

**European Association
of Establishments for Veterinary Education**



RE-VISITATION REPORT

To the Veterinay Faculty, University of Murcia, Spain

On 1-2 October 2018

By the Re-visitation Team:

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Contents of the Re-visitation Report

Introduction

- 1. Correction of the Major Deficiency**
- 2. Correction of the Minor Deficiencies**
- 3. ESEVT Indicators**
- 4. Conclusions**

Introduction

The Veterinary Faculty of the University of Murcia was evaluated by the ESEVT in November 2017 and granted by ECOVE in May 2018 the status of Conditional Accreditation, because of the identification of one Major Deficiency and several Minor Deficiencies.

The Re-visitation SER was sent on time to the Re-visitation Team. Since it was incomplete and sometimes confusing, a new version was proposed on site in order to provide complete, accurate and clear information.

The Re-visitation was well organised and completed in an excellent atmosphere. All requested documents were provided to the Team on due time.

1. Correction of the Major Deficiency

1.1. Non-compliance with Standard 3.5 because of insufficient acquisition of some of core Day-One Competences in clinical sciences, due to insufficient clinical rotation under the supervision of academic staff

1.1.1 Findings

A number of changes have occurred within the Faculty to address this Major Deficiency.

Two new rotations under the Practicum have been started (see Table III in RSER), covering equine, zoo medicine and shelter (zoonosis) work in one week accounting for 40 hours and a second week of ruminant and pig ambulatory clinical work, with another 40 hours. All work is carried out by academic staff employed mainly on a part-time basis by the Faculty.

80 hours of small animal clinical work has been moved into the core teaching, carried out by practitioners under the supervision of academic staff. The academic staff visit the clinics and are in constant contact with the practitioners through email, e-portfolio work and telephone.

A rubric has been introduced which the students have to fill in regarding Day One Competences. This is checked both by the practitioner in charge of the rotation as well as by the academic staff member and this is then escalated up to the academic co-ordinator of clinical activities. This is to ensure that all students cover all expected aspects of Day One Competences on each rotation.

The changes made will allow for 160 extra hours of clinical training for the students in the coming academic year. The clinical rotations have also been extended from 6 to 7 weeks in order for this to take place.

Therefore the hours spent on clinical rotations has increased from 733 in 2017/18 to 911 in 2018/19 (Table I in the RSER).

1.1.2. Comments

In order to deliver these changes, the Faculty needs to change the contracts of a number of staff employed by the VTH as well as to appoint practitioners to part-time academic posts. This has already occurred with a number of positions. Some others are waiting for University ratification.

So that the Faculty can deliver the new rotations, they have pushed these rotations without the formal contracted people to the end of this semester as there are only 13 students repeating their rotations and therefore the Faculty feel they can deliver the new rotations by then, as the contracts will be agreed.

Semester 10 which starts in January delivers the clinical rotations for the final year. All required new staff should be contracted and in place to deliver teaching by that point.

1.1.3. Suggestions

None.

1.1.4. Decision

The Establishment has made the changes needed to correct this deficiency as described above and therefore the Major Deficiency has been fully corrected.

2. Correction of the Minor Deficiencies

2.1. The Establishment must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards (Standard 2.5.)

2.1.1. Findings

The Dean and Heads of Departments work together to ensure that resources are asked for and used for the benefit of the Faculty as a whole. A good example of this is the new animal simulation models acquired for the Animal Medicine and Surgery department which will assist others as well.

The autonomy of the Establishment is defined in the University Statutes.

2.1.2. Comments

The system in place whereby the Heads of Departments, the Dean and other senior Faculty staff engage in the preparation of the strategic plan and work for the benefit of the Faculty as a whole, allows that the appropriate resources are available to ensure the plans are met.

2.1.3. Suggestions

None.

2.2. The learning outcomes for the programme must be explicitly articulated to form a cohesive framework (Standard 3.2.)

2.2.1. Findings

During the academic year 2017-18 all the learning outcomes of the curriculum and their matching with each specific competence were thoroughly reviewed. All subjects include the learning outcomes to ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme.

This review involved all the subjects' coordinators, and the results have been properly communicated to all the staff and students through the activities of the Academic and Quality Assurance Committees.

2.2.2. Comments

The evaluation has looked at the fundamental requirements and has been very comprehensive (see Annex IV in the RSER). It has allowed the Faculty to amend the learning outcomes to ensure they are up to date and appropriate for each area. This has allowed for the alignment of outcomes across the curriculum.

2.2.3. Suggestions

None.

2.3. 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 (Standard 3.3.)

2.3.1. Findings

The review of the outcomes took place with the subjects' coordinators and students. The results have been communicated through the activities of the Academic and Quality Assurance Committees.

2.3.2. Comments

None.

2.3.3. Suggestions

None.

2.4. 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 (Standard 3.4.)

2.4.1. Findings

The Establishment has 11 formally constituted committees. One of these, the Teaching Affairs Committee (i.e. Curriculum Committee), meets regularly to discuss the curriculum as a whole as well as to discuss specific parts of it. Any recommendations from this committee go up to the Quality Assurance Committee and Faculty Board for approval and ratification of changes.

2.4.2. Comments

None.

2.4.3. Suggestions

None.

2.5. Facilities must comply with all relevant legislation including health, safety, biosecurity and EU animal welfare and care standards (Standard 4.6.)

2.5.1. Findings

A new Vice Dean for security-biosecurity has recently been appointed. The Faculty has been reviewing all aspects of biosecurity across the Establishment in the past few months. All students are taken through the necessary instruction for the appropriate biosecurity measures required on each rotation and must sign a form to show they have read and understood the information provided.

2.5.2. Comments

This new position is a work in progress, however the Vice Dean is undertaking an extensive review and progress is welcomed.

2.5.3. Suggestions

None.

2.6. Core clinical teaching facilities must be provided in a VTH with 24/7 emergency services at least for companion animals and equines (Standard 4.8.)

2.6.1. Findings

The VTH offers 24-7 emergency cover in small animal and equine.

The equine rotation includes one over night rotation in the equine hospital for in-hospital and emergency cases work as well as one full weekend on duty.

In the small animal rotation, the students spend one week in the Hospital in the evenings to see emergency work as well as one weekend and one full night there. This is part of the core teaching rotations.

2.6.2. Comments

The changes to the rotations requiring students to be in the Hospitals during weekends and at nights along with the changes to the contracts of Hospital staff to now be academic staff means core teaching occurs at these times.

2.6.3. Suggestions

None.

2.7. 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 (Standard 4.14.)

2.7.1. Findings

The Establishment is in the process of employing 3 practitioners onto academic staff who work in general production animal practice, equivalent to 0.63 FTE (Table III in the RSER).

To increase the number of production animals seen and to improve the experience for the students, the students will spend up to a week with these practitioners visiting farms and conducting examinations on animals as well as taking samples and analysing the results in the laboratory in the Faculty. They will accompany the vets on all their calls during the period they are on this rotation.

2.7.2. Comments

None.

2.7.3. Suggestions

None.

2.8. The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical training (Standard 5.1.)

2.8.1. Findings

The number of animals seen and used for teaching purposes have been reported and fall within the EAEVE parameters except for the number of equine PMs which are very low.

FINAL REPORT AS ISSUED BY ECOVE ON 22 NOVEMBER 2018

The new Practicum rotations allow for increased exposure of students to production animals (pigs and cattle), exotic animals including the zoo, animals in a shelter and horses. There is an increase of 1-week small animal extramural practical experience as well.

2.8.2. Comments

The above new rotations along with the extended times spent in the VTH at night, evenings and weekends will allow the present caseload to be used more for teaching. The VTH has also employed a marketing professional to ensure the caseload increases in the future.

Work is being done to find ways to have agreement from owners to allow their animals, and in particular their horses, to have a post mortem, to improve the number seen by students which at present is very low.

2.8.3. Suggestions

None.

2.9. 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 (Standard 5.2.)

2.9.1. Findings

The Faculty has introduced a number of new rotations, see above. They have introduced exotic animal medicine to the VTH and students will spend time in this clinic. They will also spend time in the zoo.

A rotation including dermatology cases as well as exotics and one day on performing a castration/anaesthetic has also been introduced for Semester 10.

2.9.2. Comments

The increased rotations will give access for the students to a wider and more diverse caseload. The production animal extra week will however concentrate on more routine farm visits although the students will be expected to be with the vet on all their calls during the day when on rotation. There will be up to 5 students at any one time on this rotation.

2.9.3. Suggestions

None.

2.10. 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 (Standard 5.3.)

2.10.1. Findings

The new rotations as described above includes 164 extra hours of extramural clinical training. All training will be supplied by academic appointed staff, mainly on part-time contracts. All practitioners used will be under the direct supervision of academic staff based in the Faculty. The two will work closely together to deliver the curriculum and assessment. All adjunct staff will have training in teaching and assessment going forward.

2.10.2. Comments

None.

2.10.3. Suggestions

None.

2.11. *Under all situations students must be active participants in the workup of patients, including physical diagnosis and diagnostic problem oriented decision making (Standard 5.5.)*

2.11.1. Findings

Within the VTH, all the students participate by greeting clients, taking histories and deciding on tests, diagnosis and further treatments.

2.11.2. Comments

Since the previous Visitation, the staff have been made aware that not all students were being given the opportunity to take an active part in each consultation. This has now been addressed and is being delivered always with student involvement.

2.11.3. Suggestions

None.

2.12. *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 (Standard 5.6.)*

2.12.1. Findings

The VTH has an electronic system of recording client information and treatment plans. Students have access to the whole record when in the VTH. At other times, due to legal issues, students are not allowed access to the full patient record as they are not allowed access to the owners' details.

The Faculty is working with the University IT department to integrate the student online presence with the redacted patient information. In the meantime, students are allowed to use the hardcopies of the patient records as needed.

2.12.2. Comments

The issue of client confidentiality is an issue in Spain and needs to be resolved so that students can use the information in the PMS to learn, to write papers and do presentations in an easier way than is possible at present.

2.12.3. Suggestions

None.

2.13. *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 (Standard 9.1.)*

2.13.1. Findings

Academic staff are trained internally by the Establishment about good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures. This training is based on personal or group meetings (workshops), usually conducted by the Vice Deans.

The University also provides training at the Centre for Training and Personal Development which every year organises common courses for all University staff.

2.13.2. Comments

There is no formal requirement for academic staff to have training in teaching and evaluation although the University offers generic courses which can voluntarily be taken by staff.

There is no clinical teaching or assessment training for VTH, farm or extramural teachers.

2.13.3. Suggestions

Training should be made compulsory for all new staff. It would be to the benefit of the teachers as well as the students if this is introduced.

2.14. *Staff who participate in teaching must have received the relevant training and qualifications (Standard 9.3.)*

2.14.1. Findings

See 2.13.1. There are no formal courses that are compulsory for staff. However, the Faculty teachers meet and discuss teaching, new methods, etc. No formal qualifications are requested by the University or Faculty.

2.14.2. Comments

See 2.13.2.

2.14.3. Suggestions

See 2.13.3.

3. ESEVT Indicators

3.1. Findings

The Indicators have been recalculated on the basis of the recommendations of the SOP 2016 (e.g. definition of a patient). Some Indicators show now lower values than in the previous SER but they remain above the minimal values, except for equine necropsies and for rabbit, rodent, bird and exotic animals seen intra-murally.

3.2. Comments

The Establishment is aware about these figures and a strategy is being proposed to correct these low values.

The new exotics rotation within the VTH is there to improve the number of these animals seen by the students intramurally.

3.3. Suggestions

None.

4. Conclusions

The Major Deficiency is being fully corrected during this academic year.

Some Minor Deficiencies have been fully corrected and an on-going process is in place for correcting the others.

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Decision of ECOVE

The Committee concluded that the Major Deficiency had been corrected.

The Veterinary Faculty, University of Murcia (FVETUM) is therefore classified as holding the status of: **ACCREDITATION**.