



UNIVERSIDAD
COMPLUTENSE
MADRID

Facultad de Veterinaria



Re-Visitation Self-Evaluation Report

EAEVE

Madrid, September 2017



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Introduction

The Veterinary Faculty of Madrid (FVM) was recently visited by a team of experts designated by the European Association of Establishments for Veterinary Education (EAEVE) on 27-31 March 2017. The team identified several areas worthy of praise (i.e. Commendations), e.g.:

- Commitment and dedication of students, teaching and support staff.
- Exceptional performance of some clinicians and scientists.
- Widespread pride in the Establishment and in teaching excellence.
- Good working atmosphere between administration, staff and students.
- Numerous, diverse and highly active students' associations.
- High number of international students either in full undergraduate and postgraduate programmes, and in Erasmus exchanges.
- Practical on-site training provided in the Food-Processing Unit and at central market.
- Interdisciplinary research activities and successful PhD programmes.
- Effective Quality Assurance system implemented to ensure the monitoring and enhancement of the study programme.

The Visitation team also identified several items of partial compliance (i.e. Minor Deficiencies):

- Insufficient resources for maintenance of current facilities and purchase of new equipment.
- Insufficient transversal and collaborative approach between disciplines in some areas of the curriculum and imbalance in the curriculum between theoretical,

practical and clinical training to the detriment of the latter.

- Insufficient hands-on training in post-mortem examination for Food Safety and Quality (FSQ).
- Absence of extinguishers within some large lecture rooms, unfinished isolation facilities and procedures for large animals, inadequate procedures for the storage of drugs in some clinical rooms and non-systematic implementation of biosecurity procedures in laboratories, Veterinary Teaching Hospital (VTH) and teaching farm.
- Insufficient number of ruminants and pigs necropsy.
- Insufficient autonomy of the Establishment to adapt the number of students to the available resources and to control their progression.
- Insufficient number of teaching staff specialised in clinical disciplines and services, insufficient formal training 'to teach and to assess' for practitioners involved with extra-mural clinical training, lack of support and recognition of teaching and clinical performances for progression in the career, insufficient number and qualification of support staff, especially in clinical services, and insufficient personal development opportunities for staff.

The Visitation team also identified one item of non compliance (i.e. Major Deficiency):

- Insufficient number of hours of hands-on clinical training with real patients under the supervision of academic staff in both companion and food-producing animals in order to achieve Day One Competences for each individual student.

Once the Establishment received the final visitation report, the document was disseminated to all the members of the FVM.

The Quality Assurance (QA) system started to work on the EAEVE Final Report in order to analyse the best way to correct the Deficiencies, and especially the Major Deficiency. For that purpose, the Committee for Assessment and Improvement of the Veterinary Degree Curriculum opened a period of reflection; all the stakeholders of the FVM were involved in this fruitful process. The different proposals directed to correct the major and minor deficiencies were analysed and, when appropriate, they were approved, at a first level, by the Committee for Assessment and Improvement of the Veterinary Degree Curriculum, at a second level, by the Quality Commission of the FVM. Finally the Faculty Council ratified the corresponding measures for

improvement. **Among these measures, a significant increase of hands-on clinical training hours has been introduced in the core curriculum** within a short period of time. This would not have been possible without the efforts of the staff and students of the Establishment. The FVM also acknowledges the counselling and helpful advice of the EAEVE to solve all our questions and queries, especially those regarding the increase of hours of hands-on clinical training.

Finally, we would like to point out that since the EAEVE visitation, the FVM also received the visitation of the National Quality Agency ("Fundación para el Conocimiento Madri+d", ENQA member) that took place on May 2017. Our Establishment has obtained the Full Accreditation by this Agency on July 12, 2017 (Annex 1).



1. Correction of the Major Deficiencies

1.1. Major Deficiency

Insufficient number of hours of hands-on clinical training with real patients under the supervision of academic staff in both companion and food-producing animals in order to achieve Day One Competences for each individual student.

1.1.1. Factual information

The Visitation Team suggested in their Report to increase the intramural rotation and the access to cases for hands-on training through the core curriculum. It was also suggested not to limit the clinical training to the second semester of Year 5.

Taking into account these suggestions, **the Establishment has significantly increased the number of hours of hands-on clinical training** through its implementation in many different clinical subjects of the core curriculum. Following our QA System, the EAEVE Final Report was initially discussed in meetings with all the responsible of clinical subjects of the Degree, which could increase the number of hours of this kind of training. The proposal of Teaching Planning was approved by the Committee for Assessment and Improvement of the Veterinary Degree Curriculum, subsequently by the Quality Commission of the FVM and finally by the Faculty Council on July, 2017 (Annex 2). All the Committees involved in QA at the Establishment are composed of representatives of academic staff, support staff, students and external stakeholders. The approved Teaching Planning for 2017/18 is available on the FVM website (<https://veterinaria.ucm.es/data/cont/docs/30-2017-07-21-Gu%C3%ADa%20docente%202017-2018%20julio.pdf>).

In order to maintain the global number of hours per student officially approved in our core curriculum, and not to overload the agenda of the students, different activities

(e.g., seminars, problem-solving teaching strategy or clinical training with healthy animals, computer simulation or models) have been replaced by clinical training with real patients.

In total, hands-on training has been increased in more than 110 hours (5 additional weeks) per student, distributed in the Years 2, 3, 4 and 5 in a staggered and progressive approach, which adds to the 12 weeks of the clinical rotation. As suggested by the Visitation Team, **training in the emergency service of all the students has also been significantly increased.**

As reflected in the Visitation Report, the quality and indicators of the clinical teaching is compliant with the EAEVE Standards. The FVM has tried to optimise the clinical cases attended by the students at the Establishment **during the whole year.**

Most of the new activities have been implemented during the first semester of each Year, especially during the Year 5. Comparison between the clinical training schedules of the first semester of Year 5 in 2016/17 and 2017/18 is provided in Annex 3.

As shown in Table 1, the distribution of **the new clinical training includes intramural and extramural activities, and is well balanced between disciplines and species.** As explained in the answer to Minor Deficiency 7, all the clinical training (intramural and extramural) is **supervised by competent veterinarians, which are official members of our academic staff**, selected through public calls, and specifically trained to teach and to assess.

Table 1. New implemented hands-on clinical training activities in the core curriculum distributed by animals, semesters and location.

Year	Semester	Subject	Hours						Hours / year
			Animals		Semesters		Location		
			Small	Large	First	Second	Intramural	Extramural	
2	4	Propaedeutics	0	4	0	4	4	0	4
3	6	Radiology and Diagnostic Imaging	4	0	0	4	4	0	9
	6	Obstetrics and Reproduction I	3	2	0	5	5	0	
4	7	Obstetrics and Reproduction II	3	6	9	0	3	6	30
	7	Infectious Diseases	5	6	11	0	5	6	
	7	Parasitic Diseases	0	10	0	10	4	6	
	8	Internal Medicine I	20	0	20	0	20	0	
5	9	Internal Medicine II	19	7	26	0	21	5	46
	9	Special Surgery	54	35	66	23	66	23	
Subtotal			54	35	66	23	66	23	89
Emergency Service			24		24		24		24
TOTAL			113		113		113		113

The specific distribution of the new hands-on clinical training activities is the following:

- Year 2: students will be trained in anamnesis, physical examination and complementary techniques with a rotation attending different clinical cases at the VTH (subject: Clinical Propaedeutics).
- Year 3: students will receive hands-on clinical training in the subject Radiology and Diagnostic Imaging through a rotation at the Service of Diagnostic Imaging (VTH). Furthermore, clinical training in Obstetrics and Reproduction I (Year 3) and II (Year 4) has been implemented to include extramural clinical practice in cattle, sheep, swine and goat farms, including organic farms. Practice in Obstetrics will also include care of clinical cases in Small Animals and Equine at the VTH Obstetrics consultation rooms.
- Year 4: hands-on clinical training in Infectious and Parasitic Diseases will include rotation at the Clinic of Infectious/Parasitic Diseases (VTH), and extramural training in food-producing animal farms. Internal Medicine I has

included a rotation for the students at the Service of Equine Internal Medicine and another one at the Service of Food-Producing Animal Internal Medicine (VTH). In addition, extramural training in food-producing animal clinic and in equine medicine (racecourse) has also been included for students of Internal Medicine I.

- Year 5: during the first semester, students of Internal Medicine II will have another rotation at the Service of Small Animal Medicine, Hospitalisation and Emergency Service; and students of Special Surgery will have one more rotation at the Services of Small Animal Surgery (consultations and surgery rooms) and Anaesthesia, including Hospitalisation and Emergency Service. Rotation in intramural equine clinic (orthopaedics consultation), extramural equine clinic and extramural food-producing animal clinic have also been included in the subject Special Surgery. During the second semester, students will perform the Clinical Rotation (12 weeks), as previously described in the Self Evaluation Report of the FVM. Finally, all the Fifth-Year students will receive an



additional training in Small and Large Animal Emergency Service and Hospitalisation, as recommended in the Visitation Report.

All the new rotations significantly increase the number of hours of hands-on clinical training offered to our students with real patients. Their implementation has been possible due to the effort of the Establishment and the involvement of our University, which has allowed the **hiring of new academic staff specifically dedicated to these tasks**: nine new Associate Teachers with different profiles have been hired since

the EAEVE Visitation, as explained in chapter 2.7.1.

1.1.2. Comments

The Establishment has decided to extend the rotations to the first semester of Year 5 and to other previous semesters in order to optimise the clinical cases attended by the students at the FVM during the whole year, taking into account the caseload of clinical cases attended by our Faculty and the compliance of the indicators of the FVM.



2. Correction of the Minor Deficiencies

2.1. Minor Deficiency 1

Insufficient resources for maintenance of current facilities and purchase of new equipment

2.1.1. Factual information

As explained in the Self Evaluation Report of the FVM, the budget available for capital expenditure is clearly insufficient, especially in a University with a long history like the Complutense University of Madrid (UCM), where many buildings and infrastructures need remodelling. The Strategic Plan of the FVM includes among their objectives, the improvement of human and material resources. One of the strategies (1.3.3.) is the improvement of teaching facilities, including VTH, Pilot Food Processing Unit (FPU), and Teaching Farm. The actions for that would include the extension, adaptation and reorganisation of teaching spaces, and the improvement of the budget for teaching facilities.

The FVM has obtained the commitment on the part of the University to extraordinarily invest a specific budget in some facilities of the FVM. In particular, the Faculty has started to work in a project for a new multidisciplinary building that would include most Departments of the Establishment. The project would involve the demolition of the oldest buildings and the construction of a new one(s), providing a modern and functional workspace for staff and students.

In addition, the UCM has made recent progress concerning the reorganisation of its Departments and administrative units. The current proposal approved by the University Council on July 18, 2017 reduces the number of Academic Departments approximately by 50%, from 184 to 94, as shown in Annex 4. In the specific case of the FVM, the number of Departments will be reduced from 8 to 3, given that some of our current Departments

will become Sections of bigger Inter-Faculty Departments (Annex 5).

Finally, the Faculty Council has approved on July 25, 2017 an additional budget especially addressed to improve clinical training, including extramural clinical work.

2.1.2. Comments

The Establishment is encouraging the University to revise the present linear model of budget distribution among the different Faculties, given the peculiarities of the Degree in Veterinary and the resources needed for maintenance. Some recent indicators, such as international accreditations, and our position in the world university rankings, could be helpful to achieve this goal.

Regarding the reorganisation of Academic Departments, the objective of the University is to reduce administrative costs and to optimise the use of funds and facilities by the Faculties.

2.1.3. Suggestions for improvement

The Establishment will continue working on the request of more resources from the University authorities, as well as on fundraising from external stakeholders.



2.2. Minor Deficiency 2

Insufficient transversal and collaborative approach between disciplines in some areas of the curriculum and imbalance in the curriculum between theoretical, practical and clinical training to the detriment of the latter.

2.2.1. Factual information

With regard to the improvement of **transversal integration** of knowledge, meetings among the coordinators of different subjects have been implemented and will be periodically scheduled (at least, once a year), following the proposal of the Committee for Assessment and Improvement of the Veterinary Degree Curriculum, which is also in charge of assessing transversal coordination in order to avoid inconsistencies and overlaps. Specifically, working meetings with the coordinators of the subjects of Anatomy, Special Pathology, Food Hygiene, Inspection and Safety, and Diagnostic Imaging have been held, in order to fulfil the recommendations of the EAEVE Report.

In particular, integration has been implemented in the following areas:

1. Anatomy and Diagnostic Imaging.
 2. Pathology, Anatomy and FSQ.
 3. Animal Production, Herd Health Management, and Clinics on Food-Producing Animal subjects.
1. The **collaborative approach between Anatomy and Diagnostic Imaging** has been reflected in several new activities. A "level 0" seminar for Anatomy students about the generation of the radiographic image, and the identification of the anatomical structures has been implemented for the students during the first two years of the curriculum. They will also be trained on basic radiology, ultrasound and Magnetic Resonance Imaging (MRI) at the Diagnostic Imaging Service of the VTH. Teaching on normal radiographic anatomy has also been implemented in the Diagnostic Imaging

programme (Year 3). All these new contents have been coordinated by the teachers responsible for both areas.

2. **Greater collaboration between Pathology, Anatomy and FSQ has been implemented**, as an improvement for "Day One Competences" in the post-mortem inspection of animals. The Unit of Pathology, in coordination with FSQ, is committed to designing specific seminars for all students, showing the most prominent lesions for zoonoses being identified during post-mortem inspection in the slaughterhouse (ruminants, swine, equine and poultry). Likewise, tissues and/or organs identified by the students during their training in the slaughterhouses under FSQ staff supervision, can be used by the Pathology Service for a deeper evaluation and diagnosis of the lesions. In the same way, the Unit of Anatomy, in coordination with the FSQ staff, is committed to developing specific seminars for all students identifying anatomical regions and muscles of interest for the commercial grading of animals in the slaughterhouse.
3. In relation to **Food-Producing Animal subjects**, the Departments of Animal Production, Animal Health, FSQ, and Animal Medicine and Surgery **are working together** with the Committee of the Teaching Farm in the coordination of existing activities and the development of new ones. Some activities that reflect the interaction and collaborative approach between different disciplines are:
 - Management and corporal evaluation of food-producing animals, which involves the collaboration of the subjects Clinical

Propaedeutics, Breeding and Animal Science I and II, Radiology and Ultrasound, Obstetrics and Reproduction I and II, and Clinical Rotations.

- Evaluation of the nutrition of food-producing animals. Students are trained in a coordinated way in the subjects Veterinary Animal Nutrition, Animal Production Rotation, and Clinical Rotation.
- Evaluation of the health status of food-producing animals. For this activity included in the Clinical and Animal Production Rotations, the teachers of the Department of Animal Health are coordinated with the teachers responsible for each livestock unit of the Teaching Farm.
- Training on management programs, involving the collaboration between Breeding and Animal Science I, II, Preventive Medicine, Animal Health Policy, Zoonoses and Public Health, and the Animal Production Rotation.
- The Clinical Rotation is probably one of the best ways for transversal training, showing in practice the interrelation between preventive medicine, infectious and parasitic diseases, internal medicine, surgery and reproduction, animal production, and herd health management, ensuring animal welfare and public health. Coordination has also been improved for a better integration of the different contents related to food-producing animals.

With regard to the **imbalance in the curriculum between theoretical, practical**

and clinical training to the detriment of the latter, as explained in the correction of the major deficiency, significant changes in many different subjects of the curriculum have been implemented in order to increase and to improve the hands-on clinical training of our students. These changes involve subjects from Year 2 to Year 5.

2.2.2. Comments

The recommendations stated in the EAEVE Visitation Report reinforce the policy of the Strategic Plan of the FVM (approved by the Faculty Council in December 2016), mainly the encouragement of horizontal and vertical coordination of subject contents. In fact, one of the actions described in this Plan (action 1.1.3.1.) to achieve this strategy was “the establishment of specific meetings to share the content of the subjects and promotion of coordination”. This action started during 2017, as expected. These meetings have shown the high degree of commitment of our staff in order to improve the quality of teaching in the FVM.

2.2.3. Suggestions for improvement

As explained in the Self-Evaluation Report of the Establishment, and recognised by the recent EAEVE and National Quality reports, many QA actions have already been implemented and successfully incorporated into the core curriculum. With regard to the transversal approach of the curriculum, the essential role of the Committee for Assessment and Improvement of the Veterinary Degree Curriculum should be enhanced.



2.3. Minor Deficiency 3

Insufficient hands-on training in post-mortem examination for FSQ.

2.3.1. Factual information

In order to increase the hands-on training in post-mortem examination, the **FVM and the UCM have recently opened (June 2017) a call for a new position of Associate Teacher, linked to the subject "Hygiene, Inspection and Food Safety"**. This position will be held by an Official Veterinary Inspector in a slaughterhouse. This practical training will be important, not only for a much better *in situ* learning of post-mortem inspection of animals, but also for the improvement of the "Day One Competences" of the students.

The FSQ unit is committed to extend, where possible, a further training of students in the post-mortem inspection of a larger number of animal species, through the use by the students of alternative learning procedures, as proposed by the Visitation Team.

2.3.2. Comments

The FVM and the academic staff involved in the teaching of FSQ consider essential the

promotion of more external practices of the students. It is also appropriate to state that post-mortem inspection of meat considers not only the identification of signs of disease in the slaughtered animals, but can also lie on other actions, such as the hygienic control of slaughter systems and meat-packaging operations, the sampling of randomised carcasses for detection, identification and quantification of pathogens, the control and removal of specified risk materials (SRM) for tissues of ruminants, the sampling for the analysis of antibiotics and other abiotic pollutants, as well as the incorporation, monitoring and verification of the HACCP plan.

2.3.3. Suggestions for improvement

A new Agreement between the FVM and the Regional Administration of Food Hygiene and Safety is being discussed by both parties, in order to favour the hands-on training of the students in different official slaughterhouses of the Community of Madrid.

2.4. Minor Deficiency 4

Absence of extinguishers within some large lecture rooms, unfinished isolation facilities and procedures for large animals, inadequate procedures for the storage of drugs in some clinical rooms and non-systematic implementation of biosecurity procedures in laboratories, VTH and teaching farm.

2.4.1. Factual information

With regard to the **absence of extinguishers** within some large lecture rooms, the Self-Protection Plan of the FVM is compliant with the Spanish Law. Extinguishers are by law placed at the corridors, common places with good visibility, and accessible to the personnel designed for extinction in case of fire in a classroom. However, the Spanish Regulation of Fire Protection Facilities has

been recently modified (Royal Decree 513/2017, May 22), and in agreement with the comments of the EAEVE is much more restrictive. The new Law states that if the distance to the extinguisher is larger than 15 meters, extinguishers should be placed into the classroom; **accordingly, the FVM has placed extinguishers in all the classrooms that were in that situation.**

Regarding the **isolation facilities** for large animals, **this unit is being deeply modified**. Walls and floors have been changed and are currently adequate for effective disinfection. Windows, the water unit and two different chain hoists are being installed and will be operational for their use as an isolation unit. These facilities are self-contained with specific equipment, and an effective decontamination protocol exists when shared equipment is required. All the protocols and procedures of the isolation unit, with detailed rules have also been published online (<https://www.ucm.es/hcv/autoseguridad,-bioseguridad-y-autoproteccion>).

In relation to the comment about inadequate procedures for the **storage of drugs** in some clinical rooms (e.g. incorrect storage of narcotics and lack of marking of opening date on multi-dose vials), this unfortunate event could be classified as an individual mistake rather than a lack of an adequate preventive measure. In fact, the VTH Pharmacy Service procedures have been authorised by the Ministry of Health of the Community of Madrid for the dispensation, storage, conservation and control of drugs (C-403-M). These issues are clearly described in the relevant protocols of action (<https://www.ucm.es/data/cont/media/www/pag-92205/1.pdf>).

In order to stress the significance of these measures, the FVM has planned a **formal training for students and staff** at the start of each academic year in order to implement the applicable procedure in each specific case. This training will be given by the Responsible for Biosecurity of the FVM and the Head of the Pharmacy Service of the VTH. It includes the mandatory marking of opening date on multi-dose vials and the mandatory storage of narcotics in locked cupboards, with a registration system for their withdrawal.

Furthermore, **explanatory charts with the basic rules for drugs storage will be**

exhibited where appropriate, containing the following information:

- Do not alter the original packaging conditions of the drugs.
- Priority use of those drugs close to expiring date.
- Special storage of some drugs in safe boxes (euthanasics, narcotics and psychotropics), refrigerators (heat-sensitive products) and wardrobes (photosensitive products).
- Drugs for hospital use (multi-dose vials), eye drops, ophthalmic ointments, etc., that have been opened for administration without the use of all the content, must be clearly labelled with the opening and expiring dates, and have to be properly stored.
- In refrigerators, only heat-sensitive drugs will be stored. Introduction of food or other products into them will be prohibited.

Regarding the observations on non-systematic **implementation of biosecurity procedures** in some facilities, the FVM will enforce the procedures to prevent specific hazards (biological, physical, chemical, contusion and injuries, or others) during practical training. The Biosecurity Committee will continue with a close follow-up of the hazards previously identified in the training of different subjects (<https://veterinaria.ucm.es/data/cont/docs/30-2017-07-26-30-2017-01-27-Report%20on%20Student%20Welfare%20%20Biosecurity%20Committee.pdf>).

The Biosecurity Committee of the FVM is increasing the dissemination of the information in order to **improve the culture of biosecurity in the Establishment**. With regard to the availability of information, the website has been reorganised to make it simpler, and to contain the specific information about the Establishment to be fully accessible for students and staff. In this way, a section called "*Seguridad* (Safety)" has



been included as one of the six main items of the menu.

Underreporting by students could be a potential weakness of the system. In order to improve the flow of information, a specific mailbox for biosecurity concerns or questions has been placed under the biosafety folder on the Faculty website (<http://veterinaria.ucm.es/buzon-de-bioseguridad>). This can serve to collect additional information or to discuss doubts. The messages will be directly received by the expert representative of academic staff in the Biosecurity Committee.

As previously reported, specific seminars for all students and staff will be given by the expert member of academic staff in the Biosecurity Committee of the FVM. These seminars include training about biosecurity and the specific protocols of action for the different facilities (laboratories, VTH, FPU and the Teaching Farm).

2.4.2. Comments

The Biosecurity Committee of the FVM is responsible for the elaboration of specific

protocols, including a document of teaching-related risk prevention. The chapters of action protocols (seven chapters of VTH, and one chapter of the Teaching Farm) are being reviewed according to comments and suggestions received by academic and support staff. The information is public through the website, and significant procedures or signalling displays are exhibited in the Establishment. Results based on the evaluation of preventive measures in each subject, and the limited number of accidents (all of mild characteristics) stresses the fact that preventive measures can be considered adequate.

2.4.3. Suggestions for improvement

The involvement of students in the training workshops is starting to be considered. The FVM believes that this will be very positive, not only for the acquisition of skills by the students participating as trainers, but also for the consolidation of a stronger culture of biosecurity in the Establishment.

2.5. Minor Deficiency 5

Insufficient number of ruminants and pigs necropsy.

2.5.1. Factual information

Significant efforts to increase the number of ruminants and pigs necropsy in the Establishment for the next academic year are underway. This strategy will take into account the urban area where the FVM is located and the low number of animals of these species that die intramurally at the VTH. In this context, on the one hand, two Associate Teachers specialised in food-producing animals (one in ruminants and the other one in swine) will be in contact with different farms having agreements with the Establishment. The University will also facilitate the transport of cadavers from the

external farms to the FVM, and the performance of necropsy intramurally. The FVM will support the expenses derived from this procedure.

On the other hand, rotation of students on food-producing animals includes extramural training in prominent farms with a significant number of animals. In fact, it is very common the performance of necropsies in swine farms. Starting from next academic year, all the students will be systematically trained in pig necropsies during these rotations, supervised by Academic Staff specialised in swine.

2.5.2. Comments

The use of external farms for an integrative training of students is strategic for the FVM. This training usually includes skills related to food-producing animal clinics, animal production, herd health management, business management, and professional knowledge. Training in necropsy is not usual in farms, but if possible and when appropriate, it could be implemented.

2.5.3. Suggestions for improvement

Considering that the number of performed necropsies is different depending on the species, the academic staff responsible for Veterinary Pathology in our Establishment is increasing the training directed to know, to describe, and to diagnose relevant lesions in different materials collected at slaughterhouses. This training will be organised in coordination with the FSQ unit.

2.6. Minor Deficiency 6

Insufficient autonomy of the Establishment to adapt the number of students to the available resources and to control their progression.

2.6.1. Factual information

As expressed in the EAEVE Final Report, the autonomy of the Establishment to adapt the number of students to the available resources and to control their progression is limited. The number of admitted students every year is strictly determined by the National Authorities and should comply with that established in the official document of the UCM Veterinary Degree approved by ANECA (ENQA member), i.e. 165 admissions.

Once our Degree has been accredited by the QA National Agency (July 2017), this will allow the modification of this number in 10% above or below. **The Establishment has decided to progressively decrease the number of new admissions** in a three-year plan in order to adequate it to the financial resources of the FVM.

2.6.2. Comments

The number of admitted students per year was initially calculated by the Establishment when the current core curriculum was implemented in 2010. Once approved by the Spanish QA Agency (ANECA), the number was strictly limited by the National Authorities,

and could not be changed until accreditation (2017). This limitation acts as a mechanism of control and regulation that especially tries to avoid an excess in the number of students in some Establishments. This policy is in agreement with the strategy of the FVM, always focused on the quality of our teaching.

Paradoxically, the impossibility to modify the number of admissions can be negative if a reduction is recommended, e.g. in a period of economic crisis, when resources are scarce, just like happened in our country in the last years.

2.6.3. Suggestions for improvement

The FVM is committed to letting know the National Authorities about the importance of the implementation of a more flexible system of admission, in order to adequate resources to the number of students, always seeking for the quality of training.



2.7. Minor Deficiency 7

Insufficient number of teaching staff specialised in clinical disciplines and services, insufficient formal training 'to teach and to assess' for practitioners involved with extra-mural clinical training, lack of support and recognition of teaching and clinical performances for progression in the career, insufficient number and qualification of support staff, especially in clinical services, and insufficient personal development opportunities for staff.

2.7.1. Factual information

At the moment of the last EAEVE Visitation (March 2017), the Establishment had a total of 93 members of the academic staff specialised in clinical training (although the number of staff participating in teaching all the clinical disciplines was higher). Taking into account the comment about this minor deficiency, **the number of teaching staff specialised in clinical training has been significantly increased, by hiring 9 new Associate Teachers.** This staff has different profiles specifically related to hands-on clinical training. The areas that will cover these new teachers -based on the observations reflected on the EAEVE Visitation Report- include emergencies, intramural and extramural training in small animals, equine and food-producing animals. The specific profiles of the new teachers are:

- One Associate Teacher for Small Animal Surgery (intramural activities).
- One Associate Teacher for Small Animal Internal Medicine (intramural activities).
- One Associate Teacher for Emergencies and Hospitalization (intramural activities).
- Two Associate Teachers for Food-producing Animal Service (extramural and intramural activities).
- Two Associate Teachers for Equine Medicine and Surgery (extramural and intramural activities).
- One Associate Teacher for Animal Production and Herd Health (intramural and extramural activities).

- One Associate Teacher for Economics and Business Management (intramural activities).

All the new academic staff will be focused on the increase of hands-on clinical training, during both the first and second semesters of the academic year.

With regard to the insufficient formal training 'to teach and to assess' for practitioners involved with extra-mural clinical training, currently all the practitioners involved with extra-mural clinical training in our University are full members of the academic staff.

In order to improve the formal training of this staff, a new strategy of **compulsory training on teaching and assessment directed to practitioners involved with extra-mural clinical training has been implemented** in the FVM for the next academic year. Periodic meetings will be held at the start of the year to unify clinical training criteria, and to define the teaching objectives, especially those related to the acquisition of Day-One competences by the student. Subsequent meetings will be held to monitor and evaluate the teaching activity in order to correct possible problems, and to propose improvements for the following academic years. These meetings will be organised by the coordinators of the Clinical Rotations, and will be managed by the Departments of Animal Medicine and Surgery, Animal Health and Animal Production.

In addition, there are several programmes for continuing training of all our staff. They include courses dealing with quality culture, definition and assessment of competences, assessment of learning results, academic

management, exchange training, and use of information technologies (Its) in virtual teaching procedures and coordination (<http://www.ucm.es/movilidad-stt> ; <http://cursosinformatica.ucm.es/> ; <https://www.ucm.es/pid/formacion>; <http://cfp.ucm.es/formacionprofesorado/cursos/> <https://www.ucm.es/csim/cursos-especiales-pdi>).

With regard to the lack of support and recognition of teaching and clinical performances for progression in the career, the Royal Decree 415/2015 currently establishes the criteria for accreditation to the different academic positions in the Spanish University. This Royal Decree establishes the merits that should be evaluated for the progression in the University career. These merits are: research activities, teaching activities, academic training, knowledge transfer, professional experience, and experience in management and administration. All these activities are evaluated for all the potential candidates. Especially teaching is mandatory for candidates interested to be officially accredited to a University position. Clinical performances are evaluated as professional experience and as teaching activity.

Our University has recently approved (May, 2017) a new regulation which states that teaching activities account for 30-40% for most academic positions (e.g. Associate Professor, Professor). These positions must have a specific profile; in the case of clinical teachers in our Establishment, this profile is usually clinical and includes previous experience in the field.

Regarding the insufficient number and qualification of support staff, especially in clinical services, the University is involved in a new process for the recruitment of support staff. The FVM expects to increase the number of support staff in clinical services once the process is finished, and is committed with the specific training to improve the skills of the new personnel.

Finally, with regard to the insufficient personal development opportunities for staff, it has been probably due to the economic constraints. However, during the last academic year, **the UCM has strategically implemented a programme for promotion in the University career**, based on the changes in the economic situation of the country. Thanks to this programme, during the academic year 2016/2017, 29 members of the FVM academic staff have been promoted. It includes 5 teachers progressing from a temporary position to a permanent position, and 13 teachers progressing from Associate Professor to Full Professor. This programme is ongoing and, taking into account the number of academic staff accredited to upper positions in our Faculty, a similar trend is expected (around 30) in the following academic years.

2.7.2. Comments

The comments of the EAEVE Visitation Report have been useful to transmit to the University authorities the needs of the Establishment in terms of staff. Fortunately the University governing bodies have been receptive to the demands of the FVM, and the number of academic staff focused on clinical animal training has been increased in a very short period of time in order to accomplish the requirements of the EAEVE.

Academic practitioners (Associate Teachers) involved in extramural clinical training are full members of the academic staff. The FVM considers it very positive, because they are fully integrated in teaching, coordination, management, and research activities. All of them are recruited through official and public regulatory provisions of selection processes by the University, and are subjected to the same requirements than the rest of the FVM teachers. Equally, they work through a coordinated approach in the design of the planning of the different teaching activities, including the methodological aspects of the clinical training, and the skills and



competences to be achieved by the student in every activity. Furthermore, they are represented, as full members, in the Department Councils, the official body for the teaching planning.

As members of academic staff, they are also subjected to the evaluation of their teaching activity by the students each academic year, through the DOCENTIA official program (approved by ANECA).

With regard to support staff, there are currently 59 people working on clinical services (Annex 6). All these staff members are qualified for their position. This number

has been maintained, even in periods of economic crisis, when new recruitments in public entities, such as Universities, were not allowed by law, yet after retirements or deaths.

2.7.3. Suggestions for improvement

The UCM has reopened the possibility of progression in the academic career during the current year; this trend is expected to continue in the future. FVM is encouraging UCM to open new positions for young professionals, especially considering the average age of the academic staff.



3. ESEVT Indicators

3.1. Factual information

Calculated Indicators from raw data		Calculation*	FVM	Minimal	Balance
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	238.63 / 1,162	0.205	0.13	0.079
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	194.6 / 161.666	1.204	0.59	0.614
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	142.4 / 161.666	0.881	0.57	0.314
I4	n° of hours of practical (non-clinical) training	725	725	595	130
I5	n° of hours of clinical training	743	743	670	73
I6	n° of hours of FSQ & VPH training	643	643	174.4	468.6
I7	n° of hours of extra-mural practical training in FSQ & VPH	36	36	28.8	7.2
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually	7156 / 161.666	44.264	42.01	2.255
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	101.333 / 161.666	0.627	0.46	0.163
I10	n° of equine patients seen intra-murally / n° of students graduating annually	247.666 / 161.666	1.532	1.30	0.234
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	343.3 / 161.666	2.124	1.55	0.579
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually	-	-	0.22	-
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	3,279.5 / 161.666	20.286	6.29	13.991
I14	n° of equine patients seen extra-murally / n° of students graduating annually	460.5 / 161.666	2.848	0.60	2.253
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	397 / 161.666	2.456	0.55	1.908
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	46.7 / 161.666	0.289	0.04	0.244
I17	n° of companion animal necropsies / n° of students graduating annually	227.5 / 161.666	1.407	1.40	0.007
I18	n° of ruminant and pig necropsies / n° of students graduating annually	139.5 / 161.666	0.863	0.97	-0.107
I19	n° of equine necropsies / n° of students graduating annually	19 / 161.666	0.118	0.09	0.025
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	136.5 / 161.666	0.844	0.69	0.152
I21	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	23.3 / 161.666	0.144	0.06	0.081
I22	n° of PhD graduating annually / n° of students graduating annually	49 / 161.666	0.303	0.09	0.215

*Average of the three last academic years

3.2. Comments

Considering that the Re-Visitation is taking place during the same academic year than the Visitation, indicators have not changed. As reflected in the EAEVE Final Report, they

are “within the ranges” and indicate “a general adequacy of number and diversity of animals and material of animal origin available for veterinary training”.



UNIVERSIDAD
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Facultad de Veterinaria

Re-Visitation Self-Evaluation Report Annexes

EAEVE
Madrid, September 2017

Annex 1.

**Final Report about Full Accreditation of the
Veterinary Degree, FVM, UCM. July 2017**

Annex 1. Final Report about Full Accreditation of the Veterinary Degree, FVM, UCM. July 2017.

RENOVACIÓN DE LA ACREDITACIÓN INFORME FINAL

DATOS DEL TÍTULO

Número de Expediente (RUCT):	2502088
Denominación Título:	Grado en Veterinaria
Fecha de última modificación aprobada de la memoria:	04-12-2014
Universidad responsable:	Universidad Complutense de Madrid
Universidades participantes:	UCM
Centro en el que se imparte:	Facultad de Veterinaria
Nº de créditos:	300
Idioma:	Español
Modalidad:	Presencial

MIEMBROS DEL COMITÉ DE EVALUACIÓN Y ACREDITACIÓN

Presidente del Pleno:	Federico Morán Abad
Experto externo:	Rosa de Couto Gálvez
Vocal estudiante:	Silvia Maiorana
Presidente Comité Artes y Humanidades:	Manuel González Morales
Presidente Comité Ciencias:	Celso Rodríguez Fernández
Presidente Comité Ciencias de la Salud:	Francisco Javier Castillo García
Presidente Comité Ciencias Sociales y Jurídicas:	Eduardo García Jiménez
Presidente Comité Ingeniería y Arquitectura:	Enrique Masgrau Gómez
Secretario:	Concha Serrano Alcaide

Conforme a lo establecido en el artículo 27bis del Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales, la Fundación para el Conocimiento madrimsad ha procedido a evaluar la propuesta de acreditación del plan de estudios del título universitario oficial arriba referenciado cuya solicitud fue presentada en virtud de la Orden 2934/2015, de 23 de septiembre, de la Consejería de Educación, Juventud y Deporte, por la que se establecen los plazos para solicitar la renovación de la acreditación en el año 2016 de los títulos oficiales de Grado y Máster en el ámbito de la Comunidad de Madrid.

La evaluación se ha llevado a cabo de acuerdo con los criterios y directrices establecidos en la *Guía de evaluación para la renovación de la acreditación de títulos oficiales de Grado y Máster* de la Fundación y teniendo en cuenta la evaluación externa realizada por el Panel de expertos que ha visitado la universidad y el Informe provisional emitido por el Comité de rama.

VALORACIÓN GLOBAL DEL TÍTULO

Transcurrido el plazo de veinte días para la presentación de alegaciones al Informe provisional y considerando la información

disponible del título incluida en el dossier de acreditación y, en su caso, las alegaciones y/o Plan de Mejora presentadas por la universidad, este Comité de Evaluación y Acreditación emite el siguiente Informe final de renovación de la acreditación en términos de **FAVORABLE**. Este informe debe hacerse público en la página web del propio título de forma fácilmente accesible.

CUMPLIMIENTO DE LOS CRITERIOS

DIMENSIÓN 1. La gestión del título

Criterio 1. ORGANIZACIÓN Y DESARROLLO

EL PROGRAMA FORMATIVO ESTÁ ACTUALIZADO Y SE HA IMPLANTADO DE ACUERDO A LAS CONDICIONES ESTABLECIDAS EN LA MEMORIA VERIFICADA Y/O SUS POSTERIORES MODIFICACIONES.

VALORACIÓN GLOBAL DEL CRITERIO 1.:

El plan de estudios se ha implantado adecuadamente, curso por año, a partir de 2010-2011 y es coherente con el perfil de competencias y objetivos del título, garantizando la adquisición de competencias vinculadas al ejercicio de la profesión veterinaria. En el año 2014 se aprobó una modificación de la Memoria para obtener el reconocimiento del nivel 3 del Marco Español de Cualificaciones para la Educación Superior (MECES).

La planificación docente, las actividades formativas y la metodología utilizada en las diferentes asignaturas y las competencias asociadas están recogidas en las guías docentes que incluyen información detallada de horarios y lugar de realización de las prácticas, de las aulas, así como del calendario de exámenes. Las Prácticas externas tuteladas se gestionan conforme a la normativa. Se estima que la información disponible en la descripción del contenido de las diferentes asignaturas, las competencias generales y específicas asignadas a las mismas y la metodología utilizada, permiten lograr las competencias del título y la consecución de los resultados de aprendizaje previstos.

Las normas de permanencia se corresponden con la normativa general de la Universidad para estudios de grado, así como la normativa de reconocimiento y transferencia de créditos y están disponibles en la web.

Se han establecido procedimientos internos que permiten hacer una coordinación horizontal y vertical a través de los coordinadores de asignaturas y de curso, cuyos nombres figuran en la información pública de la web de la Facultad de Veterinaria. La Vicedecana de Coordinación y Calidad docente actúa como coordinadora del Grado. Se realizan 3 reuniones de coordinación al año con el fin de establecer el plan docente, revisar la asignación de alumnos a los módulos de prácticas y evitar solapamientos en actividades.

Además de las reuniones de coordinación, se programan reuniones de seguimiento docente, 2 por año y curso, pudiendo asistir a la segunda representantes de alumnos, profesores y PAS del curso. En estas reuniones se valoran las sugerencias recibidas sobre coordinación, a través del Buzón de Quejas y Sugerencias, Delegación de Alumnos o bien directamente con las aportaciones hechas in situ por los delegados.

La estrecha relación entre el equipo decanal, profesores, alumnos y personal de administración y servicios, determina la detección de problemas en general y facilita su resolución.

Los criterios de admisión permiten que los estudiantes tengan los conocimientos y el perfil de ingreso necesarios para estos estudios, si bien su aplicación no respeta el número de plazas ofertadas, incrementándose el número de alumnos de nuevo ingreso cada año. Es necesario que optimicen el procedimiento de admisión para ajustar estas cifras.

Criterio 2. INFORMACIÓN Y TRANSPARENCIA

LA INSTITUCIÓN DISPONE DE MECANISMOS PARA COMUNICAR DE MANERA ADECUADA A TODOS LOS GRUPOS DE INTERÉS LAS CARACTERÍSTICAS DEL PROGRAMA Y DE LOS PROCESOS QUE GARANTIZAN SU CALIDAD.

VALORACIÓN GLOBAL DEL CRITERIO 2.:

La página Web ofrece una información completa y objetiva para los grupos de interés tanto sobre las características generales del título y sus procesos de gestión, así como para garantizar los aspectos prácticos del desarrollo de la docencia del Grado.

En el apartado Planificación docente se encuentran las fichas docentes de cada asignatura con información completa (número de ECTS, nombre y contacto del coordinador, profesorado, objetivos, competencias, programas teórico y práctico, métodos docentes, criterios de evaluación y bibliografía).

La web contiene además los calendarios de clases teóricas y prácticas por semestres, el calendario de exámenes, los horarios de clase y aulas en las que se imparte.

Hay un apartado destinado al Sistema de garantía de calidad en el que se informa de la organización, composición y funciones del SIGC; Comisión de Garantía de Calidad de la Facultad de Veterinaria; Comité de Evaluación y Mejora del Grado; funciones y toma de decisiones del Comité de Evaluación y Mejora; Memorias de Seguimiento de la Calidad de la Enseñanza por cursos y Resultados de las evaluaciones; Mejoras implantadas; encuestas de satisfacción y Sistema de Quejas y Reclamaciones con dos apartados, uno para el administrativo y otro para presentación de reclamaciones. También está publicado el Plan estratégico diseñado para los próximos años (2017 a 2020) con análisis de las debilidades de la Facultad y del título

En la web del título se ofrece además información completa de la Granja docente y del Hospital Clínico Veterinario, la Biblioteca, el Museo Veterinario, los grupos de investigación y se puede acceder al Campus Virtual y a la sede electrónica.

Criterio 3. SISTEMA DE GARANTÍA INTERNO DE CALIDAD (SGIC)

LA INSTITUCIÓN DISPONE DE UN SISTEMA DE GARANTÍA INTERNA DE CALIDAD FORMALMENTE ESTABLECIDO E IMPLEMENTADO QUE ASEGURA, DE FORMA EFICAZ, LA MEJORA CONTINUA DEL TÍTULO.

VALORACIÓN GLOBAL DEL CRITERIO 3.:

La Facultad de Veterinaria de la UCM tiene completamente implantado el Sistema Interno de Garantía de Calidad (SIGC) del título con enlace propio en la página web en el que se informa de su organización, composición y funciones, CIC, Comités de evaluación y mejora, Memorias anuales de seguimiento desde el curso 2010-2011 hasta el 2015-2016, en las que se incluyen los informes de evaluación del Grado desde 2010 a 2015, las mejoras implantadas y el procedimiento del Sistema de quejas y reclamaciones. Como se ha comprobado en la visita, en los comités están representados responsables de la titulación, PDI, PAS y estudiantes que se reúnen periódicamente para detectar problemas, analizarlos y proponer mejoras.

La Facultad de Veterinaria de la UCM se ha sometido a la renovación por la European Association of Establishment for Veterinary Education (EAEVE), "cuya misión es evaluar, promover y homogeneizar la enseñanza de la Medicina Veterinaria en los países de Europa". La Facultad es miembro activo del Corredor Agroalimentario del Campus de Excelencia Internacional de Moncloa fundado en 2010, como una iniciativa integradora de instituciones universitarias (Complutense y Politécnica) e investigadoras (CSIC, INIA) y ha sido reconocida dentro del Top 50 of the QS World University Ranking en 2014 y 2015, obteniendo respectivamente el puesto 50 y 43 de las mejores facultades de Veterinaria del mundo, de acuerdo a criterios académicos, reputación profesional e investigación.

DIMENSIÓN 2. Recursos

Criterio 4. PERSONAL ACADÉMICO

EL PERSONAL ACADÉMICO QUE IMPARTE DOCENCIA ES SUFICIENTE Y ADECUADO, DE ACUERDO CON LAS CARACTERÍSTICAS DEL TÍTULO Y EL NÚMERO DE ESTUDIANTES.

VALORACIÓN GLOBAL DEL CRITERIO 4.:

La plantilla es numerosa e incluye las diversas categorías de profesorado universitario. Su actividad docente e investigadora viene avalada por un número importante de sexenios, superior a los reconocidos en el momento de aprobación de la Memoria. Se valora especialmente el nivel de investigación y por lo tanto de currículos del personal docente, pues redundan en la calidad de la enseñanza.

El profesorado de la Facultad de Veterinaria participa en el Plan de formación que oferta la UCM y desde 2013 ha dirigido 50 proyectos de innovación docente en su campo específico.

Criterio 5. PERSONAL DE APOYO, RECURSOS MATERIALES Y SERVICIOS

EL PERSONAL DE APOYO, LOS RECURSOS MATERIALES Y LOS SERVICIOS PUESTOS A DISPOSICIÓN DEL DESARROLLO DEL TÍTULO SON LOS ADECUADOS EN FUNCIÓN DE LA NATURALEZA, MODALIDAD DEL TÍTULO, NÚMERO DE ESTUDIANTES MATRICULADOS Y COMPETENCIAS A ADQUIRIR POR LOS MISMOS.

VALORACIÓN GLOBAL DEL CRITERIO 5.:

El personal de administración y servicios asignado a la gestión del Grado se considera adecuado y es numeroso, a pesar de que ha disminuido desde que se verificó la Memoria. Por otro lado, la Universidad oferta anualmente cursos de Formación para el PAS

en varias áreas (gestión académica, asuntos económicos, informática, prevención de riesgos laborales o técnicas de dirección y gestión, entre otras). El personal adscrito a la Biblioteca participa en cursos de formación específicos como búsqueda bibliográfica o gestión de bases de datos, entre otros. También han realizado becas Erasmus.

Los espacios y recursos materiales dispuestos para la docencia del grado resultan adecuados para las necesidades formativas. Tanto las dotaciones de Hospital Clínico Veterinaria, como la Granja docente y la Planta Piloto responden a los requerimientos de infraestructura mínima en estos estudios. Disponen de numerosas aulas de diferente capacidad distribuidas en tres aularios, algunas de las cuales han sido acondicionadas recientemente. También hay aulas en el Hospital Clínico Veterinario y en la Granja, así como aulas de informática y laboratorios.

DIMENSIÓN 3. Resultados

Criterio 6. RESULTADOS DE APRENDIZAJE

LOS RESULTADOS DE APRENDIZAJE ALCANZADOS POR LOS TITULADOS SON COHERENTES CON EL PERFIL DE EGRESO Y SE CORRESPONDEN CON EL NIVEL DEL MECES (MARCO ESPAÑOL DE CUALIFICACIONES PARA LA EDUCACIÓN SUPERIOR) DEL TÍTULO.

VALORACIÓN GLOBAL DEL CRITERIO 6.:

Las actividades formativas y la metodología utilizada en las diferentes asignaturas permiten la consecución de los resultados de aprendizaje previstos y están recogidas en las respectivas guías docentes. Los procesos de evaluación refrendan el grado de conocimiento de los alumnos, pero se debe poner atención en los correspondientes a varias asignaturas, sobre todo en el peso otorgado a las diferentes actividades evaluadas en la calificación final que se han variado con relación a lo recogido en la Memoria y, en el caso de considerar la conveniencia de modificarlos, se debe justificar adecuadamente. Conscientes de la intención de la Facultad de revisar el plan de estudios, se debe tener en cuenta la reubicación de alguna asignatura con el objetivo de mejorar la carga de trabajo de los estudiantes.

Se valora positivamente la organización de las prácticas externas, que ofrece a los alumnos diferentes oportunidades para su realización y una fácil gestión de los convenios correspondientes, según se desprendió de las audiencias con estudiantes y empleadores. Para poder realizarlas, tienen establecidos convenios con el Colegio de Veterinarios de Madrid, así como con numerosas empresas externas. El rotatorio está muy bien valorado por los alumnos, hasta el punto de querer ampliarlo al menos un semestre más. No obstante, se considera que las prácticas clínicas en las consultas del hospital deberían iniciarse, en las materias correspondientes, en los cursos tercero y cuarto y no exclusivamente en el rotatorio.

El desarrollo de las prácticas externas y el Trabajo Fin de Grado reúnen los criterios para la adquisición de las competencias en los alumnos egresados.

Criterio 7. INDICADORES DE RENDIMIENTO Y SATISFACCIÓN

LOS RESULTADOS DE LOS INDICADORES DEL PROGRAMA FORMATIVO SON CONGRUENTES CON EL DISEÑO, LA GESTIÓN Y LOS RECURSOS PUESTOS A DISPOSICIÓN DEL TÍTULO Y SATISFACEN LAS DEMANDAS SOCIALES DE SU ENTORNO.

VALORACIÓN GLOBAL DEL CRITERIO 7.:

La evolución de los principales datos e indicadores del programa formativo sobre rendimiento, graduación, abandono, eficiencia y éxito se corresponde con el ámbito temático de la titulación y es coherente con las características de los estudiantes de nuevo ingreso.

La información derivada de encuestas de satisfacción realizadas a los colectivos de estudiantes, profesorado y PAS corresponden al curso 2015-2016. Los alumnos participantes fueron aproximadamente el 34% y califican su satisfacción con el Grado en Veterinaria con un aprobado. Valoran bien la integración de la docencia teórica y práctica y el cumplimiento de los programas de las asignaturas, aunque hay algún solapamiento de materias. Están satisfechos con las prácticas externas y con el rotatorio.

Con relación al profesorado, la participación ha sido superior al 46%. En general están satisfechos con el título y su conformidad es baja con el tamaño de los grupos y con la distribución de créditos teóricos y prácticos. En cuanto al personal de administración y servicios, la participación fue algo inferior al 30% y el grado de satisfacción con sus compañeros, con los alumnos, el profesorado, los responsables académicos y gerencia es alto. Están en desacuerdo con las medidas de seguridad, aspecto este último que según se ha constatado en la visita se está subsanando.

No se dispone de datos de satisfacción de los egresados pues solo respondieron 5 personas. En las respectivas audiencias se comprobó que la formación recibida por los estudiantes está muy bien valorada por los empleadores y por los egresados que ya tienen un puesto de trabajo y han tenido la oportunidad de demostrar las competencias adquiridas.

PUNTOS FUERTES Y BUENAS PRÁCTICAS:

Criterio 4. PERSONAL ACADÉMICO

- 1.- El nivel de investigación del personal docente, que redundará en la calidad de la enseñanza.
- 2.- El Plan de Mentorías de la Facultad, pionero en la UCM, por el que los alumnos veteranos asesoran y colaboran en la integración de los alumnos de nuevo ingreso.

RECOMENDACIONES:

Criterio 1. ORGANIZACIÓN Y DESARROLLO

- 1.- Se debe respetar el número de las plazas de nuevo ingreso o solicitar la modificación correspondiente.

En Madrid, a 12 de julio de 2017

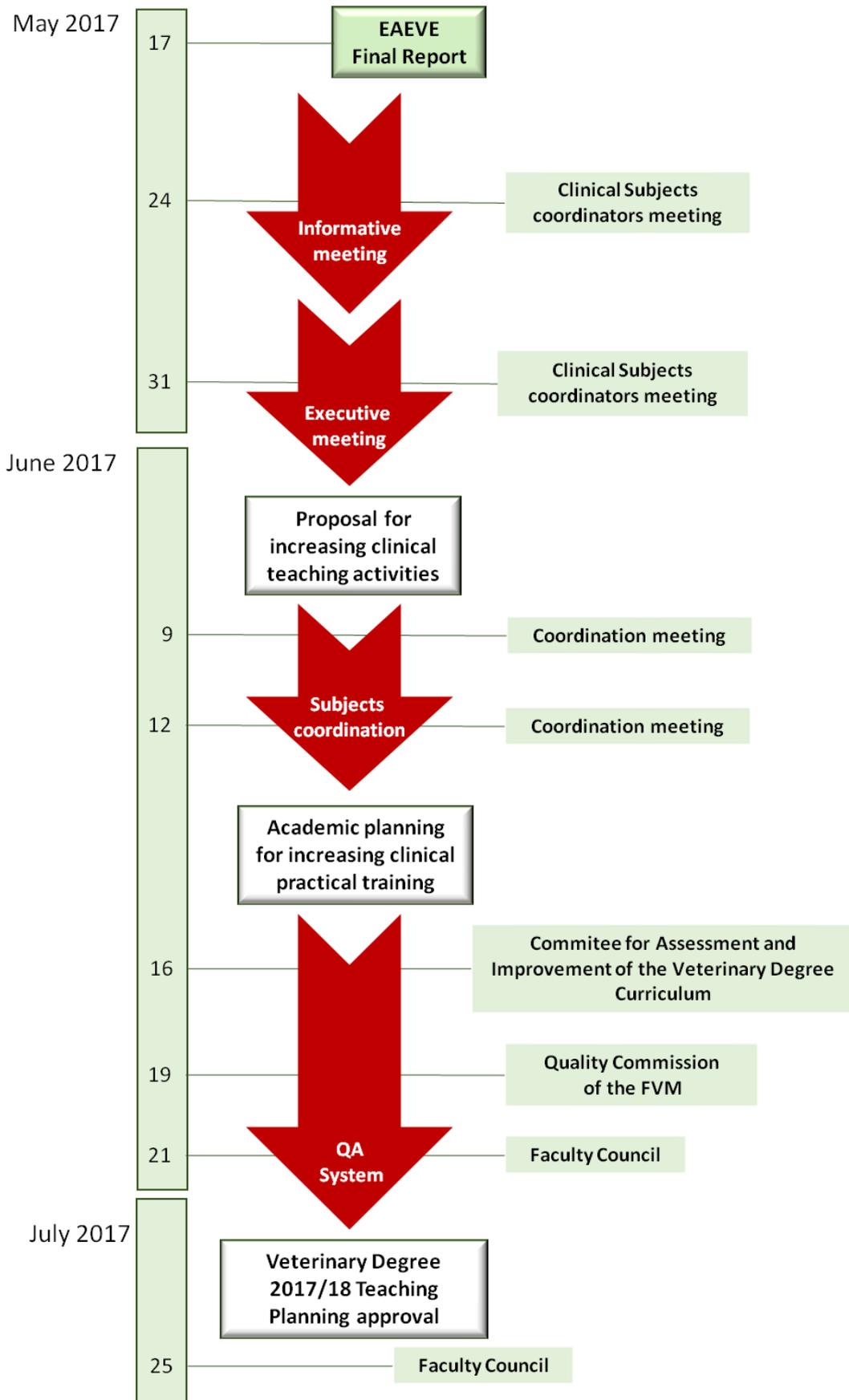
Fdo.: Federico Morán Abad

El Presidente del Comité de Evaluación y Acreditación

Annex 2.

Flow-chart of the implementation process for the increase in the number of hours of hands-on clinical training in the Veterinary Degree 2017/18 Teaching Planning

Annex 2. Flow-chart of the implementation process for the increase in the number of hours of hands-on clinical training in the Veterinary Degree 2017/18 Teaching Planning



Annex 3.

Comparison of calendars of Practical Training in Year 5 of the Veterinary Degree (academic years 2016/17 and 2017/18)

Annex 3. Comparison of calendars of Practical Training in Year 5 of the Veterinary Degree (academic years 2016/17 and 2017/18)

		PRACTICAL TRAINING																																																																																																																									
		1st. SEMESTER 5TH YEAR (2016-2017)																																																																																																																									
		Small Animal Internal Medicine																Special Surgery																Special Surgery																Preventive Veterinary Medicine, Animal Health Policy, Zoonosis and Public Health																Holiday																																																									
		MONDAY																TUESDAY																WEDNESDAY																THURSDAY																FRIDAY																																																									
2016-2017		1/9	2/9	3/9	4/9	5/9	6/9	7/9	8/9	9/9	10/9	11/9	12/9	13/9	14/9	15/9	16/9	17/9	18/9	19/9	20/9	21/9	22/9	23/9	24/9	25/9	26/9	27/9	28/9	29/9	30/9	1/10	2/10	3/10	4/10	5/10	6/10	7/10	8/10	9/10	10/10	11/10	12/10	13/10	14/10	15/10	16/10	17/10	18/10	19/10	20/10	21/10	22/10	23/10	24/10	25/10	26/10	27/10	28/10	29/10	30/10	31/10	1/11	2/11	3/11	4/11	5/11	6/11	7/11	8/11	9/11	10/11	11/11	12/11	13/11	14/11	15/11	16/11	17/11	18/11	19/11	20/11	21/11	22/11	23/11	24/11	25/11	26/11	27/11	28/11	29/11	30/11	1/12	2/12	3/12	4/12	5/12	6/12	7/12	8/12	9/12	10/12	11/12	12/12	13/12	14/12	15/12	16/12	17/12	18/12	19/12	20/12	21/12	22/12	23/12	24/12	25/12	26/12	27/12	28/12	29/12	30/12	31/12
WEEK 1 Sep 26-30	9-11H	[Green]																																																																																																																									
	11-13H	[Green]																																																																																																																									
	15-17H	[Green]																																																																																																																									
	17-19H	[Green]																																																																																																																									
WEEK 2 Oct 3-7	9-11H	[Red]																[Green]																[Green]																[Green]																[Green]																																																									
	11-13H	[Red]																[Green]																[Green]																[Green]																[Green]																																																									
	15-17H	[Red]																[Green]																[Green]																[Green]																[Green]																																																									
	17-19H	[Red]																[Green]																[Green]																[Green]																[Green]																																																									
WEEK 3 Oct 10-15	9-11H	[Red]																[Green]																[Red]																[Green]																[Green]																																																									
	11-13H	[Red]																[Green]																[Red]																[Green]																[Green]																																																									
	15-17H	[Red]																[Green]																[Red]																[Green]																[Green]																																																									
	17-19H	[Red]																[Green]																[Red]																[Green]																[Green]																																																									
WEEK 4 Oct 17-21	9-11H	[Green]																[Green]																[Green]																[Green]																[Green]																																																									
	11-13H	[Green]																[Green]																[Green]																[Green]																[Green]																																																									
	15-17H	[Green]																[Green]																[Green]																[Green]																[Green]																																																									
	17-19H	[Green]																[Green]																[Green]																[Green]																[Green]																																																									
WEEK 5 Oct 24-28	9-11H	[Green]																[Green]																[Green]																[Green]																[Green]																																																									
	11-13H	[Green]																[Green]																[Green]																[Green]																[Green]																																																									
	15-17H	[Green]																[Green]																[Green]																[Green]																[Green]																																																									
	17-19H	[Green]																[Green]																[Green]																[Green]																[Green]																																																									
WEEK 6 Oct 31-Nov 4	9-11H	[Green]																[Red]																[Green]																[Green]																[Green]																																																									
	11-13H	[Green]																[Red]																[Green]																[Green]																[Green]																																																									
	15-17H	[Green]																[Red]																[Green]																[Green]																[Green]																																																									
	17-19H	[Green]																[Red]																[Green]																[Green]																[Green]																																																									
WEEK 7 Nov 7-11	9-11H	[Green]																[Green]																[Red]																[Green]																[Green]																																																									
	11-13H	[Green]																[Green]																[Red]																[Green]																[Green]																																																									
	15-17H	[Green]																[Green]																[Red]																[Green]																[Green]																																																									
	17-19H	[Green]																[Green]																[Red]																[Green]																[Green]																																																									
WEEK 8 Nov 14-18	9-11H	[Green]																[Green]																[Green]																[Green]																[Green]																																																									
	11-13H	[Green]																[Green]																[Green]																[Green]																[Green]																																																									
	15-17H	[Green]																[Green]																[Green]																[Green]																[Green]																																																									
	17-19H	[Green]																[Green]																[Green]																[Green]																[Green]																																																									

Annex 4.

**Reorganisation of the UCM Departments
(approved by the UCM Council on July 18,
2017)**

Annex 4. Reorganisation of the UCM Departments (approved by the UCM Council on July 18, 2017).

Nombre Dpto	Nombre Dpto I	Nombre Dpto II	Nombre Dpto III	Nombre Dpto IV	Nombre Dpto V
DEPARTAMENTO 1	DIBUJO II (Diseño e Imagen)				
DEPARTAMENTO 2	PINTURA				
DEPARTAMENTO 3	DIBUJO I				
DEPARTAMENTO 4	ESCALA	DID. DE LA EXPRESION PLASTICA (Bellas Artes)			
DEPARTAMENTO 5	ZOOLOGIA Y ANTROPOLOGIA FISICA	ECOLOGIA	BIOLOGIA VEGETAL I (Área Botánica)		MATEMÁTICA APLICADA II (BIOMAT.)
DEPARTAMENTO 6	GENÉTICA	MICROBIOLOGÍA III	BIOLOGÍA VEGETAL I (Área Fisiología Vegetal)		FISIOLOGÍA (FISIOLOGÍA ANIMAL II) MICROBIOLOGÍA I (Inmunología)
DEPARTAMENTO 7	HISTORIA E INST. ECON. I	HISTORIA E INST. ECON. II	EC APLICADA I		EC APLICADA II
DEPARTAMENTO 8	ECON. FINANCIERA Y CONTABILIDAD II	ECON. FINANCIERA Y CONTAB. III			
DEPARTAMENTO 9	ECON. FINANCIERA Y CONTABILIDAD I	ESTADÍSTICA E INVESTIG. OPERATIVA II			
DEPARTAMENTO 10	FUNDAMENTOS DEL ANÁLISIS ECONÓMICO I	FUNDAMENTOS DEL ANÁLISIS ECONÓMICO II			
DEPARTAMENTO 11	COM. E INVESTIGACION DE MERCADOS	ORGANIZACIÓN DE EMPRESAS			
DEPARTAMENTO 12	EC APLICADA III	EC APLICADA IV	EC APLICADA V		EC APLICADA VI
DEPARTAMENTO 13	FISICA DE LA TIERRA, ASTRON. ASTROF. I	FISICA DE LA TIERRA, ASTRON. ASTROF. II			
DEPARTAMENTO 14	FISICA DE LOS MATERIALES				
DEPARTAMENTO 15	FISICA TEORICA I	FISICA TEORICA II			
DEPARTAMENTO 16	FISICA APLICADA I	FISICA APLICADA III	FIS. ATOM., MOLEC. Y NUCLEAR		
DEPARTAMENTO 17	OPTICA				
DEPARTAMENTO 18	COMUNICACION AUDIOVISUAL Y PUBLICIDAD I				
DEPARTAMENTO 19	COMUNICACION AUDIOVISUAL Y PUBLICIDAD II				
DEPARTAMENTO 20	PERIODISMO I	PERIODISMO IV	HISTORIA DE LA COMUNICACIÓN SOCIAL (Área Periodismo)		
DEPARTAMENTO 21	PERIODISMO II	PERIODISMO III	HISTORIA DE LA COMUNICACIÓN SOCIAL (Área Periodismo)		
DEPARTAMENTO 22	DERECHO ADMINISTRATIVO				
DEPARTAMENTO 23	DERECHO CONSTITUCIONAL				
DEPARTAMENTO 24	FILOSOFIA DERECHO, MORAL Y POLITICA I	DERECHO ECLESIASTICO DEL ESTADO	DERECHO ROMANO		HISTORIA DEL DERECHO
DEPARTAMENTO 25	DERECHO CIVIL	DERECHO INT. PUBLICO Y DERECHO INT PRIVADO (Área Dercho Int. Privado)			
DEPARTAMENTO 26	DERECHO FINANCIERO Y TRIBUTARIO	DERECHO MERCANTIL			
DEPARTAMENTO 27	DERECHO TRABAJO Y SEGURIDAD SOCIAL				
DEPARTAMENTO 28	DERECHO PENAL	DERECHO PROCESAL			
DEPARTAMENTO 29	BIBLIOTECONOMIA Y DOCUMENTACION				
DEPARTAMENTO 30	DID. Y ORGANIZACION ESCOLAR	TEORIA E HISTORIA DE LA EDUCACION			
DEPARTAMENTO 31	MET DE INVEST. Y DIAG. EN EDUCACION	PSICOLOGIA EVOLUTIVA Y DE LA EDUCACION			
DEPARTAMENTO 32	EXPRESION MUSICAL Y CORPORAL	DID. DE LA LENGUA Y LA LITERATURA	DID. DE LA EXPRESION PLASTICA (Fac. Educación)		
DEPARTAMENTO 33	DIDÁCTICA DE LAS CC. EXPERIMENTALES	DIDÁCTICA DE LAS CIENCIAS SOCIALES	DID. DE LAS MATEMATICAS		
DEPARTAMENTO 34	ENFERMERÍA				
DEPARTAMENTO 35	NUTRICION Y BROMATOLOGIA I	NUTRICION Y BROMATOLOGIA II	NUTRICION, BROMATOLOGIA Y TECNOL. ALIM. (Área Nut. y Brom.)		
DEPARTAMENTO 36	QUIMICA FISICA II	QUIMICA INORGANICA Y BIOINORGANICA	QUIMICA ORGANICA Y FARMACEUTICA	EDAFOLOGIA	SD QUIM. ANALITICA (FAR)
DEPARTAMENTO 37	MICROBIOLOGIA II	PARASITOLOGIA			
DEPARTAMENTO 38	BIOLOGIA VEGETAL II	FARMACOLOGIA (F Y FARMACOGNOSIA)			
DEPARTAMENTO 39	FARMACIA Y TECNOLOGIA FARMACEUTICA	NUTRICION, BROMATOLOGIA Y TECNOL. ALIM. (Área Tec. Alimentos)			
DEPARTAMENTO 40	FILOLOGIA INGLESA I	FILOLOGIA INGLESA II			
DEPARTAMENTO 41	FILOL. GRIEGA Y LINGÜÍSTICA IND.	FILOLOGIA LATINA			
DEPARTAMENTO 42	LENGUA ESPAÑOLA, T. L. Y LIT. COMPARADA	FILOLOGIA ESPAÑOLA III (Área Lengua)			
DEPARTAMENTO 43	FILOLOGIA ESPAÑOLA II (Filología)	FILOLOGIA ESPAÑOLA III (Área Literatura)	FILOLOGIA ESPAÑOLA IV (Filología)		
DEPARTAMENTO 44	FILOLOGIA ITALIANA	FILOLOGIA FRANCESA	FILOL ROM., ESL. Y LING. GEN. (Románica, Catalan, Gallega, Traducción)		
DEPARTAMENTO 45	FILOLOGIA ALEMANA	FILOL ROM., ESL. Y LING. GEN. (Eslava)			
DEPARTAMENTO 46	ESTUDIOS HEBREOS Y ARAMEOS	ESTUDIOS ARABES E ISLAMICOS	FILOL ROM., ESL. Y LING. GEN. (Asia, Vasco, Lingüística General)		
DEPARTAMENTO 47	HISTORIA DE LA FILOS. ESTÉTICA Y T? CONO	FILOS. DCHO MORAL Y POLITICA II			
DEPARTAMENTO 48	FILOSOFIA TEORETICA	LOG. Y FIL. DE LA CIENCIA			
DEPARTAMENTO 49	HISTORIA DEL ARTE I (MEDIEVAL)	HISTORIA DEL ARTE II (MODERNO)	HIST. DEL ARTE III (CONTEMP.)		
DEPARTAMENTO 50	MUSICOLOGIA				
DEPARTAMENTO 51	HISTORIA CONTEMPORANEA	HISTORIA MODERNA	HISTORIA DE LA COMUNICACIÓN SOCIAL (Área Hist. Contemp.)		
DEPARTAMENTO 52	ANÁLISIS GEOG. REGIONAL Y GEOG. FISICA	GEOGRAFIA HUMANA			
DEPARTAMENTO 53	PREHISTORIA	HISTORIA ANTIGUA	CC Y TEC. HISR. Y ARQUEOLOGIA (Área Arqueología)		

DEPARTAMENTO 54	CC Y TEC. HISR. Y ARQUEOLOGIA (Área CC. y Tec. Hist.)	HISTORIA DE AMERICA I	HIST. DE AMERICA II (ANTROP. AMERIC.)	HISTORIA MEDIEVAL
DEPARTAMENTO 55	GEODINAMICA (Área Geodinámica Interna)	PETROLOGÍA Y GEOQUÍMICA	CRISTALOGRAFÍA Y MINERALOGÍA	
DEPARTAMENTO 56	GEODINAMICA (Área Geodinámica Externa)	ESTRATIGRAFÍA	PALEONTOLOGÍA	
DEPARTAMENTO 57	ARQUITECTURA COMP. Y AUTOMÁTICA			
DEPARTAMENTO 58	INGENIERIA SOFTWARE E INT. ARTIF. - L.S.I.			
DEPARTAMENTO 59	SIST. INFORMÁTICOS Y COMPUT. - L.SICIA			
DEPARTAMENTO 60	ALGEBRA	GEOMETRÍA Y TOPOLOGÍA		
DEPARTAMENTO 61	ANÁLISIS MATEMÁTICO	MATEMÁTICA APLICADA		
DEPARTAMENTO 62	ESTADÍSTICA E INVESTIG. OPERATIVA I			
DEPARTAMENTO 63	ESTADÍSTICA E INVESTIG. OPERATIVA III			
DEPARTAMENTO 64	MEDICINA	PSIQUIATRÍA		
DEPARTAMENTO 65	MEDICINA FIS. Y REHABIL., HIDROL. MED.	RADIOLOGÍA Y MEDICINA FÍSICA		
DEPARTAMENTO 66	CIRUGÍA	OFTAL. Y OTORRINOLARINGOLOGÍA		
DEPARTAMENTO 67	ANATOMÍA Y EMBRIOLOGÍA HUMANA	ANATOMÍA PATOLÓGICA	TOXICOL. Y LEGISL. SANITARIA	
DEPARTAMENTO 68	OBSTETRICIA Y GINECOLOGÍA	PEDIATRÍA	MEDICINA PREV. SALUD PUB. HIST. CIENCIA	
DEPARTAMENTO 69	FISIOLOGÍA	FISIOLOGÍA (FISIOLOGÍA ANIMAL)		
DEPARTAMENTO 70	BIOLOGÍA CELULAR	BIOLOGÍA CELULAR (MM)		
DEPARTAMENTO 71	FARMACOLOGÍA	FARMACOLOGÍA Y TOXICOLOGÍA		
DEPARTAMENTO 72	ESTOMATOLOGÍA I	ESTOMATOLOGÍA II		
DEPARTAMENTO 73	ESTOMATOLOGÍA III	ESTOMATOLOGÍA IV		
DEPARTAMENTO 74	ÓPTICA II (Optometría y Visión)			
DEPARTAMENTO 75	CIENCIA POL Y DE LA ADMINISTRACION I	CIENCIA POL Y DE LA ADMINISTRACIÓN II		
DEPARTAMENTO 76	CIENCIA POL Y DE LA ADMINON III	HIST. DEL PENSAM. Y MSP		
DEPARTAMENTO 77	ANTROPOLOGÍA SOCIAL	PSICOLOGÍA SOCIAL (Políticas)		
DEPARTAMENTO 78	SOCIOLOGÍA I	SOCIOLOGÍA II	SOCIOLOGÍA III	SOCIOLOGÍA VI
DEPARTAMENTO 79	SOCIOLOGÍA IV	SOCIOLOGÍA V		
DEPARTAMENTO 80	DERECHO INT. PÚBLICO Y RELACIONES INT.	DERECHO INT. PÚBLICO Y DERECHO INT. PRIVADO (Área Derecho Int Pub y RBII)		
DEPARTAMENTO 81	PERSONALIDAD, EVALUACIÓN Y TRAT. PSI. I			
DEPARTAMENTO 82	PSICOLOGÍA BÁSICA I	PSICOLOGÍA BÁSICA II		
DEPARTAMENTO 83	PSICOBIOLOGÍA	METODOLOGÍA DE LAS CIENCIAS DEL COMPORTAMIENTO		
DEPARTAMENTO 84	PERSON., EVAL. Y TRAT. PSI. II (Psic. Dif y del Trabajo)	SD PSICOLOGÍA SOCIAL (Psicología)		
DEPARTAMENTO 85	INGENIERIA QUÍMICA	C. MATERIALES E ING. METALÚRGICA		
DEPARTAMENTO 86	QUÍMICA ANALÍTICA			
DEPARTAMENTO 87	QUÍMICA ORGÁNICA			
DEPARTAMENTO 88	QUÍMICA INORGÁNICA I			
DEPARTAMENTO 89	QUÍMICA FÍSICA I			
DEPARTAMENTO 90	BIOQUÍMICA Y BIOLOGÍA MOLECULAR I	BIOQUÍMICA Y BIOLOGÍA MOLECULAR II	BIOQUÍMICA Y BIOLOGÍA MOLECULAR III	BIOQUÍMICA Y BIOLOGÍA MOLECULAR IV
DEPARTAMENTO 91	TRABAJO SOCIAL Y SERVICIOS SOCIALES			
DEPARTAMENTO 92	PRODUCCIÓN ANIMAL			
DEPARTAMENTO 93	SANIDAD ANIMAL			
DEPARTAMENTO 94	MEDICINA Y CIRUGÍA ANIMAL	ANATOMÍA Y ANATOMÍA PATOLÓGICA COMPARADA		

Annex 5.

Reorganisation of FVM Departments (approved by the UCM on July 18, 2017)

Annex 5. Reorganisation of FVM Departments (approved by the UCM on July 18, 2017)

Departments BEFORE reorganisation	Departments AFTER reorganisation	UCM Inter-Faculty Departments
Anatomy and Compared Pathology	Animal Medicine and Surgery +	
Animal Medicine and Surgery	Anatomy and Compared Pathology	
Animal Health	Animal Health	
Animal Physiology		Physiology (Human Medicine) + Animal Physiology
Animal Production	Animal Production	
Biochemistry and Molecular Biology IV		Biochemistry and Molecular Biology I + II + III + IV
Food Science and Technology		Pharmacy and Drug Technology + Food Science and Technology (Area of Food Technology)
		Nutrition and Food Science I + II + Food Science and Technology (Area of Food Hygiene and Inspection)
Toxicology and Pharmacology		Pharmacology (Human Medicine) + Toxicology and Pharmacology

Annex 6.

**Support Staff in Clinical Services of the FVM.
July 2017**

Annex 6. Support Staff in Clinical Services of the FVM. July 2017

Clinical Service	Number	Qualification
Animal Facilities/Animal Production	2	Technician
Clinical Pathology Laboratory	3	Technician
Diagnostic Imaging	1	University Degree
	2	Technician
Farm/Animal Production	4	Technician
General Clinical Services	1	Technician
General Services	6	Technician
Large Animal Anaesthesia	1	DVM
Large Animal Facilities/Farm/Large Animal Hospitalisation and Emergencies	7	Technician
Large Animal Medicine and Surgery	1	University Degree
	3	Technician
Maintenance	1	Technician
Microbiology and Parasitology Laboratory	1	University Degree
	6	Technician
Necropsy Room	2	Technician
Pathology Laboratory	2	Technician
Pharmacy	2	Technicians (Pharmacy and Veterinary)
Reproduction Laboratory	1	Technician
Small Animal Anaesthesia	1	DVM
	1	Technician
Small Animal Facilities	1	Technician
Small Animal Hospitalisation and Emergencies	1	DVM
	3	Technician
Small Animal Medicine	1	DVM
	1	University Degree
Small Animal Surgery	1	DVM
	3	Technician



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