

**European Association
of Establishments for Veterinary Education**

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



**REPORT on the STAGE 1 VISITATION
to the Veterinary Faculty of the CEU-UCH of Valencia**

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INTRODUCTION

The Veterinary Faculty of Valencia (called ‘the Establishment’ in this report) is part of the Centre for University Studies of the Cardenal Herrera University (CEU-CHU), which is part of the San Pablo University Foundation founded by the *Asociación Católica de Propagandistas*. The Establishment was officially established in 1999, although the first veterinary undergraduate students have started their Curriculum in 1996, as part of a Bachelor’s Degree programme of the *Universitat Politècnica de València*. The first veterinary students graduated in 2001.

The Establishment was evaluated by EAEVE in January 2004 and was not approved, because of the identification of several major deficiencies, inter alia insufficient hands-on clinical training, insufficient training in food safety and quality, inadequate clinical and isolation facilities for all species, lack of 24/7 emergency services and ambulatory clinics, insufficient caseload for clinical patients and necropsy for all species, insufficient teaching staff with a veterinary degree, insufficient support staff.

Since that period, the Establishment has worked to correct the deficiencies, e.g. new curriculum, increased clinical hands-on training, increased training in slaughterhouses, new clinical and isolation facilities, increased clinical and necropsy caseload, additional veterinary academic staff and support staff.

The current ESEVT Visitation is performed in agreement with the Budapest SOP (2012).

1. OBJECTIVES & STRATEGY

1.1. Findings

The mission, vision and objectives of the CEU-CHU are described in the SER.

As a Catholic University, its aim is to help students to understand their chosen discipline and to forge a professional career based on integrity and responsibility. The values of Christian humanism form its frame of reference, focusing also on well-rounded education, transfer of knowledge and an entrepreneurial spirit.

The main axes of the current CEU-CHU strategic plan are internationalisation, employability and entrepreneurship, serving people and society, and research and innovation.

A complete strategic plan specifically devoted to the Establishment (including its Veterinary Teaching Hospital and Teaching & Research Farm) was not provided in the SER but was sent to the Visitation Team before the start of the Visitation. It covers the period 2007 to 2017 and was validated by ANECA. It contains a SWOT analysis:

Weaknesses	Threats
<ul style="list-style-type: none">- The intake profile for Spanish students is better defined, in terms of the knowledge, skills and aptitudes they possess, and it is easier to establish mechanisms with which to gain knowledge surrounding the intake profile.- Progress of research and teaching indicators- Teaching load derived from the high number of groups across all teaching activities- Participation of employers and alumni in the decisions related to graduate employability.	<ul style="list-style-type: none">- Opening of new veterinary faculties.- Saturation of the market with alumni- Reduction of public research funding- Skills for recruiting international talent- Number of veterinary surgeons in the Region of Valencia for certain areas of specialisation- Stigmatisation of private universities

- Number of part-time lecturers holding a doctorate.
 - Difficulties in ensuring the academic staff continue to keep their knowledge and skills up to date due to teaching and management commitments.
 - Few in-house courses aimed at students, professionals and employees from across the different areas of the veterinary profession.
 - Few university-owned facilities for students on campus, such as dining rooms, sports facilities, etc.
 - Few bibliographical holdings at the journal/document centre.
 - Little participation by students in discussion forums and governing bodies.
 - Poor student mobility.
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Strength	Opportunities
<ul style="list-style-type: none">- Young faculty with sufficient experience.- Highly motivated academic staff, focused on quality and excellence in teaching.- Campus is well served by public transport.- Fluid communication between the different degree programmes and ancillary services, ensuring good support for teaching, in terms of the creation of audio-visual and other materials.- Communication with professional associations, public and private bodies and society.- % of academic staff holding a doctorate- New facilities- High number of national and international agreements for the undertaking of externships. High degree of research transfer to society and students.- Internationalization of the Faculty and the University, greatly enriching all our students culturally and linguistically.- Free foreign language classes- Free complementary classes on soft skills (languages, oral expression, careers, etc.)- Library- One-to-one sessions and attention provided to students- The Hospital Clínico Veterinario (HCV-CEU) and the Secretary's Office of the Faculty have been awarded with UNE-EN-ISO 9001:2008 certification concerning the quality of these services' procedures.- Good graduate employment rate.	<ul style="list-style-type: none">- New employability profiles within the field of Veterinary Medicine, adapting to the geographical area, social demands, socio-economic factors, etc.- To significantly increase the number of pedagogical courses specific to Veterinary Medicine aimed at the academic staff.- To establish time-limited goals for teaching, research, management and clinical concerns for the academic staff, and for the achievement of these goals to receive recognition as part of the academic staff's professional development.- To increase the presence of European and American diplomats carrying out teaching and clinical duties at the Faculty.- To gain a good reputation for the new VTH at a local level (by encouraging collaboration with practising veterinary surgeons in the area and establishing a network of clinics which will refer cases to the Hospital, etc.), but also at the national and international levels.- Internationalization of the Spanish university system- The lack of a prestigious referral veterinary hospital in the Region of Valencia

1.2. Comments

The objectives are clearly described and available to students and stakeholders.

The Establishment is well aware of its weaknesses and is willing to correct them.

Based on the reading of the SER, the need to be compliant with the ESEVT Standards and Day One Competences doesn't clearly appear as a key objective of the Establishment. However it was explained to the Visitation team that the new strategic plan (2017-2027) will fully take into account the conclusions and suggestions of the 2016 ESEVT Visitation report.

Based on the admission data, the number of students requesting a pre-clinical and clinical training will more than double in the near future. Therefore a structured and credible operational plan should be available in order to accordingly increase the number of well-trained academic and support staff and the caseload of patients in the different species, which is not the case at the present time.

In the Visitation team's opinion, the requirements regarding this chapter as they are laid down in Annex I of the Budapest 2012 SOP are met.

1.3. Suggestions

It is suggested to urgently develop an operational plan in order to drastically increase the caseload of clinical patients and cadavers for the clinical training of the admitted undergraduate students.

2 ORGANISATION

2.1. Findings

The FVM is one of the four faculties of the CEU-UCH University. The University was established by law in 1999. Its highest level of governance is the Board of Trustee. There are some other collegiate academic bodies either at university or faculty level to represent the university community.

The Establishment's Head (i.e. the Dean) is responsible for the day-to-day management. He is chosen by the board of Trustee of the University. The vice-Dean, the faculty secretary and the head of departments are all named by the Rector of the University following recommendation by the Establishment's Head and approval of the board of Trustee.

The Establishment is divided into two departments (the Department of Animal Medicine and Surgery, and the Department of Animal Production and Health, Public Veterinary Health and Food Science and Technology). The departments are responsible for the coordination of teaching and for the structure that supports the academic and research initiatives of the academic staff.

Some teachers involved in veterinary teaching belong to other departments, transversal between the FVM and other faculties. The HCV-CEU (veterinary teaching hospital) and the CEU-farm are also two major administrative structures of the establishment. The vice-Establishment's Head is in charge of the coordination of the departments, the VTH and the CEU-farm for implementing the curriculum.

The Establishment organisation includes many commissions, some with direct relation with the veterinary profession (advisory commission) and some with student representatives. The Faculty Board is the body which sets the guidelines and objectives for the Establishment and acts in complete coordination with the Faculty's internal commissions.

2.2. Comments

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The CEU San Pablo Foundation is the decision making body concerning the major strategic decisions. The Establishment's Head is a veterinarian. All requested decisions to implement the curriculum are prepared inside the Establishment by different commissions (some including students representatives). The Establishment's Head has good opportunities to defend it at the rector level. The coordination between the departments, the VTH and the CEU-farm is efficient.

In the Visitation team's opinion, the requirements regarding this chapter as they are laid down in Annex I of the Budapest 2012 SOP are met.

2.3. Suggestions

None.

3 FINANCES

3.1. Findings

The Establishment is funded through the University, which manages the economic resources deriving from fees paid by the students for the teaching and from the revenue generated by the Hospital Clínico Veterinario (CEU-HCV). Within the University, funds are assigned to each of the Faculties in accordance with the revenue obtained and the needs of each of them.

Every year, the overall needs from departments, laboratories and the hospital are sent to the chief executive's office (university level) for analysis then discussed with all deans and finally require approval from the Foundation's Board of Trustee.

The Dean's request for improvements to the facilities and the purchase of large items of equipment must be assessed both by the Rector of the CEU-UCH and the Foundation's Board of Trustees.

The operational revenues of the Establishment (8,8 millions € in the 2014-2015 fiscal year) include the hospital income (see the following table transmitted by the Establishment on request after the SER) made of "income consultations" (revenue from the patients admitted in the hospital) and a partial part of the student fees designated as "income from teaching".

The operational costs of the Establishment were 5,4 millions € in the 2014-2015 fiscal year, including the hospital costs (see the following table). After amortisation and central charges by the University the net operating profit is 1,3 millions € for the last academic year.

Teaching hospital operating budget in € as transmitted after the SER by the Establishment:

	12-13	13-14	14-15
Income from teaching	625,685	718,358	724,164
Income consultations	246,610	212,872	230,962
Total income	872,295	931,229	955,126
Total Costs	1,044,270	893,725	1,019,685

Detailed costs

- Academic staff	229,524	222,699	324,093
- Staff for consultations	389,110	241,145	266,959
- New staff	0	0	0
- External services	135,404	137,000	119,853

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- Purchases	10,978	7,241	10,483
- Laboratory materials	181,254	187,640	225,796
- Farm	98,000	98,000	72,500
EBITDA	-171,976	37,504	-64,559
- Amortization	28,809	28,579	24,370
EBIT	-200,785	8,925	-88,929
- Taxes	271	-670	367
- Other costs	165	0	16
Profit/loss	-201,221	9,595	-89,312

The total investment in the Establishment for the last six years was **€11,688,236** mainly devoted to the new Veterinary Medicine building and the new Hospital Clínico Veterinario (HCV-CEU) and the purchase of equipment. These were funded mainly by the CEU San Pablo University Foundation.

3.2. Comments

The overall operating budget of the Establishment shows a net operating profit of 1,3 millions € in the last fiscal year. The operating budget of the teaching hospital (includes in the overall budget) shows a small loss for the last 3 fiscal years but is planned to reach the equilibrium for the on-going fiscal year.

The University manages all the revenues generated by the Establishment including the teaching hospital.

The requests addressed by the Establishment recently where well supported as shown by the high level of investment in infrastructures and facilities, especially to found the new teaching hospital.

The incomes generated by the VTH focusing on income from consultation are very low. The university supports the veterinary teaching hospital by a dedicated part of the student fees, but on a low proportion.

The Establishment has insufficient autonomy to adapt and develop the structures, organisation and curriculum when it is requested, as it is not able to manage its budget autonomously without passing through many different filters.

In the Visitation team's opinion, the requirements regarding this chapter as they are laid down in Annex I of the Budapest 2012 SOP are met.

3.3. Suggestions

The establishment should have the ability to manage autonomously its budget. Education provided in the veterinary teaching hospital should be increasingly supported by the University, not only for investment but also for day-to-day needs, to help developing the quality of clinical education provided to the students.

4 CURRICULUM

4.1 GENERAL ASPECTS

4.1.1. Findings

Veterinary studies are regulated in the Establishment, like all over Spain, by the Royal Decree 1393/2007 of October 29th and the Royal Decree 861/2010 of 2nd July and for the legislation

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regarding Bachelor degree, including all competences the Order ECI 333/2008 was taken into account. According to the SER all these laws derive from the application to Spanish law of European Directive 78/1027/EEC, modified by European Directive 2005/36. The Bachelor degree in veterinary medicine comprises 5 academic years and 300 ECTS. The current curriculum was assessed and approved by ANECA on the 15th March 2010. The curriculum was modified in accordance with a Ruling of the CEU-UCH on the 18th October 2012. The final degree in veterinary studies is *Título de Graduato/a*, obtained after the completion of 300 ECTS and presentation of End-of-Degree Paper. *Trabajo Final de Grado* (End-of-Degree Project) involves undertaking a final project which deals with various issues or skills which the students have learnt or acquired during their studies.

The Bachelor Degree Commission was responsible for drafting the curriculum, proposing the number of ECTS, theory / practical ratio and type of exam. The commission received support from the Advisory Commission, which met twice, for the purpose of gathering information regarding the needs of academic staff, non-academic staff and students. The document was presented to the Governing Council and finally to the University's Board of Trustees and then to ANECA which approved it.

The 'Plan de Mejora Docente' (PMD - Teaching Improvement Plan) was implemented with the purpose of improving the curriculum at least every three years. The new curriculum was implemented during the 2010-2011 academic year with the aim of integrating different disciplines within one subject. According to the SER, practical activities were increased by 6% compared to the old curriculum. In the new curriculum 26% of theoretical classes are seminars and 18% includes SDL.

In the SER it is mentioned that the priority of the new curriculum is to integrate different study materials within one single subject. The curriculum in the Establishment comprises, among others, the following subjects: Basic sciences, Structure and function I, II, III, Ethnology and the basics of ethology and animal protection, Biological agents of veterinary interest, Applied veterinary foundations, Introduction to veterinary clinics and Introduction to animal production.

The Establishment offers a Bachelor's Degree in Veterinary Medicine in Spanish, linguistic excellence in French group (2012-2013) and English (2014-2015). In the latter two, the first three semesters are taught in foreign languages and then they switch to Spanish.

According to the SER, the ratio between supervised practical training and theoretical training (R6) is 0.91 over the minimum requested limit (0.602) and the ratio between Laboratory & non clinical animal work and clinical work (R7) is 1.79, compared to the limit of below 1.809.

4.1.2. Comments

During the visitation a description of each composed subject was provided by the Establishment which enables the team to check if the study programme complies with the EU-listed subjects.

In the Visitation team's opinion, the requirements regarding this chapter as they are laid down in Annex I of the Budapest 2012 SOP are met.

4.1.3. Suggestions

None.

4.2 BASIC SUBJECTS & BASIC SCIENCES

4.2.1. Findings

The curriculum comprises a single subject, named "Basic sciences", represented by a total of 20 hours of lecture, 20 hours of seminars, 15 hours of laboratory and desk-based work and 5 hours of non-clinical animal-work, taught in the first year of study, meaning a ratio of 0.5 of supervised practical

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training / theoretical training. Beside the above-mentioned subject, the topics generally forming Basic Sciences are also included in other composed subjects, as explained during the on-site visitation.

According to the SER all subjects related to Basic subjects represent a total of 50 hours of supervised practical training and 71 hours of theoretical training, resulting in a ratio of 0.704; and Basic sciences are represented by a number of 209.3 hours of practical training and 403.9 hours of theoretical training, forming a ratio of 0.518.

The theoretical teaching is done in groups of around 70 students, for seminars there are around 35 students / group, for laboratory and desk-based work the groups are formed by 10-14 students in each lab and by 20-25 students in each classroom, including IT, for non-clinical animal work the number varies from 2 (practical session in slaughterhouse) to 14 students (in labs), and for clinical work the students are split in groups of 2-5 to 1-3 for sessions with livestock.

The total number of supervised practical training hours in physiology, pharmacology, toxicology and microbiology is 75 and the total number of hours for theoretical training (lectures and seminars) is 158.4, representing a ratio of 0.47, below the minimum limit of 0.602.

The progress of the students from the first year can be made only if they pass 50% of the ECTS (30 ECTS), and for the following years there is a maximum number of ECTS for which they can register.

The bio-safety procedures are implemented in the Establishment by the Bio-safety Commission. The bio-safety measures are presented to the students in a three-hour practical session of the Introduction to Veterinary Sciences subject and special issues are presented in the necropsy room.

All students have private insurance policies, covered by the Establishment.

For the students trained outside the Establishment the teachers present the bio-safety rules before the practical session.

4.2.2. Comments

In the Visitation team's opinion, the requirements regarding this chapter as they are laid down in Annex I of the Budapest 2012 SOP are met.

4.2.3. Suggestions

None.

4.3 ANIMAL PRODUCTION

4.3.1. Findings

Students undergo primary training in animal production beginning in the semester 6. For this purpose, they attend lectures and seminars and some practical sessions mainly in the CEU-Farm under the supervision of a lecturer. They also receive education on pig, poultry and rabbit production by rotation periods in extramural practice under the supervision of private professionals. The Farm Animal Clinics subject (semester 9) is taught completely outside the Veterinary Faculty, with extramural teaching taking place in private veterinary farm animal practices under the supervision of one or more veterinary surgeons or on farms.

The University has official contracts in place, which enables insurance and liability cover to be provided to students during the internship periods.

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Each student spends a period of 2 full weeks in these farm animal practices or farms, spending a total of 100 to 120 hours.

4.3.2. Comments

In the CEU-Farm, students are exposed to healthy animals (bovine, sheep, poultry) and also performed practical hands on training on anatomic specimens (uterus, bovine legs) collected in a slaughterhouse. They are taught some basic procedures, such as rectal palpation, on Establishment owned cows. They are not exposed to herd health management in the CEU-Farm.

The Establishment has a contract with a very interesting private farm for milk production but the exposure of students to herd health management at that farm is very low. Students have good opportunities to be exposed and directly engaged in pig production during their rotation in private farms.

Animal welfare, bio-safety and bio-security are taught theoretically but there are concerns about practical respect of those items.

There is no log-book for animal production in order to monitor the acquisition of practical skills in the production animal field. Evaluation of acquisition of hands-on training is often made by private practitioners without being included in a global Day One Competences assessment.

In the Visitation team's opinion, the requirements regarding this chapter as they are laid down in Annex I of the Budapest 2012 SOP are met.

4.3.3. Suggestions

Opportunities offered by the private cattle farm under agreement with the Establishment should be more extensively used to increase the exposure of students to animal production topics including herd health management, nutrition and other aspects of animal production. A log-book should be developed in order to follow up the acquisition of day one competences by student.

4.4 CLINICAL SCIENCES

4.4.1. Findings

According to the SER a key objective of the new curriculum has been to achieve the integration of different study materials within the same subject, especially in the more advanced years of clinical teaching.

There are four elective subjects on offer (Table 4.3 of the SER) with one elective subject being chosen in the 4th semester and another in the 8th. Students may also fulfil these 6 credits by certifying their participation in certain extracurricular activities.

During clinical work the students are split into groups of 2-5 to undertake sessions at the Hospital Clinico Veterinario and the University farm.

Clinical training takes place over semesters 2, 5, 6, 7, 8 and 10. The practical clinical activities take place by means of rotation between the subjects entitled Small Animal Clinic I (SAC I) and Equine Clinic I (EC I) in semester 5, Operational, Healthcare and Production Management (OHPM) of Sheep and Goat Farms and OHPM of Pig Farms in semester 6, OHPM of Cattle Farms and OHPM of Poultry and Rabbit Farms in semester 7, Small Animal Clinic II (SAC II), Equine Clinic II (EC II), and OHPM for Aquaculture and Apiculture in semester 8, Farm Animal Clinics (FAR) in semester 9 and Intramural Rotations (IR) in semester 10. All of these activities are compulsory and are complemented by compulsory attendance at the emergency services at night and at weekends in small companion

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animals. All students must undertake 1-2 emergency shifts every semester. Attendance in Equine emergency service is optional.

The Farm Animal Clinics subject (semester 9) is taught completely outside the Veterinary Faculty, with extramural teaching taking place in private veterinary farm animal practices under the supervision of one or more veterinary surgeons or on farms. The University has official contracts in place, which enables insurance and liability cover to be provided to students during the internship periods. Each student spends a period of two full weeks in these farm animal practices or farms, spending a total of 100 to 120 hours, including weekends and an out of hours, on-call service. Farm animal clinical teaching is not assessed by a final examination according to 4.1.3. pg 24 of the SER. The facility does not operate either a hospital or mobile clinic for farm animals.

4.4.2. Comments

The number of qualified support staff in the Hospital Clinico Veterinario is non-existent. The number of support staff in the University Teaching and Research farm is low. Facilities are sufficient for the current number of students.

Student exposure to real clinical patients and emergency cases especially in equine and farm animal medicine is very low. The number of necropsy caseload especially in large animals is low.

Students stressed during discussion with the visiting team that some very important parts of their education, specially in clinical practice, are not mandatory but performed by voluntary undergraduate students under the "alumno interno status". The variable nature of the hands on clinical teaching in farm animals is a particular problem, with respect to ensuring day one competency of all students. It is therefore not appropriate that students are not being fully assessed on Farm Animal Clinical competences. There is no way to monitor student involvement in handling parturitions, dystocias, displaced abomasums, traumatic reticulitis, milk fever or ketosis for example.

Equine medicine and surgery teaching is done mainly as practicals with healthy horses from the University Teaching and Research farm. The number of clinical patients is very low and students are rarely encountering for example clinical colic patients during their rotations. Standing castration is performed and students take part in it. Students also see at least one surgery/anaesthesia in recumbency with an animal owned by the Establishment at an external location during which surgical procedures are undertaken (wound suturing, castration, neurectomy et cetera). The horse is euthanised at the end of the procedure and transferred to the Establishment's necropsy hall where students perform a necropsy on the carcass. Emergency service for horses is available but the caseload is low. Student attendance is not compulsory. Colic surgery is not performed.

During the visitation to the teaching farm significant deficiencies regarding the biosafety of students and academic staff and also regarding the animal healthcare and welfare were noted by the visitation team.

In the Visitation team's opinion, the requirements regarding this chapter as they are laid down in Annex I of the Budapest 2012 SOP are not met because of insufficient compulsory clinical training to ensure for every student Day One Competences in every discipline and common species.

4.4.3. Suggestions

The Establishment should develop a compulsory clinical training for all students to ensure every student achieves Day One Competences in every disciplines and common species, there also needs to be a robust method of assessment to ensure Day One Competences are met by every single student.

4.5 FOOD SAFETY & QUALITY AND VETERINARY PUBLIC HEALTH

4.5.1. Findings

The teaching and training of food hygiene and veterinary public health subjects are covered by the Department of Animal Production and Health, Public Veterinary Health and Food Science and Technology (PASAPTA).

A total of 264 hours is dedicated to teaching and training of FH/VPH matters corresponding to 7% of the overall curriculum (3786 hours). The ratio of theoretical/practical classes for this curriculum area is 1:0.69. Students have these matters at the 9th semester distributed in two subjects: “Food Technology, Hygiene and Control” and “Quality and Safety Management in the Food Industry”.

There is no slaughterhouse or food technology unit in the Establishment. Most of the hands on practical training is extramural. Meat inspection and food safety practical training is provided for in two commercial slaughterhouses (large and small ruminants, horses and pigs), in one commercial poultry slaughterhouse, in two food processing plants (meat and dairy) and in an inter-professional laboratory.

Practical training of food hygiene refers to a total of 25 hours per student. Twelve hours are dedicated to hands on in meat inspection (8hrs at cattle and/or pig abattoirs and 4hrs at a poultry slaughterhouse). The remaining 10.5 hours are used to have practical hands on training in dairy and meat pilot plants (8 hours), in an inter-professional laboratory (2.5 hours) and to visit a food processing plant (2.5 hours). Hands on practical training in meat inspection accounts to 4.5% of the total time allocated to Food Hygiene/Public Health subjects (264 hours). These practical activities are performed at two slaughterhouses in the Valencia region at a maximum distance of 23Km for cattle and pig abattoirs and 170Km for the poultry slaughterhouse. Students work in groups of 2-3 or 15 (poultry inspection). In the case of practical classes in cattle and pig abattoirs, students can choose the abattoir and are supervised by the local official veterinarians who act as collaborating lecturers. From academic year 2015-2016, another 8 hours of extra-mural practical training were available and dedicated to official veterinary services work.

Individual student's performance at extramural compulsory activities is well monitored. Collaborating lecturers send an attendance register to the staff member related to the subject and students have to write a report and send it to the subject coordinator. Student reports are evaluated using the e-learning platform (Blackboard 9.1.) and results integrated in student marking.

Processed meat products, milk and dairy products, fish and seafood products, eggs and honey food safety issues are mostly addressed in intramural classes.

Food hygiene and veterinary public health matters are linked and integrated with animal production, pathology, microbiology, parasitology, pharmacology and toxicology subjects on a “farm to table” strategy.

From Table 5.1., there are 33 contractual agreements for extramural practical activities of students in food hygiene and food technology matters.

The FS/VPH ratios R9 and R10 are 14.34 and 0.045, respectively.

4.5.2. Comments

The concentration of both “Food Technology, Hygiene and Control” and “Quality and Safety Management in the Food Industry” subjects in the 9th semester is not pedagogically recommended and the two semesters should be distributed between 8th and 9th semesters.

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The proportion of hands on practical training in meat inspection could be sufficiently increased if rejected organs from local slaughterhouses are used in intramural practical classes. The recent improvement of an extra 8 hours of practical exposition of students to regulatory veterinary activities is welcome, although these are not specifically addressed to meat inspection.

The integration and interrelationship of different disciplines and subjects with food hygiene and veterinary public health issues is well addressed towards a “farm to table” teaching strategy.

A comprehensive system of evaluating student’s performance of both theoretical and practical activities is available.

In the Visitation team’s opinion, the requirements regarding this chapter as they are laid down in Annex I of the Budapest 2012 SOP are met.

4.5.3. Suggestions

It is suggested to increase the number of hands-on practical hours of meat inspection and to start food hygiene and food safety matters in the 8th semester.

4.6 ELECTIVES, OPTIONAL DISCIPLINES & OTHER SUBJECTS

4.6.1. Findings

The elective subjects are taught during the 4th semester (Biodiversity and Environment; Veterinary Biotechnology) and in the 8th semester (Hospitalisation and ICU in Small Animal Clinics; Veterinary Clinic Management). The students have to choose one out of the two proposed subjects for each semester. Each subject has 3 ECTS, so the total number of ECTS obtained from elective subjects is 6.

The attendance to electives may be replaced by proving the student’s participation in extra-curricular activities, such as volunteering, official training courses, voluntary internship, etc.

4.6.2. Comments

It is not clearly stated how ECTS are obtained in the voluntary activities of the students regarding their assessment and regarding the total number of hours.

The content of the options offered to the students can be better adapted to their demands and to the academic staff skills.

4.6.3. Suggestions

The voluntary activities of the students can’t replace the sustainable activities performed by qualified support staff.

5 TEACHING QUALITY & EVALUATION

5.1 TEACHING METHODOLOGY

5.1.1. Findings

From the academic year 2010-2011, the five-year curriculum is organised in 10 semesters, corresponding to 300 ECTS. Only 6 ECTS of this total address elective subjects. At the end of the 10th semester there is an oral examination related to one of the six student assignments of the Intramural Rotations that assesses the Day One Competences. This oral examination accounts for 10% of the final student’s mark. There is a final report to be discussed and approved.

Each semester is organised in 2 to 4 subjects or modules integrating sets of teaching units or areas.

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Teaching coordination is performed at different levels. The Bachelor Degree Commission is responsible for the proposal and coordination of the curriculum, referring the subjects to be taught and respective credits, the distribution of theoretical and practical sessions and the assessment methodology. This Commission is assisted by the Advisory Commission to better focus the on-going curriculum. The implementation of the annual subject schedule is the responsibility of the Vice-Dean.

Each year-group (course) has a coordinator, designated by the Establishment's Head, responsible to ease any problem between teaching staff and students, and to propose the assessment calendar.

Each subject/module has a coordinator responsible for the coordination of teaching staff of the different areas of the subject (including the distribution of teaching hours among areas and the proposal for the dates of assessment), for the annual updating of the teaching guide of the subject and for the improvement of coordination with other related subjects. The contributions of subject coordinators are included into the Teaching Improvement Plan. In certain subjects there are also area coordinators.

A tutoring system has been implemented and operates all through the five-year course. There are four types of tutors. Each first year student has a personal tutor. There are undergraduate student collaborator tutors to help students at these practical training periods. There are international programme tutors to assist student looking for training abroad and to supervise them. The group coordination tutors act between students and staff to ease any problems concerning the group. Students can also be assisted in study techniques by a university organisation (SOUAD). Finally, academic staff have dedicated weekly days and hours to perform individual and small group tutoring concerning specific subject issues.

Theoretical training displays different forms as lectures for over 70 students, seminars for groups of approximately 35 students and self-directed learning. Supervised practical training can be laboratory and desk-based work for groups of 10 to 14 students or of 20 to 25 students, respectively; or can be non-clinical animal work for groups varying from 2 (slaughterhouse sessions) to 14 students (laboratories); or, also, clinical work for groups of 1 to 5 students. Each subject prepares teaching guides to students, course notes are supplied by the academic staff and books and electronic materials are made available in the library. Students and staff can also share an e-learning platform ("Blackboard learn 9.1") which facilitates communication between teaching staff and students (text, images, video, etc.) and allows staff to better manage assessment activities.

Practical classes, intramural rotations and extramural sessions are compulsory and students failing to attend them must justify their absence. These practical activities of students are monitored and evaluated through the use of activity log-books.

There is student assessment and marking. There are assessment calendars proposed and approved each year and, before scheduled exams, a period without classes ("Blue days") with tutoring sessions on offer by the subject staff. Each course year has an Assessment Board dedicated to evaluate the marks obtained and to recommend the necessary adjustments.

To promote quality and innovation of teaching the University has an annual "Prizes for Innovation and Improvement of Teaching and Services" competition. Some innovative education tools have already been implemented as the "Feed Ration Balancer Program", the "Interactive Turning Point Program" and other similar applications, the extensive production and use of live videos from anatomical and operating theatres, and the online viewing of scanned histological samples.

The Establishment has a significant number of collaboration agreements with public and private entities, both national (695) and international (88), covering the various science and professional

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fields as described in SER (Table 5.1.). All agreements are supervised by a committee of three staff members. Students can compulsory (Practicum) or voluntarily accede to these training places.

The University organises annually three different types of courses to improve the quality of teaching of the academic staff. They address the pedagogical training, the use of new technologies and the language performance. There are also opportunities for teaching staff to participate in Erasmus projects at national and international levels. The progression of staff in the academic career is associated and depends on the performance measured by a teaching assessment program (Docentia) implemented by the University.

The Establishment organizes extra-mural scientific events or courses of veterinary or professional development content, available to all students.

There is an on-line system of curriculum fulfilment and of evaluating teaching performance of staff members performed by students. Academic staff teaching performance is done on a semester basis and the educational programme every two years, since 2013-2014. Final years (4th and 5th) student participation in these exercises is less than 30%. Average satisfaction is high (3.3 out of 4). There is also a student evaluation at Practicum referred to the host organisation. A paper-based questionnaire has to be hand over with the student report.

Students are able to participate in an optional evaluation of the establishment's personnel and services. This evaluation is divided into three parts: (a) evaluation of the curriculum, (b) evaluation of the lectures (and teaching staff) and (c) evaluation of university services, into the form of electronic survey.

5.1.2. Comments

Curriculum organisation matches the SOP recommendations.

The curriculum coordination is adequate regarding the mechanisms and the tools used to assure a reliable level of teaching and training performance.

All subjects/modules have a teaching guide which comprises the learning objectives, the content of the subject, the bibliography and the examination process.

Student's performance in relation to Day One Competences is evaluated at 10th semester during the seven weeks Rotation period. Using different approaches (a competence assessment sheet; six assignments, reports or clinical case studies; an oral examination; and, a mark for attitude during different rotations) the compliance with the Day One Competences is assessed.

There is an elaborate tutoring system in operation with different tutor levels that is well accepted by the students.

The majority of the teaching staff upload the educational material to the e-learning platform on time.

Teaching should be based mainly on trained staff rather than undergraduate students (so-called "interns").

Although there are different types of courses to improve the quality of teaching of the academic staff they are offered on a voluntary basis.

In the Visitation team's opinion, the requirements regarding this chapter as they are laid down in Annex I of the Budapest 2012 SOP are met.

5.1.3. Suggestions

None.

5.2 EXAMINATIONS

5.2.1. Findings

Examinations are performed at the end of each semester (January and June). Retakes of both semesters occur in July. The examination periods go on for 15 days for both ordinary and retake exams. The Vice-Establishment's Head in collaboration with the General Student Representative of the Establishment proposed the dates of the examinations, suggested by the subject coordinators, and the year-group coordinator sets the assessment calendar.

Students can take a subject twice a year for three years (5 retakes). Students that have taken the maximum number of retakes without success can apply to the Rector for an extraordinary retake. Students in the 9th semester of the course and with over 90% of the course credits are allowed to retake at the end of the first semester.

In the first year of registration students need to obtain at least 50% of the respective subject credits to pass. However, if they obtain between 30% and 49% of the credits, they can apply to the Establishment's Head to be re-admitted. This request has to be accepted or rejected by the academic staff responsible for the subjects not passed. If accepted, the students have to satisfy two conditions: they can only register in the following year for the subjects not passed; and, they have to be 100% approved in all of them at the end of that academic year.

There are different types of continuous assessment and examinations – multi-choice tests, short answers tests, writing essays and solving problems, discussing clinical cases, preparing assignments and perform oral presentations – to assess the performance of students at different course subjects. To register for the “End of Degree Project” (TFG) students should have at least 222 ECTS (out of 300 ECTS) and hold a B1 level in English. The final report has to be presented and discussed with a jury of three elements one being a staff member of the Department tutoring the student work and another might be a veterinarian (supervisor).

5.2.2. Comments

The examination system is controlled by national legislation and specific Establishment regulations. The process of student's evaluation, based on different types of criteria established by the subject coordinator, is fair and reliable, and is commended by the students.

The fact that some subjects are examined as whole modules including sub-subjects of different scientific domains, at a sole time (at the end of the module's session) could be (a) confusing to the studying procedure (mixing different scientific areas), (b) unfair for the student in some cases (i.e. if a student fails to the module, there is no possibility to keep the already passed sub-subjects even if the grade of the passed sub-subject was outstanding) and (c) difficult to learn due to the knowledge's size.

In the Visitation team's opinion, the requirements regarding this chapter as they are laid down in Annex I of the Budapest 2012 SOP are met.

5.2.3. Suggestions

None.

5.3 STUDENT WELFARE

5.3.1. Findings

All students are covered by a private insurance policy taken out by the University.

First year students have to follow a specific practical course of three hours in biosafety procedures integrated in the subject of “Introduction to Veterinary Science” and have to be approved in a test and have to sign a document testifying that they have understood the safe operation of a laboratory. During the course, students are introduced to specific biosafety procedures (ex. necropsy room) and given adequate protective equipment. They also are supplied with protective equipment (single-use gloves, overalls and footwear) when working in extramural practical activities. The Establishment Biosafety Commission is responsible to supervise and to implement the on-going bio-safety procedures. However, certain minor deficiencies of biosafety and healthcare of students, staff and animals were noticed during the visit to the teaching farm. (E.g. lack of helmet handling stallion, slippery floors, open air use of slaughterhouse organs, students taking working boots home).

There are a number of facilities and services at student’s disposal to improve the general welfare of student population: On-line platform for accommodation both in private apartments and in student’s residences; sports services to offer students a wide range of different sport facilities; theatre group; choir and chamber orchestra; volunteer group; book club; art society; pastoral service; debating society; and, UN model society.

There are two canteens for students and staff and other food supply machines in various places of the Establishment.

There is a Personalised Tutoring Programme especially dedicated to first year students. Each of these students has a personal tutor that (s)he can meet at least for four interviews. If necessary, a final interview can be held after the results of the 2nd semester are published. For students that need further psycho-pedagogical support there is a service – SOUAD – that provides guidance referred to personal, academic and professional issues. In addition, there is a well-designed protocol in case of student complaints for grading issues or bad behaviour of the staff involving the general student delegate, the responsible teaching staff member, the Dean’s Office and at last the Student’s Ombudsman (“Defensor del Alumno”).

There are four levels of students’ integration: (a) reception integration (ways to integrate students just after their admission), (b) academic aspects (theoretical or hands-on teams related to a specific scientific domain e.g. Exotic Animals Team, Plastic Surgery Team), (c) cross-sectional (integration within the university e.g. The “Hub” interdisciplinary room for foreign language teaching and exchanging ideas, Arts Team, Sports Team) and (d) social/civil integration (e.g. volunteering in local associations, refugees etc.).

There is also a set of interesting initiatives to prepare students to choose and plan for their future professional careers. The Establishment promotes the employment and careers service (SIPE) and there are two programmes supported by the University as “Accede” (employability of graduates, postgraduates and alumni) and “Emprende” (training and support of future entrepreneurs).

At last, there is an organised system of student representation within governing issues of the Establishment. More specifically, each academic year consists of three lines (English, French and Spanish) which are divided into a number of classes, each of which elect one student representative. Consequently, each year is represented by a number of student representatives who all together form the Student Delegates Council. The General Student Representative is the elected student who represents the student body to the Establishment’s Board, as he is a member of the Establishment

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Board and receives an invitation to every meeting. Students have accessibility to educational material reproduction equipment (photocopy and reprography), as well as a specific room for their Council meetings.

5.3.2. Comments

For safety reasons students, staff and support staff should wear helmets when handling stallions.

Fresh slaughterhouse organs should be handled in proper laboratory environments when used in practical classes.

Students should not be allowed to take boots or any other protective equipment from the teaching farm.

A great concern is given by the Establishment to students' integration and there is a significant and productive effort to address this issue.

The Establishment shows off an outstanding student-centred approach in all dimensions (psycho-pedagogical, integration, problem-solving, culture, extra-mural interests).

The Students' Council structure and function (within this form) provides the potentiality to solve student issues, to present student complaints, to make suggestions or to organize events throughout its representation within the Establishment's Board.

In the Visitation team's opinion, the requirements regarding this chapter as they are laid down in Annex I of the Budapest 2012 SOP are met.

5.3.3. Suggestions

None.

6 PHYSICAL FACILITIES & EQUIPMENT

6.1 GENERAL ASPECTS

6.1.1. Findings

Teaching for veterinary studies takes place in several different facilities across the CEU-UCH University's campus, as well as a number of off campus locations. The Establishment has recently opened a new hospital for small animals and equines. Currently the small animal hospital is operational in the new location, clinical practice concerning equines is taught in the old location (The University Teaching Farm and extramural locations). The facilities are sufficient for the present number of enrolled students. The Establishment has an agreement with large external abattoirs, external foodstuff processing units (including a meat product and dairy product producing pilot plants) and an external inter-professional laboratory unit, where students are taken for their practical sessions.

Carcasses and animal waste products are dealt with according to the legislation. Biohazard warnings, fire-extinguishers and eye washes are in place. Dangerous medicine and drugs are stored accordingly and with restricted access. The Establishment uses a company named Gesmer Logistics Mer, S.L. to deal with waste of animal origin. Hazardous waste is collected separately according to official regulations.

Table 6.3, 6.4 and 6.5 of the SER details lecturing, group work and laboratory facilities, but it was impossible from the SER to determine their quality of adequacy for teaching.

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A bus service is in place to transport students to and from the University Teaching Farm. Some students choose to go by their own transport. During equine emergency service, a student has to organise their own transportation if they wish to attend. However, attendance is not mandatory. During the extramural clinical training students organise and fund their own transportation if they wish to go to an external location. The extramural practice can also be conducted intramurally.

6.1.2. Comments

The premises at the University Teaching Farm are sufficient for the current number of animals. However, with the increasing number of students presently, and in the future, and with a low caseload of external patients it should be taken into consideration that in order to increase the number of teaching animals, the farm will need adjustments. At the University Teaching Farm the concrete under the phantom used for stallion semen collection was slippery and therefore raises welfare issues both for the animals and the people working with them. Students are not encouraged to wear protective clothing (helmets, gloves) during stallion semen collection, this is a serious health and safety concern.

Students are not provided with a location for cleaning and washing of clothes/scrubs and boots used in the clinics, anatomy and necropsy practical sessions. For example after a necropsy, students take their protective clothing and boots home for cleaning. This is a biosecurity issue.

Location of the Establishment is not favourable concerning food producing animals. As there are relatively few farm animals on the area and a number of private veterinary surgeons. The equine service does not have a sufficient caseload. This is also the reason for not implementing an on-site farm animal clinic or an ambulatory service. Students can take part in elective clinical extramural training rotations (Farm Animal Clinics, Practicum) during their studies under the supervision of a part-time staff member or a private practitioner. This includes also the equine ambulatory cases.

In the Visitation team's opinion, the requirements regarding this chapter as they are laid down in Annex I of the Budapest 2012 SOP are not met because of insufficient implementation of good clinical practices regarding biosafety and healthcare of students, staff and animals in the CEU farm.

6.1.3. Suggestions

The University teaching farm will need considerable expansion to cope with a required increase in animal numbers as student numbers increase. Health and safety risk assessments should be undertaken for all teachings taking place at the University teaching farm. Bio-security measures on the farm need to be re-evaluated, for example uterine tracts and cadaver cows' feet should not be brought onto the farm. The dog accommodation on the University's teaching farm was of poor quality and in urgent need of improvement.

6.2 CLINICAL FACILITIES & ORGANISATION

6.2.1. Findings

The Hospital Clinico Veterinario (HCV-CEU) is a new facility having a gross floor area of 4,500 m², located 200 metres away from the Establishment. The hospital has clinical facilities for small animals and horses, an isolation area for small animals, a secure pharmacy, two classrooms, an anatomy and dissection room, a necropsy room, a microscopy room and histopathology laboratory.

The clinical service for small animals provides first-opinion care in the areas of internal medicine, surgery and other specialisms, as well as cases which are referred to it by other local veterinary surgeons. Most of the animals treated are cats and dogs, although other types of pets are also treated. A 24h Emergency Service and hospitalisation is in place.

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The equine clinical service (ECS) is open 24 hours a day, 365 days a year, using an appointment system and treats musculoskeletal disorders, reproductive disorders, abdominal pain, and undertakes dental work, neutering procedures and endoscopies, amongst other activities. These are all carried out at the University Teaching and Research Farm.

The diagnostic imaging service (both for small animals and equines) has a digital x-ray and images can be accessed via the image management programme Efilm® from various consulting rooms. The new hospital has a CT-imaging system in place.

The ECS also hosts a stud farm for state-owned stallions, originated from the Spanish Ministry of Defence's horse breeding farm in Zaragoza (*Centro de Cría Caballar*), with the aim being to offer a service to those owners interested in the insemination of their mares. This activity takes place at the University's Teaching and Research Farm.

In 2008 a quality assurance system was put in place at the HCV-CEU (UNE-EN-ISO 9001:2008) which has substantially improved service operations. A manual details the operational procedures and regulations, and compliance with these is mandatory for staff working at the HCV-CEU. The certification is renewed on an annual basis. The radiology facilities are also subject to periodic checks and a detailed radiological protection programme is followed, in collaboration with the company Unidad de Radiofísica, S.L. The regional government's Department of Health also undertakes inspections in order to ensure that legislation is complied with regard to animal by-products not intended for human consumption.

The teaching and research farm is located within the municipal boundaries of Náquera, just 11 kilometres from the Faculty. It is currently home to seven species of animal: cows, sheep, horses, chickens, rabbits and dogs. The infrastructure includes bovine, small ruminant, equine, rabbit, aviculture and dog accommodation, including hospitalisation facilities for small animals.

The Establishment uses a number of off-site locations for the teaching of veterinary public health, meat inspection and food safety, including commercial abattoirs, food stuff processing units. The abattoirs at which the practical sessions are undertaken slaughter 9,000 cattle, 665,000 pigs, 50,200 sheep and 6,800 equine animals on an annual basis. The poultry abattoir slaughters animals five days a week: around 150,000 chickens are slaughtered there each week.

The University hospital has a clinical diagnostic laboratory used for clinical pathological diagnoses and clinical research with restricted access for students. The laboratory provides a diagnostic service to external clinics and samples. Additionally, during emergency hours, an emergency laboratory is available and used for urgent testing, and is located in the hospitalisation area. The anatomopathological diagnosis laboratories have five full time pathologists (with an American Dipl. in pathology as the head of the laboratory) and one technician.

The new University hospital has a patient data system for companion animals, where patient data is recorded. The system can be searched for specific patients and diagnosis, however, the Establishment has not implemented a standardised diagnosis coding to facilitate searching for case details. Equine cases are not registered into an electronic system at the moment and are not searchable with for example diagnosis in the present form.

6.2.2. Comments

The clinical facilities are sufficient for small companion animals. There are no on-site premises for farm animal treatment or ambulatory clinic. The Establishment does not have a mobile clinic.

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In the Visitation team's opinion, the requirements regarding this chapter as they are laid down in Annex I of the Budapest 2012 SOP are met.

6.2.3. Suggestions

The standard operating procedures for operation of the small animal isolation unit within the Hospital Clinico Veterinario (HCV-CEU) should be reviewed to ensure bio-safety. The Establishment should begin using a recognised case coding system for the new case record database, to include equines, and to ensure data is compatible with other datasets. This will facilitate both clinical audit and research in the future. Consideration could be given to the Establishment having a mobile equine clinic.

7 ANIMALS & TEACHING MATERIALS OF ANIMAL ORIGIN

7.1. Findings

The students gain access to live animal material internally via The University Teaching and Research Farm (horses, dry cows, sheep, canines, poultry and rabbits) and the Hospital Clinico Veterinario (HCV-CEU) (small animal). During animal production and herd health studies the students attend a nearby dairy farm, a dairy sheep farm and several other farm locations with pigs, hens, rabbits, sheep and beef cattle accompanied by a member of the staff. For food hygiene practical training students visit commercial slaughterhouses in small groups and are exposed to hands-on training.

For anatomy dissections readily dissected canine carcasses are bought from external firms with formalin fixative and used for longer periods. No feline or other small/exotic animal carcasses are used for anatomy dissections. Partial or organ specimens are provided for the dissections of farm animals and equines, specimens and partial carcasses are mostly used fresh. Additionally the Establishment provides a variety of bones for learning aids in anatomy.

7.2. Comments

Accessibility to large swine farms and the possibility for student hands-on training (e.g. artificial insemination, oestrus monitoring et cetera) in swine is commendable.

The majority of clinical practice and procedures for large animals are done at the Establishment's Teaching Farm as workshops and supervised training. The number of the animals (especially 12 horses and 14 cows) is low compared to the present number of enrolled students. The number of real clinical large animal patients seen during the studies is low. The small number of animals available raises concerns regarding animal welfare, especially for example during the teaching of rectal examination in both cows and mares.

Students take part in extramural training (Farm animal clinics, Practicum) which they can choose according to their preferences at external private practices, farms and other facilities with veterinary staff (for example in food hygiene, microbiology et cetera). This might allow an increase in the patient caseload seen by an individual student but with the absence of a mobile clinic and an on-site clinic for production animal patient caseload for the core clinical training is low especially in the large animals. Student can also choose to stay in the Teaching Farm of the Establishment during the Farm Animal Clinics. The Teaching farm treats some privately owned equines but the numbers are low and students are not exposed to a sufficient patient caseload in equine clinical cases.

During anatomy practical sessions students do not gain hands-on experience in dissecting animals. Practices and learning is done with bought dog carcasses which are dissected and preserved in formalin. Students are not able to see or do whole cat, ruminant, swine, horse or other companion animal dissections during their studies. Anatomical models (virtual or physical) are not being used to teach topography or comparative anatomy between species.

The number of equine and bovine whole carcass necropsies on average is low. The number of small ruminants, small animals, pigs and poultry is within acceptable limits.

In the Visitation team's opinion, the requirements regarding this chapter as they are laid down in Annex I of the Budapest 2012 SOP are not met because of insufficient patients and cadavers caseload, especially in large animals, and absence of a structured operational plan to overcome this, in light of the present and planned increase in student numbers.

7.3. Suggestions

It is suggested to urgently develop and implement an operational plan in order to increase the patient and cadaver (in anatomy and necropsy) caseload in especially large animals. As the student numbers are increasing now and in the future, this may endanger acquisition of Day One Competences especially in large animal medicine.

8 LIBRARY & EDUCATIONAL RESOURCES

8.1. Findings

The library is a centralised service for the whole of the CEU-UCH University, forming a functional support unit for teaching, study and research. It is made up of all of the University's bibliographical and documentary holdings. It forms part of the *Red de Bibliotecas de la Fundación Universitaria CEU San Pablo* (CEUNET, the CEU San Pablo University Foundation Library Network), which is based in Madrid.

The library of the CEU-UCH University is spread across three locations: the central library in Alfara del Patriarca, the library in Elche and the library in Castellón. Together, the three buildings have a floor space of 5,833 square metres, with more than 1600 study spaces for library users. The central library in Alfara del Patriarca is the one which is used by Veterinary undergraduates. It has a total surface area of 5,000 square metres over three floors, and it has 990 study spaces. The holdings for Veterinary Medicine cover 4,508 publications (data from December 2015) and are located in the central library. 1859 items were borrowed by Veterinary users during the 2014-2015 academic year. There are 142 paper copies of journals related to Veterinary Medicine. None of the veterinary holdings are subject to restricted access.

The library opening hours are suited to educational needs, with the library being open from 07.45-21.15 from Monday to Friday. The library operates a 24-hour service during exam periods (January, June and July).

Provision is made every year in the budget for the purchase of bibliographical materials. The academic staff request the purchase of materials for the library, which is subject to the approval by their Head of Department.

8.2. Comments

The library seemed to be well resourced and the IT and virtual learning environment were fit for purpose and well supported.

In the Visitation team's opinion, the requirements regarding this chapter as they are laid down in Annex I of the Budapest 2012 SOP are met.

8.3. Suggestions

The library should seek to have as many veterinary journals and commonly used text books as possible available in electronic format, to allow staff and student access from offices and home.

The excellent telecommunications resource of the University are not being fully utilised to develop virtual teaching material to support teaching at all levels of the curriculum. The establishment is uniquely placed to develop high quality video and audio teaching resources to support both basic and clinical teaching. Investment in this area should be prioritised.

9 ADMISSION & ENROLMENT

9.1. Findings

The maximum number of admitted students is set by the University and approved by ANECA, with a new request to increase this number. There are no government - granted places for students in the Establishment.

Minimum requirements for admission are to obtain the qualification Bachiller or its equivalent and to pass the university entrance exam. The foreign students must have a certificate validated by the Spanish Ministry of Education.

The admission process consists of an on-line application for admission, an interview of the candidate and a selection for French students based on reviewing their academic record. The Spanish and English students are admitted on the basis of first-come, first-served.

Due to the excellence groups in French and English, the international students have full access to the academic programme. The Establishment offers different exchange programmes, such as Erasmus + (for EU students) and SICUE (for Spanish students).

The minimum requirements are 30 ECTS (out of 60 ECTS) to pass from the first year to the second determines an approximately 10% drop-out rate. Generally, after progression in the next years of study the drop-out rate is relatively small (about 2-4%), due to a very good tutorial support provided to the students by the Establishment.

9.2. Comments

The tutorial support offered to the students is efficient so, as a result, the dropout rate is low.

The teaching activities in French and English languages provide a large opening to internationalisation of the Establishment.

There is a serious concern regarding the increasing number of students being admitted related to the number of full-time academic staff, qualified support staff and patient caseload.

In the Visitation team's opinion, the requirements regarding this chapter as they are laid down in Annex I of the Budapest 2012 SOP are met.

9.3. Suggestions

The number of admitted students should be correlated to the patient caseload and number of full-time academic and qualified support staff.

10 ACADEMIC TEACHING & SUPPORT STAFF

10.1. Findings

The total number of academic teaching staff devoted to veterinary curriculum is 91,18 FTE with 73,21 FTE veterinary surgeons. One of the faculty members is a recognised clinical specialist (Diplomate of an American college). The total support staff is 59,3 FTE, 4,53 of them are dedicated to preparation of practicals and clinical teaching.

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The Heads of Department are responsible for drawing up the Teaching Organisation Plan including teaching staff assignment. The academic teaching staff is made of academic teachers (full professor, associate professor and assistant professor) with a PhD background and of lecturers (either full time or part time). 55% of the teaching staff is part time lecturers.

If new teaching staff are required, the demand is transferred to the Establishment's Head and then to the Vice-Rector for Academic Affairs and Academic Staff, who is responsible for the creation of new posts.

Recruitment of new teaching staff is managed by the University. The candidates are interviewed first of all by the Establishment's Head, Heads of Department and the Vice-Rector of Academic Affairs. The final decision is made at University level.

Academic staff can apply for grants allocated based on the number of publications to support their research activities. Those members of the academic staff who meet the criteria set by the university may be awarded for sabbatical leave.

Promotion is based on criteria set at the University level and on the availability of the targeted position.

10.2. Comments

The Establishment explained that the number of lecturers is planned to increase in the coming years, in line with the increasing number of students. However the number of full time academic teachers is currently insufficient. The use of a majority of part time lecturers, very few of them with academic requirements (PhD or Specialist Clinical Training) make it difficult to ensure that the education received by the students is always research-based.

Even if the University offers courses to teachers in pedagogical methods and modern assessment methods, attendance at those training programmes is not compulsory. Nothing is in place to ensure that every individual engaged in teaching receive a training in modern pedagogical methods. Training in teaching for external practitioners involved in extra-mural clinical training is not mandatory and not checked by the Faculty.

There is an insufficient number of recognised clinical specialists to realise the benefit from the new equipment and facilities or to develop clinical teaching support for students. Many clinical teachers underlined their desire to develop residency programmes and to increase the number of specialists in the staff.

The professional support staff dedicated to clinical service either in the Hospital Clinico Veterinario (HCV-CEU) or in the CEU-farm is clearly insufficient. Most of the work relies on either the clinical teachers or voluntary undergraduate students. The request for qualified support staff is important regarding the need to enhance the practical clinical teaching of students and to operate the Hospital Clinico Veterinario (HCV-CEU).

In the Visitation team's opinion, the requirements regarding this chapter as they are laid down in Annex I of the Budapest 2012 SOP are not met because of insufficient number of qualified support staff in clinical services.

10.3. Suggestions

The number of full-time academic teachers with research backgrounds and the ability to base the education they give to student on research should be increase. The University needs to open the requested positions.

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Training for all staff involve in teaching, including the private practitioners and part time lectures should be implemented and monitored on a compulsory basis.

An operational plan to recruit recognised clinical specialists to enhance the clinical teaching staff and to enable development of residency programmes should be adopted and implemented.

Qualified support staff should be significantly increased in clinical services to allow clinical teachers and students to focus on their teaching duties.

11 CONTINUING EDUCATION

11.1. Findings

A clear CPE programme is not in place or regulated by the Establishment organisation as most courses are the result of individual staff member's interests and initiative. Additionally external companies play a role in organising and funding courses at the university. Courses for graduated veterinarians are offered up to some degree. During 2014-2015 24 courses were listed in total, covering topics of equine medicine, food safety, small animal medicine and nutrition, farm animal medicine and reproduction et cetera. According to the SER courses are aimed for undergraduates, recent graduates and specialists. Continuing education is offered mostly in the form of conferences, workshops, congresses, seminars, courses and lectures. As most of these are free, there is no large income revenue originated from continuing education. The Establishment mostly uses external professionals as lecturers and teachers.

The Establishment offers a one-year Master's Degree in Food Safety (60 ECTS) recognised by ANECA consisting of classroom and distance learning based studying. The degree is mainly aimed at veterinarians and professionals working with food safety and during 2014-2015 23 were enrolled. Additionally a two-year course Certificate in Small Animal Surgery was also taught during 2014-2015 with 16 veterinarians attending. In 2015-2016 a Certificate in Diagnostic Imaging was introduced in to the continuing education programme.

CPE is not mandatory for veterinarians. CPE of the veterinary staff is mostly self-funded especially for the clinical practitioner teachers. Some funds can be allocated for CPE after individual publications.

11.2. Comments

Providing Continuing Professional Education is not one of the main objectives of the University.

There is low support and funding allocation for continuing education for the staff members, especially the clinical practitioners within the Establishment. Increase in the amount of continuing education taken by the staff also may increase and affect the general patient caseload seen at the Establishment. Therefore it is recommended to implement a programme to ensure the enriching of practical knowledge and continuing education of the staff.

In the Visitation team's opinion, the requirements regarding this chapter as they are laid down in Annex I of the Budapest 2012 SOP are met.

11.3. Suggestions

A CPE programme / system should be implemented which also takes into consideration the junior staff within the Establishment and CPE funding allocation should not be solely based on publication merits, but also on the need for clinical training.

12 POSTGRADUATE EDUCATION

12.1. Findings

The CEU-UCH offers a 1-year rotating internship programme for Small animal medicine and surgery with a monthly salary, holiday pay and sick leave. Requirements for applicants are a degree in veterinary medicine and no more than two previous years of work experience after graduation. After completion of the internship, the veterinarians gain an internal certificate of attendance and completion of the internship. Currently 7 internship positions are open annually within the small animal medicine. There is no internship programme available for equines or productive animals.

Currently there are no Diplomate training programmes (European or American board-certified veterinary specialism) in the CEU-UCH. The University employs one Diplomate of the American College of Veterinary Pathology, one American Diplomate in Large Animal Internal Medicine and two other Diplomates of different specialisms.

The Establishment has a PhD programme in place, in practice programmes are offered mostly in the discipline of Food Hygiene. Requirements for PhD students are to have a veterinary degree or an equivalent degree (Licenciatura or BSc). In total 28 PhD students were enrolled during the year 2014-2015. Most of the PhD students (25) work part-time and have no salary. A PhD student can also be funded by the Establishment or by a government research project. PhD projects are divided between the two departments (Faculty of Veterinary Medicine, Animal Medicine and Surgery and Animal Health and Production, Public Health and Food Technology). The PhD programme does not state the minimum value of publications needed for the completion of the degree.

The Establishment also offers a Master's degree in food safety.

The amount of clinical research and PhD projects is low.

12.2. Comments

Currently the Pathology research group has initiated a request for accreditation to be recognised as an institution offering clinical residencies in veterinary pathology within the programme of the European College of Veterinary Pathology. The process is still on-going.

It is recommended that the PhD programme is developed, maintained and offered in all disciplines of veterinary medicine.

In the Visitation team's opinion, the requirements regarding this chapter as they are laid down in Annex I of the Budapest 2012 SOP are met.

12.3. Suggestions

None.

13 RESEARCH

13.1. Findings

The activities in the Establishment are mainly focused on didactic activities and research is not a priority, so a clear strategy regarding research is not established.

The undergraduate students are introduced to the concept of research by a series of compulsory subjects, such as: Veterinary biostatistics and scientific method, Introduction to veterinary sciences and End-of-Degree-Project, which may consist of a research activity or a literature review.

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The students are encouraged to enrol, on a voluntary basis, in the activity of different disciplines, as so called *alumno-interno*.

The PhD programme in veterinary medicine was phased out. The only running PhD programme is in Health Sciences and Technology, which is interdisciplinary and interuniversity programme. The total number of PhD postgraduates is 19 for the last four years (since 2011).

13.2. Comments

There is not a clear strategy regarding research in the Establishment. Research activities are not a priority for the Establishment. There are no personnel employed specifically for research activities. The research activities are part of the academic staff duties.

The commitment of the students in different field is appreciable, but their activities can't replace or supply the assistance provided by qualified support staff.

There is no collaboration in international grants, which can improve the research activities.

In the Visitation team's opinion, the requirements regarding this chapter as they are laid down in Annex I of the Budapest 2012 SOP are met.

13.3. Suggestions

It is suggested to increase the number of full-time academic staff to enhance research activities and support a research-based education.

EXECUTIVE SUMMARY

The Veterinary Faculty of Valencia (called 'the Establishment' in this report) is part of the Centre for University Studies of the Cardinal Herrera University (CEU-CHU), which is part of the San Pablo University Foundation. The first veterinary students graduated in 2001. The Establishment was evaluated by EAEVE in January 2004 and was not approved.

The current ESEVT Visitation was performed in agreement with the Budapest SOP (2012).

The SER was written in agreement with the ESEVT SOP and provided on time to the Visitation team. A reply to questions and/or requests for clarification from the experts was provided before the start or during the Visitation.

The Visitation was well prepared, well organised and carried out in a cordial and professional atmosphere. The Liaison Officer was easily and efficiently available when requested. The programme of the Visitation was easily adapted when requested by the Visitation team who had full access to the information, facilities and individuals they asked for.

The Visitation Team has identified several areas worthy of praise, e.g.:

- investment in infrastructure and facilities, especially the veterinary teaching hospital;
- tutorial and student support systems, e.g. language training;
- commitment of all staff to enhancing the student experience;
- accessibility of teaching staff to ensure the students' educational needs;
- hands-on training in swine;
- library and IT facilities and services, e.g. e-learning.

The Visitation team has also identified several areas of concern (i.e. Minor Deficiencies):

- insufficient autonomy of the Establishment to adapt and develop the structures, organisation and curriculum;
- insufficient exposure of students to emergency cases;
- insufficient strategy to develop teaching models (real or digital);
- insufficient number of full-time academic teachers to ensure research-based education;
- absence of compulsory training in modern pedagogical methods for all staff involved with teaching;
- insufficient operational plan for the recruitment of recognised clinical specialists and the development of residency programmes.

The potential Major Deficiencies suggested by the Visitation team are:

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

Therefore the Visitation Team recommends to ECOVE the status of Non Approval for the Veterinary Faculty of CEU-CHU of Valencia.

Annex 1: Indicators calculated with the ESEVT Excel table

Establishment values	Median values 1	Minimal values 2	Balance 3	Indicators
I1 : 0,110	0,16	0,13	-0,016	(n° of FTE academic staff involved in veterinary training / n° of undergraduate students)
I2 : 0,747	0,87	0,59	0,157	(n° of FTE veterinarians involved in veterinary training / n° of students graduating annually)
I3 : 0,605	0,94	0,57	0,039	(n° of FTE support staff involved in veterinary training/ n° of students graduating annually)
I4 : 947,0	905,67	595,00	352,00	(n° of hours of practical (non-clinical) training)
I5 : 522,50	932,92	670,00	-147,50	(n° of hours of clinical training)
I6 : 264,00	287,00	174,40	89,60	(n° of hours of FSQ and VPH training)
I7 : 23,00	68,00	28,80	-5,80	(n° of hours of extra-mural practical training in FSQ and VPH)
I8 : 78,88	70,48	42,01	36,87	(n° of companion animal patients seen intra-murally / n° of students graduating annually)
I9 : 0,00	2,69	0,464	-0,464	(n° of ruminant and pig patients seen intra-murally / n° of students graduating annually)
I10 : 1,102	5,05	1,30	-0,196	(n° of equine patients seen intra-murally / n° of students graduating annually)
I11 : 0,52	3,35	1,55	-1,025	(n° of rabbit, rodent, bird and exotic patients seen intra-murally / n° of students graduating annually)
I12 : 0,00	6,80	0,22	-0,22	(n° of companion animal patients seen extra-murally / n° of students graduating annually)
I13 : 10,364	15,95	6,29	4,069	(n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually)
I14 : 2,041	2,11	0,60	1,446	(n° of equine patients seen extra-murally / n° of students graduating annually)
I15 : 0,694	1,33	0,55	0,144	(n° of visits to ruminant and pig herds / n° of students graduating annually)
I16 : 0,272	0,12	0,04	0,227	(n° of visits to poultry and farmed rabbit units / n° of students graduating annually)
I17 : 2,415	2,07	1,40	1,015	(n° of companion animal necropsies / n° of students graduating annually)
I18 : 1,935	2,32	0,97	0,965	(n° of ruminant and pig necropsies / n° of students graduating annually)
I19 : 0,143	0,30	0,09	0,050	(n° of equine necropsies / n° of students graduating annually)
I20 : 3,585	2,05	0,69	2,892	(n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually)

1 Median values defined by data from Establishments with Approval status in April 2016

2 Recommended minimal values calculated as the 20th percentile of data from Establishments with Approval status in April 2016

3 A negative balance indicates that the Indicator is below the recommended minimal value

Annex 2: Decision of ECOVE

The Committee concluded that the following Major Deficiencies had been identified:

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

The 'Veterinary Faculty of the CEU-UCH of Valencia' is classified after Stage 1 Evaluation as holding the status of: **NON-APPROVAL**.