



# **CAMINANDO HACIA EL FUTURO: UNA FACULTAD DE VETERINARIA PARA EL 2020**

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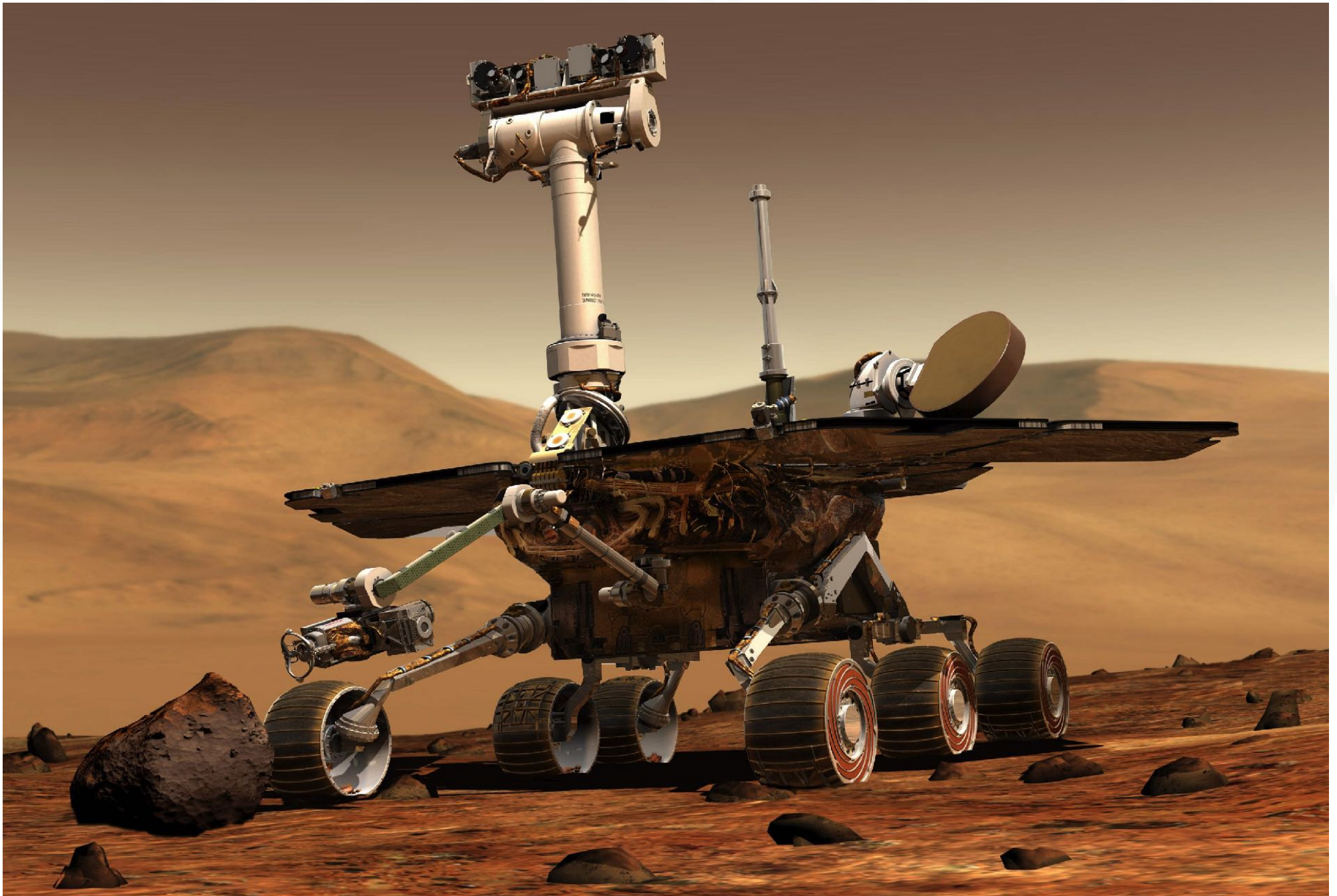
JORNADA FORMATIVA

Facultad de Veterinaria , Universidad de Córdoba

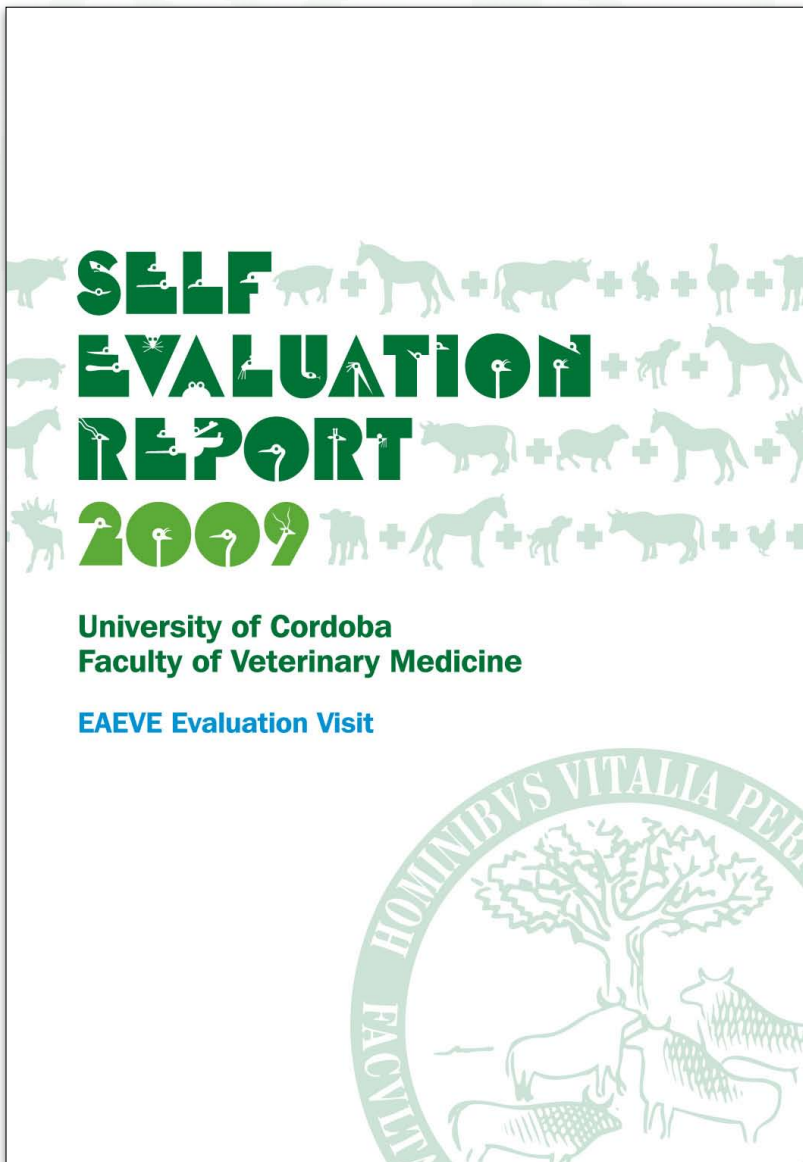
4 de julio de 2017

# REVISIÓN DE LA DOCUMENTACIÓN Y PREPARACIÓN DE LA VISITA





## un camino recorrido



Visita EAEVE 2009  
Implantación del Grado  
Acreditación DEVA

**un camino recorrido**

# Grupo de Trabajo EAEVE 2020 (JF 10/05/2016)



REUNIÓN FAVE MADRID - PROF. DULFUS  
enero 2017

**y un camino por recorrer**

VISITA

PREPARACIÓN DE LA VISITA

ELABORACIÓN DEL AUTOINFORME

**PREPARACIÓN DEL AUTOINFORME...**



## el **AUTOINFORME (SER)**

pieza básica del proceso de evaluación

resultado de una **profunda revisión del establecimiento** y de la enseñanza y formación que se les proporciona a los estudiantes...

atendiendo a los criterios de calidad establecidos por el ESEVT (SOP Uppsala 2016)

## eI AUTOINFORME (SER)

## PLANTILLA-GUION (Anexo 6 SOP)

## ESEVT STANDARDS (capítulo 3 SOP)

## ESEVT RUBRICS (informe VISITA)

**13. ESEVT Rubrics** (summary of the decision of the Visitation Team of the Establishment for each ESEVT Standard, i.e. compliance (C), partial compliance (PC) (Minor Deficiency) or non-compliance (NC) (Major Deficiency))

<b>Standard 1: Objectives and Organisation</b>	<b>C</b>	<b>PC</b>	<b>NC</b>
1.1. The Establishment must have as its main objective to provide, in agreement with the EU Directives and ESG recommendations, adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning.			
1.2. The Establishment must develop and follow its mission statement which must embrace all the ESEVT standards.			
1.3. The Establishment must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country.			
1.4. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.			
1.5. The organisational structure must allow input not only from staff and students but also from external stakeholders.			
1.6. The Establishment must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with timeframe and indicators for its implementation.			
<b>Standard 2: Finances</b>			
2.1. Finances must be demonstrably adequate to sustain the requirements for the Establishment to meet its mission and to achieve its objectives for education, research and services.			
2.2. The finance report must include both expenditures and revenues and must separate personnel costs, operating costs, maintenance costs and equipment.			
2.3. Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.			
2.4. Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations. Clinics must be run as efficiently as possible.			
2.5. The Establishment must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.			
<b>Standard 3: Curriculum</b>			
3.1. The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC as amended by directive 2013/55/EU and its Annex V.4.1.			
3.2. The learning outcomes for the programme must be explicitly articulated to form a cohesive framework.			
3.3. Programme learning outcomes must be communicated to staff and students and: -) underpin and ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme; -) form the basis for explicit statements of the objectives and learning outcomes of individual units of study; -) be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.			
3.4. The Establishment must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must: -) determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum, -) oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes, -) review the curriculum at least every seven years by involving staff, students and stakeholders, -) identify and meet training needs for all types of staff, maintaining and enhancing their competence for the on-going curriculum development.			
3.5. The curriculum must include the subjects (input) listed in Annex V of EU Directive 2005/36/EC and must allow the acquisition of the Day One Competences (output) (see Annex 2). This must concern all groups of subjects, i.e. Basic Sciences, Clinical Sciences, Animal Production, Food Safety and Quality, and Professional Knowledge.			
3.6. External Practical Training (EPT) are training activities organised outside the Establishment, the student being under the direct supervision of a non academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herds visits, practical training in FSQ).			
3.7. Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education by enhancing for the student the handling of all common domestic animals, the understanding of the economics and management of animal units and veterinary practices, the communication skills for all aspects of veterinary work, the hands-on practical and clinical training, the real-life experience, and			



## el **AUTOINFORME (SER)**

**PROFUNDA REVISIÓN** del Centro...

DATOS OBJETIVOS (evidencias)

COMENTARIOS

SUGERENCIAS DE MEJORA

## el AUTOINFORME (SER)

introducción

capítulo 1: **objetivos y organización**

capítulo 2: **finanzas**

capítulo 3: **plan de estudios**

capítulo 4: **instalaciones y equipamiento**

capítulo 5: **recursos animales y material docente de origen animal**

capítulo 6: **recursos docentes**

capítulo 7: **admisión, progreso y bienestar de los estudiantes**

capítulo 8: **evaluación de los estudiantes**

capítulo 9: **personal académico y de soporte**

capítulo 10: **programas de investigación, formación continua y posgrado**

capítulo 11: **evaluación de resultados y sistemas de garantía de calidad**

LISTADO DE INDICADORES ESEVT

glosario

listado de anexos



## European System of Evaluation of Veterinary Training (ESEVT)

# Manual of Standard Operating Procedure

Pages 18-27

### Chapter 3. ESEVT Standards for Accreditation

(as approved by the EAEVE General Assembly on 12 May 2016)

#### Introduction

ESEVT's principal aim in setting standards, and evaluating the Establishment against them, is to ensure that the Establishment:

- ) is well managed
- ) has adequate financing to sustain its educational, research and social commitments
- ) has appropriate resources of staff, facilities and animals
- ) provides an up to date professional curriculum
- ) provides an appropriate learning environment
- ) operates a fair and reliable assessment system
- ) operates *ad hoc* QA and quality enhancement mechanisms.

Compliance with all the ESEVT Standards taken together provides an assurance that the veterinary degree meets the requirements of the EU Directives and ESG recommendations and guarantees that its graduates will have acquired the relevant knowledge, skills and competences required for the entry-level of a veterinarian.

#### Standard 1: Objectives and Organisation

- 1.1 The Establishment must have as its main objective to provide, in agreement with the EU Directives and ESG recommendations, adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning.
- 1.2 The Establishment must develop and follow its mission statement which must embrace all the ESEVT standards.
- 1.3 The Establishment must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country.
- 1.4 The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.



- 1.5 The organisational structure must allow input not only from staff and students but also from external stakeholders.
- 1.6 The Establishment must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with timeframe and indicators for its implementation.

#### Standard 2: Finances

- 2.1 Finances must be demonstrably adequate to sustain the requirements for the Establishment to meet its mission and to achieve its objectives for education, research and services.
- 2.2 The finance report must include both expenditures and revenues and must separate personnel costs, operating costs, maintenance costs and equipment.
- 2.3 Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.
- 2.4 Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations. Clinics must be run as efficiently as possible.
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- 3.2. The learning outcomes for the programme must be explicitly articulated to form a cohesive framework.
- 3.3. Programme learning outcomes must be communicated to staff and students and:
  - ) underpin and ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme;
  - ) form the basis for explicit statements of the objectives and learning outcomes of individual units of study;
  - ) be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.

## el AUTOINFORME (SER)

introducción

capítulo 1: objetivos y organización **(6)**

capítulo 2: finanzas **(5)**

capítulo 3: planes de desarrollo **(4)**

capítulo 4: instalaciones **(6)**

capítulo 5: recursos humanos **(6)**

capítulo 6: recursos materiales **(6)**

capítulo 7: administración **(6)**

capítulo 8: evaluación **(6)**

capítulo 9: personal académico y de soporte **(6)**

capítulo 10: programas de investigación, formación continua y posgrado **(4)**

capítulo 11: evaluación de resultados y sistemas de garantía de calidad **(10)**

LISTADO DE INDICADORES ESEVT

glosario

listado de anexos

90 CUESTIONES

20 INDICADORES

## capítulo 1: objetivos y organización

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DATOS OBJETIVOS  
(EVIDENCIAS)

¿“research-based educational programme”?  
¿“evidence-based educational programme”?

## capítulo 1: objetivos y organización

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PLAN ESTRATÉGICO & OPERATIVO  
ANÁLISIS DAFO  
(EVIDENCIAS)

HCV  
GRANJA UNIVERSITARIA  
PLANTA PILOTO  
DEPARTAMENTOS  
SERVICIOS

## capítulo 1: objetivos y organización

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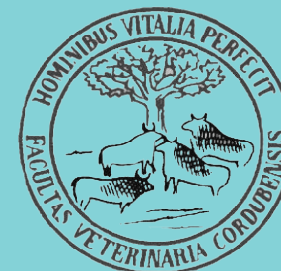
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### APORTACIONES DE AGENTES EXTERNOS

EGRESADOS  
COLEGIOS OFICIALES  
ADMINISTRACIÓN  
ASOCIACIONES GANADERAS  
EMPRESAS AGROPECUARIAS  
...



COMISIÓN DE RELACIONES  
INSTITUCIONALES





## capítulo 2: finanzas

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JUSTIFICACIÓN Y EXPLICACIÓN DE LA  
DEPENDENCIA DE INSTANCIAS  
UNIVERSITARIAS SUPERIORES

## capítulo 3: plan de estudios

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  - ) identify and meet training needs for all types of staff, maintaining and enhancing their competence for the on-going curriculum development.
- 3.5. The curriculum must include the subjects (input) listed in Annex V of EU Directive 2005/36/EC and must allow the acquisition of the Day One Competences (output) (see Annex 2).

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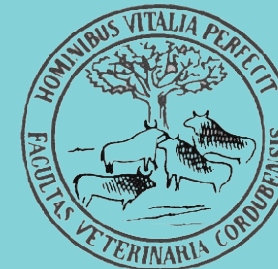
  - ) Basic Sciences;
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  - ) Food Safety and Quality;
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- 3.6. External Practical Training (EPT) are training activities organised outside the Establishment, the student being under the direct supervision of a non academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herds visits, practical training in FSQ).
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- 3.8. The EPT providers must have an agreement with the Establishment and the student (in order to fix their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the Establishment on the EPT programme.
- 3.9. There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.
- 3.10. Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the Establishment and evaluating the EPT. Students must be allowed to complain officially or anonymously about issues occurring during EPT.

## capítulo 3: plan de estudios

- 3.4. The Establishment must have a formally constituted **committee** (which includes **effective student representation**), with the following lines, to oversee and manage the curriculum and its delivery:
- ) determine the pedagogical basis, design, delivery and evaluation of the curriculum
  - ) oversee QA of the curriculum, particularly gathering and responding to feedback from **stakeholders**, and data from examination/assessment outcomes,
  - ) review the curriculum at least every seven years by involving **stakeholders**



COMISIÓN DE RELACIONES  
INSTITUCIONALES



COMITÉ DE DOCENCIA - UGC  
REVISIONES PERIÓDICAS (EVIDENCIAS)  
PARTICIPACIÓN DE ESTUDIANTES &  
AGENTES EXTERNOS

¿ASIGNATURAS LLAVE?  
¿ASIGNATURAS OPTATIVAS?

## capítulo 3: plan de estudios

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## PRACTICUM

seguimiento & coordinación con profesionales  
recursos docentes de estudiantes...  
¿“LOGBOOK”?

## capítulo 3: plan de estudios

3.1. The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive

# COORDINACIÓN DOCENTE

solapamientos, redundancias, integración...

## BÁSICAS-CLÍNICAS

## SANIDAD-PRODUCCIÓN ANIMAL

¿TALLERES DE COORDINACIÓN POR CURSOS?  
¿SISTEMAS DE REVISIÓN POR MATERIAS?

- ) Clinical Sciences;
- ) Animal Production;
- ) Food Safety and Quality;
- ) Professional Knowledge.

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- ) Basic Sciences;
  - ) Clinical Sciences;
  - ) Animal Production;
  - ) Food Safety and Quality;

## SEGUIMIENTO DE ACTIVIDADES PRÁCTICAS (CLÍNICAS)

standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the Establishment on the EPT programme.

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## capítulo 4: instalaciones y equipamiento

- 4.1. All aspects of the physical facilities must provide an environment conducive to learning.
- 4.2. The veterinary Establishment must have a clear strategy and programme for maintaining and upgrading its buildings and equipment.
- 4.3. Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be well maintained. The facilities must be adapted for the number of students enrolled.
- 4.4. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food services facilities.
- 4.5. Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.
- 4.6. Facilities must comply with all relevant legislation including health, safety, biosecurity and EU animal welfare and care standards.
- 4.7. The Establishment's livestock facilities, animal housing, core clinical teaching facilities and equipment must:
  - ) be sufficient in capacity and adapted for the number of students enrolled in order to allow hands-on training for all students
  - ) be of a high standard, well maintained and fit for purpose
  - ) promote best husbandry, welfare and management practices
  - ) ensure relevant biosecurity and bio-containment
  - ) be designed to enhance learning.
- 4.8. Core clinical teaching facilities must be provided in a VTH with 24/7 emergency services at least for companion animals and equines, where the Establishment can unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures. For ruminants and pigs, on-call service must be available if emergency services do not exist for those species in a VTH. The Establishment must ensure state-of-the-art standards of teaching clinics which remain comparable with the best available in the private sector.
- 4.9. The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.
- 4.10. All core teaching sites must provide dedicated learning spaces including adequate internet access.
- 4.11. The Establishment must ensure students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: pharmacy, diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services and necropsy facilities.
- 4.12. Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors.
- 4.13. Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care in accordance with updated methods for prevention of spread of infectious agents. They must be adapted to all animal types commonly handled in the VTH.
- 4.14. The Establishment must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.
- 4.15. The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and to prevent the spread of infectious agents.



## capítulo 4: instalaciones y equipamiento

4.2. The veterinary Establishment must have a **clear strategy and programme** for **maintaining and upgrading** its buildings and equipment.

**ESTRATEGIA DE MANTENIMIENTO...  
DATOS OBJETIVOS & JUSTIFICACIONES**



**COMISIÓN DE  
INFRAESTRUCTURAS**



**AL CLÍNICO VETERINARIO**

**GRANJA UNIVERSITARIA**

o foto, sala necropsia, laboratorios...

## capítulo 4: instalaciones y equipamiento

- 4.6. Facilities must comply with all relevant legislation including **health, safety, biosecurity** and EU animal welfare and care standards.
- 4.12. **Operational policies and procedures** (including biosecurity, good laboratory practice and good clinical practice) **must be taught** and posted for students, staff and visitors.



COMISIÓN DE  
BIOSEGURIDAD



PREVENCIÓN & PROTECCIÓN  
NORMAS  
PROCEDIMIENTOS

MANUALES DE BUENAS PRÁCTICAS

## capítulo 4: instalaciones y equipamiento

- 4.8. Core clinical teaching facilities must be provided in a **VTH** with **24/7 emergency services** at least for companion animals and equines, where the Establishment can unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures. For ruminants and pigs, **on-call service** must be available if emergency services do not exist for those species in a VTH. The Establishment must ensure state-of-the-art standards of teaching clinics which remain comparable with the best available in the private sector.
- 4.13. Appropriate **isolation facilities** must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care in accordance with updated methods for prevention of spread of infectious agents. They must be adapted to all animal types commonly handled in the VTH.

**HOSPITAL CLÍNICO VETERINARIO**  
**¿URGENCIAS EN RUMIANTES & CERDOS?**

## capítulo 4: instalaciones y equipamiento

4.10. All core teaching sites must provide dedicated learning spaces including **adequate internet access.**

¿UCONET? ¿EDUROAM?

## capítulo 5: recursos animales y material docente de origen animal

- 5.1. The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical training (in the area of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled.
- 5.2. It is essential that a diverse and sufficient number of surgical and medical cases in all common domestic animals and exotic pets be available for the students' clinical educational experience and hands-on training.
- 5.3. In addition to the training provided in the Establishment, experience can include practical training at external sites, provided this training is organised under direct academic supervision and at the same standards as those applied in the Establishment.
- 5.4. The VTH must provide nursing care skills and instruction in nursing procedures.
- 5.5. Under all situations students must be active participants in the workup of patients, including physical diagnosis and diagnostic problem oriented decision making.
- 5.6. Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the Establishment.

## capítulo 5: recursos animales y material docente de origen animal

- 5.1. The **number and variety** of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical training (in the area of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled.
- 5.2. It is essential that a **diverse and sufficient number** of surgical and medical cases in all common domestic animals and exotic pets be available for the students' clinical educational experience and hands-on training.

**INDICADORES ESEVT**  
seguimiento anual  
procedimientos de corrección ante deficiencias

# INDICADORES ESEVT

## PERSONAL & ESTUDIANTES

I1 FTE PDI/ESTUDIANTE

I2 FTE VETERINARIOS/ESTUDIANTE

I3 FTE PERSONAL APOYO/ESTUDIANTE

## TIPOS DE ENSEÑANZA

I4 HORAS DE DOCENCIA PRÁCTICA NO CLÍNICA

I5 HORAS DE DOCENCIA PRÁCTICA CLÍNICA

I6 HORAS DE DOCENCIA EN HIGIENE & SEGURIDAD ALIMENTARIA Y SALUD PÚBLICA VETERINARIA

I7 HORAS DE DOCENCIA PRÁCTICA EXTRA-MURAL EN HSA & SPV

## PACIENTES PARA ENSEÑANZA CLÍNICA "INTRA-MURAL"

I8 NÚMERO DE ANIMALES DE COMPAÑÍA EN HCV

I9 NÚMERO DE RUMIANTES & PORCINO EN HCV

I10 NÚMERO DE ÉQUIDOS EN HCV

I11 NÚMERO DE CONEJOS/ROEDORES/AVES/ EXÓTICOS EN HCV

## PACIENTES PARA ENSEÑANZA CLÍNICA "EXTRA-MURAL"

I12 NÚMERO DE ANIMALES DE COMPAÑÍA EN CLÍNICA EXTERNA

I13 NÚMERO DE RUMIANTES & PORCINO EN CLÍNICA EXTERNA

I14 NÚMERO DE ÉQUIDOS EN CLÍNICA EXTERNA

I15 NÚMERO DE EXPLOTACIONES DE RUMIANTES/PORCINO VISITADAS

I16 NÚMERO DE EXPLOTACIONES DE CONEJOS/AVES VISITADAS

## NECROPSIAS

I17 NÚMERO DE NECROPSIAS DE ANIMALES DE COMPAÑÍA

I18 NÚMERO DE NECROPSIAS DE RUMIANTES & PORCINO

I19 NÚMERO DE NECROPSIAS DE ÉQUIDOS

I20 NÚMERO DE NECROPSIAS DE CONEJOS/ROEDORES/AVES/ EXÓTICOS

## INDICADORES ESEVT

### **14 HORAS DE DOCENCIA PRÁCTICA NO CLÍNICA**

Total number of hours of supervised practical (non-clinical) training. It includes inter alia laboratory experiments, microscopic examination of histological and pathological specimens, work on documents and idea-formulation without the handling of animals (e.g. assay work, clinical case studies, handling of herd-health monitoring programmes, risk assessment for VPH, computer-aided exercises), work on normal animals (e.g. physiology, ante mortem inspection), work on cadavers, carcasses and organs (e.g. dissection, post mortem inspection, Food Safety and Quality).

### **15 HORAS DE DOCENCIA PRÁCTICA CLÍNICA**

Total number of hours of supervised clinical training. This training strictly focuses on hands-on procedures by students, which include the relevant diagnostic, preventive and therapeutic activities in the different species. It concerns individual patients, herds and production units and normal animals in a clinical environment.

Propaedeutic, diagnostic necropsies, therapeutic and surgical hands-on activities on cadavers, organs and animal dummies are also classified as clinical training but may not replace the hands-on training on live patients. Simply observing the teacher doing clinical tasks is not considered as clinical training.



# INDICADORES ESEVT



## ESEVT Indicators

Name of the Establishment:		Faculty of Veterinary Sciences Córdoba					
Date of the form filling:		42318					
Calculated Indicators from raw data					Establishment	Minimal	Balance**
					values	values*	
<b>I1</b>	n° of FTE academic staff / n° of undergraduate students				0,134	0,119	0,015
<b>I2</b>	n° of FTE veterinarians / n° of students graduating annually				0,901	0,483	0,418
<b>I3</b>	n° of FTE support staff / n° of students graduating annually				0,351		0,351
<b>I4</b>	n° of hours of practical (non-clinical) training				1099,333		1099,333
<b>I5</b>	n° of hours of clinical training				187,000		187,000
<b>I6</b>	n° of hours of FSQ & VPH training				423,333		423,333
<b>I7</b>	n° of hours of extra-mural practical training in FSQ & VPH				42,000		42,000
<b>I8</b>	n° of companion animal patients seen intra-mural / n° of students graduating annually				19,891	48,06	-28,169
<b>I9</b>	n° of food-producing animal patients seen intra-mural / n° of students graduating annually				#¡DIV/0!	0,758	#¡DIV/0!
<b>I10</b>	n° of equine patients seen intra-mural / n° of students graduating annually				1,298	2,7	-1,402
<b>I11</b>	n° of rabbit, rodent, bird and exotic seen intra-mural / n° of students graduating annually				0,099	0,407	-0,308
<b>I12</b>	n° of companion animal patients seen extra-mural / n° of students graduating annually				0,014		-0,312
<b>I13</b>	n° of food-producing animal patients seen extra-mural / n° of students graduating annually				8,758		8,758
<b>I14</b>	n° of equine patients seen extra-mural / n° of students graduating annually				0,302		0,302
<b>I15</b>	n° of visits of food-producing animal herds / n° of students graduating annually				0,199	0,326	#¡REF!
<b>I16</b>	n° of visits of poultry and rabbit units / n° of students graduating annually				0,008	0,035	-0,027
<b>I17</b>	n° of companion animal necropsies / n° of students graduating annually				0,483	1,589	-1,106
<b>I18</b>	n° of food-producing animal necropsies / n° of students graduating annually				4,678		4,678
<b>I19</b>	n° of equine necropsies / n° of students graduating annually				0,133		0,133
<b>I20</b>	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually				1,772	0,601	1,171
<b>I21***</b>	n° of FTE specialised veterinarians / n° of students graduating annually				0,117		0,117
<b>I22***</b>	n° of PhD graduating annually / n° of students graduating annually				0,103		0,103
*	Recommended minimal values calculated as the 20th percentile of data from Establishments with Approval status						
**	A negative balance indicates that the Indicator is below the recommended minimal value						
***	Indicators used only for statistical purpose						

## INDICADORES ESEVT

### PERSONAL & ESTUDIANTES

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### TIPOS DE ENSEÑANZA

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## INDICADORES ESEVT

seguimiento anual

procedimientos de corrección ante deficiencias

### NECROPSIAS

I17 NÚMERO DE NECROPSIAS DE ANIMALES DE COMPAÑÍA

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I19 NÚMERO DE NECROPSIAS DE ÉQUIDOS

I20 NÚMERO DE NECROPSIAS DE CONEJOS/ROEDORES/AVES/ EXÓTICOS

## capítulo 6: recursos docentes

- 6.1. State-of-the-art learning resources must be available to support veterinary education, research, services and continuing education. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students.
- 6.2. Staff and students must have full access on site to an academic library, which is administered by a qualified librarian, an Information Technology (IT) unit, which is managed by an IT expert, an e-learning platform, and the relevant human and physical resources necessary for development by the staff and use by the students of instructional materials.
- 6.3. The Establishment must provide students with unimpeded access to learning resources which include scientific and other relevant literature, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme, and have mechanisms in place to evaluate the teaching value of innovations in learning resources.
- 6.4. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the Establishment's core facilities via wireless connection (Wi-Fi) and from outside the Establishment via Virtual Private Network (VPN).

## capítulo 6: recursos docentes

- 6.1. State-of-the-art learning resources must be available to support veterinary education, research, services and continuing education. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students.
- 6.2. Staff and students must have full access on site to an **academic library**, which is administered by a qualified librarian, an **Information Technology (IT) unit**, which is managed by an IT expert, an **e-learning platform**, and the relevant human and physical resources necessary for development by the staff and use by the students of instructional materials.

BIBLIOTECA UCO  
RECURSOS ELECTRÓNICOS  
PLATAFORMA MOODLE

for students and staff both in the Establishment's core facilities via wireless connection (Wi-Fi) and

¿UCONET? ¿EDUROAM?

## capítulo 6: recursos docentes

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COMISIÓN DE  
ESTUDIANTES



¿QUIEN? ¿CÓMO?  
(EVIDENCIAS)

## capítulo 7: admisión, progreso y bienestar de los estudiantes

- 7.1. The selection criteria for admission to the programme must be consistent with the mission of the Establishment. The number of students admitted must be consistent with the resources available at the Establishment for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.
- 7.2. In relation to enrolment, the Establishment must provide accurate information in all advertisements regarding the educational programme by providing clear and current information for prospective students. Further, printed catalogue and electronic information must state the purpose and goals of the programme, provide admission requirements, criteria and procedures, state degree requirements, present Establishment descriptions, clearly state information on tuition and fees along with procedures for withdrawal, give necessary information for financial aid programmes, and provide an accurate academic calendar.
- 7.3. The Establishment's website must mention the ESEVT Establishment's status and its last Self Evaluation Report and Visitation Report must be easily available for the public.
- 7.4. The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take account of the fact that students are admitted with a view to their entry to the veterinary profession in due course.
- 7.5. The Establishment must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully, including consideration of their potential to meet all the ESEVT Day One Competences in all common domestic species (see Annex 2).
- 7.6. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.
- 7.7. There must be clear policies and procedures on how applicants with disabilities or illnesses will be considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.
- 7.8. The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The Establishment must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.
- 7.9. The Establishment must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.
- 7.10. Mechanisms for the exclusion of students from the programme for any reason must be explicit.
- 7.11. Establishment policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.
- 7.12. Provisions must be made by the Establishment to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, careers advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable accommodations/adjustments for disabled students, consistent with all relevant equality and/or human rights legislation.
- 7.13. There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).
- 7.14. Mechanisms must be in place by which students can convey their needs and wants to the Establishment.
- 7.15. The Establishment must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the Establishment with the ESEVT standards.

## capítulo 7: admisión, progreso y bienestar de los estudiantes

- 7.1. The **selection criteria** for admission to the programme must be consistent with the mission of the Establishment. The **number of students admitted** must be consistent with the resources available at the Establishment for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.
- 7.4. The selection and progression criteria must be clearly defined, consistent, and defensible, be free

### DUA EXPLICACIÓN & JUSTIFICACIÓN

- consideration of their potential to meet all the ESEVT Day One Competences in all common domestic species (see Annex 2).
- 7.6. Adequate training (including periodic refresher training) must be provided for those involved in the **selection process** to ensure applicants are evaluated fairly and consistently.
- 7.7. There must be clear **policies and procedures on how applicants** with disabilities or illnesses will be considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.

## capítulo 7: admisión, progreso y bienestar de los estudiantes

7.8. The basis for decisions on **progression** (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The Establishment must provide evidence

MECANISMOS & PROCEDIMIENTOS  
CLARIDAD  
EFICACIA  
(EVIDENCIAS)



COMISIÓN DE  
ESTUDIANTES



7.11. **Managing appeals** against decisions, including admissions, and exclusion, must be transparent and publicly available.

7.12. **Mechanisms** for resolution of student grievances (e.g. interpersonal

7.13. **Mechanisms** by which students can convey their needs and wants to the

7.14. **Mechanisms** by which students with a **mechanism**, anonymously if they wish, to offer complaints regarding compliance of the Establishment with the ESEVT



## capítulo 8: evaluación de los estudiantes

- 8.1. The Establishment must ensure that there is a clearly identified structure within the Establishment showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry level competence.
- 8.2. The assessment tasks and grading criteria for each unit of study in the programme must be clearly identified and available to students in a timely manner well in advance of the assessment.
- 8.3. Requirements to pass must be explicit.
- 8.4. Mechanisms for students to appeal against assessment outcomes must be explicit.
- 8.5. The Establishment must have a process in place to review assessment outcomes and to change assessment strategies when required.
- 8.6. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.
- 8.7. Students must receive timely feedback on their assessments.
- 8.8. Assessment strategies must allow the Establishment to certify student achievement of learning objectives at the level of the programme and individual units of study.
- 8.9. Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills and Day One Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of the students logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.

## capítulo 8: evaluación de los estudiantes

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

GUIAS DOCENTES  
CRITERIOS  
METODOLOGÍAS

## capítulo 8: evaluación de los estudiantes

8.9. Methods of formative and summative assessment must be valid and reliable and comprise a **variety of approaches**. Direct assessment of clinical skills and Day One Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of the students logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.

EVALUACIÓN PRÁCTICA  
EVALUACIÓN DE HABILIDADES CLÍNICAS  
EVALUACIÓN DE COMPETENCIAS

## capítulo 8: evaluación de los estudiantes

- 8.1. The Establishment must ensure that there is a **clearly identified structure** within the Establishment showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry level competence.
- 8.4. **Mechanisms** for students to appeal against assessment outcomes must be explicit.
- 8.5. The Establishment must have a **process in place to review** assessment outcomes and to change assessment strategies when required.



COMISIÓN DE  
ESTUDIANTES



COMISIÓN DE DOCENCIA - UGC  
REVISIÓN DE RESULTADOS  
CALIFICACIÓN DE CRITERIOS  
COMITÉ DE ESTUDIANTES

## capítulo 9: personal académico y de soporte

- 9.1. The Establishment must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with the national and EU regulations. A formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching. Most FTE academic staff involved in veterinary training must be veterinarians. It is expected that greater than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.
- 9.2. The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the Establishment's mission.
- 9.3. Staff who participate in teaching must have received the relevant training and qualifications and must display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part time, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.
- 9.4. Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. Academic staff should have a balanced workload of teaching, research and service depending on their role; and should have reasonable opportunity and resources for participation in scholarly activities.
- 9.5. The Establishment must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff, including formal appraisal and informal mentoring procedures. Staff must have the opportunity to contribute to the Establishment's direction and decision making processes.
- 9.6. Promotion criteria for academic and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in, and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.

## capítulo 9: personal académico y de apoyo

9.2. The **total number**, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, **must be sufficient and appropriate** to deliver the educational programme and fulfil the Establishment's mission.

**PERSONAL DE APOYO (PAS)  
NÚMERO & CUALIFICACIÓN**

## capítulo 9: personal académico y de soporte

- 9.1. The Establishment must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with the national and EU regulations. A **formal training** (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching. Most FTE academic staff involved in veterinary training must be veterinarians. It is expected that greater than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.
- 9.3. Staff who participate in teaching must have received the **relevant training** and qualifications and must display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part time, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.

FORMACIÓN DE PROFESORADO  
ESPACIO DE FORMACIÓN VIRTUAL  
SISTEMAS DE TUTORIZACIÓN

## capítulo 9: personal académico y de soporte

- 9.4. Academic positions must offer the security and benefits necessary to maintain **stability**, **continuity**, and competence of the academic staff. Academic staff should have a balanced workload of teaching, research and service depending on their role; and should have reasonable opportunity and resources for participation in scholarly activities.
- 9.5. The Establishment must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the **professional growth** and development of academic and support staff, including formal appraisal and informal mentoring procedures. Staff must have the opportunity to contribute to the Establishment's direction and decision making processes.
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IMPLICACIÓN DEL CENTRO...  
SELECCIÓN  
PROMOCIÓN



## capítulo 10: programas de investigación, formación continua y posgrado

- 10.1. The Establishment must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.
- 10.2. All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine.
- 10.3. All students must have opportunities to participate in research programmes.
- 10.4. The Establishment must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of the profession and society.

## capítulo 10: programas de investigación, formación continua y posgrado

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- 10.4. The Establishment must provide advanced postgraduate degree programmes, e.g. PhD, internships, and **continuing education** programmes that complement and enhance the veterinary degree programme and are relevant to the needs of the



COMISIÓN DE FORMACIÓN  
CONTINUA



FORMACIÓN CONTINUA VIRTUAL  
(PLATAFORMA MOODLE)

## capítulo 10: programas de investigación, formación continua y posgrado

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COMISIÓN DE  
INVESTIGACIÓN



COOPERACIÓN DE ESTUDIANTES

COOPERACIÓN ENTRE GRUPOS

## capítulo 11: evaluación de resultados y sistemas de garantía de calidad

- 11.1 The Establishment must have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders must develop and implement this policy through appropriate structures and processes, while involving external stakeholders.
- 11.2 The Establishment must have processes for the design and approval of their programmes. The programmes must be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.
- 11.3 The Establishment must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.
- 11.4 The Establishment must consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.
- 11.5 The Establishment must assure themselves of the competence of their teachers. They must apply fair and transparent processes for the recruitment and development of staff.
- 11.6 The Establishment must have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.
- 11.7 The Establishment must ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.
- 11.8 The Establishment must publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.
- 11.9 The Establishment must monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews must lead to continuous improvement of the programme. Any action planned or taken as a result must be communicated to all those concerned.
- 11.10 The Establishment must undergo external quality assurance in line with the ESG on a cyclical basis.

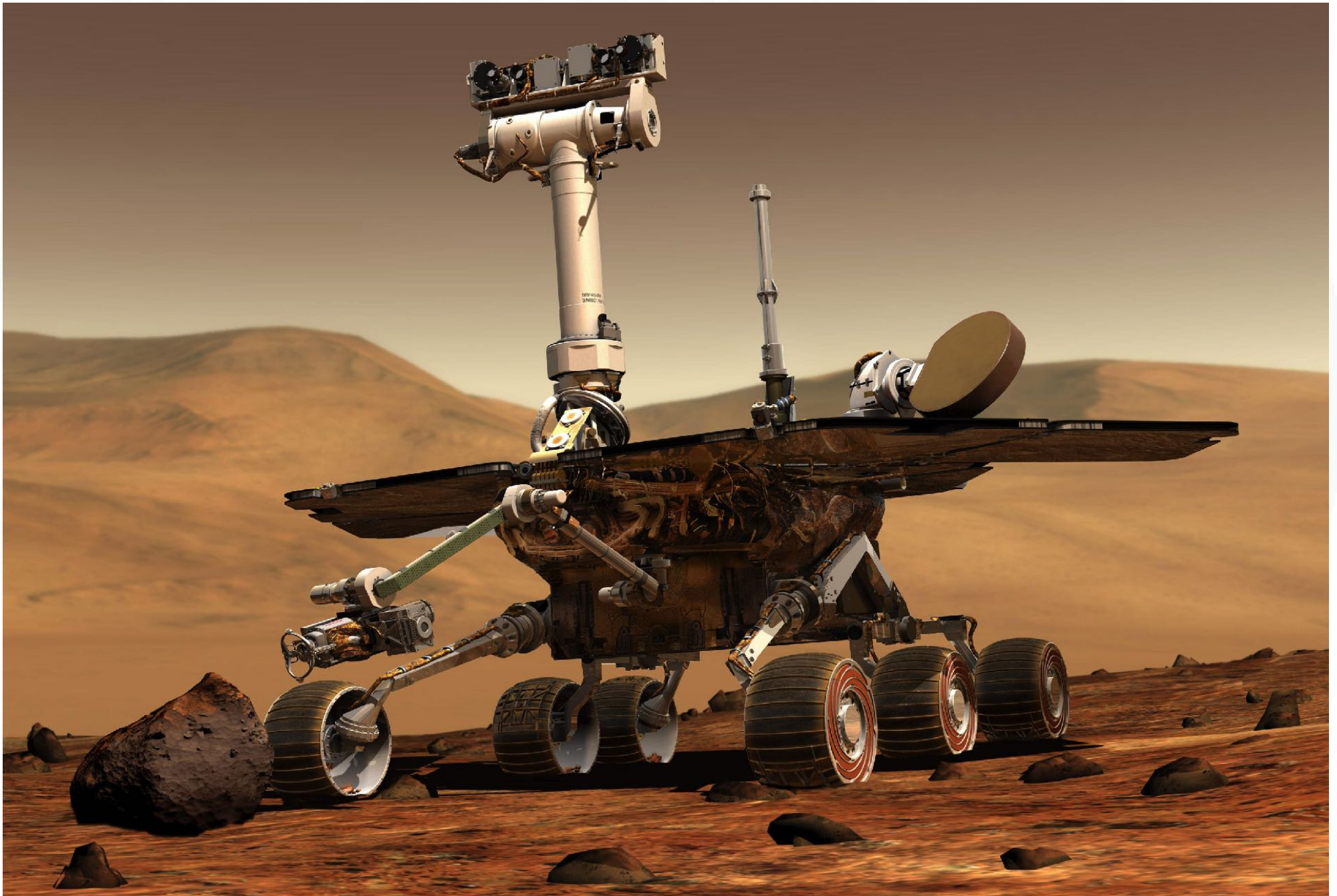
## capítulo 11: evaluación de resultados y sistemas de garantía de calidad

- 11.1** The Establishment must have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders must develop and implement this policy through appropriate structures and processes, while involving external stakeholders.
- 11.2** The Establishment must have processes for the design and approval of their programmes. The programmes must be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

# ESTÁNDARES Y DIRECTRICES PARA GARANTÍA DE CALIDAD EN EL ÁREA EUROPEA DE EDUCACIÓN SUPERIOR (ESG 2015)

set for them and respond to the needs of students and society. These reviews must lead to continuous improvement of the programme. Any action planned or taken as a result must be communicated to all those concerned.

- 11.10** The Establishment must undergo external quality assurance in line with the ESG on a cyclical basis.





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## EXECUTIVE SUMMARY EAEVE/FVE VISITING TEAM 2009

Several positive aspects emerged during the visit, which consistently fit the SER content. Among the most relevant ones, the team stressed the following:

1. the friendly atmosphere that is clearly evident in the establishment, mirroring the good relationship between the students, the teaching and support staff...







**GRACIAS...**

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