PRELIMINARY VISITATION REPORT

To the Faculty of Veterinary Medicine and Expiremental Sciences of the Universidad Católica de Valencia San Vicente Mártir (UCV), Valencia, Spain

On 9 – 12 May 2023

By the Preliminary Visitation Team:

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Contents of the Preliminary Visitation Report

Introduction

The Faculty of Veterinary Medicine (called the Veterinary Education Establishment /VEE/ in this report) was created in 2011, as one of the 10 faculties of the Universidad Católica de Valencia San Vicente Mártir (UCV), a Spanish private university.
In addition to the teaching facilities of Santa Úrsula and Marqués de Campo, a Veterinary Teaching Hospital (VTH) and a teaching farm have been developed. An equine clinic is under development. The main objective of the VEE is that each student receives an individualised follow-up, not only in what affects the exclusively academic field but in the integral education of the individual.
The VEE has never been visited by EAEVE.

1. Objectives, Organisation and QA Policy

1.1. Findings

The mission of the VEE is formulated in the Self-Evaluation Report (SER) as follows: 'The VEE is made up of a large group of professors, who are also researchers and professionals specialised in the different fields of veterinary medicine, who offer complete and personalised training to the students, to turn them into perfectly qualified professionals in areas such as Animal Production, FSQ & VPH, Veterinary Medicine and Biomedical Research.'

The VEE is a part of the UCV. The Dean is responsible for the veterinary curriculum and for all professional, ethical and academic affairs of the VEE. The dean holds a veterinary degree.

The VEE has a culture of quality control and continuous quality improvement which is based on internal audits following the UCV by the Internal Quality Assurance System (SAIC). External audits are performed following the AUDIT-ANECA programme (attached in Appendix 5 of the SER).

A SWOT analysis of the current activities of the VEE is available. However, a list of objectives and an operating plan with a timeframe, indicators for its implementation and involvement of both internal and external stakeholders are not described in the SER.

Different procedures and changes to be implemented in the VEE are decided by the Internal Management Commission team. The VEE's organisation, activities and quality control policy are discussed at the different commissions meetings (Quality Commission, Follow-up Degree Commission, Practices and TFG Commission, Internationalization Commission, and Research Commission). They are later approved at the VEE Board meeting, after which they are communicated to the staff, students and stakeholders and implemented. In the case of major changes and far-reaching decisions, it is presented to the UCV Governing Council (the University's governing structure) if required.

The VEE informs interested parties and the public about its purpose through its website. The current language of the website is mainly Spanish.

1.2. Comments
The mission statement of the VEE in the report is rather descriptive and not a clear mission statement which is related to a specific strategic plan.
There is a clear strategic plan for educational and academic vision and strategy at the university level, however, this vision and strategic plan are not specified for the VEE.

1.3. Suggestions
Additional information should be provided in the SER such as a VEE-specific strategic plan, with a particular focus on how to adapt the number of staff and the number and variety of patients and necropsies to the forthcoming increase in student numbers.
It is also suggested to use in the SER the wordings/glossary recommended in the latest ESEVT SOP.

2. Finances

2.1. Findings
The UCV is a non-profit organisation.
The annual expenditures are around 4400K€ (52% for salaries and 35% for operating costs).
The annual revenues are around 4900K€ (77% from tuition fees, 26% from clinical services, and 1.5% from research grants).
All students (national and international) pay 9750€ in tuition fees per year, although a few students receive a discount or a scholarship.
The annual expenditures, revenues and balance are expected to increase in the near future.
Investments and maintenance costs are funded by the UCV Foundation, which is linked to the Valencia Archdiocese.
The VTH is an independent cost unit of the University that must be self-sufficient in the costs and benefits it entails.
The annual budget of the VEE is proposed by the VEE management and approved by the Governing Council of the University.
The committees involved in financial monitoring and decision-making are the CVU Executive

Committee (formed by the Chancellor, General Director, Vice-Rector, and a Trustee). and the CVU Management Committee (created by the Director of the VTH and representatives of the CVU management).

2.2. Comments

The current budget is well-balanced.

Although global clinical services provided by the VEE must be self-sufficient, the priority is to provide high-quality clinical education and be compliant with ESEVT Standards, since UCV is a non-profit organisation. The VEE is aware that clinical services for food-producing animals and equines cannot be self-sufficient and need to be financially supported.

The VEE has no autonomy regarding the use of incomes but a close collaboration does exist between the VEE and the UCV decision-making body.

2.3. Suggestions

Additional information could be provided in the SER on research grants and PhD scholarships provided by UCV and external bodies.

3. Curriculum

3.1. General Curriculum

3.1.1. Findings

The complete description of the educational objectives of the VEE and the general strategy of the design and management of the curriculum is reflected in the UCV Veterinary Verification Report, which is attached in Appendix 6 (in Spanish). The UCV Veterinary Verification Report details the characteristics of the Veterinary Degree offered by UCV.

The Veterinary Degree offered in the VEE is classified in the ISCED branch as ISCED 1 and 2 to the competent state agency "National Agency for Quality Assessment and Accreditation (ANECA)", being classified as veterinary health sciences.

The UCV Veterinary Verification Report details the distribution of credits in the curriculum to 300 credits (ECTS) which offers a programme that meets the criteria of the National Qualification Framework for Higher Education.

The study programme provided by the VEE is competency-based and designed so that it meets the objectives set for it, as reflected in Teaching Guide.

The VEE encourages and prepares students for self-learning and permanent learning since all the subjects have a part in the evaluation of the student's autonomous work.

The VEE has a committee called the Follow-up Degree Commission, with professionals from the organisational chart of the VEE, together with the Module Coordinators, and a Veterinary Students' Delegates Representative with clear reporting lines, to oversee and manage the QA process and the curriculum and its delivery. In these meetings, the curriculum and its management are supervised and administered, acting as internal quality control of the VEE.

The Representative of Veterinary Students' Delegates is subsequently in charge of transferring the conclusions drawn from the meetings to other students.

3.1.2. Comments
Whether the programme meets the Day One Competences is not clear in the SER.

3.1.3. Suggestions
Additional information could be provided in the SER on how the programme allows the acquisition of the Day One Competences and how it is assessed.

3.2. Specific curriculum

3.2.1. Findings
Basic sciences
All the basic sciences are designed, resources and managed in accordance with the EU directives. Whole-body dissections in anatomy only take place on dogs and chickens.

Clinical Sciences in companion animals (including equine and exotic pets)
The number of hours in clinical training and necropsies of equine and companion animals does not meet the recommended minimal values (see indicators 5, 10, 12 and 19).

Clinical Sciences in food-producing animals (including Animal production)
The number of hours in clinical training, farm visits and herd health visits does not meet the recommended minimal values (see indicators 5 and 15).

Veterinary Public Health (including Food Safety and Quality)
In the practical rotations carried out in VPH (including FSQ), those carried out in external centres such as slaughterhouses and places of production, preparation, distribution/sale, or consumption of food of animal origin have been indicated in the tables. In addition, the students also carry out multiple practices in intramural laboratories. For those practices carried out in external centres, the students are always accompanied by a professor from the UCV. However, the number of hours in extramural training in FSQ & VPH does not meet the recommended minimal values (see indicators 17 and 18).

Professional knowledge
Professional knowledge including soft skills (e.g. communication, working in a team, management skills) is provided in several courses and compulsory seminars for all students.

3.2.2. Comments
Basic sciences
The only anatomical dissection performed on animals intended for food production is on chickens.

Clinical Sciences in companion animals (including equine and exotic pets)
The caseload is currently low but is increasing.

Clinical Sciences in food-producing animals (including Animal production)
Animal production is taught in subjects independent of those of FPA health. All subjects in these areas are taught to students during the same academic years, 4th and 5th grade, and are part of the same module.

Veterinary Public Health (including Food Safety and Quality)
The number of hours in extramural training in FSQ is too low.

Professional knowledge
There is currently no mock clinic to enhance student communication skills.

3.2.3. Suggestions
None.

3.3. Elective Practical training

3.3.1. Findings
The organisation of Elective Practical Training (EPT) consists of two parts. The first part is planned during the Supervised Practical Training and clinical Rotation, in which the student has a month of free choice. The second part consists of carrying out practices linked to the 5th-year optional subject, which students choose according to their preferences, and practices are done during a period of 2 weeks.
The partner practices are linked to the UCV by signing an agreement.
At the end of the EPT, the tutor in charge of directing the Final Degree Project (TFG) evaluates the student through a rubric and the report submitted by the student.

3.3.2. Comments
Core, elective and optional trainings are clearly differentiated in the study programme.

3.3.3. Suggestions
None.

4. Facilities and equipment

4.1. Findings
The Faculty of Veterinary Medicine and Experimental Sciences has its headquarters in Santa Úrsula and Marqués de Campo buildings in the centre of Valencia. These facilities have nine classrooms of 90 m^2, capacity for 60-65 people each, and seven classrooms of 40-60 m^2, and capacity for 30-45 people, for face-to-face training.

Regarding practical education, there are 12 learning laboratories located respectively at the headquarters of Santa Úrsula (7 laboratories), at the Veterinary Teaching Hospital (VTH) (4 laboratories), and at the Teaching Farm (1 laboratory). The Santa Úrsula building has seven well-equipped teaching laboratories, six destined to do intramural practices, and one destined to perform TFGs (and research studies). They have a capacity of 18 and 20 people.

The VEE has a well-equipped VTH, located in the centre of Valencia (Avenida Pérez Galdós, situated 1.6 km from Santa Úrsula). The VTH is a referral clinic for companion animals and offers a 24/7 emergency service for companion animals. The VTH also includes a necropsy hall and facilities for anatomy teaching.

During day times the VTH offers students state-of-the-art facilities for practicals and clinical training (including diagnostic imaging, anaesthesia, clinical pathology, intensive care surgeries etc) supervised by academic staff. Although the VTH offers a 24/7 emergency service, the students do not participate in the night and weekend services.
There is an isolation facility in use in the VTH.

To carry out intramural clinical procedures for horses, the facilities of the "Hípica de Valencia" are used, a space leased by the University, located in the centre of Valencia. At the date of the PV, the VEE has no horse clinic and clinic for farm animals. However, the VEE has far outlined plans for a horse clinic with also additional facilities for large farm animals in the city of Segorbe which is intended to be up and running in late 2024.
In addition, the group of clinical teachers carries out extramural outpatient visits with students in the Equine and farm animal courses in the 3rd year and the clinical rotation in 5th courses.

Students participate in a large number of guided visits to slaughterhouses, meat and food processing companies.

The Teaching Farm consists of a multi-species farm (for rabbit, sheep and beef cattle) located in the Municipality of Sagunto (situated 30 km from Valencia).
Additional extramural practical trainings are carried out in private companies, VPH centres, and research centres distributed throughout the country.
The VEE has a transport appointment with a private company for transporting students to all relevant facilities outside the city of Valencia.

The VEE has a team of professors to conduct an outpatient service for food-producing animals. This function is carried out both in the Teaching Farm and in the private Farms, where the temporary professors carry out their usual professional work and that the student witnesses firsthand in small groups of 2 to 3 students. Likewise, livestock health management is carried out in the same way on the Teaching Farm and private farms, which the students visit with the temporary professor.

4.2. Comments
Biosecurity measures should be implemented in all clinical and teaching facilities, both intramurally and extramurally.

4.3 Suggestions
Additional information could be provided in the SER on facilities used for clinical training in ruminants and pigs, both for individual medicine and population medicine.

5. Animal resources and teaching material of animal origin

5.1. Findings
The number and variety of patients and necropsies available for clinical training doesn't currently meet the recommended minimal values (see Indicators), although the VEE is working to increase these numbers.

The number and variety of animals and material of animal origin for preclinical and clinical training are evaluated by the person in charge of each subject and are reviewed by the Module Coordinator, as well as by the Follow-up Degree Commission.

All practical training at external sites is performed under academic supervision.
The organisation and management of external sites such as the Teaching Farm and the "Hípica de Valencia" centres, where the practices with cattle, small ruminants, swine and equines are performed, depending on private companies. All companies have an agreement with the UCV.

Professors of different subjects implement and teach nursing care skills to undergraduate students in clinical practicals carried out during their courses. The students improve these skills during the Supervised Practical Training and Clinical Rotation practices carried out in the 5th year.

The VTH's electronic patient registration system is QVET used in the VTH. Students can easily access this patient registration system. For Farm Animals and Equines, patient information is currently not registered in QVET but registered in Excel.

5.2. Comments
There is no information in the SER on how the VEE will adapt the number of patients and cadavers to the forthcoming increase in the number of students.

5.3. Suggestions
See under 1.3.

6. Learning resources

6.1. Findings
There is an e-learning platform called UCVnet, a library and access to different consultation databases (online Library Resources; Acland's Video Atlas; Proquest Consultation Database; Online Tirant DataBase; EBSCO Databases; Tirant Library; Clinical Key; Graó digital content; NNNConsult; Tirant Reading Cloud; Vlex; JoVE Peer Reviewed Scientific Video Journal).
One Librarian with a formal Diploma in Library Science and Documentation and one Assistant are devoted to veterinary staff and students.
Students are taught about the other uses and applications of the different learning tools available.
Specific training courses are provided for all professors for optimal use of the UCV e-learning platform, the different technological resources and the computer applications.
The library/reading rooms have a capacity of 190 persons. The opening hours are from 7.30 a.m. to 9 p.m. and the loan is from 9 a.m. to 2 p.m. and from 4 p.m. to 6.30 p.m. It is managed by one Librarian with a degree in Documentation and one Assistant.
6000 books, 235 live subscriptions to periodicals, 1237 DVDs, and 451 VHS of scientific and pedagogical interest are available, a few of them devoted to veterinary sciences.
The UCVnet platform is based on open-source Moodle technology. It has a public access space where aspects directly related to academic activity can be consulted by staff, students, stakeholders and the public.
The UCV has an informatic service that helps maintain the functions of digital resources. Many learning and teaching rooms are equipped with individual PC.

Access to the internet via Eduroam is available in most facilities. Staff and students have access to the intranet databases and library from abroad.

The VEE organises discussion forums, autonomous work e-learning tasks such as clinical case studies, online lessons for continuous knowledge assessment, the creation of portfolios and logbooks at the end of the practices, collaborative work, and group work during the training.

There is a skill lab with dummies of different species.

6.2. Comments

Staff and students have access to learning resources intramurally and extramurally, with bibliographical and IT supports.

Skill lab equipment is available in several rooms and used during core practical training, before initiating the clinical training on patients. However, there are no rooms where students may go as frequently as they need for acquiring the relevant skills.

6.3. Suggestions

Additional information could be provided in the SER on veterinary e-books, e-journals, (3D) videos and other e-tools which are available for students.

Access to the skill lab could be freely allowed to students in addition to the core practical training.

7. Student admission, progression and welfare

7.1. Findings

Pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification and information regarding the educational programme in all advertisements for prospective national and international students could be found on the website of UCV: https://www.ucv.es/oferta-academica/grados/grado-en-veterinaria.

Most information is in Spanish.

The average number of students yearly admitted is 66. Starting in 2022 the number of students admitted increased to 132 students per year.

Regarding the Indicators, this number is currently not everywhere consistent with the resources available for students and student learning.

The Governing Council of UCV University has agreed to establish a percentage of 5% reservation places for students with disabilities (mental problems or different illnesses). There are clear policies and procedures in place on how applicants with disabilities or illnesses are accommodated in the programme and could meet the ESEVT Day One Competences by the time they graduated.

The total attrition rate in the VEE varied from 32,9 % for the cohort 2015-2016 to 22.78% for the cohort 2016-2017.

The mechanisms for excluding students during their progression at the University are clearly described. The VEE has procedures and policies in place for managing appeals against decisions. These procedures are publicly available.

Students have at their disposal five support mechanisms during their training at the UCV:

1. Support and Orientation Service (S.O): this is a free service offered by the UCV to all its students and comprises three psychologists, two pedagogues, one educational psychologist, and its coordinator. The SO also support for Professors-Tutors and provides workshops for students to provide them with strategies to complete their studies, both in the academic area, personal and professional and
2. Tutorial Action programme: tutors for students entering University studies for the first time, and from the 2nd academic year, the students have a mentor who helps them in each academic year, being a professor who has a significant involvement and teaching with the students during that academic year.
3. Student Defense Service: the University student defender at the UCV is the person who must ensure respect for the rights and freedoms of professors, students, and PAS. In addition, the person acts as a mediator in those conflicts in which her/his intervention is requested.
4. Service of Labour Insertion and Management of Labour Exchanges that carries out the Labour Insertion Workshops.
5. Levelling Courses: the University offers first-year students the possibility of taking levelling classes in Mathematics, Physics, and Chemistry free of charge to lay the foundations of prior knowledge.

The VEE has a clear procedure for the resolution of student grievances (e.g. interpersonal conflict or harassment), by their tutor professor to explain these aspects, the Student Defense Service confidently, and the Suggestions/Complaints/Congratulations Mailbox on their Intranet.

7.2. Comments
The education is student-centred with tutoring, mentoring and psychological support well appreciated by the students who receive an individualised follow-up.

7.3. Suggestions
None.

8. Student assessment

8.1. Findings
The general student evaluation strategy of the VEE is marked by ANECA.
Theoretical knowledge is assessed through exams with questions, test types, short questions, development questions, and problem-solving questions. Students have two calls for academic exams.
Preclinical practical skills are evaluated by carrying out practical exams (using rubrics or direct grading).
Clinical practical skills are evaluated through the rotation of clinical practices. Feedback is provided and recorded in a logbook. Soft skills are assessed by carrying out the tasks associated with the individual and group work of the students.

The transparency of the evaluation criteria and procedures of all the subjects that are part of the VEE study plan is ensured in the UCV Veterinary Verification Report, as well as its modifications ("Modifica") and the Teaching Guides on the website of the UCV.

Post-assessment feedback is provided to students for each qualification item contemplated in the Teaching Guide. Therefore, the theoretical and practical exams have an official review day of the exams, which is published on the University Intranet.

Students have various appeal procedures against the evaluation results, such as speaking directly with the professor responsible for the subject if they disagree with the grade obtained in any of the subject items.

The evaluation design is based on the learning results that the responsible professor wants to obtain so all the learning results must be reflected in each student's final grade.

8.2. Comments
Day One competences are part of the assessment process but are not assessed explicitly.
Several sheets are used for the control of the teaching activities but there is no centralised (electronic) case log/logbook for monitoring the acquisition of Day One Competences.

8.3. Suggestions
None.

9. Teaching and support staff

9.1. Findings
The Educa-Acción Continuous Training Service manages the training of the staff in agreement with the Dean, Department Directors and Vice-Rectors. It includes compulsory training (Basic Training and Training Required by the Position) and voluntary training (proposed by UCV or another body). The acquisition of skills and abilities in digital technologies for virtual teaching is included in these trainings.
The VEE employs around 50 FTE permanent teaching staff, 20 FTE temporary teaching staff and 35 FTE support staff. These numbers could increase in the near future.
The Faculty Recruitment Committee is composed of three members: the Rector, or the person to whom he delegates, who will be its President and two members appointed by the Grand Chancellor of the University. In the case of vacancies in specialist positions at the Veterinary Hospital, the entire recruitment process, interview and selection is carried out by the Director of the Hospital.
The Teaching and Research Staff of the UCV is distributed into the following categories of professors:
− Full professors: the dedication of this professor will be 30% to teaching (equivalent to teaching 18 ECTS credits), 60% to research and 10% to the university life of the UCV;
− Professors: the dedication of this professor will be 40% to teaching (equivalent to teaching 24 ECTS credits), 50% to research and 10% to the university life of the UCV;
− UCV Accredited Professors: the dedication of this professor will be 50% to teaching (equivalent to teaching 30 ECTS credits), 40% to research and 10% to the university life of the UCV;
− PhD Professors: the dedication of this professor will be 65% to teaching, 25% to research and 10% to the university life of the UCV;
− Assistant Professors: the Predoctoral Assistant Professor may participate in different subjects, not being the professor responsible for them, up to a maximum of 6 ECTS; the Postdoctoral

Assistant Professor may participate in different subjects, not being the professor responsible for them, up to a maximum of 18 ECTS;

− Associate Professors are professionals from different sectors who contribute their knowledge and practical experience; they are hired, on a part-time basis, to teach up to a maximum of 12 ECTS.

The VEE professors may progress professionally within UCV from the initial stage of training (Assistant Professor) to the highest academic category (Full Professor), according to the procedure and requirements outlined in the Faculty Statute and under the responsibility of the Professional Career Evaluation Commission (CECP).

Support staff do not have a described career progression based on performance evaluation.

The professors' teaching activity is evaluated through the DOCENTIA programme.

The results of the teaching activity evaluation survey are analysed by an evaluation commission and communicated to the teacher and his/her academic manager, who may recommend a greater or lesser teaching load in the definition of Teaching Organisation Programmes (POD) for subsequent courses and/or advice on some training activity for the improvement of the teacher.

9.2. Comments

Indicator 1 (teaching staff versus undergraduate students) is just above the minimal value, although the number of students will more than double in the near future.

Academic staff are heavily involved with teaching activities, which reduces their available time for grants applications, research activities and PhD supervision.

The flat career and the absence of potential promotions for support staff may be a concern for their long-term motivation.

9.3. Suggestions

Additional information could be provided in the SER on how and when the VEE will recruit the requested additional staff, especially in clinical disciplines, in order to cope with the forthcoming increase in the number of students and the time requested for additional research activities.

10. Research programmes, continuing and postgraduate education

10.1. Findings

Most academic staff are involved with scientific research and participate in national and international conferences, although there is currently a need to be more funded veterinary research projects.

Students from the first year are trained in bibliographic search, research techniques and scientific methods. This training is perfected throughout the completion of the graduation thesis, which is tutored by academic staff (for exposing the student to the characteristics of the work, assisting and guiding the student in the development of his tasks, and authorising the thesis defense). Undergraduate students may participate in research projects in they want.

The VEE proposes a few PhD programmes, internships, residency programmes, and continuing education courses.

The veterinary teachers are evaluated under the Nature Sciences criteria by ANECA. The research, continuing education, and postgraduate programmes are evaluated by a committee chaired by the Vice-Rector for research.

The veterinary PhD students are linked to the doctoral school in Life Sciences.

10.2. Comments
Students receive a research-based education and are trained in research methods, e.g. through the graduation thesis.
Most academic staff have a PhD and are supposed to perform some research activities, although their available time for research is limited and the number of published scientific papers is currently relatively low.

10.3. Suggestions
Additional information could be provided in the SER on planned research grants applications, EBVS (alternate) residency programmes (alone or together with another VEE/Diplomate), veterinary PhD programmes and international research programmes.

11. ESEVT Indicators

ESEVT Indicators

			Year-20-21	Year-21-22	Mean	
	Name of the Establishment:	UNIVERSIDAD CATÓLICA DE VALENCIA SAN VICENTE MÁRTIR				
	Name & mail of the Head:	ANTONIO CALVO CAPILLA <antonio.calvo@ucv.es>				
	Date of the form filling:	20.02.2023				
	Raw data from the 2 full academic years preceding AY 2019-2020		Year-20-21	Year-21-22	Mean	
1	n° of FTE academic staff involved in veterinary training		68,8	72,53	70,67	
2	n° of undergraduate students		503	513	508,00	
3	n° of FTE veterinarians involved in veterinary training		53,86	57,06	55,46	
4	n° of students graduating annually		55	73	64	
5	n° of FTE support staff involved in veterinary training		32,41	38,94	35,675	
6	n° of hours of practical (non-clinical) training		783,5	781	782,25	
7	n° of hours of clinical training		644	641	642,5	
8	n° of hours of FSQ & VPH training		414	414	414	
9	n° of hours of extra-mural practical training in FSQ & VPH		8,5	11,5	10	
10	n° of companion animal patients seen intra-murally		1685	2129	1907	
11	n° of ruminant and pig patients seen intra-murally		158	152	155	
12	n° of equine patients seen intra-murally		7	14	10,5	
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally		99	81	90,0	
14	n° of companion animal patients seen extra-murally		0	0	0,0	
15	n° of individual ruminants and pig patients seen extra-murally		1660	1663	1661,5	
16	n° of equine patients seen extra-murally		119	157	138,0	
17	n° of visits to ruminant and pig herds		26	28	27,0	
18	n° of visits of poultry and farmed rabbit units		8	0	4,0	
19	n° of companion animal necropsies		17	20	18,5	
20	n° of ruminant and pig necropsies		126	135	130,5	
21	n° of equine necropsies		0	0	0,0	
22	n° of rabbit, rodent, bird and exotic pet necropsies		168	173	170,5	
23	n° of FTE specialised veterinarians involved in veterinary training		10,2	6,44	8,3	
24	n° of PhD graduating annually		4	3	3,5	

The boxes within the red frames must be filled in by the Establishment (the other values will be automatically calculated)

ESEVT Indicators

Name of the Establishment:	UNIVERSIDAD CATÓLICA DE VALENCIA SAN VICENTE MÁRTIR				
Date of the form filling:		20.02.2023			
Calculated Indicators from raw data		Establishment values	Median values[1]	Minimal values[2]	Balance[3]
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0,139	0,15	0,13	0,013
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0,867	0,84	0,63	0,237
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0,557	0,88	0,54	0,017
I4	n° of hours of practical (non-clinical) training	782,250	953,50	700,59	81,660
I5	n° of hours of clinical training	642,500	941,58	704,80	-62,300
I6	n° of hours of FSQ & VPH training	414,000	293,50	191,80	222,200
I7	n° of hours of extra-mural practical training in FSQ & VPH	10,000	75,00	31,80	-21,800
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually	29,797	62,31	43,58	-13,783
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	2,422	2,49	0,89	1,532
I10	n° of equine patients seen intra-murally / n° of students graduating annually	0,164	4,16	1,53	-1,366
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	1,406	3,11	1,16	0,246
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 ann	25,961	16,26	8,85	17,111
I14	n° of equine patients seen extra-murally / n° of students graduating annually	2,156	1,80	0,62	1,536
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	0,422	1,29	0,54	-0,118
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,063	0,11	0,04	0,018
I17	n° of companion animal necropsies / n° of students graduating annually	0,289	2,11	1,40	-1,111
I18	n° of ruminant and pig necropsies / n° of students graduating annually	2,039	1,36	0,90	1,139
I19	n° of equine necropsies / n° of students graduating annually	0,000	0,18	0,10	-0,100
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	2,664	2,65	0,88	1,784
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating	0,130	0,27	0,06	0,070
I22*	n° of PhD graduating annually / n° of students graduating annually	0,055	0,15	0,07	-0,015
1	Median values defined by data from Establishments with Accreditation/Approval status in May 2019				
2	Recommended minimal values calculated as the 20th percentile of data from Establishments with Accreditation/Approval status in May 2019				
3	A negative balance indicates that the Indicator is below the recommended minimal value				
*	Indicators used only for statistical purpose				

11.1. Findings
Nine Indicators are currently below the minimum values i.e. I5, I7, I8, I10, I12, I15, I17, I19 and I22.

11.2. Comments
The number of patients and cadavers in the most common species is below the recommended values for the current number of students. This imbalance could worsen with the planned increase in the number of students if a strategy is not developed to increase the caseload.

11.3. Suggestions
Additional information could be provided in the SER on how and when the Indicators with a negative balance will be corrected, in the context of the forthcoming increasing number of students. It is suggested to use the last Indicators Excel file with merged values for intra- and extra-mural patient caseload.

12. Conclusions

The VEE is well aware of the ESEVT SOP in general and the accreditation Standards in particular, and there is an ongoing process in place to achieve compliance with these Standards.

A non-exhaustive list of areas of concern about the compliance of the VEE with the ESEVT Standards is mentioned in this report. However, the VEE is invited to focus on the compliance with all parts of all 55 Standards.

The visiting team considers that the VEE is sufficiently informed, organised and equipped for undergoing a Full Visitation within 3 years.

13. Glossary

ANECA: National Agency for Quality Assessment and Accreditation
CCT: Core Clinical training
D1C: ESEVT Day One Competences
EAEVE: European Association of Establishments for Veterinary Education
EBVS: European Board of Veterinary Specialisation
ECOVE: European Committee on Veterinary Education
EPT: Elective Practical Training
ESEVT: European System of Evaluation of Veterinary Training
ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area
FPA: food-producing animals
FSQ: Food Safety and Quality
FTE: Full-Time Equivalent
IT: Information Technology
OSCE: Objective Structured Clinical Examination
PDCA: Plan Do Check Adjust
PPT: Professional Practical Training
QA: Quality Assurance
SER: Self-Evaluation Report
SOP: Standard Operating Procedure
UCV: Universidad Católica de Valencia San Vicente Mártir
VEE: Veterinary Education Establishment
VPH: Veterinary Public Health
VTH: Veterinary Teaching Hospital

Conclusion of ECOVE

The Committee supports the conclusions of the visitation team and agrees that the Preliminary Visitation Report provides convincing evidence that the VEE is sufficiently informed, prepared and equipped for undergoing a Full Visitation within 3 years after the Preliminary Visitation.