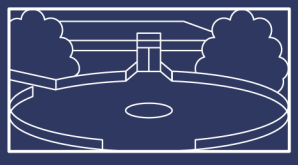
SELF EVALUATION REPORT

University of Santiago de Compostela
Veterinary Faculty
Lugo, Spain

EAEVE/ESEVT visitation 24-28 March 2025

USC UNIVERSIDADE DE SANTIAGO DE COMPOSTELA

CAMPUS TERRA



Facultade de_Veterinaria

USC

Acknowledgments

This Self-Evaluation Report reflects the collective effort and dedication of all members of the faculty, including students, support staff, and academic staff. We extend our heartfelt gratitude to everyone who contributed by providing accurate data and essential information. The report was prepared in alignment with the ESEVT SOP Leipzig 2023 guidelines. Following a review by the Veterinary Education Establishment, it received final approval from the Faculty Board on 22 February 2025.

We eagerly anticipate welcoming the EAEVE visitation team in March to showcase the Veterinary Faculty and our Veterinary Science programme in real time, and to receive the evaluation from the expert committee.

Gonzalo Fernández Rodríguez, dean

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Introduction

Brief History of the Establishment and of its Previous ESVET Visitation

The Veterinary Faculty of Lugo (FVL) forms part of the University of Santiago de Compostela (USC). The FVL has its origins in the establishment of a Veterinary School in 1882 initially located in Santiago de Compostela. This school was active 42 years until its closing in 1924. The current FVL of the USC was founded in 1984 and is located on a branch campus with several other faculties in Lugo (the so-called *Campus Terra*), some 95 km from Santiago.

Since its foundation, the FVL has a good reputation and is highly respected in the USC and in the local and regional governmental bodies. These stems, apart from its own scientific and teaching merits and capacity, from the agro-zootechnical vocation of Galicia and the important role that the *Campus Terra*, of which the FVL is the most representative establishment, has played in the cultural development of such a relatively small town as Lugo.

In 2002, the FVL obtained EAEVE-approved status. In 1998, the first evaluation of the FVL was made by the EAEVE and certain major deficiencies were highlighted. These were corrected and, in March 2002, the FVL obtained approved status from EAEVE that was renewed after visits in 2008 and 2018, in the latter after a revisitation in 2021, entering EAEVE accreditation status.

Main Features of the Establishment

The FVL is a public, specialised teaching institution and offers two study programmes: Veterinary Science degree and master's degree in Genomics and Genetics. Since the 2010-11 academic year, the FVL has an annual recruitment of 110 students for Veterinary Science and since the beginning of the master's degree in Genomics and Genetics in the 2018-19 academic year it has an uptake of 30 students.

FVL is the only Veterinary faculty in the Autonomous Community of Galicia (with 2.7 million inhabitants). However, more than 50% of the students who enter the FVL each year to study the Veterinary Science degree come from outside Galicia.

FVL also has two postgraduate PhD programmes, residency programmes, internship programmes and several other continuing education courses. The FVL is led by the dean and 17 departments have teaching assignments, each with a department Head, and administrative staff. The FVL management consists of the dean and dean's team, the department Heads and the head of administration.

Several institutions and research groups settled in the FVL have high national and international recognition (see Standard 10).

The U-Ranking of Spanish universities, endorsed by the BBVA Foundation and the Valencian Institute of Economic Research, based on criteria of teaching, research, innovation and technological development, has placed the FVL among the top 5 of all veterinary faculties of Spain in the last two years. The Shanghai International Ranking 2024 reports FVL as the best-ranked subjects (Veterinary Sciences) of the USC, ranking between 51 and 75 best in the world.

In 2022, the teaching innovation of the VEE was awarded by the USC, and in 2024 the Galician Government granted the FVL the degree of excellence, a very competitive seal of quality, which only three degrees from the 3 Galician Universities obtain.

Main Developments since the last Visitation

The FVL has experienced several changes since EAEVE's last Full Visitation (FV) in 2018, many of them in response to the recommendations made during this visit, which have affected the organisation, management, Quality Assurance (QA), curriculum, facilities and equipment. The list of all changes is addressed in Appendix 1.

Major Problems Encountered by the Establishment

The management of the VTH (HVURC) dependent on the Rof Codina foundation, by the Galician government made the call for new positions for medical and support personnel very complex. For this reason, in 2023 a statutory change was made to assign its management to the USC, which has made it possible to expedite the hiring of personnel. The employment situation of clinical staff also improved with the change in labour regulations in Spain, in 2023, by which postgraduate internship grants were replaced by 11 contracts of Internal Resident Veterinarians (VIR).

The measures to reduce the replacement of personnel suffered during the years of economic crisis caused an aging of the teaching staff, however, in recent years there has been an increase in the renewal of teachers, with the incorporation of 26 new assistant professors (with a PhD) during the period 2018-2024.

The introduction of the SOP 2023 indicators in the annual outcome monitoring of the FVL's Quality Assurance System (SGC) has made it possible to detect a value in indicator I16 (nº of equine necropsies/nº of students graduating annually) that is too close to the minimum values, due to the limitation of the weight of the corpses that could be managed in the facilities (400 kg). For this reason, the unloading dock in the necropsy room was rebuilt to increase this capacity and allow equine necropsies to be performed without weight limitations.

Version and Date of de ESEVT SOP which is Valid for the Visitation

The version and date of the ESEVT SOP which is valid for this visitation is the ESEVT SOP 2023 (date 8 June 2023).

Area 1: Objectives, Organisation and Quality Assurance Policy

Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG Standards, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning. The VEE must develop and follow its mission statement which must embrace the ESEVT Standards.

Description of the mission statement and the objectives

FVL mission, as defined in its strategic plan 2024-26 (Appendix 2), is to improve animal health, production and welfare, and Public Health from a One Health perspective, through excellence in education, research, innovation and knowledge transfer, to meet social demands and challenges in this field.

With regards to its vision, FVL strives to be a relevant centre of excellence in the region, a reference at a national level and competitive at an international level, based on the quality of its staff, students and graduates, and for its contribution to scientific development in the areas of animal health, Veterinary Public Health (VPH), animal production and welfare, biomedical innovation, genomics, and the sustainable development of Galicia.

FVL is governed by ethical, professional and community values, its strategic objectives being:

- Planning and development of student-centred teaching and their future professional practice, promoting life-long learning.
- Teaching innovation and research, digital transformation and internationalisation.
- Efficient and transparent management of resources and services.
- Contributing to sustainable development of society.

To develop the first strategic objective, FVL has taken actions to embrace the ESEVT Standards, for example, by including the calculation of the ESEVT Indicators in the Veterinary degree QA follow-up report from the academic year 2021-22 and modifying the FVL's SGC and the QA Process Manual to include the ESEVT Indicators as FVL specific indicators from the academic year 2022-23 (see Appendix 3, Veterinary Degree QA follow-up report 2022-23).

Description of how the VEE ensures that the provided core curriculum enables all new graduates to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession

FVL constantly updates and maintains a professional, innovative and accredited curriculum that educates students in the broad field of veterinary medicine, encourages critical and analytical thinking and prepares students for life-long learning and professional growth to prepare graduates to enter employment as entry level veterinarians in the private, public, or corporate sector, or to proceed into postgraduate training programmes.

FVL promotes growth and excellence in research to improve the health of animals, assure the wholesomeness of food animal products and contribute to the understanding of basic mechanisms of animal models of disease.

FVL also provides continuing education, extension services and consultation for veterinarians and civil organisations, government institutions and companies with specialised productivity at the local, regional, and international levels.

All veterinary graduates from FVL receive a title of "Graduate in Veterinary Science from the USC" which allows a free choice of work within all fields of veterinary medicine.

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

Details of the VEE, i.e. official name, address, phone number, E-mail and website addresses, VEE's Head, official authority overseeing the VEE

Name: Veterinary Faculty of Lugo.
University: University of Santiago de Compostela.
Address: Avenida Profesor Carballo Calero, s/n. 27002-Lugo, Spain.
Phone number: +34 982822012.
Fax number: +34 982822001.
E-mail address: veterinaria.decanato@usc.es
Website: https://www.usc.gal/en/center/faculty-veterinary-science
Dean: Prof. Gonzalo Fernández Rodríguez, DVM, PhD.
Official authority overseeing the Establishment: Prof. Antonio López Díaz (Rector).

The USC is a Public University dependent on the Ministry of Science, Innovation and Universities of Spain, on a national level, and on the Galician Department of Education, Science, University and Vocational Training on a regional level. USC is spread out over three campuses: two in Santiago de Compostela and one in Lugo.

Current Spanish legislation divides the organisation of universities into two entities with different specific functions:

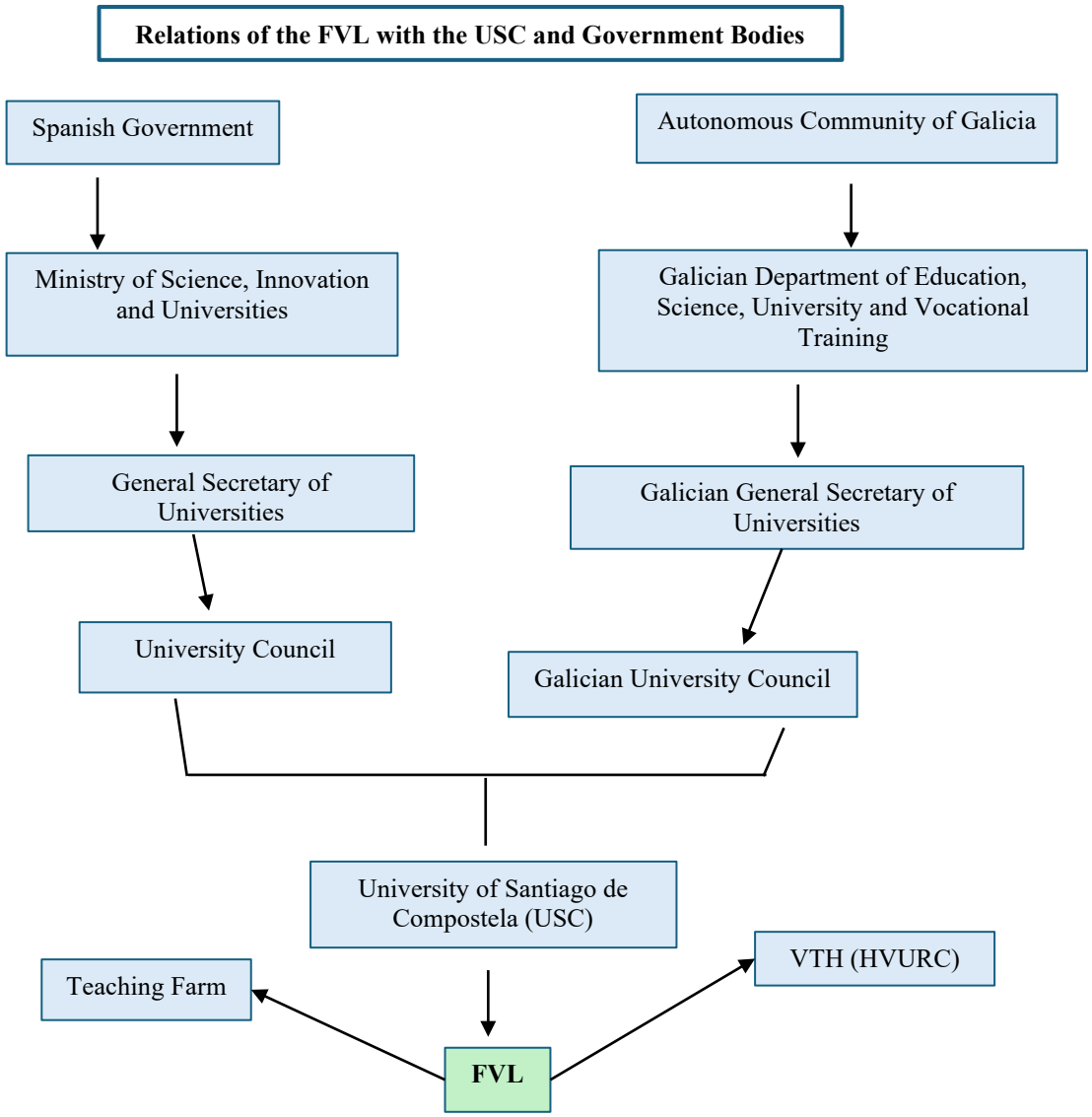
Faculties: Organised and supervised teaching activities to ensure their proper execution.

Departments: Coordinated the teaching of knowledge areas aligned with the University's programme, under faculty supervision within specific degrees.
The FVL is the only centre responsible for teaching the degree in Veterinary Sciences in the Autonomous Community of Galicia. The FVL organises the Veterinary curriculum and assigns the teaching of the subjects to the departments. The FVL also supervises undergraduates teaching and implements the QA Procedures.

Organisational chart (diagram) of the VEE with a brief description of the decision-making process

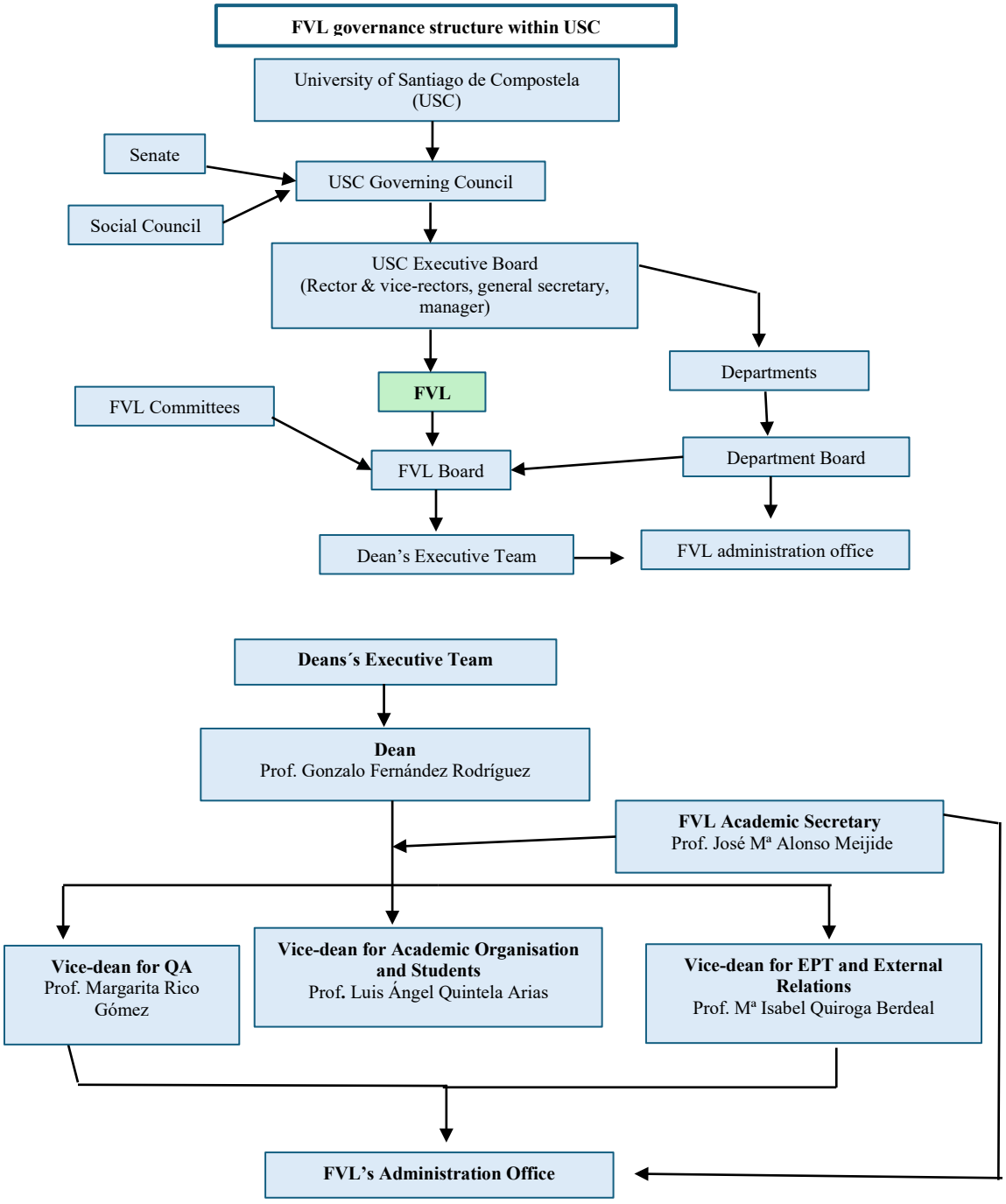
The FVL is governed primarily by the Statutes of the USC (2014), and by its own Internal Regime Regulations (2017) (in Galician).

The Statutes of the USC stipulate the composition, structure, and functions of the Governing Bodies of the FVL as well as those of the administrative and general services of the USC itself.



The Spanish Ministry of Science, Innovation and Universities establishes the curriculum for all nationally recognised degrees and defines the political lines of higher education in Spain. The Galician Department of Education, Science, University and Vocational Training is responsible for funding and managing the three Universities (USC, University of A Coruña, & University of Vigo) in the Galician Autonomous Community.

The **FVL Board** is the management and governing body of the FVL that meets at least three times a year.



The **Dean's Executive team** is composed by the dean, three vice-deans and the FVL academic secretary, and receives support from the members of the FVL's administrative office. The dean represents the FVL and acts as director and day-to-day manager, chairing all FVL Committees. The dean is elected by the Faculty Board from among the tenured academic staff of the FVL for a unique period of six years.

List of departments/units/clinics with a very brief description of their composition and management (further information may be provided in the Appendices).

Departments carry out the teaching functions entrusted by the FVL, and undertake and support activities, post-graduate studies, and initiatives of the teaching staff. Departments have their human resources and may request new academic positions to the university and propose the hiring of new

teaching staff. They are made up of areas of scientific or technical knowledge, which oversee the teaching of the subjects assigned to them.

The Department Board is the governing body. It is made up of all the doctoral academic staff attached to the department and a representation of the different collectives (other teaching and research figures, 10%; undergraduate students, 10%; post-graduate students, 5%; and one representative of the support staff). The Director elected by the Department Board, acts as a representative and exercises the functions assisted by the department secretary.

Departments with teaching activity based in the FVL	
Anatomy, Animal Production and Veterinary Clinical Sciences	Animal Pathology
Departments with teaching activity in the FVL based in Santiago	
Analytical Chemistry, Nutrition and Bromatology	Microbiology and Parasitology
Applied Physics	Organic Chemistry
Biochemistry and Molecular Biology	Pharmacology, Pharmacy and Pharmaceutical Technology
Botany	Physiology
Chemical Physics	Plant Production and Engineering Projects
English and German Philology	Statistics, Mathematical Analysis and Optimization
Forensic Sciences, Pathology, Gynaecology and Obstetrics and Paediatrics	Zoology, Genetics and Physical Anthropology
Functional biology	

At FVL, 17 departments currently have teaching tasks. Two of these departments are based in the FVL and the other 15 are based in Santiago de Compostela.

The VTH (HVURC) is a USC Service to support teaching and research sponsored by the non-profit Rof Codina Foundation (FRC) since its creation in 1994, affiliated with USC since 2023. It receives funding from the Galician Government (Galician departments with competences on Education, Health, Agriculture and Environment), the USC, the Provincial Council of Lugo and the City Council of Lugo, being its main objective to support clinical training in FVL.

The administrative and financial management of HVURC is independent of FVL, but at the same time, both are strategically coordinated as per the agreement established between the FRC and the USC. The governing body of HVURC is the FRC Board, composed of representatives of all trustees; the USC representatives are the rector, VTH director, FVL dean, USC manager and research coordinator. The FRC Board approves all decisions affecting the management of the HVURC (in Spanish), including the annual budget.

The HVURC Executive Board includes an Executive Manager who oversees all entrepreneurial aspects (administration, finances, facilities, equipment, admission, etc.) and a VTH director, who is chosen from among those teachers involved in clinical activities; s/he is responsible for implementing the decisions of the FVL that affect clinical teaching, optimising the use of clinical services for assistance to the general public, and for teaching purposes, monitoring all the teaching activities carried out.

The HVURC is structured into different clinical services. All academic and technical staff must belong to a clinical service area that corresponds to their field of knowledge.

List of the councils/boards/committees with a very brief description of their composition/function/responsibilities and implication for staff, students and stakeholders (further information may be provided in the Appendices)

The FVL Board is assisted by advisory FVL Committees. They have no decision-making functions, except the Permanent Committee which deals with important issues that cannot wait for the FVL meeting. Representation of all the FVL collectives in the different Committees is guaranteed.

Permanent Committee: its function is to deal with and expedite day-to-day matters by delegation of the FVL Board.
FVL QA Committee: responsible for planning, development and monitoring of the Quality Assurance System (SGC) and the elaboration of the annual FVL QA report.
Veterinary degree Committee, whose responsibilities include supervision of the curriculum, its periodic reviews and evaluation of teaching quality, and the preparation of improvement proposals and the FVL Veterinary degree QA follow-up report.
End-of-degree Project (TFG) Committee: responsible for the teaching guide, monitoring and organisation of the TFG core subject.
Supervised and External Practicals Committee: responsible for organising, reviewing and proposing modifications to the Elective Practical Training (EPT) (regulations, agreements, calendar, coordination of semesters, etc).
Biosafety Committee: its function is to coordinate, review and approve the protocols of biosecurity and self-protection applied to the units where academic activities are carried out (teaching, research and assistance).
Economic Affairs, Equipment and Services Committee: responsible for discussing the distribution of the FVL budget, monitoring expenditures, and studying and providing reports on any proposal or need in repairs, maintenance and infrastructure of the different units of the FVL.
Cultural Activities Committee: it oversees promoting the cultural activities of the FVL.
Gender Committee: aims to ensure effective compliance with the principle of equal opportunities between men and women.
Library Committee: approve the collections development policy and distribute scope of its competence, in accordance with the general lines issued by the University Library Commission.
Galician Language Normalisation Committee: responsible of promoting the use of the Galician Language in all activities at the FVL.
External Advisory Committee: its function is to debate trends and social changes of interest to the teaching and research activity of the FVL, channel the projection of the FVL in society and provide advice on the preparation and implementation of the FVL's strategic plan. In addition to the periodic meetings, members participate in the activities that are scheduled every year, including the "Passionate about Veterinary Science" talks (see further information under standard 1.5) and in the swine and ruminant classrooms.
Master's Degree in Genomic and Genetics Committee: Responsible for planning, developing, and monitoring the Master's in Genomics and Genetics, including the annual QA report.
The detailed composition and duties of the Committees can be accessed through FVL website.

Description of the formal collaborations with other VEEs

FVL maintains institutional, mobility, scientific and research collaborations with other VEEs.

Institutional collaboration is channelled through the active participation of the FVL in the One Health Platform, the "Conference of the Deans of the Spanish VEE's", which meets at least twice a year, and in the active annual attendance at the General Assemblies, Educational Day of EAEVE, and region 2 meetings.

Mobility cooperation with other VEEs is the most important in terms of number of collaborations and is carried out with Spanish, European and non-European VEEs, based on different student and staff exchange programmes: SICUE, Erasmus +, *Erasmus Mundus* and bilateral agreements;

currently USC collaborates with 173 non-European educational institutions. Information is available in the "Mobility" section of the FVL.

FVL's scientific and research collaborations with other VEEs are reflected in some mobility cooperation of academic and support staff, but mainly in the number of European Projects (media of 7 per year). For more information see standard 10.1 and Table 10.1.1.

Name and degrees of the person(s) responsible for the veterinary curriculum and for the professional, ethical, and academic affairs of the VTH

Coordinator of the Veterinary Science Degree: Prof. Natalia Vilariño del Río, DVM, PhD.

VTH (HVURC) Managing Director: Prof. Javier Ferreira Fernández, PhD.

VTH (HVURC) Clinical and Teaching Director: Prof. Antonio González Cantalapiedra, DVM, PhD, responsible of the professional, ethical and academic affairs of the VTH.

Standard 1.3: The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, short- and medium-term objectives, and an operating plan with a timeframe and indicators for its implementation. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.

Summary of the VEE's strategic plan with an updated SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) (the full Strategic Plan may be provided in the Appendices)

The SWOT analysis of the FVL was made prior to the preparation of the update of the strategic plan (2024-26); in order to draw up a viable plan that can be undertaken and completed, it was decided not to address academic staffing, the provision and organisation of support staff or the organisation of teaching or research, since the FVL does not directly make these decisions, which are decided in advance by the corresponding Vice-Rectors, the USC Governing Council, the departments or the research groups.

In the strategic plan four major areas of interest were established as strategic lines. Each key aspect of the SWOT analysis focuses on one of the strategic lines. Moreover, the FVL strategic plan includes also the TOWS (CAME) analysis as a strategic planning tool based on the diagnosis reached by SWOT, to complement that analysis and provide key information for designing strategies that will enable FVL to correct weaknesses, adapt to threats, maintain strengths and exploit opportunities. Both SWOT and TOWS analyses of each line translate into a specific strategic objective that in turn will be specified in several strategic actions. The SWOT and TOWS are addressed under point 5, Strategic Diagnose, of the FVL Strategic plan 2024-26 (Appendix 2).

Summary of the VEE's Operating Plan with timeframe and indicators of achievement of its objectives

The latest update of the FVL strategic plan (2024-26) is provided as Appendix 2.

The FVL strategic plan (2024-26) is summarized in the table below and will be implemented and verified according to a schedule defined in the FVL's long-term Plan and based on the corresponding annual improvement plans proposed to achieve the objectives pursued. FVL strategic plan (2024-26) includes the different actions mapped with those responsible, indicators, results and execution period (see Appendix 2).

Strategic lines	Strategic objectives focus on
Teaching planning and development of teaching focused on the student and their future professional activity	- Review of the curriculum and subject programming, development of a modular system and reinforcement of competence-based teaching. - Elaboration of new postgraduate training proposals - Maintenance and strengthening of the Master in Genomics and Genetics.
Efficient management of resources and services	- Review of processes and organisation related to resources and services - Organisation of training for teaching and support staff and EPT tutors focused on specific needs of the FVL. - Promote strategic alliances with companies to carry out EPT, final degree thesis and final Master thesis, reinforcing the participation of the business community in teaching activities.
Teaching innovation, digital transformation and internationalisation	- Increase joint activities with other national and international VEEs and international mobility agreements - Encourage internships using new technologies (3D, simulation, etc.)
Communication, transparency and transfer	- Increase extracurricular activities and their dissemination - Promote the coordination of FVL processes and QA management - Improve communication strategy.

Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.

-) Description of the global policy and strategy of the VEE for outcome assessment and Quality Assurance (QA), in order to demonstrate that the VEE:

a) has a culture of QA and continued enhancement of quality;

FVL has a long-term QA culture that begins with the design of the first FVL QA System Manual in 2009 following the recommendations of the Agency for Quality Assurance in the Galician University System (ACSUG, member of ENQA). This Manual had revisions in 2013, 2014, 2019, 2021 and currently it is in place the document reviewed in 2024, and available on the FVL website.

In 2011, the FVL QA System was evaluated by ACSUG in May, and accredited in December of the same year. Noteworthily, FVL obtained the Certification of the Implantation of the QA System (FIDES-AUDIT Programme) from ACSUG in October 2022, which evidences the commitment of FVL with QA (Appendix 4, available on QA website).

FVL applies continuous quality enhancement through the work developed by the 4 FVL committees related to QA (QA Committee, Veterinary degree Committee, master's degree in Genomics and Genetics Committee and External Advisory Committee). The detailed composition and duties of these committees can be accessed through the FVL website.

b) operates cyclical, sustainable and transparent outcome assessment, QA and quality enhancement mechanisms;

FVL's QA Policy contemplates the preparation of two reports: (**i**) an annual QA report where the outcome of the degrees, the QA system and progress of improvement objectives of the past academic year are analysed, and improvement objectives for the next academic year are proposed, and (**ii**) an annual Veterinary degree QA follow-up report that allows the assessment of compliance with the established project for the curriculum in the given academic year and the results obtained; this follow-up facilitates the detection of good practices, deviations and decision making. It is structured in 7 criteria: Criterion 1. Organisation and development, Criterion 2. Information and transparency,

Criterion 3. QA system, Criterion 4. Human Resources, Criterion 5. Material resources and services, Criterion 6. Learning outcomes, and Criterion 7. Satisfaction and performance indicators.

The FVL's Veterinary degree QA follow-up report also includes a series of evidence and indicators, any modification made in the curriculum and its verification (revision and verification of the degree of achievement) of the Improvement Plans for the given academic year.

An essential part of the annual Veterinary degree QA follow-up report implies the verification of the degree of compliance with the committed plan of action and the achievement of the goals (efficiency indicators). Finally, in the Veterinary degree QA follow-up report improvement actions for the next academic year Improvement Plan are proposed.

The FVL's Veterinary degree QA follow-up reports 2021-22 and 2022-23, and the Improvement Plans from 2021-22 until 2023-24 academic years are available on the website, QA section.

c) collects, analyses and uses relevant information from internal and external sources for the effective management of its programmes and activities (teaching, research, services);

To perform outcome assessment, FVL gets information from several sources. the *USC Data and Processes Centre* provides FVL with indicators and reports that contribute information about outcome indicators and other aspects related to quality of teaching, services, mobility, etc. The results of satisfaction surveys applied to different groups of interest (students, academic staff and support staff, and external stakeholders) are also received from USC. This information is public and available in the website QA section.

Moreover, FVL has procedures to collect and analyse additional information through its own surveys and reports: Semester follow-up reports, Annual report of Clinical Skills Lab activity, Surveys for collecting student satisfaction with Clinical Skills Lab activity, Survey for collecting student satisfaction with Hospital Clinical Rotation, Survey to analyse the profile of new Year-1 students with respect to their interests in different veterinary fields, and reports on the meetings with members of the External Advisory Committee. These surveys and reports are included in the FVL QA System as indicated in Process *PS-04. Satisfaction, Expectations and Needs* of the FVL QA Process Manual. These documents and survey results are available (in Galician) on the QA section of the FVL intranet ("*Outra documentación do SGC*"→"*Enquisas e indicadores propios do centro*"), for all members of the USC community.

In addition, an analysis of the following information is also performed:

- Annual report on profile and incidence of students with high dropout risk during Year-1 of the Veterinary Degree.
- Annual report on complaints and suggestions received in the complaints and suggestions mailbox of FVL.
- Direct contributions of members of the FVL Board and Committees as representatives of students, academic staff, and support staff.

Furthermore, ESEVT indicators for EAEVE accreditation have been included in the annual cycle of outcome assessment of the Veterinary Degree. Therefore, data collection and calculation of ESEVT indicators is done every year and analysed for follow-up purposes and implementation of corrective measures, if needed.

All this information is analysed in the annual QA cycle by the Veterinary degree Committee and the QA Committee at different moments, especially when the Veterinary degree QA follow-up report and the FVL QA Report are elaborated. As a result of these analyses improvement actions are created to correct any deviations from the established project and laid out in the annual Improvement Plan, which is part of the FVL QA Report.

FVL has much more limited competence for outcomes assessment of research and service activities than in the case of teaching activities.

Research activities are developed by research groups and must comply with the requirements of the USC Bioethics Committee and the FVL Biosecurity & Biosafety Procedure. The quality of research

has different levels of assessment: (i) At the USC level, which annually quantify and finance, applying transparent quality criteria, the scientific production of the academic staff gathered by the departments; (ii) At the Autonomous Community level, where the Galician general secretary of universities evaluates the quality of the research groups of Lugo's *Campus Terra* to obtain pre and postdoctoral research scholarships; (iii) At the National level, developed by the National Agency for Quality Assessment and Accreditation (ANECA, member of ENQA) that individually evaluates the quality of research and certifies the minimum levels to be eligible to apply for or promoted to different academic positions ("*Acreditaciones"*), or certify the research quality of university academics in periods of 6 years ("*Sexenios"*) which entails salary increases.

The service activities of the FVL (diagnoses, analyses, patient care, etc.) are developed by the research laboratories and the VTH. FVL service of the Laboratory for Food Hygiene and QA control (LHICA) is ENAC (national accreditation entity) accredited, as well as the Research Infrastructures Area of Campus Terra that is accredited under ESO 9001:2015 standards.

The VTH assistance services are evaluated monthly to compare the number of patients, number of cases referred and income from the different services with the same month in previous years, to detect, analyse and improve any decrease in their efficiency. In addition, VTH Technical Committee, collects and analyses the satisfaction survey of veterinarians who refer cases and patient owners, to propose improvement measures and follow-up on their implementation, if required (Appendix 5, VTH satisfaction surveys, in Spanish).

d) informs regularly staff, students and stakeholders and involves them in the QA processes;

The FVL has a fully implemented QA System that guarantees that all internal (academic staff, support staff, students), and external stakeholders are informed, represented and participate, as active members, in the governance of the FVL and the development of the curriculum, to ensure periodical and complete inputs from all the parties. The contribution of students and external stakeholders play a crucial role in guaranteeing a continuous improvement of the curriculum that matches the students' expectations to receive high quality training, as well as the prospects for the veterinary profession.

Academic staff, students and support staff representatives are members of the FVL Board, and they participate as well in the delegated committees, such as QA Committee and Veterinary degree Committee, among others. External stakeholders are involved through the External Advisory Committee in specific consultations for improvement purposes.

According to FVL process *PS-06 Public information*, FVL QA reports, Veterinary degree QA follow-up reports and Improvement Plans are public in the website QA section, after approval by the FVL Board or QA Committee, which ensures participation and information of all stakeholders. Minutes of committees' meetings are also available in the FVL intranet under QA for public consultation by university community members on the committees' decisions. In addition, the protocols for collection of information and surveys are available in the intranet of FVL QA section, after elaboration and analysis by the corresponding committees.

e) closes the loop of any QA Plan-Do-Check-Adjust (PDCA) cycles;

The FVL QA Manager (vice-dean) is responsible for receiving the information necessary for the outcome assessment of any given academic year and direct it to the Title Coordinator, that review and check their validity. The Veterinary degree Committee analyses this information to evaluate the level of compliance with the established project and the achievement of objectives associated to indicators of the Veterinary degree efficacy. As a result of this analysis, a FVL's Veterinary degree QA follow-up report is elaborated, which includes a proposal of actions for the improvement of the degree.

Subsequently, the QA Committee analyses the overall functioning of the FVL QA System, and the results of the curriculum based on different sources and proposes improvement actions. This analysis is compiled in the annual FVL's QA Report that contains information on:

- The Veterinary degree and Genomics and Genetics master's degree QA follow-up reports together with the proposal of the corresponding Improvement Actions.
- The validity of the quality policy.
- The evolution and degree of compliance with FVL's strategic plan.
- The functioning and results of the different processes considered in the QA System.
- The evolution and degree of compliance with the improvement plan from the previous year (quality objectives and monitoring of improvement actions).
- The annual improvement plan proposal, which includes the quality objectives, and the improvement actions planned for the following academic year.
- Any potential changes in the processes that make up the system.

The FVL's QA Report is elaborated by the QA Committee and is then submitted to the FVL Board for approval, previous technical analysis by USC QA Section. Every year the USC QA Committee evaluates and eventually approves the FVL QA Report. In this way, alignment with the general QA strategy of the university is ensured. The final QA Report and Veterinary degree QA follow-up report will be sent to ACSUG for review, when appropriate, to receive relevant comments and proposals to ensure external follow-up of the QA cycle.

In the approved Improvement Plan, for each improvement action there is a member of the staff responsible for follow-up of achievement level. The Improvement Plan is implemented by the Dean's Executive Team and the achievement level is reported at the end of the period established for each task completion. After termination of the academic year and collection of data, the results of the academic year are then analysed in the next yearly cycle, ensuring closing of the loop of the QA cycle.

f) is compliant with the ESG Standards

All the public Universities in Spain follow the unified procedures for QA evaluation established by ANECA, and fully implemented by ACSUG. In addition, FVL undergoes periodic evaluations by EAEVE since 1998. The three Agencies that oversee FVL QA, ANECA, ACSUG and EAEVE, are full members of the European Association for Quality Assurance in Higher Education -ENQA- and are listed in the European Quality Assurance Register for Higher Education -EQAR-, thus assuring full compliance of FVL with the ESG standards.

Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme, views and employment destinations of past students as well as the profile of the current student population. The VEE's website must mention the VEE's ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.

Description of how the VEE informs stakeholders and the public on:-) its objectives, -) its education, research and teaching activities, -) employment destinations of past students -) profile of the current student population

USC maintains and updates an institutional website for the FVL that provides the public with information about the governance of the FVL, its facilities, the degrees it offers with its objectives, study programmes, schedules and calendars, admission and enrolment requirements, skills, mobility & EPT, regulations, scholarships & grants, tuition fees, minimum access grades, and information on FVL QA: accreditations by ACSUG and EAEVE , QA policy, QA bodies, and QA documents.

Information on research activities (research lines, projects, publications, metrics) can be accessed from the institutional website, departments section or from the listing of FVL Academic Staff.

FVL maintains and updates its intranet where most of the information on teaching activities is available for the public (complaints and suggestions forms, schedules, calendars of lectures,

practicals and exams, EPT calls, etc.), minutes of Committees meetings, etc. In addition, FVL maintains an Instagram account "*fveterinarialugo*" with students, *alumni*, and teaching staff being most of its followers. The central pavilion and classroom building have digital screens to announce fresh information on teaching activities, skills lab activities or opening of new stations/models, colloquiums, conferences, etc.

FVL organises information activities for the public, such as visits by primary or secondary school students to the FVL, to publicise its facilities, equipment, activities and services. FVL also participates in the USC activity "Xuvenciencia summer campus" (in Spanish) to introduce secondary school or vocational training students to scientific and research work.

FVL develops an important activity called "**Passionate about the Veterinary Profession**" to bring together students, academic staff, veterinary professionals from all fields of veterinary work, businessmen, and members of the External Advisory Committee, in monthly talks during the teaching period, organised from 2020 to date (Appendix 6), to promote entrepreneurship and facilitate students' knowledge about less-known veterinary workplaces, as well as show FVL's facilities, activities and services to the business community that hires veterinarians. This activity has been the framework for numerous new agreements of the FVL in terms of research (tutoring of end-of-degree Projects) and teaching (EPT providers) and is also a unique source of ideas and suggestions for the training of undergraduates at the FVL on new job profiles highly demanded by the society. These activities are included in the "Student Support Plan" and the "Recruitment Plan" and are available (in Galician) in the QA Section of the FVL intranet.

Information on the profile of the current student population, and employment destination of past students is included in the annual Veterinary degree QA follow-up report, available on the website, points 1.4 and 7.3, respectively (Appendix 3).

Description of how to access the VEE's ESEVT status and the last ESEVT Self-Evaluation Report and Visitation Reports on the VEE's website

Information on FVL QA accreditations by ACSUG and EAEVE is publicly available on the USC institutional website for FVL.

Regarding the latest accreditation of FVL by EAEVE, the final ECOVE decision in 2021, the ESEVT re-visitation report in 2021, and the ESEVT SER of the re-visitation in 2021 are available on the website.

Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education. Any action planned or taken as a result of this data analysis must be communicated to all those concerned.

Description of how (procedures) and by whom (description of the committee structure) the strategic plan, the organisation, the activities and the QA policy are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

The FVL QA Process Manual (Appendix 37) contains instructions, workflow directions, description of channels for stakeholders' participation and bases for data collection and analysis, for follow-up, review and improvement of the establishment activities, including the titles and the procedures themselves. Thirteen procedures are included in the manual and guide the organisation of QA related work: PE-01 Strategic planning, PE-02 Review and improvement, PC-01 Analysis of new year-1 recruits' profile and recruitment actions, PC-02 Teaching planning, PC-03 Student support, PC-04 Teaching plan implementation, PC-05 Outcome assessment and study programme improvement, PS-01 Human resources management, PS-02 Material resources and services management, PS-03

Paperwork management, PS-04 Satisfaction, expectations, and needs, PS-05 Complaints and suggestions management, and PS-06 Public information.

The strategic planning process PE-01 included in the QA System, outlines how to define, approve, disseminate, review and update the strategic plan of the FVL, with the purpose of permanently serving the needs and legitimate expectations of the stakeholders. as well as align its mission, vision and strategy with the USC general policy and objectives.

The FVL dean's team is responsible for recruiting a working team for the preparation of the strategic plan. The design of the plan is started with a process of strategic diagnosis through SWOT and TOWS (CAME) analysis (see standard 1.2). After having working sessions with the different interest groups (departments, students, support staff, academic staff, etc.), which are represented in the working group, all the contributions are integrated into a single strategic plan draft. The SWOT and TOWS analysis and the strategic plan draft are subjected to public notification and display so any member of the university community can make comments and suggestions that are analysed by the working group to draw up the final proposal of the strategic plan. This document is sent to the External Advisory Committee, and a meeting is organized with its members to collect their inputs and discuss aspects of the plan. Once all contributions have been considered, a final document is sent to the USC QA Section for review. After a positive technical report, the strategic plan is approved by the Faculty Board and subsequently submitted for approval to the USC QA Committee. The Dean's Executive Team is responsible for its diffusion and public availability (see link) (in Galician).

The implementation and verification of the Strategic Plan will be carried out in accordance with a defined schedule. To this end, annual improvement plans are established that outline the proposed improvement actions to achieve the objectives pursued, and progress in the established planning is analysed every year in the FVL QA Report.

An analysis of the organisation and activities of the establishment, regarding adequacy to fulfil the expected outcomes, is performed as part of the annual QA cycle (*PE-02 Review and improvement*) and included in the FVL QA Report. To this end, data provided by the *USC Data and Processes Centre* and information collected by the FVL itself are used as indicators of efficiency (see section 1.4 for more information). Corrective measures are proposed, if needed. The FVL QA Report includes a *QA assessment and outcomes* section and the Improvement Plan, including the QA policy and objectives of the FVL as an item for review. The FVL QA Report and the Annual Improvement Plan are publicly available in the FVL website.

The FVL structural organisation for QA implementation is defined in Chapter 3 of the QA System Manual, which establishes the composition and functions of each component of the structure: (1) Dean's Executive Team, (2) QA Committee, (3) QA Manager (vice-dean for QA), (4). External Advisory Committee, (5) Veterinary degree Committee, (6) Master's degree Committee, (7) Coordinators of the Veterinary degree and Master's degree, and (8) QA coordinator.

The FVL's QA related Committees composition and duties are published on the website, QA section.

As demonstrated by the composition of the committees involved in QA, all stakeholders are represented in the QA system and participate in its activities.

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

Date of the last ESEVT visitation and description of how the deficiencies have been corrected and how it has been used to enhance quality

The previous ESEVT full visitation was 24-28 September 2018 resulting in one major deficiency and Conditional Accreditation; EAEVE postponed twice the planned re-visitation due to the pandemic and, finally, after re-visitation on 21-23 April, 2021 no major deficiencies were identified. Since the first ESEVT visitation in 1998, FVL had been very serious about considering the suggestions of improvement addressed in the successive ESEVT evaluation reports. Since the last ESEVT visitation several changes have been made after considering the comments of the visitation report to correct the major and minor deficiencies and enhance quality:

- New housing and examination facilities for horses built at the VTH, new agreements with equestrian farms, as well as new modules/practical sessions/lectures in different core subjects to increase clinical practical in horses. In 2024, the unloading dock in the necropsy room was rebuilt to allow equine necropsies without weight limitations of the cadavers.
- A new swine experimental teaching farm is under construction, with practicals conducted at breeding farms in Galicia under new agreements until its completion.
- A visit to the biggest porcine slaughterhouse in Galicia has been included as part of the Food Hygiene III subject.
- Increase of the duration (ECTS) of *Hospital Clinical Rotation* for all animals significantly.
- Finalisation of the new Dairy Teaching farm and optimisation of its use to improve the teaching of Heard Health Management.
- Better assessment of Day One Competences (DOCs), including modifications of the logbook system, and evaluation of students by scoring system.

In addition, other improvements, not addressed in the evaluation reports, were introduced by FVL to adapt to the standards of SOP 2023:

- Introduction in the SGC of the annual calculation and monitoring of the ESEVT SOP 2023 Indicators.
- Mapping of subjects' learning outcomes to ESEVT DOCs.
- Design of new logbooks for the evaluation of ESEVT DOCs.

For further information about the new developments since the last ESEVT visitation in 2018 see Appendix 1.

The continuous interest of FVL to enhance quality have been reflected in the U-Ranking of Spanish universities, that has placed FVL among the five best veterinary faculties of Spain in the last two years. In addition, the Shanghai International Ranking 2024 reports best-ranked subject (Veterinary Sciences) of the USC, ranking between 51 and 75 best in the world.

Comments on Area 1

The FVL QA system starting in 2009, accredited by ACSUG in 2011, has led to an improvement in the organisational structure and operation of the VEE, with the creation of new committees better adapted to the needs of the European Higher Education Area.

The updated SWOT analysis for the 2024-26 strategic plan has been a valuable tool for self-assessment and improvement of the FVL organisation.

ESEVT accreditation processes had a very positive impact on the overall increase in FVL quality. FVL's commitment to continuous quality improvement has been recognized in April 2024 with the degree of Excellence, the only Faculty granted in the USC, by the Galician Government, and with FVL's high ranking in Spain and in the world (51-75 best VEE) in 2024.

Suggestions for improvement in Area 1

FVL is committed to maintain the continuous improvement of its quality.

Area 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. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).

Description of the global financial process of the VEE

Public universities in Spain are governed by strict financial regulations, defined by University Organic Law 2/2023, which establishes that universities are responsible for preparing, approving, and managing their budgets and assets, with public administrations providing the necessary resources to ensure financial sufficiency and the achievement of their objectives.

The budget of the USC (in Galician) is annual, per calendar year (from January 1st to December 31st), and is prepared by the USC Executive Board under the guidelines set by the USC Governing Council and with the final supervision of the USC Social Council.

USC manages and directly pays for the main expenses of all faculties and departments, including staff costs, services, contracted work, maintenance, and waste collection. Tuition fees from all faculties, including the FVL, are managed by USC's central services. The FVL receives specific funds for operational costs, teaching equipment, and certain maintenance expenses.

The description of the global financial process presented here is based on the official model of analytical accounting adopted by the USC, under the supervision of the Ministry of Science, Innovation and Universities, that is published annually. The main purpose of Analytical Accounting (in Galician) is to track expense and revenue accounts by categories to derive profit and loss by activity, this, in turn, allows for efficiency and effectiveness in its management. The global expenses directly imputed to the FVL are shown in Table 2.1.1

Table 2.1.1 Annual expenditures of the FVL in the last 3 academic years (€)

Financial Year	2023	2022	2021	Mean
Personnel	8,101,388.34	7,925,256.73	7,427,098.10	7,817,914.39
Operating costs	518,383.11	534,999.64	925,606.14	659,662.93
Maintenance costs	1,700,819.15	1,472,218.88	1,084,417.22	1,419,151.75
Equipment	773,937.77	772,974.53	671,993.64	739,635.31
Total expenditure	**11,094,528.37**	**10,705,449.78**	**10,109,115.10**	**10,636,364.42**

The last three years in which the accounting closing of the budget is available are shown

Revenues directly attributed to FVL activity are shown in Table 2.1.2.

Table 2.1.2. Annual revenues of the FVL during the last 3 academic years (€)

Financial Year	2023	2022	2021	Mean
Public authorities[1]	7,299,608.32	8,240,165.90	8,231,487.83	7,923,754.02
Tuition fee (standard students)	600,252.70	567,201.80	552,719.42	573,391.31
Tuition fee (full fee students[2]	-	-	-	-
Clinical services[3]	323,981.89	416,982.72	160,381.35	300,448.65
Diagnostic services[4]	698,911.95	628,667.77	249,191.50	525,590.41
Research grants	2,171,773.51	831,681.09	915,335.00	1,306,263.20
Continuing education	0	20,750.50	0	6,916.83
Donations[5]	0	0	0	0
Total revenues	**11,094,528.37**	**10,705,449.78**	**10,109,115.10**	**10,636,364.42**

The last three years in which the accounting closing of the budget is available are shown. [1]The Galician Government's Plan for Financing Universities annually provides the necessary income to avoid the negative balance of public faculties. [2]Public universities in Spain are not allowed to enrol full fee students. [3]Clinical services from the VTH are not included here (see table 2.1.5). [4]Diagnostic Services from the VTH are not included here (see table 2.1.5). [5]Donations of models for the Clinical Skills Lab are not included in this table (see Appendix 7, Annual budget directly managed by the FVL and extraordinary income).

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

Financial year	Total expenditures	Total revenues	Balance*
2023	11,094,528.37	11,094,528.37	0
2022	10,705,449.78	10,705,449.78	0
2021	10,109,115.10	10,109,115.10	0

* *Total revenues* minus total expenditures. *The last three years in which the accounting closing of the budget is available are shown*

The VTH (HVURC) as a Foundation, has its own and independent financing. It receives financing from the Galician Government, the USC, the Provincial Council of Lugo and the City Council of Lugo. The Rof Codina Foundation Board is the government body that approves all the decisions affecting the VTH management, including the annual budget.

Table 2.1.4 Annual expenditures of the VTH (HVURC) during the last 3 academic years (€

Financial Year	2023	2022	2021	Mean
Personnel	1,212,681.52	1,041,405.75	924,922.87	1,059,670.05
Operating costs	761,444.02	820,641.77	735,096.15	772,393.98
Maintenance costs	459,805.09	473,477.75	503,498.10	478,926.98
Equipment	227,305.42	9,257.67	7,051.24	81,204.78
Total expenditure	**2,661,236.05**	**2,344,782.94**	**2,170,568.36**	**2,392,195.78**

Table 2.1.5 Annual revenues of the VTH (HVURC) during the last 3 academic years (€)

Financial Year	2023	2022	2021	Mean
Public authorities	1,430,571.86	1,341,225.83	1,392,725.89	1,388,174.53
Clinical services	632,657.92	623,459.97	606,409.08	620,842.32
Diagnostic services	340,661.96	335,709.21	326,527.96	334,299.71
Research grants	162,864.86	40,613.90	51,030.63	84,836.46
Continuing education	33,038.35	48,868.63	38,757.57	40,221.52
Donations	2,500.00	12,600.00	17,000.00	10,700.00
Other Sources	5,761.76	5,388.71	2,836.02	4,662.16
Total revenues	**2,608,056.71**	**2,407,866.25**	**2,435,287.15**	**2,483,736.70**

The last three years in which the accounting closing of the budget is available are shown

Percentage (%) of margin paid as overhead to the official authority overseeing the VEE on revenues from services and research grants

The percentage of overhead to be paid to the official authority overseeing FVL on revenues from services and research grants is 21%, the rest is assigned to the FVL or Coordinator of the research project/service, either for a specific use or to manage as they deem fit.

Annual tuition fee for national and international students

There are no full fee students in our university system. The Spanish model of university funding is decentralised by the Autonomous Communities, where the university education is essentially public and covers most of the total cost. The remaining amount constitutes the tuition fee of the so-called "standard student".

The cost of each ECTS is annually established by the Autonomous Community of Galicia and depends on experimental grading of the degree and the times the student has been previously enrolled in a subject. Veterinary degree has the maximum experimental grading (level 1).

In the 2023-24 academic year the tuition fees were:

- EU or resident students: €13.93 per ECTS for first registration (€835.8 for a complete course of 60 ECTS credits). Fees increase with subsequent enrolments in the same subject (2nd €19.30, 3rd €31.21 and 4th and successive enrolments €39.79). In the 2024-25 academic year, the Galician government established that the first registration is free.
- Non-resident non-EU students: €17.41 per ECTS for first registration (€1,044.60 for 60 ECTS). Fees increase for subsequent enrolments in the same subject (2nd €24.13, 3rd €39.01, and 4th and beyond €49.74).
- SICUE (between Spanish Faculties) or ERASMUS exchange students pay their tuition at their home university.

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

Description of the modus operandi for the financial management of the clinical and field services

The main goal of the VTH (HVURC) is clinical student training. While operating as a commercial VTH with specialised staff and set market prices, free services are provided to non-profit entities like animal shelters for training purposes. Although public authorities are the main income source (see table 2.1.5), the VTH is managed for maximum resource efficiency.

Transportation for extramural field practicals in clinical subjects, excluding those coordinated by the HVURC, is always ensured. An estimate of transportation costs is made each semester based on teaching needs, and the vice-Rector's Office covers these expenses.

Degree of autonomy of the VEE on the financial process

From the general budget, the USC manages and directly pays the most important areas of expenditure of all the faculties and departments. Annually, the FVL receives specific funds oriented to cover the operating costs and equipment related specifically to teaching, and some specific maintenance costs. This annual fund is used to implement the strategic plan and achieve ESEVT standards in those aspects that the general budget does not cover. In general, these funds are sufficient for the normal operation of the FVL, considering that the VTH (HVURC) and the *Gayoso Castro* dairy cattle teaching farm have an independent financing process guaranteed by the participation of its official shareholders.

Expenditures exceeding the ordinary budget must be requested through the USC central services office. The FVL submits an annual prioritised investment proposal to the USC Infrastructure Area, with final decisions made based on budget availability and the evaluation of all centre requests.

The annual budgets for operating and equipment costs related to teaching, and some maintenance, are allocated from the general USC budget based on criteria like the number of teachers, ECTS enrolled, teaching hours, practical hours, and constructed area. Appendix 7 shows the portion of the budget directly managed by FVL and extraordinary income not included in Table 2.1.2 for 2022, 2023, and 2024.

Departments receive separate annual allocations for operating costs. In 2024, the FVL departments received the following: Department of Anatomy, Animal Production, and Veterinary Clinical Sciences €6,482; Department of Animal Pathology €3,993.

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

List of the ongoing and planned major investments for developing, improving and/or refurbishing facilities and equipment, and origin of the funding

The two sources of financing for FVL works are through the financing of *Repair and Improvement Works of the FVL* (RAM) and the *USC Infrastructure Service*. Every year the Economic Affairs, Equipment and Services Committee makes a proposal for works to request from the *USC Infrastructure Service*, in order of prioritisation. The replacement of the classroom lights and watertight review of pavilions II and IV have been proposed for the immediate future. The works can be co-financed with the FVL's RAM budget or, if the cost is lower, they are assumed directly by FVL. In the last 7 years, various works were carried out by this system that appear in Appendix 1, main developments since the last visitation.

The clinical skills laboratory's teaching innovation group periodically reviews and prioritises equipment purchases, using various funding sources (Galician government aid, *Campus Terra* of Excellence, private donations, and FVL's degree-of-excellence grant) (see Appendix 7). These funds have enabled the acquisition of over 24 new models and necessary furniture in recent years.

All subjects are annually assigned an amount for the purchase of small equipment; in addition, an annual call for actions to improve teaching is carried out where the different subjects can request aid for the purchase of teaching equipment that is evaluated by the QA Committee.

The resource allocation of the VTH (HVURC) is independent of the FVL and is managed by the Rof Codina Foundation Board of Trustees which approves decisions affecting the management of the HVURC, including the annual budget. The VTH has received considerable financial support for the acquisition of new devices and facilities, and in the last 3 years, there have been some changes to its infrastructure to improve its functioning (see Appendix 1).

Prospected expenditures and revenues for the next 3 academic years

Income and expenses of FVL and VTH are expected to be similar over the next 3 academic years with some variation that may occur in extraordinary income. However, it is noteworthy that the degree-of-excellence granted to FVL by the Galician government implies extraordinary financing of €60,000 annually for 6 years (2024-2029).

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

The Economic Affairs, Equipment and Services Committee is responsible for discussing the distribution of the annual budget managed directly by the FVL (see Appendix 7), monitoring expenses, and studying and reporting on any proposal or need in the area or repairs, maintenance and infrastructure of the different units of FVL.

Each year, the committee prepares an annual budget based on ordinary income, which is sent to the FVL Board for approval and communicated to staff and students. A report on budget execution, including extraordinary income and expenses, is prepared at the start of the following year, evaluated by the committee, and sent for Board approval. Both the budget and performance report are available for review by all FVL members before the Board meeting.

Comments on Area 2

Education in Veterinary Science is by far the most expensive worldwide, since it has become increasingly sophisticated over the years, especially in the last two decades. Thus, education in this

field requires very expensive equipment and plenty of resources. However, this reality is seldom recognized by governments, university rectorates, and counterparts responsible for other fields of education. This situation is rather common everywhere.

Overall financial protocol for the FVL is legally defined and has its positive aspects such as the centralised payment of salaries or all general maintenance and operational expenses. On the contrary, the FVL manages a limited budget that can restrict the capacity of action in many cases. Nevertheless, any expenditure that exceeds the ordinary budget is usually covered by USC central services office upon request (*i.e.* transport for FVL extramural core practicals which is the largest amount among all the USC faculties or works that involve large expenses). The collection of income from different sources: *Campus Terra*, degree-of-excellence, specific USC programmes, etc. allows for improvements in aspects mainly related to teaching equipment.

VTH (HVURC) has an independent financing process with great support from public institutions that guarantees its proper functioning. In fact, despite the Covid-19 crisis, it was able to undertake projects that provided important improvements to its facilities.

It is important to note that, despite the high costs of a Veterinary degree, FVL is 30% self-financing compared to other USC faculties, which are self-financing at most 15%.

Suggestions for improvement in Area 2

FVL intends to maintain all the necessary efforts to attract sponsors, in particular the interaction with private veterinary companies and the application to any aids from public calls.

Area 3: Curriculum

Standard 3.1: The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in the ESEVT SOP Annex 2. This concerns Basic Sciences, Clinical Sciences in companion animals (including equine and exotic pets), Clinical Sciences in food-producing animals (including Animal Production and Herd health management), Veterinary Public Health (including Food Safety and Quality), and Professional Knowledge including soft skills (e.g. communication, team working skills, management skills).When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented. If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER. Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.

Description of the educational aims of the VEE and the general strategy for the design, resources and management of the curriculum

The FVL offers two study programmes: degree in Veterinary Science and master's degree in Genomics and Genetics. Regarding the Veterinary degree, the educational aims of the FVL are to train veterinarians capable of controlling the production and processing of food for human consumption, preventing, diagnosing and treating animal diseases, controlling animal breeding, obtaining animal products in excellent conditions and economically profitable, monitoring the compliance with animal health regulations and welfare standards, capable of identifying emerging risks, and knowing and applying legal, regulatory and administrative provisions. These broad

educational objectives are the basis for the design and implementation of the curriculum 2011, currently in force.

FVL offers a single study programme to an uptake of 110 students to become a veterinarian with the Title of "Graduate in Veterinary Science from the USC" which is taught in the official languages Spanish and Galician, with no elective tracking system since all students follow the same subjects to obtain the diploma.

FVL has ongoing responsibility for the implementation, coordination and improvements made to the curriculum and resource allocation of its courses and assigns the teaching of the subjects to the departments. FVL supervises undergraduate teaching and implements the QA procedures; USC is monitoring compliance with legal requirements of any changes implemented in the curriculum by the FVL. Departments are responsible for individual subjects, the appointment of subject coordinators and the management of teaching staff on their courses (see Standard 1.4).

Description of the legal constraints imposed on curriculum by national/regional legislations and the degree of autonomy that the VEE has to change the curriculum

The principles of veterinary education at FVL are established in accordance with the European Directive 2005/36/UE (amended in the Directive 2013/55/EU), current national legislation (Order ECI/333/2008), and ACSUG and EAEVE recommendations. In Spain, the specific conditions that must be included in the curriculum, and the qualification requirements to practice as a veterinarian, are dictated by Royal Decree 822/2021, which declares that the Ministry of Education and Science must specify the contents that the study plans must comply with to obtain an official degree that allows the practice of regulated professions, such as the veterinary profession. Specifically, Order ECI/333/2008 establishes the requirements that the study plans leading to the degree in Veterinary Science must meet to obtain positive Verification by the Ministry of Education before its implementation. Royal Decree 822/2021 also requires that modifications to study plans be approved by universities according to their statutes or regulations, and, when applicable, by the regulations of the Autonomous Community.

Regarding the degree of autonomy that FVL has to change the curriculum, the proposals to modify the curriculum must be the result of the monitoring process and, therefore, be the natural and expected result of said process (see also standards 3.2 and 3.3). In this way, each official degree can only be submitted to the modification process, at most, once per academic year. In that sense, curriculum 2011 has been modified as many times as the FVL has considered necessary to adapt to the accreditation requirements of EAEVE and ACSUG. The latest improvement in the implementation of curriculum 2011 is the alignment of the learning outcomes and students' assessment with the ESEVT DOCs, and the contribution of each subject to these DOCs, which are provided in Appendix 8. This alignment will be revised any time the ESEVT SOP, and the List of subjects and DOCs is changing.

Description of how curricular overlaps, redundancies, omissions, and lack of consistency, transversality and/or integration of the curriculum are identified and corrected

To identify and correct the curricular overlaps, redundancies, omissions and lack of consistency, FVL has the following mechanisms of teaching coordination:

- Coordination of the semester activity (1st to 9th semester) is done by 9 semester **coordination working groups**, each of them formed by the vice-dean for Academic Organisation and Students, the vice-dean for QA, the Veterinary degree Coordinator, the Semester Coordinator (elected among the subject coordinators), Subject Coordinators (of the specific semester) and 2 representatives of students (from the specific year of the given semester). These working groups follow-up the organisation of the semester, the results, the compliance of the curricular and subject programmes, and the satisfaction of students and teachers. As a last step, the end-of-semester follow-up reports issued by these working groups are submitted to the Veterinary

degree Committee as part of the Title follow-up process for consideration of corrective measures or modifications to the degree (further information already provided in standard 1.4).

- Coordination of semester 10: This semester has no lectures and students must enrol in 3 subjects of the module "Supervised Work Placements" which include EPT (2 obligatory Elective subjects, *Clinical Internship* and *Non-clinical Internship*) and *Hospital Clinical Rotation* (Core subject); a first-level coordination is carried out by the coordinators of the three subjects. Despite its multidisciplinary nature, the figure of the coordinator is key to resolving all issues related to its development, carrying out dialogue with professional tutors, and harmonising the requirements of the reports that students must write about the work done, as well as how to unify criteria for the evaluation of the student's report through the application of rubrics (more information in standards 3.5, 3.6 and 3,7). At a second-level coordination is carried out by the Supervised and External Practicals Committee which organises the academic activity of semester 10 except for the End-of-degree Project (TFG) (see below). Among its functions are the coordination of annual calls for placement assignments of the 3 subjects, as well as the schedules, agreements and regulations, and, where appropriate, proposing modifications.
- Coordination of the End-of-degree project (TFG): this 10th semester subject focuses on the preparation, writing, presentation and individual defence by the student of a project, paper, report or original study in which the knowledge, skills, competences and abilities acquired during degree studies are integrated; its coordination is carried out by the TFG Committee, in which students participate, which organises and coordinates all the activities related to this subject.
- The Veterinary degree Committee coordinates the entire curriculum, being responsible for preparing the schedule for each academic year by semester, the annual supervision of the subject programme's modifications before their approval by the departments, to detect possible deviations, gaps and/or redundancies. Any discrepancy detected will be communicated for correction. Then, both the semester schedules and subject programmes modifications are sent for approval by the Faculty Board. It also analyses the end-of-semester follow-up reports prepared by the semester coordination working groups, in relation to the activity developed each semester, to evaluate the degree of compliance with the provisions of the subject programmes and review all incidents that may have been reported in the coordination of the different training activities, subsequently proposing corrective measures for the next academic year.
- In addition, a review of the operation of the entire process of coordination is carried out: the Veterinary degree Committee transfers the results and incidents that arose during the process to the FVL QA committee which analyses the improvement proposals that will appear in the annual FVL's QA report.

As a complement to Tables 3.1.1 to 3.1.5 an undergraduate curriculum digest/diagram must be provided as an Appendix of the SER and must include theoretical, practical and clinical training for each academic year

The Veterinary degree of the FVL comprises 300 ECTS distributed in modules as follows:

Common Basic Training (CORE Basic subjects and Sciences)	93 ECTS
Clinical Sciences and Animal Health (VPH) (CORE)	109.5 ECTS
Animal Production (CORE)	31.5 ECTS
Food Technology, Food Hygiene and Food Safety (CORE)	24 ECTS
Supervised Work Placements: EPT (ELECTIVE: *Clinical Internships*, 9 ECTS; *Non-Clinical Internships*, 8 ECTS) **and Hospital Clinical Rotation** (CORE, 7 ECTS) that bring students to the reality of the professional practice	24 ECTS
Elective subjects (ELECTIVE)	12 ECTS
End-of-degree project: Review of scientific publications, research, and communication skills that culminate in the Graduation Thesis (TFG) (CORE)	6 ECTS

The Curriculum is organized in subjects with a minimum of 3 and maximum of 9 ECTS grouped into content modules as can be seen on the website. Each subject is restricted to a semester with a total of five academic years (10 semesters). The EPT, *Hospital Clinical Rotation* and TFG are offered in semester 10, and again in semester 11. This extra-semester allows students who do not meet the prerequisites needed to enrol in these subjects in semester 10 (maximum of ECTS left to finish the degree) to not delay their graduation. Appendix 9 provides FVL curriculum digest.

The teaching strategy includes different methodologies such as lectures, blackboard practicals, seminars, tutorials, problem-based learning and evidence-based medicine, laboratory, computer and field practicals, non-clinical animal work and clinical animal work.

For each subject, there is a teaching programme which includes all the information related to the development of the subject: theoretical and practical programme, a list of competency-based learning outcomes and teaching and assessment methods. The students always have the updated subject programmes available on the website before the enrolment period (FVL) (see Study programme by course →click a year → click a subject →click programme →open pdf programme).

Table 3.1.1. Curriculum hours, in each academic year, taken by each student

Hours of Training									
*Academic years**	***A***	***B***	***C***	***D***	***E***	***F***	***G***	***H***	***J***
Year 1	*362*	*29*	*267.2*	*125*	*122*	*-*	*-*	*594.8*	*1,500*
Year 2	*342*	*9*	*194*	*173*	*73*	*-*	*75*	*634*	*1,500*
Year 3	*345*	*27*	*304.5*	*25*	*24*	*202*	*-*	*572.5*	*1,500*
Year 4	*374*	*17*	*296*	*59*	*27*	*112*	*150*	*465*	*1,500*
Year 5	*135*	*9*	*330*	*12*	*196*	*392*	*75*	*351*	*1,500*
Total	***1,558***	***91***	***1,391.7***	***394***	***442***	***706***	***300***	***2,617.3***	***7,500***

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work; E: non-clinical animal work; F: clinical animal work; G: EPT; H: others (tutorials, self-study and evaluation); J: total.
**Every academic year is subdivided into 2 semesters.*

Table 3.1.2. Curriculum hours taken by each student

FVL Subjects	***A***	***B***	***C***	***D***	***E***	***F***	***G***	***H***
Basic subjects								
Medical physics	*6*	*1*	*9.3*	*7*			*0.5*	*23.8*
Chemistry (inorganic and organic)	*9*		*9.3*	*6*			*0.5*	*24.8*
Animal biology, zoology and cell biology	*8*		*9.3*	*9*			*0.5*	*26.8*
Feed plants and toxic plants	*6*		*9.3*	*6*			*0.5*	*21.8*
Biomedical statistics	*26*	*4*	*39.5*	*6*			*1*	*76.5*
Subtotal Basic subjects	***55***	***5***	***76.7***	***34***	***0***	***0***	***3***	***173.7***
Specific veterinary subjects								
Basic Sciences								
Anatomy, histology and embryology	*128*		*58*		*130*		*4.5*	*320.5*
Physiology	*64*		*58*	*46*			*5*	*173.0*
Biochemistry	*62*	*8*	*28.5*	*26*			*2*	*126.5*
General and molecular genetics	*35*	*14*	*32*	*10*			*1*	*92.0*
Pharmacology, pharmacy and pharmacotherapy	*90*		*55*	*15*	*6*	*9*	*8*	*183.0*
Pathology	*33*	*5*	*25*		*19.5*		*1*	*83.5*
Toxicology	*59*		*20*	*25*			*2.5*	*106.5*
Parasitology	*35*	*4*	*27*	*20*			*1*	*87.0*
Microbiology	*54*		*14.5*	*20*			*1*	*89.5*
Immunology	*20*	*2*	*13*	*6*			*2*	*43.0*
Epidemiology	*24*		*22*		*16*		*1*	*63.0*

Information literacy and data management [1]			*127*		*9*	*9*	*23*	*168.0*
Professional ethics and communication	*3*		*7*	*3*	*22.5*	*34*	*4*	*73.5*
Animal health economics and practice management				*15*				*15.0*
Animal ethology	*4*						*1*	*5.0*
Animal welfare	*22*		*9*	*3*	*11*		*1*	*46.0*
Animal nutrition	*33*		*19*	*27*	*9*		*1*	*89.0*
FVL Subjects	***A***	***B***	***C***	***D***	***E***	***F***	***G***	***H***
Subtotal Basic Sciences	***666***	***33***	***515***	***216***	***223***	***52***	***59***	***1,764***
[1] *Hours in End-of-degree Project*								
Clinical Sciences in companion animals (including equine and exotic pets)								
Obstetrics, reproduction and reproductive disorders	*24.5*		*25.25*			*8.5*	*2.5*	*60.75*
Diagnostic pathology	*35.5*	*2.5*	*34*	*7.5*	*1.5*	*17*	*0.5*	*98.5*
Medicine	*59*		*33*			*36*	*1*	*129.0*
Surgery	*45*		*13*			*32.5*	*1*	*91.5*
Anaesthesiology and analgesia	*16*	*0.75*	*7*			*17.5*	*1*	*42.25*
Clinical practical training in common companion animals	*11*		*69*			*210*	*0.5*	*290.5*
Infectious diseases	*44*	*3*	*40*			*17.5*	*1.5*	*106.5*
Preventive medicine	*5*		*5*					*10.0*
Diagnostic imaging	*28*		*28*			*30*	*4*	*90.0*
Therapy in common companion animals			*6*		*1.5*	*14*		*21.5*
FVL Subjects	***A***	***B***	***C***	***D***	***E***	***F***	***G***	***H***
Subtotal Clinical Sciences CA	***268***	***6.25***	***260.25***	***7.5***	***3***	***383***	***12***	***940***
Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management								
Obstetrics, reproduction and reproductive disorders	*30.5*	*2*	*25.25*			*20.5*	*2.5*	*80.75*
Diagnostic pathology	*50.5*	*2.5*	*30*	*7.5*	*1.5*	*20*	*2.5*	*114.5*
Medicine	*23*		*11*			*20*	*1*	*55.0*
Surgery	*17*		*6*			*7.5*	*1*	*31.5*
Anaesthesiology and analgesia	*14*	*0.25*	*6.5*			*2.5*		*23.25*
Clinical practical training in common food-producing animals	*11*		*33*			*66*		*110.5*
Diagnostic imaging	*7*		*4*				*1.5*	*12.5*
Herd health management (summatory of):	*238*	*3*	*203*	*58*	*52,5*	*90,5*	*10.5*	*655.5*
Infectious diseases	*88*	*3*	*76*			*47.5*	*2*	*216.5*
Preventive medicine	*16*		*12*			*11*	*0.5*	*39.5*
Therapy in food-producing animals			*1*		*1.5*	*3*		*5.5*
Animal Production, including breeding, husbandry and economics	*134*		*114*	*58*	*51*	*29*	*8*	*394.0*
FVL Subjects	***A***	***B***	***C***	***D***	***E***	***F***	***G***	***H***
Subtotal Clinical Sciences FPA	***391***	***7.75***	***318.75***	***65.5***	***54***	***227***	***19.5***	***1,083.5***
Veterinary Public Health (including Food Safety and Quality)								
Veterinary legislation including official controls and regulatory veterinary services, forensic veterinary medicine and certification	*52*	*4*	*34.5*	*21*	*18*	*25*	*1*	*155.5*
Control of food, feed and animal by-products	*35*	*5*	*31.5*	*9*			*3*	*83.5*
Zoonoses and their prevention	*34*	*3*	*54*	*1*	*58*	*19*	*1.5*	*170.5*

Food hygiene and environmental health	*10*	*9*	*53*	*15*	*86*		*3*	*176.0*
Basic food technology	*47*	*18*	*48*	*25*			*3*	*141.0*
Subtotal VPH&FQ	***178***	***39***	***221***	***71***	***162***	***44***	***11.5***	***726.5***
FVL Subjects	***A***	***B***	***C***	***D***	***E***	***F***	***G***	***H***
TOTAL	***1,558***	***91***	***1,391.7***	***394***	***442***	***706***	***116***	***4,698.7***

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work, E: non-clinical animal work; F: clinical animal work; G: others (tutorials, blackboard practicals, field visits, report writing, students' exposition and assessment); H: total.

In table 3.1.2 hours of tutorials, self-study and evaluation (column H of table 3.1.1) are not included.

Table 3.1.3. Practical rotations under teaching staff supervision (excluding EPT)

Types	***List of practical rotations***		***Duration (weeks) 1week=36.5 h***	***Year of programme***
	Disciplines	***Species***		
Intra-mural clinics (VTH)	*Animal Reproduction Technology, Animal Well-being and Ethnology, Medical clinics, Nosology & Physiopathology, Obstetrics & Reproduction, Parasitic diseases, Pathology, Pharmacotherapy, Propaedeutics*	*Food producing animals*	*2.9*	*1/2/3/4/5*
	Anaesthesia, Animal Well-being and Ethnology, Diagnostic Imaging, Medical clinics, Obstetrics & Reproduction, Parasitic diseases, Pathology, Pharmacotherapy, Propaedeutics, Physiopathology, Surgery	*Companion Animals*	*8*	*1/2/3/4/5*
	Nosology & Physiopathology, Anaesthesia, Diagnostic Imaging, Hospital Rotation, Surgery	*Equines*	*1.2*	*3/5*
	Hospital Rotation, Medical clinics, Obstetrics & Reproduction, Pharmacology & Pharmacy	*Clinical Models (Skills Lab): cattle, equines, pigs*	*0.7*	*4/5*
Ambulatory clinics	*Hospital Rotation, Medical Clinic Parasitic diseases, Infectious diseases*	*Food producing animals*	*1.6*	*4/5*
Herd Health Management practicals at Teaching farm Gayoso Castro & other farms	*Agricultural Economics, Animal Health & Breeding, Animal Nutrition, Animal Production II, Animal Reproduction Technology, Animal Well-being and Ethnology, Epidemiology, Preventive Medicine & Sanitary Policy, Infectious diseases, Parasitic diseases, Propaedeutics*	*Cattle, equine, poultry, porcine, rabbits, small ruminants, dogs & cats (shelter), fish and bees*	*3.7*	*1/2/3/4/5*
VPH (including FSQ)	*Epidemiology, Preventive Medicine & Sanitary Policy, Food Hygiene, Food Technology, Toxicology, Ethics, Bioethics & Veterinary Legislation*	*Food producing animals*	*4.8*	*3/4/5*
Electives	*Medicine of high-milk production dairy cows, Veterinary Clinical Analyses*	*Variable**	*0.5*	*2/3/4*
Other (specify)	*Anatomy, Embryology, Cytology & Histology*	*Dogs, cats, ruminants, pigs, equines, fish, rabbits, rodents*	*3.6*	*1/2*

** See Appendix 10 List of FVL Elective subjects*

Table 3.1.4 Curriculum hours taken as electives for each student

Electives	A	B	C	D	E	F	G	H
Basic Subjects	*48*	*9*	*82.5*	*40*	*11*	*0*	*22*	*212.5*
Basic Sciences	*91*	*16*	*130*	*58*	*10*	*0*	*28.5*	*333.5*
Clinical Sciences in companion animals (including equine and exotic pets)	*24.5*	*18*	*64*	*0*	*4.5*	*159*	*10.5*	*280.5*
Clinical Sciences in food- producing animals (including Animal Production and Herd Health Management)	*27.5*	*20*	*50*	*3*	*1.5*	*19*	*13.5*	*134.5*
Veterinary Public Health (including Food Safety and Quality)	*0*	*0*	*4*	*0*	*23*	*0*	*0*	*27*

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

To obtain the diploma, FVL undergraduates must complete 17 ECTS in elective Supervised Work Placements (extramural EPT): *Clinical Internships*, 9 ECTS; and *Non-Clinical Internships*, 8 ECTS) (information on EPT is provided under standards 3.5, 3.6 and 3.7), and 12 ECTS in elective intramural or extramural subjects.

The FVL curriculum offers 14 intramural optional subjects (3 ECTS each) and one extramural elective subject ("*Extramural Practicum*") of 6 ECTS (see the list of FVL elective subjects in Appendix 10), that make up a total of 48 ECTS offered.

The FVL issues an annual call outlining the conditions and requirements for the *Extramural Practicum*. In recent years, 50-70% of students (based on first-year admissions) opt for this elective subject.

The Extramural Practicum hours in Table 3.1.4 are distributed between clinical sciences in companion animals, food-producing animals, and VPH, based on the percentage of students choosing electives related to these areas (see Appendix 10).

Table 3.1.5 Optional courses proposed for students (not compulsory)

Optional courses	ECTS	Hours	Period
Language courses, sport activities, theatre, photography, bibliographic references, other degrees' subjects.	*6*	*150*	*Academic course*
Extracurricular Practical Training	*5-30*	*125-750h*	*Holidays or weekends*

The current configuration of the curriculum allows students to enrol in not-compulsory optional courses. Students can choose among a great variety of optional activities (maximum 6 ECTS of the 300 ECTS necessary to get the Diploma) freely offered by the University (language courses, sport activities, theatre, photography, bibliographic references and other activities offered by the other faculties) and external associations, according to current legislation (RD 822/2021, Articles 10.9c and 14.2) and USC regulation.

If interested, the students may also enrol in "Optional Extracurricular Practical Training" from the 2nd year of the degree since they need to approve first a minimum of 90 ECTS; this course lasts from 125-750 hours (5 to 30 ECTS), takes place on holidays and weekends and can be carried out, and repeated by students, in several different entities. This extracurricular training is not included in the total 300 ECTS of the curriculum, though it is included as especial mention in the European Supplement to the degree, and it is very popular among students. The management of this training does not depend on the FVL, but on the USC Social Council (in Galician).

Description of the core clinical exercises/practical/seminars prior to the start of the clinical rotations

Numerous subjects, included in the Clinical Sciences and Animal Health module (see web), perform exercises, seminars and clinical practicals as addressed in their subject programme. In many of these practical sessions, students pass through the different services (both intramural and ambulatory) of

the VTH (HVURC), the dairy cattle *Gayoso Castro*'s teaching farm and associated farms. Below it is a detailed description (timing, group size per teacher, involvement of students) of these activities:

a) Participating in the clinical activity of the VTH (HVURC) Surgery Service, the students (in reduced groups of 7) attend practical activities in the following subjects:

- *Veterinary Clinical Medicine and Surgery I* (4.5 ECTS, semester 5, Year-3); 20 hours of practicals related to basic aspects of surgery as performing (on models and organs) sutures, bandages, electrosurgical units' management, preparation and use of instruments (for basic surgery, odontology and laparoscopy), the patient and the surgeon himself, and protocols in the sterilization room. Students expend 3h with ophthalmology patients (exploration, differential diagnosis, recording and prescription of medical/chirurgical treatment).
- *Veterinary Clinical Medicine and Surgery II* (4.5 ECTS, semester 6, Year-3); 20 h of practicals (15h in pets and 5h in horses) in which students participate as assistants in the entire process of patient care: exploration, medical record, proposal of diagnostic tests, patient and instrument preparation, surgical procedures and patient follow-up that require hospitalisation. They also learn to interact with the owners.
- *Veterinary Anaesthesia and Reanimation* (4.5 ECTS, semester 5, Year-3); 20 hours of practicals (15h in pets and 5h in horses) related to anaesthetic methods: anaesthetic devices, patient sedation, venous catheterization, endotracheal intubation, injectable and inhalational anaesthetic induction, patient monitoring, anaesthesia protocols, etc.

b) Participating in the clinical activity of the VTH Diagnostic Imaging Service, the students (in reduced groups of 7 or 10) perform practical activities in the subject:

- *Veterinary Diagnostic Imaging* (6 ECTS, semester 5, Year-3); 30 hours of practicals in which students learn to handle the material and equipment necessary to perform a radiological, computed tomography (CT) and ultrasound examination, interpret radiographs and properly manage patients and interact with their owners. Each student individually performs the ultrasound exam of a dog.

c) Participating in the clinical activity of the VTH Diagnostic Pathology Service (in reduced groups of 10), the student complete practical activities in the following subjects:

- *General Veterinary Anatomical Pathology* (4.5 ECTS, semester 4, Year-2); three hours of practicals are devoted to the observation, description and pathomorphological diagnosis of different types of lesions in organs condemned from the slaughterhouses.
- *Special Veterinary Anatomical Pathology I* (4.5 ECTS, semester 5, Year-3); students attend 15 hours of practicals in the necropsy room where they learn to perform a necropsy, at least in monogastric, ruminants, birds and fish, differentiate the healthy from the pathological tissues and post-mortem alterations, and elaborate necropsy reports.
- *Special Veterinary Anatomical Pathology II* (4.5 ECTS, semester 6, Year-3). In 22 hours of practicals and under the supervision of the teacher, student autonomously perform, at least 4 days of necropsies, sampling and writing of the necropsy reports on cadavers received at the Diagnostic Pathology service. In addition, the students perform the gross and histopathological study of a clinical case in groups of 3-4 students that must elaborate and present orally to the rest of the students.

d) In the following subjects, in groups of 7 and 10, aspects of propaedeutics and pathology, respectively, are studied:

- *Clinical Propaedeutic*s (6 ECTS, semester 5, Year-3); 37 hours of practicals in the VTH bovine and small animal modules to learn the techniques of exploration and sample collection, interpretation of the signs of disease, and to group them by syndromes to make an adequate diagnosis.

- *General Pathology (Nosology and Physiopathology)* (6 ECTS, semester 6, Year-3); 24 hours of practicals in which students solve clinical cases related to different systems with particular emphasis on Physiopathology.

e) In groups of 7 or 10, aspects of parasitic diseases are studied in the subjects:

- *Parasitic Diseases I* and *Parasitic Diseases II* (9 ECTS, semester 6, Year-3 and semester 7, Year-4, respectively). Students attend 32 hours of practicals in which they learn from real clinical cases to collect and process different types of samples (stools, blood and skin) and to diagnose major parasitic diseases. Also, they interpret the results, produce reports and establish appropriate treatment guidelines. Twelve of these hours are carried out in *Gayoso Castro* Teaching Farm, where students learn to recognize the main clinical signs of the most frequent parasitic diseases in cattle and to perform a correct sampling. Also, students attend 6 hours of seminars taught by academics, or voluntary students that address different aspects of special interest or current relevance related to parasitic diseases that affect domestic and wild animals.

f) In groups of 5 or 10, aspects of infectious diseases are studied in the subjects:

- *Infectious Diseases I* and I*nfectious Diseases II (*12 ECTS, semester 6, Year-3 and semester 7, Year-4, respectively). Students do a total of 33 hours of practicals in which 8 farms and Lugo's Animal Shelter are visited. Students assess *in situ* the health situation, treatment and control of infectious diseases. They also attend 3 hours of seminars where practical cases are addressed in rabbits, horses and pigs, and prepare 2 health reports of the cattle farms visited.

g) Participating in the clinical activity of the VTH (HVURC) Internal Medicine Service (in reduced groups of 7), students complete practicals in:

- *Veterinary Medical Clinic I* and *Veterinary Medical Clinic II (*12 ECTS, semester 8, Year-4 and semester 9, Year-5, respectively). In these two subjects, each student attends a total of 56 hours of practicals including 2 days being on call at the hospital. The students directly perform the examination of the companion animals that arrive at the hospital, select the most appropriate complementary diagnostic tests, perform the patient's diagnosis, inform the owners, establish the treatment and fill in the information corresponding to the medical record. Students also participate in the Ambulatory Clinic Service addressing clinical cases in farm animals (mainly cattle, and to a lesser extent, sheep, goats and pigs) on-site. This service attends 17 farms daily and more sporadically, another 9.

h) In groups of 7 or 10 students, aspects of preventive medicine are studied in the subjects:

- *Epidemiology, Preventive Medicine and Sanitary Policy I* (4.5 ECTS, semester 8, Year-4). Eight hours of practicals are devoted to the simulation of real clinical situations so that students learn to establish health and productive programmes to make livestock farms profitable.
- *Epidemiology, Preventive Medicine and Sanitary Police II* (4.5 ECTS, semester 9, Year-5). Fifteen hours of practicals in which they visit two livestock farms (dairy cattle *Gayoso Castro* teaching farm, and a poultry farm), analysing their health and production programmes. The students learn to make an anamnesis of the herd and farm, the analysis of the production and health data, as well as the diagnosis of the diseases found and the preventive and medical measures that must be taken.
- *Zoonoses and Public Health* (4.5 ECTS, semester 8, Year-4). In 15 hours of practicals, students learn to make the diagnosis and solve clinical cases of zoonoses.

i) In groups of 7, aspects of obstetrics, reproduction and reproductive disorders are studied in the subjects:

- *Veterinary Reproduction and Obstetrics I* (4.5 ECTS, semester 7, Year-4). Each student attends 9 hours of practicals learning to manipulate the genital apparatus of the cow and performing an artificial insemination, a vaginal cytology and semen analyses. There are also 2 hours of seminars concerning ultrasound and dystocia in labour.

- *Veterinary Reproduction and Obstetrics II* (4.5 ECTS, semester 8, Year-4). In 20 hours of practicals carried out in the VTH bovine module, students learn to perform rectal and ultrasound examination on a cow's genital tract. They also participate for 8 hours in the diagnose of clinical cases on small animal reproduction.
- *Animal Reproduction Technology* (4.5 ECTS, semester 9, Year-5). In 20 hours of practicals carried out in external associated bovine farms, students learn to perform artificial insemination on cows, to control oestrus, ovulation and embryo transfer, and to manage reproduction in cattle.

j) In groups of 10, aspects of pharmacology, pharmacy and pharmacotherapy are studied in the subjects:

- *Pharmacology and Pharmacy* (6 ECTS, semester 4, Year-2); 5 hours of practicals are dedicated to working with pharmaceutical forms and managing sources of information on drugs.
- *Veterinary Pharmacotherapy* (6 ECTS, semester 7, Year-4). Students attend 15 hours of practicals in which they learn to calculate the doses of drugs, the legal aspects of their use, pharmacovigilance, the preparation of prescription, and pharmacotherapy in hospitalised animals.

k) Also, in groups of 10, in the subject *Veterinary Toxicology* (7.5 ECTS, semester 7, Year-4), in 8 hours of practicals the students learn to perform the general analytical procedure in toxicological research: taking samples and sending them to the laboratory (conditions, chain of custody, etc.), analytical methodologies, interpretation of results, diagnosis and treatment.

Description (timing, group size per teacher, ...) of the core clinical rotations and emergency services (both intra-mural VTH and ambulatory clinics) and the direct involvement of undergraduate students in it (responsibilities, hands-on versus observation, report writing)

Regarding the core clinical rotations and emergencies services, the FVL curriculum is organized in such a way that during the practical activities of the core clinical subjects, students rotate through the different services (both intramural and ambulatory) of the VTH (HVURC), as explained above in detail. In addition, they must complete a 3-week clinical rotation in the core clinical subject *Hospital Clinical Rotation*, with exclusively practical training at the VTH during semester 10 (Year 5) (see a digest of the FVL core clinical subject *Hospital Clinical Rotation* in Appendix 11).

The ***Hospital Clinical Rotation*** takes place at the VTH with 138 hours of practicals per student. It is designed to reinforce students' acquisition of practical skills necessary for clinical work. Students are incorporated into the current VTH working protocols and are directly involved in each activity, under the supervision of the teaching staff.

Students are distributed into 12 groups, 3 in the 1st semester and 9 in the 2nd semester, with an average number of 8-10 students per group. Each group is assigned a tutoring teacher who informs the students about organisation of work, responsibilities and ethical commitment, before starting clinical activities. In addition, all general information about the *Hospital Clinical Rotation* is available on the Virtual Campus. Each group is divided into different specialty clinical services or different activities of the same service, so each student is normally supervised individually.

Students participate in three different clinical activities: hands-on practical in the Clinical Skills Laboratory, rotations through hospital services, and complementary rotations.

- In the Clinical Skills Laboratory, students must spend 6 hours participating in activities at different stations where they practice various clinical procedures on models before attending hospital rotations.
- During hospital rotations, the 8-10 students are subdivided into groups of 2 to 4 students to rotate through hospital services. Each student spends a minimum of two days in each of the services. In these rotations, students perform simple and routine procedures always under the supervision of teaching staff. Additionally, students must participate in clinical cases and choose one of them to present their work on the patient, including the diagnostic procedures performed, the therapeutic

procedures undertaken, and a discussion of the case. The hospital services where they complete their rotations are:

- Small Animal Internal Medicine. It includes different specialty Clinics (General Medicine, Dermatology, Oncology, Cardiology, Neurology and Ethology).
- Small Animal Surgery and Anaesthesia. It includes Clinics of different specialties (General Surgery, Orthopaedics, Dentistry, Ophthalmology, Reproduction, and Endoscopy) and Anaesthesia for diagnostic and surgical procedures.
- Diagnostic Imaging. Includes Radiology, Ultrasound, CT and Magnetic Resonance Imaging (MRI).
- Food-producing Animal Service, that includes reproduction, anaesthesia, surgery and ambulatory clinics.
- Equine Service, that includes reproduction, anaesthesia, surgery and ambulatory clinics.
- Diagnostic Pathology Service: necropsies, histopathological diagnosis, sampling, and necropsy and sample submission reports.

- Additionally, students participate in hospitalised patients care and complete two-night and 1 weekend shifts in the hospital's continuous care service open 24/7.
- Complementary rotations: each of the hospital services conducts complementary rotations that allow students to refine certain clinical skills while complementing their hospital rotation experience (see Appendix 11).

The rotation in VTH services consultation is Monday to Friday from 8:30 to 15:00 hours; the complementary rotations in the VTH services take place from 9:00 to 12:00 hours or 16:00 to 19:00 hours (see Appendix 11), plus an overnight rotation (20:30 pm to 8:30 am) as well as weekend and holiday service with the veterinarians on-call. The students are under the responsibility of veterinary internship residents (VIR), whose work is supervised by clinical instructors and associate clinical teachers. There is always a specialist available (Surgery/Anaesthesiology, Internal Medicine and Diagnostic Imaging).

Evaluation of students is based on the clinical skills they have acquired, aligned to the ESEVT DOCs, that are registered in a specific logbook, provided as Appendix 12. For more information on the student's *Hospital Clinical Rotation* Logbook see standard 8.5.

Description (timing, group size per teacher, ...) of the teaching in slaughterhouses and in premises for the production, processing, distribution/sale or consumption of food of animal origin

The subjects that provide specific training in slaughterhouses and in premises for the production, processing, distribution/sale or consumption of food of animal origin are included in the Food Hygiene, Technology and Safety module (see web):

- *Food Technology I* (Semester 5, Year-3; 4.5 ECTS). Students perform basic procedures in the food industry and laboratory practicals in groups of 20 students to understand the nature and structure of food, its physicochemical properties, and the treatment technology of production, processing, preservation and packaging in the food industry.
- *Food Technology II* (Semester 6, Year-3; 4.5 ECTS). In groups of 20, students expend 15 hours actively visiting animal-derived food processing facilities (milk, cheese, meat and pilot plant) to understand the pre-processing, transformation, and post-processing of animal-derived foods, ensuring their technological, sensory, nutritional, and microbiological quality; recognize common defects in animal-derived foods and learn how to resolve and prevent these issues; and explore sustainability within the circular economy related to these processes.
  - Airas Moniz, a Cheese making facility which produces soft cheese, blue cheese and salt fermented butter. The products are prepared with milk from Jersey cows with high rate of A2/A2 milk. The students can see the whole process of elaboration.

- Naturleite. A plant from COVAP group, and one of the main suppliers of UHT and HTST milk for the distribution in Mercadona Group.
- TEIJEIRO family business meat processing plant with a high number of different products made from white pig, Celtic pigs, and calves' meat. It manufactures sausages without additives and gluten and lactose free.
- DAIRY PRODUCTS USC Pilot plant with several cheese lines, milk fermented, Tangential microfiltration, evaporation, sterile products…

- *Hygiene I: General Hygiene and Food Safety* (Semester 8, Year-4; 6 ECTS) covers the main general hygienic aspects of Food Control, and food safety, including legislation. In seminars students simulate audits of the HACCP system; 15h of laboratory practicals, in groups of 20 students, cover the microbiological examination of different types of foods, mainly those of animal origin, including the study of shelf-life of foods using computer assisted mathematical models. Also, there is an inspection day of foods in the distribution industry, visiting in groups of 10 students the supermarkets of FROIZ, GADIS, or EROSKI group (2 hours). It is focused on label controlling, temperatures and food manipulation.
- *Hygiene II: Inspection and Control of Milk, Fish and Other Products* (Semester 9, Year-5; 4.5 ECTS). Students are trained in the inspection and control of dairy products, fish products and other food of animal origin, the analyses of hazards that can affect these foods, the hygiene measures and the legislation concerning its production. In groups of 20, students have 15h of laboratory practicals on: determination of different quality parameters of milk, honey and eggs, and fish identification of edible species at scientific species level. Also, students visit food processing companies (dairy plant and fish markets) for 6 hours, in groups of 15:
  - FEIRACO dairy processing plant. This factory processes UHT milk, yoghourt, cream, dairy desserts and bonbon cream.
  - The Burela fish market located on the Lugo coastline is the main market for northern tuna (*Thunnus alalunga*) in Spain. It contains an ice factory as well as shellfish and crustacean tanks and many other fish species.
- *Hygiene III: Inspection and Control of Meat and Meat Products* (Semester 9, Year-5; 4.5 ECTS). Students are trained in the hygiene control, the inspection ante-mortem and post-mortem, the production and processing technology of meat and meat products for human consumption, the legislation and administrative procedures in the field of meat and meat products and public health, the production, in excellent and economically profitable conditions, of fresh meats and meat products and the evaluation of their environmental impact, and the identification of emerging risks in the production of fresh meat and meat products. Practical training of students is done in slaughterhouses, where they learn *in situ* the day-to-day working activity including reception of animals, ante-mortem inspection, stunning, including animal welfare aspects, slaughter process, post-mortem inspection, including taking samples from organs for residues investigation, storage and delivery. In addition, they have the opportunity of supervising the hygienic control of the personnel, equipment and facilities and sampling of carcasses and equipment surfaces for microbiological analysis carried out by students later in the FVL laboratory. Moreover, students receive information on traceability, specific risk materials (SRM), the Hazard Analysis and Critical Control Point (HACCP) system and veterinary activities. The five main premises visited within this subject, are:
  - *COREN-Novafrigsa*, the main slaughterhouse for ungulates in the Galician Community, processing more than 400 bovine animals per day. It is also authorized to sacrifice animals following the Halal procedure suitable for the Muslim population. There is a collaboration agreement signed between the FVL and the premise owner of the COREN Cooperative to perform ante-mortem inspection, as well as sampling procedures on carcasses and facilities, inspection of cutting area, etc, with 10 students per group (8 hours per student).

- FRILEA, bovine and pork slaughterhouse. This is a little slaughterhouse processing both species. With 50-80 bovine animals some days in a week, as well as 50 to a maximum of 200 pigs slaughtered per day, with also quartering rooms as well as processing products, also to perform sampling procedures from carcasses and equipment. This slaughterhouse helps the students to know the main differences between large and little facilities, as well as different inspection procedures, with 10 students per group (8 hours per student).
- COREN-*Frigolouro* pork Slaughterhouse, is the main pork slaughterhouse in Galicia. This slaughterhouse sacrifices 2,500 pigs per day and has several quartering rooms and process a lot of products from pig origin (ham, steaks etc), with 15 students per group (2 hours per student).
- The *COREN* Poultry Slaughterhouse is probably the main platform in Europe of poultry meat. It includes 2 poultry premises one for broilers with more than 10,000 broiler sacrifices per hour, one for turkeys. A total of near 200,000 birds per day are sacrificed; also, there is a cutting area, a meat processing plant, etc., with 15 students per group (2 hours per student).
- The SADA, Poultry Slaughterhouse is a broiler slaughterhouse, which sacrifices 70,000 broilers per day, which is used as alternative to COREN Poultry Slaughterhouse; it is a modern slaughterhouse that includes automatized quartering room, with 15 students per group (2 hours per student).

Description of the selection procedures of the Electives by the students and the degree of freedom in their choice (e.g. what happens when too many students select one specific track

To get the Diploma students must enrol in elective subjects to a total of 12 ECTS (see Appendix 9). The number of Electives and their distribution guarantee that students can enrol in the elective subjects of their choice, as there is no limitation other than coincidences in the schedule with other subjects. FVL offers 48 ECTS in 15 Electives, 14 intramural (3 ECTS each) and 1 *Extramural Practicum* (6 ECTS); electives are listed in Appendix 10.

Intramural elective subjects are open to enrolment from the 2nd year, in the first or second semester, depending on the subject (see the list of subjects in Appendix 10).

In the case of the elective *Extramural Practicum,* it is considered as EPT together with the *Clinical Internships* and *Non-Clinical Internships* (more information in standard 3.5). This is a subject to be developed in any of the 410 EPT providers with an official agreement signed with FVL (Appendix 13) where students complete a total of 150 hours of practicals per student in summer holidays (July & August). FVL establishes an annual call that defines the conditions and requirements for the application and completion of this elective subject (Appendix 14). The selective process is based on the average grade of the student's academic record at the end of semester 7 (Year 4) since the requirement to enrol is to have 150 ECTS approved. In the case of an official EPT provider agreement promoted by the student, s/he has the preferential right to carry out the practicals with said provider. In recent years, 50 to 70% of the students (calculated *vs* number of first course admission per year) choose this elective subject.

Description of the procedures (e.g. logbooks) used to ascertain the achievement of each core practical/clinical activity (pre-clinical, clinical, ambulatory clinics, EPT) by all students

The achievement of the learning results of the core practical/clinical activities is recorded in each subject for the learning objectives specified in the subject programme, which also indicates the minimum requirements for its acquisition. The subjects internally record the progress and/or results of the student mainly through Moodle gradebooks, portfolios and/or Excel workbooks, with the grade of each subject finally being registered in the USC centralised grade reporting system ("XesCampus") for each student, allowing the individual's progress in the degree to be visualised by consulting the subjects that the student has passed.

In addition, FVL implements a system for monitoring student progression in the acquisition of ESEVT DOCs through specific Logbooks designed to allow cross-referencing of the learning outcomes of each subject programme with the ESEVT DOCs. So far it has been implemented in Year-1 subjects and *Hospital Clinical Rotation* (Year 5). Full implementation is expected to be

achieved in 3 years. Students receive the Logbooks to self-monitor their progress in achieving the learning objectives, through the evaluation of specific tasks for each DOC. These Logbooks indicate the summative learning outcomes for the DOCs and specify those specific tasks that will serve as a check point that the student must pass to graduate. Appendices 15 and 12 show the student's Logbook of the learning outcomes in the different subjects assigned to DOCs in the first year and *Hospital Clinical Rotation*, respectively. For more information on evaluation through Logbooks see standard 8.5.

Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area. The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students. The VEE must also describe how it encourages and prepares students for lifelong learning.

Describe of how the VEE:

-) ensures that the study programmes meet the objectives

In compliance with the laws mentioned in standard 3.1, the degree in Veterinary Science in Spain comprises 300 ECTS taken over 5 years; consequently, Royal Decree 96/2014 has recognized the Veterinary degree as equivalent to a master's level (Spanish Qualification Framework for Higher Education, MECES, level 3).

The current curriculum 2011, in force at FVL, was verified by the Spanish QA and accreditation agency (ANECA -ENQA member-) and was approved by the Spanish Council of Universities in 2010. This new curriculum was introduced during the academic year 2010-2011 (click here to view the document). The accreditation of the FVL Veterinary degree was renewed by ACSUG (member of ENQA), by the Spanish Council of Universities in 2017 and by EAEVE until 2025.

As mentioned in standard 3.3, FVL ensures that the curriculum meets the overall objectives (addressed in standard 1.1.) and learning outcomes specified in the subjects' programmes through a comprehensive monitoring process developed through the preparation of the annual FVL's Veterinary degree QA follow-up report (Appendix 3, Report 2022-23); specifically, criteria 1.1 and 1.2 revises that the subject programmes are updated and developed in accordance with the provisions made in curriculum 2011, and criterion 6.1 analyses whether the learning outcomes and competences acquired by students upon graduation are consistent with the veterinary profile required by the Spanish Qualification Framework for Higher Education, MECES, level 3 of the Title; in addition, criterion 7.3 analyses whether job placements of FVL graduates are appropriate to the professional and socioeconomical context of the Veterinary career.

-) promotes a teaching environment conducive to learning

FVL continuously promotes a teaching environment conducive to learning by regularly updating the curriculum to the needs of society, the quality and qualification of the academic staff who contribute to a research-based learning environment, the renovation of facilities and the purchase of new equipment and learning resources to adapt to new teaching methods such as virtual rooms, etc (Appendix 1).

Annually, the FVL's Veterinary degree QA follow-up report (Appendix 3) in criterion 5.1 analyses the sufficiency and adequacy of facilities, equipment, resources and services available to staff and students to the provided in curriculum 2011, the proposed teaching methods and the competences to be acquired by students.

-) encourages and prepares students for self-learning and lifelong learning

FVL teaching staff is very active in following training courses on new teaching methodologies to promote self-learning and lifelong learning of students; to guarantee student autonomy and, at the same time, sufficient attention, the teaching sessions are adapted to different number of student groups (80, 30, 20, 10, 7 or 5 students).

Additionally, FVL has implemented significant improvements in the Clinicals Skills Laboratory, promoting self-training and students' confidence in applying clinical procedures before performing them on patients (more information in standard 4.5).

Standard 3.3: Programme learning outcomes must: Ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework, include a description of Day One Competences, form the basis for explicit statements of the objectives and learning outcomes of individual units of study, be communicated to staff and students, be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.

Description of the educational aims and strategy in order to propose a cohesive framework and to achieve the learning outcomes

The educational aims and strategies to maintain a cohesive framework and achieve the learning outcomes are explained in standard 3.1. Curriculum 2011 is organized around a set of competencies and associated learning outcomes that students must acquire. Many of these competences to be acquired are specific knowledge and skills related to the veterinary profession, but soft skills (general and/or transversal competences) are also included.

FVL has aligned the learning outcomes worked on in the different subjects with the ESEVT DOCs to show their progressive acquisition by students throughout of the curriculum (Appendix 8).

Annually, the FVL's Veterinary degree QA follow-up report (Appendix 3) revises the mechanisms in place to coordinate teaching activities to allow the acquisition of competences and establishes improvement measures where required (criterion 1.3), and analyses the sufficiency and adequacy of the staff (criterion 4.1), and of facilities, equipment, resources and services available for staff and students to the provisions of curriculum 2011 (criterion 5.1), together with the teaching methods proposed and the competences to acquire (criterion 6.1).

Description of how the VEE ensures that the learning outcomes fit with the ESEVT Day One Competences

Curriculum 2011 has been periodically revised to allow for the acquisition of the ESEVT DOCs. The learning outcomes of the Veterinary degree have been planned to ensure the progressive and sequential acquisition of DOCs, so that the skills and competences that students acquire have increasing levels of complexity.

A revision of ESEVT DOCs achievement in the curriculum is underway. The alignment of teaching activities, learning outcomes, and assessment of DOCs is reviewed in meetings led by the dean, involving subject coordinators, to ensure there are no gaps or unnecessary overlaps. Working groups have been summoned for each DOC, to refine DOCs mapping in the curriculum, and to coordinate progressive acquisition of DOCs from Year-1 to Year-5 of the degree. In the academic year 2023-24 the mapping of the 38 ESEVT DOCs has been revised (Appendix 8), the learning outcomes of Year-1 subjects and Year-5 *Hospital Clinical Rotation* subject were refined and aligned to DOCs in the subject programmes and it was created a new Student's First Year Logbook (Appendix 15) and modified the former *Hospital Clinical Rotation* Logbook (Appendix 12).

Description of how (procedures) and by whom (description of the committee structure) the learning outcomes are decided, communicated to staff, students and stakeholders, assessed and revised

Both the competences and the learning outcomes are defined in the curriculum as stated in 3.1. The relationship between the competences, the learning outcomes and how they are achieved is defined at subject level and described in detail in the programme of each individual subject.

On an annual basis, subject programmes are reviewed, discussed and approved by the department Councils, previous revision by the Veterinary degree Committee, and finally approved by the Faculty Board. In fact, subject programmes can be considered as "formal contracts" between both academics and students which serve as a reference for the implementation and monitoring of the learning process, and they are published on the FVL website before the beginning of the academic term (see Study programme by course →click a year → click a subject →click programme →open pdf programme).

FVL has 9 working groups, one for each semester from 1st to 9th; at the end of each semester, the given working group meets to analyse how the syllabus has been fulfilled and if the specified competences have been acquired and then prepares the end-of-semester follow-up report. This report is considered to modify the subject programmes or the curriculum when appropriate. For the 10th semester these duties are fulfilled by the Supervised and External Practicals Committee and the End-of-degree Project Committee. Curriculum modifications must be approved by the Faculty Board, after revision by the Veterinary degree Committee and positive report by the QA Committee.

Standard 3.4: The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must: Determine the pedagogical basis, design, delivery methods and assessment methods to oversee and manage the curriculum, oversee QA of the curriculum, particularly gathering, evaluating, making changes and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes, perform ongoing reviews and periodic in-depth reviews of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned, identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development

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

From the beginning of the Veterinary degree (academic year 2010/2011) to the accreditation renewal (2017), and from accreditation renewal to present, curriculum 2011 has been in a constant review process, with several substantial changes (16/11/2015) and non-substantial changes in its content or structure. Curriculum modifications are approved by the Faculty Board, previous proposal by the Veterinary degree Committee or departments responsible for the subjects of the degree and positive report issued by the FVL QA Committee. Subsequently, these modifications must be approved by the USC Governing Council, after positive report of the University QA system. Finally, curriculum modifications are sent to the QA external agency with competences for their approval (ACSUG), and in the case of substantial modifications, they must be also approved by the Spanish Council of Universities. This process follows the general procedure for curriculum modification as laid out in current regulation Royal Decree 822/2021.

Design and communication of the curriculum. As indicated in the Introduction, the current curriculum has been elaborated in accordance with European and Spanish legislation and the EAEVE recommendations. With this purpose, the Faculty Board appointed a specific committee for the design of the curriculum, which was ratified by the Rector, and was formed by professors representing the 5 content modules, student body representatives and the person responsible for the Administrative Unit. The procedure established by the USC was followed. This procedure guarantees the participation of various stakeholders, such as the Official Veterinary Colleges of

Galicia and professional associations, as well as periods of public notification and display and presentation of amendments. The specific procedure was fully described in the former SGC, Chapter 5, P01-PC-01 (Appendix 4), currently replaced by PI-03.

Implementation, evaluation and review of the curriculum Since its implementation in the academic year 2010-11, the curriculum is subject to a continuous evaluation under the responsibility of the Veterinary degree Committee (see 3.1), in which students are represented. Every year the Veterinary degree Committee receives information from different sources (reports from the end-of-semester coordination working groups, inputs from graduated students, EPT and *Hospital Clinical Rotation* tutors and students, administrative staff, External Advisory Committee, etc.), analyses the validity of the curriculum to compile the annual Veterinary degree QA follow-up report (Appendix 3 shows the 2022-23 report), and if necessary, proposes improvement actions to be implemented during the next academic year. In addition, FVL QA Committee reviews the information of the follow-up report and includes the Veterinary degree Committee's suggestions and contributions in the annual FVL QA Report.

Among these improvement actions FVL organises specific training courses for teachers, professional tutors, and teaching support staff, in collaboration with the USC Training School, to guarantee qualification and continuous training of staff involved in teaching activities. If necessary, FVL complements the courses offered with own courses to include all training areas.

Because of this analysis, some minor modifications and improvements have been made along these years. Thus, the distribution of the competences and the hours dedicated to the different training activities has been reorganised. In addition, new elective subjects have been incorporated in the offer to students, such as "*Extramural Practicum*" (6 ECTS) (see standards 3.1 and 3.5).

The original Curriculum and all approved changes are available to the public at this link (in Spanish).

This thorough monitoring process is carried out to ensure that the degree programme continues to be effective an updated, and to guarantee the renewal of its accreditation (every eight years as mandatory by law: Royal Decree 822/2021).

FVL has applied for the institutional accreditation of Higher Education Schools; this application is currently in the final steps of the official process. Once the FVL accreditation is awarded, the accreditation of the school and the Veterinary degree, as well as other studies for which the establishment is responsible, must be renewed every six years (Royal Decree 640/2021).

Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another. EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person. EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ)). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.

Description of the organisation of the EPT and how it complements (but not replaces) the Core Clinical Training (CCT)

EPT complement, but do not replace the student's academic training; it means the immersion of students in a professional environment with real practical activity and all the variability that this entails, being usually very different from the regulated academic environment that a student has had until that moment.

FVL EPT (in web internship) is composed of 3 subjects (see curriculum digest in Appendix 9):

- 2 compulsory subjects integrated in the module "Supervised Work Placements": *Clinical Internships*, 9 ECTS, 5 weeks; and *Non-Clinical Internships*, 8 ECTS, 4 weeks; these subjects are offered in semester 10, and again in semester 11 to allow students who do not meet the prerequisites needed to enrol in these subjects in semester 10 (maximum of ECTS left to finish the degree) to not delay their graduation.
- 1 extramural elective subject ("*Extramural Practicum*") of 6 ECTS (see the list of FVL elective subjects in Appendix 10). Information about this subject is provided in standard 3.1 (Table 3.1.4 and the following text on Elective subjects).

Clinical Internship may be developed in veterinary clinics, external veterinary hospitals or ambulatory clinics with practitioners (small animals, food-producing animals, exotic and wild animals), or undertaking supervised veterinary clinical research at the FVL.

Non-Clinical Internship may be developed in livestock farms (cattle, small ruminants, porcine, equine, poultry, fish, etc.), zoological parks, slaughterhouses, laboratories, food industries or other companies in the veterinary sector, Public Administration with official Veterinary Services, or undertaking supervised non-clinical research at the FVL.

Students can enrol in EPT subjects with a maximum of 81 pending ECTS, including the End-of-degree Project.

EPT subjects are regulated by Order ECI/333/2008 as the whole curriculum and by Royal Decree 562/2014 specific of extramural training of undergraduates, in the framework of the agreements signed with the providers according to the USC and FVL regulations. The 3 subjects have similar organisation and QA reviews (see standards 3.1 and 3.4); the EPT providers for the development of the 3 EPT subjects are listed in Appendix 13.

FVL organisation of EPT depends on the vice-dean for EPT and External Relations, with the support of administrative staff and the institutional support provided by the USC centralised Unit of Academic Management which performs the administrative management of the practical activities and is responsible for the legal agreements with the EPT providers. There are two EPT calls (only one for *Extramural Practicum*), one in September-December, and another in February-August, which are published in the FVL electronic screen boards and the intranet.

The administrative procedure for managing EPT includes 9 phases: (1) Preparation of calendars; (2) Designation of academic tutors by the departments, with the approval of the Supervised and External Practicals Committee; (3) Preparation of the subject schedules by the subject coordinators with the approval by the department Councils involved and by the FVL Faculty Board; (4) Preparation of calls; (5) Management of student requests by the administrative unit; (6) Management of new agreements; (7) Assignment of destinations and academic tutors by the coordinators and communication to the departments; (8) Communication to professional tutors about the students assigned, regulations and communication channel, and (9) Sending documentation to students, including annexes to the agreement and information on the procedure for registration with Social Security. Since January 1, 2024, all university students who carry out external academic internships contribute to Social Security. This cost is assumed by USC, which also takes care of its administrative management.

EPT students are supervised and assessed by two tutors: (i) the qualified professional tutor, who maybe a veterinarian or USC academic staff and (ii) the FVL academic tutor. Each of the EPT subjects has a coordinator who is part of the Supervised and External Practicals Committee, which is responsible for planning, managing, resolving conflicts, reviewing regulations, supervising web information and annually evaluating agreements with EPT providers; it also prepares the subject programme in collaboration with the academic tutors, which after being approved by the Faculty Board, is available on the FVL website (see Study programme by course →click a year → click a subject →click programme →open pdf programme). The programme is reviewed annually establishing the criteria for the preparation by the student of the practical record and the evaluation

of students. The overall student evaluation is carried out considering the evaluation by the professional tutor (40%) and the academic tutor (60%).

At different moments, and particularly at the beginning of the 9th semester, orientation meetings with students are carried out to explain the organisation of EPT and how to apply through the FVL website. Any student has access to the full list of available EPT providers on the website (Appendix 13). The students can also propose new providers that are not included in the list, if interested; in this case, the vice-dean evaluates the proposal and, if appropriate, facilitates the approval of an official agreement.

At the beginning of the 9th semester, students communicate the chosen providers to the vice-dean. The coordinators of EPT subjects also help to plan the students' selection to assure a correct learning process because they have direct contact with the non-academic tutors. In most cases, the process is not competitive, and most students are authorized to go to their first choice. However, in the case of some specific entities, the demand is higher than the positions available. In this case, selection is performed with the external entity, and it is based on students´ academic records and especially their grade average.

Table 3.5.1 Curriculum days of External Practical Training (EPT) for each student

<table>
<tr><th>Fields of Practice</th><th>Minimum duration (weeks)</th><th>Year of programme</th></tr>
<tr><td>Production animals (clinical)</td><td rowspan="2">5</td><td rowspan="5">5</td></tr>
<tr><td>Companion animals (clinical)</td></tr>
<tr><td>Production animals (pre-clinical)</td><td rowspan="3">4</td></tr>
<tr><td>Companion animals (pre-clinical)</td></tr>
<tr><td>VPH (including FSQ)</td></tr>
<tr><td>Others*</td><td></td></tr>
</table>

**Laboratories, public administration, feedstuff industries, recovery centres management…*

In the 2020-21 academic year, a dual pilot training plan for EPT + End-of-degree Project was started with the main objective of increasing the practical training of veterinary students in the real world, mainly in strategic areas (itineraries), which have a greater job offer and that present difficulties in recruiting qualified personnel, linked to the field of animal production, animal welfare and biotechnology. It also serves to strengthen relationships with EPT providers (companies, cooperatives, associations, administrations...) and obtain greater feedback from them in the design of the training, its monitoring and its evaluation. These training packages allow co-directed End-of-degree Projects to be carried out in a company-University tandem, considering the real needs of the providers and the research experience of the academic tutors involved, which contributes to promoting and reinforcing new lines of research. In this way, highly applied Projects are developed that will have a real impact on the providers. Both tutors, together with the student, participate in choosing the topic of the End-of-degree Project and in the design of the training programme. Students can extend their stay at the EPT workplace to partially or totally complete the Project under the same agreement. Currently, 14 training packages are offered (listed in Appendix 16).

Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the students (stating their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme. There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.

Description of how the EPT providers are linked to the VEE (a copy of one of the agreements to be provided in the Appendices), assess the students and provide feedback to the VEE.

The USC Rectorate has made the management of agreements easier and ensured that they last longer (as they are valid for at least 4 years) by signing an official agreement with every EPT provider

which fixes the rights and obligations of the student (Appendix 17 include the EPT agreement template). To date, FVL has 410 active agreements with many national and international entities (listed in Appendix 13), and new placements can easily be added by signing an official agreement.

Before beginning EPT, the students receive an email with an annex to the general agreement with the student's particular information and the dates of the practical activities in the external facilities, and a copy of USC insurance and civil liability insurance.

All the veterinary practitioners that supervise the EPT are collegiate members of the Official Veterinary College and follow the deontological code for the exercise of the veterinary profession as set on by the Spanish Veterinary College Organisation (in Spanish).

The professional tutor assesses the work and activity carried out by the students, as well as the reflection of the student on the work done by revising the EPT student's report and is responsible for certifying the achievement of professional skills on-site. The evaluation is carried out based on a rubric that is available to the student in the Virtual Classroom of the subject (Appendix 18) and that will have a weight in the final grade of 40%. In addition, to pass the evaluation of the professional tutor, the student cannot have an evaluation in "disagreement" or "totally in disagreement" in more than 30% of the evaluated items.

The EPT coordinators and the academic tutors are the liaisons with the EPT providers and contact directly with each one of the professional tutors to gather information about their degree of satisfaction with the performance of the student. The professional and the academic tutor fill-in an anonymous survey about the degree of satisfaction with the relationship maintained with the FVL (Appendix 19).

Name of the teaching staff(s) responsible for the supervision of the EPT activities

The academic persons responsible for the supervision of the EPT activities and liaison with providers are:

- María Isabel Quiroga Berdeal: Vice-Dean of EPT and External Relationships.
- Rodrigo Muíño Otero: coordinator of *Clinical Internship*.
- Ramiro Fouz Dopacio: coordinator of *Non-Clinical Internship*.
- Natalia Miño Fariña coordinator of *Extramural Practicum*.

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

Description of the implications of students in the preparation, recording and assessment of their EPT

The students are free to choose the EPT provider that they consider most interesting for their professional future. They must select one of the providers that have already signed an agreement with the USC. However, many students look for new entities, and they are responsible of performing all the steps necessary to sign a new agreement. In both cases, students must contact the external centres and their professional tutors and agree on the dates and schedules of their placement. It is the responsibility of the student to download the evaluation rubric for the professional tutor from the virtual classroom and deliver it to him/her at the beginning of the EPT.

During their EPT period, in addition to fulfilling their obligations in the workplace, the students must write an individual EPT report approved first by the professional tutor and then submitted to the academic tutor for evaluation. The EPT report must include a detailed description of the activities performed. The procedures outlined in the report of *Clinical Internships* will be clinical in nature and must include two clinical cases, detailing the patient's clinical history and examination, diagnosis, complementary tests, treatment, and the evolution of the case. In the report of *Non-clinical*

Internships students must include a description of the activities carried out that must be of a non-clinical nature, having to agree with the academic tutor if they conform to what was requested, to consider all the mandatory sections completed.

The academic tutor must assess the quality of the report's presentation and the extent to which the student maximises the learning opportunity during the EPT. The evaluation should not focus on the number of activities performed, as this depends on the workload of the assigned provider rather than the student's effort. This assessment will account for 60% of the final grade. Students know the model of the EPT report and the assessment criteria in advance.

Finally, students should reflect their level of satisfaction with the EPT in the report they send to the academic tutor and fill in the survey on their degree of satisfaction with the facilities visited and the treatment received (Appendix 20).

Description of the complaint process in place concerning EPT

As for the complaint mechanisms in place concerning EPT, students must contact first the academic tutor. If possible, the academic tutor tries to correct it directly by contacting with the provider or the professional tutor. If there is negative feedback from the professional tutor, non-anonymous by phone or email, the academic tutor tries to solve the problem, but if continued s/he contacts the coordinator and the vice-dean and they meet and analyse the situation with the student, trying to solve it.

In addition, professional tutors, academic tutors and students carry out anonymous surveys that are analysed by the Veterinary degree Committee and included in the annual follow-up QA report, and by the FVL QA Committee during the preparation of the annual FVL QA report. For their part, the subject coordinators collect the opinions of the academic tutors, report on problems in the development of EPT, or incidents, and propose improvement actions.

The PC-04 process of the QA Process Manual indicates the procedure for managing complaints: the Supervised and External Practicals Committee collects information on the incidents presented by the coordinators of the EPT during their development, the satisfaction of the different stakeholders (students, academic and professional tutors), the skills acquired by the students and any other issue that is considered relevant. Based on this information, it proposes the revocation of agreements or the need to establish new ones, if applicable. The Veterinary degree Committee is informed of the situation and the changes that occur in the agreements. Annually, the FVL QA Committee supervises the list of active agreements on the website, following the Veterinary degree QA follow-up report prepared by the Veterinary degree Committee. Based on this information, FVL can propose to the vice-rectorate office the revocation or formalization of new agreements.

There is also an official procedure for major claims or suggestions, which are the same as for any other subject; these forms are available online (see 7.8).

Comments on Area 3

The FVL Veterinary Science curriculum fully complies with Spanish laws and EU Directive 2005/36/EC, as amended by directive 2013/55/EU, and its Annex V.4.1., and is continually reviewed and evaluated to ensure that the learning outcomes are met. As a result of this continuous evaluation, modifications have been introduced that have led to improvements in its development. The end-of-the-semester reports have been an essential tool in the curriculum monitoring process, where students feel especially involved.

The creation of the Veterinary degree Committee has allowed a greater impact on the analyses on the end-of-the-semester reports and consequent FVL decisions, both in the curriculum review and in the organisation of the FVL. Furthermore, within the FVL's annual QA report, the calculation of EAEVE indicators have been included for systematic review to allow corrective measures to be taken when appropriate. This has led, for example, to the modification of the programming of certain

subjects to increase the hours of extramural practicals in VPH (including FSQ), and to the obligation to practice on animal models before performing procedures on live animals.

The affiliation of the Rof Codina Foundation in 2023 to the USC, and the constitution of a Technical Commission and a Teaching Commission with representation of all interest groups has made it possible to improve the coordination of the VTH (HVURC) with the FVL. In addition, the horse clinic training of students in the Hospital Clinical Rotation has been improved by including a full day of practicals at a stud farm near Lugo.

The FVL Strategic Plan 2024-26 includes the action of reviewing the programming and learning outcomes of the subjects with a focus on student-centred learning through the training and evaluation of ESEVT DOCs. The FVL has already mapped ESEVT DOCs training and assessment for all subjects in the curriculum and created a specific DOCs training course for academic and support staff, and external personnel (EPT providers). There is a wide variety of options available in the EPT. In addition, the FVL has established new agreements with different EPT providers that are offered to students for the coordinated completion of the EPT and the End-of-degree Project, being co-tutorised by a professor from the FVL and a veterinarian from the EPT provider, which has had an impact in the greater involvement of students and the EPT provider during EPT.

Suggestions for improvement in Area 3

FVL must continue with review and coordination meetings of the different subjects involved in the training and assessment of each of the ESEVT DOCs. This process is making it possible to detect redundancies between subjects and restructure some teaching activities for better coordination of teaching based on the acquisition of DOCs. The results of this review promoted changes that are being implemented in the 2024-25 academic year, with the implementation of a new Student's First Year Logbook and the modification of the Student's Hospital Clinical Rotation Logbook, to continue in subsequent years with the rest of subjects in the curriculum.

There is an initiative promoted by the Deans of Veterinary Faculties of Spain, with the full support of the FVL, to request an official expansion to 360 ECTS of the Veterinary degree (6 years of study duration), to harmonize it with other European countries.

Area 4. Facilities and equipment

Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people including students with a disability, and EU animal welfare and care standards.

Description of the location and organisation of the facilities used for the veterinary curriculum (surface area, distance from the main campus for extra-mural facilities, ...) (maps to be provided as Appendices)

FVL facilities were planned to offer adequate conditions for quality education and training, research and the provision of services in the various areas of Veterinary Sciences. The FVL area includes a property of 51,620 m^2 on which 40,934 m^2 have been developed and a total extension of 31,728 m^2 has been built to house the nine basic structural units of the FVL: the "Central Pavilion" (administration, deanery, cafeteria), the "Auditorium", the "Lecture rooms Building", four "Department Pavilions" (I to IV) (14,650 $m^{2)}$, the "VTH (HVURC) Building" and the "Veterinary Biomedical Research Centre (CEBIOVET) Building" that houses Research facilities (Modules M1, M2 & M3) and Clinical facilities for hospitalisation and Isolation (Modules M4, M5, M6, M7 &

M8) and Nuclear Medicine (M9). The general plan and distribution of FVL buildings is shown in Appendix 21, and VTH and CEBIOVET buildings in Appendix 22.

Regarding extramural activities, the FVL has agreements with 54 private facilities thus distances are variable (from 10 to 100 km), and adequate transportation of staff and students is provided. The *Gayoso Castro* Teaching Farm is located 17 km from the FVL and provides dairy cattle for the practical training of FVL students (a map is provided in Appendix 23); in addition, the process of building a new farm for breeding Celtic pigs following the agreement between the USC, the Provincial Council of Lugo and the Association of Celtic Pig Breeders of Galicia (ASOPORCEL) has been initiated. Its construction has been authorised by the Galician Government, the budget of more than 1 million euros has been approved by the Provincial Council of Lugo and a call for potential builders was published (a map is provided in Appendix 23). While the construction of this new pig farm is not finished, USC has signed an agreement with several pig farms (ASOPORCEL farms, NUDESA and COREN farms) for the practical training of FVL students.

Description of the strategy and programme for maintaining and upgrading the current facilities and equipment and/or acquiring new ones

The *USC Infrastructure Area* supervises the maintenance and repair of the FVL buildings. They meet annually with the USC Manager to establish the needs of each faculty and establish a three-year implementation plan. Each year the planned actions are included in the general budget of the USC.

The VTH (HVURC) resource allocation is independent of the FVL and is administered by the Rof Codina Foundation Board of Trustees, has own staff for informatics, electric or mechanical reparations and contract external services for major maintenance works (plumbing, masonry, glasswork).

The Provincial Council of Lugo is responsible for the maintenance and equipment of the *Gayoso Castro* Teaching Farm; in the case of the new Celtic Pig Teaching Farm this responsibility will be shared with ASOPORCEL.

The FVL and VTH annually receive specific funds (see Standards 2.1 and 2.2.).

Description of how the VEE ensures that all physical facilities comply with all relevant legislation

Compliance with current legislation in the physical facilities of the FVL is the responsibility of the *USC Management Unit* and in the VTH of the Rof Codina Foundation Board of Trustees. Specifically, the USC Infrastructure Operation Area is responsible for the activities necessary to ensure the operation of the USC's physical facilities and promotes the health and safety of USC workers, for which it designs, applies and coordinates preventive action plans and programmes, evaluates risk factors that may affect the safety and health of staff and preparing the Risk assessment and self-protection plan; it also develops self-protection plans and activities (training, drills, etc.) in each faculty. The VTH has contracted an external occupational risk prevention service.

The USC Technical Service for Scientific Instrumentation (in Galician), which depends on the vice-rectorate for Research and Innovation, is responsible for the maintenance and repair of research equipment.

All hazardous waste from teaching and research activities carried out at the FVL and VTH are classified, separated, deposited and stored until their final collection following the standards of the USC Waste Management Unit.

The function of the FVL Biosafety Committee is to coordinate, review and approve the biosafety and self-protection protocols applied in the units where the different activities are carried out. These protocols as well as the FVL and VTH Biosafety Manuals are published on the website. When applicable, biosafety measures are published on the Virtual Campus for specific subjects and a compromise of fulfilling the protection measures and protocols must be signed by students.

At the *Gayoso Castro* Teaching Farm and associated farms, the buildings used by staff and students during their stay must comply with Spanish housing regulations.

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

Short description (number, size, equipment, ...) of the premises for:

- **Lecturing** (total room capacity of "Lecture rooms Building": 1,318 seats)**:**
  - 3 large-capacity lecture rooms with 234 seats each
  - 4 medium capacity lecture rooms with 144 seats each
  - 1 small-capacity lecture room with 40 seats
- **Group work (seminars, tutorials…)** (total room capacity approximately 430 seats):
  - 5 small capacity rooms with 15-40 seats each
  - 19 seminar rooms, located in the pavilions, with 10-15 seats each
  - 3 working areas in the lecture building

All of them have similar basic equipment: blackboard and multimedia system, Wi-Fi coverage, electrical connection for portable devices. Information about the equipment can be accessed through the website.

- **Practical work (laboratories, …)**
  - **Intramural practical work facilities** (total number of 684 seats in laboratories, dissection room and necropsy room) are located within the Departments' Pavilions (I to IV) equipped with the necessary tools; some of them have specific equipment.
  - **3D virtual reality classroom (20 seats)**: it is in the "Lecture rooms Pavilion" being used for training purposes with virtual visits to establishments or farms where student visits are not possible due to biosecurity reasons or distance from the FVL. The use of 3D virtual reality allows the student to be "transported" to real situations within livestock farms while remaining in the FVL by virtual reality glasses. It is an exceptional tool for the training of students in areas such as animal production and animal health. The following subjects have practicals with 3D Virtual reality: *Infectious Diseases I* (vaccination in poultry) and *Epidemiology, Preventive Medicine and Sanitary Policy II*.
- **Skills Lab (preclinical simulation-based training on dummies, ...)**. FVL Clinical Skills Lab is in the "Central Pavilion"; it is regularly used by different subjects, such as *Propaedeutics, Surgery*, *Ethnology*, *Diagnostic Imaging*, *Reproduction* and *Infectious Diseases*. In addition, students can use it, from 12:00 to 14:00 hours for self-training of clinical skills in relation to different procedures. There is also a surgical unit (10 seats) in pavilion 2 for practical training in surgery, and a bovine dystocia model in the laboratory of the Obstetrics and Reproduction Unit (VTH Pavilion).
- **Animal simulators**: Most of the simulators are in the Clinical Skills Lab (26 modules) and are dedicated to the practical training of clinical subjects and the autonomous self-training of students. The purpose is to improve students' skills before performing procedures on the live animal, which facilitates learning and animal welfare.
- **Other meeting rooms:**
  - 1 Faculty Board room with 93 seats

- 1 Auditorium with 635 seats

All classrooms have appropriate teaching equipment: blackboards, screens, computers, video projectors, speakers, etc. FVL computers are all equipped with the software necessary for teaching. Interactive whiteboard is available in a classroom and the videoconference is available in the Faculty Board room and in four rooms for group work.

The *Campus Terra* buildings have a cable intranet connection with the Santiago de Compostela Campuses. In addition, all of them have their own free Wi-Fi access (open to all members of the university community), each with a personal username and password, to access the network services (Eduroam or WIFIUSC-WEB).

Short description (number of rooms and places, ...) of the premises for:

- **Study and self-learning.** The "Lecture rooms Building" has a study room with 50 seats and 3 work areas and "Central Pavilion" has two computer rooms with 22 personal computers each. The Wi-Fi coverage allows students to use areas of the as self-study spaces to access the internet. The *Intercentrums* library is located just three minutes' walk from the "Central Pavilion" (described in standards 6.2 and 6.3).
- **Catering, canteens.** The FVL has a canteen located in the "Central Pavilion", with 150 seats. Vending machines are also available in the "Lecture rooms Building" and the "VTH Building". The menus are subsidized by USC. A microwave is also available in "Central Pavilion".
- **Locker rooms.** There are 96 lockers in the "Lecture rooms Building", 6 locker rooms in "Pavilion III", 2 in *Gayoso Castro* Teaching Farm and 7 in the VTH.
- **Accommodation for on-call students.** There are 2 separate (female/male) dormitories for on-call students at VTH. The on-call premises are equipped with toilets, shower and kitchen with dining area.
- **Leisure activities.** The USC Office of Culture and Sports (in Galician) aims to promote and encourage the cultural and sport activities on campus. The function of the FVL's Cultural Activities Committee is to stimulate the cultural activities of the FVL.
- **Sanitary (toilets, washing and/or shower facilities...).** There are toilets and washing facilities on each floor of all buildings. In Pavilion 3 (Dissection Room and the Necropsy Room), VTH and the *Gayoso Castro* Teaching Farm there are also changing rooms and showers for staff and students.

Brief description of the staff offices and research laboratories

Pavilions I to IV have 5 floors, each with 4 to 6 offices for staff and 3-5 laboratories dedicated to teaching (1) and research activities (2-4). In total this means approximately 125 offices and 100 laboratories, enough to cover the needs of the academic and support staff for teaching and research activities. The VTH-HVURC building and clinic area has different offices and laboratories dedicated to teaching and research on the first floor.

Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must: be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students, be of a high standard, well maintained and fit for the purpose, promote best husbandry, welfare and management practices, ensure relevant biosecurity, take into account environmental sustainability and be designed to enhance learning.

Description (number, size, species, ...) of the premises for housing:

-) healthy animals

VTH HVURC houses healthy dogs, cows and horses that are used for hands-on training of students. Large animals are temporarily housed at different times of the year according to the teaching needs of each subject. On the *Gayoso Castro* Teaching Farm there are 81 heads of dairy cattle.

Accommodation of healthy animals for teaching purposes

Authorized species	Modules/Rooms	Total number
Dogs	M7 CEBIOVET Building	6
Cattle	M6 CEBIOVET Building	30
Horses	M5 CEBIOVET Building	7
Cattle	*Gayoso Castro* Teaching Farm	53 milking cows and 28 heifers

-) research animals

Campus Terra has a **Research Animal Facility (RAF)** near Pavilion I (registration number ES270280331701); a **Zebrafish Aquarium (ZA)** in Pavilion II (registration number ES270280346401) and the **Veterinary Biomedical Research Centre (CEBIOVET)** (registration number ES270280229301) intended for research in Modules M1, M2 and M3 of the CEBIOVET Building, including isolation and quarantine areas. CEBIOVET has a surgical research area, one pre-operating room for surgical preparation, one recovery and hospitalisation room, two fully equipped small animal operating theatres, 2 storage rooms, 2 changing rooms and one sterilising room. Appendix 24 list the species, facilities and equipment to house research animals. These facilities comply with Royal Decree 53/2013 of protection of animals used in teaching and research activities.

-) hospitalised animals

The VTH has different facilities for general hospitalisation and ICU for small and large animals as well as quarantine and isolation wards, located in the VTH Building (Dogs and Cats Hospitalisation) and in the CEBIOVET Building Clinical Modules M4, M5 and M8 (isolation wards for ruminants, equine, dogs and cats, and hospitalisation and ICU of ruminants, equine, exotic pets and wildlife). In total there are more than 2,000 m^2 for these areas.

VTH (HVURC) facilities for hospitalised animals

	Species	Module	Number of animals
Isolation wards	Cattle	M8	1
	Small ruminants	M8	1
	Equine	M8	1
	Cats	M8	3
	Dogs	M8	1
	Dogs' digestive problems	M8	6
	Exotic pets and wildlife	M8	2
General Hospitalisation and ICU	Cattle	M4	2
	Small ruminants // calves	M4	8
	Equine	M4	2
	Equine	M5	7
	Dogs	Hospitalisation ICU	30 3
	Cats	Hospitalisation ICU	12 3

Description (number, size, equipment, species, disciplines, ...) of the premises for:

-) clinical activities

In the VTH (HVURC) there are two main clinical areas, served by a third one grouping the complementary procedures and services.

The Small Animal Area has a lobby, separated waiting rooms for dogs and cats, 7 Consulting rooms (Internal Medicine, Cardiorespiratory, Ophthalmology, Dermatology, Surgery, Reproduction, Behavioural Medicine and Neurology), 1 Consulting room for Exotic and Wildlife Animals, 1 Clinical Laboratory, 1 Pharmacy, 1 Pre-anaesthesia room, 2 Ultrasound rooms, 2 X-ray rooms, 1

Film-reading room, 1 CT room, 1 Student General Examination room, 5 Surgery rooms, 1 Procedures rooms, Sterilization area, Hospitalisation area, premises for patients and services:

- The Internal Medicine Service includes first-opinion and specialty consultations.
- The Ophthalmology Service includes consultations and surgery procedures.
- The Dermatology Service includes consultations and therapeutic procedures.
- The Neurology Service includes consultations and minimally invasive diagnostic and therapeutic procedures.
- The Companion Animal Welfare and Behavioural Medicine Service include consultations, diagnostic and therapeutic procedures.
- The Cardio-Respiratory Service includes consultations, echocardiography, interventional radiology and diagnostic and therapeutic airway endoscopy.
- The Surgery Service includes consultations and surgery procedures of soft tissues, orthopaedics, neurosurgery and dentistry.
- The Small Animal Hospitalisation and ICU service.

The Large Animal Area has 1 room for examination and specific clinical procedures, 1 X-ray room, 1 Induction/recovery rooms, 1 Surgery room, and Hospitalisation area.

The Central Services Area has different services which are common to the small and large animal areas:

- The Anaesthesiology Service performs sedations and anaesthetic procedures required by the patients (exotic, small and large animals). It is equipped with 18 Anaesthesia machines, 15 in the Small Animal Area (3 in Pre-anaesthesia room, 5 in Surgery Rooms, 1 in Surgery Reanimation room, 1 in Surgery procedures room, 2 in X-Ray rooms, 1 in CT room, 1 in cats and 1 in dogs hospitalisation rooms), 1 in the MRI room (small and large animals), and 2 in the Large Animal Surgery Room.
- The Diagnostic Imaging Service performs radiographic, ultrasound, TC and MRI diagnosis for the VTH patients and referrals. The service facilities include 2 X-ray rooms for small animals and exotic pets, 1 X-ray room for large animals, 2 Ultrasound rooms for small animals, 1 CT unit for small animals, 1 MRI room for small and large animals and an archive room.
- The Pharmacy Service/Store serves as the control of all medicines and drugs, consumables, laboratory equipment, sutures and other orders requested by the different services distributed in 1 office, 1 laboratory and 1 storage room.
- The Small Animal Reproduction Service offers a full range of techniques to improve the reproductive performance at the HVURC and artificial insemination in companion animals. The service facilities include 1 consulting room and 1 laboratory.

-) diagnostic services including necropsy

ANIMAL HEALTH DIAGNOSTIC SERVICE. Parasitic and infectious diseases FVL service gives diagnostic support in the field of infectious diseases, mainly in livestock. In the Parasitology and Parasitic Diseases laboratory there are: optical and fluorescent microscopes, 1 liquid chromatography system (FPLC), a spectrophotometer, a flow cytometer, and qPCR equipment.

PATHOLOGICAL DIAGNOSTIC SERVICE. The service has a necropsy room with large freezing and cold chambers, formalin samples storage room, a boot washer machine, laundry room, 4 changing rooms, boots, clogs, work overalls for staff and students, microscopes and rutinary equipment for processing of samples for histopathology.

Description of the equipment used for clinical services

All VTH clinical services have basic equipment; the table below summarizes specialised equipment.

Small animals' area **Large animals' area** **Central services area**

Service	Specialised Equipment
Internal Medicine	1 Endoscope (Rhinoscopy, gastroscopy, enteroscopy and bronchoscopy)
Surgery Service	1 Arthroscope; 2 neurosurgery micromotors; 2 laparoscopes; 1 surgery microscope
Exotic animals	Basic equipment
Hospitalisation/ICU	1 oxygen concentrator; 3 anaesthetic machines; 1 multiparameter monitor; 1 blood pressure monitor (Oscillometer and Doppler); 21 infusion pumps;1 ICU ventilator; 6 ICU boxes with temperature, oxygen and CO_2 control; 2 support cranes for dogs with mobility problems
Ophthalmology	1 Ocular ultrasound; 1 electroretinography device; 1 slit-lamp; 1 indirect and direct ophthalmoscope; 1 tonometer; 1 phacoemulsification device; 1 surgery microscope
Cardio-respiratory	1 ECG; 1 echocardiograph (4D); 1 Holter ECG; 1 blood pressure monitor (Oscillometer and Doppler).
Dermatology	Basic equipment
Behaviour Medicine	Basic equipment
Neurology	1 Electromyograph
Anaesthesiology Service	13 Anaesthetic workstations with ventilator and ventilatory and anaesthetic gas monitoring, standard multiparametric monitoring, BIS
Reproduction	1 Microscope; 1 endoscope, 1 portable nitrogen freezer
Diagnostic Imaging Service	2 X-ray machines for small animals and exotic pets (1 with direct radiography (DR) and fluoroscopy;1 with computed radiography (CR) system; 2 mobile X-ray machines for large animals (cattle and horses); 5 ultrasound machines: 2 for small animals, 2 for horses and 1 for cattle; 2 C-arm fluoroscopy system for radiographic diagnosis and surgical support; 1 16 Slice-CT system for small animals; 1 Low field MRI system (0.25 Tesla) for small and large animals
Pharmacy	Laboratory for drug preparation and clean area for preparing sterile drugs and cytostatic
Laboratory	1 Laser Haematological analyser; 2 biochemical analysers; 1 ion-selective electrolytes analyser; 1 gasometer; 1 coagulometer; 3 centrifuges; 2 microscopes; 2 refractometers; flow hoods, stove for bacterial and fungal cultures
Sterilization	4 autoclaves
Ambulatory Clinics (bovine and equine)	1 Endoscope (3.6 meters); 3 ultrasound machines (2 for horses, 1 for cattle), 1 portable X-Ray machine; 2 anaesthetic workstations with ventilator and multiparametric monitoring

Brief description of the premises (both intra-mural and extra-mural) used for the practical teaching of VPH (including FSQ) (slaughterhouses, foodstuff processing units, ...)

Extramural practical work of core subjects related to VPH teaching is carried out in different external farms and other animal production facilities, slaughterhouses, foodstuff processing units, etc, through agreements with several entities, listed in Appendix 25; information on the activities developed by students is provided in standard 3.1.

The main intramural facilities for Food Technology I and Food Technology II are one main practical laboratory and a sensory laboratory for sensorial analysis; for Hygiene I, Hygiene II and Hygiene III is one practical laboratory. Apart from the basic laboratory equipment, these laboratories are equipped with various specialised equipment (food dehydrator, water bath, Aw determinator, several packets to study the food packed as UHT, plastic or glass, a Food Robot for food elaboration, a Comet 8 Complete for inhibitory determination, UV-VIS spectrophotometer, ovoscopy, etc.)

The Laboratory of Food Hygiene (LHICA) works as an accredited laboratory following the ISO-17025 Standard, and passes regular audits made by the National Accreditation Entity (ENAC). This laboratory has accredited procedures to check for the presence of residues of drugs in bovine urine, liver and retina, and others used to check animal residues in feed, *Salmonella* in faeces as well as to

verify the traceability of meat products using molecular techniques. The students learn what the work in a laboratory following the ISO-17025 standard should be like.

Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures. For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH. The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector. The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.

Description of the organisation and management of the VTH and ambulatory clinics (opening hours and days, on-duty and on-call services, general consultations, list of specialised consultations, hospitalisations, emergencies and intensive care, ...)

The small animal area is divided into four separate sections: Internal Medicine, Surgery, Diagnostic Imaging and Hospitalisation. The hospital is open 24/7 following this schedule: from Monday to Friday, consultations, surgeries, and routine procedures are conducted from 9:00 to 15:00. From 15:00 to 20:30, the emergency service operates, staffed by two resident veterinarians (VIR) supervised by two on-call clinicians, one for surgical and anaesthesia procedures and one for internal medicine and diagnostic imaging procedures, along with one or two Year-4 and/or Year-5 students. From 8:30 PM to 9:00 AM, the emergency service continues to be managed by one resident veterinarian (VIR), supervised by the two on-call clinicians and assisted by at least one or two Year-4 and/or Year-5 students. On-duty VIRs and students also attend to hospitalisation and the ICU. The clinicians on-call supervise emergency cases on-line, verifying the tests, diagnoses and treatments performed on patients.

Daily, both first opinion and referred consultations in Internal Medicine, Cardiology, Neurology, Dermatology, Ophthalmology, Traumatology, Orthopaedics, Surgery, and Behaviour Medicine are attended. Additionally, 1-2 days a week, reproductive consultations for small animals are provided.

The Equine service operates from 8:00 to 15:00, Monday to Friday, with emergency services and ambulatory clinics available 24/7. Both in-person consultations and outpatient services are offered.

The farm animals' ambulatory clinics operates from 8:00 to 15:00, Monday to Friday, primarily providing outpatient services to farms in the Lugo area. Similarly, it offers a 24/7 emergency service.

Description of how the VTH and ambulatory clinics are organised in order to maximise the hands-on training of all students

The ambulatory clinics of the HVURC for food-producing animals, supervised by the teachers of *Large Animal Internal Medicine*, serves clinical cases on the farms throughout the year, listed in Appendix 26.

Students of Year-3 and 4 in groups of 7 or 10, start clinical practice in subjects included in the Clinical Sciences and Animal Health module. This practice includes visits to farms of cattle, sheep, pigs, rabbits, laying hens, broilers, horses and a dog and cat shelter (see the list in Appendix 25).

During the 8th and 9th semesters, students in groups of 6-7 students complete 6 days of hands-on training in the *Internal Medicine* Service, always accompanied and supervised by teachers. Students participate in consultations in Internal Medicine, Cardiology, Dermatology, and Neurology. Additionally, during the 9th semester, students in groups of 4 perform one practical training with the VTH ambulatory clinic for farm animals.

During the 10th semester, in the core subject *Hospital Clinical Rotation* students participate in a 3-week rotation in groups of up to 10 students. They engage in three distinct clinical activities: hands-

on practice in the Clinical Skills Laboratory, rotations through the hospital services, and complementary rotations associated with the hospital services, including ambulatory clinics for food-producing animals and horses.

In the Clinical Skills Laboratory, students spend 6 hours participating in activities at different stations where they practice various clinical procedures on models before attending the hospital rotations.

During the hospital rotations, a maximum of 10 students are subdivided into groups of 2 to 4 students to rotate through the services of Surgery and Anaesthesia, Internal Medicine, Diagnostic Imaging, Pathological Anatomy, Behaviour Medicine, the Equine Service, and the outpatient Farm Animals Service. Each student spends a minimum of two days in each of the services. In these rotations, students perform simple and routine procedures always under the supervision of teachers. Additionally, students participate in the care of hospitalised patients and complete two nights shifts in the hospital's continuous care service (one during nighttime from Monday to Friday and one during both night and daytime in the weekends).

Furthermore, each of the hospital services conducts complementary rotations that allow students to refine certain clinical skills while complementing their hospital rotation experience. Among these complementary rotations, all students perform at least one ovariohysterectomy, one radiographic positioning, one ultrasound exam, and one necropsy. Appendix 11 shows a digest of the activities performed by students in the *Hospital Clinical Rotation* core subject.

Additionally, students must participate in clinical cases and choose one of them to present their work on the patient, including the diagnostic procedures performed, the therapeutic procedures undertaken, and a discussion of the case.

Statement that the VEE meets the national Veterinary Practice Standards

FVL and HVURC, meets national Practice Standards. Clinical activity and teaching are research- and evidence- based and the standards are comparable to, and in some areas, exceed the best available in the private sector. The hospital also provides 24/7 emergency services of a high national standard.

The HVURC applies the deontological code regarding good practices and minimum prices. Both the farms in which the students perform their practical training and the HVURC facilities are regularly inspected by veterinarians of the Rural Environment department of the Galician Government, thus ensuring standards of animal welfare and animal health.

All the specialists at the HVURC are collegiate members and meet the deontological code. All the veterinarians that supervise the clinical EPT are collegiate members of the Official Veterinary College and follow the deontological code (in Spanish) for the exercise of the veterinary profession as set on by the Spanish Veterinary College Organisation. Most of them belong to professional associations whose purpose is to help professionals stay up to date in the respective specialties. Therefore, these are veterinary professionals who are concerned about constantly improving their knowledge and skills.

Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.

Description of how all students can have access to all relevant facilities

All students have access to diagnostic and therapeutic facilities under the supervision of the teachers in charge of the practical groups. They are also allowed to access the clinical records of the HVURC databases upon request submitted to the staff member in charge of each service, not only to follow the hospital clinical cases but also to prepare their essays and final practical training reports.

In extra-mural practicals, transportation of students to farms or establishments that have an agreement with the FVL is facilitated (FVL's or contracted bus) in groups of 7 to 20 students depending on the type of practical. During the *Hospital Clinical Rotation*, groups of no more than 4 students travel to the different farms with the teachers responsible for the mobile clinics (farm animals and horses) with HVURC vehicles.

In the Clinical Skills Lab, students have access during supervised practices and free access from 12-14h during school periods for self-training. Access to specific modules is granted to students enrolled in the corresponding subject, lasting until the end of the degree. Students can access module information and make online reservations for specific days.

Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.

Description (number, size, species, ...) of the premises for housing isolated animals and how these premises guarantee isolation and containment of infectious patients

The HVURC has an independent building for the isolation and hospitalisation of small and large animals with contagious infectious or parasitic diseases. It is designed and constructed to maintain proper welfare conditions and biosafety for these animals and prevent the dissemination of infectious agents; these facilities are regularly inspected by veterinarians of the Rural Environment department of the Galician Government. Only authorized personnel, including cleaning personnel, can access it. Students must be accompanied and supervised by a hospital teacher or veterinarian. All the staff and students must follow the strict protocol of work: good practice, clothing, use of personal protective equipment and waste/residue collection. There is 1 box for isolation of cattle, 1 box for equine, 1 box for small ruminants or wild fauna, 5 cages for dogs and 4 cages for cats.

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

Description of how and by whom field veterinary medicine and Herd Health Management are taught to all students

Extramural practical work of FVL core subjects related to field veterinary medicine and Herd Health Management is carried out in different external farms with agreements with the USC, listed in Appendix 25. In addition, several subjects use the *Gayoso Castro* Teaching Farm for hands-on training of students in field veterinary medicine and Herd Health Management in dairy cattle; this farm has facilities to house 81 dairy cattle (53 lactating cows and 28 heifers), and has two classrooms, one with 20 seats, and another with 10, and a laboratory with 10 seats, equipped by the FVL. The project approved for the construction of the new Celtic pig Teaching Farm includes a module with a classroom, changing rooms with showers, and toilets for students and teachers. Appendix 27 lists the subjects using the *Gayoso Castro* teaching farm for practicals.
VTH (HVURC) ambulatory clinics organisation is explained in standard 4.4. These services attend 39 farms of beef and dairy cattle, pigs, sheep, goats and equine, with a signed agreement with the Rof Codina Foundation; these farms are relatively close to the FVL and are listed in Appendix 26.

Description of the vehicles and equipment used for the ambulatory clinic

- 2 HVURC vans (6 seats each), one for the livestock ambulatory clinic (mainly cattle) and one for the Equine ambulatory clinic. They have the necessary equipment, instruments and medicines to take care of the most common cases treated. If necessary, other portable equipment is used (X Rays, Ultrasound...).
- FVL uses a bus donated by the Provincial Council of Lugo to transportation of students to the *Gayoso Castro* Teaching Farm.
- In addition, the FVL contracts the bus service with a private company for the rest of extramural practicals (farms, slaughterhouses, factories and other facilities), normally in groups of 10 and 20 students depending on the practical. Each teacher responsible provides the necessary equipment.

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

Brief description (number, size, equipment, ...) of the vehicles used for:

-) transportation of students (e.g. to extra-mural facilities)

VTH (HVURC) has two vans (6 seats each), Campus Terra has one bus (40 seats) and FVL contract as many private buses as necessary to guarantee transportation of staff and students to extramural facilities.

-) transportation of live animals

Usually, any animal that needs to be treated is taken to the hospital by its owner. Thus, the HVURC only has a specific trailer for the transport of horses (or cattle).

-) transportation of cadavers/organs

The FVL has a van with a lifting platform, for the collection and transport of cadavers from clinics and farms, fishes from fisheries, and organs or carcasses from the slaughterhouses. After use, it is cleaned and disinfected at specific facilities following the biosecurity regulations dictated by the Galician government.

Standard 4.9: Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.

Description of how (procedures) and by whom (description of the committee structure) changes in facilities, equipment, biosecurity procedures (health & safety management for people and animals, including waste management) good laboratory practices and good clinical practices are decided, communicated to staff, students, stakeholders (and, if appropriate, to the public), implemented, assessed and revised

USC Occupational Risk Prevention Service promotes the health and security of USC workers and for this reason designs, applies and coordinates the plans and programmes of preventive actions, evaluates the risk factors that might affect the security and personal health of the staff, and promotes a culture of prevention by informing and implicating all those involved.

On the FVL website it is published the risk assessment and the FVL self-protection plans, which are communicated to staff and of which a training activity is carried out annually.

The USC Health Area develops health surveillance actions (information and awareness campaigns), carries out medical examinations and their monitoring and control with precise analytical tests. At the same time, it attends to queries regarding common illnesses or urgent queries from staff, in addition to providing first aid.

USC Waste Management Unit is a centralised service that is responsible for the treatment of hazardous waste from the teaching and research activities of the USC.

FVL Economic Affairs, Equipment and Services Committee follow up the state of the FVL buildings and make proposals for its improvement and provide the programming of the spaces, services and equipment of the FVL and the supervision of its management. It is composed by the dean (chair), the FVL responsible for Economic Affairs, 2 teaching staff with tenure, 2 contracted teachers, 2 students and 1 support staff.

FVL Biosecurity Manual (summary in Appendix 36) has been prepared and revised by the **FVL Biosafety Committee** in collaboration with the professors and researchers, with the advice of the *USC Occupational Risk Prevention Service* (and approved by the Faculty Board) following the recommendations of the *Manual of laboratory safety* published by the Galician government and the USC General safety regulations in practice laboratories published on the website, together with the Biosecurity Manual of the VTH. This committee is composed by the dean (chair), 5 teachers representing the pavilions, 1 representative of subjects with practicals in the *Gayoso Castro* Teaching Farm, 1 representative of VTH, one support staff and one student. In addition, this committee can make proposals of improvement on biosecurity and revises the procedures followed with the animal waste by-products (SANDACH) (click here to view the document -in Spanish-).

These FVL and VTH Biosecurity Manuals, include the information and the general biosafety norms, good laboratory practice and good clinical practice to be applied in all activities (intramural or extramural) which are mandatory for teaching and support staff, students and visitors.

In addition, each subject has developed one or more Specific **Biosecurity Protocols** for each type of practical activity. The specific protocols for each subject are available for students in the virtual classroom or facilities. Both the Biosecurity Manual and the Specific Biosecurity Protocols are under permanent review for improvement. All information about biosecurity is available on the FVL website.

Normally, on the first day of practicals, each teacher explains the general biosecurity rules and especially the personal protective equipment (own or provided) that students must use during the practical sessions. Before starting each activity, the teacher re-explains the biosecurity rules and good practices ensuring that the students understand and comply with them. In Pathological Anatomy, students must read the biosecurity protocol for work in the necropsy room to allow them to choose the practice group.

The main researcher is responsible for informing/reporting biosecurity measures and good laboratory practice to new investigators or support staff who join the group.

In addition, students have access to the Protocol in case of accident and the Application for School Insurance Benefits Form (medical or financial services). All biosecurity measures applied at the FVL comply with current Spanish and EU legislation.

Comments on Standard 4

Since the last visit, apart from the maintenance and renovation of teaching facilities (projectors, computers, laboratories, freezers...), numerous reforms were undertaken to adapt the spaces to the European Higher Education Area methods, to ameliorate the welfare of students, teachers and support staff, to raise biosecurity and to improve energy efficiency in the complex (see Introduction and Appendix 1).

In the last years, new agreements have been signed with farms and establishments to carry out extramural practicals, optimise the use of the *Gayoso Castro* dairy cattle Teaching Farm, as well as

the proposal already approved for the creation of a pig teaching farm by the Provincial Council of Lugo.

In addition, both animal models and activities carried out by students in the Clinical Skills Lab have been substantially increased.

Suggestions for improvement on Standard 4

The FVL buildings date back to 1990, so an exhaustive maintenance plan must continue for the different facilities with the support of the USC.

FVL's efforts should focus on optimising and organising practical activities at the new Celtic Pig Teaching Farm to maximise the training of our students in the same way as was done at the Dairy Cattle Teaching Farm.

FVL must continue to expand and improve the activities in the 3D Virtual Classroom.

FVL is committed to expanding the Clinical Skills Lab with two new clinical simulation modules, improving the assessment of students' soft skills such as communication, knowledge integration, decision making, etc.

Area 5. Animal resources and teaching material of animal origin

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

Description of the global strategy of the VEE about the use of animals and material of animal origin for the acquisition by each student of Day One Competences (see Annex 2)

The global strategy of the FVL about the use of animals and materials of animal origin is, first, to guarantee the acquisition of all the competences defined in the curriculum, including ESEVT DOCs. This must be achieved with the search for a balance between what is needed to assure an adequate hands-on training and what can be reduced or replaced using cadavers or models instead of live animals. And this is done for two reasons: to minimize the risk of exposure of our students and to favour animal welfare as much as possible.

In this sense, all subjects, but especially preclinical ones, make an annual prediction of their needs based on the number of students enrolled in the previous course, which is usually a valid indicator. This process is done with the support of the departments and the FVL.

The clinical training is mainly supported by the VTH HVURC as its chief foundational mission. A permanent goal is to maintain a sufficient caseload in the areas of small and large animals, with respect to intramural cases and those attended by the ambulatory clinics. Subjects included in the Clinical Sciences and Animal Health Module (see web) have practicals with healthy and diseased animals in the VTH, the *Gayoso Castro* dairy cattle Teaching Farm (Appendix 27), and associated farms with signed agreement with FVL (Appendix 25) or HVURC (Appendix 26).

Regarding practical training in the fields of VPH, FSQ and animal production, they are carried out in industries, establishments, Gayoso Castro Teaching Farm and farms with signed agreement with FVL (Appendix 25).

In 2016 the FVL's Clinical Skills Lab was opened, where a series of low-fidelity dummies gives students a risk-free hands-on experience in different practical simulated procedures to enhance their abilities beyond the regular training during the practicals. It includes now higher fidelity models, to a total of 26. This Lab is used by subjects for students hands-on training of clinical skill under teacher supervision and by individual students who want to train autonomously, during school calendar,

from 12.00 to 14.00h; hands-on training in this Lab is mandatory as prerequisite to perform certain procedures in live animals, complying with "before in the model and after in the patient" principle.

To develop its strategic objectives FVL has taken actions to adopt the ESEVT Standards, for example starting to include the calculation of the ESEVT Indicators in the annual FVL's Veterinary degree QA follow-up report from the academic year 2021-22 and modifying the FVL's QA Process PC-05 and the QA System Manual to include the ESEVT Indicators as FVL specific indicators, starting in the academic year 2022-23 (Appendix 3). This analysis is considered in conjunction with the annual updating of the subjects' programme and the alignment of DOCs with the subject learning outcomes (Appendix 8), and in the review and evaluation of the proposed modifications to the Veterinary degree curriculum carried out by the Veterinary degree Committee and FVL QA Committee.

Each subject establishes the practicals in accordance with the DOCs to be acquired by students, as recorded in the subject programme, including the needs for cadavers or teaching materials of animal origin.

Description of the specific strategy of the VEE ensuring that each student receives the relevant Core Clinical Training (CCT) before graduation, e.g. number of patients examined/treated by each student, balance between species, balance between clinical disciplines, balance between first opinion and referral cases, balance between acute and chronic cases, balance between consultations (day patients in the clinic) and hospitalisations, balance between individual medicine and population medicine

At the FVL there are different and complementary levels of responsibility:

- All teaching activities addressed in the subject programme are approved by the departments and reviewed by the Veterinary degree Committee ensuring that each student receives the relevant Core Clinical Training (CCT) before graduation, being ratified by the FVL Board, so they can be published on the website at least 10 weeks before the start of the next academic year.
- Each subject has the responsibility to anticipate the necessary materials for the practical training and, when necessary, ask for department and faculty support:
  - Basic core subjects use animals, cadavers or animal-derived products from several animal species obtained from the necropsy room, HVURC clinical cases, CEBIOVET, slaughterhouses and kennels, or from farms, private clinics, local markets, and animal housings.
  - Some core subjects use animals from the *Gayoso Castro* Teaching Farm (Appendix 27), VTH HVURC, the local animal shelter and animals from different farms (Appendices 25 and 26).
- FVL annually asks subjects the dates and number of healthy animals they will need for practical activities to report to the VTH HVURC, several months before the start of the academic year.
- Each semester, in advance of the practicals, the FVL communicates to the *Gayoso Castro* Teaching Farm the calendar and animal needs for the practicals requested by the different core subjects (listed in Appendix 27).
- Extramural practicals on other farms or industries (listed in Appendices 25 and 26) complement the resources of the VTH and *Gayoso Castro* Teaching Farm and, if needed, subjects can request the signature of agreements with new farms.
- Activities developed at the VTH HVURC are intended to provide clinical services and assistance to the owners (pet tutors, farmers…), practitioners and, at the same time, on developing its main mission of supporting the practical training of veterinary students. Apart of the intramural and ambulatory patients, the HVURC houses 30 healthy cows, 7 mares and 5 Beagle dogs (on average) available for training purposes.

Description of the procedures developed to ensure the welfare of animals used for educational and research activities

In 2003, the USC set up a Bioethics Committee (in Galician), with the main duty of overseeing all scientific and teaching procedures using live vertebrates to ensure the welfare of animals used for educational and research activities. This committee is made up of ten members, including seven scientists -two of them veterinarians- with expertise on animal welfare and/or ethics. It must approve and evaluate any procedure that uses animals, following the principle of the 3 Rs as a framework to evaluate its ethical acceptability.

The FVL has been especially active in the field of animal welfare. Four professors are members of the USC Bioethics Committee and an FVL veterinary teacher supervises the health status and well-being of the laboratory animals housed in the facilities of all USC faculties and research centres.

The HVURC, which has been officially recognised by the Galician Government as an Animal Welfare Teaching Centre, has its own Bioethics Committee (in Spanish). Any research project with animals that is developed in the CEBIOVET, or at any other external research facility inside or outside the USC, may request evaluation by this committee.

To avoid the use of animals, a simulation programme is used in some subjects (*Physiology*, Pharmacology, …) furthermore, to preserve animal welfare as much as possible, in some subjects it is mandatory to perform certain procedures on models in the Clinical Skills Lab before performing them on live animals.

Description of how the cadavers and material of animal origin for training in anatomy and pathology are obtained, stored and destroyed

Bones, viscera and cadavers, or parts thereof, of different domestic and wild/exotic animal species are used for the practical training of students of *Anatomy* (see Table 5.1.1) and *Pathology* subjects (see Table 5.1.6).

The cadavers of dogs and cats may come from the Lugo Animal Shelter, HVURC and private Veterinary Clinics dead or euthanised for humanitarian reasons. FVL has an agreement with the private Small Animal Clinics of Lugo and surrounding areas to provide, with the approval of the pet tutors and free of charge, the cremation of pets once used for practical sessions with students.

The cadavers of large animals come from private farms and practitioners with an agreement signed with FVL which in turn offers free transportation and cremation when used in practical training of students. In addition, FVL has an agreement signed with the Management Company for cadavers and by-products of animal origin in Galicia (GESUGA) to ensure enough horse and bovine cadavers. All providers of cadavers from small and large animals are listed in Appendix 28.

Except in *Pathology*, animals used in practical training are those euthanised for non-infectious reasons and animals that died during birth or from a non-infectious pathological condition.

Viscera are extracted from the whole cadavers used and/or obtained from slaughterhouses (this is the case of horses, cattle and pigs). Several other animal products are also sporadically used, such as foetuses with congenital malformations, usually obtained from private practitioners. Wild birds' specimens come from animal recovery centres; wild and cultured fish are provided by aquariums, industries and restocking facilities; marine mammals and parts of them are obtained from the Galician Stranding Network (CEMMA); wild or exotic mammals come from animal recovery centres, rabbits from animal farms and rats from the USC Central Animal Facilities; amphibians come from a Neuroscience research laboratory from the Autonomous University of Madrid, some snakes, lizards and alligators come from the Vigo Zoo (Pontevedra) and from the department of Anatomy of the University of Valladolid, and turtles are provided by a local animal recovery centre.

Discarded or healthy organs from slaughterhouse are used in practical classes at the necropsy room of the core subjects *General Veterinary Anatomical Pathology*, *Obstetrics and Reproduction*, *Food Hygiene III* and *Hospital Clinical Rotation.*

The FVL has the following authorisations: (i) Authorisation of management of biological material from slaughterhouses by the Galician Government; (ii) Authorisation and official registration number S.27.028.023 as Operator who transports animal by-products and products not intended for

consumption (SANDACH); Specific user of by-products for diagnostic, educational and research purposes; and Incinerator Plant for cadavers and SANDACH.

Once used, all carcasses, fresh parts and viscera are destroyed at FVL crematorium by incineration; the rest of the materials are stored depending on their future use: some specimens will be kept in containers with preserving solution for several years, some will be frozen, and others will be dehydrated and exhibited -ready to use- in the Anatomy Museum. There are freezing facilities to ensure a stock of biological material (cadavers and parts thereof) necessary for use during the school period of practical training of students.

The *Anatomy* Unit has a complete collection of bones and skeletons of the different domestic species, stored next to the dissection room or in the Anatomy Museum, accessible to students. In addition, for specific parts or purposes some resin anatomic models can be used to complete students' training.

Table 5.1.1. Cadavers and material of animal origin used in practical anatomical training

Species	***Number of fresh cadavers or viscera***			***Mean***
	2023-24*	***2022-23***	***2021-22***	
Cattle *2 skeletons* *Several bone sets* *10 skeletal malformations*	*Heart, Lungs, Liver, Spleen, Kidneys 10 each, Genital organs 50, Stomach 5, Large intestine 3*	*Heart, Lungs, Liver, Spleen, Kidneys 10 each, Genital organs 50, Stomach 5, Large intestine 3*	*Heart, Lungs, Liver, Spleen, Kidneys 10 each, Genital organs 10, Stomach 5, Large intestine 3*	*Heart 10 Lungs 10 Liver 10, Spleen 10, Kidneys 10, Genital organs 36.7, Stomach 5, Large intestine 3*
Small ruminants *1 skeleton* *several bone sets* *preserved viscera*	*Cadavers 2, Heart, Lungs, Liver, Spleen Kidneys 10 each, Genital organs 50, Stomach 5, Large intestine 3*	*Cadavers 2, Heart, Lungs, Liver, Spleen Kidneys 10 each, Genital organs 50, Stomach 5, Large intestine 3*	*Cadavers 2, Heart, Lungs, Liver, Spleen Kidneys 10 each, Genital organs 10, Stomach 5, Large intestine 3*	*Cadavers 2, Heart 10, Lungs 10, Liver 10, Spleen 10, Kidneys 10, Genital organs 36.7 Stomach 5, Large intestine 3*
Pigs *1 whole skeleton* *several bone sets* *preserved viscera*	*Cadavers 2, Foetuses 40, Heart, Lungs, Liver, Spleen Kidneys 10 each, Genital organs 50, Stomach 5, Large intestine 3*	*Cadavers 2, Foetuses 40, Heart, Lungs, Liver, Spleen Kidneys 10 each, Genital organs 50, Stomach 5, Large intestine 3*	*Cadavers 2, Foetuses 0, Heart, Lungs, Liver, Spleen Kidneys 10 each, Genital organs 10, Stomach 5, Large intestine 3*	*Cadavers 2, Foetuses 26.5, Heart 10, Lungs 10, Liver 10, Spleen 10, Kidneys 10, Genital organs 36.7, Stomach 5, Large intestine 3*
Companion Animals *** *Skeletons* *several bone sets* *preserved viscera*	*Cadavers 22 (18 dogs, 4 cats)*	*Cadavers 13 (10 dogs, 3 cats)*	*Cadavers 14 (12 dogs, 2 cats)*	*Cadavers 16.3 (13.3 dogs, 3 cats)*
Equine *Skeleton* *several bone sets* *Parts and viscera*	*Cadavers 1, Heads 8, Feet 8, Heart, Lungs, Liver, Spleen Kidneys 10 each, Genital organs 30, Stomach 10, Large intestines 3*	*Cadavers 2, Heads 8, Feet 8, Heart, Lungs, Liver, Spleen Kidneys 10 each, Genital organs 30, Stomach 10, Large intestines 3*	*Cadavers 1, Heads 10, Feet 10, Heart, Lungs, Liver, Spleen Kidneys 10 each, Genital organs 10, Stomach 10, Large intestines 3*	*Cadavers 1.3, Heads 8.7, Feet 8.7, Heart 10, Lungs 10, Liver 10, Spleen 10, Kidneys 10, Genital organs 23.3, Stomach 10, Large intestines 3*
Poultry & rabbits *Wild birds:* *skeletons* *several bone sets*	*Poultry cadavers 1 Wild bird cadavers 25*	*Poultry cadavers 2 Wild bird cadavers 25*	*Poultry cadavers 2 Wild bird cadavers 20*	*Poultry cadavers 1.7 Wild bird cadavers 23.3*
Aquatic Animals *Skeleton*	*Fish Cadavers 65*	*Fish Cadavers 59*	*Fish Cadavers 35*	*Fish Cadavers 53*
Exotic pets	*Turtles 15*	*Turtles 15*	*Turtles 10*	*Turtles 13.3*
Others (specify)	*Amphibians: Anura and Urodela preserved animals; Reptiles: 2 skeletons and preserved specimens of Lizards, Snakes and Alligators. Some preserved viscera of turtles and alligators*			

* *The last complete academic year prior to the Visitation* ***Figures correspond to whole preserved cadavers used for dissection*

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

Species	2023/2024*	2022/2023	2021/2022	Mean
Cattle **	4,051	4,051	4,051	4,051
Small ruminants ***	500	500	500	500
Pigs ***	245	245	245	245
Companion animals (VTH dogs)	6	6	6	6
Equine (VTH mares)	7	7	7	7
Poultry and rabbits ***	35,650	35,650	35,650	35,650
Exotic pets	-	-	-	-
Others (specify)	-	-	-	-

* The last complete academic year prior to the Visitation ** Bovines from VTH (30), Gayoso Castro Teaching Farm and associated farms used in Animal Production *** Small ruminants, pigs, poultry and rabbits from associated farms used in Animal Production.

Table 5.1.3. Number of patients seen intra-murally (in the HVURC)

Species	2023/2024*	2022/2023	2021/2022	Mean
Cattle	216	117	216	183
Small ruminants	60	29	53	47.3
Pigs	19	5	4	9.3
Companion animals	7,424	7,014	7,326	7,255
Equine	240	285	526	350.3
Poultry and rabbits	14	8	6	9.3
Exotic pets**	220	189	234	214.3
Others (Wild animals)	38	41	40	39.7

* The last complete academic year prior to the Visitation ** reptiles, rodents and pet birds

Table 5.1.4. Number of patients seen extra-murally (in the ambulatory clinics)

Species	2023/2024*	2022/2023	2021/2022	Mean
Cattle	2,503	2,007	1,408	1,973
Small ruminants	111	66	5	60.7
Pigs	81	83	0	54.7
Companion animals	83	148	25	85.3
Equine	345	293	221	286.3
Poultry and rabbits	278	312	2	197.3
Exotic pets**	2	1	2	1.7
Others (Wild animals)	1	2	0	1

* The last complete academic year prior to the Visitation ** reptiles, rodents and pet birds

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

Species	2023/2024*	2022/2023	2021/2022	Mean
Cattle	98	99	100	99
Small ruminants	99.4	100	100	99.8
Pigs	100	100	100	100
Companion animals	84.2	96	100	93.4
Equine	94.5	98.3	100	97.6

Poultry and Rabbits	*97.3*	*100*	*100*	*99.1*
Exotic pets**	*100*	*100*	*100*	*100*
Others (Wild animals)	*95*	*100*	*100*	*98.3*

** The last complete academic year prior to the Visitation ** reptiles, rodents and pet birds*

Table 5.1.6 Cadavers used in necropsy

Species	***2023/24****	***2022/23***	***2021/22***	***Mean***
Cattle	*44*	*44*	*47*	*45*
Small ruminants	*8*	*9*	*7*	*8*
Pigs	*38*	*74*	*21*	*44.3*
Companion animals	*223*	*265*	*302*	*263.3*
Equine	*9*	*8*	*9*	*8.7*
Poultry & rabbits	*191*	*175*	*181*	*182.3*
Aquatic animals	*166*	*175*	*148*	*163*
Exotic pets	*3*	*26*	*5*	*11.3*
Others **	*90*	*81*	*137*	*103*

** The last complete academic year prior to the Visitation ** Condemned cattle and pig offal from slaughterhouse (liver, lung, heart, kidney, tongue)*

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

Species	***2023/24****	***2022/23***	***2021/22***	***Mean***
Cattle	*511*	*494*	*406*	*470.3*
Small Ruminants	*33*	*36*	*24*	*31*
Pigs	*41*	*43*	*40*	*41.3*
Poultry	*35*	*35*	*36*	*35.3*
Rabbits	*26*	*27*	*26*	*26.3*
Aquatic animals	*-*	*-*	*-*	*-*
Other (specify)				
Visits to kennels/shelters	*15*	*16*	*14*	*15*
Visits to animal Feedstuff industries (Animal Nutrition)	*6*	*6*	*6*	*6*
Visits to farms producing forage (Veterinary Agriculture)	*7*	*7*	*7*	*7*

** The last complete academic year prior to the Visitation*

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

		2023/2024*	***2022/2023***	***2021/2022***	***Mean***
Slaughterhouses	***Ruminants***	*12*	*12*	*15*	*13*
	Pigs	*5*	*5*	*6*	*5.3*
	Poultry	*3*	*1*	*2*	*2*
Related premises**	***Milk industries***	*14*	*4*	*2*	*6.7*
	Meat industries	*10*	*5*	*6*	*7*
	Supermarket	*13*	*8*	*-*	*10.5*
	Fish market	*4*	*4*	*4*	*4*
Other: Dairy Products and Food Technologies		*5*	*5*	*5*	*5*

** The last complete academic year prior to the Visitation ** Premises for the production, processing, distribution or consumption of food of animal origin*

Description of how (procedures) and by whom (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 VEE are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

The teachers responsible for each clinical subject of the curriculum design the contents of the subject programme, and they must calculate the number of groups accordingly to the number of students enrolled and the quantity and variety of clinical cases necessary to guarantee optimal training. All teaching activities addressed in the subject programme are approved by the departments, reviewed by the Veterinary degree Committee (see Standard 1.2) and ratified by the Faculty Board, so they can be published on the website at least 10 weeks before the start of the next academic year. All FVL collectives (academic staff, support staff and students) are represented in the governing bodies. These programmes are published on the FVL website.

The annual FVL QA report proposed by the FVL QA Committee, include the outcome of the degree, the analysis of the QA system and progress of improvement objectives of the past academic year; improvement objectives for the next academic year are proposed. This report is prepared after the elaboration of the Veterinary degree QA follow-up report (Appendix 3) by the Veterinary degree Committee that allows the assessment of compliance of the material resources and services with the established project for the curriculum in the given academic year and the results obtained (Criterion 5.1), which should be endorsed by the FVL QA Committee. The QA report is finally submitted to the FVL Board for approval. Furthermore, ESEVT indicators for EAEVE accreditation have been included in the annual cycle of outcome assessment of the Veterinary degree. Therefore, data collection and calculation of ESEVT indicators is done every year and analysed for follow-up purposes and implementation of corrective measures, if needed. These reports are published on the FVL website, QA section.

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

Description of the organisation and management of the external sites (teaching farms, ...) and the involvement of students in their running (e.g. births, milking, feeding, ...)

Visits are organised to farms such as the *Gayoso Castro* Teaching Farm (Appendix 27) or to associated farms with an official agreement signed either with the FVL (Appendix 25), or the HVURC (Appendix 26). The number of visits to these farms in small groups is shown in Table 5.1.7.

On visits to external sites, a teacher always accompanies the students in one of the HVURC vehicles or, when necessary, the transportation of students and staff is carried out using the *Campus Terra* bus or a bus contracted by FVL with a private company.

Students actively participate in the practicals on extramural farms under the supervision of the teacher:

- During the *Hospital Clinical Rotation* students participate of the VTH (HVURC) ambulatory clinics in food producing animals and horses and are evaluated accordingly (see standard 3.1 and Appendices 11 and 12): students go with the teacher to external farms to deal with the common medical and surgical problems in the farming of food-producing animals and horses. Students must not only watch the professor, but they must perform the clinical evaluation and medical or surgical procedures by themselves. In cattle farms all students perform the anamnesis, exploration and differential diagnose, blood sampling, perform SC, IM, IV injection, auricular vein catheterisation and fluid therapy, urinary bladder catheterisation and urinary test interpretation, bandages, hoof trimming, dehorning, ultrasound diagnosis of pregnancy as well as postpartum control (1-3 weeks after delivery) of ketosis, aciduria and metritis. In equine farms all students perform identification, cardiovascular exploration (heart rate, capillary refill time, pulse, digital pulse, mucosae colour), auscultation and breathing frequency, intestinal motility checking, take

body and foot temperature, exploration of the eye, ear, mouth and feet, take blood samples from jugular vein and perform transrectal ultrasound gestation control at days 15, 45 and 5 months of pregnancy.

- During practical training on external farms in the core subjects *Infectious Diseases*; *Parasitic Diseases*; *Epidemiology, Preventive Medicine and Sanitary Policy*; *Zoonoses and Public Health; Propaedeutics;* and V*eterinary Reproduction and Obstetrics* (Appendix 25) and *Veterinary Medical Clinic I and II* (Appendix 26), students perform sampling, handling of animals, risk analysis, evaluate the health status of the farm, diagnose, treat, prevent and control infectious and non-infectious diseases, take an anamnesis of animals and farms, compare productive and health data and carry out a mock health inspection on the farm applying the standards of biosafety and biosecurity, as well as the health management of the herd, feeding, breeding, etc associated with the observed pathologies.
- During their practical training in core subjects *Animal Production* and *Animal Welfare*, students go to external sites (Appendix 25) where they must use current legislation to rate the welfare of the different animal species on the farm, evaluate the body condition and cleanliness of the animals and the suitability of buildings and equipment for the given production system; they also see and participate in the milking process from the entry to the exit of the cows in the milking room, calculate productivity and prolificacy indexes on the farms, etc. Normally students receive a questionnaire to complete during the inspection of animals and facilities, with actual productive and reproductive data from the farms to facilitate analysis; they must also ask questions to the farmer and the teacher to complete the questionnaire.
- During their practical training in the core subject *Animal Nutrition*, students visit industries producing animal foodstuffs with the teacher and are trained by a veterinarian on the nutritional and sanitary quality of feed and quality control by government veterinary inspectors of raw materials and feed. In addition, students control the feeding of the *Gayoso Castro* Teaching Farm dairy cattle by monitoring the feeding and ration by evaluating productive data, milk analytics and indicators such as corporal condition, faeces characteristics, ruminal filling rate…
- Moreover, students must enrol in EPT subjects: *Clinical Internship* and *Non-clinical Internship* where have practical training that complements the core clinical and herd health management training at the FVL (see standards 3.5, 3.6 and 3.7).

Practical training at external sites follows the same QA procedures explained in standard 5.1 regarding its programming, organisation and supervision within the annual cycle of evaluation of the results of the Veterinary degree in the Veterinary degree QA follow-up report (see Appendix 3, report 2022-23).

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

Description of how and by whom the nursing care skills are implemented and taught to undergraduate students

Nursing care skills are implemented and taught to the students by the teachers in charge of the different clinical subjects and in the rotation by the HVURC services in the *Hospital Clinical Rotation*; all students must participate in the care of patients: clinical examination, sampling and monitoring of the hospitalised animals (medication, cleaning, feeding, walking, bandaging, etc.).

Description of the group size for the different types of clinical training (both intra-murally and extra-murally) to guarantee hands-on training of all students

In the clinical practices of the 21 core subjects included in the Clinical Sciences and Animal Health Module (see Web) there is a maximum of 5-7-10 students/teacher to ensure hands-on training of all students. Group size 5-7 students/group apply in practicals with handling of cattle, equines and pigs.

In the HVURC services, there is a maximum of 7 students per group, but the group is subdivided to carry out the various consultation or specialty activities simultaneously and supervised by different teachers (3-4 students/teacher) to ensure adequate hands-on training. In the ambulatory clinics, the maximum number of students per teacher is 2-3.

Description of the hands-on involvement of students in clinical procedures in the different species, i.e. clinical examination, diagnostic tests, blood sampling, treatment, nursing and critical care, anaesthesia, routine surgery, euthanasia, necropsy, report writing, client communication, biosecurity procedures, ... (both intra-murally and extra-murally)

Hands-on training of students in the clinical practicals is explained in standard 3.1 in the core subjects prior to start the clinical rotations, and in standard 3.1 and Appendix 11 in the core clinical rotations. Appendix 29 shows the HVURC organisation chart and information on its organisation and management to guarantee hands-on training of students is explained in standards 4.4 and 4.5, including isolation units (standard 4.6) and ambulatory clinics (standard 4.7). Description of the premises for clinical activities is explained in standard 4.2. Details of training of students in biosecurity procedures is explained in standard 4.9. Extramural hands-on training of students in clinical and Herd Health management subjects is explained in standard 5.2.

FVL students are directly involved in all the clinical procedures developed in the HVURC, *Gayoso Castro* Teaching Farm and associated external farms. The specific activities depend on the area where the student is working; the list of minimal clinical procedures performed by students is provided in Appendix 30.

Description of the procedures used to allow all students to spend extended periods in discussion, thinking and reading to deepen their understanding of the clinical case and its management

Within the daily activity in all the consultations, hospitalisation, anaesthesia and surgery rooms at the HVURC students participate in the rounds with the responsible teachers. While they rotate from station to station, they review the appointed cases and, if previously attended, they discuss the procedures that have already been performed and the approach for the next visit to the patient. At the end of the consultation, students analyse and discuss with the teacher about the patients they have attended. Beyond the daily rounds, the students are exposed to deeper discussion of clinical situations in their off-clinic days. All this information exchange is supported by evidence-based medicine that clinicians encourage students to manage.

During the rotation of the students at necropsies, they analyse the diagnosis and therapeutic procedure performed in each clinical case and finally correlate this information with the lesions found during the necropsy.

In the core subjects, teachers encourage the proactive participation of the students during extra-mural practical training (asking the farmers or veterinarians questions, etc. to get the necessary information on the diseases, feed, welfare, possible risk factors, and so on). In some cases, students must prepare a written report on the activities they carried out during practical sessions.

Students participate in the diagnosis of the common diseases through practical sessions in laboratories, and seminars where receive information on real clinical cases; sometimes students must work with sick animals, with cadavers, with slaughterhouse condemned offal from food-producing animals (liver, lung, heart, and tongue) or with biological specimens (blood, serum, faeces, skin, muscle…) with which to work to propose an appropriate diagnosis, treatment and preventive measures. Students prepare the assigned clinical cases and reports with the bibliography and complementary materials available on the Virtual Campus. In most cases students should present case reports to other students' groups to promote discussion.

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

Description of the patient record system, its completion, its availability to staff and students and how it is used to efficiently support the teaching, learning, research, and service programmes of the VEE

The HVURC Reception area manages all patient-related administrative matters regarding payments, appointments, record keeping, and preparing patient registration number stickers for each day's appointments before consultations begin. Outside of working hours, the resident veterinarians on duty open the new records.

The first time a patient arrives at the HVURC, or is visited by the ambulatory clinics, they are registered into the HVURC's electronic registration system (HISVET), which works very well by maintaining a computerised database of patients with a unique code which includes the owner's data (name, address, identity card, telephone, e-mail), and the patient's data (species, breed, age, sex). All diagnostic tests, from laboratory samples to X-Ray results, including the death of the patient, are maintained under the unique identification registration code, used for the patient's life. Test request forms use the stickers with this code to reduce the probability of error in the different services.

All clinical data recorded in HISVET are available online so that they can be retrieved from any of the HVURC computers, or personal computers at home. Staff continually consult patient records for teaching or research purposes and for the practicals with students at any time. At the beginning of the academic year, students enrolled in any subject with practicals at the VTH have access to the HISVET patient database by entering their username and password.

Many subjects with practicals in the VTH, including the *Hospital Clinical Rotation* require students to consult HISVET and prepare clinical cases from the database.

FVL in turn maintains a record of all clinical cases carried out in extramural clinical practicals carried out with teaching staff clinicians, and with the assistance of at least one student, at the *Gayoso Castro* Teaching Farm or in associated farms. Each semester, the administrative secretariat of the deanery registers all the clinical records sent by the teachers of the clinical subjects. Cases that are already registered in the VTH (HISVET) registry cannot be registered in this database.

Comments on Standard 5

FVL offers a sufficient number and diversity of cases to guarantee the educational experience and hands-on training of students; the curriculum is developed without difficulties and the students acquire an adequate level of competence accordingly to the satisfaction reports of the EPT professional tutors (Appendix 19).

The caseload of intramural patients has increased greatly in all animal species compared to the 2018 Full visitation, highlighting the increase in the average in pigs from 0.33 to 9.3 and in horses from 99.3 to 350.3. Even so, given the decrease detected in intramural equine patients in the last two years due to the closure of nearby equestrian facilities as a result of the Covid-19 pandemic and the practice of new horse practitioners in the Lugo area, measures have been taken, such as the signing of an agreement with a European and American diplomate in equine surgery to expand the caseload of intramural cases.

The caseload of extramural patients has also increased greatly in all animal species compared to 2018 Full visitation, highlighting the increase in the average in pigs, from 19.3 to 54.7 and in horses, from 84.6 to 286.3. Even so, in the case of equines, the number of agreements signed by the HVURC with equine facilities has increased to ensure a continuous in the number of cases.

To improve the number of practical hours of extramural training in FSQ, the FVL modified the curriculum and subject programmes by increasing visits to supermarkets and dairy and meat industries in the last three years.

Additionally, the HVURC has signed an agreement with Galician Government to provide clinical support to a Wildlife Rescue Centre (*O Veral*) in Lugo; this allows students to actively participate in clinical cases: sampling, treatment, and control of infectious diseases.

There are agreements between the FVL, the HVURC and the Lugo Animal Shelter for the protection of abandoned dogs and cats in Lugo area which are sent to the VTH for care of any disease, trauma, etc., and neutering before being given in adoption or returned to the kennels. This allows for sufficient caseload in common emergency and first-opinion cases in these species and for autonomous neutering of dogs and cats by students, under supervision of a teacher, during the *Hospital Clinical Rotation*.

The proportion of referred cases is highly variable depending on the area and specialised consultations, but the percentage is decreasing significantly due to the increased number of veterinary hospitals and clinics owned by veterinary corporates who require referral to their own hospitals.

The new dairy cattle Teaching farm has allowed an improvement in hands-on training of students in this species, and the collaboration of farmers and companies in agreements with FVL and HVURC for carrying out practicals and ambulatory clinics is still very important.

The inclusion of ESEVT indicators within the QA system as FVL own indicators has been very positive since it has made it possible to detect on time the scarce number of visits to slaughterhouses and related premises for training in VPH & FSQ that have been corrected.

The construction of the new pig Teaching Farm in *Gayoso Castro* will increase the possibilities of carrying out practicals in this species, as already happened with the dairy cattle Teaching Farm, with the practicals being carried out, while its construction is not completed, on different farms belonging to three important associations of pig farmers in Galicia (NUDESA, ASOPORCEL, COREN).

Suggestions for improvement on Standard 5

FVL will continue to calculate the ESEVT indicators annually and take the necessary measures to improve them.

Given the importance of aquaculture in Galicia, FVL considers it necessary to modify the programme of the *Animal Production* subject to include some practicals in aquatic animal production.

The VTH hopes to increase the caseload of intramural equine cases, with the hiring of the American and European Diplomate in equine surgery, and of extramural cases with the signing of new agreements.

The necropsy ratio falls within the satisfactory range and the number of companion animal necropsies seems adequate, but it would be interesting to be able to increase those of horses; to this end, the unloading dock in the necropsy room has been modified to be able to unload horses weighing more than 400kg and thus increase the number of necropsies in horses.

Although we have an acceptable ratio for livestock clinical teaching, considering that Galicia is one of the most important livestock regions in Spain, FVL is committed to increase the ambulatory clinic activities for farm animals.

In recent years, the Clinical Skills Lab has been considerably improved, a process that will continue by increasing the practicals of the subjects and self-training of students, as well as including simulations of clinical situations to train and evaluate soft skills.

FVL will also continue to increase the use of virtual reality in teaching so that students have experience visiting farms or facilities where there are access difficulties due to biosecurity or distance from the VEE or consulting clinical cases, such as patients with interesting neurological symptoms, etc.

Area 6: Learning resources

Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the 'never the first time on a live animal' concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary.

Description of the general strategy of the VEE on learning resources

The USC combines traditional and technological approaches to meet the needs of modern veterinary education. It has digitalised its administrative systems, with course schedules and student groups managed through the *Xescampus* platform.

A Virtual Secretary's Office offers various services for the FVL, staff and students, including access to records and student lists.

The USC Information and Communication Technologies Area manages technological services across the USC, supporting e-administration and offering training on digital resource use. It integrates advanced technologies in academic and administrative activities, aligning with the university's Strategic Plan for IT (PETIC III). The USC Library policy ensures up-to-date physical and digital resources, available to the entire university community.

The FVL also has two innovation groups focused on technological advancements in education, including the Clinical Skills Lab and 3D Virtual classroom, encouraging staff to propose new acquisitions. The Clinical Skills Lab, open daily, allows students to practice clinical skills with video and guide support, aligning with the "never the first time on a live animal" principle.

Description of how the procedures for access to and use of learning resources are taught to staff and students

The USC Library (BUSC), a central resource hub, manages a comprehensive collection of materials according to international standards and offers annual courses to familiarize students with library resources and tools.

Lugo's campus Library "*Intercentrums library"* provides onsite service to most faculties on the Campus of Lugo. It provides specialised support for veterinary students, staff, and postgraduate research, and includes a section for veterinary books and journals being one of the service points of the USC Library (BUSC).

Each academic year, the USC Library offers online and in-person courses to help students navigate learning resources and bibliographic tools. These courses are designed for both first year and advanced veterinary students, with curricular recognition upon completion. The library also provides on-demand information literacy services for the FVL, and specialised support for final projects, dissertations, and training in biomedical databases and citation management. Guides and tutorials are regularly updated.

There is also an option to search for recommended books by subject. Part of the welcome activities for first-year students of FVL is paying a visit to the library to introduce its services.

USC organise different training courses on the use of the Moodle platform to the teaching staff.

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

The FVL Library Committee, made up of teachers and student representatives, manages learning resources, sets acquisition policies, and ensures compliance with USC guidelines. New resources can be suggested by the staff and students through an electronic form, and these are communicated via mailing lists, social media, and printed posters. Any member of the USC can access services such as home loan, interlibrary loan, requests for new acquisitions and access to electronic books and journals. As described below, these services guarantee students, staff and stakeholders' access to state-of-the-art learning resources.

Criterion 5.1 of the annual FVL's Veterinary degree QA follow-up report (Appendix 3), analyses and revises whether the learning resources (bibliographic, documental written or digitalised resources) are up-to-date and sufficient to cover the needs of the curriculum. This report prepared by the FVL Veterinary degree Committee is submitted to the approval by the FVL QA Committee.

Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).

Brief description of the main library of the VEE:

-) staff (FTE) and qualifications

The *Intercentrums library* staff is formed by 16 full-time support staff: 6 librarians (1 director; 1 head of acquisitions; 2 cataloguers; 1 head of the information office and 1 training and reference librarian) and 10 library assistants, 8 of them working from Monday to Friday and the other 2 working on weekends and holidays. During exam periods 2 more people cover night shifts.

-) opening hours and days

Intercentrums library provides onsite service 362 days a year and more than 75 hours per week and constant online service. The opening hours of the library are Monday to Friday from 8.30 a.m. to 9.30 p.m., and Saturdays, Sundays and holidays from 10.00 a.m. to 7.30 p.m. During exams periods in April-May and December-January the schedule expands from 8:30 a.m. to 0:00 p.m. and in June from 9:00 a.m. to 10:00 p.m.

-) annual budget

Year	BUSC*	Journals**	Monographs***
2021	1,543,000 €	25,195.94 €	6,737 €
2022	1,542,000 €	23,901.55 €	8,129.82 €
2023	1,508,000 €	21,254.17 €	8,063.19 €
2024	Not available yet	Not available yet	8,780.76 €

*Overall budget of the BUSC; **Annual subscriptions of specific veterinary journals; ***Acquisition of specific veterinary monographies, including study manuals.

-) facilities: location in the campus, global space, number of rooms, number of seats

The BUSC, includes the Main Library, eleven faculty libraries, and four interfaculty libraries distributed between the three campuses of the USC located in the cities of Santiago de Compostela (Campus North and Campus South) and Lugo (*Campus Terra*). The *Intercentrums library* is one of the two BUSC points services in Lugo and cover the attention to FVL.

The university libraries of Galicia form a Consortium (Consorcio Interuniversitario do Sistema Universitario de Galicia, CISUG), whose purpose is to subscribe databases, editorial packages collections and other important academic resources: Science Direct, Wiley Online Journals, Cambridge Core Journals, Taylor & Francis Collection, Ovid Health, SpringerLink. Also, journals

published by scientific societies like American Chemical Society or American Veterinary Medical Association, etc.

Intercentrums library, near to FVL, is a 10,000 m^2 entire building located in the centre of the *Campus Terra*. It houses about 1,500 study places -several of them adapted for users with disabilities- distributed in 5 reading rooms, 1 group work room, 1 periodicals room, 1 research room with 20 single work areas and 1 completely renovated (in 2016) training room (*e-Terra room*) with 21 computers. There are also 10 online catalogue consultation points and electronic resources and microfiche consultation devices. The print collection is distributed in different rooms depending on the subject.

The entrance to the library is free and services are free of charge, whose only requirement is identification by students, staff and collaborators of the USC (EPT providers, tutors…).

-) equipment: number of computers, number of electrical connections for portable PC

The *Intercentrums library* equipment is composed by 30 desktop computers, 6 laptops and 1 multifunction device (printer, photocopier, etc.), all available to users. The number of computers is highly sufficient, since most students and teachers use their personal tablets or laptops. The Wi-Fi network of the university can be used throughout the building. All rooms have many power outlets (394 in total).

-) software available for bibliographical search

In relation to the software for bibliographic search, the BUSC provides a potent discovery tool named PRIMO to their users: an *ExLibris* software connected with *ALMA*, the library management system, and *Minerva*, the institutional repository. All three connected systems provide access to print and online library resources -bought, subscribed or free access-. It is an easy way to search, discover, reserve, lead or access both print and online information from one single web catalogue.

The *RefWork*s bibliographic reference manager is another tool the academic community can use for free.

Brief description of the subsidiary libraries (if any)

There are no subsidiary libraries**,** but it should be noted that staff and students of the FVL have a library card that permits to borrow books or request the fee reproduction of articles from any library of the USC (Medicine, Pharmacy, Biology ...) with a three-day maximum wait (books) or in a few hours (articles), to their email.

In addition, the library offers a free interlibrary loan service, a document delivery service from other libraries. It is possible because of agreements and membership library networks, like REBIUN.

Teaching material consultation service, information literacy service and assistance to students in bibliographic searches are other help points offered to students.

Brief description of the IT facilities and of the e-learning platform (dedicated staff, hardware, software, available support for the development by staff and the use by students of instructional materials).

To disseminate the procedures of access and use of learning resources to students, the first day of the academic year, the FVL organizes a welcome session for new students. In this meeting everything related to teaching and the support services of the USC is explained to Year-1 recruits. Among other information, a brief explanation of how to access the Virtual Campus and how to manage the institutional e-mail address is provided.

The IT facilities of FVL are two computer rooms equipped with 22 PCs each with the necessary software for teaching use. When students need to use a computer, they have free access to these rooms if they are not busy. In the *lecture rooms building* there is a study room with 50 seats and several tables where students can work with their laptops and/or tablets.

There is one IT qualified technician at the FVL for students and support staff.

The USC uses Moodle as e-learning platform. The Virtual Campus is managed by the Staff Training Centre (in Spanish). The Virtual Campus app provides course content, learning resources, and Clinical Skills Lab materials. Moodle enables 24/7 access to services and information, including document submission and access to procedural details. The certificate of the USC Virtual Campus Service ensures secure access to its contents. USC Corporate Microsoft Teams is used for meetings, as well as for recording and broadcasting teaching sessions.

All teachers use the Virtual Campus to enhance their teaching. They can share teaching materials and tasks with students, manage groups of students, perform evaluation tests, publish announcements, create discussion forums, assessment portfolios, etc. At the beginning of the course each subject has at its disposal an official virtual classroom for the current academic year, and those of former years but, in addition, the teachers can request the creation of new ones for different purposes.

Description of the accessibility for staff and students to electronic learning resources both on and off campus (Wi-Fi coverage in the VEE and access to resources through a hosted secured connection, e.g. Virtual Private Network (VPN))

All documents are described in conformity with RDA description Standard and are accessible through the University Library Public Catalogue (PRIMO). Users can borrow most of them and print materials can be reserved online. Electronic material can be accessed anywhere by using institutional identification (Athens or Shibboleth remote access systems).

Services hosted on campus (on premise) are accessible using secure connections through VPN or similar transport protocols. All buildings have extensive Wi-Fi-coverage for guests, employees, and students.

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

All FVL students have access to print and electronic resources; they just need the library card to borrow books and the institutional identification for electronic resources. Users can apply for library loans remotely and can renew their loans up to 2 times, 15 days each time.

Resources are aligned with the pedagogical environmental and learning outcomes of the programme. Annually, the library analyses the use (or non- use) of collection and data, whose results are evaluated in the Library Commission to take decisions.

Brief description of:

-) the number of veterinary books and periodicals

The *Intercentrums library* contains more than 115,000 printed volumes; 18,000 of them are related to veterinary science, from general and basic bibliography (biology, chemistry or biostatistics) to very specific contents of new procedures in clinics. The library has several copies of the most requested titles, especially recommended bibliography for the first Year. More than 90% is offered in free access.

-) the number of veterinary e-books and e-periodicals

The main electronic collection comes from consortia and gives access to the most recent and important scientific literature collections like *Ovid Health*, *Wiley Online Library*, *ScienceDirect Elsevier*, *Springer* eBook collection or *ProQuest* eBook Central. Besides this, library bought perpetual access to more than 200 classical textbooks and reference works in veterinary medicine: Ettinger's Veterinary Internal Medicine, Zachary's Pathologic Basis of Veterinary Disease, Robbins & Kumar's Basic Pathology, Rebhun's Diseases of Dairy Cattle and journals edited by professional

associations as American Medical Medicine Veterinary Association. Most of the new journals and textbooks are electronic.

-) the number of other (e)books and (e)periodicals

The BUSC knows the importance of language: Spanish language facilitates the study and access to Spanish resources, so it is subscribed annually to *Eureka* (the electronic collection of *Editorial Médica Panamericana*), *Access Medicina* and several titles to online Spanish editorials collection (*Díaz de Santos*, *Síntesis*).

The new multimedia materials are also very well accepted by students and staff. We highlight *Clinical Key*, an interactive Elsevier product that merges theory, questions, videos, tests, 3D images, etc.

Databases like *Scopus*, *Web of Science*, *Medline*, *ASFA*, *Chemistry Scifinder* and other 30 more are also available for all the community. In addition, other like *AENOR* (Spanish rules database ISO:UNE) or *Farmacopaea Española* give the necessary Spanish framework.

-) the available learning resources to students, including electronic information and e-learning courses (and their role in supporting student learning and teaching in the core curriculum)

The library facilitates the search and access to the most requested resources recommended by teachers, providing a single link to the recommended bibliography from the library catalogue: subject information, the teacher's name and the book are linked there.

A significant number of updated study materials, services such as remote access to electronic resources, online reservations, loans and renewals, provide an important support for study and research. Beyond this, an adequate information skills programme offers the best environment to enrol new students, train professionals and write impact publications. More information on e-learning courses and support of staff and students in the use of e-learning resources is provided in standards 6.1 and 6.2.

-) the organisation and supervision of the skill labs

The organisation and supervision of the FVL Clinical Skill Lab is overseen by a Teaching Innovation working group, which includes more than 20 teachers. This group reviews different models and prioritises the purchase of new models based on teaching needs. Additionally, a specific virtual classroom has been created for the Clinical Skills Lab, providing information on the available modules and allowing students to reserve activities. To support independent learning, students have access to the lab for 2 hours on all teaching days, with one support staff. To further facilitate self-learning, guides with videos for all models and mannequins have been developed. A record is kept of students' use of the different models. Furthermore, a satisfaction survey is available for students, allowing them to provide suggestions. This feedback is reviewed by the FVL Veterinary degree Committee and the FVL QA Committee and is then forwarded to the responsible professors for consideration.

More information on the facilities, equipment, requirements of use and schedule of the FVL Clinical Skills Laboratory is provided in standards 4.2 and 4.5.

Comments on Standard 6

USC has different areas involved in maintaining and updating the learning support resources necessary to carry out the teaching and research activities, playing a central role the *Intercentrums library* which offers workshops and training courses necessary to achieve the best use resources. The policy of the FVL is to participate actively in all the proposed initiatives to improve the learning resources.

The *Intercentrums library* is open to USC staff, students, and the public, offering a wide range of veterinary journals in both print and electronic formats, as well as journals in animal and biomedical sciences. The textbook collection is regularly updated, and the library staff actively participates in

educational programmes to improve their performance.

Suggestions for improvement on Standard 6

FVL aims to increase the number of subjects who use the Clinical Skills Lab as well as the variety of procedures, including simulations of clinical situations and the creation of 3D recordings that can be used for teaching in the 3D virtual reality classroom.

Area 7. Student admission, progression and welfare

Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification. In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students. Formal cooperation with other VEEs must also be clearly advertised.

Description of how the educational programmes, learning outcomes, admission procedures and requirements for national and foreign students, progression and certification, tuition fees, academic calendar, collaborations with other VEEs, etc. are advertised to prospective students

Updated information for prospective students is announced in different ways:

- USC website offers updated information related to admission (requirements, criteria and procedures), courses, scholarships and grants (national and regional) and students' welfare.
- The USC Information Office (OiU) (in Galician) offers information related to pre-registration process.
- FVL website has information on the curriculum, progression and certification, tuition fees, academic calendar, collaborations with other VEEs, subject programmes, staff, schedules and a general description of the FVL.

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

Table 7.2.1. Number of new veterinary students admitted by the VEE

Type of students	*2023/2024**	*2022/2023*	*2021/2022*	*Mean*
Standard students	*117*	*111*	*113*	*113*
Full fee students	*0*	*0*	*0*	*0*
Total	*117*	*111*	*113*	*113*

** The last complete academic year prior to the Visitation*

*Table 7.2.2. Number of veterinary undergraduate students registered at the VEE***

Year of programme	*2023/2024**	*2022/2023*	*2021/2022*	*Mean*
First year	*138*	*132*	*135*	*135*
Second year	*128*	*120*	*106*	*118*
Third year	*124*	*117*	*124*	*121.6*
Fourth year	*135*	*134*	*137*	*135.3*
Fifth year	*173*	*168*	*164*	*168.3*
Total	*698*	*671*	*666*	*678.3*

** The last complete academic year prior to the Visitation **This table should be filled in for each study programme in case of more than one study programmes*

Table 7.2.3. Number of veterinary students graduating annually

Type of students	2023/2024*	2022/2023	2021/2022	Mean
Standard students	111	83	93	95.7

Table 7.2.4. Average duration of veterinary studies

Duration	% of the students who graduated in 2023/2024*
5 + 0 **	46.8
5 + 1	30.6
5 + 2	17.1
5 + 3 or more	5.4

** The last complete academic year prior to the Visitation ** The total duration of the studies matches the minimum number of years of the programme (e.g. 5 or 6 years)*

Table 7.2.5. Number of postgraduate students registered at the VEE

Programmes	2023/2024*	2022/2023	2021/2022	Mean
Interns (HVURC)	11	12	16	13
Residents (EBVS disciplines)	3	3	3	3
Residents (AVEPA)	3	1	1	1.7
PhD students	85	68	80	77.7
Others: Specialization courses	11	0	0	3.7
Others: Master's degree in Genomics and Genetics	17	15	15	15.7

Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course. The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.

Description of the admission procedures for standard students:

-) selection criteria

All public universities in Spain apply the same student admission procedure based on Royal Decree 534/2024, whose access requirements are published on the USC website. In Galicia, management corresponds to the Galician Interuniversity Commission (CIUG) (in Galician). In the standard admission procedures students must have a baccalaureate certification, or equivalent, and pass the Baccalaureate Assessment for University Access (ABAU), which is the same test for public universities in Galicia. The ABAU includes two phases: a general one compulsory for all students with a maximum of 10 points and a specific phase with subjects related to their area of interest, voluntary, that allows upgrading the student average to a maximum of 14 points. Considering the high score needed to access the Veterinary degree, all students must pass both phases. The ABAU specific subjects that weigh up to 2 points to the final grade are Biology, Physics, Mathematics II, Applied Mathematics for Social Sciences, and Chemistry. The average admission score of new students in the last 3 academic years remains between 11.3 and 12.03 (on a 14-points maximum scale).

In the case of international students with studies equivalent to the Spanish Secondary School degree, the average grade of their Secondary School studies is considered. In addition, a certain percentage of places are reserved for applicants from special collectives: 1% for university graduates, 5% for disabled people, 3% for high-performance athletes, 2% for people over 25 and 3% for people over 40.

Most students are enrolled full time (60 ECTS minimum), which is mandatory for first year students. However, if working or personal circumstances occur, students can be authorized to enrol part time (50% of the ECTS).

-) policy for disabled and ill students

5% of admission places are reserved for disabled students provided they reach the minimum scores required. They must present an official certificate showing they have a 33% or higher degree of disability. In attention, they may apply for part time enrolment. If needed, alternative teaching systems will always be considered to ensure the acquisition of the skills. The USC Service of Inclusion and Social Integration channels and promotes policies for the incorporation and integration of students with special needs through technical and human resources, curriculum adaptations, information about specific scholarships and volunteer programmes and labour insertion.

The USC *Jesús Bal y Gay University Hall of Residence* on *Campus Terra*, is adapted for students with physical disabilities and has a complete room adapted for people with special needs (accessible with wheelchairs). Moreover, the bus company selected by FVL to carry out extramural practicals (visits to slaughterhouses, farms, companies, etc.) has vehicles adapted, if necessary.

-) composition and training of the selection committee

The existence of a specific selection committee for the admission of students to FVL is not permitted (Royal Decree 534/2024).

-) appeal process

In relation to prospective students, unsuccessful applicants and those that disagree with their marks can address their appeal to the CIUG examining board for revision.

-) advertisement of the criteria and transparency of the procedures

ABAU results and student applications are considered in the standard university admission procedure which is fully advertised and transparent. All the related information is published online in OiU web (in Galician). Results of the admission procedure are communicated online at the same time for all the public universities of Galicia, and personally to all the applicants.

Description of the admission procedures for full fee students (if different from standard students)

There are no full fee students in public universities in Spain. All students are subsidised by the government of the autonomous communities.

Description of how the VEE adapts the number of admitted students to the available educational resources (facilities and equipment, staff, healthy and diseased animals, material of animal origin) and the biosecurity and welfare requirements

Access to the USC Veterinary degree is regulated by a *numerus clausus* of 110 students as officially established in the curriculum 2011. It was based mainly on FVL available resources of personnel, buildings, equipment, animals and animal-derived materials to guarantee the training of the students, ensure animal welfare and maintain an appropriate level of biosecurity in all activities.

The annual FVL's Veterinary degree QA follow-up report (Appendix 3), analyses and revises whether the personnel resources (Criterion 4.1) and the material and services resources (Criterion 5.1) are sufficient to cover the needs of the curriculum. This report prepared by the FVL Veterinary degree Committee is submitted to the approval by the FVL QA Committee.

Description of the prospective number of new students admitted by the VEE for the next 3 academic years

According to the FVL Veterinary degree curriculum approved by ANECA in 2011, the estimated number of places for incoming students over the next 3 years will remain constant at the current limit of 110, with no plans for expansion.

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

Description of the policies and procedures dedicated to applicants with disabilities

The Agreement of the USC Governing Council of 25-03-2010, which approves the students' attendance regulations for courses adapted to the EEES, which has undergone a modification effective from the 2025-2026 academic year establishing that students with special educational needs may have a personalised plan and monitoring of their academic activity, adapted to their specific needs.

For a student with special educational needs, teaching and evaluation methodologies should be designed to ensure that they acquire the necessary skills. The USC Inclusion and Social Participation Service includes technical resources and personnel who advise and assist in the curriculum adaptation. It also provides information about specific scholarships and volunteer programmes and labour insertion. In the case of students with illness or a minor disability, small adaptations can be made.

Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately. The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.

Description of:

-) the progression criteria and procedures for all students

To continue their study programme, students who begin the Veterinary degree must pass at least one compulsory subject. If this requirement is not met, enrolment will be accepted again in the following academic year, in which a minimum of 30 compulsory credits must be obtained for full-time enrolment, and 15 for part-time enrolment. If these are not passed, the student will not be able to continue their veterinary studies at USC for the next five academic years.

Each academic year, students will have two opportunities to take the exam for each subject to a maximum of 8 exam calls, whether taken or not by the student.

To promote student retention, FVL establishes the following options:

- A withdrawal without cause will be accepted for each subject. Furthermore, if in any of the exam calls a *force majeure* or exceptional situation is demonstrated that prevented the completion of the scheduled activities, the student may request the cancellation of the call in which the event preventing their participation occurred. The annulment must be granted or denied with justification by the Rector, who may request the reports s/he deems appropriate.
- In the fourth exam call, students may request to be assessed by a board, if they have taken the three previous exam calls.

Regarding progression, students who continue their studies with subjects failed from previous years must enrol in all pending subjects, without the total number of credits annually exceeding 75 for full-time enrolment. The student must have passed at least 219 ECTS credits to be able to enrol in the EPT, the rotations, and the End-of-degree Project (TFG). They will not be able to submit and defend their End-of-degree Project (TFG) until they have passed all the subjects of the degree.

-) the remediation and support for students who do not perform adequately

FVL offers support programmes for students facing academic difficulties in the Veterinary degree:

- **Peer Tutor Programme**: A peer tutor is a student enrolled in the Veterinary degree, in their 2nd year or higher, who guides and supports new students who join the Centre, helping them in their integration.
- **Support Programme for Students at Risk of Dropping Out**: Within 15 days after the closure of the exam records for the first semester of the Veterinary degree, FVL compiles a list of students who have not passed any module. Subsequently, the Vice-Dean of Academic Organisation contacts the students to offer them an individual interview to explore ways to assist them and inform them about the different support services available at USC.
- **Extraordinary Tutorial Support**: The aim of Extraordinary Tutorial Support is to help the student overcome subjects that are especially difficult for him or her. The learning methodology is established between the tutor and the student.
- **Tutoring**: The tutor offers recommendations and support in all areas that can improve the educational process. All academic staff have a specific tutoring schedule that they must comply with (minimum 6 hours per week).

-) the advertisement to students and transparency of these criteria/procedures

The relevant regulations (in Spanish) are available on the USC website and their interpretation (in Galician).

The FVL also informs first-year students about the progression rules during the orientation session and responds to queries raised by students at any time. FVL also publishes the curriculum digest in virtual classroom for the first-year with a summary of the progression rules (Appendix 9).

Description of the rate and main causes of attrition

The official dropout rate of the FVL Veterinary degree is relatively low, according to data from the last three academic years, specifically 5.26% (2021-22), 9.52% (2022-23), and 4.55% (2023-24), with an average of 6.41%. The veterinary profession is highly vocational, generally resulting in a low dropout rate compared to other degree programmes.

Additionally, it should be noted that this calculation includes students who transfer to another university to obtain their veterinary degree in institutions closer to their place of residence (approximately 50% of the students enrolled in our faculty come from other autonomous communities) or shift study to other health degrees, such as medicine. In the event of actual dropout, according to the experience of the FVL dropout risk programme, the causes are academic failure/poor academic performance, difficulty adapting to university studies away from home, and lack of family support.

Description of how (procedures) and by whom (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

The Ministry of Education and the Regional Government of Galicia establish the rules for admission to educational programmes. The FVL Board decides the exact number of admissions based on the Centre's capacity. The progression criteria and procedures are decided and adopted by the governing bodies of the USC.

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

Description of the mechanisms for the exclusion of students

As described in standard 7.5, academic failure may be cause for non-permanence of the student, although non-payment of taxes or a disciplinary sanction may also result in the loss of student status. The provision of false information about the academic conditions for access to studies is also a reason for exclusion.

Description of the appeal processes

The appeal processes on the operation of the teaching, administrative and support services of the USC are channelled through the **Office for the Analysis of Complaints (OAC)**, described and published on the USC website. Appeals must be submitted online to the OAC and resolved in one month limit with the possibility of appeal for reconsideration by all parties involved.

The OAC receives, analyses and responds to complaints or suggestions that do not have legal content presented by students with respect to the operation of the teaching, administrative and support services of the USC; resolves administrative appeals related to the academic activity of the USC; carries out systematic and annual reports on the shortcomings detected and brings them to the attention of the administrative units concerned; and proposes improvements to procedures or the adoption of measures to minimise complaints.

The OAC oversees processing of administrative appeals regarding academic management: resolutions of the deans, Academic Management Department and the Student Grants and Services Department (subsidies for public prices).

The USC appeal processes follow Law 39/2015 on the common administrative procedure of public administrations (Spanish Official Bulletin, BOE of 2 October 2015), which are resolved by the Rector. Once the administrative route has been exhausted, the student can appeal this decision to the Spanish courts.

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

Description of the services available for students (i.e. registration, teaching administration, mentoring and tutoring, career advice, listening and counselling, assistance in case of illness, impairment and disability, clubs and organisations, ...)

USC provides its students with:

- The **School Insurance**, included in the registration fees, covers students under 28 against school accidents, illness or family misfortune, granting them medical, pharmaceutical and economic benefits. In the case of students over 28 years old, they must contract an accident and travel assistance insurance.
- The **University ID Card** (in Galician) allows the student to access book loan, university facilities, car parks or discounts in cultural activities.
- The **Student Virtual Secretariat** provides online all the administrative procedures like registration, modification of enrolment or sending academic transcripts.
- The **USC University Information Office** (in Galician) channels information about USC's organisation, operation and activities (in-person attention, in telephone and e-mail).
- The **USC Inclusion and social participation Service** coordinates the offer of voluntary activities and promotes respect for diversity, active policies of incorporation and integration of students with special needs and equality among all members of the university community.
- The **USC Gender Equality Office** seeks to achieve equality by assuming the principles of dignity, equality and gender equity.
- **Student Grants and Services Department** oversees information and management of scholarships and grants for degree and master's degree students, management of grants to student associations, accommodation of university students in residences and halls of residence

(University Residence Service), and actions that favour the reconciliation of work, personal and family life.

- The **USC Mobility Office** is responsible for national and international mobility programmes.
- The **USC International Recruitment Office** extends support for the reception and assistance of visiting students from foreign universities (free-movers), along with international students enrolled in USC's official programmes.
- The **USC University Residence Service** provides housing for students and other university groups through its own network of Halls of Residence and Residential Colleges on its campuses so as to allowing better integration, training and equal opportunities in the university environment.
- The **USC Psychological Support Unit** (in Galician) is aimed at providing psychological assistance to students enrolled at the USC who are experiencing psychological issues that interfere with their academic performance**.**
- Every year FVL organises several meetings and briefings on career guidance and job opportunities (see standards 3.6 and 6.3), in which the participating professionals bring their experience and advice to the students.

Description of the mechanisms for resolution of student grievances

USC is responsible for defending and protecting the rights of university students and ensuring compliance with their obligations. At the USC, there is the position of **Protector of the University Community** (in Galician) who defends and guarantees the rights of the USC members. S/he is an independent person within the University, not subject to any imperative mandate, nor does s/he receive instructions from any authority or governing body, acting as mediator and conciliator when required by any member of the university community. All USC students may present him or her their problems, complaints, etc. directly by email (valedor@usc.es).

The **Office for the Analysis of Complaints** **(OAC)** is described in standard 7.6.

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

Description of the mechanisms allowing students to provide their needs, complaints, comments and suggestions to the VEE

The FVL website provides a "*Complaints and suggestions*" link that any member can use. Once received, the Dean's Executive Board analyse, resolve and, where appropriate, inform the related parties. This Board attends to and tries to resolve minor conflicts on a day-to-day basis. The claimant must submit a complaint or suggestion form that is received via email; the dean responds in writing and may arrange a meeting if deemed necessary. Each year, a report/summary is prepared that includes the reason for the complaints/claims and the result, which is evaluated by the FVL QA Committee.

Additionally, students can send emails to the dean. All evaluations and suggestion systems are kept anonymous (about the Clinical Skills Lab, satisfaction surveys, courses, etc.).

The FVL board and committees have student representation who can act as mediators to present their complaints, comments, and suggestions. Students can also submit complaints directly to the dean by requesting a meeting or by email, and meetings are held with student representatives to discuss various aspects of the VEE's functioning.

In addition, the end-of-semester meetings of the semester coordination working groups, described in standard 3.1 are an excellent tool for students to convey their complaints and suggestions.

Comments on Area 7

The possibility of increasing the number of students admitted annually is not being considered soon.

Some USC support services have been expanding, such as the Psychological Support Unit.

In recent years, there has been a significant increase in student participation on the FVL Board and committees.

Suggestions for improvement in Area 7

Relaxing the USC regulations to facilitate student's ability to combine their studies with paid employment is a measure that favours those with fewer resources and could reduce the dropout rate.

A system of control of the number of students admitted in all the Spanish Veterinary Faculties based on a critical analysis of the demands and needs of society would be desirable.

Area 8. Student assessment

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

Description of the general student's assessment strategy of the VEE

The learning assessment process at the FVL is regulated according to process PC-05 of the FVL QA Process Manual which establishes how to evaluate the achievement of the objectives and the acquisition of the competences by the students. The objective is to guarantee objectivity and fairness in the assessment.

The 2011 curriculum establishes a general evaluation criterion for all subjects so that the assessment of each student will be done through continuous evaluation and final exams.

The programme of all subjects is reviewed annually by the academic staff in charge and is approved for the following academic year by both the Department Board and the FVL Board, after being reviewed by the Veterinary degree Committee and endorsed by the FVL QA Committee.

The mission of the Faculty Board in the assessment process is to approve the programme of each subject in terms of the inclusion of assessment periods, the methodology and grading criteria, and to schedule the exam calendar with the consensus of the representatives of the students.

The FVL assessment strategy is part of the SGC's transparency plan to reflect on how to improve this process and associated documents and ensure consensus in the FVL, be in accordance with university policy, and expose them to the public. There are some specific USC regulations in this regard to guide the implementation of national and autonomic laws:

- The Resolution of June 15, 2011 (Official Bulletin of Galicia, DOG, July 21, 2011), which regulates the assessment of students' academic performance and the review of USC grades. It establishes that the calendar must prevent the students from taking more than one subject exam in the same semester within 24-hour period. The FVL must decide on the procedure to guarantee the right of students to take official exams in subjects corresponding to different semesters.
- Agreement of USC Governing Council, of July 24, 2024, on regulations for the continuation of studies.

Description of the specific methodologies for assessing the acquisition of:

As a general reference, minimum and maximum values are proposed, so that continuous assessment activities have a weight of no less than 20% of the grade and final evaluation activities do not exceed 80%. Most subjects combine continuous assessment of the student's daily activity based on different methodologies, along with a final written exam. Different methodologies evaluate theoretical knowledge, pre-clinical practical skills, clinical practical skills and soft skills, as detailed below.

-) theoretical knowledge

The assessment is based mainly on written exams, which include multiple-choice questions, short answer questions and/or essays, together with continuous assessment and evaluation of supervised work.

-) Pre-clinical practical skills

Assessment is primarily based on continuous assessment of written reports, supervised work and oral exams. Depending on the subject, practical examinations are sometimes performed on healthy animals, organs, cadavers or in laboratories. As a rule, attendance and a positive evaluation of practical skills are mandatory.

-) clinical practical skills

Assessment is based on students' performance during clinical sessions of core clinical subjects prior to the start of clinical rotations and during the EPT. Rubrics are generally used to assess the level of achievement by academic staff and external tutors (Appendix 18). For more details see standards, 3.1, 3.3, 3.5. and 3.7.

-) soft skills (e.g. communication skills, team working skills, dealing with pressure, strong work ethic, positive mental attitude, flexibility, time management, self-confidence, dealing with criticism, ...)

Assessment is performed using rubrics with grading criteria for different levels of performance that are available to the students in the virtual classroom. Soft skills are evaluated through different assessment activities, such as essays, talks, working in teams, writing reports, presentations, etc. (Appendix 30).

Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit. The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments. Mechanisms for students to appeal against assessment outcomes must be explicit.

Description of the processes for ensuring the advertising and transparency of the assessment criteria/procedures

The academic staff describes the assessment method of each of the activities carried out by the students in their subject programme; the typology, method, and grading scale is included, so that students can predict the outcome of their performance and control the result of their evaluation. As a general reference, it is proposed that continuous evaluation activities have a contribution of no less than 20% of the final grade, and final assessment activities do not exceed 80% of it. In addition, 33% of the compulsory subjects use rubrics to primarily assess performance of clinical skills and soft skills (Appendix 30). Of these subjects, 55% use rubrics to evaluate soft skills in addition to those specific to the degree. This assessment tool set out objective criteria and standards for different levels of performance.

The VEE has developed a map of the ESEVT DOCs (Appendix 8), which represent the minimum standard required for our veterinary undergraduates by the time of graduation. To ensure that every student has a minimum performance level for all learning objectives that are considered key for DOCs accomplishment, the programme of each subject specifies barrier assessment activities that must be taken and passed to approve the subject, and therefore graduate.

These aspects are part of the assessment methodology included in the subject programme and are published on the website as well as on the Virtual Classroom of each subject.

The transparency of the assessment criteria and procedures is guaranteed by the Resolution of June 15, 2011 (DOG, July 21, 2011), amended by the Resolution of April 5, 2017 (DOG, May 8, 2017), which regulates the assessment of students' academic performance and the review of the USC

grading system. These Resolutions indicate that the programme for each subject must describe the aspects to be assessed, the criteria and methodology used and must also include the grading system for the final mark. In addition, a list with the provisional marks for all students must be published (in the virtual classroom).

Subject programmes are updated annually by academic staff and subsequently reviewed by departments and Veterinary degree Committee to ensure uniformity among disciplines and that all the information, including the assessment criteria and procedures, is complete and clearly stated, and then approved by the departments.

Both laws also establish that the schedules, exam dates and subject programmes must be published before May 30 or the start of the registration period for the following academic year. It is stablished that the publication of the exam results must be communicated to students within a reasonable period (maximum 15 calendar days after the exam) together with the dates for exam revision. All students should be able to review their probes and receive post-assessment feedback by offering two optional dates and alternative schedules.

The complete exam schedule is available on the website well before the beginning of the academic year.

Description of the processes for awarding grades, including explicit requirements for barrier assessments

The process of awarding grades is also officially regulated by the USC academic regulations (Resolution of June 22, 2007; DOG, August 2, 2007, in Galician). The grades must be expressed in numbers, to which their corresponding qualitative grade is added (Failing Grade: 0-4.9, Passing Grade: 5-6.9; B Grade: 7-8.9; Distinction: 9-10). The cut-off score is 5. Likewise, those students with a grade equal to or higher than 9.0 may be awarded the Distinction with Excellent mention (*Matrícula de Honor*) grade; however, national regulations dictate that these distinctions cannot exceed 5% of the number of students enrolled in a subject.

Barrier assessments are included throughout the degree and are specified in the subject programmes. In addition, the alignment of barrier assessments with DOCs is being gradually reviewed and specified in the programmes, currently in effect for Year-1 and *Hospital Clinical Rotation* (Year-5). *Hospital Clinical Rotation* and Year-1 students are provided with logbooks that include assessment of DOCs learning objectives, with specific mention of barrier assessments (Appendices 12 and 15). This process will be completed in the next 3 years for the entire curriculum.

Description of the processes for providing to students a feedback post-assessment and guidance for requested improvement

The assessment system is an essential part of the learning process and the starting point for feedback that leads to post-assessment improvement. According to the Resolution of June 15, 2011 (DOG, July 21, 2011), exam revision should function as a useful tool for students to know their level of knowledge and weaknesses. The review period will take place no later than 10 days after the publication of the grades, and the review of the exam may be individual or collective. The teacher will resolve any difficulties and indicate improvement strategies.

In addition, different positive learning feedback systems are included in the subject programmes, mainly with regards to practical activities, such as the repetition of tasks under the supervision of the teacher until a minimum of competence is demonstrated, the opportunity to improve reports already evaluated after the comments by the teacher, a second chance in the practical assessment tests, etc.

In the tutoring sessions, the teacher offers guidance and advice on all aspects of teaching that can improve the learning process. Furthermore, USC annually makes an official announcement for students to request additional tutorial support. Its objective is to help students who have a maximum of 18 ECTS left, or three remaining subjects (excluding *End-of-degree Project*, *Hospital Clinical*

Rotation and EPTs) and have taken at least two exams in each one, to achieve the learning objectives of the subjects in which they have special difficulties (see also standard 7.5).

Description of the appeal processes against assessment outcomes

If a student disagrees with the outcome of the final exam review, which is mandatory for any subsequent appeal, the student may contest his or her grades before the dean. The dean, having seen the claim, will decide on its admission. If the claim is admitted, the dean will notify the teacher responsible for the initial grading of the exam, who may present allegations within three working days. Given the allegations, and prior to hearing the student, the dean may decide on the dismissal of the claim. If the dean accepts it, s/he will proceed to appoint a commission, chaired by him/herself or the person to whom s/he delegates, made up of three teachers and one student who will be allowed to participate, but not vote, during the proceedings. The non-admission, the dismissal and review result of a claim may be appealed by the student to the rector. The rector's resolution puts an end to the administrative process.

The procedure is specified in the Resolution of June 15, 2011 (DOG, July 21, 2011).

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

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

The entire procedure complies with the 2011 curriculum, having renewed its accreditation by the ACSUG in 2017. The system works as follows:

- According to the official dates approved and published in the USC calendar, the Subject Coordinators, together with the rest of the teachers responsible for teaching the subjects, update the evaluation criteria and the assessment system in the assigned subject programmes. The update is based on existing regulations, previous evaluation criteria and other contributions from the different parties.
- Subsequently, the Veterinary degree Committee checks that the programmes comply with the curriculum (including the assessment strategy). Student representatives, through the student members of the Committee, can review the programmes, including the assessment criteria, and provide input.
- The modifications are then taken to the given Department Board for approval.
- The programmes are finally approved by the Faculty Board. The FVL QA Committee (with representation from different parties, including students) revises the adequacy of the entire process.
- After approval, all the information is published on the website before May 30 or at least before the start of the registration period for the following academic year, as required by the Resolution of June 15, 2011 (DOG of July 21, 2011).

Description of the link between learning outcomes and assessment design

The competences and learning outcomes that the student must acquire, as well as the assessment system used, are described in detail for each subject in its programme.

In the end-of-semester coordination working groups meetings (see standard 3.1), a reflection is made on the development and results of the training process. Students contribute their points of view, suggestions and criticisms that help to eventually correct the deficiencies detected or introduce viable improvements. Deviations between expected results and those obtained are analysed as a basis for subjects to consider how to modify their assessment system.

To comply with the assessment methods and criteria approved by the Faculty Board, when anomalies are detected (even when there are no complaints from student), the subject or semester

coordinator inform the teacher responsible of the anomaly detected and communicate it to the Veterinary degree Committee, which also reports to the QA Committee. The committees involved in QA monitor the incidence in the following evaluations to ensure compliance with the defined assessment system. The specific procedure is fully described in the processes PC-04, PS-04 and PC-05 of the QA Processes Manual.

Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study. The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and that the assessment of students reflects this approach.

Description of the system to certify student achievement of learning outcomes in the different subjects, years of study, etc.

The 2011 curriculum has been designed on the basis that all competences are addressed by the different subjects.

The assessment system for each subject, described in the programmes, certifies that the student achieves the committed learning outcomes, which are also reviewed at the end of each semester by the coordination working groups and supervised by the Veterinary degree and QA Committees so the achievement of these outcomes is guaranteed at the level of the study plan (curriculum) and at the level of the study units (subjects).

Description of the strategy to encourage students to take an active part in the learning process

The active participation of the students in the learning process is promoted through the implementation of a continuous assessment of theoretical and practical training throughout the curriculum, in addition to the use of teaching methodologies focused on learning through the active participation of students, such as progressive projects that include thinking-based learning, flipped classroom, project-based learning, cooperative learning, gamification, design thinking, and problem/case-based learning. In addition, logbooks are given to students to self-monitor the learning process in achieving the DOCs, so that they are active, aware and responsible participants in their progress in achieving the expected learning outcomes (see Appendices 12 and 15).

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

Description of the assessment methodology to ensure that every graduate has achieved the minimum level of competence, as described in the ESEVT Day One Competences (see Annex 2)

DOCs are assessed throughout the curriculum using the specific learning objectives of the subjects in which they are developed, as reflected in the subject programmes, which describe in detail the methodology to ensure that students achieve a minimum level of competence. Specifically, clinical skills are assessed using formative and summative assessment. The formative assessment is verified by the mandatory and active attendance of students to the practicals; summative assessment is primarily based on continuous assessment and implementation of Direct Observation of Procedural Skills (DOPS) with grading of student performance based on rubrics; some of the DOPS include assessment barriers of DOCs (see Appendices 12 and 15 and information provided in 8.2). The

progressive acquisition of DOCs is reflected in the learning outcomes of FVL subjects assigned to ESEVT DOCs (Appendix 8) and requires of supervision and feedback from teachers to improve performance.

The core subject *Hospital Clinical Rotation* and the EPTs (*Clinical and Non-clinical Internships*), as well as the *End-of-degree Project*, which students take in the last semester, use specific assessment methodologies since many of the ESEVT DOCs are work on in them. Information on evaluation criteria is published on the FVL website (under study programme by course→5th year→ click in the given subject to open the programme, class schedules and exams).

In short, assessment methodology of these subjects is explained below:

- The assessment of the *Hospital Clinical Rotation* is based on a portfolio kept by the coordinator, compiling all the practical activities assessed, which matches with the student's logbook (Appendix 12) designed for student self-monitoring, that includes all signatures student must obtain from the different DOPS as s/he achieves the minimum learning results required in the different rotations, together with the assessment of the presentation of a clinical case. To complete all logbook signatures, the student must follow a pre-established agenda through the VTH (HVURC) Services (for further information see standard 3.1 and Appendix 11). The assessment of practical activities, as well as the comprehensive grading of this subject are detailed in the programme in Appendix 30.
- The assessment methodology used for the *Clinical* and *Non-Clinical Internships* is based on the corresponding practical training report submitted at the end of the practical training placements, together with the report of the professional tutor (more information provided in standards 3.5, 3.6 and 3.7 and Appendix 18). Characteristics of the practical training report and the comprehensive grading of this subject are detailed in the corresponding programmes and in the specific section of the website.
- The *End-of-degree Project* (TFG) is assessed by a specific examining committee based on the quality of the research documentation presented by the student (bibliographic review, experimental work...), public defence, and the tutor report. Characteristics of the TFG, as well as the comprehensive grading of this subject are detailed in the subject programme and a specific section of the website.

Currently, after mapping the DOCs in the curriculum subjects (Appendix 8), meetings are being held for each DOC to coordinate learning objectives and minimum performance in different subjects to guarantee the progressive achievement of the DOCs. During the academic year 2023-24, Year-1 and *Hospital Clinical Rotation* DOCs learning objectives were published in the subjects' programmes, and students received a new Year-1 logbook, and an updated logbook for those enrolled in *Hospital Clinical Rotation,* for personal monitoring and DOCs assessment information. The review of DOCs will continue in the remaining years to provide new logbooks with information about learning objectives and evaluation, including barrier assessment, mapped to the specific DOC in the subject programmes. It should be noted that, except for slight adjustments, to date most teaching activities do not require modification, the changes being mainly related to the way in which information is provided to the student. This review will finish in 3 years and will be used for future modifications of the 2011 Curriculum.

Comments on Area 8

Within the FVL's 2024–26 Strategic Plan (Appendix 2), there are three actions related to the assessment of students under Strategic Line 1 *Planning of teaching and development of student-centred education oriented to their future professional activity*:

- A new Veterinary degree proposal in case of increase to 360 ECTS, or a substantial modification of the 2011 curriculum if the 300 ECTS are maintained, including a review of face-to-face hours of training per ECTS, the design of new external supervised placements, and the increase of the practical rotations.

- Review of programmes with a pedagogical approach focused on active learning, where students actively engage in their educational process, working on and assessing ESEVT DOCs.
- Development of a new master's degree and postgraduate course training and specialisation programmes.

Suggestions for improvement in Area 8

A review of programmes of all curricular subjects of the Veterinary degree is being performed in relation to the mapping and achievement of DOCs, which allows improving coordination throughout the curriculum and providing better information for students on their assessment as well as promoting their active participation in the learning process. In the 2025-26 academic year, a modification of the 2011 curriculum will be addressed to update and adjust it according to the results of this review.

As a result of this review a new logbook of Year-1 students has been designed and the *Hospital Clinical Rotation* logbook has been modified for improving assessment and monitoring of DOCs.

More procedural simulations will be incorporated into the Clinical Skills Lab for self-directed learning and training, serving as a strategic approach to improve clinical training and assessment.

Area 9. Teaching and support staff

Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff. A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff. Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.

Description of the global strategy in order to ensure that all requested competences for the veterinary programme are covered and that staff are properly qualified and prepared for their roles (e.g. good teaching and assessing practices, knowledge of up-to-date (e-)learning resources, biosecurity and QA procedures, …)

The FVL QA and the Veterinary Degree Committees act in accordance with the QA procedures as stated in the SGC; academic staff and students are informed and involved in its different activities: preparation of monitoring reports, improvement actions, etc., some of them being elected as representatives on these committees.

At the FVL all the academic staff meet the legal requirements that guarantee compliance with national and EU regulations and are therefore adequately qualified and prepared for their role. The professional development of academic and support staff is regulated by national laws, which are public and guarantee equal opportunities for all.

PS-01 *Human resource management* process of the FVL QA process Manual establishes the procedure for detecting personnel needs (academic and support staff) in the establishment, as well as staff training needs.

Annually, as part of the PC-05 *Analysis of outcome and improvement of the curriculum* process, the Veterinary Degree Committee analyses and evaluates the adequacy of academic and support staff involved in the teaching activities of the title, as well as the material resources and services. This information is transferred to the FVL QA Committee through the annual FVL's Veterinary degree QA follow-up report. The QA Committee reviews these aspects, and the processes that guarantee

their improvement, and reports the results of the analysis in the annual QA report, according to PE-02 *Review and improvement* process.

For this analysis, data received from the *USC Data and Processes Centre* on the number of teachers in each category, research activity, mobility, participation in training plans, satisfaction surveys, complaints and suggestions, are used to consider compliance with the committed plan. It is important to note that to apply for a USC position in a specific category of teaching staff, the applicant must have been positively evaluated by ANECA or ACSUG to meet minimum teaching and research experience requirements for the specific category, which guarantees the qualification of the applicant.

USC has a consolidated formal training programme for teaching staff called the *Teaching Training and Innovation Programme* (PFID) that includes good teaching and evaluation practices, learning and e-learning resources, use of digital tools in education, etc.; the PFID allows the acquisition and improvement of the teaching, research and management skills necessary for professional practice at the university. In addition, in 2024 a specific training programme for the FVL was established (Appendix 34), in accordance with Standard 9.1 of the ESEVT SOP 2023, in coordination with the USC introduction training programme (126h in total, in Galician) which is mandatory for the newly incorporated teachers.

The specific security training of support and teaching staff depends on the *USC Risk Prevention Service* which annually organises a meeting with FVL staff on the execution of the emergency plan, and performs an emergency evacuation drill.

The QA Committee and other FVL committees act in accordance with the QA procedures as stated in the SGC. USC establishes the regulatory framework for ethical and academic responsibilities of all its members through the USC Code of Conduct (in Galician) and the USC Code of Ethics (in Galician).

Within the FVL, 71.7% of the academic staff involved in veterinary training are qualified veterinarians (Table 9.2.2).

Standard 9.2: The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE's mission. A procedure must be in place to assess if the staff involved with teaching 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, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6.

Table 9.2.1. Teaching staff involved with the core veterinary programme**

Type of contract	2023-2024*	2022-2023	2021-2022	Mean
Academic staff (FTE)**	84.4	87.7	84.40	85.5
Residents (VIR) (FTE)	6	9.5	9	8.2
PhD students (FTE)	5.7	4.7	3	4.5
Contracted practitioners (FTE)	1.5	2	2.5	2
Others (FTE)				
Associate clinical teachers (P4)	5	7	8	6.7
Clinical Instructors	9	6	9	8
Substitute teachers	1.8	4	1.12	2.3
Researchers (Ramón y Cajal or similar)	2.3	0.85	1	1.4
External Lecturers	0.13	0.1	0.1	0.11
Total (FTE)	**115.88**	**121.83**	**118.12**	**118,61**

** The last complete academic year prior to the Visitation ** contracted and trained staff. **Academic staff see Appendix 35*

Table 9.2.2. Percentage (%) of veterinarians in teaching staff

Type of contract	2023/2024*	2022/2203	2021/2022	Mean
Permanent (FTE)	67.3	66.3	60.9	64.8
Temporary (FTE)	72	81.3	82.4	78.56

** The last complete academic year prior to the Visitation*

Table 9.2.3 Support staff in the Veterinary Programme

Type of contract	2023/2024*	2022/2023	2021/2022	Mean
Permanent (FTE)	84.56	75.05	75.54	78.38
Temporary FTE)	13.4	23.3	31.8	28.83
External Services	9	8	9	8.66
Total (FTE)	**106.96**	**106.35**	**116.34**	**109.88**

** The last complete academic year prior to the Visitation*

Table 9.2.4 Research staff of the FVL

Type of contract	2023/2024*	2022/2023	2021/2022	Mean
Permanent (FTE)	14.5	4	4	7.5
Temporary (FTE)	33.5	38.5	45	39
Total	**48**	**42.5**	**49**	**46.5**

** The last complete academic year prior to the Visitation*

Prospected number of FTE teaching and support staff of the veterinary programme for the next 3 academic years

The only expected changes for the next 3 academic years are a reduction in the number of permanent teaching staff due to retirements, and an increase in the numbers of the non-permanent teaching staff.

Description of the formal programme for the selection and recruitment of the teaching staff and their training to teach and assess students (including continuing education)

The professional progression of the academic and support staff is regulated by national and regional laws that are public and guarantee equal opportunities for all.

In Spain it is mandatory for all university teachers to be accredited by a national or regional QA Agency member of ENQA in the corresponding thematic areas, which evaluates their curriculum including teaching, research, and management activities. Only after obtaining an accreditation, it is possible to achieve a teaching position in any of the different categories. As of January 1, 2024, only the most basic teaching position (Assistant Professor) does not require accreditation, although accreditation is considered a preferential merit that increases the score obtained by candidates by between 15 and 20%, which means that most candidates who obtain a position are accredited for positions higher than those for which they are competing. In addition, the accreditation guarantees the possibility of promotion to a higher statutory figure, within a reasonable period, in accordance with the USC's budget availability.

Only once accreditation has been obtained by any Spanish QA agency will the applicant be eligible for academic promotion in each of the different categories.

In the case of permanent positions, candidates must have the required accreditation and pass a public examination. Teaching, research, and management activities are evaluated by a board of examiners made up of teachers from the relevant subject area, without conflict of interest with any of the applicants, in accordance with the USC merit grading standards. For temporary positions, the selection and recruitment are carried out by area-specific hiring committees, which evaluate the candidates' curricula and the public examination, with subsequent discussion on a lesson in the subject chosen by the candidate. The oral lesson and the subsequent debate with the candidate will be graded in accordance with the USC merit grading standards.

The selection system for either permanent or temporary positions is quite competitive (it is a national competition) and there are usually several candidates for each vacancy. Both procedures comply with national legislation.

USC introduction training programme (in Galician) is mandatory for newly hired teachers who must complete 126 hours of teaching training in the first year of their contract, in compliance with Organic Law 2/2023. For all teachers PFID offers structured continuing education courses grouped into different training itineraries: Information and Communication Technologies applied to teaching; teaching learning strategies; assessment; tutoring and guidance; and professional development (research, management).

Furthermore, within the specific FVL training programme, two courses have been organised:

- Basic Veterinary Teaching Training (4 hours) on the USC Code of Conduct, ESEVT DOCs, Good Clinical Practices, and Basic Practical & Clinical Teaching, aimed at EPT providers and support staff involved in teaching, non-academic teaching staff, and academic staff. The first edition, with 50 places, was fully registered in the fourth quarter of 2024. In 2025 another 2–3 editions will be held.
- Advanced Practical & Clinical Teaching Training (8 hours) targeted at non-academic teaching staff and academic staff. Two editions have already been held, with more than 50 attendees in 2024. At least one edition will be held annually.

Through the specific training courses of the FVL, in coordination with the PFID courses, the minimum training required to teach and assess students for each teaching category under SOP 2023 is ensured (Appendix 34).

Description of the formal programme for the selection, recruitment and training to perform their specific duties (including continuing education) of the support staff

The USC website provides information on the regulations for selecting permanent and temporary support staff, public job offers, training plans, etc. The selection of permanent support staff is based on test and practical exams evaluated by recruitment committees; if approved, the grading of candidates is based on merit, in accordance with the USC merit grading standards agreed upon with the unions. Support staff promotion requires 2 years tenure in a permanent position and applicants are then ranked on merit. The selection of temporary support staff is based on the merits of applicants. All regulations applied comply with national and autonomic public employment and contracting regulations.

USC has a consolidated training programme for support staff. In addition, the support staff (PTXAS) Plan in the 2024–25 academic year include not only training, but also human resource planning, digital transformation, career development, responsibility and social support, resources, monitoring and evaluation.

The specific training of the support staff depends on the *Support Staff Planning and Programming Service* which organises the courses based on the needs detected in the different units or services, as well as the strategic lines and decisions adopted by the USC itself. Any employee can request training courses based on their individual or professional needs/interests; training takes place during the working day; once evaluated, the training will form part of the person's professional file for promotion.

Additionally, the FVL's specific training programme includes a 4-hour basic module aimed at, among other participants, support staff, which covers the USC code of conduct, ESEVT DOCs, Good Clinical Practices, and Basic Practical & Clinical Teaching, in accordance with SOP 2023.

In 2020, USC established a new employment framework for research staff and research support staff, including an extraordinary stabilisation process; at FVL, this was reflected in an increase in permanent positions for research staff (see table 9.2.4).

Description of the formal rules governing outside work, including consultation and private practice, by staff working at the VEE

As for the formal rules governing outside work, full-time teachers cannot have another job (consultant or private practice) outside of USC. Only part-time teachers will be able to do so once they have been approved by the USC.

Contracted practitioners are recognized professionals who have some professional activity outside the USC and who have a part-time teaching activity at the FVL.

Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation. Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.

Description of the peculiarities of the work contract for teaching staff (e.g. permanent *versus* temporary, balance between teaching, research and services, continuing education, ...)

FVL teaching staff can be part of different types of contracts:

- Tenured, civil servants (permanent): full professor - *catedrático*- (full or part time, doctorate and accreditation required) and professor or senior lecturer -*profesor titular*- (full or part-time, doctorate and accreditation required).
- Tenured, non-civil servants: permanent contracted professor *profesor contratado permanente*- (full-time, doctorate and accreditation required).
- Non-tenured: assistant professor -*profesor ayudante*- (full-time, doctorate and accreditation non required); contracted practitioners -*profesor asociado a tiempo parcial*- (part-time with some professional activity outside USC, usually a PhD holder); associate clinical teachers (contracted by USC and HVURC) and clinical instructors (contracted by HVURC), who is part of the permanent clinical staff of the HVURC and is fully involved in clinical teaching.

Pre and postdoctoral graduates are contracted as research staff but are allowed to teach 33% and 50% of their workload, respectively.

In terms of the balance between teaching, research and other activities, each academic position has a limited number of teaching hours per academic year: maximum 240 hours for tenured positions, and fewer for non-tenured or other teaching positions. The rest of the work time is dedicated to research, clinical activity, self-activity, self-training, continuing education or academic management. Academic staff receive a reduction in the number of teaching hours if they hold management positions or carry out particularly intense research activities. The distribution of teaching hours is based on standards approved annually by the USC.

For skills improvement of FVL staff and reward for teaching excellence system see standards 9.1 and 9.4 respectively.

Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures. Staff must have the opportunity to contribute to the VEE's direction and decision-making processes. Promotion criteria for teaching 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.

Description of programmes for:

-) their professional growth and development

See standard 9.1.

-) the appraisal and promotion procedures

Information on the formal programme for the selection and recruitment of teaching and support staff is provided in standard 9.2.

Non-permanent academic staff hired have the possibility of accessing a permanent position through an examination process (public, open access and with the participation of an examining board), once they have obtained specific accreditation from ANECA or the ACSUG for any of the above-mentioned permanent positions. Similarly, permanent staff can be promoted in their teaching career through the same type of examinations, once they obtain the corresponding accreditation from ANECA. The entire promotion process is developed according to strict rules published by the Spanish Government.

The teaching activity of academic staff is evaluated every 5 years on a voluntary basis by both USC and ACSUG. Research activity may be evaluated every 6 years by ANECA. Positive results contribute to promotions and salary increases.

Financing, recruitment, and hiring support staff depends on the USC; their number and distribution are decisions that depend entirely on the Rectorate based on the needs of each faculty and department; the current criteria for determining support staff needs are the number of degrees offered by the establishment, the number of students, the number of teachers, and the annual budget managed. USC is currently reconsidering the administration and laboratories positions for each faculty to better adapt its standards to the actual workload.

USC offers promotion and relocation programmes for support staff, including open exams for higher categories or transfers within the same category. These programmes also consider work experience and completed training courses.

Currently, there is also a growing number of support staff involved in research, whose financing and activity is related to different types of research contracts and projects and who are remunerated with public or private research funds. These positions are temporary and the ability to retain them is dependent on continued funding.

Regarding the VTH (HVURC) staff, the institution has the capacity to hire clinical and support staff who are remunerated from its own budget. The selection process for these hires depends directly on the HVURC Board of Trustees in accordance with objective criteria.

-) the mentoring and supporting procedures

Annually, USC offers grants to take advantage of mobility programmes for academic staff, and support staff.

In addition, *Intercentrums librar*y staff supports the teaching staff to explain the qualification criteria and administrative procedures that ANECA applies in the accreditation processes.

The HVURC budget includes specific allocations to run internship programmes for Veterinary Graduates.

-) their implication in the decision-making processes on of the programmes dedicated to teaching and support staff for:

All members of the FVL (teaching staff, researchers, support staff and students) may participate in the different committees and will be involved in the decision-making processes. The participation of stakeholders in the governing bodies of the FVL and the USC is well defined in the USC Statutes and the FVL Regulations. To this end, periodic electoral processes are carried out to appoint new representatives to government and other committees. More information is provided in Standards 1.4 and 1.5.

Standard 9.5: A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to the relevant staff and commented upon in reports. Evidence must be provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.

Description of the formal system in place for assessing the teachers by the students

Towards the end of each semester, the USC QA Unit invites all students to participate in online surveys where students evaluate teachers anonymously. The results of the surveys maybe consulted online by each teacher individually and used as merit by the teacher within the voluntary teaching evaluation carried out every five years by the USC and ACSUG (see standard 9.4).

FVL, coordinated by the vice-dean of Academic Organisation and Students, has its own protocol to evaluate the level of satisfaction of students and teachers with the teaching activity developed each semester, through the meetings of the semester coordination working groups and of the preparation of the end-of-semester follow-up report (see standard 3.1). FVL invites students to participate in surveys on their satisfaction with the Clinical Skills Lab activities and the *Hospital Clinical Rotation*.

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

The strategy for assigning, recruiting, and promoting teaching staff is performed by the Teaching and Research Staff Planning Department of the vice-rectorate for Teaching Staff, considering the annual requests by the departments for new teaching staff, or promotion of personnel who have obtained ANECA accreditation, with the limitations of the budget of the USC. This USC department also provides technical and administrative support to the claims and review committees.

The USC Academic Management Quality System applies the procedures of Academic Offer and Programming Management, Academic Management and Service, and those of the Complaints Analysis Office, which have been accredited in accordance with the UNE-EN ESO 9001 quality standard since 2005 to assess and revise the strategy described above. These procedures aim to continuous improvement of the services provided by the academic management which involves measuring stakeholder satisfaction, defining and maintaining a set of quality indicators and reports, promoting good practices in the faculties and assessing the performance of the teaching staff.

ACSUG carries out various recognitions and evaluations that increase the salary of teachers. Among them is the remuneration supplement for recognition of excellence in teaching and research achievements, which includes an additional evaluation that considers, among other criteria, the students' opinions on the teachers in comparison with the average performance of the teaching staff in the degree and at USC.

Comments on Standard 9

The average age of academic staff is a concern for the USC, given that a generation of teachers has been lost due to the drastic decline in hiring at public universities during the economic crisis. Fortunately, the economic situation has changed, and the USC has designed a strategic plan with new personnel hiring policy that aims to guarantee enough teachers appropriate to the needs of the different areas of knowledge, ensuring the replacement of retired staff through the incorporation of new staff, prioritising Assistant Professors. Contrary to what happened in the last decade the current replacement rate is 100%. Furthermore, there has been an increase in competitive calls for predoctoral contracts and in the number of predoctoral students, indicating the effort to incorporate young staff. USC's new hiring policy is helping to renew FVL's academic staff.

The specific training plan of the FVL, coordinated with the USC Training Plan, prioritises the attendance of newly hired assistant professors ensuring compliance with Standard 9.1 of the ESEVT SOP 2023.

The reorganisation and stabilisation of teaching and research support staff has allowed FVL to improve the service in both areas.

In October 2023 the FVL was the first USC degree to receive the Degree of Excellence seal (in Galician) from the Galician government, which values the centre's strategy and the satisfaction results of students and graduates, as well as the curricular and course design, the staff, evaluation systems, employability and internationalisation.

Suggestions for improvement on standard 9

The clinical experience of the teachers is not considered a merit in the current legislation of the Spanish Public Universities nor the official recognition of the EBVS Diplomas.

It would be very of great help if the EBVS were encouraged to be recognized by ENQA and appear in the European Quality Assurance Register for Higher Education, in this way it could be possible for the Spanish University System to begin to consider the EBVS Diplomas as a relevant merit for the professional progression and recruitment of clinical academic staff.

Area 10. Research programmes, continuing and postgraduate education

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

Description of how the research activities of the VEE and the implication of most teaching staff in it contribute to research-based veterinary education

The FVL aspires to be an internationally recognized institution of excellence in veterinary education and research. The Shanghai International Ranking 2024, strongly focused on research results, places Veterinary Science as the best-ranked subject of USC, ranking between 51 and 75 best in the world. An important objective of the Veterinary degree is to promote an adequate research-based medical and veterinary practice. Starting in the 1st year, students are encouraged to be in contact with the research activity developed in each research group through different strategies (see standard 10.2).

Currently, there are 22 main research groups with 196 members, including 139 PhD holding researchers (tenured academic staff), 37 PhD students and 20 research support staff; 8 of those 22 groups are recognized as Competitive Reference Groups and 2 as Potential Growth Groups by the Galician government. These 22 groups represent the main areas of interest for the Veterinary degree (Appendix 31).

The activities developed by these groups embrace the Europe's growing concern for improving the quality of life of animals and humans under the "One Health" perspective. Their research lines are based on novel diagnostic and therapeutic strategies, innovative biotechnological products, sustainable production systems and safe, high-quality animal products. Research is funded through international, national and regional projects. Research is supported by laboratory facilities dedicated to basic, preclinical and clinical research, in-Campus central research facilities allocated for multidisciplinary use, specialised basic services laboratory facilities, and animal housing facilities.

A total of 95 PhD Theses (19 in 2023/2024, 20 in 2022/2023 and 31 in 2021/2022) were carried out under the supervision of the FVL teaching staff. The level of publications in journals of international impact is also very important (Appendix 32).

Table 10.1.1 List of the major funded research programmes in the Establishment which were on-going during the last full academic year prior the Visitation (2024)

MODULE	Scientific Topic / Funding institution	Grant/ Year (€)	Duration (years)
PRECLINICAL SCIENCE	Marine toxins: transduction mechanisms, therapeutic uses and detection methods / Government of Galicia	100,000.00	01/01/2021 30/11/2024
	Escherichia coli Reference Laboratory/ Government of Galicia	50,000.00	01/01/2021 30/11/2024
	Integrated strategy for sustainable management of insular habitats in Natura 2000 islands of the Atlantic Ocean (LIFE INSULAR)/ European Commission	191,392.20	01/09/2021 30/12/2026
	Genetics for aquaculture and resource conservation (ACUIGEN)/ Government of Galicia	100,000.00	01/01/2022 20/11/2025
	Safe food in a world of changing climate: The doctoral training programme to develop novel control, mitigation and risk assessment methods for biotoxins/ European Commission	53,138.00	01/09/2023 31/08/2027
	Epigenomics to improve the reproduction of Senegalese sole: chemical communication and sex determination/ Government of Spain	72,916.67	01/09/2023 31/08/2026
	Blue Bioeconomy in the Atlantic Area: New Products from Marine Organisms/ European Commission	124,517.33	15/12/2023 31/12/2026
	Innovative cultivation methods for marine biodiscovery / European Commission	138,875.00	01/01/2024 31/12/2026
	Screening of compounds in an anti-inflammatory activity test European Commission _Funds Next Generation	47,678.91	01/11/2022 29/09/2025
	Boosting the resilience of European shellfish production against climate change-related challenges/Government of Spain	164,000.00	01/05/2024 30/04/2027
	The evolution and function of fish TRIM E3 ubiquitin ligases /European Commission	68,238.00	01/09/2023 31/08/2028
SUBTOTAL projects		**1,110,756.11**	
FOOD SCIENCE	Evaluation of the effects of diarrheal shellfish toxins (DSP) after continued intake and its neurological implications / Government of Spain	126,380,67	01/08/2022 31/07/2025
	From the field to the table of native cereals in ecological management vs. conventional/ Government of Spain	30,250.00	01/09/2022 31/08/2026
	Sensory analysis, nutritional assessment and development of new foods / Government of Galicia	66,666.67	01/01/2023 20/01/2026
	Food safety: integrated monitoring of antibioresistance and intervention targets for the environment, the farm and the table/ Government of Spain	68,750.00	01/01/2021 31/11/2024
	Incorporation support research talent: Beatriz Galindo/ Government of Galicia	25,000.00	01/01/2023 30/10/2024
	Hygiene, food inspection and control laboratory (LHIC)/ Government of Galicia	31,723.70	01/01/2022 30/09/2025
	Establishing a line of research in food structure and properties/ Government of Spain	14,245.19	01/05/2022 30/04/2027
	Integral valorisation of seaweed biomass for the development of sustainable, high nutritional quality food products/ Government of Spain	106,000.00	01/05/2022 30/04/2024
	Transparency solutions for transforming the food system (titan)/ European Commission	24,532.00	18/06/2024 31/08/2026
SUBTOTAL projects		**493,548.23**	

CLINICAL SCIENCES	*Veterinary surgery, radiology and experimental ultrasound / Government of Galicia*	*50,000.00*	*01/01/2021 31/11/2024*
	Innovative techniques for the reduction of antibiotics in rabbit farming/ Government of Spain	*79,860.00*	*24/04/2021 31/12/2024*
	Sustainable prevention of parasite infections in the digestive tract of free-range laying hens/ Government of Spain	*24,603.33*	*01/09/2021 31/08/2024*
	Aeromoniasis and intestinal health: a new approach for old problem / Government of Galicia	*9,792.00*	*01/11/2021 18/12/2024*
	Veterinary Pathological Anatomy Group / Government of Galicia	*40,000.00*	*01/01/2022 20/11/2024*
	Parasiticide fungi for the transition of livestock to grazing regime/ Government of Galicia	*25,996.80*	*25/02/2022 01/10/2024*
	Research in animal medicine/ Government of Galicia	*30,879.31*	*01/01/2023 20/11/2025*
	Research in animal health/ Government of Galicia	*51,282.00*	*01/01/2023 20/11/2026*
	Optimization and evaluation of air sampling methods for the detection and surveillance of the Porcine Reproductive and Respiratory Syndrome virus in intensive farms/ Government of Spain	*34,250.00*	*01/09/2023 31/08/2026*
	Research in Zebrafish	*204,196.12*	*01/09/2023*
SUBTOTAL projects		***550,859.56***	
TOTAL projects		***1,808,500.46***	

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

Description of how (undergraduate) students:

-) are made aware of the importance of evidence-based medicine, scientific research and lifelong learning

Throughout their training, FVL students have many opportunities to learn about and use the scientific method starting from basic and pre-clinical subjects. The practical activity developed during the first years is based on observation, deductive thinking, experimentation –by learning different research techniques- and analysis of results. The teaching of FVL clinical subjects applies evidence-based medicine by introducing students to using high-quality science to make good decisions about their patients for the benefit of their health and welfare. Throughout the curriculum students are made aware of the importance of lifelong learning to maintain the appropriate level of expertise and competence in the different fields of veterinary profession.

Students constantly receive direct information about research from teachers whose experience is considered when developing the contents of the subject programme, as they can comment on their research activities which undoubtedly motivate students to develop a scientific approach to learning. In addition, all veterinary students actively participate in research through the mandatory End-of-degree Project (TFG) subject during semester10.

-) are initiated into bibliographic search, scientific methods and research techniques, and the writing of scientific papers

The *Intercentrums library* provides specific training courses on bibliographic search and management, databases and scientific writing for the entire university community (see standard 6.3). In addition, the FVL elective subject *Drafting, writing, and presenting scientific papers* addresses experimental science publications and the appropriate steps for writing manuscripts, while providing guidelines for correct communication of scientific results (posters, oral communications).

From the first year, students are trained to search and critically analyse the content of lectures, textbooks and scientific articles since they regularly use this material to study and prepare different oral and written reports, seminars, etc. Evidence-based medicine is used more specifically in the

preparation of clinical cases during the last 3 years. In fact, a criterion for evaluating the *Hospital Clinical Rotation* subject is based on the critical judgment of the cases included in the final practical training report and the use of adequate and updated bibliographic references.

The implementation of FVL research projects allows students to engage in their research activities at different levels: through visits to the laboratories within the framework of the corresponding subjects, collaboration in specific activities depending on their personal interests –whether "altruistic" or through a scholarship collaboration -, and during the preparation of the mandatory subject *End-of-degree Project* (TFG) and PhD Thesis (voluntary after graduation).

Description of how undergraduate students are offered to participate in research programmes on a non-compulsory or compulsory basis

The FVL allows undergraduate students to participate actively in the research activities of our groups and departments in several ways:

End-of-degree Project (TFG). Compulsory. Explained below.

EPT. Students may choose to undertake a research activity (clinical or non-clinical) as part of their EPT (see 3.5). 81 students participated in some form of research activity during the EPT in the period 2021-2024.

Scholarships Collaboration. The Ministry of Science, Innovation and Universities annually open calls for this type of scholarships to facilitate the integration of fourth- and fifth-year students in departmental research activity, in a manner compatible with their studies. During the period from 2021 to 2024, 4 students received scholarships.

Scientific divulgation activities: AgroMar is an association made of predoctoral students and postdoctoral researchers from the Lugo campus that aims to serve as a bridge between the researchers on this campus, specialised in scientific dissemination activities where FVL collaborates both in the organisation and in the implementation of initiatives; examples: "*European Night of Research or G-night*" (in Galician), "*DivúlgaT*" (in Galician), "Roteiros científicos" (scientific tours) (in Galician), *Pint of Science Festival* (in Spanish). In addition, two student associations are based at the FVL and organise, among other activities, an annual scientific congress: University Group of Applied Ethology (GUECA), and AENDA - AVAFES Lugo focused on the management and medical treatment of wild animals. FVL students are encouraged to participate in congresses and conferences for undergraduates and in professional association meetings to gain experience in these fields; when events are held at FVL itself, free attendance is provided for students. Initiatives such as the development of *scientific pills* as part of the practical work included in some subjects, are an alternative way to help connect students with the scientific method and research.

Description of the minimum requirements for the graduation thesis (Master dissertation), its supervision and its assessment

The End-of-degree Project (TFG) is a mandatory 6 ECTS subject where all FVL students actively participate in research during the semester 10**.** As described in the subject programme there are 4 types of TFG: research on unpublished clinical cases; dissemination of research on a veterinary scientific topic of social interest to the public; experimental research; and review on a selected topic. It is designed for students to develop advanced skills in conducting independent and sustained research. Each student, under the supervision of 1 or two members of the academic staff, put their skills and knowledge into practice to search for and approach scientific work, interpret the results and draw conclusions. The public oral defence of the final project in front of a three-member evaluation committee represents the final step for any FVL undergraduate student to become a Veterinary Graduate. The topics of the TFG, the assessment criteria (rubrics) of the written project and the oral presentation are published on the FVL website. To pass, a minimum of 5 points out of 10 is required. To formalise TFG enrolment, the student must have a maximum of 75 remaining credits to complete their studies, excluding those corresponding to the TFG. The TFG can only be

defended and assessed once it has been verified that the student has passed all the credits necessary to obtain the degree, except those corresponding to the TFG.

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

In relation to USC's postgraduate programmes, only master's degrees depend on the faculties; PhD programmes are the responsibility of the *International School for PhD Studies of USC* (EDIUS), while different agents participate in the continuing education courses (faculties, companies, HVURC, etc.).

There are two **PhD degree programmes** entirely developed by the FVL academic staff: *Basic Research Applied to Veterinary Science* and *Veterinary Medicine and Health*. However, FVL academic staff and students also participate in other PhD programmes in a wide range of veterinary, biomedical and biological research fields (see table 10.3.1).

Table 10.3.1 Number of students registered at postgraduate clinical training

Clinical Training	***2024-2023***	***2022-2023***	***2021-2022***	***Mean***
Residents (VIR):				
Companion animals	*11*	*12*	*16*	*13*
*Equine and production animals**	*2*	*2*	*2*	*2*
Total	***13***	***14***	***18***	***15***
Residents, EBVS disciplines (specify):				
*Veterinary Parasitology College *****	*1*	*1*	*1*	*1*
European College of Animal Welfare and Behavioural Medicine	*1*	*1*	*1*	*1*
*European College of Aquatic Animal Health***	*1*	*1*	*1*	*1*
National residency programmes (AVEPA) Residents	*3*	*1*	*1*	*1.7*
Total	***6***	***4***	***4***	***4.7***
Others (specify)				
Pre-doctoral contracts (clinics)	*17*	*14*	*10*	*13.7*
Post-doctoral contracts (clinics)	*1*	*1*	*0*	*0.7*
Total	***5***	***15***	***10***	***14.4***
TOTAL	***37***	***33***	***32***	***34***

** Both interns work in equines and production animals. ** Alternative residency programme.*

Table 10.3.2 Number of students registered at postgraduate research training

PhD Programmes	***2024-2023***	***2022-2023***	***2021-2022***	***Mean***
Total	*102*	*83*	*96*	*93.7*

The FVL master's degree in Genomic and Genetics starting in 2018-19 provides a training offer in a field with a great future in veterinary medicine. As in PhD programmes, FVL academic staff and students participate in other master's degree programmes (see table 10.3.3).

Continuing Education programmes are described below.

As for **Internships and Residencies**, there is a residency programme offered by the HVURC. Due to changes in Spanish labour regulations in 2023, the postgraduate training intern positions were replaced by 11 Veterinary Intern Resident (VIR) contracts, with 9 residents in the Pet Hospital Care course, and 2 in the Large Animals Hospital Care course.

Table 10.3.3. Number of students registered at other postgraduate programmes in the Establishment but not related to either clinical or research work

Students registered at other postgraduate programmes	*2024-2023*	*2022-2023*	*2021-2022*	*Mean*
Total	*250*	*312*	*314*	*292*

Table 10.3.4 Number of attendees to continuing education courses provided by the VEE

Attendees	*2024-2023*	*2023-2022*	*2021-202*	*Mean*
TOTAL	***1496***	***1192***	***430***	***1039***

Appendix 33 lists the continuing education courses provided by the FVL.

Prospected number of students registered at post-graduate programmes for the next 3 academic years

In the master's and PhD programmes, given that the data is maintained over time (Tables 10.3.2 and 10.3.3), it is expected to remain stable. The number of residents will stabilise at the current level after the reduction in recent years, due to the change in Spanish labour regulations in 2023, which replaced the position of postgraduate training internships with 11-13 contracts for veterinary intern residents (VIR), as the cost per resident is much higher and to align the number with the quality requirements of a Residency programme (Table 10.3.1). Regarding continuing education courses, there is already extensive collaboration in postgraduate and continuing education courses, that will continue and, if possible, increase in the next years given FVL's priority of maintaining a strong relationship with public and private veterinary institutions and associations.

Description of how the postgraduate clinical trainings of the VEE contribute to undergraduate veterinary education and how potential conflicts in relation to case management between post- and undergraduate students are avoided

Clinical training interns do not generate conflicts, but they strongly help to expand the knowledge of undergraduate students because they collaborate in the practical training in different subjects, including the *Hospital Clinical Rotation*. Their activities are always under the supervision of teaching staff. Residents (VIRs) acquire additional training through clinic rounds, and residency programme sessions and seminars.

Description of how the continuing education programmes provided by the VEE are matched to the needs of the profession and the community

The continuing education programmes provided by the FVL are adapted to the needs of the profession and the community, as could be seen in the list of courses in Appendix 33 and contribute to the dissemination of research findings, update concepts in courses for practitioners and allow to visualise the different university activities. Thanks to the research and clinical work developed at the FVL, we are active at offering postgraduate and continuing education courses for new graduates, veterinarians, and other sanitary, agricultural or environmental professionals, both inside and outside the Establishment. FVL courses are organized considering suggestions or requests from professional or scientific organisations, colleagues, alumni and on the teachers' own initiative. The courses offered are related not only to traditional veterinary topics (Clinics, Animal Production and Food Science), but also to newly developing ones such as wildlife, aquaculture, implications for veterinarians in public health and food safety (from disease control to food traceability) and many others. Many courses involve professional associations and private companies due to the good relationship between them and the FVL and HVURC staff, being a useful way to build and strengthen relationships and collect feedback from external stakeholders -especially practitioners - about the needs of the profession and the community.

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

Description of the mechanism used by the VEE to ensure that its research activities contribute to research-based education

As described in standard 10.2, FVL ensures that its undergraduates receive a research-based education. In addition, most staff contracts require of doctoral merits and active research to obtain the ANECA/ACSUG accreditation prerequisite (see standard 9.2). Even students in EPT are encouraged to undertake a research activity. Additionally, the completion of the End-of-degree Project (TFG) benefits from the significant research activity developed by the FVL academic staff (Appendix 32) as it is carried out under the supervision of a professor who is a member of a research group.

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

The Research activity related to the FVL depends on the research groups (see table 10.1.1), without any intervention from the faculty. Each group has a coordinator and different researchers, most of them belonging to the academic staff of the FVL, but also PhD students, and sometimes people coming from different external entities and contracted technicians. Each group has absolute autonomy over its management and counts on the services of the USC for technical advice and support services. Within the governance of *Campus Terra*, there is a committee that coordinates the Research, Development and Innovation activities of the campus (mainly promoting predoctoral and postdoctoral contracts and the execution of collaborative research projects between different groups) made up of the Rector's Delegate for Campus Terra, a technician who acts as secretary, and 5 researchers from the campus (including a researcher from the FVL). Every year, a report on activities is submitted, according to strategic lines and activity indicators, which is evaluated by ACSUG as part of the follow-up of the submitted programme. Its management is advised by an economic-social committee and an External Scientific Committee.

Regarding master's degrees they are linked to the faculties, while the PhD programmes rely on the EDIUS and the Doctorate Schools.

Master's degree programmes can be designed and managed by a faculty or a collaboration of different faculties and even universities. Its governing body is the Master Academic Committee, made up of the dean, the master's coordinator, teaching staff, the QA manager, the person responsible for administrative management at the faculty, and 2 student representatives. This committee oversees all management, coordination, assessment and review of the programme; every year it conducts a master's degree QA follow-up report according to the SGC, which is addressed to the FVL QA Committee to verify the progression and results before its approval. Periodically, ACSUG evaluates master's degree programmes.

The EDIUS by means of its four doctorate schools, assume the organisation, planning, management, supervision and monitoring of all the PhD programmes offered at the USC. Teaching staff from the FVL participate in ten PhD programmes which are dependent on three of the mentioned doctorate schools (EDI *Terra*, EDI *Science* and EDI *Health*). Every PhD programme depends on its Doctorate Programme Academic Committee for design, implementation, updating, organisation, QA and coordination, in which teaching staff and student representatives participate. Periodically, regional (ACSUG) and national (ANECA) QA Agencies evaluate the official postgraduate programmes.

When continuing courses are organized directly by the FVL or its academics, a satisfaction survey is commonly offered to attendees to obtain feedback. When external agents are involved, it is usually up to them whether to conduct such surveys.

Comments on Standard 10

Research is a strong and consolidated pillar of FVL based on its impact on international and national repertories and rankings. The specialisation project of *Campus Terra*, started in 2015, is a project to transform the Campus of Lugo into a scientific and social reference in the fields of knowledge linked to the economic, social and environmental sustainability of the use of land (in Galician *terra*). The main purpose is adding value to the existing capacities and generating new ones for the construction of a smart, sustainable and integrating growth model. In relation to research, it promotes (in Galician) collaborative projects between campus groups, issues predoctoral and postdoctoral scholarships, and organises research stays at international centres, also supporting small research groups. The design, monitoring, and evaluation of activities are carried out by a Research Committee of *Campus Terra*. Periodically, the indicators for the different objectives are assessed by the regional QA Agency (ACSUG).

The creation of doctoral schools that allow the organisation of doctoral studies according to their field of specialization has meant a significant advance in their management.

Support for the activities of undergraduate student associations (GUECA and AENDA – AVAFES) and postgraduate associations (Agromar) is considered important, with the FVL providing facilities and other resources to assist their activities.

In addition to the EBVS disciplines, in Spain there is a programme of clinical specialties promoted by AVEPA, to which an important number of the FVL academic staff belongs. This AVEPA accredited staff themselves participate in the programme for new members and facilitate the realization of continuing education courses in the Establishment.

Suggestions for improvement on Standard 10

FVL research may be a bit unbalanced in some areas and the participation of some areas should be encouraged; the gradual disappearance of financial support to small research groups that remain outside the large clusters has meant that some do not find resources to continue their activity.

The FVL strategic plan 2024-2026 includes in objective 1.2: to develop a new master's programme and new proposals for specific training and specialisation to expand the current postgraduate offerings of the FVL. Among the proposed specific training courses, intermediate courses (between bachelor's and European or American diplomas) will be included, whose organisation was entrusted to the Veterinary Professional Organisation of Spain, which will recognise the specialisation through the Spanish Conference of Veterinary Deans. The programme will cover several species, with the equine programme being designed and the small animal programme currently being organised. In the future, it will expand to other species.

FVL aims to maintain the support to the organisation of continuous education courses expanding them to all possible fields of interest for postgraduates.

ESEVT Indicators

	Date of the form filling:	January 23, 2025			
	Raw data from the last 3 complete academic years	**2023-24**	**2022-23**	**2021-22**	**Mean**
1	n° of FTE teaching staff involved in veterinary training	115,88	121,83	118,12	118,61
2	n° of undergraduate students	698	671	666	678,33
3	n° of FTE veterinarians involved in veterinary training	80,71	89,91	84,63	85,08
4	n° of students graduating annually	111	83	91	95
5	n° of FTE support staff involved in veterinary training	106,96	106,35	116,34	109,8833333
6	n° of hours of practical (non-clinical) training	1012,5	1012,5	1012,5	1012,5
7	n° of hours of Core Clinical Training (CCT)	1152.5	1152,5	1152,5	1152,5
8	n° of hours of VPH (including FSQ) training	726,5	726,5	726,5	726,5
9	n° of hours of extra-mural practical training in VPH (including FSQ)	64	49	49	54
10	n° of companion animal patients seen intra-murally	7424	7014	7326	7254,666667
11	n° of individual ruminant and pig patients seen intra-murally	295	151	273	239,6666667
12	n° of equine patients seen intra-murally	240	285	526	350,3333333
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	272	238	280	263,3
14	n° of companion animal patients seen extra-murally	83	148	25	85,3
15	n° of individual ruminants and pig patients seen extra-murally	2695	2156	1413	2088,0
16	n° of equine patients seen extra-murally	345	293	221	286,3
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	281	315	4	200,0
18	n° of visits to ruminant and pig herds	585	573	470	542,7
19	n° of visits to poultry and farmed rabbit units	61	62	62	61,7
20	n° of companion animal necropsies	223	265	303	263,7
21	n° of ruminant and pig necropsies	90	127	75	97,3
22	n° of equine necropsies	9	8	9	8,7
23	n° of rabbit, rodent, bird and exotic pet necropsies	194	201	186	193,7
24	n° of FTE specialised veterinarians involved in veterinary training	19	19	19	19,0
25	n° of PhD graduating annually	19	20	31	23,3

The boxes within the red frames must be filled in by the VEE (the other values will be automatically calculated)

Raw data | Calculated Indicators

Name of the VEE:	**Veterinary Faculty of Lugo, Campus Terra, University of Santiago de Compostela, Spain**				
Date of the form filling:	**January 23, 2025**				
Calculated Indicators from raw data		**VEE values**	**Median values[1]**	**Minimal values[2]**	**Balance[3]**
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0,175	0,15	0,13	0,049
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0,896	0,84	0,63	0,266
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	1,157	0,88	0,54	0,617
I4	n° of hours of practical (non-clinical) training	1012,500	953,50	700,59	311,910
I5	n° of hours of Core Clinical Training (CCT)	1152,500	941,58	704,80	447,700
I6	n° of hours of VPH (including FSQ) training	726,500	293,50	191,80	534,700
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	54,000	75,00	31,80	22,200
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduati	77,263	67,37	44,01	33,253
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of student	24,502	18,75	9,74	14,762
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	6,702	5,96	2,15	4,552
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students gradu	4,877	3,11	1,16	3,717
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	5,712	1,29	0,54	5,172
I13	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,649	0,11	0,04	0,604
I14	n° of companion animal necropsies / n° of students graduating annually	2,775	2,11	1,40	1,375
I15	n° of ruminant and pig necropsies / n° of students graduating annually	1,025	1,36	0,90	0,125
I16	n° of equine necropsies / n° of students graduating annually	0,091	0,18	0,10	-0,009
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	2,039	2,65	0,88	1,159
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating a	0,200	0,27	0,06	0,140
I19	n° of PhD graduating annually / n° of students graduating annually	0,246	0,15	0,07	0,176
1	Median values defined by data from VEEs with Accreditation/Approval status in May 2019				
2	Recommended minimal values calculated as the 20th percentile of data from VEEs with Accreditation/Approval status in May 2019				
3	A negative balance indicates that the Indicator is below the recommended minimal value				
*	Indicators used only for statistical purpose				

Raw data | Calculated Indicators

Comments on the Indicators

I1- The number of teaching staff is above but close to the minimum values because the financial crisis of recent years caused a drastic paralysis of hiring in public universities, regulated by law; now the economic situation has improved and the USC has approved a strategic plan for hiring new personnel to cover the needs of the FVL, with the replacement rate for retired staff now being 100%. There has also been an increase in the number of predoctoral students and in calls for postgraduate students.

I16- The number of equine necropsies is very close to but below the minimum values as a result of the high number of graduates in the academic year 2023-24 (111), higher than the annual admission of students (110) since this promotion was affected for the covid-19 adaptations to online training and assessment in the second semester of the 2019-20 academic year and the first semester of the 2020-21 academic year; these circumstances facilitated the promotion to higher courses of a greater number of students. Compared to FVL indicator I16 in 2018, the number of equine necropsies increased substantially, from an average of 3 per year to 8.7 per year. However, FVL was aware of this unbalanced indicator since the 2023-24 academic year after calculating the indicators for the Veterinary degree QA follow-up report. Consequently, as an improvement measure it was decided to rebuild the unloading ramp of the necropsy room to allow the unloading of equine carcasses weighing more than 400k, which was the maximum weight permitted.

Suggestion for improvement on Indicators

USC's new hiring policy is helping to improve the turnover of FVL's teaching staff. The increase in predoctoral and postgraduate students will also result in a medium-term increase in young and qualified academic staff.

FVL has increased the number of equine stables and studs with an official agreement for practical training of students, including equine ambulatory clinics, which is increasing the number of extramural cases and will contribute to increasing the number of cadavers for necropsy. The new unloading ramp for the necropsy room has already been built in the academic year 2024-25 so students performed necropsies on equine cadavers weighing more than 400k.

GLOSSARY

ABAU: Baccalaureate Assessment for University Access
ACSUG: Agency for Quality Assurance in the Galician University System, member of ENQA
ANECA: National Agency for Quality Assessment and Accreditation, member of ENQA
ASOPORCEL: Association of Celtic Pig Breeders of Galicia
BUSC: USC Library
CIUG: Galician Interuniversity Commission
DOCs: Day One Competences
DOPS: Direct Observation of Procedural Skills
EAEVE: European Association of Establishments for Veterinary Education, member of ENQA
EBVS: European Board of Veterinary Specialisation
EDIUS: International School for PhD Studies of USC
EPT: Elective Practical Training
ESEVT: European System of Evaluation of Veterinary Training
FRC: Rof Codina (non-profit) Foundation
FSQ: Food Safety and Quality
FV: Full Visitation
FVL: Veterinary Faculty of Lugo
HISVET: Electronic registration system of the VTH
OAC: USC Office for the Analysis of Complaints
PFID: USC Teaching Training and Innovation Programme
QA: Quality Assurance
RAM: Financing of Repair and Improvement Works of the FVL
SANDACH: Animal waste by-products of animal origin not fit for human consumption
SGC: Quality Assurance System of the FVL
TFG: End-of-degree Project
USC: University of Santiago de Compostela
VEE: Veterinary Education Establishment
VIR: Contracted Veterinary Internal Resident of the VTH (HVURC)
VPH: Veterinary Public Health
VTH: Veterinary Teaching Hospital (HVURC, Hospital Veterinario Universitario Rof Codina)

LIST OF APPENDICES

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USC
UNIVERSIDADE
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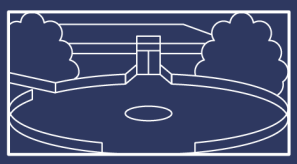
DE COMPOSTELA

CAMPUS
TERRA



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