



# SELF EVALUATION REPORT 2021

UNIVERSITY OF EXTREMADURA FACULTY OF VETERINARY SCIENCES  
**EAEVE EVALUATION VISIT**

**EAEVE**  
EVALUATION VISIT 2021  
UNIVERSITY OF EXTREMADURA FACULTY OF VETERINARY







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# INTRODUCTION





## Brief history of the Establishment and of its previous ESEVT Visitations

The Faculty of Veterinary of the University of Extremadura (FVUEx) ([www.unex.es/conoce-la-unex/centros/veterinaria](http://www.unex.es/conoce-la-unex/centros/veterinaria)) was created in 1983 in response to the high demand for the Degree by the society in Extremadura. It is located in the University Campus of Cáceres, which is the capital of one of the two provinces of the Autonomous Community of Extremadura. The facilities are situated 4.5 kms to the east of Cáceres. The buildings, including classrooms, Administration, and the Departments were inaugurated in 1990. Subsequently, the Veterinary Teaching Hospital (VTH, 2002), the Veterinary Teaching Farm (VTF), and the Food Pilot Plants (FPP) (2003) were created. In the FVUEx area, the building containing the University Research Institutes was inaugurated in 2016, where several Researchers' FVUEx participate.

FVUEx has received 2 previous ESEVT visitations. In 1995, the FVUEx was visited for the first time by a team of experts designated by the European Association of Establishments for Veterinary Education (EAEVE). The last visit took place in 2010, and the following 3 category-1 deficiencies were found:

- Lack of isolation facilities for small animals.
- Lack of a 24-hour emergency service for small animals.
- Insufficient training in food-production animals.

The FVUEx took immediate action and invested considerable effort into solving such deficiencies, which have involved certain major changes, such as the reinforcement of the mobile clinic with part-time practitioners, the development of new clinical facilities (for the isolation of infectious and suspicious small animal) and new services (24-hour/7 days emergency clinical).

In April 2012, a re-visit was carried out by Dr. Prof. Maria Da Conceição Peleteiro and Dr. Prof. Luca Rossi to assess the improvements that had been made since 2010. The follow-up report indicated that the Category 1 deficiencies observed in 2010 had been rectified and the FVUEx was included in the EAEVE's "List of Visited and Approved Faculties".

## Main features of the Establishment

- FVUEx is the only VEE in Extremadura where farming is the most important productive sector.
- Well-equipped facilities, including a VTH and Diagnostic Services. The clinical assistance is highly recognized by the public and the veterinary practitioners, who provide a steady and adequate caseload, needed for the hands-on practical and clinical training of the students.
- The qualification of our staff, based on both quality teaching and research, is noteworthy in terms of fundraising from research projects and with a notable activity of services and knowledge transfer to society.
- The presence of highly motivated students with a solid academic background is one of the most significant strengths of our Establishment. A limited number of places are offered annually (95), although the demand remains much higher (in the academic year 21/22 819 applications).
- The good rapport between students, academic and support staff allows for a friendly environment for learning and education.

## Summary of Main Developments since the last ESEVT Visitation

FVUEx has undergone significant changes since EAEVE's last visit, many of them in response to the recommendations made during said visit. They have positively affected the curriculum, organization, management, buildings, and equipment. In the different chapters of the present document, references are made to these, but the most outstanding items are the following:

1. The implementation of a new curriculum for the Veterinary Degree was verified by the Spanish Agency for Quality Assessment and Accreditation (ANECA, in 2009). This accreditation has been renewed 7 years after its implementation (in 2017). This Degree involved profound changes regarding the former one, the most important being the following:
  - A significant increase of clinical training, including a hands-on clinical rotation period in the last semester.
  - The inclusion of rotations in food hygiene and safety, and in animal production.
  - The inclusion of a Veterinary Degree Dissertation (VDD) to be presented by the student at the end of the Degree.



▪ A systematic inclusion of self-directed learning in most Degree subjects

2. The creation of Teaching Guides of the subjects and their reflection in the Moodle virtual platform have allowed better monitoring and recording of the practical activities and competences acquired during the Degree.

3. The Internal Quality Assurance System of the FVUEX (FIQAS) was initially certificated in 2010 and revised and consolidated, according to the ESG standards and recognized by ANECA, with the AUDIT certification at the end of 2020.

4. In the main facilities, the necessary reforms and modifications have been carried out, the most significant changes being the following:

- A computerized tomography system for small animals and equines has been acquired, a service for scintigraphy has been created, an emergency service for companion animals has been implemented and the Integral Management has been implemented with the Computer Program Provetcloud in the VTH.

- The facilities of the Teaching Farm have been extensively renovated.

- Improvements in the audiovisual media and accessibility enhancements have been performed.

5. The Ambulatory Clinic has been reinforced with the recruitment of three Part-Time Lecturers.

6. The Tutored practical training in abattoirs has been reinforced with the recruitment of three Part-Time Lecturers (three Official Veterinarians of the Extremadura Health Service (EHS)).

7. A reduction (5%) of the number of students annually enrolled according to a previous suggestion from the ESEVT Visitation to Caceres.

### **Major problems encountered by the Establishment**

The major problems derived from the cuts in the public sector during the years of the past economic crisis:

- Insufficient public financing of the FVUEX and of the UEx in general.

- The aging academic and support staff due to the legal constraints to the public expenses in salaries.

Moreover, FVUEX's economic and resource management capacity (human and material) is limited, so there are few possibilities to intervene in strategic aspects detected as deficiencies and threats in the SWOT analysis carried out by the Centre.

### **COVID-19 prevention measures during the last two courses**

In the academic years 2019/2020 and 2020/2021 adjustments were made in the implementation of the learning and study process due to the exceptional situation of COVID-19 (Annex 0).

### **Version and date of the ESEVT SOP which is valid for the Visitation**

ESEVT SOP 2019 as amended in December 2020.

# Standard 1: Objectives, Organization and QA Policy





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

**The Establishment must develop and follow its mission statement which must embrace all the ESEVT standards.**

The UEx is a Public Higher Education Institution that develops its functions autonomously and in coordination with other institutions. It assumes the purposes and competences determined by the Spanish Constitution and other applicable legislation. Its activity and autonomy are based on the principle of academic freedom (Rector, research and study). The general objectives of the UEx come from the mission statement of said Establishment defined in Article 2 of the Statutes of the University (BOE, 23<sup>rd</sup> May 2003,

[https://www.unex.es/organizacion/gobierno/sec\\_gral/archivos/ficheros/Normativas/Documentointer\\_nodelosESTATUTOS.pdf](https://www.unex.es/organizacion/gobierno/sec_gral/archivos/ficheros/Normativas/Documentointer_nodelosESTATUTOS.pdf)). Considering that the health of **humans, animals and the ecosystem** are closely linked, the mission of the FVUEX is also working to promote multi-sectoral responses to food safety hazards, zoonosis risks, and other public health threats in the interactions among humans, animals and the ecosystem. It also provides guidance on how to reduce these risks (One Health).

There is a written document, in the FIQAS

(<https://www.unex.es/conoce-la-uex/centros/veterinaria/sgic/politica-y-objetivos-de-calidad>); approved by the ANECA that explains the FVUEX's Quality Objectives.

The general mission of the FVUEX, as a Higher Education Center, is the training of highly qualified graduates for the veterinary profession and to provide continuing education, as well as conducting high-quality research and transfer of knowledge, in all cases with a vocation of care and service to society. All this while assuming the UEx general objectives and maintaining the achievement of the standards marked by the FIQAS as a priority.

The general objectives of FVUEX must guarantee to new graduates, and to the society, the development of their professional activities as veterinarians: medicine and animal surgery, production and animal health, food-processing technology, hygiene and food safety and public health. These activities can be developed in different sectors: public, corporate or private. Another goal of the Establishment is the continuing and consultative support for its graduates providing postgraduate tuition, in the form both of official UEx Master's Degrees and of continuing education courses. New graduates are able to continue their academic training in postgraduate programmes (Spanish and foreign academic institutions). The FVUEX offers support to services outside the University, thus helping society in general, and carries out research, mainly in the fields of animal health and medicine, animal production and food science and technology. The FVUEX also focuses on promoting knowledge and culture sharing through University Extension Courses and Continuing Education Courses. The Establishment either organises such courses itself or provides support to the departments, professional associations or companies responsible for their organisation. The FVUEX is always mindful of social demand in the area of continuing education and ensures that the offered courses are properly monitored and evaluated.

The FVUEX's training programme lasts five years and is based on European Directive 2005/36/EC (amended by Directive 2013/55/EU), the current Spanish legislation (Order ECI/333/2008) and the recommendations of the EAEVE.

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

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

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

Name: Faculty of Veterinary Sciences of Cáceres

University: University of Extremadura (UEx)

Address: Avenida de las Ciencias s/n, 10003, Cáceres, Spain

Telephone number: +34 927257106 E-mail address: [decanove@unex.es](mailto:decanove@unex.es)

Website: [www.unex.es/conoce-la-uex/centros/veterinaria](http://www.unex.es/conoce-la-uex/centros/veterinaria)

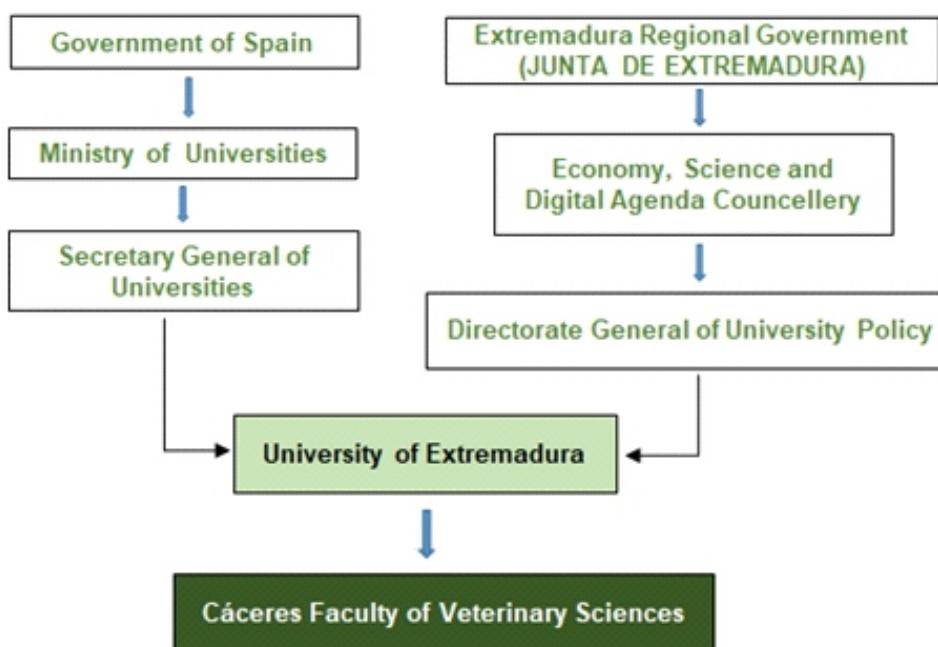
Dean: Professor Juan Enrique Pérez Martín, DVM, PhD

Person responsible for the professional, ethical and academic aspects of the VTH:

Professor Luis Javier Ezquerro Calvo, DVM, PhD.

Official Authority Overseeing the Establishment: Professor Antonio Hidalgo García (Rector of UEx).

The FVUEX is part of the UEx , a public University dependent on the Spanish Ministry of Universities (MIU) and on the Government of the Autonomous Community of Extremadura. The UEx currently includes four campuses (Badajoz, Cáceres, Mérida and Plasencia) with 18 Educational Establishments (<http://www.unex.es>). Economy, Science and Digital Agenda Councillor (Government of Extremadura) is the organism responsible for funding the UEx.



**Figure 1.2.1.** Administrative Organisation: How the Veterinary Faculty fits into the Hierarchical Structure of the Spanish Government, the Government of Extremadura and the University of Extremadura (<http://www.unex.es>)

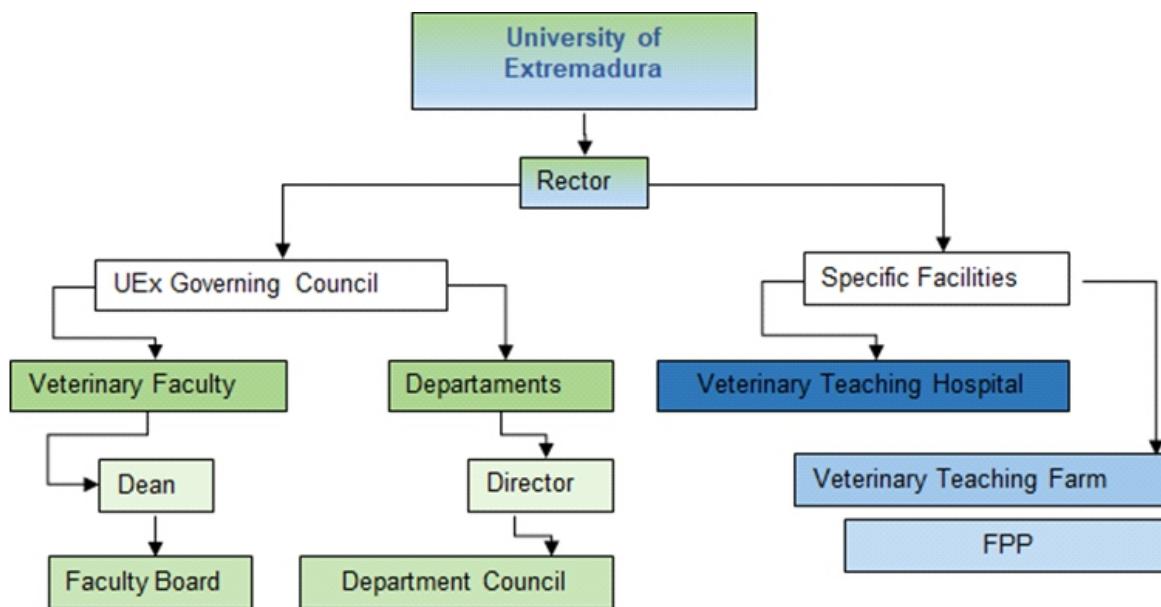
### Organisation of the FVUEX

Current legislation (University Organic Law) divides and defines the organisation of the Universities in Spain into two entities with different specified functions (Figure 1.2.2.).

**A. Faculties and Schools:** Responsible for organising teaching and supervising the correct development of teaching activities.

**B. University Departments:** Mainly responsible for research and undergraduate and postgraduate education.





**Figure 1.2.2.** Organisation of the Faculty of Veterinary Sciences and the Departments

The FVUEX is the sole centre offering a Degree in Veterinary Sciences in the Autonomous Community of Extremadura. As a part of the UEx, it is responsible for organising the teaching and other academic, administrative and management-related procedures leading to the awarding of the Degree in Veterinary Sciences, the Degree in Biochemistry, and the Master's Degree in Meat Science and Technology. The FVUEX organises the curricula and assigns the teaching of the subjects needed to the Departments. It also supervises undergraduate teaching and implements the Quality Assessment Programmes. Along other lines, the Departments may request new academic positions at the University and organise the hiring of new teaching staff.

The FVUEX is governed primarily by the Statutes of the UEx (2003), by the University's Academic Regulations and by the Regulations of the Faculty itself, approved by the Faculty Board and the Governing Council on 9<sup>th</sup> March 2004. All the information in regards to these Regulations is addressed on the University and Faculty websites:

[https://www.unex.es/organizacion/gobierno/sec\\_gral/normativas](https://www.unex.es/organizacion/gobierno/sec_gral/normativas)

<https://www.unex.es/conoce-la-uex/centros/veterinaria/informacion-academica/normativas>

The Statutes of the UEx stipulate the composition, structure, and functions of the Governing Bodies of the Faculty as well as those of the administrative and general services of the UEx itself.

The **Governing Bodies**, as defined by the Statutes of the UEx, are the Dean, the Dean's Executive Team and the Faculty Board.

The **Dean** holds the highest representation of the FVUEX acting as managing director and has among others, the following functions:

- To be President of the Faculty Board.
- To manage financial and administrative affairs of the Centre, identifying the service needs according to the resolutions adopted by the Faculty Board.
- To guarantee the effective compliance of the obligations in the staff of the Faculty and to guarantee the effectiveness of their rights.

The procedure for the election of the Dean complies with the provisions set out in the Statutes of the UEx and in the Election Regulations, which are applicable in the provisions of the Faculty Regulations (<https://www.unex.es/conoce-la-uex/centros/veterinaria/centro/junta-de-centro/reglamentos/Reglamento%20J.F.V..PDF/view>). The **Dean's Executive Team** is comprised of Vice-Deans with delegated functions for specific academic activity areas. There are two Vice-Deans: (1) Students and Mobility and (2) Academic Coordination and Infrastructure as well as the Faculty Secretary, who is responsible for the editing and signing of official reports and certificates, and the Faculty Quality Manager. The FVUEX also has an Administrator who is a Civil Servant and is

responsible for the academic management of all issues related to the Faculty. This administrator works in close, daily contact with the Dean. There is also an Administrative Secretary, who is a Civil Servant. (Table 1.2.1.). The number of Vice-Deans is determined by the UEx Governing Council considering the management requirements, the degree courses offered and the budgetary constraints. Both the Vice-Deans, the Faculty Quality Manager and the Faculty Secretary are chosen by the Dean and put forward to the Rector for appointment from among the members of the Faculty's tenured and non-tenured doctorate-holding teaching staff.

**Table 1.2.1.** The Dean and the Dean's executive Team

|   |                                 |
|---|---------------------------------|
| Dean  | Juan Enrique Pérez Martín       |
| Vice-Dean for Students and Mobility                     | Marcos Pérez López              |
| Vice-Dean for Academic Coordination and Infrastructures | María Concepción Zaragoza Bayle |
| Faculty Secretary                                       | María Isabel Igeño González     |
| Faculty Quality Manager                                 | María Jesús Andrade García      |
| Administrator   | Mario J. Santillana Barragán    |
| Administrative Secretary                                | María Luz Padilla Guzmán        |

The **Faculty Board** is the Managing and Governing body of the Centre. It is composed of representatives from all levels of the Institution. According to the Statutes of the UEx, the full members of the Faculty Board are: all the elected members of the Dean's Executive Team (the Dean; the Vice-Deans and the Secretary), the Administrator, representatives of the Departments, as well as elected members of four other groups: (1) representatives of the permanent Academic Staff, Sector A, (2) representatives of the hired teaching and research staff and research scholars, Sector B; (3) representatives of the undergraduate students, Sector C, and (4) representatives of the support staff, Sector D. Thus, the Faculty Board, as such, has a composition that reflects the total number of each group: Group (1) 51%, Group (2) 16%, Group (3) 23%, and Group (4) (10%).

The Faculty Board meets at least three times every academic year. Elected members hold the seat for a four-year term with the exception of the representatives of the undergraduate students, which are renewed annually.

The main functions of the Faculty Board are:

- a) To prepare, approve and modify the Veterinary Faculty Regulations.
- b) To elect and revoke the Dean.
- c) To prepare proposals for the modification of the curriculum.
- d) To ensure the quality of teaching and participate in the evaluation of the Centre.
- f) To inform the requests realized by the Department about teaching posts.
- g) To debate and approve the general academic politics of the FVUEx.
- h) To approve the annual budget.
- i) To elaborate the reports over the teaching activities and over the economic management of the Centre.
- j) To propose agreements for the accomplishment of scientific-technical or artistic works, as well as for the development of courses of specialization between the VEE and public or private entities.
- k) To inform the Government Board of the UEx about the teaching capacity at the Faculty.
- l) To decide on the recognition of studies.
- m) To name the courts for the Degrees Dissertations.
- n) To propose nominations for *Doctor Honoris Causa*.
- o) To create working commissions.
- p) To elect the representatives of the Centre in other committees.

### Committees Delegated by the Faculty Board

To improve the assessment of different aspects of the Faculty management, the Faculty Board appoints Delegated Committees. Moreover, the Faculty Board may establish *ad hoc* Committees and/or Working Groups to deal with specific matters. The Committees' members are appointed by the Faculty Board. The following committees, the composition and detailed functions can be consulted

at:<https://www.unex.es/conoce-la-uex/centros/veterinaria/centro/junta-de-centro/comisiones-1>,  
<https://www.unex.es/conoce-la-uex/centros/veterinaria/sgic/comision-de-garantia-de-calidad-del-centro>, <https://www.unex.es/conoce-la-uex/centros/veterinaria/sgic/comision-de-calidad-de-las-titulaciones>

–**Faculty Quality Assurance Committee.** This committee participates in the tasks of planning and carrying out the Quality Guarantee System of the FVUEX. It is proposed by the Dean and must be ratified by the Faculty Board. The commission is made up of the Dean, who acts as president, the Responsible of the Quality Guarantee System, who acts as secretary, the coordinators of the Degrees and Master qualities committees, the administrator, one representative of support staff and two student representatives.

–**Degree Quality Committees.** These committees assess teaching quality and supervise, modify and analyse all aspects related to the teaching activity of the Degrees. They comprise five teachers representing the permanent Academic Staff, one representative of Undergraduates students and one representative of the Support Staff. The Dean proposes the Committees Coordinators among the five representatives of the Academic Staff. There are two Degree Quality Committees: **Veterinary Sciences Degree Quality Committee** and **Biochemistry Degree Quality Committee**

–**Master's Degree in Meat Science and Technology Quality Committee.** This committee assesses teaching quality and supervises, modifies and analyses all aspects related to each activity of the postgraduate. It is composed of three teachers representing the permanent Academic Staff, one representative for postgraduate students and one representative for the Support Staff. The Dean proposes the Committee Coordinator among the three representatives of the Academic Staff.

–**Interuniversity Cooperation and Mobility Programs Committee.** This committee manages the Faculty's participation in student and teacher mobility and exchange programs. It is chaired by the Dean and it includes the Vice-Dean of Students and Mobility, one representative of the support staff, and one student representative.

–**Teaching evaluation Committee.** The Statutes of the UEx regulate the composition and function of this committee. It is responsible for carrying out the evaluations of the teaching activity and for proposing to Faculty Board the necessary actions for the improvement of the teaching quality. The Committee is chaired by the Dean and is comprised of five representatives of the academic staff and three student representatives.

–**Studies Final Project Committee.** This committee is chaired by the Faculty Quality Manager and includes the coordinators of the Degrees and Master qualities committees, one representative of support staff, and two student representatives (one for each degree). It is responsible for all matters relating to the Degree Dissertation and Master Thesis.

–**Student Recruitment and Orientation Committee.** This committee's main functions are to disseminate information about Degrees to High School students and about grants available to students. It is responsible for analysing students' needs and requirements and setting action plans for improving. It includes the Vice-Dean for Students and Mobility, the coordinators of the Degrees and Master quality committees, the Student Attention Unit (SAU) Coordinator, one representative of support staff and two student representatives.

–**Extramural Practices Committee.** This committee is responsible of the assignment of tutors to students enrolled in core subject with extramural practices. The Committee is chaired by the Vice-Dean for Students and Mobility and includes the coordinators of the Degrees and Master qualities committees, one representative of support staff and two student representatives.

–**Infrastructure Committee.** This committee deals with all issues relating to infrastructure and equipment, and with any other duties entrusted to it by the Faculty Board. The Committee is chaired by the Vice-Dean for Academic Coordination and Infrastructure, and comprises four representatives of the academic staff, one representative of support staff, and one student representative.

–**Extension and University Cooperation Committee.** This committee is responsible for all matters relating to the scheduling and coordination of cultural and university-extension activities. The Committee is chaired by the Faculty Secretary, and includes four representatives of the academic staff, one representative of support staff, and one student representative.

–**Council of the VTF.** This council analyses teaching and research needs on the VTF and

establishes the evaluation and improvement of offered services. It is made up of the Dean and the Head of the Animal Production and Food Science Department, the Farm Director, two teachers from the area of Animal Production, one teacher from the area of Animal Health, one teacher from the area of Animal Medicine, one member of the support staff linked to the farm, and three student representatives.

–**Internal EAEVE Committee.** This committee is responsible for drafting the self-evaluation report to be presented to EAEVE, coordinating all aspects of the evaluation visit by the team of experts, and addressing any deficiencies. It comprises the Dean, the Dean's Executive Team, the Director of the VTH, the Faculty Quality Manager, the Director of the VTF, the Coordinator of Large Animal Clinic and Animal Production Activities, the Director of the Animal Production and Food Science Department, the Director of Animal Health Department, six representatives of academic staff, one support staff representative, and two student representatives.



## Faculty Departments

The Departments are university bodies with their own autonomy, representing one or more areas of knowledge. Departments oversee the teaching coordination in accordance with the university's teaching programme, as well as of the support for teaching and research activities. All the academic staff belongs to a Department. Ten Departments provide teaching at the FVUEx. There are 5 Departments administratively allocated in the Campus of Cáceres (Animal Medicine; Animal Health; Animal Production and Food Science; Biochemistry, Molecular Biology and Genetics and Physiology), and the other 5 Departments (Anatomy, Cellular Biology and Zoology; Applied Physics; Mathematics; Medicine and Surgical Therapeutic and Organic and Inorganic Chemistry) are administratively allocated in the Badajoz Campus though they are responsible for the teaching of subjects included in the FVUEx syllabus. Each department has its Department Council led by the Head of Department, and includes all full-time teachers, representatives of researchers, temporary teachers and students. Departments are operative units with autonomy to run the budget approved by the GCUEx, to coordinate the teaching activity of its professors and to propose initiatives of the teaching staff to the Faculty Council. More information is included in Annex 1.2.

### **Veterinary Teaching Hospital.**

The VTH (<http://uexhcvc.es/>) is a General University Service founded to support teaching and research at the FVUEX. A non-profit Foundation sponsored its creation in 2005. The VTH is governed by the General Regulations included in its Foundation Letter. The VTH applies its own services fares, with administrative and financial management independent of the Faculty. The VTH government body is the USF Board, as described below.

**-University-Society Foundation Board:** This board approves all the decisions affecting the VTH management, including the annual budget. It is composed of 16 members, who include the Chairman (the President of the UEx's Social Development Council), and the Vice-President (the Rector of the UEx). It meets at least once every six months.

**-Monitoring Committee.** This committee seeks to promote and make possible the fulfilment of the VTH's mission statement. It oversees academic staff management and the research developed in the VTH. It transmits all the relevant needs to the Foundation Board. It is composed of the Rector or the Vice-Rector for Coordination and Institutional Relations, the Dean of the FVUEX and six representatives of the following organisms: Regional Councillary of Health and Dependency, Councillary of Agriculture and Rural development, Caceres Province Council, Badajoz Province Council, Caceres City Council and University-Business Foundation.

**-Management Committee.** This committee consists of the Vice-Rector for Coordination and Institutional Relations, the Executive Manager and the VTH Director, who is elected from among those teachers with clinical activities.

A detailed description of the VTH is provided in STANDARD 4.

### **Veterinary Teaching Farm (VTF).**

This is a service that includes the facilities, equipment and the human and economic resources necessary to support animal teaching and research. This service is available to the teaching and research staff of the FVUEX, as well as to users from other UEx departments, external public centres and private companies. It is managed by an Executive Council (**Council of the VTF**). The Faculty Board at the proposal of the Department of Animal Production and Food Science elects the Director. The Rector of the UEx will appoint the Director of the VTF. The operations of the Farm are governed by a Regulation(<https://www.unex.es/conoce-la-uez/centros/veterinaria/centro/junta-de-centro/reglamentos/ReglGranjaFV.pdf/view>) approved by the Faculty Board. It comprises facilities for housing cows, sheep, goats, birds and rabbits, store building, a mixed feed plant, and Food Pilot Plants facilities.

#### **•Food Pilot Plants (FPP).**

All the activities focus on the practical teaching of the subjects of Food Technology. The Meat Products Pilot Plant includes a cold room, a freezing room and two temperature- and humidity-controlled chambers for meat product curing. There are four rooms with equipment for manufacturing a large diversity of meat products. On the first floor there are two laboratories of Food Science equipped for food basic compositional analysis. The Dairy Pilot Plant is equipped with a controlled temperature and humidity chamber for cheese curing. It has equipment for manufacturing a diversity of dairy products. A detailed description of the VTF and FPP is provided in STANDARD 4.

### **Management of the General Services on an Inter-Faculty Level**

The Centres of the UEx at the Campus of Caceres share some Inter-Faculty General Services: the Inter-Centre Library, the Student Attention Unit, the Animal Facility Laboratory of the UEx depending on the Research Vice-Rector's Office which offers support to teaching and research activities of the FVUEX.

### **Other enterprises collaborating with the FVUEX**

**Caceres Province Council:** the FVUEX maintains collaboration agreements with this government and administration body in Caceres so that students can visit its farm with a Merino Precoz herd, and they also lend animals to the herd of the VTF.

**CENSYRA(Centre for animal selection and reproduction):** collaboration with this centre is carried out by various teaching units and the VTF, to which they lend animals and semen.

**SAFYDE (Sports and Physical Activity Service):** Sports Unit of the UEx

<https://www.unex.es/organizacion/servicios-universitarios/servicios/safyde> is responsible for the management of sports facilities and provides a significant service to members of the university community. It enables them to engage in various sporting activities.

**Minimally Invasive Surgery Centre Jesus Uson:** a leading research centre in surgical techniques with a close relationship with researchers and students of the faculty mainly for the realization of stays.

**San Jorge Animal Shelter which depends on the Caceres City Council:** a collaboration agreement has been established with the City Council to provide clinical coverage for the animal shelter.

**Official Colleges of Veterinarians:** collaboration agreements have been established with those of Cáceres and Badajoz. They provide students with information and counselling on career opportunities and extracurricular training.

**MAPFRE Foundation:** private socio-educational institution that has financed the acquisition of mannequins for teaching practices.

### **1.3 The Establishment must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with a timeframe and indicators for its implementation.**

The approval of the Establishment's own Strategic Plan was performed by the Faculty Board in 2018. It can be fully viewed at <https://www.unex.es/conoce-la-uez/centros/veterinaria/asc-secretaria/asc-calidad/PlanEstrategico.pdf>(Annex 1.3)

It is based on achieving the highest quality standards in teaching, research, and welfare activities, bearing in mind all the stakeholder groups involved in running the operations. The document was revised and updated in 2021, according to a participation model including all the stakeholders in the Establishment.

In brief, the following aspects are addressed by the Strategic Plan:

#### **MISSION**

Assuming the general goals of the UEEx as its own and ensuring that the priority lines of achievement are the standards marked by the Quality Assurance System of the FVUEEx. The mission of the Establishment as a higher education institution is to prepare students to become veterinarians with a high degree of qualification and prestige along with lifelong learning, with an aptitude of caring for and helping society.

#### **VISION**

The FVUEEx aspires to be excellent in teaching and research, contributing to the progress of society. For this, the Establishment intends to offer a quality teaching and develop advanced research, in accordance with the international requirements and provide effective care work.

#### **VALUES**

The values that guide the activities and conduct of the Establishment can be briefly described as follows:

-Commitment to our students and in general to all members of our community and society in general.

-Continuous search for excellence and quality from the innovation and analysis of the needs and requirements of the society.

-Development of teamwork, encouraging the participation of all the involved stakeholders to achieve common objectives.

-Collaborating with regional, national and international partners.

-Integrity, responsibility, ethical conduct and transparency.

-Identification with the institutional values of the UEEx, such as democratic participation, merit,

equality and ability.

-Responsibility to the Faculty, the University, the Regional Government, society, and all the involved stakeholders (employers, professional associations, institutions for outdoor practices, etc.). When drawing up a Strategic Plan, it is compulsory to conduct a **SWOT analysis**, considering all the involved stakeholder groups. The complete SWOT analysis is included in the Strategic Plan and can be summarised as follows:

## STRENGTHS

- Teaching of other educational programmes (Bachelor's Degree in Biochemistry and Master's Degree in Meat Science and Technology) with high demand.
- Renown and prestige of the VEE at local, regional and national levels.
- Large number of available herds/flocks for training due to the geographical situation.
- Highly motivated teaching staff, students and support personnel.
- The VEE is rich in scientific talent evidenced by the high number of research groups, excellent at national and international levels.
- High quality of practices in the VEE and extramural.
- Singular network of supporting facilities: FPP, VTF, VTH.
- Library with numerous references.
- Excellent relations with other educational institutions, professional associations, administrations, livestock enterprises and veterinarians in all fields, with many collaboration agreements.
- Well developed program of national and international exchange for students and teaching staff.
- Quality Assurance System introduced and fully operational.
- Use of information technologies training for students and teaching and service staffs.
- The widespread use of the Moodle platform for lectures has increased the interactions with students.
- Proper participation of the teaching staff in teaching innovation projects, with the subsequent positive impact on the quality of teaching.
- Participation of the teaching staff in congresses, courses, scientific associations, and other events related to veterinarian sciences, with the subsequent positive impact at social level.
- High demand by the students for being Students in Departments participating in the different units of the VEE in clinical, research and diagnostic activities.
- Considerable interest of the local media and non-university institutions in the activities developed in the UEx.

## OPPORTUNITIES

- Improvement of the education programmes to comply with the European Union regulations for veterinary education.
- Improvement of the teaching quality and student training due to the adaptation of the European Higher Education Area (EHEA).
  - Improvement of the quality of training due to the adaptation to the EHEA.
  - Promoting internationalisation by teaching courses in English.
  - An increase in the demand for professional services because of an increase of pet owners.
  - Promoting teachers' training activities.
  - Promoting a new model of budget distribution among the Establishments of the UEx.
  - Increasing the offer of continuing education according to demand.
- Promoting the participation of the VTH, the VTF and the FPP in the improvement of postgraduate and continuing education.
  - Importance of the food and farming industry in Spain.
  - Support the mobility of students, support and academic staff.
  - Strengthen plans for the safety of facilities, staff and students.
  - Improvement of the monitoring of the employability of graduates.
  - Improvement of the visibility of the centre's activities.
  - Increase of immigration and student exchange through different programs.

## WEAKNESSES

- Lack of economic independence as the UEx manages the economic resources.
- Progressive aging of the teaching staff.
- Limited part-time lecturers linked to practical teaching.
- Few European Diplomates at the VTH.
- Limited possibilities of taking care of animals like exotic and small animals, due to the geographical situation and size of the city of Cáceres.
- Deficient regional transport infrastructures, which make difficult the exchange of teachers and students.
- Limited possibilities of intervening in the design of the teaching programme.
- Policy of evaluating the teaching staff considering mainly research aspects.
- Insufficient provision of support staff.
- Insufficient number of vice-deans in the Executive Team.

## THREATS

- Decrease of funding sources.
- Excessive centralization of decision-making in university services (teaching, research and management).
- Aging of academic and support staff.
- The large number of VEEs in Spain.
- Increase in the cost of veterinary education.
- Continuous investment in the facilities due to their deterioration and maintenance.
- The budget limitation of the UEx and the financial distribution criteria of the University.
- The general regression of the farming sector.
- Changing legislation related to animal welfare, antibiotic resistance, environmental impact, etc. forces quick changes in the methodologies and contents.

Finally, the line of action of the Strategic Plan is structured in four pathways: Teaching, Research, Management and Service, and Social Impact. Each of them is divided into Objectives and Strategies to reach them. They are summarized below.

| STRATEGIC PATHWAY 1: TEACHING   |   |           |
|---|---|-----------|
| ACTIONS   | RESPONSIBLE BODY                          | TIMEFRAME |
| <b>Objective 1.1. Revision of the educational offer in the adaptation of the programs to the EHEA</b>             |   |           |
| <b>Strategy 1.1.1. Revision of the educational offer</b>  |   |           |
| Support the Quality Assurance Units   | FVUEx Board                               | 2018-2021 |
| <b>Strategy 1.1.2. Drive the improvement of learning processes</b>  |   |           |
| Analysis of the teaching results and transfer to the teaching staff   | VQC                                       | 2018-2021 |
| <b>Strategy 1.1.3. Promote the horizontal and vertical coordination of subject contents</b>                       |   |           |
| Review of the curriculum and drive coordination of the subject contents   | VQC                                       | 2018-2021 |
| <b>Strategy 1.1.4. Development of practical teaching</b>  |   |           |
| Establish measures for the correct development of teaching in the Tutorial Practical Training.                    | Executive Team/VQC                        | 2018-2021 |
| Promote a greater number of internships at the VTF  | Executive Team/ VQC / Director of the VTF | 2018-2021 |
| Establish measures to improve the quality of external internships by increasing the number of existing agreements | Executive Team/ VQC                       | 2018-2021 |
| Review of the development of the VDD and MT   | Executive Team/ VQC                       | 2018-2021 |

**Strategy 1.1.5. Promote Postgraduate Training**

|   |                |           |
|---|----------------|-----------|
| Close collaboration with those responsible for the Official Master's Degrees offered at the VEE | Executive Team | 2018-2021 |
| Create new Master's Degrees.  | Executive Team | 2018-2021 |

**Strategy 1.1.6. Promotion of the internationalization of educational programs**

|  |                |           |
|--|----------------|-----------|
| Fostering mobility initiatives and teaching in English | Executive Team | 2018-2021 |
|--|----------------|-----------|

**Objective 1.2. Improving the human and material resources****Strategy 1.2.1. Improving the teaching staff**

|  |                |           |
|--|----------------|-----------|
| Increasing the body of part-time teaching staff linked to practical teaching               | Executive Team | 2018-2021 |
| Fostering recognition of the work done by teaching staff in healthcare tasks (VTH and VTF) | Executive Team | 2018-2021 |

**Strategy 1.2.2. Improving the material resources**

|  |                |           |
|--|----------------|-----------|
| Improving the infrastructure of teaching venues  | Executive Team | 2018-2021 |
| Improving the material resources of teaching venues  | Executive Team | 2018-2021 |
| Ongoing removal of architectural barriers and improvement of occupational risk prevention measures | Executive Team | 2018-2021 |

**Objective 1.3. Preparing the national accreditation of degrees****Strategy 1.3.1. Preparing the national accreditation of degrees**

|                              |  |           |
|------------------------------|--|-----------|
| Preparation of the paperwork | VQC/EQAU Quality Assurance Committee /Executive Team | 2018-2021 |
| Approval of the SER          | FVUEx board  | 2018-2021 |

**Objective 1.4. Preparing the European accreditation of the Degree in Veterinary Sciences****Strategy 1.4.1. Preparing the paperwork**

|   |   |      |
|---|---|------|
| Create a specific committee (C_EAEVE)   | FVUEx board   | 2018 |
| Preparing the SER   | VQC/EQAU Quality Assurance Committee / C_EAEVE/ FVUEx board | 2021 |
| Approval of the SER and sending to the Evaluating Team  | FVUEx board   | 2021 |
| Establishment of a common presentation model to be used for all the units during the Visitation | FVUEx board   | 2021 |

**Strategy 1.4.2. Institutional support for visits**

|   |                |      |
|---|----------------|------|
| Pursuing the support of the Executive Team of the UEx | Executive Team | 2021 |
|---|----------------|------|

**STRATEGIC PATHWAY 2: RESEARCH****Objective 2.1. Promoting research activities****Strategy 2.1.1. Facilitating information about the research activities developed in the Establishment**

|   |                |           |
|---|----------------|-----------|
| Incentivising students throughout the “student in department”, VDD and MT | Executive Team | 2018-2021 |
|---|----------------|-----------|

**Objective 2.2. Improving the infrastructure for research**
**Strategy 2.2.1. Drive creation of infrastructure for research**

|  |                             |           |
|--|-----------------------------|-----------|
| Supporting research developed in the VEE | Executive Team/ FVUEx board | 2018-2021 |
|--|-----------------------------|-----------|

**STRATEGIC PATHWAY 3: MANAGEMENT AND SERVICES**
**Objective 3.1. Ensuring the improvement of the infrastructure and sufficient funding**
**Strategy 3.1.1. Increase of the budget of the Establishment**

|  |                |           |
|--|----------------|-----------|
| Request the UEEx to increase the financial contributions according to the VEE's activities | Executive Team | 2018-2021 |
| Request the revision of the economic distribution system among Establishments of the UEEx  | Executive Team | 2018-2021 |

**Objective 3.2. Promote the improvement in the management and services of the Establishment**
**Strategy 3.2.1. Increasing commitment to the quality of management**

|   |                |           |
|---|----------------|-----------|
| Reinforce the Internal Quality Assurance System (IQAS)    | Executive Team | 2018-2021 |
| Conduct surveys about the satisfaction with the services  | Executive Team | 2018-2021 |
| Achievement of national Certification of the IQAS (AUDIT) | Executive Team | 2018-2021 |

**STRATEGIC PATHWAY 4: SOCIAL IMPACT**
**Objective 4.1. Facilitating information about the activities developed by professionals trained at the FVUEx**
**Strategy 4.1.1. Promoting activities in the Establishment**

|  |                |           |
|--|----------------|-----------|
| Promote the holding of sessions to increase the visibility of the VEE, mainly at High School level | Executive Team | 2018-2021 |
| Media promotions of the activities developed at the VEE through the UEEx Communications Office     | Executive Team | 2018-2021 |
| Promote the presence of the VEE in events, student conferences, etc.                               | Executive Team | 2018-2021 |
| Improvement of the VEE Website as a tool for communicating with society                            | Executive Team | 2018-2021 |

**1.4 The Establishment must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also explicitly commit itself to the development of a culture which recognises the importance of quality, and quality assurance, within its Establishment. To achieve this, the Establishment must develop and implement a strategy for the continuous enhancement of quality. The development and implementation of the Establishment's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.**

FVUEx has a fully implemented Internal Quality Assurance System (FIQAS), which is available at <https://www.unex.es/conoce-la-uez/centros/veterinaria/sgic/politica-y-objetivos-de-calidad>. The aim of the FIQAS is to comply with the statutory requirement and the quality criteria and guidelines established in national and international standards and apply to the given context in accordance with the established objectives and the profile of the University. The written assessment procedures for QA are shown in Appendix 4.

FIQAS was recognized by ANECA with the AUDIT certification at the end of 2020

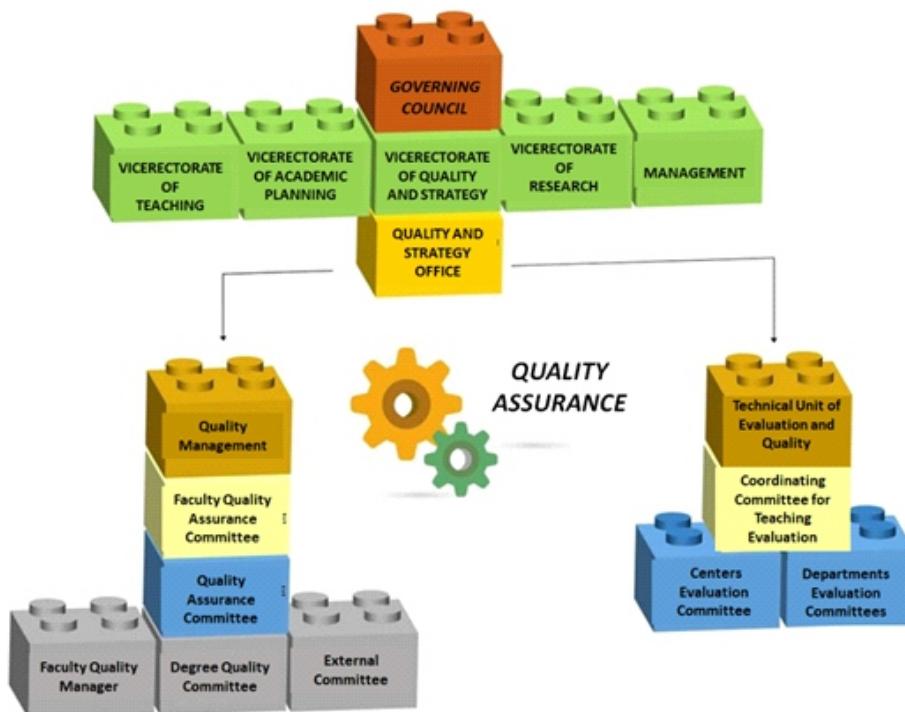
(<https://www.unex.es/conoce-la-uex/centros/veterinaria/sgic/certificacion-aneca/2020-12-16%20-%20Certificado%20AUDIT.pdf>). The AUDIT model of evaluation is in line with the Standards and Guidelines for Quality Assurance in the EHEA. The first certification of the AUDIT procedure was received in 2010. This situation ensures that FVUEX complies with the ESG standards, given that it is based on the criteria of ANECA, which is accredited by the European Association for Quality Assurance in Higher Education (<https://www.enqa.eu/membership-database/aneca-national-agency-for-quality-assessment-and-accreditation-of-spain/>),

a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE, <https://www.inqaahe.org/agencia-nacional-para-la-evaluaci%C3%B3n-de-la-calidad-y-acreditaci%C3%B3n>) and registered with the European Quality Assurance Register for Higher Education (EQAR, <https://www.eqar.eu/register/agencies/agency/?id=12>).

The scope of the FIQAS includes all the official degrees taught at the VEE and to all stakeholders.

The FIQAS is based on a hierarchical system of decision-making to ensure transparent outcome assessment, the application of quality enhancement mechanisms and that the QA is completed. This system is integrated in the Internal Quality Assurance System of the UEx (UIQAS; Figure 1.4.1.) and is constituted by the following statements:

- Executive Team
- Manager of the FIQAS
- Quality Assurance Unit for each Degree/Master of the Establishment (QAUs)
- Quality Assurance Unit for the Establishment (EQU)



**Figure 1.4.1.** Structure of the Internal Quality Assurance System of the UEx  
(<https://www.unex.es/organizacion/servicios-universitarios/oficinas/calidad/calidad/estructura-de-calidad/estructura-aseguramiento-calidad-uex>)

The Executive Team is chaired by the Dean, who designs the proposal of the Quality Policy (QP) and Objectives for the activities within the scope of the FIQAS, which are discussed and approved by the FVUEX Board. The same procedure is followed for the revision of the FIQAS.

All the information regarding the FIQAS is transmitted to all the stakeholders in the VEE, who are invited to submit proposals for improving the quality procedures and outcomes. The FIQAS' planning and monitoring are performed by the EQU, which also act as a vehicle for internal communication within the system. Thus, the EQU is responsible for collecting evidence about the way studies, admission systems, planning of teaching work, mobility, students mentoring, students' outdoor

practices, etc. The EQAU also gather information about the outcomes and performance indicators of the Degrees and Masters and receives suggestions and satisfaction indications from all internal and external stakeholders. By using this information, the members of the EQAU and the QAUs elaborate an annual self-evaluation report, in which improvement proposals are developed to be put forward.

The EQAU is coordinated by the manager of the FIQAS, who is the interlocutor between the FVUEX and the Vice-rectorate for Quality and Strategy of the UEx, as well as the representative of the Establishment in the Quality Assurance Units for the UEx.

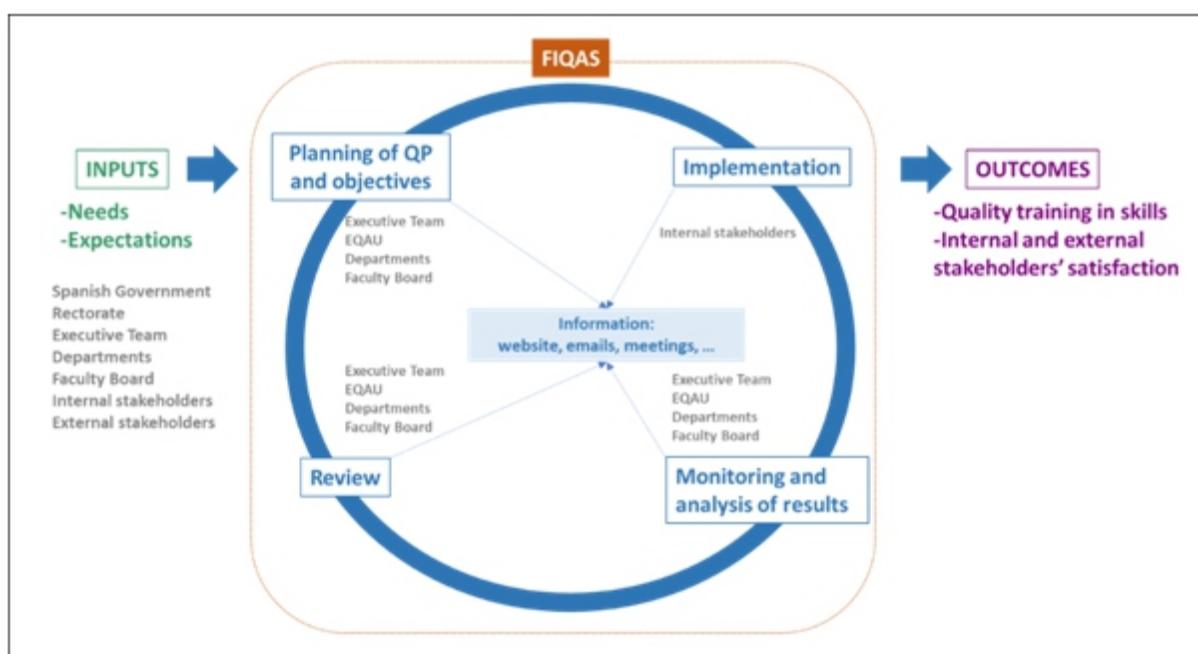
The FVUEX's website is the top-level structural framework used for describing all the relevant quality assurance information. The evaluation procedures and tools are thus published on the Establishment website (<https://www.unex.es/conoce-la-uex/centros/veterinaria/sgic>). After the revision of the annual self-evaluation report and its approval by the FVUEX Board, it is published on the FVUEX's website. Improvement plans, drawn up after the internal evaluation and the recommendations made by ANECA within the AUDIT procedure are also available

(<https://www.unex.es/conoce-la-uex/centros/veterinaria/sgic/certificacion-aneca>). In such way, it is ensured that all the internal (the teaching and research staff, the administrative and service personnel, and the Student Council) and external stakeholders (public authorities, companies, other veterinary faculties, professional associations, quality assurance agencies) are informed about the implementation and development of the Degrees taught in FVUEX including the Degree in Veterinary Sciences and the developed improvements.

The students enthusiastically participate in the formative process by participating in the FVUEX Board, the QAUs, the Department Councils, and other commissions for specific goals. Their activity in the QAUs is especially important. Here, the evaluation systems and criteria are evaluated and seen if they allow the acquisition of the appropriate skills and competences as well as that the means used and the teaching staff, the UEx support personnel, relations with companies for establishing internships and exchange programmes enable the established goals.

Regarding the accreditation of teaching staff, ANECA is responsible. The UEx services (the University Library), also have a quality policy, which may be viewed on their respective websites (<https://biblioteca.unex.es/informacion-general/calidad.html>).

The self-evaluation report elaborated each year allows for the evaluation of the level of achievement of the aims, proposes improvements where needed and suggests new goals, based on the suggestions of the stakeholders and the evaluation agencies. Each proposal is put forward setting out objectives, follow-up indicators, the service responsible for monitoring and the procedure for carrying it out. Thus, this involves a cyclical improvement process (Figure 1.4.2.)



**Figure 1.4.2.** Chart showing the PDCA cycle for the continuous improvement of the FIQAS

**1.5 The Establishment must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme, views and employment destinations of past students as well as the profile of the current student population.**

**The Establishment's website must mention the ESEVT Establishment's status and its last Self Evaluation Report and Visitation Report must be easily available for the public.**

FVUEX enjoys excellent relations with external stakeholders and with society at large. Interaction with external stakeholders and members of the public is fostered and channelled through the VEE Interuniversity Cooperation and Mobility Programs Committee and through the Executive Team and frequently takes the form of collaboration agreements: there are currently 647 such agreements with institutions, companies, associations and groups.

There is a specific section on the VEE website displaying information related to EAEVE: regarding its ESEVT status, regarding the previous and current Self-Evaluation Report and the visitation report as well as other information related to EAEVE

(<https://www.unex.es/conoce-la-uex/centros/veterinaria/asc-secretaria/asc-eaeve/eave-european-association-of-establishments-for-veterinary-education>).

The UEx's Social Development Council is the organ of participation of the society in the government and administration of the University. Its basic competence is the evaluation of the functioning of the University from the perspective of the society and it is the organ that serves to propose its goals and indicate limitations and deficiencies. Likewise, the Social Council is the voice of the University that speaks to society and details its needs and the way of remedying them. As for the FVUEX, in order to gain feed-back from the Veterinary profession, the Governing Bodies of the Faculty have regular meetings with representatives of Veterinarian Practitioners to incorporate the interests and needs of these professionals into the teaching and research programmes being offered at the FVUEX. Moreover, many of the Faculty's teaching staff are also members of the Official Colleges of Veterinarians in Caceres and Badajoz, providing they constitute as a link between both Institutions, in order to guarantee fluent collaboration and communication.

Communication with stakeholders and the wider society is carried out, first, on a private basis with the people involved, through periodic contact, whether in-person or virtually. There is open and public communication through the internet and social media. The most notable of these is the VEE website (<https://www.unex.es/conoce-la-uex/centros/veterinaria>), where ample information is openly and permanently available regarding FVUEX's goals, structure, teaching plan, activities and day-to-day events. Much of this information is also published on social media, via UEx's accounts on Facebook (<https://www.facebook.com/universidadextremadura/?v=wall&ref=share>), Twitter (<https://twitter.com/infouex>, <https://twitter.com/CVUEX> or <https://twitter.com/UExDivulga>), YouTube (<https://consent.youtube.com/m?continue=https%3A%2F%2Fwww.youtube.com%2Fuser%2Fcomunicacionuex&gl=ES&m=0&pc=yt&uxe=23983172&hl=es-US&src=1>) and others (<https://www.ondacampus.es/>).

**1.6 The Establishment must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The Establishment must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Any action planned or taken as a result of this data analysis must be communicated to all those concerned.**

The FAVUEX quality control strategy is determined by the EQAU, within the framework of the FIQAS and considering the FAVUEX Strategic Plan. The first version of the Strategic Plan was elaborated, deeply discussed, and approved in 2018. This plan is reviewed yearly based on the self-evaluation report (as stated in section 1.4.). Throughout 2021, the Executive Team has been working in the preparation of the second version of such document with the effort of the internal and external stakeholders and considering the results of the self-evaluation reports.

The Rectorate oversees the QA and quality development. Additionally, FAVUEX has its own EQAU as previously mentioned in section 1.4. The implementation, assessment, and revision of it are supported

by several internal stakeholders: administration (e.g., Quality Technician, Secretary staff, Dean Secretary), relevant commissions (e.g. EQAU, QAU, EPC) and appointed officers (e.g. the Prevention Service, SIR, the Inspection Service, Information Technology and Communications Service). Quality assurance policy and recent developments are communicated via email, internal protocols, and in meetings. External stakeholders can obtain all the information linked to the FIQAS and UIQAS in the respective websites.

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

The last ESEVT Visitation took place in April 2010. The deficiencies then found have been amended through major organizational and infrastructural changes. Most of the organizational modifications have been performed according to the implementation of a new curriculum for the Degree in Veterinary Sciences, which was applied following Royal Decree 1393/2007, dated 29<sup>th</sup> October (Spanish State Gazette, 30 October 2007), where the new regulations governing Official Qualifications in Spanish Higher Education are set out, and Order ECI/333/2008 (13<sup>rd</sup> February; Spanish State Gazette, 15 February 2008), setting out the general requirements for obtaining official university qualifications giving the right to practice the profession of veterinarian. The current curriculum is therefore an adaptation of this regulatory framework and has been gradually introduced since 2010/2011, replacing the previous degree. Since the main objective of said curriculum is to assure the acquisition of the so-called “Day One Skills” by the students, several measures, such as the work of the students with animals from their first year, the increase of the number of practical hours and the development of the Portfolio (Annex 1.7.), have been taken. Additionally, the new Degree has improved the coordination of subjects, including the practical ones, and it includes a new subject, VDD, which guarantees that the students participate in the numerous research activities developed in the FVUEx.

Apart from this, in the last decade the FIQAS designed and appropriately implemented a quality assurance programme. This system has allowed the verification as well as the periodically monitoring and the accreditation of the new curriculum by ANECA ([https://www.unex.es/conoce-la-ueex/centros/veterinaria/titulaciones/info/datos\\_interes?id=1006](https://www.unex.es/conoce-la-ueex/centros/veterinaria/titulaciones/info/datos_interes?id=1006)). More recently, the accreditation of the Establishment has been received after ANECA's evaluation (<https://www.unex.es/conoce-la-ueex/centros/veterinaria/sgic/certificacion-aneca/2020-12-16%20-%20Certificado%20AUDIT.pdf>).

Regarding the infrastructural changes performed after the last ESEVT Visitation, several repairs have been undertaken in the FPP, the VTH and the necropsy room to meet the health and safety requirements. All rooms in the VTH have also been equipped with computers connected to the central patient registration system.

Additionally, some organizational changes have been made to amend some of the previously detected weaknesses. Thus, the animal species in the VTF for practical work of the students have increased enormously (feeding place for bovine, poultry/pullet (young layers) facilities and sheep and goat herds) and the development of a line for pig production is foreseen. The latter has not been developed yet, since the authorization from the local government, which is compulsory, is still in progress. Regarding the VTH, the emergency service is fully working with the presence of students during the whole week. In addition, new activities related to audit and risk analysis have been included in the practical sessions of the subject Food Hygiene and Safety.

In accordance with the shortcomings detected in the previous ESEVT Visitation related to the teaching staff, 6 new part-time lecturers are in charge, 3 for providing active clinical teaching at the Large Animal Clinic service, and 3 for practical teaching at slaughterhouses dependent on the regional government. Currently, there are 3 teachers at the VTH with a European Diploma and 3 residents at the Residency Program for the European Diploma.

Since the last ESEVT Visitation, the number of students admitted per year has been reduced from 100 to 95 after continually requesting this from the UEEx Government.

Finally, it is necessary to highlight that the Deans from all the VEE in Spain and the Spanish Government are working to increase the length of the Degree from 300 to 360 ECTS. This change would allow to offer a higher variety of subjects including electives.

## Comments on Standard 1

The FVUEx has an important social responsibility since it continues to be the only veterinary faculty in the Extremadura region, which is mainly dedicated to livestock production. Furthermore, the VEE forms part of a medium-sized university and is integrated into a university campus with general shared services, both responsible for some of its features.

The FVUEx has undertaken significant renewal throughout the last decade affecting both regulatory and organizational aspects. Regarding the first, the implementation of the new Degree, replacing the previous one, has been carried out, with the subsequent key changes in the curriculum. Consequently, training has been modified, adjusting to the framework of the Bologna Plan, paying special attention to the skills-based student learning.

The FVUEx has also developed several individual quality assurance instruments (Strategic Plan and the FIQAS) as previously mentioned. These well-established mechanisms have allowed the renewal of the institutional accreditation for the Degree in Veterinary Sciences in 2017 as well as the AUDIT in 2020 both received from ANECA.

## Suggestions for improvement on Standard 1

- Teaching staff providing active clinical teaching at the VTH should have this service recognised and honoured.
- Promote the teaching of a greater number of courses in English.
- Promote the increase of the number of credits of the Degree, especially those with more practical work and elective subjects.
- Continue to demand an increase of the annual budget from the UEx Government in accordance with the peculiarities of a Faculty of Veterinary Sciences.
- Continue to request the local government the corresponding permission to develop the porcine production in the VTF.





# Standard 2: Finances





**2.1 Finances must be demonstrably adequate to sustain the requirements for the Establishment to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).**

Finances of Spanish public universities are ruled by Organic Laws 6/2001 and 4/2007, which state that public universities have economic and financial autonomy under the established terms. They also stipulate that universities must have sufficient resources for a basic quality operation. Since the competences in education were transferred to the Regional Governments, they provide the universities with the financial resources to support their superior educative level and promote their full participation in the EHEA. Finally, each university is granted autonomy to develop, approve and manage its budget and administrate its resources (article 3, section C of the statute of the Uex, [https://www.unex.es/organizacion/gobierno/sec\\_gral/archivos/ficheros/Normativas/DocumentointernodelosESTATUTOS.pdf](https://www.unex.es/organizacion/gobierno/sec_gral/archivos/ficheros/Normativas/DocumentointernodelosESTATUTOS.pdf)). The UEx's budget is sanctioned both by the UEx Board and the Social Council of the UEx, being public ([https://www.unex.es/organizacion/gobierno/gerencia/documentos/presupuestos/PRESUPUESTOS\\_2021versionwebPROTEGIDO.pdf](https://www.unex.es/organizacion/gobierno/gerencia/documentos/presupuestos/PRESUPUESTOS_2021versionwebPROTEGIDO.pdf)) and annual (from 1<sup>st</sup> January to 31<sup>st</sup> December). The main sources of income for the UEx during 2021 are shown in Table 2.1.1.

**Table 2.1.1.** Sources of income for the UEx (2021)

| CONCEPTS   | AMOUNT (€)     | %     |
|--|----------------|-------|
| Taxes, public fees and other income                                | 26,454,800.00  | 15.5  |
| Ordinary transfers<br>(Regional Government, private entities, ...) | 105,743,645.00 | 61.5  |
| Capital transfers  | 28,462,042.00  | 16.0  |
| Financial liabilities  | 11,490,901.21  | 7.0   |
| UEX's INCOME (approximately)                                       | 172,151,388.21 | 100.0 |

As shown in Table 2.1.1, apart from the funds the UEx receives from the Regional Government, other sources of income include the tuition fees of students, which are managed by Central Services of the UEx but not by the VEE. Students' fees only contribute to 15.5 % of the total income. The cost of each credit is annually fixed by the Regional Government (Decree 47/2020 July 29<sup>th</sup>, DOE number 150, 2020) and depends on the experimental component and the number of times a student has previously enrolled in a course (Table 2.1.2.). The Degree in Veterinary Sciences has the maximum experimental rating (level 1).

**Table 2.1.2.** Student public fees in Euros per ECTS and number of enrolments

| ENROLMENT | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> | 5 <sup>th</sup> | 6 <sup>th</sup> |
|-----------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| (€/ECTS)  | 18.51           | 37.02           | 80.21           | 111.06          |                 |                 |

Regarding expenses, staff salaries is the area with the highest numbers. Table 2.1.3 shows the expenditures in FVUEx's and VTH's personnel depending on their activity. During the last 3 academic years there has been an increase of one million Euros in such expenses.

**Table 2.1.3.** Annual expenditures in personnel during the last 3 academic years (in Euros)

| AREA OF EXPENDITURE      | YEAR                |                     |                     |                     |
|--------------------------|---------------------|---------------------|---------------------|---------------------|
|                          | 2020 (€)            | 2019 (€)            | 2018 (€)            | Mean (€)            |
| <b>1. Academic Staff</b> | <b>5,495,516.30</b> | <b>5,398,093.92</b> | <b>5,117,889.05</b> | <b>5,505,675.27</b> |
| 1.1. FVUEx               | 5,031,019.15        | 4,984,514.70        | 4,706,557.88        | 4,907,363.91        |
| 1.2. VTH                 | 464,497.15          | 413,579.22          | 411,331.17          | 429,802.51          |
| <b>2. Support Staff</b>  | <b>2,540,179.41</b> | <b>2,090,715.93</b> | <b>2,306,515.53</b> | <b>2,143,961.45</b> |
| 2.1. FVUEx               | 2,304,012.52        | 1,933,299.74        | 2,194,572.08        | 2,143,961.45        |
| 2.2. VTH                 | 236,166.89          | 157,416.19          | 111,943.45          | 168,508.84          |
| <b>3. Researchers</b>    | <b>970,700.96</b>   | <b>817,525.75</b>   | <b>581,555.25</b>   | <b>789,927.32</b>   |
| Staff expenses           | 9,006,396.67        | 8,306,335.60        | 8,005,959.85        | 8,439,564.04        |

Financial resources for teaching consumables and small laboratory equipment are directly managed by the UEx's Departments involved in the Degree in Veterinary Sciences and are assigned based on the number of courses, taught credits, enrolments, students per group, etc (Table 2.1.4). It is important to highlight the negative impact that the health alert declared due to COVID-19 has had on the Departments' budget, since it was reduced by the UEx by about 15 % for implementing the appropriate procedures to keep people safe.

**Table 2.1.4.** Annual budget allocation for teaching material during the last 3 academic years

| DEPARTMENTS/YEAR                             | 2020 (€)         | 2019 (€)         | 2018 (€)         | MEAN (€)         |
|--|------------------|------------------|------------------|------------------|
| Physiology                                   | 13,892.00        | 16,147.00        | 16,045.00        | 15,361.00        |
| Mathematics                                  | 698.61           | 856.45           | 715.66           | 756.91           |
| Organic and Inorganic Chemistry              | 3,200.27         | 3,772.04         | 3,746.24         | 3,572.97         |
| Medico-Surgical Therapeutics                 | 2,322.71         | 2,139.41         | 1,748.92         | 2,070.35         |
| Biochemistry, Molecular Biology and Genetics | 4,163.00         | 4,784.70         | 4,792.43         | 4,580.04         |
| Anatomy, Cellular Biology and Zoology        | 1,155.64         | 1,342.85         | 1,350.97         | 1,283.15         |
| Applied Physics                              | 1,958.98         | 1,866.19         | 1,865.75         | 1,896.97         |
| Animal Health                                | 12,389.00        | 12,311.48        | 12,355.74        | 12,352.07        |
| Animal Production and Food Science           | 23,939.40        | 27,942.41        | 27,942.41        | 26,608.07        |
| Animal Medicine                              | 16,249.45        | 18,580.44        | 18,580.44        | 17,803.44        |
| <b>TOTAL</b>                                 | <b>79,969.06</b> | <b>89,743.33</b> | <b>89,143.56</b> | <b>86,285.31</b> |

The expenses of the library are covered by the Central Services of the UEx.

Maintenance and supply expenses have substantially increased over the last three years (Table 2.1.5), thus allowing the improvement of several facilities of the VEE (Tables 2.1.6, 2.1.7, 2.1.8 and 2.1.9). Given that the facilities are more than 30 years old, it has been necessary to adapt them to the current social reality and legislation: a relevant effort has been made in improvements affecting the accessibility in buildings, classrooms and laboratories as well as in occupational health and safety management. It is necessary to highlight the major improvements in several laboratories and the installation of audio and videoconference systems and new electrification in the classrooms. All the acquired devices are crucial for the adequate development of teaching activities during the COVID-19 pandemic as they help confined students follow the classes. Additionally, multiple improvements and refurbishment works have been undertaken at the VTH (Table 2.1.7). This building has needed improvements in terms of biosafety and occupational health and safety management. An enormous economic effort was made by the Rector's Office in 2020 due to the significant investment which has allowed for the improvement of the necropsy room, the access to the surgical area and to refurbish the hospitalization facilities for infectious equids.

The improvement and start-up of the VTF has been a priority challenge in recent years (Table 2.1.8). Biosecurity improvements associated to controlled accesses and changing rooms stand out, as well as the enhancement of the perimeter fencing. In 2020, a controlled intensive rearing room for poultry was installed.

Insulation and refrigeration necessary for safe food handling and changing rooms prior to access to the facility have been also installed in the FFP (Table 2.1.9).

This income increase has been possible thanks to 70,000 € assigned to the FVUEX from the Governing Board of UEx.

**Table 2.1.5.** Annual expenditures in maintenance and supplies during the last 3 academic years

| CONCEPT / YEAR                                    | 2020 (€)          | 2019 (€)          | 2018(€)           | MEAN (€)          |
|---|-------------------|-------------------|-------------------|-------------------|
| 1.- Maintenance in buildings and other facilities | 274,660.06        | 189,683.48        | 140,938.68        | 201,760.74        |
| 2.- Electricity, gas, water and telephone         | 229,083.93        | 193,750.39        | 200,402.48        | 207,745.60        |
| <b>TOTAL</b>                                      | <b>503,743.99</b> | <b>383,433.87</b> | <b>341,341.16</b> | <b>409,506.34</b> |

**Table 2.1.6.** Improvements in FVUEx during the last 3 academic years

|      |   |
|------|---|
| 2020 | ACCESSIBILITY: Access ramps to buildings and classrooms.<br>Update of bathrooms adapted for people with disabilities.   |
|      | UPDATING THE LABORATORIES FOR PRACTICAL TEACHING:<br>Insectary teaching laboratory.<br>Refurbishment of the computer room 3: stage 1  |
|      | CLASSROOMS (5): Video conference systems  |
|      | ENERGY EFFICIENCY: Replacement of 30 lampposts.   |
|      | OCCUPATIONAL HEALTH AND SAFETY MANAGEMENT:<br>Improvement of traffic signalling<br>Installation of two emergency eyewash and safety shower stations.  |
|      | CENTRAL SERVICES: False ceiling adaptation (central hall).<br>Replacement of gutters and drainpipes in the buildings.<br>Improvement of the parking.  |
| 2019 | LECTURE ROOMS (5):<br>Installation of audio-visual and computer systems.  |
|      | OCCUPATIONAL HEALTH AND SAFETY MANAGEMENT:<br>Installation of panic doors in the Aula Magna of the Faculty.<br>Installation of new emergency lights.<br>Installation of two emergency eyewash and safety shower stations.                                   |
|      | UPDATING THE LABORATORIES FOR PRACTICAL TEACHING:<br>Refurbishment of the rooms at the basement of the Departments building.<br>False ceiling repair at the Physiology Department.<br>Refurbishment of the laboratory of Physiology for practical teaching. |
| 2018 | ACCESSIBILITY: Lifts and Bathrooms.<br>Access ramps to buildings and lecture rooms.   |
|      | UPDATING THE LABORATORIES FOR PRACTICAL TEACHING:<br>Chemistry, Parasitology, Pharmacology and Cell Biology.  |
|      | LECTURE ROOMS (9): Installation of audio systems.<br>Updating of the electricity installation.  |
|      | ENERGY EFFICIENCY:<br>Double windows and blinds in the biochemistry building.   |
|      | OCCUPATIONAL HEALTH AND SAFETY MANAGEMENT:<br>Updating fire prevention.<br>Installation of four emergency eyewash and safety shower stations  |
|      | CENTRAL SERVICES: Refurbishment of the videoconference room.  |

**Table 2.1.7.** Improvements at the VTH over the last 3 academic years

|             |   |
|-------------|---|
| <b>2019</b> | ACCESSIBILITY:<br>Updating bathrooms adapted for people with disabilities.                                      |
|             | CONSULTING AREA: Improvements in the Surgery consulting area.   |
|             | HOSPITALIZATION:<br>Ozone disinfection system in the small animal hospitalization area.                         |
|             | NECROPSY ROOM: Improvements in the access and the room.   |
|             | CENTRAL SERVICES: Electric shepherd in horses' yard.  |
|             | ISOLATION AREA IN THE VTH:<br>Improvements in the area dedicated to large animals.                              |
|             | SURGICAL AREA: Improvements in the access and changing rooms of the small animals' surgical area.               |
| <b>2018</b> | OCCUPATIONAL HEALTH AND SAFETY MANAGEMENT:<br>Installation of two emergency eyewash and safety shower stations. |
|             | CENTRAL SERVICES: Adaptation of patio and external corrals.   |
|             | ACCESSIBILITY: Ramps at the main entrance of the building.  |
|             | UPDATING LABORATORIES FOR PRACTICAL TEACHING:<br>Infectious Pathology.  |
| <b>2018</b> | CONSULTING ROOMS: Painting pets' consulting rooms.  |
|             | BIOSECURITY:<br>Installation of a wheel dip for vehicles at the entrance to the farm.                           |

**Table 2.1.8.** Works and improvements at the VTF

|             |   |
|-------------|---|
| <b>2020</b> | POULTRY: Controlled intensive rearing room.   |
|             | OCCUPATIONAL HEALTH AND SAFETY MANAGEMENT:<br>Improvements of the perimeter fencing.                                |
| <b>2019</b> | OCCUPATIONAL HEALTH AND SAFETY MANAGEMENT:<br>Adaptation of the perimeter fencing.<br>Improvements in the pavement. |
|             | LARGE ANIMALS: Construction of an animal loading ramp.  |
| <b>2018</b> | OCCUPATIONAL HEALTH AND SAFETY MANAGEMENT:<br>Adaptation of the access to the facility and works in changing rooms. |

**Table 2.1.9.** Works and improvements at the FPP over the last 3 academic years

|      |  |
|------|--|
| 2020 | OCCUPATIONAL HEALTH AND SAFETY MANAGEMENT:<br>Changing rooms.                      |
| 2019 | PRACTICAL TEACHING ROOM:<br>Adaptation of the insulation and refrigeration system. |

Regarding the expenses in electricity, gas and water supplies, during the last year a slight increase has occurred (Table 2.1.5.), with the subsequent reduction in the financial resources available for meeting the teaching necessities, such as maintenance and renewal of computer and audio-visual equipment. Regarding the revenues of FVUEx, it is worth highlighting the effort made by UEx, since investment in the FVUEx has increased by more than one million euros during the last three years (Table 2.1.10). Considering the COVID-19 pandemic, this effort is even more important since 2020, the most relevant expenditures being related to the chapter on salaries of teaching and non-teaching staff (representing 84.76 % of the total budget of FVUEx) (Table 2.1.10).

**Table 2.1.10.** Annual expenditures for the last three academic years (in Euros)

|                                      | 2020 (€)             | 2019 (€)            | 2018(€)             | MEAN (€)            | %            |                        |
|--------------------------------------|----------------------|---------------------|---------------------|---------------------|--------------|------------------------|
| Teaching and non-teaching staff      | 9,006,396.67         | 8,306,335.60        | 8,005,959.85        | <b>8,439,564.04</b> | <b>84.76</b> |                        |
| Teaching expenses in departments     | 79,969.06            | 89,743.33           | 89,143.56           | <b>86,285.31</b>    | <b>0.87</b>  | 87.08 % Managed by UEx |
| Works/ Improvements                  | 209,447.00           | 111,850.50          | 113,038.85          | <b>144,778.78</b>   | <b>1.45</b>  |                        |
| Regular budget from UEx              | 222,931.00           | 220,045.45          | 220,871.59          | <b>221,282.68</b>   | <b>2.20</b>  | 2.60 %                 |
| Extraordinary contributions from UEx | 70,000.00            | 50,000.00           | 0.00                | <b>40,000.00</b>    | <b>0.40</b>  | Managed by FVUEx       |
| VTH expenses                         | 1,145,035.69         | 1,024,701.18        | 872,707.04          | <b>1,014,147.97</b> | <b>10.19</b> | 10.30%                 |
| VTF expenses                         | 10,125.09            | 11,453.96           | 10,136.96           | <b>10,572.00</b>    | <b>0.11</b>  | Managed by USF         |
| <b>Total expenses</b>                | <b>10,743,904.51</b> | <b>9,814,129.52</b> | <b>9,311,857.45</b> | <b>9,956,630.78</b> |              |                        |

The annual economic balance for each academic year is zero, since the total amount of money received is spent, generating neither positive nor negative balance. The annual funds are received from the Rector's Office, which come directly from the Regional Government and are invested in works for the buildings and improvement jobs and managed through the UEx. So, the Faculty only manages 2.60 % and the UEx 87.08% of the total amount of invested money (Table 2.1.10).

The annual cost of training a student is calculated by the total cost of the Veterinary degree as set out in Table 2.1.11, divided by the number of students enrolled in the Veterinary degree each year. There has been an increase in costs per student over the recent academic years.

**Table 2.1.11.** Expenditure of the Veterinary degree per student.

|                  | ENROLLED STUDENTS | GRADUATED STUDENTS | EXPENDITURE (€) STUDENT/YEAR | EXPENDITURE (€) STUDENT/DEGREE |
|------------------|-------------------|--------------------|------------------------------|--------------------------------|
| <b>2020/2021</b> | 604               | 70                 | 16,248.56                    | 81,242.80                      |
| <b>2019/2020</b> | 607               | 90                 | 17,700.00                    | 88,500.00                      |
| <b>2018/2019</b> | 598               | 70                 | 15,571.68                    | 77,858.40                      |
| <b>Mean</b>      | 603               |                    | <b>16,506.75</b>             | <b>82,533.73</b>               |

Another source of funding comes from research projects managed by the FVUEx research groups (Table 2.1.12). It is worth noting the importance of research in this VEE, where this funding has been steadily increasing, although its dramatic decrease is due to the COVID-19 pandemic.

**Table 2.1.12.** Annual revenue from research projects managed by research groups of the FVUEx over the last 3 academic years (in Euros)

| YEAR  | 2020 (€)            | 2019 (€)            | 2018 (€)            | MEAN (€)            |
|---|---------------------|---------------------|---------------------|---------------------|
| Contracts, article 83 LOU<br>(Universities Organic Law) | 1,070,467.04        | 1,211,469.73        | 1,400,279.84        | <b>1,227,405.54</b> |
| Projects and grants<br>from National Plan               | 492,691.64          | 2,708,653.09        | 1,979,075.24        | <b>1,726,806.66</b> |
| Projects and grants<br>from Regional Plan               | 942,189.88          | 1,856,058.32        | 1,340,508.87        | <b>1,379,585.69</b> |
| International projects and grants                       | 418,966.40          | 554,476.48          | 76,545.46           | <b>349,996.11</b>   |
| <b>TOTAL</b>  | <b>2,924,314.96</b> | <b>6,330,657.62</b> | <b>4,796,409.41</b> | <b>4,683,794.00</b> |

## 2.2 Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations.

The main goal of the VTH and the VTF is to train students.

The VTH is part of the University-Society Foundation (USF), which is a non-profit organization created by UEEx to efficiently manage those services that the University offers to society. The VTH budget is managed by the USF. The expenditure is divided in two concepts: those costs related to clinical activity and those to personnel. The Establishment pays the costs related to public services (electricity, water consumption, heating, cleaning and maintenance) (Table 2.2.1). Revenues are derived from the clinical activity (the VTH is in part self-financed in terms of clinical, diagnostic and other services, increasing its annual budget) and from the funding that the Foundation receives from both public and private entities. Even though the VTH charges market rates for its clinical and field services, to avoid unfair competition, such services are offered at lower prices to non-profit organisations, such as animal shelters, for ensuring enough clinical cases for training.

Expenditure and revenues have increased over the last three years, generating a positive balance that will result in an improvement of the VTH's equipment and resources.

**Table 2.2.1.** Annual balance of the VTH over the last three academic years (in Euros)

|  | 2020 (€)            | 2019 (€)            | 2018 (€)          | MEAN (€)            |
|--|---------------------|---------------------|-------------------|---------------------|
| <b>EXPENDITURE</b>                                       |                     |                     |                   |                     |
| Clinical activity  | 444,371.65          | 453,705.77          | 349,432.42        | <b>415,836.61</b>   |
| Veterinary staff   | 464,497.15          | 413,579.22          | 411,331.17        | <b>429,802.51</b>   |
| Support staff  | 236,166.89          | 157,416.19          | 111,943.45        | <b>168,508.84</b>   |
| <b>TOTAL</b>   | <b>1,145,035.69</b> | <b>1,024,701.18</b> | <b>872,707.04</b> | <b>1,014,147.97</b> |
| <b>REVENUE</b>   |                     |                     |                   |                     |
| Clinical activity  | 764,881.87          | 704,611.28          | 554,505.05        | <b>674,642.73</b>   |
| Agreements with companies,<br>Funding, Grants, Donations | 500,355.06          | 325,000.00          | 320,730.00        | <b>382,028.35</b>   |
| <b>TOTAL</b>   | <b>1,265,236.93</b> | <b>1,029,611.28</b> | <b>875,235.05</b> | <b>1,056,694.42</b> |
| <b>FINAL BALANCE</b>                                     | <b>120,201.24</b>   | <b>4,910.10</b>     | <b>2,528.01</b>   | <b>42,546.45</b>    |

Although the VTF is a service of the FVUEx, the sale of animals and bills are managed by the USF. Its revenues are provided by the VEE and the sale of animals (Table 2.2.2). Having breeds of animals in danger of extinction (i.e. black *merino* sheep and *retinta* goat), the administration grants financial aid for their maintenance, which also contributes to the budget of the farm. When necessary, the USF also helps to cover VTF expenses.

**Table 2.2.2.** Annual balance of the VTF during the last three academic years (in Euros)

|                            | 2020 (€)         | 2019 (€)         | 2018 (€)         | MEAN (€)         |
|----------------------------|------------------|------------------|------------------|------------------|
| <b>EXPENDITURE</b>         |                  |                  |                  |                  |
| Food expenses              | 7,833.19         | 9,428.75         | 9,681.91         | <b>8,981.28</b>  |
| Maintenance                | 1,392.07         | 860.45           | 0.00             | <b>1,126.26</b>  |
| Medicines and vaccinations | 379.74           | 496.86           | 250.88           | <b>375.83</b>    |
| Other                      | 520.09           | 667.90           | 204.17           | <b>464.05</b>    |
| <b>TOTAL</b>               | <b>10,125.09</b> | <b>11,453.96</b> | <b>10,136.96</b> | <b>10,947.42</b> |
| <b>REVENUE</b>             |                  |                  |                  |                  |
| Allocation from FVUEx      | 7,914.17         | 1,371.76         | 5,070.08         | <b>4,785.34</b>  |
| Allocation from Foundation | 0.00             | 4,761.60         | 0.00             | <b>1,587.20</b>  |
| Sale of animals            | 3,552.34         | 5,320.60         | 7,215.83         | <b>5,362.92</b>  |
| Subsidies                  | 1,599.00         | 1,540.50         | 1,657.50         | <b>1,599.00</b>  |
| <b>TOTAL</b>               | <b>13,065.51</b> | <b>12,994.46</b> | <b>13,943.41</b> | <b>13,334.46</b> |
| <b>FINAL BALANCE</b>       | <b>2,940.42</b>  | <b>1,540.50</b>  | <b>3,806.45</b>  | <b>2,762.46</b>  |

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

The FVUEx repair, maintenance and purchase of infrastructure are coordinated and administered together with Rector's Office. The FVUEx submits a request for maintenance to the UEx at the beginning of every year. Previously, the Dean's Office consults the Departments, services, VTH and VTF for improvement needs. Subsequently, the Economy and Infrastructure Commission is convened, and the final petition is approved. The Rector's Office decides which actions are carried out according to the prioritization and conditions established by the Regional Government and the budget provision. With this procedure, all the actions indicated in Tables 2.1.6 to 2.1.9 have been carried out over the last 3 years.

In 2018, 2019 and mainly in 2020, UEx prioritized the FVUEx, VTH, VTF and FPP and thus advanced in the updating of some infrastructure. (Tables 2.1.6 to 2.1.9).

Regarding the preparation of the budget and annual financial report of the FVUEx, each year the FVUEx's Executive team prepares the first draft; subsequently, these financial documents are presented to the Commission of Economy and Infrastructures, chaired by the Vice Dean of Academic Planning and Infrastructure and made up of different representatives of the Departments, personnel (academic staff, non-academic staff) and students. Once the drafts are approved, they are brought to the Faculty Board for final approval.

Since the VTH depends financially on the USF, the USF's Manager together with the Director of the VTH prepare the budget and annual report for its approval.

VTF's expenditure, investments and income are calculated by its Director and submitted to the Farm Administrative Council for comments and annual approval. As previously mentioned, applications for any expenditure that exceeds the ordinary budget need to be submitted annually, as extraordinary spending, to the Rector's Office for approval. The Rector's Office decides which infrastructure projects are carried out, after evaluating all the faculties' applications, in accordance with budget availability.

### Comments on Standard 2

FVEUx's overall process of financing is legally determined and has positive aspects such as the centralised payment of salaries, general maintenance and operating costs. Moreover, the VTH, VTF and Departments administer their own budgets, which means that the FVUEx controls a very limited budget that restricts its room to manoeuvre in many instances.

Uex is sensitive to FVUEx's exceptional needs stemming from the FVUEx's large and unique infrastructure. However, it is not always fully appreciated that the cost of a Veterinary Sciences degree student is much higher than that of other degrees and the distribution of the budget rarely takes this consideration into account. Although the teaching objectives of the degree in Veterinary Sciences are achieved with the current budget, we detect the need for improvements in it to be able to meet the needs that may arise in the Degree. It would be important for the VEE to assume a greater role in financial

management, even though the organizational system of the Spanish university structure largely prevent this financial self-management.

The VEE has no financial autonomy for equipment. What is more, there is no budgeted provision for equipment *per se*, and the departments have a restricted budget for it. Investment in large and medium-sized equipment requires specific funding from the university or external funding by a competitive tender for a national or regional government grant for scientific infrastructure and/or research projects. Investments in infrastructure (buildings, facilities, refurbishment) are dealt with at the UEEx level. FVUEEx is involved in decision-making, submitting annual applications for building maintenance work, via the faculty's Infrastructure and Finance Committee, and channelled through the Vice-Rector of Financial Issues.

### Suggestions for improvements on Standard 2

Given that UEEx depends to a large extent on public funding and therefore is subject to the Contractual Programme signed with the Regional Government, the possibilities for major changes are limited. That stated, our main suggestions are:

- Reduce the energy expenditure of the facilities by adopting measures that lower the electricity and gas bill, such as the installation of solar panels.
- Increase the budget for maintenance and improvement works of the facilities of the Establishment, since needs sometimes exceed the financial availability that we have.
- The VTF should be endowed with a specific contribution from the Rector's Office that ensures both its annual maintenance and the planned improvement proposals.
- The budget dedicated to the Departments for teaching should be increased to acquire up-to-date equipment in order to become more competitive for practical education.
- Investment in mannequins for acquiring clinical skills is extremely important. A plan to acquire



# Standard 3: Curriculum





**3.1 The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Appendix V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in Appendix 2. This concerns Basic Sciences, Clinical Sciences in companion animals (including equine and exotic pets), Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management), Food Safety and Quality, and Professional Knowledge.**

The current curriculum is an adaptation of the regulatory framework replacing the previous degree and has been gradually introduced since 2009. Courses syllabuses are organized as per Directive 36/2005/EU and Law 44/2003 (BOE 22nd November 2003).

The curriculum involves 300 ECTS credits credits <https://www.unex.es/conoce-la-uez/centros/veterinaria/titulaciones/info/asignaturas?id=1006>. It is organized around 90 abilities isolated into four classifications: essential skills (5), general capabilities (7), transversal abilities (11) and specific capabilities (104). A total rundown of these skills can be consulted at the accompanying link:

<https://www.unex.es/conoce-la-uez/centros/veterinaria/titulaciones/info/competencias?id=1006>

The integrative design of the educational plan requires extensive coordination and the steady management and supervision by the EQAU and explicitly the VQC. To improve the coordination, all the teaching activities should be programmed through the teaching management of the Centre, any unannounced activity is not allowed.

In relation to learning outcomes, corresponding to the instructing Program learning results, toward the end of the teaching time frame (approx. June), the Head of the Department asks the Department Council's members about the new teaching rules (included potential changes for the duty of the subject facilitators) and these are submitted to the VQC. A detailed description of the process is available at the following link:

[https://www.unex.es/conoce-la-uez/centros/veterinaria/sgic/manual-de-calidad/P\\_CL09\\_VET%20-Desarrollo%20Ensenanzas.pdf](https://www.unex.es/conoce-la-uez/centros/veterinaria/sgic/manual-de-calidad/P_CL09_VET%20-Desarrollo%20Ensenanzas.pdf)

Concerning the entire arrangement of the Degree (plans, conveyance of hypothetical and useful subjects, and so on), schedules for talks of the centre subjects are drawn up by the Dean's group and the Faculty Departments: three or four meetings from Monday to Friday of 50 minutes each.

Every academic year, the Dean's Office sets up plans for the subjects, consistently dependent on those set up the previous year. These timetables may incorporate changes proposed during the coordination meeting that happens towards the beginning of July. When plans have been published, corrections and readjustments will not be acknowledged, except if they are appropriately supported and do not bring about any irregularity inside the overall timetable.

The teaching plan of 300 ECTS is divided into modules according to the Table 3.1.1.

**Table 3.1.1.** Modules of the FVUEX's curriculum.

|   |          |
|---|----------|
| Common Basic Veterinary Sciences  | 96 ECTS  |
| Compulsory subjects   | 162 ECTS |
| Clinical Sciences and Animal Health   | 108 ECTS |
| Animal Production   | 30 ECTS  |
| Food Hygiene, Technology and Safety   | 24 ECTS  |
| Elective subjects   | 12 ECTS  |
| Tutored Practical Training (including VTH rotation and External Practical Training) | 24 ECTS  |
| Veterinary Degree Dissertation (VDD)  | 6 ECTS   |

Each module is made up of different subjects

(<https://www.unex.es/conoce-la-uez/centros/veterinaria/titulaciones/info/asignaturas?id=1006>), taught over a semester (a four-month subject). The Tutored Practical Trainings (TPT) and the VDD are offered in the final semester (semester 10). The learning strategy combines different training activities (Table 3.1.2).

**Table 3.1.2.** Curriculum hours in each academic year taken by each student.

| ACADEMIC YEARS*           | A             | B               | C                 | D      | E    | F              | G              | H              |
|---------------------------|---------------|-----------------|-------------------|--------|------|----------------|----------------|----------------|
| Year 1                    | 406.25        | 18              | 884               | 152.25 | 39.5 |                |                | 1500           |
| Year 2                    | 400.5         | 13              | 897               | 161.25 | 2    | 26.25          |                | 1500           |
| Year 3                    | 384.0         | 2.5             | 900.5             | 76     | 2    | 135            |                | 1500           |
| Year 4                    | 386.5         | 14              | 890               | 84     | 21   | 104.5          |                | 1500           |
| Year 5<br>(+ 2 Electives) | 133.5<br>(60) | 58.25<br>(13.5) | 429.75<br>(166.5) | 126.75 | 80   | 370.75<br>(60) | 1 <sup>a</sup> | 1200<br>(+300) |

*A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work, E: non-clinical animal work; F: clinical animal work; G: others (specify); H: total*

\*Each academic year is subdivided into 2 semesters

<sup>a</sup>VDD

Training activities take place in groups of varying sizes depending on the UEEx regulations (<https://www.unex.es/organizacion/gobierno/vicerrectorados/vicepro/archivos/ficheros/normativas/Doc-plantilla.pdf>) and the curriculum's "Verifica" document approved by the Spanish Ministry of Education. The number of students according to the type of group is decided by the Faculty and the UEEx each year according to the number of students enrolled in every course. The number of hours of each activity is proposed by professors of each subject and published in the Teaching Guides (<https://www.unex.es/conoce-la-uex/centros/veterinaria/titulaciones/info/asignaturas?id=1006>).

Coordination meetings are organized in June or July, with the participation of professors and students. Having been approved by the Faculty Board, they are published prior to the enrolment period (<https://www.unex.es/conoce-la-uex/centros/veterinaria/informacion-academica/examenes>).

To carry out the activities, in the first year, each student is allocated to the corresponding group by the Vice-Dean of Students; from the second year onwards, they can choose the practical groups via the application available on the Moodle platform for each subject.

The curriculum proposed was formally verified by the Spanish quality standards agency ANECA (an ENQA member) on 6<sup>th</sup> May 2009 and approved by the Spanish Ministry of Education on 14<sup>th</sup> May 2009 (published in the Extremadura Regional Gazette on 1<sup>st</sup> October 2009), and its accreditation was renewed by ANECA on 10<sup>th</sup> May 2017. The Degree in Veterinary Sciences of the UEEx was recognised by the Spanish Ministry of Education as a MECES 3 qualification (QF-EHEA Second Cycle, i.e., Master's level) on 22<sup>nd</sup> December 2014

([https://www.unex.es/conoce-la-uex/centros/veterinaria/archivos/ficheros/ficha-grado-veterinaria/MECES\\_VETERINARIA.pdf](https://www.unex.es/conoce-la-uex/centros/veterinaria/archivos/ficheros/ficha-grado-veterinaria/MECES_VETERINARIA.pdf)). All aspects relating to the qualification and its legal status are included in

(<https://www.educacion.gob.es/ruct/estudio.action?codigoCiclo=SC&CodigoEstudio=2500317>).

Since the Degree in Veterinary Sciences was introduced (in the 2009/2010 academic year), non-substantial modifications have been approved,

(<https://www.educacion.gob.es/ruct/estudio.action?codigoCiclo=SC&codigoTipo=G&CodigoEstudio=2500317&actual=estudios>).

The design of the current curriculum (Tables 3.1.3, 3.1.4 and 3.1.5) required long and complex work to achieve the highest degree of coherence and integration, avoiding overlaps, redundancies and omissions. The work was carried out by a Curriculum Committee, appointed by the Faculty Board (<https://www.unex.es/conoce-la-uex/centros/veterinaria/centro/junta-de-centro>). Additionally, an external Advisory Committee was set up with a representation of professionals and alumni in all areas of veterinary practice, in accordance with the new legislation, the recommendations of EAEVE and the Veterinary Degree White Book

([http://www.aneca.es/var/media/150400/libroblanco\\_jun05\\_veterinaria.pdf](http://www.aneca.es/var/media/150400/libroblanco_jun05_veterinaria.pdf)). Having discussed the various amendments that had been submitted, the Faculty Board approved the "Verifica" evaluation document, and published it on the website

([https://www.unex.es/conoce-la-uex/centros/veterinaria/titulaciones/info/datos\\_interes?id=1006](https://www.unex.es/conoce-la-uex/centros/veterinaria/titulaciones/info/datos_interes?id=1006)).

**Table 3.1.3.** Curriculum hours taken by each student.

| SUBJECTS   | A   | B     | C      | D     | E    | F      | G | H      |
|--|---|-------|--------|-------|------|--------|---|--------|
| <b>Basic subjects</b>                                |   |       |        |       |      |        |   |        |
| Medical physics                                      | 24  |       | 42     | 9     |      |        |   | 75     |
| Chemistry<br>(inorganic and organic sections)        | 22.5  |       | 45     | 7.5   |      |        |   | 75     |
| Animal biology, zoology and cell biology             | 20.5  | 2     | 43     | 8     |      |        |   | 73.5   |
| Feed plant biology and toxic plants                  | 31  | 2.5   | 65     | 10    |      |        |   | 108.5  |
| Biomedical statistics                                | 36.5  | 2.5   | 87.5   | 23.5  |      |        |   | 150    |
| <b>Specific veterinary subjects</b>                  |   |       |        |       |      |        |   |        |
| <b>Basic Sciences</b>                                |   |       |        |       |      |        |   |        |
| Anatomy, histology and embryology                    | 109   | 4     | 253    | 25    | 39.5 |        |   | 430.5  |
| Physiology   | 62.75   | 2     | 132.25 | 27.75 |      |        |   | 224.75 |
| Biochemistry   | 66.5  | 2     | 133.75 | 23    |      |        |   | 225.25 |
| General and molecular genetics                       | 37.5  |       | 90     | 22.5  |      |        |   | 150    |
| Pharmacology, pharmacy, and pharmacotherapy          | 59  |       | 135    | 30    |      |        |   | 224    |
| Pathology (included Physiopathology)                 | 95  | 6     | 174    | 20    |      | 15     |   | 310    |
| Toxicology   | 61  |       | 135    | 9.25  |      | 20.75  |   | 226    |
| Parasitology   | 35  |       | 90     | 25    |      |        |   | 150    |
| Microbiology   | 48  |       | 90     | 12    |      |        |   | 150    |
| Immunology   | 40  | 6     | 89     | 15    |      |        |   | 150    |
| Epidemiology   | 12  |       | 18     | 7     |      |        |   | 37     |
| Information literacy and data management             | Included in Biomedical statistics and transversely in most subjects |       |        |       |      |        |   |        |
| Professional ethics and communication                | 12  |       | 31.5   | 2     |      | 2.5    |   | 48     |
| Animal health economics and practice management      | 31  | 2.5   | 74     | 14    |      |        |   | 123.5  |
| Animal ethology                                      | 14  | 1.5   | 27.5   | 4     |      |        |   | 47     |
| Animal welfare                                       | 19  |       | 42     | 12    |      |        |   | 73     |
| Animal nutrition                                     | 45  |       | 90     | 13    | 2    |        |   | 150    |
| <b>Clinical Sciences</b>                             |   |       |        |       |      |        |   |        |
| Obstetrics, reproduction and reproductive disorders  | 90  |       | 180    | 20    |      | 10     |   | 300    |
| Diagnostic pathology                                 | 40  |       | 90     |       |      | 20     |   | 150    |
| Medicine   | 233   | 4     | 508    |       |      | 115    |   | 860    |
| Surgery  | 65  | 5     | 155    |       |      | 38.5   |   | 263.5  |
| Anaesthesiology                                      | 10  |       | 20     |       |      | 6.5    |   | 36.5   |
| Clinical practical training in common animal species |   | 21.75 | 15     |       |      | 263.25 |   | 300    |
| Preventive medicine                                  | 27  | 2.5   | 59.5   |       |      | 8      |   | 97     |
| Diagnostic imaging                                   | 45  |       | 90     |       |      | 15     |   | 150    |

|   | A   | B   | C      | D     | E   | F | G     | H |
|---|---|-----|--------|-------|-----|---|-------|---|
| Therapy in common animal species  | Included in Medicine and Surgery subjects |     |        |       |     |   |       |   |
| Propaedeutics of common animal species  | 15  | 25  | 87.5   |       | 45  |   | 150   |   |
| <b>Animal Production</b>  |   |     |        |       |     |   |       |   |
| Animal Production, including breeding, husbandry and economics  | 127.5                                     |     | 307.25 | 83.25 | 103 |   | 621   |   |
| Herd health management  |   |     | 3      |       | 72  |   | 75    |   |
| <b>Food Safety and Quality (FSQ), Veterinary Public Health (VPH) and One Health Concept</b>   |   |     |        |       |     |   |       |   |
| Veterinary legislation including official controls and regulatory veterinary services, forensic veterinary medicine and certification | 60.1                                      | 3.5 | 151    | 28    |     | 5 | 247.6 |   |
| Control of food, feed and animal by-products  | 27.4                                      | 4.5 | 73     | 41.5  |     |   | 146.4 |   |
| Zoonoses (also included in Medicine subjects)   | 7.1                                       |     | 15.5   | 1     |     |   | 23.6  |   |
| Food hygiene and food microbiology  | 16.4                                      | 4   | 42     | 28    |     |   | 90.4  |   |
| Food technology   | 76  | 2   | 193    | 79    |     |   | 350   |   |

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work, E: non-clinical animal work; F: clinical animal work; G: others (specify); H: total

NB: Subjects linked to **Professional Knowledge** are incorporated within the subcategories and include inter alia Information literacy and data management, Professional ethics and communication, Animal health economics and practice management, Clinical practical training in common animal species, Herd health management and Veterinary legislation.

Since the new plan was established, various mechanisms and entities for identifying possible inconsistencies, overlaps, redundancies and omissions were set up:

- The **VQC**: this is made up of representatives of the teaching staff, the students and the support personnel, who review the teaching guides on a yearly basis and gather information and evidence regarding the way studies are developing. It also gathers data on the degree's outcomes and performance indicators and receives suggestions and satisfaction reports from all stakeholders, particularly from students. The VQC draws up an annual self-evaluation report and drafts improvement plans.
- **External Advisory Committee**: made up of professionals drawn from distinct branches of veterinary medicine, employers, representatives of professional associations, institutions and graduated students. They advise the Faculty's committees and participate in the degree's evaluation and accreditation processes (ANECA).
- **Academic Coordination Meetings**: made up of the Vice-Dean for Academic Coordination, and representatives of the departments and subject coordinators. An evaluation is carried out before each semester of each academic year, to identify any possible overlaps or omissions, and improvements submitted to the VQC. In addition, the professors of the various subjects hold meetings to coordinate the content, class schedules and exam calendar of the subjects.
- **Faculty Board**: this is the body responsible for scrutinising, evaluating and approving any change to the curriculum.

This action framework incorporates all the stakeholders (professors, students, support personnel and external stakeholders), and develops reviews and decisions to be taken to improve all aspects of the curriculum.

In the Common Basic Veterinary Sciences module, some subjects include teaching activities (whether involving work with animals or not) that provide clinical insight (pre-clinical activities).

In the FIRST YEAR. semester 1 (S1) and semester 2 (S2):

- In **Embryology and Anatomy I (S1, 6 ECTS)**, and in **Anatomy II (S2, 6 ECTS)**: the students handle placentas, embryonic sacs and foetuses in various stages of development, from various species. The clinical relevance of gross anatomy is highlighted in theory lectures and practices. Practices on anatomical specimens are always carried out in a reduced group (4-5) for a better understanding of the normal anatomy.
- In **Physics and Chemistry for Veterinarians (S1, 6 ECTS)**: the laws of physics are applied to understanding the functioning of muscles, lungs, blood circulation, brain and nerves, among others.
- In **Endocrinology and Metabolic Regulation (S2, 6 ECTS)**: metabolic pathways, their hormonal regulation and the relationship of metabolism with animal pathologies are studied.

In the SECOND YEAR (S3 and S4):

- In **Microbiology (S3, 6 ECTS)**, students work on bacterial growth and isolation techniques, bacterial identification and counting, antibiograms and techniques for growing and isolating bacteria, fungi and viruses, their pathogenicity and infection.
- In **Immunology (S3, 6 ECTS)**, students study innate and acquired immune response against infection, against tumors, and autoimmune and immunodeficiency diseases.
- In **Parasitology (S3, 6 ECTS)**, biological samples are handled to study and identify the presence of various types of parasites, and to study their epidemiologic cycles.
- In **Animal Physiology (S3, 6 ECTS)**, students carry out electrocardiograms, exercise tests, haematological staining, pulse, temperature and auscultation recordings, and analysis of normal cardiac sounds.
- In **General Pathology (S4, 6 ECTS)**, the main post-mortem changes in the various organs and systems are described and lesions are studied under the microscope.
- **Physiopathology (S4, 6 ECTS)** addresses Nosology description and pathogenesis of general alterations in the structure and function of cells, tissues, organs and systems, the interpretation of biochemical profiles and the presentation of cases classified by the various corporal systems.
- In **General Pharmacology and Toxicology (S4, 6 ECTS)**, practical sessions are carried out on pharmacodynamic and pharmacokinetic simulations, technical datasheets of medications, dosage, posology and the pharmacological evaluations of pharmacological products are analysed, as well as case studies.

The following **clinical activities** are undertaken in the Clinical Sciences and Animal Health module.

In the THIRD YEAR (S5 and S6):

- In **Propaedeutics (S5, 6 ECTS), in groups of 15 students per professor (small groups)**, practical sessions are conducted lasting **a total of 45 hours** on the handling and restraint of animals and protection measures, the various organs' areas of projection and methods for their physical exploration, complementary diagnostic techniques, collection of samples and procedures and techniques for their analysis and interpretation.
- In **Parasitic Diseases (S6 and S7, 12 ECTS), with a total of 50 hours in small groups** the practical learning is oriented to the diagnosis and control of parasitic diseases, with clinical training on diagnostic methods in the Diagnostic Service.
- In **Infectious Diseases (S6 and S7, 12 ECTS), in groups of 15 students, for a total of 30 hours**, attention focuses on epidemiology, pathogenesis, diagnosis and control of infectious and contagious illnesses produced by bacteria, fungi, viruses and prions. Practical clinical lab sessions are carried out in the Diagnostic Service.
- **Systematic Pathological Anatomy (S5, 6 ECTS), in small groups (20 hours)** addresses the study of morphological alterations, grouped by apparatus and systems, to reach a diagnosis of diseases and **necropsies** are carried out, with a Diagnostic Service and clinical sessions.
- In **Image-based Diagnosis (S6, 6 ECTS), 12 hours of clinical practice** are carried out in **small groups** covering radiology, CT scanning, MRI, abdominal ultrasound and echocardiography **and three hours of laboratory and seminars**. The students have ultrasound scanners at their disposal and they themselves carry out the ultrasound on dogs, and horses, supervised by a professor.
- In the subject of **Toxicology (S6, 6 ECTS)**, students are taught in **small groups (20 hours)**

about analytical techniques with diagnostic toxicological purposes; they study clinical cases and draw up a toxicological report, which includes an extramural activity to detect and identify toxic plants in the environment.

The core of clinical practice takes place in the FOURTH YEAR (S7 and S8) and FIFTH YEAR (S9 and S10) (Table 3.1.4.).

- In **Surgical Pathology (S8 and S9, 12 ECTS)**, supervised practical classes are carried out on suture techniques, dressings, surgical material and sterilisation methods, preparation of the operating area, and clinical healthcare practice in the VTH's Small and Large Animals Surgery Service, included pharmacotherapy, in **small groups (7 students)** for **38.5 hours**; there are an additional **6.5 hours in very small groups** (Anaesthesiology).
- In **Internal Medicine and Nutritional Disorders (S7 and S8, 12 ECTS)** healthcare practical classes are carried out in internal medicine clinics at the VTH in **very small groups (45 hours)**, under the supervision of a teaching clinician. Students are responsible for the clinical history and exploration of the animals, take and dispatch samples with their respective reports, carry out basic analytical techniques and interpret the results, diagnosing the most common illnesses, including pharmacotherapy. They also engage in clinical seminars on small and large animals where various clinical cases of particular interest are reviewed in **small-sized groups (4 hours)**.
- The practical sessions in **Reproduction and Obstetrics (S8 and S9, 12 ECTS)** include supervised practical classes, aimed at acquiring skills in lab techniques (semen analysis, cervical smears, etc.) and clinically oriented practical classes (for example, diagnosis of gestation and hormonal control methods of the oestrus cycle) in horses and ruminants (these take place on the farm) with exploration methods (rectal palpation, ultrasound, etc.) and healthcare practices in which the students attend the VTH's Reproduction Service clinics in **small-sized groups (30 hours)**.

The FOURTH (S7) and FIFTH YEAR (S9) are also devoted to studying regulatory and management aspects of animal production and health.

- **Parasitic diseases, Tropical Parasitology and Public Health (S7, 6 ECTS)** includes practical activity in **small-sized groups (4 hours)** on zoonosis and public health, visiting Public Health centres.
- **Veterinary Preventative Medicine and Health Policy (S9, 6 ECTS)** deals with the sanitary programmes in communities and regulations related to plans to combat, control and eradicate animal illnesses. This subject includes seminars in **medium-sized groups (7.5 hours)** on sanitary programmes, regulations about the movement of companion animals and health policy regarding notifiable diseases, and biosecurity on farms, official diagnostic test and Spanish regulations related to the veterinary profession.

During the student's stay at the VTH, they participate in the following activities:

1.- **Stays in the different Clinical Services of the Hospital (very small groups)**. Students must rotate (Table 3.1.4.) through all the Services available at the VTH, observing and participating in the real operation of a Hospital.

2.- **Stays in the different Hospital Laboratories (small groups)**. Students will participate in the operation of the different Laboratories that analyse samples from patients from the Hospital itself or from an external source (through the Sample Reception Service).

3.- **Formation activities (medium-size groups)**. Students can attend, according to their interests and possibilities, the training activities organized by the Hospital throughout the course (and which are announced in advance on the Virtual Campus).

During practices of large animals medicine (**Ambulatory clinics, S10**), students in **very small groups** participate in attending to livestock farms to address the solution of individual and collective clinical cases, and review herd health management.



**Table 3.1.4.** Practical rotations under academic staff supervision (excluding EPT).

| TYPES                            | LIST OF PRACTICAL ROTATIONS<br>(DISCIPLINES/SPECIES)  | DURATION<br>(WEEKS) | YEAR OF<br>PROGRAMME |
|----------------------------------|---|---------------------|----------------------|
| <b>Intra-mural clinics (VTH)</b> | Equine Medicine and Surgery Service   | 0.4                 | 5                    |
|                                  | Equine Reproduction Service   | 0.4                 | 5                    |
|                                  | Small Animal Surgery Service,<br>Operating rooms  | 0.4                 | 5                    |
|                                  | Small Animal Surgery Service,<br>Consultation rooms   | 0.4                 | 5                    |
|                                  | Small Animal Internal Medicine Service  | 0.4                 | 5                    |
|                                  | Small Animal Hospitalization Service  | 0.4                 | 5                    |
|                                  | Small Animal Emergency Service  | 0.4                 | 5                    |
|                                  | Laboratory Diagnostic Services  | 0.8                 | 5                    |
| <b>Ambulatory clinic</b>         | Herd Health Management Large animals<br>(mainly small ruminants, cows and pigs)<br>And Animal Production activities | 2.5                 | 5                    |
| <b>FSQ &amp; VPH</b>             |   | 2                   | 5                    |

In the subject **Livestock Resources, Food Hygiene and Technology (S10)**, students (**small groups of 2 students**) participate in inspection in slaughterhouses, that include official documentation of the food chain, supervision of animal welfare conditions, *ante-* and *post-mortem* inspection, management of waste and by-products including specified risk material, sampling for transmissible spongiform encephalopathies analysis, monitoring of *Trichinella spiralis* in pig carcasses, preparation of reports, control sheets and veterinary certificates, inspection of sanitary food handling conditions, product traceability and labelling, and sampling procedures for official analysis.

There are four optional subjects for students in the last year of the Degree. Each student must take two of them. If an elective subject is taken by many students, the enrolment system selects according to the order of enrolment and the average grade of the student's record.

**Table 3.1.5.** Curriculum hours taken as electives for each student

| Electives   | A  | B   | C    | D  | E  | F | G   | H   |
|---|----|-----|------|----|----|---|-----|-----|
| <b>Basic subjects</b>   |    |     |      |    |    |   |     |     |
| Applied anatomy   |    |     |      |    |    |   |     |     |
| Applied anatomy   | 15 |     | 90   | 21 | 12 |   | 12* | 150 |
| <b>Clinical Sciences</b>  |    |     |      |    |    |   |     |     |
| Small animals' clinic   | 30 | 4   | 86   |    | 30 |   |     | 150 |
| Large animals' clinic   | 30 | 9.5 | 80.5 |    | 30 |   |     | 150 |
| <b>Food Safety and Quality, Veterinary Public Health and One Health Concept</b> |    |     |      |    |    |   |     |     |
| Safety and quality management in the food industry                              | 30 |     | 90   | 30 |    |   |     | 150 |

\* Interpretation of radiographs obtained from healthy animals.

*A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work, E: non-clinical animal work; F: clinical animal work; G: others (specify); H: hours to be taken by each student per subject group*

**Optional courses:** Additionally, a variety of courses and complementary activities are offered to students every year, often in coordination with the student council. These courses always have the academic supervision of the FVUEx or of one of the departments. The optional courses are listed in Standard 10. The Dean's Office also organises a range of activities aimed at students, notably the Conferences on Career Opportunity (annually), coordinated with the professional associations of Veterinarians in the fields of veterinary medicine, animal production, bromatology and food technology, public administration, research and teaching.

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

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

The Establishment must also describe how it encourages and prepares students for self-learning and lifelong learning.

The FVUEx curriculum is based on the acquisition of competences, abilities and skills

(<https://www.unex.es/conoce-la-uex/centros/veterinaria/titulaciones/info/competencias?id=1006>)

and is designed in such a way that all the competences (and abilities and skills) to be acquired are distributed throughout the various modules and subjects, to ensure that all of them are covered in at least one subject

(<https://www.unex.es/organizacion/gobierno/vicerrectorados/vicecal/archivos/ficheros/informacion-titulos/veterinaria/plan1006/memoriaplan.pdf>).

The acquisition of competences and abilities in the various subjects of the curriculum is made manifest in **the learning outcomes**, which are also identified for each subject and in overall terms ensure the achievement of the **programme objectives**, which are those **stipulated by European** (Dir 36/2005/EC) and **national regulations** (RD 1837/2008) governing veterinary training, complying with the training requirements for practicing sanitary professions (Law 44/2003), in accordance with

Order ECI/333/2008.

Therefore, the qualification resulting from the FVUEX programme is clearly specified and refers to the correct level of the national qualifications framework for higher education and to the Framework for Qualifications of the EHEA.

The relationship between the competences, learning outcomes and objectives for each subject are set out in the respective subject Teaching Guides

(<https://www.unex.es/conoce-la-uex/centros/veterinaria/titulaciones/info/asignaturas?id=1006>).

There is a procedure for redacting, reviewing and publishing the teaching guides ([https://www.unex.es/conoce-la-uex/centros/veterinaria/sgic/manual-de-calidad/P\\_CL09\\_VET%20-Desarrollo%20Ensenanzas.pdf](https://www.unex.es/conoce-la-uex/centros/veterinaria/sgic/manual-de-calidad/P_CL09_VET%20-Desarrollo%20Ensenanzas.pdf)). The approved Teaching Guides are published on the VEE's website ([https://www.unex.es/conoce-la-uex/centros/veterinaria/sgic/manual-de-calidad/P\\_ES06\\_VET\\_2020\\_publicacion\\_informacion.pdf](https://www.unex.es/conoce-la-uex/centros/veterinaria/sgic/manual-de-calidad/P_ES06_VET_2020_publicacion_informacion.pdf)).

The Teaching Guides also set out the competence-based learning strategy, specifying the training activities that will be pursued, as well as the systems and criteria for evaluating each competence. The programmed activities are oriented towards learning not only specific content, but also the transversal competences of self-learning. In this context, all FVUEX subjects use the Moodle platform (<https://campusvirtual.unex.es/portal/>), which enables personalised learning environments to be created, with multiple training tools available to students.

The Tutored Practical Trainings (24 ECTS) enable the students to confront the world of employment and orient them towards their professional future.

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

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

The degree programme was designed and developed to provide a coherent training proposal appropriate to the objectives of the degree. The relationship between the competences, the learning outcomes and how they are achieved is defined at subject level and described in the syllabus of each individual subject. On an annual basis, syllabi are reviewed, discussed and approved by the Department Council and finally validated by the VQC.

As previously explained, the competences and learning outcomes are established in subjects worth a minimum of six ECTS

(<https://www.unex.es/conoce-la-uex/centros/veterinaria/titulaciones/info/asignaturas?id=1006>), over the course of five academic years, each year divided into two semesters.

Appendix 2b contains the relationship between the ESEVT Day One Competences and the different courses of the Degree that develop them. Certification of the abilities and/or skills acquired by the students during the practices of the Degree in Veterinary Medicine must be certified. In order to do so, an individual evaluation notebook has been prepared for each student, in which all abilities and/or skills are certified by the teacher once the acquisition by the student has been verified during practices of the different courses of the degree (Annex 1.7).

The re-evaluation of the syllabus of each individual course is carried out annually according to a described procedure ([https://www.unex.es/conoce-la-uex/centros/veterinaria/sgic/manual-de-calidad/P\\_ES05\\_VET-Analisis%20resultados.pdf](https://www.unex.es/conoce-la-uex/centros/veterinaria/sgic/manual-de-calidad/P_ES05_VET-Analisis%20resultados.pdf).) In general, students perceive the effectiveness of the procedure as the result of the teachers' willingness to accept the suggestions and requests coming from the VQC.

The following structures, serve as specific instruments of evaluation and review:

- VQC, Veterinary Sciences Degree Quality Committee

(<https://www.unex.es/conoce-la-uex/centros/veterinaria/sgic/comision-de-calidad-de-las-titulaciones/grado-g47>).

- EQAU, Quality Assurance Commission of the FVUEX (<https://www.unex.es/conoce-la-uex/centros/veterinaria/sgic/comision-de-garantia-de-calidad-del-centro>).
- Committee of the Veterinary Degree Dissertation (VDD) (Graduation Thesis) (<https://www.unex.es/conoce-la-uex/centros/veterinaria/centro/junta-de-centro/comisiones-1/comision-de-trabajo-de-fin-de-estudios>) the coordination of this subject is undertaken by the EQAU and ruled by specific regulations (<https://www.unex.es/conoce-la-uex/centros/veterinaria/informacion-academica/tf-estudios>).
- Practical Training Committee (<https://www.unex.es/conoce-la-uex/centros/veterinaria/centro/junta-de-centro/comisiones-1/comision-de-practicas-externas-jf-20-05-2021>) made up of the coordinator of Practical Training (Vice-Dean for Students and Mobility), the coordinators of the Quality Committees of the Degrees and Master, two students and a representative of the support staff. This committee oversees the planning, development and evaluation of external placements. There are also specific regulations ([https://www.unex.es/conoce-la-uex/centros/veterinaria/sgic/manual-de-calidad/P\\_CL011\\_VET%20-Practicas%20externas.pdf](https://www.unex.es/conoce-la-uex/centros/veterinaria/sgic/manual-de-calidad/P_CL011_VET%20-Practicas%20externas.pdf)).
- Teaching evaluation Committee (<https://www.unex.es/conoce-la-uex/centros/veterinaria/centro/junta-de-centro/comisiones-1/comision-de-evaluacion-de-la-docencia-del-centro-jf-20-05-2021>) made up of the Dean, five professors and three students elected by the Faculty Board. Its functions are to carry out the organization and programming of the survey process, prepare the report concerning the fulfilment of the obligations of the teaching staff and propose actions for the improvement of teaching quality. The coordination is undertaken by the EQAU according to specific regulations ([https://www.unex.es/conoce-la-uex/centros/veterinaria/sgic/manual-de-calidad/P\\_CL011\\_VET%20-Practicas%20externas.pdf](https://www.unex.es/conoce-la-uex/centros/veterinaria/sgic/manual-de-calidad/P_CL011_VET%20-Practicas%20externas.pdf)).

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

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

**identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.**

As indicated in the previous section, the process of designing, communicating, evaluating and revising the core curriculum is undertaken in a coordinated way together with the other aspects of the degree programme (learning outcomes, structure, objectives, assessment criteria, etc).

The drawing up of the core curriculum was a fundamental part of the design of the new degree programme, as was also pointed out in section 3.1. and in the preceding section.

The procedure and the committees involved are those that have already been set out in section 3.3 and in the preceding section.

Curriculum changes are communicated to teaching staff, support staff, students and stakeholders using the VEE's website.

**3.5 External Practical Training (EPT) are compulsory training activities organised outside the Establishment, the student being under the direct supervision of a non-academic person (e.g., a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herd health management, practical training in FSQ and VPH).**

**Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student's professional knowledge.**

The External Practical Training (EPT) is a compulsory subject that comprises 6 ECTS credits and is included as a part of the Module of Tutored Practices within the 10th semester. This training involves students' direct participation in professional undertakings, in a non-academic environment, and enables them to complete and to put into immediate practice the competences and abilities acquired during their regular studies. The main core of the EPT forms part of the Tutored Practical Trainings subject and consists of pre-professional practical training lasting a mean of four weeks (150 hours, 6 ECTS). This practical activity complements the core intramural training. The practices can be carried out entirely in an external entity (6 ECTS) or partly in a University Department (a maximum of 2 ECTS). In the latter case, the student must compulsorily complete the activity with practices in an external entity (to sum up the total 6 ECTS required).

This activity enables practical specialisation of students, whose field of expertise is chosen voluntarily, in any of the activities belonging to the veterinary profession (mainly Clinical Sciences and Animal Health), including initiation in research. For this purpose, students can count on the availability of veterinary clinics, veterinary hospitals, companies, academic institutions, scientific centres, administration institutes, government health entities, etc. This subject is coordinated directly by the Vice-Dean of Students and Mobility, in collaboration with the External Practices Committee, all together with administrative support.

Management of the External Practices Committee is regulated by the External Practices Regulation (<https://www.unex.es/conoce-la-ux/centros/veterinaria/informacion-academica/practicas-externas>), the State Academic Regulations (RD 592/2014, of 11<sup>th</sup> July, B.O.E. nº 184, of 30th July of 2014) and the regulations of the Uex. (<https://www.unex.es/conoce-la-ux/centros/veterinaria/informacion-academica/practicas-externas>).

Students must spend the required time (at least 150 hours) in verified external entities. The FVUEX offers a list of entities with UEx agreements. Every student has access to the full list of available placements on the FVUEX website. Currently, more than 600 companies related to the Veterinary profession are listed. New placements can easily be added. The list is updated every year. Students may propose an entity for the EPT. Additionally, the entities can voluntarily be put forward by themselves in order to enter the mentioned list. In all cases, the Vice-Dean, assisted by the Committee, verifies first that the entity satisfies the requirements for the training of students. All this information is available at <https://www.unex.es/conoce-la-ux/centros/veterinaria/informacion-academica/practicas-externas>.

Twice during the academic year, first in October and later in May-June, students are informed, in an orientation meeting, about the process used to apply to the EPT and how the activity is developed. This is done particularly during the 8th semester. There is a guide to be used by the students. The forms for the application are also available on-line. Registration can be carried out within the official period, which is established by the UEx (July and February-March of each academic course). Students follow the standard procedure for registration (enrolment) and fill in the application form for the EPT. As previously indicated, these documents are available at the same link written above.

The procedure for selecting and assigning the place for practical training is regulated by FVUEX. At the beginning of the 10<sup>th</sup> semester, or in the extended period for enrolment (February-March), students communicate the chosen company to the EPC by filling in the corresponding application form. The allocation of students to the different external entities is carried out by the Committee, upon receipt of the student's application.

Each student is assigned two tutors: one in the FVUEX (academic or internal tutor) (Table 3.5.1) and one in the external entity (external tutor), who is direct responsible for the student's training. There is a list of professors who voluntarily put themselves forward to act as academic tutors, yearly approved by Faculty Departments.

**Table 3.5.1.** Number of academic tutors available in the FVUEx.

| DEPARTMENT                            | 2020/2021 | 2019/2020 | 2018/2019 | 2017/2018 | 2016/2017 | % vs Total |
|---------------------------------------|-----------|-----------|-----------|-----------|-----------|------------|
| Animal Health                         | 12        | 15        | 17        | 14        | 17        | 35.71      |
| Animal Medicine                       | 14        | 10        | 12        | 7         | 7         | 23.81      |
| Animal Production and Food Science    | 12        | 12        | 12        | 11        | 11        | 27.62      |
| Anatomy, Cellular Biology and Zoology | 0         | 2         | 1         | 0         | 0         | 1.43       |
| Physiology                            | 4         | 4         | 3         | 5         | 5         | 10.00      |
| Chemistry                             | 2         | 1         | 0         | 0         | 0         | 1.43       |
| <b>TOTAL</b>                          | <b>44</b> | <b>44</b> | <b>45</b> | <b>37</b> | <b>40</b> |            |

The call for appointments to act as academic tutor is made in May-June of the previous course. Entities are responsible for assigning the external tutor. Instructions used during supervision of the student are made available to the external tutor, which help them to complete the process (<https://www.unex.es/conoce-la-uez/centros/veterinaria/informacion-academica/practicas-externas>).

Students are suggested to participate actively in the process, including contact with the external entities. Upon assignment, students may contact the academic tutor at any time if they require assistance in the process or have any difficulties.

The evaluation of the practical training is carried out using a specifically designed query. Both the external tutor and the student produce a report of activities of the EPT, which must be delivered to the Academic Secretary. An evaluation by competences is undertaken with the tutor from the collaborating entity (external evaluator form).

Practitioners, as external tutors, are responsible for certifying the achievement of professional skills on-site. Thus, these tutors evaluate the student's participation in the duties assigned, professional behaviour, knowledge and skills and the ability to face everyday problems. The academic tutor corrects and rates the student's report (a detailed report which describes the activities carried out), provided that the report of the external tutor is satisfactory.

A list of procedures is published on the previously indicated website, which stipulates all the required information for the application to and for the development of the EPT. Most of the students choose practical training during holidays of the 3rd to 5th years (Table 3.5.2).

The achievement of the competences of the curriculum is assessed through evaluation of learning outcomes, as a part of the external tutor's report and which must be described in the student's report. This evaluation guarantees that each graduated student has attained the curriculum competences. Altogether, the process assures that students not only know but also demonstrate competence in diverse professional fields (Day One competences).

**Table 3.5.2.** Curriculum days of External Practical Training (EPT) for each student.

| Minimum duration (weeks)           | Fields of Practice | Year of program | Student distribution in the last five years (%) |
|------------------------------------|--------------------|-----------------|---|
| Production animals (pre-clinical)* | 4 (150 h)          | 5               | 0   |
| Companion animals (pre-clinical)*  | 4 (150 h)          | 5               | 0   |
| Production animals (clinical)*     | 4 (150 h)          | 5               | 35.7  |
| Companion animals (clinical)*      | 4 (150 h)          | 5               | 35.0  |
| FSQ & VPH*                         | 4 (150 h)          | 5               | 21.9  |
| Others (specify)*                  | 4 (150 h)          | 5               | 7.4   |

\*The student can select the subject of External Practical Training among all the possible subjects related to the studies.



Apart from the curricular education of the students, and as a part of the EPT, the FVUEx offers to students the chance to do non-curricular practices, termed Extracurricular External Practical Training. This practical activity, not included in the curriculum and completely voluntary, is undertaken outside university hours and is offered as additional training to complement, just as the EPT, knowledge acquired in their academic training, fostering the acquisition of competences, students' employability and the entrepreneurial capability. This type of practical training represents the chance of gaining additional training that complements the core intramural training. Specially, in some cases, it represents the possibility of a specialization for the students. The regulations governing such training follow the same procedures as the compulsory EPT. EEPT can be included in the degree's European Diploma Supplement. Some examples and student's attendance are presented in Table 3.5.3.

**Table 3.5.3.** Examples of student's attendance to the EEPT.

| Fields of Practice                | Minimum duration (weeks) | Year of program | Student distribution in the last five years (%) |
|-----------------------------------|--------------------------|-----------------|---|
| Production animals (pre-clinical) | 4                        | 3, 4, 5         | 0   |
| Companion animals (pre-clinical)  | 4                        | 3, 4, 5         | 0   |
| Production animals (clinical)     | 4                        | 3, 4, 5         | 15.6  |
| Companion animals (clinical)      | 4                        | 3, 4, 5         | 55.8  |
| FSQ & VPH                         | 4                        | 3, 4, 5         | 16.9  |
| Others (specify)                  | 4                        | 3, 4, 5         | 11.7  |

**3.6 The EPT providers must have an agreement with the Establishment and the student (in order to state their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the Establishment on the EPT programme.**

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

The students can perform their practical training in Establishments with which the FVUEx has signed an educational cooperation agreement (ECA). We currently count with more than 600 agreements with institutions related with the Veterinary profession (Table 3.6.1).

**Table 3.6.1** Number of ECA of the FVUEx.

|                                       | <b>nº</b>  | <b>%</b>      |
|---------------------------------------|------------|---------------|
| Governmental offices (local/national) | 8          | 1.24          |
| Animal nutrition and Food health      | 42         | 6.49          |
| Exotic Animal                         | 7          | 1.08          |
| Large animals                         | 134        | 20.71         |
| Companion animals                     | 350        | 54.10         |
| Equine                                | 47         | 7.26          |
| Other (hunting management)            | 1          | 0.15          |
| ADS (farm management)                 | 25         | 3.86          |
| Slaughterhouses                       | 6          | 0.93          |
| Animal production                     | 5          | 0.77          |
| Natural Parks and zoos                | 22         | 3.40          |
| <b>Total</b>                          | <b>647</b> | <b>100.00</b> |

New places are added every year either based on students' proposal, the lecturers' suggestion, or by the entities themselves who voluntarily can contact us in order to launch new ECA. A major concern is that the ECA accounts for coverage of students with the corresponding accidents and civil responsibility assurance for any problems that might arise while the activity is being undertaken. The rights and duties of the students and of the Establishment are stated in the ECA and agree with the regulations of external practices. The conditions and

content of the ECA are under regulation by the External Practices Regulation, the State Academic Regulations (RD 592/2014, July 11<sup>th</sup>, B.O.E. nº 184, July 30<sup>th</sup> 2014) and the regulations of the UEEx (<https://www.unex.es/organizacion/gobierno/vicerrectorados/vicealumn>). In order to assure diversity of practical/clinical activities, agreements are signed with Establishments related with all fields of veterinary activity.

Places are offered every year in companies that have an ECA with the FVUEx, and students select various options depending on their interests. EPT can only be undertaken at companies with which the University has signed educational collaboration agreements. A list of educational collaboration agreements is included in Annex 3.

As mentioned above, the ECA are arranged by the FVUEx and there is a University Service of Practices and Employment (SEPYE). To date, FVUEx has arranged many agreements with numerous Spanish and international companies related to the veterinary profession, including veterinary hospitals/clinics, field veterinaries, zoological institutions, wildlife rehabilitation, etc. (Annex 3 for a summary of available establishments).

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

Students are allowed to freely choose the institutions in which they perform their EPT. The chosen Establishment, in most cases, strongly depends on the students' inclinations and interests. They make their choice from a list of companies that have an active ECA with the FVUEx. Additionally, students are given the chance to look for and suggest new entities with which to establish a new ECA. Therefore, the students participate actively in the achievement of new ECA. The selection and allocation procedures of the EPT are clearly set out. The EPT coordinator informs students about the procedure to be followed (coordination meetings mentioned above). In addition, students can freely contact the coordinator, who will give the students final details about any procedure relating with the EPT.

The students are encouraged to contact with the Establishments and to share their interest in performing the EPT. Contact details of Establishments are available to the students.

Once the Establishment has been assigned, the student must complete the acceptance document where the period and timetable for the practices are specified. The student fills in the corresponding forms (Annex 3) with the supervision of the academic tutor. Then, forms are signed by all the interested parties (tutors and student).

At the end of the EPT period, the students must elaborate a report on their practical training and give an

account of clinical cases. The students are aware of the EPT model report and the evaluation criteria. The academic tutor assists the assigned students during this entry period and gives them guidelines on how to prepare the report.

Students are asked to express their degree of satisfaction with the EPT in the report they prepare, which will be made available to the academic tutor. Additionally, the students complete a survey regarding their satisfaction with the facilities visited and the treatment received. The survey forms part of an instrument that has been developed for evaluating the competences and abilities acquired by the students over the EPT, in order to improve the process of self-learning.

The complaints process for EPT is like the one established for other degree subjects. There is an official procedure for submitting complaints through the Quality Assurance Unit (<https://uex30.unex.es/QuejasSugerencias/>). There is also a survey to be filled out by the external tutor and another survey filled in by the academic tutor (Annex 3 with previous models, as since 2020-21, online models are available at <https://www.unex.es/conoce-la-uex/centros/veterinaria/informacion-academica/practicas-externas/informacion-general>). The EPC analyses the results of the surveys to make decisions for a better development of the EPT.

### **Comments on Standard 3**

The study plan is considered adequate as a whole, but the need for updating and improvement in some specific aspects is understood as necessary. Thus, these aspects would include:

- 1) the relocation of some specific subjects or part of them (such as deontology or epidemiology) within the structure of the study plan;
- 2) temporary relocation in semesters of subjects corresponding to parts of the same subject (such as Surgical Pathology I and II, or Infectious Pathology I and II);
- 3) the revision of the current catalogue of elective subjects, reasonable but scarce, and the proposal and incorporation of new electives that include professional fields scarcely or superficially addressed in the current curriculum (management and sanitary management of wild fauna, aquaculture, beekeeping or others that may be considered convenient).

In the same way, and in accordance with the decisions of the Conference of Deans of the VEEs of Spain, the period of intra and extramural practical training is interpreted as improvable. The opinions of the students coincide who, upon their return from the external internship period, are clearly favourable to the extension of the aforementioned period.

### **Suggestions for improvement on Standard 3**

It would be very positive to modify the current regulations in such a way that would allow for the increase of the practical component of the Degree in Veterinary Sciences, so that it would become a qualification of 330 or 360 ECTS credits, and those 30 or 60 additional credits would specifically increase subjects of practical approach to the professional reality.

A comprehensive review of the curriculum should be approached, so that it is possible to relocate subjects or parts of subjects within the Degree (such as Ethics, Legal Veterinary Medicine, or Epidemiology) according to its convenience with the prior or subsequent training of the students, and the review of the semester structure, particularly in those subjects that constitute the same subject (Surgical Pathology, Infectious Pathology).

In particular, it would be highly advisable to review and increase the proposal for optional subjects, in order to improve the approach to certain currently poorly developed professional profiles.



# Standard 4: Facilities and equipment





**4.1 All aspects of the physical facilities must provide an environment conducive to learning, including internet access. The veterinary Establishment must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people with reduced mobility, and EU animal welfare and care standards.**

The UEx is distributed into four different campuses: Badajoz, Caceres, Merida and Plasencia. FVUEx is in Caceres. It is situated 4.5 kilometres to the east of the city centre of Caceres. The Campus is easily accessible by car from the nearby Caceres-Madrid highway, as well as from the city centre. In addition, there is also a public bus service that connects the city and the Campus. Finally, a cycle lane is available from the city to the Campus.

The Campus in Caceres currently encompasses the Veterinary Faculty, the Faculty of Law, the Sport Science Faculty, the Teacher Training Faculty, the Nursing and Occupational Therapy Faculty, the Polytechnic School, the Philosophy and Humanities Faculty and the Business and Tourism Faculty.

The FVUEx area comprises 420,000 m<sup>2</sup> of which 110,000 m<sup>2</sup> have been developed and a total extension of about 30,310 m<sup>2</sup> has been built on to accommodate the FVUEx structural units. Distribution of the facilities is shown in Table 4.1.1 and in Appendix 3.



**Table 4.1.1.** Description of FVUEx facilities and buildings

| <b>Building</b>                       | <b>Area/floors</b>         | <b>Facilities</b>   |
|---------------------------------------|----------------------------|---|
| Administration and classroom building | 3,217.7 m <sup>2</sup> /2  | <p>Ground floor:</p> <p>Dean's office</p> <p>Vice-Dean's office</p> <p>Secretary's office</p> <p>Administrative offices</p> <p>Financial offices</p> <p>Meeting room</p> <p>Assembly hall "Ignacio Navarrete"</p> <p>Janitor's office</p> <p>Meeting room for students</p> <p>Library and study room</p> <p>Two halls</p> <p>Two classrooms</p> <p>Two restrooms</p> <p>Computer service</p> <p>Computer room</p> <p>First floor:</p> <p>Four classrooms</p> <p>Two restrooms</p>   |
| Department Pavilion I                 | 7,933.06 m <sup>2</sup> /3 | <p>Basement floor:</p> <p>Insectary</p> <p>Six small storage rooms</p> <p>Ground floor:</p> <p>Dissection room</p> <p>Divisions of Anatomy, Parasitology, Biostatistics, Microbiology, Food Hygiene and Inspection and Food Science and Technology</p> <p>Environmental Radiology Laboratory</p> <p>Computer room</p> <p>Meeting room</p> <p>Study room</p> <p>Two restrooms</p> <p>Lunchroom</p> <p>First floor:</p> <p>Divisions of Pharmacology, Toxicology, Physics, Physiology, Biology, Animal Nutrition, Animal Production, Agronomy and Agrarian Economy and Genetics</p> <p>Four restrooms</p> |
| Cafeteria and microclassrooms         | 609.82 m <sup>2</sup> /1   | <p>Cafeteria</p> <p>One microclassroom</p> <p>One office</p> <p>One storeroom</p>   |
| Department Pavilion II                | 1,002.30 m <sup>2</sup> /1 | Divisions of Biochemistry, Molecular Biology and Genetics   |

|                                    |                            |  |
|------------------------------------|----------------------------|--|
| Department Pavilion III            | 710.56 m <sup>2</sup> /1   | Division of Organic Chemistry<br>Two classrooms  |
| Biochemistry laboratories building | 167.68 m <sup>2</sup> /1   | Two biochemistry laboratories  |
| Surgery area                       | 1,471.41 m <sup>2</sup> /1 | Division of Surgery<br>Two clinical classrooms<br>Six operating rooms<br>Changing room<br>Small storage<br>Laundry room<br>Sterilization room<br>Diagnostic imaging area (MRI, CT, X-ray)<br>Physiotherapy and rehabilitation room<br>Exam and diagnosis rooms   |
| VTH                                | 5,530.05 m <sup>2</sup> /3 | <u>Basement floor:</u><br>Hospitalization rooms (small animals)<br>Necropsy area<br>Boxes area<br>Exercise ground<br>Equine reproduction module<br><u>Ground floor:</u><br>Reception area<br>Clinical laboratories<br>Diagnosis rooms<br>Microscopy area<br><u>First floor:</u><br>Divisions of Animal Pathology, Reproduction and Obstetrics,<br>Infectious Diseases,<br>Pathological Anatomy,<br>Subsidiary libraries of the different divisions |
| Hospitalization ruminants building | 729.83 m <sup>2</sup> /1   | Boxes for hospitalization of ruminants   |
| Scintigraphy building              | 168.85 m <sup>2</sup> /1   | Scintigraphy area  |
| American barn for horses           | 399.50m <sup>2</sup> /1    | Eighteen boxes for horses  |
| Council student building           | 116.43 m <sup>2</sup> /1   | Rooms for meeting  |
| AVAFES building                    | 270.03 m <sup>2</sup> /1   | Store and meeting rooms  |

|                            |                          |  |
|----------------------------|--------------------------|--|
| Gardening building         | 487.86 m <sup>2</sup> /1 | Rooms for warehouse  |
| Infectious horses building | 124.28 m <sup>2</sup> /1 | Boxes for isolation of horses with infectious diseases   |
| Old teaching farm          | 549.62 m <sup>2</sup> /1 |  |
| Dairy pilot plant          | 250 m <sup>2</sup> /1    | Locker rooms<br>Clean area   |
| Meat pilot plant           | 360 m <sup>2</sup> /2    | <u>Ground floor:</u> Locker rooms, Clean area<br><u>First floor:</u> Two laboratories  |
| VTF                        | 22 ha                    | Large animals' module<br>Porcine module (in process)<br>Cattle feedlot<br>Poultry/laying hens' module<br>Clinical classrooms |

The VTH has modern facilities and the equipment to carry out clinical teaching sessions including MRI, CT and scintigraphy, as well as two X-ray machines for large and small animals as well as a modern ultrasound scan. In addition, the VTH has a flow cytometer that makes the VTH as one of the best equipped facilities in Spain for the teaching of equine clinical sciences. The VTH offers speciality services in internal medicine, soft tissue surgery, traumatology, reproduction, ophthalmology, dermatology, physiotherapy and rehabilitation, endoscopy, etc.

The VTF provides an environment for the proper training in management and production techniques, as well as clinical instruction, in the areas of cows, beef, sheep, goats, swine, layer (laying hens) and poultry. All animals are adequately accommodated in compliance with all national statutory provisions, including that of the regional government. The VTF has a total area of about 22 ha divided into four paddocks of 11, 6, 2 and 1 ha, all with a water supply system. It is comprised of the following buildings:

- Access changing room.
- Sheep/Goat barn: seven pens with feeding, bedding and exercise areas, a quarantine area and artificial rearing pen.
- Three feedlot cattle pens, with a corridor/chute with a loader and a mechanic scale for one steer.
- Poultry/pullet (young layers) facility with automatic ventilation and lighting programmes control unit, automatic egg incubator and two pens for free range laying hens.
- Three clinical classrooms for large animals.
- Five pens with bedding and exercise areas for housing different animals as required.
- Multiple purpose open barn.
- Machinery, hay and feed storage building.
- Office and workers building.
- Pig housing (in process): three maternity pens, gestation cages, post-weaning area and open range sow modules.

The FPP for food processing and teaching laboratories of Food Technology are in the VTF. The Meat Products Pilot Plant has two floors and includes a cold room, a freezing room and two temperature and humidity-controlled chambers for meat product ripening. It has four rooms with equipment for manufacturing a large diversity of meat products. On the first floor there are two laboratories of Food Science equipped for the basic compositional analysis of foods. The Dairy Pilot Plant includes a temperature and humidity-controlled chamber for cheese ripening and equipment for manufacturing a diversity of dairy products.

The maintenance strategy of the buildings and infrastructure programme falls under the responsibility of the UEEx Vice-Rector's Office of Economy. They are under the direction of the Technical Unit of

Constructions and Maintaining (UTOM). The working programme is planned on an annual basis to respond to requirements within budgetary constraints. Over the last two years, FVUEEx received an extra budgetary allocation from the Rector's Office. The VTH, departments and services submit applications to this UTOM for minor works on their premises. In addition, each department receives an annual budget aimed at general expenses that can be used to pay for certain maintenance requirements. The UEEx Research Plan includes a programme of grants for the repair of scientific instruments. New equipment is purchased by applying to a fund called the State Programme for Knowledge Generation and Scientific and Technological Strengthening of the R&D&I System, in coordination with the European Regional Development Fund. Standard 2 contains more detailed information.

The VTH is managed by the USF. The VTH also has the following sponsors: Badajoz and Caceres Provincial Councils, Santander Bank, Regional Government, Badajoz Government, etc. They cover the personnel expenses, consumables and equipment upgrades, maintenance contracts, etc.

All the facilities comply with the regulatory requirements regarding sanitary conditions, security, biosecurity and accessibility for people with reduced mobility. The buildings and facilities also comply with the European animal welfare regulations.

FVUEEx has a Risk Prevention Service ([https://www.unex.es/organizacion/servicios-universitarios/servicios/servicio\\_prevencion](https://www.unex.es/organizacion/servicios-universitarios/servicios/servicio_prevencion)), which is responsible for coordinating, reviewing and approving the biosecurity and protection protocols applied to the units where its various activities take place, namely its academic, clinical and research premises. As soon as possible, a Bioethics Committee will be created for this purpose.

The procedures in which animals are used must be submitted to the UEEx Bioethics and Biosecurity Committee (under the responsibility of the Vice-Rector's Office for Research and Transfer, <http://investigalia.unex.es>) for approval in compliance with Royal Decree 53/2013- which incorporates European Directive 2010/63/UE- establishing the basis rules for the protection of animals used in experiments and scientific purposes, including teaching.

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

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

### Lecturing

Premises for lecturing are distributed in several buildings but mainly located in the Classroom Building. Some other classrooms are situated in the Surgery Area (VTH). The number of places in the lecture halls is 1825 (Table 4.2.1).

**Table 4.2.1.** Premises with lecture theatres/rooms.

| Facility (no of places)                      | Surface area (m <sup>2</sup> ) |
|--|--------------------------------|
| <b>Administration and Classroom Building</b> |                                |
| Lecture theatres 1 (270)                     | 218.88                         |
| 2 (270)                                      | 218.88                         |
| 3 (224)                                      | 200.88                         |
| 4 (224)                                      | 200.88                         |
| 5 (110)                                      | 118.7                          |
| 6 (110)                                      | 118.7                          |
| Assembly hall "Ignacio Navarrete" (325)      | 363                            |
| <b>Department Pavilion I</b>                 |                                |
| Meeting room (11)                            | 60.64                          |
| Study room (10)                              | 25                             |
| <b>Surgery Area</b>                          |                                |
| Lecture theatre 7 (146)                      | 158.76                         |
| Clinic classroom 1 (72)                      | 88.36                          |

Equipment: air-conditioning, wheelchair-accessible, media and Wi-Fi coverage.

### Group work

Group work, seminars, tutorial and discussion sessions are carried out in small or medium sized rooms available in different buildings. The total number of places in seminars and tutorials is 334 (Table 4.2.2). Equipment consists of air-conditioning, wheelchair-accessible, media and Wi-Fi coverage.

**Table 4.2.2.** Venues for group work (seminars, tutorials)

| Facility no of places)                       | Surface area (m <sup>2</sup> ) |
|--|--------------------------------|
| <b>Administration and Classroom Building</b> |                                |
| Micro-classroom (12)                         | 33.3                           |
| Computer room (17)                           | 74.4                           |
| <b>Department Pavillion I</b>                |                                |
| Computer room (20)                           | 43.94                          |
| Departmental seminar room 516 (10)           | 60                             |
| Agronomy 902 (8)                             | 29.29                          |
| Anatomy 111A (20)                            | 40                             |
| Anatomy 111B (10)                            | 20                             |
| Animal Nutrition 606 (10)                    | 16                             |
| Animal Production 502 (20)                   | 45                             |
| Animal Production 501 (17)                   | 35                             |
| Animal Production 506 (17)                   | 37                             |
| Biology 408 (8)                              | 29.29                          |
| Physics 204 (8)                              | 39.37                          |
| Physiology 804 (6)                           | 14.64                          |
| Genetics 711 (8)                             | 20                             |
| Microbiology 510 (15)                        | 30                             |
| Parasitology 206 (8)                         | 24                             |
| Toxicology 309 (10)                          | 39.20                          |
| <b>Department Pavillion III</b>              |                                |
| Classroom 1 (15)                             | 80.10                          |
| Classroom 2 (15)                             | 75.20                          |
| <b>Veterinary Clinical Hospital</b>          |                                |
| Histology (10)                               | 48                             |
| Infectious Disease (10)                      | 40                             |
| Medical Pathology (12)                       | 40                             |
| Obstetrics (10)                              | 40                             |



### Practical work

Group work is carried out in seminar rooms, laboratories and VTF (Table 4.2.3). Laboratories and rooms for clinical practices are fully equipped with different multimedia devices. Teaching farm rooms lodge different animal species mainly used in preclinical subjects. Biosecurity is a priority, so laboratories are compliant and properly signposted accordingly to the national and regional legislation. Students must observe the biosecurity rules and wear personal biosecurity equipment during each practice.

**Table 4.2.3.** Venues for practical work (laboratories).

| Facility (Nº of places)                      | Surface area (m <sup>2</sup> ) |
|--|--------------------------------|
| <b>Administration and Classroom Building</b> |                                |
| Micro-classroom 71 (12)                      | 33.3                           |
| Computer room 35 (17)                        | 74.4                           |
| <b>Department Pavilion I</b>                 |                                |
| Computer room 601 (20)                       | 43.94                          |
| Agronomy 901 (15)                            | 49.37                          |
| Anatomy Dissection Room 103 (20)             | 137.78                         |
| Animal Nutrition 603 (15)                    | 40                             |
| Animal Nutrition 604 (12)                    | 25                             |
| Biology 401 (15)                             | 45                             |
| Chemistry 614 (15)                           | 60                             |
| Pharmacology 308b (15)                       | 79.37                          |
| Physics 201 (14)                             | 42.18                          |
| Physiology 815 (10)                          | 36.27                          |
| Food Hygiene 403 (15)                        | 39                             |
| Genetics 712 (10)                            | 37.8                           |
| Genetics 714 (10)                            | 39.37                          |
| Immunology 609 (15)                          | 40                             |
| Mathematics 602 (24)                         | 50                             |
| Microbiology 501 (15)                        | 59.27                          |
| Parasitology 304 (15)                        | 45                             |
| Toxicology 313 (16)                          | 31.15                          |
| Toxicology 301 (16)                          | 42.8                           |
| <b>Department Pavilion II</b>                |                                |
| Biochemistry 17 (15)                         | 40                             |
| <b>Biochemistry Laboratories Building</b>    |                                |
| Biochemistry 1 (15)                          | 45                             |
| Biochemistry 2 (15)                          | 45                             |
| <b>Veterinary Teaching Hospital</b>          |                                |
| Histology 503 (6)                            | 25                             |
| Histology 504 (15)                           | 35                             |
| Histology 505 (15)                           | 35                             |
| Infectious Diseases 1 (15)                   | 70                             |
| Medical Pathology 106 (7)                    | 80                             |
| Medical Pathology 129 (15)                   | 48                             |
| Obstetrics 204 (15)                          | 30                             |
| Parasitology 300 (15)                        | 30                             |
| <b>Pilot plant</b>                           |                                |
| Food technology 1 (15)                       | 60                             |
| Food technology 2 (15)                       | 60                             |
| <b>Veterinary Teaching Farm</b>              |                                |
| Clinical/exploration room 1                  | 114.58                         |
| Exploration room 2                           | 60                             |
| Exploration room 3                           | 30                             |
| Ovine/Caprine pens                           |                                |
| Laying hens/broilers unit                    |                                |

## Study and self-learning

The FVUEX library occupies 134 m<sup>2</sup> and it has 108 places. It is in the Administration and Classroom Building. It offers free-access reading facilities, Wi-Fi, consultation, general information, specialist information, online public access catalogues, library loans and both manual and electronic references. In addition, FVUEX has two study rooms in the Department Pavilion I and Administration and Classroom buildings. The FVUEX has two computer rooms with 17 and 20 computers, respectively that can be used for all students for self-learning. The students can also make use of all seminar rooms under previous demand.

## Catering

The FVUEX has one cafeteria located in a building that is close to Classroom Building. It is open from 8:00 am to 7:00 pm with breakfast, snacks and sandwiches in the morning and a choice of various dishes for lunch from 1:00 to 3:45 pm. An outdoor terrace is also available. Vending machines are also available in all buildings. The Department Pavilion I is provided with a lunchroom equipped with two microwave ovens and space for 20 people.

## Locker rooms

A total of 94 lockers are distributed between the VTH (72), the VTF (18) and the FPP (4).

## Accommodation for on call students

The Regional Government of Extremadura offers two accommodations:

- *Mario Roso de Luna Residence*, located on the Cáceres campus, it offers 120 places with 11 university apartments (12 students each) and double bedrooms. The communal area of each apartment includes living room, 4 bathrooms and complete kitchen. The residence also includes library, gymnasium, computer room, TV room, games room, Wi-fi, lunch service, assembly hall.
- *Diego Muñoz Torrero Residence*, located 3.9 km from the FVUEX. It offers 170 places with single and double bedrooms with air-conditioning and Wi-fi. Communal areas include reading rooms, music room, gymnasium, computer room, club room, TV room, laundry, assembly hall, car park and gardens.

Other accommodations are:

- *Colegio Mayor Universitario San José*, located 3.1 km from the FVUEX offers 180 places with single and double bedrooms. Communal areas include gymnasium, library, study rooms, cafeteria, laundry, dining room, assembly hall, garden, indoor pool, cinema, paddle court and catholic chapel.
- *University Apartments* are located on the Cáceres campus, offering 112 places with one, two or three bedrooms with Wi-fi. Communal areas include TV room, laundry, photocopy and printout services, car park and gardens.

## Leisure

FVUEX students have their own leisure and sports areas on the university campus (Table 4.2.4). The SAFYDE aims to promote and foster sports activities on campus.

**Table 4.2.4.** Facilities for leisure.

| Facility“        | Location       | Comments  |
|------------------|----------------|---|
| V Centenario”    | Cáceres Campus | Sports pavilion, 4 tennis courts, 5 paddle courts, 1 badminton court, 1 pelota court, 1 indoor football pitch |
| Swimming pools   | Cáceres Campus | Outdoor pool (50 m), Indoor pool (50 m)   |
| Football-7 pitch | Cáceres Campus | Sand football pitch   |

## Sanitary

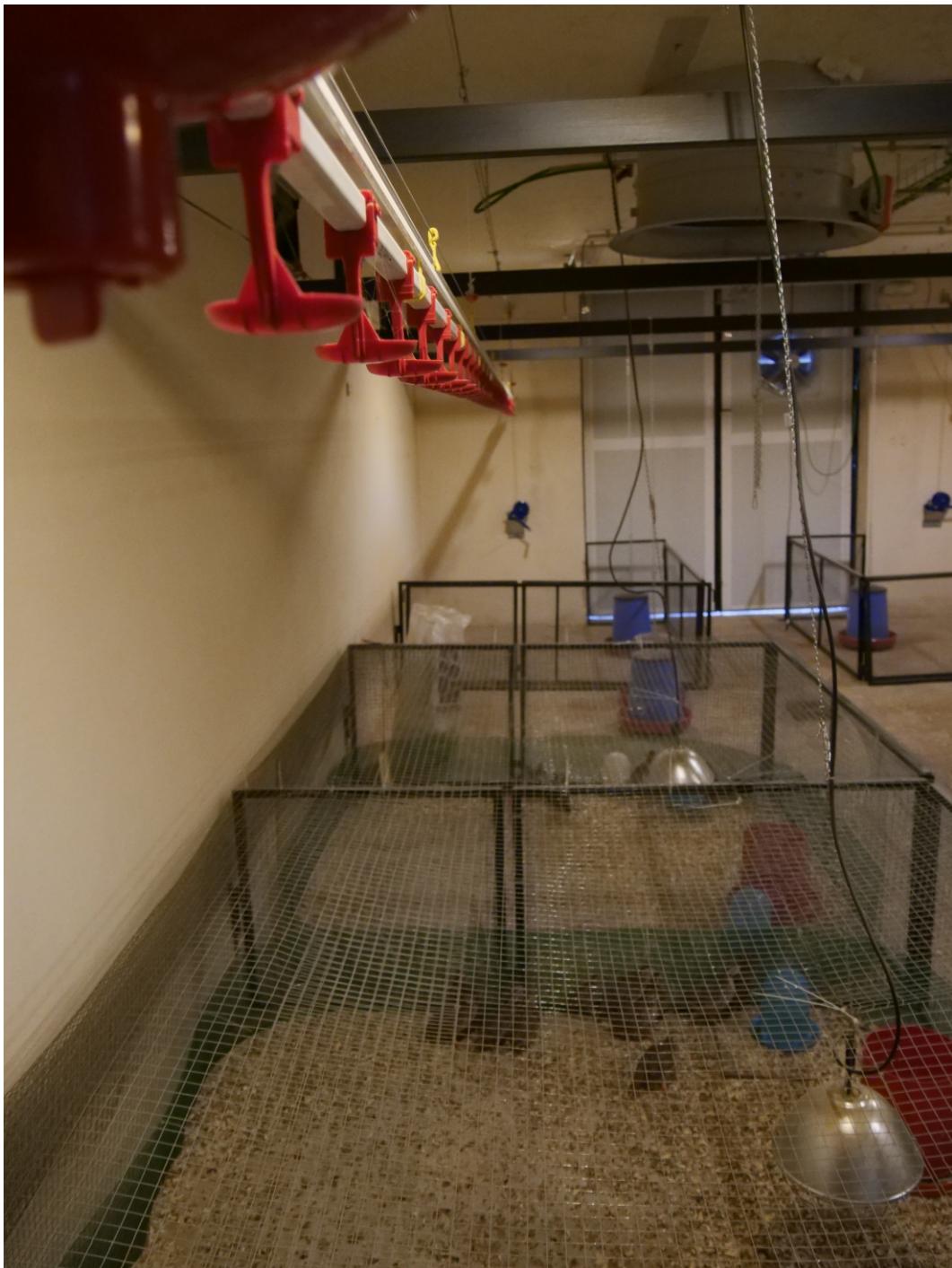
There are toilets and washing facilities on every floor of every building. At the VTF and the FPP there are also showers in changing and locker rooms. There are several toilets, washing facilities and changing/locker rooms at the VTH.

**Staff offices and research laboratories**

Staff offices are distributed throughout the Departments involved in FVUEx in Pavilions I, II and III. The research laboratories are also located in the Biochemistry Laboratories Building. There are approximately 146 offices and 139 research laboratories, sufficient for the needs of the academic and support staff for teaching and research activities.

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

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



## Facilities for healthy animals

**Table 4.3.1.** Veterinary Teaching Farm.

| Species              | Number | Comments   |
|----------------------|--------|--|
| Small ruminants barn | 2      | Four paddocks  |
| Ewes                 |        | One barn with six pens with indoor and outdoor area and a pen for artificial rearing kids/lambs      |
| Goats                |        | Multiple purpose open barn   |
| Large ruminants barn | 1      | Six pens with indoor and outdoor area  |
| Donkeys              | 3      |  |
| Birds                | 2      | Broiler/laying hen unit with automatic environmental monitoring a two free-range laying hens modules |
| Cattle feedlot       | 1      | Three pens with a scale  |
| Horses               | 1      | Perimeter meadow for healthy horses  |

## Facilities for research animals

Housing of research animals depends on their species. Rodents are in the Animal Facility Laboratory of the UEx. Large animals (cattle, sheep, goats) and birds are in the VTF.

## Facilities for hospitalised animals

**Table 4.3.2.** Facilities for hospitalised animals

| Facility (Nº)               | Comments and Description   |
|-----------------------------|--|
| Reception (1)               | A room with two points of attention to the public  |
| Administrative services (2) | Rooms equipped with computers  |
| Waiting rooms (4)           | Two rooms for dogs (internal medicine and surgery), a room for cats and a common shared space for small and large animals. |

### FACILITIES FOR SMALL ANIMALS

|   |   |
|---|---|
| Canine Internal Medicine Clinics (2)    | Equipped with basic material and computers.<br>Shared with specialty consultations                |
| Feline Internal Medicine Clinics (1)    | Equipped with basic material and computers.<br>Shared with specialty consultations                |
| Canine surgery clinics (1)              | Equipped with basic material and computers.<br>Shared with specialty consultations                |
| Feline surgery clinics (1)              | Equipped with basic material and computers.<br>Shared with specialty consultations                |
| Small animals' reproduction clinics (1) | Equipped with basic material and computers.<br>Shared with specialty consultations                |
| Pre-anaesthesia clinics (2)             |   |
| Operating theatres (2)                  | Two standard operating theatres   |
| Hospitalisation clinics (2)             | One hospitalisation unit for dogs (12 cages) and one hospitalisation unit for cats (6 cages)      |
| Clinic for infectious animals (2)       | One specifically for infectious dogs (7 cages) and one specifically for infectious cats (6 cages) |
| Ultrasound clinic (1)                   | Ultrasound room for small animals.  |

### FACILITIES FOR LARGE ANIMALS

|   |  |
|---|--|
| Animal unloading area (1)                         |  |
| Exploration rooms (4)                             | Equipped with basic material. Shared with specialty consultations. |
| Area for anaesthetised induction and recovery (1) |  |
| Operating theatre (1)                             |  |

| Facility (Nº)                    | Comments and Description  |
|----------------------------------|---|
| Hospitalisation clinics (5)      | One intensive care unit (2 boxes), one module for orthopaedic horses (4 boxes), a module for horses with colic (4 boxes), 3 stables for stallions and 2 stables for ruminants.  |
| Clinic for infectious horses (1) | One specifically for infectious horses (3 boxes).   |
| Neonatology horses               | One hospitalisation unit for foals (3 boxes)  |
| Reproduction clinics             | 25 paddocks, 11 boxes for stallions, 6 boxes for mares (donors of embryo transfer) with artificial light programs, one haystack, one semen collection room with a phantom mare, a room for the preparation of artificial vaginas, a storage room for frozen semen, a sterilization room |
| Horse work area (1)              | Diagnostic zone outside and a walker for 8 horses with three specific training programs.  |

## AREAS SHARED BY SMALL AND LARGE ANIMALS

|  |   |
|--|---|
| Radiological diagnostic and TC clinic (1)    | One diagnostic room and one interpretation room   |
| Scintigraphy clinic (1)                      | One diagnostic room, one material preparation room, two horse boxes and one room for small animals  |
| MRI (1)                                      | One diagnostic room and one interpretation room   |
| Sterilisation room and materials storage (2) |   |
| Pharmacy. Materials storage (1)              |   |
| Diagnostic laboratories (13)                 | Two laboratories of clinical pathology, three reproduction laboratories, three parasitology laboratories, three infectious disease laboratories, two toxicology laboratories, a genetics laboratory, and two pathology laboratories |
| Pathological anatomy                         | One necropsy room.  |

**Table 4.3.3.** Diagnostic services, including necropsies

| Service                          | Comments  |
|----------------------------------|---|
| Image-based diagnosis            | Radiology, ultrasound, MRI, CT, scintigraphy, endoscopy.  |
| Clinical analysis (1)            | Haematological and biochemical (including coagulation and blood gas) studies. Analysis of other organic fluids (urine, peritoneal fluid...). Receives samples from the VTH, as well as from outside (cattle farms clinics...) from outside (cattle farms, clinics...) |
| Pathological anatomy             | Necropsy, histopathological and cytology. Receives samples from the VTH, as well as from outside (cattle farms clinics...) from outside (cattle farms, clinics...)  |
| Diagnosis of infectious diseases | Isolation and identification of bacteria, antibiograms, serological diagnosis, PCR. Receives samples from the VTH, as well as from outside (cattle farms clinics...) from outside (cattle farms, clinics...)  |
| Diagnosis of parasitic diseases  | Microscopy and parasitological and immunological analyses. Receives samples from the VTH, as well as from outside (cattle farms clinics...) from outside (cattle farms, clinics...)   |

**Table 4.3.4.** Equipment for clinical services

| Service                               | Basic Equipment | Specialist Equipment   |
|---------------------------------------|-----------------|--|
| SMALL ANIMALS' AREA                   |                 |  |
| Internal medicine clinics             | Available       |  |
| Dermatology clinic                    | Available       |  |
| Reproduction clinic                   | Available       |  |
| Small animal reproduction laboratory  | Available       | Plasmatic progesterone analysis equipment. Collectors for harvesting dog sperm. Equitainer, a refrigerated semen shipping container. Refrigerated chamber for handling semen. Liquid nitrogen tank for storing gametes and embryos. Semen freezing box. Laminar flow cabinet. Heated CO <sub>2</sub> incubator for oocyte maturation. Refrigerated centrifuge. Stereoscopic magnifier with heated stage. Ultrasound. Osmometer. pH-meter.  |
| Ophthalmology clinic                  | Available       | One slit lamp, one indirect ophthalmoscope, one 20D lens, one tonometer, one surgical microscope.  |
| Pre-anaesthesia clinic                | Available       | One inhalational anaesthesia machine, one oxygen generator, one arterial pressure monitor, one infusion pump   |
| Surgery clinics                       | Available       | Monopolar electrosurgery unit, monopolar/bipolar electrosurgery unit, Diode laser unit, vascular heat-sealing unit, set of automated surgical staplers, continuous surgical suction unit, specialist neurosurgical instruments, specialist ophthalmological surgery instruments, specialist odontology instruments, specialist traumatological/orthopaedic instruments, specialist vascular microsurgery/surgery instruments, set of locking orthopaedic implants, battery-powered surgical drill, oscillating and milling saw, endoscopy tower with specialist instruments: laparoscopy, arthroscopy, endoscopy, thoracoscopy. Surgical microscope. |
| Operating theatres                    | Available       | Two inhalational anaesthesia machines, two mechanical ventilators, two multi-parameter monitors, six infusion pumps.   |
| Hospitalization units                 | Available       | One multiparameter monitor, one infrared lamps, one glucose meter, one blood pressure monitor, one oxygen concentrator, one Ambu, 12 infusion pumps, one perfusor, one nebuliser, one aerosol therapy device, one Holter monitor, electrochemotherapy  |
| Hospitalisation of infectious animals | Available       |  |
| LARGE ANIMALS' AREA                   |                 |  |
| Exploration rooms                     | Available       | Ultrasound (1) and one Holter monitor.   |
| Neonatology room                      | Available       | Infrared lamps, one glucose meter, one lactate meter and one refractometer   |
| Hospitalization units                 | Available       |  |
| Hospitalisation of infectious animals | Available       |  |
| Operating theatre                     | Available       | Anaesthetic machine, mechanical ventilator, multiparameter monitor, two infusion pumps, equipment for arthroscopy, laparoscopy, vascular sealing generator   |

|                     |           |  |
|---------------------|-----------|--|
| Reproduction centre | Available | <p>Semen evaluation: two systems with phase-contrast microscopes, two microscope warming plate, CCD camera, computer for analysis, fridge, freezer, photometer, pH-meter, 3 centrifuge, 5 flow cytometers, incubator, 5 two drying ovens, microscope, fluorescence lamp. Sex-sorter flow cytometry.</p> <p>Cryopreservation: straw sealer, automated cryo-freezer with two nitrogen tanks and computer, six liquid nitrogen storage tanks and one freezer box.</p> <p>Ultrasound evaluation: three ultrasound machines with colour, pulsed and power Doppler; 4D ultrasound machine with colour, pulsed and power Doppler and a portable ultrasound machine. One equipment for ovocyte aspiration.</p> <p>Embryo transfer: warming plate, two laminar flow chamber, three binocular stereomicroscopes. One mobile unit for embryo transfer.</p> <p>Other equipment: video endoscope and processor, autoclave, projector and screen connected to ultrasound machines, three mare simulators for rectal palpation.</p> |
|---------------------|-----------|--|

#### COMMON AREAS FOR SMALL AND LARGE ANIMALS

|                                      |           |  |
|--------------------------------------|-----------|--|
| Radiological diagnosis and TC clinic | Available | One fixed radiology instrument for small and large animals, one anaesthesia machine. Helical CT equipment, anaesthetic machine, multiparameter monitor.  |
| MRI clinic                           | Available | Low-field MRI, open, 0.23 T. anaesthetic machine, multiparameter monitor.  |
| Ultrasound clinic                    | Available | Two ultrasound scanners, one electrocardiograph.   |
| Scintigraphy clinic                  | Available | gamma camera equipment (musculoskeletal, glomerular filtration rate, thyroid, and shunt scintigraphy)  |
| Rehabilitation and sport medicine    | Available | Two towers and equipment for Minimally Invasive Surgery and Endoscopy. Small animal flexible endoscopy: three gastrosopes (cats, small and large dogs), bronchoscope, uretero-renoscope + Calculase Holmiun Laser. Large animal flexible endoscopy: enteroscope, gastroscope and upper respiratory endoscope. Rigid lens and equipment for rhinoscopy, laparoscopy, thoracoscopy and arthroscopy in large and small animals. Three LigaSure vessel sealing device, two camera Full HD, three light sources, two mechanical insufflators. |
| Clinical analysis service            | Available | <p>Clinical pathology: Two haematology equipment. Two dry biochemical equipment. Two wet biochemical equipment. One blood gas analyser. Two coagulometer. One thermal bath. Centrifuges (normal and for microhematocrit). One urine strip reader. One automated equipment for electrophoresis. One electrolyte analyser.</p> <p>Parasitology: microscopes (4), ELISA plate reader (1). PCR analyser.</p> <p>Infectious diseases: microscopes (4), ELISA plate</p>  |

reader (1). PCR analyser. Flow hoods (4), one automated bacteria identification system, culture stoves (5).

Pathology: microscopes (3), microtome (1), histopathology processor (1), flow hood (1).

## Food Pilot Plants

The FPP are in the VTF, separated from the rest of the facilities by a perimeter fence. The FPP are composed of two independent buildings that house the Meat Products Pilot Plant (MPPP) (360 m<sup>2</sup>) and the Dairy Pilot Plant (DPP) (250 m<sup>2</sup>).

The MPPP includes a cold room, a freezing room and two temperature and humidity-controlled chambers for meat product curing. It has four rooms with equipment for manufacturing a wide diversity of meat products. It has hot and cold-water points and easy access to work from, and for draining and cleaning, industrial oven, mixer, slicer, kneading machine, stainless steel workbenches, and scales. On the first floor there are two Food Science laboratories, equipped for the basic compositional analysis of foods. Renovations have recently been carried out to provide this floor with a new access, including changing rooms and toilets.

The DPP is equipped with a temperature and humidity-controlled chamber for cheese curing. It has equipment for manufacturing diverse dairy products. It has hot and cold-water points and easy access to work from, and for draining and cleaning, a heat exchanger for milk pasteurization, stainless steel workbenches, cheese vats, cold brine, etc.

## Slaughterhouses

This compulsory Slaughterhouse extramural practicum is taught, as part of the “Farm Resources and Food Technology and Hygiene” subject, at various slaughterhouses by the Official Veterinarians from the EHS. Students spend five workdays in a slaughterhouse in groups of two students tutored by the slaughterhouse's Official Veterinarian. No slaughterhouse has been operational in Caceres for the last three years. Therefore, until year 2018/2019, this practicum training was carried out in different slaughterhouses, according to the specific interest of the students. However, since 2019/20, only three slaughterhouses are officially engaged in this activity:

- Matadero Iberico, swine slaughterhouse at Merida (75 km from Caceres)
- OVICANAL, ovine slaughterhouse at Trujillo (45 km from Caceres)
- Encinar de Humienta, cattle slaughterhouse at Almaraz (98 km from Caceres)

This change has allowed the three official veterinary inspectors to be designed as Part-Time Lecturers of the FVUEx, associated to a general agreement for training Veterinary students signed by the UEx and the EHS.

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

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

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

**The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.**

The VTH is open to companion animals and horses year-round (24/7). Emergencies are run by specialist personnel made up of academics and veterinarians who have been specifically hired for the VTH. Any intervention carried out by the students is overseen by the hospital's professionals and teachers.

The clinical practical training with farm animals (cattle, sheep, goats and pigs) is conducted on an ambulatory basis mostly, although they can also be treated at the VTH. Students participate in this practical training under the supervision of a teacher. During the practical training, the students take part in the service as normal clinical practice.

The general and specialist clinics for small animals are as follows: internal medicine, pre-anaesthesia, surgery, operating theatre, dermatology, reproduction, ophthalmology, physiotherapy and rehabilitation, cardiology, chemotherapy, intensive hospitalisation, hospitalisation for infectious animals.

**Internal medicine service** includes initial opinion and speciality consultations.

**Surgery service** includes consultations and surgical procedures for soft tissues, and orthopaedics.

**Dermatology service** includes consultations, diagnostic and minimally invasive treatment methods.

**Reproduction service** includes speciality consultations, diagnostic and therapeutic procedures and assisted reproduction techniques.

**Ophthalmology service** includes consultations and surgical treatments.

**Physiotherapy and rehabilitation service** include consultations, diagnostic methods and non-invasive treatments.

**Oncology and chemotherapy service** include consultations, diagnostic methods and treatments.

The general and specialist clinics for horses are similar.

**Shared diagnostic services** include radiology, magnetic resonance, scintigraphy, CT scans, ultrasound and clinical analyses.

The facilities and equipment of each of the services may be found in Tables 4.3.2, 4.3.3 and 4.3.4.

The groups of students that carry out the clinical practice vary in size between 2 and 7. This enables each student to intervene directly on the patient under the supervision of a teacher. For each activity the number of students is governed by the clinical scenario and the handling procedures.

All the specialists and professors at the VTH are collegiate members of the Official College of Veterinarians of Caceres and adhere to the ethical code for the veterinary profession, as established by the General Council of Official Colleges of Veterinarians of Spain (<http://www.colvet.es/node/6236>).

Most clinical professors and VTH vets belong to a range of professional associations (AVEPA: The Spanish Association of Veterinary Specialists in Small Animals; AVEE: The Association of Veterinary Specialists in Horses; SECIVE: Spanish Veterinary Surgery Society; Equine Clinic Spanish Certificate), which ensures that they undergo continuous training and clinical improvement. Moreover, some professors at the VTH are European Diplomates in different specialities of the veterinary clinical practice: ECEIM (European College of Equine Internal Medicine), ECVS (European College of Veterinary Surgeons), ECAR (European College of Animal Reproduction).

**4.5 The Establishment must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services, pharmacy and necropsy facilities.**

All students have access to diagnostic and therapeutic facilities under the supervision of the academic in charge of the practical groups. Students are also permitted to access the clinical records of the VTH databases upon request by applying to staff in charge of each service

**4.6 Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care and for prevention**

**of the spread of infectious agents. They must be adapted to all animal species commonly handled in the VTH.**

There are facilities for holding animals in isolation at the VTF and the VTH (Table 4.6.1).

**Table 4.6.1.** Facilities for animals in isolation.

|            | SPECIES         | COMMENTS   |
|------------|-----------------|--|
| <b>VTF</b> | Cows            | One enclosed cattle shed                                       |
|            | Small ruminants | Two enclosed sheds   |
| <b>VTH</b> | Dogs            | Hospitalisation room for infectious dogs with 7 cages          |
|            | Cats            | Six cages for infectious cats in the hospitalisation room      |
|            | Horses          | Three boxes isolated from each-other with glazing in the doors |



**4.7 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.**

The ambulatory clinic is carried out in private farms outside the VTH. These are farms of all types of production animals, most of them are extensive rearing system farms which are the ones close to the location of the VTH. The academic staff consists of one Associate Professor who coordinates the subject and three Part-Time Lecturers who are veterinary practitioners. A group of 7 students is assigned to the Associate Professor and three groups of seven students each are assigned to each Part-Time Lecturer. Students accompany the teaching staff in small groups, from 1 to 3 students per teacher. Students use their own working clothes though masks, gloves, rectal exploration gloves, disposable clothes and hydroalcoholic gel (due to COVID-19 pandemic) are provided by the General and Medical

Pathology unit that coordinates this subject.

The clinical activity takes place from September 1<sup>st</sup> to July 31<sup>st</sup>, throughout the entire academic year. Students accompany the teacher in their daily clinical activity, which may consist of individual and/or collective cases. The collective cases are considered as herd health management. These activities include the emergencies that may arise in the routine clinical activity of each practitioner.

One of the vehicles used for the ambulatory clinic belongs to the VTH and the three others belong to the Part-Time Lecturers. All vehicles have the necessary equipment for the identification of the animals (electronic identifiers readers), for taking samples (analysis material), to carry out the examinations of the animals (examination material), as well as surgical material. In the vehicles there are also mobile ultrasound scanners used for the diagnosis of diseases and especially for the diagnosis of pregnancy. In addition, the ATP vehicles have insemination and semen collection equipment.

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

For the transportation of students in small groups to practical training or visits to livestock farms, two vehicles are provided. The ambulatory clinic uses a van as already described.

The VTH has one van for the transport of live animals (mainly horses). But in general, owners are expected to arrange transport for their animals.

For cadaver transport and material of animal origin within the Faculty or VTF, boxes, hand carts, a dumper with tubs, plastic bags and barrels of various capacities are used. Cadavers are transported out of the faculty and disposed by a special disposal company, RenBio.

#### **4.9 Operational policies and procedures (including e.g. biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors and a Biosafety manual must be available. The Establishment must demonstrate a clear commitment for the delivery of biosafety and biosecurity, e.g. by a specific committee structure. The Establishment must have a system of QA to monitor and assure clinical, laboratory and farm services, including a regular monitoring of the feedback from students, staff and clients.**

The UEx has a specific department for biosecurity and health protection, within the Risk Prevention Service ([https://www.unex.es/organizacion/servicios-universitarios/servicios/servicio\\_prevencion](https://www.unex.es/organizacion/servicios-universitarios/servicios/servicio_prevencion)).

This Service, in collaboration with other local institutions, departments and university services and the participation of all FVUEX employees, both the teaching and research staff and the support personnel, undertakes activities leading to the procurement of a healthy and safe environment. There are manuals and procedures for the prevention of occupational hazards. This service is responsible for carrying out risk assessments of every department/service, and it consequently determines the steps or procedures to be taken as needed.

The FVUEX has its own biosecurity plan that includes the security measures needed to reduce risk in all the teaching and care activities. The biosecurity plan and programme can be accessed at <https://www.unex.es/conoce-la-uez/centros/veterinaria/informacion-academica/normativas>. The security measures are available for the staff, as well as the students, by QR codes located in the facilities of the FVUEX.

#### **Comments on Standard 4**

Although many facilities have been built or renewed in the FVUEX since the last EAEVE visitation, some original buildings still need to be improved.

Since the last visit, the VTF has had its facilities refurbished and extended:

- Three feedlot cattle pens, with a corridor/chute with a loader and a mechanic scale for one steer.
- 58 m<sup>2</sup> environmentally control pen ventilation and lighting programmes for broilers and pullets.
- 40 m<sup>2</sup> facility for artificial rearing of lambs/kids with three pens and one milk replacer machine.
- Changing room building (70 m<sup>2</sup>) with toilets, showers and lockers.
- One clinical classroom for large animals (17 m<sup>2</sup>).

Many significant changes in facilities of the VTH have been made in the last years such as owners waiting rooms, improvement of diagnosis and hospitalization rooms (rebuilding the equine isolation unit) and access to the building, etc. Regarding equipment, the improvement in imaging diagnosis with the acquisition of the CT equipment and the adequacy of the scintigraphy equipment for renal function evaluation, diagnosis of shunt, and musculoskeletal and thyroid pathologies is very notable. In addition, since the last visit, medical specialities such as physiotherapy and rehabilitation have been incorporated and all the consultations rooms have a computer terminal with a veterinary management program installed, all of them connected to each other and to the registration system in reception.

#### **Suggestions for improvement on Standard 4**

It would be desirable to improve the procedure for coordination and to better specify the action plan over the medium to long-term for the improvement of the facilities. A specific programme for renewal and update of equipment for all services at the VTH and the different diagnostic units should be established, with the support of the UEEx Economy Vice-rectorate.

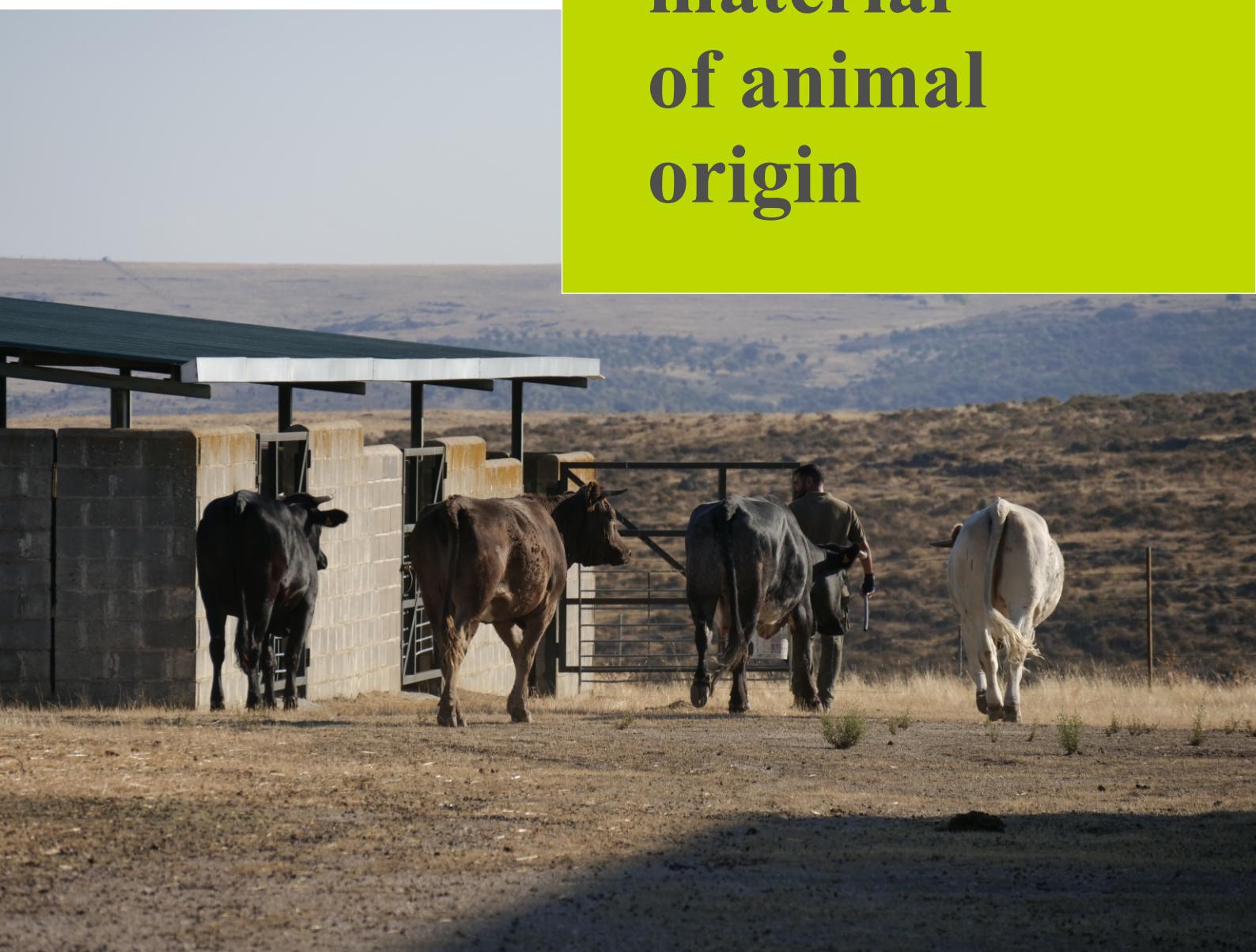
In the VTF the improvements could be the following:

- Apiary: 6-8 hives with a room for extraction of bee products
- Rabbit unit: 10-12 animals in cages/hutches
- Making access and interior paths wheelchair-accessible
- Wi-Fi coverage for data management, storage and processing
- Install new screen and projector in clinical classroom

In the VTH the improvements could be the following:

- Renovation of small animal anaesthetic equipment
- To expand the coverage of equipment maintenance contracts

# Standard 5: Animal resources and teaching material of animal origin





**5.1 The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled.**

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

The goal of FVUEX is to ensure a correct training of veterinary students to guarantee they acquire Day One Competences to enter the veterinary profession, as stated in the official document of the Degree (ORDEN ECI/333/2008, [https://www.boe.es/diario\\_boe/txt.php?id=BOE-A-2008-2675](https://www.boe.es/diario_boe/txt.php?id=BOE-A-2008-2675)) and following the standards marked by the Quality Assurance System of the Faculty, both accredited by ANECA (ENQA member) and the EU Directive 2005/36 and 2013/55.

Concerning the training with animals and materials of animal origin, the global strategy of the VEE is to obtain correct hands-on preclinical and clinical training. To this end, the degree course shall ensure and evaluate both an adequate number of animals and animal material and that animal health and welfare rules are met. VEE recognizes and values the principles of the 3Rs, Reduction, Replacement, and Refinement. Regarding replacement, the extremely high costs related to the purchase of alternative teaching resources have slowed down this process. However, efforts to meet this objective will continue in the medium and long term.

**Pre-clinical training** involving the pathological analysis of samples and materials of animal origin is carried out in specific laboratories equipped with the instruments necessary for students to be able to process cadavers and tissue samples, faecal samples, etc. to establish diagnoses (Table 5.1.1 and Table 5.1.6)

Material for **pre-clinical training** is mainly provided through agreements with external parties, including external farms, public health state facilities, regional slaughterhouses, public and private kennels, stray dog and cat associations, the training involving healthy animals (Table 5.1.2.) is given at the VTF as well as during visits to extra-mural entities.

**The clinical training** is mainly supported by the VTH, its first goal is to maintain or increase the casuistry in the areas of both small and large animals and to correct the possible imbalance among different animal species. The VTH has a Small Animal Clinical Area that provides general and specialist consultations by appointment every working day from 10:00 to 17:00. There are specialist consultations of Internal Medicine, Ophthalmology, Dermatology, Digestive, Cardiorespiratory, Oncology, Diagnostic Imaging, Exotic Animals, Nephrology, Reproduction, Physical Therapy and Rehabilitation, Soft Tissue Surgery, Neurosurgery, Traumatology and Orthopaedics. There is a specific examination room for feline consultation. There is also a dedicated 24/7 Emergency and Hospitalisation Service open year-round. To increase the number and diversity of the clinical cases, the VTH collaborates with different shelters around the region, and primarily with the Refugio San Jorge in Caceres. The acquired skills in feline sterilization have been improved with the participation in the Trap-Neuter-Return to control feral cat colonies.

The Large Animal Clinical Area is focused primarily on Equine Medicine, Surgery and Reproduction, which is available as an appointment-only consultation service (from 10:00 to 17:00) on working days around the year. Ruminants are also admitted, but the number is small and mainly small ruminants. Moreover, an Emergency and Hospitalisation Service 24/7 is available 365 days. An agreement with the Ministry of Defence has been in place since 2006 to house four to six stallions from the Spanish Armed Forces Equine Stud Farm at the VTH between the months of February and June. Moreover, four or five owner-stallions are housed at the VTH to increase the semen offer. The reproductive facilities are accredited as European Reproduction Centre to export semen doses. This has entailed an increase in the number of clinical cases being referred for reproduction because of infertility problems, and for preparation of semen doses for artificial insemination. The exposition of the students to Farm Animal Medicine is mainly obtained through the Ambulatory Clinic Unit managed by an Associate Professor and with three practitioners as Part-Time Lecturers and with animals from the VTF.

The use of animals for experimental and education purposes is regulated by RD 53/2013 (transposition of the Directive 2010/63/EU on the Protection of Animals used for Scientific Purposes). Therefore, all procedures must be approved by the institutional Ethics and Animal Welfare Committee and, finally,

the competent authority

(<http://investigalia.unex.es/#!/page36.do?acond12=es&rcond3.att2=621&kcond92.att3=662>). Such approval requires the application of the 3R concept of reduction in the number of animals employed, refinement of the procedures employed, and replacement by alternative methods. Exemptions are those procedures below the established threshold, such as those where moderate animal handling is performed (e.g., basic physical exam). Currently most teaching clinical procedures are performed at the VTH with client-owned patients, and the number of practical activities with experimental animals has been significantly reduced.

During the practical sessions of Gross Anatomy, students directly work on anatomical specimens or dissect whole body cadavers (dogs mainly and sheep). The cadaver donation program established through the Animal Facility Laboratory of the UEx supplies it with the necessary number of dogs for students training. Equine material comes mainly from private donations through the Veterinary Hospital. Isolated organs and anatomical regions of ruminants and pigs and whole cadavers of hens are obtained from local abattoirs.

Cadavers of dogs are embalmed by specialized staff in the dissection room with an embalming solution with a minimal amount of formalin. When studying the dog dissections, students are split in small groups of 5, each group working in one of the four dissection tables with a ventilation system that draws air across the cadaver and away from the tabletop. This ensures that the levels of exposure to toxic products are kept below the levels allowed by European regulations. The students of Anatomy also use for their learning some assembled skeletons (horse, dog, vultures, ostrich and snake) or parts of them.

Cadavers and samples for practical sessions in Pathological Anatomy (Table 5.1.1.) come from abattoirs, VTH, farms and private veterinarians that send the corpses for a post-mortem diagnosis. Necropsies are performed as soon as the corpse arrives, if necessary, they are conserved in the cold room. The biological material used in Anatomy and Anatomical Pathology practices is eliminated by an external company to the UEx that is responsible for its collection and incineration.

**Table 5.1.1.** Cadavers and material of animal origin used in practical anatomical training.

| SPECIES       | 2020/2021                     | 2019/2020                     | 2018/2019                     | MEAN |
|---------------|-------------------------------|-------------------------------|-------------------------------|------|
| <i>Cattle</i> | 5 hearts                      | 4 hearts                      | 5 hearts                      | 4.7  |
|               | 2 lungs                       | 4 lungs                       | 4 lungs                       | 3.3  |
|               | 3 livers                      | 4 livers                      | 4 livers                      | 3.7  |
|               | 5 kidneys (pairs)             | 5 kidneys (pairs)             | 5 kidneys (pairs)             | 5    |
|               | 4 spleens                     | 4 spleens                     | 5 spleens                     | 4.3  |
|               | 4 uteruses                    | 4 uteruses                    | 4 uteruses                    | 4    |
|               | 3 male reproductive apparatus | 3 male reproductive apparatus | 3 male reproductive apparatus | 3    |
|               | 1 stomach (model)             | 1 stomach (model)             | 1 stomach (model)             | 1    |
|               | 4 half heads                  | 4 half heads                  | 4 half heads                  | 4    |
|               | 1 complete skeleton           | 1 complete skeleton           | 1 complete skeleton           | 1    |
|               | 6 skulls                      | 5 skulls                      | 5 skulls                      | 5.3  |
|               | 5 mandibles                   | 5 mandibles                   | 5 mandibles                   | 5    |
|               | 4 cervical vertebrae          | 4 cervical vertebrae          | 4 cervical vertebrae          | 4    |
|               | 3 sets of cervical vertebrae  | 3 sets of cervical vertebrae  | 3 sets of cervical vertebrae  | 3    |
|               | 1 set of thoracic vertebrae   | 1 set of thoracic vertebrae   | 1 set of thoracic vertebrae   | 1    |
|               | 10 thoracic vertebrae         | 10 thoracic vertebrae         | 10 thoracic vertebrae         | 10   |
|               | 4 sacrum                      | 3 sacrum                      | 3 sacrum                      | 3.3  |
|               | 2 half sacrum                 | 2 half sacrum                 | 2 half sacrum                 | 2    |
|               | 2 sets of lumbar vertebrae    | 1 set of lumbar vertebrae     | 1 set of lumbar vertebrae     | 1.3  |
|               | 3 pelvis                      | 2 pelvis                      | 2 pelvis                      | 2.3  |
|               | 4 half pelvis                 | 4 half pelvis                 | 4 half pelvis                 | 4    |

| SPECIES                | 2020/2021                                   | 2019/2020                                   | 2018/2019                                   | MEAN |
|------------------------|---|---|---|------|
| <i>Cattle</i>          | 10 scapulae                                 | 9 scapulae                                  | 9 scapulae                                  | 9.3  |
|                        | 12 humerus                                  | 11 humerus                                  | 11 humerus                                  | 11.3 |
|                        | 8 radius-ulna (pairs)                       | 7 radius-ulna (pairs)                       | 7 radius-ulna (pairs)                       | 7.3  |
|                        | 12 femur                                    | 12 femur                                    | 12 femur                                    | 12   |
|                        | 9 tibia                                     | 9 tibia                                     | 9 tibia                                     | 9    |
|                        | 2 sets carpal, metacarpal and phalanx bones | 2 sets carpal, metacarpal and phalanx bones | 2 sets carpal, metacarpal and phalanx bones | 2    |
|                        | 4 carpal and metacarpal bones               | 4 carpal and metacarpal bones               | 4 carpal and metacarpal bones               | 4    |
|                        | 12 patellas, metacarpal and phalanxes       | 12 patellas, metacarpal and phalanxes       | 12 patellas, metacarpal and phalanxes       | 12   |
|                        | 2 humerus radius ulna joints                | 2 humerus radius ulna joints                | 2 humerus radius ulna joints                | 2    |
|                        | 1 carpal joint                              | 1 carpal joint                              | 1 carpal joint                              | 1    |
|                        | 1 phalanx joint                             | 1 phalanx joint                             | 1 phalanx joint                             | 1    |
|                        | 1 tarsal joint                              | 1 tarsal joint                              | 1 tarsal joint                              | 1    |
|                        | 2 joints of knee                            | 2 joints of knee                            | 2 joints of knee                            | 2    |
|                        | 1 carpal-metacarpal-phalanx joint           | 1 carpal-metacarpal-phalanx joint           | 1 carpal-metacarpal-phalanx joint           | 1    |
|                        | 1 tarsal-metatarsal-phalanx joint           | 1 tarsal-metatarsal-phalanx joint           | 1 tarsal-metatarsal-phalanx joint           | 1    |
| <i>Small ruminants</i> | 1 hyoid apparatus                           | 1 hyoid apparatus                           | 1 hyoid apparatus                           | 1    |
|                        | 1 forelimb skeleton                         | 1 forelimb skeleton                         | 1 forelimb skeleton                         | 1    |
|                        | 5 hearts                                    | 4 hearts                                    | 4 hearts                                    | 4.3  |
|                        | 3 lungs                                     | 3 lungs                                     | 3 lungs                                     | 3    |
|                        | 3 livers                                    | 3 livers                                    | 3 livers                                    | 3    |
|                        | 3 spleens                                   | 3 spleens                                   | 3 spleens                                   | 3    |
|                        | 3 kidneys (pairs)                           | 3 kidneys (pairs)                           | 3 kidneys (pairs)                           | 3    |
|                        | 2 stomachs                                  | 4 stomachs                                  | 4 stomachs                                  | 3.3  |
|                        | 4 brains                                    | 4 brains                                    | 4 brains                                    | 4    |
|                        | 2 sheep skulls                              | 2 sheep skulls                              | 2 sheep skulls                              | 2    |
| <i>Pigs</i>            | 2 goat skulls                               | 2 goat skulls                               | 2 goat skulls                               | 2    |
|                        | 1 goat skeleton                             | 1 goat skeleton                             | 1 goat skeleton                             | 1    |
|                        | 1 goat hyoid apparatus                      | 1 goat hyoid apparatus                      | 1 goat hyoid apparatus                      | 1    |
|                        | 2 hind limb skeletons                       | 2 hind limb skeletons                       | 2 hind limb skeletons                       | 2    |
|                        | 14 hearts                                   | 14 hearts                                   | 14 hearts                                   | 14   |
|                        | 1 heart (plastinated)                       | 1 heart (plastinated)                       | 1 heart (plastinated)                       | 1    |
|                        | 3 lungs                                     | 4 lungs                                     | 4 lungs                                     | 3.7  |
|                        | 3 livers                                    | 3 livers                                    | 3 livers                                    | 3    |
|                        | 5 kidneys (pairs)                           | 5 kidneys (pairs)                           | 5 kidneys (pairs)                           | 5    |
|                        | 1 uterus                                    | 3 uteruses                                  | 3 uteruses                                  | 2.3  |

|                          |  |  |  |     |
|--------------------------|--|--|--|-----|
| <i>Companion animals</i> | 4 dog cadavers                                   | 4 dog cadavers                                   | 4 dog cadavers                                   | 4   |
|                          | 2 thoracic limbs<br>(prosecctions) dog           | 2 thoracic limbs<br>(prosecctions) dog           | 2 thoracic limbs<br>(prosecctions) dog           | 2   |
|                          | 2 hind limbs<br>(prosecctions) dog               | 2 hind limbs<br>(prosecctions) dog               | 2 hind limbs<br>(prosecctions) dog               | 2   |
|                          | 4 half heads (dog)                               | 4 half heads (dog)                               | 4 half heads (dog)                               | 4   |
|                          | 1 dog skeleton                                   | 1 dog skeleton                                   | 1 dog skeleton                                   | 1   |
|                          | 5 dog skulls                                     | 5 dog skulls                                     | 5 dog skulls                                     | 5   |
|                          | 10 half dog skulls                               | 10 half dog skulls                               | 10 half dog skulls                               | 10  |
|                          | 9 dog mandibles                                  | 9 dog mandibles                                  | 9 dog mandibles                                  | 9   |
|                          | 4 sets of dog cervical vertebrae                 | 4 sets of dog cervical vertebrae                 | 4 sets of dog cervical vertebrae                 | 4   |
|                          | 4 sets of dog thoracic vertebrae                 | 4 sets of dog thoracic vertebrae                 | 4 sets of dog thoracic vertebrae                 | 4   |
|                          | 4 sets of dog lumbar vertebrae                   | 4 sets of dog lumbar vertebrae                   | 4 sets of dog lumbar vertebrae                   | 4   |
|                          | 2 sets of lumbar & sacrum vertebrae              | 2 sets of lumbar & sacrum vertebrae              | 2 sets of lumbar & sacrum vertebrae              | 2   |
|                          | 2 sets of sacrum & coxigeal vertebrae            | 2 sets of sacrum & coxigeal vertebrae            | 2 sets of sacrum & coxigeal vertebrae            | 2   |
|                          | 2 sets of coxigeal vertebrae                     | 2 sets of coxigeal vertebrae                     | 2 sets of coxigeal vertebrae                     | 2   |
|                          | 6 sets of pelvis & sacrum                        | 6 sets of pelvis & sacrum                        | 5 sets of pelvis & sacrum                        | 5.7 |
|                          | 9 scapulas                                       | 9 scapulas                                       | 9 scapulas                                       | 9   |
|                          | 11 humerus                                       | 11 humerus                                       | 11 humerus                                       | 11  |
|                          | 11 radius-ulna                                   | 11 radius-ulna                                   | 11 radius-ulna                                   | 11  |
|                          | 8 femur  | 8 femur  | 8 femur  | 8   |
| <i>Equine</i>            | 9 tibia & fibula                                 | 9 tibia & fibula                                 | 9 tibia & fibula                                 | 9   |
|                          | 11 carpo & phalanxes                             | 11 carpo & phalanxes                             | 11 carpo & phalanxes                             | 11  |
|                          | 1 radius-ulna-carpal-metacarpal-phalanxes joints | 1 radius-ulna-carpal-metacarpal-phalanxes joints | 1 radius-ulna-carpal-metacarpal-phalanxes joints | 1   |
|                          | 2 tibial-tarsal-metatarsal-phalanx joints        | 2 tibial-tarsal-metatarsal-phalanx joints        | 2 tibial-tarsal-metatarsal-phalanx joints        | 2   |
|                          | 5 hearts   | 5 hearts   | 5 hearts   | 5   |
|                          | 2 lungs  | 2 lungs  | 2 lungs  | 2   |
|                          | 3 livers   | 3 livers   | 3 livers   | 3   |
|                          | 5 kidneys (pairs)                                | 5 kidneys (pairs)                                | 5 kidneys (pairs)                                | 5   |
|                          | 4 spleens  | 4 spleens  | 4 spleens  | 4   |
|                          | 3 stomachs                                       | 3 stomachs                                       | 3 stomachs                                       | 3   |
| <i>Equine</i>            | 3 male reproductive apparatus                    | 3 male reproductive apparatus                    | 3 male reproductive apparatus                    | 3   |
|                          | 1 uterus   | 1 uterus   | 1 uterus   | 1   |
|                          | 6 half heads                                     | 6 half heads                                     | 6 half heads                                     | 6   |
|                          | 1 dissected eye                                  | 1 dissected eye                                  | 1 dissected eye                                  | 1   |
|                          | 2 complete skeletons                             | 1 complete skeletons                             | 1 complete skeletons                             | 1.3 |
|                          | 8 skulls   | 6 skulls   | 6 skulls   | 6.7 |
|                          | 6 half skulls                                    | 6 half skulls                                    | 6 half skulls                                    | 6   |
|                          | 10 mandibles                                     | 10 mandibles                                     | 10 mandibles                                     | 10  |
|                          | 1 hyoid apparatus                                | 1 hyoid apparatus                                | 1 hyoid apparatus                                | 1   |

|                              |                                    |                                   |                                   |     |
|------------------------------|------------------------------------|-----------------------------------|-----------------------------------|-----|
| <i>Equine</i>                | 6 sets of cervical vertebrae       | 6 sets of cervical vertebrae      | 6 sets of cervical vertebrae      | 6   |
|                              | 4 sets of thoracic vertebrae       | 4 sets of thoracic vertebrae      | 4 sets of thoracic vertebrae      | 4   |
|                              | 4 sets of lumbar vertebrae         | 2 sets of lumbar vertebrae        | 2 sets of lumbar vertebrae        | 2.7 |
|                              | 4 sacrum                           | 3 sacrum                          | 3 sacrum                          | 3.3 |
|                              | 3 sets of lumbar & sacrum          | 2 sets of lumbar & sacrum         | 2 sets of lumbar & sacrum         | 2.3 |
|                              | 10 scapulas                        | 8 scapulas                        | 8 scapulas                        | 8.7 |
|                              | 8 humerus                          | 6 humerus                         | 6 humerus                         | 6.7 |
|                              | 7 radius-ulna                      | 5 radius-ulna                     | 5 radius-ulna                     | 5.7 |
|                              | 7 pelvis                           | 6 pelvis                          | 5 pelvis                          | 6   |
|                              | 8 femur                            | 6 femur                           | 6 femur                           | 6.7 |
|                              | 9 tibia                            | 7 tibia                           | 7 tibia                           | 7.7 |
|                              | 1 forelimb skeleton                | 1 forelimb skeleton               | 1 forelimb skeleton               | 1   |
|                              | 1 hindlimb skeleton                | 1 hindlimb skeleton               | 1 hindlimb skeleton               | 1   |
|                              | 2 set of ribs                      | 1 set of ribs                     | 1 set of ribs                     | 1.3 |
|                              | 4 set of carpal bones              | 2 set of carpal bones             | 2 set of carpal bones             | 2.7 |
|                              | 12 sets of phalanxes               | 8 sets of phalanxes               | 8 sets of phalanxes               | 9.3 |
|                              | 8 sets of tarsal bones             | 6 sets of tarsal bones            | 6 sets of tarsal bones            | 6.7 |
|                              | 9 patellas                         | 7 patellas                        | 7 patellas                        | 7.7 |
|                              | 11 metacarpal and metatarsal bones | 9 metacarpal and metatarsal bones | 9 metacarpal and metatarsal bones | 9.7 |
|                              | 3 sets of caudal vertebrae         | 3 sets of caudal vertebrae        | 3 sets of caudal vertebrae        | 3   |
| <i>Poultry &amp; rabbits</i> | 25 complete hen cadavers           |                                   | 25 complete hen cadavers          | 25  |
|                              | 2 vulture skeletons                | 2 vulture skeletons               | 2 vulture skeletons               | 2   |
|                              | 1 ostrich skeleton                 | 1 ostrich skeleton                | 1 ostrich skeleton                | 1   |
| <i>Exotic pets</i>           | 1 snake skeleton                   | 1 snake skeleton                  | 1 snake skeleton                  | 1   |
| <i>Others (specify)</i>      | 15**                               | 15**                              | 15**                              | 15  |
|                              | 50 rats                            | 50 rats                           | 50 rats                           | 50  |
|                              | 50 intestine portions              | 50 intestine portions             | 50 intestine portions             | 50  |
|                              | 50 eyes                            | 50 eyes                           | 50 eyes                           | 50  |
|                              | 70 fish                            | 70 fish                           | 70 fish                           | 70  |
|                              | 80 crustaceans                     | 80 crustaceans                    | 80 crustaceans                    | 80  |

\* The last full academic year prior to the Visitation

\*\*Wild boar and deer

Table 5.1.2. Healthy live animals used for pre-clinical training.

| SPECIES           | 2020/2021 | 2019/2020 | 2018/2019 | MEAN |
|-------------------|-----------|-----------|-----------|------|
| Cattle            | 6         | 6         | 6         | 6    |
| Small ruminants   | 100       | 96        | 89        | 95   |
| Pigs              |           |           |           |      |
| Companion animals | 1         | 1         | 1         | 1    |
| Equine            | 24        | 24        | 18        | 22   |
| Poultry & rabbits | 74*       | 54*       | 84*       | 70.7 |
| Exotic pets       |           |           |           |      |
| Others (specify)  | 40**      | 35**      | 40**      | 41.6 |

\* Poultry    \*\*Rats

All students participate in clinical activities both in VTH and in Ambulatory Clinic. The number of intra-mural cases seen at the VTH is enough to ensure that students receive sufficient practical training to acquire Day One clinical competencies (Table 5.1.3.). These Day One clinical competencies in the case of farm animals are obtained extra-murally (Table 5.1.4) by Ambulatory Clinic, as well as individual clinics as herd medicine. The average number of first-opinion cases in small animals is about 40%, 25% in exotic animals and equine, and approximately 100% in ruminants (Table 5.1.5.), which provide students with the clinical basis for their first working days.

**Table 5.1.3.** Number of patients\*\* seen intra-murally (in the VTH).

| SPECIES           | 2020/2021 | 2019/2020 | 2018/2019 | MEAN  |
|-------------------|-----------|-----------|-----------|-------|
| Cattle            | 5         | ---       | 1         | 2     |
| Small ruminants   | 37        | 13        | 7         | 19    |
| Pigs              | 3         | ----      | 1         | 1.3   |
| Companion animals | 10,098    | 7,094     | 6,028     | 7,740 |
| Equine            | 564       | 369       | 354       | 429   |
| Poultry & rabbits | 22        | 6         | 7         | 11.6  |
| Exotic pets       | 18        | 19        | 2         | 13    |

\*\* Each patient must be officially recorded in the electronic patient record system of the Establishment and must be individually examined/treated by at least 1 student under the supervision of at least 1 member of staff. Each live animal affected by one specific clinical episode is counted as 1 single patient, even if it has been examined/treated by several departments/units/clinics.



The VTH acts as a reference centre for practitioners of the region and others, including Portuguese colleagues, with figures of specialist consultations being approximately 60% in small animals and 75% in equine. This means an introduction of the students to specialist areas. These percentages are higher in advanced surgical and imaging diagnosis procedures. The VTH is a reference centre in diagnosis imaging, with endoscopy (with dynamic endoscopy for horses), echocardiography, CT (including standing CT for horses), MRI for small and large animals, and scintigraphy equipment standing out among the others.

The balance between acute and chronic cases is very changeable and differs depending on the animal species. In companion animals, with increasing life care, the percentage of chronic cases is higher, reaching about 80%. For large animals, especially horses, acute problems are more frequent, the chronic being ones only about 35%.

Concerning the number of clinical cases hospitalised at least one day, the percentage in companion animals is approximately 10%, while in horses this figure reaches almost 35%. Lastly, 95% of the clinical activity in the VTH is focused on individual treatments, because herd medicine is carried out by Ambulatory Clinic. The VTH Laboratory receives a lot of samples from the Ambulatory Clinic and other food-producing animal practitioners to help in the diagnosis of herd problems.

To complete clinical and pre-clinical training, students have access to anatomical collections, virtualisation programs, mannequins, anatomical and venipuncture models.

**Table 5.1.4.** Number of patients\*\* seen extra-murally (in the ambulatory clinics).

| SPECIES                      | 2020/2021                   | 2019/2020                   | 2018/2019                                    | MEAN         |
|------------------------------|-----------------------------|-----------------------------|--|--------------|
| <i>Cattle</i>                | Individual cases:<br>2,054  | Individual cases:<br>2,081  | Individual cases:<br>1,395                   | 1,843.3      |
|                              | Collective cases:<br>31,724 | Collective cases:<br>9,765  | Collective cases:<br>33,161                  | 24,883.3     |
|                              |                             |                             |  |              |
| <i>Small ruminants</i>       | Individual cases:<br>2,656  | Individual cases:<br>3,208  | Individual cases:<br>1,354                   | 2,406        |
|                              | Collective cases:<br>64,402 | Collective cases:<br>37,787 | Collective cases:<br>71,772                  | 57,987       |
|                              |                             |                             |  |              |
| <i>Pigs</i>                  | Individual cases:<br>307    | Individual cases:<br>1,197  | Individual cases:<br>2,618                   | 1,374        |
|                              | Collective cases:<br>20,628 | Collective cases:<br>10,251 | Collective cases:<br>20,635                  | 17,171.3     |
|                              |                             |                             |  |              |
| <i>Companion animals</i>     | Individual cases:<br>1      |                             | Individual cases:<br>10                      | 3.6          |
| <i>Equine</i>                | Individual cases:<br>1      | Individual cases:<br>5      | Individual cases: 47<br>Collective cases: 59 | 17.6<br>19.6 |
|                              |                             |                             |  |              |
| <i>Poultry &amp; rabbits</i> | Individual cases:<br>53     | Individual cases:<br>1      | Individual cases:<br>17                      | 23.6         |
|                              | Collective cases:<br>10,000 |                             |  | 3,333.3      |
|                              |                             |                             |  |              |
| <i>Exotic pets</i>           |                             |                             |  |              |
| <i>Others (specify)</i>      | 102*                        |                             | 383***                                       | 161.6        |
|                              | 156 hives                   |                             |  | 52           |

\*\* Each patient must be officially recorded and must be individually examined/treated by at least 1 student under the supervision of at least 1 member of staff. Each live animal affected by one specific clinical episode is counted as 1 single patient.

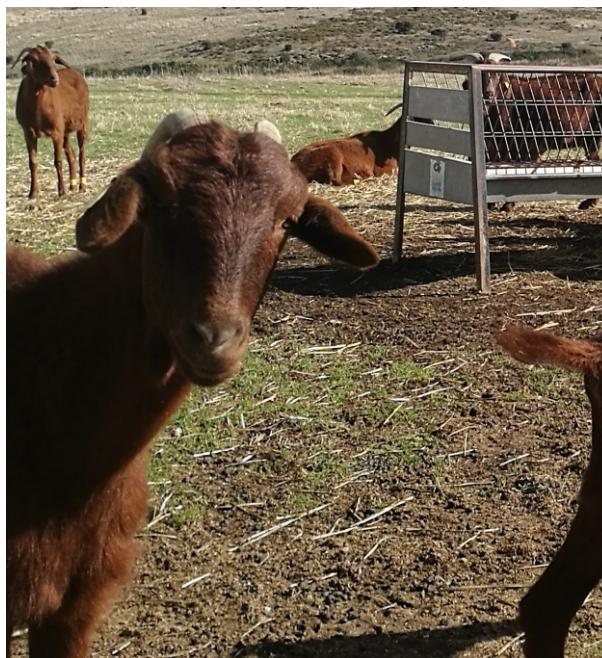
\*1 deer and 101 wild boars

\*\*\* 1 deer and 382 wild boars 3.6

In Table 5.1.4, it should be noted that in the collective cases the average size of the farms is 120 to 200 pigs, 100 to 150 cows and 450 to 600 sheep. This indicator can give us an idea of the farms visited by the students in relation to the size of the herds.

**Table 5.1.5.** Percentage (%) of first opinion patients used for clinical training (both in VTH and ambulatory clinics, i.e. tables 5.1.3 & 5.1.4).

| SPECIES           | 2020/2021 | 2019/2020 | 2018/2019 | MEAN |
|-------------------|-----------|-----------|-----------|------|
| Cattle            | 99        | 100       | 100       | 99.6 |
| Small ruminants   | 98        | 98        | 95        | 97.0 |
| Pigs              | 100       | 100       | 100       | 100  |
| Companion animals | 40        | 40        | 45        | 41.6 |
| Equine            | 15        | 15        | 25        | 18.3 |
| Poultry & rabbits | 95        | 95        | 70        | 86.6 |
| Exotic pets       | 30        | 25        | 0         | 18.3 |
| Others (specify)  |           |           |           |      |



**Table 5.1.6.** Cadavers used in necropsy.

| SPECIES           | 2020/2021                                | 2019/2020 | 2018/2019    | MEAN |
|-------------------|--|-----------|--------------|------|
| Cattle            | 6  | 13        | 2            | 7.0  |
| Small ruminants   | 45                                       | 51        | 42           | 46   |
| Pigs              | 18                                       | 8         | 3            | 9.7  |
| Companion animals | 67                                       | 54        | 38           | 53   |
| Equine            | 8  | 5         | 4            | 5.7  |
| Poultry & rabbits | 16                                       | 16        | 14           | 15.3 |
| Exotic pets       | 2 (guinea pig,<br>hedgehog)<br>56 (mice) | 12 (rats) | 1 (cockatoo) | 23.7 |

In recent years, training in animal farms has primarily been covered by the EPT (point 5.2), but also in other Animal Production courses, where students can practice and visit livestock farms, so they can be familiarized with the different production systems and their management. Moreover, students can carry out different activities on the VTF.

As is shown in Table 5.1.7, the COVID pandemic has affected the possibility of visiting farms, so during year 2019-20 visits only took place in the first semester and in the year 2020-21 (see \* in table 5.1.7) some farms did not allow the visits due to the same reason.

**Table 5.1.7.** Number of visits in herds/flocks/units for training in Animal Production and Herd Health Management.

| SPECIES           | 2020/2021 | 2019/2020 | 2018/2019 | MEAN |
|-------------------|-----------|-----------|-----------|------|
| Cattle            | 182       | 0*        | 211       | 296  |
| Small ruminants   | 226       | 172*      | 289       | 229  |
| Pigs              | 108       | 112       | 147       | 122  |
| Companion animals | -         | -         | -         | -    |
| Equine            | -         | -         | -         | -    |
| Poultry & rabbits | 38*       | 113       | 151       | 101  |
| Exotic pets       | -         | -         | -         | -    |
| Others (specify)  | -         | -         | -         | -    |

Training in slaughterhouses and other food establishments is covered intramurally and extramurally (extramural, point 5.2) as itineraries of the EPT. In addition, the FPP located at the VTF offer practical training to students. On the other hand, students attend practical activities in different establishments of the EHS.

As is shown in Table 5.1.8. there have not been visits to slaughterhouses during this last year, 2020-2021, this is due to the COVID pandemic. As students were not allowed to visit the abattoirs, the best way found to solve this situation was with online classes directly from the slaughterhouse or onsite classes at the faculty.

**Table 5.1.8.** Number of visits in slaughterhouses and related premises for training in FSQ

| SPECIES                 | 2020/2021 | 2019/2020 | 2018/2019 | MEAN |
|-------------------------|-----------|-----------|-----------|------|
| Ruminant slaughterhouse | -         | 102       | 134       | 78.7 |
| Pig slaughterhouses     | -         | 82        | 69        | 50.3 |
| Poultry slaughterhouses | -         | 50        | 20        | 23.3 |
| Related premises **     | -         | 8         | 17        | 8.3  |
| Others (specify)        | -         |           |           |      |

\*\* Premises for the production, processing, distribution or consumption of food of animal origin

The number of animals used in preclinical training and the different courses is decided by Departments. An important aspect is that the number of animals must be sufficient to comply with the Spanish transposition of the Directive 2010/63/EU, the Protection of Animals.

To coordinate the use for training of different animal species, the Farm Board receives the petitions from the teachers in charge of each course and decides together with them the suitable schedule. The number of animals used in clinical training depends on the clinical cases visited in the VTH, care of pets and equine and on the number of animals of the visited farms with agreements with the FVUEx in the case of food-producing animals. Both preclinical and clinical practice activities have to be programmed in the teaching program based on the content of the syllabus and, therefore, be approved by the Council of the Faculty Departments, the Degree Assessment Committee and Faculty Board.

**5.2 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 following the same standards as those applied in the Establishment.**

Practical itineraries carried out by the students are developed in different institutions, both public and private, as well as with practitioners. Their studies are organized and managed according to framework agreements between each establishment and the UEEx, as well as specific agreements with FVUEx. In the development of the activities of the various courses, the students are always accompanied by professors. These activities are organized depending on the existing agreements: [https://www.unex.es/conoce-la-ueex/centros/veterinaria/asc-secretaria/asc-practicas/PR%20-%20Listado%20convenios%20Veterinaria%2009\\_06\\_2021.pdf](https://www.unex.es/conoce-la-ueex/centros/veterinaria/asc-secretaria/asc-practicas/PR%20-%20Listado%20convenios%20Veterinaria%2009_06_2021.pdf)

In the EPT courses, specifically in the Ambulatory Clinic, students visit different farms (Annex 5.2), in groups of one to three. Previously, 25-33 tutors with interdisciplinary profiles (internal medicine, surgery and reproduction) carried out the Ambulatory Clinic itinerary of the EPT, but currently, 1 Associate Professor and 3 Part-Time Lecturers oversee this activity. During these practical trainings, students gain experience of the most common medical problems and types of surgery in food-producing animals, as well as sanitary programs and biosecurity measures. Students actively participate in the clinical history-taking, clinical exploration, collection of samples, administration of medication, use of animal identification systems, and diagnosis of gestation.

Students can carry out practice and pay visits to livestock farms of cattle (dairy and meat), small ruminants (sheep and goats), pigs and poultry livestock farms, where they can familiarize with the different production systems and their management.

Conversely, students can carry out different activities on the VTF such as growth and fattening lamb and broiler. In this sense, students must weigh weekly 10 lambs and goats randomly divided in each group from birth to 23 kg body weight. During approximately three months, students control the diets offered to lactating ewes and the feed during rearing and the bait feed of lambs. Once the data has been collected, a report with the results is drawn up in a classroom session. Students also carry out activities in Animal Nutrition: fattening of broiler, by studying and comparing the growth of chickens of different breeds or sex until they reach about 2 kg. They monitor the weight of the chickens and feed consumption per pen daily. In addition, they must condition the pens and supply feed and water.

During Slaughterhouses and Safety itineraries of the EPT, students attend practical activities in different establishments of the EHS. There are a total of 3 Part-Time Lecturers available, all of whom are official EHS inspectors, to accompany students on visits. In this sense, the practical activity in slaughterhouses consists of: Control of animal welfare and food safety in slaughterhouses, ante- and post-mortem inspection, checking the official documentation of the animals and products, verification of handling of residues and by-products of animal origin, including hazardous materials such as Specified Risk Material, verification of Good Hygienic Practices and compliance with Prerequisites. Monitoring of records in the Hazard Analysis and Critical Control Points system, verification of this system, and audit monitoring.

**5.3 The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.**

Nursing care skills are implemented and taught to the students by the professors in charge of the various clinical courses, while on rotation through the VTH services; all students must participate in the care of patients: clinical exploration, sampling and follow-up of the hospitalised animals (medication, cleaning, feeding, walking, etc.). These skills are also included in the Portfolio (Annex 1.7) described below and that students must compile.

The size of each group in clinical training is seven. This number is high when the students deal with a clinical case in the consultation, but the discussion of the cases and the rotation of the students doing the different clinical activities, favours the acquisition of the different skills. For example, in the operations theatre they are divided, in each type of surgery, as surgeon, assisted surgeon, practising anaesthesia or monitorization.

Once the students have been imbibed on basic clinical activity through the 4<sup>th</sup> year and first semester of the 5<sup>th</sup> year, they pass to the Practicum. In the intramural clinical Rotation the number of students per group is reduced to two. So, only two students face the clinical case together with the professor or the clinician in Intern Medicine or Surgery of Companion Animals, Large Animal Medicine and Surgery, Hospitalization or during Emergencies in Companion Animals. The reduced number of students per group exposes them to a real clinical activity and major responsibilities.

Extra-mural clinical activity has a reduced size of the groups because of the difficulty of the transport to reach the farms. The number varies from 1 to 3 students, because the van of the clinician (Part-Time Lecturer professor), usually only has one seat available. This limitation is also an advantage, so the student can participate on a closer way to the daily clinical activity.

During the 3<sup>rd</sup> year, students learn to explore, manipulate, and take clinical samples in dogs, horses and cattle in Propaedeutics. In Diagnostic Imaging they continue with the manipulation of different species, how to protect themselves against radiation, positioning of the patients, mainly dogs, cats and horses, to obtain the different radiological views, to program the X-rays exposition, and finally to interpret the radiological image, both anatomical and pathological structures. In Systemic Anatomical Pathology students learn to perform necropsies in different animal species, and to identify the main organ lesions both in cadavers and material taken from slaughterhouse. An important task is learning how to compile reports from data of radiographies and necropsies.

During the last two years, there is an immersion of students into all clinical courses with a great number of clinical activity hours as is reflected in the syllabus. Students can improve their clinical skills in intra-mural consultation of Intern Medicine, Surgery, Reproduction and Parasitology in companion animals, some exotics, horses and a small number of ruminants. Moreover, extra-mural clinical activities proportionate skills and diagnosis reasoning in food-producing animals (mainly ruminants and pigs), through practical classes in Intern Medicine, Large Animal Clinic and Practicum (Rotatory).

During the last semester (5<sup>th</sup> year), once the students have been exposed to first opinion and speciality cases in the clinical activity of the different subjects (Intern Medicine, Reproduction, Surgery, etc), they become involved with the management of the daily medical, surgical, intensive care, anaesthesia, emergency cases and nursing of hospitalised animals, small animal and horses, mainly, during their Practicum. Moreover, a follow-up of the clinical case is paired with participation in laboratorial analysis (blood analysis, microbiologic, parasitological, toxicologic) or necropsy studies. The hands-on involvement of the students in the various clinical procedures in the different species, both intra-murally or extra-murally, is described as follows:

**In general, specialist, surgical and medical consultations, the student activity include:**

- 1.Taking individual or collective patient histories, conducting complete physical explorations, including neurological, orthopaedic and ophthalmological examinations, as determined by the clinical case.
- 2.Assessing the nutritional condition and welfare of animals individually and collectively.
- 3.Preparing the list of disorders, the differential diagnosis, the work plan and the therapeutic focus.
- 4.Communicating effectively with clients.

5. Carrying out diagnostic procedures: fine needle aspiration cytology, collection of blood and urine samples, blood pressure, Schirmer's test, ocular tonometry, skin scraping, electrocardiograms, faecal and vaginal cytology, etc.

6. Administering medicine orally, subcutaneously, intramuscularly and intravenously.

7. Assisting in other diagnostic and therapeutic procedures such as endoscopies, analysis of cerebrospinal fluid, skin biopsies, chemotherapy, euthanasia, etc.

8. Applying bandages and other immobilisation techniques.

9. Keeping medical records and writing reports.

#### **During hospitalisation, and medical and surgical emergencies:**

1. Giving first aid.

2. Reviewing clinical history, evaluating the state of the patient through physical examination and updating records.

3. Preparing the list of conditions, the differential diagnosis, the work plan and the therapeutic focus.

4. Carrying out routine diagnostic procedures on hospitalised animals.

5. Performing various therapeutic procedures: insertion of intravenous and urinary catheters, fluid therapy, alternative means of administering pharmaceutical drugs, dressings, cleaning and protecting wounds and other post-operative procedures.

6. Designing and administering nutritive therapies.

7. Assisting in other diagnostic and therapeutic procedures, such as the insertion of feeding tubes, drainage of internal bleeding, blood transfusions, tracheal intubation and mechanical ventilation, euthanasia, etc.

8. Applying biosecurity measures, especially in infectious cases knowing the procedures in the Isolation Units of small animals (dog and cats) and in horses.

9. Effective communication with clients.

10. Preparing medical records and writing reports.

#### **In the operating theatres:**

1. Participating in the preparation of operations (surgical instruments, operating theatre and patient preparation), taking biosecurity measures and aseptic surgery into account. Taking the lead in carrying out simple surgical procedures (female and male neutering, especially in the Trap Neutering Return system in feral cats, removal of tumours, etc).

2. Assisting the surgeon with complex operations.

3. Suturing surgical wounds and applying dressings and drainage.

4. Taking responsibility for immediate post-operative care.

5. Effective communication with clients.

6. Keeping medical records and writing reports.

7. Anaesthesia: administering preanesthetic drugs, cannulate veins, induction of anaesthesia, orotracheal intubation, monitorization)

8. Evaluating the pre-anesthetic state of the patient.

9. Discussing and designing the anaesthetic protocol to each case and procedure.

10. Carrying out ancillary tasks, including the administration of fluids, local anaesthetic and intubation.

11. Administering the anaesthetic protocol pre-approved by the professor.

12. Monitoring the anaesthetic protocol procedure (induction, maintenance and recovery) and being able to make decisions where necessary

13. Diagnostic imaging: Collaborating with patient positioning.

14. Initiating ultrasound investigations and assisting the professor with complete investigations.

15. Discussing and interpreting radiological and ultrasound results and writing reports.

16. Participating in computerised tomography and magnetic resonance investigations.

17. Reviewing individual and collective patient histories.

18. Performing complete and systematic necropsies, discussing the macroscopic findings and linking these to the clinical signs.

**Reproduction of large animals**

1. Carrying out rectal palpations.
2. Assisting in common procedures for diagnosis of gestation.
3. Assisting in equine reproduction procedures

**Infectious diseases and parasites**

1. Collecting samples
2. History-taking
3. Clinical examinations
4. Carrying out microbiological and parasitological diagnostic tests
5. Carrying out immunological tests
6. Treatment proposals

**Preventive and Food-producing animals medicine**

1. Assessing farms' biosecurity measures for various animal species.
2. Evaluating animal welfare conditions.
3. Judging the possible role of environmental conditions as underlying factors of disease and evaluating environmental control systems on pig and poultry farms.
4. Clinically evaluating animals to identify possible indicators of disease.
5. Evaluating the corporal condition of animals and their feeding regime.
6. Reviewing prophylaxis and prevention programmes on livestock farms.
7. Collecting relevant biological samples for the diagnosis of disease in farm animals.
8. Performing necropsies in event of fatalities in the herd.
9. Reviewing mastitis control programmes on ruminant dairy farms.
10. Describing and analysing data records.
11. Applying sanitary programs.
12. Carrying out common farm tasks such as reproductive control.

While students are in the Practicum at the VTH, they are involved in the clinical activities of such different areas as: Small Animal Hospitalization, Small Animal Emergencies, Small Animal Intern Medicine, Small Animal Surgery Consultation, Small Animal Surgery, Large Animal Medicine and Surgery (including hospitalized horses and emergencies), Equine Reproduction, Pathology (necropsies) and laboratorial analysis of infectious and parasitological diseases and toxicology. Every day clinical activity begins with the professors, veterinarians, and students doing a clinical round of the hospitalized animals. Hospitalised patients are reviewed, planning the necessary diagnostic procedures, and modifications to treatment and guidelines. There are various clinical sessions per week (case discussions, journal clubs, etc.) in different clinical areas (intern medicine, surgery, anaesthesia, rehabilitation, equine medicine and surgery, etc) that the Practicum students may attend. After each session of the Rotation the professors evaluate each student. In order to assure and accredit that every student has carried out all clinical activities to acquire the skills of the Day-One, in the last academic year (2020-21) a Portfolio was implemented (Annex 1.7.) that must be compiled. Students, starting in the third year, ask for the professor's signature when a specific activity has been accomplished.

The students can establish a clinical discussion with professors or practitioners during every moment of the daily activity. For example, analysing the clinical cases arriving at the Consultation, taking the clinical history, reasoning the necessary complementary tests, studying and discussing the blood work, or the X-rays films, as well as at the operating theatre or when performing a necropsy. Their clinical reasoning reaches the top when coursing the Practicum during the last year. Students deepen on clinical situations by presenting clinical reports, reviewing the literature or assisting and participating in clinical sessions along the academic year. In extra-mural rotations in farm animals, the students write a report of the clinical cases visited, planning differential diagnoses, diagnosis, treatment and preventive measures.

#### **5.4 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.**

Provet cloud® is the computer program used for recording clinical histories, billing, pharmacy control, and appointments at the VTH. The program is accessible via the computers situated in most clinical facilities, as well as in consultation rooms. It is also accessible via mobile phones or personal computers.

The VTH Reception area manages all patient-related administrative issues and is comprised of two members of support staff who deal with payments, appointments and record maintenance. Staff in the reception/admission area are also in charge of answering phone calls from remittent veterinarians or owners and transmit them to veterinarians of the VTH. After hours, the veterinary interns on duty oversee opening new records. The first time a patient comes to the VTH, it is registered on the centre's computerised database with a unique record, including the owner's data (name, address, identity card, telephone number and email address), and the patient's details (species, breed, age and sex).

Test images are managed by OsiriX® and medDreamVet® software. Within the clinical history of every case in Provet cloud® there is a link to medDreamVet® and the diagnostic images are visualized. Within the clinical history of the patient in the program, every report from diagnostic tests, hospitalization sheets, communications to remittent veterinarians or owners that have been carried out are stored. All data of the Provet cloud® is in the cloud, together with the X-rays images. The diagnosis imaging service makes regular back-up copies of the OsiriX® database. Printed documents of the history are scanned and included into the Provet cloud®, moreover they are maintained in folders with the corresponding number of the clinical history. Staff may consult the records of patients for teaching, research or learning activities at any time; upon request, students can access to the reports under supervision.

#### **Comments on Standard 5**

Since the last visit, there has been a significant increase in the resources of animal origin used for student training at all levels, with increases in both the number of species and the various settings used for practical training.

FVUEx have made substantial efforts to increase the number of intra-murally attended cattle. However, farmers can rarely afford to transport their animals to the VTH. This situation is balanced by an increasing number of extra-murally attended animals.

There has been a significant increase in the number of necropsies, though it is not yet sufficient, because the effort has been halted by the COVID pandemic. This lack of cases has been solved using viscera from slaughterhouses.

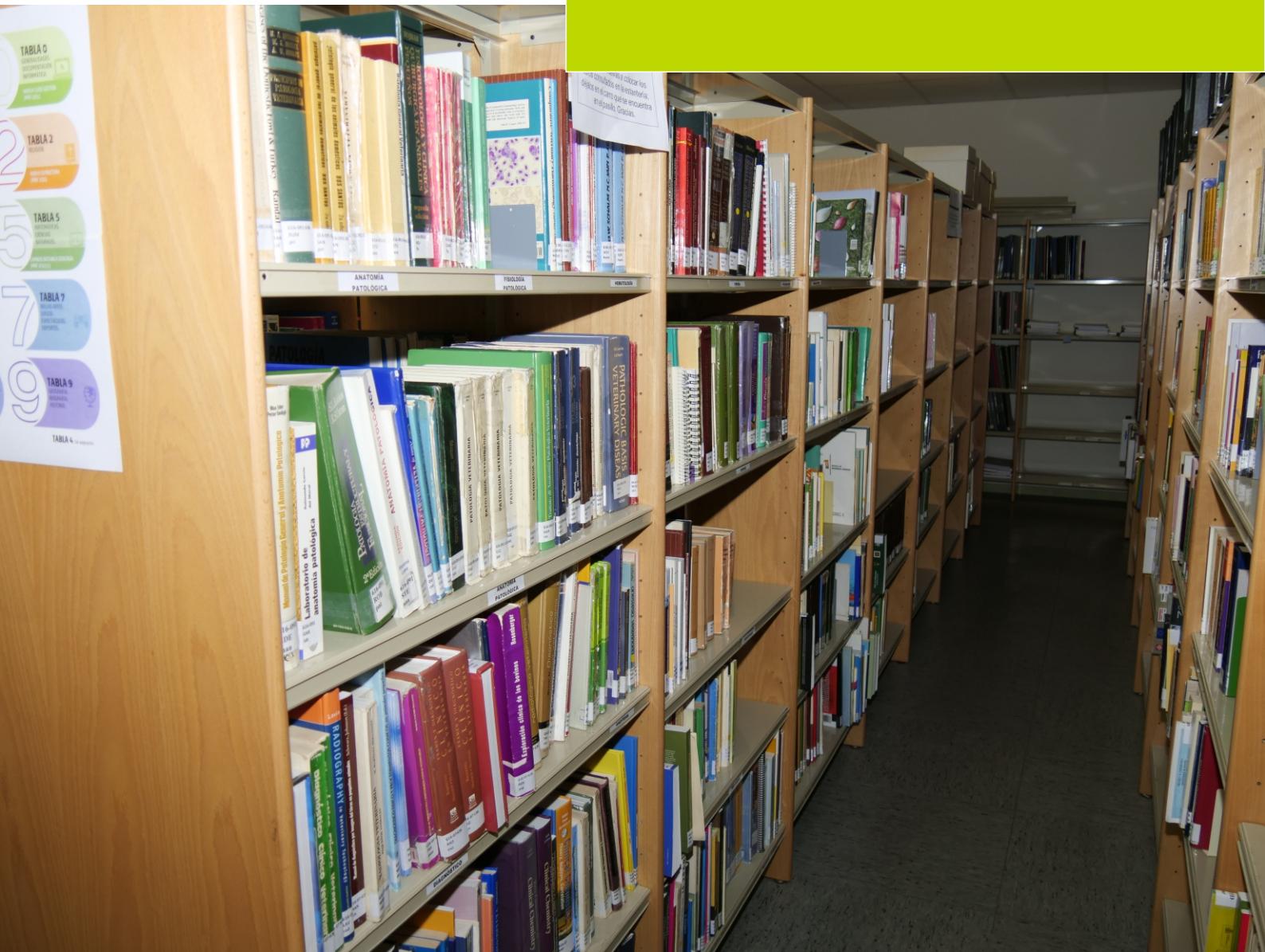
In recent years, the FVUEx farm has attempted to improve accessibility, biosecurity and hygiene measures, the variety of species and the number of animals, and the instrumental tools for the maintenance and management of animals. Once the renovation was completed, it was possible to increase the number of practical activities at the facilities and enhance the teaching program.

#### **Suggestions for improvement on Standard 5**

At present, it is necessary to minimize the use of live animals and to increase the use of dummies, even if this is limited by budgetary constraints. Different contacts have been established for the development of these alternative models.

Moreover, it is necessary to increase the number of clinical cases of exotic animals for the training of students. Even if it is difficult for students to see these cases in a small city like Caceres, the FVUEx has reached an agreement with specialized clinics in Exotic Animals in this city and it intends to do the same with other ones not far from the FVEx which could solve the needs raised.

# Standard 6: Learning resources





**6.1 State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students.**

Currently, information does not only come from the teacher and the books in traditional classrooms or laboratories. To our students, this information reaches their electronic devices continuously and often indiscriminately. Access to that information through stable, fast and **secure connections**, the availability of **electronic resources** such as **virtual libraries** and databases and the existence of **teaching platforms** that allow all the information to be properly managed is essential for the proper development of our teaching in the era of digital transformation.

The UEEx has wireless access points in all its spaces. The areas of special influx of users (classrooms, reading rooms, etc.) are reinforced. Students receive logins and passwords for accessing the **Wi-Fi network** on their first enrolment at the university. These codes allow access to Eduroam (contraction of education roaming) which is the global secure mobility service developed for the academic and research community.

Specifically, the FVUEX has 66 access points, with dual radio 802.11n technology (2.4 GHz/5 GHz) of the HP brand, distributed as follows (Table 6.1.1):

**Table 6.1.1.** Distribution of the wireless access points in the FVUEX.

| BUILDING            | ACCESS POINTS | NUMBER OF SESSIONS<br>JANUARY-APRIL 2021 |
|---------------------|---------------|--|
| Lecture Hall        | 17            | 220,963                                  |
| Biochemistry        | 3             | 4,220                                    |
| Organic Chemistry   | 4             | 6,059                                    |
| Biomedical Sciences | 1             | 3,463                                    |
| Canteen             | 2             | 37,289                                   |
| VTH                 | 13            | 232,368                                  |
| Departments         | 25            | 96,297                                   |
| VTF                 | 1             | 1,490                                    |

**The Virtual Campus** is a space intended to support teaching, communication and collaboration between university staff and professionals. It allows a complement to the education that students receive in the classrooms and provide teachers, students and support personnel with tools that expand and improve the Teaching-Learning and Coordination of tasks and services processes.

The Virtual campus of the UEEx (CVUEX, <https://campusvirtual.unex.es/portal/>) allows teachers to offer several kinds of materials on the Internet.

In 2020, teachers and students had to adapt to an emergency model of non-face-to-face teaching. The "UEEx Online" office and the CVUEX have been responsible for this adaptation. The UEEx organized an extraordinary training plan for the acquisition of digital skills for teaching. The knowledge of the academic staff in this field was reinforced through a series of SPOCs (Small Private Online Courses) and a set of webinars that reached an average participation of 200 people.

The CVUEX offers centralized access to all its functionalities that include, in addition to the subjects of the official UEEx degrees, the support and management of computer applications that facilitate the work of its users. During 2020, the installation of ReadSpeaker was implemented, allowing the conversion to speech of online content in CVUEX.

The evolution of the CVUEX since the last visit of EAEVE not only translates into an increase in the number of users but also in the resources used. What began as a repository of the presentation "pdfs" is now used in numerous learning and evaluation tasks.

The "attendance controls", "delivery of tasks", "questionnaires", "forums", "online content development", "repositories", etc. are widely used by teachers and students.

All the courses of the VEE have their corresponding virtual classroom and are commonly used for teaching in lectures and practical sessions; some of apps used have been created by Faculty teachers.

**6.2 Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by an IT expert, an e-learning platform, and all the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.**

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

The main and subsidiary libraries are:

#### **UEEx University Library Service**

Library organization at UEEx stands on a semi-centralised model. There is a unique service, with central technical units working under a directive team (library director and two vice principals). University Library depends on the Vice-Rector for University Extension.

UEEx regulation states that University library takes care of conservation and administration for all bibliographical holdings and cooperates with the knowledge process.

There is a Main Central Library in each campus and several Faculty libraries as well, considered as “service points”. Technical Units and Directors are based on the central libraries. University library counts on an Assessment Council, and a Technical Committee.

The annual budget for information resources and tools in 2020 was distributed as follows (Table 6.2.1):

**Table 6.2.1.** Annual budget for information resources and tools (2020).

|                      |              |
|----------------------|--------------|
| <b>Data Bases</b>    | 219,006.56 € |
| <b>Journals</b>      | 798,790.03 € |
| <b>eBooks</b>        | 54,910.30 €  |
| <b>Support Tools</b> | 92,946.33 €  |



### **Electronic Collections:**

- More than 57,000 electronic books
- Near 35,000 electronic journals
- 24 online databases

University library (<https://biblioteca.unex.es/>) subscribes to the most relevant collections on scientific areas and main publications in veterinary sciences are available to our users. As an example, when the search “veterinary\*+ e only” is conducted in our catalogue, more than 400 results are shown.

Top veterinary journals in JCR Veterinary Sciences category are subscribed to by our university library:

- Annual Review of Animal Biosciences
- Animal nutrition
- Transboundary and Emerging Diseases
- Animal health research reviews
- Veterinary research
- Veterinary microbiology
- Equine veterinary journal
- Veterinary record
- Animal
- Veterinary quarterly
- Avian pathology
- Animals
- Journal of fish diseases, etc.

### **Services 24x7**

- Libguides (96 library guides)
- Webpage
- Online catalogue
- Training materials
- Off-campus full text content

### **Integrated library system ad searching facilities for students**

University library uses SIERRA ILS working with EDS Discovery System in its Duet version, which means there is a unique point of access to all documents or resources, despite its format. Both electronic and printed materials are fully searchable from a unique search box.

There is a discovery tool available and fully integrated with the ILS engine. Other services related to improving search results and information discoverability are: Syndetics Unbound, Lean Library widget,

### **Caceres Central Main Library**

The Library of FVUEX is a service point dependent on UEx Library Service and, on the Cáceres Campus, part of the BICC. This Central library centralises bibliographical collections of several Centres: Philosophy Faculty, Veterinary Faculty, Teacher Training Faculty, Polytechnic School, Sport Sciences Faculty, Law Faculty and Nursing and Occupational Therapy Faculty.

All UEx students have free access to these libraries through their university card.

The veterinary bibliographic funds are distributed between the BICC and the library of the FVUEX. In addition, the different departments of the Faculty have bibliographic resources that are also accessible to students, who can use these funds in their own reading rooms or elsewhere through a book loan service. Students can revise the loan conditions on the service website (<https://biblioteca.unex.es/utilizar/prestamo.html>).

The librarians working there are responsible for providing services for our students (undergraduate and postgraduate), teachers, support staff, and researchers who study and work in our centre, and to all veterinary professionals who collaborate with the Veterinary Faculty in educational activities.

BICC is housed in a building inaugurated in 1998 and opened in September 1999, and it occupies a total area of 4,592 m<sup>2</sup>. It is divided into three separated floors and a basement where different premises can

be found:

- Reading rooms: located in the ground and first floor and divided in four modules, as follows:

*Groundfloor:*

Module 1: Dictionaries, Encyclopaedias, Catalogues, Bibliographies, Biographies

Module 2: Philosophy, Psychology, Sociology, Economy, Law, Education

Module 3: Health Sciences, Biological Sciences, Medicine-nursery, Veterinary Sciences, Computing

Module 4: Art, Architecture, Cinema, Sports

*First floor:*

Module 1: Philology, Linguistics, Grammar, Classical languages

Module 2: Modern languages, Literary criticism, Literature

Module 3: History, Archaeology, Prehistory, Ancient history, medieval history, Modern history, Contemporary history

Module 4: Geography, Physical geography, Human geography

Books in both reading rooms are arranged according to the Universal Decimal Classification System (CDU). This system divides knowledge according to decimal numbers, by assigning a number to each subject. Veterinary books are mainly located in numbers 59 (zoology) and 619 (veterinary sciences), both in module 3. Moreover, there are numerous other books which are distributed to other numbers, even if they are associated to veterinary sciences, according to their speciality (for example, number 57 for biology, 55 for environment...).

- Deposits: located in the basement, and they are three, according to the following distribution:

- Deposit 1: thesis and less used books.
- Deposit 2: Rarely-used books and journals from the Polytechnic School collection.
- Deposit 3: University Publications Service Stock.
- Journals Archive: located on the first floor.
- Computer room: for teaching activities, on the first floor. Mainly dedicated to library training sessions as well as staff training activities.
- Documentation Unit: on the second floor: specialised service for researchers: ILL, database searches and assessment, bibliometric services and information.
- Staff area: first floor.

## EQUIPMENT:

- 818 reading places.
- 32 places in group working rooms
- 8 seats at informal reading area
- 8,990 lm of bookshelves.
- 20 PCs for University staff teaching purposes.
- 20 PCs for public use + 8 laptops for loan.
- WIFI connection for Internet in the entire building.

## PRINT COLLECTIONS

- More than 200,000 printed books and monographs.
- 476 titles of current print journals.
- 1,730 titles of closed print journals.

## STAFF

There are 27 full-time people on the **library staff**:

- 10 Library-specialist technicians
- 8 Library assistants
- 4 Senior librarians
- 3 Service assistants at the reception
- 1 administrative staff
- 1 IT support staff

## BICC Opening Hours: during the whole year

Working days: from 8:30 to 21:30

Weekends during exam time (February, June-July, September): 9:00 to 21:00

Easter, Christmas and summer vacations: 8:30 to 21:30

## Veterinary Faculty Library

The Library of the FVUEX is part of this structure and depends organically and functionally on the Director of the Library of the UEx (BUEX). It occupies a **total area** of 252 m<sup>2</sup> divided into the following sections:

General Reading Room: 178 m<sup>2</sup>

Storeroom, books and periodicals: 50 m<sup>2</sup>

Staff working area Room: 18 m<sup>2</sup>

The **budget** of the Library is provided by UEx, BUEX, Departments and research projects. The total budget of the Library of the Veterinary Faculty in 2020 was 1,759.78 €

## Main Library of the Veterinary Faculty

This is specific to the VEE

2 full-time employees

20 journals received each year as hard copies

About 37,000 full access electronic journals

96 student reading places

Library opening hours

During term-time: 8:30-21:30 h

During vacation: 8:30-14:00 h

A loan service is available to the students, with the possibility of renewing loans and reserving books on the Internet.

In 2020, a total of 1,468 loans were issued.

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

Regarding the **library collection**, it has, on 31st December 2020, a total of 19,776 documents. Library holdings may be consulted online in the catalogue of the BUEX (<http://lope.unex.es/>), which is also integrated in the collective catalogue of the Spanish University Libraries Network (REBIUN). Monographs, periodicals, and any other document available can also be consulted.

Users can access from any computer in the FVUEX or from home the electronic resources portal of the BUEX, (<https://biblioteca.unex.es/>), which includes databases, e-magazines, e-books, theses, patents, regulations, e-prints, library catalogues, web resources, encyclopaedias and e-dictionaries, press, official bulletins, etc. This portal also offers access to 57,000 e-books and 35,000 e-journals as support to teaching and research.

In addition to all these information sources, users may also consult on-line catalogue with the list of books recommended by teachers: <https://biblioteca.unex.es/buscar/bibliografia-recomendada.html>

Access to 199 electronic resources (<https://biblioguias.unex.es/az.php>), including:

- Academic Search Ultimate (EBSCO)
- ACM Digital Library
- ACS Publications
- Annual Reviews
- Bioone Journals
- CAB Abstracts
- Emerald
- IEE/EL

- IOP Science
- JSTOR
- Myilibrary (books of Multilingual Matters)
- OvidSp (books of Lippincott)
- Royal Society of Chemistry
- ScienceDirect
- SpringerLink
- Wiley

### Computer Service at the Veterinary Faculty

The Veterinary Faculty has 73 PCs available for the students which are distributed in 4 computer rooms, which are used for teaching.

One of them, to which students have free access, is constituted of 17 PCs, and it is situated close to the classrooms. Students have access to the computers in the FVUEx on weekdays from 8:00 a.m. to 9:00 p.m. This Service is closed on holidays and weekends. The second one, in the Departments building, has 20 PCs and it is only used for practical activities. The third is located in the Mathematics department consisting of 24 PCs and is also used for practical activities. And the fourth computer room is in the Microclassroom with 12 PCs which are for students to use it in small working groups.

The Information Office staff control access to the computer rooms and take note of any possible incidences. Moreover, the FVUEx has a full-time support staff for computer technical assistance.

Throughout the academic year, the BICC offers a programme of user formation featuring general sessions offered to all users and specific sessions dedicated to students and teachers as *per* their typology and thematic interests.

### Comments and suggestions for improvement

The inter-centre BICC collections on the Caceres Campus are considered adequate. They are continually upgraded with an active effort on part of professors who annually propose purchases for their areas of interest. The acquisition policy is based on the bibliography recommended by teachers for each course, on specific requests made by teachers. Since the academic staff directly intervenes in the selection, the content of the collection is adapted to all needs. In the case of books, there is at least one copy for each title recommended, but in many cases (exam periods) this is not enough for our students.

Regarding the **opening hours**, they have been extended in recent years and now fulfil the needs of most of our students. The Library schedule is established by the BICC Central Services' Office depending on



the academic calendar. In general, the timetable covers the students' needs, including exam periods and weekends. On the other hand, through use of the Internet, the entire UEx community has access to the electronic resources of the BICC. This means that students may find a convenient place to study and use the electronic resources and Internet library services at any time.

Considering the number of our students, the **provision of reading spaces and support personnel** could be deemed adequate; we have a good percentage of places/potential students during the entire academic year. However, at times, the staff of the BICC in Cáceres are overworked.

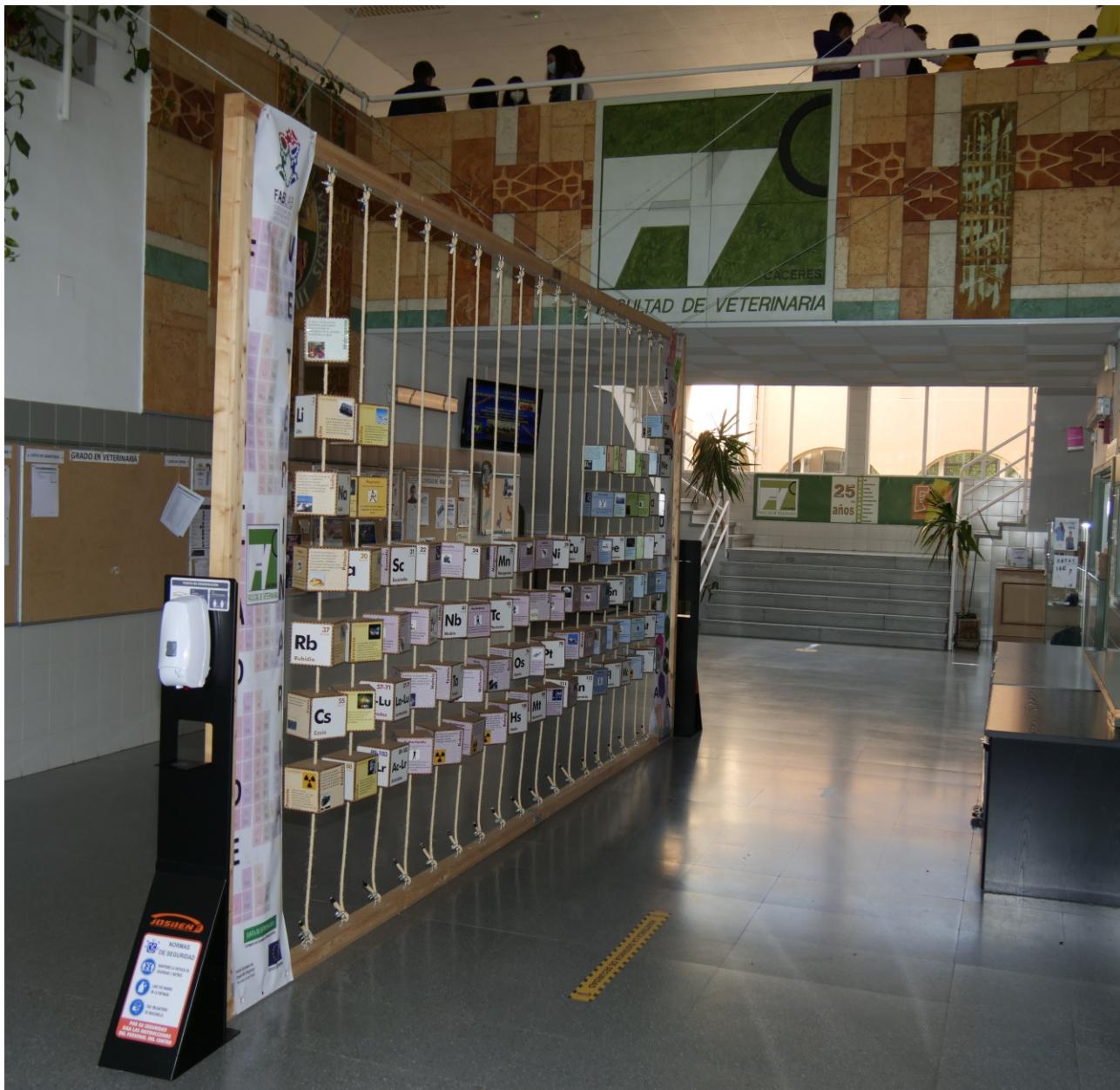
Veterinary Faculty Library Holdings are specialised in Veterinary Sciences, Agriculture, Animal Production, and Food Technology and Hygiene. In general terms, it can be said that the collection is adequate, thanks to its annual renewal.

Regarding periodicals, a reorganisation of subscriptions takes place every year, which is when new subscriptions can be added. BUEx makes available to the University community full text for electronic books and journals through <https://biblioteca.unex.es/>.

BUEx has an ILL and Document Access Service which locates and retrieves documents not found in the library archives of the UEx, as well as lending documents to other institutions when requesting them.

Library opening hours are established by the BUEx Central Services, depending on the academic calendar. This timetable covers students' needs, the study room is open every day from 8:30 to 21:30

The Veterinary Library has two Library Assistants working under the technical supervision and coordination of the Health Library Librarian.



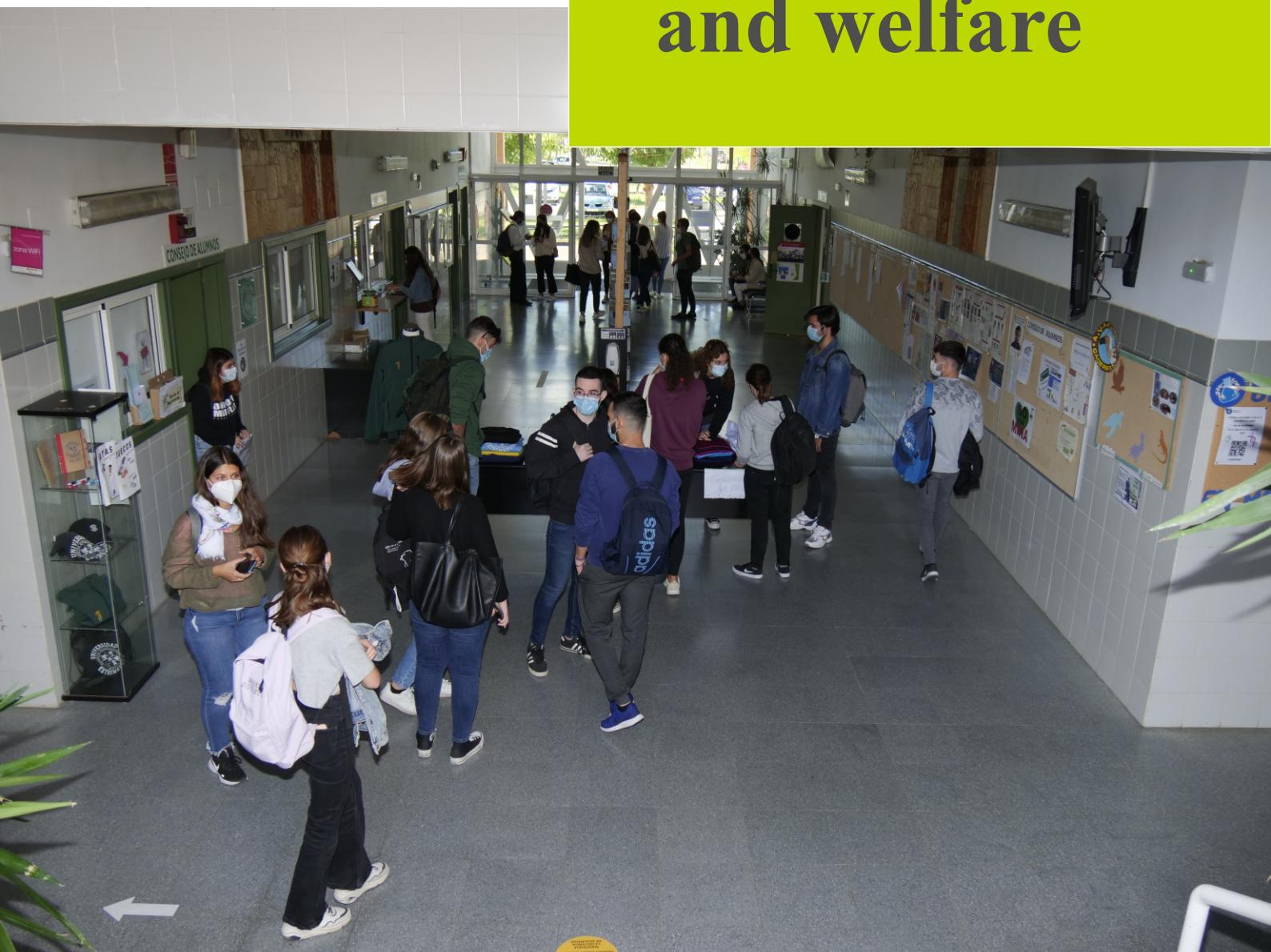
The UEEx mobile app consists of both a public and a private part.

In the public part, university and extra-university information is included. This facilitates access to university infrastructures and facilities and the use of teaching, research, and university extension resources.

The private area offers access, through the corresponding authentication, to those personal services most demanded by users (CVUEx, calendar, notifications, surveys, etc.).

In addition, the UEEx mobile application includes a Push messaging service that allows for the immediate transmission of tailor-made information for users of the different channels that are being created. The UEEx App is a scalable application conceived and designed to gradually add new modules and services.

# Standard 7: Student admission, progression, and welfare





## 7.1 The Establishment must consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression and certification. In relation to enrolment, the Establishment must provide accurate and complete information regarding all aspects of the educational programme in all advertisings for prospective national and international students. Formal cooperation with other establishments must also be clearly advertised.

The demand for places to study at the FVUEX has always exceeded supply. According to the UEx indicators, when the number of enrolled students in the first option is compared to the total number of places offered (95 in the last 2 years) in the last 10 years, this indicator is around 800% (that is, about 8 places demanded per place offered). Even so, the Student Recruitment and Orientation Committee proposes and annually carries out recruitment actions for new students.

The VEE follows the general rules published and approved by the UEx regarding admission, enrolment, progression and certification of students. The regulation governing the progress and permanence of students at the UEx, approved by agreement of the UEx Social Council was published in the Official Gazette of Extremadura. <http://doe.juntaex.es/pdfs/doe/2017/1200o/17061376.pdf>.

Regarding access to studies at the FVUEX, in article 1 of this regulation it is stated that all students who meet the access requirements and have been admitted in the corresponding pre- registration process will be admitted to the UEx. All the information regarding access to UEx is published at <https://www.unex.es/organizacion/servicios-universitarios/servicios/alumnado/funciones>, specifically indicating access depending on the type of student (over 25, 40 or 45 years old, EBAU, etc.), as well as the information related to the pre-registration and enrolment processes.

Regarding enrolment, as stated in article 2 of the regulation, the student may enrol in a degree at the UEx as a full-time or a part-time student, in this second option, with half the credits each semester. In the case of the Degree in Veterinary Sciences, as it is a degree whose demand is always higher than the supply, these part-time new enrolments cannot exceed more than 5% of the new enrolment limit.

Students who enrol for the first time must enrol in at least, all the first course credits, that is, 60 credits in the case of a full-time student and 30 credits in the case of a part-time student. In the post-entry courses, students, upon formalizing their enrolment, can change from full time to part-time and vice versa. In each academic year, students cannot enrol in more than 90 credits and cannot take first enrolment credits unless 50% or more of the credits belonging to failed subjects are also taken. Optional subjects are not affected by this restriction.

Regarding permanence, new students must pass at least one of the subjects in the first year of the degree to remain in it. When not passing any subject but wishing to continue in the degree, they must apply a request to the UEx Permanence Commission. Students have six opportunities to pass each subject plus an extraordinary one when they have completed 75% of the credits of the degree. When even with this extraordinary opportunity, students have one subject left, except for the VDD, to complete their studies, they may request the “assessment for curricular compensation” (See section 7.6). If students have two or more subjects left, they will not be able to continue this degree at the Uex.

All this information can be found at the UEx Website in the students' section <https://www.unex.es/estudiar-en-la-uex/nuevo/acceso>

including interactive guides

<https://www.unex.es/organizacion/servicios-universitarios/servicios/siaa/guia>

and video tutorials that explain how to carry out the pre-enrolment and enrolment in UEx degrees. If access is for students from international educational systems, the UEx recommends the use of the National University of Distance Education (UNED, in Spanish) platform

<https://unedasiss.uned.es/home>, which greatly facilitates this task.

Finally, regarding cooperation agreements in education with other VEE, both national and international, the mobility actions of the UEx are centralized in the Secretariat for International Relationships (<https://www.unex.es/organizacion/servicios-universitarios/secretariados/sri>), so, they can be easily located on the WEB of UEx for students (<https://www.unex.es/estudiantes>).

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

The number of students admitted each year at the VEE of the UEx is shown at Table 7.2.1, in accordance with the request made from the FVUEX to the GC of the UEx. This decision is based on the maintenance of teaching quality in the Faculty and the social demand for veterinary graduates. With this number of students, the Degree in Veterinary Sciences achieves the required standards (Verifica document) as approved by ANECA. This number of students is consistent with the resources available at the VEE, even though, the Faculty has proposed to the UEx a decrease in the number of new students to follow indications of both the EAEVE and the FVE (Federation of European Veterinarians).

**Table 7.2.1.** Number of new students admitted at the faculty and veterinary degree students enrolled at the faculty.

|                              | 2020/2021<br>MEN / WOMEN | 2019/2020<br>MEN / WOMEN | 2018/2019<br>MEN / WOMEN | MEAN<br>MEN / WOMEN  |
|------------------------------|--------------------------|--------------------------|--------------------------|----------------------|
| New students admitted        | 88<br>23 / 65            | 95<br>29 / 66            | 100<br>30 / 70           | 94.3<br>27.3 / 67    |
| Students enrolled at the VEE | 604<br>178 / 426         | 607<br>186 / 421         | 598<br>193 / 405         | 603<br>185.6 / 417.3 |

**Table 7.2.2.** Number of veterinary students graduating annually.

| 2020/2021 | 2019/2020 | 2018/2019 | MEAN |
|-----------|-----------|-----------|------|
| 70        | 90        | 70        | 76.6 |

**Table 7.2.3.** Average number of years used in finishing veterinary studies

| YEARS         | 2020/2021        | 2019/2020         | 2018/2019         | MEAN              |
|---------------|------------------|-------------------|-------------------|-------------------|
| Less than 5   | 1                | 1                 | 1                 | 1                 |
| 5 + 0         | 19               | 37                | 26                | 27.30             |
| 5 + 1         | 25               | 29                | 20                | 24.66             |
| 5 + 2         | 13               | 13                | 15                | 13.66             |
| 5 + 3         | 5                | 4                 | 3                 | 4                 |
| 5 + 4 or more | 7                | 6                 | 5                 | 6                 |
| <b>Mean</b>   | <b>6.4 years</b> | <b>6.04 years</b> | <b>6.14 years</b> | <b>6.19 years</b> |

**Table 7.2.4.** Marks needed to be admitted to the degree  
([https://www.unex.es/conoce-la-uez/centros/veterinaria/titulaciones/info/datos\\_interes?id=1006](https://www.unex.es/conoce-la-uez/centros/veterinaria/titulaciones/info/datos_interes?id=1006))

| 2020/2021   | 2019/2020   | 2018/2019   | MEAN        |
|-------------|-------------|-------------|-------------|
| 11.112 / 14 | 11.457 / 14 | 10.383 / 14 | 10.984 / 14 |

**7.3 The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course. The Establishment must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the Establishment. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.**

There is a specific Pre-registration and Enrolment Regulation for Undergraduate Studies in the UEx, common to all degrees. ([https://www.unex.es/organizacion/servicios-universitarios/servicios/alumnado/funciones/preinscripciones/Normas\\_html](https://www.unex.es/organizacion/servicios-universitarios/servicios/alumnado/funciones/preinscripciones/Normas_html)).

The pre-registration is organized in two periods:

Ordinary. Students who prove that they are in possession of the studies that give them access to the university within the period established for this phase can attend.

Extraordinary. May attend:

Students who prove that they are in possession of the studies that give them access to the university within the period established.

Students who have not been admitted in the ordinary period (if they request degrees other than those requested previously).

Students who request simultaneity of studies are admitted in both degrees only when those who are only going to study one degree are admitted. The granting of a place under these conditions implies the authorization of simultaneity.

Students must request pre-registration within the deadlines established in the calendar published annually, carrying out this procedure online through the website of the Undergraduate Study Access and Management Service <http://www.unex.es/preins>.

The criteria for admission, priority, and assessment for the allocation of places are those established by Royal Decree 412/2014, June 6<sup>th</sup> (BOE, 2014), which establishes the basic regulations for admission procedures and by the Regulation for Admission to Undergraduate University Studies of the UEx (DOE, 2017). Any incident is solved by the Vice-Rector's Office for Students, Employment and Mobility.

Within the offer of places for each Degree annually indicated by the General Conference of University Policy at the proposal of the UEx and previously approved by the Government of Extremadura, there are reserve quotas to which the following percentages are applied, with respect to the total of new admission places. Both the offer of places and the distribution in quotas are published annually, previous to the application period:

- Over 25 years: 2% (minimum 1 place).
- Over 45 years: 1% (minimum 1 place).
- Students who have a recognized degree of disability equal to or greater than 33 percent, as well as for those students with permanent special educational needs associated with personal circumstances of disability. Students with disabilities must present a certificate of disability issued by the Regional Government: 5% (minimum 1 place).
- High-level and high-performance athletes: 3% (minimum 1 place).
- Students with a university degree or equivalent: 1% (minimum 1 place).

Therefore, the criteria for selection and progression of UEx students are common to all Bachelor's degrees. On the Veterinary degree website there is a recommendation indicating that before starting this degree, applicants should have previously acquired skills in Mathematics, Physics, Chemistry, Animal and Plant Biology, English (conversational level) and Computer (user level).

**7.4 There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.**

As stated in the Regulation governing the progress and permanence of students at the UEx (DOE, 2017) and for the purpose of complying with the provisions of articles 5.b, 14.2 and 17.3 of Royal Decree

1393/2007 (BOE, 2007), in the case of access by students with special educational needs derived from disabilities, the SAU oversees the need for possible curricular adaptations. All the information on this service is collected on the website of the SAU (<https://www.unex.es/organizacion/servicios-universitarios/unidades/uae>).



The SAU was integrated into the UEEx Management structure in December 2011. The mission of this service is to work towards the full integration of students at the UEEx, with special attention to those students with specific educational needs derived from situations of disability, guaranteeing equal opportunities and the adaptation of the teaching processes to the needs of all students. The SAU has the following organizational structure: a director, a psychologist, a psychopedagogue and a social worker. In addition, in each Centre of the University there is a coordinator of the SAU, appointed by the Rector at the proposal of the Dean. The coordinating teachers in the Centres are fundamental for the work of the SAU since they constitute the direct link with its management team, teachers, students and administration and services personnel.

SAU work begins before the incorporation of the students to the UEEx by contacting with the Counsellors in the Secondary School and the preparation of the adaptations that are necessary for the realization of the EBAU. These adaptations are carried out considering the background of each student and the adaptations that they have already had in their pre-university studies.

When students with disabilities and/or with specific educational needs access the UEEx, they and their families are informed and oriented about the access and admission processes at the UEEx and are monitored throughout their studies, assisting them in an individualized, professional and confidential

manner, so that they can achieve a normal development of their academic life and their full integration into the university community. Finally, the work of the SAU continues with those students who have already finished their university degrees and who wish to enter the work market. Collaborative relationships are maintained with various institutions, both public and private, whose mission is the employment of people with disabilities: INSERTA Association of Fundación ONCE, FEXAS - Federation of Extremadura for Deaf People-, FEDAPAS -Federation of Extremadura for Hearing Impaired, Parents and Friends of the Deaf-, FUNDHEX -Foundation for Equality and Social Inclusion, COCEMFE- Spanish Confederation of People with Physical and Organic Disabilities.

**7.5 The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The Establishment must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately. The Establishment must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.**

The criteria, regulations and procedures for access (<https://www.unex.es/conoce-la-uex/centros/veterinaria/archivos/ficheros/Normativas/Acceso-Admision.pdf/view>) and progression of all students are included in the Academic regulations published by the Vice-Rector's Office for Students, Employment and Mobility of the UEx (<https://www.unex.es/organizacion/gobierno/vicerrectorados/vicealumn/normativas>), which clearly and precisely shows the rules for enrolment and academic progression in all degrees offered by UEx. This last aspect, student progression, is specifically shown in the text published in the Official Gazette of Extremadura in 2017:

<https://www.unex.es/organizacion/gobierno/vicerrectorados/vicealumn/normativas/NORMATIVAS/permanenc>

All students who meet the access requirements to the degrees established by the law and who have obtained a place in the corresponding pre-registration process will have access to the UEx. In addition, in the case of students with special educational needs derived from disabilities, the SAU (<https://www.unex.es/organizacion/servicios-universitarios/unidades/uae>) will evaluate the need for possible curricular adaptations. In this case, the report of the SAU, in coordination with the VEE, will be binding on the professors responsible for teaching these students. SAU may propose, in agreement with the Centre involved, alternative itineraries or studies of other official qualifications at the UEx that will have to be recognized to the student as credits obtained for their degree, through the Recognition and Transfer Regulation of Credits of the year 2021 ([DOE n.º 119 - 23-junio-2021 \(unex.es\)](#)).

Regarding full-time enrolment in the Veterinary degree, students must enrol, at least, in the credits that make up a full course, that is, 60 ECTS credits. To continue their studies, they must pass at least six credits in that first year and not enrol for more than 90 credits per year in the following academic courses. In case of not passing any subject, students can request a new opportunity to a Permanency Committee, arguing the special circumstances or force majeure that have caused their poor academic performance. The Commission could exempt the student from the permanence requirement for first-year students.

The current curriculum of the VEE does not require to have passed specific subjects in order to enrol in others, therefore there are no restrictions or incompatibilities for this concept. Likewise, students may simultaneously study two degrees at the UEx, in accordance with the provisions of the Simultaneity Regulations approved by the UEx Governing Council ([DOE 2011 - N° 156 ok.qxd\(unex.es\)](#)).

In each academic year, students can opt for two official evaluation calls. To restrict possible academic progress in an anarchic way within the curriculum, students with failed subjects, in which they have formally enrolled in previous years, must prioritize choosing 50% of their outstanding credits before selecting new subjects. Although evaluation and selection criteria are ruled by university laws and allow minor alterations, the VEE has tools to reinforce and support students who do not progress adequately. Among them are:

**The Tutorials.** This is possibly the best option to reinforce academic progress. They consist of sessions offered six hours a week by the teaching staff. The teaching staff offers guidance and advice in all aspects of teaching, which can result in an improvement of the teaching-learning process in a direct and personalized way. All academic staff have a specific tutoring program, which must be strictly respected and complied with. The regulation of the tutorial activity of the teaching and research staff at UEEx can be found at:

[https://www.unex.es/organizacion/gobierno/vicerrectorados/vicealumn/archivos/ficheros/Reglamento\\_tutorias.pdf](https://www.unex.es/organizacion/gobierno/vicerrectorados/vicealumn/archivos/ficheros/Reglamento_tutorias.pdf).

**The Tutorial Action Plan (PAT).** This is a specific and personal support and guidance tool for newly enrolled students who request it, as it is voluntary. So, it is easy to detect students who are having difficulties in their progress and require support measures. The teachers selflessly participate in the PAT. Students who are in the 5th enrolment or more in a subject can also request to be evaluated by an evaluation committee ([DOE\\_2020\\_N\\_212.indd \(unex.es\)](#)). Likewise, the academic staff may request, by means of a reasoned writing, the constitution of an evaluation committee to not be involved in the evaluation of any of their students. The approval of both applications will be the responsibility of the VEE. All the rights and duties of UEEx students are published in the "University Student Statute" ([Disposición 20147 del BOE núm. 318 de 2010](#)), as well as a summary of them in the electronic page of the Vice-Rector's Office for Students, Employment and Mobility

(<https://www.unex.es/organizacion/gobierno/vicerrectorados/vicealumn/normativas/NORMATIVAS/derechos-y-deberes-del-estudiante>).

In summary, all information of interest to students can be found in the electronic links set out above, as well as in the CVUEEx, where a real and fluid teacher-student relationship is established, and all the organizational aspects of each academic year are notified, theoretical classes are organized, groups of practical classes are structured and the scores of the different assessment tests are published. Regardless, at the end of an academic year, students have the Teaching Guidelines for the following academic year for all subjects of the degree. This includes all the necessary information, such as exam dates or how to monitor and pass each subject, which facilitates the configuration of the following courses.



## **7.6 Mechanisms for the exclusion of students from the programme for any reason must be explicit. The Establishment's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.**

The mechanisms for excluding students, the regulation for their permanence at the UEx, as well as the policy for claims on admission and academic decisions are described in the Regulation governing the progress and permanence of students

([https://www.unex.es/organizacion/gobierno/vicerrectorados/vicealumn/archivos/ficheros/viceestu/normativas/normativa\\_progreso\\_permanencia.pdf](https://www.unex.es/organizacion/gobierno/vicerrectorados/vicealumn/archivos/ficheros/viceestu/normativas/normativa_progreso_permanencia.pdf)).

As mentioned in section 7.5, new students must pass at least one of the subjects enrolled in the degree to remain in it. If not, a request must be sent to the Permanence Committee, in the terms regulated in article 4 of this regulation. When a new student cannot continue in the degree, they may request a new admission to another degree at the UEx, applying the new admission regulations. Students have six calls to pass each subject, plus an extraordinary call, only applicable when less than 25% of the credits remain to finish the degree. If they do not pass a subject in these calls, they will not be able to continue their studies at UEx. When students do not show up for exams, obtaining the grade of "Not presented", they will not exhaust a call. In order to allow the possibility of compensation included in chapter III of the Assessment Regulation, renewed in 2020 ([DOE 2020 N\\_212.indd \(unex.es\)](#)), students may benefit from the "assessment by curricular compensation" when they only have one subject left to complete the degree, not being applicable to optional subjects, external internships or VDD. It is required that the student has been evaluated for that subject a minimum of four calls, having obtained a failure grade other than 0 points in the academic year in which the compensation request is carried out. Students cannot benefit from this, if all the calls, including the extraordinary one, for two subjects have been exhausted.

Finally, article 8 of the aforementioned regulations, referring to the development of evaluation tests, specifies that no other material will be allowed than that distributed and authorized by the teaching staff, so that the use or possession of fraudulent media, both documentary and electronic, and the breaking of the rules previously established by the teaching staff, will imply the expulsion of the student and a score of 0 points in the corresponding call, regardless of whether the teaching staff may request the opening of an informative/disciplinary file with the Rector's Office.

## **7.7 Provisions must be made by the Establishment to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable adjustments for disabled students, consistent with all relevant equality and/or human rights legislation. There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).**

The administrative support service that the student encounters upon arriving at the VEE is the Secretariat. Its main mission is to provide administrative assistance to the teaching organization, research, and university education in general, as well as to carry out the management of academic, economic, administrative and service processes, leading to the obtaining of degrees. Its administrative support functions for the student include:

- 1- General information through the website and notice boards about the studies taught at the VEE (<https://www.unex.es/conoce-la-uex/centros/veterinaria/secretaria>).
- 2- Personalized attention to the student and advice on any aspect related to their academic record.
- 3- Enrolment management: changes due to cancellation/extension, help with self-enrolment and control of enrolment waiting lists.
- 4- Management of the applications presented by the students in the Secretariat, <https://www.unex.es/conoce-la-uex/centros/veterinaria/secretaria/tramites-administrativos/modelos-de>, such as academic certifications, progress of calls, validation of subjects and adaptation of studies, recognition and transfer of credits, change of group, extraordinary call, validation courts, claims for examinations, certified documents, transfer of file, simultaneity of studies, return of fees, insurance of official degrees, Iduex and Pin-web identification codes, defence of VDD and MT and proof of

attendance at exams.

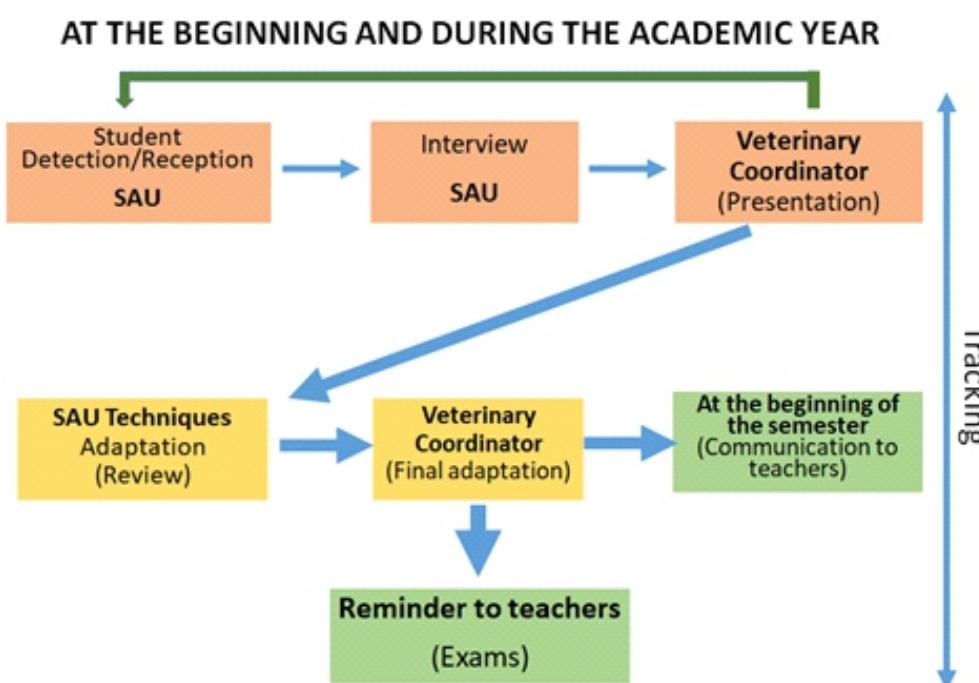
5- Document registration.

6- Management of suggestions and complaints about the services provided.

As indicated in point 7.4, the SAU is the support service for the physical, emotional and well-being needs of the students at the UEx. Among their functions are:

- Psycho-pedagogical counselling: supporting students who request it to face academic failure, helping to plan and design the study, teaching study techniques, as well as anxiety and stress control before exams.
- Psychosocial support: attending students who present exceptional personal situations of a serious nature (such as victims of terrorism, family violence or violence between sexes, addictions, etc.); assessing and evaluating the academic difficulties these students present and establishing the necessary individualized adaptation measures.

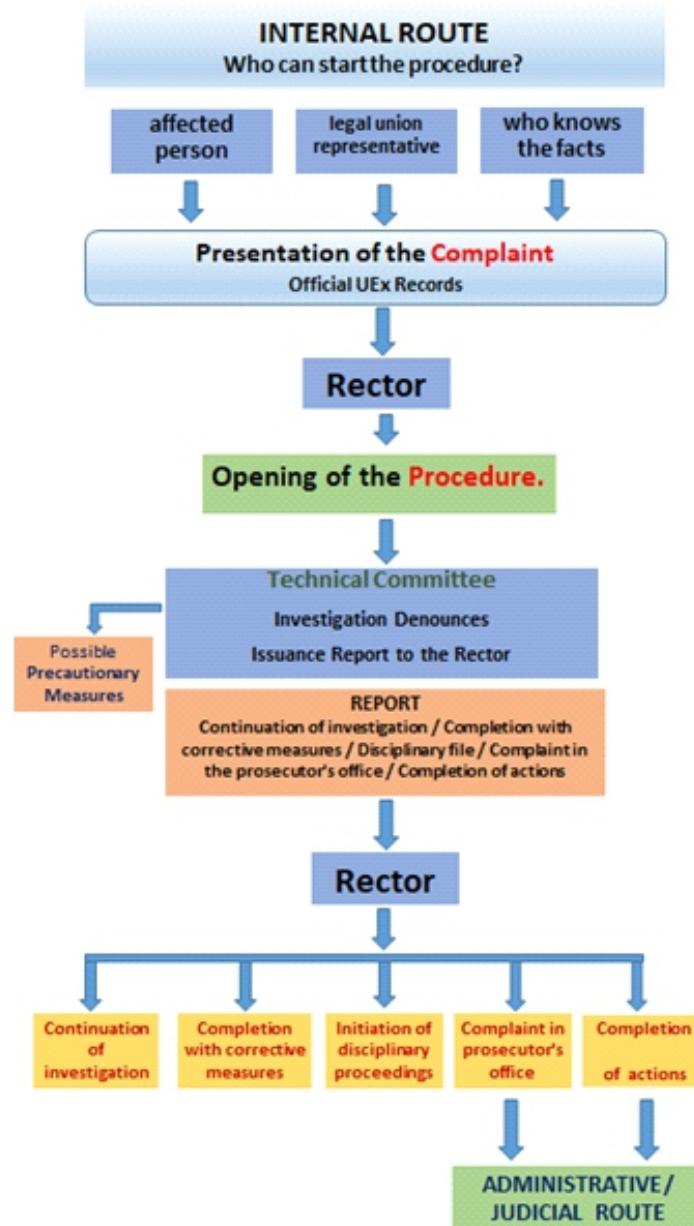
This attention from the SAU is "on demand", that is, it is the student with a disability and/or specific educational needs, who must request the service. Normally, it is the coordinator of the VEE who refers these students to the SAU for evaluation. Based on this assessment, adaptation of the activities that the student must develop can be established, both for large group, small group, and seminar/laboratory activities, as well as for tutoring activities and exams. An example of adaptation of a student with epilepsy in which the teachers are explained how to act in the event of a crisis and how long it should increase the time in the exams can be seen in Figure 7.7.1.



**Figure 7.7.1.** Example of adaptation of a student with epilepsy.

SAU is also responsible for advising and informing UEx teachers about working with students with disabilities and/or educational needs. The coordinator of the VEE contacts the teachers to analyse the specificities of the theoretical-practical teaching and adapt the proposed adaptations. In this sense, the VEE is in the process of acquiring mannequins that could facilitate the performance of practical activities for students with certain disabilities resulting in reduced mobility. The special circumstances of students with disabilities have also been provided for in the External Internship Regulations of the UEx, approved by Resolution July 26<sup>th</sup>, 2017 of the Management, which implements the regulatory agreement adopted by the GC. Article 3 states that the university will give priority in choosing and awarding internships to students with disabilities. In addition, they have the right to have the necessary resources to access the performance of the internships under equal conditions. Regarding cases of

interpersonal harassment, in addition to the SAU, there is a protocol at the UEx that allows for effective solutions to this type of situation when it comes to sexual harassment, which is summarized in the Figure 7.7.2.



**Figure 7.7.2.** UEx protocol for sexual harassment.

The full protocol, approved in 2017, can be consulted on <https://www.unex.es/organizacion/servicios-universitarios/oficinas/igualdad/protocolos>.

These specific situations are dealt with in the Office for Equality of the UEx, which was created in 2004 with the aim of preventing and detecting situations of inequality and violence in the university environment, being the UEx one of the first Spanish universities to institutionally commit to the fight for real equality between sexes. This Office, which organically depends on the Rector's Office, actively promotes and collaborates in all activities that ensure the promotion of equality and is involved in the prevention, early detection and correction of behaviours that attempt against it. In addition, the Office for Equality includes among its functions the promotion of respect for diversity and its defence against intolerant behaviours in the UEx.

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

In the VEE there are several mechanisms by which students can transmit their needs to the management team and to the UEEx, depending on the nature of their request.

Each year a delegate and sub-delegate are elected in each course of the Degree, who are the ones who have the most direct contact with students and teaching staff. Student representation is a right that is included in the University Student Statute, approved by Royal Decree 1791/2010 (BOE, 2010). In its article 37, it is clearly indicated that representatives must direct the proposals and complaints from the group they represent to the different university levels. Each student has also the right to raise them directly to the Dean's Office (Annex 7.8.1),

<https://www.unex.es/conoce-la-uex/centros/veterinaria/secretaria/tramites-administrativos/modelos-de/ASC%20-%20Solicitud%20Decano.pdf>. The delegates of all the courses of the Degree are part of the Student Council of the VEE, which is the collegiate body for deliberation, consultation and representation of the students at the VEE. The delegate and sub-delegate are ex officio members of the Faculty Board, in which there is also a representation of the students, so that the sum of the members of this group constitutes 23% of the total, ensuring whenever possible, a representative member from each of the degrees taught at the VEE. In addition, they are part of the different Commissions of the Faculty. Therefore, students of the Degree can transmit their needs through their representatives: delegate and sub-delegate of the course, delegate and sub-delegate of the Centre, Student Council, Faculty Board and several Commissions.

Students also have the possibility of presenting a complaint to the University Ombudsman, which is included in the University Student Statute (BOE, 2010), which in its article 46 establishes that it must ensure respect for the rights of, among other groups, students, being also involved in mediation and conciliation tasks. Among its obligations are to advise students on the existing administrative procedures for the formulation of their claims. The complaint/claim model (Annex 7.8.2) can be downloaded from the Website of the University Ombudsman at

[https://www.unex.es/organizacion/defensor\\_universitario/peticiones/procedimiento-para-presentar-quejas-o-reclamaciones-al-defensor#recomendaciones](https://www.unex.es/organizacion/defensor_universitario/peticiones/procedimiento-para-presentar-quejas-o-reclamaciones-al-defensor#recomendaciones)

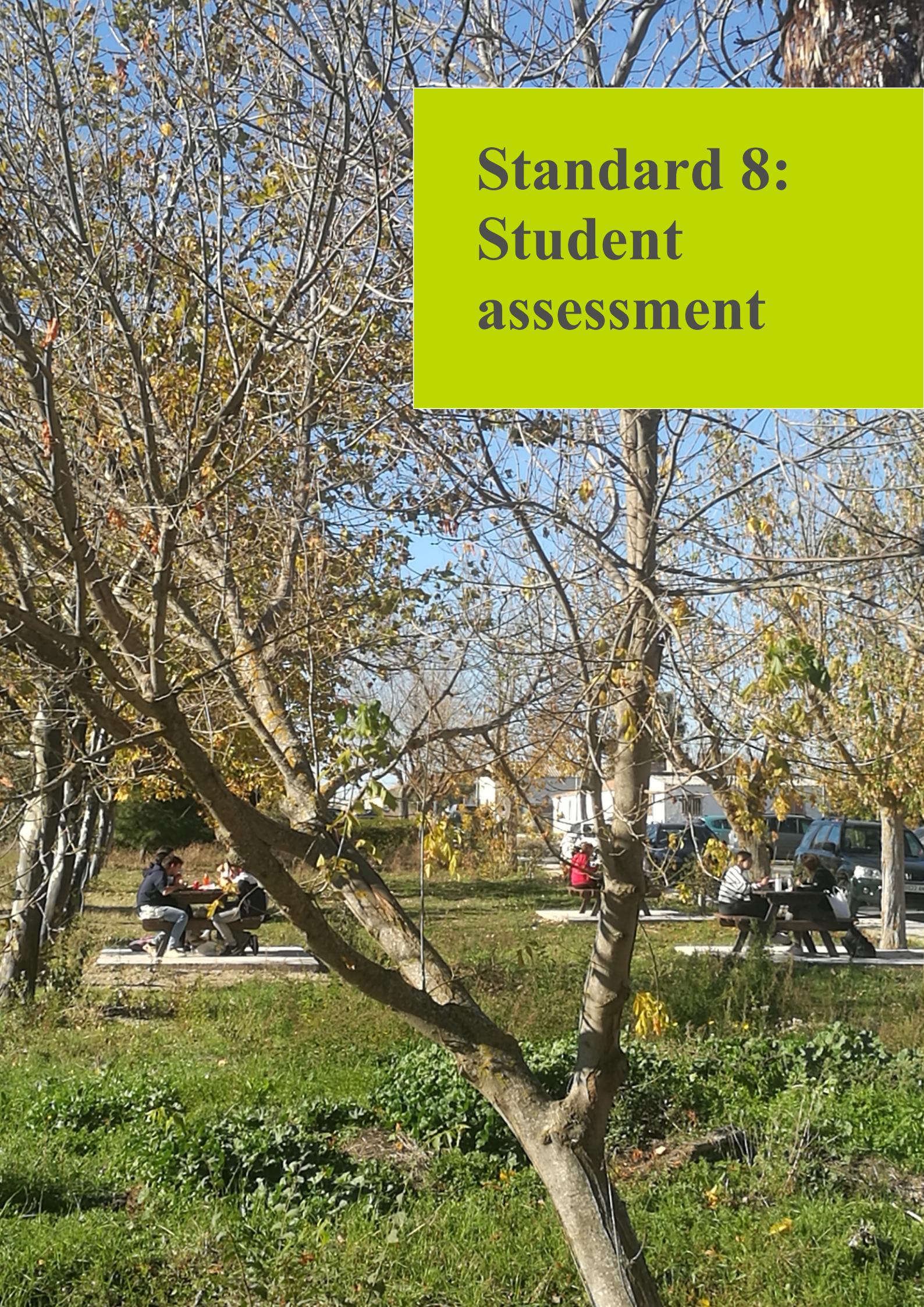
Finally, students can present their complaints or suggestions through the mailbox enabled both on the Website of the VEE and in the Technical Unit of Evaluation and Quality, which can be located at <https://www.unex.es/organizacion/servicios-universitarios/unidades/utec/funciones/buzon>.

**Comments and suggestions for improvements on Standard 7.**

It would be desirable for veterinary education to have a rational focus regarding the needs of the veterinary profession and society in general. Similarly, a system for controlling student admission based on a critical needs analysis would be desirable at all Spanish VEE, and if it were possible not to approve, at the national level, proposals for new Faculties.

As a specific aspect, and regarding the monitoring and evolution of the students in the Faculty, we believe that our VEE has mechanisms and tools to train students not only in the exclusive aspects of the veterinary specialty, but also as a person and as a university student inserted in society, to which they have special commitments of solidarity. However, a required special monitoring plan is currently being implemented which can better detect students who begin to decline in the progression of their studies.

# **Standard 8: Student assessment**





## **8.1 The Establishment must ensure that there is a clearly identified structure within the Establishment showing lines of responsibility for the assessment strategy to ensure the coherence of the overall assessment regime and to allow the demonstration of progressive development across the program towards entry-level competence.**

The general student's assessment strategy is regulated by the UEx (art. 2), which legislation sets the evaluation systems and criteria, the rules, number and temporality of the examination periods and the guidelines for the development of the evaluation tests

[https://www.unex.es/conoce-la-uex/centros/educacion/informacion-academica/normativas/NormativadeEvaluacion\\_2016.pdf](https://www.unex.es/conoce-la-uex/centros/educacion/informacion-academica/normativas/NormativadeEvaluacion_2016.pdf)

The Veterinary Faculty assessment strategy also follows the University Student Statute (RD 1791/2010, December 30th) <https://www.boe.es/boe/dias/2010/12/31/pdfs/BOE-A-2010-20147.pdf> which stipulates the student's right to be informed of the university regulations on the evaluation as well as the right to an objective evaluation based on an active teaching and learning methodology.

The Official Academic Calendar is approved each year by UEx GC and sets out the evaluation periods and the FVUEX proposed examination calendar must be adapted to those periods. Later, the Faculty Board approves the definitive examination schedule several months in advance to the beginning of the academic year and publishes it on the VEE website before the enrolment period begins.

Since the last visitation (2010) the terms for final exams have been modified. Currently, the terms allocated for final exams are January (for the final exams of the first semester), June for the final exams of the second semester) and July (extraordinary examination period to re-sit exams). During these examination periods neither lectures nor practical classes are held. The students have the right to two examination calls per subject, in each academic year. Moreover, there is a fourth period, regarded to as "extraordinary", during the month of November which is only for students with a maximum of 18 credits left to finish their degree.

Regarding the type of assessments, each teacher can decide this, always following the legislation described above. Most subjects assess theoretical knowledge and practical skills separately. The QA system of the degree ensures that the evaluation is coherent and complies with requirements established in the curriculum. In addition, it is a compulsory requirement to obtain certification of linguistic competence at a minimum of B1 level in a foreign language and of Information and Computer Technologies skills (<https://www.unex.es/conoce-la-uex/centros/veterinaria/informacion-academica/tf-estudios/acreditacion-de-idioma-para-master-como-para-grado>).

A new regulation for the assessment of learning outcomes and skills acquired by students in the official degrees of the UEx has been recently approved and published (October 20<sup>th</sup>)

[https://www.unex.es/organizacion/gobierno/vicerrectorados/vicecoor/archivos/ficheros/normativas/DOE\\_Normativa%20Evaluacion.pdf/view](https://www.unex.es/organizacion/gobierno/vicerrectorados/vicecoor/archivos/ficheros/normativas/DOE_Normativa%20Evaluacion.pdf/view) According to this regulation, since the second term of 2021, students can choose between final or ongoing evaluation modality during the first quarter of each term and the teachers have to offer both modalities and to ask students about their choice via CVUEX.

Methodologies for assessing:

**Theoretical knowledge:** Assessment of theoretical knowledge is mainly based on written exams. Specific methodologies depend on each subject, but multiple-choice tests (true or false, multiple-choice, matching type), short-answers, open-ended answers with limited writing space and essays are the most used. Theoretical knowledge is also evaluated through continuing assessment and evaluation of supervised works.

**Pre-clinical practical skills:** The evaluation of these skills is based on problem-solving, which may require the use of statistical calculations using computer programs, diverse laboratory or diagnostic techniques. Pre-clinical practical skills are primarily evaluated through continuing assessment, written reports of practices, supervised work evaluation, presentations, rubrics and practical exams. The latter are performed on healthy animals, organs, dissections, pathological samples, parasites or microorganisms, radiology and CAT images or in the laboratory, depending on the subject. Attendance is obligatory and a positive evaluation of practical skills is required to pass the subjects.

**Clinical practical skills** involve supervised clinical work mostly with live animals. During the different subjects that involve clinical skills practice, students are evaluated based on attendance, clinical performance exams, and logbooks completion. Participation in clinical activities, clinical cases discussion or journal club also score in some subjects. Besides, the external tutor is the one who evaluates the student's clinical performance during ETPs and the academic tutor corrects and rates the student's external practices report.

**Soft skills** are evaluated transversally in various subjects. Most of the subjects state in their teaching guideline that student attitude during practical sessions will also be assessed. These guidelines warn the students that in the absence of interest, involvement, appropriate language or effective time management, the practical session will be considered invalid and, thus, the practical part of the subject will be failed. Communication skills are also assessed during oral exams and clinical practices in which students deal with the owners. Moreover, during the VDD, computer and communicative skills, synthesis and organizational capability and clarity of responses constitute 40% of the final score.



Finally, the elaboration of seminars, workbooks and the completion of different tasks during practical sessions in numerous subjects that includes the requirement of working in teams.

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

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

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

General regulation for calls, evaluation and minutes is permanently published on the VEE website  
[https://www.unex.es/conoce-la-uex/centros/veterinaria/informacion-academica/normativas/NormativaEvaluacion\\_20.pdf](https://www.unex.es/conoce-la-uex/centros/veterinaria/informacion-academica/normativas/NormativaEvaluacion_20.pdf)

VEE examination calendar is uploaded to the official website before the enrolment period. <https://www.unex.es/conoce-la-uez/centros/veterinaria/informacion-academica/examenes/curso-2020-21>. The coordinator of each subject must announce on the CVUEX and on the message board the location, date and time of the exam one month before it takes place. Before each academic year begins, teaching guidelines for each subject containing all information about evaluation criteria, is published on the VEE website

<https://www.unex.es/conoce-la-uez/centros/veterinaria/titulaciones/info/asignaturas?id=1006>. Likewise, teaching guidelines can be found on the CVUEX for each subject.

Concerning the VDD, the proposal and approval of lines, appointment of tribunals, timetabling and evaluation criteria is permanently revised and updated on the website <https://www.unex.es/conoce-la-uez/centros/veterinaria/informacion-academica/tf-estudios>. More specifically, the rubrics to assess and score the different types of dissertations are clearly displayed on the website. [https://www.unex.es/conoce-la-uez/centros/veterinaria/asc-secretaria/asc-tfe/modelos\\_normalizados](https://www.unex.es/conoce-la-uez/centros/veterinaria/asc-secretaria/asc-tfe/modelos_normalizados)

Information about the management of EPT, appointment of tutors, annual planning and the system of evaluation is also kept up to date on the website.

<https://www.unex.es/conoce-la-uez/centros/veterinaria/informacion-academica/practicas-externas>.

The process of awarding grades is also officially regulated in Uex

[https://www.unex.es/organizacion/gobierno/vicerrectorados/vicecoor/archivos/ficheros/normativas/DOE\\_Normativa%20Evaluacion.pdf/view](https://www.unex.es/organizacion/gobierno/vicerrectorados/vicecoor/archivos/ficheros/normativas/DOE_Normativa%20Evaluacion.pdf/view) Grades must be expressed as numbers, to which their corresponding qualitative grading is added: (Fail/Suspens: 0-4.9; Pass/Aprobado 5.0-6.9; Merit/Notable: 7.0-8.9; Distinction/Sobresaliente: 9.0-10). The cut-off score is 5. A Distinction with Honours (Matrícula de Honor) can be awarded to those students that have obtained a grade equal to or higher than 9, with the restriction numbers derived from national regulations (number cannot be exceed 5% of students enrolled in a subject, unless the number of students registered is less than 20).

According to the UEx regulation for evaluation, each teacher in charge must set the time and place to review their exams and to justify the assigned grades to any interested student over the ten following days in case of an ongoing evaluation test or over two days (set out two days after the marks publication) in the case of final exams.

Moreover, individualized guidance and help to improve can be achieved through the individualized tutorials session officially established and compulsorily offered by all the teaching staff. Tutorial timetable for each teacher can be found on the VEE website <https://www.unex.es/conoce-la-uez/centros/veterinaria/centro/profesores>, although most of teaching staff is easily accessible and available anytime for online or e-mail consultations. Besides, all students have a teacher assigned within the PAT, who can help students to improve their time management, study organization or how to face the assessment process.

In case of disagreement with the result of the review, the students can refute their grades before the Dean over the next 5 days after the publication of the definitive grades. The specific appeal procedure is fully described in the chapter VI of the UEx regulation for evaluation [https://www.unex.es/conoce-la-uez/centros/veterinaria/informacion-academica/normativas/NormativaEvaluacion\\_20.pdf](https://www.unex.es/conoce-la-uez/centros/veterinaria/informacion-academica/normativas/NormativaEvaluacion_20.pdf).

The appeal process is analysed by the claims commission composed by the Dean, the IQAS coordinator and the VQC coordinator. A representative of the Students Council is also invited. The issue must be resolved within 20 days and the decision is binding.

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

As indicated above, all assessment procedures follow the Regulation for the evaluation of learning outcomes and skills acquired by students in the official degrees of the UEx which can be easily found and consulted through the Normative section on the VEE website

[https://www.unex.es/organizacion/gobierno/vicerrectorados/vicecoor/archivos/ficheros/normativas/DOE\\_Normativa%20Evaluacion.pdf/view](https://www.unex.es/organizacion/gobierno/vicerrectorados/vicecoor/archivos/ficheros/normativas/DOE_Normativa%20Evaluacion.pdf/view)

The evaluation procedures for a subject are proposed by the teachers involved and then reviewed and approved by the Department councils. The description of the assessment criteria/procedures for each

subject in the teaching guidelines must follow the official procedure for elaborating, validating and publishing the teaching guidelines.

[https://www.unex.es/organizacion/servicios-universitarios/oficinas/calidad/calidad/sistema-interno-de-garantia-de-calidad/procesos-y-procedimientos/PR\\_Planes\\_docentes\\_CdG\\_aprobado-1.pdf](https://www.unex.es/organizacion/servicios-universitarios/oficinas/calidad/calidad/sistema-interno-de-garantia-de-calidad/procesos-y-procedimientos/PR_Planes_docentes_CdG_aprobado-1.pdf).

The evaluation methods and the accuracy of their description (as well as the rest of the information in the teaching guidelines) are examined by the VQC to ensure that it is consistent with the Verifica document and with the legislation. If not, the coordinator will be asked to amend the information or the procedures. Finally, the teaching guide and the evaluation criteria contained in it is approved by the Faculty Board. The teaching guidelines and evaluation procedures are reviewed annually by the teachers responsible in coordination meetings in each department. Teaching plans and evaluation criteria cannot be altered during the academic course. Any change in the teaching and assessment guidelines for a subject must be firstly approved by the Department Council, then reviewed by the VQC and finally approved by the Faculty Board.

Guidelines and rubrics for the VDD were designed by the VQC and approved by the Faculty Board.

<https://www.unex.es/conoce-la-uex/centros/veterinaria/informacion-academica/tf-estudios/NORMATIVATRABAJOFINDEESTUDIOS.pdf> [https://www.unex.es/conoce-la-uex/centros/veterinaria/asc-secretaria/asc-tfe/modelos\\_normalizados](https://www.unex.es/conoce-la-uex/centros/veterinaria/asc-secretaria/asc-tfe/modelos_normalizados).

This committee assumed the management of this activity until February 2021, when a new specific commission for the VDD regulation was created and approved for the Faculty Board. This commission will develop and review all the processes related to this subject proposing the improvement actions deemed to be necessary. <https://www.unex.es/conoce-la-uex/centros/veterinaria/centro/junta-de-centro/comisiones-1/comision-de-trabajo-de-fin-de-estudios>

All the Teaching Guidelines for every subject have a specific section about learning outcomes and another about the evaluation process and criteria for said subject. The agreement between both parts is evaluated by the VQC and it must be consistent to be approved. Besides, the Degree Quality Annual



Report elaborated by the Committee must reflect in a specific section (criteria 6) if the evaluation systems fit the achievement of the expected learning outcomes. This report is revised by the FVQC and approved by the Faculty Board.

**8.4 Assessment strategies must allow the Establishment to certify student achievement of learning objectives at the level of the programme and individual units of study. The Establishment must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.**

According to the UEx regulation for the organization and procedure of the VQC, one of its tasks is to prepare and approve the annual report of the degree in November, using as a reference the model proposed by the Vice-Rector's office with competence in quality matters, in which the performance rates of the subjects and the evaluation results are analysed.

In particular, the Degree Quality Annual Report includes the following specific learning outcomes: success rate, dropout rate, performance rate and graduation rate. The success rate by subject and course is also particularly analysed. The annual reports are located on the VEE website. [https://www.unex.es/conoce-la-uex/centros/veterinaria/sgic/comision-de-calidad-de-las-titulaciones/grado-g47/informes?set\\_language=en&cl=en](https://www.unex.es/conoce-la-uex/centros/veterinaria/sgic/comision-de-calidad-de-las-titulaciones/grado-g47/informes?set_language=en&cl=en)

For theoretical classes, the academic staff is increasingly using project-based learning systems that promote the participation of students. Moodle platform is also a useful tool to create discussion forums, interactive lessons or quizzes and to provide students with additional learning materials. During the practical sessions of most of the subjects, particularly the clinical ones, active participation is assessed and required to consider valid the practice. Besides, the figure of the Students in Departments (Annex 8.4) is in high demand and implies a close collaboration in the research, clinical or practical activities of the teaching unit.

Moreover, the student representation in the Department Councils, Faculty Board and Quality Commissions ensure their participation in the design of the learning processes.

**8.5 Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills and Day One Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of the student logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.**

Clinical skills acquisition is assessed transversally over the last three courses through a Portfolio (Annex 1.7.). Portfolio indicates the essential clinical skills according to the Day One Competences list. In the Portfolio, a professor implied in clinical activity can certify, by signing on it, that a determined competence or skill has been achieved under his/her supervision. Day One Competences are also assessed over the Practicum during the last year and over the practical part of different clinical subjects in the fourth and fifth course. Assessment systems includes rubrics, completion of logbooks, clinical performance exams and report drafting. The achievement of the competences of the curriculum thanks to the ETP is part of the external tutor's report and that must be described in the student's report.

### Comments on Standard 8

-The implementation of a Portfolio that can be completed over the three last courses and through multiple activities and subjects better reflects the final acquisition of clinical competences

-Ongoing evaluation has been actively promoted in the past few years, allowing a higher participation of the students in the learning process and better feedback.

-Although teaching and assessment procedures are on site, different evaluated activities (discussion forums, journal club, deliver of reports) within the ongoing evaluation are performed using the CVUEX.

**Suggestions for improvement on Standard 8**

The increase in the number of innovative teaching programs and providing them with better financing would allow the development of simulated scenarios to assess different practical skills.



# Standard 9: Academic and support staff





## 9.1 Description of the global strategy to ensure that all requested competences for the veterinary programme are covered and that staff are properly qualified and prepared for their roles.

The current veterinary curriculum is based on competences and learning outcomes that are reflected in the Teaching Guidelines. All teachers involved in the different subjects must be accredited by ANECA (or regional agencies) in the corresponding subject areas, including training and research activities. Once accreditation is obtained, they may occupy one of the existing teaching roles.

Each subject is assigned to a department by the GC of the UEx. The Department Council appoints the teachers specialized in the different topics that will participate in said course and designates a subject coordinator.

At FVUEX all members of academic staff meet the legal requirements, ensuring that they comply with national and EU regulations, and hence are appropriately qualified and prepared for their role in any subject.

The process of recruitment of academic staff is based on the teaching needs of the departments, and positions are linked to areas of knowledge with a specific teaching profile. To ensure that the training received by students is appropriate in accordance with professional competences, the department may include certain requirements in their job descriptions for available position, as well as working in a particular professional sector related to the material to be taught, in the case of part-time lecturers. This guarantees the suitability of the academic staff to fulfil the teaching duties assigned to them.

Each academic year, the department presents to the Vice-Rector of Academic Staff the position to increase/replace their staff. They evaluate them according to the UEx staff annual action plan and funding availability. In the case of permanent positions, a competitive examination is called, to which the candidates must previously have the required accreditation, in which teaching, research and management activities are evaluated. For these public examinations, the evaluation is carried out by an examining board composed of teachers belonging to the specific subject area. For temporary hired positions, the selection and recruitment are performed through contracting committees of the subject area, which evaluate the record of the candidates

(<https://www.unex.es/organizacion/gobierno/vicerrectorados/vicepro/concursos>).

In the current organization of the Spanish university system, the evaluation of the teaching quality of the academic staff is done by the higher education institutions. UEx evaluates the teaching activity of its staff according to the procedures and criteria described in the *Guide for the Evaluation of the Teaching Activity of the Academic Staff of the UEx*. This program establishes 5 evaluation modalities: Evaluation of the qualification-training of the new teachers, mandatory periodic evaluation of all teachers, evaluation for the allocation of the teaching complements of the Autonomous Community, evaluation for the recognition of teaching excellence and evaluation for the recognition of the teaching career of excellence.

The quality of the research is also evaluated every 6-year period. This evaluation is carried out in the corresponding quality agencies through specific committees for the evaluation of the research activity. In both cases (teaching and research), teachers awarded with positive evaluation receive a plus to their salary. ([https://www.unex.es/organizacion/servicios-universitarios/oficinas/calidad/calidad/sistema-interno-de-garantia-de-calidad/procesos-y-procedimientos/P\\_ES002\\_EVALUACION\\_PDI\\_v5.pdf](https://www.unex.es/organizacion/servicios-universitarios/oficinas/calidad/calidad/sistema-interno-de-garantia-de-calidad/procesos-y-procedimientos/P_ES002_EVALUACION_PDI_v5.pdf))

The UEx has a Guidance and Teacher Training Service for the academic staff, including a specific program for training new academic staff. The latter is organized in different activities including planning of a subject, evaluation methodologies, educational technologies, etc. The general training program open to all academic staff includes topics ranging from the assessment of learning to gender issues. (<https://www.unex.es/organizacion/servicios-universitarios/servicios/sofd/areas/fp>) In the last three academic years 44 teachers of the FVUEX have participated in 63 workshops. Generally, each teacher participates in various courses each year.

The area of educational innovation (<https://www.unex.es/organizacion/servicios-universitarios/servicios/sofd/areas/ie>) promotes the improvement of the teaching-learning process in their degrees following the methodologies proposed from the EHEA and encourages the renewal of the educational model through the implementation of innovative experiences in teaching practices through the adaptation of its resources (human and material). Over the last two academic years the FVUEX has developed 10 innovate projects in which 60% of the FVUEX participate.

Specific training in biosecurity for support and teaching staff depends on the Health and Safety

### Occupational Hazards

[https://www.unex.es/organizacion/servicios-universitarios/servicios/servicio\\_prevencion](https://www.unex.es/organizacion/servicios-universitarios/servicios/servicio_prevencion) Specific courses about general labour risks, and those associated to laboratory/animal facilities or storage and handling of chemicals are periodically given.

Specialization in any of the recognized veterinary Specialist European Colleges or National Associations constitute another available training pathway for the FVUEx teaching staff.

The table below (Table 9.1.1.) shows the veterinarian specialists (European Board Veterinary Specialization –EBVS-, Association of Spanish Veterinarian Specialists in Small Animals-AVEPA- and Association of Veterinarian Specialists in Equid -AVEE-) for academic year 2020/21.

**Table 9.1.1.** Veterinarian specialist for academic year 2020-2021

| EBVS           |            |           | AVEPA               |        | AVEE   |
|----------------|------------|-----------|---------------------|--------|--------|
| Specialization | Diplomates | Residents | Specialization      | Number | Number |
| ECVS           | 1          | 2         | Clinical Pathology  | 1      | 2      |
| ECEIM          | 1          | 1         | Soft Tissue Surgery | 1      |        |
| ECAR           | 1          | 1         |                     |        |        |
| ECVD           |            | 1         |                     |        |        |

*ECVS: European College of Veterinary Surgeons*

*ECEIM: European College of Equine Internal Medicine*

*ECAR: European College of Animal Reproduction*

*ECVD: European College of Veterinary Dermatology*



The selection and recruitment of support staff directly depends on the UEx Rector's Office, which decides its number depending on the estimations from the UEx Staff Report based on the needs that Faculties have previously sent. For civil servant and indefinitely support personnel, the University calls open access competitive examinations. These examinations are called for the different categories/levels of responsibility.

The UEx is also able to hire temporary staff. The VTH can propose to contract clinical, technical and administration staff from its own budget (see later). Besides, the research groups can propose the hiring of technical and administrative staff. The contracting system follows the same regulation and procedures as the rest of the general competitive processes at the UEx.

Programmes for ongoing training of support staff have been successfully implemented, through courses dealing with quality culture, definition and assessment of competences, assessment of learning results, academic management, and use of virtual teaching.

<https://www.unex.es/organizacion/servicios-universitarios/servicios/forpas>

A fundamental element, although not exclusive in the evaluation of the teaching quality of the academic staff process, is the Survey of Student Satisfaction with Teaching Activity. This is carried out in person every two years, although teachers can voluntarily request its realization. Students value the teaching activity of all teachers who have taught them. The surveys are carried out in the days included in the last third of the school period of each semester. There are two types of surveys: those evaluating the teaching performance of the academic staff (for example, the clarity of the lectures, the ability to encourage the participation of the students, and tutorial activities) and those that evaluate the development of the subjects (for example, structure, programming and workload for students). The results are considered in the Program DOCENTIA-UEx, as an indicator in the evaluation scale to establish the teacher's qualification levels. Teachers with less than 4 points of 10, must be subject to a new survey in the following academic year. Teachers with two consecutive surveys with unfavourable rating, must comply a personalized teacher improvement plan designed by the Guidance and Teacher Training Service of the UEx.

The programming of needs and review of the full time academic and support staff are revised annually.



The analysis of hiring needs for academic staff is carried out with the teaching activities schedule (lectures and practices) for the following academic year. For this purpose, the number of subjects, ECTS, students, practice groups and its size are considered, and the schedule is designed by Departments. Then, it is evaluated by the Vice-Rector for Academic Staff, who presents a final proposal of prospected new hiring and renewals that are finally approved by the GC of the UEx. The needs are adjusted to the available budget and to the existing limitations imposed by the regional and national governments to avoid an increase of the staff budget in public universities. Accordingly, most of the new tenured positions are aimed to fulfil the replacement rate (retirements, deaths) or towards promotions. In case of sick or maternity leave, UEx has established an emergency hiring process that has to be approved by Departments in order to avoid teaching posts being left unattended.

Regarding support staff, departments, depending on their needs make a proposal to the Faculty Administrator, who raises it to the UEx Manager who finally proposes it to the GC of the UEx for its approval, with a favourable opinion of the support staff trade union.

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

The complete and detailed list of academic staff of FVUEX is included in Appendix 1.

Table 9.2.1 shows the trend and average number of FVUEX teaching staff working in the veterinary degree over the past three academic years. More information about this staff is included in Annex 9.2.

There are currently 11 Part-Time Lecturers. Three of them are practitioners, the other three are working within the EHS, and the rest are veterinarians hired by the VTH from its own budget (Table 9.2.2). These teachers only teach practical classes.

**Table 9.2.1.** Academic staff of the veterinary programme

| TYPE OF CONTRACT                     | 2020/2021  | 2019/2020  | 2018/2019  | MEAN        |
|--------------------------------------|------------|------------|------------|-------------|
| <b>Permanent Staff:</b>              |            |            |            |             |
| Full Professor <sup>(1)</sup>        | 34         | 34         | 27         | 31.7        |
| Associate Professor <sup>(2)</sup> : |            |            |            |             |
| • Civil servant                      | 53         | 53         | 59         | 55          |
| • Non-civil servant                  | 6          | 7          | 8          | 7           |
| <b>Subtotal</b>                      | <b>93</b>  | <b>94</b>  | <b>94</b>  | <b>93.3</b> |
| <b>Temporary Staff:</b>              |            |            |            |             |
| Assistant <sup>(3)</sup>             | 2          | 4          | 6          | 4           |
| Part-Time Lecturer <sup>(4)</sup>    | 11         | 9          | 7          | 9           |
| <b>Subtotal</b>                      | <b>13</b>  | <b>13</b>  | <b>13</b>  | <b>13</b>   |
| <b>Total</b>                         | <b>105</b> | <b>107</b> | <b>107</b> | <b>106</b>  |

<sup>(1)</sup>Full Professor (*Catedrático de Universidad*): full-time, civil servant position. <sup>(2)</sup> Associate Professor (*Titular de Universidad* and *Contratado Doctor*): full-time, civil servant or hired positions. <sup>(3)</sup> Assistant (*Ayudante Doctor*): full-time. <sup>(4)</sup>Part-Time Lecturer (*Profesor Asociado a tiempo parcial*): part-time.

Most teaching staff hold degrees in Veterinary studies. Most non-veterinary teaching staff hold degrees in Biology, Chemistry or Biochemistry and teach in the basic science subjects in the first two years.

**Table 9.2.2.** Veterinarians in academic staff

| TYPE OF CONTRACT | 2020/2021        | 2019/2020        | 2018/2019        | MEAN  |
|------------------|------------------|------------------|------------------|-------|
| Permanent (FTE)  | 68/93<br>(72.8%) | 68/94<br>(72.3%) | 68/94<br>(72.3%) | 72.4% |
| Temporary (FTE)  | 11/13<br>(84.6%) | 11/13<br>(84.6%) | 10/13<br>(76.9%) | 80.7% |

There are two types of support personnel: permanent support staff (civil servant and employees contracted indefinitely) and temporary contract (technicians contracted by research project/group) (Table 9.2.3.).

**Table 9.2.3.** Support staff of the veterinary programme

| TYPE OF CONTRACT | 2020/2021 | 2019/2020 | 2018/2019 | MEAN |
|------------------|-----------|-----------|-----------|------|
| Permanent (FTE)  | 51        | 46        | 48        | 51.6 |
| Temporary (FTE)  | 35        | 41        | 41        | 39   |
| Total (FTE)      | 86        | 87        | 89        | 87.3 |

Table 9.2.4 indicates the number and characteristics of research staff who teach classes at the FVUEX. The regulations that govern teaching at the UEx authorise pre- and postdoctoral staff to collaborate in teaching in accordance with the rules governing their scholarship/contract. They need to be proposed by the Department Council in which they carry out their work. Predoctoral and contracted researchers collaborate with training classes which are always tutored by a professor. Postdoctoral staff have been awarded "Ramón y Cajal" or "Juan de la Cierva" grants or are "Returned talented researchers".

**Table 9.2.4.** Research staff of the VEE

| TYPE OF CONTRACT                       | 2020/2021 | 2019/2020 | 2018/2019 | MEAN      |
|--|-----------|-----------|-----------|-----------|
| Permanent (FTE)*                       |           |           |           |           |
| Temporary (FTE)**                      |           |           |           |           |
| Predoctoral grant holders              | 12        | 10        | 9         | 10.3      |
| Postdoctoral grant holders             | 5         | 9         | 5         | 6.3       |
| Contracted (by research project/group) | 52        | 57        | 39        | 49.3      |
| <b>Total (FTE)</b>                     | <b>69</b> | <b>76</b> | <b>53</b> | <b>66</b> |

\*Permanent academic staff of the FVUEX also conducts research activities

\*\*Both predoctoral and postdoctoral researchers are full-time staff



Conversely, VTH works as an independent management unit whose Director is elected from among those teachers taking part in clinical activities. Operating expenditures are covered by UEEx, but the VTH can propose to contract clinical, technical and administration staff from its own budget. The table below (Table 9.2.5.) shows the academic and support staff that works at the VTH (all academic staff are veterinarians). There is also a total of 32 people who work exclusively at the VTH.

**Table 9.2.5.** Academic and support staff of the VTH

| ACADEMIC STAFF | SUPPORT STAFF | SPECIFIC VTH STAFF |
|----------------|---------------|--------------------|
| Permanent      | 8             | Veterinarians      |
| Temporary      | 5             | Technicians        |
|                |               | Support staff      |
|                |               | Interns            |
|                |               | 16                 |

### Comments on Standard 9

87.6% of academic staff are civil servants or hired indefinitely; only 12.4% are short-term hires. With regard to support staff, only those hired by projects are temporary. One of the main problems that teachers are facing is the excessive workload associated with management tasks because of the increasingly demanding processes associated with quality systems. The elaboration of follow-up reports of the degrees, the implementation of the IQAS and other management tasks were implemented without any parallel increase in the academic staff.

### Suggestions for improvement on Standard 9

A program of gradual renewal of the academic and support staff would be necessary in the medium or long term.

The teaching tasks should be of greater importance when it comes to the accreditation of the teaching staff by ANECA.

# Standard 10: Research programmes, continuing and postgraduate education



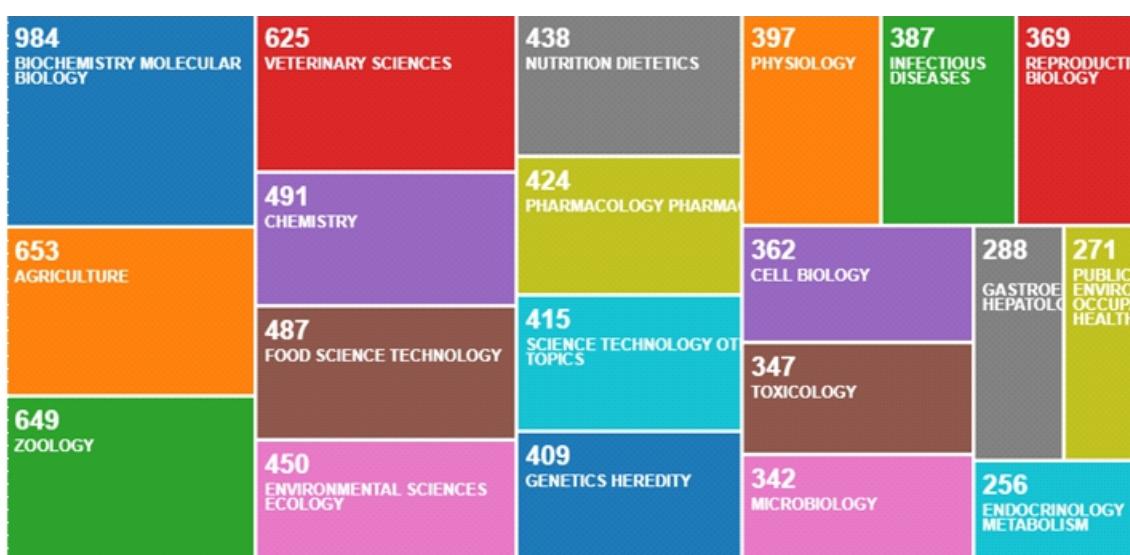


## 10.1 The Establishment must demonstrate significant and broad research activities of its staff that integrate with and strengthen the veterinary degree programme through research-based teaching.

Teaching and research are complementary in the FVUEX and closely connected to the veterinary education. The staff is thus integrated in 26 different research groups

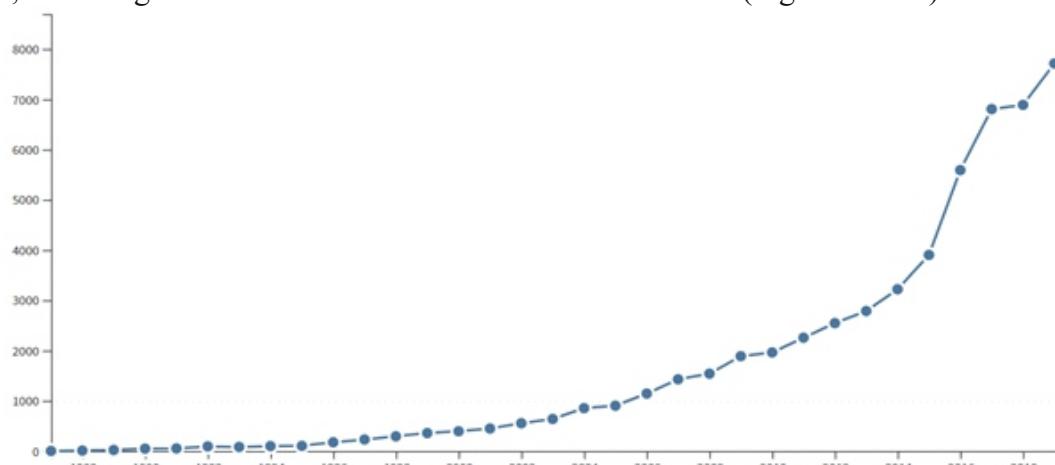
(<https://opendata.unex.es/investiga/grupos-de-investigacion>) which participate in many projects in a collaborative environment. These groups periodically receive funding for research from the Government of Extremadura and national research funding agencies in accordance with their scientific output. FVUEX teaching staff participated in 431 scientific publications in indexed journals during the last three courses; the complete list of publications is included in Appendix 5.

In order to provide an overview of the research impact and areas of interest, a bibliographic and bibliometric analysis using Web of Science of publications from the FVUEX's Staff has been performed (Figure 10.1.1).



**Figure 10.1.1.** Research areas at the FVUEX. Boolean search at Web of Science using the field tags AD=Caceres AND AD=Veterinary.

Since its foundation, a total of 1987 publications in indexed journals have been produced by our institution. The analysis of publications records clearly demonstrates that the areas of Biochemistry Molecular Biology, Agriculture, Zoology, Veterinary Sciences, Chemistry, Food Science Technology, among others, are the main research areas in FVUEX. It is important to note that, this bibliographic and bibliometric analysis may not include many publications which fall outside of the Boolean search. Additionally, the impact of research activity in the FAVUEX has been increasing in terms of “times cited per year”, according to bibliometric indicators from Web of Science (Figure 10.1.2.).



**Figure 10.1.2.** Sum of “times cited per year” at the FVUEX. Data were retrieved from Web of Science using the field tags: AD=Caceres AND AD=Veterinary.

Although the economic support from public institutions to maintain research activities is still low when compared to other regions, the increasing scientific production in the FVUEx clearly demonstrates the implication of academic staff and students in research activities. It is important to note that a tremendous effort has been made over the last few years for the attraction of research funding, which is a crucial indicator in valuing the VEE's research. A total of 29 research projects (international, national and regional) were funded and received 4,428,682 €. Moreover, the research groups were also involved in 48 research services for public or private institutions. In 2020-2021, these services were funded by 2,430,968 € (Table 10.1.1). A total of 79 contracts were signed for research staff: postdoctoral, PhD students and technicians (Tables 10.1.2).

**Table 10.1.1.** List of competitive research projects funded in the VEE during the last full academic year prior to the Visitation (2020-2021).

| SCIENTIFIC TOPICS AND SCOPE OF PROJECTS IN THE FVUEx   | ANNUAL FUNDING (€) |
|--|--------------------|
| International research projects (n=3)  | 1,047,839 €        |
| National research projects (n=17)  | 2,387,177 €        |
| Regional research projects (n=9)   | 993,666 €          |
| <b>TOTAL RESEARCH PROJECTS</b>   | <b>4,428,682 €</b> |
| <b>Contract research services in the FVUEx</b>   |                    |
| Research services developed by AGA012, BBB017, AGA003, AGA014, BBB024, FQM018, FQM001 (n=48) | 2,430,968 €        |

**Table 10.1.2.** Number of signed contracts for research personnel

| RESEARCH STAFF IN THE FVUEx | TOTAL NUMBER OF RESEARCH CONTRACTS IN 2020-2021 |
|-----------------------------|---|
| Postdoctoral researchers    | 17  |
| PhD students                | 39  |
| Research technicians        | 23  |

Regarding common research services with open access policies, it is important to note that since 2008, the UEx provides several services for researchers, students and professionals (<http://saiuex.unex.es/>).

## 10.2 All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.

Undergraduate students are trained in scientific research, and they are conscious about the importance of lifelong learning and evidence-based medicine. It is important to highlight that Departments and Research Groups support the initiation to scientific research in undergraduate students. Every academic year, students are invited to join Research & Development activities as Students in Departments (Annex 8.4). Many students thus get involved in clinical projects or basic research projects during the Degree. Additionally, different scholarships funded by the Spanish Ministry or the UEx are usually available for students

([https://www.unex.es/organizacion/servicios-universitarios/servicios/servicio\\_becas/funciones/becas/BECASMEFP](https://www.unex.es/organizacion/servicios-universitarios/servicios/servicio_becas/funciones/becas/BECASMEFP)).

In the last academic year, professors and researchers provide information and offer different research projects for the students' VDD (<https://www.unex.es/conoce-la-uex/centros/veterinaria/informacion-academica/tf-estudios>). This research work (theoretical or practical) is compulsory and carried out over 150 hours (6 ECTS). At the end of the academic year, students are required to present a written dissertation and a public defence which is evaluated by different scientific committees

(<https://www.unex.es/conoce-la-ux/centros/veterinaria/asc-secretaria/asc-tfe/tribunales-de-evaluacion>). This research-based teaching allows each student to be initiated into bibliographic search, scientific methods, research techniques, surgical protocols and writing skills for scientific/technical documents.

The VDD supervision and assessment are performed by a specific committee (<https://www.unex.es/conoce-la-ux/centros/veterinaria/centro/junta-de-centro/comisiones-1/comision-de-trabajo-de-fin-de-estudios>) based on the UEx's and FVUEX's regulations (<https://www.unex.es/conoce-la-ux/centros/veterinaria/informacion-academica/tf-estudios/NORMATIVATRAJOFINDEESTUDIOS.pdf>, <https://www.unex.es/conoce-la-ux/centros/veterinaria/informacion-academica/tf-estudios/TFE%20-%20Normativa%20UEx.pdf>).

**10.3 The Establishment must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of both the profession and society.** The VTH offers several postgraduate clinical programmes with a restricted number of positions every year. Over the last three academic years, the average number of students registered in postgraduate clinical training was 15 students per year (12 Internship and 3 in Residency) (Table 10.3.1). Postgraduates collaborate in the practical training of undergraduate students in different courses during the Degree, especially in the 5<sup>th</sup> academic year during clinical rotations at the VTH. No conflict is produced between post- and undergraduate students in relation to clinical cases management.

**Table 10.3.1.** Number of students registered at postgraduate clinical training during the last three years

| TRAINING  | YEARS     |           |           |              |
|---|-----------|-----------|-----------|--------------|
|   | 2020/2021 | 2019/2020 | 2018/2019 | MEAN         |
| <b>Interns:</b>   |           |           |           |              |
| Small Animal Medicine and Surgery Internship                        | 8         | 8         | 6         | 7.33         |
| Large Animal Medicine and Surgery Internship                        | 6         | 6         | 3         | 5            |
| Total   | 14        | 14        | 9         | 12.33        |
| <b>Residents:</b>   |           |           |           |              |
| European College of Veterinary Surgeons (Equine)                    | 1         | 1         | 1         | 1            |
| European College of Equine Internal Medicine                        | 1         | 1         | 1         | 1            |
| European College of Equine Internal Medicine. Alternative programme | 1         | 1         |           | 1            |
| Total   | 3         | 3         | 2         | 3            |
| <b>Total</b>  | <b>17</b> | <b>17</b> | <b>11</b> | <b>15.33</b> |

Currently at the UEx, official postgraduate research training programmes are managed by the Postgraduate International School (PIS) (<https://www.unex.es/conoce-la-ux/centros/eip>) that coordinates and provides administrative support for Master's and PhD programmes. The PhD programmes developed mainly in the FVUEX are the PhD Program in Public and Animal Health, PhD Program in Food Science and PhD Program in Biomarkers in Health and Disease States (Table 10.3.2.; [https://www.unex.es/organizacion/servicios-universitarios/servicios/doctrado/funciones/tercer\\_ciclo/oferta-de-programas-de-doctorado-r.d.-99-2011](https://www.unex.es/organizacion/servicios-universitarios/servicios/doctorado/funciones/tercer_ciclo/oferta-de-programas-de-doctorado-r.d.-99-2011)).

Two Official Master Programs are mainly offered to veterinary graduates: Master's Degree in Meat Science and Technology and Master's Degree in Endoscopy and Minimally Invasive Surgery in Small Animals (Table 10.3.2.). These Master Programs are taught by academics with a researcher profile (accredited by the CNEAI) and professionals with extensive experience (practitioners, health science and animal science veterinarians, enterprise managers, etc.). The UEx offers other Master Programs

where veterinary graduates can be also enrolled (Table 10.3.3). The prospected number of students registered in post-graduate programmes for the next 3 academic years is expected to be the same as previous years, as no major changes are planned.

**Table 10.3.2.** Number of students registered in postgraduate research training during the last 3 years

| DEGREES   | YEARS     |           |           |              |
|---|-----------|-----------|-----------|--------------|
|   | 2020/2021 | 2019/2020 | 2018/2019 | MEAN         |
| <b>PhD Programmes</b>                                     |           |           |           |              |
| Public and Animal Health                                  | 12        | 19        | 13        | 14.66        |
| Food Science  | 10        | 14        | 14        | 12.66        |
| Biomarkers in Health and Disease States                   | 11        | 14        | 16        | 13.66        |
| Total   | 33        | 47        | 43        | 41           |
| <b>Official Master Programmes</b>                         |           |           |           |              |
| Meat Science and Technology                               | 4         | 6         | 15        | 8.33         |
| Endoscopy and Minimally Invasive Surgery in Small Animals | 17        | 10        | 6         | 11           |
| Total   | 21        | 16        | 21        | 19.33        |
| <b>Total</b>  | <b>54</b> | <b>63</b> | <b>64</b> | <b>60.33</b> |

**Table 10.3.3.** Number of students registered in other postgraduate programmes in the VEE but not related to either clinical or research work (including any external/distance learning courses) during the last three years

| PROGRAMMES  | YEARS     |           |           |       |
|---|-----------|-----------|-----------|-------|
|   | 2020/2021 | 2019/2020 | 2018/2019 | MEAN  |
| Master's Degree in Advanced Biotechnology                                       | 24        | 16        | 16        | 18.66 |
| Master's Degree in Quality Management and Traceability of Foods of Plant Origin | 15        | 18        | 12        | 15    |
| Master's Degree Research in Biomedicine and Health                              | 12        | 9         | 12        | 11    |

Additionally, the FVUEX offers four Education Programmes: Unofficial Masters, Training Courses, University Specialist Courses and Training Courses for Professionals and Companies (Table 10.3.4). These postgraduate programs are communicated to society through the UEx website <https://www.unex.es/organizacion/servicios-universitarios/secretariados/postgrado>, where information regarding credits, subjects, vacancies, selection, and evaluation criteria is available.

The FVUEX has a close relationship with public and private veterinary institutions and associations related to veterinary sciences. One of its objectives is the promotion of continuing education seminars and courses with a focus on the needs of society and professional sectors. A significant number of students attend to these activities (Table 10.3.4).



**Table 10.3.4.** Number of attendees in continuing education courses provided by the VEE during the last three years.

| COURSES  | YEARS     |           |           |      |
|--|-----------|-----------|-----------|------|
|  | 2020/2021 | 2019/2020 | 2018/2019 | MEAN |
| <b>Unofficial Masters</b>  |           |           |           |      |
| Internship in medicine and surgery for pets (small animals and equines). Small animal specialty.   | 6         | 6         | 6         | 6    |
| Internship in medicine and surgery for pets (small animals and equines). Equine specialty.   | 5         | 5         | 3         | 4.33 |
| <b>Training courses</b>  |           |           |           |      |
| Horse-assisted interventions. Cycle 1  |           |           | 7         | 7    |
| Training for animal users in biomedical science experimentation. Functions A (care of animals) and B (euthanasia of animals) in rodents and lagomorphs |           |           | 33        |      |
| Equine clinic emergencies  | 20        |           |           | 20   |
| <b>University specialist courses</b>   |           |           |           |      |
| Endoscopic and endo-surgical techniques in small animals   | 8         | 8         | 8         | 8    |
| Assisted reproduction  | 7         | 9         |           | 8    |
| Animal protection and experimentation, functions C (procedure performance) and D (projects design and procedures) in rodents and lagomorphs            |           | 12        |           | 12   |
| <b>Training courses for professionals and companies</b>  |           |           |           |      |
| Horse-assisted activities and interventions  |           |           | 7         | 7    |
| Applicable techniques to food and drink microbiology   | 11        | 28        |           | 19.5 |
| Good practices in cleaning and disinfection of food industries   |           | 17        |           | 17   |
| Introduction to Quality Management Systems based on ISO 9001   |           | 12        |           | 12   |
| <b>Research Conferences and Seminars</b>   |           |           |           |      |
| Veterinary and Health Sciences Students Conferences  |           |           | 90        | 90   |
| Protecting the retina from neurodegeneration: the challenge of applying research   |           | 50        |           | 50   |
| Heterogeneity of pancreatic adenocarcinoma at the origin of the therapeutic failure  |           |           | 50        |      |
| NUPR1 is a promising target for treating pancreatic cancer   |           |           | 50        |      |
| Cycle of research seminars: PhD Program in Public and Animal Health  | 12        | 12        | 12        |      |

| COURSES   | YEARS     |           |           |      |
|---|-----------|-----------|-----------|------|
|   | 2020/2021 | 2019/2020 | 2018/2019 | MEAN |
| <b>Other courses and seminars</b>   |           |           |           |      |
| Conferences on Career Opportunities for Veterinarians   |           | 25        | 75        | 50   |
| The deer bellow in Monfragüe  |           | 7         |           | 7    |
| Handling and caring for exotic animals  |           | 25        |           | 25   |
| Visit to vultures feeding programs  |           | 7         |           | 7    |
| Wildlife and poison recovery centres  | 30        |           |           | 30   |
| I Conference on collection and management of equine oocytes post-mortem and by Ovum Pick Up (OPU)   | 4         |           |           | 4    |
| Course on laboratory diagnosis of <i>Trichinella spp.</i>   |           | 40        |           | 40   |
| Conference on Sustainable Management of Natural Resources in Extensive Farms  |           |           | 42        | 42   |
| Bellowing in the Sierra de San Pedro  |           | 8         |           | 8    |
| Responsible Hunting on the XXI Century Horizon. Responsible Hunter=Trained Hunter   |           | 40        |           | 40   |
| Application of the soundscape as a conservation tool for the Monfragüe Biosphere Reserve and as a tourist attraction in the nature sector |           | 8         |           | 8    |
| LandScape Fire 2020 (LSF2020). 1st International Seminar.   | 197       |           |           | 197  |
| <b>Mentoring training workshops</b>   |           |           |           |      |
| From the Creative Process: Quantum Physics, Epigenetics and the Law of Attraction   |           |           | 4         |      |
| Coaching and mentoring for students   |           |           |           | 11   |
| Positive thinking and self-motivation   |           |           |           | 7    |
| Mentoring training workshop   |           |           |           | 8    |
| SEXPE training workshops: Self-employment / entrepreneurship  |           | 8         |           |      |
| Conference on career opportunities  |           | 25        |           |      |
| Anxiety before exams  |           | 12        |           |      |
| Prevent, attend and resolve conflicts   |           | 10        |           |      |
| Conference on career opportunities  | 34        |           |           |      |
| University Leadership Workshop  | 9         |           |           |      |
| Training pills: Pills to work   | 27        |           |           |      |
| Training pills: Job search pills  | 25        |           |           |      |
| Training pills: management of anxiety   | 20        |           |           |      |

#### 10.4 The Establishment must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the veterinary teaching programmes

The contribution of the research activity of the FVUEx's personnel to student education is an important aspect that has been slowly incorporated to the curriculum of the students. The collaboration of undergraduate and postgraduate students to the research activities developed by the different research groups is contributing to the integration of research and teaching. Different activities, such as seminars and journal clubs, organized by the Departments are part of the research-based education. The FVUEx hosts meetings and seminars for Veterinary and Health Sciences Students aimed at undergraduate, Master and Doctorate students. In these meetings, all researchers are invited to discuss

the results obtained from the different Departments. Our students are encouraged to participate in these activities and in meetings for students hosted by other Faculties and Universities.

The FVUEX has no specific Research Committee, but there are some other Committees which are involved in the evaluation of the research activities carried out by the students as part of their curriculum, including the VDD at the end of their graduate and postgraduate studies.

It is interesting to note that postgraduate programmes are also regulated by the PIS' quality assurance and quality control plan

[https://www.unex.es/organizacion/servicios-universitarios/servicios/doctorado/funciones/tercer\\_ciclo/sistema-de-garantia-interno](https://www.unex.es/organizacion/servicios-universitarios/servicios/doctorado/funciones/tercer_ciclo/sistema-de-garantia-interno)

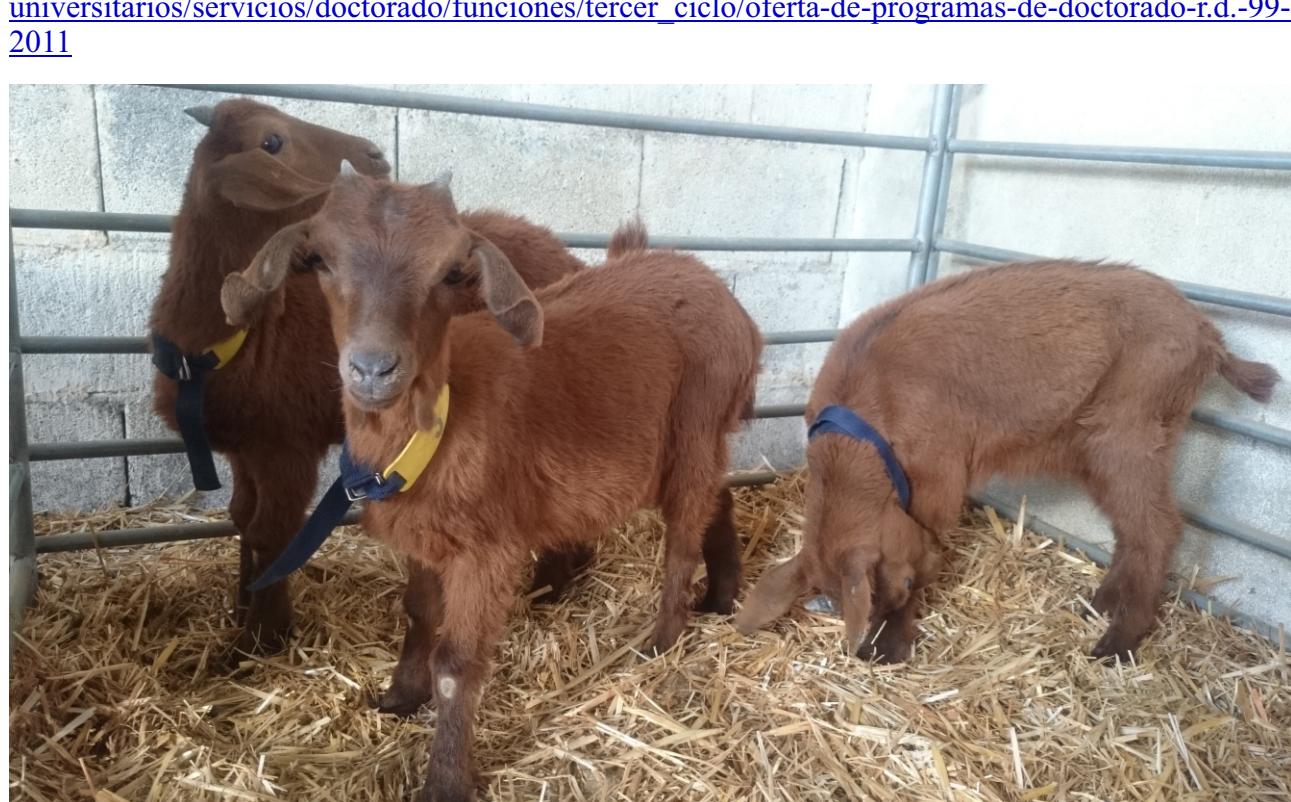
<https://www.unex.es/conoce-la-uex/centros/eip/sgic/manuales-procesos-procedimientos/procesos-y-procedimientos-de-la-eip>

Moreover, the quality and procedures of all postgraduate programmes are coordinated by different quality commissions and these programs are regularly evaluated by ANECA.

Together with undergraduate students' research-based activities, the postgraduate programmes (Masters and Doctorates) incorporate the lines of research developed by the different research groups of FVUEX that ensure that research activities are included in the education programmes at FVUEX.

The postgraduate programmes available at the University can be found at this link:

[https://www.unex.es/organizacion/servicios-universitarios/servicios/doctorado/funciones/tercer\\_ciclo/oferta-de-programas-de-doctorado-r.d.-99-2011](https://www.unex.es/organizacion/servicios-universitarios/servicios/doctorado/funciones/tercer_ciclo/oferta-de-programas-de-doctorado-r.d.-99-2011)



### Comments on Standard 10

The FVUEX's research activity as well as the involvement of students in research have increased during the last decade. Nowadays, research activity plays a fundamental role during the development of the Veterinary Degree. Teaching and research are thus complementary and closely connected in veterinary education. The inclusion of the VDD, as a compulsory activity required to acquire the Degree in Veterinary Sciences, has allowed for the introduction of students into research. In addition, the undergraduate students can collaborate in research activities in different Research Groups and receive academic credits for this activity as Students in Departments (Annex 8.4) at the end of the academic year. There is also a competitive grant for students in their undergraduate final year "Granted Student Collaborator" that allows a limited number of students to take part in the research activities of a Research Group for 450 hours distributed along the academic year. The Spanish Government finances this scholarship programme and the students given the grant receive economic compensation. One

aspect to highlight is the research carried out in various fields, including basic and clinical sciences. Continuing education opportunities include graduate programmes covering different areas of veterinary medicine that allow students to develop research activities leading to a Master's or Doctorate Degree. Difficulties in starting a teaching and research career at the University constitute one of the main limitations that contribute to the small number of graduate students who choose postgraduate and doctorate degrees.

### Suggestions for improvement on Standard 10

Promoting research: it is necessary to further encourage graduate students to develop research activities. Thus, facilitating information about National and Regional scholarships for PhD students can contribute to increasing access to the doctorate and, in the future, the renewal of teaching staff.

Increasing research resources: An effort should be made to provide information and facilitate access to public and private grants, at the National and Regional levels, to increase funding for the Research Groups and consequently the access of undergraduate and postgraduate students to basic and clinical research.

Promotion of research-based learning: the teaching model should make an additional effort to include the research competences in the curriculum of undergraduate and postgraduate students. This will allow the acquisition of novel skills and knowledge with an emphasis on achieving a more practical approach of teaching, as well as improving students' capacity for analysis and critical discussion.

Dissemination of different research activities: it is necessary to increase the visibility of research grants and research results (publications, patents, etc.) obtained by the FVUEx's staff. This will motivate students to participate in these developed activities.

Postgraduate courses: it is recommended to increase the number of courses and Master's degrees aimed at promoting research as part of the postgraduate curriculum, mainly from a multidisciplinary and translational point of view, integrating basic research and clinical practice. Thus, the Postgraduate programmes should be better advertised including promotional videos to encourage the incorporation of new students to these courses and the realisation of doctoral theses.

Establishing a Research Committee that is in charge of coordinating the research carried out by the FVUEx staff and the students as part of their curricula is essential in order to promote the integration of research activities as an important part of the curriculum that will ultimately contribute to improving research-based education.



**ESVET INDICATORS****Name of the Establishment: Faculty of Veterinary Sciences, University of Extremadura****Name & mail of the Head: J. Enrique Pérez Martín, [decanove@unex.es](mailto:decanove@unex.es)****Date of the form filling: November 2021**

| <b>RAW DATA FROM THE LAST 3 FULL ACADEMIC YEARS</b> |   | <b>YEAR 1<br/>18/19</b> | <b>YEAR 2<br/>19/20</b> | <b>YEAR 3<br/>20/21</b> | <b>MEAN</b> |
|---|---|-------------------------|-------------------------|-------------------------|-------------|
| 1   | no of FTE academic staff involved in veterinary training            | 104.5                   | 103.6                   | 101.75                  | 103.3       |
| 2   | no of undergraduate students  | 598                     | 607                     | 604                     | 603         |
| 3   | no of FTE veterinarians involved in veterinary training             | 75.7                    | 75.9                    | 74                      | 75.2        |
| 4   | no of students graduating annually                                  | 70                      | 90                      | 70                      | 76.7        |
| 5   | no of FTE support staff involved in veterinary training             | 89                      | 87                      | 86                      | 87.3        |
| 6   | no of hours of practical (non-clinical) training                    | 744.8                   | 744.8                   | 744.8                   | 744.5       |
| 7   | no of hours of clinical training                                    | 696.5                   | 696.5                   | 696.5                   | 696.5       |
| 8   | no of hours of FSQ & VPH training                                   | 586.8                   | 586.8                   | 586.8                   | 586.8       |
| 9   | no of hours of extra-mural practical training in FSQ & VPH          | 50                      | 50                      | 50                      | 50          |
| 10  | no of companion animal patients seen intra-murally                  | 6028                    | 7094                    | 10098                   | 7740        |
| 11  | no of ruminant and pig patients seen intra-murally                  | 8                       | 13                      | 45                      | 22          |
| 12  | no of equine patients seen intra-murally                            | 354                     | 369                     | 564                     | 429         |
| 13  | no of rabbit, rodent, bird and exotic patients seen intra-murally   | 9                       | 25                      | 40                      | 24.7        |
| 14  | no of companion animal patients seen extra-murally                  | 10                      | -                       | 1                       | 5.5         |
| 15  | no of individual ruminants and pig patients seen extra-murally      | 5017                    | 6486                    | 5367                    | 5623.3      |
| 16  | no of equine patients seen extra-murally                            | 47                      | 5                       | 1                       | 17.7        |
| 17  | no of visits to ruminant and pig herds                              | 647                     | 284                     | 516                     | 482.3       |
| 18  | no of visits of poultry and farmed rabbit units                     | 101                     | 113                     | 38                      | 84          |
| 19  | no of companion animal necropsies                                   | 47                      | 54                      | 67                      | 56          |
| 20  | no of ruminant and pig necropsies                                   | 32                      | 72                      | 69                      | 57.7        |
| 21  | no of equine necropsies   | 4                       | 5                       | 8                       | 5.7         |
| 22  | no of rabbit, rodent, bird and exotic pet necropsies                | 12                      | 28                      | 74                      | 38          |
| 23  | no of FTE specialised veterinarians involved in veterinary training | 7                       | 7                       | 7                       | 7           |
| 24  | no of PhD graduating annually                                       | 6                       | 4                       | 9                       | 6.3         |

## ESVET INDICATORS

**Name of the Establishment: Faculty of Veterinary Sciences, University of Extremadura**

**Date of the form filling: November 2021**

| <b>Calculated Indicators From Raw Data</b> |  | <b>Establishment Values</b> | <b>Median Values<sup>1</sup></b> | <b>Minimal Values<sup>2</sup></b> | <b>Balance<sup>3</sup></b> |
|--|--|-----------------------------|----------------------------------|-----------------------------------|----------------------------|
| I1   | no of FTE academic staff involved in veterinary training / no of undergraduate students                  | 0.17                        | 0.16                             | 0.13                              | 0.05                       |
| I2   | no of FTE veterinarians involved in veterinary training / no of students graduating annually             | 0.98                        | 0.87                             | 0.59                              | 0.39                       |
| I3   | no of FTE support staff involved in veterinary training / no of students graduating annually             | 1.14                        | 0.94                             | 0.57                              | 0.57                       |
| I4   | no of hours of practical (non-clinical) training   | 744.75                      | 905.67                           | 595.00                            | 149.75                     |
| I5   | no of hours of clinical training   | 696.50                      | 932.92                           | 670.00                            | 26.50                      |
| I6   | no of hours of FSQ & VPH training  | 586.80                      | 287                              | 174.40                            | 412.40                     |
| I7   | no of hours of extra-mural practical training in FSQ & VPH   | 50                          | 68                               | 28.80                             | 21.20                      |
| I8   | no of companion animal patients seen intra-murally / no of students graduating annually                  | 100.96                      | 70.48                            | 42.01                             | 58.95                      |
| I9   | no of ruminant and pig patients seen intra-murally / no of students graduating annually                  | 0.29                        | 2.69                             | 0.46                              | -0.18                      |
| I10  | no of equine patients seen intra-murally / no of students graduating annually                            | 5.60                        | 5.05                             | 1.30                              | 4.30                       |
| I11  | no of rabbit, rodent, bird and exotic seen intra-murally / no of students graduating annually            | 0.32                        | 3.35                             | 1.55                              | -1.22                      |
| I12  | no of companion animal patients seen extra-murally / no of students graduating annually                  | 0.07                        | 6.80                             | 0.22                              | -0.15                      |
| I13  | no of individual ruminants and pig patients seen extra-murally / no of students graduating annually      | 73.35                       | 15.95                            | 6.29                              | 67.05                      |
| I14  | no of equine patients seen extra-murally / no of students graduating annually                            | 0.23                        | 2.11                             | 0.60                              | -0.36                      |
| I15  | no of visits to ruminant and pig herds / n° of students graduating annually                              | 6.29                        | 1.33                             | 0.55                              | 5.74                       |
| I16  | no of visits of poultry and farmed rabbit units / no of students graduating annually                     | 1.10                        | 0.12                             | 0.04                              | 1.05                       |
| I17  | no of companion animal necropsies / no of students graduating annually                                   | 0.73                        | 2.07                             | 1.40                              | -0.67                      |
| I18  | no of ruminant and pig necropsies / no of students graduating annually                                   | 0.75                        | 2.32                             | 0.97                              | -0.22                      |
| I19  | no of equine necropsies / no of students graduating annually   | 0.07                        | 0.30                             | 0.09                              | -0.02                      |
| I20  | no of rabbit, rodent, bird and exotic pet necropsies / no of students graduating annually                | 0.50                        | 2.05                             | 0.69                              | -0.20                      |
| I21*                                       | no of FTE specialised veterinarians involved in veterinary training / no of students graduating annually | 0.09                        | 0.20                             | 0.06                              | 0.03                       |
| I22*                                       | no of PhD graduating annually / no of students graduating annually                                       | 0.08                        | 0.15                             | 0.09                              | -0.01                      |

<sup>1</sup>Median values defined by data from Establishments with Approval status in April 2016

<sup>2</sup>Recommended minimal values calculated as the 20th percentile of data from Establishments with Approval status in April 2016

<sup>3</sup>A negative balance indicates that the Indicator is below the recommended minimal value

\*Indicators used only for statistical purpose

## GLOSSARY

**ANECA** Spanish Agency for Quality Assessment and Accreditation  
**AVEE** Association of Spanish Veterinarians Specialist in Horses  
**AVEPA** Association of Spanish Veterinarians Specialist in Small Animals  
**BICC** Central Library of the University of Extremadura in Cáceres  
**BOE** Spanish Official Bulletin  
**BUEx** Library of the UEx  
**CNEAI** National Commission for the Evaluation of Research Activity  
**COCEMFE** Spanish Confederation of People with Physical and Organic Disabilities  
**CVUEx** Virtual Campus of the University of Extremadura  
**DC** Department Council  
**DOE** Extremadura Official Bulletin  
**EAEVE** European Association of Establishments for Veterinary Education  
**EAH** Experimental Animal House  
**EBAU** Evaluation of Bachelors for University Access  
**ECA** Educational Cooperation Agreement  
**ECAR** European College of Animal Reproduction  
**ECEIM** European College of Equine Internal Medicine  
**ECTS** European Credit Transfer and Accumulation System  
**ECVS** European College of Veterinary Surgeons  
**EHEA** European Higher Education Area  
**EHS** Extremadura Health Service, abbreviated SES in Spanish  
**ENQA** European Association for Quality Assurance in Higher Education  
**EPC** External Practices Commission  
**EPT** External Practical Training  
**EQAU** Quality Assurance Units for the Establishment  
**ESG** European Standards and Guidelines (for QA)  
**EU** European Union  
**FEDAPAS** Federation of Extremadura for Hearing Impaired, Parents and Friends of the Deaf  
**FEXAS** Federation of Extremadura for Deaf People  
**FIQAS** Internal Quality Assurance System of the FVUEx  
**FPP** Food Pilot plant  
**FSQ** Food Safety and Quality  
**FTE** Full-Time Equivalent  
**FUNDHEX** Foundation for Equality and Social Inclusion,  
**FVE** Federation of European Veterinarians  
**FVQC** Faculty of Veterinary Quality Committee  
**FVUEx** Faculty of Veterinary Science of the University of Extremadura  
**GC** Government Council  
**VDD** Veterinary Degree Dissertation  
**INSERTA** Association of *Fundacion ONCE*  
**IQAS** Internal Quality Assurance System  
**MT** Master's Thesis  
**PAT** Tutorial Action Plan  
**PIS** Postgraduate International School  
**QAU** Quality Assurance Unit  
**QP** Quality Policy  
**SAFYDE** Sports and Physical Activity Service.  
**SAU** Student Attention Unit  
**SC** Subject Coordinator  
**SECIVE** Spanish Veterinary Surgery Society

**SIR** Secretariat of International Relations  
**UEx** University of Extremadura  
**UIQAS** Internal Quality Assurance System of the UEx  
**USF** University-Society Foundation  
**UTOM** Technical Unit of Constructions and Maintaining  
**CVUEx** Virtual Campus of the University of Extremadura  
**VDD** Veterinary Degree Dissertation  
**VEE** Veterinary Educational Establishment  
**VQC** Veterinary Science Degree Quality Committee  
**VPH** Veterinary Public Health  
**VTF** Veterinary Teaching Farm  
**VTH** Veterinary Teaching Hospital

## **List of appendices**

Appendix 1. Current academic staff, qualifications, their FTE, teaching responsibilities and departmental affiliations.

Appendix 2.A. Units of study of the core veterinary programme (including clinical rotations, EPT and graduation thesis).

Appendix 2.B. Alignment of the syllabus with the ESEVT Day One Competences.

Appendix 3. Maps of the Establishment and the intra-mural and extra-mural facilities used in the core veterinary programme.

Appendix 4. Written assessment procedures for QA.

- 4.A. Operating regulations Faculty Quality Assurance Committee of FVUEx.

- 4.B. Operating regulations Quality Assurance Committee for Assessment and Improvement of the Veterinary Degree Curriculum of FVUEx Aim.

- 4.C. Survey of the student's satisfaction with the degree.

- 4.D. Survey of the student's satisfaction with the teaching practices.

- 4.E. Teaching Staff Satisfaction with the degree.

- 4.F. Support Staff Satisfaction with the degree.

- 4.G. Staff Satisfaction with the services of the faculty of Veterinary.

Appendix 5. List of scientific publications from the Establishment's academic staff in peer reviewed journals during the last three academic years.

## **Other relevant documents**

Annex 0. Implementation of the learning and study process due to the exceptional situation of COVID-19.

Annex 1.2. Departments involved in teaching at FVUEx.

Annex 1.3. Strategic Plan FVUEx.

Annex 3. List of external entities with active agreement for External Practical Training

Annex 5.2. List of Farms/External Entities where FVUEx students acquire practical skills.

Annex 8.4. List of students in Departments.

Annex 9.2. Description of the veterinary programme's academic staff.