



# EAEVE

## Quality Assurance Report

October 2017  
Valencia - Spain



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*Better together, together for a better veterinary*

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## Abbreviations

- ANECA. Agencia Nacional de Evaluación de la Calidad.
- AVAP. Agència Valenciana d'Avaluació i Prospectiva.
- CA. Comisión de Acreditación.
- CECU. Comisión para la Evaluación de la Calidad en la Universidad.
- CEE. Comité de Evaluación Externa.
- CEINDO. CEU Escuela Internacional de Doctorado.
- CGC: Comisión de Garantía de Calidad.
- CI2. Proyecto de formación en competencias informáticas e informacionales
- CRAI. Centro de Recursos para el Aprendizaje e Investigación.
- DAFO. Debilidades, Amenazas, Fortalezas y Oportunidades.
- EAEVE. European Association of Establishments for Veterinary Education.
- ECTS. European Credit Transfer System.
- EEES. Espacio Europeo de Educación Superior.
- ENQA. European Association for Quality Assurance in Higher Education.
- FGW. Final Graduation Work. TFG. Trabajo Fin de Grado.
- FUSP. Fundación Universitaria San Pablo CEU.
- HCV. Hospital Clínico Veterinario.
- IAT. Informe de Autoevaluación del Título.
- ISO. International Standard Organization.
- MECES. Marco Europeo de Cualificaciones del Espacio Europeo de Educación Superior.
- NOF. Normas de Organización y Funcionamiento.
- PAS. personas de administración y servicios.
- PASAPTA. Producción y Sanidad Animal, Salud Pública Veterinaria, y Ciencia y Tecnología de los Alimentos.
- PDI: Personal Docente e Investigador.
- POD. Plan de Ordenación Docente de Veterinaria.
- RCED. Reuniones de Coordinación del Equipo Docente.
- RUCT. Registro Universitario de Centros y Títulos del Ministerio de Educación de España.
- SGIC. Sistema de Garantía Interno de Calidad.
- SICUE. Sistema de Intercambio entre centros Universitarios de España.
- SQUAD. Servicio de Orientación Universitaria y Atención a la Discapacidad.
- UDEC. Unidad de Desarrollo Estratégico y Calidad.

## Chapter 1. Objectives and organisation

*Description of how (procedures) and by who (description of the committee structure) the strategic plan and the organisation of the Establishment are decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

### 1.1 Overall aim of the Faculty of Veterinary Medicine

#### Mission

The mission of the Faculty of Veterinary Medicine is:

To be a pioneer in the development of innovative educational projects. We are orientated to help our students to understand Veterinary Science and to conduct their professional activity with integrity and responsibility. Our benchmark is the values of Christian humanism which constitute our criterion for thought and action for the betterment of society. For this reason, we are committed to the global society, to which we seek to bring:

- Individuals who are comprehensively trained and prepared to perform a public role and to contribute to the improvement of their milieu.
- Relevant research and the transference of knowledge and innovation.
- An entrepreneurial spirit in relation to business and social projects.

#### Vision

The vision of the Faculty of Veterinary Medicine is:

To be a Faculty with a strongly international outlook, open to people from all over the world, and which is recognised as a training establishment for veterinarians who:

- Possess a comprehensive view of veterinary science as a key discipline in the development of the society in which we live.
- Possess a vision without frontiers that is aware of, and acknowledges, advances in veterinary science in whatever part of the world they are produced.
- Hold an ethical vision of their work within framework of professional practice, research and social responsibility.
- Are aware of, and support, the “One Health” concept.

In this way, the mission and vision will be developed through the strategy of the Faculty itself, which will define what we do and why, and the quality processes, which will determine how we do things. This vision and mission have determined the official syllabus of the degree in Veterinary Science.

### 1.2. Organisation for the achievement of the mission: quality systems

The Faculty, in order to remain faithful to its mission and vision, and to achieve its defined objectives in the training of veterinarians, relies on several quality systems. These systems are listed below:

1. **The Internal Quality Guarantee System (SGIC)** of CEU Cardenal Herrera University and its application to the Faculty of Veterinary Medicine. This is a quality system whose design is accredited by [ANECA](#) (Agencia Nacional de Evaluación de la Calidad, National Agency for the Assessment of Quality), a member of the [ENQA](#). (European Association for Quality Assurance in Higher Education). All information about the [Internal Quality Guarantee System](#) is publicly available on the internet.

The basic objectives of the Internal Quality Guarantee System (SGIC) are to guarantee the quality of the degrees, reviewing and improving their educational programmes according to the needs and expectations of the stakeholders.

The Internal Quality Guarantee System works to:

- Ensure the transparency demanded within the framework of the Espacio Europeo de Educación Superior (EEES, European Higher Education Area).
- To introduce strategies for continuous improvement.
- To pass the successive accreditation processes of the degrees.

The Internal Quality Guarantee System (SGIC) includes the following consultation and management bodies:

- **Comisión para la Evaluación de la Calidad en la Universidad (CECU, Commission for the Assessment of Quality at the University).**  
It assists the Governing Council in tasks relating to the design, introduction, maintenance and improvement of the Internal Quality Guarantee System (SGIC). The CECU nominates Quality Commissions in each of the Faculties, Schools and Centres of the University, and ensures that all the processes are carried out as developed by the Internal Quality Guarantee system (SGIC), as well as gathering information from the [Quality Guarantee Commission](#) for each Centre.
- **Quality Guarantee Commission (CGC).**  
The Quality Guarantee Commission (CGC) for each Centre participates with the University's Internal Quality Guarantee System (SGIC) in tasks such as planning and monitoring, while also acting as one of the internal communication tools for the policy, objectives, plans, programmes, responsibilities and achievements of this system for each degree.
- **Assessment Council**  
The Assessment Council is a body linking the University and society. Through this body, the University channels the social needs and aspirations that it hopes to satisfy, while at the same time promoting awareness of the various social sectors in order to provide the University with the means to better achieve its aims.

## 2. The Faculty of **Veterinary Science's own quality systems.**

The work of the Internal Quality Guarantee System (SGIC), which is the general quality system applied by the University to all degrees, is complemented by the Faculty of Veterinary Medicine's own two quality systems: one for the Secretariat of the Faculty<sup>1</sup> and another for the Hospital Clínico Veterinario<sup>2</sup>

These quality systems are based on an accreditation of work procedures in accordance with Standard ISO 9001, drawn up by the [International Organisation for Standardisation](#) (ISO).

In Chapter 11 of this document can be found the processes that make up the Internal Quality Guarantee System (SGIC) and the ISO systems of the Faculty of Veterinary Medicine, as well as their organisational structure and function.

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<sup>1</sup> Annex 1: Certificate of accreditation ISO 9001- Academic Secretariat of the Faculty

<sup>2</sup> Annex 2: Certificate of accreditation ISO 9001- Veterinary Clinic Hospital

### 1.3 The Faculty of Veterinary Medicine: institutional and university framework

The Faculty of Veterinary Medicine is part of the Universidad CEU Cardenal Herrera. In turn, the CEU Cardenal Herrera University forms part of the *Fundación Universitaria San Pablo CEU* (FUSP, San Pablo CEU University Foundation). Therefore, in order to achieve a clear understanding of the operational framework of Veterinary Science, we need to contextualise it on the following three levels:

- General institutional framework: San Pablo CEU University Foundation.
- University framework: CEU Cardenal Herrera University.
- Organisational framework: Faculty of Veterinary Medicine.

#### **General institutional framework: San Pablo University Foundation CEU.**

The San Pablo CEU University Foundation began in Madrid in 1933. It currently has 25 teaching centres, delivering over 200 official courses, ranging from school education to postgraduate studies and professional training. Its centres can be found throughout Spain: Madrid, Barcelona, Valencia, Murcia, Castellón, Alicante, Vigo, Jerez, Elche, Sevilla, Vitoria and Valladolid. Standing out among these are the three universities belonging to the Foundation: the *Universidad CEU San Pablo* in Madrid, the *Universitat CEU Abat Oliba* in Barcelona, and the *Universidad CEU Cardenal Herrera* in Valencia. As can be seen from this information, the San Pablo Foundation CEU is the largest private-sector university in Spain.

The San Pablo CEU University Foundation was created with a mission to contribute to the betterment of society through the education disseminated from its teaching centres. It offers an educational model in accordance with the principles of Christian humanism and focuses on training men and women who will carry out roles in public life to promote justice and defend the human beings.

The San Pablo CEU University Foundation is a non-profit organisation, and therefore all its earnings are reinvested for the benefit of its educational activities. This orientation has enabled it to become the Spanish private-sector education organisation that awards the most money in merit scholarships to its students. The average amount invested in scholarships between 2012 and 2017 is 21 million Euros per academic year across the institution as a whole. This significant investment in scholarships is in tune with the aims of this university Foundation: the pursuit of academic and professional excellence, innovation in its educational projects, and the training of its students in social commitment and values.

The management of the San Pablo CEU University Foundation is in accordance with the most demanding standards of transparency under Spanish and European law. Through its policy of transparency, the San Pablo CEU University Foundation is accountable to the society which it serves. Through its standards of good governance, this Foundation is committed to a management model based on excellence, ethics and attracting intellectual and professional talent.

All information relating to the management model of the San Pablo CEU University Foundation is available at:

<https://www.ceu.es/ceu/transparencia.php>

#### **University framework: a basic explanation of CEU Cardenal Herrera University.**

In existence for almost 50 years, the CEU Cardenal Herrera University is the first public service, private-sector University in the Autonomous Community of Valencia. It has campuses in Castellón, Elche and Alfara del Patriarca (Valencia). The University offers 20 university degrees and over 60 postgraduate degrees. It is organised into a Higher School and four Faculties: The Higher School of Technical Education, the Faculty of Health Sciences, the Faculty of Business

Law and Political Science, the Faculty of Humanities and Communication Science, and the Faculty of Veterinary Medicine.

The degree in Veterinary Science was introduced in 1996. In 2012 CEU Cardenal Herrera University embarked on a Strategic Plan for the period 2012-2019. This Strategic Plan was constructed around four lines of work:

### **1. The internationalisation of the University.**

In a complex situation arising from the maturity of the Spanish university sector and the demographic changes in society, the CEU Cardenal Herrera University is pursuing a strategic policy of internationalisation. This policy is defined by two operational frameworks:

- a) The internationalisation of the profiles of its students undertaking graduate and postgraduate studies. The internationalisation of students as a basis for the creation of an advanced global context. The synthesis of this framework can be illustrated with the following data:
  - At the start of the 2012/13 academic year CEU Cardenal Herrera University had 76 international (non-Spanish) students.
  - At the start of the 2016/17 academic year CEU Cardenal Herrera University had 1,878 international (non-Spanish) students. The students come from more than 70 countries, and are making this University into one of the most international in Spain, based on the proportion of non-national students.
- b) The internationalisation of the University within the European framework. The synthesis of results from this framework to date can be illustrated with the following data:
  - The number of agreements with universities and international (non-Spanish) businesses grew during this period (2012-2017) by 230%.
  - The [International Advisory Board](#) of the University is created. This is a body made up of outstanding researchers, teachers and business leaders from Europe and the United States. This body advises and supports the University in the development of its institutional internationalisation. One consequence of the strategy developed together with the International Advisory Board was the commencement of work in 2015 towards the European accreditation of the Degree in Veterinary Science of which this document forms part.

### **2. The improvement of training and research facilities.**

Since 2012, the CEU Cardenal Herrera University has invested 50 million Euros in the improvement of its facilities. This investment has been provided entirely from the University's own fund, and to date the University's financial state is debt free. Another 25 million-Euro investment is planned and budgeted for the next two years, up to the completion of the strategic plan in 2019. These 25 million Euros are also covered by the University's own resources which have already been generated, and so when the investment is completed, the University's debt will remain at zero.

### **3. Educational innovation as a source of improved training**

The students entering university today have very different profiles, needs and skills from the young people who were entering our classrooms a decade ago. The digital revolution and globalisation have changed some of the keys to success in present-day learning. Furthermore, the definition of the new European higher education framework, known as the "Bologna Process" in response to this social scenario emphasises the need for a student-focused approach throughout the process of university education.

The CEU Cardenal Herrera University is responding to these challenges with one of its strategic action programmes focused on pedagogic innovation at the University. Some actions already undertaken under this programme which, due to the nature of this document are illustrative, and not exhaustive, are:

- The investment in training in new teaching techniques for academic staff: 90,000 Euros during the 2016/17 academic year<sup>3</sup>.
- The introduction of a virtual campus with Blackboard technology, which allows students to access learning materials from any kind of electronic device, along with direct interaction with their teachers via various virtual tutoring tools.
- The introduction of prizes to innovative teaching.
- The introduction of the research + teaching projects.
- The introduction of the International Student Conference.
- The establishment of new measurements of results within the University's Internal Quality Guarantee System (SGIC), such as the number of ECTS (European Credit Transfer System) with innovative teaching in each degree.

#### **4. The promotion of employability among students and graduates.**

Employability is a relevant part of the university education process, so the University and therefore the Faculty of Veterinary Medicine has set up various action plans to increase the employability potential of its students and graduates. Some of the most significant of these are:

- **CEU Emprende:** with complementary training programmes to develop skills for entrepreneurship. These programmes even include development lines to support the launch of business entrepreneurship initiative projects.
- **CEU Accede:** with programmes including technical training to improve access to the labour market. These programmes deal with everything from basic aspects such as cv preparation and job interviews, to advanced aspects such as leadership skills and team working.
- **The Certificate of Competences:** an individualised system that allows each student to have certified his/her professional socialisation and personal development skills acquired during complementary training programmes, volunteering activities and services to the community.
- **Professional Careers Service:** offering personalised advice to students and graduates as they move into the labour market, or in their plans to change employment. In addition, it manages the system that channels employment offers received by the University to graduates, according to their profiles and interests.

#### **The Faculty of Veterinary Medicine framework: the most international Degree of CEU Cardenal Herrera University.**

The Faculty of Veterinary Medicine is responsible for the development of the Degree in Veterinary Medicine, and the related postgraduate degrees. The veterinary science degree is the most international of CEU Cardenal Herrera University and the only degree in Spain that offers options for studying in Spanish, English or French.

The main data relating to this Faculty for the 2016/17 academic year are:

- Total degree students: 1159.
- Postgraduate students: 87.

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<sup>3</sup> Annex 3: Strategic Plan for Continuing Education and List of attendees to different training courses

- PhD students: 27.
- Doctoral theses defended during the last two academic years: 20.

#### 1.4 Profiles of the academic officials of the Faculty of Veterinary Medicine

The academic officials responsible for the degree make up the central nucleus of the Faculty's management, a nucleus comprising:

1. [The Dean](#): the highest academic and organisational authority of the Faculty of Veterinary Medicine, and therefore holding ultimate responsibility for the degree. The Dean is appointed from among the lecturers holding a PhD in Veterinary Science by the San Pablo CEU University Foundation Trust, and proposed by the Rector of CEU Cardenal Herrera University. The Trust is the main decision-making body of the San Pablo CEU University Foundation, which as a non-profit organisation is managed in accordance with the current legislation by its trustees. The trustees are selected by several democratic election processes among the members of the Asociación Católica de Propagandistas (Catholic Association of Propagandists), the body responsible for the creation of this Foundation.
2. [The Vice-Dean](#) is proposed by the Dean and appointed and removed by the Rector, with the approval of the Board of Trustees, from among the academic staff of the Faculty of Veterinary Medicine. His/her principal role is the management and coordination of all educational activity to enable the optimum provision of the Veterinary Medicine degree.
3. [The Academic Secretary](#): is proposed by the Dean and appointed and removed by the Rector, with the approval of the Board of Trustees, from among the academic staff of the Faculty of Veterinary Medicine. His/her principal role is the academic coordination of the Faculty's key administrative processes.
4. [The Directors of the University Department](#): The Faculty structures its academic and research activity into two University Departments. Each department groups its teaching and research staff into different fields of knowledge according to their respective specialisms. The Department Directors represent these staff and exercise the functions of day-to-day management and administration of them, chairing their meetings. They are proposed by the Dean and appointed and removed by the Rector, with the approval of the Board of Trustees, from among the academic staff of the Faculty. The Departmental Secretaries assist the Directors in the day-to-day management and administration, recording the minutes of their meetings. They are appointed by the Director from among the PhD-holding lecturers within the Department.
5. The Coordinator of linguistic excellence Groups: appointed by the Dean of the Faculty, his/her main role is the coordination of teaching activity and students in the Veterinary Science degree groups which are taught in English or French.

These academic officials meet weekly in the Faculty Council, to which the lecturers' representative and the students' general representative are also invited.

The Faculty of Veterinary Medicine has two University Departments, each of which revolves around different fields of knowledge. The Departments and fields are as follows:

Department of Animal Medicine and Surgery:

- Animal Medicine and Surgery (pets).
- Animal Medicine and Surgery (equines and livestock).
- Comparative Anatomy and Pathological Anatomy

Department of Production and Animal Health, Public Veterinary Health and Food Science and Technology:

- Animal Production.
- Animal Health.
- Food Hygiene and Technology.

The work and management of the Departments is governed by its Regulations. These Regulations are accessible to the academic staff via the intranet. The explanatory memorandum of the Departmental Regulations sets down that: *“The regulations set down herein reflect the basic principles of the departmental institution, expressed in university rules and standards”*.

The [Hospital Clínico Veterinario](#) (HCV-CEU, Clinical Veterinary Hospital): The Hospital is a facility at the service of society (customers/patients), whose basic function is teaching and research in Veterinary Science. Its Director must be a person with a Doctorate in Veterinary Science and accredited experience in management.

[The Teaching and Research Farm](#): is a facility exclusively dedicated to teaching and research in Veterinary Science. Its Director must be a person with a Doctorate in Veterinary Science and accredited experience in management.

## 1.5 The organisational structure

The Veterinary Medicine degree is supported by two levels of organisational structure: the structure of the Faculty of Veterinary Medicine itself and the structure of CEU Cardenal Herrera University at the service of the Faculty. We explain the two organisational levels below, and we show in each case the established routes by which members of the public who are interested and/or involved can participate.

### • Structure of the Faculty of Veterinary Medicine

This structure is made up of two areas: management and support. The management area with its six profiles has been described in the previous point: Dean, Vice-Dean, Academic Secretary, Directors of Departments, Director of the Hospital Clínico Veterinario and Director of the Teaching and Research Farm **The management area** has assigned to it under the Internal Quality Guarantee System (SGIC) the following routes for the participation of the respective public groups:

Students:

1. The inclusion on the Faculty Council of a student democratically elected each year by his/her peers. The Faculty Council is the principal collegiate body for the management of the Faculty. Its functions and authorities are described in the [Organisational and Operating Regulations](#) which are the statutes of the University, among which are highlighted those relating to improving the students' skills and results.
2. [Class delegates](#): students democratically elected each academic year who are the contact persons in relation to academic organisation and suggestions on the management structure of the Faculty of Veterinary Medicine.
3. [The Veterinary Science Quality Guarantee Commission \(CGC\)](#)<sup>4</sup>. The students' general representative of the Faculty, democratically elected each academic year by his/her peers, is included in this body for managing and controlling the quality of the qualifications.

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<sup>4</sup> Annex 4: Commissions of the Faculty of Veterinary Medicine.

4. [Satisfaction surveys regarding the lecturers](#): a system of anonymous, IT-platform-based surveys by means of which every semester the students can evaluate the work of their teachers. The results of these surveys are communicated to the students and to society in general in an aggregate form (without names and surnames) via the web, and in a detailed form to the management of the Faculty and individually via the intranet to each lecturer.
5. [Satisfaction surveys regarding the educational programme](#): a system of anonymous, IT-platform-based surveys by means of which every second academic year the students can evaluate their satisfaction with their programme of studies and with the way it is being implemented. The results of these surveys are communicated to the students and to society in general in an aggregate form via the web, and in a detailed form to the management of the Faculty and the Governing Board.
6. [A suggestion box](#): is provided on the web and the intranet, by means of which the students can put forward suggestions and complaints.
7. Communication sheet from the Academic Secretariat of the Faculty of Veterinary Medicine (Request/Complaint/Suggestion).
8. Thank-you Sheet of the Academic Secretariat of the Faculty of Veterinary Medicine.
9. Group/year coordinators: class groups have a lecturer who coordinates relations between Management and the students. Proposals relating to the coordination of the educational activity of each class group are channelled by means of formal meetings, at the request of the students.

#### Teaching and Research Staff:

1. Lecturers' representative. A member of the Teaching and Research Staff is democratically elected to the Faculty Council every two years by his/her peers. The Faculty Council is the principal collegiate body for the management of the Faculty. Its functions and authorities are described in the Organisational and Operating Regulations which are the statutes of the University, among which are highlighted those relating to improving the students' skills and results.
2. Delegated Director of Department: the Director of a University Department of Veterinary Science, elected by consensus and on a rotational basis, is included with a voice and vote on the Governing Council of the University to bring proposals from the Teaching and Research Staff. The Governing Council is the chief collegiate body of the University; its functions and competences are described in the Organisational and Operating Regulations which are the statutes of the University. The decisions of this body are communicated to all Teaching and Research Staff and administration staff and services via the intranet.
3. [The Veterinary Science Quality Guarantee Commission \(CGC\)](#). The Teaching and Research Staff member responsible for quality, appointed by the Dean of the Faculty, is included in this body for managing and controlling the quality of the degree.
4. [Satisfaction surveys regarding the educational programme](#): a system of anonymous, IT-platform-based surveys by means of which every second academic year the Teaching and Research Staff can evaluate their satisfaction with the programme of studies and with the way it is being implemented. The results of these surveys are communicated to the students and to society in general in an aggregate form via the web, and in a detailed form to the management of the Faculty and the Governing Council.
5. [The University Departments of Veterinary Science](#) follow their own dynamic of work meetings, having a minimum of three general meetings per academic year with the entire Teaching and Research Staff, plus another series of group meetings on particular issues pertaining to fields of knowledge or lines of work.
6. Proposals relating to the work of the Faculty are channelled by means of formal meetings, held at the request of the Teaching and Research Staff or by notice of the relevant body.

7. Senate meeting: once every academic year a general meeting is called to present the University accounts to the community. This meeting is attended in person by the elected members of the Teaching and Research Staff, while the others can follow the meeting by *video* streaming.
8. [Satisfaction survey of the Teaching and Research Staff regarding the educational programme](#): a system of anonymous, IT-platform-based surveys by means of which every second academic year the Teaching and Research Staff can evaluate their satisfaction with the educational programme and with their level of involvement with the plans of the Faculty of Veterinary Medicine. The results of these surveys are communicated via the web, and in a detailed form to the management of the Faculty.
9. Communication sheet from the Academic Secretariat of the Faculty of Veterinary Medicine (Request/Complaint/Suggestion).
10. Thank-you Sheet of the Academic Secretariat of the Faculty of Veterinary Medicine.

#### Administrative and Service Staff:

1. Inclusion of a member of the Administrative and Service Staff democratically elected to the Faculty Council every two years by his/her peers. The Faculty Council is the principal collegiate body for the management of the Faculty. Its functions and authorities are described in the Organisational and Operating Regulations which are the statutes of the University.
2. The Veterinary Science Quality Guarantee Commission (CGC). One member of the Administrative and Service Staff, selected by the Dean of the Faculty, is included in this body for managing and controlling the quality of the qualifications.
3. Proposals relating to the work of the Faculty are channelled by means of formal meetings, held at the request of relevant individuals or by notice of the relevant body.
4. Senate meeting: once every academic year a general meeting is called to present the University accounts to the community. This meeting is attended in person by the elected member of the Administrative and Service Staff, while the others can follow the meeting by *video* streaming.
5. [Satisfaction survey of the Administrative and Service Staff regarding the Educational Programme](#): a system of anonymous, IT-platform-based surveys by means of which every second academic year each member of the Administrative and Service Staff can express their satisfaction with the educational programme and with their level of involvement with the plans of the Faculty of Veterinary Medicine. The results of these surveys are communicated via the web, and in a detailed form to the management of the Faculty.

#### Professional, institutional and academic Veterinary Science sector:

Professional veterinarians have the following means of participating in the Management of the Faculty:

1. As representatives on the Qualification Consultative Commission<sup>5</sup>, which is the body responsible for gathering and analysing the proposals for improving the curriculum design of the veterinary science degree. As of this date, the following representatives form part of the consultative commission:
  - Professional veterinarians:
    - A representative of the Valencia Oceanographic Park
    - The President of the Spanish Society for Poultry Science (AECA), the Spanish section of the World Poultry Science Association (WPSA).
    - A representative of AVEPA (Association of Spanish Veterinarians Specialising in Small Animals).
    - The President of the General Council of Spanish Colleges of Veterinary Medicine.
    - The President of the *Consell de Col·legis Veterinaris de la Comunitat Valenciana*, President of the Valencia Official Association of Veterinarians.

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<sup>5</sup> Annex 4: Commissions of the Faculty of Veterinary Medicine.

- A representative of ANAPORC (National Association of Pig Farming).
- The President of ANEMBE (National Association of Spanish Specialists in Bovine Medicine).
- The President of AVEDILA (Association of Spanish Veterinarians Specialising in Laboratorial Dignostics).
- The President of SEOC (Spanish Society of Sheep and Goat Rearing).
- Professionals from institutional and academic Veterinary Science fields:
  - Deputy General Director of Border Health Control, Ministry of Health and Consumer Affairs.
  - The Director of Public Health for the Generalitat of Valencia.
  - The Head of Service for Livestock Farming, Department of Agriculture, Fisheries and Food.
  - The Director of the Segorbe Animal Research and Technology centre (CITA-IVIA).
  - The Director of Animal Research and Technology for the Generalitat of Valencia.
  - The Director General for Livestock at the Ministry for the Environment and Rural and Marine Environments
- 2. [Evaluation surveys on the practical performance of veterinary science students](#). Professional veterinarians who take veterinary science students on external work placements are surveyed in order to obtain their evaluation of this training activity. By means of these surveys, quantitative and qualitative evaluations can be undertaken on the performance of these students and their results can be applied to influence the training process in future.
- 3. Process of monitoring the Veterinary Science degree qualification. A procedure set out among the quality assurance processes of [AVAP](#) (Agència Valenciana d'Avaluació i Prospectiva), which operates as an entity delegated by ANECA (Agencia Nacional de Evaluación de la Calidad y Acreditación, National Agency for Quality and Accreditation). This process involves the creation of technical quality reports which form an exercise in accountability by the Faculty of Veterinary Medicine directed at the academic and university community, given that the reviewers of these reports are lecturers from other universities. This process has been taking place every second academic year and is regulated on a temporary basis by AVAP. The process involves the generation of validation reports and/or proposals for improvement by the reviewers in relation to the various quality parameters. The results of these reports are published on the web.

#### Society in general:

1. Members of the general public who wish to take part in any way in the development of the Veterinary Medicine degree can access all the information they need on the website (including the course guides for each subject and all the documents on the quality of the degree), while the suggestion box is open, with no requirements for registering, signing in or entering passwords, so that anyone may contribute.
2. At least twice during each academic year there are [Open Days at the Faculty of Veterinary Medicine](#). These events are attended by tens of people, generally interested in studying a degree in Veterinary Medicine at some point in the future.
3. Communication sheet from the Academic Secretariat of the Faculty of Veterinary Medicine (Request/Complaint/Suggestion).
4. Thank-you Sheet of the Academic Secretariat of the Faculty of Veterinary Medicine.

**The support area** within the structure of the Faculty of Veterinary Medicine is made up of

1. The Manager of the *Servicio de Orientación Universitaria y Ayuda a la Discapacidad* (SOUAD, University Guidance and Disability Support Service), appointed by the Rector,

is the person responsible for providing support and guidance to the students who require it in personal areas beyond those of purely academic need.

2. The *Coordinador de Prácticas Externas*, appointed by the Dean, is the person responsible for the administration and management of students on practical training undertaken outside the University.
3. The Coordinator of International Relations and Mobility, appointed by the Dean, is the person responsible for generating international agreements involving the Faculty of Veterinary Medicine, and for improving students' international mobility (academic exchange programmes and practical experience placements outside Spain).
4. The Erasmus and SICUE (System of Exchange between Spanish universities) Coordinator, appointed by the Dean, is the person responsible for these types of exchange programmes.
5. The Quality Manager: appointed by the Dean, this person is responsible for coordinating the University's Internal Quality Guarantee System within the Faculty of Veterinary Medicine.
6. The Secretarial Service: with a team of staff who attend to the administrative tasks and ensure the smooth running of the Faculty. These staff report directly to the Academic Secretary in coordination with the University's General Secretariat, as required.

#### **The structure of CEU Cardenal Herrera University at the service of the Faculty of Veterinary Medicine: The Governing area and the General Services area**

The structure of the University at the service of the Faculty of Veterinary Medicine is organised over two levels: The Governing area and General Services area.

##### The [Governing Area](#):

- a) The Rector: the chief authority of the University. He/she is appointed by the Trustees and undertakes the highest duties of representation and governance of the University.
- b) The Secretary General and the Vice-Rector for Strategic Development and Communication, who is appointed by the Trustees and proposed by the Rector. He leads the structural area that supports the official administration of qualifications and certificates on the one hand, and on the other, the strategic application of the quality policies.
- c) The Office of the Vice-Rector for Academic Affairs and Academic Staff,: directed by a Vice-Rector who is appointed by the Trustees and proposed by the Rector. This is the structural area that supports the organisation of the teaching and the curriculum development of the lecturers.
- d) The Office of the Vice-Rector for Research: directed by a Vice-Rector who is appointed by the Trustees and proposed by the Rector. This is the structural area that supports the development of the research policies and the curriculum accreditation of the lecturers.
- e) The Office of the Vice-Rector for Students and University Life, who is appointed by the Trustees and proposed by the Rector. This is the structural area that supports the development of the training in complementary skills to improve the employability of the students, cultural and social aspects of university life, as well as the policies of social and personal integration into the University at student level.
- f) The Office of the Vice-Rector for International Relations: directed by a Vice-Rector who is appointed by the Trustees and proposed by the Principal. This is the structural area

that supports the internationalisation of degree qualifications, student profiles and relations with other universities throughout the world.

- g) The Office of the Managing Director: directed by a Managing Director who is proposed by the Rector and appointed by the Trustees. This is the structural area that supports planning and financial management.

The highest management body of the University is the Governing Council; this body includes all the members of the Governing Team listed as such, including the Dean and the representative of the department directors of the Faculty of Veterinary Medicine. The Governing Council meets approximately every 45 days. In addition, the Governing Committee and the Deans meet every month. As well as these scheduled meetings as the academic years proceeds tens of thematic meetings are generated between members of the Governing Team and the Management of the Faculty of Veterinary Medicine. These are meetings with closed agendas on specific issues that are situated in the areas of overlapping responsibility of each of the parties involved. These meetings may take place at the request of a member of the Governing team or convened by the Dean of the Faculty of Veterinary Medicine.

The General Services Area:

- a) [Library](#): is the space for documentation, documentary research and database access for students and lecturers of the University.
- b) Research Office: is responsible for providing administration services to the lecturers for research and for establishing relations with the business sector for the transfer of knowledge.
- c) [The General Secretariat](#) is the main academic administrative service of the University.
- d) [The University Guidance and Disability Support Service \(SOUAD\)](#): is the central support service for student support and the coordination of tutor-student activity.
- e) Professional Careers Service is the service responsible for improvement in training for employability, entrepreneurship training, the administration of pre-professional voluntary practical placements, and the administration of the support into the employment system (employment agency).
- f) [The Language Service](#): is the service responsible for improving students' competence in foreign languages.
- g) Corporate Communication Service: the support service for internal and external communication with relevant public groups.
- h) The Marketing Service: a service that promotes the range of degrees offered by the University.
- i) [The Office for International Relations](#): the service responsible for welcoming and supporting international students.
- j) The Human Resources Service: the service responsible for the management of human resources.
- k) The Maintenance Service: the service responsible for the upkeep of the facilities.
- l) [The Unit for Strategic development and Quality \(UDEC\)](#): is the technical support service for academics responsible for managing quality services.
- m) [The Sports Service](#): is the service that promotes and organises sporting activities for the students.

**The General Services Area** has been allocated the following means of determining the level of satisfaction of users (students, Teaching and Research Staff, Administrative and Service Staff) under the Internal Quality Guarantee System (SGIC):

Satisfaction surveys on the services provided: a system of anonymous, IT-platform-based surveys by means of which every academic year the students can evaluate their satisfaction with the general services provided by the Faculty of Veterinary Medicine and/or the University. The results of these surveys are communicated to the students and to society in general in an aggregate form via the web, and in a detailed form to the management of the Faculty, the Governing Council and the managers of each of the services. These surveys are used as a benchmark in the planning of improvements to general services.

### 1.6 Faculty of Veterinary Medicine strategic plan

As stated at the beginning of this section, the mission and vision will be developed through the strategy of the Faculty itself, which will define what we do and why, and the quality processes which will determine how we do things. Therefore, in relation to the Strategic Plan, we must bear in mind three basic elements:

1. The mission and vision: which give expression to the general objectives of the Faculty of Veterinary Medicine and mark out the long-term horizon. These have been explained in section 1.1.
2. The quality systems, which support the processes and guarantee an operational rationale based on the measurement of the results of actions, the taking of decisions based on data and the participation of all the target groups. We have referred to the quality systems in section 1.2 and they will be explained in greater detail in chapter 11.
3. The strategic plan, which maps out the route to achieving the objectives proposed for the short and medium term. The strategic plan is inspired by, and faithful to, the mission and vision, and in addition supports efficiency and effectiveness in the quality systems.

The Faculty of Veterinary Medicine will develop its strategy with an operational plan based on four parameters:

1. That decisions are taken on the basis of data generated by the Faculty's and University's quality systems. The said data will allow us to be informed of Strengths, Weaknesses, Threats and Opportunities so that they can be borne in mind as factors in decision making.
2. Decisions will involve the definition of objectives that must be: measurable, objective and coherent with the mission and vision.
3. That decisions will involve the implementation of action plans that are accompanied by measurements and indicators to facilitate monitoring and evaluation of their results.
4. That the Faculty of Veterinary Medicine's Quality Systems define processes for:
  - a. Decision making.
  - b. Who takes decisions and their justification in terms of documentary evidence.
  - c. How decisions are communicated to the various target groups.
  - d. How bottom-up opinions and evaluations are gathered from each of the individuals affected by the decisions and action plans.

### **The four axes of the Faculty of Veterinary Medicine's strategy**

Corresponding with the general strategy of CEU Cardenal Herrera University, the four axes of the Faculty of Veterinary Medicine are:

### 1. The internationalisation of the Faculty of Veterinary Medicine.

This axis will be developed along the following lines:

- Attracting international students: between the 2012/13 and the 2016/17 academic years, the Faculty of Veterinary Medicine has increased from 9 international students in the linguistic excellence group to 420 students from other countries. The objective is to reach a total of 750 international students, so that we will become the most international Faculty of Veterinary Medicine in Spain.
- The institutional internationalisation of the Faculty. The synthesis of results produced by this approach to date can be illustrated with the following data: the number of agreements with international (non-Spanish) universities and businesses stands at 88 for the 2016/17 academic year, which represents a rise of 625% over the period 2012-2017.
- The internationalisation of the Faculty's staff: with the incorporation of professional profiles with linguistic competence in English as well as in French.
- Academic internationalisation demands the fulfilment of the highest standards of quality, and for this reason two accreditation processes for the degree in Veterinary Medicine are being undertaken:

**Domestic:** In March 2017, renewal of the accreditation of the degree by AVAP was achieved. This accreditation has now been registered and made public in the [RUCT](#) (Spanish Ministry of Education University Register of Centres and Degrees). The main objective of the evaluation for the renewal of the accreditation was to check whether the results of the degree are satisfactory and continuation is guaranteed. These results focus, among other things, on checking the acquisition of skills by the students, in the human and material resources that support the development of the degree, and on the analysis of the evolution of the results of the same. This external evaluation consists of two phases:

- The so-called "Self-Evaluation" in which the situation of the degree is described and evaluated in relation to the criteria and guidelines set out in the AVAP guide; the result of this phase is the Degree Self Evaluation Report.
- The "External Evaluation" where AVAP carries out an appraisal of the situation of the degree to determine the level of compliance with the criteria established in the evaluation model. This phase consists of two parts:
  - The visit: A group of evaluators external to the University and appointed by AVAP will make up the External Evaluation Committee. This Committee will analyse the information about the degree and carry out a visit to the Faculty of Veterinary Medicine with the purpose of comparing the information gathered and will issue an assessment.
  - The evaluation for accreditation: The report by the External Evaluation Committee and the rest of the information on which the evaluation is based will be analysed by the

Commission for Accreditation. The result of this phase will be the Evaluation of the Renewal of Accreditation report.

**International:** We are working on recognition and accreditation by [EAEVE](#), this being the main remaining objective of this strategic axis. The present document forms part of that work.

## 2. Improvement of training and research resources

The Faculty of Veterinary Medicine strategy defines the requirement to improve **facilities** used for training students and for research. The development of this strategic approach has been underpinned to date with:

- Construction and start-up of new teaching classrooms and spaces for seminars and workshops. Start-up: November 2012.
- Construction and start-up of new Hospital Clínico Veterinario. Start-up: November 2016.
- Construction and start-up of new University laboratory spaces for veterinary medicine students and researchers. Start-up: April 2017.
- Improvements to the University Teaching and Research Farm facilities. Start-up: June 2017.

All these investments have been made using the equity of CEU Cardenal Herrera University and during implementation debt has remained nil.

**Research** is a key factor for successful development of the Faculty of Veterinary Medicine. Different working lines are being developed in order to:

- Consolidate existing research groups and encourage new research lines which include young members of the academic staff who have just reached the doctorate level.
- Create a research environment which encourages the development of projects which benefit society.
- Motivate degree students into research through the research + teaching programme and the International Student Congress.

## 3. Educational innovation as a source of improved learning

Aware of new challenges resulting from the profile of current students and the significant demand of internationally-focused education, this area led to the creation of the following lines of activity:

- Advanced virtual campus platform: based on Blackboard® technology which allows the exchange of all kinds of files, personalised tracking of students, assessment tests on the platform and significant potential in terms of digital training activity.
- Innovative study plan, based on the integration of different subjects from the start of the student's training.
- Support to Innovative Teaching Projects presented by the academic staff.
- The Innovative [Teaching Days](#) during which lecturers share implemented best practices and results achieved with other lecturers.

- The Innovative [Teaching Prizes](#) which recognise the work of teams of lecturers which have best implemented new learning methodologies.

#### 4. Promoting employability

Employability is promoted through the integration of specific additional training activities by [CEU Emprende and CEU Accede](#) in students’ timetables. Also with the organisation of activities to help in accessing the job market with the support of the Professional Careers Service.

These four pillars are vital to understanding the application of a quality system within the Faculty of Veterinary Medicine and they create what we call a “Quality Framework”. This “Quality Framework” is supported at an operational level by the structure of the Faculty of Veterinary Medicine itself, and the structure of the CEU Cardenal Herrera University which supports it, see **Figure 1**.

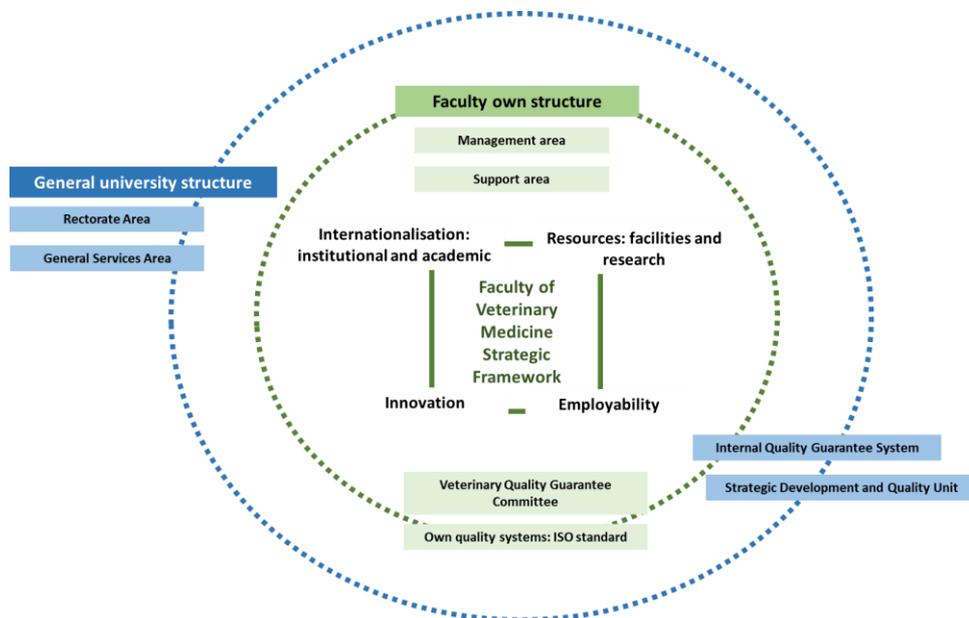


Figure 1: Faculty of Veterinary Medicine Strategic Framework

#### Control of the Strategic Plan

The development of the Faculty of Veterinary Medicine Strategic Plan is controlled by the Quality Guarantee Committee (QGC). This committee meets at least three times per academic year to review and analyse the Strategic Plan “roadmap” documentation; this documentation evidences the progress made in each initiative and specific improvement actions. This “roadmap” documentation has a system and format presented below as an example:

Table 1: “Strategic plan roadmap” example file.

Starting point analysis	Processes and indicators involved
-------------------------	-----------------------------------

This should contain the initial working hypothesis and its SWOT analysis.	<b>In analysis:</b> This should contain the processes and indicators of the Internal Quality Guarantee System which has been used for SWOT analysis.	<b>In the solution:</b> This should contain the processes and indicators of the Internal Quality Guarantee System which are involved in the solution.
<b>Diagnosis: What</b>	<b>Diagnosis: How</b>	<b>Diagnosis: Conclusions</b>
This should contain the diagnosis carried out based on available data on the situation which will be used.	This should contain how the diagnosis took place and if extra tools or metrics were used in addition to those contained in the quality systems	The conclusions of the situation must be listed and justified here.

<b>Initiative proposal</b>	<b>Explain here the overall aim of the initiative which will be included in the Roadmap</b>		
<b>Veterinary initiative</b>	<b>Objectives of this initiative</b>	<b>Metrics</b>	<b>Results</b>
The development of the initiative must be explained.	The objectives of the initiative must be explained.	The metrics of the results must be provided, except those which are already contained in the quality systems.	The results achieved or the planned date to have them must be noted.

<b>Development of actions for this initiative</b>	<b>Explanation of action</b>	<b>Timetable</b>
The actions which will take place to develop the initiative must be listed here.	The development and tasks of each action must be explained here.	<b>Start date:</b> indicate <b>End or reassessment date:</b> indicate
<b>Execution managers:</b> Indicate first names and surnames	<b>Monitoring managers:</b> Indicate area, service or departments.	
<b>Progress and evidence</b>		
<b>Progress</b> Indicate all progress made in relation with this initiative		
<b>Evidence:</b> Provide documented evidence for all progress made.		

Each of the lines which are developed by the Faculty of Veterinary Medicine Strategic Plan have a roadmap like the one which we have just shown. Therefore, it is possible to monitor

and analyse each one of the actions, in addition to ensuring consistency of efforts and paths taken with the Faculty's mission and vision.

## Chapter 2. Finances

*Description of how (procedures) and by who (description of the committee structure) expenditures, investments and revenues are decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

### 2.1 Budget management

The budget management must be consistent with the Strategic Plan, since both the ordinary economic resources and extraordinary ones (those intended for special investments) are a very relevant factor for the development of improvement actions. Consequently, the budget is prepared following a management process which is summarised as follows:

1. In March/April, the University's Management asks the Dean of the Faculty of Veterinary Medicine to submit a budget proposal. This proposal is prepared based on a document protocol which contains different budget lines which the budget must address. The budget line documentation contains the budget amounts which are currently being used as a reference so that the Dean and their team has a working base.
2. The initial proposal of the Dean of the Faculty of Veterinary Medicine is divided into two major budget parts: one which is allocated to hiring new teaching and research staff members, and one which is allocated to all other lines (including the hiring of administration and service staff members). From this moment, the Dean's proposal divided into these two parts will follow two parallel processes which will later converge.
3. The teaching and research staff budget part:
  - a. The Dean's proposal which includes the lecturer budget item will be subject to analysis by the management team of the Faculty of Veterinary Medicine and the Vice-Rector of Academic Affairs and Academic Staff. For the analysis, various specific budget meetings will be held regarding Veterinary Medicine teaching needs. This analysis will take place on the basis of projections, including the specific class hours for each educational activity (lectures, seminars, workshops, practical training and tutorials) for each subject, all with different breakdowns for each year of study based on type of activity. From this analysis, the requirements for new lecturers, changes in lecturer allocation, activity reorganisation and other academic planning variables with financial implications will be ascertained. A key factor in this analysis is the required improvement actions identified through quality systems. For example, for the 2017/18 academic year, the number of full-time lecturers is increasing, specifically 30 new lecturers are being recruited, thus increasing as well the number of staff with a PhD in Veterinary Medicine.
  - b. The agreed proposal for academic staff requirements (known internally as the Veterinary Medicine *Plan de Ordenación Docente* or POD, the Teaching Organisation Plan) is sent to the Human Resources Department for the required economic calculations. Once these calculations are complete, they are sent to the Dean of Veterinary Medicine and the Vice-Rector for Academic Affairs and Academic Staff. After this, they are included in a formal budget proposal.
4. The budget part for other lines:

- a. The proposal from the Dean of the Faculty of Veterinary Medicine for other lines is sent to University Management. It is then analysed and a series of working meetings are held to clarify and agree on the total of each of the lines. A significant portion of this work is to ensure that the lines correspond with the improvement actions identified by the quality system which are contained in the strategic planning “roadmap”. It is also to ensure that they are economically viable.
  - b. After this working process, taking place in June, the Dean of the Faculty of Veterinary Medicine presents a formal budget proposal for all lines.
5. The next phase is budget approval. Approval is the responsibility of the Board of Trustees of the CEU Cardenal Herrera University. As a non-profit entity, it must be the Board, which understands the mission and vision and defined strategy, which finally approves the budget. In the last five years, a key development period for the Veterinary Medicine degree strategy, due to the investments which were made, the Board has always approved the budget proposed by the Faculty.
6. Once the budget is approved, in July the direct working processes which it involves are activated: the Human Resources department manages the process to recruit new lecturers with the established criteria, the Maintenance department selects and hires suppliers, whereas the Management teams provide support for accounting and payment matters.

The approved budget is implemented and the lines are checked on a monthly basis. If any requirement arises during implementation, the Dean of the Faculty of Veterinary Medicine must make a documented request to the University Management. Regardless of the specific area or Department of the Faculty it comes from, it is the Dean who studies the proposal and makes the request. If this request is justified, for its implications or being an unexpected situation, it will be dealt with using resources from a line allocated to the Rector’s Office.

There is then a temporary budget preparation and approval process, which takes place every year between March and July. Whilst there is a monthly budget implementation management system, justified modifications are permitted. There is an internal audit area which reviews all contractual and economic processes to ensure that they are adjusted to the budget and the Compliance standards agreed by the Board.

As we have already explained in the previous section, the CEU Cardenal Herrera University has invested, from 2012 to present, €50 million in improving its facilities, and this includes €18 million for the Faculty of Veterinary Medicine, and to date it continues to have a strong financial position and its own resources to undertake future investments.

## 2.2 Structure of income and expenditure

The income of the Faculty of Veterinary Medicine almost entirely comes from the tuition fees paid by students. This is the main source of income for the Faculty given our status as a private University. For improved clarity, we present the income structure:

1. Payment of tuition fees by students: the main source of funding for the Faculty of Veterinary Medicine. Payment is carried out through various automatic bank methods and each student’s monthly payment is tracked individually. Every student is aware of the amount which they must pay for each month of the academic year in detail, and this information is published on the website.

2. Public or private funding of research projects: this type of funding is considered final and so it is only used for the development of projects. In some projects there are specific indirect costs, calculated in general as a 20% of the total cost of the project.
3. Income through clinical services: this income arises from the clinical services given at the Hospital Clínico Veterinario (HCV-CEU). The HCV-CEU has a marketing plan, but the purpose of this plan is to increase the quantity and type of cases which it deals with, and not income generated. Although the HCV-CEU provides external services and charges for these, the Hospital's income is not designed to make it economically viable; the income generated through clinical services will never be the basis of the Hospital's economic sustainability. The HCV-CEU is designed as a service space for teaching and research and therefore the main section of its income structure is from the part corresponding to student tuition fee payments. It is not a Hospital to earn money, it is a Hospital to learn and conduct research.

The expenditure structure is contained in an accounting document, clearly separating those specific to each of the key areas of the Faculty of Veterinary Medicine. This means that the Dean of the Faculty of Veterinary Medicine and its Management team is aware of the amounts of each of the expenditure lines. The higher amounts are those which correspond to the teaching and research staff, for which there are control systems based on ratios for teaching costs and total income. These ratios help ordering and ensuring the viability of the degree at present and in the long-term. These ratios separate and categorise the cost of each of the teaching cost types: lectures, seminars, workshops, practical work in own facilities and practical work outside of the university. Special attention is paid so that the teaching cost does not exceed 55% of income, except exceptional cases for adjustment or strategy.

The expenditure structure also separately establishes derivatives of operating costs (envisaged as general costs), ordinary or extraordinary investments and depreciation of the same. This separation is required for efficient financial planning which is needed given the income structure, which does not rely on public grants for teaching or clinical services and where the amounts obtained for research projects are earmarked for this specific project.

### 2.3 Development of budget implementation

The budget implementation is based on various internal audit and control systems, and at various necessary levels which are the Faculty, the University and the San Pablo CEU University Foundation. The invoices for different costs, except staff wages which are paid every month, must be approved by the Dean of the Faculty of Veterinary Medicine, through a digital procedure using Oracle technology, before payment.

Internal audit reports are sent regularly to University Management and, when the matter affects the Faculty of Veterinary Medicine, they are sent to the Dean. The Management team is responsible for monitoring the implementation of the budget and the administrative proceedings arising from income and expenditure.

The financial indicators are defined in the *Rumbo 2019* program, which is the planning activity of the San Pablo CEU University Foundation for its three universities in Spain. This planning covers the 2015 to 2019 period and establishes a series of shared financial indicators for degrees, including Veterinary Medicine. This plan and its indicators help with financial monitoring over the medium-term, aiming to monitor the economic development of the Faculty of Veterinary Medicine with a medium-term perspective, and not just the current budget implementation per academic year.

The closure of the accounts takes place on 31 August each year, so that with the start of the new academic year on 1 September, the implementation of the new budget starts. Therefore,

the timing of the budget is adapted to the academic year, and this is because it is the development of the academic year itself which generates the income and expenditure.

## Chapter 3. Curriculum

*Description of how (procedures) and by who (description of the committee structure) the core curriculum is decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

### 3.1 Design of the syllabus

The process to design and make official the syllabus of the degree in Veterinary Medicine, valid since 2010, took place as follows:

Phase 1. Proposal basis: various meetings are held with lecturers from the University Departments involved in the degree. These meetings are focused on defining the skills and competences which the student must acquire during their studies.

Phase 2: The Dean and Vice-Dean of Veterinary Medicine receive the proposal and a coordination process is started to group the skills into subject areas and study years. The reference for this task is the previous Veterinary Medicine study plan, whilst considering the strengths and weaknesses of the same. During this phase, an initial structure of the study plan is proposed which is then debated by internal bodies:

- a. Faculty Council: which represents students and the academic staff.
- b. Consultation Committee: which represents people from the professional sector, the institutional veterinary sector and the external institutional academic sector.
- c. The Strategic Development and Quality Unit: which reviews the proposal from the technical quality analysis before moving to the next phase.

Phase 3: The conclusions from the previous phase create the first draft of the Veterinary Medicine Degree report document. This document is reviewed by the University Departments. After approval of a proposal which includes the contributions which were considered relevant by the Faculty Council, the official document is then drafted, particularly the main section which contains the descriptive documents for each subject and module which make up the study plan. Each subject will have a complete file which will be prepared by the lecturers in the area of knowledge involved in the specific competences. The file for each subject, which forms a part of the official Study plan document and which is public online, must contain the following as a minimum: the total number of ECTS (European Credit Transfer System) for the subject and its breakdown into educational activities (ECTS which correspond to lectures, seminars, workshops or practical work), the details of planned learning outcomes, a brief description of the content to reach these learning outcomes, the prior knowledge requirements which the student must hold, the skills which the student acquires after passing the subject, a description of the assessment systems applied in the subject (explaining the type of assessment tests and the weight given to each in the student's assessment total). The details of the learning outcomes are particularly relevant, because in the later drafting of the subject's teaching guide which is developed for each year for students, the lecturers must explain the in-depth development of educational content and its correlation with the skills being acquired. As a result, the teaching guide for each subject is created from the file in the official study plan to ensure that the teaching of each subject corresponds with the planned learning outcomes.

Phase 4: The previous phase ends with a Study Plan report document (333 pages for Veterinary Medicine). This document is reviewed by the Strategic Development and Quality Unit to ensure that it corresponds to technical standards and legal requirements. After this review, the document with the Official Study Plan Report is sent to the Ministry of Education

through a digital platform. Through this process, the degree verification procedure is started; this procedure is regulated by Royal Decree 1393/2007.

Phase 5: The proposal contained in the Official Study Plan Report is sent by the Ministry of Education to ANECA (Spanish university quality organisation). An ANECA expert committee, made up of lecturers, professionals and students, assesses the proposed degree in the Official Report and issues a favourable or unfavourable report. If the report is favourable, the procedure moves to the Board of Universities which awards the rank of official degree to the proposal, informing the University and the RUCT (Register of Universities, Centres and Degrees) which will publish all documentation relating to this process on their websites, including the Official Report for the Veterinary Medicine Degree. This Official Report for the Veterinary Medicine Degree contains the objectives for the degree which are the curriculum basis of the degree, and which we list below:

*“The objectives of the Veterinary Medicine Degree at the Universidad CEU Cardenal Herrera corresponds with regulations contained in:*

- *Royal Decree 1837/2008 dated 8 November, OSG dated 20 November which includes Directive 2005/36/EC of the European Parliament and Council, dated 7 September 2005 in the Spanish legal system.*
- *Directive 2005/36/EEC of the European Parliament and Council dated 7 September 2005 relating to recognition of professional qualifications, section 5, article 38, point 3.*
- *Royal Decree 1393/2007 which establishes the organisation of official university teaching, in article 3, point 5 relating to guidelines and general principles which should support the creation of new degrees.*
- *Order ECI/333/2008 which establishes the requirements to verify official university degrees which authorise the practice of veterinary medicine.*
- *Law 44/2003 regarding the Organisation of Healthcare Professions.*
- *The recommendations contained in the White Paper of the Veterinary Medicine Degree published by ANECA in February 2005.*
- *The framework document agreed by the Federation of Veterinarians of Europe (FVE/00/011) “Quality of Veterinary Training” on quality criteria for veterinary medicine studies with a definition of skills*  
*([http://www.fve.org/news/position\\_papers/education/fve\\_01\\_011\\_quality\\_education.pdf](http://www.fve.org/news/position_papers/education/fve_01_011_quality_education.pdf)).*
- *The assessment standard of the European Association of Establishments for Veterinary Education (EAEVE) “Evaluation of Veterinary Training in Europe: Standard Operating Procedures, 2002. Adopted by the Advisory Committee on Veterinary Training (ACVT) on 21/02/00, and revised at the request of the Commission on 17/05/00 and also by the ACVT on 16/06/00”*  
*([http://www.eaeve.org/index.php?option=com\\_docman&task=doc\\_download&gid=23&Itemid](http://www.eaeve.org/index.php?option=com_docman&task=doc_download&gid=23&Itemid)).*

There is a system to update and improve the study plan. This system is also set out in Royal Decree 1393/2007 and is called “modification”. The procedure is similar to the one described previously to make the study plan official with a relevant specific feature: the start of the procedure to modify the study plan arises from the results of indicators and evidence contained in the Faculty of Veterinary Medicine quality systems, and therefore analysis of areas for improvement from the development of the degree and assessment of the same by people of interest: academic staff, students, support service staff, professional sector and

institutional veterinary sector. The Dean of the Faculty of Veterinary Medicine is the person who has responsibility over starting a degree modification and improvement process. This mechanism allows for the update of day one competences and subjects, as approved by the ECCVT.

In the design of the veterinary medicine study plan, all skills described in order ECI 333/2008 referring to this degree have been used as a basic requirement. Consequently, the basic structure of the content contained in 5 major modules is maintained, as contained in that Order.

In addition, the considerations of the Consultation Committee have been applied, as well as the references considered best educational practices from European and North American study plans, particularly with regards to integrating as much knowledge as possible, particularly in advanced courses. For example, if one considers that the student needs to take up the concepts derived from professional activity on pig farms, this will be easier if the relevant clinical, healthcare and pork production knowledge is shared and integrated in the syllabus and over time.

To do this, the [curriculum](#) has a modular organisation based on the integration of content and skills, always guaranteeing that it complies with standards arising from order ECI 333/2008 and required by the different regional, national and international Assessment Agencies. The full study plan can be consulted on the degree web page (<https://www.uchceu.com/en/studies/degree/veterinary>).<https://www.uchceu.com/en/studies/degree/veterinary>).

### 3.2 Guarantee and control systems in the teaching-learning process.

To ensure that the implementation of the Veterinary Study Plan is adjusted to what is contained in its formalisation, there are two key processes: the process to develop teaching guides, and the academic coordination methodology.

#### **The process to develop teaching guides**

This is a key process, given that the subject's teaching guide is a key document for the teaching-learning process developed on each academic year and for each subject which the lecturers teach. The teaching guide is a document which has a format with the same content fields developed for all subjects. Therefore, it is a standard document which explicitly states the working proposal formulated by lecturers for students for each subject. The preparation of this document follows this process:

1. In June, the work to prepare the teaching guides is initiated by the Vice-Dean.
2. The staff in the different areas of knowledge of each University Department in the Faculty of Veterinary Medicine establish their own meeting and internal coordination calendar to prepare the teaching guides for each subject they are responsible for.
3. The subject coordinator sends the proposed teaching guides to the Vice-Dean. The Vice-Dean reviews the proposals and approves them to move to the next phase, if they are not approved they must be rewritten. The teaching guide contains, amongst others: the educational objectives, the skills acquired by the student, details on the subject content, details on the assessment system, the work timetable fixed for the particular weeks of the academic year and the classroom and independent working hours of the student for each content block or subject, the subject bibliography (mandatory and suggested), recommendation or requirement of prior knowledge, research conducted by the staff that relates to the subject and organisational details

like the student attention or tutoring times, or aspects of practical work at the University facilities.

4. [The teaching guides](#) are published on the virtual campus associated with each one of the subjects, as the main working document. For improved degree transparency, the same teaching guides with all details are published openly online.
5. The first hour of class for each subject and in each academic year is earmarked by the lecturer to explain the working proposal and commitments by all parties which are contained in the teaching guide to the students.

This process of developing teaching guides is supplemented by the Teaching Improvement Plan. This plan is a tool to work regularly and frequently on improving the teaching-learning process of each of the subjects in the study plan. The system of this plan implies that, in two-year cycles or by a direct decision of the Faculty of Veterinary Medicine Management, all subjects must be reviewed and improved. It is a system which encourages the staff to think about the subject, based on the teaching process results assessment, incorporation of the latest scientific evidence into subjects and alteration of any training process with educational enhancement lines which arise from the Strategic Plan.

The operational criteria used for the Teaching Improvement Plan are as follows:

a) Encouraging ongoing learning and ongoing assessment: there is an attempt to focus all subjects towards methodologies which encourage the student's ongoing learning. Therefore, teaching methodologies based on development of content by the lecturer and a final examination are dismissed and invalid. Each subject must propose methodologies which ensure that the class is a working space, a place for the lecturer and student to meet, a place for reflection and study, a teacher-student relationship which includes knowledge to help create concepts and encourage ongoing study.

b) Ensuring educational links between subjects: the success of the student's education is not in the sum of all subjects, but that it complies with the learning results contained in the study plan. To reach the suggested learning milestones, the subjects in the study plan cannot be dealt with in an isolated manner. As a result, teaching coordination guidelines are contained in the Teaching Improvement Plan:

- Design the content and development of each subject based on vertical consistency of theoretical and practical content from the first to the last year of study. We must avoid gaps in learning due to a lack of connection between subjects and repetitions which do not help deepen understanding.
- Standardise assessment systems between subjects, respecting the specific nature of each subject, but keeping the necessary consistency with the student. Standardise the required criteria for each year of study and area of knowledge.
- Increase collaboration in shared educational activities between subjects, improving student learning and the perception that the collection forms a whole where each one fulfils a mission.

c) Student participation vs. a passive student

We work from the premise that active student participation is more important than ever. This participation cannot solely be interpreted as their involvement in class debates, or the student asking questions in the classroom. This participation should be the student's involvement in developing the subject. This involvement can be reading texts, critical analysis of cases, developing practical work, searching for additional materials, developing research projects, etc. Logically, the sole requirement is that any participation tool must help establishing a

lecturer-student interaction system. The teaching methods contained in the Teaching Improvement Plan to help develop our educational task in the *EEES* framework normally require more working time and/or class exposure. This fact, linked with the existence of quarterly subjects in current study plans, presents a challenge: matching the essential content which must be developed in the classroom with subject timetabling. This should not be interpreted as a reduction in subject content, establishing minimal content does not necessarily mean foregoing the maximums. It means teaching to learn, so that the student is able to independently supplement the content developed during the specific time in class.

The Teaching Improvement Plan has defined a particular workflow which goes from May to July, when the teaching guides are published. In this workflow, a key part is the setting of guidelines and indicators. There is a catalogue of 18 pre-defined guidelines (for example, creation of shared practical work plans between subjects, the inclusion of self-assessment exercises or the creation of a reading plan for the student) that the Vice-Dean can make mandatory for subjects determined by the Faculty of Veterinary Medicine Management. Others proposed by the lecturers can be added to the 18 pre-defined guidelines. Overall, each of the improvement guidelines used must establish results indicators, based on which the lecturer must consider the level of improvement which has arisen from the inclusion of guidelines in developing the subject at the end of the academic year. As a result, the Teaching Improvement Plan becomes a regular system of reflection and progress for teaching process quality.

The results of applying the Veterinary Medicine Teaching Improvement Plan are distributed as follows:

- The development is reported to the Faculty Council, which includes lecturer and student representatives. The documents for the entire process for the Teaching Improvement Plan are included as evidence in the quality systems.
- The summary of the improved applications implemented in the Veterinary Teaching Improvement Plan are contained in a document called the Teaching Culture of the Faculty of Veterinary Medicine. This document will be sent to all Faculty lecturers as a basis for best teaching practices.
- In July, the University's Innovative Teaching Days will take place. During these days, the best teaching processes are presented during an internal conference. Attendance at these days is free and the entire university community is invited.

#### **Academic coordination methodology.**

One of the keys of quality for the teaching-learning process is the academic coordination and monitoring of students. To comply with this purpose there is a tool called *Reuniones de Coordinación del Equipo Docente (RCED, Teaching Team Coordination Meetings)*. These meetings take place at least twice during the academic year, just after assessment of subjects in January and after June. Attendance at these meetings is mandatory for all subject coordinators. Lecturers who cannot attend must send justification to the year coordinator lecturer and a report with their assessment of the items which will be discussed during the session.

During the meeting, based on a pre-defined working diagram which is used as a basis for later action, two major content blocks are discussed: on the one hand the academic results of students are reviewed to understand and assess their academic performance, on the other hand, possible issues in the academic coordination of the group's lecturers is analysed; we take into consideration that these are teachers from broad areas of knowledge who share the fact that they are taking part in the learning process of the same group of students at the same

time. This process of analysis and proposal of solutions, where appropriate, is known as horizontal academic coordination.

The *RCED* are managed by the Vice-Dean of Veterinary Medicine and coordinated by the Academic Secretary of Veterinary Medicine. All sessions are attended by the person responsible within the Disability Care and University Guidance Service, to be able to identify and provide extra academic assistance where needed.

### 3.3 Quality Guarantee Committees: control and improvement.

The Veterinary Quality Guarantee Commission (Veterinary QGC), which we referred to in chapter 1, is the main tool to control the development of the strategic plan and the body which analyses the Internal Quality Guarantee System to carry out improvement proposals, proposals which resolve detected problems or which lead to significant improvement progress.

Amongst the members of the [Veterinary QGC](#) are: the Dean of the Faculty of Veterinary Medicine and members of their management team, the person responsible for veterinary quality, a person appointed by the Strategic Development and Quality Unit (which operates as an expert in this committee), a representative of the lecturers from the Faculty of Veterinary Medicine, a representative of the administration and service staff from the Faculty of Veterinary Medicine, a representative from the Clinical Veterinary Hospital, a representative from the University Teaching and Research Farm, and a student representative.

The Veterinary QGC meets based on a planned working timetable at least three times during the academic year. Following the document protocol of the “roadmap” sheets (an example of which is contained at the end of section 1.6), the Veterinary QGC creates and documents improvement proposals based on the Internal Quality Guarantee System indicator results. Particularly with regards to the following processes established in this System: PC 01 Process to create the educational offer, PC12 Process to review and improve the educational programmes, PA 13 Process to consider suggestions or complaints, PC 11 Process to measure, analyse and improve, PC 05 Process to plan and develop teaching, PC 09 Process to manage external practical work, PC 15 Process to assess learning and PA 04 Process to assess student satisfaction with the academic staff.

These improvement plans are developed through academic years, although some of their objectives will exceed the time frame of one academic year. The conclusions and proposals which affect the study plan are analysed to result in their implementation in a Teaching Improvement Plan (internal system already described) or an “official modification” (process described previously and which involves a procedure with ANECA).

According to the official Veterinary Medicine degree accreditation process, re-accreditation must take place with the corresponding quality agency every seven years. This means that every seven years, the Veterinary QGC must thoroughly review all indicators and prepare a quality self-assessment report. This self-assessment report starts a review procedure by external experts, which includes a two-day visit, which must be passed by the Veterinary degree. Students, academic staff, administration staff, graduates and veterinary professionals involved in practical work, or who give jobs to our students and graduates, directly participate in this process, giving their opinion on the degree directly to external experts without the involvement of the Faculty of Veterinary Medicine. This seven-year re-accreditation cycle requires a systematic general cycle of analysis, improvement and update to the study plan, facilities and academic staff structure. The Veterinary Degree for our Faculty has been re-accredited during the 2016/17 academic year.

### 3.4 Practical training

Practical training is a critical element in the Veterinary Medicine degree. The curriculum includes three types of practical training:

1. Laboratory practical work and workshops: catalogued as “laboratory and desk-based work” and “non-clinical animal work” within the EAEVE European assessment. This includes sessions with work undertaken actively and independently by the student with support from lecturers. This includes laboratory experiments, dissections, use of microscopes to study histological or histopathological samples, work on normal animals (e.g. physiology, ante mortem inspection), work on cadavers, carcasses and organs (e.g. post mortem inspection, food safety and quality). The size of the working group is 10-14 students for the practical training sessions in the laboratory, 20-25 students for those practical sessions which take place in the classroom or IT suite and 2 students for practical sessions at abattoirs.
2. Clinical practical work: categorised as “clinical work” within the EAEVE European assessment. Defined as practical clinical work carried out at the Clinical Veterinary Hospital and clinical centres attached to the University, as well as mobile clinical practical work, developed mainly with ruminants, horses, pigs and poultry. This also includes diagnostic necropsies, surgical workshops and practical work during which clinical or diagnostic exploration techniques in healthy animals are learned. During this practical work, they always work with animals, whether healthy or sick, as well as clinical cases (individual or groups of animals) which include a working protocol or diagram, lecturer supervision and provision of a service. The size of the working group is 1-5 students.
3. External practical work: definition includes training at companies and entities outside of the University, but also practical work or visits to companies, entities or organisations (e.g. abattoirs, farms, fish or marine facilities). They are mostly completed individually.

#### External Practical Training

External practical training fulfils a key function within the student’s overall practical training. Therefore, the tutors or collaborating lecturers providing this external practical training – veterinary professionals who take on the function of instructing the students working at in their companies and institutions – have an important educational role to play. Their importance is such that the following profile requirements for their selection and recruitment apply:

1. External practical training tutors who are veterinary professionals in private practice in the Valencian Region: by the decision of the University, in agreement with the relevant committees of the Official Colleges of Veterinary Medicine, the veterinary professionals participating in an external practical training programme are required to possess accredited work experience amounting to at least 4 years. This criterion is applied in agreement with the same Official Colleges of Veterinary Medicine who collaborate with us to ensure that this requirement is fulfilled.
2. External practical training tutors who are veterinary professionals in private practice in other autonomous regions of Spain: the collaboration as external practical training tutors of professional registered in other autonomous regions is arranged via the professional associations of the Valencian Region. The objective is to establish a homogeneous profile for the tutors recruited and the establishment of standard procedures. Therefore, professionals in private practice in other autonomous regions of Spain are also required to have a minimum of four years’ experience. The official veterinary medicine professional associations of the Valencian region are responsible for verifying the

prospective tutors' professional activity and ensuring that they are not subject to ethical disciplinary proceedings of other Colleges.

3. External practical training tutors who are official veterinary inspectors: in the case of agreements with government agencies dealing with veterinary activities, which also fall under the supervision of the professional veterinary associations, the relevant veterinarians are civil servants. As such, they have passed a demanding selection process to operate in the area in question, giving some guarantee of their ability to provide high quality practical training to our students with regard to issues concerning local, regional and national administrative regulations.
4. Tutors in areas related to veterinary medicine: this is the case of professionals, working at private or public institutions, who while not being veterinarians, perform an activity that is directly related to competences required by future veterinarians. These activities can be related to areas such as the environment, zoos, natural reserves, biomedical or pharmaceutical research, biotechnology, etc. In these cases, the profile requirement is again at least four years of accredited professional experience in the position related to the competences to be acquired by the student. The basis for their participation in the programme will rest on a specific agreement with the public or private institution, which will establish the tutors' functions along with the experience they must possess.

The training provided by these external professionals will occur in collaboration and coordination with a lecturer of the University: every student has a professional tutor and an academic tutor for this activity. This coordination is performed via monitoring procedures established by the Faculty of Veterinary Medicine. These procedures place especial emphasis on the planning of the training activity based on the student's required learning outcomes and target competences. Both the external practical training tutors and the training activity itself are evaluated by the students via a system of anonymous online surveys.

The management protocol of the external practical training is established in PT 04 of the Quality System of the Academic Secretary's Office of the Faculty of Veterinary Medicine, which, as we said in chapter 1, is ISO 9001 certified. This protocol establishes two key processes for external practical training: the signing of agreements with each of the institutions providing external practical training (be they national or international) and the signing of personalised documents for each of the students undertaking this training (called personalised annexes for practical training). The purpose of this documentation is to ensure that practical training undertaken at facilities that are not owned by the Faculty of Veterinary Medicine do with full legal guarantees and to ensure appropriate accident and civil liability insurance cover can be provided. All administration of external practical training is supervised by the Coordinator of External Practical Training. This coordinator is appointed by the Dean from among the academic staff of the Faculty.

#### **Guarantee Mechanism of Day-One Competences**

The method of assessment of the Day One Competences is specified in the course guide of the Intramural Rotations, a compulsory subject for all students. At the beginning of the rotations, each student receives a booklet or log-book that includes the list of Day One Competences acquired by the student and assessed by the academic staff.

Also, during the clinical practical training which forms part of the Small Animal Clinic, Farm Animal Clinic and Equine Clinic subjects, the students' acquisition of skills and competences is supervised and assessed on a daily basis by the lecturer, using "objectives booklets" for this purpose.

In the last degree subject, a practical assignment is developed (Intramural Rotation) whose objective is to validate obtaining the Day-One Competencies, listed specifically in the evaluation folder of this assignment.

## Chapter 4. Facilities and equipment

*Description of how (procedures) and by who (description of the committee structure) changes in facilities, equipment and biosecurity procedures (health & safety management for people and animals, including waste management) are decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

### 4.1 The Facilities of the Faculty of Veterinary Medicine

The facilities at the disposal of the student of the Faculty of Veterinary Medicine have been improving in recent years following the investment plan provided. The main milestones of the improvement plan of the facilities has been:

- New offices, classrooms, meeting rooms and computer rooms for the exclusive use of Veterinary Medicine.
- New Veterinary Hospital Clinic; it has over 4.000 m<sup>2</sup> adapted to the new requirements of European training and of veterinary medicine clinical assistance.
- New laboratories (of shared use with other degree programmes)

Prior to these other facilities where already available for the Faculty of Veterinary Medicine:

- University Teaching and Research Farm
- Multi-purpose building with classrooms, meeting rooms and general services for the students. This building is shared with other degree programmes and has 34 classrooms and space that can be dedicated to the students of veterinary medicine. This building is located 10 metres from the Veterinary Medicine classrooms.

The group of facilities listed were programmed at their construction to handle the training in adequate conditions of the anticipated students in future planning for veterinary medicine, and therefore have been put into use as planned. With these facilities that are already in operation the next investments that are planned are directed towards the purchasing of new equipment that improve those on hand and to maintaining the facilities in perfect working order.

Keeping in mind the financial situation (already described as zero debt and equity reserves) it is anticipated a maintenance and updating of facilities that, in its first phase, has the financial envelope planned through the end of September 2019.

#### **Some General Characteristics of the Facilities**

- In all of the facilities the students have access to free wifi with their student codes. In fact, it is an integrated wifi system in “eduroam” by which with these same codes he/she has free access to the internet in the majority of European and American Universities.
- In all of the facilities the architectural design guarantees access for persons with disabilities.
- There is a Library building in which there are books, scientific journals, direct access to databases, individual and group workspaces. The Library is cared for by professional experts in library sciences and during several months of the year it is open 24 hours 7 days a week. From the Library itself the student can even request books that are not found on hand and the qualified staff finds it in another university library to make it available to the student through the process of inter-library lending.

- The campus area has free parking spaces for students and an underground stop located 200 metres away.
- In the multi-purpose building located 10 metres from the veterinary medicine classrooms the student can have access to: language reinforcement services (including a classroom for self-learning based on digital technology), an office of a financial entity, the general administrative secretary's office of the University, the welcoming and escort service for international students, the cafeteria-dining room or the cultural room in which speaking in Spanish is not allowed.
- All of the buildings have a self-protection plan that establishes the training and security procedures in the face of any type of incident. This plan specifies the instructions that must be followed in the face of every type of emergency and in every type of space. The content of the plan is communicated through internal signs and the intranet. Its relevant documentation for the students is in Spanish, English and French.
- All of the facilities are free access, except the Library and the clinical areas that are spaces in which the student must gain access through the use of his/her electronic ID.

## 4.2 Investment Planning in Facilities: Agencies and Process

### Agencies:

The general real estate investments plan is approved by the Board of Trustees of the San Pablo CEU University Foundation. The proposal of that plan to the Board is done by the Rector of CEU Cardenal Herrera University. The proposal of the Rector is developed and agreed upon by consensus with the Management of the University and the Management of the Faculty of Veterinary Medicine.

In this regards, there are two levels of process established:

- Large investments in new works: these investments are planned for temporary time frames of several academic years in correlation with the Strategic Plan. The process begins with the detection of the development needs in facilities and the order to the dedicated team of architects of a basic project. The basic project, that includes an initial budget, is elevated to the Board for its approval. After the approval of the development and execution of the construction and/or equipment, works are coordinated by Maintenance Services and the internal team of architects.
- Minor investments in works and equipment: the Veterinary Medicine CGC includes the necessary improvement actions in the "roadmap" of the quality plan. These needs are evaluated by the Maintenance and Managements Services to transfer them to the regular budget of the academic year and to follow-up on its technical and financial execution.

These needs included in the budget pass to purchasing process though an Oracle platform and are approved by the Faculty of Veterinary Medicine as the responsible cost centre (CECO).

## 4.3 Facilities Maintenance

### Structure:

The Maintenance Service is responsible for the maintenance of the facilities. This Service depends on the Management of the University, however for its organisation it follows directly the requirements formulated from the Management of the Faculty of Veterinary Medicine.

### Processes:

Incident detection process: any problem related to the functional state of the facilities is reported through a Maintenance Service computer platform. If the problem can be solved with the dedicated staff, the necessary task is planned and the work performed, closing the incident in the platform. If the problem requires support of an outside technical service, Maintenance Service must coordinate the solution tasks that the approved supplier will provide. The approved supplier has successfully undergone a prior selection process in order to be so during a period of time. If the incident needs an unanticipated and not previously selected technical provider, Maintenance Service must request three budgets from outside providers. The selection of the final provider will take place by means of one of the two following assumptions:

- If it is a general technical issue, the selection will take place through the “technical contracting board” of the Management of the University, an example would be a problem with the classroom air conditioning.
- If it is a technical issue with direct implications on the process of teaching or research of veterinary medicine and that affects, therefore, specific equipment and resources, in the selection it will be taken into account the report of the Management of the Veterinary Medicine Clinical Hospital, of the University Farm and/or the Management of the Faculty of Veterinary Medicine, as the case may be.

Process of coordination and follow-up of the execution of the maintenance programme: Maintenance Service is carrying out the jobs and maintenance and improvements anticipated in the planning of the academic year and approved in the budget. These tasks are performed in coordination with the Management of the Faculty of Veterinary Medicine, with the objective of adjusting to the schedule of needs derived from the planning of the teaching and research activity. In this manner, Maintenance Service reports to the Management of the Faculty of Veterinary Medicine and/or responds through anticipated format to the report request that the Management of the Faculty draws up to this effect.

Process of cleaning of facilities: a daily cleaning programme is active, that in good part operates during the night shift, to guarantee optimal hygienic conditions. Management of cleaning is coordinated by Maintenance Service that reports to the Management of the Faculty of Veterinary Medicine on its planning.

Process of preventative maintenance: these activities are coordinated by Maintenance Service and affect the compliance with that set forth by legal requirements in relationship to the different types of spaces: review of publicly used facilities, review of transformation centres, etc. The final provision of these specific maintenance activities is subcontracted to specialized companies.

#### 4.4. Occupational Risk Prevention Service:

This service depends on Human Resources Management and watches over compliance with Spanish standards in those aspects related to the prevention of occupational risks.

All of the buildings have a self-protection plan that establishes the training and security procedures in the face of any type of incident. This plan specifies the instructions that must be followed in the face of every type of emergency and in every type of space. The content of the plan is communicated through internal signs and the intranet. Its relevant documentation for the students is in Spanish, English and French.

The staff and students have at their disposal in their intranet all the documents referring to the policy, plan and occupational risk prevention procedures. For example, information files of the

risks of the workstations by centre are available. Additionally, the staff receive specific training in the form of annual courses.

#### 4.5 General Biosafety Measures

The HCV-CEU, the teaching and research farm, and the laboratories have their own biosafety protocols. The Biosafety Commission<sup>6</sup> along with Occupational Risks Services is the one in charge of drawing up and watching for good compliance to these protocols. The biosafety measures in the laboratories are explained to all of the students in a scheduled training of 3 hours of duration that is imparted in the 1<sup>st</sup> Year subject “Introduction to Veterinary Medicine”. At the end of this, the students take an exam to confirm that all of them have understood safe work in the laboratory and they finally sign a sheet on which they acknowledge having read and understood the concepts explained.

When the students perform practical training requiring specific biosafety measures, they will be explained by the lecturer/instructor at the start of the session. If the practical training is performed outside of the Faculty, such as on visits to farms, the lecturer responsible will explain to them the biosafety measures and provide them the single-use protection clothes.

Therefore, there exist adequate biosafety protocols and information processes to the entirety of the sectors of the public that must have knowledge of them, particularly inserted into the training of the students.

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<sup>6</sup> Annex 4: Members of the commissions of the Faculty of Veterinary Medicine.

## Chapter 5. Animal resources and teaching material of animal origin

*Description of how (procedures) and by who (description of the committee structure) the number and variety of animals and material of animal origin for pre-clinical and clinical training, and the clinical services provided by the Establishment are decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

One of the objectives of the grade in veterinary medicine of the CEU Cardenal Herrera University is to prepare the students for development of the profession in the clinical field. For that it is sought that each of the students be exposed to the greatest number of clinical cases of each one of the species, subdividing them in turn in small animals, equines and farm animals.

However, in order to reduce the number of animals used in teaching and improve their welfare, following the 3R rules, we have acquired teaching models for preclinical practical training (Veterinary simulator industries, Canada):

- **Hereford model distocia simulator:** with this, undergraduates will be taught obstetrics as part of the Cattle Farm Production and Herd Health course (semester 7).
- **Bovine theriogenology model:** with this model, we will provide practical training in palpation and artificial insemination, thus reducing the number of animals handled as part of the practical training in the subject “Cattle Farm Production and Herd Health”. This model can also be used to teach anatomy for this species.
- **Equine theriogenology model:** with this, practical training will be provided in rectal palpation for the examination of the reproductive tract in mares, as part of the **Equine Clinic I** course (semester 5). In this way, the number of rectal examinations performed on mares at the farm will thus be reduced, and thus the number of mares required for this, and the students can take as long as they need to find all the necessary structures.
- **Equine palpation/colic simulator integrated with equine neck venipuncture:** with this, practical training will be provided in rectal palpation for the examination of the digestive tracts in horses, as part of the **Equine Clinic I** course. In this way, the number of rectal examinations of horses at the Farm will be reduced, and thus the number of horses required for this. An additional advantage is that it enables various anomalous situations involving colic to be simulated, including displacement of the colon or obstructions of the small intestine, enabling students to palpate the relevant structures in a pathological condition and then reach a diagnosis. Simulations of this type will be very useful for the equine clinical rotation. This model also includes a system to simulate jugular venipuncture. This system can be used at any time within any component of practical training or the rotation in order to refresh students’ memory of how the procedure of intravenous puncture should be performed, before doing so in a live animal (for example, in **Introduction to Veterinary Clinics**, semester 4).

The University has also acquired 30 licences of programs for the study of equine and bovine anatomy using virtual models (<http://biosphera.org/international/>). The applications display the anatomy of these species with great rigour, with it being possible to view different types of tissues and individual organs: the programs will be particularly useful to students for their understanding of the locations and relationships of the different structures. The program licences will be installed on computers in the library, which will be freely available to students.

The quality criteria in relation to the number of clinical cases of the Faculty of Veterinary Medicine is to be within the parameters of the *European Association of Establishments for*

*Veterinary Education (EAEVE)*. Therefore, the development indicators in relationship to the patient resources for learning are set by the EAEVE. This means that the number of available clinical cases is periodically evaluated taking the references from the EAEVE. Thus we can detect if in any of the parameters the number is below standard and therefore corrective measures must be applied. We illustrate this follow-up process in Table 2, reflecting part of the data used<sup>7</sup>:

Table 2: Indicators Example.

Indicator		CEU-values	Median Values <sup>1</sup>	Minimal Values <sup>2</sup>	Balance <sup>3</sup>
<b>I8</b>	n° of companion animal patients seen intra-murally / n° of students graduating annually	83,318	70,48	42,01	41,308
<b>I10</b>	n° of equine patients seen intra-murally / n° of students graduating annually	3,449	5,05	1,30	2,151
<b>I13</b>	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	42,907	15,95	6,29	36,612
<b>I15</b>	n° of visits to ruminant and pig herds / n° of students graduating annually	1,318	1,33	0,55	0,771
<b>I16</b>	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,654	0,12	0,04	0,610

<sup>1</sup>Median values defined by data from Establishments with Approval status in April 2016.

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

<sup>3</sup>A negative balance indicates that the Indicator is below the recommended minimal value.

The HCV-CEU has its own Marketing Plan, drawn up jointly between the director of the HCV-CEU and the Marketing Service. The objective of this plan is to ensure the necessary number of patients is for the optimum development of the teaching activity of the Hospital. As we have already explained, this Hospital is not conceived as a business unit nor is it oriented towards financial profitability. The Marketing Plan details the communication actions for different sectors of the public of interest to the Hospital, among those, potential clients and veterinary medicine professional to whom we can provide advanced clinical services. As a consequence of this Marketing Plan the Hospital has its own web page and its own social networking channels and newsletter.

Thus, at the current date the HCV-CEU has sufficient available cases and teaching material of animal origin, as well as a marketing plan to increase them, anticipating the needs.

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<sup>7</sup> The data corresponds to the 2016/17 academic year

It has to be kept in mind that the students see clinical cases and receive practical training in contact with animals, both healthy and sick ones, both at the Faculty of Veterinary Medicine's own facilities and also in extramural locations. The procedure for signing agreements with these external institutions follows the system established in process PA 17 of our SGIC.

In July 2017 the number of external practical training places available for our students amounts to 1,676 at a total of 695 locations in Spain and 88 abroad. In spite of these strong figures, one of the improvement actions that the Faculty of Veterinary Medicine continues to be seeking is to increase the number of extramural practical training places for the following purposes:

- a) To generate sufficient volume so that the student can choose between several destination alternatives.
- b) To generate sufficient volume so as to ensure that, if any agreement is terminated, there exist available alternatives. An agreement can be terminated by the University, if it finds that the activity is not being carried out to the necessary standard of quality, or by the other party.

To be able to satisfy the teaching needs of the students, in relationship to the animal farm clinic, the Faculty has several part-time teaching staff and agreements with farms. Both the external practical training coordinator as well as the coordinator of the Farm Animal Clinic subject will attempt to improve in these agreements, and in this manner, ensure that the caseload is sufficiently high.

Finally, it is important to point out that, in order to ensure the external practical training is of the highest possible quality, we do not allow a tutor to take on more than two students simultaneously. The external practical training agreements in this respect state the following: *"The practical training tutors will not take on more than two students simultaneously, and will provide a report in writing to the CEU Cardenal Herrera University concerning the activity undertaken by the students under their supervision, with the student also being required to submit a report"*.

## Chapter 6. Learning Resources

*Description of how (procedures) and by who (description of the committee structure) the learning resources (books, periodicals, databases, e-learning, new technologies, ..) provided by the Establishment are decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

### 6.1 The digital platform for study and academic work

All of the teaching materials and academic documentation of each subject are available for the students in a virtual campus based on the Blackboard Learn™ platform. Blackboard® is a platform that 72% of the 200 largest universities in the world use today. Since August of 2010 Blackboard Learn has the Gold Certificate of the NFB (National Federation of the Blind) in the USA. This implies that it is the only solution recognised in the world for disabled persons.

Blackboard Learn™ offers innovative tools with the objective of facilitating for the lecturers the creation and administration of their subjects through powerful features but that at the same time are intuitive and easy to use. The features cover three large areas: teaching, communication and evaluation, which allow the subject to be administrated easily and efficiently, to develop evaluations and promote collaboration between students.

Blackboard Learn™ has an personal sable interface with 2.0 design which allows a dynamic interaction and easy access to the tools and courses for all users: administrator, lecturer, student, etc. Additionally, it is compatible with all types of computer technologies and smart phones. This platform allows the lecturers to create sequenced learning modules and control the advancement of the students on said learning units based on this sequence or as well to have to skill to select the topics of interest to them from the table of contents. The Blackboard® Learning Modules allow the students to follow a structured path for their advancement in the contents of the course. This path can be obligatory for the student or they can even have the possibility of accessing any unit at any time. The students must follow a certain established order, if the lecturer determines that the path is obligatory. If this path is not obligatory, then the users can review the subjects in any order.

Additionally, it is possible to create personalised learning paths, through the different contents and activities of the course. The content modules, discussions, tasks, activities, exams and other activities are thrown at the students based on a series of previously established adaptive rules: date/time, user name, belonging to any group or work team, role within the institution, grade in any particular activity or prior review of some other content.

The lecturers receive periodic training to better use and take advantage of this platform, in turn the students receive training on the same for better follow-up and academic work. The students also receive training on the Office 365 account that is assigned to them with one terabyte of capacity.

The Faculty of Veterinary Medicine places great importance on the digital space as a place of study and academic work. For this reason, part of its drive for pedagogical innovation includes encouraging lecturers to make more and more intensive use of the following pedagogical tools:

- FAQ. Lists of frequent questions and frequent answers on the content and/or development of each subject available on the platform.
- On-line help sensitive to the context or technical support not specialised on the content of the course: to answer to the time the frequent questions that are on the context of learning and not on the object of learning.

- Student guides: to start working, for “novice” students, guides that allow him/her to be progressively introduced to the environment and the subject.
- Discussion lists enable not only those asking the questions to learn, but also those students who answer them. And these lists provide a privileged vantage point for the lecturer, as unexpected errors may reveal themselves.
- Chat Sessions: the agility of the dialogue for topics that allow a simple and direct treatment.
- Virtual tutorial in platform: one more instance when other resources fail and it is necessary to overcome barriers of space and time.

All the information and all other relational potential that the platform of the virtual campus offers is permanently accessible for the students, the access it from the point that the access it and they access it through the device that they are accessing.

## 6.2 The Use of Sources and Autonomous Learning

An important part of the training process of the student of veterinary medicine is that he/she acquires the capacity for searching for pertinent knowledge, it is because of this that all the subjects establish in the learning guide the relevant bibliography and references to other scientific sources like magazines and databases. However, over the years and the analysis of the behaviour of the students we discovered that this content of the learning guides was not sufficient as a general motivator for the search for that knowledge and to highlight to competency relative to the capacity for autonomous learning. Because of this the project of training in computer and information competencies (CI2) was set in motion integrated in the learning itinerary of the students of veterinary medicine.

This CI2 project is directed by responsible persons from the CEU UCH Library in its conception as Resource Centre for Learning and Research (CRAI) A CRAI is a dynamic environment in which are integrated all the university services that give support to learning and research, related with the world of information and new technologies. The CI2 is the acronym that corresponds to the integration of information and computer competencies:

- Information competencies are the acquisition by the student of the necessary skills to search for the information that he/she needs, analyse it, organise it and communicate it in an ethical and legal manner with the goal of building knowledge.
- Computer competencies are a set of knowledge, skills, aptitudes and behaviours that enable the students to know how the technologies of information and communication TIC work.

## Chapter 7. Student admission, progression and welfare

*Description of how (procedures) and by who (description of the committee structure) the admission procedures, the admission criteria, the number of admitted students and the services to students are decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

### 7.1 Admission and enrolment

In Spain the process for admission to university is established by the [Ministry of Education, Culture and Sport](#), which lays down the obligatory requirements that the student must fulfil regardless of his/her geographic origin. The [admission of students](#) is a transparent process whose details are published on the university website in Spanish, English and French. All of the relevant information on the Veterinary Medicine Degree is publicly available on the website. This information includes: the curriculum along with each course guide, the official report with a detailed explanation of the educational programme, the official documentation that endorses the validity of the degree, the price breakdown of each of part of it, the types of grants available, the mobility and practical training programmes, and the names and a brief biography of the lecturers. All the documentation required by the quality systems is also present: the reports from assessment agencies, the improvement plans, results of the student satisfaction surveys and those carried out with other stakeholders, etc.

The process involves a personal interview with each candidate, with the aim being to discover his/her motivation and to personally explain to him/her the key aspects of the regulations and the style of the educational programme. Lecturers from the Veterinary Medicine degree carry out the interview, having received training for this purpose. Other staff members interacting with the candidates include those from Information Services for New Students, from the Office of International Relations and the General Secretary's Office. In all cases, these members of staff are professionals with experience in the admissions process.

At the admissions interview, especial emphasis is placed on the Requirements for the Continuation of Studies, as these describe the conditions regarding academic performance that the student must meet to continue in the degree programme, and the methodology of continuous evaluation, which is also based on university regulations. All regulations concerning students are published on the website and are also explained again during the first days of lectures.

After the admissions interview the candidate is given intranet access for the admission process, with this becoming the communications channel between the candidate and the General Secretary's Office. It is via this channel that successful candidates receive their admissions confirmation document. Candidates send the necessary documentation via the intranet (with this being cross-checked with the original during the enrolment phase) and he/she will receive all of the necessary instructions prior to the process of enrolment via this same channel.

This is the process by means of which candidates are admitted, on the basis of their academic profiles, with this taking place in blocks, with applicants grouped by period of application. When the available places have been filled, the remaining candidates are placed on a waiting list in case any withdrawals take place before enrolment begins. Official first-year enrolment takes place by means of an appointment process to facilitate the task for the student, enabling a personalised service to be provided while avoiding the need to queue. From the second year onwards, students go through a self-enrolment process via the intranet, with the staff of the General Secretary's Office available to provide support where necessary.

## Two Special Aspects Regarding Admission and the Start of the Academic Year

International students receive extra support upon their arrival at the Faculty. On the basis of their country of origin and their individual needs, students receive different levels of service in the shape of the [Hospitality Pack](#). These services range from support regarding the documents they require when arriving in Spain to the search for accommodation. An app is available to international students so that they can manage all these special services before their arrival. It is convenient and personalized, and even enables them to identify the number of the taxi that will pick them up at the airport.

All our students, national and international, start their journey at the Faculty with the [Welcome Days](#). These provide the students with three types of activities to improve their integration at the Faculty:

- Academic: the aim is for the students get to know all those in charge of each area and to receive the right documentation and explanations on regulatory and organizational issues.
- Fun: the aim is to generate interaction between the new students and for them to integrate into their new study environment. Our internal studies show that a well-integrated and happy student obtains better academic results and is more predisposed to participating in cultural and social activities.
- [Campus Life](#): the aim here is to present to the students all the complementary services and activities that are at their disposal, while encouraging them to sign up for the clubs and initiatives that fit best with their tastes and interests.

The Welcome Days are meant to provide a comprehensive welcome to the new students, with the process beginning two months before the academic year starts by means a series of personalised messages. This chain of communications, which goes beyond the use of email, slowly introduces the new student into the academic context of the Faculty. The content of these messages alternate between instrumental issues (specific matters that the new student needs to know) and more motivational themes (referencing the activity of other students and graduates). Various planned welcome activities take place upon the students' arrival at the Faculty to start the year and each student is given a specific Welcome Guide for the Faculty of Veterinary Medicine.

The whole process of the Welcome Days is subject to quality assessment, and so there are specific measurement indicators and student satisfaction surveys in this regard. The results of these surveys have led to a variety of improvements to the Welcome Days being made every year.

## 7.2 Monitoring of Students' Academic Progress

The academic progress monitoring system has two basic purposes: on the one hand, with an eye towards prevention, to detect cases of inadequate performance and so to provide any necessary help; on the other hand, to identify cases of outstanding achievement, to create additional stimulating activities for students with this profile and to encourage them to get involved in new academic endeavours, such as those which form part of the "Research + Teaching" initiative which seek to provide a platform to introduce undergraduates to research activity. Additionally, the knowledge concerning our students that the monitoring system provides makes it possible to identify patterns in the types of students at the University, which can be used to better define our admission profile.

The academic monitoring system possesses the following primary mechanisms:

1. Personal tutors: A personal tutor is assigned to each 1st year student at the beginning of the academic year. Personal tutors provide personalized academic guidance by means of a specific process for which there is a specific online platform. The general functions of this tutoring concern facilitating integration into the university community and academic life, while providing any necessary information, detecting difficulties at an early stage, placing an emphasis on time management and organization, offering study guidance, advising on the choice of subjects and planning the year overall. For this purpose, students are offered a minimum of four interviews over the academic year. In order to arrange these sessions, the students and academic staff have a specially designed online application available to them via the university intranet, with which they can also make electronic queries.
2. The results at the *Reuniones de Coordinación del Equipo Docente (RCED, Teaching Team Coordination Meetings)* are analysed twice each academic year, as has been explained above: this allows a general assessment of the results of each group to take place, enabling decisions to be taken by the academic staff as a whole for remedial action or improvement. It thus provides a general vision on a particular group of students at an academic level, in large part based on the analysis that the lecturers perform together with regard to academic results of each course. These process follows a strict agenda and is minuted, providing a record of the overall vision achieved. The results are communicated to the Vice-Dean and the Dean of the Faculty of Veterinary Medicine, passing this information on in turn to the staff members with the relevant academic responsibilities.
3. The 360 Academic Programme: this constitutes a complete system for personalized monitoring, which is implemented by the new Academic Support Unit. This new system has been implemented during 2015/2016, as an improvement on the previous range of activities. With the basic idea being one of personalized service and monitoring, new action plans are created to help the students to improve their academic performance. The novelty of these plans is twofold: the use of integrated information technology and the definition of action protocols for each and every one of the potential academic situations a student may face. These protocols enable all the relevant services and staff to know what they must do at each point and they are able to do this with the help of technology that generates personalised action alerts both to the student and any other people with relevant responsibilities in each situation.

In the first phase of implementation of the 360 Academic Programme, 10 action protocols have been set in motion: these include the identification of learning needs and the subsequent provision of courses to supplement the student's learning in areas such as maths, physics or languages; another example are the alerts sent out to students at risk of breaching the Requirements for the Continuation of Studies (which establish the minimum number of ECTS credits students must obtain in order to be able continue with their Veterinary Medicine Degree).

### 7.3 Application of Regulations and Appeals

The different regulations applicable to students are published on the University website, and, as has been described above, these are explained to the student from a variety of different perspectives at the admissions interview and during the Welcome Days. These same regulations describe the ways in which students may appeal against the manner of their application to the appropriate bodies. Thus, the case of the Requirements for the Continuation

of Studies are particularly important, since breaches of them may lead to students' exclusion from their studies, and therefore the basic process they concern is as follows:

1. If a student's academic performance is below that stipulated by the [Requirements for the Continuation of Studies](#) he/she is notified in writing halfway through the academic year, although he/she should already be aware of his/her own grades. He/she is personally invited to make use of the various resources available to help him/her in his/her work and thus improve performance.
2. If at the end of the academic year the student has not been able to obtain the required number of ECTS credits to continue studying, he/she will be notified of this personally the day after receiving his/her grades. From that moment, the student can request, by means of the virtual campus on the intranet, readmission to the Veterinary Medicine Degree. He/she can provide justification and supporting documents for consideration. This request generates a pending task to for resolution on the intranet for the Vice-Dean of Veterinary Medicine.
3. If the decision of the Vice-Dean of Veterinary Medicine is to deny the continuation of studies, after not finding readmission to be justified, the student still has another means of appeal. The student can appeal to the Vice-Rector for Students and University Life, who will study the case, give the student a hearing and will make a proposal for a final decision that will be communicated to the student and to the Dean of the Faculty of Veterinary Medicine.

If readmission is authorised at any stage of the process the following situation is then applicable: the student's enrolment for the following academic year will be supervised personally by the Vice-Dean and the student will not normally be allowed to enrol that year on any course which belongs to the second year of undergraduate study. The student also undertakes to pass 100% of the ECTS credits he/she has enrolled on in the year after readmission.

#### 7.4 Support for the Personal Needs of Each Student

Student support with regard to personal and emotional issues forms the focus of the work of the University Guidance and Disability Service ([SQUAD](#)). It is formed by a team of psychologists and learning specialists, whose primary function is to provide guidance to students on personal and academic matters. The service can provide students with personalised study plans for the improvement of academic performance. In addition to providing a personalised service, SQUAD offers courses to support successful learning, on topics such as the development of social skills, teamworking, healthy eating and positive thinking, among others.

It is the responsibility of SQUAD to advise students with specific educational needs stemming from disability and to ensure the necessary steps are taken to facilitate their access to the curriculum and the physical environment. If there is a person with specific educational needs on any study programme, SQUAD will inform all of the student's lecturers of the specific actions that must be carried out and then monitor their implementation. Much of their work is carried out by means of in-person interviews. A personal interview can be requested in person at the SQUAD offices, by telephone, or by email.

SQUAD is the service that provides support in complex personal situations, such as those stemming from possible conflicts between students and/or Faculty staff. In such a case, mechanisms exist so that the complainant can report his/her situation in a confidential manner, without his/her identity being revealed for as long as this is necessary. It is thus a service which can offer support in possible situations of harassment, discrimination or personal conflict.

The CEU Cardenal Herrera University also has a first aid and emergency ambulance service for healthcare needs that may arise during the hours of activity at the University. Additionally, and as a consequence of the needs stemming from the high number of international students, a telephone service is available 24 hours a day, 7 days a week for any type of personal need students may have. This service can be provided in the student's own language and provides medical support services (indicating to the student to what hospital he/she may visit), pharmaceutical support (urgent drug delivery service), legal support (advice and legal counselling) and other complementary services. The professionals providing this telephone service will notify, in severe cases, the student's situation to the relevant academic staff, so that assistance can be provided, day or night, and whether it is a working day or otherwise. In this manner, the students have a number that they can call at all times to request help from their University.

In general, the students have six channels through which to communicate their needs or suggestions to the Faculty management:

- The Group Representatives: each group in Veterinary Medicine has a representative and deputy representative, who are democratically elected every year by the students. These representatives can request to speak to academic staff with administrative responsibilities and any of the lecturers at any time of the academic year, as the representatives are those who transmit requests or suggestions while enabling those students who made them to remain anonymous. The Group Representatives also elect from among their number the Faculty Representative, who will act as the student representative in the collegial management bodies of the Faculty of Veterinary Medicine.
- The suggestion box on the website: this is public in nature and the suggestions are channelled internally via the Strategic and Quality Development Unit, for the purposes of monitoring answers and resolutions.
- Communication sheet at the Academic Secretary's Office at the Faculty of Veterinary Medicine (Requests/Complaints/Suggestions).
- Gratitude Sheet at the Academic Secretary's Office at the Faculty of Veterinary Medicine.
- The Year Coordinator: they can speak to the lecturer performing the role of the coordinator their year of study, whose functions include acting as the interlocutor for students with regard to any proposals and suggestions they may have.
- [The University Ombudsman](#): This officer ensures that the rights and freedoms of the lecturers, students and administration and service staff are respected during the activity of the different university bodies and services. His/her actions always are directed towards the improvement of the quality of the university in all of its spheres of action and is not subject to any authority, in accordance with the principles of independence and autonomy. The regulations concerning this position are publicly available on the University website.

## Chapter 8. Student assessment

*Description of how (procedures) and by who (description of the committee structure) the student's assessment strategy is decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

### 8.1 Public nature of the assessment systems and appeals procedures

At the beginning of the academic year, each student knows how he/she will be assessed for each course. This knowledge is derived from two basic sources: the Continuous Assessment Regulations, which sets the corresponding general framework, and the specific assessment system of each course, as described in the corresponding course guide. As the course guide is a public document on the University website (it is also available in the virtual campus on the intranet), it represents a commitment to implement these assessment mechanisms which is made known to all the university community, and even to any person external to the University who is interested in the Bachelor's Degree in Veterinary Medicine. The course guides and the assessment systems are published before the start of each academic year.

The Academic Calendar is published two months before the start of the academic year. This indicates the weeks when the final assessments will take place for each course. The Academic Calendar is drawn up on the recommendation of the General Secretary of the University, in coordination with the Academic Secretary of the Faculty of Veterinary Medicine. The General Student Representative may make suggestions in response to the final calendar proposal, on behalf of the students. Once the weeks when the assessments will take place are established, the Vice-Dean will make a specific proposal to the representatives with regard to the order of the examinations, in order that they may consider this order and make any appropriate suggestions. In this way, students actively participate in the scheduling of the final assessments in each period. The specific calendar with the dates and times of each final assessment is published at least two months in advance.

Students are informed of the results achieved in each of the continuous assessment tests by means of the virtual campus and other information mechanisms. After obtaining each of these results, students have five days to express their disagreement and ask for a review to take place. The results of each continuous assessment activity are taken into account in the calculation of the final assessment grade in the manner set out in the course guide. The final assessment test for each course takes place after the lecture period has concluded. Each student's grades are published after the final assessment takes place and this carried out via the virtual campus on the date set in the academic calendar for this, with notifications being sent to the student's mobile telephone. Students can only see their own grades.

Once all students have been informed of their grades, the assessment review period begins. Reviews take place during one specific week, for which each lecturer will announce via the virtual campus the dates and times at which he/she will be available for a personal review of the assessment. Each lecturer should arrange at least two days in order to facilitate the process for students and notify the students of this at least 48 hours before the date on which the grades are due to be issued.

Those students who wish to do so may visit the lecturer's office at these times to review their examination, in which they have the right to see the assessment documents and receive explanations of them. If, for any reason, the student is not satisfied with the explanations received, there is an appeal process, as described in the Student Regulations, by means of which he/she can request that the assessment be reviewed by a panel of three lecturers. This panel will rule on the assessment process in one of three ways: to confirm of the grade awarded, to order the repetition of the assessment due to reasonable doubt as to its validity, or to modify the student's grade in one way or another. Notification of the panel's decision is

sent to the relevant lecturer, student and the Dean of the Faculty. If the student still does not agree, he/she can apply for a new assessment by means of a process coordinated by the Vice-Rector for Students and University Life. After the ruling made by the Vice-Rector, the student may launch a final appeal to the University Ombudsman.

Students can pass each course by means of two different processes. One is the ordinary examination sitting which takes place after the course lectures have finished. If he/she fails to pass this examination, he/she has the right to take the extraordinary examination sitting, which always takes place in July. After the extraordinary examination sitting, the review and appeal process described above is also applicable.

If the student fails to pass the course by means of either of these two examination sittings, he/she must enrol on this course the following academic year. For these purposes, there is a maximum enrolment limit per academic year of 78 ECTS credits. The purpose of this maximum limit is to ensure that students do not enrol for more credits than what is reasonable for them to be able to pass, according to our historical records. If for any reason, a student requires this enrolment limit to be exceeded, he/she must apply to the Vice-Dean of Veterinary Medicine, who will arrange an interview with the student to hear his/her explanations in this respect, before making a decision on whether to approve the request.

## 8.2. Educational activities and teaching, learning and assessment methods.

### **Educational Activities and teaching-learning methodology**

There are two types of educational activities undertaken by Veterinary students: those which require attendance and those for which attendance is not required. Owing to the fact that the veterinary degree involves a large amount of practical training, the workload for which physical attendance is required accounts for 50% of ECTS credits necessary. This can vary from 40% for more basic courses to 60% in courses with a strong practical component. At least 3% of the time corresponding to an ECTS credit concerns student assessment and student-lecturer meetings. A value of 30 hours per ECTS credit is used for all these calculations.

The syllabus includes five types of educational activities encompassed by those set by the EAEVE:

- AF 1. Lectures
- AF 2. Seminars.
- AF 3. Workshops.
- AF 4. Practical training.
- AF 5. Assignments/Project Work

### **Assessment systems.**

This is the set of processes by means of which the learning outcomes achieved by students are evaluated, and these outcomes are expressed in terms of the knowledge, skills, and competences they have acquired and the attitudes they have shown. This includes a large number of activities that can be used for students to demonstrate their learning: written, oral and practical tests, projects or assignments, etc.

The assessment system used in each case varies depending on the educational activities involved. Oral and/or written tests are used to assess the acquisition of knowledge. This type of assessment activity represents at least 40% of the final grade for those courses in which they are used.

To assess the acquisition of skills, especially those associated with Day One Competences, a learning objectives booklet is used, in order to ensure that all students achieve the learning objectives set. This type of assessment activity represents at least 30% of the final grade for those courses in which they are present. With regard the assessment of attitudes and values in academic activities, such assessment will account for at least 5% of the final grade, where applicable. Student attendance and participation in different programmed activities will be taken into consideration in this case.

The type of assessment activities that can be carried out in each course is established in the official degree report. The use of continuous assessment activities serves to facilitate the ongoing improvement course contents. This also allows the academic staff to include these improvements in the Teaching Improvement Plan.

## Chapter 9. Academic and support staff

*Description of how (procedures) and by who (description of the committee structure) the strategy for allocating, recruiting, promoting, supporting and assessing academic and support staff is decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

### 9.1 Available academic staff

The Faculty of Veterinary Medicine currently has 174.7 FTE, of which 114.9 FTE are veterinary surgeons, including both full-time and part-time lecturers. Each course is coordinated by a particular lecturer and is divided into a theoretical and practical parts. The theoretical content is mainly by taught by full-time PhD holding academic staff, while the practical part also involves associate lecturers and external tutors.

Amongst the teaching staff, there are a range of professionals who also work in the private or public sectors (clinical veterinary surgeons, Health Defence Association (ADS) veterinary surgeons, Official Veterinary inspectors, etc.), who participate in the educational programme as part time lectures. The team is complemented with 694 external collaborating tutors and lecturers, who are responsible for students during the "*Practicum*" subject and during the voluntary summer external practical training. In this way, veterinary students can come into contact with the real working conditions of different sectors (veterinary clinics, abattoirs, food industries, farms, etc.) during their studies.

New lecturers joining the Faculty in the School participate in an introduction process, which consists of three major components:

- welcome sessions in which general issues are explained regarding the organization and style of work,
- a welcome manual that contains everything they will need to know to perform their work at the University, and
- specific training on teaching and the use of new technologies for teaching.

The teaching staff are organized into areas of knowledge, and these areas are grouped into University Departments. The Heads of Department organize the academic activities of the lecturers, under the supervision of the Dean of the Faculty of Veterinary Medicine. Teaching planning is coordinated at a general level by the Vice-Rector for Academic Affairs and Academic Staff, while employment issues are coordinated by the Human Resources Service. The Human Resources Service is responsible for the management of the processes of incorporation of new lecturers, in coordination with the relevant Heads of Department involved and the Vice-Rector for Academic Affairs and Academic Staff. This process involves several stages, with the Dean of the Faculty of Veterinary Medicine given progress reports at each of them. The selection process of new lecturers is based on the following principles:

- Transparency: the vacancy and the required profile is published on the University website and on the intranet. It is also published on several other free and paid-for channels.
- Range of candidates: the goal is to have at least 10 to 20 candidates for each post advertised.
- Basic requirement criteria: advantages include the possession of a doctorate and a teaching qualification from an external quality agency. Most positions also require the possession of a C1 level in English or French.
- Assessment stages: each candidate must pass at least two personal interviews (one to assess their CV and one involving behavioural assessment). In the final phase, the candidate will undertake an assessment and in some cases, if the

candidate has little teaching experience, a teaching simulation is arranged before an assessment panel.

- Legality and ethics: the selection process for academic and support staff is governed by the principles of ability and merit. The principles of equality and non-discrimination must also be followed, in accordance with Law 3/2207 of 22nd March on the equality of men and women, and Law 51/2003 of 2nd December on equal opportunities, non-discrimination and universal accessibility for people with a disability.
- The selection and hiring of academic staff is defined in Process PA01, regarding the selection and hiring of teaching and research staff, recorded in the Internal Quality Assurance System (SGIC) Process Manual.

The Human Resources Service is responsible for the management of payroll, the protection of employee rights and training in transferable skills (i.e. those which are not specific to veterinary medicine), with the aim being to improve the range of our lecturers' skills. During the 2016/17 academic year, over 100 lecturers participated in some of these training courses, particularly with regard to language skills and innovation in teaching.

During the 2015/16 academic year, a study for the consolidation and enlargement of the academic staff of the Faculty of Veterinary Medicine was undertaken. This study formed the basis for a hiring programme for the next four years. A key criterion of this improvement programme was that academic staff numbers at the Faculty should be within the range required by the *European Association of Establishments for Veterinary Education* (EAEVE). Hence, taking into account future expectations for the degree, the teaching staff consolidation plan has led to an increase 41 FTE in the 2014/15 academic year to 87.55 FTE in the 2017/18 academic year, considering only full-time academic staff.

## 9.2. Available support staff

There are two types of support staff available:

1. Support staff exclusive to the Faculty of Veterinary Medicine: these are professionals from different areas and services, whose work consists of ensuring the Faculty's operations run smoothly. This includes activities such as maintaining the facilities to providing technical computer support.
2. The general support staff of the CEU Cardenal Herrera University who attend to staff or student needs of the Faculty of Veterinary Medicine: these include professionals of different services and areas of the University whose functions include providing support to the Faculty.

After considering the different requests and suggestions originating from different Faculty bodies, the Dean of the Faculty of Veterinary Medicine is responsible for submitting requests for new support staff to the Office of the Managing Director of the University. These applications are jointly considered by the management of the Faculty of Veterinary Medicine and the University, in order to decide how and when new appointments can be made. The process for new appointments is managed by the Human Resources Service. The same principles are applied as those for academic staff. The most recent requests made for new staff are those made on the basis of the recent quality self-assessment process undertaken. The conclusions of this led to a new hiring plan for support staff being drawn up: this has resulted in the fact that for the 2017/18 academic year there will be 11.68 FTE of staff specialized in animal care (compared to 5.68 in 2016/17) and 9.21 FTE of support staff for the provision of clinical and laboratory practical training (compared to 5.03 in 2017/18).

### 9.3 Assessment and promotion of academic staff

#### Assessment

The lecturers' activity is assessed by means of a procedure known as [Docentia](#), which is approved by ANECA. This procedure has a self-assessment phase undertaken online, in which the lecturer provides evidence of each of his/her merits (in teaching, research and administration). After self-assessment comes the validation phase, undertaken by the lecturers' direct academic superiors and so, in this case, this is carried out the Heads of Department. Finally, the Dean of the Faculty and the Vice-Rector for Academic Affairs and Academic Staff review this assessment of each lecturer, ratifying or modifying it, with the lecturer being notified of the final outcome.

The regulations governing this process include an appeal mechanism for those lecturers who are do not agree with the final outcome. Appeals are heard by a guarantees and transparency committee, which hears the interested party's arguments in person or in writing. It is worth noting that in order to be promoted to a higher category of lecturer, it is necessary to have favourable Docentia assessments prior to any application.

The lecturers are assessed by means of student surveys concerning each lecturer and each course. The lecturer is notified of the detailed results of these surveys via the intranet, along comparisons with the results of other lecturers in the same Department and teaching the same year-group in Veterinary Medicine. The Dean of the Faculty and the Vice-Rector for Academic Affairs and Academic Staff are notified of the overall results. In those cases where lecturers' results are negative, being significantly below the average reference values, a support protocol is implemented, beginning with various meetings in order to create and implement a specific training plan depending on the needs for improvement identified.

The fact that a lecturer also has management responsibilities is taken into account in this assessment. Thus, the assessment must take into account the fact that these lecturers have:

- A reduction in the allocation of teaching hours each year, depending on the post they hold, and which is defined in the corresponding regulations, which is known by all parties concerned.
- A salary supplement for undertaking these duties, which varies depending on the post.
- A transition year on leaving the post with management responsibility, which includes a reduction of lecture hours and, if applicable, other additional advantages during the academic year after leaving a post with management responsibility.

#### Promotion

Promotion to a higher category of lecturer is governed by its own regulations. These regulations were approved by a ballot of the academic staff, with its modification and improvement being ratified in a further ballot in June 2017. The regulations establish different requirements and channels for promotion to each of the established categories. Depending on the category chosen, these requirements include different performance requirements for teaching, research and management. For all categories, the possession of accreditation from any of the public external assessment agencies is acknowledged as fundamentally desirable, where it is not actually essential.

### 9.4 Assessment and promotion of administration and service staff

#### Assessment

Administration and services staff have a specific assessment system based on the achievement of targets. There is therefore a regulated system in which the different managers set targets and performance metrics for each person in their team. The targets and metrics are notified

and, to an extent, jointly agreed upon in one-to-one personal meetings. After the meeting, they are recorded on an online platform specific to this assessment system so that they can be communicated to all process stakeholders.

After each set assessment period, the evaluation phase starts with a self-assessment. Each manager reviews the self-assessment and performs their own assessment. Once both are in the system, each manager holds a personal meeting with each individual. Achievements are studied and a final assessment report is created, which will be passed on to the general supervising commission, which reviews each report with the support of the Human Resources Service. The conclusion of this process leads to each administration and service staff member being classified at one of three levels (in development, operational or excellent). This leads to different levels of economic rewards for targets reached and consolidation within the promotion system.

### **Promotion**

The promotion of administration and services staff is directly linked to the previous assessment process, as successive positive assessments generate progressive horizontal promotion within the same functional level. On the other hand, vertical promotion, within the framework of the five levels of administration and services staff, depends on the accumulation of positive assessments, the educational and functional profile of each person, and on staff needs at each level.

## Chapter 10. Research programmes, continuing and postgraduate education

*Description of how (procedures) and by who (description of the committee structure) research, continuing and postgraduate education programmes organised by the Establishment are decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

### 10.1 Students in closer contact with research

Students become involved in research activities in several ways over the five academic years of the curriculum. Firstly, there are some compulsory research activities for all students throughout their training as veterinary surgeons. Secondly, there are actions in which students can participate voluntarily.

The compulsory activities include the subject "Veterinary biostatistics and scientific method", taken during the first semester of the Veterinary Medicine Degree. It consists of 6 ECTS, two of which correspond to the "scientific method" part, aimed at "providing students with basic notions regarding the scientific method and its relevance for the correct development of the professional activity of veterinarians."

Apart from this activity, first-year undergraduates have a compulsory 6 ECTS credit course in the first semester, known as "Introduction to Veterinary Medicine", which aims to demonstrate the role of veterinarians in research. In this case, two lecture hours are used by the lecturer to explain what this role involves. Students are divided into small groups of 3-4, and must present a research-related assignment. Sometimes, this assignment consists of presenting a research article to their fellow students, usually a study published by a research group at the University. In other cases, groups may present the results regarding a scientific discovery or explain the work carried out by a research group, on the basis of their publications.

The "End-of-Degree Project" (*Trabajo de Fin de Grado* or TFG) is a compulsory 10th semester course, worth 6 ECTS credits. Students must carry out an assignment individually within the research areas put forward by the School. This project, supervised by a lecturer, may consist of a literature review on a theme of interest, or may be of an experimental type. In some cases, the TFG of some students has formed the basis of an academic article authored by the student.

Some non-compulsory student activities we would like to highlight are:

- **Research + Teaching projects:** organized by the Office of the Vice-Rector for Research, the University has made four calls for Research + Teaching projects in recent years, with the aim being to carry out research projects with the active involvement of students. The call is aimed at lecturers of the University, who have to indicate the number of students participating in the project and explain their role in it. A total of 10 projects of this type have been awarded in the Faculty of Veterinary Medicine, involving a minimum of 7 students per project.
- **Collaboration grants for postgraduate students.** Every year, the Government of Spain awards collaboration grants for final-year students who join research groups. The purpose is to encourage the initiation into research of undergraduates nearing completion of their studies. Students who are awarded these grants have to work an average of 3 hours a day for 8 months. In recent years, 2 students have obtained this type of grant, both in the PASAPTA Department.
- **[International Students Congress:](#)** The CEU Cardenal Herrera University organizes annually an International Student Congress, which has now celebrated its 14th edition. The Faculty of Veterinary Medicine is highly involved in it, as it was the origin of the event and chiefly

organized the first 11 congresses. In this congress, students of various degree programmes present papers on research they have undertaken. Students of the Faculty of Veterinary Medicine are enthusiastic participants: in the last four congresses, veterinary undergraduates have presented an average of 28 papers per congress.

- Attendance at research dissemination activities offered by the University: The University organizes various research dissemination activities, which veterinary students may attend. An example of this are the Journal Club sessions, usually run by doctoral students or lecturers, but occasionally also by final-year undergraduate. Also, the *CEU-Descubre* sessions consist of special lectures given by visiting lecturers; these take place periodically and veterinary students are free to attend.

## 10.2 Veterinary Research Groups

The 12 research groups indicated below undertake research work at the Faculty of Veterinary Medicine:

- Advances in anaesthesia, analgesia and monitoring.
- Veterinary Diagnostic Imaging.
- Endocrinology, Immunology and Physiopathology of reproduction in ruminants and horses.
- Research group in experimental and applied veterinary surgery.
- Research in animal production.
- Food safety improvement in the productive system and its products.
- Clinical veterinary ophthalmology.
- Parasitology and Parasitic Diseases.
- Pathology and animal health.
- Food safety in meat products.
- Ethology and Animal Welfare Section
- Development and Cancer (inter-faculty group organized with with the Health Sciences Faculty).

In 2012, the biomedical research foundation known as the Cátedra Fundación García Cugat para la Investigación Biomédica was founded at the Faculty of Veterinary Medicine. In this, a group of human and animal healthcare professionals have been working together since 2007, with the support of the Fundación García Cugat, to undertake research activities in collaboration with lecturers from the CEU-UCH Faculty of Veterinary Medicine.

Veterinary students can join these groups from the start of their studies.

## 10.3 Postgraduate: PhD and specialization training

PhD studies and training at the Faculty of Veterinary Medicine is provided through the CEU International Doctoral School ([CEINDO](#)) which is a doctoral school that groups together the strengths of three universities: the CEU Cardenal Herrera University (Valencia), the Universidad CEU San Pablo (Madrid) and the CEU Abat Oliba University (Barcelona),

The Faculty of Veterinary Medicine takes a lead role at CEINDO in the following areas:

- Pathology and human and animal health.
- Structural and functional bases of biological systems

It is also major collaborator in the following areas: Food Safety, Nutrition and Food Technology.

As has been explained in a previous section, the current figures for PhD students at the Faculty of Veterinary Medicine stand at:

- PhD students: 27.
- Doctoral theses defended during the last two academic years: 20.

Currently, postgraduate specialization training at the Faculty of Veterinary Medicine is offered in the following:

- [Master's Degree in Food Safety](#)
- [Certificate in Intermediate and Advanced Diagnostic Imaging in Small Animals](#)
- [Certificate in Intermediate and Advanced Surgery in Soft Tissues in Small Animals](#)
- [Certificate in Intermediate and Advanced Traumatology in small animals](#)
- [Certificate in Internal Medicine in small animals](#)

The postgraduate area of the Faculty of Veterinary Medicine is one of the areas where there is an opportunity for growth in future years, and the planning for new postgraduate programs has already begun. The postgraduate projects are created by the lecturers by following an Internal Quality System process (PC 01 Process for the design of a training proposal) for its design, approval, and launch. Once these courses are offered and launched, they are subject to the same quality parameters as the Veterinary Medicine Degree programme and therefore, the same processes of monitoring and evaluation: in fact, the framework of these works and processes is set out in the Quality Assurance Commission of the Faculty of Veterinary Medicine. All the Faculties work with the Postgraduate Unit for the implementation of the postgraduate study programmes offered each academic year.

## Chapter 11 Outcome Evaluation and Quality Assurance

*Description of how (procedures) and by who (description of the committee structure) the QA strategy of the Establishment is decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

### 11.1 The theory and practice behind Quality Assurance

As we have already explained in point 1.2 of this document, the governance structure and management of the Faculty of Veterinary Medicine possesses three quality systems:

- The Internal Quality Assurance System (*Sistema de Garantía Interna de Calidad, SGIC*) of the CEU Cardenal Herrera University. All the procedures of this system are published on the university website.
- The Quality System of the Faculty Secretary's Office, in accordance with ISO 9001: 2015 standard. All the procedures of this system are published on an internal portal with access restricted to stakeholders.
- The Quality Management System of the Hospital Clínico Veterinario-CEU, in accordance with the UNE-EN ISO 9001: 2008 standard. All the procedures of this system are published on an internal portal with access restricted to stakeholders.

These systems include all processes and management indicators that involve the Faculty. In **Annex 5** we provide a series of tables that correlate the ESEVT standards with the SGIC processes of both, the Academic Secretary's Office of the Faculty and the Hospital Clínico Veterinario. In this way, it is possible to see how each of the standards has implications for several of the quality processes, which demonstrates the importance of the quality system with regard to compliance with these standards.

### 11.2. The Internal Quality Assurance System (SGIC) of the CEU Cardenal Herrera University

The structure of the SGIC is described in two documents which record its operational system:

- [Quality Manual](#) This describes how the SGIC is organized, and it details the agents involved in its implementation, monitoring and improvement.
- [Process Manual](#): This records the set of procedures implemented at the University to ensure the proper functioning of the various study programmes and services.

The SGIC collects and standardizes: 3 strategic processes, 15 key processes and 18 support processes. In total, these processes total more than 75 permanent quality indicators. The map of processes of the SGIC is shown in **Annex 6**.

The Unit of Strategic and Quality Development (UDEC) is the University's technical service to support the Faculties in everything related to the organization, implementation, monitoring and improvement of SGIC processes.

The tool used to administer the SGIC-generated evidence and indicators is a SharePoint site to which all the members involved in the different commissions have access.

The operation of the SGIC is based on a "cycle of improvement of University education", illustrated below in **Figure 2**.

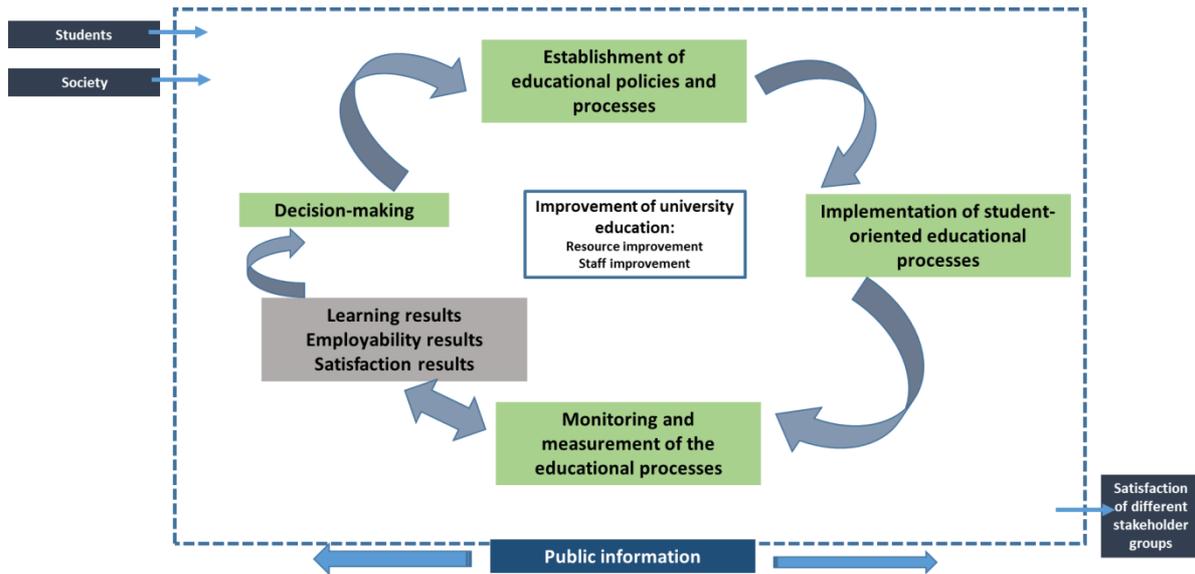


Figure 2: Cycle of continuous improvement of University Education

### 11.3. The quality assurance system of the Academic Secretary's Office of the Faculty of Veterinary Medicine and the Hospital Clínico Veterinario (HCV-CEU).

ISO is an independent, non-governmental body. ISO 9001 is the most recognized quality management standard in the world. Adherence to this standard helps to continuously manage and control the quality in all processes.

ISO 9001 is based on the Plan-Do-Check-Act methodology and provides a process-oriented approach to documenting and reviewing the structure, responsibilities, and procedures necessary to achieve effective quality management in an organization.

The implementation of this quality assurance system means that all the procedures of the activities carried out at each location must be defined, along with a quality policy, an annual strategic plan and indicators on the degree of compliance of the system. All these components are analysed by the management annually, and this analysis provides the basis for any preventative or remedial actions to be undertaken and for the establishment of the objectives for the following year.

The process map of the Quality System of the Academic Secretary's Office of the Faculty of Veterinary Medicine is included in **Annex 7**.

The management structure of the Academic Secretary's Office at of the Faculty of Veterinary Medicine obtained the ISO 9001: 2008 Certification in 2011. This certification is an external recognition of the Faculty's operational processes. These include:

- Academic administration: recognition of credits, validations and adaptations, readmissions, requests for extraordinary examination sittings, assessment panels / Coordination Meetings of the Teaching Team.
- Tutoring requests.
- Management of course guides.
- Management of external practical training.
- Elections of representatives to different collegiate bodies, using transparent and democratic processes.

- Communications and relationships with other University services
- Administration of official minutes and assessment panel records.
- Administration of the personal data of new students.

The process map of the Quality System of the Hospital Clínico Veterinario-CEU (HCV-CEU) is included in **Annex 8**.

The Quality Management System of the HCV-CEU was certified as meeting the UNE-EN ISO 9001: 2008 standard in 2010. This external certification is evidence that the Hospital operates a management system for continuous improvement, which translates into an improvement in the services offered to our students and hospital clients. This system includes the design, implementation and evaluation of procedures for each of the following areas of the hospital:

- Reception
- Clinical Services
- Specialties
- Hospitalization
- Laboratory
- Operating Theatre
- Anaesthesia
- 24-hour emergency services
- Diagnostic imaging
- Assistance in Veterinary Medicine teaching, its main purpose.

The documentation on the quality systems of the Faculty of Veterinary Medicine is stored on the online tool used for this purpose (SharePoint, Office 365).

The Veterinary Quality Assurance Commission is the focal point of the quality management of the Faculty. This body is responsible for analysing the data, proposing improvement actions and ensuring that the proposed plans are being appropriately implemented. All relevant reports of the activity of the Veterinary Quality Assurance Commission are publicly available on the University website and are actively communicated to stakeholders. The Veterinary Quality Assurance Commission operates on the basis of the cycle of the academic year, so its final activity evaluation session is scheduled for July, and this serves as a milestone with the next operational period beginning in September.

The external quality evaluation cycles are as follows:

- The ISO 9001 accreditation is renewed each year at the Academic Secretary's Office of the Faculty and at the HCV-CEU.
- Every two years the AVAP issues monitoring reports. The results of these reports are published on the University website.
- Every seven years a re-accreditation process of the degree programmes is carried out by the AVAP.

The Degree in Veterinary Medicine at our Faculty is verified by ANECA to level MECES 3 – EQF 7.

#### 11.4 Transparency of rules and regulations

There are rules and regulations, many of which have already been referred to in previous chapters, which regulate the activity of students in each phase of their time at the University. These regulations are published on the University website and are explained at different times to the students. They can be modified if a proposal to this effect is made by one of the stakeholders, and the General Secretary deems the modification appropriate after reviewing

the relevant evidence and submissions. The Governing Council of the University is the body responsible for approving and modifying such documents.

All rules and regulations have the following in common:

- The establishment of a day on which they come into force and the transitional regime with respect to what may still be subject to previous regulations.
- The statement of the rights and duties of those affected by them.
- The identification of the bodies and processes involved in their application.
- The establishment, where appropriate, of appeal procedures.
- The establishment of the body with the authority to interpret the text.

With respect to the specific rules or regulations of the Faculty of Veterinary Medicine, these are published on the intranet, under the heading "Documents relating to the Degree", with a specific space for consultation by the students, and another space with the documents of interest to the lecturers.

ANNEX 1:  
Certificate of accreditation ISO 9001-  
Academic Secretariat of the Faculty

Certificado ES11/9515

El sistema de gestión de

SGS

**SECRETARIA FACULTAD DE VETERINARIA  
UNIVERSIDAD CEU CARDENAL HERRERA  
(FUNDACIÓN SAN PABLO CEU)**

C/ Tirant lo Blanc, 7  
46115 Alfara del Patriarca (Valencia)

ha sido evaluado y certificado en cuanto al cumplimiento de los requisitos de

**ISO 9001:2008**

Para las siguientes actividades

**Actividades desarrolladas en la Secretaría de la Facultad de  
Veterinaria de la Universidad CEU Cardenal Herrera.**

en/desde los siguientes emplazamientos

C/ Tirant lo Blanc, 7 - 46115 Alfara del Patriarca (Valencia)

Este certificado es válido desde  
10 de marzo de 2014 hasta 10 de marzo de 2017.  
Edición 3. Certificado con SGS desde marzo de 2011.



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ANNEX 2:  
Certificate of accreditation ISO 9001-  
Hospital Clínico Veterinario

Certificado ES10/8789

SGS

El sistema de gestión de

## HOSPITAL CLINICO VETERINARIO DE LA UNIVERSIDAD CEU CARDENAL HERRERA

C/ San Bartolomé, nº 53  
46115 Alfara del Patriarca (Valencia)

ha sido evaluado y certificado en cuanto al cumplimiento de los requisitos de

### ISO 9001:2008

Para las siguientes actividades

- ✓ Servicios clínicos veterinarios de medicina interna y de especialidades: hospitalización, laboratorio, quirófano, anestesia, servicio de urgencias 24h., diagnóstico por imagen (Rx, ecografía y TAC).
- ✓ Asistencia veterinaria docente.

en los siguientes emplazamientos

C/ San Bartolomé, nº 53 - 46115 Alfara del Patriarca (Valencia)

Este certificado es válido desde  
22 de septiembre de 2016 hasta 15 de septiembre de 2018.  
Edición 3. Certificado con SGS desde septiembre de 2010.  
Expiración del ciclo anterior: 14/09/2016.  
Auditoría de renovación: 15/07/2016.



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**Director de Certificación**

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**ANNEX 3:**  
**Strategic Plan for Continuing Education and List  
of Attendees to Different Training Courses**

## Plan Estratégico sobre la Formación y la Innovación Docente.

El plan estratégico sobre la formación y la innovación docente engloba al conjunto de actividades formativas dirigidas a cubrir las necesidades formativas de todo el profesorado de la Universidad en los cursos académicos 2017-18 y 2018-19. Las acciones se diseñan según las necesidades formativas de los profesores, ajustadas al desempeño de sus funciones y en concordancia con las líneas estratégicas de la Institución. El diagnóstico de las necesidades resulta un proceso clave ya que nos permite desarrollar acciones concretas vinculadas a necesidades concretas.

El plan establece dos tipos de necesidades a cubrir:

- **Transversales:** son aquellas necesidades formativas estratégicas, institucionales y de normativa que son de alcance para todo el profesorado.
- **Específicas:** necesidades formativas necesarias para desarrollar determinadas actividades y cubrir necesidades concretas.

Con respecto a las Necesidades Formativas Transversales se pretende actuar en diversos niveles:

- **Formación Normativa:** Prevención de Riesgos Laborales, Prevención de Riesgos Psicosociales.
- **Formación en idiomas / Competencias Lingüísticas (inglés/francés):** utilizando diversas metodologías según las necesidades
  - Programas on-line.
  - Programas presenciales grupales: conversación.
  - Programas específicos para la obtención de acreditaciones, necesarias para impartir clase en los grupos bilingües: B1, B2, C1 y C2.
- **Formación en TIC's:** objetivo la integración de las nuevas tecnologías en el aula. Utilización de la plataforma *Blackboard*, Pizarra digitales, *c-touch* y realidad virtual
- **Recursos Informáticos y Tecnológicos:** herramientas digitales, programas office, manejo de bases de datos, análisis estadísticos, diseño gráfico, creación de material en formato electrónico, ...
- Un programa de entrenamiento en nuevas tecnologías llamado "**Docentes 3.0**" a través de la realización de talleres prácticos sobre técnicas de aplicación inmediata al aula: inteligencia emocional, metodologías resolutivas, estrategias de aprendizaje.
- Un programa para "**el desarrollo de Habilidades Docentes**" con el objetivo de profundizar en las herramientas de comunicación, liderazgo, resolución de conflictos, creatividad y motivación.

Con respecto a las necesidades formativas específicas existe una gran variabilidad en las demandas en función del área y de las necesidades concretas de cada profesor, por ello las acciones se programan en función de la demanda.

Un aspecto importante es la formación específica que se imparte a los profesores de reciente incorporación al claustro de la Universidad. En este sentido, se ha desarrollado una actividad formativa "**Jornada de Acogida al profesor de reciente incorporación a la UCH**"



Con respecto a las actividades formativas transversales que se prevén ofertar para el curso 2017-18 se encuentran las siguientes, disponibles para descarga directamente de la intranet de la Universidad:

<p><b>NORMATIVA</b></p>	<p><b>Prevención de Riesgos Laborales (PRL)</b> <b>Prevención en Riesgos Psicosociales (PRP)</b> <b>Ley Orgánica de Protección de Datos (LOPD)</b></p>
<p><b>JORNADAS FORMATIVAS</b></p>	<p><b>Team building</b></p>
<p><b>COMPETENCIAS LINGÜÍSTICAS</b></p>	<p><b>Programas de idiomas on line (varios idiomas)</b> <b>Programas de idiomas presenciales (Inglés / Francés)</b> <b>Programas específicos para docencia bilingüe (Ej. Inglés Técnico, Bussiness English...)</b> <b>Programas de idiomas presenciales de español (Ej. Formación en la enseñanza del español para sinohablantes)</b></p>
<p><b>HABILIDADES SOCIO-PROFESIONALES</b></p>	<p><b>Excelencia en la atención al cliente</b> <b>Equipos de alto rendimiento</b> <b>Eficiencia profesional: claves</b> <b>Oportunidades en un entorno cambiante</b> <b>Toma de decisiones existosas</b> <b>Gestión y desarrollo de equipos</b> <b>Planificación y gestión de procesos</b> <b>Gestión evaluación desempeño</b> <b>Reuniones eficaces (sobre todo PDI)</b> <b>Presentaciones en público / Técnicas de comunicación oral (PDI)</b></p>
<p><b>FORMACIÓN EN TIC's</b></p>	<p><b>PARA PDI (Por orden de importancia)</b></p> <p><b>Blackboard</b> <b>Docencia online y semi-presencial</b> <b>Comunicación y divulgación científica</b> <b>Manejo de redes sociales, blogs</b> <b>Herramientas antiplagio</b> <b>Aplicaciones móviles para pruebas online (Socrative, kahoot...)</b> <b>Sistemas de almacenamiento de información (Drive /Dropbox /Mega /Copy)</b> <b>Programas de diseño gráfico (Photoshop, Adobe...)</b> <b>Google Drive / Google Scholar</b> <b>Creación de foros de discusión en investigación</b></p>

**RECURSOS INFORMÁTICOS y TECNOLÓGICOS**

Paquete office: EXCEL, ACCES, SPSS, PPT, WORD  
 Fotografía científica  
 Presentaciones eficaces: Prezi, Powtoon...  
 Programas para creación de videos / audio y materiales  
 Pizarra digital  
 Edición de materiales docentes en formatos electrónicos  
 Nuevas técnicas / instrumentación científica  
 Estadística aplicada: Programa "R", SAS, STATA  
 Avid  
 Conocimiento y desarrollo de las páginas del investigador  
 Programación con Latex  
 One Drive  
 Bases de datos bibliográficas  
 Bases de Datos jurídicas

**HABILIDADES DOCENTES UNIVERSIDAD**

Sistemas para la evaluación del alumnado (rúbricas)  
 Gestión de la diversidad cultural: Integración de alumnos extranjeros  
 Manejo de BBDD bibliográficas  
 Psicopedagogía para el profesor universitario  
 Antropología básica para el profesor universitario  
 Liderazgo e innovación en el aula  
 Qué es y cómo realizar un seminario  
 Tutorización de trabajos TFG y TFM  
 Elaboración de guías docentes  
 Cuidados de la voz  
 Gestión del estrés

**METODOLOGÍAS DOCENTES UNIVERSIDAD:**  
 Transversales que afectarán a la CEU-UCH

Neurociencia y aprendizaje  
 Metacognición  
 Metodologías resolutivas  
 Estrategias de aprendizaje

**PDI:**  
**CONOCIMIENTOS ESPECÍFICOS  
 DE LA MATERIA O FUNCIÓN**

**PARA EL PDI**

Nuevo marco regulatorio sobre experimentación animal. Función C  
 Horizonte 2020 y cómo solicitar proyectos de investigación  
 Organización de reuniones y seminarios científicos  
 Redacción de artículos científicos  
 Metodología de investigación  
 Metodologías docentes: Simulaciones  
 Infrarrojos básico para impartición de prácticas de laboratorio  
 Cromatografía Líquida de Alta eficacia (HPLC) básico  
 Periodismo digital y recursos tecnológicos  
 Área televisión: Curso de Flujos de trabajo en video y cine digital  
 Área sonido: Sonido en directo, sistema de postproducción de sonido Protools  
 Gestión documentación AVAP y ANECA  
 Iluminación y etolinaje  
 Flujos de trabajo en video y cine digital

**List of Veterinary Academic Staff attending to different continuous education courses (Sep, 2016 – Jan, 2017)**

Curso	NIF	Nombre Completo	CURSOS FORMACIÓN
16107	18054715Z	BARBA RECREO, MARTA	BLACKBOARD. ENTORNO DE NUESTRA PLATAFORMA CEU
16107	22588292S	CAMPOS BENEYTO, LAURA	BLACKBOARD. ENTORNO DE NUESTRA PLATAFORMA CEU
16107	20028937P	CHAFER PERICAS, CONSUELO	BLACKBOARD. ENTORNO DE NUESTRA PLATAFORMA CEU
16107	48435751M	COLOMER SELVA, ROCIO	BLACKBOARD. ENTORNO DE NUESTRA PLATAFORMA CEU
16107	38129150A	GIRALDOS GIL, ELISABET	BLACKBOARD. ENTORNO DE NUESTRA PLATAFORMA CEU
16107	47071785P	GOMEZ MARTIN, ANGEL	BLACKBOARD. ENTORNO DE NUESTRA PLATAFORMA CEU
16107	00824377B	GRANADOS ORTEGA, JUAN RAMON	BLACKBOARD. ENTORNO DE NUESTRA PLATAFORMA CEU
16107	51394259T	MUÑOZ SEVILLA, CARLOS	BLACKBOARD. ENTORNO DE NUESTRA PLATAFORMA CEU
16107	09190407K	PLAZA DAVILA, MARIA	BLACKBOARD. ENTORNO DE NUESTRA PLATAFORMA CEU
16107	72886460N	ROMERO AGUIRREGOMEZCOR, JON	BLACKBOARD. ENTORNO DE NUESTRA PLATAFORMA CEU
16107	44877491Y	VICENTE MIRALLES, DIANA	BLACKBOARD. ENTORNO DE NUESTRA PLATAFORMA CEU
16123	24380449N	LEON BELLO, GEMMA	INGLÉS PREPARACIÓN B2_ GRUPO 1
16124	22568388Y	ORTIZ GOMEZ, MARIA LUZ	INGLÉS PREPARACIÓN B2_ GRUPO 2
16125	72886460N	ROMERO AGUIRREGOMEZCOR, JON	INGLÉS PREPARACIÓN C1_ GRUPO JUEVES
16126	18437886M	MOCE CERVERA, MARIA LORENA	INGLÉS PREPARACIÓN C1_ GRUPO VIERNES
16130	25423043Q	LAVARA GARCIA, RAQUEL	FRANCÉS PREPARACIÓN B2
16132	24367550Q	GIMENEZ SANCHO, ALBERTO	ADVANCED ENGLISH FOR BOARD OF DIRECTORS
16143	48592368S	FERNANDEZ RUIZ, ALICIA	CURSO DE CAPACITACIÓN DE DIRECTORES DE RADIODIAGNÓSTICO GENERAL_ GR2
16144	48813717N	BARRAGAN HERNANDEZ, AGUSTIN	EDICIÓN DE VIDEOS
16144	04587081F	CORPA ARENAS, JUAN MANUEL	EDICIÓN DE VIDEOS
16144	53257337D	ROSELL TORMO, JORGE	EDICIÓN DE VIDEOS
16144	18025225X	SOPENA JUNCOSA, JOAQUIN JESUS	EDICIÓN DE VIDEOS
16144	44871751Q	ZURIAGA SANCHIS, ELISEO ALFONSO	EDICIÓN DE VIDEOS
17024	45633229X	BOSCH JUAN, LOURDES	ANÁLISIS DE DATOS CON SPSS. NIVEL INICIAL
17024	22542738R	GUILLEN SALAZAR, FEDERICO	ANÁLISIS DE DATOS CON SPSS. NIVEL INICIAL
17024	05267762A	HERNANDEZ GUERRA, ANGEL MARIA	ANÁLISIS DE DATOS CON SPSS. NIVEL INICIAL
17024	19008648E	MARTINEZ ROS, PAULA	ANÁLISIS DE DATOS CON SPSS. NIVEL INICIAL
17024	20845031Q	SEBASTIAN MORELLO, MARIA	ANÁLISIS DE DATOS CON SPSS. NIVEL INICIAL
17024	20418752L	SOLER SANCHIS, MARIA DOLORES	ANÁLISIS DE DATOS CON SPSS. NIVEL INICIAL
17025	44857839L	GARCIA ROSELLO, MIREIA	REUNIONES DE TRABAJO EFECTIVAS
17026GR1	33571133B	CHICHARRO ALCANTARA, DEBORAH	TALLER DE ESTRATEGIAS DE APRENDIZAJE. TURNO MAÑANA
17026GR1	20449151N	CUERVO SERRATO, BELEN	TALLER DE ESTRATEGIAS DE APRENDIZAJE. TURNO MAÑANA
17026GR1	29198308S	MAYORDOMO FEBRER, ALOMA TADEA	TALLER DE ESTRATEGIAS DE APRENDIZAJE. TURNO

Curso	NIF	Nombre Completo	CURSOS FORMACIÓN
			MAÑANA
17026GR1	48342215X	RUBIO ZARAGOZA, MONICA	TALLER DE ESTRATEGIAS DE APRENDIZAJE. TURNO MAÑANA
17026GR2	29200263S	BALASTEGUI MARTINEZ, MARIA TERESA	TALLER DE ESTRATEGIAS DE APRENDIZAJE. TURNO MAÑANA
17026GR2	28919248Z	MUÑOZ ALMARAZ, FRANCISCO JAVIE	TALLER DE ESTRATEGIAS DE APRENDIZAJE. TURNO MAÑANA
17026GR2	Y2353359J	SOEIRO DE BRITO XAVIER, CHRISTELLE ARIANE BRIGITTE	TALLER DE ESTRATEGIAS DE APRENDIZAJE. TURNO MAÑANA
17026GR2	44871751Q	ZURIAGA SANCHIS, ELISEO ALFONSO	TALLER DE ESTRATEGIAS DE APRENDIZAJE. TURNO MAÑANA
17027GR1	18054715Z	BARBA RECREO, MARTA	TALLER DE METACOGNICIÓN. TURNO MAÑANA
17027GR1	48435751M	COLOMER SELVA, ROCIO	TALLER DE METACOGNICIÓN. TURNO MAÑANA
17027GR1	25399605S	GARCES NARRO, CARLOS	TALLER DE METACOGNICIÓN. TURNO MAÑANA
17027GR1	21665734X	HILARIO PEREZ, LUCIA	TALLER DE METACOGNICIÓN. TURNO MAÑANA
17027GR1	18437886M	MOCE CERVERA, MARIA LORENA	TALLER DE METACOGNICIÓN. TURNO MAÑANA
17027GR1	20418752L	SOLER SANCHIS, MARIA DOLORES	TALLER DE METACOGNICIÓN. TURNO MAÑANA
17027GR2	44857840C	GARCIA ROSELLO, EMPAR	TALLER DE METACOGNICIÓN. TURNO TARDE
17027GR2	24367550Q	GIMENEZ SANCHO, ALBERTO	TALLER DE METACOGNICIÓN. TURNO TARDE
17027GR2	05267762A	HERNANDEZ GUERRA, ANGEL MARIA	TALLER DE METACOGNICIÓN. TURNO TARDE
17027GR2	48601433H	PENADES FONS, MARIOLA	TALLER DE METACOGNICIÓN. TURNO TARDE
17027GR2	72886460N	ROMERO AGUIRREGOMEZCOR, JON	TALLER DE METACOGNICIÓN. TURNO TARDE
17027GR2	44871751Q	ZURIAGA SANCHIS, ELISEO ALFONSO	TALLER DE METACOGNICIÓN. TURNO TARDE
17028GR1	18054715Z	BARBA RECREO, MARTA	TALLER DE METODOLOGÍAS RESOLUTIVAS. TURNO MAÑANA
17028GR1	20449151N	CUERVO SERRATO, BELEN	TALLER DE METODOLOGÍAS RESOLUTIVAS. TURNO MAÑANA
17028GR1	21665734X	HILARIO PEREZ, LUCIA	TALLER DE METODOLOGÍAS RESOLUTIVAS. TURNO MAÑANA
17028GR1	72886460N	ROMERO AGUIRREGOMEZCOR, JON	TALLER DE METODOLOGÍAS RESOLUTIVAS. TURNO MAÑANA
17028GR1	18423367E	TERRADO VICENTE, JOSE	TALLER DE METODOLOGÍAS RESOLUTIVAS. TURNO MAÑANA
17028GR2	44857840C	GARCIA ROSELLO, EMPAR	TALLER DE METODOLOGÍAS RESOLUTIVAS. TURNO TARDE
17028GR2	24367550Q	GIMENEZ SANCHO, ALBERTO	TALLER DE METODOLOGÍAS RESOLUTIVAS. TURNO TARDE
17028GR2	48601433H	PENADES FONS, MARIOLA	TALLER DE METODOLOGÍAS RESOLUTIVAS. TURNO TARDE
17029	29064059V	LOPEZ MURCIA, MARIA MAR	LIDERAZGO E INNOVACIÓN EN EL AULA: EL MODELO AARC (AULAS DE ALTO RENDIMIENTO CEU)
17029	29202323M	MORERA ESTEVE, MARIA JOSE	LIDERAZGO E INNOVACIÓN EN EL AULA: EL MODELO AARC (AULAS DE ALTO RENDIMIENTO CEU)
17029	51394259T	MUÑOZ SEVILLA, CARLOS	LIDERAZGO E INNOVACIÓN EN EL AULA: EL MODELO AARC (AULAS DE ALTO RENDIMIENTO CEU)
17031	51394259T	MUÑOZ SEVILLA, CARLOS	BLACKBOARD 3, SUBIR CONTENIDOS
17032	51394259T	MUÑOZ SEVILLA, CARLOS	BLACKBOARD 4. ACTIVIDADES DEL ALUMNADO
17033	20162184Q	FAYOS FEBRER, RAFAEL	BLACKBOARD 5. EVALUACIONES ONLINE
17033	05215891C	MATEOS OTERO, MILAGROS	BLACKBOARD 5. EVALUACIONES ONLINE
17033	73652017Z	RODILLA ALAMA, VICENTE	BLACKBOARD 5. EVALUACIONES ONLINE
17034	44861382C	JORDA MORET, JAUME VICENT	MANEJO DE BASE DE DATOS JURÍDICAS
17027GR1	48435751M	COLOMER SELVA, ROCIO	TALLER DE METACOGNICIÓN. TURNO MAÑANA

Curso	NIF	Nombre Completo	CURSOS FORMACIÓN
17027GR1	25399605S	GARCES NARRO, CARLOS	TALLER DE METACOGNICIÓN. TURNO MAÑANA
17027GR1	21665734X	HILARIO PEREZ, LUCIA	TALLER DE METACOGNICIÓN. TURNO MAÑANA
17027GR1	18437886M	MOCE CERVERA, MARIA LORENA	TALLER DE METACOGNICIÓN. TURNO MAÑANA
17027GR1	20418752L	SOLER SANCHIS, MARIA DOLORES	TALLER DE METACOGNICIÓN. TURNO MAÑANA
17027GR2	44857840C	GARCIA ROSELLO, EMPAR	TALLER DE METACOGNICIÓN. TURNO TARDE
17027GR2	24367550Q	GIMENEZ SANCHO, ALBERTO	TALLER DE METACOGNICIÓN. TURNO TARDE
17027GR2	05267762A	HERNANDEZ GUERRA, ANGEL MARIA	TALLER DE METACOGNICIÓN. TURNO TARDE
17027GR2	48601433H	PENADES FONS, MARIOLA	TALLER DE METACOGNICIÓN. TURNO TARDE

ANNEX 4:  
Commissions of the Faculty  
of Veterinary Medicine

### Comisión Consultiva

#### Members:

- ✓ Manuel Escolano Puig. Director General de Salud Pública de la Generalitat Valenciana.
- ✓ Óscar González Gutiérrez Solana. Subdirector General de Sanidad Exterior, Ministerio de Sanidad y Consumo.
- ✓ Vicente Granel Ivorra. Jefe del Servicio de Ganadería, Consellería de Agricultura, Pesca y Alimentación.
- ✓ Pablo Areito Toledo. Director Biológico, Parque Oceanográfico de Valencia
- ✓ Ernesto Gómez Blasco. Director del Centro de Investigación y Tecnología Animal (CITA-IVIA) de Segorbe.
- ✓ Manuel Lainez Andrés. Director General de Investigación y Tecnología Animal de la Generalitat Valenciana
- ✓ José I. Barragán Cos. Presidente de la Asociación Española de Ciencia Avícola (AECA), sección española de la WPSA.
- ✓ Rafael Mendieta Fiter. Ex-Presidente de AVEPA (Asociación de Veterinarios Españoles Especialistas en Pequeños Animales).
- ✓ Juan José Badiola Díez. Presidente del Consejo General de Colegios Veterinarios de España.
- ✓ Rosendo Sanz Bou. Presidente del Consel de Col.legis Veterinaris de la Comunitat Valenciana, Presidente del Ilustre Colegio Oficial de Veterinarios de Valencia.
- ✓ José Manuel Sánchez-Vizcaíno Rodríguez. Ex-Presidente de ANAPORC (Asociación Nacional de Porcinocultura).
- ✓ Luis M. Cebrián Yagüe. Presidente de ANEMBE (Asociación Nacional de Especialistas en Medicina Bovina de España).
- ✓ Mariano Domingo Álvarez. Presidente de AVEDILA (Asociación de Veterinarios Españoles Especialistas en Diagnóstico Laboratorial).
- ✓ Mariano Herrera García. Presidente de SEOC (Sociedad Española de Ovinotecnia y Caprinotecnia).
- ✓ Carlos Escribano Mora. Director General de Ganadería del Ministerio de Medio Ambiente y Medio Rural y Marino

### Comisión de Grado

#### Members:

- ✓ Decano: Santiago Vega García.
- ✓ Coordinador Académico: Joaquín Sopena Juncosa
- ✓ Secretaria Académica: Victoria Villagrasa Sebastián
- ✓ Director del Hospital Clínico Veterinario: Rafael Mazo
- ✓ Directores de departamento: Milagros Mateos Otero y José Terrado Vicente
- ✓ Coordinadora de movilidad: Lorena Mocé Cervera
- ✓ Directora de la Granja docente y de investigación: M<sup>ª</sup> Dolores Soler Sanchis

### Comisión de Bioseguridad

#### Members:

- ✓ Decano: Santiago Vega
- ✓ Directora del Hospital Clínico Veterinario: Mireia García Roselló
- ✓ Directora de la Granja docente y de investigación: Paula Martínez Ros

- ✓ Arquitecto de la universidad: Francisco Esquembre Casañ
- ✓ Responsable de los laboratorios: Jose Antonio García Bautista
- ✓ Profesor: Joaquín Ortega Porcel

### **Comisión de Mejora del Rendimiento Académico**

Members:

- ✓ Carlos Garcés Narro
- ✓ M<sup>a</sup> Magdalena Garijo Toledo
- ✓ M<sup>a</sup> Carmen López Mendoza

### **Comisión de Garantía de Calidad**

Members:

- ✓ Presidente Comisión: ----- Santiago Vega García
- ✓ Secretaria: ----- Victoria Villagrasa Sebastián
- ✓ Coordinadora de calidad: ----- Lorena Mocé Cervera
- ✓ Vicedecano: ----- Joaquín Sopena Juncosa
- ✓ Profesor Titulación: ----- José Ignacio Redondo García
- ✓ Directora de la Granja: ----- Paula Martínez Ros
- ✓ Directora en funciones HCV: ----- Mireia García Roselló
- ✓ Representante PAS: ----- Juana Blat Coll
- ✓ Miembro UDEC: ----- Montserrat Martínez Soldevilla
- ✓ Delegado General de alumnos

### **Comisión de renovación de la Acreditación del Master de Seguridad Alimentaria**

- Presidente Comisión: ----- Santiago Vega García
- Secretaria: ----- Victoria Villagrasa Sebastián
- Coordinadora del título: ----- Carmen López
- Vicedecano: ----- Joaquín Sopena
- Coordinadora de calidad: ----- Lorena Mocé cervera
- Profesor Titulación: ----- Olga Piquer Querol
- Representante PAS: ----- Natalia Ferrer
- Miembro UDEC: ----- Montserrat Martínez Soldevilla
- Representante de los alumnos

### **Comisión de convalidaciones**

Members:

- Joaquín Sopena
- Carmen López
- Clara Marín
- Christelle de Brito
- Victoria Villagrasa
- Santiago Vega

### **Comisión para la evaluación de AVAP**

Members:

- Presidente: Santiago Vega
- Secretaria: Lorena Mocé
- Ángel García Muñoz
- Carlos Garcés Narro
- Juan Manuel Corpa Arenas
- Joaquín Ortega Porcel
- José Terrado Vicente
- María Mar López Murcia
- María Luz Ortiz Gómez
- Empar García Roselló
- Juan Cuervo Arango Lecina
- Juana Blat Coll
- Montse Martínez Soldevilla
- Joaquín Sopena Juncosa
- Victoria Villagrasa Sebastián
- Representante de los alumnos

### **Comisión para la evaluación de EAEVE**

Members:

- Presidente: Santiago Vega
- Secretaria: Lorena Mocé
- Ángel García Muñoz
- Carlos Garcés Narro
- Juan Manuel Corpa Arenas
- Joaquín Ortega Porcel
- José Terrado Vicente
- María Mar López Murcia
- María Luz Ortiz Gómez
- Empar García Roselló
- Juan Cuervo Arango Lecina
- Juana Blat Coll
- Montse Martínez Soldevilla
- Joaquín Sopena Juncosa
- Victoria Villagrasa Sebastián
- Representante de los alumnos

ANNEX 5:  
Standard reference table ESEVT vs Processes SGIC,  
Academic secretary and Hospital Clínico Veterinario

Standard ESEVT	SGIC CEU UCH	Academic secretary ISO	Clinical Veterinary Hospital ISO
1.- Objectives and Organization	<p><b>PE 01</b> PROCESS FOR THE ESTABLISHMENT AND UPDATING OF QUALITY POLICY AND OBJECTIVES</p> <p><b>PE 02</b> PROCESS FOR THE DEFINITION OF POLICY REGARDING ACADEMIC STAFF</p> <p><b>PE 03</b> PROCESS FOR THE DEFINITION OF POLICY REGARDING SERVICE AND ADMINISTRATION STAFF</p>	<p><b>PT.05</b> ELECTIONS OF STUDENT REPRESENTATIVES</p> <p><b>PT.06</b> COMMUNICATIONS AND RELATIONSHIPS WITH OTHER SERVICES</p> <p><b>PC.02</b> MEASUREMENT, ANALYSIS AND IMPROVEMENT</p> <p><b>PC.03</b> HUMAN RESOURCES</p>	<p><b>PC. 04</b> INTERNAL AUDITS</p>
2.- Finances	<p><b>PA 01</b> PROCESS FOR THE SELECTION AND HIRING OF ACADEMIC STAFF</p> <p><b>PA 02</b> PROCESS FOR THE TRAINING OF ACADEMIC STAFF</p> <p><b>PA 14</b> PROCESS FOR THE MANAGEMENT OF FACILITIES AND INFRASTRUCTURE</p> <p><b>PA 15</b> PROCESS FOR THE MANAGEMENT OF MATERIAL RESOURCES</p> <p><b>PA 16</b> PROCESS FOR SERVICE MANAGEMENT</p>	<p><b>PT.07</b> PURCHASING AND INFRASTRUCTURE MAINTENANCE</p> <p><b>PC.03</b> HUMAN RESOURCES</p>	<p><b>PC.03</b> HUMAN RESOURCES</p> <p><b>PT.13</b> INFRAESTUCTURE MAINTENENCE AND CLEANING</p>
3.- Curriculum	<p><b>PC 01</b> PROCESS FOR THE DESIGN OF THE EDUCATIONAL PROGRAMME</p> <p><b>PC 12</b> PROCESS FOR THE REVIEW AND IMPROVEMENT OF THE EDUCATIONAL PROGRAMMES</p> <p><b>PA 13</b> PROCESS FOR ATTENDING TO SUGGESTIONS AND COMPLAINTS</p> <p><b>PC 11</b> PROCESS FOR MEASUREMENT, ANALYSIS AND IMPROVEMENT</p> <p><b>PC 05</b> PROCESS FOR PLANNING AND MANAGEMENT OF TEACHING</p> <p><b>PC 09</b> PROCESS FOR THE MANAGEMENT OF EXTERNAL PRACTICAL TRAINING</p> <p><b>PC 15</b> PROCESS FOR LEARNING ASSESSMENT</p> <p><b>PA 04</b> PROCESS FOR THE ASSESSMENT OF ACADEMIC STAFF SATISFACTION</p>	<p><b>PT.01</b> ACADEMIC MANAGEMENT</p> <p><b>PT.03</b> TEACHING PLANNING</p> <p><b>PT.04</b> VOLUNTARY EXTERNAL PRACTICAL TRAINING AND PLACEMENTS</p> <p><b>PT.06</b> COMMUNICATIONS AND RELATIONSHIPS WITH OTHER SERVICES</p>	<p><b>PC.03</b> HUMAN RESOURCES</p> <p><b>PC.05</b> UNSATISFACTORY PRODUCTS AND SERVICES / CLIENT COMPLAINTS</p> <p><b>PT.08</b> VETERINARY CARE WITH TRAINEES</p>

<b>Standard ESEVT</b>	<b>SGIC CEU UCH</b>	<b>Academic secretary ISO</b>	<b>Clinical Veterinary Hospital ISO</b>
4.-Facilities and Equipment	<b>PA 16</b> PROCESS FOR SERVICE MANAGEMENT	<b>PT.07</b> PURCHASING AND INFRASTRUCTURE MAINTENANCE	<b>PT.12</b> PURCHASING
5.- Animal resources and teaching material of animal origin		<b>PT.07</b> PURCHASING AND INFRASTRUCTURE MAINTENANCE	<b>PT.12</b> PURCHASING
6.- Learning resources	<b>PA 16</b> PROCESS FOR SERVICE MANAGEMENT <b>PA 15</b> PROCESS FOR THE MANAGEMENT OF MATERIAL RESOURCES	<b>PT.08</b> ADMINISTRATIVE ACTIVITIES <b>PT.07</b> PURCHASING AND INFRASTRUCTURE MAINTENANCE	<b>PT.12</b> PURCHASING
7.- Student admission	<b>PA 13</b> PROCESS FOR ATTENDING TO SUGGESTIONS AND COMPLAINTS <b>PC 02</b> STUDENT RECRUITMENT PROCESS <b>PC 03</b> ADMISSIONS PROCESS FOR NEW STUDENTS <b>PC 06</b> STUDENT GUIDANCE PROCESS <b>PA 18</b> PROCESS FOR UPDATING AND DISTRIBUTING REGULATIONS	<b>PT.02</b> TUTORING ACTIVITIES <b>PT.10</b> ADMINISTRATION OF INTERVIEWS WITH PROSPECTIVE STUDENTS	<b>PC.05</b> UNSATISFACTORY PRODUCTS AND SERVICES / CLIENT COMPLAINT <b>PC.01</b> CONTEXT, ORGANIZACIÓN AND RISK ASSESSMENT
8.- Student assessment	<b>PC 15</b> PROCESS FOR LEARNING ASSESSMENT <b>PC 11</b> PROCESS FOR MEASUREMENT, ANALYSIS AND IMPROVEMENT <b>PC 12</b> PROCESS FOR THE REVIEW AND IMPROVEMENT OF THE EDUCATIONAL PROGRAMMES	<b>PT 01</b> ACADEMIC MANAGEMENT <b>PT.09</b> ADMINISTRATION OF STUDENT RECORDS AND ASSESSMENT PANE	<b>PT.08</b> VETERINARY CARE WITH TRAINEES <b>PC.03</b> HUMAN RESOURCES

<p>9.- Academic support and staff</p>	<p><b>PE 02</b> PROCESS FOR THE DEFINITION OF POLICY REGARDING ACADEMIC STAFF  <b>PE 03</b> PROCESS FOR THE DEFINITION OF POLICY REGARDING SERVICE AND ADMINISTRATION STAFF  <b>PA 01</b> PROCESS FOR THE SELECTION AND HIRING OF ACADEMIC STAFF  <b>PA 02</b> PROCESS FOR THE TRAINING OF ACADEMIC STAFF  <b>PA 06</b> PROCESS FOR THE PROMOTION OF ACADEMIC STAFF  <b>PA 03</b> PROCESS FOR TEACHING ASSESSMENT (DOCENTIA)  <b>PA 04</b> PROCESS FOR THE ASSESSMENT OF ACADEMIC STAFF SATISFACTION  <b>PA 05</b> PROCESS FOR THE ASSESSMENT OF STUDENT SATISFACTION WITH THE ACADEMIC STAFF  <b>PA 07</b> PROCESS FOR THE SELECTION AND HIRING OF SERVICE AND ADMINISTRATIVE STAFF  <b>PA 08</b> PROCESS FOR THE TRAINING OF SERVICE AND ADMINISTRATIVE STAFF  <b>PA 10</b> PROCESS FOR THE ASSESSMENT OF SERVICE AND ADMINISTRATIVE STAFF SATISFACTION  <b>PA 11</b> PROCESS FOR THE ASSESSMENT OF STUDENT SATISFACTION WITH SERVICES</p>	<p><b>PC.03</b> HUMAN RESOURCES  <b>PT.08</b> ADMINISTRATIVE ACTIVITIES</p>	<p><b>PC.03</b> HUMAN RESOURCES  <b>PT.08</b> VETERINARY CARE WITH TRAINEES  <b>PC.02</b> MEASUREMENT, ANALYSIS AND IMPROVEMENT</p>
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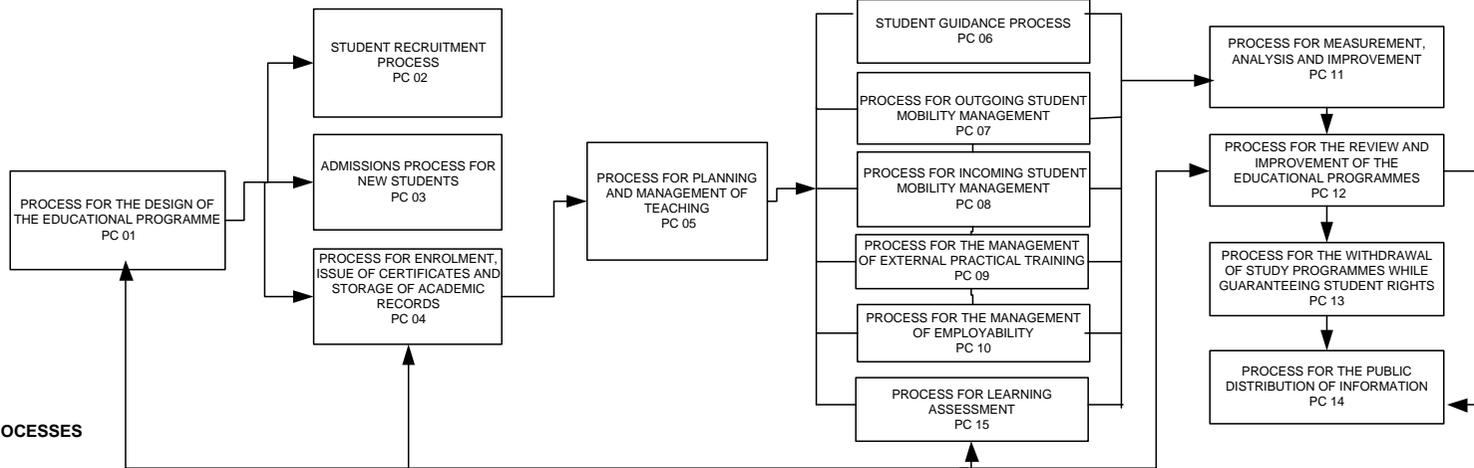
<p>10.- Research programs, continuing and post-graduate education</p>	<p><b>PC 01</b> PROCESS FOR THE DESIGN OF THE EDUCATIONAL PROGRAMME  <b>PC 12</b> PROCESS FOR THE REVIEW AND IMPROVEMENT OF THE EDUCATIONAL PROGRAMMES  <b>PC 05</b> PROCESS FOR PLANNING AND MANAGEMENT OF TEACHING</p>	<p><b>PT.08</b> ADMINISTRATIVE ACTIVITIES</p>	<p><b>PT.08</b> VETERINARY CARE WITH TRAINEES</p>
<p>11.- Outcome evaluation and quality assurance</p>	<p><b>PA 13</b> PROCESS FOR ATTENDING TO SUGGESTIONS AND COMPLAINTS  <b>PC 11</b> PROCESS FOR MEASUREMENT, ANALYSIS AND IMPROVEMENT  <b>PA 04</b> PROCESS FOR THE ASSESSMENT OF ACADEMIC STAFF SATISFACTION  <b>PA 03</b> PROCESS FOR TEACHING ASSESSMENT (DOCENTIA)  <b>PA 05</b> PROCESS FOR THE ASSESSMENT OF STUDENT SATISFACTION WITH THE ACADEMIC STAFF  <b>PA 10</b> PROCESS FOR THE ASSESSMENT OF SERVICE AND ADMINISTRATIVE STAFF SATISFACTION  <b>PA 11</b> PROCESS FOR THE ASSESSMENT OF STUDENT SATISFACTION WITH SERVICES</p>	<p><b>PC.01</b> RECORD MANAGEMENT AND MONITORING  <b>PC.02</b> MEASUREMENT, ANALYSIS AND IMPROVEMENT  <b>PC.04</b> INTERNAL AUDITS  <b>PC.05</b> UNSATISFACTORY PRODUCTS AND SERVICES / CLIENT COMPLAINTS  <b>PC.06</b> REMEDIAL AND PREVENTATIVE MEASURES</p>	<p><b>PC.01</b> CONTEXT, ORGANIZACIÓN AND RISK ASSESSMENT  <b>PC.02</b> MEASUREMENT, ANALYSIS AND IMPROVEMENT  <b>PC.04</b> INTERNAL AUDITS  <b>PC.05</b> UNSATISFACTORY PRODUCTS AND SERVICES / CLIENT COMPLAINT  <b>PC.06</b> REMEDIAL MEASURES</p>

**ANNEX 6:  
Process Map of the SGIC**

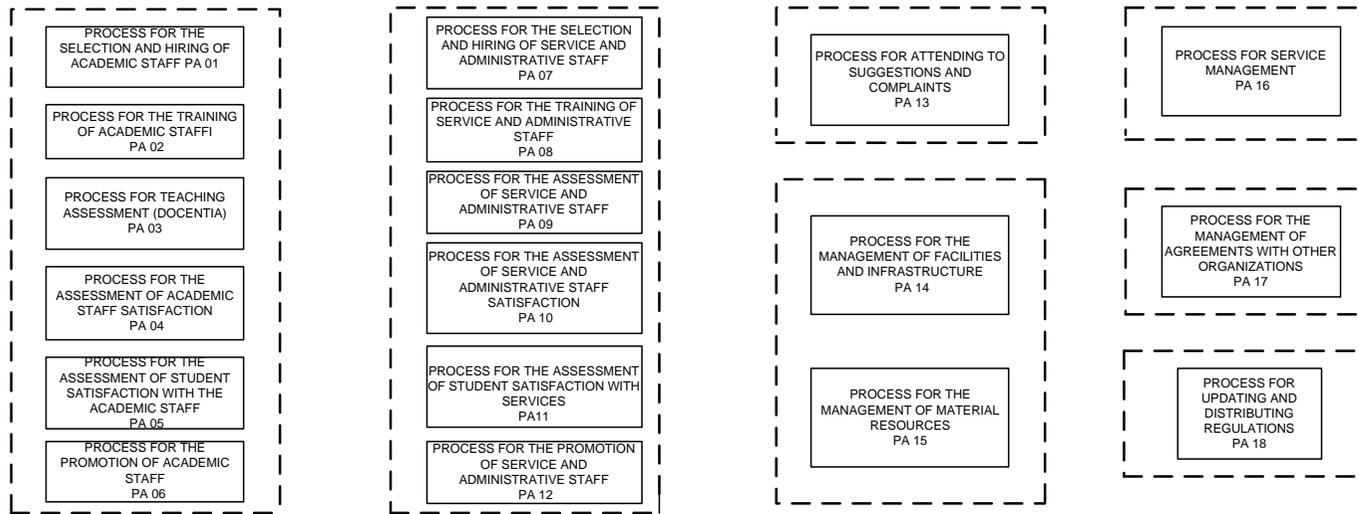
**STRATEGIC PROCESSES**



**KEY PROCESSES**

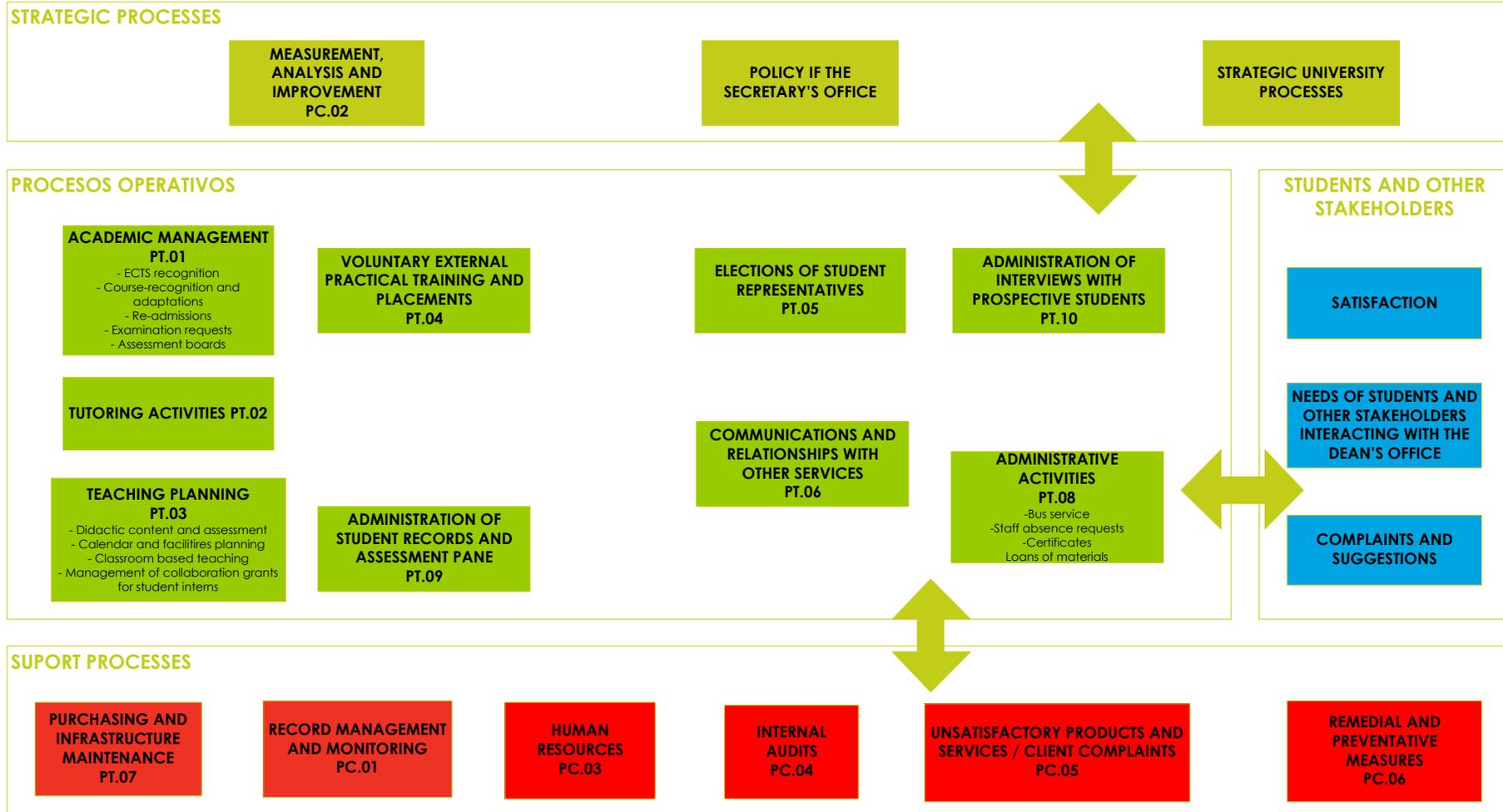


**SUPPORT PROCESSES**



ANNEX 7:  
Process Map of the Quality System of the Academic  
Secretary's Office of the Faculty of Veterinary Medicine

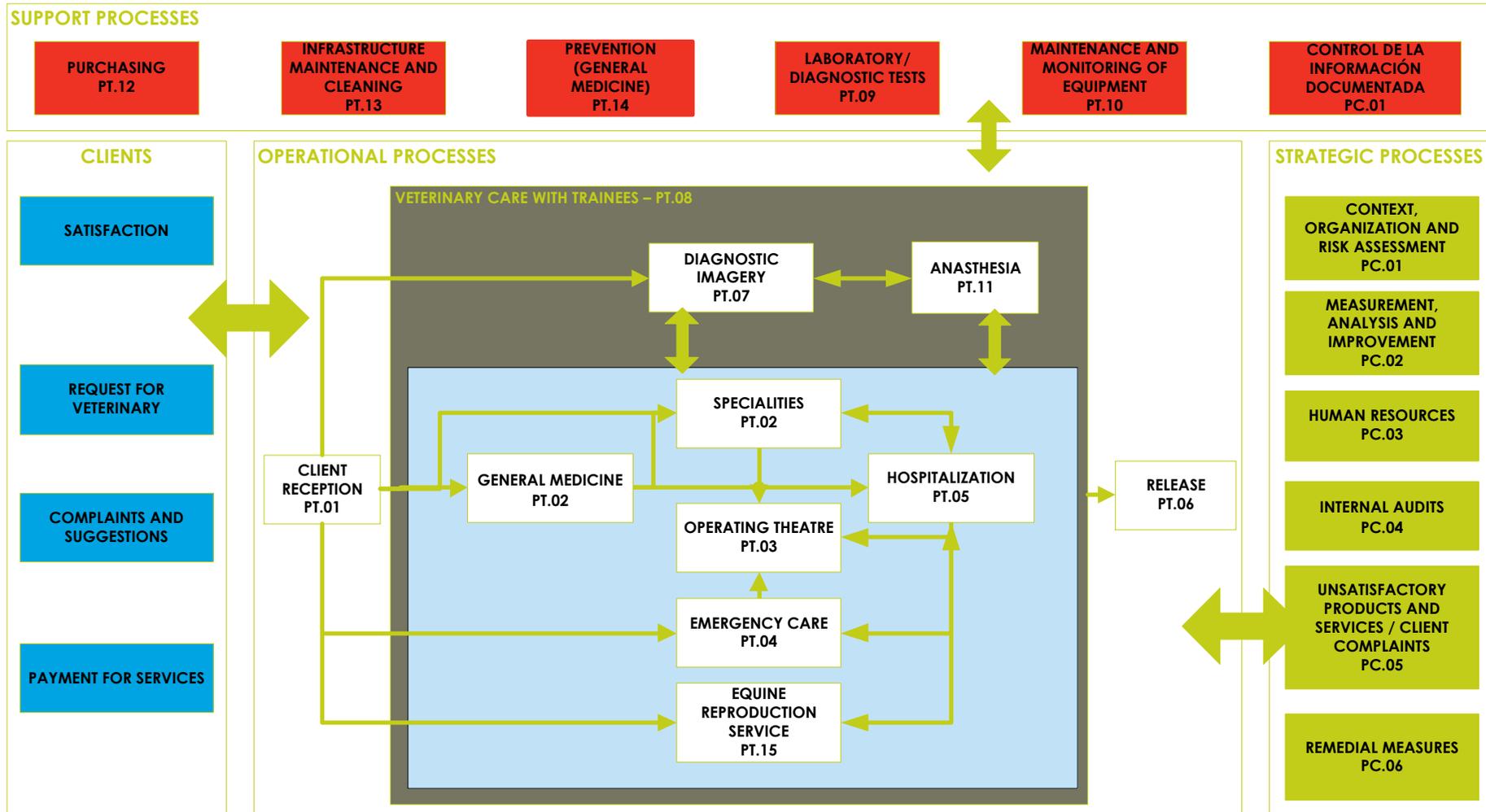
# PROCESS MAP



The Dean's Office  
FECHA: 15/12/16

**ANNEX 8:**  
**Process Map of the Quality System of the  
Hospital Clínico Veterinario**

# PROCESS MAP



The Management  
DATE: 20/07/2017

