



VISITATION REPORT

**To the Faculty of Veterinary Medicine of the Alfonso X El Sabio University (UAX),
Madrid, Spain**

On 6 – 10 March 2023

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Introduction

The ‘Universidad Alfonso X El Sabio’ (UAX) offering technical, socioeconomic and health sciences degrees, is a private university, with teaching activities carried out in three different campuses (Villanueva de la Cañada - main Campus, Chamartín - Postgraduate Studies, and Madrid’s clinical Campus for medical studies). The Faculty of Veterinary Medicine (called the Veterinary Education Establishment (VEE) in this Report) started to operate in 2002. It is located in the main campus, along with the VTH, but also has two farms operating off campus. The VEE’s training programme is adapted to the European Higher Education Area.

The VEE was evaluated by EAEVE for the first time in November 2014, being granted by the ECOVE the status of “non-approval” due to three major deficiencies found by the visitation team, namely: 1. Lack of clinical and hands-on training (including 24H emergency service) under the supervision of academic staff in food-producing animals; 2. Lack of strategy, funding and available time for research activities, with as a result a negative impact on research-based teaching and education to research; 3. Inadequate SER (errors, inaccuracies, lack of key data).

In December 2017, the VEE was re-visited, and the ECOVE’s final report of May 2018, did not change its status, since only one of the three major deficiencies was partially rectified, while the other two remained.

The main changes since the last visitation include a change in the ownership of UAX, which led to a change in management and restructuring of the overall mission and objectives of the VEE and also the implementation of an action plan.

The main challenges faced by the VEE in the past period were: re-establishing the pre-COVID level of hands-on training in FSQ and VPH, adequacy of resources to the number of students and improvement of the PhD programme by introducing new opportunities.

The Self-Evaluation Report (SER), including annexes, was provided on time. The ESEVT SOP 2019 as amended in September 2021 is valid for the Full Visitation (FV) of March 2023.

Area 1. Objectives, Organisation and QA Policy

Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG recommendations, 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 all the ESEVT Standards.

1.1.1. Findings

The VEE is placed under the umbrella of the Alfonso X El Sabio University (UAX). Its mission is defined based on the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) while the national curriculum is locally decided by the Ministry of Education of Spain and approved and reviewed by ANECA (National Agency for Quality Assessment and Accreditation in Spain). The general design of the core curriculum is intended to comply with the EU directive and Spanish requirements. The mission is formulated as follows: “to produce highly trained and motivated professionals with a specific graduate professional profile” entitled “maker”.

1.1.2. Comments

The mission of the VEE includes EU Directives and ESG recommendations and is formulated to meet the requirements of the ESEVT Standards.

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 academic 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

The visited VEE is part of the Alfonso X El Sabio University (UAX). The organisation chart was renewed in 2022, when the UAX and VEE management changed. The VEE is not organised in departments but in main areas: Clinical Sciences, Animal Production, FSQ and VPH, Basic sciences and Research. There are several committees and meetings for the implementation and follow-up of the study programme: Subjects follow-up meeting (professors of the same subject, subject coordinator), Faculty meeting (issues related to teaching coordination, exams, development of the academic year), Monitoring and Improvement Committee (SIM). SIM meetings include

teachers, students, staff members, quality coordinator and are held 3 times a year. This committee mainly deals with QA queries regarding the study programme. A biosecurity Committee was created in 2020, responsible of elaborating the Biosecurity Manual in place.

The positions of head of the studies and VTH director are each held by a person with a degree in veterinary medicine.

The decision-making process is based on a bottom-up/top-down principle with a strong involvement of the management office which centralises the final decisions.

1.2.2. Comments

There are councils and committees where decisions can be discussed in order to implement and develop the study programme in compliance with the ESEVT Standards. These councils and committees report to the Dean's Office which takes the main decision.

Students and stakeholders are represented in the SIM committee.

Decisions are rarely taken by vote. This pyramidal organisation allows the implementation of quick and efficient solutions, the smooth running of the organisation thus depending on an extremely committed management team.

The organisation chart separates areas and subjects by listing them independently in two columns. This organisation is not very distinct, as some subjects could be grouped under certain areas in a hierarchical way. However, this graphical representation of the organisation chart does not appear to pose any main visible or reported problem in terms of managerial efficiency.

1.2.3. Suggestions for improvement

Further forms of delegation could be considered to lessen the heavy workload of the Dean's Office and to distribute authority more widely to intermediate levels. This could be accompanied by a cosmetic reshaping of the organisation chart.

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, a list of objectives, and an operating plan with a timeframe and indicators for its implementation.

1.3.1. Findings

The UAX has a strategic plan, which then refers to the visited VEE which is part of the University. The VEE strategic plan is guided by UAX's mission, ESEVT's and ESG standards, market analysis and a SWOT analysis. The Dean's Office is responsible of writing the VEE's strategic plan, taking into account feedback from other committees. The three pillars of the VEE's strategic plan '21-'24 are: leadership in Veterinary Education, Quality and Excellence, Growth (postgraduate opportunities and case number at the VTH for example). An operating plan with a timeframe is provided in an SER annex with 6 objectives:

- to achieve the EAEVE accreditation
- to promote research and practical training opportunities
- to attain improved and adequate learning in VTH, skill labs and farm
- to increase in course portfolio
- to attain improved learning experience and quality
- to attain amplified and improved practical teaching.

A SWOT analysis has been established in the SER for the period 2021-2024.

1.3.2. Comments

The strategic plan has been drafted by the Dean's Office and the operational plan with timelines and key performance indicators is used by the Dean's Office to monitor progress and share results with the Rectorate. This approach is in line with the standard. It primarily involves the management committee, but may well be shared more broadly with the community.

A SWOT analysis exists at the level of the VEE, as required by the standard.

1.3.3. Suggestions for improvement

The monitoring of both the strategic plan and the plan of actions could be disseminated more widely within the community. Extending the SWOT analysis of the current activities of the VEE to multiple SWOT analyses, one for each area of the ESEVT SOP, could be beneficial for the VEE.

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 quality assurance, within their VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. 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.

1.4.1. Findings

The VEE benefits from the quality assurance system put in place since 2004 by the University (UAX). The system is certified by the Spanish QA Agency (ANECA) and by ISO 9001.

At the level of the VEE, the QA is mainly held by a Quality committee called SIM, which meets three times a year and carries out self-evaluations. A Quality Coordinator of the VEE works closely together with the Vice-rector's Office for Studies and Quality of the University.

Cyclical reviews are organised at different levels: management, internal and external audits, external evaluation, analysis of indicators established in defined processes, forums for students, graduates and employers.

1.4.2. Comments

The visited VEE relies on a well-organised and centralised culture of Quality Assurance (QA) at the level of the University.

The culture of quality is utterly demonstrated at the level of the VEE as well.

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, views and employment destinations of past students as well as the profile of the current student population.

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

1.5.1. Findings

The VEE interacts with stakeholders through the QA committee named "SIM", in which students, academic staff, board and stakeholders are represented. The presence of numerous part-time teachers who work the rest of their time outside the VEE as stakeholders provides possibilities to maintain constant contact with the various facets of the profession in the field. Informal meetings and forums are organised with representatives of the profession.

A student council exists at the university level but is not specific to veterinary studies.

The study programme is easily accessible through the institutional website. The ESEVT VEE's status and the last Visitation Report are available at the end of the Spanish section of the institutional website.

1.5.2. Comments

The VEE has mechanisms in place to interact with stakeholders. This is achieved mainly through the use of part-time staff, part of whose time is spent in private practice or veterinary profile companies. The VEE is aware that particular attention must be paid to the fact that employees of the institution may, however, have conflicts of interest in expressing the needs of the field in their area of expertise. This is why independent stakeholders are involved in the SIM committee.

1.5.3. Suggestions for improvement

The VEE's approach to include stakeholders in its decision-making process should continuously be encouraged.

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.

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

1.6.1. Findings

Decisions approved by the different committees are communicated to staff, students and stakeholders' representatives and on the VEE's website. The operational plan is assessed and revised by the Dean and the Dean's Office, closing the PDCA cycle. Staff and students are involved in the provision, analysis and implementation of data employed in the further development of its activities

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at different levels: subjects and areas for the staff, SIM (QA committee) for the students and staff. More informal meetings are also held regularly between student delegates and teachers in charge of specific subjects.

1.6.2. Comments

The VEE has in place a proficient system to close the QA loops within its activity.

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 undergoes external review through the ESEVT. Although the 2017 Re-visitation (RV), following the identification of three Major Deficiencies in 2014, did not allow the VEE to obtain accreditation, the RV report makes clear that a number of actions were underway to address these deficiencies and that these actions have converged towards a continuous improvement process.

1.7.2. Comments

The VEE must be encouraged to emphasize its process of continuous improvement in order to continue to improve its indicators and to go even more significantly beyond the minimum thresholds of all the ESEVT indicators in all sectors remaining below the median.

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

The UAX is a private university and its main source of income is registration fees. For budget matters, the VEE and the Veterinary Teaching Hospital (VTH) work as two independent bodies. The VEE's current finances are part of the wider 2021-2024 strategy of UAX. However, every year

the VEE must present the budget proposal for the perusal of the University Executive Committee. This is a joining proposal between the VEE and the VTH.

Tuition fees represent 95% of the VEE's annual income, while research represents 5%. Tuition fees are calculated using the European Credit Transfer and Accumulation System (ECTS), where the cost of each ECTS is EUR 208. The five years of training consist of 300 ECTS (EUR 62,400/whole course). Additionally, students pay an annual EUR 3,500 registration fee (EUR 17,500/five-year course). On the other hand, with the exception of 2021-2022, most research carried out during the reporting period was funded by internal (UAX) grants.

The VEE largest proportion of expenditures corresponds to staff's salaries. For academic staff this is variable every year, pending on promotions and academic staff/students ratio. Examples of the former include regrading of an academic member after obtaining accreditation through the National Agency for Quality Assessment and Accreditation (ANECA). Examples of the former include increase of students' numbers in a particular year due to resitting modules, resulting in requiring extra staff to keep required staff/student ratio. The VEE also covers costs associated to teaching/learning, infrastructure and maintenance of the external farms under contract as teaching farms.

The VTH has two main sources of income, the clinical services and the teaching activities. Approximately 74% of the VTH revenues comes from services, with the remaining 26% coming from invoicing the Faculty for staff time spent on teaching/learning/assessment or only teaching/learning (face-to-face), pending in the kind of contract held by the relevant staff member (i.e. teaching, learning and assessment in hospital staff that have fixed assigned teaching on their terms of references, while face-to-face contact hours when students only benefit from witnessing/taking part in practical activities, the latter category refers mostly to specialists). The VTH largest proportion of expenditures corresponds to personnel, consumables and infrastructure in decreasing order.

2.1.2. Comments

The VEE has seen an increase of expenditure, particularly in the items "academic staff" and "utilities". The first was driven by regrading of staff, as well as increasing the number, while the second was driven by increase of cost of services (i.e. electricity and gas). However, the VEE has enough resources and flexibility to manage these changes and uncertainties. Though research activities focusing on undergraduate students are sponsored by UAX (internal grants), income through external research grants represents a small proportion of the VEE's income, and only in the last years (2021-2022 academic year) some major grants have been awarded.

2.1.3. Suggestions for improvement

The VEE should further encourage and support academic staff to develop their research capacity to increase not only the research income, but the research power of the VEE.

2.1.4. Decision

The VEE is compliant with Standard 2.1.

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

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 main aim of the clinical activities carried out by the VTH and the field services on teaching farms is to train undergraduate students.

Most of the VTH revenues (74%) come from clinical services, while the remaining proportion comes from the VEE budget and covers staff salaries of personnel involved in teaching activities. Some clinicians (specialists) working at the VTH do not have a full-time contract as academics. For them, the time dedicated to face-to-face teaching, where students can observe their work, is covered by the VEE budget, while the difference is covered by the VTH.

Regarding field services in teaching farms (private farms holding an agreement with the VEE), cost of clinical work associated to teaching activities is covered by the VEE.

The VEE's strategic plan (2021-2024) and the annual budget considers investment on and improvement of the equipment and infrastructure of the facilities focusing on undergraduate training needs. Additionally, the VTH operates with a positive balance, which is managed directly by them (instead of centrally, by the UAX), which allows flexibility to be reinvested in order to further improve the VTH facilities.

2.2.2. Comments

The VEE found a balance in terms of funding, where the instructional integrity of their resources hold priority over financial self-sufficiency of VTH as an operator.

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

The VEE is currently operating in a four-year strategic plan (2021-2024) setting the framework for their financial objectives. The VEE in partnership with the VTH proposes an annual budget each spring. Information included in the budget proposal includes the prioritisation of investments (e.g. equipment and infrastructure). This proposal must be revised and approved by the UAX board of directors. Additionally, monthly financial reports are produced and follow up meetings organised with the financial department to review the delivery of the plan.

If required, requests for funding further major investments not included in the annual budget could be raised by the Dean Office for the consideration of the UAX finance department.

2.3.2. Comments

None.

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 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), Food Safety and Quality, and Professional Knowledge.

3.1.1. General findings

3.1.1.1. Findings

The curriculum is assumed as structured according to national guidelines (Royal Decree 1393/2007 of 29th October which establishes the Planning of Official University Education) and the EU Directive 2005/36/EC (as amended by directive 2013/55/EU). Based on the SER and on additional information provided prior to the visit all expected subjects appear in the curriculum.

The Royal Decree settles down rules for the design of graduate degrees and at the same time makes it flexible to organise university teaching by allowing Universities to elaborate and propose content and/or structure changes as a mechanism for responding to the demands of a constantly changing context. The National Agency for Quality Assessment and Accreditation of Spain (ANECA) is the body responsible for assessing and approving the proposed modifications.

A comparative mesh between course learning outcomes and ESEVT Day One Competences (D1C) was provided by the VEE. All the expected competences are matched with the subjects.

At the VEE level, any modification of the curriculum is identified within the Dean's Office on the basis of the Committee for Follow up and Improvement of the Degree (GVE-SIM) suggestions and/or input by the most relevant internal surveys or stakeholders (e.g. subject coordinators).

According to the VEE, the aim of the curriculum is to prepare students consistently with the above mentioned national and European educational standards in order to be competitive and relevant in the society. The declared VEE's strategies to achieve this include training students in close contact with active professionals, using evidence and research-based medicine teaching, innovation in teaching methodologies, and promoting soft-skill development. Some courses and the final degree project promote the supervised review of updated scientific literature. Team work and communication skills are learning objectives pursued starting from the first year (e.g. Anatomy) to the last ones (e.g. artificial intelligence in pet health care). Innovation in teaching methodologies is encouraged among staff through training courses such as those in Agile Methodology, Blackboard, Flipped Classroom, Gamification.

According to the amended version of Table 3.1.1 of the SER, theoretical training has 1952 hours, practical training has 1439 hours, while 3484 hours are classified as "self-directed learning" and 325 hours are classified as others (e.g. problem-solving sessions, online activities or simulations). Basic subjects and sciences are primarily taught in the first two years while, starting from the third year, the exposure to pre-clinical and to clinical/professional subjects gradually increases.

Clinical training (total of 734 hours according to Table 3.1.1 corresponding to 51% of overall practical activities) starts already in the first two years (total of 18 hours, 4 of which in Animal Ethology and 14 in Pathology) with increasing workload during the last three years (716 hours).

Clinical rotations (2 to 4 students per group) start in the 4th year and continue throughout the final year with increasing degree of responsibility and hands-on activities by students. Teaching in

slaughterhouses and food production plants (5-15 students per group depending on the type of training) also takes place in the 5th year.

Students access clinical simulators/mannequins starting from the 3rd year (Propaedeutics). Clinical skill labs take place in 4th and 5th years (Medicine, Surgery, and Anaesthesiology).

Electives are offered in the 3rd and 5th years of the curriculum for a total of 6 ECTS. EPT is scheduled for the 5th year. A minimum of 180 hours of EPT is carried out in the area chosen by the student among clinical, animal production, FSQ and VPH or others (e.g. Pharmaceutical industry, Research in Biomedicine, or Genetics).

Specific training in laboratory animals and ichthyopathology for undergraduate students is provided within electives.

3.1.1.2. Comments

Supplementary information to the SER and on-site interviews provided clear insight into the design of the curriculum. Overall, the list of subjects is consistent with the EU Directive. Their distribution into distinguishable subjects is not always explicit (i.e. animal welfare, animal ethology, theoretical training in herd health management).

The UAX Skill School allows progressive soft skill development throughout the curriculum.

The match between learning outcomes of all courses and D1C was verified. The expected learning outcomes for each discipline are presented to the students at the beginning of each academic year. They are listed in the majority of subject forms on the VEE website. Competences in pre-clinical activities are evaluated through practical and theoretical exams as well as oral presentations and projects. Clinical skills achievement is evaluated through direct observation by the relevant teachers. During the interviews students demonstrated a clear understanding of the intended outcomes.

As concerns face-to-face teaching (theoretical + practical), supervised practical training is 42% of the overall hours provided in the curriculum. Among theoretical training 29% of the hours are intended as seminars. The seminar teaching method (teacher/student ratio 1:25), compared to traditional lectures, stimulates a multi-directional interaction between teachers and students or between students. Additionally, questions/answers problem solving sessions, transdisciplinary projects and different online activities or simulations (total of 325 hours) likely contribute to creating a pro-active learning environment for students.

Electives cover an adequate number of topics. Those offered at the 5th year represent interesting opportunities to deepen specific clinical fields (e.g. ophthalmology, emergency etc.).

Worth of note the VEE is planning to expand the clinical skills lab.

3.1.1.3. Suggestions for improvement

The VEE should further methodically check all subject forms to harmonise and complete (when applicable) the description of learning outcomes and related competences to achieve standardisation of content across all courses.

3.1.1.4. Decision

The VEE is compliant with Standard 3.1.1

3.1.2. Basic Sciences

3.1.2.1. Findings

Both basic subjects and basic sciences are taught during the first three years of study. As for basic subjects, the hours of practical training are 21.8% of overall frontal load. The theoretical learning

is represented by lectures (63%) and seminars (37% hours), whereas practical training is mainly carried out in the form of laboratory and desk-based activities (91%).

By considering basic sciences, the amount of practical training is 38.5% of the frontal load. The typical group size is 10-15 students/teachers. About 24.3% of theoretical training is provided in the form of seminars. Veterinary problem-orientated teaching is provided in different basic subjects. Students are trained in biosecurity before attending labs for practical training.

3.1.2.2. Comments

Additional information timely provided prior to the visit and the on-site interviews clarified that the curriculum in Basic subject and Basic Sciences includes all the subjects listed in EU Directive 2005/36/EC (as amended by directive 2013/55/EU). The overall amount of theoretical and practical training within basic subjects and basic sciences in the curriculum is well balanced. Veterinary-oriented teaching in basic sciences makes the students aware of the importance of the knowledge of these subjects.

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

Clinical training before the start of core clinical training is given in the frame of the course of animal biology. This activity includes 4 hours of zoo animal behaviour and welfare and environmental enrichment exercises at the Faunia wildlife park near Madrid. During pathophysiology seminars in the second year, 14 hours of evaluation of clinical examples of ECGs and basic clinical pathology are explored with students in interactive classes. In year 3, animal nutrition has 4 hours of body conditioning score of real animal cases.

Core Clinical training is given in the fourth and fifth year in the format of half day activities in the VTH. The total time of clinical activity is counted in weeks, even though the students do not spend the whole activity in a row: two weeks in small animal medicine, one week in small animal surgery, 1 week in large animal medicine, 1 week in large animal surgery and 1 week in anaesthesia (all species). The total hours of clinical training for the 4th year are stated as 211 h in SER table 3.1.1. In the fifth year, students rotate for a total of two weeks small animal surgery, medicine and emergency service, two weeks large animal surgery, medicine and emergency service, two weeks in reproduction (all species) and one week in small animals ophthalmology, dermatology, neurology and exotic pets. The total hours of clinical training for the 5th year are stated as 472 hours in SER table 3.1.1. These hours include the night and weekend shift activity. Before starting the rotations, students have seminars on how to fill out the sheets in the clinic and biosecurity rules specific to the teaching hospital. The individual schedule of each student guarantees that there are morning and afternoon activities in the clinics, so that a broad range of clinical activities are seen by all students.

During their clinical rotations, students are taught in small groups of up to four students per teacher. Students are actively participating in the clinical work-up and the care of the patients in medicine, surgery, emergency admissions and hospitalisations. They also actively participate in the activities of diagnostic imaging, anaesthesia, clinical pathology, large animal reproduction, and the necropsy

service. Two rounds per day help the student to debrief with a teacher the cases they have seen. Practical teaching and application of the biosecurity rules take place in the clinic, especially in the operating room and in the isolation units. The extent of student involvement is adapted to his/her level of autonomy. Fourth year students participate in the care of hospitalised patients and learn to acquire basic nursing and treatment skills, while fifth year students are assigned to patients for whom they are responsible for. They learn how to establish a differential diagnosis and may discuss treatment options with the teacher.

The exotic clinic activity is quickly growing, witnessed by increasing patient numbers and the hospital's desire to upgrade the exotics facilities.

The core clinical training is further complemented by the Pre-professional Practical Training in the 5th year, which has 12 ECTS for intra-mural rotations and ambulatory clinics and 12 ECTS for EPT.

3.1.3.2. Comments

The students may benefit from practical clinical training in companion animal, exotic pet and equine medicine in the state-of-the-art veterinary teaching hospital.

3.1.3.3. Suggestions for improvement

Consider organising clinical activity as whole days instead of half days. Despite being organised in half-days either in the morning or in the afternoon, students may need to interrupt an activity to attend other activities. Allowing students to stay in the clinics for a whole day instead of two half days would probably allow better follow up of clinical cases.

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

Based on the revised Table 3.1.2 of the SER, all clinical subjects are covered by the curriculum. The subject "Therapy in common animal species" has been included into three clinical subjects, Medicine, Surgery and Anaesthesiology. As for Animal Production, the subject Herd Health Management is missing as such, but has been included into Table 3.1.3 (Non-EPT practical rotations under academic supervision), along with Ambulatory clinic. Moreover, it is taught in the context and under names of several other subjects.

The practical rotations under academic supervision include 7-8 weeks dedicated to large animals. Core clinical rotations and emergency services start during the second month of the student's 4th year and are continued throughout this year and the 5th and final year. Group sizes range from 2 to 4 students per teacher depending on the rotation. Students' involvement includes history taking, patient evaluation, hands-on participation in clinical, imaging and laboratory diagnostics, treatment planning and recording, treatment of hospitalised patients, report writing and explaining to the owner. The level of responsibility and hands-on involvement increases progressively throughout the 4th year up to the 5th year as students acquire more practice and knowledge. Practical training in reproduction is performed at the IEGRA teaching farm. Ambulatory services are compulsory for students in their 5th year. Group sizes have a maximum ratio of 4 students per clinician. Logbooks are used by all students to document achievements of core practical and clinical activities in clinical, ambulatory clinics and on EPT (for EPT, students must summarise their activities, but not

in a formal logbook). Logbooks include procedure checklists for 4th year clinics and animal, species and disease/procedure checklist for 5th year clinics.

3.1.4.2. Comments

The SER did not provide detailed information on clinical teaching according to species. Based on information on the programme of individual subjects retrieved from the VEE's website (<https://www.uax.com/en/studies/degree-in-veterinary>), most curricular subjects include teaching on all species. Additional information was retrieved during the onsite visitation. Based on it, approximately 50% of teaching hours are dedicated to small animals, 20% to horses, 20% to food animals and 5% to exotic and wild animals. This applies in particular to lectures, while for practical teaching the proportion is better expressed by caseloads in respective species. According to the indicators related to the curriculum, the numbers of hours of clinical training (I5) are within the range (slightly above the minimum value)

Based on information from other chapters of the SER (Area 5, tables 5.1.2, 5.1.3, 5.1.4.) and according to the indicators, food-producing animals are well represented in clinical rotations and during intramural teaching, but that they are less represented in extramural teaching. Indicators I9, I11 and I13 are within the range, while indicators of the numbers of visits to ruminant/pig and poultry/rabbit farm units (I15, and I16, respectively) are slightly below the minimum value. The Ambulatory Clinic, compulsory for all students, is in the format of extramural teaching on equine, bovine, small ruminant and porcine species, along with a special training in Herd Health Management.

Based on information obtained onsite, elements of Animal production, including herd health management, animal welfare and the One Health concepts are taught beginning with the second and third years within subjects S4-S6 (Ethnology, Animal Breeding and Animal Husbandry, Physiology), followed by clinically oriented subjects from year 2 onwards. Practical aspects of Animal Production are taught extramurally (Area 5, Standard 5.2). Specific information on teaching Animal Production is available in Area 5 rather than in the context of the curriculum.

Taken together, teaching on food producing animals covers all major areas including animal health and animal production.

3.1.4.3. Suggestions for improvement

The VEE would benefit from presenting the students modern trends in veterinary medicine, such as One Health and Herd health management, first as integrative concepts, followed by applications in different areas of veterinary medicine.

In the context of the planned extension to a six-year curriculum, a discussion on an introduction of the species oriented-teaching (i.e. equine medicine, porcine medicine etc.) should be considered. In the same framework, it is recommended to think of a better distinction of some subjects defined by the EU directive so far "hidden" in the curriculum under different names (e.g. Information literacy and data management, Professional knowledge, Herd Health Medicine etc.).

The attention paid in the curriculum to food-producing animal herds should be further upgraded.

The numbers of visits to ruminant/pig and poultry/rabbit farms should be further increased to reach the minimal level of the relevant indicators. In this sense, the VEE could make a good use of alternatives and compensations, such as e.g. videos and online demonstrations.

3.1.4.4. Decision

The VEE is compliant with Standard 3.1.4.

3.1.5. Food Safety and Quality

3.1.5.1. Findings

The Food Safety and Quality (FSQ) component represents 10% of the veterinary curriculum (750 hours). The delivery is carried out in years two, four and five, over five modules (one, two and two respectively). The FSQ content format includes lectures, seminars, self-directed activities, laboratory tasks and non-clinical animal work. A total of 44% of the learning activities are delivered in a self-directed format. Several FSQ staff members are part-time, most having a second role as official veterinarians for national controls. This provides exposure to current developments in the sector and provides the VEE with an adequate network to organise external visits.

In year two students focus on legislation, while in year four the learning includes zoonoses and food technology. For the latter, all students visit an external cheese plant. Additionally, practical activities are carried out in the UAX pilot food plant. In year five, during the module of food hygiene, all students take part in visits to the largest wholesale market of fresh products in Spain, which contains the largest fish market in Europe (MercaMadrid). In this visit students are guided by staff of MercaMadrid, while accompanied by a VEE staff member. Pending on availability, students are often given the opportunity to interact with one of the official veterinarians responsible for enforcement at the site, discuss assessment of traceability and, when applicable, witness official audits (fish, red meat and/or fruit and vegetables). The module includes a subsequent visit (also accompanied by a VEE staff member) to a restaurant where they assess and discuss their Hazard Analysis Critical Control Points programme.

The 15 approx. 15 rotations in year five include a one-week FSQ and veterinary public health (VPH) component, where students visit slaughterhouse and the microbiology laboratories of the Veterinary Centre of the Spanish armed forces (Centro Militar de Veterinaria de la Defensa (CEMILVETDEF)).

Students who want to explore the FSQ subject in more depth can register in a “Food Microbiology” elective. This elective can only be taken in year five and it has been continuously running since 2020. It consists of 75 hours of training (lectures, seminars, self-directed activities and laboratory work).

All students must visit at least one slaughterhouse. However, due to COVID-19 restrictions, from 2020 till March 2022 students’ access to slaughterhouses was restricted. As a mitigation measure, the VEE used audio visual material (video recordings) of different slaughterhouse lines, images of post-mortem rejections and discussion sessions to cover the learning objectives in this area. The sessions were prepared and delivered by experienced slaughterhouse official veterinarians who also work as part-time VEE staff members.

3.1.5.2. Comments

Mitigation measures as a response to the restricted access to slaughterhouses till March 2022 are in line with what most VEEs implemented during the period.

Before COVID-19 restrictions, students who objected to taking part in slaughterhouse visits were given the opportunity to produce an essay on the topic. This was rectified when visits were resumed and now all students must take part in the visits as per requirements.

Health inspections of food markets (including vegetables) and any other food facility (e.g. restaurants) are the responsibility of veterinarians working for the Spanish Ministry of Health, Consumer Affairs and Social Welfare. Therefore, it is commended that the VEE has set visits to relevant facilities in addition to slaughterhouses, in order to consolidate the students’ knowledge in this area and expose them to wider career options.

3.1.5.3. Suggestions for improvement

The VEE should make it clearer to applicants that FSQ, and particularly visits to slaughterhouses, are compulsory components of the core undergraduate curriculum. This will increase applicants' awareness and may reduce the likelihood of potential conflicts in later years when slaughterhouse visits are carried out.

3.1.5.4. Decision

The VEE is compliant with Standard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings

Professional knowledge topics are included in subjects such as Ethnology and business management as in all the soft skills courses that are displayed throughout the curriculum. They are graded activities and are associated with an official course diploma. Soft skills offered in the degree include communication, leadership, data management and group work.

3.1.6.2. Comments

Professional knowledge is delivered in the second and third year as part of many main topics, where students include a reflection on these aspects of the cases or situations presented. In the last year, the professional knowledge is a main part of the EPT. The frequent presentations of various topics of professional knowledge represent a good approach of the topic.

3.1.6.3. Suggestions for improvement

A list of topics established in coordination with the professional organisations and stakeholders could enrich the subject after distribution of the topics throughout the whole curriculum.

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 an academic 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 self-learning and lifelong learning.

3.2.1. Findings

The VEE has set up a competency matrix indicating in which teaching unit (subject) the D1C is addressed inside the curriculum. On the basis of this document, it does not appear that any D1C is not covered. However, the table does not indicate whether students are specifically and individually assessed on the skill to be acquired each time it is addressed in a subject.

In general, it appears that the VEE takes into account the D1C in the organisation of its curriculum. However, these D1C are not systematically visible to students on the digital teaching platform (see Standard 3.3).

Students are encouraged to develop self-learning by promoting problem-based learning, consultation of recent literature, and critical analysis. The SER states that students are made aware of lifelong learning throughout the entire degree. The provision of lifelong courses offered by the VEE itself is limited.

3.2.2. Comments

D1C are taken into account but could be made even more visible with an organisation more focused on the skills to be acquired than on independent disciplines (subjects).

3.2.3. Suggestions for improvement

In order to complete the “comparative mesh” (competency matrix), the VEE should improve the transparency of assessment of each student on each skill. Thus, D1C could be made even more visible to students and, ideally, the acquisition of these skills should be continuously monitored for each student as they progress through the course.

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 VEE has verified that the ESEVT D1C are included in the curriculum learning outcomes using a competence matrix. The VEE uses PDCA cycles to ensure a cohesive veterinary programme and to establish that learning goals are aligned with course content. If most of the subjects (units of study) make a clear reference to D1C, a few subjects (mainly for basic sciences) do not specifically refer to the D1C in the presentation material.

Several logbooks are used but the acquisition of certain skills (especially soft skills) is explored in a suboptimal way.

3.3.2. Comments

The targeted Day One Competences as learning outcomes are not clearly expressed for all subjects of the curriculum.

3.3.3. Suggestions for improvement

Log books should be unified and completed to deal with all D1C.

All subjects should specify the competences they aim to acquire or prepare to acquire (including in the basic sciences) so that students understand the final objectives of the training.

3.3.4. Decision

The VEE is partially compliant with Standard 3.3 because of suboptimal description of learning outcomes of some of the individual units of study.

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 on going and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. 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

There are three levels of committees acting to oversee and manage the curriculum. The Dean's Office meets once a month in the presence of area coordinators to report activities and concerns including those related to the curriculum. Evaluation meetings with subject coordinators are held 3 times a year and deal with grades, implemented changes, results and plan for improvement. Lastly, the committee for follow-up and improvement of the degree (SIM), which includes Quality Vice-Rectorate, Dean's Office, academic staff, students and stakeholders meets 3 times a year. This committee reviews information from evaluation meetings and QA queries.

3.4.2. Comments

The organisation of a quality process to oversee and manage the curriculum is present.

3.4.3. Suggestions for improvement

None.

3.4.4. Decision

The VEE is compliant with Standard 3.4.

Standard 3.5: External Practical Training (EPT) is compulsory training activities organised outside the VEE, the student being under the direct supervision of a non-academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herd health management, practical training in FSQ and VPH).

Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student's professional knowledge.

3.5.1. Findings

EPT is included in the subject called Pre-professional Practical Training amounting 24 ECTS. During the fifth and final year of training 12 ECTS are EPT in the field of practice, chosen by the student (minimum of 200 hours) on Extra Practical Training (EPT). The minimum duration of an EPT is four and a half weeks. The rest of the ECTS the student has intramural rotations or scheduled extramural academic training.

Currently EPT can be tracked to production animals, companion animals, FSQ/VPH and others (Pharmaceutical industry, Research in Biomedicine, Genetics, etc.). This training can be organised in a variety of places, for example the Veterinary Centre of the Spanish armed forces (Centro Militar de Veterinaria de la Defensa (CEMILVETDEF)), slaughterhouses, food business operators (FBOs) or VPH organisations.

3.5.2. Comments

The EPT is well organised and the feed-back is granted.

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 have an agreement with the VEE and the student (in order to state 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 academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.

3.6.1. Findings

Two staff members are responsible for the supervision of EPT. EPT providers hold an agreement with the VEE. This is a standard agreement produced by the VEE and applies for places that are part of the curriculum, as well as for EPT. Its duration is one year, which is tacitly renewed annually. As part of this agreement, the hosts provide the human resources, equipment and relevant facilities to carry out the EPT appropriately, without economic compensation for the host organisation. The host is responsible for communicating health and safety information in advance of the training. Students are insured during the period. The host is required to provide feedback and assess the student regarding performance, attitude and knowledge.

3.6.2. Comments

The organisation and the feedback fit to the purpose of the EPT.

3.6.3. Suggestions for improvement

None.

3.6.4. Decision

The VEE is compliant with Standard 3.1.6.

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

Students must complete a literature review on a related topic to their EPT and submit it to the VEE for assessment along with a summary of activities that were performed during their external practice.

Students evaluate their EPT establishment and have the option to raise an issue about it with the subject coordinator.

Evaluation sessions, Dean work-group meetings and SIM consultations are responsible and requested for EPT monitoring.

3.7.2. Comments

The organisation and the feedback fit to the purpose of the EPT.

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. The veterinary 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 with reduced mobility, and EU animal welfare and care standards.

4.1.1. Findings

The VEE of UAX is located at the main campus Villanueva de la Canada. Classrooms are in buildings A and D, laboratories are in buildings B and C, where the latter also houses the food hygiene laboratory. The veterinary teaching hospital (VTH) is located in a separate building and spans over 5000 m². The skills laboratory and specific research laboratories are also located in the VTH. There are two extra-mural teaching facilities: the Navas del Rey teaching farm at 30 km from the main campus and the Talavera de la Reina teaching farm at 110 km from the main campus. The VEE uses common infrastructures of the UAX at the main campus.

Maintenance and upgrading of the facilities are overseen by the Vice-Rector of Operations. Budget and timing of the projects, described in the strategic plan, are submitted by the Dean's Office and

approved by the Government Council and the Board of Directors. This allowed repair of the facilities at the teaching farms and purchase of new equipment for the VTH. It is the responsibility of the Department of Maintenance and the Vice-Rector of operations who are responsible for compliance of the facilities with national and local legislation.

4.1.2. Comments

The VEE benefits from modern and spacious buildings that are shared with other faculties of the UAX, except for the teaching hospital, which is only used by the VEE.

4.1.3. Suggestions for improvement

None.

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, size and equipped for the instructional purposes and must be 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 academic and support staff.

4.2.1. Findings

The main lecture halls are located in the buildings A and D at the main campus. They are all equipped with computers, projectors and audio systems and can accommodate between 15 and 64 students. The main lecture hall has a capacity for 180 students. Half of these lecture rooms are refurbished and equipped with PDI screens. Other rooms are equipped to allow for teaching of hybrid and interactive classes. Spaces for group work are available in the campus teaching buildings as well as in the VTH. Laboratories for practical teaching of basic sciences can accommodate 30 to 35 students and are equipped with the material required to teach the discipline in question: microscopes, centrifuges, ELISA readers, cell counters.

The skill lab is located in the VTH and has mannequins for teaching of equine rectal exam and venipuncture, and small animal intubation, catheter placement, suture placement, urinary catheterisation and sterilisation. 670, 50, and 15 self-study places are available at the main library, in building A, and in building C, respectively. Due to recent increase of clinical activity, some areas in the teaching hospital have little space available. This is especially the case for the exotic pet animal facilities, for which a refurbish plan is already established. The computer tomography and the radiography machines are currently in the same room.

Catering, lockers, changing rooms and sanitary facilities are available at the main campus and at the two teaching farms. At the main campus, the offices of the staff are arranged in open space offices together with group working and meeting rooms. On-call students have access to a resting area with bunk-bed and a kitchen. Leisure facilities include a fitness room, tennis and paddle courts, a rugby club, access to the golf club, amazon lockers and electric car chargers.

Staff offices, partially designed as open-space offices, are located in buildings A, D and in the teaching hospital.

4.2.2. Comments

Overall, the facilities offer sufficient space to accommodate all students. The recent and spacious design offers a beneficial learning and teaching environment to students and teachers.

4.2.3. Suggestions for improvement

The VEE should consider continuously monitoring and increasing its space for clinical activities when needed, based on the increase in caseload and students' numbers.

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 and bio-containment**
- **be designed to enhance learning.**

4.3.1. Findings

The small animal area: The waiting area is 350 m². There are 7 consultation rooms, all equipped with the material necessary to perform specialised examinations in the specific field (e.g. ophthalmoscope, otoscope). There are four operating rooms, two of which for sterile procedures (one soft tissue, one orthopaedic), one for endoscopies and surgery of exotics and one for dental procedures, the last one being equipped with a dental radio-imaging unit. There is a dedicated space for cleaning and disinfection of the surgical equipment. The emergency, intensive care and hospitalisation area provide space and equipment for the admission of critical patients. There is a crash-cart, multi-parameter monitors, a blood gas analyser, oxygen supply, suction, equipment for catheterization and intubation, a defibrillator, and a point-of-care ultrasound machine. There are 8 intensive care beds in the ICU, which also has a ventilator. The hospital can accommodate 18 dogs and 5 cats at once. Several cages, equipped for their specific needs, are available for exotic pets. The rehab unit has dedicated equipment for the rehabilitation of dogs, such as for example a treadmill.

Large animal area: three examination rooms with horse stocks, one for general admissions and emergencies, one for lameness and pre-surgical exams, and one in the isolation area are available. There are two surgery rooms, with joint induction and recovery boxes. Both surgery rooms have operating tables and anaesthesia machines, and one has an arthroscopy column, a C-arm, and video cameras for the streaming of the surgeries. The hospitalisation area for horses is divided in three zones: one 'low-risk' area with 21 stalls, an ICU area for adult horses and foals, and an isolation unit. A fully-equipped equine rehabilitation facility is available on-site.

Calves and small ruminants are housed inside in 5 separate stalls, while adult cattle are kept outside in an external paddock next to the cattle stock.

Transversal services such as diagnostic imaging and anaesthesia serve all animal species. Ultrasound machines are available for small and large animals and they are all connected to a PACS. The imaging facility has digital fixed and mobile machines and a CT scan for patients up

to 150 kg and an equine Hallmarq MRI machine.

The IEGRA teaching farm stretches an area of 35,000 m² and has one building with two 400 m² for food storage and machinery and another of 1,000 m² where the animal treatment rooms, laboratories, offices, classrooms, and changing rooms are located. Isolated from the animal housing and handling facilities, we can find fully equipped laboratories of 300 m² for semen processing and embryo manipulation, together with technical and service facilities and a classroom for 24 people. Outside the building, stalls, pens and paddock allow housing of different animal species. Inside the building, stocks and mannequins allow the obstetrical procedures of bulls and cows to be performed safely. The entire design of these structures has been developed as a result of the seeking the safety of the operators and students and reducing the stress factor for the animals during their handling, optimising animal welfare. All the cattle yards have automatic feeding systems.

The Kuna Iberica Center in Navas del Rey is a wildlife protection centre of 80,000 m² housing wildlife and farm animals. It is a small facility keeping a low numbers of domestic animals of some local breeds (sheep, goats, pigs, fowl), some wildlife animals (raptors, owls) and some poultry breeds (5 +3 coops) and it serves as a habitat for some endangered local species. Students come here to learn how to approach healthy animals, but considering the limited numbers of animals and limited variety of species, the value of this teaching is only restricted. The treatment, hospitalization and quarantine areas serve as the veterinary treatment room and are equipped with an examination table, microscope, two hospitalization boxes for small animals, and three quarantine boxes. There is a classroom for 40 students, and technical and service facilities. A dedicated room serves for egg hatching and chick examination room and teaching students in all the different phases of poultry production.

4.3.2. Comments

The large animal hospital offers a lot of space and a comfortable work environment. The small animal hospital offers enough space for the current activity but may become problematic when activity further increases.

The biosafety and biosecurity standards of the rooms used for veterinary premises are below those at the VTH and of the IEGRA farm.

4.3.3. Suggestions for improvement

A clearer separation between the waiting rooms, treatment and hospitalisation premises for dogs and cats should be in place. Placing the CT scan and the X-ray devices in separate rooms would enhance the individual activities with each of those machines.

The biosafety and biosecurity standards of the veterinary premises at Kuna Iberica farm should be upgraded to reach those promoted at the VTH and the IEGRA farm.

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 standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.

For ruminants, 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 exceeding the best available in the private sector.

The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.

4.4.1. Findings

The small and the large animal areas of the VTH run 24/7, 365 days per year. Routine procedures are scheduled from 08:00 to 20:00. This is also the same schedule for the ambulatory service and teaching farm activities. The emergency and hospitalisation services of the VTH run 24/7 by on-call (on site) and on-duty clinicians (return when needed) and serve all animal species (dog, cat, equine, ruminants, exotics).

All veterinary teaching facilities are run by licensed veterinarians and comply with national practice standards.

4.4.2. Comments

Despite the availability of a 24/7 emergency service for ruminants, the actual case load of adult cattle admitted as emergency is very low.

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: diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services, pharmacy and necropsy facilities.

4.5.1. Findings

During the clinical training in the 4th and the 5th year, the students rotate in different clinical services and like this have access to diagnostic and therapeutic facilities like the diagnostic imaging, anaesthesia, clinical pathology, pharmacy, intensive and critical care, surgeries and treatment facilities, both for small and large animals. Necropsy facilities are open to 3rd year students, who receive practical sessions on how to perform necropsy exams, while 4th year students attend clinical case necropsies or carcass examination. Students of the 2nd year have access to the facilities of the teaching farms for practical training. Fifth-year students have access to the ambulatory service, where they are exposed to different clinical diagnostic and therapeutic facilities.

4.5.2. Comments

Students may benefit from a modern state-of-the-art veterinary teaching hospital, which is equipped with a broad range of diagnostic and treatment equipment.

4.5.3. Suggestions for improvement

Placing the CT scan and the X-ray devices in separate rooms would enhance the individual activities with each of those machines (also see 4.3.3.).

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 animal care and for prevention of spread of infectious agents. They must be adapted to all animal species commonly handled in the VTH.

4.6.1. Findings

The equine isolation unit is located in a separate building and composed of 5 boxes, a central corridor and a storage room, accessible across a footbath with special boots. Four of the boxes have a window giving access to an internal part of the room. Every isolation box measures 4 x 3 m and has two anterooms. The internal anteroom communicates with the central corridor, and the external anteroom gives access to the exterior, from where the horses enter the boxes.

On the external part, there is a glove distributor, and in the anteroom itself there are two pairs of rubber boots, a footbath, a box containing small equipment (needle container, stethoscope, and thermometer), a waste container, and a coat rack for the individual protection equipment. Each of these three areas is equipped with an individual sink to avoid contamination between them. The external room has a foam pistol with disinfectant, a footbath, a box to store cleaning and feeding tools, a container and a basket with disinfectant. The isolation area also contains a room to examine the isolated patient in a stock.

The ruminant and pig isolation unit is located in an independent building. It contains five boxes, of which three are completely closed measuring 2 x 4 metres. The size of the open boxes is 2.5 x 3 metres for the hospitalisation of small ruminants, calves and pigs with suspected infectious or contagious diseases. In the central part of the building, there is a sink for cleaning and disinfection. There is a footbath in the building's entrance. To access the individual stalls, a pair of disinfected rubber boots, with disposable double gloves, cap, mask and blouse are used. The adult cattle are examined in an appropriate contention stock and hospitalized in the adjacent paddock. Depending on the pathology that the animal is suffering from, the following measures are adopted: use of gloves, blouse, disposable cap, high shoe covers and disinfection foot bath in the entrance of the paddock.

The isolation unit for small animals is located in a separate building and accessed through a foot bath basin/carpet with a disinfection agent. This room possesses a video surveillance system, two water faucets, one sink for washing the patients and a sink for cleaning and disinfection of material. The cat hospitalisation room has two cages (1 x 0.7 m), while the dog hospitalisation room has three cages measuring 1.2 x 1.2 metres. On the front part of each cage, all material necessary and individual protection gear (blouse, high shoe covers, gloves, disposable cap and mask) is provided. Systematic checks on the microbial contamination of the wastewater and its drainage and of the premises are carried out either by the state authorities or by the VEE itself in its microbiology lab.

4.6.2. Comments

The equine isolation unit is very well designed and provides a separate flow of patients, personal,

equipment and waste material.

4.6.3. Suggestions for improvement

The VEE is encouraged to redesign the small animal isolation unit. Although efforts are made to separate patients through physical barriers and to direct the flow of personnel via biosecurity rules, all animals share a common air space. Physical barriers for the flow of staff can further improve separation and limit potential contact points. Cats and dogs should be housed in completely separated rooms in the isolation unit.

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 academic supervision.

4.7.1. Findings

Students have one week of training in field veterinary medicine and Herd Health Management during the 5th year of their studies. They are taught mainly by ambulatory clinicians, who drive the students in their own car to different farms and stables. The students are exposed to cases that are not typically seen at the VTH or at the teaching farms. Animals in these services are attended either as individual cases or as herds and include equine, bovine, small ruminants and pigs. Veterinarians providing service in the ambulatory clinic are employed by the VEE for the time they work in the ambulatory clinic. They, therefore, comply with the same rules as other clinicians with regard to the requirement of having received training in student teaching and assessment.

4.7.2. Comments

The actual proportion of training in field cases and herd health management is variable and depends on the daily activity of the ambulatory clinic.

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 to prevent the spread of infectious agents.

4.8.1. Findings

The students drive with their own cars to the extramural facilities and organise themselves in travel groups. The owners drive their animals to the hospital and the teaching farms by their own means. They are responsible for complying with national guidelines of animal transportation. Cadavers and organs are transported by authorised companies for SANDACH transportation like e.g. Hadescan. (*SANDACH means the Subproducts of animal origin non-intended for human consumption. These guidelines are published on the internet site of the Spanish Ministry of*

agriculture, fish and food). The two teaching farms have comprehensive biosecurity rules defining the conditions of access for visitors.

4.8.2. Comments

None.

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 e.g. biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors and a Biosafety manual must be available. The VEE must demonstrate a clear commitment for the delivery of biosafety and 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 a regular monitoring of the feedback from students, staff and clients.

4.9.1. Findings

The students have a seminar on biosecurity rules of the VTH before starting their clinical training. The biosecurity guidelines for the VTH, ambulatory clinic and the teaching farms are available for staff and students through the campus homepage. The biosecurity protocols are also displayed in the laboratories, and in the buildings of the teaching farms and the VTH. The first chapter of the UAX Biosafety, of which its main goal is the prevention and the control of infectious and transmissible diseases, is common to all areas and describes the main disinfectant products used, the clothing rules, and the hand hygiene measures. The following chapter describes specific rules for the classification of the hospitalisation areas and operating rooms for the VTH's equine, farm and small animal sections, including cleaning and disinfection protocols and the flow of staff, students and visitors. The third chapter details procedures for the necropsy rooms, the clinical analysis labs, the guidelines for protective clothing and biosecurity when biological waste is handled.

4.9.2. Comments

None.

4.9.3. Suggestions for improvement

None.

4.9.4. Decision

The VEE is compliant with standard 4.9.

Area 5. Animal resources and teaching material of animal origin

Standard 5.1: The number and variety of healthy and diseased animals, cadavers, and

material of animal origin must be adequate for providing the practical and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) 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 primary sources of healthy live animals for preclinical training are the equine and ovine herds located in the campus, as well as healthy small animals (at VTH premises), two teaching farms (Kuna Iberica) in Navas del Rey and IEGRA (Spanish Institute of Genetics and Animal Reproduction) in Talavera for bovine, small ruminants, poultry, pigs and exotic animals, and one fish farm for aquatic animals.

Anatomical collections, cadavers and organs are used for preclinical anatomical and preclinical and clinical pathology training. Cadaver donors from the VTH (canine and feline species) and from the teaching farms Kuna Iberica and IEGRA (exotic animals, game animals, small ruminants, hens) are used. Animal models (pigs) were obtained from dedicated companies and animals donated by GREFA (Group for Rehabilitation of Local Fauna) mostly raptor birds and other local and exotic species. Although cattle and pig necropsies take place during ambulatory clinics, not enough necropsies are performed intramurally. Dogs and cats donated from animal shelters are used as well. All this animal material is supplemented with the acquisition of isolated organs from slaughterhouses of different animal species. If not immediately used, anatomic pieces and cadavers are preserved (refrigerated or frozen). Cadavers and organs are delivered to the campus, where they are used for academic purposes before being collected by a licensed organisation for waste management and disposal.

The primary sources of diseased live animals for clinical training are the patients received at the VTH, IEGRA farm and ambulatory rotations. Clinical patients from private owners (small and exotic animals, horses, and ruminants) are examined and treated by the students under the supervision of trained academic staff. The VTH is the main establishment where the intramural clinical training in companion and large animals to the 4th and 5th year students takes place. Cases attended at the VTH are mainly individual small animal and equine patients, with an increasing number of exotic pets and production animal cases. Small animal cases are mostly scheduled visits, but walk-ins and emergency cases are increasing. The Large Animal area is focused on equine patients. The VTH receives referred and first opinion patients. The food animal caseload attended at the VTH is low due to its location in a non-rural area. To address this issue, two Teaching Farms (IEGRA and Kuna Iberica) are used as an extension of the VTH, where access to preclinical and clinical teaching (mainly large animal reproduction and exotic animal clinical training) is provided. Wildlife management takes place in Kuna Iberica. If animals require hospitalisation, they are normally referred to the VTH. IEGRA farm and ambulatory rotations mostly involve large animals (equine, bovine, small ruminant and pigs) with morning and afternoon clinical appointments all year round.

The average number of first-opinion consultations at the VTH is highly variable among species, ranging from 28pprox.. 86% for companion animals (dogs and cats) and exotic animals, 28pprox.. 55% for equine patients, reaching 100% for food animal patients (Table 5.1.5 of the SER). Referral cases are high among clinical specialisations. Around 62% and 44% of clinical activities on exotic animal and small ruminant, and poultry and rabbits, respectively, are focused on individual medicine, while for almost 99% of cattle and pig medicine a population approach is opted.

Practical teaching material for FSQ and VPH is obtained mainly from local resources

(MercaMadrid Central Market and the University cafeteria service provider (milk, fruits, eggs, meat, poultry and fish). On-site evaluations and inspections take place in different establishments under our academic staff supervision like slaughterhouses, meat processing plants, fruit and fish distribution plants. Practical training in Animal Production is based on hands-on training at both teaching farms, the campus sheep and horse herds, and during visits to farms and production units. Models for preclinical and clinical practical training include equine rectal palpation/colic simulator integrated with equine neck venepuncture, canine ovariohysterectomy models, canine and feline intubation trainer model, model for canine venepuncture, suture training pads, and a model for canine female urethral catheterization.

Indicators I8, 9, 10, 11 are within the range as well as indicators I13 and I14. There are no companion animal patients seen extramurally, I12 is zero, which is still compensated by the large numbers of companion animals seen intramurally. Numbers of visits to ruminant and pig herds (I15) and to poultry and rabbit farmed units (I16) are slightly below the minimal values. Numbers of companion animal necropsies (I17), of equine necropsies (I19), rabbit, rodent, bird and exotic pet necropsies (I20) are within the range, whereas numbers of ruminant and pig necropsies (I18) are below the minimal value.

The system of continuous recording and evaluation of information related to animal resources and teaching material of animal origin is based on information from different subjects (subject coordinators, VTH, teaching farms) that is transmitted directly or via the SIM to the Dean's office, which then takes measures, together with the coordinators.

5.1.2. Comments

In general, animal resources and teaching material of animal origin cover all species needed for teaching veterinary medicine. However, in terms of quantitative indicators, this supply varies from species to species. For healthy animals, there is a good provision of livestock species (sheep, pigs), on the other hand the supply of dog, cat and horse cadavers is limited due to the non-willingness of their owners to give up their pets.

According to the relevant indicators, the major problem is a low number of ruminant and pig necropsies. Based on information obtained onsite, this is due to the fact that these species are poorly represented as VTH patients and there are few farms in the area that could supply enough teaching material. According to the VEE, they have started buying cadavers. As compensation, the fifth-year students participate in necropsies performed extramurally in the teaching farms. Further, the numbers of necropsies in ruminant and pigs were increased by necropsies during the ambulatory clinic and by providing the Necropsy with culled cattle from a feedlot. Based on pages 83-84 of the SER, an effective population of almost 12,000 animals are subject to clinical inspection, different surgery procedures, necropsies and productive management during the 5th year rotation. Based on the information retrieved onsite, students really visit farms in the area, although the numbers of visits are lower than they should be. The indicator I15 is slightly lower and requires more attention in the future. The numbers of companion animal patients seen intramurally show that there is not an urgent need to look for extramural patients.

The system of continuous recording and evaluation of information related to animal resources and teaching material of animal origin is the same as in other areas of activities in this private VEE.

The clinical skill teaching laboratory provides some standard models for training basic skills.

5.1.3. Suggestions for improvement

The VEE should consider to improve provision of teaching material for hands-on learning from all relevant domestic animal species, namely for cattle and pig necropsies and to increase the number

of whole horse, dog and cat cadavers or isolated body parts of horses for teaching anatomy. Similarly, further increase in ruminant and pig necropsies should be envisaged. These processes should be subject to continuous review and adaptation to the needs, based on a standardised procedure applied by the VEE.

The VEE is encouraged to support the future development of the clinical skills' lab by providing further and more sophisticated models.

5.1.4. Decision

The VEE is partially compliant with standard 5.1. because of suboptimal number and variety of some of the materials of animal origin, especially the number of necropsies in food-producing animals.

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 direct academic supervision and following the same standards as those applied in the VEE.

5.2.1. Findings

The students' practical training is complemented at different external sites which have signed agreements with the VEE. The training is provided by VEE's academic staff following the same standards as those applied in the main campus. These staff members are trained to teach and evaluate, and they are included in the QA system. The main external sites used for practical training are the two teaching farms and the Food Safety and Quality establishments mentioned in Standard 5.1., livestock farms visited for Animal Production and Herd Health Management training, and farms and stables visited by ambulatory clinicians. For practical teaching in the teaching farms, groups of 10 students are formed. Both teaching farms are run by the VEE's academic staff and receive students on a daily basis from all the years of the curriculum for different practical training purposes. Students participate actively in ethology and welfare evaluation of farm animals and other species; evaluation of production traits, nutrition and feeding; physical evaluation of animals, laboratory analyses including semen, oocyte and embryo evaluation; diagnosis and treatment of animals when hospitalisation at the VTH is not necessary, including castrations, medical and reproductive treatments; preventive medicine and herd health management of resident animals. Animal production, Herd Health Management and routine clinical training is complemented by visits to additional external sites where students participate in milking, feeding, evaluation of production and welfare parameters, in preventive medicine, herd health management and routine veterinary activities. Usually a group of 2-3 students is supervised by one practitioner contracted with the VEE.

5.2.2. Comments

The system of practical training at external sites is well organised and follows the principles defined by the ESEVT SOP, including teachers appointed with the VEE, their training based on the same standards as within the VEE. The IEGRA (Spanish Institute of Genetics and Animal Reproduction) teaching farm in Talavera is a farm owned by a private company with commercial activities in the area of embryo and sperm production, containing a research laboratory. Since the farm is accredited for these purposes, its standards of biosecurity and biosafety are high and the farm provides a good quality teaching/learning environment and it is an example of good veterinary practice.

5.2.3. Suggestions for improvement

The VEE is encouraged to better document the system of practical training at external sites by an improved format of the logbooks (see Area 8).

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

Nursing care skills are achieved during the clinical rotations during the 4th and 5th academic years, through the different clinical services that receive students. Each clinical group is divided in small subgroups that allow an active involvement and hands-on training of the students in the clinical exploration and care of hospitalised patients (medication, feeding, monitoring), as well as participation of clinical procedures (sample collections, diagnostic imaging, basic surgical procedures). Every subgroup is permanently overseen by a veterinary clinician (VT academic staff) who supervises that the practical training is properly achieved and oversees animal welfare. Training in problem-oriented diagnostic approaches together with diagnostic decision-making is achieved by participation of students in daily rounds with senior and junior VTH staff (VT academic staff), and communication with students and evaluation of their deductive process when managing cases.

During clinical rotation, the hands-on clinical training activity is achieved by assuring that students carry out all procedures (listed in the SER). To ensure the correct learning and understanding of the clinical activities in which each student is involved, two daily clinical round sessions are held (early in the morning and after-lunch), both in small and large animal areas, at which the involved veterinarians discuss each clinical case, its treatment and evolution. The participation of the students is actively requested. During the 5th year rotation, clinical cases are assigned to each student on which they must work on differential diagnoses, assess therapeutic options and evaluate the evolution of each hospitalised patient. At the end of the week, the students discuss their clinical cases with the veterinarians, and they are evaluated according to the work and study developed in each case.

5.3.2. Comments

The organisation of clinical rotations and the list of activities comply with the EAEVE standards. Students are actively involved in all activities, including nursing care skills and instruction in nursing procedures. The number of cases and the case diversity of first opinion and referral cases in the companion animal and equine hospitals expose students to a broad spectrum of cases with various degrees of complexity. Students are encouraged to participate actively in the clinical management of the cases. Delegating the supervision of practical clinical teaching to junior staff (interns) happens swiftly and efficiently, however, attention should be paid to the supervision of the interns themselves. As relatively inexperienced teaching staff with limited clinical experience, they are in need of support from more senior clinicians through training in the clinical management of cases and feedback for their work.

5.3.3. Suggestions for improvement

The VEE is encouraged to request regular feedback from the student groups on the efficacy in guidance of their clinical training performed by interns in order to improve the activity of the latter.

5.3.4. Decision

The VEE is compliant with standard 5.3.

Standard 5.4: Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the VEE.

5.4.1. Findings

The clinical database used at the VTH is managed by specific software created for this purpose, QVET®, which allows accessibility from any computer inside the hospital facilities and / or via online. This programme is available to clinicians and VT academic staff teaching at VTH, as well as to students, through different profiles that ensure the confidentiality of the owner and animal data that it contains. This software records different sources of information regarding the clinical activities at the VTH. Students access this programme on a routine basis, they get access to all clinical information, such as the reason for consultation, all tests performed and their results, the diagnosis issued, the treatment chosen and follow-up during hospitalisation. The software provides a special student access mode, which allows students to access relevant clinical information of the cases, without the possibility to access confidential information or to modify information previously stored. The data accumulated in this software over the last 10 years are also available for teaching and research purposes. The same system is used for tracing drug administration and for invoicing to clients.

All images acquired in the diagnostic imaging service, including direct and indirect radiology, ultrasound, computed tomography and magnetic resonance are automatically and directly sent to and archived in a picture archiving and communication system (PACS – Synapse®). This system electronically stores images and reports, allows chronological view of a patient's imaging history, and provides remote access to all data to clinicians and students.

5.4.2. Comments

The system QVET is an efficient and user-friendly patient database system that is concurrently used by students, teachers, technicians and administrative staff.

5.4.3. Suggestions for improvement

An intermediate access mode should be in place, to allow 5th year students to enter themselves data from history and clinical examination, subject to senior staff proofreading, thus enhancing their involvement and autonomy in the clinical cases, while still protecting sensitive client information.

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. 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.

6.1.1. Findings

According to the strategy towards learning resources these are sufficiently available and annually renewed in collaboration with the subject coordinators.

This was confirmed during the on-site visit and numerous contacts with students during teaching and learning activities.

Learning resources can be accessed on site in the library (Monday to Friday from 08:30 to 22:00, and from 09:00 to 20:00 on weekends throughout the academic year) and online through the campus platform.

Procedures for bibliographical search and access to databases and learning resources are taught in the first year.

6.1.2. Comments

Learning resources are adequate and readily available.

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 an IT expert, an e-learning platform, and all 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

The learning resources are proposed by the Dean's Office along within the strategic plan for the VEE and finally decided by the Governing Council and Executive committee.

The main UAX library includes 5 librarians and 2 assistants. There are 2 dedicated IT staff for management of the servers, 3 dedicated to administration management and development of the LMS Moodle platform, and other 3 dedicated to the user assistance.

There are small subsidiary libraries at different services of the VTH, teaching farm and laboratories.

A Wi-Fi connection is available in all facilities of the VEE. In addition, for teaching staff or workers a secure and remote VPN connection is available.

6.2.2. Comments

Access to learning resources and qualified staff support is adequate and readily available.

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, and equipment for the development of procedural skills (e.g. models). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.

6.3.1. Findings

Numerous courses and learning activities are available (electronic information and e-learning courses) e.g. use of bibliographic search programmes, initiation to the use of database, how to search and compare journals.

Students can access different e-courses in soft skills and free learning electronic material through the UAX Skill-School.

The numerous documents needed as learning material (lectures, practicals, self-directed learning) are available on the Moodle platform since the beginning of the academic year. Documents are added regularly in line with the presentation of new subjects, or following discussions with students during the teaching and learning activities.

In line with the learning outcomes in clinical subjects, a clinical skill lab is run by VTH clinicians for students in the 4th and 5th year and includes models for Equine palpation / colic simulator integrated with equine neck venipuncture, canine ovario-hysterectomy models, canine and feline intubation models, one model for canine venipuncture, suture training pads, one canine female urethral catheterization.

6.3.2. Comments

Simulation tools are an important complement to traditional clinical teaching, and help to overcome barriers in the beginning of the clinical activities.

The skill lab is a powerful instrument for the first steps in the learning of clinical skill in conformity to the principle “never the first time on a live animal”. Plans exist to introduce new models, and develop a complete simulated Veterinary Hospital, which could enrich the teaching for professional knowledge.

6.3.3. Suggestions for improvement

Students’ access to 3D programmes e.g. for anatomy teaching could help reduce the number of carcasses.

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 all aspects of the educational programme in all advertisings for prospective national and international students.

Formal cooperation with other VEEs must also be clearly advertised.

7.1.1. Findings

All information concerning the admission procedures, the curriculum and student life is available on the UAX website. The detailed information for the veterinary programme is in Spanish. A translation in English, French and Italian of the main information is also available.

Formal cooperation with other VEEs is advertised.

The amount of student fees is not readily available on the website and it is not easy to find this information.

7.1.2. Comments

None.

7.1.3. Suggestions for improvement

Information on student fees should be made more easily accessible.

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 SER states that the number of new students admitted by the VEE was respectively 178, 193, 201 in 2019-20, 2020-21 and 2021-22. It was clarified on site that these figures include students who may be newly admitted in years other than year 1. The number of newly admitted students in 1st year is 180 students. This maximum number of students in year 1 (180) is imposed and cannot be increased without the approval of the regulatory agency called ANECA (National Agency for Quality Assessment and Accreditation).

The total number of veterinary students registered at EEV is decreasing since 2019 (respectively 1094, 1062, 1032 in 2019-20, 2020-21, 2020-22) with a serious drop down of the students registered in the 4th year in 2021-22.

The percentage of students who complete their studies within the expected number of years is only 54.3%. In 2021-22, 21.3% of students who graduated repeated a year once, 20.1% twice and 4.3%

three times.

7.2.2. Comments

ESEVT indicators I15, I16, I18 and I22 are slightly below the minimum values which should lead to limiting any increase in student numbers.

More than 45% of students have repeated a year at least once during their studies, which may seem quite high.

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. Findings

Students must follow admission procedures which are described on the website. The admission process and selection criteria are evaluated every year by the Dean's Office and the UAX Vice-Rector for QA. Students are ranked regarding academic records, entry exam including biology and chemistry, a personal and academic competency test and a foreign language test. The VEE is seeking better admission standards. Every year the admission and finance responsible are giving and getting feedback regarding the admission process and the expected results. Any admission procedural change has to be reported to the Spanish Ministry of Education through ANECA (National Agency for Quality Assessment and Accreditation).

7.3.2. Comments

None.

7.3.3. Suggestions for improvement

Given the number of students who are repeating at least one year during their studies, it would be reasonable to interrogate the selection criteria and raise the level of academic standards to minimise the possibility of students subsequently failing.

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

The VEE is to be commended for the excellent attention and assistance provided by UAX and VEE to student welfare and support.

5% of the offered positions are reserved for disabled and ill students.

There is a special Unit (Equality and Attention to Functional Diversity Unit) available at the UAX for a personalised care and attention plan for these students. Considerations for disadvantaged candidates are usually approved to modify examination conditions, which are controlled by state and national regulations, while these modifications do not limit the student's ability to achieve the required competences. Information about the disadvantages and illness compensations is easily accessible and communicated with the students via the website.

7.4.2. Comments

None.

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

Rules on how students must validate in order to progress are available on the UAX website (rules and regulations). Passing criteria for all the subjects are available in specific guidelines.

The student's progression is monitored monthly by a teacher designed as the tutor of the student.

The tutor is able to propose remediation plans if necessary.

The UAX student services department may provide additional support to students, including follow-up by a psycho-pedagogical team.

7.5.2. Comments

None.

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 for academic or disciplinary reasons. Clear policies are set up in 2 rules: the Permanence Regulation and the rules of coexistence and Disciplinary Regime. If a query is requested for one or more subjects, the student can directly request if from the subject coordinator in multiple ways (face-to-face meeting, Moodle online meeting, email, tutor request, website form). The Rector has disciplinary powers to approve or decline the exclusion request and in order to appeal this decision the student must go to the Court of Justice.

7.6.2. Comments

None.

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 of reasonable adjustments for disabled students, consistent with all relevant equality and/or human rights legislation.

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

7.7.1. Findings

The psycho-pedagogical team in the Student Service Department can offer counselling, assistance in case of illness or anxiety. Four psychologists are part of this team.

An Equity and Attention to Functional Diversity Unit has the role to ensure adequate integration of students.

At VEE level, the academic tutor is the direct contact for the student to receive any complaints. Students have also the possibility to contact the University Student Advocate, who participates in the disciplinary commissions attended by the rector, the secretary general and the dean.

Grievance is resolved using mediation whenever possible.

7.7.2. Comments

The VEE benefits from a very well-structured system of student support and guidance established at university level. The quality of student support, whether organised at university level or locally

through tutors, is commendable.

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 compliance of the VEE with national and international legislation and the ESEVT Standards.

7.8.1. Findings

A service called “Service for Assistance and Attention for the Student and Family” is in place. This service receives and manages all complaints and suggestions. If the situation arises, the Dean’s Office must send an official reply within a maximum of 10 days. More informally, students can easily communicate with their tutors, with the subject coordinators or with the management staff. Anonymous suggestions, comments and complaints can be reported by means of questionnaires available on a dedicated digital platform (MedalliaND).

7.8.2. Comments

None

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

Organisation of exam sessions is managed at the University level. The assessment format is chosen by subject coordinators according to the methods they consider most appropriate. The Dean’s Office evaluates the performance of the assessment methods by taking into account input by subject coordinators and student feedback. Teachers are offered both in person and online training in assessment strategies. A minimum number of such training hours is compulsory. Theoretical knowledge is mainly assessed through written exams including different kinds of questions (e.g. MCQ, short answers, etc.). Written or oral problem or case-solving is the main

approach to assess pre-clinical practical skills (specific software programmes can be used). As regards clinical practical skills, these are mainly assessed during practical training. Students have to fill a case log of clinical cases in which they are involved. An annual check of the case log is carried out by the course coordinator.

The evaluation of soft skills is transversal to most courses and includes written reports, oral presentations and debates. The evaluation of the final degree project is made by means of rubrics and takes into account both the quality of the written report and of the oral presentation.

8.1.2. Comments

Periodical peer-review of assessment performance and amendments to assessment strategy is guaranteed by the course coordinators and the Deans' Office. Students have the opportunity to provide feedback on the assessment strategy by completing an online survey. They can also convey their opinion through students' representatives sitting in the Quality Committee (SIM).

The teacher training offered by the VEE covers assessment methods in Health Sciences and digital tools for students' assessment.

Diversity of assessment formats is quite obvious in all disciplines. Oral presentations of individual or group work allow the development and evaluation of communication skills. The observation method is used to assess clinical skills. The final degree project represents an opportunity to evaluate skills as synthesis ability and oral communication.

Assessment formats as a whole allow development across the programme towards predefined Day One Competences.

8.1.3. Suggestions for improvement

It is suggested to develop structured methods for the objective and repeatable evaluation of clinical skills.

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

The final grade for each subject is expressed on a 0-10 scale with a minimum of 5 to pass the exam. In many cases, the final grade of an exam is obtained by taking into account the results of different partial examinations (e.g. practical + written). There are two official sessions per year and two (non-official) mid-term sessions intended as partial examinations contributing up to 20% of the final grade. Grading criteria are communicated to students at the beginning of the course, and are published in the teaching course catalogue. Feedback on assessment is provided to students in a timely manner and involves at least two professors of the course. The general organisational details of the evaluation process are regulated at the University level.

Exam review is provided to students within 2 days from the publication of the grade on the online

campus. Review sessions are carried out by at least 2 teachers. Review strategies are different (e.g. individual, collective) depending on the subject and the coordinator.

The first point of reference to complain about the exam is the responsible teacher. To formally complain against assessment outcomes, students contact the Dean who, in turns, submits the issue to the Junta de Evaluacion. Each student has a designated academic tutor with mentoring functions especially in case of underperforming.

The evaluation rubrics for the final degree exam (thesis) take into account both students' engagement in the bibliographic or research work and communication skills during the exhibition of graduation.

Students have the opportunity to appeal against assessment outcomes. They may send their complaint by email to the Dean, or to the student counselling services or via the students' office by appealing officially to the Rector.

8.2.2. Comments

A structured and well organised process of exam review is in place. Grading criteria (e.g. weight of each single partial test in the determination of the final note) for each subject are adequately detailed in the course catalogue; nevertheless, the requisites to pass each part of the exam (e.g. practical part) are not always clarified in sufficient detail on the website for all subjects; however, based on feedback during the visit, they are discussed with students at the very beginning of the academic year by each course coordinator.

8.2.3. Suggestions for improvement

It is suggested to thoroughly review the course catalogue to ensure that the requisites to pass each part of the exam are explicitly described for all subjects.

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 strategies for each subject are reviewed annually by the course coordinator and the rest of professors on occasion of a coordination meeting at the end of the academic year. Examinations are planned and constructed in concordance with the learning outcomes, with various predefined competence levels based on the Labour Market needed skills. This ensures the acquisition of skills and knowledge required for further studies or graduation. Amendments are made on the basis of assessment results. Feedback from students is collected by means of online surveys.

Each academic year, the coordinators submit 3 or 4 (depending on semester or annual subjects) written reports to the Dean's Office explaining the development, criteria and results of the learning process and teaching activities as well as the evaluation criteria. Follow-up of proposed improvement actions must be reported as well.

8.3.2. Comments

The review of evaluation methods at the end of each academic year ensures a continued monitoring of student assessment issues.

8.3.3. Suggestions for improvement

It is suggested to fine-tune the assessment review process to make student involvement emerge more formally and be further encouraged.

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

According to the VEE, the curriculum design and the evaluation criteria adopted by each course guarantee student achievement of expected outcomes. Theoretical contents are provided in the form of lectures and seminars, both involving fractions of the all class. During the visit the Team collected evidence of the widespread use of continuous assessment formats.

The figure of student collaborators is said to favour the participation of students in the learning process as well as the technological tools offered by the University. During the last years teachers have been trained on how to use technology for didactic purposes (e.g. creation of YouTube channels, profile on social media offering user-friendly teaching material).

8.4.2. Comments

At the curriculum level the different assessment formats used to assess students' theoretical knowledge and direct observation of clinical skills are consistent with the need to certify the achievement of the overall learning objectives. At individual course level, the combination of different exam formats (e.g. practical + written) allows assessors to make reliable assessment decisions and recognises that students demonstrate competence in a variety of ways.

Curricular activities organised as seminars, questions/answers problem solving sessions, transdisciplinary projects, online activities or simulations help students to develop critical thinking and to transfer academic knowledge into real-world application.

The figure of student collaborator seems an interesting strategy to engage students with the teaching process. The training of teachers in using digital tools for teaching and assessment purposes is meaningful to stimulate students' proactivity. Continuous assessment of students is also a common and commendable practice.

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 clinical skills and Day One Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of the student logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.

8.5.1. Findings

A variety of methods is used to assess the acquisition of expected competences. They include written essays (e.g. legal responsibility, critical and clinical thinking, inspection report, etc.), oral presentations, multidisciplinary projects, clinical case resolution tests, practical exams. The Team was shown rubrics used to assess practical skills in some subjects (e.g. Propaedeutics). Formative assessment applies to both theoretical training (e.g. problem solving sessions) and supervised self-directed learning (e.g. exercises through the Moodle platform). Students are bound to achieve the skills listed in the logbook and fill case logs (e.g. for EPT). Logbook and case logs are regularly checked. Course coordinators regularly check students' logbooks.

8.5.2. Comments

The continuous evaluation in every subject is a suitable process to monitor students' progression in competences acquisition and identify improvement actions whenever needed. Skills and competences to be acquired in the different animal species are not harmoniously listed in the student logbook.

8.5.3. Suggestions for improvement

The assessment process at the VEE level would benefit from operating on student logbooks (intra- and extramural training) in order to provide, in a single document, an exhausting list of skills and competences to be acquired for each species of veterinary interest.

8.5.4. Decision

The VEE is compliant with Standard 8.5.

Area 9. Academic 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 training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching.

Most academic staff (calculated as FTE) involved in 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

The VEE declares that its global strategy is to offer an up-to-date knowledge taught, mainly, by

professionally active veterinarians that are connected to both academia and real life demands and changes in the veterinary profession. To achieve this goal, they offer annual online courses through teacher and staff training platforms provided by the University (UAX space, UAX Academy, UAX Faculty LAB). The courses may be online, in person or hybrid. They are offered by different departments of the University as well as by the VEE. The levels of the academic career are defined by the VII National Collective Convention, which defines the ‘Tenure Professor’ (level 1) as an accredited professor appointed by the university to occupy a position of Professor (or a tenured position) dedicated to teaching and/or research. Level 2 is a so-called ‘Recognized Professional’ of recognised prestige engaged in teaching and/or research. Level 3 is defined as an individual who holds a PhD and who is accredited by ANECA, while level 4 denotes an individual holding a PhD but not accredited by ANECA. Level 5 comprises non-doctoral graduates and level 6 is for non-doctoral graduates with less than two years of teaching experience.

Most academic staff involved in veterinary training are veterinarians (more than 2/3), and almost 75% of teaching hours are taught by vets. Non-veterinarian academic staff participates mainly in training of basic subjects and basic sciences and include chemists, physicists, biologists, agricultural, environmental and data engineers, pharmacologists, biochemists and food technologists. Contents of subjects where non-veterinarians are involved have been approved by the national accreditation system. Their veterinary orientation is monitored on a regular basis through the subject coordinators and area meetings.

Selection and recruitment of teaching staff is based on the identification of the need to recruit a new teacher, job description uploaded to the recruitment system (Infojobs) and relevant platforms (professional colleges and associations) if necessary, and to the veterinary faculty staff, publication of job offer by the Human Resources Department, Evaluation of submitted CVs by the Dean’s Office, contact with selected candidates, personal interviews with Dean and/or Head of Studies and subject coordinator, presentation of selected CVs and related information to the Human Resources Department, signing of the contract with the Human Resources Department.

Selection and recruitment of support staff follows the same programme except that there is also involvement of additional specific departments for the first steps, as support staff whose requirements may differ significantly.

9.1.2. Comments

Numbers of vets involved in veterinary training are just at the minimal value given by the relevant indicator. The VEE is quite aware of this situation and started activities to improve it in the near future. On the other hand, based on information retrieved onsite from the staff as well as from students, the veterinary orientation of the subjects taught by non-veterinarians is well established. Processes for the recruitment of staff are not described within this standard, but under Standard 9.2. The situation for the support staff is relatively favourable, with no shortage in a particular area. There is little information on the contents of the staff training in the SER. Based on information retrieved onsite, the courses offer training in all relevant areas, such as good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures. Courses for support staff are offered as well. However, all courses are offered by the University and none of them is specific for the VEE, which the VEE is committed to improve.

9.1.3. Suggestions for improvement

Permanent attention should be paid to recruitment of new staff, especially veterinarians interested in a full-time academic engagement and in academic research in the field of veterinary medicine. The formal training of the staff should not rely only on courses organised by the University, but

the VEE should offer more specific courses reflecting needs and peculiarities of teaching veterinary medicine.

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 programme, including teaching staff, ‘adjunct’ staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational 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, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.

9.2.1. Findings

The need and number of FTE academic and support staff are evaluated and may change annually considering the number of undergraduate students, comments and evaluations of teachers, subjects and practical training provided by the students in a QA evaluation system (Medallia), conclusions from the Follow-up and Improvement for the Veterinary Program Committee (SIM) and the Faculty Strategic Plan. Besides students, subject and area coordinators provide feedback on teaching competence and skills of all staff involved in teaching.

All teachers are evaluated on a yearly basis. Their teaching performance and skills are evaluated by the Dean’s office based on students’ questionnaires and feedback provided at different levels of the VEE’s hierarchy (student representatives, subject coordinators, SIM). Based on the Spanish legislation, all teachers are subject to a staff evaluation programme by ANECA, the national accreditation agency (member of ENQA). Merits in teaching, research and management are evaluated and have impact on career opportunities and supplementary remuneration. Residents, interns and PhD students involved in teaching are evaluated by their supervisors. Support staff is evaluated by the heads of their units.

9.2.2. Comments

Numbers of academic staff involved in veterinary training are just at the minimal value given by the relevant indicators. A number of staff do not have a 1.0 FTE appointment and have a part-time job elsewhere (industry, private practice), and some part-time teachers are primarily employed elsewhere or are private practitioners. In this situation, it was clarified onsite that the FTEs indicated in the relevant tables in the SER were calculated correctly and that they reflect the real situation of HRs in the VEE. Since for each person, the teaching workload given by the number of hours per week is defined, the FTEs are adjusted according to the numbers of students. On the other hand, research is only a secondary criterion considered in this context. Part-time employees are often concentrated on their teaching duties and their contribution to the VEE’s academic research is minor.

The internal system of staff evaluation reflects the structure and logistics of a private VEE. Students think that the internal system of teachers’ evaluation is efficient and helpful.

Nevertheless, it is supplemented with the external evaluation of teachers through ANECA, which gives more objectivity to the process.

9.2.3. Suggestions for improvement

The VEE should seek ways to increase the numbers of staff fully engaged not only in teaching, but also in research, especially if the curriculum is extended to 6 years in the near future.

9.2.4. Decision

The VEE is compliant with standard 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 any systems of reward for teaching excellence in operation.

Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. They 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

Staff is encouraged to develop and extend their teaching and assessment knowledge via yearly courses offered through our UAX Faculty Lab platform, and UAX Academy, as well as access to in-house courses, masters and PhD programmes in education. Based on information retrieved onsite, some of the courses are offered to support staff.

The VEE and UAX reward teaching excellence through the “Best Teacher of the Year award” based on student evaluations. The “VetTalent program” aims to identify and promote teachers aspiring to obtain national teacher accreditation. Courses and grants helping to speed up the process of accreditation are offered to them. Holders of the national teacher accreditation by ANECA get a salary complement offered as a bonus over their standard salary.

Full-time contracts comprise a balance between teaching, research, services or management. All the contracts extended to UAX academic staff are permanent, except for the positions that have a timespan limitation due to their connection to postgraduate training at the VTH (interns and residents). According to the Spanish legislation, the workload is not defined in the contracts. In the UAX VEE, teachers have a duty of 450 teaching hours (with no research workload defined), Junior researchers 112 hrs of research and 338 hrs of teaching, Senior researchers 225 hrs of research per year. Teaching workload may be reduced for teachers who have obtained a research project.

9.3.2. Comments

Similarly to Standard 9.2, further courses offered by the University are available with little or no specificity for veterinary medicine. Although these courses allow academic and support staff developing their knowledge and skills to some extent, they do not represent a coherent and structured system (see Standard 9.4.).

The balance between teaching, research, services or management is clearly defined for different types of contracts, although it is not part of the contract. The balance between teaching and workload is established between different persons rather than for individual persons. Teachers should be better motivated to do research and to contribute to the research-based academic environment, as emphasised by the ESEVT SOP.

9.3.3. Suggestions for improvement

The VEE is suggested to offer more veterinary-oriented opportunities (courses, stays) to all staff to better and more specifically motivate them to develop and extend their teaching and assessment knowledge as well as their research activities.

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

9.4.1. Findings

All the programmes dedicated to academic and support staff are communicated by the VEE through the Dean's Office as well as through the Internal Communication System. Wellbeing and personal growth opportunities are offered through the Be Healthy UAX Initiative, UAX Academy and UAX My UAX Space. Courses also include some welfare activities, such as mindfulness, nutrition, fitness challenges and yoga.

The strategy for allocation, recruitment, promotion, support and assessment of academic and support staff is proposed and authorised by the Governing Council of the University. This council includes all the Deans and Directors, Vice-Rectors, Rector and Human Resources representatives. It also oversees implementation, assessment and revision. They are communicated to staff, students and stakeholders through the Dean's Office, Internal and External Communication Department.

According to information obtained onsite, the teaching structure of a private university is defined by the professional categories of academic staff established in the VIII National Collective Agreement for Private Universities, Private University Centers and Postgraduate Training Centers, approved by Resolution of August 27, 2019, of the General Directorate of Employment. In this agreement, article 9 establishes the classification of the staff, where six levels of teachers (Tenure professor, Recognized professional, Accredited PhD by ANECA, Non-accredited PhD, Non-doctoral graduates and Recent graduates) and two levels of research personnel (senior researchers and participants to research projects) are defined. Criteria for each category are available in the above cited material. In this sense, this information has been publicised.

Promotions and appraisals are managed by the Dean's Office together with Human Resources Department and the Rector's Office. Promotion in teaching, research or management are offered based on achievements such as PhD status, research grants, national or international accreditations as teachers or in their professional fields, publications, results of feedback questionnaires, and on an overall commitment to the Veterinary Faculty and University. Appraisals are offered through the Medalia QA system, subject coordinators and the Dean's Office.

Mentoring and support procedures are offered via the Dean's Office using a system in which a junior or newly incorporated staff member is paired with a senior staff member to facilitate the onboarding process.

Academic and support staff can submit their ideas and opinions through their subject and area coordinator, participating in the SIM or directly to the Dean's Office. Their participation in the final decision making depends on their status (teacher, subject coordinator, area coordinator, area director, teacher SIM representative) as Faculty decisions are mainly debated in evaluation meetings, SIM meetings, topic meetings, University Governing Council or Management Committee. Regardless, all staff members are invited to express their ideas and concerns.

9.4.2. Comments

There is no single document which would represent a comprehensive programme of professional growth and development. Information on various opportunities offered to the staff is provided via the VEE through the Dean's Office as well as through the Internal Communication System of the University. The term used in the ESEVT SOP "publicise" means here to communicate through the University and/or VEE. There is no information available on the University/VEE's website. The VEE relies always on the same system of courses provided by the university with little or no specificity for veterinary medicine.

General information on the strategy for allocation, recruitment, promotion, support and assessment of academic and support staff is available under Standard 9.5, but has been transferred to this standard where it actually belongs. According to information from discussions with staff, these processes are defined specifically for the academic environment of private universities. However, promotion criteria and classification of teaching and research staff are available at the national as well as at the University level. No specific rules exist for the VEE within the university. The Academic and Support Staff Evaluation Sheet provided by the VEE does not represent such a document.

The fact that there is no formal representation of professional groups in the VEE's management reflects again the specificity of a private university, where decision making processes are organised differently from traditional public universities. There is no academic senate and feedback from the staff is retrieved through the subject coordinators and SIM. Given the character of private institutions, it is not our competence to make suggestions on their management structure provided that all the processes comply with general QA standards.

The promotion criteria are based on the national and University legislation and on standard approaches.

9.4.3. Suggestions for improvement

A coherent, structured and more veterinary-specific system of staff training (both academic and support) and its relationship to career development should be defined; it would be beneficial for staff as well as for the VEE.

The programme for the professional growth and development of academic and support staff should clearly define career opportunities available at the VEE and as such should be publicised at the VEE's website.

9.4.4. Decision

The VEE is partially compliant with the Standard 9.4. because the comprehensiveness and publicising of the programme for professional growth and development of academic staff are suboptimal.

Standard 9.5: A system for assessment of teaching staff must be in operation and must include student participation. Results must be available to those undertaking external reviews and

commented upon in reports.

9.5.1. Findings

Teachers are evaluated by students through the satisfaction evaluation system Medallia. This system sends online surveys to the students at the end of each semester. Students voluntarily grade the teacher from 0 to 10 regarding their satisfaction on information provided about the subject, clarity of explanations, activities stimulating student participation and work in groups, availability to answer questions related to the subject and its evaluation, how assessments give them the opportunity to reflect their knowledge, information about individual learning curve and time taken to grade exams and activities. Students are also encouraged to give written comments regarding teachers, especially if graded under 3 and over 9. These comments are shared with the SIM committee, subject coordinators and internal (Vice Rectorate for QA) and external reviewers, together with the Dean's Office analyses of the results and subsequent action plan.

Besides internal processes related to QA (see Area 1), external reviews based on the national legislation are in place.

9.5.2. Comments

An internal system of assessment of teaching staff including student participation is in operation along with a national external system.

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 staff that integrate with and strengthen the veterinary degree programme through research-based teaching.

10.1.1. Findings

For 2021/2022 the largest proportion of the research activities were carried out through external funding. However, during the reporting period most research at the VEE has been internally funded by UAX. The largest proportion of projects refers to activities offered to students as part of their dissertation in the fifth (last) year of their studies (trabajo final de grado (TFG)). The VEE's academic staff has published a total of 101 articles in indexed journals in the last three years. Several part-time staff members take part in research activities in other institutes. Since 2020 the VEE is offering a PhD programme.

10.1.2. Comments

The VEE has 149 staff members involved in veterinary education, resulting in an average of 0.68 publication/one staff member/year (for the last three years) (101/149). As the PhD programme started in 2020, there are no graduates in this course. The proportion of VEE income through research is 5%, highlighting that most of the academic activities are related to teaching, learning

and assessment.

10.1.3. Suggestions for improvement

The VEE is suggested to further develop a research-based academic environment with good quality teaching along with good quality science, based on persons fully dedicated (1.0 FTE) to this task by widening the support to staff members regarding research in order to increase the variety (in terms of basic, applied, clinical and contractual industry research) and quality of research activities carried out.

10.1.4. Decision

The VEE is partially compliant with Standard 10.1. because the spectrum of research activities of staff that integrate with the veterinary degree is suboptimal.

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

10.2.1. Findings

All students must complete a final degree research project, which can start from the second semester in year four onwards (trabajo final de grado (TFG)). The dissertation is assessed by a committee through a written and an oral evaluation.

The topics to be selected by students include clinical, laboratory and literature projects. Most students' research projects are focused on clinical subjects (47%). Internal UAX research funding requires that students are involved in the proposal.

Students are supervised by a member of the academic staff, who must hold a PhD. However, it is optional for academic staff to propose research projects for undergrad students. Each lecturer can supervise up to six students.

Academic staff provides additional optional opportunities to students interested in their research projects. Approximately 30% of the students take part in optional research activities.

The VEE integrates concepts of evidence-based medicine in the curriculum, albeit there are no standalone sessions to introduce the concept.

10.2.2. Comments

Students are provided opportunities to get involved in research in several areas. Their involvement is formalised by including a research project as part of the requirements for graduation. However, as supervising students' projects is optional for staff, and it is only possible for staff holding a PhD, several supervisors will usually supervise six students and, upon request, some supervisors are allowed to supervise a maximum of eight students. Introducing the concept of evidence-based veterinary medicine could further highlight to undergraduate students the relevance of research for the profession.

10.2.3. Suggestions for improvement

Further encouragement of staff to offer research projects could contribute to the overall research strategy of the VEE, as well as to further distribute the number of research students amongst the staff.

The VEE is encouraged to introduce standalone session(s) on evidence-based veterinary medicine early in the curriculum to complement what is already done in the modules (integrating the

concept).

10.2.4. Decision

The VEE is compliant with the 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 veterinary degree programme and are relevant to the needs of the profession and society.

10.3.1. Findings

The VEE offers one PhD programme (Veterinary Health), two internship programmes (equine and companion animals), six master programmes (two in equine and four in companion animals) and two European Board Veterinary Specialisation (EBVS) approved residency programmes.

10.3.2. Comments

Currently there are trainees enrolled in all the postgraduate programmes offered by the VEE. However, as the PhD programme started in 2021, there are no graduates. For the EBVS residence programmes, three residents have enrolled in the last three years.

10.3.3. Suggestions for improvement

The VEE is encouraged to continue developing their research activities, so the portfolio of postgraduate opportunities continues increasing.

10.3.4. Decision

The VEE is compliant with the 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 veterinary teaching programmes.

10.4.1. Findings

The UAX quality assurance system includes a set of indicators related to research, mostly focusing on outputs (e.g. number of research grants, publications). UAX internal research grants scheme review process includes checks to verify students are involved in the research (which is part of the conditions for the grants to be awarded).

Staff research activities are linked to their accreditation at national level through the National Agency for Quality, Assessment and Accreditation (ANECA). UAX academic staff promotion scheme includes obtaining ANECA accreditation status as an indicator.

10.4.2. Comments

The VEE has a QA system for student feedback, which allows capturing information on students' perceptions and opinions regarding project supervision. Furthermore, UAX has a standardised review process to assess internal grant applications which must involve students, though involvement in this area research is limited as it is optional and restricted to PhD holders.

10.4.3. Suggestions for improvement

The VEE is suggested to widen the opportunities for staff to get involved in research, to further increase possibilities of building indicators for promotion, broaden research areas for the VEE and further increase opportunities to integrate research in the teaching programme.

10.4.4. Decision

The VEE is compliant with the Standard 10.4.

11. ESEVT Indicators

The two tables underneath represent the raw data for the last two full academic years at the VEE UAX Madrid (the first table) and the calculated indicators from the Excel file provided by the VEE.

Name of the Establishment:		Veterinary Faculty - Alfonso X El Sabio University		
Name & mail of the Head:		Isabel Rodríguez Hurtado irodrhur@uax.es		
Date of the form filling:		9 - September- 2022		
	Raw data from the 2 full academic years preceding AY 2019-2020	21/22	20/21	Mean
1	n° of FTE academic staff involved in veterinary training	149.6	143.1	146.35
2	n° of undergraduate students	1032	1062	1047.00
3	n° of FTE veterinarians involved in veterinary training	117.1	122.6	119.85
4	n° of students graduating annually	173	203	188
5	n° of FTE support staff involved in veterinary training	123	123	123
6	n° of hours of practical (non-clinical) training	808	746	777
7	n° of hours of clinical training	736	712	724
8	n° of hours of FSQ & VPH training	372	372	372
9	n° of hours of extra-mural practical training in FSQ & VPH	32	18	25
10	n° of companion animal patients seen intra-murally	12285	11310	11797.5
11	n° of ruminant and pig patients seen intra-murally	279	258	268.5
12	n° of equine patients seen intra-murally	653	723	688
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	475	199	337.0
14	n° of companion animal patients seen extra-murally	0	0	0.0
15	n° of individual ruminants and pig patients seen extra-murally	12582	5340	8961.0
16	n° of equine patients seen extra-murally	1625	1808	1716.5
17	n° of visits to ruminant and pig herds	122	72	97.0
18	n° of visits of poultry and farmed rabbit units	6	4	5.0
19	n° of companion animal necropsies	367	344	355.5
20	n° of ruminant and pig necropsies	68	27	47.5
21	n° of equine necropsies	51	57	54.0
22	n° of rabbit, rodent, bird and exotic pet necropsies	249	113	181.0
23	n° of FTE specialised veterinarians involved in veterinary training	13.5	13.5	13.5
24	n° of PhD graduating annually	1	0	0.5

FINAL REPORT AS ISSUED BY ECOVE ON 7 JUNE 2023

Name of the Establishment:		Veterinary Faculty - Alfonso X El Sabio University			
Name & mail of the Head:		Isabel Rodríguez Hurtado irodrhur@uax.es			
Date of the form filling:		9 - September- 2022			
Calculated Indicators from raw data		VEE values	Median values¹	Minimal values²	Balance³
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0.140	0.15	0.13	0.014
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0.638	0.84	0.63	0.007
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0.654	0.88	0.54	0.114
I4	n° of hours of practical (non-clinical) training	777.000	953.50	700.59	76.410
I5	n° of hours of clinical training	724.000	941.58	704.80	19.200
I6	n° of hours of FSQ & VPH training	372.000	293.50	191.80	180.200
I7	n° of hours of extra-mural practical training in FSQ & VPH	25.000	75.00	31.80	-6.800
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually	62.753	62.31	43.58	19.173
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	1.428	2.49	0.89	0.538
I10	n° of equine patients seen intra-murally / n° of students graduating annually	3.660	4.16	1.53	2.130
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	1.793	3.11	1.16	0.633
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually	0.000	5.06	0.43	-0.430
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	47.665	16.26	8.85	38.815
I14	n° of equine patients seen extra-murally / n° of students graduating annually	9.130	1.80	0.62	8.510
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	0.516	1.29	0.54	-0.024
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0.027	0.11	0.04	-0.018
I17	n° of companion animal necropsies / n° of students graduating annually	1.891	2.11	1.40	0.491
I18	n° of ruminant and pig necropsies / n° of students graduating annually	0.253	1.36	0.90	-0.647
I19	n° of equine necropsies / n° of students graduating annually	0.287	0.18	0.10	0.187
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	0.963	2.65	0.88	0.083

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I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0.072	0.27	0.06	0.012
I22*	n° of PhD graduating annually / n° of students graduating annually	0.003	0.15	0.07	-0.067
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				

Most of the indicators are in the positive balance range. Indicators I7 (n° of hours of extra-mural practical training in FSQ & VPH), I12 (n° of companion animal patients seen extra-murally/n° of students graduating annually), I15 (n° of visits to ruminant and pig herds), I16 (n° of visits of poultry and farmed rabbit units/n° of students graduating annually) and I18 (n° of ruminant and pig necropsies) are below the minimum value.

Nevertheless, I7 is below the average due to the restrictions during the COVID-19 period, when from 2020 till March 2022 students' access to slaughterhouses was restricted. To compensate this, the VEE used video recordings of different slaughterhouse lines, images of post-mortem rejections and discussion sessions to cover the learning objectives in this area, prepared and delivered by experienced slaughterhouse official veterinarians who also work as part-time VEE staff members. For I12 and I15, there is a strong compensation observed in I8 and I9 values, the number of intra-mural cases seen by the students both in companion animal patients and ruminant and pig patients. Herd health, also seen by the students during visits to ruminant and pig farms was extensively covered in Animal productions, breeding, husbandry and economics (including animal welfare). Still, the number of necropsies was considered suboptimal, leading to partial compliance in Standard 5.1. While, in addition to intramural cases seen, cattle and pig necropsies take place during ambulatory clinics, not enough necropsies are performed intramurally. To correct this, the VEE is providing the VTH and the Pathology department with diseased (culled) cattle from a feedlot.

12. ESEVT Rubrics (summary of the decision on 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 QA 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 recommendations, 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 all 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 academic 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, a list of objectives, and an operating plan with a timeframe and indicators for its implementation.	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 quality assurance, within their VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. 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 1.5: 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, views and employment destinations of past students as well as the profile of the current student population. The VEE's website must mention the ESEVT VEE's status and its last Self Evaluation Report and Visitation Report must be easily available for 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. 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. Instructional integrity of these resources must take priority over 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.			
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 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), Food Safety and Quality, and Professional Knowledge.	X		
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		

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3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)	X		
3.1.5. Food Safety and Quality	X		
3.1.6. Professional Knowledge	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 an academic 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 self-learning and lifelong learning.	X		
Standard 3.3: Programme learning outcomes must: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. 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: External Practical Training (EPT) is compulsory training activities organised outside the VEE, the student being under the direct supervision of a non-academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herd health management, practical training in FSQ and VPH). Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student's professional knowledge.	X		
Standard 3.6: The EPT providers must have an agreement with the VEE and the student (in order to state 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 academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.	X		
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. The veterinary 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 with reduced mobility, 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, size and equipped for the instructional purposes and must be 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 academic and support staff.	X		
Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must: <ul style="list-style-type: none"> 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 	X		

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<ul style="list-style-type: none"> • promote best husbandry, welfare and management practices • ensure relevant biosecurity and bio-containment • be designed to enhance learning. 			
<p>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 standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.</p> <p>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 exceeding the best available in the private sector.</p> <p>The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.</p>	X		
<p>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: diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services, pharmacy and necropsy facilities.</p>	X		
<p>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 animal care and for prevention of spread of infectious agents. They must be adapted to all animal species commonly handled in the VTH.</p>	X		
<p>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 academic supervision.</p>	X		
<p>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 to prevent the spread of infectious agents.</p>	X		
<p>Standard 4.9: Operational policies and procedures (including e.g. biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors and a Biosafety manual must be available. The VEE must demonstrate a clear commitment for the delivery of biosafety and 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 a regular monitoring of the feedback from students, staff and clients.</p>	X		
Area 5. Animal resources and teaching material of animal origin			
<p>Standard 5.1: The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled.</p> <p>Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.</p>		X	
<p>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 direct academic supervision and following the same standards as those applied in the VEE.</p>	X		
<p>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.</p>	X		
<p>Standard 5.4: Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the VEE.</p>	X		
Area 6. Learning resources			
<p>Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. 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.</p>	X		
<p>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 an IT expert, an e-learning platform, and all the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.</p> <p>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).</p>	X		
<p>Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.</p>	X		
Area 7. Student admission, progression and welfare			
<p>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.</p>	X		

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In relation to enrolment, the VEE must provide accurate and complete information regarding all aspects of the educational programme in all advertising for prospective national and international students. Formal cooperations with other VEEs must also be clearly advertised.			
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 of reasonable adjustments for disabled students, consistent with all relevant equality and/or human rights legislation. There must be effective mechanisms for 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 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 assessments 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 clinical skills and Day One Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of the student logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.	X		
Area 9. Academic 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 training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching. Most academic staff (calculated as FTE) involved in 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		

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<p>Standard 9.2: The total number, qualifications and skills of all staff involved with the programme, including teaching staff, ‘adjunct’ staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the VEE’s mission. A procedure must be in place to assess if they display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part time, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.</p>	X		
<p>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. Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. Academic 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.</p>	X		
<p>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 academic 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 academic and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in, and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.</p>		X	
<p>Standard 9.5: A system for assessment of teaching staff must be in operation and must include student participation. Results must be available to those undertaking external reviews and commented upon in reports.</p>	X		
Area 10. Research programmes, continuing and postgraduate education			
<p>Standard 10.1: The VEE must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.</p>		X	
<p>Standard 10.2: All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.</p>	X		
<p>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 veterinary degree programme and are relevant to the needs of the profession and society.</p>	X		
<p>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 veterinary teaching programmes.</p>			
<p><i>C: (total or substantial) compliance; PC: partial compliance (Minor Deficiency); NC: non-compliance (Major Deficiency)</i></p>			

Executive Summary

Brief history of the VEE and its previous EAEVE Visitations

The Faculty of Veterinary Medicine (called the Veterinary Education Establishment (VEE) in this Report) belongs to the ‘Universidad Alfonso X El Sabio’ (UAX) and was established in 2002. It is located in the main campus, along with the VTH, but also has two farms operating off campus. The main changes in the last three years include a change in the ownership of UAX, which led to a change in management and restructuring the overall mission and objectives of the VEE.

The VEE was evaluated by EAEVE for the first time in November 2014, being granted by the ECOVE the status of “non-approval” due to three Major Deficiencies. In December 2017, the VEE was re-visited, and it did not change its status, since only one of the three Major Deficiencies was partially rectified, while the other two remained.

Brief comment on the SER

An extended SER was provided on time to the Visitation Team along with the Appendices. The description of some of the Areas and Standards needed clarifications and/or raised questions; answers to those were provided by the VEE on time, ahead of the visitation. Further information was willingly provided on site, during the visitation.

Brief comment on the Visitation

The Visitation was very well prepared, well organised and carried out in a cordial and professional atmosphere. The Liaison Officer was very efficient, diligent and always helpful. The programme of the visitation was designed in advance, in constant agreement with the Chairperson and the Coordinator, some minor changes being made on the spot and easily implemented upon request of the Visitation Team.

The visitors were given all courtesy and assistance needed, had full access to all the information, facilities and individuals they asked for, in a very transparent manner.

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

- The excellent attention and assistance provided by UAX and the VEE to student welfare and support
- Positive attitude and commitment of the University QA Vice-Rector and the entire team towards the continuous development of quality culture
- Positive interaction between students and staff, in an environment conducive to learning
- The commitment of staff and students
- The strong support provided by the staff to the students
- Aspiration to comply with national and ESEVT accreditation standards
- Interdisciplinary research and teaching project “Calf nursery”
- Willingness to further improve the quality of student training

Additional commendations are described in the Visitation Report.

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

- Partial compliance with Substandard 3.3., because of suboptimal description of learning outcomes of some of the individual units of study;

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- Partial compliance with Substandard 5.1., because of suboptimal number and variety of some of the materials of animal origin, especially the number of necropsies in food-producing animals;
- Partial compliance with Substandard 9.4., because of suboptimal comprehensiveness and publicising of the programme for professional growth and development of academic staff;
- Partial compliance with Substandard 10.1., because the spectrum of research activities of staff that integrate with the veterinary degree is suboptimal.

Additional suggestions for improvement are described in this Visitation Report.

Items of potential non-compliance with the ESEVT Standards:

None.

Glossary

Abbreviations

ANECA: National Agency for Quality Assessment and Accreditation in Spain
D1C: ESEVT Day One Competences
EAEVE: European Association of Establishments for Veterinary Education
EBVS: European Board of Veterinary Specialisation
ECOVE: European Committee of Veterinary Education
ECTS: European Credit Transfer and Accumulation System
ENQA: European Network for Quality Assurance in Higher Education
EPT: External Practical Training
ESEVT: European System of Evaluation of Veterinary Training
ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area
FSQ: Food Safety and Quality
FTE: Full-Time Equivalent
IT: Information Technology
PDCA: Plan Do Check Adjust
QA: Quality Assurance
SER: Self-Evaluation Report
SIM: Monitoring and Improvement Committee
SOP: Standard Operating Procedure
SWOT: Strengths, Weaknesses, Opportunities, Threats
VPH: Veterinary Public Health
VTH: Veterinary Teaching Hospital
UAX: Alfonso X El Sabio University

Decision of ECOVE

The Committee concluded that no Major Deficiencies had been identified.

The Veterinary Education Establishment (VEE) of the Alfonso X El Sabio University (UAX) is therefore classified as holding the status of: **ACCREDITATION**.