

Facultad de Ciencias Experimentales y de la Salud

Licenciatura de Veterinaria



Self Evaluation Report for EAEVE visit

Valencia, 12th-18th January 2004



Universidad
Cardenal
Herrera
CEU

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INTRODUCTION

INTRODUCTION

The Universidad Cardenal Herrera-C.E.U. (UCH-CEU), is the principal private university of Comunidad Valenciana, proud of the intellectual, social and cultural niche that this centre has made in the area of University Education in the Comunidad Valenciana.

History

The UCH-CEU, initiated its academic vocation as the Centro de Estudios Universitarios (C.E.U.) San Pablo, Valencia, when in 1971 the centre began teaching the Curso de Orientación Universitaria (C.O.U.). In the Academic Year 72-73 the university studies began with the first cycle of the Pharmacy degree. Following this, Law, Science of the Information, Industrial Design and Veterinary Science. In the academic year 00/01, the Diplomas in Nursing and Physiotherapy were initiated and in the academic year 01/02 the degree of Dentistry.

In the year 2000 the C.E.U. San Pablo, to this date an educational centre dependent on the University of Valencia, was recognised by the Ministry of Education in the Comunidad Valenciana as the UCH-CEU, an independent centre of University studies.

Today, the UCH-CEU, forms an integral part of the Fundacion Universitaria San Pablo (CEU) where more than 70 years of academic and educational experience, has created an academic institution that counts on 26 centres distributed in seven cities in Spain: Madrid, Valencia, Barcelona, Murcia, Elche, Sevilla and Valladolid; 70 different teaching programs involving 30.000 students of all levels, from pre-school level through to postgraduate students and with a cloister of more than 2.800 teachers.

The UCH-CEU, according to the statutes that are in vigour (Ref. Published: 20th September 2003) is an academic non-profit institution

promoted by the Foundation Universitaria San Pablo (CEU), within the framework of the liberty of the creation of Teaching Centres under the Spanish Constitution and the Organic Law 11/1983, of University Reform, according to the Real Decree 557/1991, of the 12th of April, on the creation and recognition of Universities and University Centres and recognised as such by the Valencian Courts, in the use of competencies attributed by the Statutes of Autonomy of the Comunidad Valenciana and the norms of application and the development of the same (Article 1 - Statutes).

The Veterinary School

In the academic year 96-97, the Centro Universitario San Pablo C.E.U., established the degree of Veterinary Science within the Faculty of Experimental Science and Health, sharing the installations of the Edificio Seminario in Moncada (Valencia) with the Pharmacy program. The title of Graduate of Veterinary Science of the Centro Universitario San Pablo-C.E.U., was approved by the Real Decree 659/1997, of the 12th of May (B.O.E. num. 129) dated, 30th May, 1997. The Centro Universitario San Pablo-CEU was recognised by the President of the Autonomic Valencia Government under the new title of UCH-CEU, on the 3rd of December, 1999 (Law 7/1999, 3rd December (DOGV 3.640 7th December 1999)).

“(…) the conversion of these centres in Private University will rebound in benefit of scientific investigation, as a result of the third cycle of studies (postgraduate programs) available to the entire university community that is integrated by this centre. At the same time, that this signifies a new university offer for the Comunidad Valenciana, that does not represent a financial burden for the budget of the Generalitat as (this centre) is an institution that is integrally financed privately.”

The UCH-CEU, faithful to its academic vocation has as its principal objective the provision of an answer to the demands for formation that existed and indeed exists in the Comunidad Valenciana. For this reason, and as a result of the absence of a Veterinary program within this

Comunidad, the CEU, proportioned the human and technological means required to form future Veterinarians, satisfying a need within the university program in the area of science, and more concretely within the area of Health Science.

The academic cloister is formed by teachers, investigators and professionals of recognised prestige and qualifications, capable of transmitting to the students the knowledge and the experience necessary to face with success their professional future (25.93 % of the teaching staff are PhD).

The Veterinary Science graduate of the UCH-CEU is capacitated to work fundamentally in three specific areas: Veterinary Medicine (pets/companion animals), Animal Production (veterinary of farm projects) and Public Health (veterinary in production lines, food distribution, pharmaceutical industry). In these two last areas of application the employment may equally be of the public or private domain.

Logically if the basic formation acquired is coupled with an intellectual desire to progress and postgraduate formation, new fields of specialization, and professional activity for veterinaries, related to the environment, biomedical and sanitary investigation. The veterinary graduate is also capacitated to enter into the second cycle of the Degree of Food Science and Technology.

Outline of the History of the Establishment 1993 - 2003

1996

- The School of Veterinary science was established in 1996 and actually has graduated three courses of Veterinary Professionals.

1999

- Organizational change in Dean Dr. Santiago Vega García
- Insertion of Program of PhD
- A signed agreement was made between the Official college of Veterinary Professionals in Valencia.

2000

- The recognition by the Generalitat Valenciana of the Centro Universitario San Pablo-CEU as the UCH-CEU and all degrees attributed to the University.
- Inauguration CCVR – Veterinary Hospital (Centro Clínico Veterinario de Referencia).
- Participation in Organisation of Directors-Deans of Veterinary Faculties on the Iberian Peninsula.

2001

- 1st promotion of Veterinary Graduates
- Incorporation into EAEVE
- Incorporation of New Study Plan in Veterinary Science

2002

- Farm Project approved by Senate of the University
- The TAC was purchased

- Real Decree 1052/2002, of the 11th of October 2002, in which the procedure for the acquisition of the Evaluation of the ANECA (Agencia Nacional de Evaluación de la Calidad y Acreditación) is regulated and certified to the effect of the employment of University teaching personnel and researchers. This is translated into the requirement that minimum of 25% of the teachers in a private university must in possession of the title of Doctor and have obtained a positive evaluation in their teaching and research activity by part of one of the organisms previously cited.

(Dirección General de Universidades del Ministerio de Educación, Cultura y Deporte).

2003

- The first phase of the new building of the Faculty of Experimental Science and Health, in the locality of Alfara del Patriarca (Valencia).

Major Problems

The veterinary science degree established its program in the academic year 1996-1997, not exempt from difficulties, initially from the other Spanish Veterinary Faculties who not only questioned the need for a new faculty but also questioned the solidity of the project. Once established, several years had to pass before the reticence was overcome and only after successive invitations to the Deans and teachers of these other faculties to witness on first hand that the quality of the material, as well as the progression of the degree were adequate and inclusive better than those faculties most recently established in Spain.

The second objective was to proportion for the third year students a clinical area adequate for the subjects that were developed in the second cycle (3º -5º year). For this reason strong investments were made by the Central Administration that we are directly responsible to and this support

has been noted in the equipping of two surgery rooms, a unit of diagnosis by imaging with ecography by dopler in colour, TAC, X-rays and a service of endoscope, etc.

In the fourth year we signed an agreement of collaboration with the college of Veterinary professionals in order to guarantee the extramural work of the students that would enter into fifth year. As well as this agreement, various other agreements were signed with different collectives, private as well as public that would guarantee this extramural work.

Once concluded the studies of the first promotion of the Bachelor of Veterinary Science the following three years have been dedicated to consolidating the Faculty.

Amongst the short term objectives is the construction of the teaching farm that is at this point in time pending the fencing of the extension, prior to the construction of the installations. The new faculty building has also been initiated in Alfara del Patriarca that will house the classrooms and practical laboratories.

To conclude we can affirm that at this moment the Degree of Veterinary Science enjoys recognised prestige not only on the Comunidad Valenciana but also throughout Spain. This affirmation is supported by the fact that the students from our first three promotions are all working. Amongst these graduates, there are several that have accessed the first positions in the regional public administration.



CHAPTER 1:

OBJECTIVES

CHAPTER 1 – OBJECTIVES

1. FACTUAL INFORMATION

1.1 Indicate whether there is an official list of overall objectives of the establishment

There is no official list of objectives of the establishment that may be cited, however within the Statutes of the University a definite commitment to the achievement of academic, cultural, social and humanistic goals are present. The statement, on consultation with the General Secretary of the University that most integrally collaborates these goals is the Article 8 (Statutes) of the recently reviewed Statutes of the UCH-CEU (ref. September 2003).

1.1 (i) Mission Statement UCH-CEU



“He who works towards the truth
moves towards the light”.

The mission of the UCH-CEU as an Academic Institution is to promote teaching, investigation and cultural activities of public interest at the service of a free, plural and democratic society (Article 8 - Statutes).

Community Commitment

The UCH-CEU pretends to offer an integral formation to all members of the university community and generate in this same community a spirit that is responsible, critical and acts solidarity with the society with which it interacts (Article 10 - Statutes).

The University will contribute to the cultural, social and economic development of the society of the Comunidad Valenciana and will proportion a better projection of its activities.

Strategic Objectives

The UCH-CEU is committed to the excellence of learning experiences and outcomes and will:

- ◆ *facilitate an integral formation of the student and provide adequate preparation for the student's future professional activities, promoting integration between teaching and investigation. This will be carried out within the boundaries of respect for the ideology of the Institution, taking into account the democratic principles of coexistence, the dignity of the person and the full development of the personality of the student in the responsible practice of the liberty of the same, all of which will convert the classrooms of the university into a school of life. (Article 105 - Statutes)*
- ◆ *provide quality teaching and to assure guidance and a continuous assessment of the teaching staff and students based on adequate criteria (Article 106 - Statutes).*

1.1.(ii) Who determines the official list of objectives of the establishment?. By what procedure is this list revised?

The University's Strategic Plan which includes the University's Mission and objectives is formulated by Patronato of the Foundation Universitaria San Pablo (CEU), in collaboration with representatives of the university community, utilising the Statutes of the Foundation as the framework for their implantation in the academic centres that form part of the organisation. The Senate of the UCH-CEU exercises the responsibility of ensuring that these objectives (statutes) are fulfilled and acts as a receptor within its area of

responsibility with the aim of permitting a continuous and progressive assessment of new and appropriate strategic objectives and operational priorities in teaching and research in the area of university education within the UCH-CEU.

Do you have a permanent system for assessing the achievement of the establishment's general objectives? If so please describe it.

There is no permanent system for assessing the achievement of the establishment's mission statement and general, however the monitoring of satisfaction or a non compliance with the strategic objectives is carried out by the Senate of the University and addressed to frequently by this organism.

One of the principal indicators of a non compliance with the objectives would be a decrease in the number of enrolments in the course programs.

2. COMMENTS

In your view, to what extent are the objectives achieved?

Within the operative framework of the Faculty of Experimental Science and Health, the Veterinary program adopts the strategic plan of the UCH-CEU as proper to this area of study and applies the commitment of excellence of learning experiences and outcomes to the administration of the same. The implicit achievement of the objectives is a long process and requires feedback from the broader university community; undergraduates, graduates, alumnae, teachers, Direction, etc.

Facilitating an Integral Formation of the Student

- ◆ *Facilitate an integral formation of the student and provide adequate preparation for the student's future professional activities,*

promoting integration between teaching and investigation (Article 105 - Statutes).

The Veterinary program of the UCH-CEU offers a holistic approach to the formation of the veterinary student, providing an answer to the requisites established by the European Union with respect to the formation of Veterinary graduates. The UCH-CEU has also incorporated into its program the objective of forming the professional with a true and profound humanistic and Christian sensibility. This area of formation for the undergraduate is proportioned by the interfaculty course program that is imparted within the framework of the Institute Angel Ayala. This Institute offers a variety of subjects that are termed as electives humanities subjects. This material is obligatory within the new veterinary course program. The total number of credits that must be taken in Angel Ayala in the new study plan is 20. All of the material (subjects and courses) fall within the disciplines of Humanities: language, literature, history, art, philosophy, etc.

The area of investigation forms an important part of the curriculum in the veterinary program, where it is considered of principal significance that the undergraduate student is encouraged to enhance their research strategies, performance and supervisory skills (for e.g. through the subject "Análisis Clínicos"). The research based curriculum has the objective of attracting, retaining, educating and finally graduating a growing number of higher degree research students. The teachers are also aware that our students should be targeted and given support in order to promote early career researchers. The collaboration that the University maintains with industry is also vital in maximising research potential. The practical application of the knowledge accumulated by the undergraduate is further fomented through the realization of external practical work in companies of national and international prestige that have signed research contracts with the UCH-CEU.

These experiences develop within the student an externally focused research profile that has the end result of broadening the educational experience of the student.

- ◆ *provide quality teaching and to assure guidance and a continuous assessment of the teaching staff and students based on adequate criteria (Article 106 - Statutes)*

Academic quality is a way of describing how well the learning opportunities available to students help them to achieve satisfactorily their learning objectives. It is about making sure that appropriate and effective teaching, support, assessment and learning opportunities are provided for them.

An assessment of the quality of the teaching in the UCH-CEU is closely related to student attainment of intended learning outcomes and student satisfaction. The assessment policy implanted by Senate of the University and provides an effective monitoring of these outcomes in a very direct manner.

We consider that in both cases the objectives are achieved. The monitoring of these objectives is a continuous process, based primarily on the achievement of learning objectives.

Strengths and Weaknesses

Following the same general lines as the recently published VET 2020 “Prospects for veterinarian profiles: requirements by the professional and the society”, the Direction of the Veterinary Science degree collaborate with the findings regarding the major strengths and weaknesses of the university education in the area of University.

Areas analysed: *1.Staff; 2.Installations; 3.Curriculum; 4.Organisation;*

Staff-strengths

- Within the Veterinary Course there are a total of educators 14 (25.93%) with PhD.
- In the area of Practical work professionals external to the university share their experience and accumulated knowledge with the undergraduate student.
- The area of Veterinary Science registers the highest number of courses realized within the Faculty of Experimental Science and Health.
- Definite predisposition by an important proportion of the teachers to collaborate in projects of investigation and publish their work in magazines of national and international prestige in the veterinary area.
- Assistance at congresses and working meetings is also high (in the academic year 2002-03 our teachers assisted an important number of courses external to the UCH-CEU and directly related to the field of Veterinary Science or Medicine.
- Our educators collaborate with other Universities and private and public companies on projects of investigation and programs of exchange that are bilaterally beneficial.
- The support staff (secretary, administrator, animal caretaker, cleaner) have the formation, experience and predisposition to carry out professionally the assigned tasks.
- The university provides full time guidance for students, in an academic, social and personal context

Staff - Weaknesses

- There is a low ratio of teacher staff/student in some areas of the course.
- The cloister is composed of young teachers.
- The budget of the University in the area of human resources is strictly controlled by a non academic department.

Installations - Strengths

- The Veterinary Hospital (inaugurated in the year 2001) and is equipped with up to date technologically advanced and user friendly equipment.
- All classrooms are equipped with the latest in technological advances that permit a broader range of different teaching methods.
- In the year 2003 the initial phase in the construction of the new faculty building will begin.
- In the year 2003 the Farm will begin to be built.
- The Faculty is easily accessed by public transport (underground and bus).

Installations - Weaknesses

- The Faculty of Experimental Science and Health is currently located in Moncada. The building is approximately 50 years old and has high maintenance costs and does not lend itself easily

to the adaptations that are often required to adjust to the constantly changing needs of a progressive university campus.

- There are no installations at present for the hospitalisation of neither small nor large animals.

Curriculum - Strengths

- The veterinary curriculum has adapted itself progressively over the last seven years to respond to the need for professionals in new employment opportunities – biomedicine, food technology, quality and safety, public health, etc..
- Practical work, internal and extramural, forms an important part of the curriculum where the application of acquired knowledge is a fundamental aspect in the integral formation of the undergraduate.
- Problem solving skills are well developed.
- Research is fostered in the undergraduate program to attract and educate and retain future researchers.
- Areas complementary to veterinary studies (e.g. marketing, economics) are incorporated into the curriculum.
- Importance is given to the acquisition of skills in written and oral presentations.
- The administration of the university actively participates in the decision making processes that affect the veterinary curriculum.

Curriculum - Weaknesses

- The students should have a higher profile in the design and review of the curriculum in general.
- The ratios of theoretical, practical and clinical training are inadequate.

Organisation/Administration - Strengths

- The Direction of the University (Dean/Vice-Dean) is highly accessible by both the teachers and students and progressive in their attitude towards the evolution of a course that provides 1st class Veterinary education. They are flexible in their approach to faculty initiative and “just in time” problem solving, and have a “hands on” broad and knowledge base regarding the functioning of the faculty.
- The Administration supports the initiatives of the Dean/Vice-Dean where required and validated e.g. in the Evaluation Visit by the ACVT-EAEVE.
- Through the constant contact in practical work, collaborations on a research level etc, the professional and the general public are considered a valuable source of input, particularly in providing information on the achievement of objectives.

Organisation/Administration - Weaknesses

- The budget that is adjudicated to the area of Veterinary Science is inflexible and not reactive to the needs that arise during the course of the year.

- The decision making processes are long and require the confirmation by the Patronato in Madrid.

3. SUGGESTIONS

The Administration should study the possibility of establishing of a clear mission statement. The objectives of the University, (teaching, research, service, continuing and postgraduate education) the community commitment, and establish the Strategic Plan concerning these aspects.

The University Community should play a more important role in the decision making processes that directly affect them.

The strategic plan of the University should contemplate minimum 5 year intervals in order to permit, amongst other activities a strategic and operational program of growth and development with measurable outcomes.



CHAPTER 2:

ORGANISATION

CHAPTER 2 - ORGANISATION

2.1. FACTUAL INFORMATION

Please give the basic details of the establishment, starting with the name, address, telephone and fax numbers, e-mail address and website address.

2.1(i) Details of the Establishment

Name: Facultad de Ciencias Experimentales y de la Salud
(Faculty of Experimental Sciences and Health)
Licenciatura de Veterinaria
(Bachelor of Veterinary Science)

Address: Avenida Edificio Seminario,s/n,
46113 Moncada, Valencia

Telephone: 00.34.96.136.9000

Fax: 00.34.96.139.5272

Website: <http://www.uch.ceu.es>

Head of the Establishment (Dean): Prof. Dr. Santiago Vega García

This Faculty forms part of the academic structure of the UCH-CEU. The Head of the University is the Principal, Dr. José Luis Manglano de Más, who exercises the ordinary government of the University.

2.1(ii) Describe briefly the responsibilities, constitution and function of the main administrative bodies (councils, committees etc.)

Like any large organisation, the UCH-CEU has a complex system of governance and many organisational units. Its mission is articulated in its strategic plans and much of its policy and administrative work is assisted by a number of committees. The University's operations are determined by Senate of the UCH-CEU, the Statutes of the UCH-CEU and Senate rules, approved by the Patronato of the UCH-CEU and elevated for review to the Patronato de la Fundación Universitaria San Pablo-CEU in Madrid.

Patronato

The maximum authority of representation and government within the organisational structure of the University is *Patronato of the UCH-CEU*, representing Foundation, University and community interests.

Government - Executive

The Principal is supported by an Executive (*Equipo Rectoral*) to whom most of the University's organisational units report. The Executive comprises the Academic Secretary of the University, the General Manager of the UCH-CEU, the Vice-Principal of Academic Ordination and Teaching, the Vice-Principal of Research and Investigation, and the Vice-Principal of University Extension and Student Affairs. Each provides advice on policy and administrative matters relating to his or her area of responsibility (see Organisational Chart).

Senate – Consejo de Gobierno

The Senate (*Consejo de Gobierno*) is the University's senior academic advisory body. This body is presided by the Principal and its members include the senior University officers (*Equipo Rectoral*), the Deans of the two Faculties of the UCH-CEU, the Director of the University Institute, the Director of Pastoral Affairs, the Director of University Orientation, the General Manager and the Director of Human Resources. The board formulates policy on matters such as new courses, teaching, learning and assessment, research, promotions, special studies programs, prizes and scholarships.

Main Institutional Bodies

The University is integrated by Faculties, Schools of Technical Studies, Polytechnic Schools, University Schools, University and Interuniversity Institutes of Investigation; Departments, University Residences and those centres and basic structures that organise the teaching in a distance learning modality. The recognition of the creation, modification or

suppression will be dictated by the Valencian Government as requested by the University.

The University is composed of:

Faculties

Faculty of Experimental Science and Health: Pharmacy, **Veterinary Science**, Dentistry, Nursing and Physiotherapy.

Faculty of Social Sciences and Law: Law, Political Science, Journalism, Publicity and Public Relations, Communication Studies, Audiovisual Studies and ADE.

Schools

School of Superior Studies: Technical Engineering, Industrial Design, Computer Engineering, Architecture.

Institutes

Institute of Angel Ayala: Humanities subjects

UCH-CEU is governed by the laws, decrees and norms that, according to the criteria established in the Ley Organica de Universidades, is applied to the private university, as this affects the present Norms of Organisation and Functioning and the internal norms applied by these same.

Its mission is articulated in its strategic plans and much of its policy and administrative work is assisted by a number of commissions within the infrastructure of the University.

Governmental Structure

Chancellor:	Don Alfonso Coronel de Palma y Martínez-Agulló
Vice-Chancellor / Principal:	Dr. José Luis Manglano de Más
Pro-Vice Chancellor:	
Academic Ordination and Teaching:	Dr. Jose V. Pedraza Bochons
Research and Investigation:	Dr. Javier Romero Gómez
University Extension and Student Affairs:	Dra. Isabel de Salas Nestares
General Manager:	D. Bartolomé Serra Marques
General Secretary:	D. Federico Martínez Roda
Director of Human Resources:	D. Enrique Ruiz González
Registrar General:	D. Joaquín Bonet Bernabeu

Internal Administrative Structure

Within the faculty the following people are responsible for the different areas:

Dean of the Faculty of Experimental Science and Health – Head of the Veterinary School: Santiago Vega García

Vice-Dean of the Veterinary School – Responsible Learning and Teaching: Joaquín Sopena Juncosa –

Academic Secretary to the Faculty of Experimental Science and Health: Victoria Villagrasa Sebastian

Director of the Veterinary Hospital (CCVR): Fernando Liste Burrillo

Responsible for Extramural Studies: Angel García Muñoz

The Veterinary school is structured into five departments, where the four knowledge areas: basic sciences, animal production, clinical subjects and professional knowledge and food hygiene are present.

Departments

The departments are responsible for the coordination of teaching in one or more knowledge areas, in one or more of the centres, as specified in the teaching program of the University and in relation to the areas of responsibility assigned by the Senate. The Departments are also responsible for the structure that supports the academic and research initiatives of the teachers within the Department, and to exercise those functions that are determined in the present norms of organisation and functioning.

1) Basic Subjects:

Department of Chemistry, Biochemistry and Molecular Biology

Department of Physiology, Pharmacology and Toxicology

2) Animal Production:

Department of Animal Production and Science and Food Technology

Department of Sanitary Attention and Public and Animal Health

3) Clinical Subjects and Professional Knowledge

Department of Animal Medicine and Surgery

Department of Sanitary Attention and Public and Animal Health

4) Food Hygiene

Department of Animal Production and Science and Food Technology

The Dean is the highest authority within the Faculty and is ultimately responsible to the Senate for the ordinary functioning of this area.

Commissions / Committees

Faculty Management Group

Departmental Commission

Convalidations Committee

Commission of Investigation (Postgraduate Studies)

Doctorate Commission

Veterinary Hospital Committee

Farm Committee

Library Committee

New Technologies Commission

Faculty Management Group**Members:**

Dean: Santiago Vega

Academic Secretary of the Faculty: Victoria Villagrasa

Vice-Deans:

Veterinary Science : Joaquín Sopena

Physiotherapy : Pedro Rosado

Nursing: Loreto Peyró

Pharmacy : Nuria of la Muela

Dentistry: Carmen Llana

Pastoral Director – Delegate: Fernando Salom

Director of University Orientation: Lina Prats

Student Delegate General of the Centre: Laura March

Teachers Representatives:

Veterinary Science: Juan Manuel Corpa

Physiotherapy: Javier Montañez

Nursing: Isabel Serra

Pharmacy: Gerardo Antón

Dentistry: Miguel Ángel Vidal

Finality:

The area of responsibility of the Faculty Management Group is:

- a. Elaborate the general directives of the centre, that will be approved in the Senate.
- b. Establish the general teaching and research lines of the centre within the general politics of the University.
- c. Elaborate the Annual of the centre for its elevation to the Senate for approval.
- d. Propose to the senate, for its approval in Patronato the creation or extinction of the study programs in place and the study plans of the same.
- e. Establish the basic criteria of the organisation and the coordination of the teaching and research activities of the centre.
- f. Any other competence that is attributed to the development of these statutory norms.

Departmental Commission**Members:**

This commission is integrated by the Director of the Department, who presides the Committee and by all of the teachers that correspond to this knowledge area.

Functions:

The Departmental Commission elaborates its own directives and assures the correct functioning of the teaching and research of its members, in coordination with the Vice-Dean and the corresponding Vice-Principal.

Convalidaciones Commission**Members:**

President: Vice-Principal of Academic Ordination and Teaching.

Secretary: Registrar General.

Vocals: Deans of the Faculties.

Function:

Authorise the reports remitted by the different Departments regarding the requests made by students concerning the convalidation of subjects, diplomas or courses realized external to the University. The convalidation of these reports is carried out by the teachers responsible for the different knowledge areas and is channelled through the Vice-Dean of the area of study that the student wishes to pursue.

Commission of Investigation (Postgraduate Studies)**Composition of committee:**

President: Dr. Francisco Javier Romero Gómez. Vice-principal of Research and Third Cycle Studies and Development.

Members: Directors of departments of Faculties and School, Interfaculty representative and responsible for animal housing.

Preamble:

The Research Commission in the organism of character assessor of the Senate and is implanted to satisfy the objectives established in the Art. 118 of the Statutes of the University, for which the Vice-Principal of Investigation and development is directly responsible.

Functions:

The functions of the research Commission are:

- a. Propose the politics of research of the UCH-CEU.
- b. Evaluate, with critical objectives, the research projects that are proposed, as well as the research carried out by the different research groups of the UCH-CEU.
- c. Advise the Senate on the proposals of distribution of the budget proposals amongst the research groups, attending the assessment carried out as well as the priorities of the politics of research of the UCH-CEU.
- d. To carry out annually a follow up on the development of those research projects on grants, managed by/provided by the UCH-CEU.
- e. Collaborate in the elaboration of the research annual of with the Vice-Principal of Research and Development.
- f. Any of the responsibilities that are commissioned by the Principal, the Senate of the Patronato of the university.

Doctorate Commission

The doctorate commission is an organism that is responsible for the management and control of the Third Cycle Studies, (PhD, Masters). Its composition and attributes are specified in the Real Decree 778/1999 of the 30th of April 1991 (B.E.O. 1st May, 1999).

Members:

By agreement of the Senate of the UCH-CEU, this commission is presided by the Vice-Principal of Research and Development and is formed by directors of departments of Faculties and School, Interfaculty representative and responsible for animal housing.

Functions:

The competencies attributed by Real Decree are especially the following:

- a. To assign the number of credits to each one of the courses, seminars and tutored research projects included in the PhD programs organised by the university, proposed by the Departments.
- b. To determine in function of the content of each course, seminar and tutored research project, the minimum number of students that should make viable the course proposal.
- c. To authorise the development of interdepartmental PhD programs as proposed by the different departments.
- d. To organise courses of general character, contemplated as methodological objectives within the various PhD programmes.

Veterinary Hospital Committee

Members:

This committee is formed by a representative of each one of the services that integrate it:

Jorge Palacio ----- Clinical Analyses

José M^a Carrillo ----- Surgery and Anaesthesiology

Fernando Liste (Director) ----- Diagnosis by Imaging

Teresa Gómez----- Hystopathological, microbiological and parasitological Diagnosis

Carmen Lorente----- Medicina interna

Hospital Main Committee goals

- 1- Student achievement of adequate clinical training.
- 2- Contribution to development of veterinary clinical research.
- 3- Veterinary clinical continuing education with masters and seminars.
- 4- Efficient veterinary clinical services.
- 5- Livestock benefit and animal welfare.

Hospital Internal Committee duties

1. Proposal of internal administrative and organizational changes in the Hospital.
2. Proposal of staff hiring to the Dean of the school and the President of the University
3. Proposal of book purchases to the Hospital
4. Distribution of grants to promote continuing education of the staff
5. Study of alternative methods to complement Hospital income
6. Organization of Courses and Seminars for veterinary continuing education

Farm Committee

Members:

- a.- Dean of the Faculty: Santiago Vega
- b.- General Manager: Bartolomé Serra
- c.- Architect: Francisco Esquembre
- d.- Teachers of the different implicated areas
 - Angel García
 - Vicente Rodilla
 - Carlos Garcés
 - Ana Muñoz
 - Jorge Palacio
 - José Terrado
 - Federico Guillém

Finality:

To advise in the purchase of the appropriate land (locality extension, etc), to participate in the design of the facilities.

Library Commission

The Directives of the Library of the UCH-CEU under the Title II Government Organisms and Direction, decrees that the Commission is the decision making organism within the library, composed by the uni-personal organisms, the Director of the library and the librarians responsible for sections or services.

This commission should be presided by the Principal or person in whom the Principal delegates and is titled the Director of the Library, and is composed of Representatives of the Centre and of the Library personal, named by the Senate. This commission will meet in ordinary sessions on various occasions throughout the year and in extraordinary sessions when convoked by the President.

Functions:

1. Propose the library and bibliographical and documentary norms of the UCH-CEU.
2. To collect, analyse and resolve the proposals, suggestions and reclamations that are presented.
3. To propose those modifications in the General Directives of the Library to the Senate.

New Technologies Commission**Members:**

President: D^a. M^a. Isabel de Salas Nestares

Secretary: D. Enrique Vidal Zanón

Vocals: Teachers of all of the Departments and Service Personal of the UCH-CEU.

Objectives:

To diffuse amongst the University Community the culture of the utilization of new technologies applied to the teaching and administrative environment of the University.

Collect the demands of the different strategies of the University on New Technologies

The commission is structured on four sub-commissions which permits the coordination of all of the activities that are considered as proper to this commission.

a.- Subcommission of Formation

Its principal objective is the formation of the personal of the University in new technologies, proposing course son diverse computer programs for advanced intermediate and beginner users. Collaboration in summer courses on the UCH-CEU.

b.- Subcommission Organiser of the Congress of the Application of New Technologies in presential learning and e-learning.

The commission organises annually a congress on “Application of New Technologies in presential formation and e-learning” that has an objective the divulgation of research related to the application of new technologies in the area of University education.

c.- Subcommission of the Web

To maintain and renovate the Web site of the UCH-CEU.

d.- Subcommission of Virtual Campus

The Foundation San Pablo has created a virtual campus CEU where courses and masters are offered.

2.1 (iv) Indicate the involvement of the veterinary profession and general public in the running of the establishment.

The UCH-CEU and concretely the school of Veterinary Science was created in response to a demand for this type of formation within the Comunidad Valenciana. To this end the society/general public have played an undeniably important role in our centre and continues to influence the curriculum of the School where, in response to the valencian society's demand for, above all, formation in companion animals our veterinary program has adapted the theoretical and clinical formation to this area. More than in any other area, and based on the premise that the UCH-CEU is a private university, the general public continue to demonstrate their continued support for the formation of Veterinary professionals. This affirmation is supported by the fact that our classrooms are filled to the maximum number of students permitted, and that there is a waiting list for entrance into the degree.

There is participation on a regional level of veterinary professionals, who in many cases refer their more difficult cases to the veterinary Hospital of the University for assessment. The Veterinary professionals/teachers that attend in the clinic offer those services that have been created in response to the demand/needs of the veterinary clinics of the Comunidad Valenciana: dermatology, radiology, internal medicine, etc. due to the necessity of a continued and close contact with veterinary professionals principally within the Comunidad Valenciana.

2.1 (V) Appointment of officers / Heads of department

Indicate the rules concerning the appointment of the elected officials of the establishment (Dean, Vice-Dean, Heads of Departments etc.)

The **Dean** is a unipersonal organism within the government of the centre, and carries out the representation of the same. The Dean is named and removed by the Patronato and proposed by the Principal. The term of the office is renewed annually. Prof. Dr. Vega was appointed in the year 1999.

The **Vice-Dean** is proposed by the Dean to the Principal who will name or remove them. The Vice-Dean may demit. Prof. Dr. Sopena was appointed in the year 1999.

The **Head of Department** is a unipersonal organism within the government of the centre and is named by the Principal, heard by the Departmental Commission and the Senate.

The **Academic Secretary** is named by the Principal.

2. COMMENTS

Add any comments on the organisation and functioning of the establishment which you feel useful for completing the description.

The School of Veterinary Science within the UCH-CEU is the youngest centre of advanced education in veterinary studies on the Iberian Peninsula. We have educated three promotions of veterinary professionals and within our teaching cloister we have amassed a broad and professional knowledge base of practical technical and theoretical applications within the advanced education sphere. We maintain an excellent relationship with the governing bodies of veterinary education within Spain (Conference of Deans of Veterinary schools, General Council of Veterinaries, Ministry of Education, Culture and Sports on a local regional and national level) and are participants in the project to formulate a new study program with the other veterinary faculties that is an initiative in response to Bologna (1999) and the objective of the Iberian Peninsula to be in line with the European educational norms.

3. SUGGESTIONS

If you are not satisfied with the situation, please list your suggestions for change in order of importance

There are several areas within area of policy and administration that should be developed. Amongst these areas should be:

Appeals Commission – acting as a receptor of the student appeals and in an advisory capacity on the solution of problems within the student body.

Occupational Health and Safety Committee – with the objective of achieving the highest attainable level occupational health and safety for its employees and students and other persons throughout all areas and activities within the university community.

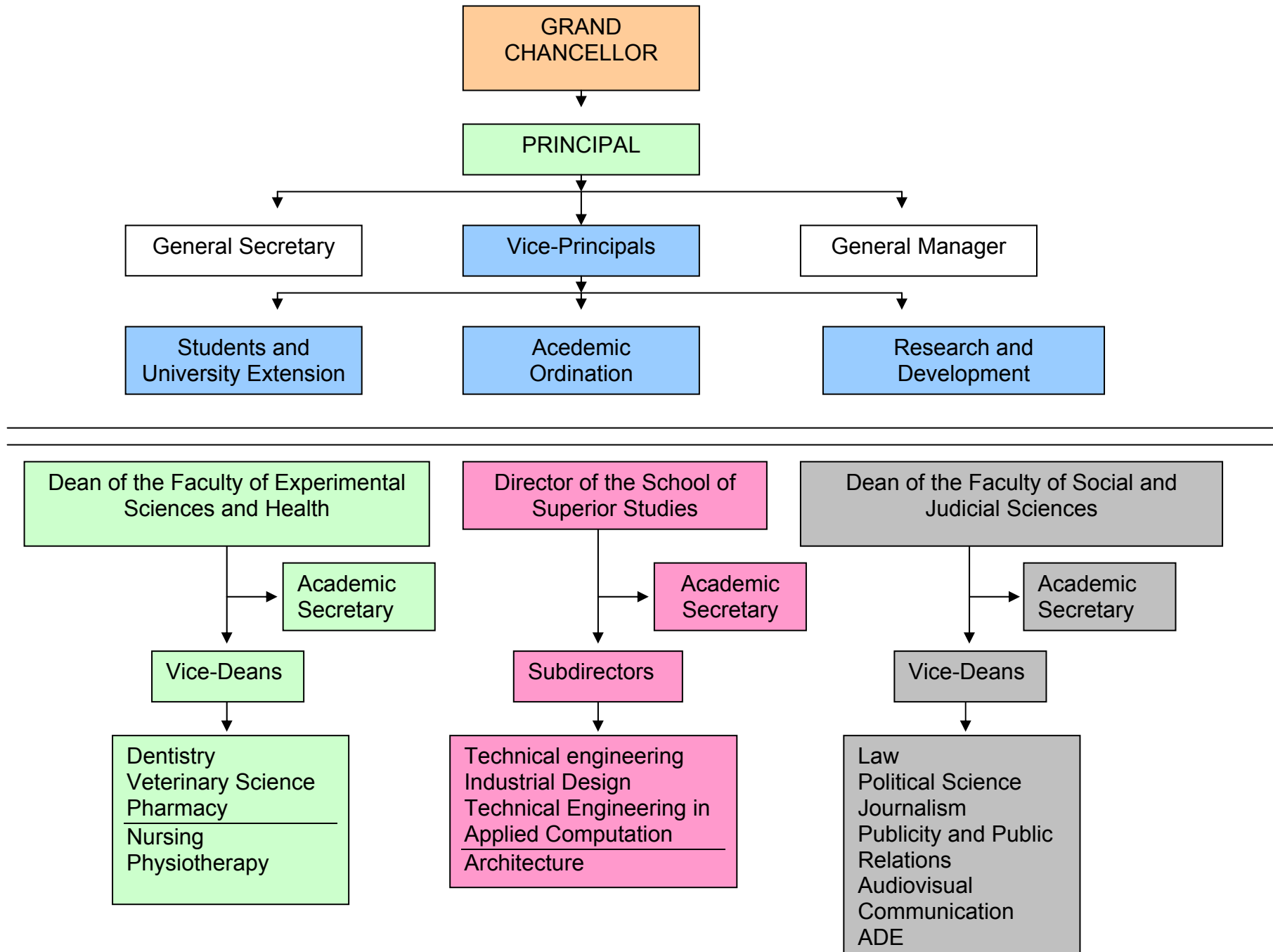
Strategies and Planning Commission – for the formulation of a strategic amongst other activities of a strategic and operational program of growth and development with measurable outcomes.

These suggestions must always be viewed from the perspective that the University is small, of relatively recent inauguration and, specifically in the area of Experimental Science and Health is growing at a prodigious rate. The ratio of service staff is low and the responsibility for the correct functioning of the different units is distributed amongst relatively few Directors.

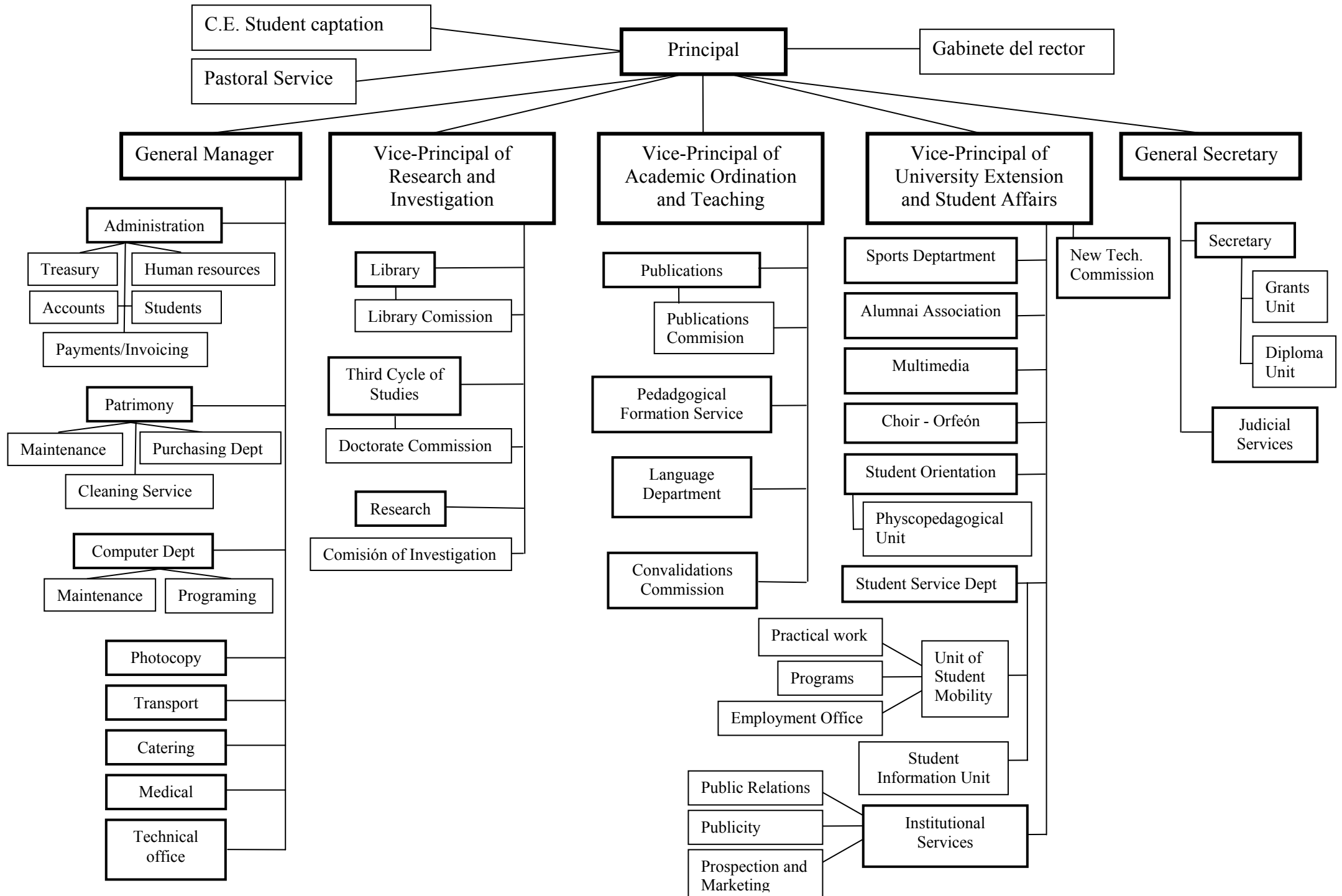
The Dean of the Faculty must be the receptor of a broader range of responsibilities than is implied and must be implicated in more areas than generally would be expected at this level of management.

For more details about the University's organisational structure and the relationship between its organisational units, please see Organisational Charts.

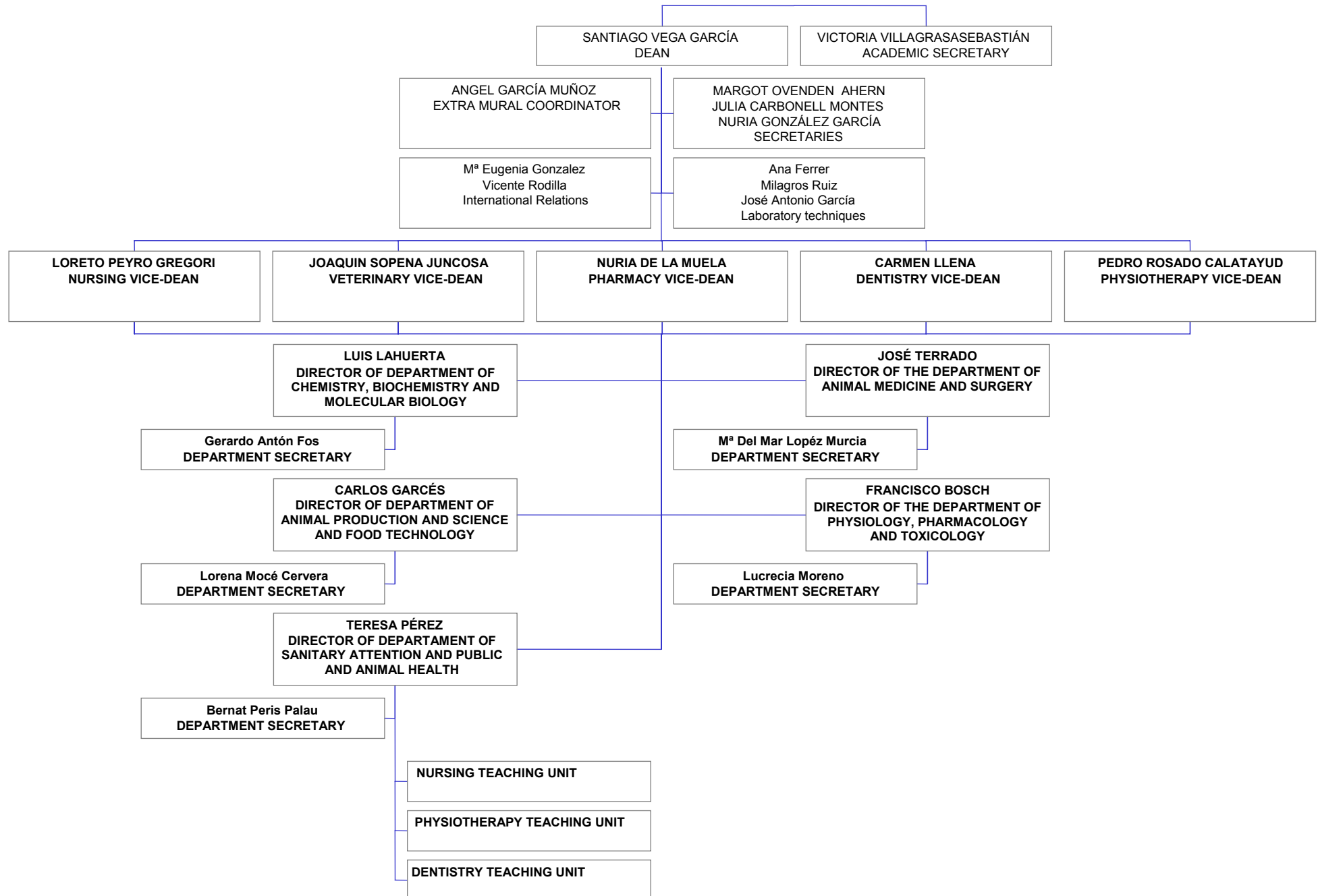
ACADEMIC ORGANIGRAM OF THE UNIVERSIDAD CARDENAL HERRERA-CEU



ADMINISTRATIVE ORGANIGRAM OF THE UNIVERSIDAD CARDENAL HERRERA-CEU



ACADEMIC ORGANIGRAM OF THE FACULTY OF EXPERIMENTAL SCIENCES AND HEALTH





CHAPTER 3:

FINANCE

CHAPTER 3 – FINANCE**1. FACTUAL INFORMATION****2. COMMENTS****3. SUGGESTIONS**

See Annex



CHAPTER 4:

CURRICULUM

CHAPTER 4 - CURRICULUM

FACTUAL INFORMATION

4.1 (i) Indicate whether there is a defined national curriculum and (if applicable) how and by what body decisions are taken on this.

The national curriculum that is currently implanted in the University educational system is governed by order of the Real Decree 1497/87, dated 27th of November 1987 (B.O.E.nº 298 of 14th of December of 1987) that establishes the general norms in the elaboration of study plans.

The general directive for the establishment of the Degree in Veterinary Science and elaboration of the study plan that is relevant to the Veterinary program is determined in the following norms:

Real Decree 1384/1991 dated 30th august (B.O.E. dated 30th September 1991.

Real Decree 1267/1994, dated 10th of June, (B.O.E. dated 14th of June 1994.) partially modified in the real Decree 1384/1991

Real Decree 1267/1994 of 10th of June - correction of errors (B.O.E. of the 14th of June, 1994)

Real Decree 1561/1997, dated 10th of October, that partially modifies the Real Decree 1384/1991, dated 30 August (B.O.E. 4th of November 1997)

Real Decree 371/2001, dated 6th of April, (B.O.E. 27th of April, 2001) which modifies partially the diverse Real Decrees where the official university degrees, general directives proper for obtaining of these same.

Real Decree 489/2003, dated 2nd of May, 2003, that modifies the real Decree 1384/1991 (B.O.E. 21st of may, 2003)

The normative is passed by the Ministry of Education, Science and Technology and each University has the obligation of developing these study plans in the corresponding study program.

4.1 (ii) Describe the degree of freedom that the establishment has to change the curriculum.

During the elaboration of the Study Plan proper to each centre, the centre has the capacity of modifying within established limits the number of credits assigned to each troncal subject and to propose the obligatory and optional subjects. Once the study plan has been approved by Council of the University Coordination, this study plan must be respected. Any modification must be passed by the Senate of the University and following, by the Council of Universities. At this moment it is not possible to propose any modifications to the study plan, nor may new plans be approved as the University Council is waiting to receive the planes for the European Convergence.

4.1 (iii) Outline how decisions on curriculum matters and course content are taken within the establishment.

The decisions that lead to the elaboration of the study plan depend on the Senate of the University. The proposal is presented by the Dean of the centre. This proposal must be elaborated by the Direction of the Faculty and all of the Directors of the implicated departments in the area of Veterinary Science. The working documents and the initial proposals are communicated to the personal of the Faculty with the objective of permitting that the broader University community may enter into the dynamics of the elaboration. This study plan that is actually in place was developed with the consensus of all of the Departments involved.

The Study plan marks a definite sequential timing and duration of the subjects that does not permit substantial modifications while the study program is being implemented.

4.1 (iv) Outline how decisions are taken on the allocation of hours between the various subjects and on the balance between theoretical and practical training.

The General Directives regulated by the Real Decree 1384/1991, previously commented define the minimum requisites; practical as well as theoretical that should be contained in the material studied by the student.

During the elaboration of the study plan a subject may be assigned a superior credit load. This may only after the proposal presented by teacher who imparts the subject presents the proposal together with the reasoning behind the increase in credit load to the Center Commission, using as a vehicle the Department involved. The Center Commission will take a decision based on the validity of the proposal and following a deliberation on the rational justification of the same.

According to the study plan the timetable will be elaborated in order that the number of hours of theory per week/subject adjusts to the total of this same subject (The base is calculated on a total of 30 elective weeks for the year subjects and 15 weeks for the subjects imparted in semesters).

4.1.: Curriculum followed by all students

Table 4.1.1.: General table of curriculum hours taken by all students

Old Plan (1997)

	Contact Hours					
	Lectures	Practical Work	Supervised Work	Clinical Work	Other*	Total
1st Year	290	215	0	0	35	540
2nd Year	285	140	35	0	20	480
3rd Year	415	164.5	32.5	53	35	700
4th Year	370	115	38	57	20	700
5th Year	0	0	0	0**	150**	150
6th Year	-	-	-	-	-	-
Total	1360	634.5	105.5	110**	260	2480

*Seminars, visits,...

** 150 hours corresponds to the extramural work in any area of application of Veterinary Science (public or private) that forms an integral part of the course. The student chooses the type of activity. In general approximately 60% of the students choose clinical work. In this area the student must carry out a total of 150 hours which means that 150 hours should be added to this area within the course.

New Plan 2001

	Contact hours					
	Lectures	Practical Work	Supervised Work	Clinical work	Other*	Total
1st Year	450	260	0	0	30	740
2nd Year	335	150	35	0	20	540
3rd Year	395	201.5	20.5	38	25	680
4th Year	350	118	43	89	0	700
5th Year	210	70	20	0**	180**	480
6th Year	-	-	-	-	-	-
Total	1740	799.5	118.5	127**	255	3040

*Seminars, visits,...

** 150 hours corresponds to the extramural work in any area of application of Veterinary Science (public or private) that forms an integral part of the course. The student chooses the type of activity. In general approximately 60% of the students choose clinical work. In this area the student must carry out a total of 150 hours which means that 150 hours should be added to this area within the course

Table 4.1.2.: Yearly Curriculum Studies**Old Plan 1997****First Year**

Subject	Contact Hours					
	Lectures	Practical Work	Supervised Work	Clinical Work	Other*	Total
Anatomy / Embryology	90	90	0	0	0	180
Animal Biology	15	15	0	0	0	30
Plant Biology	15	15	0	0	0	30
Ethology	15	15	0	0	0	30
Chemistry	20	20	0	0	0	40
Mathematics	30	0	0	0	20*	50
Histology	30	30	0	0	0	60
Ethnology	15	0	0	0	15*	30
Physics	20	20	0	0	0	40
Immunology	40	10	0	0	0	50
Total	290	215	0	0	35	540

Second Year

Subject	Contact Hours					
	Lectures	Practical Work	Supervised Work	Clinical Work	Other*	Total
Physiology	70	40	10	0	0	120
Biochemistry	50	40	0	0	0	90
Genetics	30	10	20	0	0	60
Microbiology	40	30	0	0	0	70
Parasitology	30	20	0	0	0	50
Agronomy	20	0	0	0	10	30
Agrarian Economics	20	0	0	0	10	30
Epidemiology	25	0	5	0	0	30
Total	285	140	35	0	20	480

* Practical Seminars

Third Year

Subject	Contact Hours					
	Lectures	Practical Work	Supervised Work	Clinical Work	Other*	Total
Pharmacology	60	20	10	0	0	90
Food Technology	50	40	0	0	0	90
General Pathology	40	12.5	7.5	0	0	60
General Pathological Anatomy	30	30	0	0	0	60
Radiology	15	4	0	11	0	30
Animal Nutrition	40	25	0	0	5	70
Diagnostic Methods - clinics	20	0	3	27	0	50
Clinical Medicine and Surgery	60	13	12	15	0	100
Deontology –Veterinary Legislation	30	0	0	0	10	40
Preventative Medicine and State Veterinary Medicine, Zoonoses, public health and forensic medicine	30	0	0	0	10	40
Genetic Animal Improvements	40	30	0	0	0	70
Total	415	174.5	32.5	53	25	700

* Visits and Seminars

Fourth Year

Subject	Contact Hours					
	Lectures	Practical Work	Supervised Work	Clinical Work	Other*	Total
Medical Pathology and Medicine	60	10	5	25	0	100
Infectious Diseases	60	20	6	14	0	100
Parasitic Diseases	40	20	10	0	0	70
Reproduction and Obstetrics	60	15	7	18	0	100
Food Hygiene Food Quality and Food Inspection	60	30	0	0	10	100
Animal Production and Veterinary Hygiene	60	10	0	0	10	80
Toxicology	30	10	10	0	0	50
Total	370	115	38	57	20	700

* Visits to markets, farms, laboratories, slaughterhouses, ...

Fifth Year

Subject	Contact Hours					
	Lectures	Practical Work	Supervised Work	Clinical Work	Other*	Total
Extramural work	0	0	0	*	150	150
Total	0	0	0	0*	150	150

* Period of extramural work carried out outside of the establishment in any area of veterinary activity (public or private). The student chooses the type of activity.

New Study Plan (since 2001)**First Year**

Subject	Contact Hours					
	Lectures	Practical Work	Supervised Work	Clinical Work	Other*	Total
Anatomy and embryology	90	90	0	0	0	180
Animal and Plant Biology	30	30	0	0	0	60
Ethology and Animal Welfare	25	20	0	0	0	45
Chemistry	25	20	0	0	0	45
Mathematics	30	0	0	0	20*	50
Histology	40	30	0	0	0	70
Etnology and identification	25	10	0	0	10	45
Biology cellular	40	10	0	0	0	50
Physics	25	20	0	0	0	45
English	30	30	0	0	0	60
Social Doctrine of the Church	90	0	0	0	0	90
Total	450	260	0	0	30	740

* Applied mathematics classes and sessions of identification of breed

Second Year

Subject	Contact Hours					
	Lectures	Practical Work	Supervised Work	Clinical Work	Other*	Total
Physiology	70	40	10	0	0	120
Biochemistry	50	40	0	0	0	90
Genetics	30	10	20	0	0	60
Microbiology	45	30	0	0	0	75
Parasitology	35	20	0	0	0	55
Agronomy and Agrarian Economics	40	0	0	0	20	60
Epidemiology	25	0	5	0	0	30
Immunology	40	10	0	0	0	50
Total	335	150	35	0	20	540

* Practical Seminars

Third Year

Subject	Contact Hours					
	Lectures	Practical Work	Supervised Work	Clinical Work	Other*	Total
Pharmacology	60	20	10	0	0	90
Animal Production	80	20	0	0	20	120
Food Technology	50	50	0	0	0	100
General Pathology	50	17.5	7.5	0	0	75
General Pathological Anatomy	30	30	0	0	0	60
Radiology	20	9	0	11	0	40
Animal Nutrition	45	25	0	0	5	75
Diagnostic Methods - clinics	20	0	3	27	0	50
Animal Production and Health	40	30	0	0	0	70
Total	395	201.5	20.5	38	25	680

* Visits and diverse seminars

Fourth Year (not yet implanted – data is estimated)

Subject	Contact hours					
	Lectures	Practical Work	Supervised Work	Clinical Work	Other*	Total
Medical Pathology and Nutrition	90	15	10	35	0	150
Infectious Diseases	70	25	6	14	0	115
Parasitic Diseases	45	25	15	0	0	85
Obstetrics / Physiopathology of Reproduction	40	5	0	15	0	60
Special Pathological Anatomy	35	35	0	0	0	70
Clinical Medicine and Surgery	70	13	12	25	0	120
Total	350	118	43	89	0	700

Visits to farms, slaughterhouses etc..

Fifth Year (not yet implanted – data is estimated)

Subject	Contact hours					Total
	Lectures	Practical Work	Supervised Work	Clinical Work	Other*	
Hygiene Control, Inspection of Foodstuffs	80	30	0	0	10	120
Preventative medicine and health control	40	0	0	0	20	60
Toxicology	40	10	10	0	0	60
Deontology, Legal medicine and veterinary legislation	20	0	10	0	0	30
Technology of the Reproduction	30	30	0	0	0	60
Extramural Work	0	0	0	0*	150	150
Total	210	70	20	0	180	480

Period of Practical Work carried out outside of the Faculty in any area of Veterinary activity (public or private). Approximately 60% is clinical work.

Table 4.1.3.: Curriculum hours in EU-listed subjects taken by every student.

Subject	Contact Hours					Total
	Lectures	Practical Work	Supervised Work	Clinical Work	Other*	
A. Basic Subjects						
Anatomy (incl. Histology and Embryology)	130	120	0	0	0	150
Biochemistry and molecular biology	50	35	0	0	0	85
Biology (incl. Cell biology)	70	40	0	0	0	110
Biophysics	25	20	0	0	0	45
Biostatistics	30	0	0	0	20	50
Chemistry	25	20	0	0	0	45
Epidemiology	25	0	5	0	0	30
Genetics	30	10	20	0	0	60
Immunology	40	10	0	0	0	50
Microbiology	45	30	0	0	0	75
Parasitology	35	20	0	0	0	55
Pathological anatomy (macro y micro)	65	65	0	0	0	130
Pharmacy	15	5	5	0	0	30
Pharmacology	30	15	5	0	0	55
Physiology	70	35	10	0	0	115
Scientific and technical information*: *Physiology, Biochemistry and Pharmacology (5 hours each)	0	15	0	0	0	15
Toxicology (incl. Environmental	40	10	10	0	0	60

Pollution)						
• Class of Problems related to the diploma						
B. ANIMAL PRODUCTION	Lectures	Practical Work	Supervised Work	Clinical Work	Other*	Total
Agronomy	20	0	0	0	10	30
Animal behaviour (incl. behavioural disorders)	15	15	0	0	0	30
Animal Husbandry (incl. Livestock production systems) (subjects re. Genetic Improvement and Animal Production)	100 40+60	50 30+20	0	0	20 0+20	170
Animal nutrition and feeding	45	25	0	0	5	75
Animal protection and welfare	10	5	0	0	0	15
Environmental Protection	20	0	0	0	0	20
Preventative Veterinary Medicine (incl. health monitoring programmes Preventative Medicine, Infectious and parasitic diseases)	74,5 40+21+13,5	21 0+13,5+ 7,5	4,5 0+4,5+0	0	20 20+0+0	120
Reproduction (incl. artificial breeding methods)	30	10	5	15	0	60
Rural Economics	20	0	0	0	10	30
* visits to properties and veterinary services						

C. CLINICAL SUBJECTS						
Anaesthetics	15	6.5	6	9	0	36,5
Clinical examination and diagnosis and laboratory diagnostic methods	31,5	12	11,5	27	0	82
Propedeutics + Infectious diseases + Parasitic diseases	20+7+4,5	5+4,5+2,5	10+1,5+0	27+0+0		
Clinical medicine	99,5	35	19,5	35	0	189
Medical Pathology + Infectious diseases + Parasitic diseases	65+21+13,5	15+12,5+7,5	10+5+4,5	35+0+0		
Diagnostic imaging	20	9	0	11	0	40
Obstetrics	20	3,5	1,5	4	0	29
Reproductive disorders	20	4	2	5	0	31
State veterinary medicine, zoonoses, public health and forensic medicine	34,5	21	4,5	0	0	60
Infectious diseases + Parasitic diseases	21+13,5	13,5+7,5	4,5			
Surgery	55	6.5	6	16	0	83,5
Therapeutics	30	0	5	0	0	35
Pharmacology + Medical Pathology + General Pathology	10+20+0		0+0+5			
D. FOOD HYGIENE						
Certification of food production units	10	6	0	0	0	16
Food certification	35	12	0	0	5	52
Food hygiene and food quality (incl. legislation)	35	12	0	0	5	52
Food service and technology	50	50	0	0	0	100
* visits to industrial food companies and slaughter houses						
E. PROFESSIONAL KNOWLEDGE						
Practice management	5	0	3	0	0	8
Professional ethics	3	0	0	0	3	6
Veterinary certification and report writing	3	0	0	0	2	5
Veterinary legislation	14	0	0	0	5	19

Table 4.1.4. Curriculum hours in other subjects taken by every student

Subject	Contact Hours					Total
	Lectures	Practical Work	Supervised Work	Clinical Work	Other*	
Ethnology and Identification	25	10	0	0	10	45
Practical Work	0	0	0	**	150	150
English	30	30	0	0	0	60
Social Doctrine of the Church	90	0	0	0	0	90

* period of extramural work in any area of veterinary activity (public or private). The student chooses the type of activity (principally clinical work, 60%).

4.2. Elective Subjects

The student may choose between a series of elective subjects. These are divided basically in two large groups:

Elective Track 1: Elective subjects in the first cycle, in which the student must choose a minimum of one of these subjects that totals 45 elective hours. These subjects are taken in second year.

Elective Track 2: Elective subjects in the second cycle. These are distributed in groups intensification groups according to the material that is studied. The student may opt for subjects of different groups of intensification. The total that the student must carry out in this type of subject is 270 hours. These subjects are taken in fourth and fifth year.

The student is not limited by the number of elective subjects that they may take in order to obtain their title. The number of places available for the students in each elective subject is 60.

Given that these subjects have not yet been imparted in the second cycle the annexed list is not described in the timetable distribution, although it will be similar to the elective subjects described in the obsolete study program.

Cycle/block of Intensification	Subjects	Contact Hours					
		Lectures	Practical Work	Supervised Work	Clinical Work	Other	Total
Elective Track 1							
	Veterinary History	45	0	0	0	0	45
	Marine Biology	30	10	0	0	5*	45
		* visits to study centres of water medium (aquariums)					
	Instrumental Techniques	25	20	0	0	0	45
	Modern Language	45	0	0	0	0	45
	Applied Computer Skills	25	20	0	0	0	45
Elective Track 2							
BLOCK OF INTESIFICATION IN BROMATOLOGY, HEALTH AND FOOD TECHNOLOGY							
	Science and Meat Technology	30	15				45
	Science and technology of Dairy Products	30	15				45
	Microbiology in Alimentation	50	40				90
	Application of Systems of internal quality control methods in the food Industry	25	20				45
	Fish Resources and Fish Technology	30	15				45
BLOCK OF INTENSIFICATION IN ANIMAL PRODUCTION AND ECONOMY							
	Aquiculture	40	20				60
	Embryonic Manipulation Techniques	25	20				45
	Alternative Livestock Management	25	20				45
	Livestock and the Environment	25	20				45
	Bird and Rabbit Production	25	20				45
	Swine Production	25	20				45
BLOCK OF INTENSIFICATION IN ANIMAL MEDICINE AND HEALTH							
	Anaesthesiology	25	20				45
	Exotic Animal Clinic	30	30				60
	Dermatology	30	15				45
	Diagnostic Imaging	20	25				45
	Clinical Ethnology	25	20				45
	Clinical paediatrics, qeriatrics and	25	20				45

	falls			
	Neurology	25	20	45
	Ophthalmology	25	20	45
	Traumatology and Orthopaedics	25	20	45
BLOCK OF INTENSIFICATION IN LABORATORY				
	Clinical Analysis	25	20	45
	Clinical Biochemistry and Molecular diagnosis	40	35	75
	Animal Experimentation and Biomedicine	45	15	60
	Biotechnology in the production of Vaccines	25	20	45
	Experimental Toxicology	30	15	45
COMPLEMENTARY SUBJECTS				
	Ecopathology of Wildlife	25	20	45
	Management of hunting	25	20	45

4.3. Signatures of Free Election

The students must select the equivalent of 37,5 credits freely elected. Of the total, 20 credits (200 hours) must be taken obligatorily as subjects or courses within the Humanities Institute of Angel Ayala. The rest (17,5 credits) may be obtained in the following ways:

- ◆ Through the realization of more elective subjects than the stipulated, that are convalidated as freely elected (10 hours = 1 credit)
- ◆ Carry out courses, seminars. Assist at congresses...(20 hours = 1 credit)
- ◆ Carry out practical volunteer work in centres that are related with the university through a signed agreement
- ◆ Collaborations with the Departments of the University (40 hours = 1 credit)

- Election of courses of the Institute Angel Ayala of the University
(there are courses of different duration)

Subjects (Humanities Institute “Angel Ayala”)	Year Offered	Theoretical Hours
History of the Civilisations	2º a 5º	90
History of Art	2º a 5º	90
History of Spain	2º a 5º	90
History of the music	2º a 5º	45
Philosophy of Man	2º a 5º	60
Logic	2º a 5º	60
Introduction to Metaphysics	2º a 5º	60
Ethic	2º a 5º	45
History of the Philosophy	2º a 5º	90
Redaction	2º a 5º	45
Oral Expression	2º a 5º	45
Spanish and Latin-American Literature	2º a 5º	90
Literature universal	2º a 5º	90
Human Aspects of Genetics	2º a 5º	45
History of Science	2º a 5º	90
The value of liberty	2º a 5º	20
Introduction to University Life	2º a 5º	20
The Republic of Platon	2º a 5º	10
Ethics A.N. Aristotle	2º a 5º	10

4.4. Extramural Obligatory Practical Work

Table 4.4.: Extramural Practical Work

Nature of the practical work	Minimum Period	Academic Year Coursed
Practice periods in centres related with any field of Veterinary Activity	150 hours	Fifth year

This extramural work is developed during the month following the suspension of classes and practical work in fifth year, normally just after the examinations in february. The students select the centre in which they wish carry out the practical work period in any one of the entities that have signed an agreement of collaboration for this final. These centres integrate the student into their normal activity and assigns them a tutor that will be their liaison and reference during the extramural work.

To this end they will have the same tutor from the University that will advise them on the report that they must carry out and follow the progress of the student. Maintaining contact with the tutor of the entity if this were considered necessary.

The students must prepare a detailed report of the activity that was carried out during their practical experience. This report will be handed in to their tutor who will evaluate and assign a final note. The tutor of the company will elaborate a report evaluating the activity of the student. Finally, the student must prepare an oral and public defence before a tribunal composed by the tutor and two teachers of the University. With these three criteria the extramural work will be assessed.

4.5.: Ratios

$$\frac{\text{Theoretical Training}}{\text{Practical and Clinical Training}} = \frac{1740}{1300} = \frac{1}{0.75}$$

$$\frac{\text{Clinical Training}}{\text{Theoretical and Practical Training}} = \frac{127}{2913} = \frac{1}{22.94}$$

4.6.: Further Information on the Curriculum

CORE SUBJECTS	
Anatomy and Embryology	Systematic Anatomy compared and topographical, basic and orientated towards clinical applications of production, hygiene and the industrialization of food production. Description of embryonic development in species of veterinary interest. Embryonic manipulation. Congenital anomalies.
HISTOLOGY	The eukaryotic cell, structure. Description of the fibres, organs and systems of domestic animals and animals of use to man.
PLANT BIOLOGY	Morphology, bionomy and systems of animals especially those of veterinary interest
PLANT BIOLOGY	Morphology, systematic and associations of plants of veterinary interest
ETOLOGY AND ANIMAL PROTECTION	Animal behaviour, domestication, systems of exploitation for reducing suffering.
ETHNOLOGY	Studies of the external morphology and of the ethnological characteristics of the principal species and breeds
PHYSICS	Bases in physics of biological processes applied to industries and products of veterinary interest. Application of physics to veterinary Science.
IMMUNOLOGY	Basic principals of immune system and application of techniques.
MATHEMATICS	Basic principals of biometrics and statistics applied to veterinary Science.
CHEMISTRY	Chemical bases of biological processes and medical and industrial applications. Chemical bases of the environment.
AGRONOMY	Relations soil-plant animal. Plants used for livestock and factors that influence in their quality and yield.
AGRARIAN ECONOMICS	Agrarian Economics. Economy and commercialization of agricultural products.
BIOCHEMISTRY	Molecular bases of life and of productive processes. Molecular alterations of illnesses. Diagnostic applications in therapy and in animal production.
EPIDEMIOLOGY	Descriptive, analytical and prospective study of phenomena that affect populations in particular illnesses and health factors that reflect public health and eco-systems.
ANIMAL PHYSIOLOGY	Functioning of organs, systems and of the integral functioning of the organism. Application of Physiology to animal medicine

	and animal production.
GENETICS	The biological inheritance, localization and structure of hereditary information, transmission and recombination; expression regulation and variation. Biotechnological genetics. Clinical genetics. Genetics pools.
MICROBIOLOGY	Morphology, biochemistry, genetics and taxonomy of virus, bacteria, and fungus causing infections, or with biotechnological and ecological applications.
PARASITOLOGY	Morphology, bionomy and physiology of parasites of domestic animals and work animals. Relations parasite-host-environment
IMPROVEMENTS IN ANIMAL GENETICS	Genetic applications of improvements. Elimination of lethal and semi-lethal factors for the resistance to illness.
DEONTOLOGY AND LEGAL MEDICINE AND VETERINARY LEGISLATION,	Ethical principles that must maintain informed the professional practice of the veterinarian. Legal norms that regulate commerce and the use of animals and their by products, as well as those that affect the veterinary professional.
PHARMACOLOGY, PHARMACIA AND THERAPY	General principles of pharmacokinetics and pharmacodynamics. Fundamental description of the principal pharmacological groups. Studies of pharmaceutical forms and their pharmacokinetic application. Mechanisms of action, pharmacological effects and their therapeutic and toxic consequences. Pharmacotherapy.
CLINICAL MEDICINE AND SURGERY	Morbid processes that require surgery, the techniques to employ that include those of surgical restitution and experimental surgery. Anaesthesiology, physiological and pharmacological bases
PREVENTATIVE MEDICINE AND HEALTH CONTROL	Bases of the preparation of health programs with the objective of assuring the viability of livestock, increasing production and reducing losses and improving both parameters. Critical bases in the protection against diseases and norms of prevention, control and resolution
ANIMAL NUTRITION	Assessment of nutrient needs of domestic animals and animals of use, according to their digestive and metabolic processes. Raw material for animal alimentation, assessment and formulas.
GENERAL PATHOLOGY	Nosology, physiopathology and immunopathology
PATHOLOGICAL ANATOMY	Study of pathological alterations of cells, fibres and organs.

CLINICAL DIAGNOSIS (PROPEDEUTICS)	Methods and procedures of clinical exploration, including complementary laboratory techniques as well as interpretation.
RADIOLOGY	Nature. Production, properties and action with ionising radiations on live animals. Diagnostic and therapeutic applications. Norms of protection.
FOOD TECHNOLOGY	Properties of food. Basic operations within the food industry. Practical work in installations of treatment and transformation of food.
INFECTIOUS DISEASES	Processes provoked by virus, bacteria and fungus, including epidemiology, clinical work, diagnosis, therapy, control and resolutions. Zoonoses.
PARASITIC DISEASES	Protozooses, helminthoses, arthropodosis, considering the clinical epidemiological and diagnostic therapeutic aspects, control and resolution and the repercussions of the productive processes, public health, zoonoses and the environment
OBSTETRICS AND REPRODUCTION	This area deals with pre and post birth care, as well as medical or surgical resolutions of problems related to the birth of domestic animals and animals of use. Clinical physiopathology and technology of the reproduction.
HYGIENE INSPECTION AND FOOD CONTROLS.	Conditions that must be characterised by food of animal origin. Public health. Pre and post mortem inspection. Hygiene of establishments and food manipulation. Practical work in slaughterhouses and other installations of control, processing, distribution and commercialization of food.
MEDICAL PATHOLOGY OF NUTRITION	Diseases that are not of a contagious or parasitic nature, in presentation individual or collective, tributaries of hygienic-dietetic, or medical tributaries. Clinical medicine intrahospitalary, and mobile.
ANIMAL PRODUCTION AND VETERINARY HYGIENE	Coordination and application of diverse physiological and zoo technological knowledge in the practical exploitation of animals. Livestock properties. Ambient hygiene.
TOXICOLOGY	The study of agents, natural or synthetic, that may produce acute or chronic intoxication, their identification, the mechanism of action, clinical or experimental diagnosis of toxicity, knowledge of residues in food products with a possible risk, and environmental contamination. Toxicological and legal bases

	to assure the non toxic nature of pharmaceutical products and additives.
EXTRAMURAL PERIODS (ESTANCIAS)	Period of practical formation in those terms expressed in the second Directive.
ELECTIVES OF FIRST CYCLE (1º,2º year)	
	Study of the structure and function of eukaryotic cell. Initiation of laboratory work.
MARINE BIOLOGY	Basic and applied studies of all of each one of the components of the marine eco-system.
BIOCHEMISTRY AND APPLIED MOLECULAR BIOLOGY	Specific techniques and applications of the ADN recombinant in the veterinary field.
ECOLOGY	Interaction of the animal-environment during their production and industrial transformation: repercussions
APPLIED COMPUTER SKILLS	Introduction to computer skills and the use of the principal computer programs with a direct application in veterinary science.
TECHNIQUES OF DOCUMENTATION	Recompilation of information through the knowledge and manipulation of different data bases of veterinary interest.
INSTRUMENTAL TECHNIQUES	Knowledge of the principles, instrumentation and systems of treatment of analytical signs on which the instrumental techniques of analysis are based. Methodology and criteria of selection of different instrumental techniques.
CURRICULUM OF BROMATOLOGY, HEALTH AND FOOD TECHNOLOGY	
BIOCHEMISTRY AND PHYSICAL CHEMICAL ANALYSIS OF FOOD	Components of food, Chemical modifications of food during the treatment and storage. Food additives. Analysis of foods. Measurement of physical and sensorial properties and determination of macro and micro-nutrients, toxic substances, indicators, etc. in food.
SCIENCE AND MEAT TECHNOLOGY	Composition, characteristics, properties, obtaining, processing and meat conservation. Elaboration, properties and defects of meat products.
SCIENCE AND TECHNOLOGY OF MILK	Components and properties of milk. Obtaining, processing and conservation of milk. Characteristics, properties, systems of evaluation and alterations and defects of dairy products.
MICROBIOLOGY AND ANALYSIS MICROBIOLOGICAL OF FOOD	Microbiological and parasitological deterioration of food. Microorganisms and pathogenic parasites of food. Detection.
HYGIENE INDUSTRIAL	Study, analysis and control of critical points in

	the food industry.
CURRICULUM OF ANIMAL PRODUCTION AND ECONOMICS	
PRODUCTION OF RUMINANTS	Optimization of factors that influence the productivity of bovines, ovines, caprines with respect to meat and milk production. Reproductive management, alimentation, genetic improvements and installations. Ruminants' clinic.
PORCINE PRODUCTION	Optimization of factors that influence the porcine productivity. Reproductive management, alimentation, genetic improvements and installations. Porcine clinic.
PRODUCTION CUNICULTURE AVICULTURE AND OTHERS	Optimization of those factors that influence the productivity of the different species studied. Reproductive manipulation, alimentation, genetic improvements and installations. Study of the different diseases grouped in terms of organs and system differentiated in the different species under study.
PRODUCTION OF AQUATIC ANIMALS	Types of cultivations. Alimentation and nutrition. Specific cultivations. Technology of the installations and quality of the water. Pathology of the aquatic animals.
BIOTECHNOLOGY OF THE REPRODUCTION	Study of the New Technologies applicable to Reproduction Techniques of Embryonic Manipulation.
CURRICULUM OF MEDICINE AND ANIMAL HEALTH	
CLINIC DE SMALL ANIMALS	Medical clinic of small animals.
EQUINE CLINIC	Medical y Surgical Equine Clinic - intrahospitalary and mobile
AQUATIC, EXOTIC AND ZOOLOGICAL ANIMALS CLINIC	Study of the principal diseases of these animals. Fundaments of their medicine, therapy and manipulation. Ethical-legal aspects.
PATHOLOGICAL SURGERY AND TRAUMATOLOGY	Knowledge of the diseases that require surgical intervention and their treatment that affect the different organs. Application of orthopaedic treatments in each individual pathological process.
CLINICAL ANATOMY	Typographical knowledge and applications of anatomy related to surgery and semiology of domestic animals.
ALIMENTATION AND MANIPULATION OF DOMESTIC ANIMALS	Study of the biological factors, alimentation, environment and the manipulation of domestic animals.

DERMATOLOGY	Study of the diseases of the skin in domestic animals.
NEUROLOGY	Study of the diseases of the nervous system of domestic animals. Neurology consists of three basic areas: Neuroanatomy, clinical neurology with neuropathology and neurosurgery.
OPHTHALMOLOGY	Exploration and knowledge of pathology and surgery of the sense of sight of our domestic animals.
COMPLEMENTARY ELECTIVES OF THE SECOND CYCLE	
CLINICAL ANALYSIS	Study and interpretation of the analytical techniques and their application of the veterinary clinic. Laboratory techniques.
AMPLIFICATION OF PATHOLOGICAL ANATOMY	Study of the principal lesions that are presented in the diseases of animals, relating these same with concrete pathological processes, making reference to the related pathogenic and aetiology.
ANIMAL AND BIOMEDICAL EXPERIMENTATION	Trials of experimental techniques on laboratory animals. Design and coordination of animal housing.
ZOONOSES AND PUBLIC HEALTH	Study of the principal zoonoses, in its epidemiological, clinical and control aspects, especially in the area of veterinary science.

1.b.2.- Sequential order of subjects

Subjects	Type	Credits	Cycle/Course
Anatomy and Embryology	core	18	1/1
Histology	core	6	1/1
Biology Animal	core	3	1/1
Biology Vegetal	core	3	1/1
Ethology and Animal Protection	core	3	1/1
Ethnology	core	3	1/1
Physics	core	4	1/1
Immunology	core	5	1/1
Mathematics	core	5	1/1
Chemistry	core	4	1/1
ELECTIVES 1º CYCLE	Electives	6	1/1
Agronomy	core	3	1/2
Agrarian Economics	core	3	1/2
Biochemistry	core	9	1/2
Epidemiology	core	3	1/2
Animal Physiology	core	12	1/2

Genetics	core	6	1/2
Microbiology	core	7	1/2
Parasitology	core	5	1/2
ELECTIVES 1° CYCLE	Electives	6	1/2
Improvements in Animal Genetics	core	7	2/3
Deontology, Legal Medicine and veterinary Legislation	core	4	2/3
Pharmacology, Pharmacy and Therapeutics	core	9	2/3
Clinical Medicine and Surgery	core	10	2/3
Preventative medicine y Sanitary Control Sanitaria	core	4	2/3
Animal Nutrition	core	7	2/3
General Pathology	core	6	2/3
Pathological Anatomy	core	6	2/3
Clinical Propedeutics	core	5	2/3
Radiology	core	3	2/3
Food Technology	core	9	2/3
Infectious Diseases	core	10	2/4
Parasitic diseases	core	7	2/4
Obstetrics and Reproduction	core	10	2/4
Hygiene, Inspection and Food Control	core	10	2/4
Medical pathology and Nutrition	core	10	2/4
Animal Production and Veterinary Hygiene	core	8	2/4
Toxicology	core	5	2/4
Extramural Work	core	15	2/5
ELECTIVES 2° CYCLE	Electives	58	2/5

The assistance at the practical seminars and theoretical classes are considered compulsory for all students. The control of this assistance varies according to the subject. The objective of this control, particularly in the earlier courses is to accustom the students to assist the both theoretical and practical classes.

4.7.: Specific Information on Clinical Practice Work.

The compulsory practical seminars in the clinical work is developed, is understood as those classes in which the student carries out, on a live animal, procedures of exploration, diagnosis and treatment and is

organised in our Faculty within each subject. This means that the according to the subject studied, the student will carry out different clinical procedures, each subject organised according to the different needs of the subject.

Practical clinical classes begin in **3rd year**. The subjects that are given are as follows:

Radiology: the practical clinical work is organised in order to permit that the students, in groups of 15 students, assist 6 sessions, each session of 2 hours of duration, in which the different positions of the live animal are trialled, in order to obtain the different radiographic projections.

Propedeutics: The students, in groups of 16-17 persons, carry out 9 sessions each session of 3 hours of duration, in which the students carry out a topographical exploration on domestic animals. Five sessions are carried out on dogs, 4 on equines and bovines. The content of these practical sessions follows the same order as the theoretical program.

Clinical Medicine and Surgery: The 15 hours of clinical work of this subject is organised in 5 sessions of supervised work, each session from 2 – 5 hours of duration. In these sessions, there are 8 (2 in clinical assistance), students under the direction of 1 teacher. The students carry out the basic techniques of anaesthesia and surgery on various animal species (cats, dogs, sheep and rabbit) and assist at external clinical services.

In **4th year**, the compulsory clinical practical sessions concentrate on two subjects: Medical Pathology and Obstetrics and Reproduction

- Medical pathology: in this subject, it is necessary to differentiate between the practical work of small animals, equines, and cattle.
 - o Small animals: the students carry out sessions in groups of students. (Generally dogs and cats), that proceed from the Sociedad Valenciana Protectora de Animales y Plantas (Valencian Society for the Protection of animals and plants) or remitted by veterinary clinics. In these practical sessions,

under the supervision of the teachers the students carry out procedures of evaluation of animals condition and any necessary interventions.

- Equines: 6 sessions, each session of average 3 hours of duration, in groups of 7 students. The students carry out a physical exploration of the animal and participate in complementary tests of laboratory diagnosis by image. Under the supervision of the teacher, the students discuss the therapeutic plan to follow and collaborate in the application of the measure decided upon in each case.
- Dairy cattle: each session of 3 hours in groups of 7 students accompany the teacher during their daily clinical activity
- Beef cattle and small ruminants: each session of 4-5 hours, in groups of 3 students in which the students accompany the teacher in the daily mobile clinical service.
- Obstetrics and reproduction: the 18 hours of clinical work in this subject is carried out in groups of 7 to 15 students (according to the practical work that is to be carried out). In these sessions, 10 hours are allocated, under the supervision of the teacher, to rectal explorations of the cow and the mare, insemination of the cow, endometrial cytology of the mare, reproductive ecographies on large and small animals. The remaining 8 hours, under the supervision of the teacher, are used for the study of clinical cases in small and large animals.

In 5th year, there are no compulsory practical clinical sessions. Notwithstanding, the students that choose to “intensify” their specialising in clinical work, choose amongst the offers elective subjects offered, principally the subjects that are offered as follows, in which an important number of clinical cases are studied. These subjects organise their practical clinical work in the following way:

- Ophthalmology (2h). Groups of 7 students assist a clinical case: the students carry out a complete ophthalmologic exploration in order to reach a diagnosis and following, the implementation of a medical or surgical treatment.
- Neurology (2h). Study of one or more clinical cases in which the students, in groups of 6, carry out a neurological examination under the supervision of the teacher, with the objective of reaching a neuroanatomical localization of the lesion. The students, together with the teacher then decide the following diagnostic trails that should be carried out.
- Clinical anatomy (18h). Groups of 7 students assist 4 session, each session of 2 hours of ecographies, in which the student carries out different applications by ecography on the live animal, in order to assess the abdominal organs, heart and eye. The students will also assist 3 sessions, each session of 4 hours of radiology that consists of x-rays on sick animals, where the objective is to reach a diagnosis under the supervision of the teacher.
- Companion animals Clinics – (45h). Each student carries out practical work in this subject during 2 weeks, 5 days, 4hours daily and other day with a 5 hour session, destined to practical odontological work. During this practical work the students are responsible for the realization of a complete exploration of the animal. The teacher will carry out a parallel exploration in order to check the data obtained by the students and correct any possible errors. With the information obtained the professor will guide the students in the elaboration of the list a differential diagnosis based on those diagnostic trials that will be carried out. The collection of samples is carried out by the student under the supervision of the teacher and is analysed, if possible at the same time as the consultation. The teacher demonstrates to the students the findings obtained, diagnoses and prescribes were necessary the therapy adequate for the case. In the case that therapy were necessary,

this would be administrated by the students. All of the cases are commented in pairs with each pair responsible for a particular case. The pair must prepare with bibliography in order to present the case to their classmates and clear up any doubts that may remain regarding the diagnosis carried.

- Exotic animals clinic (10h). 4 sessions of 2,5 hours in which the following is carried out: 1 anaesthesia and surgery on birds, propedeutic session on reptiles and manipulation of zoological animals (carried out in the Safari Park “El Vergel”).
- Equine clinic (15h). 6 session, each session of 2.5 hours, in groups of 7 students, focused on diagnosis of lameness in horses. In these sessions the students explore the forward member, back member and the dorsal of the horse. Equally, they learn to carry out ecographies on the extremities, to use portable radiological equipment and interpretate the images of the ecography and radiology.
- Dermatology (9h). The practical work with live animals in dermatology is carried out over three days, three hours daily, in groups of 7 students; this year 02/03 the practical classes were concentrated in two days, each session of 4,5 hours of duration. During these practical sessions the students are required to carry out a complete exploration of the animal. The teacher carries out a parallel analysis in order to be able to compare the results of the students and assure the correct manipulation of the data obtained. With the information obtained, the students are asked to compile a list of diagnostic differentials based on those trials that are to be carried out. The collection of samples is carried out by the student under the supervision of the teacher and is analysed, if possible at the same time as the consultation. The teacher demonstrates to the students the findings obtained, diagnoses and prescribes were necessary the therapy adequate for the case. In the case that

therapy were necessary, this would be administrated by the students.

- Surgical Pathology and Traumatology (50h). The students provide assistance to the services of anaesthesiology and surgery of the Hospital Clinic, in groups of 2 students. The areas that are assisted are hospitalised anaesthesiology, consultation and surgery.
- Biotechnology of Reproduction (4h). One session of four hours, in groups of 7 students. The students, under the tutelage of the teacher carries out extractions and contrasting and manipulation of horse semen, insemination and diagnosis of gestation of the mare

It is important to indicate that the compulsory subject of Extramural work (Estancias) is carried out by those students interested in the clinical area and in veterinary clinics area in which the students will integrate.

4.8.: Specific Information Regarding Teaching in Practical Aspects of Food Hygiene

The students visit two slaughterhouses: “SADA” – birds, and MERCAVALENCIA – market animals. Prior to the visit to these slaughterhouses the students receive technical information regarding:

Market animals: definition, classification, characteristics, transport.

Types of slaughterhouses: hygienic principals in their construction and functionality, services and circuits.

Inspection ante-mortem of the market animals: objectives: general organisation of the inspection ante-mortem. Phases of reconnaissance.

Sacrificing of the market animal: study of the hygiene-health in the different phases of the sacrificing.

Inspection post-mortem of market animals: phases in the inspection. Criteria of inspection. Dictamen and sanitary marking.

Special sacrifices of emergency. MER: causes, procedures of actuation of the veterinary inspector. Specific materials of risk.

Classification of canals. Outcomes: Typifying of the canals according to the legislation in vigour. Calculation of outcomes/results.

Commercial presentation of the meat. Salas for quartering. Hygiene norms of the salas. Types of pieces. Detection of frauds.

Slaughterhouses of birds and rabbits: Specific inspections of birds and rabbits. Hygienic aspects of the processing.

Inspection post-mortem of birds and rabbits: specific inspection of birds and rabbits.

Dictamen and sanitary marking.

The distance of the slaughterhouse of the company SADA from the University is 15km and to MERCAVALENCIA is 10km. The species that are studied are: cattle, pigs, sheep, (Mercavalencia) and hens (SADA). The bird slaughterhouse is visited by groups of 20 students and is directed by different veterinarians of the slaughterhouse, accompanied always by the teacher. The duration of the visit is 5 hours. The visit to the slaughterhouse of MERCAVALENCIA is structured in the same way but the groups are reduced to 15 people and the duration is 6 hours.

2. COMMENTS

Actually the general directives in vigour within Spain for the study programs relevant to the Bachelor of Veterinary Science mark a broad basic formation that integrates all of the aspects of the veterinary professional.

Within Spain, Veterinary studies promote animal production, control and food hygiene and animal health. For this reason the comparative ratios between these fields of expertise and the totals will vary in comparison to

other systems especially where one or other fields are promoted concretely.

The social needs demonstrate a high necessity for professionals formed in the areas of animal production and the food industry, more than in the areas of clinical work, even though the number of students interested in this last area is higher than the other areas mentioned.

The possibility of modifying the study plan once approved is limited. At this moment we are involved in the elaboration of a proposal of general directives within the Plan of European Educational Convergence. At this moment all of the Veterinary faculties in Spain are working together in order to elaborate a plan of studies of general application throughout Spain, that permits the unification of the studied programs for any Spanish student with respect to those study plans in place throughout Europe.

It would be true to state that the local labour situation gives special importance to animal production, especially on the area of swine and ruminants production. The agro-alimentary sector is also very important, and this has been made evident following the presence of some very specific pathological processes of great social interest. The next area importance is small animal clinical work that is considered important in the urban environment and of little economic importance in rural areas. The activity of the clinic is especially outstanding in small animals, falling into a second plane, horses due to the fact that the number of horses in this geographical area is not high and that there are relatively few horse clinics in the Comunidad.

3. SUGGESTIONS

With reference to the ratios, especially in clinical practical work, it is clear that the allocated time is deficient. This circumstance is due to the fact that those students interested in realizing more direct clinical work may carry this out during the last year of the course through a total of 151 hours of practical clinical work to which is added 150 hours of extramural clinical work, contemplated in the external practical subject of "Estancias". To this

end, the student studying the old plan will carry out a total of 411 real hours, and 387 hours in the new plan.

The development of practical clinical assistance work is high given that the history of the Faculty is short and that the evolution of diverse external services that the Institution provides must imply an increase in the number and quality of the cases attended. To this end the hours dedicated to clinical work in the core subjects will increase until they reach values that are in line with the normal ratios in relatively few courses.



CHAPTER 5:

TEACHING QUALITY AND EVALUATION

CHAPTER 5 - TEACHING: QUALITY AND EVALUATION

1. FACTUAL INFORMATION

5.1.: The teaching programme – The plan of Academic Ordination

5.1 (i) Describe the measures taken to ensure co-ordination in the teaching between different departments, sections institutes and services

The Department within the Faculty is the organism responsible for the coordination of the themes and the practical work of the subjects assigned to that Department. Overseen by the Director of the Department, the course programs of the respective subjects are elaborated by those teachers responsible for the subject, in accordance with the subject content. Those teachers who are responsible for subjects that require co-ordination with other areas meet to permit an adequate treatment of all of the subjects involved.

Once all of the subjects have been defined in terms of objectives and content and resource needs, the Director of the Department receives the programs of all of the subjects, together with any complementary information that is considered necessary and forwards this resume onto to the Vice Dean. The Vice Dean of the veterinary program receives the programs from the Directors of all of the Departments, studies the content and evaluates the necessity of co-ordinating or overlapping various subjects.

As previously commented, in the Universidad Cardenal Herrera-CEU (UCH-CEU), the knowledge areas that form part of the Veterinary curriculum are distributed into five different departments: i) Sanitary Attention, Public Health and Animal Health, ii) Physiology, Pharmacology and Toxicology iii) Chemistry, Biochemistry and Molecular Biology iv) Animal Production, Food and Technology Science v) Animal Medicine and Health. The resume of the data presented by all of the Departments is termed the Plan of Academic Ordination (POD). The information that is contained in this Plan is organised according to the Departments. The

information necessary to prepare this Plan is reverted to the Dean of the Faculty by the Vice Deans of all of the courses that are given in the Faculty of Experimental Science and Health. The Dean presents this Plan together with any other relevant secondary information to the Pro-Vice Chancellor of Academic Ordination for his review. Once this document has been reviewed it is presented in the Senate for approval. On acceptance, this document together with the Plans from the other Faculties is presented by the Principal of the University in the Management Board in Madrid (*Patronato*). The time period for the preparation of the data normally begins in March. The POD is presented to the Senate during the month of May and is reviewed in Madrid in June. The consent by the Management Board in Madrid to implement the plan normally is confirmed to the Faculty in the month of June to permit that adequate time is given to the Faculty to carry out any modifications necessary in the course programs.

Coordination of Services and Resources

The teaching cloister, supported by the Director of the Department and the Vice-Dean of the Veterinary program stimulates the teachers to develop coordinated programs between these subjects that may need this element in order to satisfy the objectives of the subject. An important part of the coordination is carried out as a result of a fluid interchange of information between the teachers implicated, without a direct intervention from the Director of the Department nor by the Vice dean of the Veterinary program, whose role in this process is purely supervisory.

The Vice-Dean of the Veterinary Program coordinates the utilization of resources. Once the needs of each subject with respect to installations have been communicated, the Vice-dean in collaboration with the person designated as responsible for the laboratories and the Director of the CCVR – Veterinary Hospital of the University assigns the installations and the equipment necessary for each subject, taking into account both the practical and theoretical elements of the program. This co-ordination has

the objective of avoiding conflicts in the utilisation classrooms, wards laboratories and equipment.

There are services that must be used by all of the courses that are imparted in the Faculty. The coordination of the utilization of those services required for the realization of both the theoretical and practical elements of the program is the responsibility of the Vice Dean of the veterinary program who will meet with the Vice Deans of the other degrees that are imparted in the Faculty of Experimental Science and Health (Nursing, Physiotherapy, Pharmacy, Dentistry and certain subjects from the inter-faculty Humanities Department and the Department of Mathematics).

The Vice-Dean will make the distribution of resources according to availability, assuring that any reservations and previsions are made as early as possible (computer rooms, conference rooms). Given the limitations that the actual building presents with respect to access to the different teaching areas, allowances are made within certain parameters to accommodate as much as possible and special needs that the students may have. At any given moment during the course of the Academic Year, in the secretarial pool located in Direction of the Faculty, information is available regarding the use of the classrooms and the common services. This service has the aim of avoiding timetable conflicts and resolving any additional needs for classrooms or equipment that may be required.

5.1(ii) Describe the philosophy of the pedagogical approach of the institution. In particular, describe the use of newer approaches, such as problem-based learning, interactive computer assisted learning, etc.

In general, from both the Senate of the University as well as from the Direction of the Faculty, the need for continued formation within the teaching cloister is promoted. Every year the teaching cloister is offered courses of formation related to the application of new technologies in the area of teaching (with particular reference to the accumulation of knowledge on the manipulation of computer programs). Along these same

lines, the third edition of the Congress of Application of New Technologies in presential teaching and e-learning has been celebrated here at the University. The cloister of teachers was especially targeted to participate in these congresses.

The web sites of the subjects of Anatomy (http://www.uch.ceu.es/anatomia_y_embriologia) and Histological and Pathological Anatomy (http://www.uch.ceu.es/anatomia_patologica) are fruit of the courses of formation and the formative environment proportion by advances in new technologies. These web sites have been elaborated with the objective that the student may access principally macroscopic and microscopic images that contribute to the theoretical and practical formation that complements the teaching material.

All of the classrooms within the Faculty are equipped with integrated computer support systems, including access to internet, and the internal network of the University. A video player VHS-NTSC, with a sound amplifier and speakers located throughout the class, together with a remote control film projector and overhead projector of transparencies and slides. It is important to note that the area of technological advances is represented in the curriculum of Veterinary Science in the increase in the number of practical classes that the students must assist in the Computer Laboratories. The objective is to introduce the student to the possibilities that internet and the manipulation of programs related to the area of veterinary science present in their diverse variety. The students are informed of the need for utilizing new technologies and to this end the student is requested diverse individual and group work.

One of the principal objectives of the course is that the student acquires a broad knowledge base of problem solving skills, where the student is taught to avoid the mere collection of data that is later must be scientifically or technically documented. Practical work is carried out, especially in the second cycle of studies, where the student is taught to search for acquire and utilize the information that is relevant, discriminating correctly the superfluous information from valid data.

5.1(iii) Indicate the extent to which course notes are used to supplement or substitute for the use of standard veterinary textbooks.

Normally the principal method that the student uses to obtain the information regarding a subject is through the notes that they take in class. Many of the teachers try to complement this source of information providing a resume on each theme with the objective of unifying as much as possible the minimum information necessary, and distributing this information amongst the students, in the form of photocopies of the notes (only to admitted students), or by way of notes introduced into the internal web site of the University where the student may access these same notes from any computer with their personalized access code.

The teachers also advise the students to consult with books, magazines internet, etc, in order to locate material that is relevant to the subject area. It is however more than likely that the majority of the students centre their preparation for examinations in the utilization of the notes that they have taken in class (or those distributed by the teacher) in order to pass their examinations.

5.1 (iv) Describe (if applicable) any established or contractual arrangements that support undergraduate teaching between the establishment and outside bodies, e.g. farms, breeding centres, practitioners, state veterinary services, factories/processing plants, outside laboratories, etc. Briefly describe how these arrangements work out in practice in terms of the contact this provides for all students or for selected students.

The Direction of the School of veterinary Science is highly conscious of the need for maintaining a very close contact with Industry in its broad range of categories. This bilateral relationship in the specific context of the undergraduate student is utilized as the source of external educational experiences that are fundamental in the integral formation of the student, principally because the veterinary science degree is concerned with the application of the accumulated knowledge in the promotion of the health

and welfare of animals of importance to society. Extramural practical work is carried out as a result of the recognition of a need for constant contact with the professional practice, always as a supplement to the theoretical development of the student, and always under controlled and quality conditions.

This relationship also provides, for the entity involved, a valuable contact with the University, in terms of the wide range of professional services that this organism offers to both the public and private sectors and the community in general. These circumstances perhaps are more closely related to the area of Research, which will be developed in Chapter 13.

The Veterinary Science degree has maintains approximately **165** contractual arrangements with external entities that are distributed in the following way:

- Small animal clinics: **90 centres.**
- Horse Clinics: **13 centres.**
- Clinics and production of ruminants: **13 centres.**
- Exotic and Marine Animal Clinics: **7 centres.**
- Bird Production exploitations: **4 companies.**
- Pig Production exploitations: **11 companies.**
- Laboratories of Animal Health, Food Hygiene, Histology and Clinical Analysis: **6 centers.**
- Hygiene and Food Inspection, slaughterhouses and industries (Public Centers within the network of the Public Health Authorities of the Generalitat): **18 centers.**
- Food Industry: **3 centers.**

These are generally of recognized prestige and importance in our Comunidad and also on a national level. Amongst these companies, figures the Valencian Aquarium (L'Oceanografic de Valencia) and the Wildlife Recuperation Centre El Saler (Public Environmental Authorities), Public Health Centres nº 3, 4 and 5 within the Valencian area, that includes a laboratory of public health, and Mercavalencia (Public Health

Authority), NANTA, S.L., Agroturia, S.L., SADA, Centre Policlinico de San Vicente de Raspeig (Alicante), Hospital Veterinario Ars Veterinaria (Barcelona), Clínica Puerta de Hierro de Madrid, Centro de Medicina Animal de Valencia, Hospital Veterinario Marina Alta de Denia (Alicante), Granja San Francisco, Albaikide (Navarra), Granja Aguas.

The students are advantaged by the contractual relations in different ways:

1. Within the extramural work of many of the subjects, the students carry out visits, practical work “on-site” or are instructed by tutors of the centres that collaborate with the University. This extramural work affects all of the areas of Veterinary application.
2. All of the students have the possibility of assisting volunteer practical extramural work (minimum 4 weeks) in all of the centres that collaborate with the University, and is directly related to the veterinary profession. During the Academic Course 2002-03, 500 volunteer extramural practical positions were offered in 165 different centres. A total of 177 students occupied a total of 207 places, which means that the offer was greater than the demand and that some students voluntarily carried out this extramural work over a two or three month period.
3. All students must carry out a period of extramural practical work that is assigned a credit load in total of 15 credits (this being approximately 4.5% of the total of the Veterinary Program). Practically all of the centers that are collaborators of the University and are related to the Veterinary profession are susceptible to being chosen by the students for this final.

This type of extramural activity may be accessed by those students who have accumulated and passed more than half of the total number of credits (170 credits) that the veterinary program is assigned.

Priority is given to students in their fifth year of study. This type of extramural work is coordinated by a member of the teaching cloister who voluntarily offers to carry out the responsibilities associated with the correct functioning of this area. (eg. Contacting the companies to assure that the three parts involved the student, the university and the collaborator is aware of the conditions that suppose this type of collaboration, contracting of insurance policies, confirmation of timetables, and any additional information that may be required).

5.2.: The Teaching Environment

5.2. (i) Describe the available staff development facilities, particularly in relation to teaching skills

The Direction of the Faculty and the Departments facilitate the assistance of the staff in programs of continued formation, permitting that the teaching cloister has the possibility of attending as many courses and seminars of continued formation that they consider opportune. Assistance at these courses should not interfere with their teaching labour and the course must be fundamentally related to the academic role of the teacher in question.

Within the area of continued formation both the scientific and professional progress of the academic staff is considered, as well as formation in aids that permit practical improvements of the teaching labour. The centre facilitates this type of formation by providing a budget approved by the Senate of the University, that is distributed amongst the academic staff according to the type of event that is involved and where it is held (National, International). During these last years the financial contribution made by the centre reached 50% of the costs involved in the realization of an important number of the activities that were claimed on.

Those courses that are proposed and held at the University dealing with New Technologies are carried out in periods that do not coincide with the teaching. This also includes distance learning courses on various themes related to the area of new technologies.

Erasmus

In the academic year 02/03, teaching staff from the area of Veterinary Science participated in the ERASMUS program, carrying out teaching periods abroad in partner universities in Aberdeen, Scotland and in Pisa, Italy. During the academic year 03/ 04 this participation will also be extended to include protagonism in the development of study programs with European partners and as expressed by the European Community, "joining or creating a Thematic Network."

5.2.(ii) Describe the available systems for reward of teaching excellence (e.g. accelerated promotion)

The Universidad Cardenal Herrera-CEU has recently approved in its statutes a program that confirms the University's commitment to achieve excellence in teaching, to enrich the student experience and to enhance the satisfaction of graduates, employers, the professions and the community with the standards of teaching and the educational programs offered by the University. To this end the University has initiated the first phase in the process of establishing this program dedicated to the university has still to establish the parameters relevant to this promotion.

The University has a history of recognising its excellent teachers. The Angel Herrera Awards for Excellence in teaching were inaugurated to recognise sustained excellence in teaching by its academic staff or other staff in the teaching related employment of the Foundation San Pablo-CEU. Every year within the University an Award for Excellence in Teaching is granted to the teacher that is most highly rated by the students within the teaching cloister. Another area that is recognised by the Foundation is the area of Excellence as a Researcher, the final area that is applicable is the area of Solidarity which deals with an award that is accessible by all of the employees within the foundation that demonstrate their capacity of supporting their colleagues and working in a team to achieve common goals.

5.2 (iii) Describe other measures taken to improve the quality of the teaching.

Making an explicit link between teaching and research so that excellence in research contributes to excellence in learning experiences and outcomes for students.

Supporting coherent and innovative curriculum design and review processes on subject programs

Supporting high quality and innovative teaching and learning practices that actively engage students and provide the benefits of small group interactions.

Providing a high-quality learning environment that encourages independent learning and peer interaction.

Ensuring critical reflection and action on the teaching and learning environment, performance and outcomes.

Providing development opportunities and rewards which encourage teaching and learning staff to be innovative, effective and reflective educators.

The strategies for the achievement of the priorities outlined in the area of excellence in teaching are the responsibility, primarily, of the Pro-Vice-Chancellor of Academic Ordination.

5.3.: The Examination system

Describe the examination system of the establishment.

Assessment is an integral part of the teaching and learning process and contributes significantly to student learning outcomes. Given the importance of assessment, the UCH-CEU strives to ensure that its policies and practices are designed as far as possible to maximise learning. The UCH-CEU therefore has implanted effective procedures for designing, approving, supervising and reviewing the assessment strategies.

The university provides access to a range of support services and resources to assist staff to improve assessment practices and to ensure adherence to University policies and procedures on assessment. One of these measures is the Evaluation Commission that presents, evaluates and discusses the overall results of the students with the aim of reaching valid conclusions on the progress achieved. Should it be required, the progress of certain students may be reviewed in order to reach a sound conclusion on measures that may be taken for example; to improve the academic results and the satisfaction of the objectives established at the beginning of the course.

5.3. (i) Is there a central examination policy for the establishment as a whole? If 'yes' by whom is it decided?

The University's assessment policies and practices stem from the norms adopted by the Senate of the University. The policies and practices are summarised within the Statutes of the University.

The examination period is coordinated by the Direction of the Faculty based on, amongst other aspects, a consideration for the comfort and accessibility by the students to the examination areas. The coordination of this timetable affects all of the partial and final examinations irregardless of whether it is the partial or final exam. (January, June and September). The timetable is made public at the beginning of the course (during the first week of classes). From the academic year 2003/04 onwards, the students through their delegates, propose the dates of the examination periods reaching a common agreement with the Vice-dean of the course program. There have also been occasions in previous years where the students have requested in a body, modifications to the program and in the majority of these cases the modifications have been permitted.

The University also recognises that feedback is essential to an effective learning process, and formulated policy on feedback to students on all assessment (including examination scripts and question papers). Consequently, students can expect to receive appropriate and timely

feedback. This feedback is principally communicated to the student shortly after sitting the exam, where the student is permitted to consult with the examination that they have carried out together with the teacher. At the same time, students have a responsibility to make use of the assessment criteria which they are given; to incorporate feedback into their learning; and where relevant and founded, to provide academic staff with feedback on their assessment practices.

Feedback can be delivered by a variety of methods and may vary in its level of detail and intensity, depending, among other things, on the relative importance of the assessment item and the resources available. Feedback may include discussion, continuous (perhaps informal) assessment to track progress, written comments on work, model answers, lists of common mistakes, peer and self-evaluation, and form feedback sheets containing common criticisms and some individual comment.

5.3 (ii) Are there special periods (without teaching) during the year for examinations?

There are three examination periods as previously commented, during the course of the Academic Year (September-July) where the students are exempt from theoretical and practical classes. The examination period in February (with the suspension of the theoretical and practical classes) is distributed in a 2-3 week period. Those examinations held in June (when the classes for the year have been concluded) are carried out over a 4-5 week period, while those examinations in September (before the new academic year begins) are held over a 2 week period.

5.3 (iii) What form(s) of examination are used (written papers, multiple choice questions, oral practical, clinical examination, continuous assessment, etc)?

In general those subjects are imparted over both semesters of the academic year have a partial exam in February and another exam or a final exam (for those that have been suspended in February) in June and September. The subjects that are imparted in the first semester have their

final exams in February, June and September, while those that are imparted in the second semester have their final exam in June and September.

The type of exam is freely chosen by the teacher of the subject. It is however possible to generalise by stating that the predominant exam type is “test” and short answer in the theoretical subjects and in the practical subjects, oral examinations are applied most frequently, using practical examples and overhead slides. The exam types mentioned do not affect those exams of a developmental nature that are carried out periodically during the course of the in the form of continuous evaluation through the presentation of clinical cases during the course, or a continuous evaluation in the development of the practical classes as the course progresses, and “mixed” exams where test questions are used, in short and long form and assistance and evaluation of the practical work carried out and the development of the projects carried out in the practical classes. Especially in the higher level courses the public exhibition of the projects that are carried out are also considered as forming part of the overall assessment of the student.

5.3 (iv) Is use made of external examiners?

No, use is not made at this moment of external examiners although direction is aware of the valuable input that this perspective on the teaching programme may offer.

5.3 (v) How many retakes of an examination are allowed?

Each subject is permitted a total of 5 retakes of an examination (a total 6 examinations). In the event that the student suspends the original exam and these 5 retakes, presentation of a 6th retake is possible only in the event that the Principal of the University authorises this. This request must be made in written form to the Principal who will deliberate the validity of the students’ argument. In an academic year the student may only present themselves for examination of the same subject twice. Those students that

require less than 27 credits to finish the degree have no limit to the number of supplementary examinations that they may take.

5.3 (vi) Do students have to pass the examination within a certain time?

The only limit that the student must consider when presenting for a retake examination is the number of times that they may present themselves. There is no time limit to pass the exam. If the student does not present themselves at the retake examination this is considered null and is not reflected in their academic record.

5.3 (vii) Do students have to pass an examination before they can start other courses?

There is no exam that facilitates the student's progression to the next course, nor is it required that the student pass all of the subjects coursed before proceeding onto the next course. According to the plan that is actually in place, it is a requirement to achieve a pass in the obligatory subject of English before proceeding onto the second cycle of the degree (3rd, 4th, and 5th courses).

5.4.: Evaluation of Teaching

Academic quality is a way of describing how well the learning opportunities available to students help them to achieve satisfactorily their learning objectives. It is about making sure that appropriate and effective teaching, support, assessment and learning opportunities are provided for them.

5.4 (i) Describe the method(s) to assess the quality of teaching used in the establishment?

An assessment of the quality of the teaching in the UCH-CEU is closely related to student attainment of intended learning outcomes and student satisfaction. The assessment policy implanted by Senate of the University and provides an effective monitoring of these outcomes in a very direct manner.

Attainment of Student Learning Outcomes

The quality of the teaching is also assessed in the Evaluation Commission of each course. This Commission is held following the examination in February, June and September. The evaluation Commission is formed by those teachers involved in each course and the results of the students as well as the global results of all of the subjects are studied. One of the aims of this Commission is to try to analyse in detail those cases where an elevated number of suspensions, absenteeism, number of non presentations to exams. The methodology implanted the method of assessment and the development of the subject is assessed by the all of the teachers within the course. This forum permits the sharing of experiences that favours obtaining solutions to concrete problems.

Student Satisfaction

The area of Orientation within the University carries out twice yearly a questionnaire that is filled out by the student when the subject is finishing analysing the development of the teaching from four different aspects. a) the tutorial attention of the teacher b) the development of the class with respect to the presentation, structure and methodology c) the level of communication maintained with the students d) the organisation of the subject and assessment system.

The survey is based on 20 questions. In each of these questions the student must express their level of satisfaction on a Likert Scale (1-5), as well as proportioning a global assessment of the teacher's behaviour and also a self evaluation of the students own participation levels. This evaluation is represented on a Decatype scale (1-10).

The information that is collected in this survey is processed by the Computer Department. The treatment of the data permits a profile of the quality traced in relation to the question that has been formed and the statistical average obtained by the total number of teachers that are participate actively in teaching.

A dossier is elaborated by the Pro-Vice Chancellor of Academic Ordination on the results obtained with respect to the teaching in each course that is returned to the Dean and the Vice Dean. Each teacher receives the results of their evaluation and are permitted the opportunity of carrying out as many inquiries as they consider necessary to any of the different areas of influence within the university structure.

5.4. (ii) Indicate whether the evaluation is an establishment procedure, or one set up by individual departments, by students or by individuals.

The elaboration of the questionnaire, the processing of the data obtained and the assessment of the same depends on the Pro-Vice Chancellor of Academic Ordination. The assessment system affects the entire university. It is however, the area of Orientation of each degree that is responsible for the coordination of the assessment as efficiently as possible; the students are those parties within the activity that assure the impartiality and the lack of coercion of the same.

The Evaluation Commission is directly responsible to the Direction of each centre, although a global report is prepared for the Pro-Vice-Chancellor.

5.4 (iii) Describe the role of the students in the evaluation of teaching and teachers.

Statistically the students' proportion 100% of the information that is able to be processed in the form of the data that is collected in the questionnaire. This information is collaborated by the outcomes that are generated in the Evaluation Commission.

Equally, in the case of general problems that may affect a class or a particular course with a respect to the teacher, these situations are generally transmitted by the delegate of the class / course to the Vice Dean or to the Dean. The direction studies the situation that has been presented and takes measures to provide a rapid and viable solution.

5.4 (iv) Describe the Follow-up given to the evaluation.

This area corresponds to the Direction of Veterinary Studies and the Pro-Vice Chancellor of Academia Ordination, who follows up, collects any additional information that may be required and takes measures that are esteemed as necessary in each case in light of the results of the questionnaires.

5.5.: Student Welfare

5.5 (i) Describe the facilities (not related to the teaching programme) which the establishment provides for students (accommodation, sports, recreation, canteen, restaurant, etc)

a) Pastoral Service

The Pastoral Service is located on the Faculty of Letters in Alfara and provides sacramental attention and orientation in individual and group prayer. This service is active presentially in the area of publication, public relations and interfaculty activities. The Archbishop is an active innate member of the Foundation of the UCH-CEU, overall governing body in the University and the politics of the University reflects the religious facet that forms part of the institutions academic cultural and historical philosophy.

The student must course and pass the subject Social Doctrine of the Church in their 1st year of study as an undergraduate. The Pastoral Service prepares conferences and round tables based on discussions relevant to the Church or circumstances of special relevance from the Christian perspective.

b) Sports Department

This department located in the Faculty of Letters is dedicated to the promotion of sports activities that may be carried out parallel to the students' studies, the teachers' obligations or the service personals' timetable. The sports that are offered are football, rugby, tennis, ski, softball, volleyball, basketball etc. The University has installations on the

same grounds that are accessible by the students and also has agreements with sporting installations, swimming pools, tennis clubs, golf clubs, riding stables, etc.

c) Language Department

The language department is located in the Faculty of Letters in Alfara. The languages that are available are English, French and German that are taught at varying levels. This department is responsible for the coordination of the English courses that are taught within the Veterinary Degree.

The language course has a duration of 7 months, from October to December and is structured in cuatrimestral blocks of 36 hours each with a total of 72 hours.

The student has access to the self learning service in order to practice and review. The language course has 1 credit assigned and is recommended for those students of ERASMUS as those students who wish to access this exchange program must demonstrate proficiency in the language of the sister university.

d) University choir

The Foundation Universitaria San Pablo-CEU established the university choir in 1987 with the objective of proportioning to its students a cultural and musical activity that complements perfectly their academic formation. This choir is also open to the broader academic community and also to those persons interested in choral music.

In 1988 the Orfeon offered its first public concert. From this date onwards has participated in numerous localities in the Comunidad Valenciana as well as Christmas concerts and the final of the Academic Year.

e) Theatre Group

The theatre group was formed during the Academic Year 96-97. This service along the same lines as the University Orfeon has the objective of complementing the academic formation of the student by offering a cultural initiative that permits an integral educational plan.

5.5 (ii) Describe the guidance offered by the establishment (or its parent institution) for students with problems (social problems, study problems, career development, job selection)

Each of the study programs that form part of the curriculum of the UCH-CEU, is assigned an Orientator formed in the area of psychology and pedagogy and have the principal function is to orientate the students on personal academic and professional questions.

The Orientator pays special attention to the assessment of the academic progress and the study methods of the students and provides guidance for those students with special needs in a social physical or academic sphere.

The student is also orientated in the area of course choice, professional opportunities courses of specialisation, job searches and access to public administration employment opportunities. This area works very closely together with the Student Services Unit in order to maintain as close a contact as possible with the student body and with the Unit of Professional Insertion.

The objective of maximising the integration and the overcoming of any barrier is considered of primary importance and facilitating as much as possible the development of the person within the academic environment.

a) Extramural Practical Work Unit

The UCH-CEU has signed agreements of collaboration with numerous companies, councils, public and private institutes and associations, as well as with different non-profit entities. These agreements permit that those

last courses students may carry out supervise practical under tutelage by the University.

b) Unit of Professional Insertion

The Unit of Professional Insertion is a specialised service within the UCH-CEU whose objective is to inform, orientate and carry out programs related to employment, facilitating the professional insertion of the newly graduated professional.

Services:

b.1. Job Bank

- Offers and demands of public and private employment
- Press offers (Sunday supplements El País, El Mundo, ABC, Las Provincias)
- SERVEF. (Valencian Employment / Training Service)
- Red Eures – Working Opportunitie sin Europe
- FSVE. Fundación Servicio Valenciano de Empleo
- ETT. Temporary Work Companies
- Grants for professional Formation (B.O.E., DOGV)
- Postgraduate / complemnetary Courses – Masters Programs, especialisation in Sapin and in the rest of the World.
- Occupational Formation Courses
- Grants
- Summer Courses

b.2. Documentation

- Guide for searching for employment
- Guide of companies in the Comunidad Valenciana as potencial employers
- How to prepare a *Curriculum Vitae*. Letters of presentation, interviews
- On-line addresses for job searches

- A wide variety of publications
- Contacts with Professional Colleges
- Services for self-starters
- Information regarding Labour Legislation
- Seminars on techniques for carrying out job searches

c) Unit of Service to the Student in the Area of International and National Relations

The UCH-CEU participates in international programs that permit the students and teachers to interchange experiences in Europe and Latin America.

Theses exchanges have as an objective the investigation, teaching and formation in foreign universities.

This Unit provides the following services:

- Exchange program with Latin America. Grants of Interuniversity cooperation.

This program permits an exchange of professors and students with Latin American universities during the summer months.

- Socrates – Erasmus Grants

These grants permit an exchange of professors and students with European Universities.

- Sicue – Seneca

This program permits grants that facilitate an exchange of our students with other Spanish Universities.

d) Formation

- Postgraduate / Complementary Programs. Masters and Courses of specialisation in Spain and Overseas.

- Occupational Formation. Information on Courses.
- Grants.
- Summer courses

2. COMMENTS

2.1 Please give general comments about the quality of the teaching programme under the above headings:

Evidently every educative programme and the control methods of the programme are able to be improved. The implantation and improvement of new study plans (the European Educational Convergence – Declaration de Bologna (1999)), as well as those quality control systems external to the University (EAEVE and ANECA in the case of the area of Veterinary Science) will without a doubt provide the impetus for an improvement of the teaching programme in the UCH-CEU.

At this moment there are aspects in the development of the teaching programme that are limited by the minimum directives of each degree and by the closed and classical design of the study programme. It is to be hoped that the change in the mentality and method of the European educational convergence will improve substantially all of these aspects.

2.2 Please comment on the usefulness of External Examiners

It is logical that the presence of external evaluators should have a high profile within the education system. The role of those Veterinary professionals that are collaborators with this University as Associated Professors and bring a relevant and highly applicable aspect to the academic formation of the Veterinary student may be considered as External Evaluators in this situation.

The relationship that the University maintains with the labour market proportions validity to the university education system given that the curriculum adapts itself to real demands (labour) of the society. This is to

say, the university formation (content, methodology, didactic recourses) is elaborated in two directions: from the University and by the teaching team (Direction, Departments, teachers, and students) and in the labour world by professional practice and the labour market.

2.3 Comment on the participation of the students in the design and monitoring of courses and of the curriculum in general.

The participation of the student body in the implantation of courses and in the curriculum in general is scarce due to the rigidity of the actual study programme. This is a disadvantage when precisely those members of the university community best prepared to provide an integral assessment of the University's study programme is the student body and alumnae. Perhaps in the accumulation of credits freely configured (where an elevated proportion of the credits are left to the choice of the student and may be chosen from any social sphere with the condition that these credits are perfectly documented) and also in the area of the elective subjects where there is more participation by the student in the elaboration of there curriculum.

On behalf of the Direction of the Faculty, we consider that it is important to facilitate the participation by the students in the processes of teaching and learning and to reinforce their initiatives wherever possible.

3. SUGGESTIONS

3.1 Indicate how the examination system can be improved in such aspects as time consumption, efficacy fairness and selectivity

With the study programs that are actually in place, the number of subjects is elevated the spatial location of examinations is complicated. The periods without teaching that are prior to the examination period is considered by Direction as the most appropriate method of assuring that the student will concentrate on the examinations and should also avoid absenteeism.

The manner of improving the examination system would be to foment a continuous system of assessment, integrating the student from the 1st day in the course in a teaching system that evaluates the work of the student on a day to day basis. This requires abundant controls, public expositions, tutored work, internal and external practical work with a system that would evaluate what has effectively been learnt. This is one of the objectives that we hope to reach with the new plans of European Convergence in Education.

3.2 What can be done to improve the quality of the teaching?

1. Achieve, as we are achieving, an inter-university consensus for the development of a study plan (at least along basic lines).
2. To develop this study plan based on the particular characteristics of our University.
3. Simultaneously with the two previous points, to transmit and explain to the university community the objectives and changes that this initiative will suppose.
4. Assure the prevision of the human and material resources necessary to meet this new concept of university education.
5. Include in the decision making process the collectives implicated in the teaching cloister and establish adequate methods of control (questionnaires carried out by the students regarding the an evaluation of the teaching standards, regional and national questionnaires on the quality of the education., a method of control established by the European Union regarding teaching standards).



CHAPTER 6:

FACILITIES AND EQUIPMENT

CHAPTER 6 - FACILITIES AND EQUIPMENT

1. FACTUAL INFORMATION

6.1.: Premises in General

Currently, there are 2 different buildings where theoretical and practical classes are held:

- 1) Seminario Building. Most of lectures and laboratory practical lessons are given in this building. The building is a 4-story facility constructed in the early 50's last century. (See map 1)
- 2) Veterinary Hospital (CCVR) Building. All clinical cases are reviewed in this area. This is a one stage, 1000 square meter construction located 500 meters away from the Seminario building (see map 2).
- 3) Farm. Located 9 km away from the Seminario building, it consists of 38.784 square meters of real estate. This is the location for the future farm where the large animal clinic and farm production facilities will be designed. (See Map 3)

6.2: Premises Used for Clinics for Clinics and Hospitalisation

Table 6.2.1: Places available for clinics and hospitalisation

- number of hospitalisation places for cattle.	None
- number of hospitalisation places for horses.	None
- number of hospitalisation places for small ruminants	None
- number of hospitalisation places for pigs.	None
- number of hospitalisation places for dogs.	10
- number of hospitalisation places for cats.	2

Number of animals that can be accommodated in isolation facilities:

- small animals.	None
- farm animals and horses.	None

6.3: Premises for Animals

Currently, there are 14 Beagle dogs used for teaching purposes. These dogs are kept in an open-air kennel located close to the Seminario building. No rearing is allowed.

The College does not have a farm of its own. However, arrangements are made with farms in the area which are hired for teaching purposes. The College pays an annual fee to farms and purchases large animals when needed (cows, horses and sheep). Animal husbandry, equine medicine and propedeutics are the main subjects in farms.

The facilities include an animal room to keep small rodents for teaching purposes inside the seminario building.

6.4: Premises Used for Theoretical, Practical and Supervised Teaching.

Table 6.4.1: **Premises for lecturing**

Number of lecture halls		10								
Number of places per lecture hall										
Hall	no. 1	no. 2	no. 3	no. 4	no. 5	no. 6	no. 7	no. 8	no. 9	no. 10
Places	80	80	80	80	80	80	100	100	80	40
Total number of places in lecture halls = 800										

Table 6.4.2: **Premises for group work**

Number of rooms that can be used for group work (supervised work)		3							
Number of places in the rooms for group work:									
Room	no. 1	no. 2	no. 3	no. 4	no. 5	no. 6	no. 7	no. 8	
Places	80	20	20	
Number of places in the rooms for group work (continued):									
Room	no. 9	no. 10	no. 11	no. 12	no. 13	no. 14	no. 15	no. 16	
Places	
Total number of places in rooms for group work		120							

Table 6.4.3: **Premises for practical work**

Number of laboratories for practical work by students								17
Number of places per laboratory								
Room	no. 1	no. 2	no. 3	no. 4	no. 5	no. 6	no. 7	no. 8
Places	18	18	18	18	18	18	18	18
Total number of places in laboratories:								18 x 17 = 306

Health and safety measures inside the laboratory halls

Fifteen of the laboratories are located at the basement floor inside the Seminario building. The remaining two are located in the second floor. Every laboratory has a communicating door with the next one. Access doors to the laboratory are antipanic (emergency) type. Every laboratory is provided with an eyewash emergency unit and a fire extinguisher. 9 of the laboratory halls are provided with a smoke extraction system as needed.

A large corridor gives access to all laboratory halls. Emergency shower units are located along this corridor. 3 emergency exit doors are located also along the corridor connected to an alarm system.

6.5: Diagnostic Laboratories and Clinical Support Services*Diagnostic laboratories*

- **Clinical pathology diagnosis** is available at the CCVR Building. The service only works with in-house samples. Sample processing is done usually 2 or 3 times a week although every effort is made to achieve a daily service. There is no a full time technician. A 4th or 5th year student holding a small grant is mainly responsible for sample processing under the direct supervision of a veterinary clinical pathologist affiliated with the College. Also, a technician comes every wednesday morning from the Seminario Building to help processing the samples.

- **Diagnostic pathology service** is also available at the CCVR Building. There is no full time technician in the service. A laboratory technician comes every thursday morning from the Seminario Building to help processing the samples. Because of the lack of staff, there is often delay in writing the requested pathology reports.

Clinical support services

- **Imaging diagnosis.** Radiographs are taken routinely by radiology intern students under the supervision of a radiology graduate student or radiology teacher. One radiologist and one graduate student are involved in the service. There are not radiology technicians. Every effort is made to read the radiographs on a same-day basis. However, this is not always possible and reports are mostly given orally to the clinicians. Abdominal and cardiac ultrasound examinations as well as CT scans are performed under request by means of a previous appointment.
- **Anesthesiology service.** Anesthesia is well coordinated with the surgery service when needed. One anesthesiologist and one graduate student are involved in the service. No technician is available. However, surgery intern students are often helping the anesthesiologist in every procedure. Anesthesia also helps at Internal Medicine and Imaging diagnosis services (CT scans) when requested.

6.6: Slaughterhouse Facilities

Five slaughterhouse facilities are available to obtain viscera for teaching purposes. All of them have uninterrupted slaughter activity throughout the year.

- L'Olla de Buñol. All domestic mammal species but equine are available. 60 km from the establishment.
- Carnicas Valencianas. All domestic species are available. 10 km.

- MercaValencia. All domestic mammal species but equine are available. 20 km.
- L'Horta de Picassent. All domestic mammal species but equine are available. 20 km.
- Oscar Mayer. Only pigs are available.

6.7: Foodstuff Processing Unit

The College does not have a food processing unit of its own. However, access to one of them is granted by programmed visits to the Instituto de Agroquímica y Tecnología Alimentaria del CSIS (Valencia).

6.8: Waste Management

Three different companies are hired for waste disposal:

- Consenur. Toxic waste, needles, used developer and fixer, etc.
- Gesmer. Cadaver processing.
- Rentokil. Insect and rat control measurements.

6.9: Future Changes

A new building is been built at this time as a new seat for the College of Experimental and Health Sciences. Veterinary medicine is a subject of this College which also includes other medical specialties such as Odontology, Pharmacy or Physiotherapy or Infirmary. This new building will reorganize students, teachers and staff into more spacious classrooms, laboratories and offices and will subsequently improve teaching conditions. The building is been built at this moment. The end of construction works is foreseen circa 2005.

New constructions are also to be rise for the teaching needs of equine and farm animal species. These constructions are planned to be finished around the end of 2004.

2. COMMENTS

Adequacy of the buildings for undergraduate teaching

The Seminario building is able to accommodate all veterinary students. However, it is an old building not designed initially for teaching veterinary medicine. Also, 4 other subjects different than veterinary medicine are taught inside this building. This results in lack of space since new students and teachers are coming every new academic course. The age of the building and its over crowdedness give rise to frequent remodelling. Also, remodelling is needed to allow access to handicapped students or teachers. However, this is not achievable due to legal regulations about local historical sites such as the Seminario building. Parking space at peak hours is not enough for both teachers and students.

The CCVR building accommodates all clinical teaching lessons without problems. This building was not designed initially to serve a veterinary hospital. The building is located around 500 meters away from the Seminario building where classrooms, laboratories and teacher offices are. There are not offices available for teachers at the CCVR building. Subsequently, teachers have to drive or walk away from their offices once or more a day for this reason. Parking space is quite limited for both students and teachers.

The future farm is also located 9 km from the present campus.

Adequacy of the equipment for undergraduate teaching

The equipment for laboratory and clinical teaching is very adequate, which includes some state-of-the-art machinery.

New digital technology is available on every classroom for teaching purposes. However, access to the system is cumbersome and sometimes very time consuming. Also, University intranet system failures are more frequent than desirable. Central email service is often down.

University phone system is often not available when it rains. Direct dialling to mobile phone numbers it is not available for all teachers from their offices.

Maintenance of buildings and equipment

Maintenance staff is available but it is sometimes shorthanded to attend a call promptly. No classroom attendance staff is available at the College.

3. SUGGESTIONS.

- 1) Construction of a new building designed for the purpose of teaching veterinary medicine. This should include facilities to be used as classrooms, laboratories and offices. A Veterinary Hospital should also be designed in the same spatial unit.
- 2) The estate called “farm” should include facilities to lodge horses, cows, small ruminants and pigs. An adequate design is to be made to correspond to the teaching needs of every species.
- 3) Technical and teaching staff number should be increased. Total teacher time should be decreased (300 hours per course at the present moment). This way, the educational staff will spend more time on clinics or doing research which is vital for continuing education purposes.
- 4) A foodstuff processing unit should be available for teaching purposes. If an own unit would be unachievable, arrangements should be made in order to provide access to one of them.



CHAPTER 7:

ANIMALS AND TEACHING MATERIAL OF ANIMAL ORIGIN

CHAPTER 7 - ANIMALS AND TEACHING MATERIAL OF ANIMAL ORIGIN

1. FACTUAL INFORMATION

7.1: Basic Subjects

Anatomy

Materials for anatomy teaching include bone specimens, canine cadavers and viscerae.

There is an agreement with a local official kennel (L'Horta Nord) from which dogs are euthanatized by using humane procedures at the time of their legal sacrifice date. Cadavers are then transported to our facilities and stored at 4°C after infusion of a special conservative fluid intravenously. Some canine cadavers are used then to obtain bone specimens for teaching purposes. Viscerae are freshly obtained from above mentioned local slaughterhouses when needed on a daily basis. Some plastic bone specimens are also available inside the anatomy laboratory.

Pathology

Table 7.1: Number of necropsies over the past 3 years

Species		Number of necropsies		
		2000-2001	2001-2002	2002-2003
Farm/large	cattle	10	13	4
	equines	7	7	2
	small ruminants	67	53	93
	pigs	0	5	9
	Avian / Rabbit	43	239	163
small/pets	dogs	21	34	43
	cats	14	7	7
	other pets	30	19	8

Animal materials from local zoos are sometimes also available.

7.2 Animal Production

Availability of production animals for practical teaching

- a) On the site of the institution. None
- b) On other sites to which the institution has access. Students have access to several farms which are visited throughout the year in due course. A list of the visited farms is as follows:
 - Pig farm: Utiel (Valencia).
 - 4 Broiler farms: Segorbe (Valencia).
 - 2 Laying hens farm : Motilla del Palancar (AGAS Farm- Cuenca) and Sinarcas (Huevos Guillén).
 - 2 Cow farms: SAT- MORE (Morla-Valencia), SAT- San Ramón (Quart de Poblet-Valencia) y Priégola farm (Madrid).
 - 2 Calf farms: Picassent (Valencia) and Dehesa del Moro (Toledo).
 - Sheep farms: Camporeal (Madrid) and Tinajeros (Albacete).
 - Goat farms: Tinajeros (Albacete) and Ayora (Valencia).
 - Rabbit farm: Foios (Valencia).
 - Aquatic mammals: Oceanographic Parc (Valencia).
 - Abejas Mas. Noguera (Castellón).

Also, programmed visits with students are made on a biannual basis to 2 different animal expositions located at Zaragoza (FIMA) and Barcelona (Expoaviga).

Animal products factories such as Campofrío (meat products- Valencia), L'Alquería del sac (milk products – Chiva- Valencia) and Heineken (beer – Valencia) and are also visited with the students.

7.3 Food Hygiene

Availability of animals and products of animal origin for practical teaching

Slaughterhouse visits (MercaValencia, SADA) are programmed throughout the year to show carcass quartering and inspection to the students.

Animal products (Fish, seafood, meat, eggs, cheese, butter, yogurts and honey) are purchased on a daily basis at a local market for teaching purposes.

Raw milk is also available from a local farm.

7.4: Consultations

State the number of weeks, in the course of the year, during which the clinics are open. 39. Only referral cases are received at this time. Rest of animals come from a local shelter for teaching purposes

State the number of consultation days each week. 3

State the consultation hours. Variable according the Service. Consultation hours have the same time schedule as practical lessons.

Table 7.4: Number of animals received for consultation in the past three years.

Species		Number of patients		
		2000-	2001-	2002-
Farm/large	cattle	0	0	0
	equines	0	0	0
	small ruminants	0	0	0
	pigs	0	0	0
	other farm animals*	0	0	0
small/pets;	dogs	155	211	293
	cats	10	12	12
	other pets			

7.5: Hospitalisation

Table 7.5: Patients hospitalised in the clinics in the past three years

Species		Number of hospitalisations		
		2000-	2001-	2002-
Farm/large	cattle	0	0	0
	equines	0	0	0
	small ruminants	0	0	0
	pigs	0	0	0
	other farm animals	0	0	0
small/pets;	dogs	15	22	55
	cats	3	3	5
	other pets	0	0	0

7.6: Vehicles for Animal Transport

There are two vehicles available to bring sick animals to the clinics.

Only referral cases are charged. Animals coming from the local are diagnosed and treated free of charge.

7.7: Emergency Service

There is no emergency service available on clinics.

7.8: Mobile Clinic

Not applicable

7.9: Other Information

Nowadays, the clinics are open in the mornings only for small animal referral cases. A few primary cases coming from students and University personnel are also accepted. No equine or production animal cases are seen.

The present policy of the University does not allow to open the clinic to a normal flow of primary cases due to an agreement with the Valencia Veterinary Professional Association. This agreement allows senior

students to spend clinical time at different private small animal practices as part of their curriculum.

The opening hours are variable according to every Service. There is no clinical service during university usual holidays. There is no emergency service and hospitalisation service is not given on a frequent basis due to lack of personnel.

The clinical equipment is excellent for a veterinary practice. The CT scan unit is the only one available in the Comunidad Valenciana for animal use.

Only university teachers are involved on clinical services. There are not any European Diplommates affiliated with the clinics. Teachers involved on clinics are professional but their tight teaching schedule hampers more clinical dedication.

However, different aspects of the veterinary medicine are covered such as cardiology, dermathology, ophtalmology, behaviour, neurology, surgery and imaging diagnosis. Small animal referral cases are received under a previous appointment basis. Every specialist offers service on a voluntary basis, usually once or twice a week in the morning. Surgery and imaging diagnosis offers a morning daily service but only a limited number of cases can be seen.

Clinical fees are decided at a internal Committee and are thought to be higher than most outside private practitioners.

No central retrieval system for clinical histories is available. Case records are inside envelopes on a cupboard and are kept in chronological order every year. Sometimes a service has also their own specialty records.

7.10: Ratios

See the section '*Main Indicators*' in Annex I for the figures needed for calculating ratios. Give the figures for numerators and denominators. The ratios should then be expressed by taking the numerator as 1.

7.10.1: Animals available for clinical work:

Ratio: students/production animals

$$\frac{\text{number of students graduated in the last year}}{\text{number of production animals}} = 104 / 28 = 3.71$$

Ratio: students/companion animals

$$\frac{\text{number of students graduated in the last year}}{\text{number of companion animals}} = 104 / 305 = 1 / 2.9$$

7.10.2: Animals available for necropsy:

Ratio: students/post-mortem examinations

$$\frac{\text{number of students graduated in the last year}}{\text{number of cadavers necropsied}} = 104 / 329 = 1 / 3.1$$

2. COMMENTS

Nowadays, there is undergoing debate about modifying the restrictive policy of acceptance of clinical cases.

A new building is being constructed to serve as a seat for the College of Health and Experimental Sciences.

3. SUGGESTIONS

Future hospital facilities should accept animals from either referral veterinarians or private owners. Thus, quality and quantity of clinical cases will improve progressively. Further agreements between our University and the Valencia Veterinary College Corporation can be made without interfering a fair caseload which allows an appropriate veterinary education.

A staff hiring plan to cover all professional, technical and administrative needs for the Hospital should be designed in due course.



CHAPTER 8:

LIBRARY AND LEARNING RESOURCES

CHAPTER 8 - LIBRARY AND LEARNING RESOURCES

1. FACTUAL INFORMATION

8.1: Library

Give a general description of the library/libraries of the establishment/university that are available to students. Indicate how the library/libraries are managed (e.g. library committee).

According to the statutes of the UCH-CEU:

“The Service of Bibliographical and Documental Information is the support unit to study, teaching and research, though the management and diffusion of the documentation and information” (Article 128).

The competence of the library and learning resources (Article 129):

- a) the proposal of acquisition, the processing, the custody and the management of the library funds, hemerographics, discographics and videographics and documentaries of the University.*
- b) to facilitate access and use of the above mentioned funds to the university community.*
- c) to inform the teaching and research staff of the editorial novelties.*
- d) to periodically inform on the new acquisitions made by the university.*
- e) to favour the connection with other documentary centres external to the University.*

“The service of the Bibliographical and documentary Information will carry out its tasks through the libraries of the University, Hemeroteca, Archives of the University and the Centre of Documentation of the University. The Director of the Library will be named and removed by the Principal, and heard in the Senate” (Article 130).

For each major library of the establishment, please provide the following information, either in narrative or tabular form.

Main library:

- is this specific to the veterinary training establishment? NO

as in the majority of the Spanish Universities, we have adopted a

model based on a central Library, which permits the distribution

of the diverse faculties, Science as well as Social. This measure is

fundamental as the actual study plans are multidisciplinary

Of the funds

- is this common to two or more establishments? YES

State the library's annual operating budget over the past three years:

National
currency

Euros

Year N

31.565,15

Year N - 1

.....

30.661,75

Year N - 2

.....

20.659,55

Number of full-time employees		15
Full time equivalents of part time employees		1 (2 students on grants)
Number of Books directly related to veterinary science		2.993
Number of journals received each year (in addition to books)		66
Number of student reading places		102
Library opening hours:	weekdays	exams
during term-time	07.45-21:30h	07.45-21:30h.
during vacations	Christmas Holidays 09:00 – 19:00h	July 08:00-15:00h
Number of loans to students per academic year	2.324 (to Faculty of Experimental Sciences and Health)	
Give an outline description of any computerised document search system that is accessible to students:		
The students count on 12 computers OPAC,s for the consultation of the catalogue on line of the Library		

Subsidiary libraries of the establishment

Please describe the subsidiary (e.g. Departmental) libraries of the establishment, and arrangements for student access.

No Applicable

Indicate whether the main library holds a list of individual books of the subsidiary libraries.

No Applicable

8.2: Information Technology Services

Please give the following information in either narrative or tabular form.

(a) Audio-visual service			
- is this specific to the veterinary training establishment?	NO		
- is this common to two or more establishments?	YES		
Number of full-time employees	2 technical operators	
Full time equivalents of part time employees		
Total number of videocassettes available	69	
Total number of videocassettes that have been produced by the services in the past 5 years	5	
Is there a viewing room?	YES		
If so, indicate:			
- the number of places	26		
- the number of hours it is open each week	70 h		
- the opening hours:	weekdays	Exams	
during term-time	.07:45 – 21:30h	09:00 – 19:00h	
	July		
during vacations	08:00 – 15:00h	

Besides the areas dedicated to lecture the library counts on 12 workrooms for group work and 6 offices for research work.

The classification of the library funds are carried out according to the Universal Decimal Classification and for the assignation of material the List of Headings of Material is used.

The system of library management used in our library is Amicus.

The library belongs to the network of REBIUN – network of Spanish University Libraries and the network of libraries of the Fundation San Pablo as well as participating in the agreements that are coordinated through the contracts that our university sings with external entities.

IT facilities:

Please comment on the establishment's approach to self-learning, on the adequacy of the provisions, and on any limitations on the further developments in this area.

The library provides excellent modern on-line communication facilities for use by the students as well as audio-visual and information technology facilities. These services also are extended to include to staff and researchers. The library infrastructure assists the student in their self learning objectives by the proportioning easy access to the books journals and audiovisual material available as well as the provision of staff to attend in the library that are formed librarians.

Limitations on further developments

The Faculty of Experimental Sciences and Health is located approximately 800 metres away from the Main Library. When the new Faculty building is terminated, the library will be a scarce 200 metres away. It is difficult to predict the demands that the easier access will create with respect to the capacity of the library to absorb the student population of a Faculty that is growing in number prodigiously.

3. SUGGESTIONS.

Community access and access by organisations - the library should proportion a broad range of services for the community and different organisations in order to permit more profound provision of services to the general community.

Reciprocal Borrowing agreements – these services should cover as broad an area as possible in order to permit a fluid exchange of information.

Free membership over one year period for graduates in order to facilitate third cycle study / research tasks.

The library should facilitate as much as possible academic access for students with disabilities. These services include the provision of assistive technology and equipment for those students/users with mobility limitations (the library has a lift), and hearing (on line via the web browsers service) or vision impairments (electronic magnifiers).

The library could run programs of formation for the users for e.g. in order to master research skills through internet, databases, etc.



CHAPTER 9:

ADMISSION AND ENROLMENT

CHAPTER 9 - ADMISSION AND ENROLMENT

1. FACTUAL INFORMATION

9.1 Student Numbers

The area of student admission and enrolment is co-ordinated by the department General Secretary. The objective of this administrative body that forms part of the parent institution is to actively apply the procedures of admission and enrolment determined by the Government of the University, and to implant on a permanent basis the administrative norms that govern the student regimen.

The minimum requirements for admission to the Faculty of Experimental Science and Health of the UCH-CEU are stipulated in the Annual handbook of the University and may be accessed in the unit of Student Information (Edificio Seminario), or via new technological advances in the web site of the University. (www.uch.ceu.es).

Table 9.1 indicates the total number of undergraduate students in the veterinary training institution (a) and the distribution of this total

Table 9.1.1: Undergraduate student composition		
YEAR 2002-03		
a.	Total number of Undergraduate students	843
b.	Male students	240
c.	Female students	603
d.	National Students	839
e.	Foreign Students	4
	- from EU countries	3
	- from non-EU countries	1
f.	1st year students	156
g.	2nd year students	161
h.	3rd year students	194
i.	4th year students	228
j.	5th year students	104
k.	6th year students	
l.	7th, or subsequent year students	
m.	Students not in any specific year	

In the UCH-CEU it is not obligatory to successfully complete all courses presented in an academic year before starting the subjects in the following year, which complicates the absolute accuracy of the number of students enrolled in each year. The criteria for the above information is calculated making reference to the course of the year that corresponds to the largest number of subjects taken.

Table 9.1.2 indicates the number of postgraduate students in the training institution. These students are understood as those enrolled at the Veterinary training establishment who have already obtained their basic diploma and are following the types of courses dealt with in Chapter 12.

Total n = the sum of the following items:

$$n = o + p$$

$$n = q + r$$

$$n = s + t + u + v + w$$

Table 9.1.2: Postgraduate student composition Academic Year 2002-03

n.	Total number of postgraduate students	20
o.	Male students	9
p.	Females students	11
q.	National Students	20
r.	Foreign students	
	- from EU countries	
	- from non-EU countries	
s.	1st year students (period of teaching)	8
t.	2nd year students (period of investigation)	12
u.	3rd year students	
v.	4th year students	
w.	5th or subsequent, year students	

Give the total number of students in the establishment (a + n): 863.....

9.2 Student Admission

9.2.(i) State the minimum admission requirements:

1. Access through Selectivity exam

Name of secondary school credential required: Título de Bachillerato

Entrance exams required: Students must sit for an exam known as Selectivity -Prueba de Acceso a la Universidad- this exam has the objective of evaluating the maturity and the general academic formation of the student including the comprehension of concepts, language use, the capacity to analyse, relate and synthesise concepts and the expression of ideas and knowledge of a foreign language. This admission requirement is directly related to the Ley Orgánica de Universidades nº 121/000045. in the UCH-CEU the criteria to be taken into account is the average grade obtained in the

2. Mature age Student – over 25 years of Age

Entrance exams required: Students must sit for the Prueba de Acceso a la Universidad – Selectivity

Other admission requirements: Course of University Orientation and Selectivity - Prueba de Acceso of the University.

3. Graduate Entry

In order to enter as a Graduate, the admission of the candidate is conditioned by the convalidation of the diploma terminated. If this diploma should proceed from a foreign University, the candidate must provide documented approval from the Spanish Ministry of Education regarding the degree. The relevance of the material to the chosen study line is also important in the convalidation of the material presented. In the new study plan a convalidated diploma/title will apor credits to the total number of credits required for completion of the course.

4. Foreign students admission

Admission requirements: Students must have completed their secondary education studies/tertiary education and have them recognized by the Spanish Ministry of Education. The candidate must present their academic file for convalidation.

The responsible for student orientation is available at all times to satisfy any cultural adaptations that may be required. With respect to any language difficulties that may have been an obstacle to a complete comprehension of the study areas these students are offered at all time a support service by the Language Laboratory, as one of the services that the UCH-CEU provides to all of its students.

9.2 (ii) Outline any selection process (or criteria) used in addition to the minimum admission requirements.

The selection of the student is carried out through an assessment of the academia profile of the student and their personal and family situation. The date that the enrolment is carried out is of particular importance. If necessary the student may be called to participate in an interview regarding their admission into the centre. The results of the Selectivity are not taken into account to these affects. Notwithstanding the legislation in vigour requires that the student have passed the Selectivity in order to enter into a diploma such as Veterinary Science. In the selectivity examination the student must select the knowledge area of sciences in order to be admitted into the Bachelor of Veterinary Science. The formalization of the enrolment procedures in the UCH-CEU are not made effective until the results of the selectivity examination are presented in documentary form to the Registrar General.

Should the student have a disability of a particular grade and have carried out the enrolment and admission procedures correctly, this student will be given

priority in their admission into the course requested.

Once the UCH-CEU has assigned a place to a student this student will be advised through a Letter of Admission. Precise instructions are given including the time limit that the student has in order to confirm the reservation of the place.

Once the first payment has been made that corresponds to the reservation of position in the study area requested, the student must present themselves in area of the Registrar General (Secretaria General - Edificio Seminario) to formalise the inscription. At this stage in the process the student will be indicated the date and the hour at which they must formalise the enrolment and the documents that are required to do so.

Once the student has satisfied all of the legal requisites for admittance into the University they are officially enrolled

9.2.(iii) Describe whether students applying for and/or starting veterinary trainging have an equal or variable knowledge base in scientific disciplines from their studies at school

In the area of Veterinary Science as in all other areas of study offered in the University the procedures of admission require students to have a standardised knowledge base in scientific disciplines. Due to the fact that the Veterinary program has established a limited number of vacancies the corresponding admission process is controlled by the established criteria o priority, preference and evaluation in order to adjudicate objectively the applications received.

9.2 (iv) Indicate where there is a limit to the number of students admitted each year.

The total number of vacancies offered in the Veterinary degree is 155. The total number of students admitted reflects to some degree the output required in the Comunidad Valenciana that encompasses the more consolidated areas of livestock, petcare and food hygiene and also other areas of less traditional practice. With respect to the need for low student/staff ratios the admissions are taken into account when calculating the availability of human resources and facilities.

9.2 (v) Describe how the number of government funded student places is determined.

There is no provision made for government-funded student places.

9.2 (vi) Describe any circumstances under which extra students may be admitted to the undergraduate veterinary course.

There is no exception made in the number of students admitted. The varying numbers of students within the different courses is attributed to those students who do not achieve a pass in all of the subjects that correspond to the different course year.

Outline any changes foreseen in the number of students admitted annually. If applicable, describe how the establishment plans to adjust to these changes.

At this point in time it is difficult to foresee that the number of students admitted annually will suffer changes. To a slight degree the number of students admitted is dependent on the availability of places within other Veterinary Faculties in Spain. Other influences in the demand for this Diploma may be due to a reduction in the demand for veterinarians in general although this conjecture is unlikely due to the role that the veterinarian now plays in the broader professional fields (food technology, biomedicine, etc.,).

The fact that the University is of a private nature requires that all of the study lines be analysed with respect to their viability.

Table 9.2 asks for the numbers of undergraduate students admitted to the establishment over the last ten years. Apart from the 'standard' intake, the establishment may also be taking in students as transfers from other courses, privately funded students, etc. Please indicate any supplementary intake of this kind in the last column of the table.

Table 9.2: Intake of veterinary students

Year	number applying for admission	number admitted	
		'standard' intake	other entry mode (describe)
N (2002-03)	244	156	
N – 1	362	149	
N – 2	346	141	
N – 3	486	143	
N – 4	498	143	
N – 5a	585	141	
N – 6	523	143	
N – 7			
N – 8			
N – 9			

9.3: Student Flow

Table 9.3.1 establishes to what extent students make progress in their studies.

To this end, we look at the students who were admitted five years ago (number a in Table 9.2) and we determine which course year they have reached five years after admission.

The figure a (taken from Table 9.2) should be equal to the sum of the following:

$$a = b + c + d + e + f + g + h + i$$

Table 9.3.(i): Student flow

Of the students whose admission year was N-5 (number a. in Table 9.2) how many are at present (five years later) in the:

b.	1st year	
c.	2nd year	
d.	3rd year	10
e.	4th year	46
f.	5th year	25
g.	how many have graduated	33
h.	how many have dropped out or been asked to leave.	16
i.	how many are not in any identifiable year	11

Table 9.3.(ii): The number of students graduating annually (from undergraduate training) over the past five years:

	Year	Number graduating
j.	N (2002-03)	3
	N – 1	29
	N – 2	16
	N – 3	16
	N – 4	

In Table 9.3.(iii) the average duration of studies is calculated. To calculate this figure, we look at the students who graduated in the year N of Table 9.3.2 (figure j) and we determine the number of years of veterinary training completed by each of them.

Table 9.3.(iii): Average duration of studies

In the case of students graduating in year N (figure j of Table 9.3.2), how many students have attended the veterinary training course for 4, 5, 6, 7, 8, 9, 10 years or more?

	Duration of attendance	number
k.	4 years	3
l.	5 years	29
m.	6 years	16
n.	7 years	16
o.	8 years	
p.	9 years	
q.	10 - 13 years	
r.	more than 13 years	
Average duration of studies of the students who graduated in year N*:		

*The Bachelor of Veterinary Science of the UCH-CEU will terminate its seventh year during the academic year 2003-04.

9.3 (iv) Describe the requirements (in terms of completing subjects and examinations) for progressing to a subsequent year of the course.

There is no exam that facilitates the student's progression to the next course, nor is it required that the student pass all of the subjects coursed before proceeding onto the next course. According to the plan that is actually in place, it is a requirement to achieve a pass in the obligatory subject of English before progressing to a second cycle of the diploma (3rd, 4th, and 5th courses).

9.3 (v) Describe the academic circumstances under which the establishment would oblige the students to leave the course.

The student would have to commit a grave infraction of the academic code that would require that a disciplinary file be opened.

Fraud in examinations.

The lack of compliances with the duties of the student as indicated in Art.97 of the Statues of the University.

This procedure very infrequently reaches the point that requires expulsion.

2. COMMENTS

Comment on the standard of the students starting the course

The selection criteria is not highly competitive, although it definitely is based on the achievement of a certain academic level within a science knowledge base. There are no criteria to measure the candidates motivation for veterinary medicine.

Comment on the ability of the establishment to satisfactorily decide the number of students it can accept

The total number of students accepted is based principally on the capacity of the infrastructure of the university to educate maintaining a high quality academic learning environment.

At this moment the number of classrooms for theoretical teaching is adequate in order to cover the current needs although these circumstances have reached a viable limit. With the construction of the new faculty building the needs of the students in all possible have been contemplated. Although it has not been commented as to whether these new circumstances will influence to any degree the number of students accepted.

Within the Comunidad Valenciana there is a balance in supply demand of veterinary graduates/labour offers and according to the publication “La Profession Veterinaria en el Siglo XXI”, edited by the General Council of Veterinary Colleges of Spain” the lowest rate of unemployment in Spain (1,85% of the veterinary professionals). This labour situation within the next 15 to 20 years will become more difficult due to the relatively young age of the veterinary professionals and the length of their professional practice. This situation will require that the administration ensure that the study program is the sufficiently complete to permit the veterinary professional to move into different areas of application. This should not affect to any important degree the number of students accepted into program, but should reflect on the content of the curriculum and its adequacy to adapt to the labour demands. Within the European Community the concept of professional mobility becomes a more viable option for veterinary graduates.

Comment on the factors that determine the number of students admitted.

The physical capacity of the installations to cater for x number of students is taken into account as are the financial costs involved in the maintenance of the program, salaries, costs of material, equipment, etc.

Comment on the adequacy of the facilities and teaching programme to train the existing number of students

The facilities cover adequately the needs of the students in the theoretical teaching area but require a complex manipulation of the timetable scheme with the other study areas in order to assure that the students are correctly situated and permit the achievement of the established objectives. In the area of practical work the laboratories and veterinary clinic are very well equipped to cope with the number of students that are presently admitted and create an educational environment that foment well the satisfaction of the objectives within the curriculum.

The teaching program at this moment is sufficiently flexible to adapt within certain limits to needs of the students with respect to number of groups in practical work, number of classes.

Comment on the progress made by students in their studies, and the establishment's ability to ensure that satisfactory progress is maintained

Assessment is an integral part of the teaching and learning process and closely related to the attainment of intended learning outcomes and student satisfaction. One of the most adequate forms of monitoring student progress is through the achievement of course objectives – principally measured through a variety of different methods of assessment, for e.g. written, oral, and project work. It is possible to affirm the students are acquiring a knowledge base that will permit them to practice the profession in the area that they choose within the labour market. The establishment is in a unique position to monitor the progress of its students while the students are also given the appropriate feedback in order to complete their formation adequately. This area is obviously related very closely to curriculum content and the establishment of attainable objectives and is discussed more fully in Chapter. 5.

Comment on the percentage of students that will eventually graduate

The percentage of students that will eventually graduate is a positive indication of the attainable objectives established in the curriculum. The acceptance in the public and private labour market is sufficiently high to permit the university to affirm that the course content of the curriculum.

The students during the course of their academic period in the UCH-CEU are provided a personalised, accessible and permanent orientation by those professionals within the Student Orientation Unit.

3. SUGGESTIONS

If you are not satisfied with the situation, please state in order of importance any suggestions that you may have concerning this Chapter that you feel unhappy about:

The number of students admitted should be reduced and in the admission process a higher grade in the selectivity examination should be demanded for access into the Veterinary Science degree. This measure would reflect almost positively on a reduction in the number of students who leave the course without terminating their studies and reduce the average number of years required to finish the course.

Annex:

Main laws/decrees governing higher education in Spain:

The Law on Universities was passed by the Consejo de Universidades where the Ministry of Education, the Comunidades Autónomas and the Universidades are represented. This body coordinates the activities of state and private institutions and proposes the main lines of educational policy. It also sets up guidelines for the creation of universities, centres and institutes. It can also propose measures concerning advanced postgraduate studies, the defining of qualifications to be officially recognized throughout the country and

standards governing the creation of university departments. The legislation on university autonomy provides for administrative, academic and financial autonomy. A new law on Universities (Ley Orgánica de Universidades n° 121/000045)) was voted on 20 December, 2001 and is being implemented in the actuality

Decree: Ley de Reforma Universitaria (LRU) Year: 1983

Concerns: Universities

Decree: Ley Orgánica de Ordenación General del Sistema Educativo (LOGSE) Year: 1990

Concerns: All

Decree: Ley Orgánica de Universidades n° 121/000045 Year: 2001

Concerns: Universities

Decree: Ley Orgánica del Derecho a la Educación, no. 8 (LODE) Year: 1985

Decree: Real Decreto 86/1987 of 16 January (BOE of 23 January) and Ministerial Order of 9 February 1987 Year: 1987

Concerns: Regulations for the recognition of foreign higher education qualifications



CHAPTER 10:

ACADEMIC AND SUPPORT STAFF

CHAPTER 10 – ACADEMIC AND SUPPORT STAFF

1. FACTUAL INFORMATION

2. COMMENTS

3. SUGGESTIONS

See Annex



CHAPTER 11:

CONTINUING EDUCATION

CHAPTER 11 - CONTINUING EDUCATION

1. FACTUAL INFORMATION

11.1: Continuing Education Courses Held at the Establishment

These questions relate to courses organised in the establishment's own premises. Distinction is made between two possible organisers: 1. the establishment itself, or 2. outside bodies (e.g. local practitioners) who use the premises.

The Unit of Student Information is responsible for the collection of information regarding those courses that are imparted internally and external to the university and assures an efficient distribution of the information amongst the target population.

The coordination of the proposals presented is the responsibility of the Academic Secretary of the Faculty who receives the petition in the form of a course proposal from those persons, students or professors interested in organising courses within the establishment. (See attached form). This proposal will be elevated to the Faculty Management Board, which meets periodically (approximately once a month) with representatives of the Centre whose role with respect to continuing education, is the assessment of the criteria contained in the course proposal (objectives, budget, outcomes). Should the course be considered of academic validity, the proposal will be elevated to the Senate of the University for government approval and for the assignation of the corresponding credit load.

Table 11.1.1: Courses organised by the establishment itself in the most recent year (Academic year 2002/03).

Title of course	Number of participants	Total number of hours of the course
Primeras Jornadas monograficas sobre diabetes (1 st Monographic Program on Diabetes)	157	20
Etologia clinica veterinaria (Clinical Veterinary Ethology)	140	20
1 Jornadas de Reproduccion Equina (1 st program of Equine Reproduction)	70	20
VI Curso Teorico-Practico de Anestesiologia en Pequeños Animales (VI Theory-Practical Anaesthesiology in Small Animals)	110	35
Formación de Manipuladores de Alimentos (Formation of Manipulator of Food)	105	20
Implantacion de Sistemas de Calidad en al Industria Alimentaria: AAPPCC (Implantation of Systems of Quality in the Food Industry)	135	20
Nuevas Estrategias terapéuticas en Biomedicina (New Therapeutic Strategies in Biomedicine)	118	20
I Curso teórico-práctico de ganadería ecológica (I Theoretical-practical Course on Ecological Livestock production)	80	20
III Jornadas AVAFES sobre Veterinaria Aplicada a Aves Silvestres (III Jornadas AVAFES* in Veterinary Applied to Wild Birds)	125	20
I Jornadas de Medicina Felina (I Program of Feline Medicine)	75	20
Nuevos Avances en la Producción de Rumiantes (New Advances in the production of Ruminants)	105	20

Total number of Courses organised by the establishment itself during the Academic year 2002/03: **11 courses.**

Table 11.1.2: Courses organised by the establishment itself in the preceding Academic Year. (2001 - 2002)

Title of course	Number of participants	Total number of hours of the course
I Jornadas Teorico-Prácticas de Diagnostico Laboratorial Aplicado a la Clinica Veterinaria (I Jornadas Theoretical-practicalof Applied laboratory Veterinary Diagnosis)	145	20
Primeras Jornadas Monograficas sobre Hipertension (First Monografic Jornadas on Hipertension)	150	10
VI Jornadas Nacionales de Historia la Veterinaria (VI National Jornadas of the History of Veterinary Science)	100	12
Los Genericos Hoy (Generics in the Actuality)	140	20
Nuevas moleculas en desinfeccion de alto nivel para instrumentacion medico (New Molecules in the the Disinfection of Medical Instruments)	50	40
I Curso Teorico-Practico de Anestesiologia en Pequeños Animales (I Theory-Practical Course of Anesthesiology in Small Animals)	100	20
I Curso de Medicina Equina Deportiva (I Course in Equine Sports Medicine)	155	15
I Curso Teorico-Practico de Citologia Oncologica Cutanea (Theory -Practical Course in Cutaneous Oncological Citology)	25	7
I Curso de Electrocardiografia Canina Basica (I Course in Basic Canine Electrocardiografy)	120	15
I Curso de Electrocardiografia y I Curso de Endoscopia de Vias Respiratorias (I Course in Electrocardiografy in Respiratory Vias)	40	15
II Curso Practico de Tecnicas Quirurgicas de Urgencia, Shock y Reanimacion Cardiopulmonar (II Practical Course of Surgical techniques of Urgency, Shock y Heart reanimation)	16	15
I Curso Teorico de Urgencias Veterinarias (I Theory-Practical Course in Veterinary Urgencies)	25	20
I Curso Practico de Fijacion Interna (I Practical Course in Internal Fixation)	15	24

Homeopatía (Homeopathy)	77	20
Curso de Aplicación Práctica de técnicas Odontológicas en veterinaria (Course in Practical Odontological Applications in Veterinary Science)	100	5
I Curso de Marketing Aplicado a la Clínica Veterinaria (I Course in Marketing applied to the Veterinary Clinic)	140	10
Curso de Alergología canina y felina (Course of Canine and Feline Allergy)	15	12
III Curso Básico de Fijación Externa (III Basic Course in External Fixation)	25	28
Patologías más frecuentes de la babilla y del tarso del caballo (Most frequent Pathologies of the hip hock and stifle of the Horse)	50	2
Control de Mastitis I y II (Control of Mastitis I and II)	40	4
Farmacovigilancia Veterinaria (Veterinary Pharmacovigilance)	155	3

Total number of Courses organised by the establishment itself in the preceding Academic Year. (2001 - 2002): **21 Courses.**

Table 11.1.3: Courses organised at the establishment by outside bodies in the most recent year 2002-03

Title of course	Number of participants	Total number of hours of the course
IV Curso Fijación Externa y I Curso de Perfeccionamiento. (IV Course of External Fixation and Perfectioning)	25	27
(extend table as necessary)		

Establishment Involved in Continuing Education Organised by Outside Organisations.

The Direction of the Faculty is conscious of the benefits that a fluid relationship with other faculties and with professional entities proportions to the university. For this reason, when course proposals from external organisms are received they are primarily assessed by Direction on the criteria according to the program of the course and following are circulated as much as possible amongst those areas that are directly related. In many cases the teaching staff also participate on an organisational level. The notifications are placed also where the student body may access them should they be interested and should their academic responsibilities permit.

11.2: Distance Learning (Including Via Internet)

If the establishment is involved in providing distance learning, please outline the nature and volume of this work.

At this point in time the centre is not offering distance learning although this academic teaching process may be established at some later date.

The entire area of student mobility is becoming a topic of much debate with the academic sphere and mobilised as a result of the driving force of the Declaration of Bologna in 1999. The topic under discussion is a question of “virtual” mobility. Although this may not precisely be contemplated as the traditional concept of distance learning, the student would follow a common program, where they participate as member of one unique “virtual” university, accepting and incorporating the components of the different “sister” universities that participate in programs of collaboration, permitting the student to follow its own academic path. The educational life of the student or worker or executive or any other role player will be enriched, permitting them to alternate and interchange their university studies and corporate responsibilities.

This type of program probably will be the future of the Distance Learning Unit, and there is a very long and laborious process involved in its development,

notwithstanding the Universidad Cardenal Herrera-CEU is conscious that the European convergence in practical terms is imminent and that education and cooperation between educational entities is priority. This next step is one of the possible areas of innovation, thanks to the application of new technological advances to the educational arena.

2. COMMENTS

Comment on the quality of the continuing education programmes in which the establishment is involved

The courses have been realized, in all cases by professional specialists in the implicated material, the majority of these professionals are of national prestige. Procedures of quality control and quality assurance of the continuing education programmes are carried out at different intervals in the development of any course of continued education that is organised within the veterinary degree. The first control measure is the assessment by the Faculty Management Board of the proposal, and following approval, the presentation of the course program and criteria by the Senate of the University.

An assessment of the real against expected outcomes in each course should be applied although this is not generally the case.

Comment on the degree of participation of veterinarians in the continuing education programmes in which the establishment is involved.

The teaching staff within the veterinary program is amongst the most active members of the university in the organisation of courses and participation in courses organised externally. The Direction of the program is aware of the benefits that the participation in these courses provides, and for this reason motivates its teachers to participate with the objective of having a teaching cloister as well prepared as possible in order to meet the demanding curriculum standards of the European University.

2. SUGGESTIONS

In the realization of course, the reduction during the last academic year may be due to the lack of motivation as a result of the absence of an academic recognition within the centre.



CHAPTER 12:

POSTGRADUATE EDUCATION

Chapter 12 - POSTGRADUATE EDUCATION

This heading covers all further training leading to a diploma - special postgraduate studies, Ph.D. courses, research training programmes, and national or European College specialised qualifications. Please provide details of all postgraduate training opportunities in tabular form under "Factual Information".

1. FACTUAL INFORMATION

The UCH-CEU began its activities in this material during the Academic year 2001-02. The programmes that have been developed are a result of a developed effort over Academic year 2000-01 during which the diverse initial offers were prepared and coordinated.

The studies of third Cycle and the title of Doctor in the Universidad Cardenal Herrera-CEU are in agreement with the content of the Real Decree 778/1998, 30th of April, which regulates the third Cycle of University studies, the achievement and expedition of the title of Doctor and other Postgraduate studies.

Within the Faculty of Experimental Sciences and Health in the Academic year 2002-03, two programs were offered; Animal Science and Health Science.

The program of Animal Science is coordinated with the Universidad Politecnica of Valencia, due to the history of collaboration that the UCH-CEU has with this tertiary centre. This fact has permitted that the program be develop din what may be considered a relatively short period of time, particularly when identifying the fist lecture of a PhD thesis carried out in the academic year 2000-01 that was realized integrally in our laboratories.

Animal Science:

Departments Involved: Animal Medicine and Surgery, Sanitary Attention, Public and Animal Health and Animal Production, and Science and Food Technology.

Coordinator: Dr. Joaquin Sopena Juncosa

Tertiary education Diplomas that permit entrances into the programs:

Veterinary Science, Agricultural Engineer, Biological Science, Pharmacy, Science and Food Technology, Chemical Science, Forestry Engineers, Environmental Science

Maximum Number of Students: 30

Knowledge Areas: Animal Medicine and Surgery, Animal Production

Number of Courses: 10

The courses offered are complemented by 8 different tutored research works of methodological content.

Health Science:

Departments Involved: Physiology, Pharmacology and Toxicology; Chemistry, Biochemistry and Molecular Biology, Animal Medicine and Surgery, Sanitary Attention, Public and Animal Health and Animal Production, and Science and Food Technology.

Coordinador: Dr. Francisco Javier Romero, Dr. Ignacio Pérez Roger, Dr. Joaquin Sopena Juncosa, Dr. Santiago Vega García, Dr. Carlos Garcés

Tertiary education Diplomas that permit entrances into the programs:

Veterinary Science, Agricultural Engineer, Biological Science, Pharmacy, Science and Food Technology, Chemical Science, Forestry Engineers, Environmental Science

Maximum Number of Students: 30

Knowledge Areas: Animal Medicine and Surgery, Animal Production

Number of Courses: 10

The courses offered are complemented by 4 different tutored research works of methodological content.

12.1: Postgraduate Clinical Training (Interns and Residents)

Table 12.1.1: **Postgraduate clinical training courses**

Clinical discipline	Duration of training	Number enrolled		Diploma or title anticipated
		Full time	Part time	
1. Molecular bases of Cancer	30 h		3	
2. Statistics Applied to Experimental Design and Analysis of data	30 h		9	
3. Intestinal and Transdermic Absorption: Experimental Study Models	30 h		2	
4. Physiopathological Mechanisms in Neurobiology	30 h		5	
5. Advances in Anesthesiology, analgesics and Monitorization	30 h		6	
6. Veterinary surgical Arthrology	30 h		7	
7. Emergency techniques in Veterinary Surgery	30 h		8	
8. Equine and Canine Sports medicine	40 h		2	
9. Practical Ophthalmology in small Animals	30 h		6	
10. Stress, welfare and Animal Health	30 h		5	
11. Utilization of Computer programs in epidemiological investigation	30 h		2	

Table 12.1.1: **Postgraduate clinical training courses**

Clinical discipline	Duration of training	Number enrolled		Diploma or title anticipated
		Full time	Part time	
12. Preventative Porcine Medicine: medical and sanitary prophylaxis	30 h			
13. Anatomopathological diagnosis of the most relevant processes in intensive rabbit breeding	30 h			
14. Dental Pathology. Bases for the prevention and treatment.	30 h			
15. Pathogenic Mechanisms in Gram Positive bacteria	20 h		2	
16. Physiopathology of stress	20 h		5	
17. Introduction to veterinary History	20 h		5	
18. Search methods and the development of structures with therapeutic activity	20 h			
19. Nutritional Epidemiology	20 h			
20. Design of new Drugs for Pharmacomodulation	20 h			
21. Bio reversible Drugs	30 h		5	
22. Introduction to Multivariate Analysis Techniques	30 h		6	
23. Scientific Methodology and the elaboration of Thesis of Doctorate	30 h		5	
24. Analysis of drugs	30 h			
25. Laboratory techniques in health Science	40 h			
26. Developmental Neurobiology	30 h			
27. Drug Screening of the Analgesic and Anti-inflammatory effects in natural products	20 h			
28. Publication and Presentation of scientific data	20 h			
29. Neurological Bases of the addiction			4	

Indicate whether students involved in this training receive a grant or a salary.

UCH-CEU Grants for University Teaching and Research Formation:

In order to better attend to the needs of the UCH-CEU in material related to the formation of university teachers and research staff, the UCH-CEU makes public, grants that are destined for the realization of Ph.D thesis and collaboration in the teaching within the different departments of the UCH-CEU. The candidates integrate into the departments in which the teaching material corresponds to the knowledge area of the candidate.

Bases for the Concession of Grants for Research and Development.

This concession pretends to promote quality research as well as to stimulate the formation of competitive groups of investigation in agreement with the directives of the LOGSE. (Organic law of Universities). This concession also pretends to end the tendency of the fragmentation of research groups, permitting these same to be composed of a sufficient number and the critical mass necessary to carry out the projections that Spanish research has within the context of investigation within the European Space.

In order to reach these objectives, it is necessary to foment research of a multidisciplinary character. The establishment lines of priority in the UCH-CEU is dependent on the Registration of Lines of Investigation.

The financial support provided in this concession is always in form of a grant which may finance the total or a partial quantity of the budget in the proposals presented. The amount will be determined in each case in the selection process taking into account the total budget available. The area of diets and travel expenses must no exceed 15% of the budget of the project except in justified circumstances.

The financial support offered is destined to cover the costs related to the development and management of the research activities.

Indicate any programmes that are certified by a European speciality college

At this moment there are no programmes that are certified by a European Veterinary Speciality College.

12.2: Taught Postgraduate Courses

Table 12.2.1: Taught postgraduate courses

	Duration of training	Number enrolled	
		Full time	Part time
(a) Diploma level (Diploma of Advanced Studies (D.E.A))	120 hours		25
1. Sanitary Attention, Public and animal Health			
2. Chemistry, Biochemistry and			
3. Animal Production			
4. Animal Medicine and Surgery			
5. Physiology, Pharmacology and Toxicology			
(b) Masters level (discipline)			
1.			
2.			
3.			

Indicate the extent to which training towards a diploma is combined with clinical training.

The attainment of the D.E.A. is not necessarily related to clinical training, this is dependent on the area that is chosen for advanced studies. Each of the students within the Doctorate Program is assigned an academic tutor, which will be a teacher within the department/departments that is/are coordinating the course.

Indicate the percentage of graduating students who follow such training

20 students .- 6 ex-alumnos del CEU (33%)

12.3: Postgraduate Research Programmes

Table 12.3. **Postgraduate research training programmes**

(a) Masters Level Indicate discipline and/or department.	Duration of training	Number enrolled	
		Full time	Part time
1.			
2.			
3.			
(b) PhD level Indicate discipline and/or department.	Duration of training	Number enrolled	
		Full time	Part time
1. Health Sciences	2 years	20	
Dept. Sanitary Attention, Public and Animal Health		4	
Dept. of Animal Production, Food science and Health		1	
Dept. of Chemistry, Biochemistry and Molecular Biology		4	
Dept. of Animal Medicine and Surgery		6	
Dept. of Physiology, Pharmacology and Toxicology		5	
(c) Other doctoral level Degree and discipline and/or department.	Duration of training	Number enrolled	
		Full time	Part time
1.			
2.			
3.			

For each area please indicate:

- (i) *whether the students require a grant or salary*
- (ii) *the proportion of graduates who enter such a program*

2. COMMENTS

The number of postgraduate diplomas/titles awarded en in the academic year 2003-04 directly related to veterinary science. (1 thesis) (4 D.E.A) During academic year 2003-04, the first Ph.D. thesis of a veterinarian was defended at our university and awarded the highest qualification of Sobresaliente "cum laude". This is the result of the beginning of the doctoral studies at our university during the academic year 2000-2001. On this respect, the university allows the doctoral students to obtain an intermediate diploma; four of them on veterinary subjects have been awarded during the academic year 2003-2004.

The proportion of graduates from our university who continue on to postgraduate education is difficult to establish. When considering only the Ph.D. program that is available for veterinarians, we may calculate around a bit less than 10 %. In view of the non-existent tradition for this type of studies at our university, these data have to be considered successful.

Altogether, the percentage of veterinarians participating in postgraduate research training programs could be calculated within our Faculty, at around 40 % of all research personnel. This represents a relative high percentage considering that the Faculty teaches also Pharmacy and Dentistry, as higher grades and Nursery and Physiotherapy as lower grades

In the context of the national system of R&D, the projects of scientific investigation and technological development are the appropriate mechanisms for the realization of activities that imply an increase in the scientific and technological knowledge and the promotion of scientific productivity within our University.

The Faculty makes every possible effort to assure the quality of the programs imparted. The development of the student is priority particularly in the development of skills in communication, information searches and critical analysis of data. In order to satisfy the objectives of the programme in which the student is involucrated the tutor of the program has the

responsibility of proportioning high input which may to some degree reduce the students' contribution to the research output of the research group. The monitoring of the student is of particular importance and requires that the tutor maintain periodic reunions with the student.

The number of veterinarians that participate in third cycle study programmes is relatively low, which has as explanation that within the Comunidad Valenciana, the professional orientation, is generally towards the small animals clinic or Public Administration and the difference in earnings in the academic sphere and private/public sectors.

3. SUGGESTIONS

The area of third cycle studies forms a fundamental part of the broader academic formation offered in the UCH-CEU. A quality educational experience of the students and the achievement of the intended learning outcomes of these same are priority. The monitoring of the programs therefore is fundamental and requires the provision of a training programme that provides evidence to support the quality of the educational experience of the postgraduate students. The development of improved methods of assessment is an objective of the Direction of the program.

An area that is always falls within the objectives of third cycle studies in the completion by the student within five years of registering in the program.

The Faculty intends to offer as broad a program as possible in order to foment the technical skills required to carry out efficiently and effectively the objectives established in the programme.

Amongst the veterinary professionals within the Comunidad Valencian, there are a low proportion of professionals that participate in third cycle programs, although showing a slight tendency to increase. The objective of the University in this area is the capitation of candidates from the professional practice. Development in increasing participation in these

courses for the professional is made possible by orientating courses as much as possible towards the areas of practical application for the professional.

The area of investigation forms an important part of the curriculum in the veterinary program, where it is considered of principal significance that the undergraduate student is encouraged to enhance their research strategies, performance and supervisory skills (for e.g. through the subject “Análisis Clínicos”). The research based curriculum must the objective of attracting, retaining, educating and finally graduating a growing number of higher degree research students. The teachers must also be aware that our students should be targeted and given support in order to promote early career researchers.



CHAPTER 13:

RESEARCH

CHAPTER 13 - RESEARCH

The details requested under this heading relate only to research experience offered to students during their undergraduate training, for example through project work.

1. FACTUAL INFORMATION / COMMENTARIES / SUGGESTIONS

Indicate the involvement of undergraduate students in research, including the time spent percentage of students involved and outcome required.

Comment on the opportunities for students to participate in active research work.

Will students be given more opportunity to participate in research activities?

If so, how will this be done?

Students in the higher courses of the veterinary degree have the possibility of participating in numerous lines of investigation with diverse objectives:

- to introduce the student to the area of research and to permit that they comprehend the development of a research program

- to collaborate in the development of diverse experiments in varying grades of participation

- to collaborate in the recompilation of information for the preparation and assessment of different research projects.

Particularly within the area of clinical application, special importance is given to the implication of the students in research projects and there is generally much interest on behalf of the student to participate in such programs.

The area of undergraduate participation in research programs is an area as previously mentioned in Chapter 1, that has as objective attracting.

retaining, educating and finally graduating a growing number of higher degree research students. The teachers are also aware that our students should be targeted and given support in order to promote early career researchers. The collaboration that the University maintains with industry is also vital in maximising research potential. The practical application of the knowledge accumulated by the undergraduate is further fomented through the realization of extramural practical work in companies of national and international prestige that have signed research contracts with the UCH-CEU.

The possibility exists of organising research based programs during the summer months that would permit the participation of the undergraduate without prejudicing their academic progress during the course. Although these programs have not been developed to the extent that they form part of the curriculum of the Veterinary Science degree these courses are considered as a potential area for elaboration.