment methods, approved by the Faculty Council. The AAC ensures consistency and coherence across courses. Students must meet progression requirements and pass CBT/OSCE before entering clinical rotations.

8.1.2. Analysis of the findings/Comments

The assessment process is transparent and well structured. Oversight by AAC and the Faculty Council ensures fairness. However, documentation of communication and follow-up between these bodies could be more systematic.

8.1.3. Suggestions for improvement

None.

8.1.4. Decision

The VEE is compliant with Standard 8.1.

Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit.

The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments.

Mechanisms for students to appeal against assessment outcomes must be explicit.

8.2.1. Findings

Assessment criteria and grading schemes are published in the syllabus and the “Guidebook for Completion of Classes.” Students receive clear information at the start of each academic year. Assessment results are reviewed by the AAC and approved by the Faculty Council. Students receive feedback individually and may appeal decisions according to the official procedure.

8.2.2. Analysis of the findings/Comments

Transparency is well maintained. However, feedback quality and consistency vary slightly among topic classes. Appeals are clearly defined but rarely used.

8.2.3. Suggestions for improvement

None

8.2.4. Decision

The VEE is compliant with Standard 8.2

Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.

8.3.1. Findings

Assessment data are collected each semester. The AAC analyses result distributions and identifies deviations. Reports are discussed in Faculty and Management Councils. Teachers showing unusual grading patterns are advised to adjust methods. Student and teacher evaluations (questionnaires) also inform the review of assessments.

8.3.2. Analysis of the findings/Comments

The assessment review process is well structured, supported by systematic data analysis, and strengthened through continuous monitoring of grade distributions, which enhances fairness and consistency. The integration of student feedback further contributes to quality assurance. However, maintaining clearer documentation of the key points and outcomes of AAC discussions, as well as any subsequent adjustments to the assessment strategy, would significantly improve transparency.

8.3.3. Suggestions for improvement

None.

8.3.4. Decision

The VEE is compliant with Standard 8.3.

Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study.

The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and that the assessment of students reflects this approach.

8.4.1. Findings

Assessment procedures are clearly connected to the learning objectives stated in the syllabus. A four-point grading system is used and converted into a GPA. Students evaluate their own progress through self-assessment and meetings with their tutors. During clinical rotations, assessments and the use of Day One Competence logbooks help students reflect on their learning and stay actively involved.

8.4.2. Analysis of the findings/Comments

The assessment system supports student participation and self-reflection. The relationship between course grades, GPA, and learning outcomes is clear and well established.

8.4.3. Suggestions for improvement

None.

8.4.4. Decision

The VEE is compliant with Standard 8.4.

Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition of clinical skills and Day One Competences (some of which may be on simulated patients) must form a significant component of the overall process of assessment. It must also include the regular quality control of the student logbooks, with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student. The provided training and the global

assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.

8.5.1. Findings

Assessment methods include written exams, OSCE, and logbooks. Clinical and practical skills are recorded and verified daily. Supervisors review and sign off each task.

8.5.2. Analysis of the findings/Comments

The approach ensures that only students who meet Day One Competences graduate. Regular supervision guarantees reliability, though written feedback in logbooks could further improve reflection. Including brief written feedback sections in logbooks would further support students' reflective learning and enhance the educational value of their clinical experiences. Additionally, the introduction of digital logbooks could facilitate easier monitoring and data tracking, improving both oversight and consistency across rotations.

8.5.3. Suggestions for improvement

None.

8.5.4. Decision

The VEE is compliant with Standard 8.5.

Area 9. Teaching and support staff

Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.

A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff.

Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.

9.1.1. Findings

Appendix 9 lists the 109 names of the academic staff: 92 of them are DVM (84%), with an even higher percentage (93,6%) among the permanent FTE teaching staff. 59 of the 109 have a PhD title (54,1%), being this percentage much higher (87,2%) among the permanent FTE teaching staff.

To be appointed in the role, associate professor and full professor should have got the Supervisor Qualification (SQ) and the Principal Supervisor Qualification (PSQ), respectively.

For SQ, ten scientific publications registered in PubMed (five as first author) in total and three scientific publications registered in PubMed (two as first author) in the past five years, are requested. For PSQ, 30 scientific publications registered in PubMed (ten as first author) in total, and seven scientific publications registered in PubMed (four as first author) in the past five years are requested.

The temporary employed teaching staff is represented by veterinarians in pharmaceutical companies, prefectural veterinary officers or practitioners.

For the staff (both teaching and support staff), the VEE organizes trainings mandatory for all, dealing with different educational events (also at university level) aimed to improve their respective competences and skills (e.g., teaching skills, ethics including policy and dealing with disabled students, up-to-date technology for administration and education, information security and morality, and confidential document management, etc.).

The training is mandatory on an annual basis for permanent and temporary FTE staff. External speakers are also invited to teach.

All staff teaching activities are managed, recorded and revised annually by the Faculty Development Committee to ensure relevance.

9.1.2. Analysis of the findings/Comments

The VEE staff are appropriately qualified and prepared for their roles, as demonstrated by the elevated number of teaching staff having the PhD title. The majority of the teaching staff are DVM, confirming that at least 2/3 of the instruction that the students receive is delivered by qualified veterinarians.

A formal mandatory, robust and comprehensive quality-assured programme for the staff involved at any level in teaching is in place. Different programmes are offered and encouraged, aligning them with the principles of continuous professional development.

9.1.3. Suggestions for improvement

None.

9.1.4. Decision

The VEE is compliant with Standard 9.1.

Standard 9.2: The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE's mission.

A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.

9.2.1. Findings

A total of 109 teachers are involved in the veterinary training at the VEE. 47 are FTE permanent staff, whereas 62 are temporary staff (corresponding to 31 FTE). NB: in the table 9.2.1. of the SER the figure indicating temporary staff was 0.5, but during the visitation the VEE indicated that was a misprint and that the effective figure was 62.

Appendix 9 lists the 109 names of the academic staff: 59 of them have a PhD title (54,1%), being the percentage much higher (87,2%) among the permanent FTE teaching staff.

The teaching activity is supported also by 1,9 FTE interns, 1 resident, 5.8 FTE PhD students, and 0,6 FTE practitioners.

A total of 71 persons (AY 2024) are included as support staff of the veterinary programme. 43 of them are permanent FTE (13 allocated in the companion animal VTH and three in the Large animal VTH), 28 of them are temporary FTE.

There is a high ratio of teaching staff to students during practical training.

For the improvement of the English knowledge the VEE has employed a native speaking full time associate professor who besides running a mandatory class for all second-year students called "English for Veterinary Purposes" offers at no cost optional English support for any student who can request help on an English-related matter. This can include job hunting, preparation of overseas study, support in writing graduation dissertations/articles in English (in this case upon permission of the supervisor).

The number of the positions available is regulated by the National University Corporation, but the VEE has some possibilities of hiring support staff at the KUVTH utilizing the income of the KUVTH. In respect to a procedure to assess competence and effective teaching skills of the staff, the VEE relies on the students' surveys, on the "Academic Staff Self-evaluation Sheet" and on the mutual evaluation by academic teachers brushed up by the annual Faculty Development workshop. During the visitation the VEE presents a list of the competences that the staff involved in teaching has been verified to have acquired. Compared with the competences indicated in annex 6 Standard 9.1, the one acquired by the academic staff, the clinical support staff, the administrative support staff and the EPT provider (temporary academic staff) satisfy the requirements.

The VEE allows teaching staff to take outside work, such as consultations or part-time teaching, as long as there are no conflicts of interest or harm to the VEE's reputation. Staff must submit a written application for approval from the Faculty Management Council and after that from the dean. Approved side jobs must be related to veterinary or medical fields, and executive roles require additional documentation.

9.2.2. Analysis of the findings/Comments

The total number of the staff involved in the veterinary training is appropriate to deliver the study programme and fulfil the VEE's mission, as also demonstrated by the high number of PhD among the teaching staff, especially the permanent FTE. Also, the number of the support staff is adequate.

A procedure is in place to assess if all the staff involved in any way with teaching display competence and effective teaching skills.

The current ratio of teaching staff to students during practical training is highly effective as it allows a strongly supportive learning environment, as repeatedly reported by the students during the visitation. This is commendable.

The employment of an English professor is also commendable and was appreciated by the students.

9.2.3. Suggestions for improvement

None.

9.2.4. Decision

The VEE is compliant with 9.2.

Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation.

Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced

workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.

9.3.1. Findings

The annual Faculty Development joint workshop in VEE provides lectures for continuing professional development by inviting external instructors. Recent topics in the lectures have been the following: Challenges and Countermeasures Concerning Communication with Students, Basic Methods of Active Learning, Reflections on Appropriate Academic Assessment, Common Challenges Faced by Students and Support for Them, and so on. This workshop is mandatory to be attended by all teachers.

The VEE has a system of internal evaluation used to reward teaching excellence. It is based on the “Academic Staff Self-evaluation Sheet” (see appendix 1.5), a self-evaluation list of parameters that considers the quantity of commitment in education, the results in the research (publications and competitive projects/funds, etc.), the contribution to the society (members of editorial committee in journals, member in local committees, educational lectures for citizens, etc.), the international exchange (acceptance of undergraduate students, overseas international academic society conferences, etc.), the clinical work and the participation in administrative management.

The VEE has also another peer mutual evaluation process where every teacher observes other topic classes (two classes per year) and submits a scored observation report. This evaluation, based on the “mutual Evaluation Sheet of Topic Class” (appendix 1.7) determines the recipient of the “Best Teacher” award at the University.

While a small group of academic members' salaries are linked to research funding, most do not have this connection. However, the VEE has a system that adjusts salaries based on a combination of teaching, research, clinical work, and other contributions, assessed through self-evaluations.

In respect to the workload, the academic staff, regardless of the position, is usually committed to be 50% involved in teaching and 50% involved in research, with the latter to have in any case a dominant position. All teaching staff members are assigned a topic class.

As an exception, the so-called Clinician-teachers (who are some of the assistant professors in the VTH) may have a contract with a working time allocated mainly to clinical and teaching activities in the clinical rotation.

At the university level, there are budget allocations to support some scholarly activities (attending a conference, publishing in open-access journals, English correction for publishing an article). The VEE also supports young researcher-teachers through the specific budget allocation.

9.3.2. Analysis of the findings/Comments

The VEE provides regular and structured opportunities for professional development, notably through the mandatory annual Faculty Development workshop, which focuses on improving teaching and assessment skills. Teaching excellence is supported by a clear evaluation system combining self-assessment and peer evaluation, the latter also leading to the “Best Teacher” award.

Salary adjustments for most staff are based on a balanced consideration of teaching, research, clinical work, and other contributions, ensuring stability and alignment. The typical workload is evenly divided between teaching and research, with clinician-teachers representing a justified exception due to clinical duties.

Both the University and the VEE allocate funds to support scholarly activities—including conference participation, open-access publishing, and language editing—ensuring that staff

have adequate opportunities and resources for academic growth.

9.3.3. Suggestions for improvement

None.

9.3.4. Decision

The VEE is compliant with Standard 9.3.

Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures.

Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.

Promotion criteria for teaching and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.

9.4.1. Findings

The VEE is committed to providing the staff with individualised support for professional careers. This is also valid for the young researcher/teachers that can benefit from a financial support programme as part of the Dean's discretionary expenses for their research projects.

The VEE encourages the support staff to obtain the newly established national license for "Veterinary Nurses for Companion Animals" with a specific budget dedicated to this goal. At the moment all the nurses working at the teaching hospital have already been awarded with this license. As from 2028-2030, the VEE plans to establish a two-year master's degree course covering animal welfare, nursing and health sciences, to nurture teachers, researchers, and other collaborators who can support the veterinary profession.

Teaching and support staff are included in the several committees responsible for the different parts of the VEE's management. Also, the support staff are included in this decision process, with an active role and direct participation and representativeness in some of the committees, such as the KUVTH Management Council, the KUVTH advisory Council and the Faculty Management Council. Also, the biosecurity committee may have the participation of staff members if they are in a relevant position related to a specific biosecurity issue.

With respect to the promotion's procedures, the SER describes the requirements needed for the different positions. A PhD is required for all academic positions (assistant, associate and full professors). The expectations and the required experiences are increasing together with the academic position: for assistant professor = excellent knowledge and practical experience in their specialised field; for associate professor = additionally teaching experience, research experience; for full professor = additionally high research achievement.

In addition, Principal Supervisor Qualification (PSQ) (a certificate needed to be responsible for research supervision and lectures, and jury in PhD degree examination) is a requirement to be promoted to a full professor; Supervisor Qualification (SQ) (a certificate to be an assistant for research supervision and lectures) is a requirement to be promoted to associate professor. These qualified teachers have the possibility of career progression (PSQ as a full professor and SQ as an associate professor).

Once the sufficient qualification as well as other criteria for getting a superior position has been obtained, the candidate can apply to other Japanese universities.

In addition to the academic teaching staff who have career development only in the university (undergraduate student > PhD student > Assistant Professor > Associate Professor > Professor), many teachers in VEE possess external work experiences such as National/International Research Institute, Pharmaceutical Company, Prefectural Veterinary Officer, Local Practitioner, and Private Hospital for Companion Animal.

In respect to the support staff the positions are the following: administrative support staff and technical support staff. The position of administrative support staff consists of section staff, section chief, division manager, and department manager. Professional growth and development, including salary increase, are decided based on the seniority system and activity evaluation from a supervisor in the division. Technical support staff working in VTH are first employed under a five-year employment contract, and they are promoted to a permanent employment contract based on their career experiences, but there is no hierarchical position.

9.4.2. Analysis of the findings/Comments

The VEE provides structured opportunities for professional development for both teaching and support staff. Support staff are encouraged to obtain the national “Veterinary Nurses for Companion Animals” licence. A future plan for a master’s programme in animal welfare and nursing further demonstrates the VEE’s commitment to staff development.

Teaching and support staff actively participate in institutional governance through membership in the several committees.

Promotion criteria for academic staff are clearly defined: a PhD is required for all ranks, with progressively higher expectations in teaching, research, and disciplinary experience.

Overall, the VEE demonstrates a well-defined and implemented system for staff development, participation, and promotion.

9.4.3. Suggestions for improvement

None.

9.4.4. Decision

The VEE is compliant with Standard 9.4.

Standard 9.5: A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to the relevant staff and commented upon in reports. Evidence must be provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.

9.5.1. Findings

At the end of each semester students evaluate all lectures and practice. The questionnaire used by the students is presented in appendix 1.6. The criteria, detailed in the criteria to be evaluated, depending on the subjects are divided in evaluation of lectures, practical training and clinical rotations. Interestingly, in the questionnaire it is specified that since it is anonymous and there is no effect on the assessment, students are invited to fill their thoughts frankly. Students are also invited to feel free to write their opinion about notable points for improvement in the related course. The results are opened for academic staff, and the teachers should report the point of improvement for the subsequent year. Each detailed result is discussed at the AAC and Faculty Council.

Moreover, each course is also evaluated by a mutual peer system, where every teacher observes

other topic classes (two classes per year) and submits a scored observation report based on the mutual evaluation sheet reported in the appendix 1.7. This evaluation is also used for determining the recipient of the “best teacher” award at the university.

The VEE has also implemented a system for the evaluation of facilities/equipment and staff/students by local practitioners in KUVTH (appendix 1.8) and for the evaluation of facilities/equipment and staff/students by pet owners in KUVTH (appendix 1.9). In the latter case, a survey box is placed in the waiting room of the VTH.

The results of teaching surveys conducted by students and teachers are discussed in the Faculty Management and Faculty Councils. The Faculty Development Committee reports any significant deviations in student assessments, and the Dean provides guidance to the affected topic class teacher. The teacher is expected to adjust the teaching strategy accordingly. Additionally, teachers facing pedagogical challenges are required to attend courses on teaching skills and participate in specific workshops or forums organized by the University.

Feedback from students, faculty members, and stakeholders have an impact also on the strategy for promoting, supporting and assessing human resources within the VEE.

9.5.2. Analysis of the findings/Comments

The VEE has a structured and cyclical system for evaluating teaching. Students anonymously assess all lectures, practicals, and clinical rotations each semester, and teachers must report planned improvements based on these results. Feedback is reviewed by the AAC and Faculty Council.

Teaching quality is also monitored through a peer-evaluation system, with each teacher being observed by two peer evaluators. These evaluations also contribute to the “Best Teacher” award. Survey results are discussed at Faculty Management and Faculty Councils, and significant concerns trigger guidance from the Dean. Teachers facing difficulties are required to attend pedagogical training. Evidence shows that this multi-source feedback system leads to corrective actions and contributes to improving the quality and efficiency of education.

9.5.3. Suggestions for improvement

None.

9.5.4. Decision

The VEE is compliant with Standard 9.5.

Area 10. Research programmes, continuing and postgraduate education

Standard 10.1: The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the study programme through research-based teaching. The research activities must include veterinary basic and clinical sciences. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).

10.1.1. Findings

The full-time academic teachers (except clinician teachers in the VTH) are required to dedicate over 50 % of their activity to research. All teachers must submit their research proposals to the national research grant system every year. If this submission is not made, it will reduce the

annual budget for the VEE. All full and associate professors are engaged in the Joint Graduate School of Veterinary Medicine (JGSVM) and contribute to veterinary education through their research activities.

10.1.2. Analysis of the findings/Comments

Research is considered very important at the VEE and the time dedicated for research is high.

10.1.3. Suggestions for improvement

None.

10.1.4. Decision

The VEE is compliant with Standard 10.1.

Standard 10.2: All students must be trained in scientific methods and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.

10.2.1. Findings

The graduation thesis is mandatory for all undergraduate students, and they can start the thesis in the fourth year (before in the fifth year). Before starting the thesis, students get familiar with e.g. scientific methods, research techniques, writing of scientific papers, literature search and databases. All students write a thesis based on a small research project. No reviews are accepted as thesis. Students present their thesis orally with a question-and-answer session in front of all academic staff and students.

10.2.2. Analysis of the findings/Comments

It is commendable that all students are trained in scientific methods and research techniques and must write a research-based thesis.

10.2.3. Suggestions for improvement

None.

10.2.4. Decision

The VEE is compliant with Standard 10.2.

Standard 10.3: The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the study programme and are relevant to the needs of the profession and society.

10.3.1. Findings

The doctoral programme is operated by JGSVM. The maximum number of registered students is eight per year for the next three years. The PhD programme is a four-year programme. The thesis summary is written in English, and the thesis is based on two articles of which one must be written in English.

VEE organises post-graduate clinical and research training. Additionally, different seminars are organised. The post-graduate clinical training and continuing training have two tracks (small animal and farm animal) for the internship programmes. Continuing education is also organised

for public and private veterinarians. Only a few teachers have an international specialisation degree.

10.3.2. Analysis of the findings/Comments

The VEE provide advanced post-graduate programmes. The VEE recognised a need for more veterinary specialists, especially, among clinical teaching staff.

10.3.3. Suggestions for improvement

None.

10.3.4. Decision

The VEE is compliant with Standard 10.3.

Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the study programme.

10.4.1. Findings

There are criteria for full and associate professors working as teachers in post-graduate training. The education programmes in the JGSVM are communicated to students, staff and stakeholders. Education programmes implemented by academic staff are evaluated by students using questionnaires.

10.4.2. Analysis of the findings/Comments

The VEE has a QA system for their research activities and confirmed their research-based approach to education.

10.4.3. Suggestions for improvement

None.

10.4.4. Decision

The VEE is compliant with Standard 10.4.

11. ESEVT Indicators

Name of the VEE:	VEE of the Joint Faculty of Veterinary Medicine, Kagoshima University				
Name & mail of the VEE's Head:	Prof. Masayuki ENDO, dean@vet.kagoshima-u.ac.jp				
Date of the form filling:	01.sep.25				
Raw data from the last 3 complete academic years	Year -1	Year -2	Year -3	Mean	
n° of FTE teaching staff involved in veterinary training	56,8	54,7	51,6	54,37	
n° of undergraduate students	185	189	189	187,67	
n° of FTE veterinarians involved in veterinary training	53,7	50,6	47,5	50,60	
n° of students graduating annually	29	32	30	30,3333333	
n° of FTE support staff involved in veterinary training	71	65	69,4	68,4666667	
n° of hours of practical (non-clinical) training	1170	1170	1170	1170	
n° of hours of Core Clinical Training (CCT)	1440	1440	1440	1440	
n° of hours of VPH (including FSQ) training	455	455	455	455	
n° of hours of extra-mural practical training in VPH (including FSQ)	135	135	135	135	
n° of companion animal patients seen intra-murally	2076	2028	2032	2045,33333	
n° of individual ruminant and pig patients seen intra-murally	5587	3827	5542	4985,33333	
n° of equine patients seen intra-murally	242	107	204	184,333333	
n° of rabbit, rodent, bird and exotic patients seen intra-murally	122	160	171	151,0	
n° of companion animal patients seen extra-murally	79	202	176	152,3	
n° of individual ruminants and pig patients seen extra-murally	2413	2558	4314	3095,0	
n° of equine patients seen extra-murally	230	327	286	281,0	
n° of rabbit, rodent, bird and exotic patients seen extra-murally	142	127	167	145,3	
n° of visits to ruminant and pig herds	504	475	757	578,7	
n° of visits to poultry and farmed rabbit units	6	6	7	6,3	
n° of companion animal necropsies	55	49	56	53,3	
n° of ruminant and pig necropsies	52	62	61	58,3	
n° of equine necropsies	8	12	7	9,0	
n° of rabbit, rodent, bird and exotic pet necropsies	81	108	92	93,7	
n° of FTE specialised veterinarians involved in veterinary training	16	15	11	14,0	
n° of PhD graduating annually	3	2	3	2,7	

Name of the VEE:	VEE of the Joint Faculty of Veterinary Medicine, Kagoshima University				
Date of the form filling:	01-Sep-25				
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		0,290	0,15	0,13	0,164
I2 n° of FTE veterinarians involved in veterinary training / n° of students graduating annually		1,668	0,84	0,63	1,038
I3 n° of FTE support staff involved in veterinary training / n° of students graduating annually		2,257	0,88	0,54	1,717
I4 n° of hours of practical (non-clinical) training		1170,000	953,50	700,59	469,410
I5 n° of hours of Core Clinical Training (CCT)		1440,000	941,58	704,80	735,200
I6 n° of hours of VPH (including FSQ) training		455,000	293,50	191,80	263,200
I7 n° of hours of extra-mural practical training in VPH (including FSQ)		135,000	75,00	31,80	103,200
I8 n° of companion animal patients seen intra-murally and extra-murally / n° of students gradu		72,451	67,37	44,01	28,441
I9 n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of stud		266,385	18,75	9,74	256,645
I10 n° of equine patients seen intra-murally and extra-murally / n° of students graduating annua		15,341	5,96	2,15	13,191
I11 n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students gra		9,769	3,11	1,16	8,609
I12 n° of visits to ruminant and pig herds / n° of students graduating annually		19,077	1,29	0,54	18,537
I13 n° of visits of poultry and farmed rabbit units / n° of students graduating annually		0,209	0,11	0,04	0,164
I14 n° of companion animal necropsies / n° of students graduating annually		1,758	2,11	1,40	0,358
I15 n° of ruminant and pig necropsies / n° of students graduating annually		1,923	1,36	0,90	1,023
I16 n° of equine necropsies / n° of students graduating annually		0,297	0,18	0,10	0,197
I17 n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually		3,088	2,65	0,88	2,208
I18 n° of FTE specialised veterinarians involved in veterinary training / n° of students graduat		0,462	0,27	0,06	0,402
I19 n° of PhD graduating annually / n° of students graduating annually		0,088	0,15	0,07	0,018
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					

11.1. Findings

The ESEVT indicators are reviewed annually. The VEE is in positive balance for all indicators.

11.2. Analysis of the findings/Comments

As described in 5.1, the clinical training benefits from a broad network of intra- and extramural facilities which ensure robust caseloads in companion animals, livestock, and equines. The fact

that all relevant ESEVT indicators exceed median values, confirms that students receive adequate practical experience. The absence of necropsies in small ruminants and in exotic pets are globally compensated by the necropsies of other similar animal species.

11.3. Suggestions for improvement

None.

12. ESEVT Rubrics (summary of the Decisions regarding the compliance of the VEE for each ESEVT Standard, i.e. (total or substantial) compliance (C), partial compliance (PC) (Minor Deficiency) or non-compliance (NC) (Major Deficiency))

Area 1. Objectives, Organisation and Quality Assurance Policy	C	PC	NC
Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG Standards, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning. The VEE must develop and follow its mission statement which must embrace the ESEVT Standards.	X		
Standard 1.2: The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and teaching affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree. The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.	X		
Standard 1.3: The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, short- and medium-term objectives, and an operating plan with a timeframe and indicators for its implementation. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.	X		
Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.	X		
Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme. The VEE's website must mention the VEE's ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.	X		
Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education. Any action planned or taken as a result of this data analysis must be communicated to all those concerned.	X		
Standard 1.7: The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.	X		
Area 2. Finances			
Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).	X		
Standard 2.2: Clinical and field services must function as instructional resources. The instructional integrity of these resources must take priority over the financial self-sufficiency of clinical services operations. The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.	X		
Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	X		
Area 3. Curriculum			
Standard 3.1: The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in the ESEVT SOP Annex 2.	X		

This concerns: • Basic Sciences • Clinical Sciences in companion animals (including equine and exotic pets) • Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management) • Veterinary Public Health (including Food Safety and Quality) • Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills). When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented. If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER. Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER. 3.1.1. General findings			
3.1.2. Basic sciences	X		
3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)	X		
3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)	X		
3.1.5. Veterinary Public Health (including Food Safety and Quality)	X		
3.1.6. Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills)	X		
Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area. The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students. The VEE must also describe how it encourages and prepares students for lifelong learning.	X		
Standard 3.3: Programme learning outcomes must: • ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework • include a description of Day One Competences • form the basis for explicit statements of the objectives and learning outcomes of individual units of study • be communicated to staff and students • be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.	X		
Standard 3.4: The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must: • determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum • oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes • perform ongoing reviews and periodic in-depth reviews of the curriculum (at least every seven years) by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned • identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.	X		
Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another. EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person. EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ))). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.	X		
Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme.	X		

There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.			
Standard 3.7: Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.	X		
Area 4. Facilities and equipment			
Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people including students with a disability, and EU animal welfare and care standards.	X		
Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, equipped for instructional purposes and well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities. Offices, teaching preparation and research laboratories must be sufficient for the needs of the teaching and support staff to support their teaching and research efforts.	X		
Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must: • be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students • be of a high standard, well maintained and fit for the purpose • promote best husbandry, welfare and management practices • ensure relevant biosecurity • take into account environmental sustainability • be designed to enhance learning	X		
Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures. For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH. The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector. The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.	X		
Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.	X		
Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.	X		
Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.	X		
Standard 4.8: The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and animal welfare, and to prevent the spread of infectious agents.	X		
Standard 4.9: Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.		X	
Area 5. Animal resources and teaching material of animal origin			
Standard 5.1: The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled. Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.	X		
Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under the supervision of teaching staff and follows the same standards as those applied in the VEE.	X		

Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.	X		
Standard 5.4: Medical records for patients seen intra- and extra-murally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.	X		
Area 6. Learning resources			
Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the 'never the first time on a live animal' concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary.	X		
Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).	X		
Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, as well as facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.	X		
Area 7. Student admission, progression and welfare			
Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification. In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students. Formal cooperation with other VEEs must also be clearly advertised.	X		
Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.	X		
Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course. The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.	X		
Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.	X		
Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately. The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.	X		
Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit. The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.	X		
Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes but is not limited to learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation. There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).	X		
Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding the compliance of the VEE with national and international legislation and the ESEVT Standards.	X		
Area 8. Student assessment			
Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.	X		

Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit. The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments. Mechanisms for students to appeal against assessment outcomes must be explicit.	X		
Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.	X		
Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study. The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and that the assessment of students reflects this approach.	X		
Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition of clinical skills and Day One Competences (some of which may be on simulated patients) must form a significant component of the overall process of assessment. It must also include the regular quality control of the student logbooks, with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT)) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student. The provided training and the global assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.	X		
Area 9. Teaching and support staff			
Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff. A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff. Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.	X		
Standard 9.2: The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE's mission. A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.	X		
Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation. Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.	X		
Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures. Staff must have the opportunity to contribute to the VEE's direction and decision-making processes. Promotion criteria for teaching and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.	X		
Standard 9.5: A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to the relevant staff and commented upon in reports. Evidence must be provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.	X		
Area 10. Research programmes, continuing and postgraduate education			
Standard 10.1: The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the study programme through research-based teaching. The research activities must include veterinary basic and clinical sciences. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).	X		
Standard 10.2: All students must be trained in scientific methods and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.	X		
Standard 10.3: The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the study programme and are relevant to the needs of the profession and society.	X		

Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the study programme.	X		
<i>C: (total or substantial) compliance; PC: partial compliance; NC: non-compliance</i>			

Executive Summary

The first veterinary educational establishment in Kagoshima was established in 1939. The current Joint Faculty of Veterinary Medicine of Kagoshima University (the VEE) was established with the Veterinary Faculty of Yamaguchi University in 2012. The VEE is an associate member of EAEVE and has held an Accreditation status since 2019.

The SER was provided on time to the Visitation Team along with extended Appendices. The Visitation was well prepared, well organised and carried out in a cordial and professional atmosphere. The Liaison Officer was always helpful. The programme of the Visitation was designed in advance and in agreement with the Chairperson and the Coordinator. It was easily adapted when requested by the Visitation Team who had full access to the information, facilities, and individuals they asked for.

Commendations

Several areas worthy of praise have been identified by the Visitation Team:

The ratio of teaching staff to students during practical training is highly effective as it allows a supportive learning environment

That all students write a research-based thesis

The positive attitude and commitment of the VEE staff towards the continuous development of quality culture is commendable

The Gold Standard Cat-Friendly Clinic

The cleanliness and maintenance of all the buildings visited

The informative and transparent information in the annual PR magazine

Additional commendations are described in the Visitation Report.

List of items of partial compliance:

One Minor Deficiency was identified by the Visitation Team: Partial Compliance with **Standard 4.9**, as operational policies and procedures for biosecurity were not followed in all areas

No Major Deficiencies were identified by the Visitation Team.

Additional suggestions for improvement are described in the Visitation Report.

Decision of ECOVE

The Committee concluded that no Major Deficiency had been identified.

The Veterinary Education Establishment (VEE) of Kagoshima University is therefore classified as holding the status of: **ACCREDITATION**.

Glossary

AAC: Academic Affairs Committee
CCT: Core Clinical Training
CS-FPA: Clinical Sciences in Food-Producing Animals
DASW: Department of Animal Science and Welfare
DVM: Doctor of Veterinary Medicine
EAC: Experimental Animal Centre
EAEVE: European Association of Establishments for Veterinary Education
EPT: Elective Practical Training
ESEVT: European System of Evaluation of Veterinary Training
FAMAA: Federation of Agricultural Mutual Aid Association
FTE: Full-Time Equivalent
JDVM: Joint Faculty of Veterinary Medicine
JFVM: Joint Faculty of Veterinary Medicine
JGSVM: Joint Graduate School of Veterinary Medicine
JNVE: Japan National Veterinary Examination
JUAA: Japan University Accreditation Association
KU: Kagoshima University
KUVTH: Kagoshima University Veterinary Teaching Hospital
LHHC: Livestock Health and Hygiene Centre
MHIC: Meat Hygiene Inspection Centre
OLACC: Osumi Large Animal Clinical Centre
OQIVE: Office for Quality Improvement and Veterinary Education
PSQ: Principal Supervisor Qualification
QA: Quality Assurance
SER: Self-Evaluation Report
SOP: Standard Operating Procedure
SQ: Supervisor Qualification
SKLV: South Kyushu Livestock Veterinary
VCA/VCAT: Veterinary Common Achievement Test
VEE: Veterinary Educational Establishment
VTH: Veterinary Teaching Hospital