

# SER

# SELF EVALUATION REPORT 2020

UNIVERSITY OF CÓRDOBA FACULTY OF VETERINARY MEDICINE

## EAEVE RE-VISITATION



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CÓRDOBA





**FACULTY OF VETERINARY MEDICINE**  
**UNIVERSITY OF CORDOBA**

**REVISITATION**  
**SELF EVALUATION REPORT 2020**  
**EAEVE ACREDITATION**

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## 1. Introduction

The Faculty of Veterinary Medicine of the University of Cordoba (FAVEUCO) was subject to an ESEVT Full Visitation on 02-06 March 2020. In the Final Report of the Visitation, the Visitation Team reflected several areas worthy of praise (i.e. Commendations), e.g.:

- strong sense of community between teaching staff and students;
- high level of stakeholder engagement in the study programme;
- multiple examples of innovative approaches in teaching;
- good implementation of small groups teaching;
- integrated exposure to clinical material via the VTH;
- opportunity for students to follow an English itinerary as part of the core curriculum;
- multiple assessment methods, focussing on acquisition of Day One Competences;
- accreditation of the VTH by ISO 9001/2015;
- formal training opportunities for all support staff.

Several items of partial compliance were identified as Minor Deficiencies:

- Partial compliance with Substandard 1.2. because of sub-optimal **collaboration between the departments** in order to ensure the consistency of the core curriculum;
- Partial compliance with Substandard 3.1 because of sub-optimal **training of soft skills**;
- Partial compliance with Substandard 3.1.2 because of sub-optimal **practical training in anatomy**;
- Partial compliance with Substandard 4.8 because of non-optimal **biosecurity procedures in transportation of students** to/from food-producing animal facilities;
- Partial compliance with Substandard 7.5 because of sub-optimal **mechanisms in place to reduce the abnormally-long duration of the study programme** for many students;
- Partial compliance with Substandard 9.1 because of sub-optimal **training to teach and to assess for the temporary staff** involved with teaching.

Finally, one item was considered not compliant with the ESEVT Standards and subsequently established as Major Deficiency:

- Non-compliance with Substandard 4.4 because **night duties in emergency services are not compulsory for undergraduate students**.

The ECOVE concluded that in view of the Visitation Report with the identification of one Major Deficiency and in accordance with the ESEVT, the status of the Faculty of Veterinary Medicine of the University of Cordoba is **CONDITIONAL ACCREDITATION**.

It is the clear understanding of the FAVEUCO Board and staff the EAEVE accreditation process, including the Visitation, the Report and the interaction with the Team has been an excellent opportunity to review and improve the teaching quality of the Establishment, in the line of the standards established by the EAEVE.

After the final decision of the ECOVE, the Establishment has intended to complete this process, defining, specifying and executing all improvement proposals suggested, both in the Visit and in the previous analysis that the Establishment had carried out. To this end, immediately after receiving the preliminary report from the Visiting Team, FAVEUCO team proposed the reactivation of the specific EAEVE Working Group to design and coordinate the necessary actions, relying on the work of the Quality Assurance Unit and the Faculty Board's Commissions and Committees, which had already collaborated in the preparation of the SER and the Visit.

According to the final report and the aims previously reflected in the SER, various areas of work were identified, and tasks were specified and assigned, under the following scheme:

|  |  |
|--|--|
| <b>Teaching Commission</b>                       | Teaching Collaboration between Departments             |
|  | Revision of Competences according to ESJET             |
|  | Soft skills training                                   |
|  | Skill Lab reorganization                               |
|  | Practical Teaching in specific subjects                |
| <b>TPT Committee</b>                             | Reorganization of TPT VTH Itinerary                    |
|  | Review of the Ambulatory Clinic Itinerary              |
|  | Recording System (app) for Ambulatory Clinic Itinerary |
| <b>Infrastructure Committee</b>                  | RUTF & VTH review and maintenance                      |
|  | Skill Lab equipment                                    |
| <b>Biosecurity Committee</b>                     | Biosecurity in vehicles                                |
|  | Biosecurity pictograms                                 |
| <b>Continuing Education (Training) Committee</b> | Staff Teaching Training Programme                      |
|  | Mentoring system                                       |
| <b>Student Committee</b>                         | Electronic Logbook                                     |
|  | Review of assessment methods (Dissertation thesis)     |

This working programme has been obviously affected by CoVID-19. Just one week after the Visitation, the lockdown was established in Spain and all face-to-face academic activities were suspended. Efforts of the FAVEUCO staff has been primarily oriented to the quick and efficient organization of virtual Teaching for all the subjects. However, some work could be done by the EAEVE Working Group, the QAS, the Teaching Commission and some Committees and the necessary suggestions for Major and Minor Deficiencies could be collected and included in this RSER. The work will be continued and prolonged for the next two years.

The RSER presents the relevant information on the actions carried out to correct the major deficiency identified as well as to respond to the minor deficiencies and suggestion. We are confident that those actions will allow the FAVEUCO to be fully compliant with the EAEVE accreditation standards.

**Version and date of the ESEVT SOP which is valid for the Visitation**  
ESEVT SOP May 2019 (Zagreb).

## 2. Correction of the Major Deficiency

### 2.1. Non-compliance with Substandard 4.4 because night duties in emergency services are not compulsory for undergraduate students.

#### 2.1.1. Factual information

The main reason because night duties in emergencies were not compulsory for undergraduates students relies on the Academic Regulations of the University of Cordoba. The article 57.3 established that "*teaching activities should be developed within the regular time frame and activities outside the regular schedule cannot be considered compulsory and cannot be used for assessment of any subject*" (<https://sede.uco.es/bouco/bandejaAnuncios/BOUCO/2019/00582>).

According to that limitation, night duties could not be introduced in the clinical training of the Veterinary Degree, nor in the basic subjects or in the Tutored Practical Training (TPT, clinical rotations). However, competences related within Emergency were explicitly covered in the basic subject "Anaesthesiology and Intensive Care" (Semester 7, 4,5 ECTS) and the VTH Itinerary of the TPT (Semester 10), specifically in the Hospitalization & Intensive Care & Emergency Service, in which students spent one week, participating in morning and afternoon rounds.

Yet, students participate in night duties in Emergencies on a volunteer basis, as Collaborating (intern) Students of the VTH. Every year, VTH open a call for Collaborating (intern) Students, with preference assignation to students in 5th year of the Degree. Those Collaborating (intern) Students participate in all activities of the VTH, including night (and weekends) duties. In the last three years, the number of Collaborating Students in the VTH were 123 (2017), 119 (2018) and 104 (2019); those are really high numbers considering the average number of students in every course are 150.

This was the starting point after the Major Deficiency was detected in the EAEVE Visitation. As indicated in the Introduction, the Faculty Board adopted a clear and resolute approach to solve the non-compliance with Substandard 4.4. as effectively as possible. The point was studied by the Faculty Team, the Quality Assurance Unit, the Teaching Committee and the VTH Board. Three main aspects were identified and considered:

- a) **Regulatory issues:** it was necessary to contact UCO Academic Secretariat and Legal Advisory Unit to look for the proper regulatory framework allowing the students to perform night duties in emergencies ("out of the regular time frame") in the same level as any other training activity in the Veterinary Curriculum.
- b) **Insurance issues:** it was also necessary to check if night duties in the VTH would be covered by the regular insurance programme of the students.
- c) **Academic issues:** it was needed to reorganise the TPT, to include night duties as compulsory training for all students in the VTH Itinerary and, if possible, in the Ambulatory Clinic Itinerary.

The **regulatory issues** were initially approached via a direct interview with the Rector of the University, Prof. Dr Gomez Villamandos. It was then handled by the Academic Secretariat and Legal Advisory Unit, and the final proposal was the delivery of a resolution from the Rector of the University, dated on June 8th, "*to authorise students in the Veterinary Degree to carry out clinical training activities outside normal academic hours, including daytime and night-time hours in Emergency services of the Hospital. The schedule of these activities must be approved by the Veterinary Faculty Board and advertised with the normal schedule of the Degree in Veterinary Medicine*". The Faculty Board approved the development of teaching activities in the Emergency Service of the VTH (night duties) on June 12th, and the Teaching Commission and

the TPT Committee were assigned with the task of reorganising the TPT programme to include those compulsory activities for all students.

The **insurance issues** were solved after consultation, again, with the Academic Secretariat, the Legal Advisory Unit and the Insurance Agency of the UCO. The ordinary Scholar Insurance of covered those night activities since they are considered as compulsory practical training included in the Study Programme according to the Rector Resolution.

The **academic issue**, the specific incorporation of night duties in Emergency Services in the Study Programme was carried out by the Teaching Commission in coordination with the VTH Board. The final proposal included the following points:

1. Night duties in emergencies for Equine and Companion animals will be included as compulsory training activity in the VTH Itinerary of the TPT.
2. The basic part of those night duties will be developed in Module 4 of the VTH Itinerary, described in the SER (page 49, Annex 5H) as "Hospitalisation" and called now "Emergencies and Intensive Care". In this Module, students have to participate in three 24 hours service, in three alternative days, including weekends. The responsible professor will establish the schedule of the activities to be developed during the week according to the Service.
3. Two more compulsory night services will be developed in the other two modules of the VTH Itinerary: Module 3 (Companion animal Medicine) and Module 2 (Equine Medicine). During the corresponding weekend, students (2-3 per night) will participate in one night shift each week.
4. All Emergency and night activities will be recorded in the student logbook (either paper logbook or electronic logbook when available) and will be included in the VTH Itinerary assessment.
5. Emergency night duties will be coordinated by the HCV-Itinerary coordinator, in collaboration with VTH Companion Animal coordinator and VTH Equine Coordinator. Two to five students will participate in each night service, under the direct supervision of one of the professors and the guidance of the VTH interns.
6. Emergency Night Services for Food Producing Animals will also be incorporated in the Ambulatory Clinic Itinerary of the TPT. Students will participate in the on-call Emergency Service of the VTH and the Emergencies Services of the external Veterinary organisations (associate professors) participating in the Itinerary. In the case of night emergency service be required, professors will contact students of the group (2-4 students each time) to carry out the Service.

### **2.1.2. Comments**

The strong implication of the academic authorities of the University of Cordoba, the excellent disposition of the VTH Board and the efficient work of the Teaching Commission allowed that all the needed measures could be implemented to incorporate night duties in emergencies in the clinical training of the Veterinary Degree.

So, the new structure of the TPT VTH Itinerary and the modification of the TPT Ambulatory Clinics Itinerary are ready to be fulfilled in the next academic course 2020-2021.

With the proposed actions, the training in night duties in emergencies in Companion Animals and Equine will parallel the training in the other essential aspect of the clinical Itinerary in the VTH, in terms of time, work and learning opportunities for the students. The incorporation of night duties will reinforce the acquisition of competences and skills related to emergencies and intensive care and will also enhance integrative and comprehensive learning of Companion Animal and Equine Medicine.

However, the correction of the Major Deficiency caused by non-compliance with Substandard 4.4 it is not a separate line after the EAEVE Visitation. The preparative of the Visitation, the Visitation and its Final Report, with all minor deficiencies and suggestions included, have permitted the Faculty Board to set up an Improvement Programme that should be the basis for the new Strategic Plan of the FAVEUCO. Therefore, the actions described in this section are related to other corrections of minor deficiencies and suggestions, and they are integrated on the broader Improvement Programme, in which these three points are particularly relevant:

- Intensification of the work with the Spanish Conference of Deans of Veterinary Medicine to substantiate to the authorities of the Ministry of Education the need of increasing the duration of the Veterinary Medicine Degree in Spain by one semester. This would enable the period of practical training to be increased and temporal redistribution of the Study Programme to be made.
- Revision of the FAVEUCO Competences and Day One Abilities, to match with the ESEVET Competences and the review of the distribution of competences between subjects in the Degree. Although this may suppose a significant modification of the current Curriculum as approved by the Ministry of Education, and it means a long and complicated administrative process, it may determine a relevant improvement of the Degree.
- Modification of the TPT (Clinical rotation), to extend its contents, duration and time distribution so that clinical training activities could be completed in more than one semester. This could allow a better organization of the groups, more effective participation in the VTH activities and the cooperation of more external agents in the extra-mural itineraries.



### 3. Correction of the Minor Deficiencies

#### 3.1. Sub-optimal collaboration between the departments in order to ensure the consistency of the core curriculum (Substandard 1.2.).

##### 3.1.1. Factual information

As stated in the SER (page 6), “the Campus structure provides advantages for the FAVEUCO, in terms of optimisation and availability of resources; however, it has harmed some aspects. It has blurred the corporate identity of the Faculty, both among staff and students, and has hindered cooperation and coordination between the Faculty’s Departments and Research Groups”. The sub-optimal teaching collaboration between Departments can be associated with this structure.

However, the essential bodies and underlying mechanism to improve teaching collaboration and guaranteed the consistency of the core curriculum already existed, although their organisation and function should be revised and enhanced. Those are described in the SER (chapter 1 & 3):

- The Faculty Board, with final responsibility for the Degree.
- The Teaching Commission, for the general organisation of the teaching activity.
- The Degree Coordinator and the Course Coordinators, with coordinating missions.
- The Department Boards, for the review and approval of the Teaching Guides.
- The Responsible Professor of each subject.
- The External Advisory Committee, for the outer assessor’s guidance.
- The QAU, as the last body for evaluating and improving the teaching quality of the Degree.

After the Visit the Faculty Team and the EAEVE Working Group have been analysing the current activities of those entities and the present mechanisms in place to guarantee the consistency of the core curriculum. The first conclusion is that all they need to be aware of the new challenge, and all they need to impulse their role in the teaching coordination of the professors and Departments involved in the Veterinary Degree. The second one is that specific work should be done on the Teaching Guides, as the most relevant document of the educational proposal of the Departments.

As specific actions to be developed on a regular basis since the next academic year, under the coordination of the Vice-Dean for Academic Affairs and the Teaching Commission:

- Intra-Departmental Teaching Meetings, before the approval of the Teaching Guides, to analyse and coordinate the different subjects imparted in each Department. The basic features to review in every subject will be:
  - Contents.
  - Teaching Elements.
  - Assessment Methods.
- Annual Inter-Departmental Course Meetings, for all the Departments involved in every course of the Degree, under the coordination of the Course Coordinator. With the same three features to review (contents, teaching elements and assessment methods).
- Thematic Meetings focused on specific matters in which review of teaching approaches of different subjects could be needed (including dimensions from terminology to new advances and technologies). Some of the topics to be prepared are:
  - Digestive system diseases
  - Respiratory system diseases
  - Emerging diseases

- Therapeutic approaches
- “Best Teaching Practices” Workshops, for Teaching Groups of the FAVEUCO, to share innovation projects and teaching resources.

### **3.1.2. Comments**

The correction of this Minor Deficiency implies the reactivation of the existing bodies and entities with the responsibility of the teaching quality of the Establishment and the development of new initiatives to promote interactions between professors, groups and Departments. The Faculty Team and the Faculty Board assume the task of coordination and follow up of these two itineraries.

### **3.1.3. Suggestions of improvement**

Connection and coordination with the UCO Teaching Quality Unit and use of common teaching resources.

## 3.2. Sub-optimal training of soft skills (Substandard 3.1).

### 3.2.1. Factual information

As previously stated, the correspondence between FAVEUCO Competences and Day-One Skills and the current ESVET Competences has some limitations, including the correlation between some soft skills. This discrepancy has been identified as one of the major points for correction and improvement after the Visitation and the aim of the Establishment is completely reviewing its list of Day-One Skills, adapting it to the complete ESEVT list.

However, this is a mid-term actuation since it implies a modification of the VERIFICA document of the Degree, a process under strict regulations from the academic authorities in the Ministry of Education. The Faculty Team, the QAU and the Teaching Committee has already started the study and there is a plan to be developed within two years, with the implication of all Departments with teaching responsibilities and a significant representation of the FAVEUCO staff.

As a short-term action, the EAEVE Working Group and the Teaching Committee have analysed the current curriculum, to identify which are the soft skills competences that can be acquired by all students, which are the subjects implied in their teaching and which other core subjects may encompass soft skills in their Teaching Guides.

Currently, the basic soft skills competences in the FAVEUCO Curriculum are described as Basic (CB2, CB3, CB4 and CB5) and Transversal Competences (CT1, CT2, CT3, CT4, CT5, CT6, CT7 y CT8). Those competences are included in core subjects from the first to the fifth year of the studies:

- Molecular, Animal and Plant Biology
- Pharmacology and Pharmacy
- Pharmacotherapy
- Physics-Chemistry
- General Pathology
- Agriculture
- Anaesthesiology and Intensive Care
- Ethics, Legal Medicine and Veterinary Legislation
- Image-based Diagnosis
- Handling animals of veterinary interest
- Internal Medicine
- Surgical Pathology
- Clinical Propedeutics
- Reproduction and Obstetrics
- Tutored Practical Training
- Dissertation Thesis

At the beginning of the next academic year, the Degree Programme Coordinator, and Course Coordinators and the Teaching Committee will have a meeting with the responsible professors of those subjects, to specifically discuss the teaching of soft skills in their subjects. A survey will be performed between other professors, to evaluate the management of soft skills in other core subjects.

### 3.2.2. Comments

The correction of this Minor Deficiency is being performed in a double way, as a short-term action and a mid-term action. The mid-term action, focused in the complete revision of the

FAVEUCO competences, is clearly the definitive response to the current situation. However, the short-term action is intended to offer an immediate improving of the acquisition of soft skills by our veterinary students within the limits of the present Study Programme.

### **3.2.3. Suggestions of improvement**

None.

### 3.3. Sub-optimal practical training in anatomy (Substandard 3.1.2).

#### 3.3.1. Factual information

After the Visit, considering the comments and suggestion for the substandard 3.1.2, the Department Board and the professors of the subject “Anatomy” has been reviewing and discussing the improvement of the practical training of anatomy, taking into account the actual circumstances of the FAVEUCO students. The main topics that were identified for attention and correction were:

- The possibility for all students to physically dissect animal cadavers.
- The specific opportunities to perform some dissection on whole bovine or equine specimens.
- The teaching coordination with other subjects, closely related to anatomy (Pathology, General and Specific Anatomic Pathology).
- The performance and success rates of the subject and the difficulties of some students to pass.
- The investment in expanding the number of specimens in the Anatomy Museum, including models and whole animal specimens.
- The availability of the Museum for student revision of anatomy outside standard timetabled classes.

These points were discussed with the FAVEUCO Team, particularly with the Vice-Dean for Academic Affairs and the following actions were planned for the next academic year:

- To include in the practical programme of the subject at least one session (3 hours) of dissection of dogs and cats for all students. The availability of dogs and cats’ cadavers, which is the major hindrance in this point, will be solved with the FAVEUCO Agreement with CECA-SADECO (Cordoba Municipal Animal Control Centre).
- To prepare whole bovine or equine specimens (calves and ponies in a first instar) to be used in practical sessions and allow students to see dissections in those species.
- To look for an Anatomy Museum specific budget (which up to now does not exist), to develop and maintain its anatomical collections. The Establishment and the Department will jointly participate in official competitive calls for infrastructures and economic endowment for Museum specific staff.
- To reorganise the student’s access to the Museum, establishing a new regime of visits so that they can review the material used in practical sessions and study all other specimens displayed in the Museum. Visits will be allowed at times outside the practical classes, in order to complete their practical training.
- To organise Teaching Coordination meetings between academic staff in charge of Anatomy practical’s and General Pathological Anatomy practical’s (necropsies), in order to improve the connection between basic formation and practical (professional) application of anatomy knowledge (necropsies). A specific Teaching Innovation Project will be developed to demonstrate using videos and a photographic atlas, the appearance (shape and colour) of fresh viscera specimens of all species of veterinary interest. This material will serve to familiarise the student with the configuration and colouration of fresh material, which is undoubtedly very changeable for the preserved specimens in which anatomy is studied.
- To establish a follow-up programme to guarantee there is no imbalance between the success rates of the two subjects that make up the anatomy unit. These require annual coordination meetings with responsible teaching staff responsible to analyse the results of each course, diagnose difficulties and try to make changes to improve them.

The FAVEUCO QAU will propose supervision and coordination measures, maintaining fluid communication with the Department and responsible professors.

### **3.3.2. Comments**

The correction of this Minor Deficiency involves a joint and coordinated action of the responsible professors, the Department Board, the QAU and the Establishment Team, in a mid-term development. Different approaches have been designed, ranging from the immediate modification of the practical programme to a new project for the Anatomy Museum. Some other actions are connected to the correction of other Minor Deficiencies (in Substandard 1.2 and Substandard 7.5) and to the Improvement Programme that should be the basis for the new Strategic Plan of the FAVEUCO.

However, one critical point for the improvement of practical training in anatomy is the availability of cadavers and anatomic materials for all students, which is also related to the availability of cadavers for necropsies. This question much depends on the relationship of FAVEUCO with external stakeholders, official and private enterprises which could provide more animal samples for its use in practical teaching in many subjects. The Establishment is aware enough of this challenge that constitutes a significant task in its management.

### **3.3.3. Suggestions of improvement**

To integrate improvement of practical training in anatomy in a wider programme to review and improve all practical training in the Degree, in the framework of the mentioned Improved Programme (see point 2.1.2).

### 3.4. Non-optimal biosecurity procedures in transportation of students to/from food-producing animal facilities (Substandard 4.8).

#### 3.4.1. Factual information

The shared use of vehicles of the FAVEUCO for the transfer of students to extramural practical activities makes it necessary to develop a series of measures and procedures of biosecurity and prevention that guarantee the safety of users.

In this regard, within the framework of the Biosecurity Plan of the Faculty of Veterinary Medicine, a "Biosecurity Protocol for FAVEUCO Vehicles" has been specially developed ([http://www.uco.es/veterinaria/images/documentos/bioseguridad/PROTOCOLO\\_BIOSEGURIDAD\\_DE\\_VEHICULOS\\_FAVEUCO\\_DE\\_PRACTICAS.pdf](http://www.uco.es/veterinaria/images/documentos/bioseguridad/PROTOCOLO_BIOSEGURIDAD_DE_VEHICULOS_FAVEUCO_DE_PRACTICAS.pdf)). It has been prepared according to the Prevention and Protection Service Guidelines and the Bioethics and Biosafety Committee of UCO.

Once approved by the Biosafety Committee of the Veterinary Faculty, the new protocol has been incorporated into the Biosafety Plan of the Veterinary Faculty and made available to all users on the Centre's website. As an implementation of the protocol, this information will be included in the specific training programmed for the students of supervised practices, aimed at preventing the risks that they may encounter during their external practices.

This document presents a series of measures to be taken into account when travelling in FAVEUCO vehicles. All the staff of the Establishment will be implied in the adoption of preventive measures and recommendations.

The "Biosafety Protocol for FAVEUCO Vehicles" provides, among other things, for the following sections:

- **Hygienic measures in the vehicle:** The hygienic-sanitary measures to be taken into account in the vehicles owned by the Faculty are described. In general, these measures refer to a series of requirements aimed at preserving and guaranteeing the biosafety of users, such as the cleaning, disinfection and separation of the PPE used, adequate ventilation of the passenger compartment, correct hand hygiene and the prohibition of smoking, drinking or eating inside the vehicles.
- **Biosafety and prevention equipment of the vehicles:** The equipment that the vehicles of the FAVEUCO used to transport students to the practices must have is detailed. These are essential elements to guarantee the correct application of the hygienic-sanitary measures contemplated. Among the main requirements are: a first aid kit, hydroalcoholic gel, material and products for cleaning, disinfection and separation of the PPE used.
- **Procedure for cleaning and disinfecting vehicles:** The procedure for cleaning and disinfecting the interior and exterior of the vehicles of the Faculty used for the practices is described. Specific guidelines have been prepared, with detailed instruction for washing the exterior, cleaning the interior surfaces after each use and the operations of brushing, disinfecting and vacuuming the cabin, which should be carried out periodically.
- **Records and evidence:** The correct application of the measures and procedures contemplated in the "Biosafety Protocol for FAVEUCO Vehicles" must be recorded in the forms created for this purpose. Thus, before the departure of the vehicles, the biosafety and prevention equipment must be checked and verified, leaving a record of it with the indication of the person or persons who carried it out, date and registration of the vehicle (see Annex I of the protocol). Likewise, a record of the periodic cleaning and disinfection operations of each vehicle must be kept, indicating the person or persons

who carried out the cleaning and disinfection and the vehicle's registration number (see Annex II of the protocol).

In short, measures and procedures described in the "Biosafety Protocol for FAVEUCO Vehicles" are aimed at ensuring the biosafety of the trainees during their transfer to and from the training site.

#### **3.4.2. Comments**

The new "Biosafety Protocol for FAVEUCO Vehicles" is already established and all new measures and procedures are ready to be applied in the next academic year (2020-2021). Since September 2020 all FAVEUCO vehicles will be adapted to the new conditions. Leaflets and stickers with basic recommendations and procedures will be prepared for all them.

#### **3.4.3. Suggestions of improvement**

None

### 3.5. Sub-optimal mechanisms in place to reduce the abnormally-long duration of the study programme for many students (Substandard 7.5).

#### 3.5.1. Factual information

Veterinary Degree studies in Spain are one of the most demanding studies between all the University degrees. The average length of the Veterinary studies in all Faculties of Spain range between 5,5 and 6,5 years, in FAVEUCO the average in the three previous years is 6,06. Approximately one-third of the students spent more than six years in FAVEUCO (available data in [http://www.uco.es/sgc/index.php?option=com\\_content&view=article&id=142&Itemid=184/](http://www.uco.es/sgc/index.php?option=com_content&view=article&id=142&Itemid=184/)).

These numbers, and the fact that some students spent an abnormally long time to complete the Veterinary Degree, have been already analyzed by the FAVEUCO QAU, as can be observed in the minutes of different sessions:

- Minutes of the QAU session of October 9<sup>th</sup> 2017 (<https://www.uco.es/veterinaria/images/documentos/calidad-veterinaria/actas/acta-ordinaria-ugc-vet-09-10-2017.pdf>)
- Minutes of the QAU session of October 1<sup>th</sup> 2018 (<https://www.uco.es/veterinaria/images/documentos/calidad-veterinaria/actas/acta-ordinaria-ugcc-fave-01-10-2018.pdf>)
- Minutes of the QAU session of November 27<sup>th</sup> 2018 (<https://www.uco.es/veterinaria/images/documentos/calidad-veterinaria/actas/Acta Ordinaria UGC-VET 27-11-2018.pdf>)
- Minutes of the QAU session of April 11<sup>th</sup> 2019 (<https://www.uco.es/veterinaria/images/documentos/calidad-veterinaria/actas/Acta Ordinaria UGC-FAVE 11-04-2019 modificado.pdf>)

The first point studied was the legal framework of the student progression. As reported in the SER (page 103), the progression criteria and procedures for all students are established in the UCO's Academic Regulatory Framework for Grades, which clearly and precisely sets out the rules for student academic progression:

- Minimum number of ECTS for progression within the curriculum for full-time students, as well as for part-time students;
- Official examination sessions (two) for each subject per year, and up to a maximum of six examination sessions per subject;
- Progress within the curriculum, students with failed subjects
- Total period of time available to complete the degree for full-time students (nine years) for part-time students (thirteen years)

In the UCO Veterinary Degree there is one particular circumstance, the establishment of academic incompatibilities between core subjects, i.e., the requirement of having passed some specific subject to enrol in another one (what is called “key subjects”).

Considering those legal limitations, the QAU identified three dimensions in which correcting mechanisms could be implemented:

- The review of the **"key subjects"**. Within the scope of the application of the FAVEUCO STRATEGIC PLAN, in its Strategic Axis number 1 (Teaching), in action "Revision of the Curriculum", a study was carried out, in collaboration with the students' representatives. Some of the "key subjects" were identified as possible factors for the long duration of the studies. The QAU contacted the Departments and responsible professors involved, and an agreement was reached that led to minor modifications to the curriculum, eliminating some of the academic incompatibilities.

- The **follow-up of subjects according to performance and success rates**. Each semester, QAU check all the completed subjects and categorised those with higher rates of failed students (according to the rates included in the VERIFICA document). Responsible professors of those subjects are informed and, in some cases, corrections measures can be applied.
- The **follow-up of students approaching limit situations**. The QAU has established an informatics system to analyse the results of the qualifications each semester and to detect those students with more than five official examination sessions consumed or reaching more than six and a half years in the Degree. These data from the previous two years are recorded in the minutes of the QAU sessions (November 18th 2018, [https://www.uco.es/veterinaria/images/documentos/calidad-veterinaria/actas/Acta\\_Ordinaria\\_UGC-VET\\_27-11-2018.pdf](https://www.uco.es/veterinaria/images/documentos/calidad-veterinaria/actas/Acta_Ordinaria_UGC-VET_27-11-2018.pdf) and October 17th 2019 ([https://www.uco.es/veterinaria/images/documentos/calidad-veterinaria/actas/ACTA\\_DE\\_SESION\\_ordinaria\\_UGC\\_Veterinaria\\_17-10-2019.pdf](https://www.uco.es/veterinaria/images/documentos/calidad-veterinaria/actas/ACTA_DE_SESION_ordinaria_UGC_Veterinaria_17-10-2019.pdf)) and were communicated to the Faculty Board and Teaching Commission. The Vice-dean of Students Relationship individually contacts those students, and each particular situation is particularly studied.

### 3.5.2. Comments

The measures indicated as having already been implemented (analysis and withdrawal of some key subjects, analysis of students close to the limit of stay, etc.), are not yet reflected in academic results due to a temporary issue since they began in the academic year 18/19, but will be analysed in due course by the QAU and the Teaching Commission when the corresponding information becomes available.

### 3.5.3. Suggestions of improvement

A closer connection between QAS, Teaching Commission and Students Committee with more involvement of Course Coordinators.

A new design and performance of Academic Tutors and Academic Adviser, in coordination with the previous.

### 3.6. Sub-optimal training to teach and to assess for the temporary staff involved with teaching (Substandard 9.1).

#### 3.6.1. Factual information

As reported by the EAEVE Team, this fact is of partially compliant because of sub-optimal training to teach and to assess for the temporary staff involved with teaching (page 47 of the Visitation Report). According to the Spanish regulations, part-time teachers must be professionals whose primary work is outside the university, as is the case for most professors who are in charge of the Tutored Practical Training subject (practitioners hired by the UCO who are in charge of ambulatory clinics, professionals from livestock enterprises, professionals from the Public Health system). Although the UCO has a permanent continuing education and training program for the academic staff (as established by the Standards and guidelines for quality assurance in the European Higher Education Area, ESG 2015), the courses offered usually do not meet the training needs of these part-time teachers, who are hired for specific teaching purposes.

To address this issue, the FAVEUCO is implementing a new educational program to facilitate the training on teaching and assessment of that academic staff. The training program includes:

- An "**Initial Training Session**" at the beginning of the academic year that is addressed to new part-time teachers. The main objective of this session is to define the teaching objectives of the practical activities to be carried out, the alignment of the skills that students must acquire through those practical sessions with the Day-One Competences and, the best suited assessment methodologies for those activities. The organization of the "Initial Training Session" will be in charge of the FAVEUCO Team that will be advised by the Training Committee.
- Two "**Specific Training Sessions**" per year (one in each semester) specifically aimed at all part-time teachers. These sessions will focus on student's assessment and methodologies to promote the active learning of students with an integrative approach. For instance, in the case of Ambulatory Clinics, the placement of students in a professional environment allows them to improve their hands-on clinical skills and, simultaneously, their training related with professional knowledge competences (ethics and professional behaviour, communication skills, etc.). The Training Committee of the FAVEUCO will be responsible for organizing the specific training sessions with the support of the Teaching Quality Office of the UCO. At the end of each training activity, a survey aimed to assess the degree of satisfaction with the contents and the need for other specific training activities will be passed on.
- A "**Virtual Training Course**" in the Moodle platform, with supportive material for the training sessions and with different modules for relevant topics. Specific contents according to detected needs will be prepared by the Teaching Committee after discussion with temporary staff.

#### 3.6.2. Comments

The "Virtual Training Course" in Moodle will be available in the first semester with all the resources of the training courses already done. The first training session will take place during the first semester of the next academic year.

#### 3.6.3. Suggestions of improvement

None.

## 4. GLOSSARY

**ACMP** Area for Quality and Improvement of procedures,  
**ANECA** Spanish Agency for Quality Assessment and Accreditation  
**ATIC** Information and Communications Technologies Area  
**CAM** Master's Academic Committee  
**CAPD** Doctorate Programme Academic Committee  
**CB** Bioethics Committee  
**CECO-SADECO** Córdoba Municipal Animal Control Centre  
**CEd** Continuing Education  
**DEVA-ACC** Evaluation and Accreditation Directorate of the Andalusian Knowledge Agency  
**DUA** Andalusian Academic District  
**EAEVE** European Association of Establishments for Veterinary Education  
**ECOVE** European Committee on Veterinary Education  
**ECTS** European Credit Transfer and Accumulation System  
**EPT** External Practical Training  
**EEPT** Extracurricular External Practical Training  
**ENQA** European Association for Quality Assurance in Higher Education  
**EPT** External Practical Training  
**ESEVT** European System of Evaluation of Veterinary Training  
**ESG** European Standards and Guidelines (for QA)  
**EU** European Union  
**FAVEUCO** Veterinary Faculty of the University of Cordoba  
**HACCP** Hazard Analysis and Critical Control Points  
**LHC** Clinical Skills Laboratory  
**PAOE** Annual Programming of Teaching Organisation  
**PAPI** Performance Application Programming Interface  
**PATU** Tutorial Plan  
**QA** Quality Assurance  
**QAU** Quality Assurance Unit  
**RUCT** Register of Universities, Faculties and Qualifications  
**S** semester  
**SER** Self Evaluation Report  
**QAS** Quality Assurance System  
**SSPA** Andalusian Public Health System  
**TFG** Graduation Thesis  
**TPT** Tutored Practical Training (Clinical Rotations)  
**UCO** University of Cordoba



## 5. ESVET INDICATORS

Name of the Establishment:

Faculty of Veterinary Córdoba

Name & mail of the Head:

Rosario Moyano Salvago

Date of the form filling:

July, 2020

|    | Raw data from the last 3 full academic years                        | Year -1<br>18/19 | Year -2<br>17/18 | Year -3<br>16/17 | Mean   |
|----|---|------------------|------------------|------------------|--------|
| 1  | n° of FTE academic staff involved in veterinary training            | 143,4            | 149,9            | 148              | 147,1  |
| 2  | n° of undergraduate students  | 1001             | 999              | 1011             | 1003,7 |
| 3  | n° of FTE veterinarians involved in veterinary training             | 118,5            | 125,5            | 133              | 125,7  |
| 4  | n° of students graduating annually                                  | 122              | 139              | 96               | 119,0  |
| 5  | n° of FTE support staff involved in veterinary training             | 87               | 87               | 72               | 82,0   |
| 6  | n° of hours of practical (non-clinical) training                    | 646              | 646              | 688              | 660,0  |
| 7  | n° of hours of clinical training                                    | 696,5            | 696,5            | 665              | 686,0  |
| 8  | n° of hours of FSQ & VPH training                                   | 375              | 375              | 375              | 375,0  |
| 9  | n° of hours of extra-mural practical training in FSQ & VPH          | 120              | 120              | 120              | 120,0  |
| 10 | n° of companion animal patients seen intra-murally                  | 5753             | 5892             | 5738             | 5794,3 |
| 11 | n° of ruminant and pig patients seen intra-murally                  | 0                | 0                | 0                | 0,0    |
| 12 | n° of equine patients seen intra-murally                            | 333              | 300              | 526              | 386,3  |
| 13 | n° of rabbit, rodent, bird and exotic patients seen intra-murally   | 65               | 38               | 14               | 39,0   |
| 14 | n° of companion animal patients seen extra-murally                  | 0                | 0                | 0                | 0,0    |
| 15 | n° of individual ruminants and pig patients seen extra-murally      | 744              | 824              | 970              | 846,0  |
| 16 | n° of equine patients seen extra-murally                            | 12               | 12               | 18               | 14,0   |
| 17 | n° of visits to ruminant and pig herds                              | 385              | 473              | 350              | 402,7  |
| 18 | n° of visits of poultry and farmed rabbit units                     | 76               | 45               | 15               | 45,3   |
| 19 | n° of companion animal necropsies                                   | 185              | 124              | 68               | 125,7  |
| 20 | n° of ruminant and pig necropsies                                   | 362              | 305              | 388              | 351,7  |
| 21 | n° of equine necropsies   | 27               | 30               | 28               | 28,3   |
| 22 | n° of rabbit, rodent, bird and exotic pet necropsies                | 204              | 198              | 290              | 230,7  |
| 23 | n° of FTE specialised veterinarians involved in veterinary training | 19               | 19               | 19               | 19,0   |
| 24 | n° of PhD graduating annually                                       | 12               | 11               | 17               | 13,3   |

The boxes within the red frames must be filled in by the Establishment (the other values will be automatically calculated)

Name of the Establishment:

Faculty of Veterinary Córdoba

Date of the form filling:

July 2020

| Calculated Indicators from raw data |  | Establishment values | Median values <sup>1</sup> | Minimal values <sup>2</sup> | Balance <sup>3</sup> |
|-------------------------------------|--|----------------------|----------------------------|-----------------------------|----------------------|
| <b>I1</b>                           | n° of FTE academic staff involved in veterinary training / n° of undergraduate students                  | 0,15                 | 0,16                       | 0,13                        | 0,02                 |
| <b>I2</b>                           | n° of FTE veterinarians involved in veterinary training / n° of students graduating annually             | 1,06                 | 0,87                       | 0,59                        | 0,47                 |
| <b>I3</b>                           | n° of FTE support staff involved in veterinary training / n° of students graduating annually             | 0,69                 | 0,94                       | 0,57                        | 0,12                 |
| <b>I4</b>                           | n° of hours of practical (non-clinical) training   | 660,00               | 905,67                     | 595,00                      | 65,00                |
| <b>I5</b>                           | n° of hours of clinical training   | 686,00               | 932,92                     | 670,00                      | 16,00                |
| <b>I6</b>                           | n° of hours of FSQ & VPH training  | 375,00               | 287,00                     | 174,40                      | 200,60               |
| <b>I7</b>                           | n° of hours of extra-mural practical training in FSQ & VPH   | 120,00               | 68,00                      | 28,80                       | 91,20                |
| <b>I8</b>                           | n° of companion animal patients seen intra-murally / n° of students graduating annually                  | 48,69                | 70,48                      | 42,01                       | 6,68                 |
| <b>I9</b>                           | n° of ruminant and pig patients seen intra-murally / n° of students graduating annually                  | 0,00                 | 2,69                       | 0,46                        | -0,46                |
| <b>I10</b>                          | n° of equine patients seen intra-murally / n° of students graduating annually                            | 3,25                 | 5,05                       | 1,30                        | 1,95                 |
| <b>I11</b>                          | n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually            | 0,33                 | 3,35                       | 1,55                        | -1,22                |
| <b>I12</b>                          | n° of companion animal patients seen extra-murally / n° of students graduating annually                  | 0,00                 | 6,80                       | 0,22                        | -0,22                |
| <b>I13</b>                          | n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually      | 7,11                 | 15,95                      | 6,29                        | 0,81                 |
| <b>I14</b>                          | n° of equine patients seen extra-murally / n° of students graduating annually                            | 0,12                 | 2,11                       | 0,60                        | -0,48                |
| <b>I15</b>                          | n° of visits to ruminant and pig herds / n° of students graduating annually                              | 3,38                 | 1,33                       | 0,55                        | 2,84                 |
| <b>I16</b>                          | n° of visits of poultry and farmed rabbit units / n° of students graduating annually                     | 0,38                 | 0,12                       | 0,04                        | 0,34                 |
| <b>I17</b>                          | n° of companion animal necropsies / n° of students graduating annually                                   | 1,06                 | 2,07                       | 1,40                        | -0,34                |
| <b>I18</b>                          | n° of ruminant and pig necropsies / n° of students graduating annually                                   | 2,96                 | 2,32                       | 0,97                        | 1,98                 |
| <b>I19</b>                          | n° of equine necropsies / n° of students graduating annually   | 0,24                 | 0,30                       | 0,09                        | 0,15                 |
| <b>I20</b>                          | n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually                | 1,94                 | 2,05                       | 0,69                        | 1,25                 |
| <b>I21*</b>                         | n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually | 0,16                 | 0,20                       | 0,06                        | 0,10                 |
| <b>I22*</b>                         | n° of PhD graduating annually / n° of students graduating annually                                       | 0,11                 | 0,15                       | 0,09                        | 0,02                 |

<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