

European Association of Establishments for Veterinary Education

and the Federation of Veterinarians of Europe

European System of Evaluation of Veterinary Training

**REPORT ON THE VISIT TO THE FACULTY OF
VETERINARY MEDICINE OF THE UNIVERSITY
OF SANTIAGO DE COMPOSTELA IN LUGO**

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INTRODUCTION

The Veterinary Faculty of the University of Santiago de Compostela is located on a separate campus with several other faculties at Lugo, some 95 km from Santiago, which is the capital city of the province of A Coruña in the autonomous region of Galicia.

In 1998, the first evaluation of the Faculty was made by the EAEVE and certain major deficiencies were highlighted. These were corrected and as a result of a revisit in March 2002, the Veterinary Faculty in Lugo was entered on to the EAEVE's "List of Visited and Approved Establishments".

Many improvements have been made since 1998 in the Faculty.

Firstly, the Veterinary Teaching Hospital "*Rof Codina*", which is financed by a trust and not the Faculty, has a new direction as determined by new guidelines, an increase in teaching staff members and three new Heads of Surgery, Internal Medicine and Diagnostic Imaging. A 24/7 emergency service has been established. Since 1999, the VTH has a Mobile Clinic, which currently consists of two vehicles for large animal treatments and a third vehicle for small animal and exotic animal treatment.

In the year 2000, a new position of Vice-Dean for National and International Student Exchange Programmes and other Student issues was created.

Amongst other changes, a new support staff position responsible for Academic Management and Development of Pre-Professional Extramural Practices was created.

Owing to the restrictive national legislation affecting all Universities in Spain, there continues to be little in terms of flexibility when considering the curriculum, but efforts have been made successfully to use the limited "freedom" to improve the balance of the course.

The other changes, firstly in buildings and equipment are listed in the SER pages 8 – 9 and secondly in study programme and new teaching methodologies on pages 9 and 10.

On several occasions during the visit, the team realised that the Faculty enjoys a high reputation and respect in the USC and in the local and regional governmental bodies. This derives, beyond its own scientific and teaching merits and capacity, by the agro-zootechnical vocation of Galicia and the important role that the presence of the campus, of which the Veterinary Faculty is possibly the most representative establishment, played in the cultural development of such a relatively small town as Lugo. It is most likely that the current reputation and respect and the deriving support, will persist in the medium and long term.

The Chairman and the EAEVE Team thank the Dean, Prof. Ana Bravo and her colleagues for the excellent preparations for the visit in terms of the SER, the organization of the schedule and the warmth of hospitality offered.

1. OBJECTIVES & STRATEGY

1.1 Findings:

The General Objectives of the USC are relevant and are outlined in the SER page 15.

The Veterinary Faculty has set down its objectives in another form in terms of expected outcome following completion of the course (see SER p16). The graduate should possess:

- Adequate Knowledge of the sciences on which the veterinary surgeon's activities are founded.
- Adequate knowledge of the structure and function of healthy animals, their breeding and reproduction, their sanitary conditions and feeding including the technology needed for the manufacture and the preservation of animal food.
- Adequate knowledge in the field of animal behaviour and protection.
- Adequate knowledge about the causes, nature, development, effects, diagnosis and treatment of animal diseases as considered in groups or individually and more particularly about diseases which can be transmitted to human beings.
- Adequate knowledge of preventive medicine.
- Adequate knowledge of the technology and hygiene needed in the manufacture of animal products for human consumption.
- Adequate knowledge of legislative and administrative rules and regulations related to the subjects already stated.
- Adequate clinical and practical experience under appropriate supervision.
- Other secondary objectives cover post-graduate degrees and specialization and continuing education and refresher courses.
- The Veterinary Teaching Hospital also has a set of objectives, which are outlined in the SER page 17 and, in brief, are: to foster the practice of clinical teaching at the Faculty; to offer collaborative assistance in a broad spread of student, graduate, post-graduate and professional matters; to tender collaboration and promotion of research work; to render assistance with a mobile clinic service and to promote the development of livestock farming by paying special attention to disease prevention and recovery animal health.

1.2 Comments:

The objectives of the University are clear and cover the breadth of the academic coverage.

The objectives of the Faculty cover the specific areas of veterinary science and associated subjects but are rather diffuse and do not set goals.

There is no reference to day-1 skills.

The methods used to measure the achievement of objectives are listed on pages 18-19 of the SER, but it would appear that the student participation in the annual questionnaire is limited and that the results are unlikely to have any significant consequence on teaching organization and reward of the teaching quality.

Within the section on Strengths and Weaknesses, pages 20-24 SER, it appears to the Team, that the two primary strengths have not been given adequate credit, which are:

- Strength of the Faculty leadership.
- Highly productive contact with local practitioners in mainly large animal practices.

2. ORGANISATION

2.1 Findings

The organisation is complex and is set out in detail on SER pages 29-45. It is clear that the Veterinary Faculty is neither autonomous nor independent, since the USC is the paymaster within the system. Nevertheless, the Faculty has a certain amount of flexibility with budget assignment.

The Dean, backed up by the Dean`s Executive Committee, consisting of 3 Vice-Deans, the Executive Team Secretary and the Assistant Secretary, is the day-to-day manager of the Faculty.

The Faculty Board consists of the Dean`s Executive Committee together with representatives of the permanent academic staff (51%); hired teaching and research staff and research scholars (14%); undergraduate students (30%); support staff (5%).

The Faculty Board appoints 7 Committees (Permanent; Teaching Affairs; Research; Finance, Equipment and Services; Library; Linguistic Standardization; Complementary Activities.).

The Heads of Departments are in charge of the management of their particular revere and represent it at University level.

2.2 Comments

The Faculty has a clear government structure and working committees that cover all aspects of the activities usually carried out in a Veterinary Faculty. There are also numerous Departments, the majority of them centred and administered in Santiago de Compostela. Based on evidence and interviews, this distance does not negatively reflect on teaching quality and on the availability of the teaching staff to students, since most teachers of these Departments are based themselves on the Lugo campus, and the same applies to their research and demonstration laboratories.

In general, coordination between Departments in terms of use of resources does not seem to be very efficient. Each Department seems to remain within its limits, whilst the actual needs for successful training cry for Departmental close cooperation. Though this item will be recalled in other chapters of this report, we detected here that there seems to be limited coordination with regard to implementation of inter-Department research programmes, with the exception of the highly organised common research laboratory services in CACTUS, SER page 44) and monitoring of the content of theoretical and practical teaching provided.

No official organ of the Faculty seems to have been assigned to permanent communication with the representative organs of the veterinary profession.

The organisation seems to be rather complex and top-heavy, spreading responsibilities over a broad range of committees and Department Heads. It appeared to the team a strange situation, that in departmental representation to the University, the Department Head can theoretically by-pass the Dean.

2.3 Suggestions

- 2.3.1 It is essential, that there is more coordination between Department Heads particularly of Basic Sciences, Applied Sciences and Clinical Sciences, in order to maximize and synergise the interfaces between them within the teaching programme and that the Dean should have the responsibility to oversee and enforce these synergies.**
- 2.3.2 As is the case in many other European faculties, consideration should be given to adding a Practitioner and a State Veterinarian and/or the President of the local Veterinary Council to the Faculty Board. This would resolve to some extent the lack of official/structural veterinary professional feedback.**

3. FINANCES

3.1 Findings

It is of primary importance to recognize, that the Galician Government regulates the annual student intake number in relation to the needs of the province.

A full layout of the finances of the Faculty with annual revenues and expenditure, including the Veterinary Teaching Hospital can be found in the SER pages 51-57. The latter is all handled at University level. Central Services and Personnel Costs are financed directly by the University.

It can be seen, that the direct costs of training a veterinary student are calculated on the general figures at in the region of € 55,000 for the 5-year course and is certainly the most expensive training in the University of Santiago as a whole.

The Faculty receives a budget for teaching development (practicals, visits, computer room etc.) for which it is autonomous. Staff is paid directly by the University.

3.2 Comments

Although it complains of an inadequate budget, which reflects reality, it is clear, that in the difficult financial circumstances in which the University of Santiago de Compostela finds itself in relation to all faculties, the Veterinary Faculty is treated quite well and seems to be the University "Flag-Carrier" in Galicia.

There would appear to be a lack of any budget allotment for a concerted programme for the training of Department Heads in Management and Budget-Handling and Academic Staff and Students in Simple Finance and Bookkeeping, for example.

3.3. Suggestions

- 3.3.1 Departmental costs should be reported in detail in order to ascertain the actual usage and distribution should be performance-linked.**
- 3.3.2 It seems essential in this modern day and age, that Academic Staff and Students, pre- or post-graduate, should have training in simple financial management and bookkeeping**

4. CURRICULUM

4.1 GENERAL ASPECTS

4.1.1 Findings

Veterinary studies at the Veterinary Faculty of the University of Santiago de Compostela located in Lugo have a duration of 5 years (10 semesters). The current curriculum is structured in two cycles: the first cycle (1st and 2nd year) includes basic teaching and general training, while the second cycle (3rd, 4th and 5th year) is devoted to a pre-specialisation and preparation for professional activity.

Subjects taught are ranked in: i) core subjects, mandatory for all students; ii) elective subjects, offered at the Faculty level; iii) optional subjects, offered at the USC level. Of a total of 385 10 hours-credits making up the syllabus, 305 correspond to core subjects, 40 to elective and 40 to optional. The syllabus is completed by 15 heavier credits (30-hours each, 450 hours overall) of pre-professional fieldwork (“Estancias”). This makes a total of 4,300 hours. To have access to the second cycle, students must have successfully completed 70% of the credits of the first cycle core subjects. To have access to pre-professional fieldwork, students must have successfully completed 100% of the core subjects of the first three curricular years.

The general veterinary curriculum currently adopted by the Veterinary Faculty in Lugo has been developed at the national (Ministry of Education and Science) level. A rather detailed list of subject areas have been made available, with major contents, position in the curriculum (first or second cycle), a range of credits (from a minimum to a maximum) that Faculties must assign to any subject area, and a maximum number of exams along the curriculum.

4.1.2 Comments

During the visit, the team verified – to the best of its ability – that: i) clinical training figures in SER (namely the ones in Table16, pages 73 & 74) correspond to supervised intensive hands-on clinical training in small groups; ii) ratios reported in the SER are reliable; iii) curriculum is balanced and sufficient coverage exist of the four EU subject areas.

It is clear that the establishment has little freedom to modify any important matter regarding curriculum structuring and course content. In brief, autonomous decisions are limited to allocation of hours between subjects belonging to the same subject area, and between theoretical and practical training hours.

4.1.3 Suggestions

Included in the specialized sections in this chapter

4.2 BASIC SUBJECTS AND SCIENCES

4.2.1. Findings

The curriculum hours in the basic subjects taught to veterinary students are shown in SER Table 16 page 71. The presentation of the hours spent divided across the “EEC” subjects is made in SER Table 16 pages 72 & 73. These were confirmed as far as it was feasible to judge. Overall, the hours taught in basic subjects amount to 1,535.

Basic subjects definitely form part of the internal curriculum and are not taught elsewhere. Teachers in several basic subjects actually belong to Departments located in Santiago de Compostela, but are mostly resident in Lugo.

4.2.2 Comments

The basic sciences are taught with an emphasis on lectures usually accompanied with lecture notes. Although the teachers advise against the students relying on notes provided, recommending e-learning and more updated methodologies, the greater percentage do seem to rely on the notes.

Although the level of practicals in basic sciences is relatively high, the team noted that the veterinary orientation of the models offered to the students needs improvement.

Unnecessary repetition has been noted between the programmes of a number of subjects and they have been confirmed by the teaching staff and the students.

4.2.3 Suggestions

4.2.3.1 Search for a way of making e-learning more palatable.

4.2.3.2 Adjust the teaching programme more towards the applied aspects of the subjects to later parts of the course.

4.2.3.3 Whilst the number of practicals in basic sciences is high, the team recommends that the veterinary orientation of the models should be increased

4.2.3.4 Review the subject programmes in a coordinated centralized way (at the Teaching Committee level) so as to eliminate unnecessary duplications.

4.3 ANIMAL PRODUCTION

4.3.1 Findings

The courses in Animal Production are organized in a way that equips the student with the necessary knowledge of animal's needs for good health and welfare. The courses are spread over the five years of the curriculum including lectures, practicals and obligatory extramural studies providing the basis for the care, handling and management, mainly of farm animals without exposure to companion animals. During the courses students are well informed about the principles of animal transportation as well as the relative certification.

The courses comprise a total of 477 hours (272 theory, 191 practicals and 14 supervised work) that is about 14% of the total curriculum. Agronomy is taught in conjunction with Rural Economics during the 1st year of studies comprising a total of 30 hours theory and 50 hours *in situ* practicals.

Most aspects of animal behaviour are covered within the subject of "Ethology, Animal Protection & Ethnology" in the first year of the curriculum (SER page 68). Moreover, a considerable part of husbandry aspects of animal breeding and genetics is covered within the subjects of "Genetics" and "Animal Health & Breeding" taught in the 2nd and 4th year of the curriculum, respectively.

The Faculty does not have its own farm. However, such deficiency is compensated by the fact that the Faculty in association with the VTH have established a strong network of

collaborations between several farms (as stated in pages 143-146 of the SER) which enables a sufficient level of practical training of students.

All students at the commencement of their studies at the Faculty get a considerable exposure to the handling of live animals during the practical sessions offered by the “Ethology, Animal Protection & Ethnology” course.

4.3.2 Comments

An important component is the “Animal Production & Veterinary Hygiene” subject delivered in a multidisciplinary and vertical manner in the final year of the curriculum and hence enabling students to integrate existing knowledge and develop an analytical approach required by the veterinary graduate.

The hours of both theoretical and practical training in Animal Production are more than satisfactory, but the amount of theory should be reduced in favour of practical work.

There is a well structured approach to herd health management within the course of “Animal Production and Veterinary Hygiene” during the final year of studies.

Animal nutrition & feeding is more laboratory-oriented and does not seem to have a practical orientation. Limited emphasis on clinical nutrition and lack of cooperation with the VTH were noticed as well as a limited use of farm and companion animal models in applied genetics.

Although not usual, the courses in Animal Production could consider providing the basic aspects of health and welfare of companion animals in order to serve the needs of clinical teaching later in the veterinary curriculum.

The team assesses as positive the efforts of the Faculty to renovate the “*Gaiosso Castro*” farm, which should become a reference site for teaching and centre of expertise in cattle husbandry and medicine, with the reservation, that a full business plan would be necessary to determine its viability.

4.3.3 Suggestions

4.3.3.1 An integrated problem-based learning approach should be applied to all the subjects of animal production. In particular for farm animals, the focus should be on the relationships between their productivity (i.e. management, breeding, genetics and nutrition) and the safety and quality of their products.

4.3.3.2 The involvement of basic sciences in the delivery of animal behaviour and animal husbandry courses should be reconsidered. The understanding of animal behaviour is fundamental for the veterinary practitioner and should be taught, discussed and explained by those involved in farm animal as well as small animal practice.

4.3.3.3 Any involvement of genetics in the animal production courses should focus on major farm animals as well as companion animals.

4.3.3.4 There should be teaching synergy between animal nutrition & feeding and agronomy.

4.3.3.5 The Faculty and the USC should formulate a strategic business plan before engaging in any investments in the “*Gaiosso Castro*” farm.

4.4 CLINICAL SCIENCES

4.4.1 Findings

A most important area for the veterinary students is the clinical training. In Lugo the complete training is offered at the faculty or by the arrangement of structured extra mural activities. There is a well-functioning Veterinary Teaching Hospital (VTH) and field services in the form of an ambulatory or mobile clinic located in the Clinical Centre together with the Department of Veterinary Clinical Sciences. The VTH is managed by a foundation known as the Rof Codina Foundation, which is completely independent of the university (page 41). Significant financial support for the VTH is also provided by state and public authorities (page 54).

The clinical subjects are taught in the second cycle of the course beginning in 3rd year with pathological anatomy, propaedeutics and continued in 4th and 5th years with a combination of lectures, practical, supervised and clinical work (pages 69-70 and pages 73 -74 of the SER).

In 2005 an extra-mural course known as "Estancias" or Obligatory Extramural Fieldwork (EMF) was introduced (pages 78-80) and is available to students who have completed 100% of the required core subjects in 1st, 2nd and 3rd years and is usually completed during the summer after 4th or 5th year. The aim is to integrate future veterinarians into "real" field practice in a variety of areas of veterinary professional activity. The fieldwork must include a minimum of 2 weeks in the VTH, 1 week in each of cattle breeding centres, other livestock breeding centres, a public health office, a slaughterhouse and a 4 weeks optional rotation which will include large or small animals clinics. The EMF is evaluated jointly by a teaching tutor and a professional tutor, who will be the veterinarian responsible for the training in the respective centre.

Practical teaching takes place in small groups of 5-7 students undertaking rotations in the VTH and via the mobile clinics which operates a clinical service to farms and equine establishments. Neutering operations are performed by the students on cats and dogs supplied by the local animal charity. In the mobile clinic there is also a well equipped vehicle which visits animal charity shelters across Galicia where students gain further experience in small animal surgery and basic disease treatments and vaccinations. This latter service is subsidised by the Galician government.

4.4.2 Comments

The main disciplines and species are well covered in the core subjects, which are supplemented by a significant range of electives and optional subjects.

The mobile clinic is reasonably active with approximately 4-5 farm visits per day and 1 or 2 visits to equine establishments per week for groups of 3-4 students who spend 1 week on this rotation. The mobile clinic vehicles were well equipped including sterile instrument packs for surgery on farm animals if required.

Virtually all surgical operations on farm animals are performed on the farm and it will be chance as to which surgical or obstetrical cases the students gain exposure.

A 24/7 emergency service is in operation. Two students and 2 interns have sleeping accommodation in the hospital and are available for emergency cases at night and weekends: one student and 1 intern for large animal cases and the other pair for small animal cases.

The visitors were impressed at the amount of hands on practical experience in the small animal hospital and the skills exhibited by the students that they saw in the handling of surgical instruments.

The visitors were impressed with the Estancia program, its organization and the effort made in evaluating student progress.

The clinical disciplines appear to be integrated and well coordinated.

It would appear that adequate opportunities are offered to students to handle the common bovine and small animal surgical and medicinal procedures.

The case load for small animals has increased considerably in recent years so that approximately 40 cases are seen per day. The 1998 visitation report suggested that reduced charges might be necessary to increase the volume and range of clinical cases which then was desperately short. The present case load is more than adequate for the current number of students and there is a danger that if the numbers of animals increases significantly there will be more than can comfortably be seen in the facility. There now exists an opportunity to increase the clinical income in the VTH which could be used to finance other staff opportunities, e.g. training veterinary nurses or support staff, or the introduction of structured residency programmes.

The students also receive ample opportunity for developing skills in performing necropsies. On average the students will have performed autopsies on 10 carcasses or organs obtained from local slaughterhouses during the course.

4.4.3 Suggestions

4.4.3.1 The management board of the VTH should review the fee structure for all clinical cases with the intention of increasing, wherever possible the hospital revenues which could be used for developing training programmes for residents and/or veterinary nurses.

4.4.3.2 The number of theoretical lectures still needs to be reduced and the available time for practical and self directed learning be increased.

4.5 FOOD HYGIENE & TECHNOLOGY AND VETERINARY PUBLIC HEALTH

4.5.1 Findings

The core subjects are food hygiene, inspection and control in addition to food technology. Practical training is based on:

- Laboratory testing of food samples connected to quality, hygiene and also sensory aspects
- All students go to slaughterhouse. Groups of 10 – 12 students (one or two groups each day) per teacher go to a cattle slaughterhouse for 4h for three days to perform ante- and post-mortem inspection, evaluation of animal welfare, slaughter hygiene and sampling of carcasses and the environment in the de-boning department.
- The students also visit a poultry slaughterhouse, milk plant, cheese production plant and a fish market.
- Groups of two students also visit the State Laboratory of Animal Health each week.

Focusing on animal welfare, during the visit to the slaughterhouse, several heads were inspected by students as part of the training in post-mortem inspection (cutting into lymph

nodes looking for stages of *Cysticercus bovis*, etc.). However, another aspect which could be controlled during post-mortem inspection, is the quality of the stunning of cattle. The points of percussive stunning of the heads were often far away from the standard position. This was not commented upon by the teacher. Following comment by the expert visitor, the teacher then proceeded to explain the findings for the students.

4.5.2 Comments

The teaching in food hygiene, technology and veterinary health is based on basic teaching in microbiology and parasitology connected to pathogenic agents before starting on this subject. Even subjects like epidemiology, pathology, toxicology represent important basic subjects that are connected to food safety.

According to presentations from several departments specific topics like intervention of some of the zoonotic agents in the meat chain are not sufficiently discussed in a food safety and epidemiological context. There is a concern about the co-ordination of teaching of zoonoses connected to the food chain between the departments. Based on the SER, Zoonoses and public health have only 4h lectures and 4h practical training taught within 5 subjects. As a limited core subject, it should probably be expanded to a more comprehensive core subject and focus on the possibilities for intervention in the food chain.

The students are not seeing pigs being slaughtered. The pig slaughter line has not been in operation for the last three years in the abattoir used for teaching the students.

In view of the clear problems with stunning not highlighted during teaching in the slaughterhouse, the EAEVE Team was unable to generalize and conclude, that there is too little focus on animal welfare compared to other aspects of meat inspection, but would emphasise the importance of animal welfare in the slaughterhouse when teaching students.

The professional qualifications of official veterinarians in abattoirs in Regulation (EC) No 854/2004 might be met by some additional practical training together with a combination of core subjects, elective and optimal subjects in addition to subjects taught by other faculties within the university.

4.5.3 Suggestions

4.5.3.1 One department has to be responsible for co-ordination of the teaching of food safety which is related to several subjects, particularly within zoonoses & public health which is taught within 5 subjects.

4.5.3.2 Even though zoonoses & public health is offered as one of the elective subjects, “Veterinary Public Health” is an issue which is debated throughout Europe today and is so important for the veterinary profession that it should be more focused as a core subject

4.5.3.3 Using additional resources from the University, the Faculty might address more fully the demands of the Regulation (EC) No 854/2004. Resulting from this, the graduated veterinary candidates could work as official veterinarians without having an extra course in EU countries in the future.

4.6 ELECTIVES, OPTIONAL DISCIPLINES & OTHER SUBJECTS

4.6.1 Findings

Students are required to take 400 hours of elective subjects, 105 hours in the 1st cycle and 295 hours in the second cycle. Four topics are offered in the 1st cycle and 13 in the second (pages 75-76).

400 hours of optional subjects have also to be completed and can be from any course offered by the USC. A list of the more popular courses appears on page 77. Additionally credits can be obtained by attending conferences, courses etc.

4.6.2 Comments

There are no limits as to the choice of elective subjects and there is no limit on the number of students that might enroll in any particular subject. Consequently the Clinical Veterinary Ultrasound elective is very popular with in excess of 150 students currently enrolled which does create some logistical problems for the clinical department.

There is clearly a very broad base of elective and optional subjects, which offer the student a more than satisfactory choice.

4.6.3 Suggestions

NONE

5. TEACHING QUALITY & EVALUATION

5.1 TEACHING METHODOLOGY

This is a very student oriented faculty and during the visit the team experienced many enthusiastic teachers.

5.1.1 Findings

The theoretical part of the study is dominated by lectures. The teachers strongly warn the students not to use their course notes as a substitute for the specialised books and journals. Despite these warnings, course notes continue to be the most common information source used by the students. This might be a result of lack of time and Spanish text books.

For the evaluation of teaching procedure, according to the SER, "students actively participate in the evaluation of teaching". Students have a form to fill in at the end of the semester, but many students refuse to fill in. The team was told that student participation was very low. The results are presented in Figure 10.

5.1.2 Comments

The Faculty, besides having many skilled and dedicated teachers, has been organized efficiently to provide exposure of the students with the different facets of the modern veterinary profession. Notwithstanding, some additional improvement of teaching quality would be desirable.

Problem-oriented teaching is only used to a minor degree.

The big resources (books, journals and web-available resources etc.) connected to the excellent library should be utilized.

Teaching activities need good evaluation systems. In figure 10 of the SER, maybe this table would have been better if standard deviations or ranges had been used for the whole USC – or maybe a comparison with the faculties of Medicine and Odontoiatrics would have been more relevant. In addition, since only a few of the students have participated in the evaluation and some of them even have been to only a few of the actual lectures or courses, the significance is limited. The results of the students' evaluation have no consequence, and there is no official recognition of the teaching quality.

5.1.3 Suggestions

5.1.3.1 The team supports the proposal of the faculty to focus on problem-based learning, the use of books, journals and web-available resources, rather than lecture notes.

5.1.3.2 The Team recommends the faculty to develop its own system for teaching evaluation.

5.2 EXAMINATIONS

5.2.1 Findings

“With regards to the type of examinations, there is no central policy and each teacher can decide how he/she will examine his/her students”. Notwithstanding, different assessment methods were shown during the visits to the Departments. They include MCQs (which are only rarely the single assessment method), projects, practical work, problem solving and continuous assessment. All are evaluated, with a largely variable in determining the final note.

Based on interviews, evaluation methods seem known and understood by the students with only rare exceptions.

Exams are not regularly set by a complete commission.

There is no use of external examiners.

5.2.2 Comments

More oral examinations to develop the communication skill would be a good approach.

Talking about meat inspection, there are some problems connected to the evaluation since it is based on attendance, notes and possible questions in the written exam with no practical examination.

The head or only one teacher within a department should not set the exams. It has to be a committee. The use of external examiners could help having complete exam committees and reinforce the links with representative of the veterinary profession.

5.2.3 Suggestions

5.2.3.1 External examiners should also be used.

5.2.3.2 A committee of at least 2, perhaps, in addition, an external examiner, should set the examinations.

5.2.3.3 The team suggests a more balanced examinations structure with limitation of written examinations. The main application of the latter should be measurement of basic knowledge. An oral and/or practical component of the total examinations within most of the subjects should be considered. Increased numbers of oral/practical examinations is also proposed in the SER.

6. PHYSICAL FACILITIES & EQUIPMENT

6.1 GENERAL ASPECTS

6.1.1 Findings

All teaching takes place on the one campus situated 2 km from the centre of the city of Lugo. The current Veterinary Faculty was created in 1983 and in 1990 moved to the new buildings on this 5.16 hectare estate. There are eight basic structural units which are described in detail on pages 115 – 122 of the SER.

The faculty has agreements with eight abattoirs for the teaching of food hygiene and food safety in all the major food animal species. There is also access available to a number of food processing companies, a fish warehouse and a milk and dairy processing plant. There is also a dairy room on the campus where various milk products are made and where the students have access for practical classes in food technology.

Student residence accommodation is available on the campus but tends to be used only by students in their first semester.

6.1.2 Comments

The seven tiered lecture rooms plus the 635 seat auditorium are more than adequate for the current and projected student population. The departments and teaching units are housed in four pavilions. There are 23 seminar rooms that can accommodate from 6 – 66 students (Table 23B of the SER), 34 laboratories accommodating from 10 – 25 students, the anatomy dissection room and the necropsy room each with 60 student places (Table 24b of the SER).

The visitors were told that although there were ample large classrooms there was a shortage of small rooms necessary for small group teaching.

The visitors received comments that some of the teaching facilities were uncomfortably hot during the summer and would benefit from the installation of air-conditioning.

The buildings in general were well maintained and the visitors were impressed with the efforts made in this area.

Health and Safety is managed by the USC Security Service. Biohazard warning signs were adequately placed where they are required as were fire extinguishers and eye wash facilities with the exception of the clinical laboratory in the VTH.

6.1.3 Suggestions

6.1.3.1 Biohazard signs and eyewash facility must be installed in the clinical laboratory in the VTH immediately.

6.2 CLINICAL FACILITIES & ORGANISATION

6.2.1 Findings

The clinics and the veterinary teaching hospital (VTH) are located at one end of the campus. The small animal and large animal accommodation are in separate buildings. The VTH operates an emergency service for small animals, farm animals and horses 24 hours a day, 365 days a year. Overall the visitors were impressed with the excellent facilities and the level of equipment and instrumentation.

The available accommodation for farm animals is adequate for the current caseload. There are 9 individual boxes for horses with access to a further five that are also used for farm animals.

However the visitors were concerned at the design of the barn used to house the cows used for teaching obstetrics, reproduction and propaedeutics. The cows exhibited distinct signs that they were uncomfortable with the surface on which they stood, namely the slatted floor at the rear of the lying area. The problem appeared to be that the lying area was too short with the result that the cows were forced to stand with their hind feet on the slats which were too narrow. The lying area was approximately 120 cm when it should be at least 170 cm. The visitors were of the opinion that this resulted in a welfare problem.

The visitors were shown facilities that were available for isolation for small animals, horses and farm animals but they were concerned however at the lack of arrangements to ensure bio-security.

The visitors were informed that the agreements with the abattoirs and food processing plants depend very much on personal relationships with staff members. The staff members were nervous that, in the future, receiving large numbers of students will be perceived to be detrimental to the efficient running of the plant and factory managers may refuse student participation, as has occurred in other countries. The faculty would like to be able to sign long term institutional cooperation agreements with these industries. The visitors concurred with this wish.

In the small animals hospital the five examination rooms and four well-equipped operating rooms are more than adequate for the current caseload.

However the visitors question whether there is adequate provision of small animal accommodation. There are twenty cages for hospitalizing cats and dogs plus three cages for ICU and with the ability to divide two cages 22 cats and/or dogs can be hospitalized. 2,530 small animals were hospitalized in 2007 (on average 10 per normal working day).

The VTH is well equipped for diagnostic imaging, with X-Ray machines for small animals, large animals, dental work in small animals and a portable 100kv machine. There is also a CT Scanner for small animals and three ultra-sound scanners. The faculty is planning to obtain a MRI Scanner although the visitors were not convinced of the need or that a feasibility study has been carried out or that a business plan was produced.

The mobile clinic operates with three vehicles, each with 5 seats. This is more than adequate for the 1,038 farm visits and 80 visits to horse establishments in the current academic year.

The faculty has several specialized laboratory services that serve the faculty, the VTH, veterinary practitioners and private companies (pages 129-130 of the SER). The bacteriology laboratory is a reference laboratory for Spain and Europe. There are also advisory services covering drug awareness, medicinal residues in food and toxicological problems. The VTH also has its own fully equipped clinical laboratory which carries out analyses for hospital patients and on samples brought in by other practitioners.

6.2.3 Suggestions

6.2.3.1 That the faculty explore the feasibility of agreeing long term cooperation agreements with the full range of abattoirs and food processing plants that are required for teaching and research.

6.2.3.2 Modifications to the cow accommodation to improve the welfare of the cattle should be made as soon as practicable.

6.2.3.3 The isolation facility should be adapted to ensure adequate bio-security.

7. ANIMALS & TEACHING MATERIALS OF ANIMAL ORIGIN

7.1 Findings

Sources of materials:

For anatomy (SER p141) organs from different species are obtained from slaughterhouses (cattle, pigs, horses). Dog and cat cadavers come from the Lugo Society for Animal Charity, which were killed for humane reasons. Only calves, foals or small ruminants are studied as a whole, as well as parts, e.g. head or viscera, of adult cattle and horses.

For necropsy, supply is dependent upon clinical services activity (VTH), the Lugo Society for Animal Charity, the Small Animal Clinics in Lugo, owners of small animals and private practitioners and farms for large animals (2 horses & 25 cattle in 2007).

For animal production, 20-25 cattle in the VTH are permanently available for training purposes but no hospitalization for cattle or small ruminants. Only horses have been seen in the large animal hospital (4 cattle and 50 small ruminants were hospitalized in 2007). Nearly 50 small ruminants, 53 cattle and 342 horses were received for consultation in 2007. 136 pigs were received for training for human surgery. Distant sites were used to increase practical work with production animals (external farms or other production animal facilities with cattle, small ruminants, pigs, horses, poultry and rabbits). VTH has 20 agreements with external farms to perform clinical practice on essentially ruminant species through a mobile clinic (50 animals per week).

For food hygiene, students carry out practical work in slaughterhouses, food industry and fish warehouses (SER p133-134) but there is no access to pig products.

For small animals, (SER p149-150), 10,666 and 2,560 (primarily dogs) were received for consultation and hospitalization respectively.

There is an emergency service for large and small animals

7.2 Comments

- There were few pigs or poultry

- Confirmed ratios, which are satisfactory, can be seen in the SER p157. Whilst there is a lack of complete large animal cadavers for anatomy, substitutes in the form of body parts are offered. For necropsy, complete large animal cadavers are available for the students except cattle older than 2 years because of the bio-security regulations on BSE, but organs from adult bovines with lesions found at the slaughterhouse are offered as substitute. (SER page 142 the figures in Table 25 corresponds to necropsies performed by the students on complete cadavers from large and small animals).
- There is virtually no collaboration between clinical pathology, which includes parasitology and the VTH for practice and laboratory diagnosis.
- There is virtually no support staff in either the clinics or the diagnostic laboratory. Academic staff is having to carry out procedures which in many veterinary hospitals would be performed by veterinary nurses or nursing assistants. The VTH would obtain great benefits if it developed a training programme for veterinary nurses.

7.3 Suggestions

7.3.1 A defined collaboration should be established between the services offered by the departments and the clinical practice (VTH).

7.3.2 An increase in support staff in the clinical sciences area is essential. The faculty should seriously consider setting up a training programme for veterinary nurses.

7.3.3 As suggested in the SER p158 an increase in complete large animal cadavers for necropsy is desirable, but the substituting of parts with lesions from the slaughterhouse can be considered a provisional solution to meet the bio-security regulations related to BSE.

8. LIBRARY & EDUCATIONAL RESOURCES

8.1 Findings

The library on the Lugo Campus was created in 1997 as a single unit to centralize all individual library facilities on the whole campus covering all Lugo faculties. There are no subsidiary libraries on the campus. The building is custom made and has won several architectural prizes. It is clear that the primary objective was to provide good facilities for student/researcher learning.

Details of the library are to be found in the SER on pages 161-165 and of the IT service, which involves audio-visual and computer services and which developed the USC Virtual Campus, on pages 165-166. Both the library and the IT group offer a full range of services.

8.2 Comments

The building is most impressive and offers multiple work stations and access points on all floors.

The basic sciences and the veterinary literature are all located on floors within the round complex. The lower level floor houses basic sciences, the ground floor agrarian and forest sciences, the first floor veterinary and food technology and the second floor journals

organized thematically. On all floors there is more than adequate space for study and reading and there are larger individual rooms for group study activities.

The library has many textbooks which are regularly borrowed by the students, since books are expensive in Spain and students do not in general buy their own. There seem to be adequate copies. The students generally photocopy from the textbooks, for which they have a personal charge card.

The library is set up for access to virtually all major scientific databases, both local, regional, national and international.

Where an article or book is unavailable there is participation in an Inter-Library and Document Delivery Service

The library personnel offer training courses on how to use the library literature access facilities, in the morning for students and in the afternoon for staff. This seems to be very thorough.

There is a computer room equipped with 22 PCs and laptops can also be used in the library using either the campus-wide Wi-Fi system or the Ethernet Wired Connection.

The opening hours of the library have been changed recently to become more student-friendly and are Monday to Friday: 08.30 – 21.30 and Weekends and Holidays: 10.00 – 19.30.

The University is to be commended for creating such a pleasant, complete and functional reading and learning library facility

8.3 Suggestions

None necessary.

9. ADMISSION & ENROLMENT

9.1 Findings

Figures on student flow (evidence documented in the SER p171)

Year	2001/2	2002/3	2003/4	2004/5	2005/6	2006/7
Number applying	785	750	732	582	622	642
Number admitted	140	152	153	140	139	147
Number graduated	138	176	130	154	127	

During the academic year 2006-07 there were 960 undergraduate students. The ratio of male to female students is about 1:1.94 (327:633) and the average duration of studies is eight (8) years, which is considered too long.

In the postgraduate level, during the academic year 2005-06 there were 118 students (68 males and 50 females). The total number of students in the Faculty (undergraduates + postgraduates) was 1,078.

The minimum admission requirements is the successful completion of the advanced level course (non compulsory course lasting 2 years), following the compulsory secondary and

primary education, and also succeeding the University entrance exam (PAAU) which is common for all public Universities in Galicia and is offered twice each year, once in June and once in September. Access to Veterinary studies at the USC is regulated by a *numerus clausus* system which depends on the pre-approved projected number of students, the number of applicants. The entry mark for each individual student is calculated using the average of advanced levels (60% of the final mark) and the PAAU score (40%).

There is a “prioritisation” system for registering candidates that passed their PAAU test in June or previous years, over those who succeed in the PAAU test in the September. Moreover, students that followed the sub-option Health sciences for their advanced levels are preferred over students that have chosen other options even if the former have lower marks.

The maximum number of students accepted for each year is subject to evaluation and suggestion by the Faculty board based on the existing facilities and numbers of staff. The proposal of the Faculty board is forward to the University Government Board and if approved, then the final decision is taken by the University Coordination Committee (Ministry of education and Science).

A percentage of 12% of the final number of students, proposed each year by the University Coordination Committee, is reserved for students with special situations. Moreover, for students requesting to continue their studies which they began in another Veterinary Faculty, there is no numerical limit.

The USC Veterinary Faculty also accepts foreign students given that they have previously passed 60 credits in the Faculty of origin.

There is a standard fee (650€/year on average) for all students. But there is also an indirect financial aid or free tuition for students with outstanding marks, students from large families, students that are orphan children of civil servants. Moreover, students can become state funded scholars depending on their family income and their academic records.

9.2 Comments

There is a significant drop-out rate of about 18%. Students are required to have passed a minimum of 30 credits in the first 3 subsequent years following the commencement of their studies otherwise their studies are terminated. There is also a set of limitations in progressing within the veterinary course, which is divided into two cycles. The first cycle comprises the 1st and 2nd year and the second cycle the 3rd, 4th and 5th year, respectively. To continue in the second cycle students must have passed 92 credits out of 131 in the core subjects.

An eye is kept by the Galician Government on the student intake in an attempt to regulate intake to the potential needs in Galicia. Since Galicia is an area with high rainfall, it is one of the primary centres of Spanish farming, so it is basically assumed, that most newly qualified colleagues will end up working in Galicia. However the faculty have reduced the numbers of students by the amount allowed by the Spanish authorities and for 2008/09 have applied to the USC for an intake of 111 students as the standard intake.

Among the undergraduate students the female/male ratio is about 1.9/1, and amongst postgraduate students the ratio of females/males is about 1/1.4. The Faculty does not envisage any actions to promote higher numbers of female post graduate students.

In general, the admission process appears to result in the selection of students who have the aptitude, knowledge base and motivation for veterinary studies.

12% of the student intake is determined by category: disability; athlete; other university studies; foreign students or students older than 25. It seems to be simple for the 2% of students from other studies to get in since they do not have to pass any extra examination, but the risk is that they may not have the right sort of basic knowledge. Foreign students only have to pass the general University Entrance Test.

Although the intake in students is more numerous than ideal, in relation to many other European faculties, it is not excessive and can be considered more or less compatible with the available resources (staff, caseload, operational budget, facilities).

9.3 Suggestions

9.3.1 Consideration should be given to applying aptitude tests to intra-university course-change students in order to ensure that the knowledge base is adequate in the subject normally required from student entrants.

9.3.2 Similarly, consideration should be given to more detailed control of the background knowledge of foreign students.

10. ACADEMIC & SUPPORT STAFF

10.1 Findings

Veterinary teaching at the USC is organised into a large number of Departments. There are 19 Departments that have teaching assignments. Three are based in the Faculty premises in Lugo whereas the rest 16 are based in Santiago (evidence documented in Tables 5 & 6 of Chapter 2 of the SER). The staff positions in each department are shown in Table 37 on page 184 of the SER.

Along with the budgeted posts set out in SER Table 37, there are posts regarding support staff from the general USC services which appear in Table 36 of the SER. Those posts of support staff account for 39.04 FTE, considering data of Tables 36 and 37. The ratio of teaching staff to undergraduate students is 1:8.58 (111.875:960)

The ratio of teaching staff to support staff is 1:0.85 (111.875:95.65)

The staffing of the faculty is well above the critical mass of 80 university posts which is regarded as the minimum for a free-standing veterinary school.

It seems in the SER that there is an in-balance in personnel numbers in some departments. Hence some of the latter do not seem to have the critical mass needed to undertake major research activities, whilst others have an overage.

10.2 Comments

The teaching staff : student and teaching staff : support staff ratios are both borderline using the old SER, but are within range ref the new SER.

During the visits, it became clear, that there was a general lack of support staff in all departments, which inevitably resulted in teaching staff spending valuable time on support staff activities. There are virtually no laboratory technicians, or veterinary nurses and inadequate support staff in the necropsy room and the anatomy dissecting theatre. In

perspective, shortage of permanent staff risks mirroring negatively on the efficiency of structures currently providing high quality services, such as the library and the stabularium.

On making enquiries, although the salaries are inevitably low compared to the level of income in the private sector, there was general contentment in the Faculty and nobody complained openly at least.

In the clinical services department and the VTH there is a distinct lack of specialist veterinarians. For example there is no equine surgeon and there are no diplomates of the European Specialist Colleges. In the Faculty there are four European diplomates in Parasitology and one in Pathological Anatomy. With more collaboration between departments or sections specialist training programmes could be set up in the Clinical Sciences Department.

10.3 Suggestions

10.3.1 The chronic shortage of support staff, particularly in the clinical and diagnostic activities areas must be urgently addressed.

10.3.2 A training programme for veterinary nurses should be seriously considered

10.3.3 The VTH and the Clinical Sciences Department should actively develop a means of participating with the European Specialisation Colleges.

10.3.4 Staff participation in research should be increased.

10.3.5 Staff exchange, both nationally and at European level, should be encouraged.

10.3.6 Staff training opportunities should become a priority and a means found to compensate for the additional work.

11. CONTINUING EDUCATION

11.1 Findings

Although the faculty identifies undergraduate education leading to the completion of the Degree in Veterinary Medicine to be its major objective, it does list some secondary objectives. These include continuing education and refresher courses for professionals who would include new graduates, veterinarians and other sanitary, agricultural or environmental professionals. The courses organized by the faculty are listed in the SER on pages 195-197. The facilities are also used by external organizations such as veterinary associations pharmaceutical companies to run CPE courses. Sixteen externally organized courses were available in 2006 and 2007 and are listed on page 198 of the SER. .

11.2 Comments

The faculty admit that the potential market for organizing CPE courses has not been fully developed and they list a number of reasons, such as lack of tradition, lack of academic recognition and lack of time as well as lack of support from the university (page 199-200). The visitors suspect that because of the lack of an organizational structure, the courses depend on the enthusiasm of individual staff members, which would seem to be the main contributing factors.

It would also appear that participation in CPE courses by veterinarians in Spain might not be as high as in many other EU countries. It is important for universities to instil into their undergraduates the need for lifelong learning after they have graduated. Changing the culture such as CPE participation will be a slow process but should start with the current undergraduates.

The visitors support the initiative to create a specific Committee for Continuing Education, thus ensuring that all departments are asked to participate.

However the visitors recognize that with limited professional staff in the veterinary clinical sciences department, there must be considerable time restraints as those colleagues who have responsibilities for clinical service, teaching and research. The University should find ways to give academic recognition for contributions made in this area.

11.3 Suggestions

11.3.1 The faculty should ensure that the concept of lifelong learning is fully embedded within the curriculum.

11.3.2 The proposed Committee for Continuing Education should be created as soon as practicable.

12. POSTGRADUATE EDUCATION

12.1 Findings

The USC offers specialized training through continuing education, postgraduate courses, Third cycle (PhD) programmes and official European postgraduate programmes (POP).

- Continuing education: (basic courses), improvement courses (3-4 credits) and university expert courses (>10 credits) lead to a participation diploma
- USC postgraduate studies: specialist courses (20 credits)
- Masters:(50 credits)
- Third cycle: Training stage: 32 (320h) credits in 2 academic years with learning period and research period leading to a Diploma in advanced studies (DEA) (cf tables 43 or 44, 45 and 46 in SER for postgraduate research programmes or for postgraduate training programmes respectively).
- Doctoral thesis (dissertation stage): The student has to carry out a complete research project (2 years). Post-graduate clinical training: 20 internships more in small animals (17 than in large animals (3). The VTH has 2 diplomates but there are no European speciality college residency programmes.
- There are 2 PhD programmes (57 students/86% are veterinarians). 5 to 9 years are needed to obtain a PhD.

12.2 Comments

It is difficult to identify exactly how many individuals are working in veterinary areas. Most postgraduates have to perform their research in the basic sciences. This situation is derived

from, firstly, the poor prospects for future job placement, secondly, the possibility to stop during one year or more and, thirdly, is associated with decreasing interest of the students to continue this type of coursework after two years. It is the case especially for this relative new veterinary faculty with young teachers where there is no recruitment for research jobs at present. Data in Table 45 (p213 SER) show an average of 11 DEAs and 9 PhD theses approved annually.

12.3 Suggestions

12.3.1 As suggested by SER p 214, it is necessary to foster the market and social awareness of Postgraduate Studies and Postgraduate Degrees, with DEA as a point of departure.

12.3.2 It is also important to improve the recognition of teachers participating on a postgraduate level.

12.3.3 The USC wants to increase the number of postgraduates courses but these postgraduate programmes must be linked to relevant research with students having the possibility of continuing with funding and possibility to have a job (in research, other faculties etc.). Minimum publication requirements must be listed for these postgraduates. An interaction between the departments of clinical sciences and clinicians of the VTH is necessary for an optimization of the research in veterinary science and to develop applicable research in clinics.

12.3.4 The University must recognize the European diplomas as well as the PhD to encourage the students to prepare such diplomas especially in clinical sciences.

12.3.5 The VTH with the collaboration of the Department of Clinical Sciences should develop programmes to generate diplomates of the European Colleges of Specialization.

13. RESEARCH

13.1 Findings

The SER does not give a good indication of the general research activity in the faculty and in the different departments/subjects. A clear research strategy within the faculty is also not communicated in the SER. However interviews and publication lists indicate relevant research at a good level, particularly at the basic subject level. There are also a reasonable number of applied research activities/publications within food safety subjects. The team's impression is that the research effort is more fragmented than cohesive.

Involvement of undergraduate students in research is an important element of university education. The visitors found no evidence, either in the SER or from interviewing staff that the students are exposed at all in any aspects of research activity. The visitors considered this to be a deficiency that needed to be corrected urgently.

13.2 Comments

Students at any level would benefit from teachers who have a relevant research activity. This is also an important aspect connected to problem-solving oriented learning.

One comment from one of the students asked was that the study work load was too heavy to be able to include such possibilities. Students in the last year would rather attend clinical practice than research activities.

13.3 Suggestions

13.3.1 Resolution of the support staff problem should aid many staff to find more time and commitment for research activities, which is a significantly important reason why this problem should be resolved.

EXECUTIVE SUMMARY

The visitation programme was very intensive but the work of the EAEVE team was facilitated by the high quality SER which the Dean and her collaborators prepared with the support of the whole staff. It has been a solid honest base to explore the main aspects which EAEVE take into account to help faculties, which accept the visitation, to check their standards and possibly to increase their level through selected suggestions.

The EAEVE team worked according to shared and transparent guidelines which are themselves the object of periodical evaluation and revision. Current guidelines highlight the priority for the team, to detect those deficiencies which, if present, may lead to either denial of initial accreditation or suspension of existing accreditation by the EAEVE/FVE Joint Education Committee in Vienna.

In the case of the Veterinary Faculty in Lugo, the unanimous opinion of the team members was that no Category 1 Deficiencies were found.

But in the case of the Veterinary Faculty in Lugo, just this mere, though pivotal, statement does not pay adequate respect to the generally high quality which the team found in the establishment.

Amongst the most relevant positive aspects, the team underlined the following:

- a motivated clearly student-oriented teaching staff;
- the efficient structures;
- the outstanding and, even more importantly, student-friendly library, possibly the best ever visited by an EAEVE team;
- the Rof Codina teaching hospital;
- the participation of the Faculty members in the organization and implementation of education programmes for veterinarians and other categories of the public.

The team was able to verify that all aspects of the learning programmes are covered, which enable a young veterinary graduate to enter, with sufficient skill, the working community and face the varied tasks which are demanded of the profession. The courses are properly delivered and include the highly qualifying but also demanding practical activity. This is also the merit of the direct widespread awareness, by the staff, of the priority of the teaching mission. During the meeting with a representative sample of local and visiting students, they communicated their general satisfaction with the teaching programmes offered.

The weaknesses which the team felt to be present in Lugo, which are more of a detail, involve to a limited extent the direct responsibility of the faculty management and are mainly derived from restrictions of teaching autonomy associated with national legislation and general “politics” of the University milieu in Spain.

Nevertheless there are some deficiencies which could be corrected independently of the external situation and the following three are highlighted:

- 1) Coordination between departments in developing, monitoring and modifying the curriculum whenever necessary should be improved. During the visit, a number of theoretical content repetitions and suboptimal use of animal resources available at the VTH for the benefit of younger students involved in the 1st to 3rd year subjects have been clearly identified. The team felt that the “cultural” and functional process leading to the recommended inter-departmental coordination should involve a general discussion and agreement about the strategic role which the Faculty, rather

than the Departments, must play in this respect. A substantial increase in the coordination power of the Teaching Commission would be useful in this respect.

- 2) Efficacy of the evaluation system of teaching quality must be improved. The team received substantial criticism on the current system by students and teaching staff. How to create a transparent and effective way which leads to a reward for teaching quality is a broadly-debated item worldwide and definitive models can hardly be found in Europe. Nevertheless, a Faculty which has the realistic ambition to be highly ranked in the EU panorama should aim to demonstrate higher sensibility to this particular aspect. The team believes that the faculty leadership has the ability and quality to become one establishment positively promoting the process of creating good models for rewarding teaching quality across Europe.
- 3) The existing shortage of support staff may in the medium- term adversely affect the quality of practical teaching, delivery of services to students, veterinarians and the general public and also research opportunities in the Veterinary Faculty in Lugo. It is clear, that a strategic increase in the number of support staff, particularly in the clinical and diagnostic laboratory areas, would reduce the burden on the academic staff and increase their efficacy and efficiency and the EAEVE Team strongly recommend that this be reviewed and enacted by both the faculty and university.

The EAEVE Team recognised, that the Veterinary Faculty in Lugo is a good example of veterinary teaching in Europe and that the investments made by the University of Santiago de Compostela both current and in the future to resolve problems, make improvements and Europeanize/internationalize the Veterinary Faculty in Lugo will be well managed by the Faculty leadership.