



## **FULL VISITATION REPORT**

To the Universitat Autònoma de Barcelona (UAB), Barcelona, Spain

On 29 September – 3 October 2025

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## Introduction

The Veterinary Faculty (VEE) of the Autonomous University of Barcelona (Barcelona), Spain (UAB) was founded in 1982. Some of its parts, serving educational purposes, such as the main building (1988), the Veterinary Teaching Hospital (VTH) (1990), Farm and Experimental Fields Service (SGCE), the Food Technology Plant (FTP) (1992) and the Research Centre for Animal Health (1999) were built later.

The VEE was visited by EAEVE three times: in 1992 (re-visited in 1998), 2005 (re-visited in 2007, status Approval), and 2018 (re-visited in 2020, status Accreditation).

The VEE, focused on high-quality veterinary education, is recognised in Spain and internationally for its curriculum and structured QA system and offers 15 veterinary residency programs, has 16 consolidated research groups and 4 laboratories accredited for service to external clients. It also offers elective training accredited by the Federation of Laboratory Science Associations (FELASA) in Laboratory Animal Science and Welfare.

Since the last Visitation, the main developments included both strategic and operational progress, accomplished through:

- Yearly revision of the syllabi, which allows for linking between the competency-based curriculum and learning outcomes (D1C competences);
- A variety of learning programmes such as Microcredentials and CPD, new master's degrees, international partnerships, adapted to the needs of the veterinary profession and society;
- Improved and more participatory QA processes, upgrading the evaluation of the VEEs' performances;
- Continuing investments in infrastructure and simulation models, digitalisation, animal welfare, digital logbooks and structured feedback instruments;
- An improved education of undergraduate students and through projects, leading to Final Degree Projects (TFGs) rooted in One Health;

- Innovation in teaching through INNOVET, development of the staff through various programmes and internal grants.
- The ESEVT SOP 2023 is valid for this Visitation.

## **Area 1. Objectives, Organisation and Quality Assurance Policy**

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

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

### **1.1.1. Findings**

The VEEs vision and mission, as described in the SER, are available on the official website. The primary mission declared by the VEE is to train future veterinarians within the One Health perspective, enabling them to promote animal health and welfare while taking into account societal and environmental frameworks, *sustainability, and innovation*. Among the core values are integrity, collaboration, and social commitment, excellence in teaching, research, and transfer of knowledge, interaction and collaboration with other national and international institutions. The main objectives include: i) the offer of a solid veterinary education that enables graduates to acquire the knowledge, competences, and mind-set needed to work confidently in all key areas of the profession including clinical services, animal health and welfare, public health, food quality and safety, research, animal production systems, and the pharmaceutical field; ii) the development of critical thinking and ability to adapt to changing societal needs and scientific advancements; iii) promotion of cross-disciplinary research and innovation in all fields of veterinary education.

The curriculum provides students with a comprehensive foundation in veterinary science, from basic subjects to clinical practice in all relevant species, animal production, public health and food safety. The VEE is also committed to fostering a culture of lifelong learning. According to additional information provided by the VEE, this mission is pursued through a structured system of individual tutoring, the provision of professional knowledge, and teaching strategies such as collegial peer discussions of reports based on scientific evidence from the literature

### **1.1.2. Analysis of the findings/Comments**

The core mission of the VEE is consistent with the EU Directives and the ESG standards. The main objectives are themselves aligned with the VEE's mission. The curriculum complies with the subject requirements set out in European Directive 2005/36/EC, as amended by Directive 2013/55/EU and it is designed to provide progressively increasing exposure to theoretical and practical activities aimed at developing the expected ESEVT D1C. Overall, the curriculum equips students with knowledge and skills to work across various branches of the veterinary profession while fostering a commitment to lifelong learning.

### **1.1.3. Suggestions for improvement**

None

#### **1.1.4. Decision**

The VEE is compliant with Standard 1.1

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

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

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

#### **1.2.1. Findings**

The VEE is part of the public Universitat Autònoma de Barcelona (UAB) established in 1968. It is located in the Campus of Cerdanyola del Vallès (Barcelona). The organizational structure of the VEE encompasses three Departments (Department of Animal and Food Science, Department of Animal Health and Anatomy, Department of Animal Medicine and Surgery) and several Interdepartmental Teaching Units represented by four Departments within UAB (Department of Biochemistry and Molecular Biology, Department of Cell Biology, Physiology and Immunology, Department of Pharmacology, Therapeutics and Toxicology, Department of Animal Biology, Plant Biology and Ecology) mainly providing training in basic sciences during the first years of the curriculum. The Dean is the head of the VEE. Practical clinical training is supported by the Veterinary Teaching Hospital (VTH). The Coordinator of the veterinary programme and the Head of the VTH are both veterinarians. Coordination between departments, interdepartmental teaching units and the VTH is ensured by the Dean, who regularly organises meetings with the heads and/or representatives of the various entities. The VEE has provided evidence of the regular convening of coordination meetings. According to the organisational chart the VEE Council, chaired by the Dean, is the collegial decision-making body. Other collegial bodies with advisory and consultative roles are also in place. These include: i) the Dean's Board (composed by the Dean, the Vice Deans, the VEE manager, the Secretary of the VEE). The Dean's Board has preparatory functions concerning the matters to be discussed in the VEE Council; ii) the Academic Affairs and Quality Assurance Committee (CSAQ); iii) the Economy and Infrastructure Committee, iv) the Equity Committee, v) the Student Affairs Committee, vi) the Master's and Postgraduate Studies Committee, vii) the Biosecurity Committee, viii) the Emergency Management Board, ix) the Innovation Teaching Group (INNOVET), and ix) the External Advisory Board. The External Advisory Board is currently composed of 12 members representing clinical practice and animal husbandry across various species, as well as food safety, and includes representatives from foreign institutions. During the on-site interviews, the VEE illustrated how the Board's suggestions enabled the curriculum to be enriched with content on communication skills and students' emotional well-being. The interviewed student council representatives also confirmed consistent and meaningful interactions with the VEE. The body that ensures management-level coordination between the VTH and the VEE is the Foundation Trustees Board chaired by the Rector of the UAB.

The minutes of the meetings of different committees are made available to the whole academic community via the intranet. The CSAQ is responsible for ensuring that the curriculum is aligned with ESEVT standards (see also Standard 3.4).

The Dean is supported by a team that includes three vice Deans (Students, Quality and Academic Affairs, and Economics, Services and Infrastructure) and the Degree Coordinators, among them the coordinator of the veterinary programme.

The VEE engages in multiple collaborative initiatives at national and international levels (Erasmus+ Programme, SICUE Programme (e.g. Exchange System between Spanish University Centres, UAB International Mobility Framework; formal agreements with other universities, centres, hospitals for research purposes).

### **1.2.2. Analysis of the findings/Comments**

The organisation of the VEE is clearly described. The organisational structure as a whole supports a bottom-up approach, enabling input from all levels to be incorporated into the decision-making processes.

The existence of committees involving students and external stakeholders is commendable. The composition of the External Advisory Board ensures a broad exchange of perspectives across the different domains of the veterinary profession, promoting the development of the VEE. Persons in charge of the veterinary curriculum (Coordinator and Vice Dean for Academic Affairs) and the Director of the Veterinary Teaching Hospital, possess a veterinary degree, which is an asset to the VEE. The VEE is engaged in a series of collaborative agreements that, as a whole, foster in a positive sense international mobility and support research development.

### **1.2.3. Suggestions for improvement**

None

### **1.2.4. Decision**

The VEE is compliant with Standard 1.2

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

### **1.3.1. Findings**

The strategic plan 2023-2025 of the VEE is organised into four axes (Teaching Excellence, Social Responsibility and Sustainability, Governance and Institutional Well-being, Internationalisation and Strategic Positioning) each translated into specific and measurable objectives. Briefly, the VEE aims to innovate its curriculum and teaching strategies, foster effective career guidance for a smooth integration into the profession, support faculty development and internal communication, and reinforce international partnerships, mobility, and visibility. The objectives are supported by performance indicators, mainly qualitative, with target values set over a three-year horizon. Strategic objectives and actions are linked to the processes described in the Internal Quality Assurance System (SGIQ Vet) Manual in which the responsible officers are clearly identified (see also standard 1.4). The progress of actions set out in the strategic plan is

monitored and overseen by the Dean's Office and the CSAQ. According to the SWOT analysis, high-quality, evidence-based education and research output, and the number of EBVS diplomates contributing to academic excellence are considered the key strengths. Limited visibility of postgraduate and lifelong learning programmes and of the students' representation in strategic-level decision-making processes are defined as areas for improvement.

### **1.3.2. Analysis of the findings/Comments**

The VEE has developed a formal strategic plan for 2023–2025. The current VEE strategic plan reflects the outcome of a broad participatory process, which encompassed consultations with a wide range of internal and external stakeholders. The strategic plan is aligned with that of the central University and reflects a commitment to improvement in key areas relevant to ESEVT standards. Several indicators are qualitative. For some quantitative indicators, it is challenging to determine the extent to which the targets are improvement-oriented, since the definition of baseline value is rather vague and the *ex ante* value is unaccounted for.

### **1.3.3. Suggestions for improvement**

The VEE could benefit of including clearer baseline values for all the quantitative indicators in the strategic plan.

### **1.3.4. Decision**

The VEE is compliant with Standard 1.3

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

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

### **1.4.1. Findings**

Since the 1990s, the VEE has been committed to quality assurance. Since 1996, all academic programmes offered by the VEE have been evaluated by the Catalan University Quality Assurance Agency (AQU). The current quality assurance system (SGIQ) is consistent with the overarching framework of the central University. According to the UAB Statutes, the VEE is expected to actively foster quality assurance, with particular emphasis on teaching activities. The Internal Quality Assurance Manual describes the general objectives of the SGIQ, its organisation, the map of processes, and the responsibilities linked to the SGIQ. Framed within a context of legality, transparency and dissemination, the fifteen objectives declared in the policy document aim to align the VEE educational offer with societal demands, enhance stakeholder feedback integration, support staff training, and ensure effective communication both internally and externally. The strategic planning for research and the third mission is delegated to Departments. The Deans' Board is responsible for setting QA objectives and overseeing their implementation and progress. Regarding the strategic processes within the SGIQ, the Quality Manual defines both a process owner and a manager. The owner is responsible for coordinating and overseeing the process, while the manager ensures the implementation of the planned

actions. The process owner is also tasked with identifying corrective measures, as needed, based on the outcomes of the review process. The VEE Council approves the monitoring reports. The VEE gathers input from a range of stakeholders, primarily through: i) graduate surveys, ii) the Professional Advisory Board, and iii) the participation of students, faculty members, and administrative staff within the council. As evidence, the VEE has provided details on the process established to collect feedback from external institutions hosting the EPT. Feedback from the host institutions, students, and the academic tutor is systematically analysed and discussed within the CSAQ. The VEE adheres to the Code of Professional Conduct of the Universitat Autònoma de Barcelona, which applies to all members of the University community.

#### **1.4.2. Analysis of the findings/Comments**

The documented engagement in QA since 1992, together with the detailed description of QA processes, highlights a strong commitment to continuous improvement and the existence of a solid quality-oriented culture aimed at enhancing the quality of teaching, which is commendable. The impact of quality assurance policies on students is clearly reflected in course evaluation surveys and student representation activities.

#### **1.4.3. Suggestions for improvement**

None

#### **1.4.4. Decision**

The VEE is compliant with Standard 1.4

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

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

#### **1.5.1. Findings**

The VEE website represents the primary channel of communication with the relevant stakeholders. Evidence has been provided that the VEE is currently enhancing the English and Spanish versions of its website. The website delivers information on the degree and postgraduate programmes, professional fields, research activities, the Faculty's organisational structure, and the quality assurance system. In terms of QA, published documents include the strategic plan, which also defines the institution's vision and mission. As concerns research and technological transfer information is provided on the Department website. The Dean is responsible for the VEE's internal and external communication strategy. Graduate employability survey results are made available and can be accessed by stakeholders. Faculty updates—including events and achievements—are also shared by the VEE through a quarterly newsletter (El Buttletí) published on the website. Stakeholder interaction is stimulated by means of open days and orientation events, collaboration with the local Veterinary Chamber, and surveys directed to relevant groups of interest. The VEE regularly collects feedback from undergraduate students (course evaluation, EPT placement reports), teaching staff (university surveys), and graduates. An Advisory Board composed of professionals is part of the permanent VEE Committees. Details about its European accreditation status are available on the VEE's website, including both the

2018 Visitation Report and the RV Report (<https://www.uab.cat/ca/veterinaria/acreditacio-eaeve>).

#### **1.5.2. Analysis of the findings/Comments**

The VEE maintains regular engagement with stakeholders and benefits from an Advisory Board composed of representatives from the professional world. The institutional website offers core information concerning educational and research activities in a manifest manner. The ongoing development of the website's English and Spanish versions contributes to enhancing external communication. The website transparently reports the EAEVE accreditation status by making the visitation report publicly available.

#### **1.5.3. Suggestions for improvement**

The VEE is encouraged to pursue the continuous updating of its website in the Spanish and English versions.

#### **1.5.4. Decision**

The VEE is compliant with Standard 1.5

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

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

#### **1.6.1. Findings**

The body responsible for the formal approval of the planning, monitoring, and review of strategic quality objectives is the VEE Council. Nevertheless, other committees contribute significantly to the effective implementation of the PDCA cycle in relevant areas of VEE activities. Among these, there are: i) the CSAQ (curriculum design and review, students' career, students' opinion); ii) students (Student Committee and student representatives that sit in the collegial bodies); iii) external stakeholders (Advisory Board). The VEE collects a range of data and feedback to support monitoring activities. This includes undergraduate student surveys, graduate employability indicators, mobility statistics, and participation rates in outreach and support programmes. The monitoring activities are supported by a central University database (DATA), which ensures structured access to relevant data. This tool allows for the production of reports that can be used for external dissemination. The Quality Committee prepares an annual report on quality assurance activities by the VEE. The report is publicly available on the VEE's website. Main findings are discussed in the VEE Council.

#### **1.6.2. Analysis of the findings/Comments**

The VEE routinely monitors its operational processes and regularly reviews feedback from a range of stakeholders. The annual report produced by the Quality Committee ensures that the

results achieved are effectively disseminated. The involvement of various committees in process monitoring and review activities inherently ensures broad participation and sharing. Students are actively involved in the quality assurance processes.

### **1.6.3. Suggestions for improvement**

None

### **1.6.4. Decision**

The VEE is compliant with Standard 1.6

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

### **1.7.1. Findings**

After the initial EAEVE accreditation visit in 2018, the VEE underwent a re-visitation and received full approval in 2020. In addition to having effectively addressed the deficiencies identified during the 2018 evaluation, the VEE reported ongoing efforts toward continuous improvement in three strategic areas: i) the enhancement of undergraduate education through structured exposure to both intramural and extramural clinical cases, aimed at fostering the acquisition of the expected competences; ii) the consolidation and dissemination of a robust biosecurity culture; iii) and the further development and institutional integration of the quality assurance system. The VEE is also accredited by the local quality assurance agency, AQU Catalunya. The accreditation is conducted on a regular basis (last accreditation in 2024). The scope of this accreditation encompasses all degree programmes delivered by the VEE, including the Veterinary Medicine Degree. The actions for improvement identified as a result of the external evaluation processes are integrated into the VEE's Strategic Plan (e.g. Strategic Plan 2023–2025).

### **1.7.2. Analysis of the findings/Comments**

The periodic external evaluation VEE concerns both national and international levels. Seven years have passed since the last ESEVT accreditation visit. Accreditation by the national quality assurance agency, AQU Catalonia, constitutes an additional external evaluation mechanism. The VEE is committed to implementing improvement actions arising from accreditation visits.

### **1.7.3. Suggestions for improvement**

None

### **1.7.4. Decision**

The VEE is compliant with Standard 1.7

## **Area 2. Finances**

**Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the**

**VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).**

### **2.1.1. Findings**

The funding of the VEE is based on a dual system: i) a centralized budget managed by the University which covers most fixed operating costs like personnel, utilities, gardening and building maintenance and capital investments; ii) a decentralised budget is then allocated to each faculty and department according to a distribution model primarily intended to support teaching related needs like academic and operational activities and is managed in full autonomy by the faculty or department.

In addition to regular budgetary allocations, the faculty receives annual investment funding for facility improvements allocated by the Government of Catalonia.

The University also coordinates annual faculty competitive calls for specific funding of particular infrastructure or equipment improvements.

In addition, the VEE has developed several complementary income streams: i) funds obtained through the organization of the JOVs (veterinary Employment Days - [www.jovs.cat](http://www.jovs.cat)) ii) rentals from the use of VEE spaces for non-student related activities; iii) a long-term partnership agreement (10 years) with MCAST (Malta College of Art Science and Technology) to support the launch of their veterinary programme.

Public funds (73%) plus tuition fees together with corresponding charges (approx 20%) account for about 93% of the University total revenue. In appendix 2.1 total 2024 annual revenue was 408,950,212. The central budget accounts for over 99% of the VEE's current expenditure including personnel, infrastructure and other core services.

*Decentralised Budget and Special Funding Mechanism.* The distribution model for these funds is drafted by a dedicated subcommittee and has different criteria: i) first criterion the total number of ECTS credits enrolled by students within each academic unit ii) total number of teaching hours iii) third criterion is a Specificity Index (SI) applied to each degree program which is higher for experimental faculties than not-experimental faculties and is the highest for the Veterinary Medicine Faculty (4.32), reflecting the high costs of its intensive practical and clinical training. An additional 5% is distributed as incentives according to students' participation in courses and teaching quality surveys. The draft must then be approved by the UAB Economic Committee and then ratified by the University Governing Council.

Some specialised services are funded through a combination of centralised and decentralised sources: i) necropsy facilities, in which central budget covers fixed costs and the decentralised budget covers variable teaching related costs, while ii) farm and experimental field services (SGCE) and Food Technology Plant Service (FTP) use the same criteria as above.

The VTH has a distinct Financial Model, being a legally independent foundation, formally affiliated to UAB, with the UAB Foundation acting as its trustee. The VTH is a non-profit entity and any positive financial balance has to be invested into the hospital, while a negative balance is covered by the UAB. Basically, the costs relating to teaching activity conducted at the VTH are covered through the following flow UAB>VEE>VTH.

The university retains an overhead of 21% from revenues generated through clinical services, diagnostics and research grants as part of the general policy for central cost recovery.

Tuition fees are regulated by the Government of Catalonia, and there are no differences between

national and EU students. For the Veterinary Medicine degree, the base tuition cost is €18,46 per ECTS credit. Discounts or surcharges are applied in specific cases.

### **2.1.2. Analysis of the findings/Comments**

The VEE benefits from funding supplied by the University as well as from external sources. Nevertheless, it demonstrates a proactive approach in obtaining financial resources through participation in competitive funding calls. The University's budget allocation model takes into account the high educational demands of the VEE. The balance between expenditures and revenues demonstrates the VEE's ability to successfully pursue its educational and research objectives.

### **2.1.3. Suggestions for improvement**

None

### **2.1.4. Decision**

The VEE is compliant with standard 2.1

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

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

### **2.2.1. Findings**

The VEE is fully autonomous in the use of its decentralised budget, designed for educational and operational needs. The same is valid for the revenues generated independently (i.e., clinical services, rental). The UAB, through the VEE, covers the cost for the VTH. The funds provided by the VEE to cover the VHT clinical teaching activities (i.e., use of Field Clinical Services - cattle farm, pig farm, equestrian centre and kennel) are supplemented to compensate for their participation in educational activities. The VEE uses the decentralised budget to support teaching-related needs (e.g. laboratory consumables, travel for external internships). The VTH is an independent foundation, providing clinical teaching activities by also using the Field Clinical Services; thus, it benefits from funds allocated by the central University. The VEE can allocate revenues it generates independently (e.g., through clinical services, rental of facilities, and continuing education programmes).

### **2.2.2. Analysis of the findings/Comments**

The management of the resources available to the VEE and the VTH is consistent with the need to ensure the achievement of the educational objectives and DOC. The VEE is autonomous in the use of its decentralised budget designed for educational and operational needs.

### **2.2.3. Suggestions for improvement**

None

### **2.2.4. Decision**

The VEE is compliant with standard 2.2

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

**2.3.1. Findings**

The VEE indicates ongoing and planned investment for facilities and improvements through the Innovet UAB, consisting of infrastructure projects (new innovation classrooms, improving the library building chambers), enhancing thermal comfort in certain parts of the buildings or expanding the leisure area, or constructions of discharge chambers to control wastewater quality in high-risk areas. Ongoing works on the facilities were in progress during the visitation period.

The Vice Dean for Economy, Services, and Infrastructure is in charge of drafting the annual proposal for the allocation of resources. Further steps include submission to the Finance and Services Committee and approval by the VEE Council. The monitoring process follows the same procedure, since the annual budget review is conducted at several levels and subsequently approved by the VEE Council. At the end of each fiscal year, a detailed report containing revenues and expenditures is compiled and submitted to the Finance and Services Committee for evaluation and approval. Further, this report is sent to the VEE Council for final ratification and subsequently, it is made public on the official web-site of the VEE and communicated via email to every stakeholder.

Financial planning and budget execution, and review are published on the official web-site of the VEE and are communicated via email to the stakeholders. Evidence was provided during the visitation on the VEE's continuous commitment to support both teaching and research activities by finding external resources.

**2.3.2. Analysis of the findings/Comments**

The planning and monitoring of the budget are clearly structured and well-organised. The VEE regularly reviews the use of financial resources. The planning and monitoring process ensures broad involvement and agreement among the stakeholders.

The endeavour of the VEE to continuously engage new funding stakeholders and to find extra resources to support teaching and research is commendable.

**2.3.3. Suggestions for improvement**

None

**2.3.4. Decision**

The VEE is compliant with the standard 2.3

**Area 3. Curriculum**

**Standard 3.1: The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the D1C (output) listed in the ESEVT SOP Annex 2.**

**This concerns:**

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

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

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

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

### **3.1.1. General findings**

The VEE offers one veterinary study programme, lasting for 5 years and encompassing 300 ECTS. The graduates obtain the official Spanish degree title: “Graduado/a en Veterinaria”, which is the equivalent of Doctor of Veterinary Medicine (DVM) or Bachelor of Veterinary Science (BVSc) in other European countries, in accordance with the European Directive 2005/36/EC. The current curriculum was implemented in 2010/2011 and is harmonised with the EU directives and Spanish legislation.

#### **3.1.1.1. Findings**

The study year is divided into two semesters. Compulsory courses account for 270 ECTS, and elective courses 30 ECTS. The study programme provides in total of 7500 curriculum hours, 1500/year.

The curriculum covers all subjects listed in the ESEVT SOP Annex 2, and includes 427h (5.7% of the total curriculum hours) in basic subjects. The specific veterinary subjects include 2661.5h (35.5%) in basic sciences, 1352.95h (18.04%) in clinical sciences in companion animals, 1244.55h (16.6%) in clinical sciences in food-producing animals and 839 h (11.2%) in veterinary public health (Table 3.2.1). The curriculum comprises an elective part, corresponding to 30 ECTS, that are taken during the fifth year and represents 750 curriculum hours (10% of the curriculum hours in total). All students are required to write a graduation thesis (6 ECTS - Final Degree Project). The study programme includes theoretical and practical teaching in each year. In total, lectures comprise 16.9 % of the teaching, seminars 12.7%, supervised self-learning 37.3%, laboratory work 8.2%, non-clinical animal work 4.2%, clinical animal work 5.7%, elective practical training 3%, graduation thesis 2% and elective courses 10%.

The curriculum integrates and allows for the acquisition of the D1C by harmonising of the intended learning outcomes of the courses with the D1C (as presented in the updated version of Table a in Appendix 3.2 in the SER).

The VEE has autonomy to perform minor adjustments to the curriculum. Substantial modifications require approval from public authorities. Reviewing the curriculum takes a

semester evaluation, including student feedback, and the curriculum is broadly monitored by the CSAQ and the VEE council.

### **3.1.1.2. Analysis of the findings/Comments**

All EU-listed subjects (the input) are covered in the curriculum. The D1C (the output) are aligned with SOP2023, and there is traceability between each competence and the courses that address them. This structure allows students to explore their professional orientation early during their training as veterinarians.

### **3.1.1.3. Suggestions for improvement**

It is suggested that the VEE continue their efforts in optimising the curriculum.

### **3.1.1.4. Decision**

The VEE is compliant with standard 3.1.1.

## **3.1.2. Basic Sciences**

### **3.1.2.1. Findings**

In the revised table 3.1.2, Basic Subjects account for 5.7 % of the curriculum hours, while Basic Sciences account for in total of 34.5% of the curriculum. Teaching methods used in basic subjects and basic sciences include lectures, seminars, supervised self-learning, laboratory work and non-clinical animal work. Basic Sciences are mainly included in and constitute the majority of years 1 and 2 of the curriculum, except for pharmacology and toxicology, taught in the years 3 and 4, respectively. Anatomy teaching (512 curriculum h) makes up the largest part of the basic sciences subjects, followed by genetics (242 h), physiology (203.5 h), biochemistry (205.5 h), pharmacology (225 h) and microbiology (190.5 h). Most of the teaching in the basic sciences subjects is designated to self-directed learning (1105 h), followed by lectures (552 h) and seminars (380h). For most of the teaching, except for the lectures, the students are divided into smaller groups, for instance, during dissection classes and laboratory work where student groups of about 10-20 students are common practice.

### **3.1.2.2. Analysis of the findings/Comments**

EU-listed subjects related to Basic Subjects and Basic Sciences are covered in the curriculum in a balanced way. All subjects include theoretical and practical student work, facilitating student active learning also in the theoretical subjects. The VEE is commended for having a high teacher/student ratio in the practical teaching of basic sciences, enabling continuous feedback to the students during laboratory work and dissection classes.

### **3.1.2.3. Suggestions for improvement**

It is suggested that the VEE continue their efforts in the teaching of basic sciences, including the continuous feedback to the students acquired during practical teaching.

### **3.1.2.4. Decision**

The VEE is compliant with standard 3.1.2.

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

### **3.1.3.1. Findings**

Students are provided with various exposures to clinics from year 2 to year 5 which ensures acquisition of knowledge and skills as prerequisites to be adequately prepared in both practical competences and clinical reasoning to enter their clinical rotations. The training involves both intramural rotations at the VTH and extramural placements (e.g., farms, equestrian facilities, shelters). By Year 3, they actively assist in procedures (e.g., anaesthesia in feline neutering). Students are engaged in hands-on learning, working in small groups (4–6 students per teacher) with direct supervision. Rotations are generally intramural for companion animals, equines, infectious diseases and necropsies. Students participate in after-hour emergency services for companion animals but not for the equine emergency service.

Skills attained prior to full clinical rotations include handling and restraint of common domestic species, obtaining basic case histories and establishing differential diagnoses and collecting biological samples. Further, they acquire knowledge of biosecurity and ethics in clinics. This structured and increasing engagement with clinical and practical teaching ensures that students are well-prepared to transition into full clinical rotations. Students must complete a logbook documenting each case they manage and are formally assessed based on these activities.

### **3.1.3.2 Analysis of the findings/Comments**

There is a balanced and coordinated clinical training with clear components of soft skills, such as ethics and professionalism. It is positive that students are introduced to clinical training in companion animals and equine at an early stage in their course, and progressively allowed to mature in these subject areas through to the final clinical year.

The time spent in equine clinical work is suboptimal, with a caseload that is largely second opinion during scheduled weekdays, with no participation in the 24/7 emergency services. Despite additional practical training on dummies of common techniques required for use in equine common emergencies, there is insufficient clinical exposure for ensuring first-day skills in managing the acutely ill equine.

### **3.1.3.3. Suggestions for improvement**

Core clinical training in the field of equine should include student participation in the management of common equine medical emergencies.

### **3.1.3.4 Decision**

The VEE is non-compliant with standard 3.1.3 because of insufficient exposure of students to emergency clinical cases in equine.

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

### **3.1.4.1. Findings**

Preclinical training is organised from Y1 where students receive practical sessions on animal production including food-producing animals. This part represents 34 hours of work on animals over a total of 150 teaching hours for the global subject. There is no training on Food-producing animals in Y2. In Y3, students receive education in animal reproduction (12 hours practical non-clinical work) and livestock medicine and surgery (24.5 hours of practical non-clinical work).

Core clinical rotations are organised across Y2 to Y5 with small groups. Those rotations are mainly extramural for farm animals practice. Small groups of students (generally 5) are joining a veterinarian on farms. Four weeks are devoted to cattle clinical training and 1 week to pigs, poultry and rabbits. Evaluation of the acquisition of D1C is managed by the practitioner and consolidated at the VEE level.

#### **3.1.4.2. Analysis of the findings/Comments**

Veterinarians who have contracts with the VEE for clinical teaching in large animal sciences are really devoted to their duty and actively support students in their acquisition of D1C in this field. Students have the opportunity to be exposed to the main clinical situations in the major species of food-producing animals, including emergency and sometimes necropsy.

#### **3.1.4.3. Suggestions for improvement**

The VEE would benefit from considering ways to increase the exposure of students to emergency clinical cases in large animal clinical science.

#### **3.1.4.4. Decision**

The VEE is compliant with standard 3.1.4

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

#### **3.1.5.1. Findings**

Courses in relation to VPH (including Food safety and quality) are oriented towards:

- veterinary legislation including official controls and regulatory veterinary services, forensic veterinary medicine and certification
- control of food, feed and animal by-products
- zoonoses and their prevention
- food hygiene and environmental health

The total hours of lectures are 162, while the proportion between lectures and other learning modes (i.e., seminars and others) is 23.9% (162 hours / 677 hours).

The proportion of courses dedicated to veterinary public health in relation to all the subjects taught during the entire curriculum is 12.9%, while this proportion is 16% if we focus only on specific veterinary subjects (which include basic sciences, clinical sciences in companion animals, clinical sciences in production animals and veterinary public health).

According to Appendix 3.1, the Veterinary Public Health courses are divided into the following 5 subjects: Food science, Food technology, Food safety and zoonosis, Food inspection and hygiene, Animal and public health. These subjects total 33 ECTS, with a total number of hours per student of 839, not including elective courses.

In the field of VPH&FSQ, clinical rotations represent 4 weeks per student (a total of 50 hours per student). This mainly concerns visits and inspections in slaughterhouses, visits to fish sales points and in the agri-food industry.

#### **3.1.5.2. Analysis of the findings/Comments**

VEE covers food science for a wide range of foods of animal origin. Foods studied include dairy products, fishery products, meat products, and egg products. The learning sequences follow a logical progression, which can be summarised as: foundations of microbiology and parasitology

in the first year, introduction to food science and technology in the second year, food safety courses in the fourth year, and clinical rotations in public and animal health in the fifth year. In order to accomplish the proper training of students, the relationship with the Catalan Public Health Agency is essential, and thanks to it, the students can already familiarise themselves not only with agri-food companies but also with the controls carried out in the food chain.

#### **3.1.5.3. Suggestions for improvement**

The VEE should pursue its strong and long-lasting relationship with the Catalan Public Health Agency regarding the training of students in the field of food science and inspection.

#### **3.1.5.4. Decision**

The VEE is compliant with Standard 3.1.5

### **3.1.6. Professional Knowledge**

#### **3.1.6.1. Findings**

The curriculum ensures the acquisition of D1C in all the required areas i.e. Basic Science, Clinical Science, Veterinary Public Health, Animal Production and Herd Health Management and Professional Knowledge. Soft skills such as communication, professional ethics, teamwork, management and problem-solving are taught throughout the curriculum.

Table 3.1.2 indicates the numbers of hours taken by each student, including soft skills: information and data management 150 hrs, professional ethics and communication 47hrs, animal health economics and practice management 83hrs divided by seminars, lectures, self-learning and EPT. Concerning the Clinical Rotations, the curriculum is structured to ensure a progressive acquisition of knowledge and skills. Students are adequately prepared in both practical competences and clinical reasoning including, biosecurity, ethics, and public health. In year 5, clinical rotations are organised in groups of 5 students with individual assignments to supervised activities. Students have to complete a logbook documenting each case, and they are formally assessed on legal/ethical implications, professionalism, and ethics. Professional attitude, initiative, teamwork, communication with clients are assessed as part of the general knowledge of the student. Concerning Food Animal Technology and Health Rotation the content and scheduling of these subjects are designed according to the Farm to Fork principle ensuring that students acquire comprehensive knowledge and skills across all stages of the food chain including legal, ethical, and welfare considerations during food production and slaughter.

The visitation has confirmed the awareness of students about the list of soft skills required to be a reliable veterinarian and the effort of the teachers to provide optimal occasions to embed these skills in theoretical lessons or practice them during clinical activities.

#### **3.1.6.2. Analysis of the findings/Comments**

Professional Knowledge is well recognised by students and staff as a very important tool in their professional development, and they strive to embed these concepts in every discipline.

#### **3.1.6.3. Suggestions for improvement**

None

#### **3.1.6.4 Decision**

The VEE is compliant with Standard 3.1.6

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

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

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

### **3.2.1. Findings**

The curriculum includes all subjects required by both European Directives, 36/2005 and 55/2013. Annex 3.2 to the SER updated and made available during the FV provides a mapping of the correspondence between D1C/underpinning knowledge and the learning outcomes of individual subjects. In most cases, the acquisition of individual competences is supported by multiple subjects. The alignment of learning outcomes with D1C is ensured through a multi-level review process: syllabus drafting by the teaching coordinator, initial validation by the Degree Programme Coordinator, and semester reviews by the CSAQ, which also integrates teaching quality evaluations and student feedback into any proposed changes. A list of the competences expected upon graduation is available on the programme's website (<https://www.uab.cat/web/estudiar/llistat-de-graus/pla-d-estudis/competences-/resultats-d-aprenentatge/veterinaria-1345467819221.html?param1=1263367158989>). According to the Spanish and European frameworks, the qualification is consistent with the MECES Level 3 and the QF-EHEA (Level 7), respectively. Information about the European qualification is available at <https://www.uab.cat/web/estudiar/ehea-degrees/general-information-1216708259085.html?param1=1263367158989>. The lifelong learning approach is promoted through students' engagement with research, consultation of literature and use of digital resources (UAB Virtual Campus), training in professional ethics, and early participation in both clinical and non-clinical practical activities. The first two years of the programme include 23 hours of clinical training. From the first year of the programme, students are introduced to an evidence-based approach through activities including case studies, written reports, and problem-solving tasks. Student-centred teaching methodologies include questioning, peer discussion and reflective practices. The drafting of the degree thesis comprises a critical appraisal of the literature together with the systematic analysis and synthesis of relevant information.

### **3.2.2. Analysis of the findings/Comments**

The curriculum is designed to support the gradual development of knowledge and competences in the areas of pre-clinical and clinical sciences, as well as veterinary public health. The integration of several courses in competence development supports a multidisciplinary and transversal learning approach. A structured system is in place to ensure the periodical monitoring of the alignment between the subjects' expected learning outcomes and the D1C. The implementation of targeted teaching methodologies (groups works, seminars, case

studies), the active participation of students in institutional activities, and comprehensive support services collectively feed an environment conducive to learning. Clinical activities, introduced during the first two years, provide students with an early opportunity for hands-on experience and serve a motivational purpose. Information regarding the European qualification of the degree is made available on the programme's website in a very transparent manner. The VEEs QA system (also see Area 1), through its comitology procedure in place with student participation, enhances the continuous monitoring and upgrading of the teaching environment conducive to learning.

### **3.2.3. Suggestions for improvement**

None

### **3.2.4. Decision**

The VEE is compliant with Standard 3.2

### **Standard 3.3: Programme learning outcomes must:**

- **ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework**
- **include a description of D1C**
- **form the basis for explicit statements of the objectives and learning outcomes of individual units of study**
- **be communicated to staff and students**
- **be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.**

### **3.3.1. Findings**

The subject learning outcomes are reported in the student guide published in the VEE website. Moreover, the course learning outcomes are communicated to students at the outset of the first lecture. The syllabus includes information on the educational aims, learning outcomes, and expected competences. Transversal competences and soft skills are explicit. The "Activities and Methodology" section of each course description specifies the correlation between the expected learning outcomes and the type of activity (e.g. seminars, self-learning, etc). The course description also outlines the strategy used to assess each expected learning outcome. The CSAQ is the body which reviews the coherence of learning outcomes and verifies that teaching, learning, and assessment practices are effectively aligned to support the attainment of D1C. The VEE makes use of the External Stakeholder Board's advisory function to inform on the updates of learning outcomes

### **3.3.2. Analysis of the findings/Comments**

The consistency and completeness of the course descriptions are commendable. The syllabus is comprehensive and enables the evaluation of the alignment between the content and expected learning outcomes of each subject and the day-one competences. The syllabus design form enables the clear identification of the coherence between the learning outcomes, teaching methodologies, and assessment methods of the courses. Evidence demonstrates the regular and systematic review of learning outcomes. Regular consultation with and feed-back from

internal and external stakeholders, including students and staff, drives the shaping of educational aims and outcomes, thereby ensuring their full alignment with the evolving demands of the professional domain.

### **3.3.3. Suggestions for improvement**

None

### **3.3.4. Decision**

The VEE is compliant with Standard 3.3

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

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

### **3.4.1. Findings**

The CSAQ is the body responsible for reviewing the curriculum. The Academic Monitoring and Quality Committees oversee the quality, coherence, and continuous improvement of study programmes, from design and coordination to evaluation and issue resolution. Along with the curriculum Coordinator and the Vice-Dean for Academic Affairs and Quality, the Committee comprises the Head of academic management, four faculty representatives, and three student representatives. The VEE Council approves any changes to the curriculum. Substantial modifications are subject to external evaluation by the central University and AQU/ANECA, a process that ensures their continued alignment with established regulatory frameworks. The last curriculum review, approved in 2019, was implemented in the 2020-2021 academic year, while the next formal review is planned for 2026. The VEE provides professional development opportunities for academic staff (see also standard 9.1).

### **3.4.2. Analysis of the findings/Comments**

Responsibilities for updating and managing of the curriculum are clearly defined. Student representation is ensured on both the Quality Committee and the VEE Council. The approval of any modifications to the curriculum by the VEE Council guarantees their dissemination within the academic community. External stakeholders have access to the information provided directly and on the website. A review of the curriculum is conducted on a cyclical basis and, in

any case, at least every seven years.

#### **3.4.3. Suggestions for improvement**

None

#### **3.4.4. Decision**

The VEE is compliant with Standard 3.4

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

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

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

#### **3.5.1. Findings**

EPT does not replace the Core Clinical Training. It's a mandatory core subject worth 9 ECTS, scheduled in semester 10 of year 5<sup>th</sup>. Its aim is to expand students' professional and personal development in real-life veterinary settings. EPT is entirely extramural and lasts for 203 hours (approx. 6 weeks, 35 hours /week) under the supervision of a qualified non-academic tutor. It begins when students have completed 160 ECTS and 80% of year 5<sup>th</sup> subjects, usually during the summer of the 5th year. Students can choose up to three destinations via a structured form. An annual orientation meeting is scheduled in February to inform students and their tutors about the procedures, expectations and evaluation criteria. Every student is assigned an internal academic and an external tutor. The final grade combines both evaluations in a 40%/60% ratio, respectively.

#### **3.5.2. Analysis of the findings/Comments**

Students choose from their EPT sites from a list of qualified partners on the VEE's website and they find it very easy to set. Practices are run in the summer of the 5th year and are validated through the tutors' evaluations and by means of the final student report. Surveys are provided on student satisfaction and perceived usefulness of the EPT at the end of the practice.

#### **3.5.3. Suggestions for improvement**

None

#### **3.5.4. Decision**

The VEE is compliant with Standard 3.5

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

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

#### **3.6.1. Findings**

The VEE holds a formally signed ECA (educational cooperation agreement) with external institutions where insurance, roles, supervision, coverage and legal compliance for EPT are defined. There is an EPT coordinator evaluating and ensuring alignment with learning outcomes and academic relevance. EPT providers span a large range of veterinary settings, including small animal and large animal' clinics, livestock farms, public health agencies, food industries, slaughterhouses, zoos and wildlife centres, veterinary companies and research institutes, giving a wide spectrum of possible views on real life vet jobs. The external tutor appointed has to submit a standard evaluation on the student according to appendix 3.4 and rate the student's performance a score from 0 to 5.

#### **3.6.2. Analysis of the findings/Comments**

The EPT was explained in detail by the coordinator on the website, while clarifying the EPT cascade and the agreements which include biosecurity rules, teaching standards and soft skills, aligned with the VEE provisions and D1C achieved.

#### **3.6.3. Suggestions for improvement**

None.

#### **3.6.4. Decision**

The VEE is compliant with Standard 3.6

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

#### **3.7.1. Findings**

The VEE publishes on its website the list of the possible EPT offered by approved collaborating entities along with the application timeline and procedures. Each student has to take responsibility for selecting and preparing for their placement in advance, engaging proactively with the academic tutor. Meetings with tutors continue every 15-20 days as needed. At the end of the EPT students have to fill the Final Report (appendix 3.5) with: i) description of host institution and activities performed; ii) critical self-assessment of work space integration and competences acquired; iii) a satisfaction score on the institution's relevance to their professional development; iv) a section of D1C achieved, serving as a case log as well. The academic tutor, after having assessed the student's experience has to fill in the standardised

evaluation form (appendix 3.6) which contributes to the student's grade and EPT quality monitoring. The QA for EPT includes: i) Incident handling (between both tutors); ii) Student Evaluation at the end of the EPT, by filling a report which assesses the suitability (score 0-10) and training environment of the institution; iii) Satisfaction surveys on training quality and VEE support; iv) Graduate survey: specific item on perceived usefulness of EPT for professional readiness.

### **3.7.2. Analysis of the findings/Comments**

The EPT activities of the VEE are well organised and managed. The QA system for EPT is run through a responsible procedure. The VEE maintains continuous oversight of the organisation of external placements, ensuring that the established procedures are correctly followed.

### **3.7.3. Suggestions for improvement**

None

### **3.7.4. Decision**

The VEE is compliant with Standard 3.7.

## **Area 4. Facilities and equipment**

**Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people including students with a disability, and EU animal welfare and care standards.**

### **4.1.1. Findings**

The VEE is located on the university's 260-hectare main campus, situated 20 km from the centre of Barcelona with connections by public and private transport (train, bus, and highway). The campus hosts 12 faculties, a school of engineering, a graduate school, a doctoral school, and over 30 research institutes and centres. The core infrastructure used for delivering the veterinary curriculum comprises five main facilities.

The main building of the VEE has a total usable area of 8,150 m<sup>2</sup> across four floors. It contains lecture theatres, seminar rooms, teaching and research laboratories, a dissection hall, a microscopy room, teaching operating rooms and one experimental surgery room, computer rooms, a library and study area, an auditorium, a thesis defence room, staff and student offices, meeting rooms, a cafeteria, and technical service areas (e.g., gas, distilled water, deionized water).

The current VTH covers 2,607 m<sup>2</sup> and includes clinical services and consultation rooms for small animals, surgery rooms, recovery and intensive care units, hospitalisation areas, isolation facilities, and client and administrative service areas. Imaging diagnostics is split between the VTH and the VEE building, whereas the equine unit (1,203 m<sup>2</sup>) is housed in an adjacent facility, with an additional 180 m<sup>2</sup> isolation building for management of equine infectious diseases.

Adjacent to the main building is the farm and Experimental Field Service (SGCE), a fenced 4-

hectare area with buildings, 2 kennels and outdoor paddocks for housing cattle, sheep, goats, pigs, horses, donkeys, poultry, rabbits, and dogs. The facility serves for training in animal handling, production, and clinical practice under real conditions.

The necropsy facility occupies a dedicated 356 m<sup>2</sup> building and includes rooms for dissection, cold storage and storage areas for waste, photography, laboratory work, and a live animal holding area, a changing room, a lab, an office, a photography room, a live animal holding area. There is also a mechanical hoist for handling large carcasses.

The FTP comprises two buildings (a total 647 m<sup>2</sup>; 411 m<sup>2</sup> and 236 m<sup>2</sup>, respectively) equipped with multipurpose pilot plant rooms and high-complexity food processing equipment. This includes pasteurizers, sterilisers, high-pressure units, aseptic packaging systems, and basic processing equipment such as mixers, tanks, grinders, and filtration systems. It is used for training in food technology, hygiene, and safety.

General maintenance is carried out by technical staff from the UAB's central services or via contracts with maintenance companies to ensure compliance with relevant regulations, such as water, gas, electricity, and general building upkeep.

Clinical/medical and laboratory equipment is usually purchased with maintenance contracts. Equipment at the VTH and its replacement when necessary is the responsibility of the hospital's management. Funding for the acquisition and renewal of laboratory equipment and other specialised teaching spaces, prioritising equipment used across multiple courses, is via annual calls for funding at the UAB level. Extraordinary purchases (expensive or specialised equipment) are handled through other calls or negotiated directly with the University.

#### **4.1.2. Analysis of the findings/Comments**

The VEE's physical facilities offer an environment conducive to learning, with access to internet in relevant spots. The VEE has biosafety maintenance protocols and emergency procedures that comply with current legislation. UAB has contracts with private companies to manage waste treatment and disposal. The UAB Ethics Committee decides on the use of animals in experimentation and teaching. All relevant facilities and equipment undergo the required technical inspections. The clinical examination area for large animals and dogs on the farm and Experimental Field Service (SGCE) provides two large separate rooms, each of them solely equipped with a centrally located examination station.

#### **4.1.3. Suggestions for improvement**

The VEE would benefit from amending the area for clinical examination of large animals and dogs to improve the student learning environment.

#### **4.1.4. Decision**

The VEE is compliant with standard 4.1

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

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

#### **4.2.1. Findings**

The VEE has 12 large classrooms, 8 seminar rooms, 30 laboratories, and a clinical skills lab. The classrooms and seminar rooms are equipped with PCs and either projectors or interactive screens. Each laboratory is equipped with instruments and materials according to the specific needs of the various disciplines being taught. The clinical skills lab has simulator models for practising clinical skills and examination and various common procedures on cattle, horses and dogs, including life support and critical care on dog models. Theriogenology and reproductive models are present for the bovine and male and female dogs. There are also suture training stations and models for spaying. The VEE has dedicated rooms for self-study including 12 for small groups, 2 rooms for larger groups within the library and 2 rooms within the VTH. There are 6 dining rooms/cafeterias with one of the dining rooms located within the VTH. Changing rooms for students (12) are located throughout the key areas of student activity on the campus. For after-hours accommodation, the VTH provides a room for 6 students to sleep over. The VEE has 5 picnic areas on campus, while the UAB campus has full sports facilities, shops, medical and financial services. Restrooms are available in all buildings. The VEE has 155 offices for staff that can accommodate 600 persons, as well as 77 research laboratories with space for 385 researchers.

#### **4.2.2 Analysis of the findings/Comments**

The VEE has sufficient, accessible and well-designed and equipped theatres, teaching laboratories, tutorial rooms, clinical facilities, the clinical skills lab and other teaching spaces for instructional purposes and is well maintained. The small animal clinical facilities were enriched with two new examination rooms. The facilities are well-maintained and adapted for the number of students enrolled. Students have ready access to appropriate study, self-learning, recreation, locker, sanitary and food service facilities.

#### **4.2.3 Suggestions for improvement**

The VEE is encouraged to continue expanding the offerings of training models and simulators available in the clinical training centre, to further develop the learning environment.

#### **4.2.4 Decision**

The VEE is compliant with Standard 4.2

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

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

#### 4.3.1. Findings

The VEE has housing for most of the common domestic species, with 5 areas dedicated to up to a total 400 small ruminants (sheep or goats), one room for pigs up to 70 kg, one room for rabbits and two for up to 32 dogs, as well as stalls for 8 horses and housing for young and or adult cattle. Moreover, there are seven multispecies rooms that allow variable housing of according to species that each can accommodate 21 rabbits, 192 chicks, 30 hens, 20 sheep or goats, or 50 piglets.

There are also 5 outdoor enclosures that can house variable numbers of male goats, horses or cattle. These facilities (which are part of the SGCE) house both healthy animals for educational purposes and animals for research purposes. Additionally, the UAB Campus has an Animal Facility Service, which houses rats, mice, and hamsters for research

For housing of hospitalised animals there are dedicated areas for outpatient procedures on dogs with a capacity for 14, another for up to 20 hospitalised canine patients, as well a separate premise for up to 13 cats. For horses, there are premises for up to 11 animals, and for exotics up to 20 patients.

The VTH has consultation rooms for the small animal specialities, for cats, for equine and for exotic pets. As well there are separate rooms for critical care, for emergencies, and chemotherapy (small animals). The reception has an area for cats separated from dogs being admitted by a solid shoulder-high wall. There are 5 small animal surgery rooms with one associated pre-op room and a single equine surgery room. For diagnostic imaging there are separate X-ray rooms for small animals and equine, respectively, ultrasound and MRI rooms for small animals, and a CT room that serves both small animal and equine patients.

The VEE has 15 Service Laboratories dedicated to diagnostic support. As well the VEE has a milking room for cattle, and 2 milking rooms for sheep or goats. Additionally, there are 6 general species animal examination rooms, as well as general storage and manure storage rooms,

The VEE has a full complement of medical and diagnostic equipment to support clinical activities. These include inhalation anesthesia, ventilators, hemodialysis and monitoring equipment for anesthesia and intensive care, echocardiology, doppler, holter monitors for cardiology, endoscopes, laparoscopes and arthroscopes as well as surgical lasers and electrochemotherapy for surgery. Diagnostic imaging is equipped with a variety of X-ray machines for companion animals and exotics, as well as horses, and an ultrasound. A CT scanner is available for companion animals and can be used for horses up to 180 kg. An MRI is available for small animals. Speciality services have additional equipment, including a video otoscope (dermatology), electromyographs (neurology), and electroretinography and a surgical laser for ophthalmology.

Hands-on training in VPH, including FSQ, is through a combination of intra-mural and extra-mural facilities. Practical teaching is coordinated with public authorities and private stakeholders. The FTP and microbiology laboratories on campus complement field teaching with controlled environments for practical work in food processing, contamination testing, and microbiological risk management.

Extra-mural premises for food-producing animals include 2 commercial dairy farms for teaching of milk hygiene, animal health monitoring, and production practices under food safety regulations and official veterinary controls, a modern pig production unit where students are introduced to biosecurity, welfare audits, traceability, and zoonosis prevention. Slaughterhouses for cattle, pigs, poultry and small ruminants are engaged in both core teaching

and EPT to allow students to perform supervised practical work in ante- and post-mortem inspection, hygiene auditing, and carcass classification. The Barcelona Wholesale Market is used for learning about the inspection and distribution of perishable products, food hygiene, and cold chain control, while the Fish Market provides student exposure to seafood hygiene controls, organoleptic inspection techniques, and traceability protocols.

Other premises include the El Grèbol Equestrian Centre to teach public health and welfare protocols related to equine movements and the Municipal Dog Shelters for teaching aspects of zoonotic disease control, stray animal management, and epidemiological surveillance.

The VEE also has access to CReSA/IRTA, a reference research centre that supports teaching on epidemiological methods, risk assessment, and laboratory diagnostics related to zoonoses and foodborne pathogens.

#### **4.3.2 Analysis of the findings/Comments**

The VEE takes responsibility for maintaining the core clinical teaching facilities, therefore a strategy and a programme are in place to upgrade some of those. The rebuilding and enlargement of the equine section of the VTH is planned, since currently, there is a single surgery suite which prevents separation of orthopaedic procedures from potentially contaminated surgeries (i.e., abdominal surgery for colic or other soft tissue procedures), and the hospitalisation boxes are to some extent, functionally obsolete. The programme also envisages an improved separation of the reception areas for dogs and cats to reduce potential interaction of cats with canine admissions.

#### **4.3.3. Suggestions for improvement**

The VEE is encouraged to proceed with its projected plans for updating the equine hospital and for refining the reception area for small animals.

#### **4.3.4. Decision**

The VEE is partially compliant with standard 4.3 because the hospitalisation boxes do not fully comply with Animal Health Standards.

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

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

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

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

#### **4.4.1. Findings**

The VTH provides 24h emergency service for Equine and Small Animals. Routine Working Hours are Monday to Friday, 08:00 to 20:00 with consultations by appointment only. Each speciality service follows its own schedule based on workload. A 24-hour emergency service is available for all urgent and unscheduled consultations. After 20:00 and over the weekends, care for hospitalised patients and emergency visits is provided by a team consisting of staff veterinarian/s, veterinary interns, and nurses. Speciality services monitor their own hospitalised patients with staff veterinarians contacting the on-call specialist as needed. For the equine service, a team consisting of a staff veterinarian, a veterinary intern and one nurse is responsible for the care of hospitalised patients overnight. The on-call veterinarian travels to the hospital to attend emergency cases. If necessary, the veterinarian may request the presence of the on-call anaesthetist and surgeon.

The VTH of the VEE is structured to provide progressive, supervised clinical training from the 2nd to the 5th year of the veterinary degree. The VTH comprises 16 specialised services across small animal, equine, and exotic animal medicine. All practical activities are carried out in small groups (5–10 students), directly supervised by teaching staff or qualified clinicians.

For equine clinics, students participate under academic supervision in Internal Medicine, ICU, Surgery, and Imaging with hands-on activities, including anamnesis, examination, diagnosis, treatment, patient prep, sample collection and analysis, and medication administration.

The VTH Rotational Clinical Training is composed of a 5-week clinical rotation across VTH and ambulatory service with a maximum group size of 5 students.

Topics for small animals include surgery; dermatology; diagnostic imaging: emergency & critical care; exotic animals, general & internal medicine; ophthalmology: and neurology.

Students at the small animal clinic participate in weekend on-call (day) as well as night shifts. Students are not scheduled for the weekend or night shifts of the 24/7 equine clinic.

During the rotations, students actively participate in clinical examination, diagnostic procedures (e.g., biopsy, imaging, endoscopy), treatment administration, communication with clients, emergency and intensive care, including the management of hospitalised patients, and direct involvement in anaesthesia and surgery prep, intra- and post-operative support.

Ambulatory training in public health, animal welfare, and health certification procedures is accomplished alongside official veterinarians during ambulatory services.

All clinical and ambulatory training is conducted under the continuous supervision of qualified staff. Clinical exposure is closely coordinated through subject-specific planning and competence-based checklists. The use of digital platforms ensures that each student's clinical experience is tracked and evaluated to assess whether all ESEVT D1C are achieved.

#### **4.4.2. Analysis of the findings/Comments**

The VEE has the full complement of facilities for providing state-of-the-art education for the students. The equine facilities have only a single surgery suite (also see Standard 4.3), but a programme is in place to upgrade the entire equine clinic.

#### **4.4.3. Suggestions for improvement**

The VEE is encouraged to continue upgrading its facilities and diagnostic instrumentation to ensure maintenance of state-of-the-art level of clinical teaching.

#### **4.4.4. Decision**

The VEE is compliant with standard 4.4

**Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.**

**4.5.1. Findings**

All students have complete access to teaching facilities during office hours, such as classrooms, the library, and self-learning facilities. As well, under the supervision of the academic staff, they have access to diagnostic and therapeutic facilities, including diagnostic imaging, clinical pathology, anaesthesia, surgery and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. These facilities are also used for role-playing and soft skill training during rotations, practical sessions and seminars. Students have access to the clinical records of the VTH database (QVET software). They use that data for the completion of their case log and presentation preparation.

**4.5.2. Analysis of the findings/Comments**

Students have unimpeded access to the full range of diagnostic and therapeutic facilities across all areas. Students are active in soft skills training, including role play.

**4.5.3. Suggestions for improvement**

None

**4.5.4. Decision**

The VEE is compliant with standard 4.5

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

**4.6.1. Findings**

The Small Animal Unit includes a clearly marked isolation annex exclusively for the management of infectious or potentially infectious patients located in the hospitalisation area, with restricted access. There are two separate rooms with a total capacity of 10 animals. One room is designated for patients with suspected but yet to be confirmed infectious disease and the other room is for patients with a confirmed diagnosis of infectious disease. Both rooms have an anteroom equipped with dedicated materials and equipment for the exclusive handling of the housed patients. Access to this area is strictly controlled, clearly signposted, and secured. Only authorised veterinary and nursing staff are permitted to enter and care for the patients.

The Equine isolation unit consists of a separate building enclosed by a concrete perimeter wall and galvanised fencing. The unit has 1 examination room and 3 fully independent and isolated hospitalisation stalls. Each stall has two anterooms to ensure safe handling, with exclusive materials and equipment assigned to that specific isolation unit. The stalls and the perimeter remain permanently closed, with access restricted solely to authorised personnel.

#### **4.6.2. Analysis of the findings/Comments**

The isolation facilities in both the small animal clinic and the equine clinic meet the needs for the isolation and containment of animals with communicable diseases. The construction design and flow is conducive to participation by students in care of animals being isolated.

#### **4.6.3. Suggestions for improvement**

None

#### **4.6.4. Decision**

The VEE is compliant with standard 4.6

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

#### **4.7.1. Findings**

Field veterinary medicine and Herd Health Management are taught across multiple academic years through both intra- and extra-mural activities. The instruction is coordinated by academic and assistant staff from the three main departments of the VEE and involves practical placements at the SGCE and a network of external farms in a structured, multi-year approach ensures that all students gain substantial experience in field conditions in herd health management and ambulatory veterinary medicine.

Practical activities are led by associate professors and full-time academic staff specialised in diverse species (ruminants, pigs, poultry, horses, bees, game animals, etc.) with small student groups to allow hands-on work supervision.

The vehicles used for the ambulatory clinic are outfitted with essential veterinary tools and devices for animal identification, clinical examination, sampling, and reproductive procedures, including portable ultrasound units, electronic ID readers, and insemination and surgical equipment. Students use their own working clothing; additional personal protective equipment such as disposable coveralls, gloves, shoe covers, and masks are supplied by the VEE.

#### **4.7.2. Analysis of the findings/Comments**

The service based on practitioner providing on call services with students precludes seeing after hour cases. Emergencies are linked to the daily practice.

#### **4.7.3. Suggestions for improvement**

None

#### **4.7.4. Decision**

The VEE is compliant with standard 4.7.

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

#### **4.8.1. Findings**

The transportation of live animals, cadavers, and materials of animal origin to be used for teaching purposes is in agreement with national and European laws, sometimes covered by various companies (i.e., disposal of cadavers).

The VEE does not possess dedicated institutional vehicles for transporting students to farms or to external locations for ambulatory clinics and herd health management practices. For larger groups, student transportation to off-campus facilities is usually arranged through buses contracted with a professional transport company. For small-group field placements, in particular those scheduled directly with associate professors, students typically travel using their own means of transportation. The associate teaching staff use their own fully equipped vehicles when necessary.

#### **4.8.2. Analysis of the findings/Comments**

While the VEE does not possess dedicated institutional vehicles for transporting students to farms or other external locations for ambulatory clinics and herd health management practice, students mainly travel using their own means, whereas the level of protection insurers would provide in the event of mishaps is not specified.

#### **4.8.3. Suggestions for improvement**

The VEE is encouraged to review the organisation of transport of all students to external teaching sites that will maximize student safety.

#### **4.8.4. Decision**

The VEE is partially compliant with Standard 4.8 because the organisation of students' transportation to some external practice sites is sub-optimal regarding student safety. Notably, the appropriate insurance policy is insufficiently communicated to the students with regard to liability.

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

#### **4.9.1. Findings**

The VEE conducts an annual review of the management of its material resources and services and proposes improvements accordingly. All services have established protocols for incident reporting and review their activities each year. Consequently, requests for changes are

submitted to the Dean's Office or the Centre Administrator. The Vice-Dean for Finance, Services, and Infrastructure reports to all stakeholders through the Economy and Services Committee and the Faculty Board.

The VEE has a manual for biosecurity, health and safety that includes all measures needed to conduct teaching and research within the facilities of its own establishment as well as those to be applied when visiting external farms or animal facilities. For activities carried out solely at the VTH, there is a specific biosecurity manual. Clean and dirty pathways, infection control protocols, and biosecurity signage are in place and regularly evaluated, especially at the VTH. According to the biosecurity manual, the students have the responsibility for ensuring their own protective clothes are newly washed.

#### **4.9.2. Analysis of the findings/Comments**

The students are responsible for laundering their own protective clothes. This is done in accordance with the guidelines in the biosecurity manual, which, in this instance, is inconsistent with biosecurity principles.

#### **4.9.3. Suggestions for improvement**

The VEE should review its biosafety policy to reduce the crucial biosecurity risk of contaminated material leaving contaminated facilities such as the necropsy room.

#### **4.9.4. Decision**

The VEE is non-compliant with Standard 4.9 because the implemented biosecurity protocols are inconsistent with the biosecurity principles

### **Area 5. Animal resources and teaching material of animal origin**

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

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

#### **5.1.1. Findings**

The VEE is engaged in the transition to animal-free innovation, applying the 3Rs principles.

Bones and plastinated organs are used for practical anatomical training.

Healthy animals of the main domestic species, except pigs and poultry, are available from the start of the program for pre-clinical training as well as on-site at the teaching farm and in external facilities.

Companion animals and equine used for clinical training are mainly seen intramurally, whether food-producing animals are seen extramurally.

First opinion patients used for clinical training both at the VTH and outside the VEE represent 100% for food-producing animals, 60 % for companion animals and 20% for equine. In addition, the VEE has contracts with external facilities hosting equine and dogs, where students are

exposed to the day-to-day work on healthy animals. Visits are organised to herd and flock units for training in animal production and herd health management. Students have access to a variety of cadavers from different species for training in necropsy. Most of the necropsy in the bovine species is practised on farms. Visits to the slaughterhouses and related premises are organised, covering all main species of food-producing animals.

#### **5.1.2. Analysis of the findings/Comments**

Indicators I8 to I13 are all above the minimum value. The number of first opinion cases in equine is low. Access to healthy horses and dogs is limited to on-site animals. The number and variety of main species of food animal producing animals are very good.

Necropsy number for horses is just above the minimal value as shown with indicator I 16. A strategy is developed by the VEE to increase access to students to such equine material.

#### **5.1.3. Suggestions for improvement**

The VEE should continue to improve access for students to first opinion clinical cases in equine and to equine necropsy.

#### **5.1.4. Decision**

The VEE is compliant with standards 5.1

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

#### **5.2.1. Findings**

Clinical training in food-producing animals is organised at external sites. The VEE has contracts with different types of farms located within 2 hours' driving from the VEE. The clinical training is performed under the responsibility of private practitioners who are employed part-time by the VEE.

#### **5.2.2. Analysis of the findings/Comments**

The variety of production and type of farms used by students for practical training offers good opportunities for students to acquire D1C in cattle, poultry, porcine and rabbit species. This includes hands-on procedures and emergency cases.

Practitioners involved in this teaching are deeply engaged in the teaching process and provide excellent support to students.

#### **5.2.3. Suggestions for improvement**

The VEE should continue to develop relationships with different types of farms and practitioners to further enhance opportunities for students to acquire D1C.

#### **5.2.4. Decision**

The VEE is compliant with standard 5.2.

**Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures.**

**Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.**

**5.3.1. Findings**

Nursing care is taught through theoretical instruction and clinical practice during rotations, supervised by veterinarians and certified veterinary nurses (including ECC specialists).

**5.3.2. Analysis of the findings/Comments**

Students are active participants in the clinical workup of patients, including small animals, equine, and food animals.

**5.3.3. Suggestions for improvement**

None

**5.3.4. Decision**

The VEE is compliant with standard 5.3.

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

**5.4.1. Findings**

The VTH is using a dedicated software (QVET) to manage records. Most patient documentation is fully digital except for ICU patients. In addition, a PACS system handles all documents linked to diagnostic imaging management.

Clinical cases used for clinical training in food-producing animals are recorded on different software in relation to the practitioner in charge of the teaching and/or the intrinsic system of the farm (porcine).

**5.4.2. Analysis of the findings/Comments**

Students can access any clinical case through a dedicated access path, which allows recording of all data, excluding personal and financial data.

**5.4.3. Suggestions for improvement**

None

**5.4.4. Decision**

The VEE is compliant with standard 5.4.

**Area 6. Learning resources**

**Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the 'never the first time on a live animal' concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to**

**students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary.**

#### **6.1.1. Findings**

The Veterinary Education Establishment (VEE) has developed a comprehensive and forward-thinking strategy for learning resources, designed to support high-quality education, ethical training, and digital transformation. Central to this approach is the creation of an integrated ecosystem that includes digital access, simulation tools, educational platforms, and support services. The strategy is built on four pillars: a) ensuring universal and equitable access to resources; b) integrating technology with pedagogy through platforms like Moodle and support from UAB's Distributed Computing Service; c) promoting skills-based learning via simulation rooms and VR headsets to prepare students before working with live animals; and d) maintaining strategic oversight through continuous evaluation involving faculty, students, and institutional committees.

Students receive structured training in digital literacy from their first year, progressing to advanced bibliographic tools and academic writing in later years. Postgraduate students benefit from specialised workshops tailored to their research needs. All training materials are accessible online, promoting flexible and autonomous learning. Governance of learning resources is multi-level, with academic staff identifying needs at the course level and broader issues escalated to relevant committees. The Veterinary Library and IT committees play key roles in acquisition, monitoring, and infrastructure updates, supported by both decentralised and central funding sources.

Communication about resources is maintained through Moodle, newsletters, and annual reports, ensuring transparency and alignment with academic goals. Overall, the VEE's strategy reflects a strong commitment to inclusive, ethical, and evidence-based veterinary education, in line with ESG and ESEVT standards.

#### **6.1.2. Analysis of the findings/Comments**

The VEEs library is accessible to students remotely to access a catalogue of scientific journals. Additionally, the VEE has invested in virtual reality headsets and a skills lab, demonstrating its interest in new learning technologies.

The use of the Skills-Oriented Learning and Simulation system is praiseworthy because it helps students learn effectively while reducing the use of live animals.

#### **6.1.3. Suggestions for improvement**

It is suggested that the VEE disseminates more widely the entire final year works of the students, not only their summaries (i.e., by using the VEEs portal).

#### **6.1.4. Decision**

The VEE is compliant with Standard 6.1.

**Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources**

necessary for the development of instructional materials by the staff and their use by the students.

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

#### **6.2.1. Findings**

The Veterinary Library at VEE is a key academic resource, offering extensive physical and digital materials managed under ISO 9001:2015 standards. It provides modern facilities, professional staff, and 24/7 access to study spaces and digital tools. A major investment includes a €200,000 clinical simulation classroom. IT support is provided by the SID unit, which maintains computer labs, classroom devices, and software for teaching. Moodle serves as the central e-learning platform, supported by technical training. Students and staff have secure on- and off-campus access via Eduroam and VPN. The IT infrastructure ensures seamless connectivity and resource availability. Governance and support are centralised, with services accessible via email, phone, and ticketing systems.

#### **6.2.2. Analysis of the findings/Comments**

Both the library and the IT system have a budget that allows them a certain degree of autonomy. Students and staff can access the VEE's documentary resources remotely. The strategy promotes digital inclusion, academic excellence, and flexible learning. All systems align with VEE's strategic and pedagogical goals.

#### **6.2.3. Suggestions for improvement**

The VEE is suggested to continue developing access for students to research and professional educational resources.

#### **6.2.4. Decision**

The VEE is compliant with Standard 6.2.

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

#### **6.3.1. Findings**

The VEE provides extensive physical and digital resources aligned with veterinary training and ethical practice. Students have access to over 1.15 million digital documents, including specialised veterinary databases. Structured training in information literacy is offered at all academic levels. Simulation-based learning is supported by VR headsets and a new clinical skills lab. Resource effectiveness is monitored through student feedback and academic outcomes.

#### **6.3.2. Analysis of the findings/Comments**

Students have easy access to a wealth of information resources. Access to research platforms

like Scopus, for example, is a key added value.

The development of the skills lab is beneficial for the students, and there is a programme to continuously increase the collection of materials for teaching in this compartment, including “cat material” as mentioned in the feedback by the students. The VR headsets are very new, and the information provided by the VEE is also at its beginnings, the VEE being aware that increasing the variety of practical materials could enhance the teaching process.

### **6.3.3. Suggestions for improvement**

VEE must consider the role assigned to the skill lab, as this educational activity may need to expand in future years. It is also important to consider diversifying the rooms made available to students.

### **6.3.4. Decision**

The VEE is compliant with Standard 6.3.

## **Area 7. Student admission, progression and welfare**

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

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

**Formal cooperation with other VEEs must also be clearly advertised.**

### **7.1.1. Findings**

Key information on the curriculum — including admission requirements, study plan, and final examination — is readily accessible on the website. A range of initiatives is implemented to promote the VEE educational offer. At the central university level, initiatives include the Argò programme, a secondary-to-university transition programme, in place since the 2003–2004 academic year, aimed at facilitating the transition from secondary education to higher education through a variety of activities designed to enhance the academic guidance of secondary school students. In the last academic year, the VEE participated in the Argò programmes by offering a workshop on animal welfare and two one-week summer courses. The Itaca campus is a summer two-week session hosted at the UAB campus where students take part in an array of educational and leisure activities intended to encourage them to pursue further studies beyond compulsory schooling. According to the information provided by the VEE, the target audience is represented by students from socio-economically disadvantaged backgrounds in secondary education. Within this initiative, the VEE organises workshops and visits to specific spaces such as the farm. The VEE also delivers week-long thematic summer courses with a focus on animal welfare. An international summer school conducted in English is offered. In the academic year 2024-2025 a total of 56 students followed the summer school courses at the VEE. The Family Day constitutes an initiative organised by the University to provide participants with an introduction to the academic environment. The VEE takes part in outreach initiatives at local secondary schools as well as in the regional Higher Education Fair. Finally, the VEE hosts open days in a hybrid format,

combining in-person and online participation (1,386 participants in 2023/24). The VEE has established partnerships with a broad network of national, European, and non-European universities. Mobility opportunities comprise 52 places in the Erasmus+ programme and 18 places in the SICUE-SÉNECA programme (national mobility), as well as 7 active agreements with non-European universities.

#### **7.1.2. Analysis of the findings/Comments**

The VEE demonstrates proactivity in promoting its educational offer externally. The initiatives organized by the central University and by the VEE constitute effective measures for fostering informed choices among prospective students. The summer schools are regarded as commendable initiatives. The level of participation in the outreach initiatives is significant. Agreements with other universities provide extensive mobility opportunities at the national and international level.

#### **7.1.3. Suggestions for improvement**

None

#### **7.1.4. Decision**

The VEE is compliant with Standard 7.1

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

#### **7.2.1. Findings**

Student admissions to the VEE have remained stable over the past three years, with an average of 129, while the number of undergraduate students registered at the VEE (mean= 120) has shown a slight decrease. An analysis of the available resources is conducted to define the intake capacity of the curriculum. Based on its analysis of internal resources, the VEE proposes the number of admissible students, which is then submitted to the Central University and the Department of Research and Universities of the Government of Catalonia for final approval. The number of graduates each year has likewise remained consistent, averaging 103. The average duration for degree completion is 5.34 years. The average number of postgraduate students is about 400, and roughly one-third of them are enrolled in a PhD programme. Multiple opportunities exist for interaction between undergraduate and postgraduate students, with the latter actively engaged in teaching activities

#### **7.2.2. Analysis of the findings/Comments**

The VEE ensures that the number of students admitted each year is said to be consistent with the available resources. The average time to degree completion reflects students' effective progression within the curriculum. The VEE has a substantial cohort of postgraduate students who make a significant contribution to the teaching of the curriculum.

#### **7.2.3. Suggestions for improvement**

None

#### **7.2.4. Decision**

The VEE is compliant with Standard 7.2

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

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

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

#### **7.3.1. Findings**

Admission to the curriculum is regulated by Spanish Royal Decree 534/2024, which establishes two different pathways depending on the prior academic background of prospective students. Baccalaureate applicants are admitted through a national entrance exam (University Admission Test), while students from vocational training programmes are assessed on academic grades, with the option of a subject-specific test to raise their score. The majority (55%) of students admitted over the past three years are baccalaureate candidates, with an average admission score of 12.2 on a 14-point scale. Candidates have the possibility to request a formal review of their prior examination results. Alternative entry modalities apply to particular groups of applicants, including students over 25 and 45 years of age, candidates with a previous university degree, students transferring from other national or international degree programmes, students with disabilities, and student-athletes. As reported in the SER 7.1 Annex, the proportion of students classified under the “other” category (e.g., students with disabilities or student-athletes) has averaged 7% over the past three years. The sustainability analysis includes logistical resources, teaching materials, clinical cases, and human resources, taking into account the need to conduct practical activities in small groups. No substantial variations are foreseen in the number of students admissible to the curriculum for the next three years.

#### **7.3.2. Analysis of the findings/Comments**

The VEE is subject to nationally regulated recruitment policies. The admission criteria are clearly defined, transparent, and publicly communicated. The sustainability analysis conducted by the VEE, beyond considering logistical resources, also addresses the need to implement teaching strategies that enhance the acquisition of skills and competences.

#### **7.3.3. Suggestions for improvement**

None

#### **7.3.4. Decision**

The VEE is compliant with Standard 7.3

**Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the**

**programme, taking into account the requirement that all students must be capable of meeting the ESEVT D1C by the time they graduate.**

#### **7.4.1. Findings**

The proportion of places reserved for special access pathways (e.g., students with disabilities) is determined by national legislation (Royal Decree 534/2024). Students with disabilities or illnesses must pass the University Admission Test, a process centrally managed by the Government of Catalonia. The VEE offers support to students with disabilities or specific needs through the University Equality and Diversity Service and, specifically, the PIUNE Program. A review of the University website (<https://www.uab.cat/web/responsabilitat-social-universitaria/igualtat-i-genera/discapacitat-i-nee-1345794718354.html>) reveals that PIUNE offers mobility assistance for students with physical disabilities as well as pedagogical support services, examination accommodations, ICT assistance, and alternative-format materials for students. A study support student is also made available when needed. The resource is aimed at those students who have difficulty taking notes, who need assistance with practicals in certain classroom subjects, such as laboratory work, or with literature consultation. Free-choice credits can be recognised (minimum support for 2 subjects). Over the past three years, approximately 30 students annually have made use of the support services provided by PIUNE. Coordination between PIUNE and the VEE is ensured by the Vice Dean of Students. The VEE website provides the contact details of the delegates responsible for students with specific needs. Details regarding the admission of these students are not immediately accessible from the Veterinary curriculum website.

#### **7.4.2. Analysis of the findings/Comments**

With the support services provided by the University, the VEE adequately assists students with disabilities and/or specific educational needs. The PIUNE programme offers a wide range of support services to students, fostering peer-to-peer interaction and assistance and recognising the commitment of tutors. Access to information on the curriculum institutional website is not straightforward, which hinders the consultation of details regarding the available support activities.

#### **7.4.3. Suggestions for improvement**

It is suggested that appropriate space be allocated on the curriculum institutional website for information related to admission of students with disabilities and/or specific needs.

#### **7.4.4. Decision**

The VEE is compliant with Standard 7.4

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

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

### **7.5.1. Findings**

Decisions on progression are made explicit in the VEE's Evaluation Criteria Document. Students can also access the information through the intranet and Moodle. Requirements for progression beyond the first year and to access clinical rotations and the final degree project consist of the successful completion of a minimum number of ECTS. For each exam, up to three attempts are allowed. Only in specific cases is a fourth attempt permitted. Should difficulties in academic progression occur, students may benefit from personalised guidance coordinated with the Vice Dean for Academic Affairs. The University provides a psycho-pedagogical support service, giving students the opportunity to participate in collective or individual sessions. Student performance is regularly monitored by the CISAQ. The dropout rate is 4% and is mainly ascribed to personal circumstances. Each year, the VEE reviews the admissible student intake, while admission procedures are regulated at national and regional levels. The VEE receives feedback on support services, collected both through surveys and via student representatives who sit in the CISAQ.

### **7.5.2. Analysis of the findings/Comments**

The rules for academic progression are clear. The progression requirements beyond the first year promote adequate preparation for subsequent levels and support the harmonisation of competences within the student cohort. Students benefit from appropriate support measures. The effectiveness of these measures has resulted in a substantial reduction in the dropout rate. The systematic review of student support services facilitates the identification of targeted enhancement actions.

### **7.5.3. Suggestions for improvement**

None

### **7.5.4. Decision**

The VEE is compliant with Standard 7.5

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

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

### **7.6.1. Findings**

According to national regulations and the rules of the central university, the mandatory conditions for not being excluded from the programme are: the acquisition of at least 30 ECTS by the second year and the completion of the programme within predefined time limits (a maximum of 8 years for full-time students and 13 years for part-time students). Moreover, re-enrolment is not permitted if an examination in any subject is not successfully passed within three attempts. Appeals are submitted to the Dean and the Rector and in the event of further disputes, legal action is pursued. The information is available on the University website.

### **7.6.2. Analysis of the findings/Comments**

Mechanisms for the exclusion of students from the programme are explicit. Students are appropriately informed of the rules governing progression across the curriculum.

### 7.6.3. Suggestions for improvement

None

### 7.6.4. Decision

The VEE is compliant with Standard 7.6

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

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

#### 7.7.1. Findings

The VEE offers a wide range of student services, including academic guidance, tutoring, mobility and career support, health and well-being initiatives, and opportunities for active student representation and engagement. Beyond UAP (psycho-pedagogical support service) and PIUNE (support for students with disabilities or specific educational needs) programs, the VEE provides *ad hoc* tutoring (e.g. international mobility, final project), training on library resources, and a career day to connect students with the professional world. Moreover, the VEE organises an introductory tutoring event to support the integration of first-year students. On this occasion, the main support services available at both the VEE and University levels are presented to freshmen. The VEE has developed the Emotional Well-being Plan in collaboration with the Fundació Galatea and the University. The main objectives are: to promote awareness among students, to provide tools and resources to manage emotional challenges that may arise during studies and professional practice, and to foster a supportive environment that enables students to express themselves and seek help when needed. Actions include workshops on stress and resilience and awareness campaigns on mental health. The University provides students with access to healthcare. Transition into the professional sphere is facilitated by an agreement with the local Veterinary Chamber, enabling fifth-year students to register as associates and graduates as members (free of charge the first year after graduation) and benefit from the services provided. Students have several opportunities to submit suggestions and complaints to the VEE. They sit on the CISAQ, the VEE Council, and other strategic committees; they may also address their academic tutor, the curriculum coordinator, or other institutional representatives. Finally, they can provide feedback (Opina surveys) or make use of the University Ethical Channel. The latter is an online system through which events or behaviours inconsistent with the code of ethics can be reported anonymously to the university governance. During the on-site interviews, students characterised their interaction with the VEE as excellent and highly supportive.

#### 7.7.2. Analysis of the findings/Comments

Student services comprehensively cover the full span of the academic career, from enrolment to graduation. Overall, the student services are effective in addressing a wide range of needs, encompassing not only academic support but also personal well-being. The Emotional Well-being Plan developed by the VEE is commendable. The agreement with the Veterinary Chamber

promotes early engagement with different aspects of the profession, reinforcing students' professional knowledge. The VEE provides students with appropriate mechanisms, including anonymous submissions, to address and resolve grievances

#### **7.7.3. Suggestions for improvement**

None

#### **7.7.4. Decision**

The VEE is compliant with Standard 7.7

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

#### **7.8.1. Findings**

The "OPINA UAB" allows individuals to share with the university administration their opinions, suggestions, complaints, or commendations regarding any of the activities and services provided by the institution. Submissions are forwarded to the relevant offices, and the average response time is approximately four days. Alongside the Ethical Channel, students may contact UAB's Equality and Diversity Service to address issues concerning potential discrimination. Informal channels for raising concerns and/or conveying needs are additionally provided through individual meetings with the tutor, academic staff, the curriculum coordinator, and the Vice-Dean for Teaching Affairs. At the end of each semester, surveys collect student feedback on courses and teachers (see standard 9.5). According to the information provided by the VEE, end-of-semester surveys are fully anonymous. Each survey includes a comment box for students to give feedback, suggestions, or note strengths and areas for improvement.

#### **7.8.2. Analysis of the findings/Comments**

Online channels are available for students and stakeholders to convey their needs and wants to the VEE. The processing of reports typically results in timely responses. The teacher evaluations at the end of the semester provide students with an additional opportunity to convey suggestions or complaints on the learning experience.

#### **7.8.3. Suggestions for improvement**

None

#### **7.8.4. Decision**

The VEE is compliant with Standard 7.8

### **Area 8. Student assessment**

**Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development**

**across the programme towards entry-level competence.**

#### **8.1.1. Findings**

The Veterinary Education Establishment (VEE) employs student assessment strategies designed to ensure coherence, fairness, transparency, and alignment with the intended learning outcomes of the curriculum. The CSAQ is responsible for validating any modifications to assessment methods, while the Degree Coordinator oversees the overall consistency of assessment practices across the study programme. Assessment procedures are subject to annual review and must be approved by the VEE Council, in accordance with institutional regulations at the UAB. Also, the IQAS includes monitoring of student assessment.

Theoretical knowledge is primarily evaluated through written examinations in various formats. In addition, student engagement and performance during lectures are assessed and contribute to the final grade. Pre-clinical practical skills are assessed through direct observation of task execution, oral presentations, and written reports. Clinical practical competences are evaluated using practical examinations, clinical attendance, and case-based assessments. Furthermore, transversal skills such as communication, collaboration, and professionalism are assessed through presentations, group projects, and practical activities integrated throughout the curriculum.

#### **8.1.2. Analysis of the findings/Comments**

The lines of responsibility embedded within the VEE's assessment strategy ensure coherence and consistency across the assessment framework. A diverse range of assessment methods is employed to evaluate students' theoretical knowledge, practical competences, and soft skills. These methods are systematically integrated throughout the curriculum to support the achievement of intended learning outcomes towards entry-level competences.

#### **8.1.3. Suggestions for improvement**

It is suggested that the VEE continue their efforts in improving the assessment strategy and methods.

#### **8.1.4. Decision**

The VEE is compliant with standard 8.1.

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

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

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

#### **8.2.1. Findings**

Assessment procedures, grading criteria, and minimum requirements for passing are outlined in the official study guides and made available to students prior to course commencement. The grading system follows a numerical scale ranging from 0 to 10, with a minimum score of 5.0 required to achieve a passing grade. Students are entitled to post-assessment feedback, which may be obtained through dialogue with the teaching staff. The subject coordinator holds

responsibility for ensuring the quality and consistency of the feedback provided. Furthermore, students retain the right to appeal assessment outcomes, in which case a reassessment is conducted by an independent panel.

### **8.2.2. Analysis of the findings/Comments**

Necessary information to the students regarding assessment procedures is ensured through the study guides. Adequate feedback is given to the students, and the appeal process described is fair and reasonable.

### **8.2.3. Suggestions for improvement**

It is advised that the academic staff of the VEE continue to foster clear and effective communication with students concerning assessment matters.

### **8.2.4. Decision**

The VEE is compliant with standard 8.2.

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

### **8.3.1. Findings**

The overall assessment strategy is proposed by the Dean's board, endorsed by the CSAQ and finally approved by the VEE Council. Within this framework, the Subject Coordinators and the Degree Coordinator are responsible for the assessments for each subject, and validated by the CSAQ. The assessment system is embedded within the IQAS of the VEE, ensuring regular review and improvement of the assessment methods, and the Dean's Board and the CSAQ is responsible for the review processes. Inputs to the review processes are subject evaluations, CSAQ discussions, monitoring of pass rates, feedback from students, and the PDCA cycle is systematically applied to ensure the continuous improvement of the assessment methods.

To guarantee that the assessment is aligned with intended learning outcomes, a variety of assessment methods are used by the VEE to appropriately evaluate different types of learning outcomes (knowledge, skills and attitudes).

### **8.3.2. Analysis of the findings/Comments**

The VEE has a process in place to review and, if necessary, change the assessment strategy. Assessment design, including written, oral and practical assessments, covers learning outcomes related to knowledge, skills and attributes as well as D1C.

The participation of student representatives in semester course evaluation meetings, along with the serious consideration of students' complaints and suggestions, is highly commendable and contributes significantly to the effectiveness of the assessment and quality assurance processes.

### **8.3.3. Suggestions for improvement**

It is advised that the VEE continue their efforts in improving the assessment regime.

#### **8.3.4. Decision**

The VEE is compliant with standard 8.3.

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

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

##### **8.4.1. Findings**

To verify the students' achievements of learning outcomes, the assessment strategy of the VEE combines subject-level assessment (formative and summative) with programme-wide monitoring (evaluation meetings after each semester).

The VEE encourages the students to take an active part in the learning process by activities such as quizzes, oral presentations, role-play, group work, flipped classrooms, seminars and workshops, using continuous assessments as a central tool.

##### **8.4.2. Analysis of the findings/Comments**

The assessment of students allows the VEE to ensure student achievement of learning objectives, while the study programme allows students to actively take part in the learning process.

##### **8.4.3. Suggestions for improvement**

It is advised that the VEE continue to facilitate student active learning.

#### **8.4.4. Decision**

The VEE is compliant with standard 8.4.

**Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition of clinical skills and D1C (some of which may be on simulated patients) must form a significant component of the overall process of assessment. It must also include the regular quality control of the student logbooks, with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student. The provided training and the global assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.**

##### **8.5.1. Findings**

A variety of summative assessment strategies used by the VEE has been described under standard 8.1, and the formative assessments also include a variety of approaches. Clinical skills are assessed using rubrics and rotation portfolios. As the D1C are covered by the intended learning outcomes of the courses, it is ensured that all graduates have achieved the D1C. The VEE is piloting two digital apps, one for recording clinical skills and one for competence mapping

and validation.

#### **8.5.2. Analysis of the findings/Comments**

The VEE uses a wide variety of assessment approaches. The use of rubrics, portfolios and summative assessments enables the VEE to ensure that the students have achieved clinical skills and D1C.

The continuous updates and inclusion of new methodologies, such as simulation models and digital logbooks, are perceived positively by the students, who feel these innovations make learning more effective and aligned with real-life practice.

A small number of students in clinical rotation teams increases the efficiency of teaching and assessment and provides students with more opportunities to gain experience.

#### **8.5.3. Suggestions for improvement**

The VEE is encouraged to continue the development of the digital tools for assessment and validation of clinical skills and D1C.

#### **8.5.4. Decision**

The VEE is compliant with standard 8.5.

### **Area 9. Teaching and support staff**

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

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

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

#### **9.1.1. Findings**

Recruitment of teaching staff is linked to accredited knowledge area and teaching profile. It follows UAB and national regulations.

A structured training and development framework for teaching staff is used and newly appointed faculty must complete a certified training program. Optional modules are also available at the University level. The VEE has a dedicated program called INNOVET which participates in opportunities to foster educational development. A follow-up of the training activities is provided annually to the dean.

All teaching and support staff receive initial and permanent refreshing sessions on biosafety.

#### **9.1.2. Analysis of the findings/Comments**

The teacher training program is very developed. Across the last three academic years, an average

of 76.67% of permanent staff and 67.58% of temporary staff held veterinary degrees, thus contributing to the enhanced learning environment provided to students by the VEE.

### 9.1.3. Suggestions for improvement

None

### 9.1.4. Decision

The VEE is compliant with Standard 9.1

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

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

#### 9.2.1. Findings

FTE teaching staff is split into permanent positions (PDI) and temporary positions (interns, Residents, PhD students, Certified specialists and practitioners). Numbers are fulfilling the indicators. Support staff are mainly occupying permanent positions.

A formal program (DOCENTIA) is in place to evaluate the teaching performance of academic staff every 5 years.

#### 9.2.2. Analysis of the findings/Comments

Promotion and salary level of teachers include attending a training program as one of the 5 considered criteria. This is assessed at the department and university level.

### 9.2.3. Suggestions for improvement

None

### 9.2.4. Decision

The VEE is compliant with standard 9.2

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

**Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.**

#### 9.3.1. Findings

Opportunities for development of teaching skills are offered at the University level but also by the VEE (especially within the INNOVET system). The list of courses is displayed on the website.

Permanent staff have balanced responsibilities within all 3 areas (research, teaching and services). For teaching staff, their teaching loads, research, and management duties are coordinated at the department level. Part-time teaching staff are only dedicated to education.

### **9.3.2. Analysis of the findings/Comments**

The department head is monitoring the balance between the 3 areas for each faculty member. Faculty members can be granted a research bonus, meaning a reduction of teaching duties. In such a case, new opportunities are opened in the department to allow covering the teaching hours required.

### **9.3.3. Suggestions for improvement**

None

### **9.3.4. Decision**

The VEE is compliant with standards 9.3

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

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

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

#### **9.4.1. Findings**

The UAB and the VEE offer a wide range of opportunities for professional growth and development for both teaching and support staff. There is no formal mentoring procedure for teaching staff but mentorship is encouraged across research and clinical teams. The INNOVET project also offers opportunities for peer mentorship in teaching.

Staff participate in governance through representation on the VEE Council, departmental boards, standing committees, and *ad hoc* working groups. Teaching staff also engage through unit representation and university structures.

Promotion procedures are merit-based and regulated by national and University regulations. The DOCENTIA evaluation programme conducted every 5 years, offers access to teaching performance bonuses for positively evaluated instructors.

#### **9.4.2. Analysis of the findings/Comments**

Clinical teaching is part of the evaluation of teaching duties of faculty members with no special consideration for its special requirements, in some cases leading to difficulties for clinicians to progress in their career.

#### **9.4.3. Suggestions for improvement**

The VEE would benefit from increasing the recognition of clinical teaching and its specificities in the evaluation of teaching activities of faculty members.

#### **9.4.4. Decision**

The VEE is compliant with standard 9.4.

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

#### **9.5.1. Findings**

Assessment of teaching staff is made by a combination of student surveys and internal quality assessment. Course evaluation meetings are held each semester to assess academic performance, review surveys, feedback from all interested parties and identify the concerns of the students.

#### **9.5.2. Analysis of the findings/Comments**

The VEE is highly commended in the efforts made to motivate students to take part in the teacher/courses evaluation, leading to an improvement in the response rate of students to the survey. The follow-up of those surveys with distinct actions to improve the teaching programs and methods is positively rated by students.

#### **9.5.3. Suggestions for improvement**

The VEE is advised to continue encouraging the students to complete the teacher/course evaluations surveys.

#### **9.5.4. Decision**

The VEE is compliant with standard 9.5.

### **Area 10. Research programmes, continuing and postgraduate education**

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

#### **10.1.1. Findings**

The VEE places research at the heart of its teaching strategy, ensuring that education is informed by the latest scientific developments. Over 80% of permanent academic staff are involved in competitive or externally funded research. In 2023/24, 194 active projects received over €18.8 million in funding from European, national, and industry sources. Key areas include biomedicine, animal health, food safety, and clinical sciences. Students benefit from research integration through lectures, seminars, practicals and final-year projects supervised by researchers. European projects alone account for €5.7 million annually, while university–industry collaborations represent over €6 million. Research is also embedded in postgraduate and

continuing education. The VEE supports research with dedicated infrastructure, technical staff, and interdisciplinary partnerships. This approach strengthens evidence-based learning and fosters innovation in veterinary education.

#### **10.1.2. Analysis of the findings/Comments**

Research funds are made up of 30.5% European funds, 18.7% funds from the Spanish Ministry of Science, 31.9% funds from universities or companies and 18.8% provided by other means.

#### **10.1.3. Suggestions for improvement**

It is important that VEE continues to develop, as it does, European research networks.

#### **10.1.4. Decision**

The VEE is compliant with Standard 10.1.

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

#### **10.2.1. Findings**

The VEE ensures all students are introduced to scientific methods and evidence-based veterinary medicine (EBVM) from early in their studies. Courses in epidemiology, biostatistics, and public health build research skills and critical thinking. Students receive structured training in literature review, data analysis, and scientific writing. The Final Degree Project (TFG) is mandatory and allows students to conduct supervised research. TFGs may be experimental, bibliographic, communicative, or service-oriented. Students present their work at the Doctoral Students Conference, fostering academic engagement. Voluntary research opportunities include internships, grants, and Erasmus+ placements. Assessment of the TFG includes a report, poster, and oral defence.

#### **10.2.2. Analysis of the findings/Comments**

The VEE promotes research as a core part of veterinary education and career development. This integrated model supports both broad exposure and deeper involvement in scientific research. The EBVM approach is implemented by the VEE from the very beginning of the veterinary curriculum. This begins with awareness-raising through the courses, through the involvement of students in the VEE's research work and finally, through the presentation of the final work, which crowns the entire process.

#### **10.2.3. Suggestions for improvement**

Given the interest for EBVM throughout the curriculum, the VEE could benefit of considering to establish a dedicated course related to EBVM approach.

#### **10.2.4. Decision**

The VEE is compliant with Standard 10.2.

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

#### **10.3.1. Findings**

VEE has clinical practice programs, i.e., internship and residency. These two programs currently employ 63 students per year. There are also training programs for research students (i.e., doctoral research) in the fields of animal medicine and animal health, animal production, and food safety. These three fields currently employ 135 doctoral students. There are also interconnections with other doctoral schools of the university. Two specialised master's are worth mentioning: one in the field of quality of food and the other in zoonosis in One Health. Moreover, there are two Erasmus Mundus joint master's degrees. The VEE also promotes continuing education programs. The masters in continuing education are related to Laboratory Animal Science and Welfare (FELASA), Animal welfare, small animal clinics, and companion animal ethology. Diplomas can also be given in the field of Emergency medicine and critical care in small animals and Surgery and anaesthesia in small animals.

Starting in 2024–2025, the VEE introduced micro-credentials for flexible, targeted lifelong learning, developed with partners like CCVC, COVB, and the Catalan government. Topics include livestock farming, feline colony management, soft skills, and agri-food innovation. The VEE also contributes to the UAB Summer School with research-based courses in honeybee science, marine mammal diseases, and wildlife fertility control. These courses promote international engagement and align with One Health and biodiversity goals. Continuing education programmes are tailored to professional and societal needs, with hybrid formats and high academic standards. Clear coordination protocols ensure smooth integration between undergraduate and postgraduate clinical training. The VEE positions itself as a leader in lifelong learning and veterinary professional development across Catalonia and beyond.

#### **10.3.2. Analysis of the findings/Comments**

VEE shows significant interest and investment in training programs for doctoral students, in programs for graduates and in continuing education adapted to the scientific context and local contact.

The use of micro-credentials, offering easy-to-access (hybrid or online) assembled qualifications is expected to become increasingly widespread. This orientation mirrors the VEE's commitment to support professional specialisation and re-qualification to respond to changing societal needs and integration of One Health perspective.

#### **10.3.3. Suggestions for improvement**

None.

#### **10.3.4. Decision**

The VEE is compliant with Standard 10.3.

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

#### **10.4.1. Findings**

The VEE has a robust quality assurance system that integrates research into undergraduate and postgraduate education, aligned with its Strategic Plan 2022–2027. Research involvement is monitored through indicators like staff participation, research supervision of final projects, and curriculum integration. Students engage in research early through methodology courses and supervised projects, while PhD students, interns, and residents contribute to clinical and translational research. Postgraduate programmes are designed and reviewed via a transparent governance structure, ensuring academic rigour and societal relevance. Career progression for staff includes research output and PhD supervision. Feedback from students and stakeholders helps identify emerging priorities. This assessment is carried out primarily through the council and the CSAQ.

#### **10.4.2. Analysis of the findings/Comments**

The VEE has implemented powerful tools to assess the quality of research within its structures. Their integrated model ensures that research enhances teaching, staff development, and the VEE’s societal impact.

#### **10.4.3. Suggestions for improvement**

The VEE would benefit from increasing the consistency of the students' TFGs consistent with the research conducted.

#### **10.4.4. Decision**

The VEE is compliant with Standard 10.4.

### **11. ESEVT Indicators**

#### **11.1. Findings**

<b>Name of the VEE: Barcelona VEE, UAB</b>					
<b>Name and mail of the VEE's Head: Manel Lopez-Bejar; dg.veterinaria@uab.cat</b>					
<b>Date of the form filling: October 8, 2025</b>					
<b>Raw data from the last 3 complete academic years GVM SP</b>		<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>	<b>Mean</b>
<b>1</b>	n° of FTE teaching staff involved in veterinary training	112.25	107.75	115.25	111.75
<b>2</b>	n° of undergraduate students	616	613	625	618.00
<b>3</b>	n° of FTE veterinarians involved in veterinary training	80.5	78.75	97.5	85.58
<b>4</b>	n° of students graduating annually	104	97	110	103.67
<b>5</b>	n° of FTE support staff involved in veterinary training	217	210	211	212.67
<b>6</b>	n° of hours of practical (non-clinical) training	758.7	758.7	758.7	758.7
<b>7</b>	n° of hours of Core Clinical Training (CCT)	709.5	709.5	709.5	709.5

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<b>8</b>	n° of hours of VPH (including FSQ) training	356	356	356	356
<b>9</b>	n° of hours of extra-mural practical training in VPH (including FSQ)	63.5	63.5	63.5	63.5
<b>10</b>	n° of companion animal patients seen intra-murally	28470	24156	23305	25310.33
<b>11</b>	n° of individual ruminant and pig patients seen intra-murally	40	31	33	34.67
<b>12</b>	n° of equine patients seen intra-murally	482	481	493	485.33
<b>13</b>	n° of rabbit, rodent, bird and exotic patients seen intra-murally	1893	1547	1597	1679.0
<b>14</b>	n° of companion animal patients seen extra-murally	294	291	321	302.0
<b>15</b>	n° of individual ruminants and pig patients seen extra-murally	6471	6379	7206	6685.3
<b>16</b>	n° of equine patients seen extra-murally	20	18	19	19.0
<b>17</b>	n° of rabbit, rodent, bird and exotic patients seen extra-murally	3920	3880	4280	4026.7
<b>18</b>	n° of visits to ruminant and pig herds	240	222	227	229.7
<b>19</b>	n° of visits to poultry and farmed rabbit units	54	54	56	54.7
<b>20</b>	n° of companion animal necropsies	210	208	243	220.3
<b>21</b>	n° of ruminant and pig necropsies	128	111	109	116.0
<b>22</b>	n° of equine necropsies	16	10	15	13.7
<b>23</b>	n° of rabbit, rodent, bird and exotic pet necropsies	291	312	315	306.0
<b>24</b>	n° of FTE specialised veterinarians involved in veterinary training	42	40	40	40.7
<b>25</b>	n° of PhD graduating annually	21	31	39	30.3

<b>Name of the VEE:</b>		<b>Barcelona VEE, UAB</b>			
<b>Date of the form filling:</b>		<b>October 8, 2025</b>			
<b>Calculated Indicators from raw data</b>		<b>VEE</b>	<b>Median</b>	<b>Minimal</b>	<b>Balance<sup>3</sup></b>
<b>11</b>	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0.181	0.15	0.13	0.055

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<b>I2</b>	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0.826	0.84	0.63	0.196
<b>I3</b>	n° of FTE support staff involved in veterinary training / n° of students graduating annually	2.051	0.88	0.54	1.511
<b>I4</b>	n° of hours of practical (non-clinical) training	758.70 0	953.50	700.59	58.110
<b>I5</b>	n° of hours of Core Clinical Training (CCT)	709.50 0	941.58	704.80	4.700
<b>I6</b>	n° of hours of VPH (including FSQ) training	356.00 0	293.50	191.80	164.200
<b>I7</b>	n° of hours of extra-mural practical training in VPH (including FSQ)	63.500	75.00	31.80	31.700
<b>I8</b>	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually	247.06 4	67.37	44.01	203.054
<b>I9</b>	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually	64.823	18.75	9.74	55.083
<b>I10</b>	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	4.865	5.96	2.15	2.715
<b>I11</b>	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally / n° of students graduating annually	55.039	3.11	1.16	53.879
<b>I12</b>	n° of visits to ruminant and pig herds / n° of students graduating annually	2.215	1.29	0.54	1.675
<b>I13</b>	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0.527	0.11	0.04	0.483
<b>I14</b>	n° of companion animal necropsies / n° of students graduating annually	2.125	2.11	1.40	0.725
<b>I15</b>	n° of ruminant and pig necropsies / n° of students graduating annually	1.119	1.36	0.90	0.219
<b>I16</b>	n° of equine necropsies / n° of students graduating annually	0.132	0.18	0.10	0.032
<b>I17</b>	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	2.952	2.65	0.88	2.072
<b>I18</b>	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0.392	0.27	0.06	0.332
<b>I19</b>	n° of PhD graduating annually / n° of students graduating annually	0.293	0.15	0.07	0.223

1 Median values defined by data from VEEs with Accreditation/Approval status in May 2019

2 Recommended minimal values calculated as the 20th percentile of data from VEEs with Accreditation/Approval status in May 2019

3 A negative balance indicates that the Indicator is below the recommended minimal value

\*Indicators used only for statistical purpose

### 11.2. Analysis of the findings/Comments

All the indicators provided by the VEE are in the positive range, with some well-exceeding the minimal value (I6, n° of hours of VPH (including FSQ) training and I8, n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually). Other indicators, such as I4 (n° of hours of practical (non-clinical) training), I7 (n° of hours of extra-mural practical training in VPH (including FSQ)), I9 (n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually) and I11 (n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students graduating annually) indicate the interest of the VEE in providing extended practical and clinical training to their students. To maintain the positive balance in Indicator I16 (number of equine necropsies per number of students graduating annually), the VEE has implemented a specific measure starting from the last academic year. An agreement has been established with the Equine Unit of the Veterinary Teaching Hospital (HCV) whereby any equine euthanised or deceased at the hospital will be systematically brought for necropsy. To ensure feasibility and encourage compliance, the VEE has committed to covering the full cost of the necropsy procedures. This initiative ensures a steady supply of equine necropsy cases, hands-on training opportunities for students and the continued fulfilment of ESEVT quantitative indicator I16, which is currently slightly positive and must be at least preserved.

### 11.3. Suggestions for improvement

The VEE should pursue its strategy in increasing the indicators for which the values are very slightly positive (i.e., I1 n° of FTE teaching staff involved in veterinary training / n° of undergraduate students, and I16 n° of equine necropsies / n° of students graduating).

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

Area 1. Objectives, Organisation and Quality Assurance Policy	C	PC	NC
Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG Standards, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning. The VEE must develop and follow its mission statement which must embrace the ESEVT Standards.	X		
Standard 1.2: The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and teaching affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree. The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.	X		
Standard 1.3: The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, short- and medium-term objectives, and an operating plan with a timeframe and indicators for its implementation. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.	X		
Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture			

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<p>which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality.</p> <p>The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.</p>	X		
<p><b>Standard 1.5:</b> The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme.</p> <p>The VEE's website must mention the VEE's ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.</p>	X		
<p><b>Standard 1.6:</b> The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education.</p> <p>Any action planned or taken as a result of this data analysis must be communicated to all those concerned.</p>	X		
<p><b>Standard 1.7:</b> The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.</p>	X		
<b>Area 2. Finances</b>			
<p><b>Standard 2.1:</b> Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).</p>	X		
<p><b>Standard 2.2:</b> Clinical and field services must function as instructional resources. The instructional integrity of these resources must take priority over the financial self-sufficiency of clinical services operations.</p> <p>The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.</p>	X		
<p><b>Standard 2.3:</b> Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.</p>	X		
<b>Area 3. Curriculum</b>			
<p><b>Standard 3.1:</b> The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the D1C (output) listed in the ESEVT SOP Annex 2.</p> <p><b>This concerns:</b></p> <ul style="list-style-type: none"> <li>● Basic Sciences</li> <li>● Clinical Sciences in companion animals (including equine and exotic pets)</li> <li>● Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)</li> <li>● Veterinary Public Health (including Food Safety and Quality)</li> <li>● Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills).</li> </ul> <p>When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented.</p> <p>If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER.</p> <p>Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.</p>	X		
<b>3.1.1. General findings</b>			
<b>3.1.2. Basic sciences</b>	X		
<b>3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)</b>			X
<b>3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)</b>	X		
<b>3.1.5. Veterinary Public Health (including Food Safety and Quality)</b>	X		
<b>3.1.6. Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills)</b>	X		

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<p><b>Standard 3.2:</b> Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.</p> <p>The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.</p> <p>The VEE must also describe how it encourages and prepares students for lifelong learning.</p>	X		
<p><b>Standard 3.3:</b> Programme learning outcomes must:</p> <ul style="list-style-type: none"> <li>• ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework</li> <li>• include a description of D1C</li> <li>• form the basis for explicit statements of the objectives and learning outcomes of individual units of study</li> <li>• be communicated to staff and students</li> <li>• be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.</li> </ul>	X		
<p><b>Standard 3.4:</b> The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must:</p> <ul style="list-style-type: none"> <li>• determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum</li> <li>• oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes</li> <li>• perform ongoing reviews and periodic in-depth reviews of the curriculum (at least every seven years) by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned</li> <li>• identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.</li> </ul>	X		
<p><b>Standard 3.5:</b> Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another.</p> <p>EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person.</p> <p>EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ))). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.</p>	X		
<p><b>Standard 3.6:</b> The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme.</p> <p>There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.</p>	X		
<p><b>Standard 3.7:</b> Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.</p>	X		
<b>Area 4. Facilities and equipment</b>			
<p><b>Standard 4.1:</b> All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people including students with a disability, and EU animal welfare and care standards.</p>	X		
<p><b>Standard 4.2:</b> Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, equipped for instructional purposes and well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities.</p> <p>Offices, teaching preparation and research laboratories must be sufficient for the needs of the teaching and support staff to support their teaching and research efforts.</p>	X		
<p><b>Standard 4.3:</b> The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:</p> <ul style="list-style-type: none"> <li>• be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students</li> </ul>			

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<ul style="list-style-type: none"> <li>• be of a high standard, well maintained and fit for the purpose</li> <li>• promote best husbandry, welfare and management practices</li> <li>• ensure relevant biosecurity</li> <li>• take into account environmental sustainability</li> <li>• be designed to enhance learning</li> </ul>		X	
<p><b>Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.</b></p> <p>For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH. The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector.</p> <p>The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.</p>	X		
<p><b>Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.</b></p>	X		
<p><b>Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.</b></p>	X		
<p><b>Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.</b></p>	X		
<p><b>Standard 4.8: The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and animal welfare, and to prevent the spread of infectious agents.</b></p>		X	
<p><b>Standard 4.9: Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.</b></p>			X
<b>Area 5. Animal resources and teaching material of animal origin</b>			
<p><b>Standard 5.1: The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled. Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.</b></p>	X		
<p><b>Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under the supervision of teaching staff and follows the same standards as those applied in the VEE.</b></p>	X		
<p><b>Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.</b></p>	X		
<p><b>Standard 5.4: Medical records for patients seen intra- and extra-murally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.</b></p>	X		
<b>Area 6. Learning resources</b>			
<p><b>Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the 'never the first time on a live animal' concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary.</b></p>	X		
<p><b>Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.</b></p>	X		

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The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).			
<b>Standard 6.3:</b> The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, as well as facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.	X		
<b>Area 7. Student admission, progression and welfare</b>			
<b>Standard 7.1:</b> The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification. In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students. Formal cooperation with other VEEs must also be clearly advertised.	X		
<b>Standard 7.2:</b> The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.	X		
<b>Standard 7.3:</b> The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course. The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.	X		
<b>Standard 7.4:</b> There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT D1C by the time they graduate.	X		
<b>Standard 7.5:</b> The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately. The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.	X		
<b>Standard 7.6:</b> Mechanisms for the exclusion of students from the programme for any reason must be explicit. The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.	X		
<b>Standard 7.7:</b> Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes but is not limited to learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation. There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).	X		
<b>Standard 7.8:</b> Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding the compliance of the VEE with national and international legislation and the ESEVT Standards.	X		
<b>Area 8. Student assessment</b>			
<b>Standard 8.1:</b> The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.	X		
<b>Standard 8.2:</b> The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit. The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments. Mechanisms for students to appeal against assessment outcomes must be explicit.	X		
<b>Standard 8.3:</b> The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.	X		
<b>Standard 8.4:</b> Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study. The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and that the assessment of students reflects this approach.	X		

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<p><b>Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition of clinical skills and D1C (some of which may be on simulated patients) must form a significant component of the overall process of assessment. It must also include the regular quality control of the student logbooks, with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT)) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student. The provided training and the global assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.</b></p>	X		
<b>Area 9. Teaching and support staff</b>			
<p><b>Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.</b></p> <p>A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff.</p> <p>Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.</p>	X		
<p><b>Standard 9.2: The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE's mission.</b></p> <p>A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.</p>	X		
<p><b>Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation.</b></p> <p>Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.</p>	X		
<p><b>Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures.</b></p> <p>Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.</p> <p>Promotion criteria for teaching and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.</p>	X		
<p><b>Standard 9.5: A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to the relevant staff and commented upon in reports. Evidence must be provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.</b></p>	X		
<b>Area 10. Research programmes, continuing and postgraduate education</b>			
<p><b>Standard 10.1: The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the study programme through research-based teaching. The research activities must include veterinary basic and clinical sciences. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).</b></p>	X		
<p><b>Standard 10.2: All students must be trained in scientific methods and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.</b></p>	X		
<p><b>Standard 10.3: The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the study programme and are relevant to the needs of the profession and society.</b></p>	X		
<p><b>Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the study programme.</b></p>	X		
<i>C: (total or substantial) compliance; PC: partial compliance; NC: non-compliance</i>			

## **Executive Summary**

### **Brief history of the VEE and its previous EAEVE visitations**

The Veterinary Faculty (VEE) of the Autonomous University of Barcelona (Barcelona), Spain (UAB) was founded in 1982. Some of its parts, serving educational purposes, such as the main building (1988), the Veterinary Teaching Hospital (VTH) (1990), Farm and Experimental Fields Service (SGCE), the Food Technology Plant (FTP) (1992) and the Research Centre for Animal Health (1999) were created later. The VEE, focused on high-quality veterinary education, is recognised in Spain and internationally for its curriculum and structured QA system and offers 15 veterinary residency programs, has 16 consolidated research groups and 4 accredited service laboratories offering services to external clients. It also offers elective training accredited by the Federation of Laboratory Science Associations (FELASA) in Laboratory Animal Science and Welfare.

The VEE was visited by EAEVE three times: in 1992 (re-visited in 1998), 2005 (re-visited in 2007, status Approval), and 2018 (re-visited 2020, status Accreditation).

The ESEVT SOP 2023 is valid for this Visitation.

### **Brief comment on the SER**

The SER was provided on time to the Visitation Team along with extended Appendices. The description of some of the Areas and Standards needed clarification and/or raised questions; answers to those were provided by the VEE on time, ahead of the visitation. Some inaccuracies were identified in the SER tables which were corrected by the VEE in a timely manner. Further information and corrections were willingly provided on site, during the visitation.

### **Brief comment on the visitation**

The Visitation was well prepared, well organised and carried out in a cordial and professional atmosphere. The Liaison Officer was very efficient, diligent and always helpful. The programme of the visitation was designed in advance, in constant agreement with the Chairperson and the Coordinator. The visitors were given all the courtesy and assistance needed, had full access to all the information, facilities and individuals they asked for, in a very transparent manner.

### **Commendations (areas worthy of praise identified by the Team)**

- The involvement of students and stakeholders in the decision-making process within the VEE is highly commendable.
- The strength of the positive involvement of the staff with undergraduate and postgraduate study programs at the VEE must be commended.
- The drive for educational research and innovation in teaching and assessment is commendable.
- The VEE is to be commended for the high level and diversity of postgraduate programs
- The efforts of the VEE to motivate students to take part in the teacher/course evaluations is highly commendable.
- The range of research activities at the VEE is highly commendable.

- The commitment of the VEE to improve its teaching methods for all study programmes is commendable.

**Recommendations:**

**List of items of partial compliance with the ESEVT Standards**

- The VEE is partially compliant with standard 4.3 because the hospitalisation boxes do not fully comply with Animal Health Standards.
- The VEE is partially compliant with Standard 4.8 because the organisation of students' transportation to some external practice sites is sub-optimal regarding student safety. Notably, the appropriate insurance policy is insufficiently communicated to the students with regard to liability.

**List of items of non compliance with the ESEVT Standards**

- The VEE is non-compliant with Standard 3.1.3 because of insufficient exposure of students to emergency clinical cases in equine.
- The VEE is non-compliant with Standard 4.9 because the implemented biosecurity protocols are inconsistent with the biosecurity principles.

## **Glossary**

CCT: Core Clinical Training  
D1C: ESEVT D1C

EAEVE: European Association of Establishments for Veterinary Education

EBVS: European Board of Veterinary Specialisation

ECOVE: European Committee on Veterinary Education

EPT: Elective Practical Training

ESEVT: European System of Evaluation of Veterinary Training

ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area

FSQ: Food Safety and Quality

FTE: Full-Time Equivalent

IT: Information Technology

OSCE: Objective Structured Clinical Examination

PDCA: Plan Do Check Adjust

QA: Quality Assurance

SER: Self Evaluation Report

SOP: Standard Operating Procedure

VEE: Veterinary Education Establishment

VPH: Veterinary Public Health

VTH: Veterinary Teaching Hospital

**Decision of ECOVE**

The Committee concluded that two Major Deficiencies have been identified.

The Veterinary Education Establishment (VEE) of the Universitat Autònoma de Barcelona is therefore classified as holding the status of: **PENDING ACCREDITATION.**