

**European Association
of Establishments for Veterinary Education**



**Association Européenne
des Etablissements d'Enseignement Vétérinaire**

RE-VISITATION REPORT

To the VETERINARY FACULTY OF THE CEU-UCH OF VALENCIA, SPAIN

On 2-5 October 2017

By the Re-visitation Team:

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Introduction

The Veterinary Faculty of the CEU-UCH of Valencia, Spain was evaluated by ESEVT in November 2016. The previous Visitation team considered that the number of patients and cadavers the students were exposed to during their training were insufficient. In spite of the increasing numbers of students, no operational plan to correct this was in place. Similarly, the compulsory clinical training was insufficient, not allowing the acquisition of Day One Competences for each student.

Biosecurity and Health and Safety protocols and the on-site implementation were inadequate, including students, staff and animals on the CEU farm.

The number of qualified support staff in clinical services was also insufficient.

These findings led to the identification of four Major Deficiencies:

1. Insufficient patients and cadavers caseload, especially in large animals, and absence of a structured operational plan to overcome this, in light of the present and planned increase in student numbers;
2. Insufficient compulsory clinical training to ensure for every student Day One Competences in every discipline and common species;
3. Insufficient implementation of good clinical practices regarding biosafety and healthcare of students, staff and animals in the CEU farm;
4. Insufficient number of qualified support staff in clinical services.

The decision of ECOVE, who met in May 2017 was “Non Approval”.

The Re-visitation Self Evaluation Report (Interim Report) was made available on time to the Re-visitation Team and provided relevant information. The responses to the questions of the team based on the SER ahead the visitation were answered in due time.

The Re-visitation was well prepared and well organised by the Establishment. It was performed in agreement with the ESEVT 2012 (Budapest) SOP.

1. Correction of major deficiencies

1.1. Major Deficiency 1 (‘Insufficient patients and cadavers caseload, especially in large animals, and absence of a structured operational plan to overcome this, in light of the present and planned increase in student numbers’)

1.1.1. Findings

Clinical practice for large animals at the Establishment teaching farm is now supported by new animals recently introduced at the teaching farm and simulators (not yet arrived but on the way). In addition, the agreement with the private farm SAT MORE MORLA, holding over 2000 dairy cows, is now more comprehensive and includes the capacity for all students to attend major surgical procedure and to practice transrectal palpation on cows for post-partum examination. New agreements were signed with private vets specialized in cattle treatment in order to enhance the practical training options for students.

Due to national regulations the Faculty is not allowed to manage a swine sector on its teaching farm. Therefore, new agreements are now available with pig farms, broadening the clinical training opportunities for the students.

Clinical practice in horses is supported by the acquisition of 4 new animals at the teaching farm and 2 simulators (not yet arrived but on the way), one for the reproductive tract, located on the teaching farm and one for the digestive system to be placed at the HCV-CEU. The recent opening of the teaching hospital with a dedicated teaching staff (including two newly hired European diplomats) will enable an increase in referral cases.

Similarly, the Establishment increased the number of lecturers involved in small animal clinical training of the students to reach a total of 49 in 2017/2018, and signed new agreements with animal shelters to increase the caseload. A marketing plan was developed and launched to increase the visibility and the caseload of the teaching hospital (HCV-CEU).

The opening of the HCV CEU for outpatient consultations reinforced the exposure of the students to clinical cases of exotic animals.

There was a steady increase in the number of both small animal and farmed animal necropsies during the last academic year.

Anatomy teaching material is adapted to the number of students not only by increase in specimens available to students, but also by introducing the use of animals previously dissected and the use of videos and models.

1.1.2. Comments

Since the last visitation in 2016 the Establishment has made major progress in improving the number of patients for the support of clinical teaching in different species.

The extension of the contract with SAT MORE MORLA farm in addition to other contracts with private practices through the association of bovine practitioners, provides the opportunity of at least one bovine surgery per student and increased exposure to a large number of medical cases. The increase in numbers of bovine and equine animals on the teaching farm and the acquisition of the simulators will strengthen the Establishment in maintaining the quality of teaching with respect to the future increase of student numbers.

The opening of the equine part of the HCV-CEU along with the recruitment of an equine internal medicine diplomate and also an equine surgery diplomate (appointed in July 2017, but not due to begin work until December 2017) will help the hospital to ensure the increase in equine caseload in both surgery and internal medicine, the HCV-CEU with its qualified staff and modern equipment being unique in the Valencia area. New contracts with two equine shelters (20 horses each) and the potential development of a third contract (planned to be signed) are part of the plan to increase the overall exposure to equine cases.

The necropsy caseload is now compliant with the indicators. It will further be secured due to the development of a system to collect bovine carcasses from the collaborating farms and transport them for necropsy to the Establishment.

1.1.3. Suggestions

The ongoing operational plan aiming to provide enough clinical cases with relation to increase in students' numbers should be carefully monitored and adapted to ensure that quality of teaching is maintained in the future.

1.1.4. Decision

The Major deficiency 1 'Insufficient patients and cadavers caseload, especially in large animals, and absence of a structured operational plan to overcome this, in light of the present and planned increase in student numbers' has been fully corrected.

1.2. Major Deficiency 2 ('Insufficient compulsory clinical training to ensure for every student Day One Competences in every discipline and common species')

1.2.1. Findings

After the increase of teaching hours in compulsory clinical training implemented in the past, the number of hours of clinical training for 2017/18 will be increased by a further 90 hours, distributed in small animals (23 hours), equines (12 hours), and clinical intramural rotations in the final semester of the degree (35 hours). Also, changing non-clinical practical activities into clinical training hours in the third and fourth years of studies added 20 hours to the compulsory clinical training. The total number of clinical hours per student will reach 670.5 hours in the 2017/2018 academic year. The Establishment evaluates day one competencies acquisition in clinical training in all species by enlarging the use of "objectives booklets" that were already used by each student in small animal studies to other species. The booklets are assessed on a daily basis by lecturers. The extramural training is also being recorded by the students in logbooks and clinical sheets and checked on regular basis by the teachers of the subject.

1.2.2. Comments

The team received evidence that the curriculum was changed for the on-going year (beginning on the academic year 2017/2018). Decreasing the number of students per group and reviewing the curriculum, excluded overlap to allow the improvement of the clinical training. This was linked with the increase in the number of teachers (see minor deficiency 4).

The Establishment clarified the definition of "interno alumno" by changing the designation to "voluntary students". Each student is obliged to do the clinical teaching program included in the curriculum. Students can apply for the "voluntary student" positions for more experience either in research, clinical or lab training but on a voluntary basis.

The recent introduction of "objective booklets" for all students in all clinical teaching areas improved the assessment of acquisition of day one competencies.

1.2.3. Suggestions

Further work on the curriculum focused on reducing the overlap will increase the opportunities to reinforce the number of hours available for compulsory clinical teaching. Feed-back from students and stakeholders is very important to certify that the process provides acquisition of Day One Competencies.

1.2.4. Decision

The Major Deficiency 2 ('Insufficient compulsory clinical training to ensure for every student Day One Competences in every discipline and common species') has been fully corrected.

1. 3. Major Deficiency 3 ('Insufficient implementation of good clinical practices regarding biosafety and healthcare of students, staff and animals in the CEU farm')

1. 3.1. Findings

Numerous changes occurred on the CEU teaching farm since the November 2016 visitation. Following the visitation by the EAEVE team, the ethic committee for Animal experimentation and the Biosafety commission of the Establishment were in charge of developing the corrective actions. Each procedure is now submitted for approval to an internal as well as an external committee.

The CEU farm was upgraded to improve the access for the students and also the welfare of the animals. The dog housing area was increased and reorganized to increase animal wellbeing. The area for housing cows was increased, with 8 more cows introduced and the acquisition of two bovine simulators (dystocia simulator and theriogenology model - not yet arrived but on the way). Teaching using post-mortem uteri and legs is now done in the dissection room. An open area for the horses is provided, where the animals can move freely. To avoid excessive practical training on live animals, two equine simulators were also bought (reproductive model and colic simulator - not yet arrived but on the way).

The semen collection area for equine was rebuilt in another location and safety equipment was available to protect the students during the procedure.

The farm is considered as a whole, and therefore the biosafety measures apply to all areas and they are up-to-date. A bidirectional trans-passing filter space was set up for students and staff to enter/exit the farm. Students must use dedicated equipment when inside the farm which is then cleaned and disinfected by a company holding a contract with the Establishment for that purpose.

The biosafety and protection rules to be applied by the students are explained to them in the first semester, when they come to the farm for practical training, as part of the Introduction to Veterinary Medicine course. All students assume the responsibility for that by signature. A disciplinary procedure for those who do not follow the procedure is in place.

1.3.2. Comments

The Establishment dedicated a lot of effort to improving the welfare in small and large animals to support the infrastructure changes they made at the teaching farm. Animal welfare being reviewed by the dedicated committee of the university, allowed the setting up of rules for using animals for teaching purpose and those are in use at the farm. Calendars for animal use have been established for each animal

Regarding biosafety measures, all material from slaughter house is now prohibited at the farm. The biosafety committee is only composed by internal people.

The bidirectional trans-passing filter space together with dedicated equipment, cleaned under the responsibility of the Establishment, is solving the lack of alignment with EAEVE requirements.

1.3.3. Suggestions

The biosafety procedure should be reviewed on a regular basis not only by internal assessors but also by a committee composed of external evaluators, as is the case for animal welfare. Some dedicated procedure and equipment e.g. hand washers should be completed.

1.3.4. Decision

The Major Deficiency 3 ('Insufficient implementation of good clinical practices regarding biosafety and healthcare of students, staff and animals in the CEU farm') has been fully corrected.

1.4. Major Deficiency 4: 'Insufficient number of qualified support staff in clinical services'

1.4.1. Findings

Since the last visit of EAEVE experts, the hiring of more qualified support staff was approved for the academic year 2017/2018. The Establishment now includes 11.68 FTE support staff specialized in animal care and 9.21 FTE support staff for clinical and laboratory practical training.

The process for hiring support staff with due qualification was clearly explained. The University published widely the open positions and was able to hire 7 experienced people (with a specific background in animal care with more than 5 years of professional experience) and 3 with less than 5 years of experience. At the same time, some positions occupied by people supporting lab teaching were changed from part time to full time jobs.

1.4.2. Comments

The Establishment is facing some difficulty to recruit all the qualified support staff they need. A plan is in place to open a dedicated teaching class for support staff for the next academic year, while a continued professional development program will begin this year.

1.4.3. Suggestions

The Establishment should design a strategy to maintain the required balance between the number of sufficiently qualified support staff and the increasing caseload of the HCV-CEU and increasing number of students. This strategy should be implemented and followed up.

1.4.4. Decision

The Major Deficiency 4 'Insufficient number of qualified support staff in clinical services' has been fully corrected.

2. Correction of the Minor Deficiencies

2.1. Minor Deficiency 1: ‘Insufficient autonomy of the Establishment to adapt and develop the structures, organisation and curriculum’

2.1.1. Findings

The Faculty of Veterinary Medicine in Valencia is responsible for providing training for both undergraduate and postgraduate students in the area, as part of the CEU-UCH. The Dean of the Faculty is the one who proposes appointments of new academic positions and the Rector, following the Board of Trustees’ decision, is the one who makes the appointments.

Similarly, the Dean proposes the yearly budget for the Faculty based on its educational needs, as part of the University budget and subject to the approval of the Board of Trustees. The final budget must be approved by the office of the managing director.

In terms of Curriculum, the Faculty makes the decisions and the Dean is responsible for changes that could improve it under the umbrella of Order ECI 333/2008, the provisions of the Spanish Ministry of Education’s Agencia Nacional de Evaluación de la Calidad y Acreditación (ANECA, the National Agency for Quality Assessment and Accreditation), and by the Agència Valenciana d’Avaluació i Prospectiva (AVAP, the Valencian Agency for Assessment and Forecasting), which is part of the Department of Education of the Valencian regional government. Within this framework, the Establishment has the autonomy to design its own curriculum (ie, decision to integrate different subjects in one course, such as Structure and function, including Anatomy, Physiology, Biochemistry, etc).

2.1.2. Comments

Although the Establishment is not autonomous in all respects, it has been substantially supported in the last year by the CEU-UCH, for education provided at the veterinary teaching hospital level, on the farm and for ongoing everyday activities, helping to develop the quality of clinical education provided to the students. The national legislation gives even more autonomy to the faculty, especially for designing its curriculum within the framework of the national accreditation program.

The level of communication between the management of the Establishment and that of the University is very good and allows for forecast of trends. The University is flexible in terms of budget considering that the increase in student numbers and caseload will require more effort, at least for the two next years.

2.1.3. Suggestions

The team highly appreciated the support provided by the University and strongly suggests the CEU-UCH continues its endeavour in endorsing the Establishment based on long term strategic and operational plans.

2.2. Minor Deficiency 2: Insufficient exposure of students to emergency cases

2.2.1. Findings

In the past year, the HCV-CEU became fully operational, providing care around the clock, including emergencies. Two emergency care shifts for small and exotic animals must be taken by each student every six months at the HCV-CEU alongside the on-duty clinical veterinarian. The opening of the new equine clinic provides exposure to equine emergency cases as part of the practical training corresponding to the Intramural Rotations, Equine Clinic I and Equine Clinic II courses. Exposure to farm animal emergencies occurs when students attend the compulsory stage of 14 days and nights, with external clinical staff performing the practical training in these species.

2.2.2. Comments

The HCV-CEU is unique in the Valencia region. The increased numbers of diplomate teachers in equine medicine and surgery as well as the opening of the new hospital is expected to increase the number of referral cases, including emergencies. The contracts the Establishment signed with animal shelters, practicing veterinarians and one of the largest dairy farms in the region will be able to ensure the emergency, both primary and referral, cases for student exposure. Information is actively directed towards SA private clinics in the area to attract additional emergency cases, especially outside of office hours.

2.2.3. Suggestions

The Establishment is encouraged by the team to monitor the implementation of their operational plan to provide emergency cases to the HCV-CEU, bearing in mind the increasing number of students planned for the future.

2.3. Minor Deficiency 3: ‘Insufficient strategy to develop teaching models (real or digital)’

2.3.1. Findings

In order to correct this deficiency, the Establishment acquired 30 licenses for programs for the study of equine and bovine anatomy using virtual models, which will be installed on computers in the library and freely available to students. The digital model library is supposed to be completed with additional cat and dog models. To train students in various clinical procedures, equine and bovine simulators were also purchased and their use has been already planned. The students will use these for rectal palpation before being allowed to work on live animals, their performance being subsequently evaluated. A video lab was set up, where video material for students’ use can be obtained by teaching staff with the help of experts. Furthermore, in pathology, a virtual library of cases subject to necropsy by the students and their histological diagnosis is available for students during practical training. Other innovative programs are under construction, i.e. a you-tube channel managed by the students to report about and share in small videos their bovine cases.

2.3.2. Comments

The Establishment is fully aware of the importance of teaching models and has made progress in improving the variety of training tools, including the use of electronic programs. The colic and the obstetrics model for equine will offer better access to the acquisition of competencies for these types of procedures to complement the use of live animals.

2.3.3. Suggestions

More widespread advertising of the new tools to the students and access to the virtual library via the web page would facilitate efficient training. Teachers should be supported by the management when they first embark on some of the new vertical or horizontal pedagogical programs provided by the University.

2.4. Minor Deficiency 4: ‘Insufficient number of full-time academic teachers to ensure research-based education’

2.4.1. Findings

There has been a constant increase in the number of full time academic teachers since 2014/15, (41 FTE) to 56.8 (+38%) during academic years 2015/16 and 2016/17. The forecasted increase for 2017/18 is a further 30.75 FTE (+54%) to attain 87.55 FTE. This way, each teacher will hold in his/her field of activity the responsibility of training of 1.7 students for End of Degree Project, introducing them to scientific research methods. Thus, the variety of subjects available to students for their research activities will broaden. The teachers’ tasks are divided between 4 areas: teaching (which is covering 25% of their activity), research, management and clinic (which are jointly covering the rest of the 75%). An office has been opened at University level to help researchers apply for European research projects.

2.4.2. Comments

Motivating the students to participate in conferences (i.e., the International students’ conference organised by the Veterinary Faculty) will improve their research activities. Referring to data communicated during the visit, more than 70% of the new teachers employed in the beginning of the on-going academic year are PhD certified. The promotion system for teachers changed since last September to allow a better consideration of different duties. The model of the University is supposed to change to allow a better promotion and support of research groups.

2.4.3. Suggestions

An operational plan to support the future development of PhD programs and the allocation of associated finances will help every teacher better develop their research program.

2.5. Minor Deficiency 5: Absence of compulsory training in modern pedagogical methods for all staff involved with teaching

2.5.1. Findings

The CEU-UCH academic staff must undertake at least one of the freely available training courses on various skills (languages, computers, socio-professional, etc) but also teaching methods, every academic year. “Docentes 3.0” programme serves this purpose, providing courses on learning strategies, skill based assessment, flipped classroom, project and problem based learning and metacognition; the new courses are to be implemented next year throughout all the university.

The number of trainings, compulsory for all staff as well as new lecturers, part-time lecturers and private practitioners involved in teaching, including teaching methods training, will

increase to two per year, and these will also be available for the lecturers without a background in academia.

An e-learning program specially designed for external practitioners involved in teaching will be launched this year.

2.5.2. Comments

The content of the courses on teaching methods (including for the skills needed to teach and assess practical skills, teacher-student relationships within the training periods) should improve the knowledge transfer to students and the overall training process.

The compulsory courses will also ensure that all lecturers dealing with students possess the necessary training in pedagogical methods. The Establishment intends to set up a plan to expand the use of e-learning by introducing its use in courses based until now on traditional methods.

2.5.3. Suggestions

The Establishment needs to develop a follow-up system to monitor the actual participation in the e-learning programs by all lecturers, especially by external practitioners. It is important to improve the e-learning system by introducing new modules.

2.6. Minor Deficiency 6: Insufficient operational plan for the recruitment of recognized clinical specialists and the development of residency programmes

2.6.1. Findings

The number of recognized clinical specialists (diplomates, accredited veterinarians) increased and covers a quite wide range of specialisations: large animal internal medicine and surgery, equine internal medicine and surgery, sports medicine and rehabilitation, pathology, poultry veterinary science, ophthalmology, neurology.

The European College of Veterinary Pathologists (ECVP) recognised the Veterinary Faculty of the CEU-UCH as a “Registered Residency Training Centre”. Additionally, the plan is to convert the internship offered for the academic year 2017/18 in pathological anatomy at the HCV CEU into a residency programme place.

2.6.2. Comments

The operational plan for recruitment of recognised specialists involves the employment of two more diplomates and also the opening of the residency programmes. Analysis is in progress to build a long-term strategic plan to allow the development of residency programmes.

2.6.3. Suggestions

The team encourages the Establishment to continue the ongoing recruitment process and the opening of residency programmes in order to have a better control on the quality of the staff they employ. A long term strategic plan should be implemented to embed the process and enable forecasting of required resources.

As the team focused on the 2016 major deficiencies (2012 Budapest SOP) the ESEVT indicators have not been recalculated.

3. Conclusion

The Major Deficiencies identified during the Visitation in November 2016 (i.e. ‘Insufficient patients and cadavers caseload, especially in large animals, and absence of a structured operational plan to overcome this, in light of the present and planned increase in student numbers; Insufficient compulsory clinical training to ensure for every student Day One Competences in every discipline and common species; Insufficient implementation of good clinical practices regarding biosafety and healthcare of students, staff and animals in the CEU farm; Insufficient number of qualified support staff in clinical services’) have all been addressed and corrected by the Establishment to the satisfaction of the team. The team also considers that the correction of minor deficiencies is progressing well.

Decision of ECOVE

The Committee concluded that the Major Deficiencies, identified in 2016, had been rectified.

The 'Universidad Cardenal Herrera - C.E.U., Facultad de Veterinaria' is therefore classified as holding the status of: **APPROVAL**.