

**European Association  
of Establishments for Veterinary Education**



**VISITATION REPORT**

**To the Veterinary Faculty of the Autonomous University of Barcelona, Barcelona,  
Spain**

**On 05 – 09 November 2018**

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## **Introduction**

The Veterinary Faculty (VFB) (called the Establishment in this report) of the ‘Universitat Autònoma de Barcelona’ (UAB) was created in 1982. The main VFB building, located close to the Farm Service (FS), was inaugurated in 1988. Subsequently, the Veterinary Teaching Hospital (VTH), the Food Technology Plant (FTP) and the Research Centre for Animal Health were created in 1990, 1992 and 1999 respectively.

After 36 years, VFB has gained international reputation for education, research and services. It offers 14 veterinary residency programmes, has 41 recognised research groups and 18 laboratories offering services to external clients. The Establishment has received an Excellence mention by the ‘Agència per a la Qualitat del Sistema Universitari’ (AQU) of the Catalan Government. One of the peculiarities of the Establishment is that it offers an elective training accredited by the Federation of Laboratory Science Associations (FELASA).

The first ESEVT Visitation took place in 1992 with a Re-visitation in 1998. The second ESEVT Visitation took place in 2005 with a Re-visitation in 2007, resulting in Approval status.

The main developments since the last Visitation are:

- ) Implementation of a new curriculum and of an Internal Quality Assurance System (IQAS);
- ) Acquisition by the VTH of the status of Public Foundation under the UAB Foundation (2010);
- ) New buildings, e.g. lecture and seminar rooms, laboratories, horse isolation unit, barn for calves;
- ) Significant increase in the number of EBVS Diplomates and offers for EBVS residencies.

The major problems currently encountered by the Establishment are:

- ) Insufficient public financing of the VFB and of the UAB in general, due to the economic crisis;
- ) Aging of the academic and support staff due to the legal constraints to the public expenses in salaries.

The ESEVT SOP 2016 is valid for this Visitation.

## **1. Objectives and Organisation**

### **1.1. Findings**

#### **1.1.1. Brief description of the Strategic Plan**

The Mission Statement of the VFB is to train qualified veterinarians to the needs of society, contribute to scientific advancement and provide quality scientific and technical support for the sector.

The strategic plan 2018-2021 is currently in place and has been broken down in 5 axes:

1. Teaching
2. Research & Knowledge Transfer
3. Management
4. Visualisation & Internationalisation
5. Welfare & Community Safety

The general objectives are also aligned along the 5 strategic axes as described above.

Each axis is divided in a list of objectives with indicators to evaluate them. A SWOT analysis has been done to the whole Establishment and the found weaknesses and opportunities have been integrated in the strategic/ operating plan.

**1.1.2. Brief description of the Operating Plan**

The operating/ strategic plan is in place and contains the findings of the SWOT analysis. It has been split up in the 5 axes and actions needed to be taken have been described in each objective that make up each axis (see SER). A timeframe (though quite general) has been added to each action, but unfortunately no responsible person for each action has been named in the documentation.

**1.1.3. Brief description of the organisation of the Establishment**

The VFB is led by the Dean and the Faculty Board.

The Faculty Board is made up of representatives of each of the departments, managerial positions and 47 elected members from all staff and students. Under the Faculty Board, there are 6 committees:

- Commission for Academic Affairs and Quality (CAAQ)
- Commission for Economy and Services (CES)
- Commission for Student Affairs (CSA)
- Commission for Masters CM)
- (advisory:) Teaching Innovation Committee (TIC)
- (advisory:) Security Committee

Also, since 2017 an External Advisory Board is in place to match the training of the student to the needs of the profession and the industry.

The teaching has been split up in departments, each with a Head of Department and a Department Council who are responsible for all the planning, monitoring and evaluating of all the day-to-day running of the department and the teaching of the students. There are 3 clinical departments and 4 non-clinical departments.

The Establishment Administrator oversees all staff working regardless if they are employed by the Departments, VFB or a central service.

The VTH is separated from the VFB in a foundation that is governed mainly from the UAB down, although the VFB and its Departments have ample input in the teaching aspect of the VTH. A clinical and teaching coordinator are responsible for the day-to-day running of the hospital and its teaching responsibilities.

A Farm service (FS) is a UAB unit that is supporting the teaching and research, but it is under the direct control of the Vice-rectorate of the UAB. VFB input is through representation in its governing body.

The Food Technology Plant (FTP) is also a unit that support teaching and research, and is transformed at the moment from a scientific-technical service of the UAB into a teaching service assigned to the VFB. This transition is still in progress and not all details are clear but it does not affect the teaching functions of the FTP at the moment.

**1.1.4. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the Strategic Plan and organisation of the Establishment**

Several meetings with all stakeholders, students and staff were held to gather opinions and suggestion on the strategic plan. This strategic plan is published on the VFB website and further discussions, amendments and suggestions are always welcomed and as a result of these the strategic plan has been revised recently.

## **1.2. Comments**

Though many committees of the departments, VFB, VTH and the UAB are involved in the decision-making process, there is a harmonious and collective approach to reach the decisions. All parties are well represented and feel they have a solid input in the Establishment. The Establishment has an exemplary role for the rest of the university in their organisation.

The Establishment has recently recognised the need to a more structural approach to a SWOT analysis and has put in place an extensive strategic plan. All staff, students and other stakeholders are well aware of the goals set and are working together to improve. The collaboration between all staff and students is collegial and supportive, and well appreciated by all.

## **1.3. Suggestions for improvement**

The strategic plan is well written but could perhaps be divided in smaller sections and allocated to a single person or smaller group of people. Follow-up of the strategic plan should also be on the agenda to see if all points are resolved in time or need to be amended.

## **1.4. Decision**

The Establishment is compliant with Standard 1.

## **2. Finances**

### **2.1. Findings**

#### **2.1.1. Brief description of the global financial process of the Establishment and its autonomy on it**

The Establishment is mainly (99%) financed by a centralised budget held by the UAB. An additional budget (1%) is covered by a decentralised budget provided by the UAB for teaching. This small part of the budget is obtained in competition with the other faculties. The centralised budget was constituted in 2017, by public funding from the Catalan Government, the Spanish Government and public agencies (77,4%), student fees (11,9%), revenues from continuous education (8,8%) and other sources (1,9%). The direct funding from Governments is mainly oriented to the academic, administrative and support staff costs.

For FS and FTP, teaching costs are paid by the VFB but ordinary costs are paid by the University. From 2019, all FTP expenditures and revenues will be incorporated to the VFB budget. Negotiations are underway to obtain a budget for the maintenance of the FTP equipment.

The VTH has to be considered financially as an independent body under the UAB Foundation. Teaching costs are transferred from VFB to VTH. The use of an external foundation is justified by greater management flexibility. The presence of the Dean of the VFB in the VTH Board of Trustees ensures coordination with the Establishment.

The majority of the expenditures (95%) is performed in a University centralised system.

## **FINAL REPORT AS ISSUED BY ECOVE ON 29 MAY 2019**

The Establishment has full autonomy in the use of the decentralised budget from the UAB and of its own revenues. An overhead of 21% has to be paid to the UAB for external services. The distribution of the decentralised budget is realized by CES and FB.

Large investments are negotiated on a case-by-case basis with the UAB.

### **2.1.2. Brief description of the budget of the last 3 years**

Outside of research and services, the annual budget of the VFB is around 13,000,000 EUR. The annual balances between revenues and expenditures were always positive during the last 3 years, but are variable between 434,268 and 1,098,275 EUR. The difference is linked to a high variation in external resources between 1,154,122 and 1,848,807 EUR annually. The positive balance results mainly from late approvals of expenditures by the UAB.

The annual budget of the VTH in 2017 was around 4,500,000 EUR, with the majority of revenue from clinical services (78%) and the UAB (14%). In recent years, the annual revenue generated from the VTH is balanced by the annual VTH expenditures.

### **2.1.3. Brief description of the projected budget (expenditures, revenues, balance) of the next 3 years**

The regular budget must be re-negotiated each year with the UAB based on the pre-defined rules. As expected in the next few years, there will be a few major changes in the number of students and programs of study and thus the UAB does not foresee big changes in its budget in the next 3 years.

The Establishment mentions about needs of additional funding for some clinical activities and transportation of students.

### **2.1.4. Brief description of the planned or on-going investments**

Only a new kennel for dogs used for teaching is planned in the short-term.

### **2.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the budget of the Establishment**

The budget is prepared by the ES vice-dean and the EA, which is approved by the CES and ratified by the FB. The different categories of the staff are implicated in these different commissions.

## **2.2. Comments**

Globally, the Establishment is compliant with Standard 2.

A large part of the budget of the VFB (10,7%) is provided by continuous education and “other sources” of revenues. This could pose a risk to VFB's basic education activities.

## **2.3. Suggestions for improvement**

It is suggested to identify a specific budget for the transportation of students extramurally and to increase the budget for maintenance and renewal of equipment and facilities.

## **2.4. Decision**

The Establishment is compliant with Standard 2.

### **3. Curriculum**

#### **3.1. General curriculum**

##### **3.1.1. Findings**

###### **3.1.1.1. Brief description of the educational aims and strategy in order to propose a cohesive framework and to achieve the learning outcome**

In accordance with The Mission, the educational aims of The Establishment are to train qualified veterinarians who could respond to the needs of the society, contribute to the scientific advancement and provide quality scientific and technical support to the veterinary sector in the 21<sup>st</sup> century. To achieve these aims the Establishment has implemented a new curriculum in 2010, promoting integration of different subjects and enabling students to be in contact with animals since the very beginning, as well as to participate in the clinical rotation from the 3<sup>rd</sup> year on. Great attention is paid to the development of critical thinking through problem-based and case-based teaching, critical examination of the data and scientific reasoning approaches. Since the increase of scientific and professional knowledge will require more specialisation in the coming period, the new curriculum promotes a multidisciplinary approach, the ability of teamwork and communication as well as the awareness of the importance of lifelong learning.

The design of the new curriculum is based on subject-related and transferable competences, compliant with Day One Competences and underpinning knowledge and understanding required by ESEVT SOP 2016. The alignment of the curriculum with Day One Competences is very well demonstrated in Excel tables in Annex 3.2. and 3.3. The entrance criteria, learning outcomes, required competences to be acquired by each subject, the detailed contents of the course, the methods of the theoretical and practical teaching and assessment can be find in the Study Programme, published on the web page of the Establishment (<https://www.uab.cat/web/estudiar/ehea-degrees/study-plan/study-guides/veterinary-medicine-1345467897127.html?param1=1263367158989> ).

At present, there is no tracking system in place; the only choice offered to the students is a selection of a group of elective subjects (30 ECTS) in the last year.

The curriculum is fully compliant with Royal Decree 1393/2007, regulating higher education in Spain. It is a five-year (ten semesters) curriculum, offering 300 ECTS. The programme was approved by Internal Quality Assurance System (IQAS) of the UAB, and verified by National Agency for the Quality Evaluation and Accreditation (ANECA) in 2010.

###### **3.1.1.2. Brief statement if all EU-listed subjects are taught in the core curriculum to each student**

The present curriculum represents a modern framework following the recommendations of Directive 2005/36/EC and 2013/55/EC. The content of all classic EU-listed subjects is integrated in new teaching units. The number of curriculum hours belonging to EU-listed subjects taken by each student is evident in Table 3.1.2. of the SER. From the alignment of the curriculum/ subjects with the Day One Competences and each Day One Competence with general and subject-specific competences and learning outcomes resulting from particular subject of the new curriculum, presented in a separate Excel table, a very good overview of the final output is obtained (Annex 3.2.). Similarly, the alignment of the underpinning knowledge and understanding with the learning outcomes is visualised in a separate Excel table (Annex 3.3.).

###### **3.1.1.3. Brief description of how curricular overlaps, redundancies, omissions and lack of consistency, transversality and/or integration of the curriculum are identified and corrected**

The curricular monitoring is undertaken at three different levels. At first monitoring and verification of the Study Guide for each subject is done by a subject coordinator (SC) and

verified by a degree coordinator (DC). After each semester, student surveys are completed for each subject and the results are discussed with student representatives in the presence of the DC and the year coordinator. Finally, all relevant issues are discussed by the Commission for Academic Affairs and Quality (CAAQ), with DC as a chair, and appropriate decisions are made and if necessary, the changes are proposed to Faculty Board (FB).

**3.1.1.4. Description of the selection procedures of the Electives by the students and the degree of freedom in their choice**

In the fifth year, all students must choose and enrol 30 ECTS out of elective subjects offered in the study programme. Students can focus on one or choose any combination of the electives offered: companion animals, equine medicine, animal health and production, food safety or biomedical research. Students should indicate their preferred choice by the end of the fourth year. When the limitation of enrolment is necessary (Exotic and Zoo Animal Medicine /60 students/, Production and Health of Pigs and Rabbits /30 students/), the selection is based on the academic merits (50% academic grades, 50% the number of ECTS passed).

**3.1.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the curriculum**

From the submitted documentation and information obtained during the Visitation, it is evident that there are several steps and processes, which assure that the curriculum is coherent and compliant with national and European legislation.

The management of the curriculum requires good coordination and supervision, done by CAAQ to assure cohesion of the curriculum. Students, staff and several Establishment management bodies participated in the monitoring and evaluation of the curriculum.

The content of the curriculum is regulated at several levels. The production of the draft curriculum started by a committee appointed by FB and is then passed to CAAQ of the University. After approval, the draft is sent to the national agency for quality (ANECA) for verification. When approved by the agency, the draft must be sent to the Ministry for registration and publication. The changes of the curriculum must follow the same procedure.

Students participated in proposing the changes of the curriculum through participation in annual surveys and together with the staff as members of different Faculty and University governing bodies. The external stakeholders may contribute as members of External Advisory Committee, which meets annually.

**3.1.2. Comments**

The curriculum is compliant with national and European legislation. A good transversal as well as vertical collaboration among different teaching units is evident, particularly from the students' seminar presentations or case study presentations.

Regarding the Directive 2005/36/EC and 2013/55/EC on the recognition of professional education in EU the training of veterinarians should provide adequate knowledge of basic, preclinical and clinical sciences as well as animal production, food safety and professional knowledge. It should comprise a total of at least five years of full-time theoretical and practical study. With 300 ECTS allocated to the Bachelor's degree in Veterinary Medicine at the VFB, the Establishment fulfils the minimum requirements. However, regarding the importance of competences acquired by clinical training, the increase of compulsory hours of clinical practical training (for 30 to 60 ECTS) would improve the competences supposed to be obtained by each student.

### **3.1.3. Suggestions for improvement**

It would be very desirable to extend the official study period of the Bachelor's degree in Veterinary Medicine at the VFB to be able to allocate more ECTS for practical training in clinical sciences.

## **3.2. Basic sciences**

### **3.2.1. Findings**

#### **3.2.1.1. Brief description of the theoretical and practical education in basic sciences**

Regarding Basic Sciences, the changes in the integrated curriculum were introduced by extending and upgrading some courses over more years, compared with traditional curricula. All typical Basic Sciences subjects are offered in the first (*Animal and Cell Biology, Agronomy and Agricultural Economics, Ethnology and Ethology, Structure and Function of Nervous System, Parasitology, Biochemistry, Integrated Laboratory*) and the second year (*Epidemiology and Statistics, Pathology, Animal Nutrition Physiology and Exploratory methods*). *Morphology I* and *Microbiology* started in the first year and continue as *Morphology II* and *Microbiology and Applications* in the second year. *Genetics* is extended from the second year as *Genetic improvement* also to the third year. *Pharmacology* starts in the third year and continues as *Clinical and Therapeutic Pharmacology* to the fourth year (eighth semester), together with *Toxicology*.

Most of the contact hours in the first or second year are given as lectures (20.2% or 20.8%), some as seminars (2,8% or 2,8%), laboratory and desk-based work (8.2% or 7.2%), non-clinical animal work (8.8% or 4.7%) and, as expected, very few as clinical animal work (0.4% or 4.06%). However the maximum workload is foreseen for supervised self-learning (56.3% or 56,5%).

### **3.2.2. Comments**

On the level of Basic Sciences, the curriculum follows the recommendation of the Directive. Contact hours given as laboratory and desk-based work and non-animal clinical work are rather low. High degree of supervised self-learning hours can be partially justified as preparation of students for problem solving tasks discussed on the seminars.

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

Hours for laboratory, desk-based and non-animal clinical work should not be further reduced in favour of clinical sciences in future.

Smaller working groups or better student/staff ratio at laboratory work would increase the quality of the teaching.

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

### **3.3.1. Findings**

#### **3.3.1.1. Brief description of the theoretical, practical and clinical education in Clinical Sciences in companion animals**

Most of the current students come from urban areas and therefore an early exposure to animal handling in many species is beneficial.

In the 1<sup>st</sup> year, students are trained in management and identification, production and handling of both livestock and companion animals. Students perform hands-on work with dogs, cows, sheep, poultry, pigs, horses and rabbits both intramurally and extramurally. In Microbiology students also learn how to take samples such as nasal or rectal swabs in farm animals (sheep) for further analysis.

In the 2<sup>nd</sup> year, students are involved in the physical examination of the animal as well as necropsy techniques in different animals. They are also taught the basics of diagnostic imaging and radioprotection (X-ray, echography, tomography, etc.) using the facilities of the VTH and

materials from the patients at the VTH. Training in haematology, clinical biochemistry, etc. is also carried out (Exploratory Methods). The basics of diagnostic pathology (tumours, inflammatory diseases, etc.) and the examination of cases is also taught in this year (Pathology). The number of necropsies in small animals is limited.

In the 3<sup>rd</sup> year, students are taught basic surgical principles and anaesthetic techniques, blood sampling in dogs and cats and respiratory support. In Livestock Medicine and Surgery and Animal Reproduction, the students learn all the basic information related to these disciplines, including but not limited to the physical examination of the reproductive tract, insemination techniques and the identification of the most common disorders, basic exploration and clinical diagnosis of livestock including cows, sheep and goats. Between the 3<sup>rd</sup> and 4<sup>th</sup> years students are taught about infectious and parasitic diseases, pathology in the different species, advanced sample collection, and all the basics of internal medicine for companion animals and population medicine approaches.

**3.3.1.2. Description of the core clinical exercises/practicals/seminars in companion animals prior to the start of the clinical rotations**

Students have contact with animals from the first years when they learn the basics of handling. They are then involved in some clinical procedures in the 3<sup>rd</sup> year, e.g. assisting as anaesthesiologists in the neutering of cats. This allows a proper introduction to the future clinical work.

**3.3.1.3. Description of the core clinical rotations and emergency services in companion animals and the direct involvement of undergraduate students in it**

Altogether, students are properly involved in the life of the VTH, have access to files, write reports and have close contact with clinicians during their clinical rotation. During their 5<sup>th</sup> year rotation, they are involved in night and emergency shifts.

In the 3<sup>rd</sup> year, students spend one week in the VTH assisting surgeons as anaesthesiologists. In addition, groups of 5 students assist in the neutering of cats received from shelters in the framework of sterilisation campaigns. In the 4<sup>th</sup> year, they spend 5 weeks in the VTH split as follows: one week in surgery - 25 hours (9-1pm), one week in internal medicine - 25 hours (9-1pm), ICU - 25 hours (9-1pm), Diagnostic Imaging - 5 hours 2 days/week, Reproduction - 5 hours, Dermatology - 1 day 4 hours, exotic - 3 hours, specialities - 1 day 3 hours. They spend one week in the equine service from 9.30-2p.m. Additionally, they spend three weeks in the rotation of diagnostic pathology, and infectious diseases. In the 5<sup>th</sup> year, the students are included in the shifts of the VTH rotating in different services (8 a.m. to 2 p.m., 2 p.m. to 8 p.m. and 8 p.m. to 8 a.m.). During their rotations, students complete a logbook, in which they record the cases received, including a brief description of the clinical diagnosis, procedures performed, and treatments applied.

Altogether, students' rotation at the VTH is organized as follows: First opinion and internal medicine referrals (36h), Small animal surgery (30h), Small animal intensive care unit and emergency service (36h), Exotic Animals Service (4h), Specialist area of choice (36h).

Students attend several clinical seminars on nutritional support in hospitalised companion animals, pre-analytical and analytical considerations in clinical biochemistry, case-based interpretation in haematology and biochemistry and aggressiveness in dogs and other common behaviour disorders.

Student activities are daily evaluated. Students must present written reports or must perform oral presentations of the cases seen. In addition, the logbook (VTH) or the reports of the extramural clinical activity allow close supervision not only of the students' activities but also of their communication skills.

External Practical Training (EPT) is a compulsory subject coordinated directly by the SA vice-dean assisted by a teacher appointed by the FB. Enrolment in the EPT requires completion of at least 80% of the 5<sup>th</sup> year credits. Students must spend six full-time weeks in verified external entities offered by the VFB on the signing of an agreement (veterinary clinics and hospitals, slaughterhouses, official veterinary services, etc.). The EPT grade is made by the external tutor and the academic tutor, who evaluates the student's report.

### **3.3.2. Comments**

There are several very good points in the training:

- The number of recognized specialists/ Diplomates and residents is high and is a sign of high quality of care and clinical teaching. This prepares adequately the students for high standard practices and further specialisation.
- The VTH is very well organized in order to accommodate the high caseload. Cooperation between students and teachers is reported to be very good from both parts, thus encouraging professional exchanges. Both groups are demonstrating a strong bond to their Faculty/VTH.

The Establishment has invested in models and mannequins for students, which enable dry-lab training.

However, there are a few slight drawbacks:

- Altogether, the clinical training has to be squeezed in a limited amount of time. This results in a borderline number of hours of practical training.
- The 5<sup>th</sup> year rotation in the VTH does include a lot of night and weekend shifts. This can be seen as a good exposure to emergencies but also means that the time for fully supervised training is limited. The VTH would have the capacities to welcome more students.
- The exposure to "specialists" services as ophthalmology, cardiology, etc. is very limited, as students have to choose among the 36 hours in which service they will spend time.
- There are no specialists in Small animal surgery and anaesthesiology.
- No "real" dentistry service is available.
- ICU and hospitalization are not separated.
- The number of necropsies in small animals is sub-optimal.

There is a very limited number of healthy horses and the total number of patients in equine medicine and surgery is borderline low. With this, the ratio Diplomates and residents to the number of patients is very high; this can result in difficulties with the caseload of the residents. There is no training arena, treadmill or even soft surface where horses' gait can be evaluated properly (see Facilities).

Training on models, dummies and mannequins should not be restricted to a few hours.

No didactic training is mandatory for the external or even internal teachers. Forty percent of the teaching in the VTH is done by part-time lecturers who do not have a definitive position and this resulted in the fact that some have left. The VTH struggles to get more professionals to be involved in the VTH.

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

Models, mannequins and training tools as suture pads could be assembled in a skills lab that would be open more for students' trainings. Students' organisations could be responsible for supervising the skills labs.

Altogether, more time could be dedicated to clinical training either by reducing some pre-clinical aspects of the curriculum or by extending the whole curriculum. The rotation in the VTH during the 5<sup>th</sup> year could be converted so that more time is being spent in the VTH under the direct supervision of an experienced teacher. The elective rotation "clinical practice in small animal" could be extended, as could be extended the elective rotation for demanded sub-specialities.

Further efforts shall be made to recruit Diplomates in small animal surgery and anaesthesiology. Providing a proper surface for gait evaluation in horses could help to increase the number of cases of equine patients, both healthy and diseased animals.

## **3.4. Clinical Sciences in food-producing animals (including animal production)**

### **3.4.1. Findings**

#### **3.4.1.1. Brief description of the theoretical, practical and clinical education in Clinical Sciences in food-producing animals**

Each student has to attend a total of 1933 hours of Clinical Science subjects, of which 393 hours have to be dedicated to the Clinical practical training in all domestic species, during the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> years. Regarding the compulsory subjects, 465 hours are dedicated to Clinical Science on Livestock and 41 hours of clinical rotations are performed on food-producing species.

The *Syllabi* of the compulsory subjects (Animal Health II, 122h; Animal Health III, 122h; Aquaculture and Ichthyopathology 73h, Livestock Medicine and Surgery 148h) indicate that the distribution between theoretical and practical training and among the animal species varies in function of the subject.

Four elective subjects are also present in the curriculum: Bovine Health and Production, Pig and Rabbit Health and Production, Poultry Health and Production, Small Ruminant Health and Production. All these elective subjects include the clinical and production aspects of the food-producing animals.

For the elective subjects, either the number of hours and the proportion between theoretical and practical training vary: Pig and Rabbit Health and Production is the subject with the highest number of hours, while Poultry Health and Production is the subject with the highest proportion of theoretical training.

All these activities are performed in external farms under the supervision of non-permanent teachers who are not formally trained to teach and to assess.

#### **3.4.1.2. Description of the core clinical exercises/practical's/seminars in food-producing animals prior to the start of the clinical rotations**

All students have contact with animals from the first year and are progressively introduced in clinical activities, in particular:

- In the 1<sup>st</sup> year, Animal Production and Handling, students learn how to manage individual animals and animal populations (hands-on work with cows, sheep, poultry, pigs and rabbits) both intramurally and extramurally. In Ethnology and Ethology, students handle farm animals in order to learn about their morphological characteristics and identification. Similarly, in Microbiology students learn how to take simple samples (nasal or rectal swabs) in farm animals (sheep) for further analysis.

- In the 2<sup>nd</sup> year, several subjects introduce the physical examination of the animal (Exploratory Methods, Physiology) and the students are also trained in necropsy techniques in different animal species as well as on how to take samples during the necropsy.
- In the 3<sup>rd</sup> year in the Livestock Medicine and Surgery and Animal Reproduction course the students learn all the basic information including but not limited to the physical examination of the reproductive tract, insemination techniques and the identification of the most common disorders, basic exploration and clinical diagnosis of livestock (cows, sheep and goats), including extramural on-farm activities
- Between the 3<sup>rd</sup> and the 4<sup>th</sup> years students are taught about infectious and parasitic diseases, special pathologies in the different species, advanced sample collection. Also, they learn how to approach the diagnosis of cases in different species and areas by means of seminars and presentations.

**3.4.1.3. Description of the core clinical rotations, emergency services and herd health visits in food-producing animals and the direct involvement of undergraduate students in it**

In the last 3 years, during the Clinical rotations, students spend 8 hours in Ruminants medicine and surgery (the 3<sup>rd</sup> year); 25 hours during the 4<sup>th</sup> year in Integrated practice in animal health (poultry, rabbits and pigs) and 8 hours during the last year in Poultry animal health and public health.

Most activities are performed in external farms under the supervision of qualified practitioners who have been appointed by UAB as non-permanent associate teachers.

**3.4.1.4. Brief description of the theoretical and practical education in Animal Production**

Each student has to attend 768 hours of subjects related to Animal Production, of these 180 hours are theoretical (lecture plus seminars), 431 are dedicated to the supervised self-learning and the remaining 157 are practical training (51h of laboratory and desk-based work; 85h of non-clinical animal work; 21h for assessment and tutorial). This distribution guarantees a correct proportion between theoretical and practical activities.

The curriculum includes elective subjects in Animal Production (Assisted Reproduction Techniques Applied to the Management of Laboratory Animal Strains; Embryo Biotechnology Applied to Livestock; Fish Farming; Livestock Production and Ecological Agriculture), as well elective subjects that includes both the clinical and production aspects of the food-producing animals (Bovine Health and Production; Pig and Rabbit Health and Production; Poultry Health and Production and Small Ruminant Health and Production).

**3.4.2. Comments**

The proportion between practical (laboratory and desk based work and non-clinical animal work) and theoretical training (lesson and seminars) in animal production subjects is compliant the Indicators.

The multidisciplinary approach (clinical sciences and animal production) used for some elective subjects (Bovine Health and Production; Pig and Rabbit Health and Production; Poultry Health and Production and Small Ruminant Health and Production) teaches students to recognise, prevent, manage and treat different pathologies and/or improve animal production.

The compulsory clinical training on food-producing animal and in particular on ruminant does not guarantee that all students acquire Day One Competences in these species, especially in the dealing of emergency cases.

Extramural training is supervised by qualified practitioners who are employed as non-permanent associate teachers. However, they do not seem to have received a formal and recurrent training on how to teach and to assess undergraduate students and to be closely involved with scientific research, as it is requested for academic staff. This is important to differentiate clinical training (under the supervision of academic staff) from EPT (under supervision of practitioners).

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

The advantages of the multidisciplinary approach, used for some elective subjects, should also be extended to some compulsory subjects in order to increase the student competence in animal production and in food-producing animal clinical skills.

An intramural clinic or an extramural ambulatory service, which includes emergency care, could increase the hands-on clinical training in the bovine species.

## **3.5. Food Safety and Quality (FSQ)**

### **3.5.1. Findings**

#### **3.5.1.1. Brief description of the theoretical and practical education in FSQ**

The VFB has many pilot and laboratory facilities in support of teaching of FSQ. Moreover, the VFB organises a full Food science and technology degree and three masters in Food Safety, Quality of Food of Animal Origin, Zoonoses and One Health, respectively. Food science and technology (9 ECTS) and Food safety, food inspection and hygiene (15 ECTS) are taught in 2<sup>nd</sup> and 4<sup>th</sup> years respectively. The common programme in FSQ is composed of 107 hours of lectures, 30 hours of seminars, 341 hours of supervised self-learning, 29 hours of laboratory-based work and 48 hours of non-clinical animal work. The teaching is provided by teachers from different departments and units of the Establishment. The Establishment does not have an EBVS specialist in veterinary public health, with a subspecialty in Food Sciences (ECVPH-FS).

Laboratory works are carried out mostly on some quality parameters or on chemical or physicochemical characterisation of foodstuffs. The microbiology laboratory for teaching is not suitable for handling pathogenic microorganisms and most of the practical works in this discipline are elective.

Some exercises are organised by the teachers on the Moodle platform to educate students about risk assessment and management. However, the preventive approach to hazard control (HACCP) is not fully taught and applied by students while it is the basis of risk management legislation in the food chain.

Some students can also choose the “food safety” programme among the 30 elective ECTS modules. It is composed of 121 hours of lectures, 22 hours of seminars, 372 hours of supervised self-learning and 62 hours of laboratory-based work. During the 6 full-time weeks (9 ECTS) of external practical training (EPT), students can also work, if they wish, in slaughterhouses or in official veterinary services. Only a small proportion of students choose these optional subjects and the majority of students are not interested in these matters.

#### **3.5.1.2. Description of the teaching in slaughterhouses and in premises for the production, processing, distribution/sale or consumption of food of animal origin**

Practical activities are organised in the FTP (2<sup>nd</sup> year, group of 10 students), in 2 slaughterhouses and 1 meat cutting and processing company (4<sup>th</sup> year, 15 hours), in a fish market and in the food industry (5<sup>th</sup> year, 13 hours, groups of 5 and 2 students respectively) and in farms for ante-mortem inspection of poultry and animal health programmes (5<sup>th</sup> year, 18 hours). The slaughterhouse of ruminants and horses is an old structure but is of great capacity and is well adapted to the teaching of hygiene and of ante- and post-mortem examinations. Associate professors in charge of teaching in abattoirs and in the fish market are also official food inspectors and are very motivated and competent. Only some students are participating to inspections in poultry slaughterhouses in the compulsory programme. The visits in the food industry are different for each group of 2 students, according to the planned inspections.

### **3.5.2. Comments**

The different steps and principles of the HACCP method should be taught in detail to all students so that they can understand its mechanisms and evaluate the suitability of certain examples that would be submitted to them (partial compliance with Substandard 3.5).

Visiting and participating in inspections at a poultry slaughterhouse is important to illustrate the specificities of this production chain (see Chapter 5).

Practical activities in slaughterhouses, fish market, and premises for the production, processing, distribution or consumption of food are organised, supervised and evaluated by food inspectors contracted by the Establishment, and some are regarded as associate professors. These educators have not received initial and continuing training to teach and evaluate students and they are not under close supervision of a full professor (see Chapter 9).

The activities in the FSQ are organised only in some years of the curriculum, especially in the 2<sup>nd</sup> and 4<sup>th</sup> years. This situation is not ideal for the gradual appropriation of the notions taught.

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

It is suggested to:

- Complete the training on the HACCP method and illustrate it with complete practical examples.
- Organise a visit to a poultry slaughterhouse for all the students.
- Guarantee the training of teachers in pedagogy and evaluation.
- Better distribute food education throughout the compulsory curriculum with a focus on food safety rather than food technology.
- Recruit a full professor for supervision of extramural activities in Food Safety and Inspection.

## **3.6. Professional knowledge**

### **3.6.1. Findings**

#### **3.6.1.1. Brief description of the theoretical and practical education in professional Knowledge**

In table 3.1.2 and 3.1.3 the professional knowledge subjects are mentioned:

- Professional ethics & behaviour
- Veterinary legislation
- Veterinary certification & reporting
- Communication skills
- Practice management & business
- Information literacy & data management
- Design of experiments & research
- Laboratory animal science
- History of veterinary medicine

The subjects taught are linked to the clinical and other subjects to show the students their importance and value (e.g. veterinary legislation linked to Food Safety) while other subjects are taught appropriate to the needs (e.g. design of research to postgraduate students)

**3.6.1.2. Brief description of the organisation, selection procedures and supervision of the EPT**

The external Practical Training (EPT) is compulsory and credits 9 ECTS in the 10<sup>th</sup> semester, which entails 6 weeks full-time training in veterinary clinics/hospitals, slaughterhouses, etc. All of these establishments have a signed agreement with the VFB. The enrolment into EPT requires at least 80% completion of the 5<sup>th</sup> year's credits. Allocation to the different places is decided by the SA vice-dean and the appointed teacher, considering the preferences as indicated by the student, and managed the IQAS of the VFB.

The student in the EPT has both a tutor in the allocated establishment and one in VFB, who both are responsible for the student's progress and welfare and report on the activities and development. The student on his/her turn gives an evaluation on the establishment and the activities done. Final grading of the EPT is done by both the external and internal tutor.

**3.6.1.3. Description of the procedures used to ascertain the achievement of each core practical/clinical activity and professional knowledge by each student**

The pre-clinical activities by students are part of the overall score of each subject awarded to the student. All core clinical activities by students are assessed by the teachers and when satisfactorily completed, marked in the logbook. No ambulatory clinics are in place, but all activities outside the Establishment (including EPT) are under the supervision of both an associate teacher and a tutor of the institute, who together ascertain the student's achievement.

**3.6.2. Comments**

The Establishment is aware of the necessity of teaching "soft-skills" to the students, as these are part of a successful career in veterinary medicine.

**3.6.3. Suggestions for improvement**

None.

**3.7. Decision**

The Establishment is compliant with Standard 3 except for Substandard 3.5.

The Establishment is partially compliant with Substandard 3.5, because of insufficient training on methods to control hazards in the food chain (HACCP).

The Establishment is not compliant with Substandard 3.5, because of the absence of bovine intramural clinical services and insufficiency of extramural bovine clinical services, especially emergency services (on-call services 24/7), which results in the insufficient hands-on clinical training in bovine patients under the full supervision of academic staff formally trained to teach and to assess and involved with scientific research, and subsequently non-acquisition of some Day One Competences by all undergraduate students (this Deficiency concerns the non-compliance to 4 Substandards, i.e. 3.5, 4.8, 4.14 and 5.2).

**4. Facilities and equipment**

**4.1. Findings**

**4.1.1. Brief description of the location and organisation of the facilities used for the veterinary curriculum**

The UAB campus (260 Ha) is located 20km far from Barcelona centre. The on-campus facilities used in the teaching activities of the veterinary programme include besides the main building of the VFB: a) the Veterinary Teaching Hospital, b) the Farm Services, c) the necropsy facilities and, d) the Food Technology Plant. The main building was inaugurated in 1988 with a further enlargement in 2010. The whole usable area is 8,150 m<sup>2</sup> distributed in 4 floors. The building is modern, well equipped and offers all possible resources for proper administration of the veterinary studies.

The Veterinary Teaching Hospital was inaugurated in 2008. The new building (2,607 m<sup>2</sup>) allocates most of the services and consultations including the surgery rooms, recovery rooms, critical care and consultations, hospitalization rooms, isolation rooms, the customer service, administration and logistic offices, etc. Part of the diagnostic imaging service and the equine unit for hospitalized horses are in an annex area (1,203 m<sup>2</sup>). An equine isolation building (180 m<sup>2</sup>) is built in a separated area.

The farms facilities are in a fenced area of 4ha adjacent to the VFB main building. There are 8 buildings allocating several species: cows, beef, sheep, goats, horses, donkeys, pigs, rabbits and poultry. The necropsy facilities are in a 356m<sup>2</sup> building. The Food Technology Plant has two buildings accounting for five multi-purpose rooms including complex equipment such as pasteurizers, sterilization and high-pressure systems or aseptic packaging machines.

#### **4.1.2. Description of the adequacy of the premises for the veterinary training**

Altogether, the premises are nice, well furnished and kept clean. There are adequate and sufficient rooms for lecturing, group work and practical work.

In the Establishment building, several auditoriums are dedicated to large numbers of students and very well equipped. Additionally, there is a sufficient number of rooms for lectures and rooms for students' study and self-learning, catering, locker rooms, accommodation for on call students and leisure. The VTH is a modern, properly equipped building with adequate numbers of consultation rooms, surgical theatres and hospitalisation capacities. Also there, premises are kept clean and well organised. Currently the small animal ICU service is included in the hospitalisation.

#### **4.1.3. Description of the adequacy for the veterinary training of the vehicles used for student's transportation, ambulatory clinic, live animals and cadaver's transportation**

The VFB owns two vans (Renault Kangoo 1.6 express and Citroën C-15) with trailer hitch and three trailers: two isotherms trailers - one for cadavers that are received and one for food, and the third - for the transport of live animals.

Transportation of students to extramural facilities is mostly organised by students themselves and often at their own costs whenever they need to reach remote farms. This results in higher educational costs for the students.

#### **4.1.4. Description of the adequacy for the veterinary training of the equipment used for teaching purposes and clinical services**

All the equipment necessary for practicing and teaching "modern" veterinary medicine is present in the VTH. This includes modern diagnostic imaging methods (CT, MRI, US, etc.) and advanced surgical techniques (endoscopic, mini-invasive, etc.).

There is no adequate surface for gait analysis in healthy and/or diseased horses.

**4.1.5. Description of the adequacy of the biosecurity rules in the Establishment**

A VTH Biosafety committee has been created, and it provides and controls proper guidelines. A detailed biosecurity manual exists and biosecurity rules are available on the Moodle platform.

Isolation wards exist for small and large animals.

**4.1.6. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of facilities, equipment and biosecurity rules of the Establishment**

The Dean's team co-ordinately with the Central Administration, annually reviews the management of its material resources and services and make proposals for improvement.

In relation to the operational aspects of the VTH, the person responsible to the area affected suggests improvements to the hospital director. There is a biosecurity manual whose content is mandatory and can only be modified by the VTH biosafety committee.

**4.2. Comments**

Altogether, the four facilities are absolutely adequate. They are sufficient to provide high quality teaching environment and proper clinical care to most patients.

For several reasons, including animal welfare and infectious risks, it is not ideal to have ICU patients mixed with the hospitalised.

Horses gait analysis is difficult as no proper surfaces are provided for do it.

The annual call for renewal of teaching equipment (30-40000 €) seems very little.

In many auditoriums, there is a limited amount of electrical current plugs available for the students' computers.

The current ambulatory clinic for ruminants does not allow all undergraduate students to be properly trained in this field, especially for emergency cases.

**4.3 Suggestions for improvement**

Whenever possible the ICU shall be separated from normal hospitalised patients.

Current sockets could be installed in teaching rooms in order to plug computers.

A proper surface for gait analysis in horses should be available.

The sum allocated to renewal of teaching equipment could be increased.

**4.4. Decision**

The Establishment is compliant with Standard 4 except for Substandards 4.7, 4.8, 4.14 and 4.15.

The Establishment is partially compliant with Substandard 4.7, because of inappropriate facilities for gait analysis in horses.

The Establishment is not compliant with Substandards 4.8 and 4.14, because of the absence of bovine intramural clinical services and insufficiency of extramural bovine clinical services, especially emergency services (on-call services 24/7), which results in the insufficient hands-on clinical training in bovine patients under the full supervision of academic staff formally trained to teach and to assess and involved with scientific research, and subsequently non acquisition of some Day One Competences by all undergraduate students (this Deficiency concerns the non-compliance to 4 Substandards, i.e. 3.5, 4.8, 4.14 and 5.2).

The Establishment is partially compliant with Substandard 4.15, because of inadequate organisation of students' transportation for extramural activities.

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

### **5.1. Findings**

#### **5.1.1. Brief description of the global strategy of the Establishment about the use of animals and material of animal origin for the acquisition by each student of Day One Competences**

Students are progressively instructed to work with animals, in which they learn the more complex practical skills with the progression of their theoretical knowledge. During the first and second years, they are involved principally in animal handling, livestock management and pre-clinical animal work and FSQ activities (FS and external farms); the clinical practice increases substantially in the last two years (VTH or extramural clinical practice).

The pre-clinical activities are performed mainly on food-producing animals in the teaching farm.

For companion animals and equines, these activities are performed in the Faculty facilities and using also bio-models and mannequins.

#### **5.1.2. Description of the adequacy for the veterinary training of the enrolled students of:**

##### **-) the number and diversity of cadavers and material of animal origin used in anatomy, necropsy and FSQ:**

For the anatomical training a sufficient number of the cadavers (2 cattle, 2 small ruminants, 0.66 pigs, 30 companion animals, 8 equines and 9 poultry and rabbits) are used. For these activities, a large number of plastinated or formaline-fixated material of animal origin (26 from cattle and equine; 28 from pig, companion animals and small ruminants) and many bones from different species are used.

The number of ruminant and pig and equine necropsies related to the number of annually graduated students is compliant to the recommended ratio (2.147 and 0.168 for ruminant plus pig and equine, respectively). Instead, the number of companion animal necropsies performed each year is sub-optimal to guarantee the homogeneous distribution of the cases to all the students.

The number of visits in ruminants and pig slaughterhouses (26 per year for both species) and of visits to the fish market (25 per year) is sufficient and correctly scheduled in order to guarantee that all students visit these places. However, the visits on poultry slaughterhouse are few (3 per year) and not all students attend to these practical activities.

##### **-) the number and diversity of healthy live animals used for pre-clinical training:**

The number of healthy animals used for pre-clinical training in the last three years is substantial, but very variable among species. The food-producing animals (cattle: 312; small ruminant: 270; pig: 350; poultry and rabbit: 214) are largely used to teach the students animal handling and pre-clinical skills, while the number of healthy companion animal (8) and equine (32) used for these activities is below the indicators.

##### **-) the number of visits in herds/flocks/units of food-producing animals:**

The number of visits to ruminant and pig herds (1.351) and the number of visits to poultry and farmed rabbit (0.715) in ratio to the number of students graduating annually are compliant to the recommended ratio.

##### **-) the number and diversity of patients examined/treated by each student:**

Regarding the ratio between intra- and extramural clinical activities and the number of students graduating per year, there are differences in functions of the animal species:

-) for companion animals visited intramurally and extramurally, the ratio (143.725 and 3.808 seen intra- and extramurally, respectively) is particularly higher than recommended values. It is due to the high number of companion animals and exotic pet patients visiting the VTH, both for first and second opinion services (18301 and 1112, companion and exotic pets,

respectively), but on the contrary, the number of equine patients seen intra- and extramurally (413 and 19, respectively) is sub-optimal in relation to the number of students and the exposure to first opinion equine patients (4% of cases) is particularly low.

-) No bovine and swine patients have been seen intra-mural, as a consequence the ESEVT I9 indicator is below the recommended minimal value. Notwithstanding the balance of the ESEVT indicator (I13), which shows that the number of ruminant (mean value per year 66 cattle plus 7 small ruminants) and swine (1005) patients seen extra-mural related to the number of students graduating annually (122.33) is positive (2.176), there is no patient record system testifying that each animal was examined or treated by the students under the staff supervision.

**-) the balance between species, between clinical disciplines, between first opinion and referral cases, between acute and chronic cases, between consultations and hospitalisations, between individual medicine and population medicine:**

The VTH small and exotic animal unit has the following services: Anaesthesiology, Dermatology, Diagnostic Imaging, Hospitalization and Intensive Care, Ethology, Exotic Animals, Internal Medicine (includes oncology), Neurology, Ophthalmology, Reproduction, Surgery and Traumatology.

The equine unit offers Anaesthesiology, Surgery, Diagnostic Imaging, Internal Medicine and Ophthalmology services.

Beyond the practical activities of the curricular subjects (surgery, anaesthesiology, imaging, etc.), students that carry out their clinical rotations are exposed to a variety of cases from general consultations (first opinion) to referral consultations, from simple cases to emergencies and hospitalisations. This wide range of clinical activities ensures an adequate training in the different clinical disciplines with acute and chronic cases.

The balance between consultations and hospitalisation, as well as the adequate follow-up of the cases, is achieved by the scheduling of the clinical activities programmed by the VFB. Clinical activities are scheduled to guarantee that the students attend the different VTH services throughout the week. Moreover, students actively participate in the health programmes of feline colonies (e.g. sterilisation of feral cats/service-learning approach).

For horses and food-producing animals, training is performed extramurally in kennels, equine units, etc.

Regarding food-producing animals, the associate teachers, who are practising veterinarians, provide ambulatory clinics.

In the last year each student has to attend External Practical training (6 weeks for 203 hours) supervised by two tutors, an internal (academic staff) and an external one, at the same standards as those applied in the Establishment.

### **5.1.3. Description of the organisation and management of the VTH and ambulatory clinics**

The VTH is open 24 hours a day, all year round (24/7). It is organized into services whose teams are integrated by academic clinical staff, veterinarians employed by the VTH, residents, interns and support staff. A head of the service coordinates all the VTH clinical services, the teaching coordination and the direction of the VTH.

The VTH has a Small Animal Unit, which includes exotic animals, and an Equine Unit. To ensure the coordination of teaching activities within the VTH, a teaching coordinator is appointed.

The opening hours of the different services of the Small Animal Unit are as follows:

- Emergency and Intensive Medicine: 24/7. Follow-up of hospitalised patients from Monday to Friday (7 a.m. to 8 p.m.).

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- Anaesthesia, Diagnostic Imaging and Surgery: Monday to Friday (8 a.m. to 8 p.m.) for scheduled visits. Emergency service 24/7.
- Internal Medicine (includes oncology): Monday to Friday (9 a.m. -2 p.m.; 3 p.m.-7 p.m.) for scheduled visits.
- Dermatology: All afternoons from Monday to Friday and mornings on Tuesday, Thursday and Friday for scheduled visits.
- Ethology: Tuesday morning and Thursday afternoon for scheduled visits.
- Exotic Animals: Monday, Tuesday and Thursday afternoon and Monday morning for scheduled visits. Emergency service 24/7
- Neurology: Tuesday and Thursday morning and Wednesday afternoon for scheduled visits. Emergency service 24/7.
- Nutrition: Appointed on demand.
- Ophthalmology: Monday and Wednesday morning and Monday to Thursday afternoon for scheduled visits. Emergency service 24/7.

In all cases, regular visits (no emergency cases) are only by appointment.

In the Equine Unit, the opening hours of the different services are as follows:

- Anaesthesia: Tuesday and Thursday for scheduled procedures. Emergency service 24/7.
- Surgery: Tuesday and Thursday for scheduled visits. Emergency service 24/7.
- Image Diagnostic: Upon demand.
- Internal Medicine: Monday to Friday (from 8 a.m. to 3 p.m.) for scheduled visits. Emergency service 24/7.
- Ophthalmology: Monday to Friday by appointment. Emergency service 24/7.

### **5.1.4. Description of the group size for the different types of clinical training and of the hands-on involvement of students in clinical procedures in the different species**

It is different for intra- and extramural activities:

Intramural activities:

- clinical training involving cadavers, mannequins or teaching animals, and for the Diagnostic Imaging the group size is at a maximum of 8-10 students;
- other clinical training at the VTH, the groups are of 4-5 students;
- clinical rotation for the 5<sup>th</sup> year, 5 students are divided in the different services (Internal Medicine and consultations, Intensive Care Unit, Surgery service, etc) in the ratio of 1 student per service.

Extramural activities: the group size is determined by the requirements of the external facility visited.

- poultry, equine and dogs; the group size is 8-10 students;
- pigs, rabbits and cattle; the group is 4-5 students.

### **5.1.5. Description of the patient record system and how it is used to efficiently support the teaching, research, and service programmes of the Establishment**

Since 1998, the VTH used a software of management of veterinary hospitals and consultations (QVET). Recently, they have implemented a new version (QVET Cloud), which is in the testing phase. With this version all the clinical information will be easily accessible, fully avoiding paperwork. This software is not fully operative yet, but it is expected to be fully operative by the end of this year. Until that moment, customer, patient and billing data will be electronically registered, but a hard copy of the medical histories is still kept and archived and both students and veterinarians could ask to consult it, only into the VTH.

Regarding diagnostic imaging, the used software (PACS) allows storing, consultation and edition of the recorded information in the server (images from X-ray, ultrasound, magnetic

MRI, CT scan, c-arm and gamma camera). Authorised users may access the system remotely. Students or staff that require a given image, may access an electronic copy under the supervision of the teaching staff. Most surgeries are recorded and students can request the videos or the images access to prepare their reports or presentations.

Students have to present a written clinical report of the cases seen during their visits, which are registered by the academic staff in paper-format or electronically (through the Moodle platform).

#### **5.1.6. Description of the procedures developed to ensure the welfare of animals used for educational and research activities**

The UAB has an Ethics in Animal Experimentation Committee and an Animal Welfare Advisor, who is a veterinarian, member of the Ethics Committee, assigned to the FS. In the case of the procedures that can be considered a normal veterinary act (e.g. physical examination) on a healthy animal, the Animal Welfare Advisor evaluates the procedure, how often it will be performed and the potential risks for the animal among other elements. The evaluation results in a proposal with indication of admitted frequency, resting periods, etc. This decision is binding.

Moreover, from 2010, according to European Directive (2010/63/UE) and Spanish legal system (RD 53/2013) on animal protection, the VFB acts a 3 R's principle in order to:

- replace, when possible, live animals with bio-models or mannequins;
- reduce at minimum the number of live animals required to achieve the learning objectives;
- minimise animal suffering.

#### **5.1.7. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the number and variety of animals and material of animal origin for pre-clinical and clinical training, and the clinical services provided by the Establishment**

In 2017, an External Advisory Board was created, it is composed of 12 members (veterinarians coming from the private practice, the industry, the administration and other professional areas). This board gives advice in all the aspects related to the needs of the society regarding the training of veterinary students and helps to strengthen the ties of the VFB with the profession and the society in general.

Nevertheless, the Commission for Academic Affairs and Quality (CAAQ) is the first instance responsible for the evaluation and approval of the activities carried out in the different subjects as well as for assessing the development of the programme. Changes in the activities may be proposed by the CAAQ itself or may be proposed to the CAAQ by the Degree Coordinator, a Subject Coordinator or by any member of the CAAQ. Decisions of the CAAQ are communicated through the minutes of the CAAQ and by email.

## **5.2. Comments**

Under all the situations, students actively participate in the workup of patients, including physical diagnosis and diagnostic problem-oriented decision-making.

The number of cadavers of livestock animals used for practical anatomic training is small but it is compensated by the use of numerous plastinated and fixed materials and bones from different species.

The high number of pig necropsies performed each year (mean 206) compensates for the lower number of ruminants' ones (67). However, the companion animal necropsies are sub-optimal

and this data is in contrast with the high proportion of clinical activities performed into the VTH on these species.

The high number of first and second opinion visits performed into the VTH unit of companion and exotic animals guarantees that students acquire Day One Competencies on all clinical skills related to small animals. The wide range of clinical activities on companion and exotic animals in the VTH and extramurally ensures an adequate training in the different clinical disciplines with regards to acute and chronic cases.

The practical activities in the animal production subject (mandatory and elective) ensure that students acquire all the specific skills. The self-learning activities related to these subjects teach students the different aspects related to animal production (farm management, nutrition, prevention of techno-pathologies relationship with farmers and the other professional figure evolved into animal production system), in which they discuss about the cases, and explore the possible solutions and propose systematic suggestions to resolve issues.

The low number of visits to the poultry slaughterhouse does not guarantee that each student completes this activity. All the practical activities in FSQ are supervised by non-permanent teachers who are not formally trained to teach and to assess undergraduate students.

The equine VTH unit caseload is mostly referral and less than 10% of the cases are first opinion. This could represent a limit to the amount of student training in first-opinion equine cases or first line emergency equine cases.

The insufficient hands-on clinical training in bovine patients under the supervision of real academic staff (formally trained to teach and to assess and involved with scientific research) represents a limit to the acquisition of all Day One Competences in this species.

### **5.3. Suggestions for improvement**

It is suggested to organise additional agreements with private kennels, cattery or clinics in order to receive at the FVB more dead animals and increase the number of necropsies on companion animals.

An emergency service into the VTH Equine unit or extramurally could increase the hands-on clinical training in equines.

An intramural or extramural emergency bovine service, which includes emergency care, could increase the hands-on clinical training in bovine species.

### **5.4. Decision**

The Establishment is compliant with Standard 5 except for Substandard 5.1 and 5.2.

The Establishment is partially compliant with Substandard 5.1, because of sub-optimal number of companion animal necropsies, sub-optimal number of healthy and diseased horses, and absence of a visit to a poultry slaughterhouse for all students.

The Establishment is not compliant with Substandard 5.2, because of the absence of bovine intramural clinical services and insufficiency of extramural bovine clinical services, especially emergency services (on-call services 24/7), which results in the insufficient hands-on clinical training in bovine patients under the full supervision of academic staff formally trained to teach and to assess and involved with scientific research, and subsequently non acquisition of some Day One Competences by all undergraduate students (this Deficiency concerns the non-compliance to 4 Substandards, i.e. 3.5, 4.8, 4.14 and 5.2).

## **6. Learning resources**

### **6.1 Finding**

#### **6.1.1. Brief description of the main library**

The library (the only in the Faculty) belongs to the UAB library service (LS). It is organised and funded by the LS as well. One Director and 3 librarians are responsible for the VFB library, which is housed in a separate building, which incorporates a small lecture room, 11 smaller meeting rooms and numerous cubicles. The facilities include 36,000 books, 2,000 e-books, 600 journals, 1,700 e-journals of veterinary medicine and access to numerous other information through the Catalan University Library Service. More than 80 computers, ample reading points and full wireless access through the main VFB building gives students and staff access to the libraries' resources. All lecture rooms in the Establishment have audio-visual equipment in place, which is well used for delivering the teaching content. Dedicated technical staff of the Computer Science and Multimedia Service is always available to ensure all equipment throughout the Establishment is working correctly. A separate room offers printing services for both students and staff.

#### **6.1.2. Description of the available electronic information and e-learning courses, and their role in supporting student learning and teaching in the core curriculum**

The information for students is accessible through the Moodle virtual classrooms, which contains documents, lectures, presentations and any other potential learning resources. The Moodle platform is also used for communication between teachers and students. All of the teaching materials used in the lectures is available on the Moodle platform and/or the UAB portal.

Access to resource platforms like WebofScience, Wiley, Scopus, VetMed, etc. is available through the VFB library in collaboration with the LS.

#### **6.1.3. Description of the accessibility for staff and students to electronic learning resources both on and off campus**

The students and staff can connect to the UAB intranet and the internet through full Wi-Fi on the campus, using the EDUROAM network to access the electronic resources. Off-campus access is possible through VPN or the web-portal, requiring an UAB personal ID and password.

#### **6.1.4. Description of how the procedures for access to and use of learning resources are taught to students**

Students are given several courses on how to use the library (1<sup>st</sup> year), how to use bibliographic resources (4<sup>th</sup>/5<sup>th</sup> year students) and special courses for postgraduate students. Some of these courses and the presentation are also available to students on the Moodle platform.

#### **6.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of learning resources**

Input in the management of the learning resources is coming from many different levels, teachers or the teaching committee of a specific subject or the Faculty Board. The Commission of Users identifies the needs and problems and communicates these issues to either the VFB or the LS.

The Computer Science and Multimedia Service provides technical support and monitors the need for hardware and infrastructure, and has its own Commission of Users.

Additions of new learning resources are disseminated through emails, newsletters, social media and on the Moodle platform.

## **6.2. Comments**

The library meeting rooms and cubicles are regularly used by the students. The library management is well aware of the needs of the students and is improving the digital content of the resources all the time. Both staff and students are quite satisfied with the service offered. Ample computers are available for students to use and the Wi-Fi network has a good speed and coverage. The technical staff of the Computer Science and Multimedia Service is very helpful in order to ensure all equipment is working and is to be commended for their service.

The Moodle platform is well used by the teaching staff to provide students with up-to-date information, slideshow presentations and other relevant documentation for each subject. Students are satisfied by the available e-content on the Moodle platform.

## **6.3. Suggestions for improvement**

Since English is an important language in the academic exchange of information, and not all students have an adequate minimum level, the library service could play a more active role in providing courses and/or content in English to stimulate and encourage students to improve.

## **6.4. Decision**

The Establishment is compliant with Standard 6.

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

## **7.1. Finding**

### **7.1.1. Brief description of the admission procedures for standard and for full-fee students**

The Establishment admits 115 students of veterinary medicine per year and expects this to continue. As the facility is designed to accommodate an uptake of 140-150 yearly, the Establishment feels that this is a comfortable working and learning environment.

In order to be admitted into the veterinary education at VFB, there are two routes for regular admission: (1) Baccalaureate students must take a University Admission Test, consisting of a general examination phase and an optional specific phase and (2) Formative cycles students come from specific technical studies that may take the optional specific phase of the Admission Test. Applicants are ranked according to the average qualification grade and the qualification obtained in the University Admission Test. There is a standard fee for all students, which may be reduced in case of an excellent grade in a course.

A few places are reserved to students belonging to specific groups, such as disabled or older students, elite athletes, transfer students and persons with a second university degree. International students usually participate only in few courses for a relatively short period of time. They are enrolled in the same way as ordinary students, but a specific person in the Academic Management Office and the International Affairs Coordinator of the Establishment assist these students with their specific needs. Admission procedures are described and publicly accessible on the university website.

### **7.1.2. Description of the progression criteria and procedures, the available remediation and supports, the rate and main causes of attrition**

#### **-) Progression criteria and procedures for all students**

Students may only progress to the second year if they have obtained at least 12 ECTS points during their first year. They must obtain at least 60 ECTS to enrol in any third-year subject. All 1<sup>st</sup> year subjects must be passed and no less than 120 ECTS points obtained to enrol in a 4<sup>th</sup> year subject. Finally, no less than 210 ECTS must have been obtained to access the 5<sup>th</sup> year

clinical rotation or to enrol in the Degree Final Project. Additional regulations indicate that students must enrol in all failed compulsory subjects before taking any new subject. This restriction does not apply to elective subjects. Full-time undergraduate students must complete the degree in  $n+3$  years, where  $n$  is the duration of the studies as described in the programme. In the case of the veterinary degree, this value would be 8 years. For part-time students the allowed duration is  $2n+3$ .

Students have three opportunities to pass a subject, although if they fail for the third time it is still possible to request an additional (extraordinary) opportunity. If a student fails the fourth attempt, he/she is expelled. It is however possible either to request the cancellation of an enrolment or to apply for what is called "passed by compensation". This option is only possible when a student has failed three consecutive times the same subject (of <12 ECTS) with a qualification greater than 3.5/10. After the approval of the dean, the failed course can be considered passed by compensation with the other passed subjects. The possibility of passing by compensation can be used only once in the curriculum and the academic record of the student indicates this. All the procedures described above are defined in the "Academic Regulations of the UAB" which are accessible from the Student's Guide, on the Establishment's website.

**-) Remediation and support for students who do not perform adequately**

A mentoring system and psycho-educational counselling, which includes direct personal educational guidance, are offered by the Establishment at enrolment. Students with learning problems can contact the UAP that can support them free of charge.

**-) Rate and main causes of attrition**

The attrition rate of VFB within the last 5 years is 10-11 %. Of this 11%, two thirds occur during the first year, one sixth in the second year and the other sixth is distributed among other years. The main causes are economic problems, personal problems or unfulfilled expectations.

**7.1.3. Brief description of the services available for students**

A variety of student services are provided by UAB by the Student Information. There is one general information office called The Information Point (INFO UAB) and an International Welcome Point (IWP) for foreign students. In addition, UAB provides The Student Building (ETC) as a meeting place for students engaged in cultural activities, Student Advisory Programmes (PAE), Health Care Service and a Professional and Job Counselling Office. UAB also provides web-based information services. Further, student organisations provide bodies of debate and social and sport activities. Finally, welcome sessions organised by the Dean's Office and the EA are available to first year students at the end of July and again at the beginning of the academic year.

**7.1.4. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the admission procedures, the admission criteria, the number of admitted students and the services to students**

Admission procedures and criteria are common to all the UAB studies and decided by the Ministry of Education, Culture and Sports and the Autonomous Government of Catalonia. The number of admitted applicants is based on the official document approved by ANECA.

**7.2. Comments**

An increasing number of students are delayed with 1-2 years when comparing average duration of veterinary studies in 2015 to 2017 (SER Table 7.1.4). This may be due to the compression of courses during the 5<sup>th</sup> year curriculum, making additional attempts to pass an exam difficult,

to ERASMUS exchange programmes not well synchronised with the Establishment's veterinary curriculum and the economic burden of a substantial and increasing fee and additional cost during practical.

### **7.3. Suggestions for improvement**

Consider whether it is possible to reschedule re-examination attempts so that the students have time to prepare for the new attempt. Other possibilities include investigating whether it would be possible to extend the duration of the curriculum to 5 ½ years and whether loans with attractive conditions could be offered to the students.

### **7.4. Decision**

The Establishment is compliant with Standard 7.

## **8. Student assessment**

### **8.1. Findings**

#### **8.1.1. Brief description of the student's assessment strategy of the Establishment**

The process for student assessment is based on regulations of the UAB, including the Internal Quality Assurance System, and is approved by the Faculty Board. The procedure is that the subject coordinator contributes to the planning of the subject assessment schedules within the academic year. When approved by the CAAQ all this information is included in the Study Guide. Any change in the exams schedule requires previous approval by the Degree Coordinator and communication to the students at least 48h in advance.

#### **8.1.2. Description of the assessment methodology to ensure that every graduate has achieved the minimum level of competence, as prescribed in the ESEVT Day One Competences**

##### **Pre-clinical level**

Assessment is carried out through written examinations. The methodologies depend on the topic and multiple choice or true/false tests, identification of images, short answer questions or written essays are most commonly used. Assessment may be complemented with the resolution of problems or cases and may include discussion activities that are also assessed. Assessment is usually split into the different units of knowledge ("partial exams"). The acquisition of pre-clinical practical skills is evaluated mainly at the end of each practical session or group of sessions for a given topic by an oral presentation or a written report.

##### **Clinical practical skills**

The acquisition of clinical practical skills is evaluated through practical exams, resolution of real cases (both orally and in writing), and by the assessment of the clinical duties during rotations and other clinical activities. In the case of rotations, students must complete a logbook with a detail of the relevant activities carried out in the hospital.

#### **8.1.3. Description of the processes for providing to students a feedback post-assessment and guidance for requested improvement**

The general evaluation criteria and procedures are described in the assessment regulations that are approved by the Faculty Board. The individual assessment criteria used in each subject are explained in each Study Guide. Grades are expressed in a 0-10 scale. To pass a subject a minimum of 5.0 is required. Students having a mark  $\geq 9$  may be awarded an "Excellent with honours" mention that entitles for a discount in the next year fees. In case the students do not attend the required activities of a given course, the mark "cannot be assessed" (if the student

failed to attend more than 50% of the activities) or “fail” (if the student participated in more than 50% of the activities but less than required) is given.

Results of the assessment are provided on the web page and access is restricted, so that the students can only see their own results. Students have the right to revise the result of all their assessment activities. There is an ordinary revision normally beginning at least 24 hours after the publication of the qualifications and ending on the seventh day after. In this revision the student may review the assessment evidences and ask for a modification based on a reasoned motivation. The teachers must then explain in detail what the correct answers were and what errors or omissions the students made, justifying the qualification based on the correction criteria. An extraordinary revision process requiring the appointment of a jury by the Dean can be requested.

#### **8.1.4. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the student’s assessment strategy**

The teaching staff responsible for the subjects and the Degree Coordinator make the proposals for the assessment of each subject to the CAAQ, which includes representatives of the support staff and the students. After discussion and approval here, The Governing Team presents it to the Faculty Board for approval. Once approved, the assessment methodology of a subject cannot be modified without a new decision of the CAAQ. Monitoring of the proposed improvements is done through the comments of the subject evaluation meetings at the end of each semester, the comments and proposals of the CAAQ, the values of different indicators (success rates, etc.) as well as the suggestions and complaints received. The implementation is the responsibility of the teaching staff of each subject.

#### **8.2. Comments**

The rule that exam results are published not less than 3 days before a second chance exam does not seem to assure a timely feedback of assessments (Substandard 8.7).

#### **8.3. Suggestions for improvement**

It is suggested that exam results are published not less than 10 days before a second chance exam. This may reduce the number of students that have a longer duration of their study if they have more time to prepare for additional attempts (see Comment on Chapter 7).

#### **8.2. Decision**

The Establishment is compliant with Standard 8.

### **9. Academic and support staff**

#### **9.1. Findings**

##### **9.1.1. Brief description of the global strategy in order to ensure that all requested competences for the veterinary programme are covered for both academic and support and that they are properly qualified and prepared for their roles**

The different subjects of the core programme in veterinary medicine, defined by the Directive 2005/36/EC, are distributed by the Faculty Board (FB) between the different departments and they are in charge to teach and assess the acquisition of Day One Competences. The departments have the responsibility to define the profile of academic staff and appoint the person in charge of the coordination of each teaching unit (SC) and the teachers involved. The needs of the departments are arbitrated by the FB and recruitments are managed by the UAB as part of a *numerus clausus* (no new recruitments, only replacement) and respecting the rules

set for the different categories of teaching staff.

The teaching staff is composed of tenured staff (“Tilular” and “Catedratico” “de Universidad”) and hired staff (“Agredados”, “Lector”, “Profesor asociado” and “Clinico asociado”) with 81.25 FTE (74.8% veterinarians) and 20.75 FTE (77.1% veterinarians) respectively in 2017-2018. Moreover, 28.7% of the total FTE are EBVS Diplomates. The selection and the recruitment of the support staff (189 FTE in 2017-2018) depend on the UAB. The number of this category of people is directly linked to the importance of teaching activities.

All categories of the staff at the institution and all students consider the work atmosphere to be excellent and are proud to work there.

The UAB is organising specific training for new academic staff and continuing education and training. Other possibilities exist for innovation and improvement in teaching and for specific actions (Moodle, biosecurity, etc.). An annual training plan is also organised for support staff. Despite the wide training offers, not everyone who is involved in the student education has specific training to teach and evaluate the students.

Research and teaching quality of teachers are evaluated by the VFB external structures by 6-year and 5-year periods, respectively. Two types of surveys are organised and discussed in the VFB for evaluation by students of the teachers and of the study subjects, respectively. Based on these evaluations, a system of merit based, teacher promotions and of study improvements are set up. Another system exists for support staff promotions.

#### **9.1.2. Description of the adequacy of the number of academic and support staff in the different departments/units with the number of students to be taught**

The number and qualification of people involved in teaching in the different departments is adequate and related to the actual teaching load. The Establishment has a large number of Diplomates certified by EBVS or AVMA. Sufficient technical support staff is available in the VFB, VTH and FS.

A reduction in the number of part-time teaching staff has been noted in recent years in some departments, which is combined with the increase in the average age of the permanent workforce. This means uncertainties are beginning to emerge as to the future prospects in this category of personnel. Administrative support staff are seeing their workload increase without compensatory recruitment. The implementation of the quality assurance system is partly responsible for this phenomenon.

#### **9.1.3. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the strategy for allocating, recruiting, promoting, supporting and assessing academic and support staff**

The different people (students, SC, DC, AAQ Vice-Dean and Dean, TQO) and structures (CAAQ, FB, IQAS, External Advisory Board) of the VFB and the UAB are all involved in the organisation and assessment of teaching. The VFB's human resource management policy is adequate to meet the needs of education and to promote the well-being of its staff. This is largely related to the implementation of the quality assurance system.

Rules exist to define the teaching load of academic staff. This charge of teaching may be reduced by favourable evaluations of research activities or the taking of positions of responsibility within the Establishment.

## **9.2. Comments**

The fact that not all teachers have followed a specific training programme for teaching and evaluation constitutes a partial non-compliance with Substandard 9.3. This fact is of particular concern for part-time staff and those associated with extramural activities.

## **9.3. Suggestions for improvement**

It is suggested to make compulsory a minimum level of training in teaching and assessment for all the teachers.

## **9.4. Decision**

The Establishment is compliant with Standard 9 except for Substandard 9.3.

The Establishment is partially compliant with Substandard 9.3, because not all staff involved in education receive a formal training in teaching and assessment.

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

## **10.1. Findings**

### **10.1.1. Brief description of how the research activities of the Establishment and the implication of most academic staff in it contribute to research-based undergraduate veterinary education**

The VFB UAB is a higher education centre with very well developed research activities in different fields of veterinary science. In 2018, it is positioned on the prestigious ninth position of the Shanghai Ranking's Global Ranking of Academic Subjects in 2018-Veterinary sciences.

From the SER it is evident that the number of scientific projects is high and several research groups have leading positions in their field of knowledge.

The awareness of the teaching staff of the importance of the scientific evidence in the decision-making process in veterinary medicine is incorporated in the teaching strategy. VFB offers a full range of research focused elective subjects.

The Final Degree Project is a compulsory subject where students must perform either an experimental or clinical research work or at least a scientific literature review under the supervision of the teacher. Close to 70% of students are in favour of experimental approach. The Final Degree Projects are prepared under the supervision of younger and senior teaching staff and are often a part of bigger research projects of the Establishment.

Also 5<sup>th</sup> students are encouraged to participate in research activities through the scholarship programme of the Ministry of Education. 7-8 students of the VFB are awarded these scholarships annually.

Regarding resources annual revenues from research grants are close to 10% of the education revenues and 7 % of total annual revenues of VFB.

### **10.1.2. Description of how the postgraduate clinical trainings of the Establishment contribute positively to undergraduate veterinary education and how potential conflicts in relation to case management between post- and undergraduate students are avoided**

VFB offers 14 residency programmes with the possibility of training for 28 residents and 24 positions for postgraduate internship. Both programmes are taking part as a support for clinical teaching activities. Residents and interns contribute to mentoring of undergraduate students at VTH and the VFB. The tasks and responsibilities of graduate students, interns and residents, are well defined. Senior clinicians, Head of Services and the Teaching Coordinator, supervise these activities.

**10.1.3. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of research, continuing and postgraduate education programmes organised by the Establishment**

Strong involvement of the academic staff in research, places evidence-based medicine and the importance of lifelong learning concept as a central dogma of all educational processes on VFB. Students are trained from the very beginning to look for a scientific approach in solving the medical problems. They are stimulated to participate in research during the compulsory curriculum activities as well as through the scholarship programme, mentioned above.

A wide range of the postgraduate training activities is created as an answer to the demand of different professional bodies, the administration or pharmaceutical industry and agro-food companies. Recently the External Advisory Board was established to enhance the responsiveness of the VFB to the needs of society.

Research activities are initiated and carried on by Departments. Continuous and undergraduate programmes, as official state programmes, must be approved by CM of the VFB. When not treated as official programmes, they can be approved only by the Postgraduate Studies School of the UAB. Assessment and revision is done on the same manner as approval of the programmes. The External Advisory Board acts as mediator between the academics and the veterinary sector.

**10.2. Comments**

High standard of research activities in different fields of veterinary science is evident.

Very good research collaboration between different departments and organisation of multidisciplinary research groups, resulting in publishing of substantial number of good papers was observed during the Visitation.

**10.3. Suggestions for improvement**

In the case of PhD programme students should be encouraged to take structured courses on general topics (like statistics, management of great amount of data, and similar) already offered by the University.

**10.4. Decision**

The Establishment is compliant with Standard 10.

**11. Outcome Assessment and Quality Assurance**

**11.1. Findings**

**11.1.1. Description of the global strategy of the Establishment for outcome assessment and Quality Assurance (QA), in order to demonstrate that the Establishment:**

**-) has a culture of QA and continued enhancement of quality:**

The Establishment has a longstanding tradition of QA. For example, the Establishment was one of the institutions participating in Transnational European Evaluation Project I, conducted by ENQA, to further the principles of evaluation and quality assurance in the European University (2003).

**-) operates *ad hoc*, cyclical, sustainable and transparent outcome assessment, QA and quality enhancement mechanisms:**

The Internal Quality Assurance System (IQAS) was designed based on the guidelines established by ENQA and by the Spanish quality assurance agency (ANECA), and the Establishment was accredited by ANECA in 2010. The monitoring, evaluation and actions to improve or develop the curriculum are described in process PC7 of the Establishment's IQAS.

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The IQAS is transparent as it is available online in the University's web page and the webpage contains updated information.

The *ad hoc* and cyclical operations of the QA system is based on an organisational hierarchy of 3 decision bodies:

- The Commission for Academic Affairs and Quality (CAAQ) of the Establishment
- The Academic Affairs and Quality Committee (AAQ) of the UAB headed by the AAQ vice-dean
- The Faculty Board (FB).

The Agency for the Quality of the University Systems of Catalonia (AQU) acts as an independent evaluation body based an AUDIT programme.

The day-to-day monitoring of QA is performed by the CAAQ, which act as a delegate body of the FB to coordinate the QA work. This commission assesses the teaching activities and the evaluation systems of the different courses ensure their suitability for the acquisition of the competences indicated in the programme. The aligning of teaching and evaluation methodologies with the expected competences is given particular attention.

### **-) collect, analyse and use relevant information from internal and external sources for the effective management of their programmes and activities:**

The University's IQAS is reviewed annually. The process focuses on the degree of qualitative compliance of the processes and the quantitative indicators. As a central part of the process, the CAAQ provides reports and proposals for the AAQ vice-dean but several other sources of data, both collected in the Establishment, by the University and from external sources are used. The vice-dean in turn produces an annual monitoring report where data are collected and analysed. The report is submitted to the CAAQ and ratified by the FB. These reports are accessible through the web.

### **-) informs regularly staff, students and stakeholders and involves them in the QA processes:**

The IQAS is transparent as it is available online in the University's web page and the webpage contains updated information on revisions of the system. Further, at the beginning of each academic year, the Study Guide for each course must be publicly available at the web page. The descriptions on the web page provide transparency to all the procedures and facilitate the assessment of teaching. The IQAS of the UAB establishes additional, specific process for the academic and research staff policy, for the improvement of teaching activities of newly appointed staff and for the evaluation of teaching performance. Information and monitoring of the QA system for teaching and evaluation activities is done by the CAAQ. In doing so, CAAQ is assisted by a part-time Quality Assurance Specialist that has recently been assigned to the Establishment.

### **-) closes the loop of the QA Plan-Do-Check-Act (PDCA) cycle:**

As stated above, the QA activities and loops are monitored annually, focusing basically on the degree of quality compliance of the processes and the quantitative indicators. The monitoring between annual reviews is performed by the CAAQ that provides reports to the AAQ vice-dean. AQU evaluates the degrees every six years for accreditation as part of an AUDIT programme.

### **-) is compliant with ESG Standards:**

On 31 January 2017, the Establishment was awarded the accreditation of excellence for the Veterinary Degree.

#### **11.1.2. Brief description of the specific QA processes for each ESEVT Standards**

The specific IQAS of the Establishment describes the processes related to the management of teaching activities, i.e. most of the QA processes relevant to the ESEVT. Processes related to other aspects such as for example recruitment and management of administrative staff are included in the general IQAS of UAB.

#### **11.1.3. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the QA strategy of the Establishment**

The process of revision and amendment of the faculty-specific QA and the Establishment's strategy plan starts in the CAAQ, members of which are students as well as the academic and administrative staff. When finalised by the CAAQ, it is approved in the FB and published on the Establishment's web page. The Faculty-specific IQAS only includes the processes related to the management of teaching activities, whereas processes related to other aspects such as recruitment and management of administrative staff are included in the UAB IQAS.

The process of the university-wide UAB QA strategy starts with proposals and reports from the Vice-rector for Academic Programming and Quality, which are discussed by the UAB Quality Commission. The resulting UAB QA strategy is approved by the Governing Council, published on the University's webpage and made known to the Establishment by e-mail.

#### **11.2. Comments**

The QA-processes described are all in full compliance with the QA-requirements of the respective Standards. The Establishment has an exceptional track record of implementing a systematic and transparent system of quality control, which is very well coordinated with the general rules of the UAB due to inclusion of the relevant university bodies in the process.

The external stakeholders are aware of their potential influence on increasing the quality of the curriculum and their influence on the students' awareness of job opportunities other than companion animals through their active participation in the recently established Advisory Board.

Students report low participation in electronic course evaluation and that teachers often supplement it with course-specific, oral consultations of what could be improved.

#### **11.3. Suggestions for improvement**

Continued attention to keeping the workload imposed to teachers and students by the QA system to a minimum and to the need for practical assistance in implementing and monitoring the IQAS is suggested, as procedures may compete with the teachers' time for student contact.

It is also suggested to find ways to include relevant course-specific questions in the electronic course evaluations so that the results can be used directly to improve teaching thus probably increasing student participation and reducing the need for additional oral evaluations.

#### **11.4. Decision**

The Establishment is compliant with Standard 11.

## 12. ESEVT Indicators

Name of the Establishment:		ESEVT Indicators			
Date of the form filling:		Establishment	Median	Minimal	Balance <sup>3</sup>
Calculated Indicators from raw data		values	values <sup>1</sup>	values <sup>2a</sup>	
<b>I1</b>	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0,173	0,16	0,13	0,047
<b>I2</b>	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0,620	0,87	0,59	0,030
<b>I3</b>	n° of FTE support staff involved in veterinary training / n° of students graduating annually	1,461	0,94	0,57	0,894
<b>I4</b>	n° of hours of practical (non-clinical) training	746,667	905,67	595,00	151,667
<b>I5</b>	n° of hours of clinical training	676,000	932,92	670,00	6,000
<b>I6</b>	n° of hours of FSQ & VPH training	570,000	287,00	174,40	395,600
<b>I7</b>	n° of hours of extra-mural practical training in FSQ & VPH	38,000	68,00	28,80	9,200
<b>I8</b>	n° of companion animal patients seen intra-murally / n° of students graduating annually	143,725	70,48	42,01	101,716
<b>I9</b>	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	0,000	2,69	0,46	-0,464
<b>I10</b>	n° of equine patients seen intra-murally / n° of students graduating annually	3,249	5,05	1,30	1,951
<b>I11</b>	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	8,733	3,35	1,55	7,188
<b>I12</b>	n° of companion animal patients seen extra-murally / n° of students graduating annually	4,031	6,80	0,22	3,808
<b>I13</b>	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	8,471	15,95	6,29	2,176
<b>I14</b>	n° of equine patients seen extra-murally / n° of students graduating annually	0,152	2,11	0,60	-0,443
<b>I15</b>	n° of visits to ruminant and pig herds / n° of students graduating annually	1,351	1,33	0,55	0,804
<b>I16</b>	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,715	0,12	0,04	0,670
<b>I17</b>	n° of companion animal necropsies / n° of students graduating annually	1,275	2,07	1,40	-0,125
<b>I18</b>	n° of ruminant and pig necropsies / n° of students graduating annually	2,147	2,32	0,97	1,176
<b>I19</b>	n° of equine necropsies / n° of students graduating annually	0,168	0,30	0,09	0,075
<b>I20</b>	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	2,223	2,05	0,69	1,530
<b>I21*</b>	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0,225	0,20	0,06	0,162
<b>I22*</b>	n° of PhD graduating annually / n° of students graduating annually	0,267	0,15	0,09	0,179
<sup>1</sup>	Median values defined by data from Establishments with Approval status in April 2016				
<sup>2</sup>	Recommended minimal values calculated as the 20th percentile of data from Establishments with Approval status in April 2016				
<sup>3</sup>	A negative balance indicates that the Indicator is below the recommended minimal value				
*	Indicators used only for statistical purpose				

**13. ESEVT Rubrics** (summary of the decision on the compliance of the Establishment for each ESEVT Standard, i.e. (total or substantial) compliance (C), partial compliance (PC) (Minor Deficiency) or non-compliance (NC) (Major Deficiency))

<b>Standard 1: Objectives and Organisation</b>	<b>C</b>	<b>PC</b>	<b>NC</b>
1.1. The Establishment must have as its main objective to provide, in agreement with the EU Directives and ESG recommendations, 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.	X		
1.2. The Establishment must develop and follow its mission statement which must embrace all the ESEVT standards.	X		
1.3. The Establishment 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.	X		
1.4. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.	X		
1.5. The organisational structure must allow input not only from staff and students but also from external stakeholders.	X		
1.6. The Establishment must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with timeframe and indicators for its implementation.	X		
<b>Standard 2: Finances</b>			
2.1. Finances must be demonstrably adequate to sustain the requirements for the Establishment to meet its mission and to achieve its objectives for education, research and services.	X		
2.2. The finance report must include both expenditures and revenues and must separate personnel costs, operating costs, maintenance costs and equipment.	X		
2.3. Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	X		
2.4. Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations. Clinics must be run as efficiently as possible.	X		
2.5. The Establishment must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.	X		
<b>Standard 3: Curriculum</b>			
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.	X		
3.2. The learning outcomes for the programme must be explicitly articulated to form a cohesive framework.	X		
3.3. Programme learning outcomes must be communicated to staff and students and: -) underpin and ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme; -) form the basis for explicit statements of the objectives and learning outcomes of individual units of study; -) be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.	X		
3.4. The Establishment 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, -) review the curriculum at least every seven years by involving staff, students and stakeholders, -) identify and meet training needs for all types of staff, maintaining and enhancing their competence for the on-going curriculum development.	X		
3.5. The curriculum must include the subjects (input) listed in Annex V of EU Directive 2005/36/EC and must allow the acquisition of the Day One Competences (output) (see Annex 2). This must concern all groups of subjects, i.e. Basic Sciences, Clinical Sciences, Animal Production, Food Safety and Quality, and Professional Knowledge.		X	X
3.6. External Practical Training (EPT) are training activities organised outside the Establishment, the student being under the direct supervision of a non academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herds visits, practical training in FSQ).	X		
3.7. Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education by enhancing for the student the handling of all common domestic animals, the understanding of the economics and management of animal units and veterinary practices, the communication skills for all aspects of veterinary work, the hands-on practical and clinical training, the real-life experience, and the employability of the prospective graduate.	X		
3.8. The EPT providers must have an agreement with the Establishment and the student (in order to fix 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 Establishment on the EPT programme.	X		
3.9. There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.	X		
3.10. 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 Establishment and evaluating the EPT. Students must be allowed to complain officially or anonymously about issues occurring during EPT.	X		
<b>Standard 4: Facilities and equipment</b>			
4.1. All aspects of the physical facilities must provide an environment conducive to learning.	X		

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4.2. The veterinary Establishment must have a clear strategy and programme for maintaining and upgrading its buildings and equipment.	X		
4.3. Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be well maintained. The facilities must be adapted for the number of students enrolled.	X		
4.4. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food services facilities.	X		
4.5. Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.	X		
4.6. Facilities must comply with all relevant legislation including health, safety, biosecurity and EU animal welfare and care standards.	X		
4.7. The Establishment's livestock facilities, animal housing, core clinical teaching facilities and equipment must: - ) be sufficient in capacity and adapted for the number of students enrolled in order to allow hands-on training for all students - ) be of a high standard, well maintained and fit for purpose - ) promote best husbandry, welfare and management practices - ) ensure relevant biosecurity and bio-containment - ) be designed to enhance learning.		X	
4.8. Core clinical teaching facilities must be provided in a VTH with 24/7 emergency services at least for companion animals and equines, where the Establishment can unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures. For ruminants and pigs, on-call service must be available if emergency services do not exist for those species in a VTH. The Establishment must ensure state-of-the-art standards of teaching clinics which remain comparable with the best available in the private sector.			X
4.9. The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.	X		
4.10. All core teaching sites must provide dedicated learning spaces including adequate internet access.	X		
4.11. The Establishment must ensure students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: pharmacy, diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services and necropsy facilities.	X		
4.12. Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors.	X		
4.13. Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care in accordance with updated methods for prevention of spread of infectious agents. They must be adapted to all animal types commonly handled in the VTH.	X		
4.14. The Establishment must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.			X
4.15. The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and to prevent the spread of infectious agents.		X	
<b>Standard 5: Animal resources and teaching material of animal origin</b>			
5.1. The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical training (in the area of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled.		X	
5.2. It is essential that a diverse and sufficient number of surgical and medical cases in all common domestic animals and exotic pets be available for the students' clinical educational experience and hands-on training.			X
5.3. In addition to the training provided in the Establishment, experience can include practical training at external sites, provided this training is organised under direct academic supervision and at the same standards as those applied in the Establishment.	X		
5.4. The VTH must provide nursing care skills and instruction in nursing procedures.	X		
5.5. Under all situations students must be active participants in the workup of patients, including physical diagnosis and diagnostic problem oriented decision making.	X		
5.6. Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the Establishment.	X		
<b>Standard 6: Learning resources</b>			
6.1. State-of-the-art learning resources must be available to support veterinary education, research, services and continuing education. 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.	X		
6.2. Staff and students must have full access on site to an academic library, which is administered by a qualified librarian, an Information Technology (IT) unit, which is managed by an IT expert, an e-learning platform, and the relevant human and physical resources necessary for development by the staff and use by the students of instructional materials.	X		
6.3. The Establishment must provide students with unimpeded access to learning resources which include scientific and other relevant literature, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme, and have mechanisms in place to evaluate the teaching value of innovations in learning resources.	X		
6.4. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the Establishment's core facilities via wireless connection (Wi-Fi) and from outside the Establishment via Virtual Private Network (VPN).	X		

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<b>Standard 7: Student admission, progression and welfare</b>			
7.1. The selection criteria for admission to the programme must be consistent with the mission of the Establishment. The number of students admitted must be consistent with the resources available at the Establishment for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.	X		
7.2. In relation to enrolment, the Establishment must provide accurate information in all advertisements regarding the educational programme by providing clear and current information for prospective students. Further, printed catalogue and electronic information must state the purpose and goals of the programme, provide admission requirements, criteria and procedures, state degree requirements, present Establishment descriptions, clearly state information on tuition and fees along with procedures for withdrawal, give necessary information for financial aid programmes, and provide an accurate academic calendar.	X		
7.3. The Establishment's website must mention the ESEVT Establishment's status and its last Self Evaluation Report and Visitation Report must be easily available for the public. Not applicable.	X		
7.4. The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take account of the fact that students are admitted with a view to their entry to the veterinary profession in due course.	X		
7.5. The Establishment must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully, including consideration of their potential to meet all the ESEVT Day One Competences in all common domestic species (see Annex 2).	X		
7.6. 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		
7.7. There must be clear policies and procedures on how applicants with disabilities or illnesses will be considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.	X		
7.8. The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The Establishment 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.	X		
7.9. The Establishment 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		
7.10. Mechanisms for the exclusion of students from the programme for any reason must be explicit.	X		
7.11. Establishment policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.	X		
7.12. Provisions must be made by the Establishment to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, careers advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable accommodations/adjustments for disabled students, consistent with all relevant equality and/or human rights legislation.	X		
7.13. There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).	X		
7.14. Mechanisms must be in place by which students can convey their needs and wants to the Establishment.	X		
7.15. The Establishment must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the Establishment with the ESEVT standards.	X		
<b>Standard 8: Student assessment</b>			
8.1. The Establishment must ensure that there is a clearly identified structure within the Establishment 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		
8.2. The assessment tasks and grading criteria for each unit of study in the programme must be clearly identified and available to students in a timely manner well in advance of the assessment.	X		
8.3. Requirements to pass must be explicit.	X		
8.4. Mechanisms for students to appeal against assessment outcomes must be explicit.	X		
8.5. The Establishment must have a process in place to review assessment outcomes and to change assessment strategies when required.	X		
8.6. 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		
8.7. Students must receive timely feedback on their assessments.	X		
8.8. Assessment strategies must allow the Establishment to certify student achievement of learning objectives at the level of the programme and individual units of study.	X		
8.9. Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills and Day One Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of the students logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.	X		
<b>Standard 9: Academic and support staff</b>			
9.1. The Establishment must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with the national and EU regulations. A formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching. Most FTE academic staff involved in veterinary training must be veterinarians. It is expected that greater than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.	X		
9.2. The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the Establishment's mission.	X		
9.3. Staff who participate in teaching must have received the relevant training and qualifications and must display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of		X	

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whether they are full or part time, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.			
9.4. Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. Academic staff should have a balanced workload of teaching, research and service depending on their role; and should have reasonable opportunity and resources for participation in scholarly activities.	X		
9.5. The Establishment must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff, including formal appraisal and informal mentoring procedures. Staff must have the opportunity to contribute to the Establishment's direction and decision making processes.	X		
9.6. Promotion criteria for academic and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in, and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.	X		
<b>Standard 10: Research programmes, continuing and postgraduate education</b>			
10.1. The Establishment must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.	X		
10.2. All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine.	X		
10.3. All students must have opportunities to participate in research programmes.	X		
10.4. The Establishment must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of the profession and society.	X		
<b>Standard 11: Outcome Assessment and Quality Assurance</b>			
11.1. The Establishment must have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders must develop and implement this policy through appropriate structures and processes, while involving external stakeholders.	X		
11.2. The Establishment must have processes for the design and approval of their programmes. The programmes must be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated, and 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.			
11.3. The Establishment 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		
11.4. The Establishment must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.	X		
11.5. The Establishment must assure themselves of the competence of their teachers. They must apply fair and transparent processes for the recruitment and development of staff.	X		
11.6. The Establishment must have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.	X		
11.7. The Establishment must ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.	X		
11.8. The Establishment must publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.	X		
11.9. The Establishment must monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews must lead to continuous improvement of the programme. Any action planned or taken as a result must be communicated to all those concerned.	X		
11.10. The Establishment must undergo external quality assurance in line with the ESG on a cyclical basis.	X		
<i>C: (total or substantial) compliance; PC: partial compliance (Minor Deficiency); NC: non-compliance (Major Deficiency)</i>			

## **Executive Summary**

The Veterinary Faculty (VFB) (called the Establishment in this report) is part of the Autonomous University of Barcelona (UAB) and was created in 1982. Additional buildings and facilities were inaugurated between 1988 and 1999.

The first ESEVT Visitation took place in 1992 with a Re-visitation in 1998. The second ESEVT Visitation took place in 2005 with a Re-visitation in 2007, resulting in Approval status.

The SER was provided on time and written in agreement with the SOP 2016. Replies to the pre-Visitation questions from the experts were provided before the start of the Visitation.

The Visitation was very well organised and the Liaison Officer did a great job to adapt the schedule of the Visitation, to search for the requested information and to organise the relevant meetings.

### **Areas worthy of praise (i.e. Commendations):**

- strong enthusiasm of staff in regards to education and commitment to continuing improvement;
- collegial and productive collaboration between all staff and students;
- internationally recognised research activities in several fields of veterinary sciences;
- an outstanding biosecurity manual that is well-implemented;
- excellent clinical care and teaching in a well-organised and well-equipped VTH;
- high number of Diplomates and residency programmes;
- spacious buildings and adequate equipment devoted to teaching, research and services;
- a transparent, well-developed and well-coordinated Quality Assurance system.

Additional commendations are given in the Visitation Report.

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

- partial compliance with Substandard 3.5, because of insufficient training on methods to control hazards in the food chain (HACCP);
- partial compliance with Substandard 4.7, because of inappropriate facilities for gait analysis in horses;
- partial compliance with Substandard 4.15, because of inadequate organisation of students' transportation for extramural activities;
- partial compliance with Substandard 5.1, because of:
  - sub-optimal number of companion animal necropsies;
  - sub-optimal number of healthy and diseased horses;
  - absence of a visit to a poultry slaughterhouse for all students;
- partial compliance with Substandard 9.3, because not all staff involved in education receive formal training in teaching and assessment.

Additional suggestions for improvement are given in the Visitation Report.

### **Item of non-compliance with the ESEVT Standards (i.e. Major Deficiency):**

- non-compliance with Substandards 3.5, 4.8, 4.14 and 5.2, because of the absence of bovine intramural clinical services and insufficiency of extramural bovine clinical services, especially emergency services (on-call services 24/7), which results in the

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insufficient hands-on clinical training in bovine patients under the full supervision of academic staff, who are formally trained to teach, to assess and involved with scientific research, and subsequently non acquisition of some Day One Competences by all undergraduate students.

## **Glossary**

EAEVE: European Association of Establishments for Veterinary Education

EBVS: European Board of Veterinary Specialisation

ECOVE: European Committee on Veterinary Education

EPT: External Practical Training

ESEVT: European System of Evaluation of Veterinary Training

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

FSQ: Food Safety and Quality

FTE: Full-Time Equivalent

IT: Information Technology

QA: Quality Assurance

SER: Self Evaluation Report

SOP: Standard Operating Procedure

VFB: Veterinary Faculty of the UAB (the Establishment)

VPH: Veterinary Public Health

VTH: Veterinary Teaching Hospital

UAB: Universitat Autònoma de Barcelona

## **Standardised terminology**

**Accreditation:** status of an Establishment that is considered by ECOVE as compliant with the ESEVT Standards normally for a 7 years period starting at the date of the last (full) Visitation;

**Establishment:** the official and legal unit that organise the veterinary degree as a whole, either a university, faculty, school, department, institute;

Ambulatory clinic: clinical training done extra-murally and fully supervised by academic trained teachers;

**Establishment's Head:** the person who officially chairs the above described Establishment, i.e. Rector, Dean, Director, Head of Department, President, Principal, ..;

External Practical Training: clinical and practical training done extra-murally and fully supervised by non-academic staff (e.g. practitioners);

**Major Deficiency:** a deficiency that significantly affects the quality of education and the Establishment's compliance with the ESEVT Standards;

**Minor Deficiency:** a deficiency that does not significantly affect the quality of education or the Establishment's compliance with the ESEVT Standards;

**Visitation:** a full visitation organised on-site in agreement with the ESEVT SOP in order to evaluate if the veterinary degree provided by the visited Establishment is compliant with all ESEVT Standards; any chronological reference to 'the Visitation' means the first day of the full on-site visitation;

**Visitation Report:** a document prepared by the Visitation Team, corrected for factual errors and finally issued by ECOVE; it contains, for each ESEVT Standard, findings, comments, suggestions and identified deficiencies.

## **Decision of ECOVE**

The Committee concluded that the following Major Deficiency was identified:

- Non-compliance with Substandards 3.5, 4.8, 4.14 and 5.2, because of the absence of bovine intramural clinical services and insufficiency of extramural bovine clinical services, especially emergency services (on-call services 24/7), which results in the insufficient hands-on clinical training in bovine patients under the full supervision of academic staff, who are formally trained to teach, to assess and involved with scientific research, and subsequently non acquisition of some Day One Competences by all undergraduate students.

The Veterinary Faculty of the Autonomous University of Barcelona is therefore classified as holding the status of: **CONDITIONAL ACCREDITATION**.