



***SELF EVALUATION REPORT: VETERINARY EDUCATION  
ESTABLISHMENT  
UNIVERSIDAD CATÓLICA DE VALENCIA SAN VICENTE MÁRTIR (UCV)***

# SELF EVALUATION REPORT: VETERINARY EDUCATION ESTABLISHMENT (VEE) UNIVERSIDAD CATÓLICA DE VALENCIA SAN VICENTE MÁRTIR (UCV)

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## **Introduction**

Universidad Católica de Valencia San Vicente Mártir is the result of the University work carried out for more than thirty years by the Fundación Agrupación Edetania, which was erected by Cardinal D. Agustín García Gasco, Archbishop Emeritus of the Archdiocese of Valencia († 2011), December 8, 2003. With the creation of the Universidad Católica de Valencia San Vicente Mártir in 2003, the University degrees already created previously by the Fundación Agrupación Edetania were reorganized into four faculties: Faculty of Educational Sciences and Sport, Faculty of Psychology and Health Sciences, Faculty of Sociology and Human Sciences and Faculty of Experimental Sciences. After this, more Faculties were added, and today we currently have 10 Faculties that comprise 24 official Degree courses. Furthermore, on April 6, 2011, the Council approved the expansion of the Faculty of Experimental Sciences, including the Veterinary Degree. It changed its name to the Faculty of Veterinary Medicine and Experimental Sciences, to which we belong.

In the VEE of the Universidad Católica de Valencia San Vicente Mártir (VEE UCV), instruction, education, and training are the axes that make up our teaching model. Each University student receives an individualized follow-up, not only in what affects the exclusively academic field but in the integral education of the individual. The VEE accompanies the students during their passage through the Veterinary Degree so that they can grow and mature as people and professionals in addition to acquiring knowledge and technical skills.

The main novelties since the beginning of VEE UCV have been the creation and development of the Veterinary Teaching Hospital (VTH), the development of the Teaching Farm, and the creation of the new Large Animals Unit. In the same way, the existing facilities of Santa Úrsula (headquarters of the VEE UCV) have been improved according to laboratories for practicals, research laboratories, and accessibility for people with reduced mobility. On the other hand, we have a new building (Marqués de Campo) used mainly as a classroom for last year students. The main problems found by the VEE UCV after having carried out an exhaustive analysis are those that are reflected in the indicators with a minimum value not reached, such as the number of hours of clinical training, the number of hours of practical training extramurally in food safety and quality (FSQ) & veterinary public health (VPH), the number of small animal patients treated at our facilities and extramurally, the number of equine patients treated at our facilities, the number of visits to herds of ruminants and pigs, the number of necropsies of companion animals and equines, and the number of doctors who graduate annually. We are working to solve these deficiencies by carrying out a new distribution of the practices and patients evaluated. In the same way, we are aware that we will have to improve and modify, according to the deficiencies found, the facilities that we have at the VEE UCV.

Currently, no visit has been carried out by the European System of Evaluation of Veterinary Training (ESEVT) to the VEE of the Universidad Católica de Valencia San Vicente Mártir; the Preliminary Visit (PV) will take place during the week of May 8 to 12, 2023.

## **Area 1. Objectives, Organisation and QA Policy**

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

**of the importance of lifelong learning. The VEE must develop and follow its mission statement which must embrace all the ESEVT Standards.**

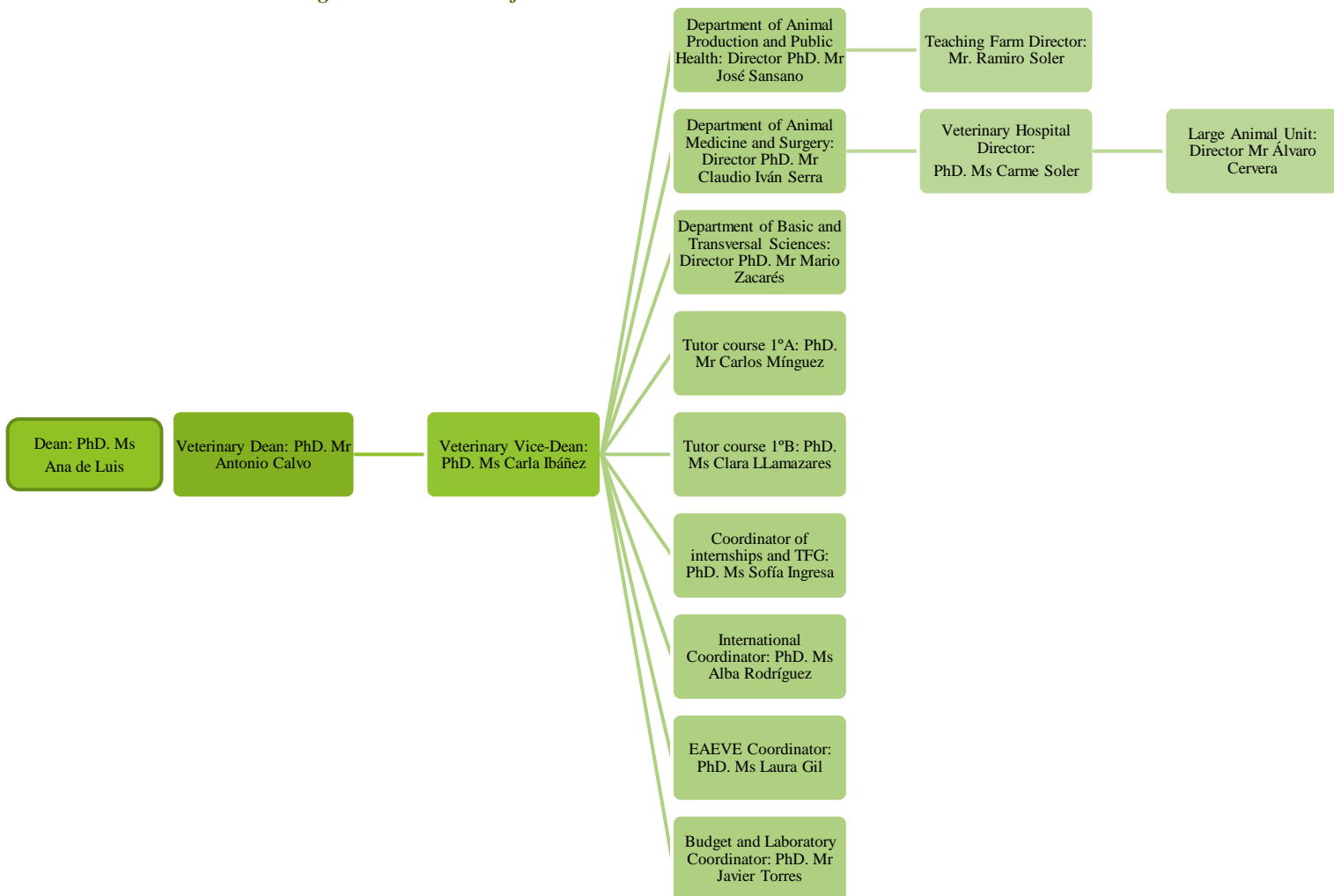
The VEE UCV is made up of a large group of professors, who are also researchers and professionals specialized in the different fields of veterinary medicine, who offer complete and personalized training to the students, to turn them into perfectly qualified professionals in areas such as Animal Production, FSQ & VPH, Veterinary Medicine and Biomedical Research. With the study plan designed by the VEE, we intend the comprehensive training of students who, at the end of their studies, respond efficiently to the needs of our society: animal production, animal health, animal welfare, and food safety, as well as the development of the practice of the veterinary medicine from a broad perspective of this profession, without neglecting the importance in the prevention, control, and eradication of diseases transmissible from animals to humans (zoonoses), as well as addressing significant challenges of the current biomedicine research in the fields of human and animal health and food technology. Furthermore, the VEE UCV has the necessary infrastructure for adequate training in the different disciplines we offer, such as Veterinary Clinical Hospital, Large Animal Unit, Teaching Farm, and various laboratories. In addition, we have more than 600 agreements (Appendix 1) with national and international companies and institutions related to the different fields of veterinary medicine to promote the employability of our graduates. The study plan of the VEE UCV is indicated in Appendix 2, together with the information on the organization chart of the VEE.

**Standard 1.2: The VEE must be part of a University or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country. The person responsible for the veterinary curriculum and the person responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree. The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.**

*Table 1. Details of the VEE*

<b>CENTER:</b>	<i>Universidad Católica de Valencia San Vicente Mártir. Faculty of Veterinary Medicine and Experimental Sciences.</i>
<b>SHORT NAME OF THE LEVEL:</b>	<i>Degree in Veterinary.</i>
<b>MECES LEVEL</b>	<i>(Marco Español de Cualificaciones para la Educación Superior (MECES): 3/3 Assignment to Level 3 (Master) of the MECES: degrees of at least 300 ECTS credits that comprise a minimum of 60 ECTS credits at the Master's level may obtain affiliation to Level 3 (Master's) of the MECES.</i>
<b>BRANCH OF KNOWLEDGE:</b>	<i>Health Sciences.</i>
<b>NAME AND POSITION:</b>	<i>JOSÉ MANUEL PAGÁN AGULLO, Rector (Legal representative of the University). Document number: NIF 24363788A. (<a href="mailto:rectorado@ucv.es">rectorado@ucv.es</a>)  ANA DE LUIS MARGARIT, Dean in Faculty of Veterinary Medicine and Experimental Sciences. Document number: NIF 48310750D. (<a href="mailto:ana.deluis@ucv.es">ana.deluis@ucv.es</a>)  ANTONIO CALVO CAPILLA, Veterinary Dean in Faculty of Veterinary Medicine and Experimental Sciences (Head VEE). Document number: NIF 44855245R. (<a href="mailto:antonio.calvo@ucv.es">antonio.calvo@ucv.es</a>)</i>
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*Illustration 1. Organizational chart of the VEE*



The organizational chart of Universidad Católica de Valencia San Vicente Mártir and the Faculty of Veterinary Medicine and Experimental Sciences are indicated in Appendix 2. Decision-making is carried out by the personnel shown in Illustration 1, working in commissions in which the following topics are dealt with:

1. Internal Management Commission: made up of Deans, Vice-Deans of Veterinary, Marine Sciences and Biotechnology, Academic Secretary, and Faculty Technicians, where management and coordination issues that commonly affect the three degrees that make up the Faculty of Veterinary and Experimental Sciences are addressed.
2. Quality Commission: made up of Deans, Vice-Deans, Academic Secretary-Quality Coordinator, Faculty Technicians, Quality Office Representant, PDI (research & teaching staff) Representant, PAS (personnel assigned to services) Representant, Student Representant, and Postgraduate Directors whose objective is to carry out and review a teaching quality standard, with an Internal Quality Assurance System (SAIC) and external ANECA audits.
3. Follow-up Degree Commission: made up of all the members indicated in Illustration 1, Coordinators of each Modular Area of the Department, and a Representative of Veterinary Students' Delegates, where aspects that only affect Veterinary Degree are dealt with, to coordinate teaching, practices and possible deficiencies detected in the Veterinary Degree by professors and

students. This commission is always preceded by the respective Department Commissions (all professors involved in a Department and the Department Director) and these ones are preceded by Module Coordination Commissions (all professors involved in a Module and the Module Coordinator).

4. Faculty Board: made up of Deans, Vice-Deans, Academic Secretary, Faculty Technicians, Directors of the different Departments of the Faculty, Teaching Farm and Veterinary Hospital Directors, Representatives of the CITSAM (San Alberto Magno Translational Research Center) and IMEDMAR (Institute for Research in Environment and Marine Science) Research Institutes, Postgraduate Coordinators, Laboratory and Budget Coordinator, Student Representative and PAS Representative, where management and coordination issues that commonly affect the three degrees that make up the Faculty of Veterinary and Experimental Sciences are addressed.

5. Practices and TFG Commission: made up of Deans, Vice-Deans, Academic Secretary, Faculty Technicians, Postgraduate Coordinators and Practices and Final Degree Project (TFG) Coordinators of the three degrees, to detect possible deficiencies or problems to be remedied, as well as to create new agreements with Universities or companies to do extramural practices. This team establishes contact and communication between the University and the institutions and companies that receive students, doing the assignment of places and tutors, permanent training of tutors, preparation of documents, and evaluation of students.

6. Internationalization Commission: made up of Deans, Vice-Deans, Academic Secretary, Faculty Technicians, Postgraduate Coordinators, EU-CONEXUS Coordinator, Representative of the International Relations Office, and the team of Internationalization Coordinators of the three degrees in the Faculty to carry out exchanges of students, professors, and PAS, as well as to manage international students who come to carry out scholarships within the framework of Erasmus or Mundus programmes.

7. Research Commission: made up of Deans, Vice-Deans, Faculty Technicians, Department Directors, Veterinary Hospital Director, and Representatives of the CITSAM and IMEDMAR to prepare and monitor the research in the Faculty of Veterinary Medicine and Experimental Sciences, as well as managing matters that affect the development of research in the Faculty.

Periodic meetings of the commissions are held to reach agreements and keep the personnel involved updated on new developments, decisions or possible problems in the Faculty. In addition, a Faculty meeting is held three times a year, in which all the professors involved in the three degrees of the Faculty of Veterinary Medicine and Experimental Sciences are summoned, whose objective is to report on the relevant issues of the Faculty and summarize the agreements made by the different commissions. Illustration 1 shows the three departments that are part of the VEE as well as their directors. Appendix 2 indicates all the personnel associated with each department and their subjects.

**Table 2. Organization of the VEE Departments**

<b>DEPARTMENT OF ANIMAL PRODUCTION AND PUBLIC HEALTH:</b>
<i>Director of the department: PhD. José Sansano</i>
<i>Secretary of the department: PhD. Marta González</i>
<i>Coordinators of each modular area of the department:</i> <i>Animal Production Module Coordinator: PhD. Joel Bueso</i> <i>Hygiene, Technology and Food Safety Module Coordinator: PhD. Alba Rodríguez</i> <i>Supervised Practices Module Coordinator: PhD. Sofía Ingesa</i> <i>Optional Module and Final Degree Project Coordinator: PhD. Marta González</i>



<i>Investigation and/or doctorate Coordinator: Ph.D. José Sansano</i>
<b>DEPARTMENT OF ANIMAL MEDICINE AND SURGERY:</b>
<i>Director of the department: Ph.D. Claudio Iván Serra</i>
<i>Secretary of the department: Ph.D. Laura Gil</i>
<i>Coordinators of each modular area of the department:</i> <i>Clinical Sciences and Animal Medicine Module Coordinator: Ph.D. Paula Navarro</i>
<i>Investigation and/or doctorate Coordinator: Ph.D. Claudio Iván Serra</i>
<b>DEPARTMENT OF BASIC AND TRANSVERSAL SCIENCES:</b>
<i>Director of the department: Ph.D. Mario Zacarés</i>
<i>Secretary of the department: Ph.D. Mario Zacarés</i>
<i>Coordinators of each modular area of the department:</i> <i>Common Basic Training Module Coordinator: Mr. Ramiro Soler</i> <i>Science and Society Module Coordinator: Ph.D. Enrique Burguete</i>
<i>Investigation and/or doctorate Coordinator: Ph.D. Mario Zacarés</i>

The Department commission members' function:

- Department Director: their function will be to hold the representation of the Department; exercise the functions of direction and ordinary management of the Department; preside over the Department Council; coordinate the various teaching and research activities carried out in the Department; to know the different disciplines that make up the Departmental Area under their charge and especially about subject descriptors, program coordination, pedagogical objectives, and technical work guides; collaborate with the other sectors of the University; call elections to the Department Council; prepare the budget of the Department and submit it to the Manager for approval by the corresponding Department.
- Department Secretary: the duties of the Secretary of the Department are to assist the Director and to be Secretary of the Department Council.
- Coordinator of the modular area (departmental section): their function will be to coordinate the preparation, monitoring, and evaluation of the teaching guides of the subjects/modules integrated into each modular area of the Department, planning the competencies, analysis of learning results, methodological review, unification of evaluation systems and educational innovation.
- Investigation and the doctorate Coordinator: their function will be to monitor the process of ascribing doctoral theses and assist the Director of the Department in monitoring research projects.

The person responsible for the veterinary curriculum is the Veterinary Dean (PhD. Antonio Calvo) with the collaboration of the Veterinary Vice-Dean (PhD. Carla Ibáñez). The Director of the Hospital carries out the VTH's professional, ethical, and academic affairs. PhD. Carme Soler, who oversees both the Veterinary Hospital and the Large Animal Unit, is a member of the Animal Experimentation & Ethics Committee at the Universidad Católica de Valencia San Vicente Mártir. In the same way, the academic aspects carried out at the VTH are supervised to the same extent by the Veterinary Dean (PhD. Antonio Calvo) with the collaboration of the Veterinary Vice-Dean (PhD. Carla Ibáñez). As Business Division manager, Mr. Antonio Castro supervises the economic viability of VTH as an independent business unit.

The VEE UCV actively collaborates with national and international VEEs, as reflected in Appendix 1. In total, we have 94 different agreements with Spanish Universities, as well as 25 agreements



with International Universities from Belgium, Croatia, Slovenia, Hungary, Italy, Poland, Portugal, Argentina, Brazil, Chile, Colombia, Philippines, Mexico, Paraguay, and Taiwan.

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

**Table 3. VEE UCV SWOT analysis**

<p><b>Strengths:</b></p> <p><b>ACADEMIC OFFER</b> The existence of a unique academic plan in the city of Valencia; A reduced number of students; Laboratory practices in small groups; Personalization, and closeness with the students.</p> <p><b>EXTERNAL PRACTICES</b> Possibility of extracurricular practices; Conferences on professional guidance with graduates.</p> <p><b>HUMAN RESOURCES</b> The part-time PDI with external links provides a more professional profile to the student; The closeness of the teaching staff with the students and the accessibility of the Dean's Team; Dedication of the PAS of the Faculty; The specialized professionals of the Veterinary Hospital can provide the offer of European residences; The remuneration of the general and special practices program offered by the Veterinary Hospital.</p> <p><b>MARKETING</b> The current existing offer of workshops for schoolchildren.</p> <p><b>FACILITIES</b> The VTH, Large Animal Unit, and Teaching Farm add value to the VEE UCV.</p>	<p><b>Weaknesses:</b></p> <p><b>EXTERNAL PRACTICES</b> Low scope of current career guidance activities; Notable differences in the coordination of external practices of the Faculty.</p> <p><b>HUMAN RESOURCES</b> The PAS in the Faculty does not cover current needs; The PAS that manages the computer services of the Faculty is insufficient; The profile of the PDI is excessively teaching, perceiving that the research is carried out in external centers; Little appreciation of academic management; The excessive teaching load penalizes the international mobility of the Faculty's PDI.</p> <p><b>MARKETING</b> Lack of PAS specialized in Social Network to provide further visibility to the Veterinary Degree and the Veterinary Hospital.</p> <p><b>FACILITIES</b> The current facilities of the Teaching Farm do not have complete material and human resources; The facilities of the Faculty (classrooms, laboratories, etc.) are not following the growth in the number of students and the potential of the PDI, hindering research and teaching practices; The number of classrooms is lower than the current demand.</p> <p><b>BIBLIOGRAPHIC RESOURCES</b> Lack of access to scientific bases.</p> <p><b>INVESTIGATION</b> Lack of an Office for the Transfer of Research Results of the Faculty.</p> <p><b>INTERNAL STRUCTURE</b> Excessive bureaucracy in some processes of the Faculty.</p>
<p><b>Opportunities:</b></p> <p><b>ACADEMIC OFFER</b> The veterinary hospital's team of European graduates can offer an attractive postgraduate offer; The existing synergies with entities such as professional associations.</p>	<p><b>Threats:</b></p> <p><b>ACADEMIC OFFER</b> Existence of another VEE in the province of Valencia that offers a Veterinary Degree; The VEE UCV is not accredited by EAEVE yet; The economic cost and the fact that we are a private University.</p>

The VEE's strategic plan with an updated SWOT analysis has been carried out, detecting some weaknesses as Research and Transfer, Image and Public Presence, Internal Organization or Space Management. As a result, an Operational Plan has been proposed with a schedule and indicators of compliance with its objectives, described in the following section. The complete strategic plan of UCV University is attached in Appendix 3 (in Spanish). The comprehensive strategic plan of the Faculty of Veterinary Medicine and Experimental Sciences is described in the Internal Quality Assurance System (SAIC) Appendix 4.

The strategic plan is centered on the academic offer, internationalization, research, teaching staff, and faculty structure. In addition, the strategic axes have been raised in the training model, teaching staff, research and knowledge transfer, internal reorganization of the Faculty, management of spaces, public presence, and establishing the UCV community.

Regarding the academic offer, the objectives are to consolidate and expand the current training offer. To this, new goals are set, such as requesting EAEVE accreditation. Improving the existing facilities of the "Hípica de Valencia" with a new Large Animals Unit. Improving the economic sustainability of the VEE UCV by reducing costs and carrying out an economic optimization of the resources of the UCV Veterinary Hospital. Likewise, there has been an increase in places in the Veterinary Degree. In the future, there will be an increase in the cost of student enrollment, which should be associated with improved services and facilities. The expansion of the academic offer is linked to creating new postgraduate courses and titles and making new masters and doctoral studies. Currently, the Faculty of Veterinary Medicine and Experimental Sciences has a Master's Degree in Integrated Management of Quality Systems, Environment and Safety and Health at Work; a Master Program in Marine Biotechnology; Fatro-UCV Permanent Training Master in Bovine Reproduction; University Master's Degree in Applied Blue Biotechnology (Not offered in the 2022/2023 academic year); Master's Degree in Integrated Management of Quality Systems, Environment and Safety and Health at Work + Master's Degree in Occupational Risk Prevention. And 12 postgraduate courses: Postgraduate Expert Diploma in Diagnostic Imaging; Postgraduate Expert Diploma in soft tissue surgery; Specialization Diploma in Ophthalmology Specialty Internship; University Expert in exotic animals; University Expert in Internal Medicine in small animals; University Expert in Neurology in small animals; University Expert in small animal dentistry; University Expert in Anesthesia and Analgesia in small animals; University Expert in dermatology in small animals; University Expert in Ophthalmology in small animals; University Expert in Emergencies in Small Animals; University Expert in Feline Medicine.

In internationalization, the aim is to increase the mobility of students, PDI and PAS, through the EU-CONEXUS network and offering subjects in English. The biggest challenge in this regard is to obtain the EAEVE accreditation.

Another aim is to promote excellent research at the VEE UCV by improving the management of teaching and research resources (spaces, equipment, etc.) and favoring the integration in the VEE UCV of research institutes such as IMEDMAR/CITSAM. In addition, promoting synergies with EU-CONEXUS. The challenges we find ourselves with our human resources for research management are that we must increase exclusive research spaces (increase the technical staff of laboratories) and increase the number of six-year research periods for teaching staff.

Regarding the teaching staff, it is intended to promote the PDI of excellence, using the teaching career of the UCV as internal promotion and providing an adequate PAS structure to simplify PDI tasks. The challenges that we have faced in recent years of the pandemic have been the teaching overload of the PDI and the management of academic positions such as Deans and Vice-Deans. The figures of PDI with a veterinary clinical profile must be expanded.

In the Faculty of Veterinary Medicine and Experimental Sciences structure, the objective is to optimize the efficiency of the Faculty. For this, it is crucial to dimension the necessary PAS. The challenges we face are the management of all affiliated laboratories and centers (VTH, Teaching Farm, Large Animal Unit), the development of new degrees, the economic sustainability of the VEE UCV, and the limitations of the organization regarding the management of UCV data on the intranet, rankings, and research, etc. As well as contributing more technical PAS to the VEE UCV.

**Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit**

**itself explicitly to the development of a culture which recognises the importance of quality, and quality assurance, within their VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.**

The VEE UCV has a culture of quality control and continuous quality improvement that is clear in the internal audits carried out at the UCV by the Internal Quality Assurance System (SAIC), whose work manual is attached in Appendix 4; as well as with the performance of external audits such as the AUDIT-ANECA program attached in Appendix 5. The reviews of the quality criteria are carried out in a cyclical, sustainable manner and with a transparent evaluation of results as indicated on the website (<https://www.ucv.es/quienes-somos/facultades/facultad-de-veterinaria-y-ciencias-experimentales/calidad/evidencias-y-documentos>), where the process manuals, annual reports, as well as improvement plans appear. Relevant information from internal and external audits are collected, analyzed, and used annually to effectively manage the VEE's programs and activities (teaching, research, services). The results are reported in the Quality Commission and the Degree Follow-up Commission, as well as in the Faculty meeting with the staff, students, and interested parties and involve them in the quality control processes. The QA Plan-Do-Check-Adjust (PDCA) cycle is closed with the preparation of reports and improvement plans to be applied from one year to the next to comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

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

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

The VEE informs interested parties and the public about its purpose through its WEBSITE (<https://www.ucv.es/oferta-academica/facultades/facultad-de-veterinaria-y-ciencias-experimentales/grado-en-veterinaria>), and through the SERVICE FOR NEW STUDENTS online or in person (<https://www.ucv.es/admision-y-becas/oficinas-de-atencion-a-nuevos-alumnos>). The basic information appears on the VEE website regarding:

- Objectives: the VEE UCV allows the student to have the conceptual, manual, and technical tools to develop the professional practice of veterinarians in animal medicine, animal production, and FSQ&VPH.

- Methodological and Pedagogical Innovation: the VEE UCV teaching model is based on direct contact between professors and students and the reality of the career they are preparing for. From the first year, students have direct contact with equipment, tools, and real cases such as those they will have to face in the future, so they can learn many of the particularities of the profession, guaranteeing thus their employability. The practices in our laboratories, Teaching Farm, or Veterinary Hospital begin in the first year and are a constant in the training process. In addition, numerous workshops, seminars, and practices in small groups have become fundamental pedagogical tools.

- Information on the lines of research developed by each Department appears on the web (<https://www.ucv.es/investigacion/grupos-de-investigacion>):

1. RESEARCH IN MEDICINE AND VETERINARY CLINICAL SURGERY: The objective of this research group is the development and research in medicine and surgery in small animals, with its translational relationship to human medicine. Thus, there is currently an experimental line focused on the response of osteoarthritis biomarkers to various treatments, with regenerative medicine being the main object of study. Simultaneously there are two clinical lines in small animals aimed at developing scientific publications in small animals, clinical trials, series of clinical cases, and exceptional clinical cases.

2. RESEARCH IN ANIMAL PRODUCTION AND ANIMAL HEALTH: The objective of this research group is the development and research in animal production and animal health, with its translational relationship to human medicine. Thus, there are currently experimental lines focused on meat quality parameters, animal welfare, animal production, animal health and by-product analysis for animal feed.

- The employability of former students focuses on the areas of technical management of livestock farms; veterinary technical direction and management of natural parks, large aquariums, and natural spaces; the exercise of a public function in areas such as food safety, public health, and animal health; the practice of medicine and surgery in veterinary clinics and hospitals; training of other scientists and technicians.

Regarding accessing the ESEVT VEE's status, this information does not currently appear on the VEE website since the Preliminary Visit (PV) has not been carried out. However, once the PV is carried out next May 2023, information about the ESEVT Self Evaluation Report and Visitation Report will appear on the VEE's website for the general information of students, workers, and the public.

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

The different procedures and changes to be implemented in the VEE are decided by the Internal Management Commission team, together with the establishment of the strategic plan, which is defined in more detail in the meetings of the Quality Commission. All the details regarding the organization, activities and quality control policy of the VEE are discussed at the Follow-up Degree Commission meetings, and are later approved at the Faculty Board meeting, after which they are communicated to the staff and stakeholders, in the Faculty meeting to be implemented. In the case of major changes and far-reaching decisions, if required, it is presented to the Governing Council (the University's governing structure).

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

The VEE will carry out the Preliminary Visit (PV) next May 2023, the UCV\_SER will be delivered two months in advance, in March 2023, in which the VEE will be fully self-assessed with the aim of detecting possible deficiencies and resolving them with help of the external audit of the ESEVT.

## Area 2. Finances

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

A description of the global financial process of the VEE is reflected in Table 6. (2.1.3.), obtaining every year a positive balance to the VEE UCV, where the annual tuition fee for national and international students is the same, with a total of €9750 for the annual registration, which is divided into 10 monthly instalments of €895. The price of ECTS is €162.50, with a total of 60 ECTS for the Veterinary Degree. Students have different scholarships available to them that they can apply for if they meet the criteria, which will provide them with the following discounts on tuition. Ministry scholarship €1080; special large family discount €1080; ordinary large family discount €540; discount for functional diversity €1080; elite athlete discount €1080; discount per family unit €4335; discount for former student €975; alumni discount €1170. The percentage of income from services and research grants obtained to the official authority was 1.20% in the 21/22 academic year, 1.80% in the 20/21 academic year, and 1.49% in the academic year 19/20, with an average of 1.50%.

**Table 4. (2.1.1.) Annual expenditures during the last 3 academic years (AYs) (in Euros)**

Area of expenditure	AY* (21-22)	AY-1 (20-21)	AY-2 (19-20)	Mean
Personnel	-2.524.173	-2.141.822	-2.238.214	-2.301.403
Operating costs	-1.720.250	-1.679.264	-1.260.247	-1.553.254
Maintenance costs	-158.685	-109.297	-89.617	-119.200
Equipment	-453.375	-462.070	-422.317	-445.921
<b>Total expenditure</b>	<b>-4.856.483</b>	<b>-4.392.454</b>	<b>-4.010.396</b>	<b>-4.419.778</b>

\* The last complete academic year prior to the Visitation

**Table 5. (2.1.2.) Annual revenues during the last 3 academic years (in Euros)**

Revenues source	AY* (21-22)	AY-1 (20-21)	AY-2 (19-20)	Mean
Public authorities	62.403	91.702	67.603	73.903
Tuition fee (standard students)	3.748.293	3.880.827	3.699.080	3.776.067
Tuition fee (full fee students)				
Clinical services	1.580.773	1.351.744	867.366	1.266.628
Diagnostic services				
Other services				
Research grants				
Continuing Education			94.230	
Donations				
Other sources**	-207.828	-238.549	-176.541	-207.640
<b>Total revenues</b>	<b>5.183.640</b>	<b>5.085.724</b>	<b>4.551.738</b>	<b>4.908.957</b>

\*\* Please specify (UCV Scholarships and discounts in the Tuition fee)

Our University is private, and we do not have state support, except for the ministry scholarships. The services of water, electricity, gas, fuel, and other expenses have been included in the operating costs. It must also be considered that the indirect costs of the University, which refer to the maintenance of central services such as the rectory, have not yet been included in the expense tables since they are not expenses directly attributable to the VEE UCV.

**Table 6. (2.1.3.) Annual balance between expenditures and revenues (in Euros)**

<i>Academic year</i>	<i>Total expenditures</i>	<i>Total revenues</i>	<i>Balance***</i>
<i>AY-2 (19-20)</i>	<i>-4.010.396</i>	<i>4.551.738</i>	<i>541.342</i>
<i>AY-1 (20-21)</i>	<i>-4.392.454</i>	<i>5.085.724</i>	<i>693.270</i>
<i>AY* (21-22)</i>	<i>-4.856.483</i>	<i>5.183.640</i>	<i>327.157</i>

\*\*\* Total revenues minus total expenditures

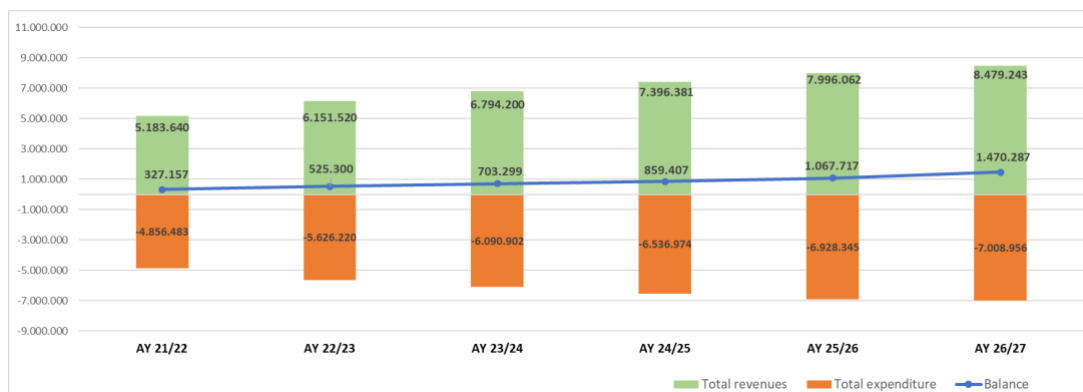
**Standard 2.2: Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations. The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.**

The financial management of the clinical services is directed by PhD. Ms. Carme Soler and Mr. Antonio Castro, being an independent cost unit of the University that must be self-sufficient in relation to the costs and benefits it entails. The training of students is always prioritized, since it is a teaching center, which causes an increase in costs due to the slower pace of carrying out clinical procedures or the need for a greater quantity of consumables and inventories, due to their use by students and veterinary staff in training. The VEE has a degree of autonomy over the financial process, since it is provided with a budget annually based on the needs of professors and attached Cost Units, such as clinical services, which estimate the annual needs to ensure teaching and student practices each academic year. This budget is approved by the Governing Council of the University, and if it is necessary to make an extraordinary expense, it will be raised again in the Governing Council so that its approval can be assessed.

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

The main investments underway and planned for the development, improvement, and/or refurbishing of facilities and equipment are the creation of the Large Animals Unit, a center that will serve to attend clinical procedures for large animals such as horses (mainly) and ruminants. As well as the improvement of the facilities of the Veterinary Hospital that is expanding various rooms and acquiring new equipment such as high-field Magnetic Resonance. The economic resources to carry out the construction and improvement of these facilities come from UCV University itself, although the Large Animals Unit has had collaboration and agreement with the Segorbe City Council, which had part of the facilities built.

*Illustration 2. Expected expenditures and revenues for the next academic years*



The committees involved in financial decision-making are, in order:

1. Executive Committee (formed by the Chancellor, General Director of Economy and Administration, Vice-Rector of Strategy and Internationalization, and a Trustee with a financial profile). They oversee presenting the strategic and annual plans, which are prepared in July of each academic year, and prepare investment proposals and feasibility plans, which are established on demand. In both cases, to carry out large-scale strategic changes, these decisions would be submitted to the approval of the Board of Trustees of the University (to be carried out in June and December).

2. Management Committee (Director of the VTH, Business Division manager, General Director of Economy and Administration, Human Resources Director, Finance and Operations Director, Vice-Rector of Strategy, and Internationalization), which regularly monitors strategic plans and budgets necessary to achieve them. This committee meets quarterly.

Subsequently, the decisions made by these committees are transferred to the respective deans of each Faculty, and they to their direct team and student representatives, in different meetings such as those mentioned in section 1.

### **Area 3. Curriculum**

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

The complete description of the educational objectives of the VEE and the general strategy of the design and management of the curriculum is reflected in the UCV Veterinary Verification Report, which is attached in Appendix 6 (it is in Spanish because this year a modification is necessary so that the complete translation will be attached to the Full Visitation). The resources available for carrying out the VEE UCV curriculum are attached in Appendix 7. The UCV Veterinary Verification Report details the characteristics of the Veterinary Degree offered by Universidad



Católica de Valencia San Vicente Mártir, by Royal Decree 1393/2007, according to the Regulation of Official University Education. The Veterinary Degree offered in the VEE UCV is classified in the ISCED branch as ISCED 1 and 2 to the competent state agency “national agency for quality assessment and accreditation (ANECA)”, being classified as veterinary health sciences. Therefore, it qualifies the students for the regulated profession of veterinary medicine, according to the resolution of December 17, 2007, and BOE of December 21, 2007. Standard order ECI/333/2008, of February 13, BOE of February 15, 2008. The UCV Veterinary Verification Report details the distribution of credits in the curriculum to 300 credits (ECTS), being the Basic Training Subjects credits 60 and assigned for the Elective Practical Training (EPT) 24 ECTS. Within the curriculum, there are 6 ECTS for elective subjects (free choice for students), 204 ECTS for core subjects (compulsory subjects taken by all students), and 6 ECTS assigned to the final project (TFG). For full-time students, the minimum and the maximum first-year enrolment is 60.0 ECTS. The remaining courses enrolment could be between 30.0 and a maximum of 78.0 ECTS, respectively. For part-time students, the minimum registration for the first year is 12.0 ECTS and the complete registration is 30.0 ECTS. The remaining courses enrolment could be between 18.0 and a maximum of 30.0 ECTS, respectively.

The legal restrictions imposed on the curriculum by national legislation are indicated in the enabling standard Order ECI/333/2008, of February 13, BOE of February 15, 2008. The VEE presents a certain degree of autonomy to modify the curriculum, submitting an AMENDED REPORT to the competent body ANECA, which must be evaluated and approved at the state level.

The overlaps, redundancies, omissions, lack of coherence, transversality, and curricular integration are evaluated by the figure of the Module Coordinator, who reviews the teaching guides of groups of subjects with a similar theme to detect these alterations and correct them. The VEE has several module: Common Basic Training, Animal Production, Clinical Sciences and Animal Medicine, Hygiene, Technology and Food Safety, Science and Society, Supervised Practices, Optional Module and Final Degree Project. The coordinators meet two and three times a year with those responsible for all the subjects of the Module to evaluate the academic results of the students after the second call, to detect possible coordination problems, as well as problems seen with the students, and overlaps in the subject knowledge or practices, between issues of the same Module.

**Table 7. (3.1.1) Curriculum hours in each academic year taken by each student**

Academic years*	A	B	C	D	E	F	G	H
Year 1	459	7	884	99	47	4	0	1500
Year 2	390,5	45	842	113,5	46	63	0	1500
Year 3	574	46	644	24	41	171	0	1500
Year 4	490,5	12	769	62,5	72	94	0	1500
Year 5	214	35	466	164	10	269	0	1158

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work, E: non-clinical animal work; F: clinical animal work; G: others (specify); H: total. \* An academic year may be subdivided into 2 semesters

**Table 8. (3.1.2.) Curriculum hours taken by each student**

Subjects	A	B	C	D	E	F	G	H
<b>BASIC SUBJECTS</b>								
Medical physics	13,5	3	45	16,5	0	0	0	78
Chemistry	13,5	4	45	16,5	0	0	0	79
Animal biology	24	2	44	6	2	0	0	78
Feeding and toxic plants	24	0	44	6	0	0	0	74
Biomedical statistics	52	0	89	9	0	0	0	150

<b>SPECIFIC VETERINARY SUBJECTS</b>								
<b>Basic Sciences</b>								
Anatomy, histology and embryology	96	5	168	0	44	0	0	313
Physiology	92	5	180	10	0	8	0	295
Biochemistry	50	2	90	10	0	0	0	152
General and molecular genetics	50	0	88	12	0	0	0	150
Pharmacology, pharmacy & pharmacotherapy	84,08	2,64	76,32	13,66	0	0	0	176,7
Pathology	150	3	216	18	55	20	0	462
Toxicology	29,04	1,32	50	3,3	0	0	0	83,66
Parasitology	44,5	0	90	11,5	0	4	0	150
Microbiology	44	4	90	16	0	0	0	154
Immunology	11,5	0	53,81	2	0	1,5	0	68,81
Epidemiology	50	6	70	15	0	0	0	141
Information literacy and data management	0	20	226	33	0	0	0	279
Professional ethics and communication	86	0	180	34	0	0	0	300
Animal health economics & practice management	52	5	90	8	0	0	0	155
Animal ethology	22	3,5	60	0	2	2	0	89,5
Animal welfare	22	3,5	45,5	0	10	2	0	83
Animal nutrition	22	1	45,5	6,5	0	0	0	75
<b>Clinical Sciences in companion animals</b>								
Obstetrics & reproduction	50	4	59	14	0	23	0	150
Diagnostic pathology	119,16	20	85,14	22	0	39,58	0	285,88
Medicine	84	5	92,5	5	0	38,5	0	225
Surgery	60	2	60	2	0	26	0	150
Anaesthesiology and analgesia	60	5	60	0	0	30	0	155
Clinical practical training	34,32	5	43,23	25	0	100,6	0	208,2
Infectious diseases	42	2,5	46,25	2,5	0	19,25	0	112,5
Preventive medicine	13	1,04	30	3,5	0	0	0	47,54
Diagnostic imaging	54	6	70	0	1	19	0	150
Therapy in common animal species	55	2,5	67,25	6	0	19,25	0	150
<b>Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)</b>								
Animal Production	118	4	236	0	88	4	0	450
Herd health management	100	4	129	46,6	14	130,3	0	423,93
<b>Veterinary Public Health (including Food Safety and Quality)</b>								
Veterinary legislation	53,9	0	90	0	0	0	0	143,9
Control of food, feed and animal by-products	22	1	45,5	6,5	0	0	0	75
Zoonoses	54	6	60	0	0	30	0	150
Food hygiene and environmental health	82	6	165	57,44	0	84	0	394,44
Basic food technology	94,5	0	180	25,5	0	0	0	300

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

**Table 9. (3.1.3.) Practical rotations under academic staff supervision (excluding EPT)**

Types	List of practical rotations (Disciplines/Species)	Duration (weeks)	Year of program
<b>Intra-mural clinics (VTH)</b>	Animal Anatomy I and Embryology (dogs, cats, ruminants, pigs)	1,5 weeks	1 Year
	Animal anatomy II (dogs, cats, ruminants, pigs)	1,5 weeks	1 Year
	Physiopathology and Integrated General Pathology I (dogs)	1,5 weeks	2 Year
	Histopathology and General Pathological Anatomy (dogs, cats, ruminants, pigs, exotic and wild animals)	2 weeks	2 Year
	Special pathological anatomy (dogs, cats, ruminants, pigs, exotic and wild animals)	1 week	2 Year
	Physiopathology and Integrated General Pathology II (dogs)	1,5 weeks	2 Year
	Clinical diagnostic techniques I (Clinical propaedeutics) (dogs)	1 week	3 Year
	Clinical diagnostic techniques II (Imaging diagnosis) (dogs, cats)	1 week	3 Year
	Veterinary Surgery I (dogs, cats, exotic animals)	1 week	3 Year
	Small animals medicine (dogs, cats)	1 week	3 Year

	<i>Wild and exotic animals' medicine (exotic and wild animals)</i> <i>Veterinary Surgery II (dogs, cats, exotic animals)</i> <i>Supervised practical training and Clinical Rotation (dogs, cats, exotic animals)</i>	1,5 weeks 1 week 4 weeks	3 Year 4 Year 5 Year
<b>Ambulatory clinics</b>	<i>Reproduction and obstetrics (ruminants, horses)</i> <i>Equine medicine (horses)</i> <i>Clinic and health in livestock farm II (ruminants)</i> <i>Supervised practical training and Clinical Rotation (ruminants, horses)</i>	1,5 weeks 1,5 weeks 0,4 weeks 2 weeks	3 Year 3 Year 4 Year 5 Year
<b>Herd Health Management</b>	<i>Animal production and genetic improvement I (ruminants, pigs)</i> <i>Animal production and genetic improvement II (pigs, rabbits, bees)</i> <i>Aquaculture (fish)</i> <i>Supervised practical training and Clinical Rotation (ruminants, pigs, rabbits, chickens)</i>	0,6 weeks 0,6 weeks 0,2 weeks 2 weeks 4 weeks	4 Year 4 Year 4 Year 5 Year 5 Year
<b>VPH (including FSQ)</b>	<i>Special pathological anatomy (ruminants, pigs)</i> <i>Food Technology II (food)</i> <i>Food Safety and Quality II (food)</i> <i>Supervised practical training and Clinical Rotation in VPH &amp; FSQ</i>	0,2 weeks 0,2 weeks 0,2 weeks 4 weeks	2 Year 4 Year 4 Year 5 Year
<b>Electives</b>	<i>Intensification in animal production (ruminants)</i> <i>Small Animal Medicine Intensification (dogs, cats)</i> <i>Exotic and wild animals Medicine Intensification (exotic and wild animals)</i> <i>Surgical Pathology of the Musculoskeletal System in Small Animals (dogs, cats)</i> <i>Supervised practical training and Clinical Rotation: elective month (ruminants, horses, pigs, dogs, cats, exotic animals)</i>	2 weeks 2 weeks 2 weeks 2 weeks 4 weeks	5 Year 5 Year 5 Year 5 Year 5 Year

**Table 10. (3.1.4.) Curriculum hours taken as electives for each student**

<b>Electives</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>
<b>Basic subjects</b>	0	0	0	0	0	0	0	0
<b>Basic Sciences</b>	0	0	0	0	0	0	0	0
<b>Clinical Sciences in companion animals (including equine and exotic pets)</b>	60	0	15	0	0	75	0	0
<b>Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)</b>	60	0	15	0	0	75	0	0
<b>Veterinary Public Health (including Food Safety and Quality)</b>	0	0	0	0	0	0	0	0

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

**Table 11. (3.1.5.) Optional courses proposed to students (not compulsory)**

<b>Subjects</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>
<i>Intensification in animal production (ruminants)</i>	36	28	15	0	11	60	0	150
<i>Small Animal Medicine Intensification (dogs, cats)</i>	12	0	15	0	0	123	0	150
<i>Exotic and wild animals Medicine Intensification (exotic and wild animals)</i>	26	0	15	0	0	109	0	150
<i>Surgical Pathology of the Musculoskeletal System in Small Animals (dogs, cats)</i>	60	0	15	0	0	75	0	150
<i>Supervised practical training and Clinical Rotation: elective month</i>	0	0	0	0	0	0	150	150

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

Before the clinical rotations that begin in the 3rd year, the students are trained during the first two years with practices that teach them the basic techniques to be carried out in the different sectors through practices in which they make these procedures or seminars where a more practical and applied vision of the theoretical concepts explained in the lectures is given. During these first years, the student groups typically range between 15 and 20 students for a professor, and they usually

work individually or in 4 subgroups depending on the task to be carried out. From the 3rd year, students begin clinical rotations with healthy animals and patients or herds. Clinical rotations are carried out with groups of 5 to 6 students, supervised by one or two professors, depending on the task. In ambulatory and emergency services, the group of students is smaller, a maximum of 3 students, since they usually go with the professor's vehicle to the destination. In the different clinical rotations, the students take responsibility for the various clinical cases, assigning a specific patient or task to each.

In the practical rotations carried out in VPH (including FSQ), those carried out in external centers such as slaughterhouses and places of production, preparation, distribution/sale, or consumption of food of animal origin have been indicated in the tables. In addition, the students also carry out multiple practices in intramural laboratories. For those practices carried out in external centers, the students are always accompanied by a professor from the UCV, and the groups of the visits depend on the size of the center, but they range between 10 and 20 students. In the rotations in this area carried out during the Supervised Practical Training and Clinical Rotation, the groups are more minor, usually 1-2 students, and they are under the supervision of a veterinarian from the VPH or FSQ, with whom the UCV has an agreement.

During the Veterinary Degree of the VEE UCV, students can only choose one subject and one month of the four total that is carried out during the Supervised Practical Training and Clinical Rotation. The elective subject selection is examined during the previous year by surveying students for their preferences. The elective subjects are for small groups of 15 students, and the priority in the selection is usually associated with their academic grades. If very few students choose one of the subjects offered (fewer than 15 students), that subject cannot be offered, and students must choose among the other available options. Each year four different elective subjects are offered. For the month of free choice of the Supervised Practical Training and Clinical Rotation, there is a coordinator who oversees managing the agreements with the different companies or public VPH and FSQ centers, as well as research centers where the students want to carry out their practical training.

The way that students reflect on their acquisition of knowledge or achievements after their preclinical, clinical, ambulatory, and EPT practices are different. In the preclinical practices in some subjects, a logbook is delivered, and there is a final exam of practical skills. In the clinical rotations, a list of tasks to be carried out or a checklist is made, an evaluation of the report or presentation of clinical cases, and on other occasions, a final exam of practical skills is carried out. In outpatient practices and EPT, students make a logbook or case log of the patients or tasks performed.

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

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

**The VEE must also describe how it encourages and prepares students for lifelong learning.**

The VEE UCV ensures that the study programs meet the objectives required in the Qualifications Framework of the European Higher Education Area since it remains within a national program that evaluates the quality of Spanish Universities and the training they provide to their students. The national quality program mentioned is ANECA, the National Agency for Quality Assessment and Accreditation of Spain, which is an autonomous agency attached to the Ministry of Universities and promotes an academic environment of learning, which is reflected in detail in Appendix 6; indicating how all the subjects taught in the Veterinary Degree are based on the concepts of competences, objectives and learning results, which students must acquire. Furthermore, the VEE UCV encourages and prepares students for self-learning and permanent learning since all the subjects have a part in the evaluation of the student's autonomous work, either through theoretical exams, practical exams, individual or group work in class, or carrying out guided self-learning tasks such as clinical cases or problem-solving tasks that students must do and discuss later with the professor.

**Standard 3.3: Programme learning outcomes must:**

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

The educational objectives and the strategy to ensure that the students of the VEE UCV achieve the learning results are worked on in a coordinated manner between the professors who teach each subject, the coordinator or person in charge of the subject, the Module Coordinator and, in the last instance, by the Follow-up Degree Commission. All the competences to carry out the Day One Competences by the students are reflected in Teaching Guides written by the person in charge of the subject. These competences are marked by ANECA and are reflected in Appendix 6. The Teaching Guides for all subjects are published in Spanish and English both on the University website and on the Teaching Platform so that all students are aware of the knowledge, skills, and attitudes that must be achieved to achieve the learning outcomes that are associated with each of the competencies marked for the subject. On an annual basis, these teaching guides are reviewed and modified, if deemed appropriate, by the professor responsible for the subject, together with the supervision of the Module Coordinator and the Director of the Department.

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

- **determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum**
- **oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes**

- **perform ongoing reviews and periodic in-depth reviews of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned**
- **identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.**

The VEE UCV has a committee called the Follow-up Degree Commission, made up of all the members indicated in Illustration 1 that appears in section 1 of the SER. These professionals form the organizational chart of the VEE, together with the Module Coordinators, and a Veterinary Students' Delegates Representative. The Representative of Veterinary Students' Delegates is subsequently in charge of transferring to the rest of the Delegates and veterinary students the conclusions drawn from the meetings, which are held at least twice a year. In these meetings, among other things, the curriculum and its management are supervised and administered, acting as internal quality control of the VEE. Likewise, the VEE UCV is submitted every seven years to a national quality assessment by ANECA to validate the quality of the study plan. Considering that some changes must be made in the curriculum to maintain a continuous improvement of the study plan, a MODIFCA of the UCV Verification Report is made, which must be approved by ANECA and subsequently published on the website of the UCV.

**Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills.**

**It is organised either extramurally with the student being under the direct supervision of a non-academic qualified person (e.g. a veterinary practitioner) or intramurally, the student being under the supervision of an academic person or a non-academic but qualified person. Like all elective activities, its contents may vary from one undergraduate student to another. EPT itself cannot replace the Core Clinical Training (CCT)<sup>1</sup> under the close supervision of academic staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ)). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.**

The organization of the Elective Practical Training (EPT) consists of two parts, one during the Supervised Practical Training and clinical Rotation, in which the student has a month of free choice. They can choose which field of veterinary medicine they want to carry out the last practices in, which consists of a month duration. The external practices coordinator ensures that each student can perform their practices in the desired destination and manage the bureaucratic procedures to create agreements. During this month, the student can be in intramural or extramural units, depending on their interest. This month complements the other 3 months of practices that are done during the Supervised Practical Training and Clinical Rotation, in which, for 1 month, the students do a clinical rotation through the departments of the veterinary hospital in groups of two students, supervised by the different clinicians; the second month they rotate through the Farm's dependencies performing production veterinarian functions, in groups of eight to twelve students; and finally, in the third month, they carry out a rotation in the VPH & FSQ sector, in groups of eight to twelve students. The practices carried out within these three months are not considered EPT, since all the students carry out the same rotation. The second part of the EPT consists of carrying out practices linked to the 5th-year optional subject, which students choose according to their preferences. These subjects are designed so that the student has few hours

of autonomous work, thus allocating more hours to practical work in the subject of interest. The fact of taking the EPT allows students to have a global and diverse vision of what they have learned during the Veterinary Degree at the VEE UCV.

**Table 12. (3.5.1.) Curriculum days of Elective Practical Training (EPT) for each student**

<i>Fields of Practice</i>	<i>Minimum duration (weeks)</i>	<i>Year of programme</i>
<i>Production animals (pre-clinical)</i>		
<i>Companion animals (pre-clinical)</i>		
<i>Production animals (clinical)</i>		
<i>Companion animals (clinical)</i>		
<i>VPH (including FSQ)</i>		
<i>Others (specify)</i>	<i>6 (as previously mentioned, the field of veterinary medicine in which to carry out the elective practices depends on the student, so each one can do them in a different sector)</i>	<i>5 Year</i>

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

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

The practice entities are linked to the UCV by signing an agreement (Appendix 8), and then an annex is marked with the specific dates of each student (Appendix 9). The professors (tutors) in charge of directing the Final Degree Project (TFG) of each student, at the end of the practices, evaluate a rubric (Appendix 10), and the student must submit a report (Appendix 11). This evaluation is also done with the veterinary personnel in charge of the student during the EPT. Thus, they can provide feedback to both the VEE and the students about the activity and interest of the students during the practices. The person in charge of supervising the EPT activities at the VEE UCV, the Coordinator of External Practices, is PhD. Ms. Sofía Ingesa.

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

The students record the tasks carried out during their EPT that they deliver to their tutor for their correction and later evaluation. The personnel in charge of the student during the EPT also provides a report that is part of the student's final grade. If the student disagreed with the management of the practices during their EPT, they could indicate it during the same period to their tutor or the Coordinator of External Practices. In the same way, if the student disagrees with the final grade awarded, there is a complaint process as with any subject of the Veterinary Degree.



#### **Area 4. Facilities and equipment**

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

The Faculty of Veterinary Medicine and Experimental Sciences has its headquarters in Santa Úrsula and Marqués de Campo buildings in the center of Valencia (Guillem de Castro and Corona road). The degree students in Veterinary Medicine receive theoretical teaching in these venues. Regarding practical education, there are 12 learning laboratories located respectively at the headquarters of Santa Úrsula (7 laboratories), at the Veterinary Hospital (4 laboratories), and at the Teaching Farm (1 laboratory). Its characteristics and endowment are detailed in Appendix 7. The building of Santa Úrsula, has a constructed area of more than 5,000 m<sup>2</sup>. The structure of Marqués de Campo (150 m from the building of Santa Úrsula) has a constructed area of more than 2,800 m<sup>2</sup> and is equipped with the most modern technology to facilitate the development of teaching and research. In these venues are the central library of the degree with a capacity for 90 students and 2 study rooms with a capacity for 100 students, seven laboratories, teaching rooms with multimedia equipment, four computer rooms, an auditorium ("Aula Maior"), offices, seminars, vending cafeteria, copy center, as well as gardens.

The VEE has a Veterinary Hospital located in the center of Valencia (Avenida Pérez Galdós, situated at 1.6 km from Santa Úrsula). The clinic is conducted with small animals (dogs and cats) and other exotic animals regarding intramural clinical practices with students. To carry out intramural clinical procedures for horses, the facilities of the "Hípica de Valencia" are used, a space leased by the University, located in the center of Valencia (Calle Jaca, situated at 2 km from Santa Úrsula). The Teaching Farm consists of a multi-species farm located in the Municipality of Sagunto (situated 30 km from Santa Úrsula). It has been leased to carry out practices with different species. The extramural and external practices are carried out in companies, FSQ & VPH centers, and research centers distributed throughout the country. Appendix 1 shows the various agreements according to the different areas of veterinary medicine and their location in the Spanish territory and abroad. The extramural and EPT practices are carried out mainly in the Valencian Community, the region of which Valencia is the capital. In Illustration 2, the distribution of agreements is indicated about the total territory of Spain, where the Veterinary students can perform these practices.

From a future perspective, in the facilities for carrying out intramural practices, it is proposed to expand the facilities of the VTH to have a greater capacity for hospitalizations, medical consultation rooms, a space for the new magnetic resonance, a hospital pharmacy, as well as the creation of new laboratories. Finally, the VTH will have a total of 5 laboratories (anatomy laboratory, pathological anatomy laboratory and two dry labs or skills laboratories and one histopathology laboratory). The new facilities for carrying out intramural practices with horses have been approved; they will be called the Large Animal Unit, located in the municipality of Segorbe (64 km from Valencia). The building plans and their distribution are reflected in Appendix 7. These facilities will have one Hospital for Large Animals, one operating room, one equine induction recovery room, four exploration boxes, and one laboratory. In addition, the horses will have one indoor arena and another outdoor arena, as well as 52 boxes. In the same facilities, there

will be a room for necropsies of large animals (pathological anatomy laboratory), changing rooms, a classroom, three offices for professors, a rest area, and a dining room for professors and students who carry out their practices there.

The VEE UCV ensures that all physical facilities comply with all current legislation as it complies with the different ISO quality standards attached in Appendix 12 (ISO 14001:2015) and Appendix 13 (ISO 45001:2018), as well as with the official documents that accredit the License of Activity and first occupation of the Santa Úrsula (Appendix 14) and Marqués de Campo building (Appendix 15). Since the Veterinary Hospital is undergoing expansion works, this license is unavailable.

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

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

Santa Úrsula and Marqués de Campo have nine **classrooms** of 90 m<sup>2</sup>, capacity for 60-65 people each, and seven classrooms of 40-60 m<sup>2</sup>, and capacity for 30-45 people, so the development of face-to-face training tasks is guaranteed. In addition, we have one more classroom with a capacity for 60 people in the VTH. The classrooms are equipped with all the necessary material for professors' and students' work, as indicated in Appendix 7, Table 5. There are five **seminar classrooms**, four with a capacity to accommodate 30 people (the surface of each seminar is approximately 45 m<sup>2</sup>) and another of 27 m<sup>2</sup> with an ability to accommodate 15 people. The equipment is the same as that mentioned in the classroom. Also, the **professors' offices** have several tables and chairs so they can be used to have small meetings and carry out tutorials for better follow-up and orientation of the student's work. The offices are distributed throughout the different buildings of the VEE UCV. There are four **computer rooms** with capacity and network connection for 140 PCs, so students can be offered the possibility of working individually or in small groups with specific computer programs. The Santa Úrsula building has seven teaching **laboratories**, six destined to do intramural practices, and one destined to perform TFGs (and research studies). They have a capacity of between 18 and 20 people. It has one additional laboratory dedicated to research tasks carried out by professors and research staff. In addition, five laboratories between the facilities of the Veterinary Hospital and the Teaching Farm have the necessary material to carry out the intramural practices related to the clinical field, animal reproduction, and pathological diagnosis. They have a capacity for 10-20 students, respectively. All laboratories also have all the necessary equipment to guarantee the safety of students and professor (fire extinguishers, showers, emergency eyewashes, posters with information on accident risks and prevention), as well as a Toxic and Hazardous Waste Management System. Santa Úrsula's building also has an **assembly hall (Aula Maior)** of more than 174 m<sup>2</sup> and a capacity for 166 people. This room is equipped with a 4-seat presidential table (all with a computer screen and microphone), a podium with a microphone, a large projection screen, and an audio system. The projection, audio, and public address system is controlled from a projection room booth of approximately 9 m<sup>2</sup> and located at the rear adjacent to the assembly hall. This room is designed both for delivering conferences of interest to students and professors and for acts of defense of Final Degree Projects (TFG), Master's Final Projects (TFM), Doctoral Thesis, and other academic events. The students have all the required **basic services**. The Santa Úrsula building has a space with tables, chairs, microwave ovens, and vending machines to eat, as well as an open cloister with

benches for moments of leisure. All building floors have at least two toilets, and one is suitable for people with mobility disabilities. In addition, students have lockers at their disposal to store their belongings during class periods or practices. This scheme is repeated in the rest of the facilities that veterinary students have at their disposal, such as the Marqués de Campo and the VTH. The VTH also has a room with a sofa bed for the periods in which the students are on call, as well as different changing rooms for men and women and a shower at their disposal.

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

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

The facilities intended for housing the different animals available to the VEE UCV for teaching and research are shown in Appendix 7:

- Healthy animals: are in the multi-species farm, and there are two ovine pens with a total area of 200.80 m<sup>2</sup> with a lazaretto of 72 m<sup>2</sup>, where 21 sheep are located. The rabbit area with different sizes cages has a total of 32.20 m<sup>2</sup>, where 24 rabbits are allocated. The cows' area has a pen of 275.50 m<sup>2</sup>, where thirteen cows are allocated. The rest of the area of the Teaching Farm is used by the owner to place the fattening cattle in different pens so that the students can also evaluate other animals with common pathologies and conditions in livestock. In the "Hípica de Valencia," there are 50 boxes of size 6 m<sup>2</sup> each, and four are for the exclusive use of VEE UCV horses.

- Research animals: Beagle dogs are the only research animals in the VEE UCV. We have a total of five females and four males; seven of them are located with host families (mostly related to Veterinary Degree students), except two dogs that are in the "Residog" facilities, a canine residence located in Rafelbuñol, where they have cages of 12 m<sup>2</sup> size.

- The animals hospitalized in the VTH are distributed in different hospitalizations according to their species, state of health, and infectious diseases. For example, currently, there is a hospitalization room for dogs with a total of sixteen cages, of which six measure 2.25 m<sup>2</sup>, five measure 4 m<sup>2</sup>, three measure 6.25 m<sup>2</sup> and two measure 9 m<sup>2</sup>; In the hospitalization of cats, there are a total of thirteen cages, of which eight measure 2.25 m<sup>2</sup> and five measure 4 m<sup>2</sup>. In the exotics' hospitalization we have a total of eight cages of which five measure 0.75 m<sup>2</sup>, and three cages of 4 m<sup>2</sup>. The ICU hospitalization has seven cages of which six measure 4 m<sup>2</sup> and one measures 6.25 m<sup>2</sup>. In addition, in this hospitalization, we have an ICU cradle for critical animals and several ICU oxygen chambers for small animals. Dogs with infectious diseases are located in independent hospitalizations with biosecurity measures, in which we have three total cages, two measuring 2.25 m<sup>2</sup> and another measuring 3 m<sup>2</sup>. In the case of cats with infectious diseases, they are located in another independent hospitalization room with biosecurity measures, which has a total of five cages, three of 1.5 m<sup>2</sup> and two of 3 m<sup>2</sup>.

The facilities for clinical activities are distributed between the Veterinary Hospital, Teaching Farm, and "Hípica de Valencia." The number of consultation rooms, pens, and cages for the different animal species with which the students work is reflected in the illustrations in Appendix 7. Various diagnostic services are performed at these facilities. The veterinary hospital has a clinical service subdivided into the following specialties: Ophthalmology; Cardiology; Respiratory Systems;

Oncology; Neurology and Neurosurgery; Interventional Radiology; Minimally Invasive Surgery; Orthopedics and Traumatology; Soft Tissue Surgery; Internal Medicine; Diagnostic Imaging; Anesthesiology and Analgesia; Pathological Diagnosis; Exotic Animals; Emergency, Intensive Care and Hospitalization; Clinical Pathology and Pain Unit. Most of these services are directed by specialist personnel certified by European and American veterinary colleges. Detailed information with images and a virtual tour of these facilities can be found on the following website: <https://www.ucv.es/hospital-veterinario-ucv/instalaciones>. The description of the equipment used to perform the various clinical services in the different species is listed in Table 5 of Appendix 7.

In FSQ & VPH, the students have several pieces of equipment distributed in the laboratories of Santa Úrsula that are mentioned in Table 5 of Appendix 7. These are Manual Extraction System Soxtec ST 243, mainly used for fat extraction in different types of foods, Kjeldatherm (digester) and Vapodest (distiller) for the analysis of total protein and total volatile basic nitrogen (TVB-N), for example. In addition, we also have two muffles for the ash determination, a drying oven for moisture determination, a NIRS for the determination of chemical components and nutritional value, and a texture analysis TA.XTPlus for the quantification of the physical properties of any food, a vacuum sealer, a spectrophotometer, a centrifuge, several desiccators, and a colorimeter. A Stomacher, drying oven, and bunsen burners are available for the microbiological analysis of food and surfaces. The students also have access to the anatomy room of the Veterinary Hospital for practical viscera inspection.

The students participate in guided visits to different industries:

- Slaughterhouses where ante and post-mortem inspection of different species are done in pigs, poultry, horses, cattle, and sheep. For this proposal, there are three slaughterhouses with all the requirements demanded by European regulation. The main areas are the lairage, slaughtering hall where animals are stunned, bled, and the carcass is prepared, processing hall (for the inspection to identify anomalies that make the meat unfit), and the chilling room.
- Meat industry: where students can see how different types of meat products are produced, the verification of the process, and the monitoring of the self-control system based on Hazard Analysis and Critical Control Point System (HACCP). This industry has two premises, one for preparing meat products and the other for special preparations and packaging.
- Cheese company: students visit a company where cheese is made using traditional methods so they can see in situ all the processes involved in producing this foodstuff.

The students do an extramural practice in the food pilot plant of the Institute of Agrochemistry and Food Technology. This premise is equipped with a steam boiler, static vertical autoclave, steam tunnel, thermocouples, data collection system, tools for attaching thermocouples to metal canisters, metal can seal machines, high hydrostatic pressure equipment, vacuum sealer, and a heat sealer. Students can also visit a professional trade show for the food (Alimentaria/Gastrónoma), where they can meet food producers and participate in interview-type activities to learn first-hand about production processes and quality control as told by the producers themselves. The information on all the industries and centers in FSQ and VPH where Veterinary Degree students can do practices is detailed in Appendix 1.

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

**for staff and students of facilities and patients for performing clinical research and relevant QA procedures.**

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

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

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

The Veterinary Hospital (VTH) is open 365 days a year, with on-site guards 24 hours a day. Consultation hours are from 8 a.m. to 8 p.m., starting emergencies from 8 p.m. to 8 a.m. It is a reference hospital, which only accepts cases of small and exotic animals referred by other veterinarians and medical-surgical emergencies, so it only has specialist consultations. Specialties organize the emergency calendar so that two people from each leading service are always on call, at least from Internal Medicine-ICU, Cardiology, Surgery-Neurology, Diagnostic Imaging, and Anesthesia. The first backup is a resident of the European College or, failing that, a veterinarian in that specialty. The second backup is made up of senior clinicians from the service, most of them specialists from the European College. These on-call teams are responsible for assisting by phone or in person, if necessary, the general practitioners who are physically working in the Hospital during emergency hours.

Veterinary Degree students rotate through the different clinical services of the veterinary Hospital in other subjects throughout their career (Small Animals Medicine; Clinical Diagnostic Techniques II (Imaging Diagnosis); Veterinary Surgery I; Veterinary Surgery II; Wild and Exotic Animals Medicine; Small Animal Medicine Intensification; Exotic and Wild animals Medicine Intensification; Supervised practices and Clinical Rotation), from the 3rd year of career to the 5th year. For this reason, they carry out numerous practices in the different specialties, which are also carried out in other departments of the VTH, such as the necropsy laboratories, where anatomopathological studies of different species are carried out with a European specialist, during the 2nd veterinary course (Histopathology and General Pathological Anatomy; Special Pathological Anatomy). The team of professors, general practitioners, and veterinary assistants of the VTH adds up to 70 people to be able to provide this service.

The Large Animal Unit that works with equines, as it is attached to the VTH, has emergency calls centralized in the Hospital so that in the event of requiring veterinary assistance, the VTH contacts the team of equine clinicians to attend to "Hípica de Valencia" or Large Animals Unit. In addition, the group of equine clinic professors carries out numerous extramural outpatient visits so that students who are doing the Equine Medicine subject in 3rd course or Supervised practices and Clinical Rotation in 5th course organize themselves by weeks to attend the visits with the professor who is on call. The team of professors who carry out equine emergencies adds up to a total of 5 people to be able to provide this service. Five professors more, are currently involved in this service for ruminant and swine on-call emergencies services. Although they are not in person at the Teaching Farm 24 hours, they would be available on-call in an emergency with large animals in our facilities. In addition, this team of professors also carries out clinical practices in the Teaching Farm with the students, as well as numerous extramural outpatient visits, so the students of the different subjects (Reproduction and Obstetrics; Clinic and Health in Livestock Farm I & II; Animal Production and Genetic Improvement I & II; Supervised Practices and Clinical Rotation) carry out medical visits to cattle, sheep, and pigs.

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

Students doing practices at the Veterinary Hospital have access to various diagnostic and therapeutic facilities. In the Small Animal Medicine subject, they do a one-week rotation through different departments (1. Cardiology and Respiratory System; 2. Internal Medicine & Oncology; 3. Neurology; 4. Emergency, Intensive Care, and Hospitalization) so that each day are in a different service, using the facilities that the animals of these services require, as well as the use of central services such as Clinical Pathology, Diagnostic Imaging, and Anesthesiology and Analgesia, to be able to sedate and anesthetize the animals to perform procedures such as tests X-rays, ultrasounds, fluoroscopy, CT, endoscopy, etc. In the Veterinary Surgery I & II subjects, students do two weeks of clinical rotation (one in each subject) so that students make visits to animals with orthopedic problems or that are going to undergo surgery and enter the operating room participating in interventions as assistants or anesthesia control). Supervised Practices and Clinical Rotation students once again rotate through all the hospital services but assume more responsibilities in clinical cases and spend a minimum of one month rotating through the hospital, changing services every week, so that they share a week Internal Medicine & Emergency Intensive Care and Hospitalization; Diagnostic Imaging & Anesthesiology and Analgesia; Neurology and Neurosurgery & Minimally Invasive Surgery, Orthopedics and Traumatology, Soft Tissue Surgery; Ophthalmology & Cardiology and Respiratory System, Interventional Radiology. In the same way, the animals that die in the hospital and are donated by the owners and other animal species are evaluated by the Pathological Anatomy team to carry out a post-mortem study and associated histopathology report together with the 2nd-grade students. However, other students or clinicians are invited if they have followed the case and are interested in its conclusion.

In the case of the Large Animals Unit and Ruminants, the students come to carry out the ambulatory services together with the professors of the subjects involved, as mentioned in the previous section.

**Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care and for prevention of spread of infectious agents. They must be adapted to all animal species commonly handled in the VTH.**

The insulation requirements and barrier measures for dogs, cats, and exotic animals at the VTH are reflected in Table 13. As mentioned in previous sections, the hospitalization of animals with infectious diseases at the VTH is carried out in rooms independent from the rest of the animals to avoid spreading diseases and better control possible sources of infection and zoonoses. All hospitalization rooms have an independent ventilation system and cleaning staff that maintains the hygiene of the cages. In addition, different surface disinfectant products and hydrogen peroxide environmental disinfection pumps are used, such as "Aeroturbex."

**Table 13. Insulation requirements and barrier measures at the VTH**

Insulation requirements and barrier measures for DOGS AND CATS with suspected infection or confirmed infection		Suspicion	Confirmed or previously diagnosed infection with persistent signs	Infection treated and without clinical signs
Respiratory	Fungal infections: <i>Aspergillus</i> and <i>Cryptococcus</i>	GREEN	GREEN	GREEN
	Kennel cough: <i>Bordetella</i> or Canine Parainfluenza Virus	RED (MB2)	RED (MB2)	GREEN
	<i>Bordetella pneumonia</i>	RED (MB2)	RED (MB2)	GREEN
	Tuberculosis	RED (MB4)	RED (MB4)	RED (MB4)
	Distemper	RED (MB2)	RED (MB2)	YELLOW (MB1)
	Feline respiratory complex: <i>Herpesvirus</i> , <i>Calicivirus</i> , <i>Chlamydomphila felis</i>	RED (MB2)	RED (MB2)	YELLOW (MB1)
Urinal	Leptospirosis	YELLOW (MB2)	YELLOW (MB3)	GREEN
	Multiresistant organism in urine (*) <i>Green if culture neg.</i>	RED (MB3)	RED (MB3)	RED (MB3) (*)
Gastrointestinal	Infectious diarrhea: <i>Salmonella</i> , <i>Cryptosporidium</i> , <i>E. Coli</i> .	YELLOW (MB3)	RED (MB3)	GREEN
	Infectious diarrhea: <i>Campylobacter</i> , <i>Giardia</i>	YELLOW (MB3)	YELLOW (MB3)	GREEN
	Feline parvovirus/panleukopenia	RED (MB3)	RED (MB3)	GREEN
	Patient on raw meat diet	YELLOW (MB1)	YELLOW (MB1)	YELLOW (MB1)
Skin and wounds	Multiresistant organism in a wound (*) <i>Red if indicated vet</i>	YELLOW (MB3)	YELLOW (MB3) (*)	GREEN
	Multiresistant organism in ear canal(*) <i>Red if indicated vet.</i>	YELLOW (MB3)	YELLOW (MB3) (*)	YELLOW (MB1)
	MRSA and MRSP infections	RED (MB3)	RED (MB3)	RED (MB3)
	Sarcoptic scabies, notochedric and <i>Cheiletiella</i> and <i>Otodectes</i> .	YELLOW (MB1)	RED (MB1)	GREEN
	Dermatophytosis ( <i>Microsporum canis</i> )	YELLOW (MB1)	YELLOW (MB1)	YELLOW (MB1)
	Feline demodicosis ( <i>Demodex gatoi</i> )	YELLOW (MB1)	YELLOW (MB1)	YELLOW (MB1)
Feline viruses	FelV and IVF	YELLOW (MB1)	YELLOW (MB1)	YELLOW (MB1)
	PIF, feline coronavirus	YELLOW (MB2)	YELLOW (MB3)	YELLOW (MB2)

GREEN	This patient does not need isolation or barrier measures.
YELLOW	Barrier measures in hospitalization/ICU. Expect microbiology results.
RED	This patient must be in isolation with the required measures. Unstable patients will be isolated in the ICU.

Animals from the agreement with the border inspection post, without clinical signs of disease, will be hospitalized in isolation without barrier measures until the results of rabies serology arrive.

Type 1 (MB1) barrier measures	Exploration gloves.
Type 2 (MB2) barrier measures	Examination gloves and disposable apron.
Type 3 (MB3) barrier measures	Examination gloves, apron and disposable leggings.
Type 4 barrier measures (MB4)	Examination gloves, mask, overalls and disposable leggings.

**Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.**

The VEE has a team of professors to carry out an ambulatory clinic service for the production animals. The mobile clinic for cattle, sheep, and swine is carried out by the professors in charge of the subjects "Reproduction and Obstetrics; Clinic and Health in Livestock Farm I & II; Animal Production and Genetic Improvement I & II; Supervised Practices and Clinical Rotation." The team comprises four professors: the bovine and small ruminants team is made up of a PhD. Mr. Xavier Valledcabres, Mr. Daniel Machancoses, Mr. Alejandro Sánchez, and Mr. Julio Sedeño. When the Herd Health Management is carried out in the facilities of the Teaching Farm, the students go together with the professors in a bus rented by the VEE, and the equipment present in the farm is used, which has been described in Appendix 7, Table 5, as well as different medications and basic surgical materials. When extramural practices are carried out, students travel with the professor's vehicle in small groups of a maximum of 3-4 people. The equipment used for the outpatient clinic is basic surgical and medical materials.

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

The vehicles used to transport students to the Teaching Farm and External Visits are carried out by buses rented by the VEE. The bus company is AUTOBUSES VIALCO S.L, and it has a fleet of 50 buses (brand: IVECO, MERCEDES, MAN, VOLVO) which can have a capacity of between 9 and 61 people. The company has different quality guarantees such as ISO standards: UNE-EN ISO 9001:2015, UNE-EN ISO 14001:2015, and UNE-EN 13816:2003). Most of the time, the horses,



ruminants, and swine ambulatory clinic visits are done with the professor's vehicle of the subject associated with the student's practice.

The transport of live animals and carcasses/organs is carried out with a van owned by the VEE UCV, a PEUGEOT EXP van, license plate 2493-HTR, which complies with all European traffic regulations as well as with the necessary regulations for the transport of live animals, animal by-products, and derived products not intended for human consumption (SANDACH), included in Appendix 16. The vehicle has an interior lining, two roof vents, and integrated Delphi Oslo model hot/cold equipment.

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

The biosafety protocols of the facilities where practices are carried out are attached as Appendices, biosafety manual for laboratories of the World Health Organization (WHO) in Appendix 17, biosafety manual of the VTH UCV and affiliated centers in Appendix 18, and biosafety manual of the Teaching Farm UCV in Appendix 19, which are published on the UCV website (<https://www.ucv.es/oferta-academica/grados/grado-en-veterinaria/seccion/presentacion>).

The entity in charge of safeguarding good practices in biosafety at the University and VEE UCV is the Department of Occupational Risk Prevention, coordinated by the director of Finance and Operations Management Mr. Jorge Vela. This department informs UCV workers annually about possible occupational hazards through specialized training and periodic medical check-ups. The information on biosafety is transferred to the students through the web.

## ***Area 5. Animal resources and teaching material of animal origin***

**Standard 5.1: The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled. Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.**

The global strategy of the VEE UCV on the use of animals and material of animal origin for the acquisition by each student of the Day One Competences is that each subject of the Veterinary Degree is associated with several practical hours, which increases as the student advances in the degree, reducing, in this case, the number of hours devoted to self-learning. In all the practices from the 1st year, but fundamentally from the 2nd year, students work with live animals, viscera, or natural biological fluids, to give a more realistic clinical vision.

The students of the VEE UCV receive during their Core Clinical Training (CCT) many practices in which animals of different species and specialties are evaluated. During the first year, the practices of basic subjects are carried out. In the second year, the pre-clinical ones. In the third year, all the clinical subjects of companion animals, exotic animals, and horses are done. In the

fourth year, students work with production animals, and study subjects related to VPH & FSQ begin. These subjects culminate during the fifth year, in which the Supervised Practical Training and Clinical Rotation and optional subjects are also carried out. The student-professor ratio is usually five students to the professor in the subjects considered clinical. However, there are variations depending on the subject so that each student can be implicated in the follow-up of each case. At the veterinary hospital, students evaluate first-opinion animals, those that enter the hospital through emergency hours, and patients referred by other veterinarians, which are usually more complex. For example, in the 21-22 academic year, 1800 consultations for referred cases were received, and 1150 consultations for first opinion cases. During their clinical rotation, students see animals with chronic pathologies, in the specialties of internal medicine, cardiology, and ophthalmology. The cases that have a more acute pathology, and those that are usually evaluated in emergency services and intensive care, surgery or neurology are seen. Regarding the distribution of cases by specialty, during the 21-22 course, 322 cardiology consultations were made, 482 in surgery, 47 in exotic animals, 858 in internal medicine, 161 in neurology, 216 in ophthalmology, and 812 in intensive care and emergencies.

All those practices in which live animals are used, when an invasive procedure is going to be carried out (a more aggressive approach than a venepuncture), must be evaluated by the ethics and animal welfare committee of the University. Therefore, a strict protocol is followed to ensure the animal welfare of those healthy animals used for practices. The cadavers and material of animal origin that are used for training in pathological anatomy are usually obtained from slaughterhouses where the VEE UCV has an agreement or otherwise from patients at the veterinary hospital or the farm who have died due to pathological reasons. This material is transported with a van, which has a license to transport it, as attached in Appendix 16. In addition, the veterinary hospital has large-capacity cold rooms and freezers, which are used for storage. Subsequently, when both the cadavers and material of animal origin have been used, two companies contracted by the VEE UCV, called GESMER and CRESMA, are contacted to eliminate waste of animal origin.

**Table 14. (5.1.1.) Cadavers and material of animal origin used in practical anatomical training**

<i>Species</i>	<i>AY* (21-22)</i>	<i>AY-I (20-21)</i>	<i>Mean</i>
<i>Cattle</i>	10	0	5
<i>Small ruminants</i>	128	126	127
<i>Pigs</i>	45	48	46,5
<i>Companion animals</i>	38	34	36
<i>Equine</i>	0	0	0
<i>Poultry &amp; rabbits</i>	178	192	185
<i>Aquatic animals</i>	400	494	447
<i>Exotic pets</i>	7	4	5,5
<i>Others (wild animals)</i>	22	3	12,5

\* The last complete academic year prior to the Visitation

**Table 15. (5.1.2.) Healthy live animals used for pre-clinical training (animal handling, physiology, animal production, propaedeutics)**

<i>Species</i>	<i>AY* (21-22)</i>	<i>AY-I (20-21)</i>	<i>Mean</i>
<i>Cattle</i>	85	85	85
<i>Small ruminants</i>	150	130	140
<i>Pigs</i>	10	10	10
<i>Companion animals</i>	13	11	12
<i>Equine</i>	20	20	20
<i>Poultry &amp; rabbits</i>	42	42	42
<i>Exotic pets</i>	43	43	43

Others (wild animals)	0	0	0
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**Table 16. (5.1.3.) Number of patients\*\* seen intramurally (in the VTH)**

Species	AY* (21-22)	AY-I (20-21)	Mean
Cattle	100	106	103
Small ruminants	18	20	19
Pigs	34	32	33
Companion animals	2129	1685	1907
Equine	14	7	10,5
Poultry & rabbits	30	30	30
Exotic pets	51	69	60
Others (wild animals)	0	0	0

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

**Table 17. (5.1.4.) Number of patients\*\* seen extramurally (in the ambulatory clinics)**

Species	AY* (21-22)	AY-I (20-21)	Mean
Cattle	870	899	884,5
Small ruminants	633	611	622
Pigs	160	150	155
Companion animals	0	0	0
Equine	157	119	138
Poultry & rabbits	0	0	0
Exotic pets	0	0	0
Others (wild animals)	0	0	0

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

**Table 18. (5.1.5.) Percentage (%) of first opinion patients used for clinical training (both in VTH and ambulatory clinics, i.e. Tables 5.1.3 & 5.1.4)**

Species	AY* (21-22)	AY-I (20-21)	Mean
Cattle	100%	100%	100%
Small ruminants	100%	100%	100%
Pigs	100%	100%	100%
Companion animals	37,93%	37,75%	37,84%
Equine	100%	100%	100%
Poultry & rabbits	100%	100%	100%
Exotic pets	65,9%	51,76%	58,83%
Others (wild animals)	100%	100%	100%

**Table 19. (5.1.6.) Cadavers used in necropsy**

Species	AY* (21-22)	AY-I (20-21)	Mean
Cattle	10	0	5
Small ruminants	80	78	79
Pigs	45	48	46,5
Companion animals	20	17	40,5
Equine	0	0	0
Poultry & rabbits	148	162	155
Aquatic animals	400	494	447
Exotic pets	7	4	5,5
Others (wild animals)	22	3	12,5

**Table 20. (5.1.7.) Number of visits in herds/flocks/units for training in Animal Production and Herd Health Management**

<i>Species</i>	<i>AY* (21-22)</i>	<i>AY-I (20-21)</i>	<i>Mean</i>
<i>Cattle</i>	12	5	8,5
<i>Small ruminants</i>	14	21	17,5
<i>Pigs</i>	2	0	1
<i>Equine</i>	157	119	138
<i>Poultry &amp; rabbits</i>	0	8	4
<i>Aquatic animals</i>	4	4	4
<i>Others (wild animals)</i>	3	3	3

**Table 21. (5.1.8) Number of visits in slaughterhouses and related premises for training in VPH (including FSQ)**

<i>Species</i>	<i>AY* (21-22)</i>	<i>AY-I (20-21)</i>	<i>Mean</i>
<i>Ruminant slaughterhouses</i>	0	0	0
<i>Pig slaughterhouses</i>	2	1	1,5
<i>Poultry slaughterhouses</i>	2	2	2
<i>Related premises **</i>	3	3	3
<i>Others (wild animals): rabbits</i>	0	2	1

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

Concerning the number and variety of animals and material of animal origin for preclinical and clinical training, they are evaluated by the person in charge of each subject, and are reviewed by the Module Coordinator, as well as by the Follow-up Degree Commission, to detect possible problems with the animal or material of animal origin/student ratio. The clinical services provided by the VEE at the VTH, are decided and coordinated by the Director of the Veterinary Hospital (PhD. Ms Carme Soler), with the supervision of the Veterinary Dean (PhD. Mr Antonio Calvo).

**Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under academic supervision and following the same standards as those applied in the VEE.**

The organization and management of external sites such as the Teaching Farm and the "Hípica de Valencia" centers, where the practices with cattle, small ruminants, swine and equines are performed, depend on a private company, and there is an agreement with the VEE UCV. The agreement between these centers and the VEE UCV allows students to evaluate the animals and see the reality of a livestock farm and an equine center. Throughout the Veterinary Degree, the participation of the students in these external sites consists of carrying out animal maintenance tasks (feeding), pregnancy diagnosis, assistance in animal birth and neonatal care, application of treatments and prevention of diseases of production animals, evaluation of the hygienic and sanitary quality of milk, and collaboration in research projects related to animal welfare.

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

Professors of subjects such as Physiopathology and Integrated General Pathology I & II; Veterinary Surgery I & II; Small Animal Medicine; Wild and Exotic Animal Medicine; Equine Medicine; Clinic and Health in Livestock Farm I & II; Small Animal Medicine Intensification; Exotic and

Wild Animals Medicine Intensification; Surgical Pathology of the Musculoskeletal System in Small Animals; Equine Medicine Intensification; implement and teach nursing care skills to undergraduate students in clinical practices carried out during their courses. In the same way, the students improve these skills during the Supervised Practical Training and Clinical Rotation practices carried out in the 5th year, where, in addition to the regulated and equal rotations that all the students have in the VTH, Teaching Farm and Veterinary Public Health (including Food Safety and Quality), students also perform an elective month of practices. It is during this period when the students can put into operation all the theoretical knowledge and skills acquired during the Veterinary Degree.

The group size of subjects with clinical training is five students. However, even in those extramural practices where the students must go to the evaluation of the animal together with the professor in the professor's vehicle, these groups are usually reduced to a maximum of 3 students.

The practical participation of students in clinical procedures is diverse in different species. In the animals evaluated in the VTH (dogs, cats, and exotic species), the students participate by carrying out the clinical examination through the complete physical inspection of the animal, together with a professor or specialized clinical veterinarian (clinical responsible or resident of the different European or American colleges). After completing the clinical examination, students have a period to study and evaluate the diagnostic approach, that is, differential diagnoses and diagnostic tests that they believe are most convenient for the patient. After this process, they discuss this approach with the clinicians and help with the easier cases in tasks such as blood sampling, treatment, and nursing. Animals that require critical care are reviewed together with the responsible veterinarians and residents of the ICU department, discussing the cases, and collaborating with the procedures to be carried out on patients every day so that each student is in charge of a certain number of patients, and they follow them throughout the day. In surgery practices I and II, students witness different interventions where complete anesthesia is performed. They must monitor and record on record sheets supervised by those responsible for anesthesia.

In the same way, they visualize different procedures of soft tissue surgery, traumatology, neurosurgery, ophthalmology, and interventionist cardiology. The 5th-grade students must perform an ovariohysterectomy of a dog, being responsible for both the anesthetic and surgical procedures and the hospitalization of said patients, always under the supervision of professors or clinicians accountable for the service. During their clinical rotations at the VTH, they also attend procedures such as communication with the client and, unfortunately, euthanasia processes. For those animals that are euthanized in the VTH, their owners are given the option of performing a diagnostic necropsy, so those interested students and the clinicians responsible for the case can attend it. The students do not write reports, but they explain the issues assigned to them during their clinical rotation at the end of the week. These presentations follow the same scheme as the clinical reports given to the owners of the animals treated in the VTH.

In the same way, students have access through the computer program (QVET) used in the hospital to consult all the clinical reports made on each animal in the different services. In addition, students follow and must respect the biosafety procedures used in the veterinary hospital, being informed about the biosafety protocols used in the animals evaluated. The clinical guidelines are the same for students in the Teaching Farm, the "Hípica de Valencia" and extramural centers. However, depending on the species, they may be more limited.

After evaluating a clinical case, as mentioned above, students usually have periods of discussion, thinking, and reading to deepen their understanding of the clinical case and its management. For

them, the VTH has a common area with tables, chairs, vending machines, and full access to the books of the VTH library. Likewise, in the animals evaluated in the VTH and in the Teaching Farm, "Hípica de Valencia" or extramural centers in the different subjects, students later carry out work or logbooks in which they must do this exercise of evaluation and understanding of the case seen in practices.

**Standard 5.4: Medical records for patients seen intra- and extramurally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching and learning, research, and service programmes of the VEE.**

The VTH's patient registration system, which will also be used in the Large Animals and Teaching Farm Unit, is QVET. QVET veterinary software is a complete management program for veterinary clinics and hospitals. The program has an online clinical history and prescriptions, synchronizes medical tests and images, helps in document management, allows the creation of schedules for clinicians, online appointments for owners, task management, waiting room for clients, plans of preventive health, and management of hospitalization of animals. The student with a specific student username and password can access all these sections. In addition, the areas of budgets, sales, and billing; electronic billing; communication with the owner; purchases and stock control; business analytics; automatic receipt of delivery notes; multicenter option; financing to clients; online referrers; and integration with accounting can only be consulted by clinicians and the VTH management team. The VTH finances this program, but for future academic years, the VEE will contact more licenses so that the Large Animals and Teaching Farm Unit can implement it. By having online availability, it is easily accessible for professors, clinicians, and students who want to know the history of a patient. This program helps to support the VEE's teaching, learning, and service programs because all the relevant information of the cases seen by the students are computerized. In addition, it is a source to collect retrospective information for future investigations.

Currently, in the case of livestock species and equines, patients were not registered in QVET, they are being written in an excel sheet, but this has been modified this year. The intention is to increase the number of QVET licenses and Tablet-type devices so that professors and students who evaluate these animals can also include them in this database in a global uniform way.

## ***Area 6. Learning resources***

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

The VEE has different strategies for learning resources for students and professors of the Veterinary Degree. Among the tools that students and professors have for learning and teaching, there is an e-learning platform called UCVnet, a library and access to different consultation

databases (online Library Resources; Acland's Video Atlas; Proquest Consultation Database; Online Tirant Data Base; EBSCO Databases; Tirant Library; Clinical Key; Graó digital content; NNNConsult; Tirant Reading Cloud; Vlex; JoVE Peer Reviewed Scientific Video Journal) available through the intranet. During the different Veterinary Degree courses, students are taught about the other uses and applications of the different learning tools available. Individual or group works are carried out during all the degree and the student must use these learning tools and other public search tools such as Pubmed, Google Scholar, Scopus, ResearchGate, etc. All students take a scientific English training course to facilitate this work.

The Office of the Vice-Rector for Academic Planning and Teaching Staff, with the collaboration of Educa-Acción Continuous Training Service, organizes specific training courses for all professors. In addition, it is highly recommended to carry out at least one for each professor annually. In these courses, technical training is provided on the UCV e-learning platform, in the different technological resources and computer applications necessary to guarantee quality teaching and methodological training for presential and virtual education.

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

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

The VEE UCV has a library that allows the consultation of basic materials for study and research. Currently, it has a bibliographic collection of approximately 110000 volumes, about 6000 are in the Headquarters of Santa Úrsula (with one Librarian -Degree in Documentation; Diploma in Library Science and Documentation- and one Assistant) and the rest distributed among the headquarters of San Carlos Borromeo, San Juan Bautista, Casa de la Salud, Godella, Alzira and Carcaixent, a total of 8 libraries with their reading rooms (which can be accessed by any student of this University). There are also 235 live subscriptions to periodicals, 1237 DVDs, and 451 VHS of scientific and pedagogical interest. The catalog is computerized and can be consulted through the University's website (<https://www.ucv.es/alumnos/biblioteca/la-biblioteca-de-la-ucv/busquedas-biblioteca-de-la-ucv>). The hours of the library/study rooms are from 7.30 a.m. to 9 p.m. and the loan from 9 a.m. to 2 p.m. and from 4 p.m. to 6.30 p.m. During the exam period, it is open 24 hours a day. The annual budget of Santa Úrsula Library is 8500€ for books, magazine subscriptions, and databases.

The library/reading rooms have a capacity for 190 people, allowing both individual work and work in small groups. The capacity of these rooms meets the legal requirements specified in Royal Decree 420/2015; Santa Úrsula Library is located on the ground floor; it has a 12 m<sup>2</sup> library office and 250 m<sup>2</sup> for the library with two separate spaces, a bookstore, and a study room. The equipment available is two consultation computers in the room, two computers for interns, 90 connections for laptops, and 24 laptops for student loans. The software available for bibliographic search is our software, Alexandria.



The UCVnet platform is based on open source Moodle technology. It has a public access space where aspects directly related to academic activity can be consulted (training offer, news, etc.). This space is one of the means used to disseminate relevant information related to the University's Information and Communication Technologies (ICT) as widely as possible. It has a private section for registered users that offers a whole series of work tools. In this private section, knowledge is shared among registered users, where you can collaborate with other students, professors, graduates or professionals. Also, within the registered area, users have their personal space or Intranet, and from here the students have a complete view of their subjects, access to the virtual secretariat, the possibility of managing their work calendar and other social communication tools, fully linked to the main web page of the UCV. The professor's work on the UCVnet campus is similar to what would be done in person. It includes teaching, evaluation, and all the tools for interaction between students and professors, and between students. The Activities/Modules available on the UCVnet platform are: homework, chat, databases, forum, online seminar or workshops, instant messaging and email, glossary, LAMS, questionnaire, online resource or links, wiki, blog, videoconference system and shared online whiteboard, media player, video tutor, Jelic, certificate, portfolio, learning object repository VL4Moodle: (Virtual Library for Moodle), allows the generation of "digital content" of the SCORM/AICC (Sharable Content Object Reference Standard Model). All the activities described above are evaluable by the professor in different ways (numerical grade, personalized scales, rubrics), the student being able to know the status of their grades at any time, through the grades and statistics module, where progress is shown, of each student. The platform generates group, global and personalized statistical reports for each student. Technical Characteristics of the UCVnet Server: Apache, MySQL, PHP; Minimum RAM memory: 512 MB; Disk Space: 50Mb (Base Installation); Available languages: 70; License: GNU General Public License (GPL).

In addition, the University has an informatic service that helps maintain the functions of digital resources by performing the following functions: technical and pedagogical support throughout the entire training process, both for students and professors; access to the virtual library of the UCV as well as to other online documentary collections; virtual assistance for all users of the platform 24 hours a day every day of the week. And for professors, it provides technical training on the UCV teletraining platform, as well as in the different technological resources and computer applications necessary to guarantee quality teaching.

All the digital options mentioned are accessible to all UCV students and professors thanks to the maintenance of the eduroam wireless internet connection. Eduroam (contraction for education roaming) is the global secure mobility service developed for the academic and research community. This service allows students, researchers, and staff from participating institutions to have internet connectivity throughout their own campus and when visiting other participating institutions.

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

The list of veterinary books and magazines available to VEE students is detailed below:  
- Books: there is a bibliographic collection of approximately 110000 volumes, and about 6000 are in the Headquarters of Santa Úrsula.

- Magazines: VetRecord, Inpractice, Consulta Veterinaria, Avinews, Cuninews, Nutrinews, Porcinews, Tierras Carpino, Tierras Ovino.
- Electronic books: the Xebook electronic book platform will soon be launched.
- Electronic journals: VetRecord, InPractice, Journal of Food Science, Eurocarne.

The VEE UCV uses different learning resources, from master classes where the professor teaches through PowerPoint presentations uploaded to the UCVnet platform before the class. The practical exercises can be from classroom practices, where scientific journals are debated, or be carried out problem-solving activities or computer practices (e.g., statistics, simulation, management programs, virtual microscope). Other practical activities include acquiring skills in the laboratory or hands-on methods with different types of animals. Examples of learning resources used during the Veterinary Degree at the VEE UCV are the use of discussion forums, autonomous work e-learning tasks such as clinical case studies, online lessons for continuous knowledge assessment, creation of portfolios and logbooks at the end of the practices, collaborative work, group work during the training. Applied examples of this resource are the expert games and the Journal Club work forum in the Pathophysiology subject or endoscopy practices working in groups of students who rotate through different locations, in the subject of Small Animal Medicine, among others. The skills laboratories also support this type of learning where students can practice without fear and as often as they want diagnostic or therapeutic techniques on dummies. Examples of this activity are mock blood dummies to learn how to place intravenous catheters and blood collection, suture dummies, dog dummies for cardiopulmonary resuscitation and endotracheal intubation, cow dummies for rectal palpation, and pregnancy diagnosis (we have a whole cow dummy and four rear-end dummies), and a horse dummy for colic diagnosis (we have an entire horse dummy and four rear-end dummies), among others. These dummies are used in different career practices, but they can be used by students independently and are in the VTH, except for the bovine dummies found on the teaching farm.

### *Area 7. Student admission, progression and welfare*

**Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression and certification.**

**In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students. Formal cooperations with other VEEs must also be clearly advertised.**

Students are informed about the educational program on the University website at the link (<https://www.ucv.es/oferta-academica/grados/grado-en-veterinaria/seccion/plan-de-estudios>), where they can consult the information about the Teaching Guides of the different subjects, where the learning results are detailed, as well as other documents of interest such as the academic calendar, schedules for each group, exam calendar and teaching staff. Likewise, each professor responsible for the subject must upload the Teaching Guide with complete information to the UCVnet platform.

The admission procedure, requirements of the students (national and foreign), and the enrolment fees are available on the web at the New Students link <https://www.ucv.es/nuevos-alumnos>. Detailed information on these points is indicated in Appendix 20. Regulations for access,

admission, registration, and permanence at the Universidad Católica de Valencia San Vicente Mártir, available on the web at the link <https://www.ucv.es/quienes-somos/la-universidad/informacion-institucional/normativa>. In addition, students can physically access the New Student Offices, where they are personally assisted, informing them how to access the Veterinary Degree, study plans, training profile, professional opportunities, prices and payment methods, reservation deadlines, registration, and the necessary documentation. The New Student Service Offices are in the Plaza Almoina Office (Valencia Campus, Pl. Almoina, nº 3 - 46001 Valencia. Hours from Monday to Thursday: 10:00 a.m. to 1:30 p.m. and 3:00 p.m. to 6:00 p.m., Friday: from 9 a.m. to 2:30 p.m.).

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

**Table 22. (7.2.1.) Number of new veterinary students admitted by the VEE**

Type of students	AY* (21-22)	AY-1(20-21)	Mean
Standard students	63	64	63,5
Full fee students	0	0	0
<b>Total</b>	<b>63</b>	<b>64</b>	<b>63,5</b>

\* The last complete academic year prior to the Visitation

**Table 23. (7.2.2.) Number of veterinary undergraduate students registered at the VEE\*\***

Year of programme	AY* (21-22)	AY-1(20-21)	Mean
First year	63	64	63,5
Second year	70	66	68
Third year	72	65	68,5
Fourth year	62	59	60,5
Fifth year	246	249	247,5
<b>Total</b>	<b>513</b>	<b>503</b>	<b>508</b>

\*\*This table should be filled in for each study programme in case of more than one study programmes

**Table 24. (7.2.3.) Number of veterinary students graduating annually**

Type of students	AY* (21-22)	AY-1(20-21)	Mean
Standard students	73	55	64
Full fee students	0	0	0
<b>Total</b>	<b>73</b>	<b>55</b>	<b>64</b>

**Table 25. (7.2.4.) Average duration of veterinary studies**

Duration	% of the students who graduated in AY*
+ 0**	50%
+ 1 year	13,33%
+ 2 years	11,66%
+ 3 years or more	25%

\*\* The total duration of the studies matches the minimum number of years of the programme (e.g. 5 or 6 years)

The data cited above does not correspond exactly to the graduation rate because this rate is calculated by entry cohort and not by course.

**Table 26. (7.2.5.) Number of postgraduate students registered at the VEE**

Programmes	AY (21-22)	AY-1(20-21)	Mean
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<i>Interns</i>	16	14	15
<i>Residents</i>	6	4	5
<i>PhD students</i>	46	46	46
<i>Others (specify)</i>	0	0	0

**Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course.**

**The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.**

According to Royal Decree (RD) 412/2014, to access Veterinary Degree studies, students must meet the following requirements:

- a) Students possess a bachelor's degree from the Spanish Educational System or another declared equivalent.
- b) Students possessing the European Baccalaureate title or the International Baccalaureate diploma.
- c) Students in possession of titles, diplomas, or studies of Baccalaureate or Bachelor from educational systems of Member States of the European Union or other States with which applicable international agreements have been signed in this regard, on a reciprocal basis.
- d) Students in possession of titles, diplomas, or studies homologated to the title of Bachelor of the Spanish Educational System, obtained in educational systems of States that are not members of the European Union with which international agreements have not been signed for the recognition of the bachelor's degree on a reciprocal basis.
- e) Students in possession of the official titles of Higher Technician of Vocational Training, Higher Technician of Plastic Arts and Design, or Higher Sports Technician belonging to the Spanish Educational System, titles, diplomas, or studies declared equivalent.
- f) Students in possession of titles, diplomas, or studies other than those equivalent to the titles of Bachelor, Higher Technician of Vocational Training, Higher Technician of Plastic Arts and Design, or Higher Sports Technician of the Spanish Educational System, obtained or completed in a Member State of the European Union or in other States with which applicable international agreements have been signed in this regard, under of reciprocity, when said students meet the academic requirements demanded in said Member State to access their Universities.
- g) Persons over twenty-five who pass the entrance test established in this RD.
- h) People over forty with work or professional experience in teaching.
- i) Persons over forty-five who pass the entrance test established in this RD.
- j) Students possess an official University degree, bachelor's, Master or equivalent degree.
- k) Students with an official University degree of University Diploma, Technical Architect, Technical Engineer, Graduate, Architect, Engineer, corresponding to the previous order of University education or equivalent title.
- l) Students who have completed foreign or Spanish partial University studies or have completed foreign University studies have not obtained their homologation in Spain and wish to continue their studies at a Spanish University. In this case, it will be required that the corresponding University has recognized at least 30 ECTS credits.
- m) Students who could access the University according to regulations of the Spanish Educational System before the Organic Law 8/2013.

The criteria are in order of pre-registration payment, prioritizing students who have completed their Baccalaureate studies in the areas of science, health sciences, engineering and architecture, and Vocational Training in the sciences and health sciences described in RD 1892/2008. Priority will also be given to graduate students, University graduates, Technical Engineers, or Engineers with scientific and technical degrees. The rest of the students will become part of the waiting list. The University provides the places to the students with preference (after the pre-registration) and until all places are finished. To enroll, they must meet the access criteria described above. The admission process for students over 40 who prove work or professional experience will consider their career and professional experience, which will be measured as follows: professional experience 50% and personal interview 50%. The University provides the admitted students with a date and time for their enrolment. Furthermore, the information on the admission criteria for the degree is easily accessible since the University has a web page aimed solely at New Students (<https://www.ucv.es/admision-y-becas/reserva-de-plaza/documentacion-y-matricula-grado>), where all the information is provided. The New Students Office also includes attention to new students, informing them about access forms, admission criteria, academic offers, fees, and additional information. Once the student has been reported to the access and admission requirements, an interview is arranged between the possible future student and those responsible for the degree in case they need more detailed information about the studies to be taken, and they even offer the possibility of visiting the facilities available. According to the appeal process, the future veterinary student reserves a place directly through the New Students Office until the available positions are filled in the VEE UCV, so there is no appeal process for students who are not finally accepted.

About the expected number of new students admitted by the VEE UCV for the next three academic years, this ratio will increase because a second veterinary group has been opened, which has been included in the 22-23 academic year. Therefore, the progression of the next three years is expected to be from 513 students enrolled in the years 21-22 to 708 in 24-25. To increase the number of students, a detailed study has been carried out on the capacities of facilities and equipment, staff, healthy and diseased animals, and material of animal origin available to the University to adapt the number of admitted students to the educational resources. This study was carried out by the Dean of Veterinary Medicine, together with the Vice-Dean of Veterinary Medicine, the Business Division Manager, Department Directors, and Hospital and Farm Directors, with the collaboration of the Dean of the Faculty of Veterinary Medicine and Experimental Sciences and the Vice-Rectorate for Academic Planning and Teaching Staff.

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

The Governing Council of UCV University has agreed to establish a percentage of 5% reservation places for people with disability, understanding that the University will not veto access to any student with disabilities in all its centers. Furthermore, it will ensure that the curricular adaptations are developed and promote disability care services. The principles underlying the implementation of the Service for Attention to People with Disabilities (from now on SAPD), as well as the performance of the actions that derive from it aimed at full inclusion of people with special educational needs at the University, are referred to in Law 51/2003, on Equal Opportunities, Non-Discrimination, and Universal Accessibility for People with Disabilities. The SAPD is a service of

the University made up of a multidisciplinary team that provides care, advice, and support in matters of disability to the entire University community. The SAPD was created to ensure equal opportunities and non-discrimination of students with special educational needs, the teaching and research staff (PDI), and the administration and services staff (PAS). Its development is carried out through a series of actions framed in the following programs under the principles of personal autonomy, normalization, equity, participation, and co-responsibility:

- Psycho-educational Information and Counselling Program: The purpose of this program is to inform and advice regarding resources, regulations, curricular adaptations, fee waivers, and scholarships and to assess the needs of students with special educational needs to offer them advice.
- Equal Opportunities Program: This program focuses on the administration and management of those technical and human resources necessary to facilitate support for students with special educational needs. The endowment of all these resources represents a measure of positive discrimination to equalize the opportunities of these students in the University. Technical and personal support will be provided depending on the type of resource used.
- Awareness and Training Program: It includes the planning and proposing of a training program on content related to disability, aimed at both students and professors and administration and services staff to promote information, awareness, and awareness of the entire University community.
- Universal Accessibility Program: requires a significant capacity for communication between the different operating structures that make it up and the existence of clear action protocols depending on the urgency that is integrated into the usual management of spaces and facilities. Only an accessibility chain guarantees the possibility of having an inclusive University. For example, there is no use in having accessible classrooms if access to the building is not accessible. The Universal Accessibility program incorporates three types of differentiated actions depending on the intervention context: physical environment, virtual environment, and access to information.
- PAS and PDI Care Program: The purpose of the care program for PAS and PDI with disabilities is to establish aid of various kinds to compensate for the disadvantages and difficulties that may appear in their professional performance, trying to favor conditions of equality.

**Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.**

**The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or University law) and student support if required.**

The progression criteria and procedures for all students are reflected in Appendix 21. Regulations for permanence in official undergraduate and master's degree studies. This regulation is available to students on the intranet in the GEDUC section (<https://intranet.ucv.es/Geduc/Documentos>). The VEE UCV provides different support methods for students who perform poorly, such as the Support and Guidance Service, Tutorial Action Program, Student Defense Service, Labor Insertion Service, and Management of Job Exchanges and Courses of Leveling, all of them explained in more detail in the following sections. Furthermore, information and advertising of these services are offered to all students through the website (<https://www.ucv.es/alumnos/servicios-al-alumno>) and in the physical Offices present in the different Faculties of the University.

The total attrition rate in the VEE UCV was: 22.78% in 2021-2022; the data was obtained from the entry cohort 2016-17, 79 students, and total dropout from 1<sup>st</sup> to 4<sup>th</sup> year, 18 students (18/79 = 22.78%). And 32.89% in 2020-2021; the data was obtained from the 2015-2016 entry cohort, 76 students, and total dropout from 1<sup>st</sup> to 4<sup>th</sup> year, corresponding to 25 students (25/76 = 32.89%). The most common causes of the abandonment of the studies are: personal problems, illness, desire to study another career or difficulty in veterinary studies.

The New Student Office carries out the new student selection procedure. If necessary, the Academic Title Commission and the Governing Council decide, evaluate, and review the admission procedures, number of admitted students, and student services. All relevant information is included on the website or provided by the New Students Office if required.

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

The mechanisms for excluding students during their progression at the University are clearly described in Appendix 22, Academic Discipline Regulation and the Disciplinary Process to be applied. This document is available on the web at the link (<https://www.ucv.es/quienes-somos/la-universidad/informacion-institucional/normativa>).

**Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation.**

**There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).**

Students have at their disposal five support mechanisms during their training at the UCV:

- Support and Orientation Service (S.O): this is a free service offered by the UCV to all its students and comprises three psychologists, two pedagogues, one educational psychologist, and its coordinator. Its function is to guide, individually or through workshops, the specific demands of the students. Their functions are:

a. Student information: the S.O. prepares a University Guide with information about the UCV. It Links with the different services, responding to requests for information, for example, on other Veterinary Degrees in Spain or abroad, international exchanges, enrollment issues (free choice practices, scholarships, etc.), or topics regarding career guidance and job placement.

b. Support for Professors-Tutors: In addition to collaborating at the time of admission of new students to the Degree in Veterinary Medicine (week 0 of the Tutorial Action Plan), the Service of Orientation supports the tutor professor, in coordination with the person in charge of the Tutorial Plan of the UCV, through different meetings throughout the course. In them, the S.O. advises and supports the tutor in matters about the service, whether academic issues (adequacy of study techniques, time management, etc.) or personal guidance (problem-solving, student referral, etc.). Likewise, during tutoring hours, the S.O. carries out practical intervention sessions on topics



specific to S.O., such as individual attention to students: personal attention and guidance, and awareness and pedagogical orientation.

c. Workshops: S.O. offers students a series of workshops to provide them with strategies to complete their studies, both in the academic area, personal and professional.

- Tutorial Action program: improves the training offer of the University, guiding it towards the personal and complete training of students entering University studies for the first time since it allows monitoring the progress of students during their first year at the University and offers personalized guidance based on the difficulties they are encountering.

- Student Defense Service: the University student defender at the UCV is the person who must ensure respect for the rights and freedoms of professors, students, and PAS. Their actions must always be directed towards improving University quality in all its aspects (LOU 6/2001, December 21). In addition, the person acts as a mediator in those conflicts in which her/his intervention is requested.

- Service of Labour Insertion and Management of Labour Exchanges that carries out the Labour Insertion Workshops.

- Leveling Courses: the University offers first-year students the possibility of taking leveling classes in Mathematics, Physics, and Chemistry free of charge to lay the foundations of prior knowledge.

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

Students have different mechanisms to provide their needs, complaints, comments, and suggestions to the VEE. These are mainly the Tutorial Action Program, which allows the student to have close contact with their tutor professor to explain these aspects, the Student Defense Service confidentially, and the Suggestions/Complaints/Congratulations Mailbox on their Intranet.

## ***Area 8. Student assessment***

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

The general student evaluation strategy of the VEE UCV is marked by the National Agency for Quality Evaluation and Accreditation (ANECA) and is reflected in Appendix 6, UCV Veterinary Verification Report. This document indicates the ranges of evaluation that each item of the subjects of the VEE UCV study plan must have. In this way, the professor responsible for the subject can assign the value he deems appropriate to each item of the subject (1. Written evaluation of the knowledge and skills obtained; 2. Evaluation of the use of practical classes in the classroom, of problems or computer science, seminars, and tutorials; 3. Assessment of the practical work in the laboratory through which you must demonstrate the acquired skills and that you can use them to solve the different situations and problems that arise in a laboratory; 4. Evaluation of the practical work in the clinic through which you must demonstrate the acquired skills and that students can use them to solve the different situations and problems that arise in the clinic; 5. Evaluation of group works through a continuous evaluation system throughout the course, through the delivery

of works whose objectives and contents will be proposed by the professor; 6. Evaluation of those activities in which the student individually must search for and structure information related to each subject through a continuous evaluation system throughout the course, through the delivery of works whose objectives and contents will be proposed by the professor). The professor should evaluate within a minimum percentage assigned by ANECA. Likewise, all the competencies to be assessed in the different subjects and the teaching methodologies that can be used are also explained in this Appendix.

The specific methodologies to assess the acquisition of theoretical knowledge and other types of skills are set out below:

- The professor evaluates theoretical knowledge through exams with questions, test types, short questions, development questions, and problem-solving questions. Students have two calls for academic exams. In some subjects continuous assessment exams are taken throughout the period when they are taking part and form part of the student's final grade. In the same way, during the performance of other activities such as preclinical practices, clinics, or individual or group work exhibitions, the professors ask questions about theoretical knowledge related to that subject, which will form part of the evaluation. Students will have a review period to view their exams and determine their failed answers.

- Preclinical practical skills: they are evaluated by carrying out practical exams, in which students must demonstrate the skills learned in the laboratory, as well as exploration techniques, use of dummies, etc. Professors can assess such practical skills using rubrics or direct grading. In some subjects, these skills can be evaluated by submitting a logbook of the practices. Students have two calls to take the practice exams and an exam review period where they can ask questions and assess which part of their exam is incorrect.

- Clinical practical skills are evaluated through the rotation of clinical practices, in which students must carry out a series of minimum skills, which in some subjects are reflected with a Checklist sheet that must be signed by the professor or clinician who has been present. They also carry out practical exams where the student must show the skills learned during their clinical rotation or works that reflect the tasks carried out during the process are exposed.

- Soft skills are often assessed by carrying out the tasks associated with the individual and group work of the students. In each subject, some of the proposed soft skills are evaluated differently. For example, communication skills are worked on, favouring the presentation of oral presentation works in front of the rest of the classmates; teamwork is evaluated through the participation of classmates, on some occasions delivering a rubric of their participation to the professor; the management of pressure is worked from different sections, such as setting deadline dates for the delivery of tasks in different subjects that students must respect, or supporting the pressure before taking theoretical or practical exams; the strong work ethic is worked on trying to make the student take responsibility for their functions and their duties, in relation to respecting tasks delivery periods, enrolling in practice groups and attendance at practices; professors try to promote a positive mental attitude, as well as work individually with the team of professionals from the S.O., which helps students who request it in this aspect and others, such as stress management before exams or oral presentations; flexibility is worked on during the Veterinary Degree because the students take different subjects with very different professors who request information or involvement in the subject in different ways, so they must adapt to each new situation; self-confidence and criticism management is worked on from the first to the fifth year, since the student is continuously receiving feedback on the completion of their tasks, skills and exams that must be integrated and assimilated, even those students who suffer from anxiety or little self-esteem have at their disposal some psychologists and the S.O team, so they can speak with them if they need it.

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

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

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

The transparency of the evaluation criteria and procedures of all the subjects that are part of the VEE UCV study plan is ensured, the UCV Veterinary Verification Report, as well as its modifications ("Modifica") and the Teaching Guides of all subjects appear on the University website <https://www.ucv.es/oferta-academica/grados/grado-en-veterinaria/seccion/documentos-oficiales-de-la-titulacion> and <https://www.ucv.es/oferta-academica/grados/grado-en-veterinaria/seccion/guias-docentes>, respectively. In the same way, in the teaching platform of each subject, each responsible professor oversees uploading the document of the Teaching Guide for their subject (an example of a Teaching Guide is provided in Appendix 23), where all the criteria and evaluation procedures of the subject are specified, like this the student has easier access. In addition, in those tasks or evaluation items that must be delivered through the UCVnet platform, in many cases, the students previously have the rubric or qualification methodology that will be used to correct it.

The result of the qualification of each student and which parts and percentages of the evaluated items constitute it is reflected both in the UCV Veterinary Verification Report and in the Teaching Guides of all subjects. Likewise, the explicit requirements for the barrier evaluations are highlighted, which in most cases are to achieve a score of 5/10 in the theoretical knowledge and practical skills in the laboratory or clinic items.

Post-assessment feedback is provided to students for each qualification item contemplated in the Teaching Guide. Therefore, the theoretical and practical exams have an official review day of the exams, which is published on the University Intranet. Like this, the student obtains guidance to improve the grade obtained in these items. In the same way, other items that are part of the student's grade have feedback from the professor of both tasks delivered through the virtual platform, as well as those tasks presented orally in class.

Students have various appeal procedures against the evaluation results, such as speaking directly with the professor responsible for the subject if they disagree with the grade obtained in any of the subject items. Even the cancellation of a theoretical or practical exam if the student considers that the evaluation of it needs to be revised. If this happens, the student must request the secretary of the Faculty of Veterinary Medicine and Experimental Sciences, and will be evaluated by the Dean of Veterinary Medicine, PhD. Antonio Calvo. If it is considered appropriate, a panel of three independent professors unrelated to the subject will evaluate the facts and determine if the professor should repeat the exam.

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

## **on progression.**

The ANECA qualification criteria establish the student evaluation strategy. Still, it is the responsible professor, together with the Module Coordinator and the Director of the Department, if necessary, who transfer the ANECA's evaluation criteria to the reality of each subject, to subsequently communicate them to the interested parties (professors and students) the day of the presentation. This evaluation strategy is implemented, evaluated, and reviewed annually; each year, the Teaching Guides must be made public on the University website.

The evaluation design is based on the learning results that the responsible professor wants to obtain so all the learning results must be reflected in each student's final grade. Thus, it is important to correctly define the learning outcomes to be achieved in each subject to adequately describe the most appropriate type of assessment in each case. All this information is reflected in the Teaching Guides and the UCV Veterinary Verification Report.

**Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study.**

**The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.**

The learning results of each subject are erected considering essential, transversal, and specific competencies that ANECA believes each subject of the VEE UCV curriculum must have. Such a way that these competencies are achieved through the different activities and practices proposed in the subject. So, at the end of each subject, if the student has passed it, it is because they have been able to apply and integrate the proposed competencies. Many of these competencies overlap between various subjects in the study plan so that they are reinforced each year by the student. Still, other competencies, such as specific ones, may only be worked on in a single subject.

The VEE UCV professors encourage students to participate actively in the learning process from different points of view, considering that in some subjects, the practical or applied part in which the student must carry out autonomously the functions requested represents between 1/2 or 1/3 of the time assigned to the topic. For that reason, the different subjects of the study plan are assigned different face-to-face based on the students' need to carry out the practical part. In the same way, the student is stimulated to self-learning by carrying out tasks in which he must look for information and scientific texts that help him to expand his knowledge of the subject in an alternative way to the master class carried out by the professor.

**Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition of clinical skills and Day One Competences (some of which may be on simulated patients) must form a significant component of the overall process of assessment. It must also include the regular quality control of the student logbooks, with a clear distinction between what is completed under supervision of academic staff (Core Clinical Training (CCT)) or under supervision of a qualified person (EPT). It ensures that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student. Evidence must be provided that only students who are Day One Competent are able to graduate.**

The evaluation methodology to ensure that each graduate reaches the minimum level of competencies, being able to perform tasks of the veterinary profession independently and having sufficient confidence to practice veterinary medicine at a primary level, is achieved by giving a different weighting to each of the primary activities that a veterinary graduate should know how to perform. These activities or competencies, which appear in Annex 2 (ESEVT\_SOP), are worked on throughout the different subjects of the study plan and are evaluated after the student/professor interaction in theoretical classes, seminars, practices or classroom activities, computer, laboratory, or clinics practices, tutorials with the professor, and group or individual tasks made by the student. The responsible professors will evaluate these activities differently, as indicated in Appendix 6. Still, at least of all the items assessed, the student must obtain a grade of 5/10 in each subject.

### ***Area 9. Academic and support staff***

**Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.**

**A formal training<sup>2</sup> (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff<sup>1</sup> involved with teaching.**

**Most academic staff (calculated as FTE) involved in veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.**

To ensure that all requested competencies for the veterinary program are covered and that staff are properly qualified and prepared for their roles, the Educa-Acción Continuous Training Service manages the training of the PDI and the PAS. Through the contributions received from the Vice-Chancellor of the University, on identity, HR in relation to the PAS, and from Deans, Department Directors and Vice-Rectors in relation to the PDI, the Annual Training Plan is developed. Once the Plan is approved, Educa-Acción Continuous Training Service is responsible for its development. In addition, the University will address among its plans and teacher training programs, among other issues, aspects related to innovation in digital technologies for virtual teachings and renewal of the pedagogical model. In this sense, the own title "University Certificate of Training for the development of virtual teaching" will be offered, which aims to acquire skills and abilities in digital technologies for virtual teaching.

Two large blocks of training are distinguished, depending on their optional nature, which the University proposes to workers for their training process from the moment of their incorporation: Compulsory Training (includes: Basic Training and Training Required by the Position) and Voluntary Training.

#### **- Compulsory training**

It is the training that the staff must carry out derived from his contractual relationship with the UCV. This training aims to facilitate the incorporation into the University Community, the efficient development of their work and meet the requirements derived from the Quality, Environment and Prevention regulations or any other regulations, like manuals of security, biosecurity and emergency measures or waste management in the laboratories, veterinary hospital or the farm,

among other aspects; all of this with the purpose of eliminating or minimizing the risks inherent in the use of the facilities, mainly those derived from the use of chemical and biological agents.

A - Basic training: It is the training that the UCV provides to all workers. Three modalities are distinguished: Common Basic (which will be carried out by both the PAS and the PDI of the University), Specific Initial for the PAS and Specific Initial for the PDI.

A.1 - Common Basic Training: All employees must participate in a talk or course, which may be held individually or in groups, to raise awareness of quality by the Quality Office, the Prevention Service or by other institutions that the University deems appropriate. In addition to what is contemplated in the previous paragraph, another type of common basic training may be carried out.

A.2 - Initial training.

Specific initial training for PAS: There are elements of the Organization: vision, mission and values, functional and material elements, etc., in which the University has to train the people who join. To cover this need, the specific basic training for the PAS will be carried out.

Specific initial training for PDI: The Specific Initial Training for the PDI is included in the university-specific degree called "Initiation to University Teaching" (IDU) of 120 hours. This training action is designed to be developed over an academic year and designed to introduce new PDI members at the Catholic University of Valencia. The IDU aims to transmit to the new members of the PDI, the knowledge of the organizational and functional structure of the UCV, as well as a theoretical and practical training necessary to carry out their work in the context of the European Higher Education Area.

B - Training required by the position: It is the necessary training for the proper development of the functions derived from the job occupied at all times. The one that can be prescribed by the academic managers in the case of the PDI, or by the evaluations carried out through quality processes (DOCENTIA). In the case of the PAS, the one that can be prescribed by the HR Service as a result of the needs detected after the performance evaluations. For this, it is presented through the Annual Training Plan, as required by the position, or through the PI-10-F-02 Authorization Extraordinary Training Action.

- Voluntary training

It is one that the worker performs on their own initiative with the aim of improving their personal and professional skills. It contemplates two types of voluntary training: Voluntary training proposed by the UCV and Other voluntary training.

A - Voluntary training proposed by the UCV: The University programs and finances a catalogue of voluntary training actions aimed at both PDI and PAS, which is included in the Annual Training Plan, and is advertised through email, the website of the Continuing Education Service, the website of the University or other means deemed appropriate. This catalogue includes, for example, courses of new teaching methodologies, evaluation strategies, simulation as a pedagogical tool, e-learning, quality systems, research, languages, computer programs, leadership or how to use the voice for teach.

B - Other voluntary training: It is that training that the worker carries out independently of the one proposed by the University, and that can be incorporated, if relevant, in the personal training register of the worker maintained by the HR department. (Find more information at PI-10 Training in <https://www.ucv.es/quienes-somos/facultades/facultad-de-veterinaria-y-ciencias-experimentales/calidad/documentacion-del-saic>).

**Standard 9.2: The total number, qualifications and skills of all staff involved with the programme, including teaching staff, ‘adjunct’ staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the**

VEE’s mission. A procedure must be in place to assess if the staff involved with teaching displays competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, residents, interns or other postgraduate students, adjuncts or off-campus contracted professors.

**Table 27. (9.2.1) Academic staff\*\* of the veterinary programme**

Type of contract	AY* (21-22)	AY-1 (20-21)	Mean
<b>Permanent (FTE)</b>	49.91	50.62	50.27
<b>Temporary:</b>			
<b>Interns (FTE)</b>	16	12	14
<b>Residents (FTE)</b>	2	1.5	1.75
<b>PhD students (FTE)</b>	0.5	0	0.25
<b>Practitioners (FTE)</b>	0	0.5	0.25
<b>Others (FTE)</b>	4.12	4.18	4.15
<b>Total (FTE)</b>	72.53	68.8	70.67

“Others” are Assistant Professors, Associate Professors and Senior Hospital Vets.

\* The last full academic year prior the Visitation

\*\* All staff included in this table must have received a training to teach and to assess undergraduate students. Practitioners involved with EPT are not included in this table.

**Table 28. (9.2.2) Percentage (%) of veterinarians in academic staff**

Type of contract	AY* (21-22)	AY-1 (20-21)	Mean
<b>Permanent (FTE)</b>	34.44	35.9	35.17
<b>Temporary (FTE)</b>	22.62	17.96	20.29

**Table 29. (9.2.3) Support staff of the veterinary programme**

Type of contract	AY* (21-22)	AY-1 (20-21)	Mean
<b>Permanent (FTE)</b>	34.37	24.3	29.34
<b>Temporary (FTE)</b>	4.59	8.11	6.35
<b>Total (FTE)</b>	38.96	32.41	35.69

**Table 30. (9.2.4) Research staff of the VEE**

Type of contract	AY* (21-22)	AY-1 (20-21)	Mean
<b>Permanent (FTE)</b>	0	0	0
<b>Temporary (FTE)</b>	0	0	0
<b>Total (FTE)</b>	0	0	0

“The VEE does not have research staff dedicated exclusively to research; all academic staff is research and teaching staff”.

The prospected number of FTE academic staff of the veterinary programme for the next 3 academic years is 84. The prospected number of FTE support staff of the veterinary programme for the next 3 academic years is 62.

The Dean and the Vice-Dean of the VEE UCV will analyze the structure of the teaching staff, as well as the evaluation of the relationship between the categories of teaching staff and the number of ETCS taught and, if it corresponds, a PDI incorporation plan will be drawn up. To fill a PDI vacancy, the Dean and the Vice-Dean first selects among the doctors of the UCV without full dedication, if there were none, the following Admission Protocol will be followed. The possibilities of obtaining the CVs of the candidates are several: the self-application of the interested party, the proposal of candidates at the initiative of the Dean or others means of obtaining. All the CVs related to the PDI, will be sent, regardless of the form or route of obtaining, to the office of the Vice-Rector for Academic Planning and Teaching Staff, which is responsible for its custody. The proposals will



be processed ordinarily through the Dean of the VEE, with a request addressed to the Rector, where the personal data and contact will be recorded, as well as the position and subject/s for which it is required. The application must be accompanied by the candidate's CV and the publications he has made, as well as the reports on his professional and personal career held by the candidate; and the endorsement, where appropriate, of the person who proposes it, and that guarantees that, according to their criteria, it adapts to the profile required by the ideology. The Rector, after reviewing the application, will send it, within a maximum period of five days from its receipt, to the Vice-Rector for academic and teaching staff, in order to rule on the need or unnecessary of proceeding with the proposed contracting, in accordance with the criteria and guidelines indicated in the POD, and depending on the credits assigned to the teaching staff that teaches at the UCV. The Vice-Rector must issue a report to the Rector on the admissibility or inadmissibility of the contract, within a maximum period of five days. The Rector, in view of this report, will decide on the continuation or not of the contracting procedure, within five days of its receipt. If the request is filed, the Rector will transfer the Dean who submitted the application, so that he can communicate this to the interested party. If the recruitment procedure must be continued, the Rector must convene the Teaching Staff Recruitment Committee, within five days, in order to rule on the admissibility or inadmissibility of hiring the candidate presented.

The Faculty Recruitment Committee is composed of three members: the Rector, or person to whom he delegates, who will be its President, and two members appointed by the Grand Chancellor of the University, for a period of two years, extendable for periods of the same duration. The Commission, after being convened by the Rector, will meet with the candidate in the place, date and time that is previously notified, in order to hold a personal interview with him. After the interview, the Commission may collect the necessary additional information, in order to be able to rule on the suitability of the candidate. Five days after the personal interview, the Commission shall decide on its admission or inadmissibility. In case of admission, the decision will be communicated, both to the interested party and to the Manager in order to proceed with their hiring, in accordance with the criteria established in the current legislation. (Find more information at PI-09 Recruitment and Selection of PDI and PAS in <https://www.ucv.es/quienes-somos/facultades/facultad-de-veterinaria-y-ciencias-experimentales/calidad/documentacion-del-saic>).

Once the person is already hired, the UCV proposes to the worker the training process from the moment of their incorporation: Compulsory Training (includes Basic Training and Training Required by the Position) and Voluntary Training (as described in Standard 9.1).

When support staff must be hired, the manager fills the selection and hiring request and forwards it to Human Resources Department (HR) who receives it and collects the pertinent authorizations for its implementation. From there, HR begins the selection process by preparing the offer with the requirements of the position transferred by the applicant (PI-09-F-05 Selection Request and Recruitment of Personnel) and published it in the different external recruitment media available in the UCV (Linkedin, Web UCV), while it is disseminated within the university community to promote communication, transparency and the possibility of development for staff through its publication in the UCV Employee Portal and the UCV Employment Exchange. Next, the recruitment phase begins, and the HR department manages and filters the CVs according to the profile. Interviews are carried out to finally be able to pre-select the finalist candidates for each position. A report for each candidate with the CV is sent to the head of the department so that he can carry out the interviews and make the final decision.

In the case of vacancies in specialist positions at the Veterinary Hospital, the entire recruitment process, interview and selection is carried out by the Director of the Hospital. For PAS positions (administrative, receptionists, administrative technicians, coordinators...) the selection is performed by HR following the same procedure as for the other PAS of the Faculty.

The results of the interviews carried out by HR are recorded in the PI-09-F-02 Information Sheet interview assessment. In the case of the Veterinary Hospital, the Director communicates the chosen candidate via email to the HR department. The HR department contacts the selected candidate to communicate the decision, detail the contractual conditions and inform him of the procedure for the contract. (Find more information at PI-09 Recruitment and Selection of PDI and PAS in <https://www.ucv.es/quienes-somos/facultades/facultad-de-veterinaria-y-ciencias-experimentales/calidad/documentacion-del-saic>).

Once the person is already hired, the UCV proposes to the worker the training process from the moment of their incorporation: Compulsory Training (includes Basic Training and Training Required by the Position) and Voluntary Training (as described in Standard 9.1).

The employment contracts of the staff do not contemplate exclusivity, so each worker can carry outside work.

**Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define any systems of reward for teaching excellence in operation.**

**Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. Academic staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.**

Prior to March 1, 2022, the academic staff is hired upon joining the University, in compliance with the corresponding Spanish labor regulations, through a part-time contract for work or service during the first and second academic year with the dedication agreed at the time of signing the contract. In the third academic year, the contract is transformed from a temporary to an indefinite-term contract with the dedication agreed at the time of signing the contract. From this third academic year onwards, the Dean may request the Vice-Rector for Academic Planning and Teaching Staff to incorporate this professor with full dedication, which means an indefinite contract of 36 credits/30 hours per week.

After March 1, 2022, the academic staff is hired upon joining the University, according to current Spanish labor regulations, through a permanent contract with the dedication agreed at the time of signing the contract.

The Teaching and Research Staff of the UCV is distributed in the following categories of professors:

- Full professors: the dedication of this professor will be 30% to teaching (equivalent to teaching 18 ECTS credits), 60% to research and 10% to the university life of the UCV.
- Professors: the dedication of this professor will be 40% to teaching (equivalent to teaching 24 ECTS credits), 50% to research and 10% to the university life of the UCV..

- UCV Accredited Professors: the dedication of this professor will be 50% to teaching (equivalent to teaching 30 ECTS credits), 40% to research and 10% to the university life of the UCV.
- PhD Professors: the dedication of this professor will be 65% to teaching, 25% to research and 10% to the university life of the UCV, of the time established in his/her contract. (The calculation of the dedication will be established according to the annual hours resulting from the contract. The proposed percentages will be applied to these hours, thus including the total number of functions performed by the PDI in any working period, whether or not it is a teaching period).
- Assistant Professors: the Predoctoral Assistant Professor may participate in different subjects, not being the professor responsible for them, up to a maximum of 6 ECTS. Their main activity will be the research to obtain the title of Doctor, being able to do it as a predoctoral assistant, hired by projects or with private funding. The characteristic profile of the Predoctoral Assistant Professor is the initiation of his or her career as PDI, coinciding with the period of completion of his or her doctoral thesis.

The Postdoctoral Assistant Professor may participate in different subjects, not being the professor responsible for them, up to a maximum of 18 ECTS. This professor is a junior doctor who accredits a period of stay abroad of at least 3 months. Their activity as Assistant Professor will be equally distributed between research and teaching, and will maintain, as in the pre-doctoral period, an essentially formative dimension, participating in university life. The UCV will provide this training in the fields of teaching, research, identity formation and management. This professor may be hired on a postdoctoral, project or private basis.

- Associate Professors: Associate Professors are professionals from different economic, social and administrative sectors who contribute their knowledge and practical experience, collaborating in teaching tasks at the University. They are university graduates who, developing a remunerated professional activity outside the University, are hired, on a part-time basis, to teach. In general, they will have a maximum assignment of 12 ECTS.

As described in Standard 9.1, the University will provide training actions that reinforce the teaching and research work of the teaching and research staff and guarantee access to new teaching methods, use of ICTs, pay special attention to the acquisition of competencies of the teaching staff in the use of digital information and communication technologies and, in addition, motivate them to participate in mobility programs that can enrich their training profile and broaden their baggage of good practices.

**Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff, including formal appraisal and informal mentoring procedures.**

**Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.**

**Promotion criteria for academic and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in, and (if permitted by the national or University law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.**

The VEE UCV professors may progress professionally within UCV from the initial stage of training (Assistant Professor) to the highest academic category (Full Professor), according to the procedure and requirements set forth in the Faculty Statute (see UCV Professor Statute at <https://www.ucv.es/quienes-somos/la-universidad/informacion-institucional/normativa>).

The change of faculty category requires the existence of a teaching need and that the candidate possesses the necessary conditions for the category in question. That is to say, the promotion of the teaching staff is not automatic, nor does it oblige the University to promote them simply because they meet the requirements, but it will be necessary to take into account criteria of opportunity for the University, on the basis of which the corresponding calls for promotion in the teaching career will be initiated, where appropriate.

In order to guarantee the transparency and fairness of the decisions in the context of the professional career, the evaluation of each of the stages contemplated in the same will be the responsibility of the Professional Career Evaluation Commission (CECP), which will be made up of three members (president, secretary and member), and will be governed as regards its operation and development by its own Regulations (see Regulations of the Teaching Career at <https://www.ucv.es/quienes-somos/la-universidad/informacion-institucional/normativa>).

In order to progress in the teaching career, professors who meet the requirements established in the call will present and expose their professional portfolio with evidence of what they have done in the dimensions of the PDI of the UCV (teaching, training, research, transfer and UCV life/management), which ensure their qualification to continue with the professional career, whose evaluation will be the responsibility of the CECP.

The professors have the opportunity to contribute to the management and decision-making processes of the VEE through the different commissions created in the Veterinary Degree (Module Coordination Commissions, Department Commissions, Follow-up Degree Commission).

With respect to the support staff, this does not have a described career progression, it is based on performance evaluation.

**Standard 9.5: A system for assessment of teaching staff must be in operation and must include student participation. Results must be available to those undertaking external reviews and commented upon in reports.**

There are several mechanisms for the evaluation of the teaching staff: surveys of student opinion on the teaching activity and evaluation through the DOCENTIA program. With regard to the student opinion surveys on the teaching activity of the teaching staff, every professor of the Veterinary Degree who meets any of the following conditions (in order of preference) is assigned a survey:

- teaching two or more credits in the module.
- teaching at least 40% of the course.
- having the highest number of credits in the subject, exclusively or shared. In the event that there are several professors, all with the same teaching load and none of them meets the above criteria, all of them will be evaluated.

The teacher who substitutes another teacher in a subject will be evaluated as long as they have taught at least 40% of the subject. This teacher will be assigned a new code to record their evaluation. The replaced professor will be evaluated with their original code as long as they have taught 40% of the subject.

The procedure for the passing of surveys is as follows:

1. The Quality Office sends the list of professors-subject-codes to the degree program managers so that they can verify that the list is correct and that no professor that meets the criteria is missing.

2. The degree program directors give the Quality Office approval of the list of professors to be evaluated (with survey codes) and, if necessary, request the inclusion of new professors (even if they do not meet the established criteria) for whom it is considered appropriate to know the opinion of the students; they may also request the elimination of survey codes for professors and subjects to avoid an excessive number of surveys to be answered by the students. The Quality Office assigns new codes to the added professors and enters them in the computer application that manages the codes; and if necessary, eliminates the survey codes indicated by the degree program directors.
3. If the degree program manager does not confirm the list of professors to the Quality Office within the indicated time, the list will be considered as good to continue with the process.
4. Once the list has been confirmed and the new codes have been added, the system closes and no modifications can be made unless they are fully justified.
5. The codes-teachers included in the system, at that moment, will be the ones that appear in the interface of each enrolled student.
6. The Quality Office, in collaboration with the corresponding instances, officially communicates to both professors and students the beginning of the deadline for answering surveys. An awareness campaign may be carried out to both groups so that they become involved in the process and understand the importance of participating.
7. During the period established for answering surveys, each student accesses their Intranet (or any other enabled access method) from which they can complete the questionnaires of the professors who teach them.
8. Once the survey period is closed, the Calculation Center processes the data entered and the report with the results is made available to the interested parties, within the period established by the competent Vice-Rectorate.
9. The teaching staff has 15 calendar days, from the date of notification of the results, to make any claim in relation to the surveys. Complaints will be dealt with through the e-mail address [oficina.calidad@ucv.es](mailto:oficina.calidad@ucv.es).
10. The results of the teaching activity evaluation survey are communicated and analyzed according to two levels of aggregation:
  - Individual result: this is communicated to the teacher and their academic managers, who, depending on the evaluation obtained, may:
    - recommend a greater or lesser teaching load in the definition of Teaching Organization Programs (POD) for subsequent courses.
    - advise on some training activity for the improvement of the teacher.
  - Results by degree: these are available to the Faculty Board and the Quality Commission of the Center, which may propose the necessary recommendations to improve quality and favor the development and improvement of its teaching staff.

With respect to the DOCENTIA Program, the UCV has developed this program for the evaluation of the teaching activity of its professors, with the aim of favoring the improvement of this activity and its recognition. Through DOCENTIA, the fundamental aspects that are part of the teaching activity are evaluated and the following dimensions are taken into account: Teaching Planning, Teaching Development, Results and Improvement and Innovation. The two general objectives of the implementation of DOCENTIA are, on the one hand, to know in detail the state of teaching quality and, based on this information, to recognize the outstanding work of the professors and to reflect in order to seek the means to ensure excellence in teaching; on the other hand, the results of the evaluation should serve as a source of information to develop specific training plans based on the shortcomings detected and to promote the renewal of methodologies and their correct adaptation to the systems of innovation and teaching quality.

With this model of evaluation of the teaching activity defined according to the guidelines of the DOCENTIA Program of ANECA, the UCV tries to guarantee the qualification of the teaching staff and the quality of the degrees taught and this purpose can be specified in the following objectives:

- To have a certified teaching evaluation model so that professors can accredit their teaching capacity and the University can adjust to the accreditation criteria for new degrees, guaranteeing the fulfillment of academic and professional objectives.
- Promote didactic reflection and methodological innovation in the teaching staff to improve the quality of their teaching activity and that of the University as a whole.
- To implement and extend a system for the monitoring, control and evaluation of teaching activities with which to have evidence and contrasted, reliable and comparable data for the processes of selection, promotion and training of the teaching staff.
- To establish systematic patterns of training, updating and renovation of the teaching methodology based on the good practices detected in the evaluation.
- Adequately value the work of the teaching staff and encourage the improvement of their teaching activity by recognizing the effort and quality of their work.
- Consider the results of the evaluation as a source of information for teaching assignments.

A distinction is made between two situations of the teaching staff according to their teaching assignment in order to establish the mandatory nature of the evaluation:

- Professors who have been assigned 6 or more teaching credits and with three or more years of seniority and who meet the criteria to be subjected to the student opinion survey in any undergraduate or Master's degree subject (according to the documentation on passing surveys for the evaluation of the teaching activity of the UCV) during the courses evaluated: Mandatory participation.
- Professors who have been assigned less than 6 teaching credits, who have less than three years of seniority and who meet the criteria to be submitted to the student opinion survey in any undergraduate or master's degree course: Voluntary participation.

Every three calls, the number of credits that determine the mandatory evaluation of part-time professors will be estimated in such a way that the mandatory evaluation always affects the percentage of professors deemed appropriate by the Vice-Rectorates involved and always in accordance with the minimum requirements established by ANECA.

The UCV will carry out annual calls and, for the evaluation of each professor, the teaching activity performed during the last three years must be considered, as will be publicly specified in the characteristics of each call.

The evaluation is triennial in nature, therefore, after the first evaluation, teachers who are favorably qualified and who comply with the general premises of the model do not have to undergo a new evaluation until three calls have elapsed since the previous one. Teachers who receive an unfavorable evaluation may request a new evaluation before the three required dates have elapsed in order to justify their participation in training activities and the application of corrective measures to improve their teaching activity.

In order to favor the correct development of the teaching evaluation process of the teaching staff of the UCV, the University carries out a general information and communication campaign for all its teaching staff. The main means to carry out this campaign are the following, although any other

means considered appropriate may be established:

- Personal notifications by e-mail.
- Announcements on the University intranet.
- Informative sessions.
- Elaboration and communication of documents explaining the evaluation model and process.

The campaign provides information on the following aspects of the evaluation:

- Scope, objectives and consequences.
- Dimensions and indicators.
- Agents involved, procedure and timetable.
- Sources of information.
- Any other aspect or doubt that may arise among the interested parties.

The agents involved in the evaluation procedure are: Vice-Rectorate for Academic Planning and Teaching Staff, Evaluation Commission, Guarantee Commission, Quality Office, Calculation Center/Technological Services, Academic Officers, Professors, Students, Educa-Acción Continuous Training Service, Internal Commissions/Bodies of the Faculty and Management.

(For more information see UCV's Model for the evaluation of the teaching activity of university faculty at <https://www.ucv.es/quienes-somos/calidad/profesorado/docencia>).

The evaluation of the PAS performance is the responsibility of the HR and Management services and is based on the information provided by the Dean/Vice-Dean/Service Manager.

## **Area 10. Research programmes, continuing and postgraduate education**

**Standard 10.1: The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the study programme through research-based teaching. The research activities must include veterinary sciences including the One Health concept. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).**

The research activities of the VEE UCV and the involvement of academic staff contribute to research-based veterinary education. Most of the professors are included in lines of research with associated funded research programs. In this way, professors have constant scientific activity, reflected in their participation in national and international conferences, the publication of JCR articles, or participation in European projects. Appendix 24 contains a list of the main JCR articles made by academic staff of the VEE UCV in the last three years.

**Table 31. (10.1.1) List of the major funded research programmes in the VEE which were ongoing during the last complete academic year prior the Visitation (AY\*)**

<i>Scientific topics:</i>	<i>Grant/year (€)</i>	<i>Duration (Yrs)</i>
<i>Study on the effectiveness of melatonin to reduce stress in meat sheep</i>	<i>9.595€/year</i>	<i>2 Yrs</i>
<i>Biofunctional supports with osteoinductive and antimicrobial</i>	<i>24.200€/year</i>	<i>3 Yrs</i>



<i>capacity for bone tissue engineering (BioBone3D)</i>		
<i>Oceanographic and benthos monitoring on the coasts of the Valencian Community (OCECOSVAL)</i>	36.665€/year	4 Yrs

**Standard 10.2: All students must be trained in scientific methods and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.**

Undergraduate students know the importance of evidence-based medicine and scientific research from the first year since all the information from the classes relates to these areas. Therefore, students from the first year must carry out tasks in the different subjects, beginning with the bibliographic search and scientific methods. This training is perfected throughout the courses, completing in the TFG (Final Degree Project), in which they also carry out research techniques, because many of the TFG are related to experimental research, and also to the writing of scientific articles. All TFG is associated with the delivery of a document of between 20 and 40 pages long, respecting the scientific methodology, and is later defended in front of a panel of 2 professors. Thus, in this subject, undergraduate students are offered to participate in research programs where the tutor collaborates, and sometimes, they are part of the publication of associated JCR articles.

The prerequisites to be able to carry out the TFG by the students are enrollment requirements that the student has passed at least 75% of the ECTS corresponding to the first four years of the Degree, that is, 225 ECTS. Requirements for the defense are that the student has passed 90% of the ECTS of the Degree (270 ECTS). According to the Regulations on the TFG, in its article 3 states that “the TFG will be directed by a professor preferably with teaching in the study plan of the Degree”. The tasks and functions of the tutor are described below: being responsible for exposing the student to the characteristics of the work, assisting and guiding the student in the development of his tasks, ensuring compliance with the objectives set, monitor the process of preparation of the TFG, authorize the presentation and defense of the TFG. Regarding the assessment, the grade will be given according to the following numerical scale from 0 to 10. The subject's evaluation will be obtained by obtaining the results of the rubrics delivered (tutor, written work, and oral defense). Then, it will be published through the intranet.

**Standard 10.3: The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the study programme and are relevant to the needs of the profession and society.**

*Table 32. (10.3.1) Number of students registered at postgraduate clinical training*

<b>Training:</b>	<b>AY* (21-22)</b>	<b>AY-1 (20-21)</b>	<b>Mean</b>
<b>Interns:</b>			
<i>Companion animals</i>	17	14	15,5
<i>Equine</i>	0	0	0
<i>Production animals</i>	0	0	0
<i>Others (specify)</i>	0	0	0
<b>Residents: (EBVS)</b>	6	4	5
<b>Others: (non-EBVS)</b>	0	0	0
<b>Total</b>	23	18	20,5

\* The last complete academic year prior to the Visitation

**Table 33. (10.3.2) Number of students registered at postgraduate research training**

<b>Degrees:</b>	<b>AY*</b>	<b>AY-I</b>	<b>Mean</b>
<b>PhD</b>	46	46	46
<b>Others (specify)</b>	0	0	0
<b>Total</b>	46	46	46

**Table 34. (10.3.3) Number of students registered at other postgraduate programmes in the VEE but not related to either clinical or research work (including any external/distance learning courses)**

<b>Programmes:</b>	<b>AY*</b>	<b>AY-I</b>	<b>Mean</b>
<b>IFEVET Companion animals</b>	238	47	142,5
<b>FATRO Production animals</b>	33	35	34

**Table 35. (10.3.4) Number of attendees to continuing education courses provided by the VEE**

<b>Courses:</b>	<b>AY*</b>	<b>AY-I</b>	<b>Mean</b>
<i>Breakfast with the Ophthalmology Team</i>	5	0	2,5
<i>Anesthesia Masterclass</i>	46	0	23
<i>IV Conference: Multidisciplinary approach through clinical cases</i>	87	0	43,5
<i>Neurology Webinar</i>	55	0	27,5
<i>Ophthalmology Webinar</i>	67	0	33,5
<i>A practical approach to ophthalmology through clinical cases</i>	0	58	29
<i>A practical approach to surgical eyelid problems in dogs and cats</i>	0	61	30,5
<i>How to break the cycle of chronic pain?</i>	0	59	29,5
<i>III Conference: Multidisciplinary approach through clinical cases</i>	0	76	38

The prospective number of students enrolled in postgraduate clinical training in the next 3 years will average approximately 30 students. In relation to the number of students at postgraduate research training, it will remain stable at 46. And the number of students at other postgraduate programs will increase because a new postgraduate course will be offered in “Permanent Training in Safety, Hygiene and Sustainability in the Food Industry”, estimating a total of 320 students.

The postgraduate clinical training of the VEE UCV contributes to undergraduate veterinary education, because the students (especially in the field of companion animals) are part of the VTH veterinary team. These veterinarians are, together with the undergraduate students, in the practices of the subjects that carry out the clinical rotation in the VTH and are part of their training because they work together on the same cases. There are no conflicts about case management between postgraduate and undergraduate students since the degree of involvement and responsibility for the patients is different, and the same is not required of both types of students.

The continuing education programs provided by VEE UCV are adapted to the needs of the veterinary profession since we have direct contact with the veterinary community. Therefore, exciting courses are proposed for clinical veterinarians who refer cases to the VTH and other

veterinarians from other veterinary sectors. About the lessons taught in the fields of companion animals and exotic animals, at the VTH, we have a person who acts as a link between the referring veterinarians and us so that they can convey their training interests and possible complaints about our services to be corrected.

**Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the study programme.**

Research activities contribute to research-based education since VEE UCV professors are required to maintain constant research activity. In Spain, it is regulated at the national level, with evaluations carried out every 6 years of the JCR articles published by university professors. Veterinary professors are evaluated under the "Nature Sciences" criteria by ANECA. At least a score of 30 points must be achieved, and the requirements to obtain the accreditation are 9 points for articles published in journals in the first decile, 8 points in the first quartile, 7 points in the second quartile, 5 or 6 points for journals located in the third quartile (depending on the position of the applicant), and 1 point in the fourth quartile. (10 points are valued for articles published in journals ranked first in their category).

At the VEE UCV, the research, continuing education, and postgraduate programs are implemented, evaluated, and reviewed by the Vice-Rector for Academic Planning and Teaching Staff Office & Research Vice-Rector. In relation to doctoral studies, they are organized in different schools. Veterinary Medicine belongs to the School of Life Sciences. In addition to having offices where students can be attended in person, they also have all the information related to the studies offered, on the web “<https://www.ucv.es/oferta-academica/doctorado/escuela-de-doctorate/presentation>”. The creation of postgraduate courses and continuing education courses for graduates are proposed and offered by the VEE UCV Faculty Board and is transferred to the professors in the different coordination meetings indicated in section 1. Students are informed through of the website, at the link “<https://www.ucv.es/oferta-academica/masteres>”, and through dissemination on social networks.

**ESEVT Indicators**

<i>NAME OF THE ESTABLISHMENT:</i>		<i>UNIVERSIDAD CATÓLICA DE VALENCIA SAN VICENTE MÁRTIR</i>		
	<i>Name &amp; mail of the Head:</i>	<i>ANTONIO CALVO CAPILLA &lt;antonio.calvo@ucv.es&gt;</i>		
	<i>Date of the form filling:</i>	<i>20.02.2023</i>		
	<i>Raw data from the 2 full academic years preceding AY 2019-2020</i>	<i>Year-20-21</i>	<i>Year-21-22</i>	<i>Mean</i>
<i>1</i>	<i>n° of FTE academic staff involved in veterinary training</i>	<i>68,8</i>	<i>72,53</i>	<i>70,67</i>
<i>2</i>	<i>n° of undergraduate students</i>	<i>503</i>	<i>513</i>	<i>508,00</i>
<i>3</i>	<i>n° of FTE veterinarians involved in veterinary training</i>	<i>53,86</i>	<i>57,06</i>	<i>55,46</i>
<i>4</i>	<i>n° of students graduating annually</i>	<i>55</i>	<i>73</i>	<i>64</i>
<i>5</i>	<i>n° of FTE support staff involved in veterinary training</i>	<i>32,41</i>	<i>38,96</i>	<i>35,675</i>

6	n° of hours of practical (non-clinical) training	783,5	781	782,25
7	n° of hours of clinical training	644	641	642,5
8	n° of hours of FSQ & VPH training	414	414	414
9	n° of hours of extra-mural practical training in FSQ & VPH	8,5	11,5	10
10	n° of companion animal patients seen intramurally	1685	2129	1907
11	n° of ruminant and pig patients seen intramurally	158	152	155
12	n° of equine patients seen intramurally	7	14	10,5
13	n° of rabbit, rodent, bird and exotic patients seen intramurally	99	81	90,0
14	n° of companion animal patients seen extra-murally	0	0	0,0
15	n° of individual ruminants and pig patients seen extramurally	1660	1663	1661,5
16	n° of equine patients seen extramurally	119	157	138,0
17	n° of visits to ruminant and pig herds	26	28	27,0
18	n° of visits of poultry and farmed rabbit units	8	0	4,0
19	n° of companion animal necropsies	17	20	18,5
20	n° of ruminant and pig necropsies	126	135	130,5
21	n° of equine necropsies	0	0	0,0
22	n° of rabbit, rodent, bird and exotic pet necropsies	168	173	170,5
23	n° of FTE specialised veterinarians involved in veterinary training	10,2	6,44	8,3
24	n° of PhD graduating annually	4	3	3,5

<b>Name of the Establishment:</b>		<b>UNIVERSIDAD CATÓLICA DE VALENCIA SAN VICENTE MÁRTIR</b>			
<b>Date of the form filling:</b>		<b>20.02.2023</b>			
<b>Calculated Indicators from raw data</b>		<b>Establishment</b>	<b>Median</b>	<b>Minimal</b>	<b>Balance<sup>3</sup></b>
		<b>values</b>	<b>values<sup>1</sup></b>	<b>values<sup>2</sup></b>	
<b>11</b>	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0,139	0,15	0,13	0,013
<b>12</b>	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0,867	0,84	0,63	0,237
<b>13</b>	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0,557	0,88	0,54	0,017
<b>14</b>	n° of hours of practical (non-clinical) training	782,250	953,50	700,59	81,660
<b>15</b>	n° of hours of clinical training	642,500	941,58	704,80	-62,300
<b>16</b>	n° of hours of FSQ & VPH training	414,000	293,50	191,80	222,200
<b>17</b>	n° of hours of extramural practical training in FSQ & VPH	10,000	75,00	31,80	-21,800
<b>18</b>	n° of companion animal patients seen intramurally / n° of students graduating annually	29,797	62,31	43,58	-13,783
<b>19</b>	n° of ruminant and pig patients seen intramurally / n° of students graduating annually	2,422	2,49	0,89	1,532
<b>110</b>	n° of equine patients seen intramurally / n° of students graduating annually	0,164	4,16	1,53	-1,366

<b>I11</b>	<i>n° of rabbit, rodent, bird and exotic seen intramurally / n° of students graduating annually</i>	1,406	3,11	1,16	0,246
<b>I12</b>	<i>n° of companion animal patients seen extramurally / n° of students graduating annually</i>	0,000	5,06	0,43	-0,430
<b>I13</b>	<i>n° of individual ruminants and pig patients seen extramurally / n° of students graduating annually</i>	25,961	16,26	8,85	17,111
<b>I14</b>	<i>n° of equine patients seen extramurally / n° of students graduating annually</i>	2,156	1,80	0,62	1,536
<b>I15</b>	<i>n° of visits to ruminant and pig herds / n° of students graduating annually</i>	0,422	1,29	0,54	-0,118
<b>I16</b>	<i>n° of visits of poultry and farmed rabbit units / n° of students graduating annually</i>	0,063	0,11	0,04	0,018
<b>I17</b>	<i>n° of companion animal necropsies / n° of students graduating annually</i>	0,289	2,11	1,40	-1,111
<b>I18</b>	<i>n° of ruminant and pig necropsies / n° of students graduating annually</i>	2,039	1,36	0,90	1,139
<b>I19</b>	<i>n° of equine necropsies / n° of students graduating annually</i>	0,000	0,18	0,10	-0,100
<b>I20</b>	<i>n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually</i>	2,664	2,65	0,88	1,784
<b>I21*</b>	<i>n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually</i>	0,130	0,27	0,06	0,070
<b>I22*</b>	<i>n° of PhD graduating annually / n° of students graduating annually</i>	0,055	0,15	0,07	-0,015
<b>1</b>	<i>Average values defined by data from Establishments with Accreditation/Approval status in May 2019</i>				
<b>2</b>	<i>Recommended minimal values calculated as the 20th percentile of data from Establishments with Accreditation/Approval status in May 2019</i>				
<b>3</b>	<i>A negative balance indicates that the Indicator is below the recommended minimal value</i>				
<b>*</b>	<i>Indicators used only for statistical purpose</i>				

Regarding the indicators for the academic years 20-21 and 21-22, deficiencies are currently detected in the following: I5, I7, I8, I10, I12, I15, I17, I19 and I22. The VEE UCV must improve these indicators and maintain those correctly achieved, during the following three academic years until the Visitation. Considering that during these next few years the number of veterinary students will increase in the VEE UCV, this progression has been taken into account to evaluate the possible changes to be implemented in the indicators, which are:

-I1. N° of FTE academic staff involved in veterinary training: the number of academic staff must be increased by 14, with the minimum total number required being 84.

-I2. N° of FTE veterinarians involved in veterinary training: the number of veterinarians should be increased by 17, with a minimum total number of 73.

-I3. N° of FTE support staff involved in veterinary training: the number of support staff must be increased by 27, with a minimum total number of 62.

-I5. N° of hours of clinical training: the number of hours of clinical training should be increased by 62.50, with the minimum total number required being 705.

- I7. N° of hours of extramural practical training in FSQ & VPH: the number of hours of training in FSQ & VPH must be increased by 22, with the minimum total number of 32 being necessary.

- I8. N° of companion animal patients seen intramurally: the number of companion animal patients seen intramurally should be increased by 3.687, with the minimum total number required being 5.012.

- I10. N° of equine patients seen intramurally: the number of equine patients seen intramurally must be increased by 111, with the minimum total number required being 116.
- I11. N° of rabbit, rodent, bird and exotic patients seen intramurally: the number of exotic patients seen intramurally should be increased by 44, with a minimum total number of 134.
- I12. N° of companion animal patients seen extramurally: the number of companion animal patients seen extramurally must be increased by 582, with the minimum total number required being 582.
- I15. N° of visits to ruminant and pig herds: the number of visits must be increased by 35, with the minimum total number of 62 being necessary.
- I16. N° of visits of poultry and farmed rabbit units: the number of visits must be increased by 1, with a minimum total number of 5.
- I17. Number of companion animal necropsies: the number of necropsies should be increased by 143, with the minimum total number of 161 being necessary.
- I19. N° of equine necropsies: the number of necropsies must be increased by 12, with the total number of equine necropsies being 12.
- I22. N° of PhD graduating annually: the number of doctors must be increased by 5, with the minimum total number of 9 being necessary.

The changes proposed to carry out these improvements include increasing the number of academic staff contracts, veterinarians involved in veterinary training and support staff, by the UCV University. Changes are already being considered in the study plan to increase the number of clinical hours, carrying out more practices of this type, especially in Supervised Practices and Clinical Rotation. In the same way, it would be interesting to consider in the clinical practice hours that all the elective subjects offered in the VEE UCV study plan are clinical subjects, in which an average of 135 hours is spent in practice. Furthermore, considering that 100% of the students do these practices, it would be interesting considering them to assess them as clinical practices of the CCT. Teachers involved in subjects related to FSQ & HPV and animal production have been informed that they should increase the amount of extramural practical training and ruminant, pig herds, poultry and farmed rabbit units visits, which is already being implemented. In relation to patients seen intramurally, since the Final Visitation will be considered jointly, we will not need to increase the cases of equines, since by counting the extramural the objective is reached. In the case of companion animals, the number of cases seen in the hospital today is increasing considerably, and it is proposed to expand the offer of core clinical teaching practices, to months that currently have not been included in this list of indicators. Finally, the number of necropsies performed on both companion animals and equines should also be increased, for which reason it is proposed to create agreements with protectors to carry out free necropsy studies on dogs and cats, and in the case of equines, horses will be purchased if they have incurable pathologies, for this propose.

## Glossary

- *ANECA: National Agency for Quality Assessment and Accreditation of Spain*
- *BOE: Boletín oficial del Estado, Official State Gazette*
- *ECTS: European Credit Transfer and Accumulation System*
- *EPT: Elective Practical Training*
- *FSQ: Food Safety and Quality*
- *PAS: Personnel assigned to services*



- *PDI: Research & teaching staff*
- *POD: teacher management plan*
- *PV: Preliminary Visit*
- *RD: Royal Decree*
- *S.O: Support and Orientation Service*
- *SAIC: Internal Quality Assurance System*
- *SAPD: Service for Attention to People with Disabilities*
- *TFG: Final Degree Project*
- *TFM: Master's Final Projects*
- *VEE UCV: VEE of the Universidad Católica de Valencia San Vicente Mártir*
- *VPH: Veterinary Public Health*
- *VTH: Veterinary Teaching Hospital*

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