FINAL REPORT AS ISSUED BY ECOVE ON 11 JUNE 2025

FULL VISITATION REPORT

To the University of Santiago de Compostela, Lugo, Spain

On 24 - 28 March 2025

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Contents of the Full Visitation Report

Introduction

The Veterinary Faculty of Lugo (called the VEE in this report), was initially established in 1882 but then closed in 1924. Founded again in 1984 as part of the University of Santiago de Compostela, it is currently located in the city of Lugo, region of Galicia, as a branch campus called Campus Terra. The region, which has the status of Autonomous Community, has a strong agro-zootechnical vocation.

The VEE received the first EAEVE evaluation in 1998 and, after the correction of some major deficiencies, obtained the approval status in 2002 which was renewed in 2008, and, after the revisitation of 2018 visit, in 2021.

The VEE offers 110 places for veterinary undergraduate study. The VEE also offers an MSc degree in “Genomics and Genetics” to 30 students, two PhD programmes, several residency and internship programmes.

The main developments since the last visitation are:

- revision and expansion of the VEE 2014-2018 strategic plan and the development of the new 2024-2026 strategic plan;
- modification of the manual of Quality Assurance System (SGC) to include the Veterinary degree committee;
- certification of the SGC by the Galician QA agency (ACSUG);
- creation of a coordinator for VM degree practical activities and a VEE QA coordinator;
- development of specific and innovative training programmes for VEE teaching staff;
- implementation of clinical skill lab with specific virtual classroom and with the acquisition of new material and models;
- development of a Tutorial Action Plan and a VEE-specific Abandonment Prevention Plan;
- significant increased activity of the External Advisory Committee;
- reorganisation of all support staff within one single functional unit;

- increase of intramural clinical training and extramural practicals;
- new agreements with external companies to increase practical activity in different animal species;
- inclusion of several innovative teaching methods in the VM programme;
- building a new teaching farm for carrying out practical activity on dairy cattle;
- inclusion of several innovative teaching methods in the VM programme;
- the unloading area of the necropsy room has been modified to facilitate the unloading of heavy cadavers;
- acquisition of new devices and facilities in many areas of the VTH

The Visitation was completed in agreement with SOP 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.

1.1.1. Findings

The VEE's main objectives are stated in the strategic plan 2024-2026 (Appendix 2) which has been formally approved by the VEE's Faculty Board on November 25th, 2024. The strategic objectives are given in 4 strategic lines: (1) Planning and development of student-centred teaching and their future practice, promoting life-long learning; (2) Teaching innovation and research, digital transformation and internationalisation; (3) efficient and transparent management of resources and services and (4) contribution of sustainable development to society. The VEE embraces ESEVT standards for preparing the strategic plan, which includes its mission statement, by including ESEVT Indicators in its QA system.
The VEE states that it is governed by ethical, professional and community values and that all its veterinary graduates are allowed to work within all fields of veterinary medicine. It constantly updates an accredited curriculum that prepares students for lifelong learning, promotes growth and excellence in research and provides continuing education as well as services to organisations and institutions outside the VEE.

1.1.2. Analysis of the findings/Comments

The VEE has an updated strategic plan with a mission statement and objectives that embrace the ESG standards. The strategic plan is based on a QA process that includes comparison with ESEVT indicators, thus ensuring a continuing development of the curriculum. The curriculum ensures that graduates can enter all fields of the veterinary profession and are well prepared for lifelong learning.

1.1.3. Suggestions for improvement

None.

1.1.4. Decision
The VEE is compliant with Standard 1.1.

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 teaching 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.

1.2.1. Findings
The VEE is part of the University of Santiago de Compostela, which is formally recognised by the Ministry of Science, Innovation and Universities of Spain. The Dean of the VEE, Prof Gonzalo Fernández Rodriguez, holds a Veterinary Degree. The Coordinator of the Veterinary Science Degree at the HVURC, Prof. Natalia Vilariño del Río, and the HVURC Clinical and Teaching Director, Prof. Antonio González Cantalapiedra, both hold a Veterinary Degree.
The VEE organises the Veterinary curriculum and assigns the teaching of the subjects to the Departments. The VEE is managed and governed by the Faculty Board, which elects the Dean for a 6-year period among the tenured academic staff. There are 17 Departments, an HVURC and a teaching farm involved in teaching the Veterinary curriculum. The Departments are governed by Department Boards which are made up of all doctoral academic staff as well as representatives of undergraduate students, postgraduate students and support staff. Departments carry out the teaching functions assigned to them by the VEE and have their human resources from the University of Santiago de Compostela (USC).
The HVURC supports clinical training of the VEE. The governing body is the FRC board, which is composed of representatives of all trustees and that approves all decisions affecting the HVURC. The HVURC Executive Board includes a Clinical and Teaching Director who is responsible for implementing the decisions of the VEE that affect clinical teaching and for monitoring teaching activities.
Teaching activities at the teaching farm are approved in the course programmes by the department and the faculty board, following a report from the degree and quality committees. There is a practical training coordinator who oversees activities at the farm and communicates the requirements to the head of the teaching farm.

1.2.2. Analysis of the findings/Comments
The VEE is part of a formally recognised University in Spain. The person responsible for the Veterinary curriculum, as well as the HVURC Clinical and Teaching Director both hold a Veterinary Degree. The VEE is the prime responsible for the veterinary curriculum as it organises the curriculum, assigns teaching subjects and monitors the quality of teaching. It has a well-defined organisation and decision-making process that allows implementation of a cohesive study programme and the approved Strategic Plan which is aligned with ESEVT standards. However, the staff of the Departments and the HVURC are not funded directly from the VEE but rather from the USC and, in the case of the HVURC, from the non-profit organisation Rof Codina

Foundation as well as regional bodies.

1.2.3. Suggestions for improvement
None.

1.2.4. Decision
The VEE is compliant with Standard 1.2.

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.

1.3.1. Findings.
The VEE has a Strategic Plan 2024-2026 (SP, Appendix 2), which includes a SWOT analysis of its current activities as well as a TOWS (CAME) analysis that together translate into specific actions for each of the strategic lines. The Dashboard of the SP (Chapter 8) provides indicators and a timeframe for each of the actions under the 4 strategic lines and is summarised on page 9 of the SER. Chapter 7 of the SP contains detailed information on how students and other stakeholders were involved in its development: Chapter 7.1 gives the names of 4 student representatives in the working group responsible for its development and Chapter 7.2 provides a detailed description of the involvement of internal and external stakeholders in the process of developing the SP. The SP was approved by the VEE's Faculty Board on November 25th, 2024, and by QA and delegated Planning of the Governing Council Committee on November 29th, 2024. It is publicly available on the VEEs homepage.
The implementation and verification of the SP is carried out in accordance with a defined schedule. 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 VEE's QA Report.

1.3.2. Analysis of the findings/Comments
The VEE has a recently updated Strategic Plan that has been formally approved by the VEE and that is publicly available on the VEE's homepage. The Strategic Plan includes a SWOT analysis as well as timeframe and indicators of its implementation. The development process of the Strategic Plan has involved students as well as stakeholders. The presence of student and staff representatives in the VEE Faculty Board and the presence of a standing External Advisory Committee ensures that implementation of the VEE's strategy includes a role for students as well as internal and external stakeholders.

1.3.3. Suggestions for improvement
None.

1.3.4. Decision
The VEE is compliant with Standard 1.3.

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.

1.4.1. Findings

The VEE started working with the continued enhancement of quality in 2009 where the first QA System Manual was elaborated. This manual follows the recommendations of ENQA and the regional QA agency and has been updated several times since 2009. The VEE's QA system has been approved by the regional QA agency in 2011 and a Certification of the Implantation of the QA System by the same body in 2022. These approvals assure that the VEE's QA system is fully compliant with ESG standards since the regional and national QA agencies are full members of ENQA. The QA Manual 2024 and the composition and duties of the VEE's 4 QA committees are available on the VEE's homepage.
The VEE's QA system works on a cyclical and transparent outcome assessment by preparation of two reports: (1) an annual QA report and (2) an annual Veterinary Degree QA follow-up report. The data for these reports are collected by the Veterinary degree Committee and the QA Committee at different timepoints, whereas analysis and suggestions for improvement are presented in the VEE's annual QA report. The VEE's QA system ensures that internal and external stakeholders are informed and represented in the governance of the VEE and in the development of the veterinary curriculum. It also ensures that the loop of any QA PDCA cycle is closed.
Specific information about the VEE's policy of academic integrity has not been given in this section, but in 9.1: USC establishes the regulatory framework for ethical and academic responsibilities of all its members including the VEE, through the USC Code of Conduct (in Galician) and the USC Code of Ethics (in Galician).

1.4.2. Analysis of the findings/Comments

The VEE has no doubt a long-standing commitment to QA-based development of teaching, which involves all internal and external stakeholders, and which is aligned with ENQA standards. The QA system provides the organisational basis for systematic data collection, its analysis and suggestions for improvement based on this. This occurs on an annual basis and there is a systematic follow-up on decisions, ensuring an efficient implementation of suggestions. The QA-based development of teaching is highly commended.

1.4.3. Suggestions for improvement

None.

1.4.4. Decision

The VEE is compliant with Standard 1.4.

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.

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.

1.5.1. Findings

The VEE's website provides public information on the study programme including schedules and calendars, admission and enrolment requirements, mobility as well as scholarships and tuition fees. The VEE also arranges information activities for the public including visits for primary and secondary school students. Further, the "Passionate about the Veterinary Profession" activity brings together students and academic staff with veterinary professionals, businessmen and members of the External Advisory Committee in monthly talks during the teaching period to stimulate collaboration and knowledge transfer between external stakeholders and the VEE.
The latest EAEVE accreditation (2021), the ESEVT re-visitation report 2021, the ESEVT Full-visitation SER 2018, the ESEVT Re-visitation SER (2021) and the ESEVT SER 2025 are all available on the VEE's website.

1.5.2. Analysis of the findings/Comments

The VEE provides evidence that it interacts with its internal and external stakeholders by maintaining a website with central information about the veterinary study programme and that it organises meetings to inform potential students and to stimulate exchange of information between students and external stakeholders. The VEE further provides documentation on its EAEVE status and insight into central documents, such as the latest visitation reports, on its website.

1.5.3. Suggestions for improvement

The ESEVT SER should be publicly available once they are submitted to the EAEVE.

1.5.4. Decision

The VEE is compliant with Standard 1.5.

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.

1.6.1. Findings

The QA Process Manual, provided in Appendix 37, contains a description of the data monitoring, analysis and follow-up on the VEE's activities. Chapter 3 of the QA Process Manual provides information about the structural organisation of QA implementation at the VEE. The QA Process Manual is available on the VEE's website and thus workflow directions and a description of students and staff as well as external stakeholders' participation in the provision, analysis and implementation of the collected data are publicly available.

The VEE's adequacy to fulfil the expected outcome is analysed annually and included in the VEE's QA Report. Corrective measures are proposed in the annual Improvement Plan, which is publicly available on the VEE's website. The QA Report also contains an analysis of the degree of compliance with the Improvement Plan of the previous year.

1.6.2. Analysis of the findings/Comments

The VEE has a well-developed and fully documented QA system, which ensures that the structural organisation for internal and external stakeholders' participation in the QA process is ensured and that the QA process is fully transparent and that any action planned or taken as a result of this process is communicated to all those concerned. The annual cycle of the QA process also ensures that the PDCA cycle is both fully closed and timely.

1.6.3. Suggestions for improvement

None.

1.6.4. Decision

The VEE is compliant with Standard 1.6.

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.

1.7.1. Findings

The VEE has been accredited by the EAEVE since 1998, the most recent accreditation being in 2021. Since then, the VEE has made several improvements based on the comments of the visitation report. These include new housing and examination facilities for horses at the HVURC, agreement with equestrian farms to increase clinical practicality in horses and an improvement of the necropsy room to ensure that large horses could be handled. Further, the construction of a new swine teaching farm and a visit to a slaughterhouse strengthen the knowledge about pig farming and meat hygiene. Herd health management has been strengthened by the finalisation of a dairy teaching farm and the duration of the Hospital Clinical rotation has been increased. Finally, documentation of DOCs has been improved by modification of the logbook system and use of a scoring system for student evaluation.
The QA process has further ensured that the veterinary curriculum adheres to ESEVT standards by monitoring ESEVT indicators.

1.7.2. Analysis of the findings/Comments

The systematic use of comments from visitation reports and ESEVT SOP indicators has ensured that important international standards of veterinary education have been included as strategic goals and that improvements have been made. Further, the use of ESEVT indicators in the QA process ensures that there is a strategic focus on international standards.

1.7.3. Suggestions for improvement

None.

1.7.4. Decision
The VEE is compliant with Standard 1.7.

Area 2. Finances

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

2.1.1. Findings
The VEE has maintained a balanced budget, with revenues and expenditures closely aligned, ensuring financial stability under current conditions. Public funding remains the primary income source, accounting for approximately 65-75% of total revenue. Personnel expenses are the largest expenditure, averaging €7.8 million annually. Between 2021 and 2023, operational costs decreased by over 40%, while maintenance expenses rose by approximately 56%. Equipment expenditures increased by 15% during the same period. Public funding decreased by around 10% from 2021 to 2023, but research grants significantly increased from €831,681.09 in 2022 to €2,171,773.51 in 2023.
No further reductions in public funding are expected. The VEE has established a five-year funding programme with the Government of Galicia, ensuring stable public financing from 2022 to 2026. This agreement provides financial predictability for the VEE. The reduction in operating costs is due to two main factors. First, in late 2022, the USC appointed new management for the HVURC, aiming to improve spending efficiency. This led to adjustments in three expenditure items that had risen above their historical averages in 2022, containing spending without affecting HVURC operations. Second, changes in the spending structure were implemented in 2023. Remuneration for associate professors and teaching staff of training courses shifted from operational to labour costs, and cleaning personnel were hired directly, reducing reliance on external companies and reclassifying this expense as a labour cost. These financial strategies and structural adjustments demonstrate the VEE's commitment to maintaining financial stability and operational efficiency.

2.2.2. Analysis of the findings/Comments
The VEE demonstrates sound financial management, maintaining a balanced budget and adapting to changes in funding. Strategic adjustments such as shifting costs internally and improving efficiency under new HVURC leadership have helped reduce operational expenses without compromising core functions. Despite a slight drop in public funding, stable support through a five-year agreement and a sharp rise in research grants offer financial predictability. At the HVURC, financial sustainability is carefully balanced with its educational mission. While commercial activities are being conducted, student training remains the priority. Overall, the HVURC's funding appears well-managed, supported by a mix of public funds, grants, donations, and USC backing.

2.1.3. Suggestions for improvement
None.

2.1.4. Decision
The VEE is compliant with Standard 2.1.

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.

2.2.1. Findings
The VEE carefully manages its finances to support the HVURC. It allocates specific funds from USC's general budget to cover teaching-related operating costs, equipment, and maintenance, ensuring the hospital runs effectively. For larger expenses, the VEE submits prioritised investment proposals to USC, with final decisions based on budget availability and the evaluation of all requests. Transportation costs for extramural field training are handled separately by the Vice-Rector's Office. To further enhance the HVURC 's financial autonomy, the VEE has implemented an organisational structure aimed at minimising financial burdens while maintaining the hospital's activities. This approach focuses on increasing income from research and clinical services and improving spending efficiency. Since the Rof-Codina Foundation's management transitioned to USC in July 2022, efforts have been made to further support income independent of external financing. Despite these changes, the Foundation's external partners have maintained stable contributions, with an upward trend for the HVURC.

2.2.2. Analysis of the findings/Comments
The VEE shows strong financial oversight, especially in supporting the HVURC's operations and long-term sustainability. By combining allocated funds from USC with prioritised investment requests, the VEE ensures essential needs are met while planning for larger expenses. The shift to a more autonomous structure, alongside increased efforts to boost internal revenue from research and services, reflects a proactive strategy. The resource allocation process is structured and thorough, involving multiple layers of review. While current systems are effective, future demands may require additional resources. Overall, the HVURC's independent management and continued public support contribute to its financial stability and strategic flexibility. The management and overall organisation of the HVURC, unique at the national level, is commendable.

2.2.3. Suggestions for improvement
None.

2.2.4. Decision
The VEE is compliant with Standard 2.2.

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

2.3.1. Findings

At the VEE, resource allocation is carefully managed through a structured system with two main funding sources: the Repair and Improvement Works budget and the USC Infrastructure Service. Each year, the Economic Affairs, Equipment, and Services Committee reviews proposed projects before submitting them to the USC Infrastructure Service for approval. One of the key areas of investment has been the Clinical Skills Laboratory, which has received new equipment thanks to various funding sources. Additionally, VEE has an annual budget dedicated to small equipment purchases. To further support teaching improvements, there is a regular call for proposals for upgrading teaching-related equipment, with submissions evaluated by the Quality Assurance Committee. The HVURC operates separately from the VEE budget and is managed by the Rof-Codina Foundation Board of Trustees. This board oversees financial decisions, ensuring that the hospital receives the necessary funding for new equipment and facility upgrades. The Teaching Commission of the Rof-Codina Foundation, which includes representatives from both the HVURC and VEE, plays a crucial role in coordinating resources. Their efforts help align the hospital's budget and operations with the educational needs of students, making sure they have access to high-quality training and facilities. The resource allocation and review board meets 4 times annually.

2.3.2. Analysis of the findings/Comments

The VEE applies a structured and collaborative approach to resource allocation, with clear processes for reviewing and approving projects through multiple committees. Funding comes from both internal budgets and USC's infrastructure support, allowing for steady investment in teaching facilities like the Clinical Skills Lab. The HVURC operates independently under the Rof-Codina Foundation, with strong coordination between its board and the VEE to align spending with educational priorities. The system is efficient and responsive, meeting current needs well. However, as future demands grow, ensuring adequate resource availability and maintaining flexibility in funding will be key to sustaining quality education and infrastructure.

2.3.3. Suggestions for improvement

None.

2.3.4. Decision

The VEE is compliant with Standard 2.3.

Area 3. Curriculum

Standard 3.1: The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in the ESEVT SOP Annex 2.

This concerns:

- **Basic Sciences**
- **Clinical Sciences in companion animals (including equine and exotic pets)**
- **Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)**

- **Veterinary Public Health (including Food Safety and Quality)**
- **Professional Knowledge (including soft skills, e.g. communication, 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.

3.1.1. General findings

3.1.1.1. Findings

The VEE offers two study programmes: a degree in Veterinary Science and a master's degree in Genomics and Genetics. Concerning the degree in Veterinary Science, there is a single programme delivering the title of "Graduate in Veterinary Science from the USC". This programme is taught in Spanish and Galician according to staff and students' preferences.
The curriculum fulfils the 2005/36/EC (amended in the Directive 2013/55/EU) requirement for its total length of 5 years; each year is divided into two semesters, and the total volume of tuition is 300 ECTS with a 60 ECTS per year balance.
The curriculum must also comply with Royal Decree 822/2021 which specifies the qualification requirements and specific conditions to practice as a veterinarian.
The VEE has a degree of autonomy to adapt the curriculum to the accreditation requirements of EAEVE and ACSUG. Many changes have been made since 2011, especially in learning outcomes and student's assessment.
The VEE has a monitoring system for the content of the curriculum based on various working groups depending on the semester and involving students. The Veterinary Degree Committee is in charge of the supervision of the subject programme's modifications proposed by working groups. Finally, it is the faculty board that approves programmes modifications or rejects these.
The teaching strategy combines traditional methods (lectures, blackboard sessions, seminars, tutorials), active learning (problem-based learning, evidence-based medicine) and practical experience (laboratory, computer and field, animal work (both clinical and non-clinical).
Curriculum is divided into subjects as follow: basic subjects and sciences (31 % of total ECTs, 41.2 % of total student hours in curriculum), clinical sciences and animal health (36.5 % of total ECTs, 20 % of total student hours in curriculum), animal production (10.5 % of total ECTs, 23 % of total student hours in curriculum), food technology, hygiene and safety (8 % of total ECTs, 15.4% of total student hours in curriculum), supervised work placement and hospital clinical rotations (8 % of total ECTs), obligatory elective subjects (4 % of total ECTs), end of degree project (2 % of total ECTs). The VEE allows students to prepare their "end of degree project" during semester 10.
Elective subjects are available in each module (12 ECTS) and non-compulsory courses are available for a maximum of 6 ECTS of the 300 ECTS necessary to get the diploma.
In the first two semesters, students work on basic sciences, including basic subjects

(biostatistics, biochemistry). Two subjects are dedicated to veterinary agriculture and agricultural economics. After the first year, the curriculum is dedicated to specific veterinary subjects to reach clinical subjects from Y3.
Students have access to information about subjects directly on the VEE website: teaching programme, competency-based learning outcomes, teaching and assessment methods. This information is available in Spanish, Galician and in English.
VEE has also created a corresponding competence matrix based on DOC and its teaching units. This matrix describes for each teaching unit the corresponding level expected: knowledge, capability and knowledge and capability.
Students are provided with this document, and also, since this year, and only for students in the first year, with a self-monitoring notebook of learning objectives correlated with the DOCs. The use of this document by students is at their own discretion.

3.1.1.2. Analysis of the findings/Comments

The VEE makes an effective effort to implement DOCs in the curriculum and to make available all teaching information to students.

3.1.1.3. Suggestions for improvement

None.

3.1.1.4. Decision

The VEE is compliant with Standard 3.1.1.

3.1.2. Basic Sciences

3.1.2.1. Findings

Together, basic subjects (173.7h) and basic veterinary subjects (1764h) comprise 26% of total Curriculum hours, with all subjects listed DOCs in Annex 2 of ESEVT SOP 2023 covered. Lectures and student non-supervised self-learning are the most frequently used methods for all subjects combined.
Most of these subjects are delivered in the first three semesters of the curriculum.
General pathology, Ethics, Bioethics and veterinary legislation take place respectively in semester 6 and 8. Elective courses are proposed in semesters 4 and 8.
Prior to the start of clinical rotation, students are involved in some practical activity belonging to basic sciences such as pharmacology and pharmacy, veterinary pharmacotherapy and veterinary toxicology. They also have the possibility of access to a simulation lab to learn some professional technical skills.
Learning resources are available for students on a Moodle platform for most subjects.

3.1.2.2. Analysis of the findings/Comments

Despite the theoretical nature of the basic sciences, teachers introduce practical training through laboratory or desk-based work using software simulation.
Teachers try to put students in real-life learning situations as much as possible. The VEE has recently created clinical skill labs with numerous high quality and commercial models. In addition to these laboratories, many teachers have created on their own some simulation situations dedicated to basic sciences, including virtual reality. The range of models and their use is commendable (see also standard 6.3).

3.1.2.3. Suggestions for improvement

Although there is in place a monitoring system of the competences that students need to effectively attend in the HVURC clinical core activities, the team suggests a more regular interaction between basic science and HVURC teachers.
Although in place, the assessment of students' activity in the clinical skill laboratory can be enhanced to fully exploit all the excellent available learning opportunities.
The teaching of critical reading of scientific articles or documents to perform evidence-based medicine should be enhanced.

3.1.2.4. Decision

The VEE is compliant with Standard 3.1.2.

3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)

3.1.3.1. Findings

FVL offers a single study programme to an uptake of 110 students to become a veterinarian.
The Veterinary degree of the FVL comprises 300 ECTS distributed in modules covering a 5-year' period, distributed into 10 semesters. The first 2 semesters are exclusively devoted to basic subjects and basic sciences. Clinical training (practical) starts at the 5th semester to the 9th semester. The last semester (10th) is exclusively devoted to hospital clinical rotations, EPT and TFG (end-of-degree project).
Core Clinical Sciences and Animal Health (VPH) represent 109,5 ECTS, while Elective Practical Training (EPT) represent 17 ECTS (i.e. Clinical Internships, 9 ECTS; Non-Clinical Internships, 8 ECTS). Lastly, Hospital Clinical Rotation (CORE), which brings students to the reality of professional practice, represents 7 ECTS.

In the table of curriculum hours taken by all students, the amount of teaching hours spent in clinical animal work sums up to 706 hours (Table 3.1.1)
The Curriculum is organised in subjects (3 to 9 ECTS) grouped into content modules. Each subject is restricted to a semester.
The EPT, Hospital Clinical Rotation and TFG (end of degree project) are offered in semester 10, but also possibly in an extra-semester that allows students who do not meet the prerequisites needed to enrol in these subjects in semester 10 to not delay their graduation.
At the end of the curriculum, the students have taken a total of 706 hours (around 30 ECTS) in clinical animal work, and 300 hours in EPT (around 12 ECTS) (Table 3.1.1).
To obtain the diploma, FVL undergraduates must complete 17 ECTS in elective Supervised Work Placements (extramural EPT): Clinical practicals, 9 ECTS; and Non-Clinical practicals, 8 ECTS as well as 12 ECTS in elective intramural or extramural subjects (total of elective: 29 ECTS).
The FVL offers 14 intramural optional subjects (3 ECTS each) and one extramural elective subject ("Extramural Practicum") of 6 ECTS. The Extramural Practicum, (225 h), is elected approximately by 50%-70% of students; in this elective, students work at different extramural placements under the supervision of qualified veterinarians and tutoring by FVL teaching staff; approximately 80% of students elect clinical work in companion animals (at clinics, shelters,..), 5% elect clinical work in food-producing animals (at farms, fisheries,....), and 15% elect VPH work (at slaughterhouses, food-processing plants,....).
From semester 4 to semester 6, numerous subjects are included in the Clinical Sciences and

Animal Health module. During these practical sessions, students pass through the different services (both intramural and ambulatory) of the HVURC, in the dairy cattle Gayoso Castro's teaching farm and in associated farms. The main subjects of these pre-clinical training are Surgery, Anaesthesia and Reanimation, Diagnostic Imaging, Diagnostic Pathology, Propaedeutics and pathology, General Pathology (Nosology and Physiopathology), Parasitic diseases, Infectious diseases, Internal Medicine; Preventive medicine, Zoonoses and Public Health, Obstetrics, Reproduction and Reproductive Disorders, Animal Reproduction Technology, Pharmacology, Pharmacy and Pharmacotherapy, Veterinary Toxicology.

Regarding the core clinical rotations and emergency services, the FVL curriculum is organised in such a way that during the practical activities, the students rotate through the different services (both intramural and ambulatory) of the HVURC.

In addition, they must complete a 3-week clinical rotation in the core clinical subject Hospital Clinical Rotation, with exclusively practical training at the HVURC during semester 10 (Year 5).

Students then participate in three different clinical activities: hands-on practical in the Clinical Skills Laboratory (6 hours), rotations through hospital services, and complementary rotations.

During hospital rotations, the 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. The hospital services where they complete their rotations are: Small Animal Internal Medicine, Surgery and Anaesthesia, Orthopaedics, Dentistry, Ophthalmology, Reproduction, and Endoscopy, Diagnostic Imaging, Diagnostic Pathology, Food-producing Animal Service. Equine Service includes reproduction, anaesthesia, surgery and ambulatory clinics.

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.

Each of the hospital services conducts complementary rotations that allow students to refine certain clinical skills while complementing their hospital rotation experience. This takes place in HVURC services consultation, overnight rotation as well as weekend and holiday service with the veterinarians on-call.

To get the Diploma, students must enrol in elective subjects to a total of 12 ECTS. The number of Electives and their distribution guarantee that students can enrol in the elective subjects of their choice. FVL offers 48 ECTS in 15 Electives, 14 intramural (3 ECTS each) and 1 Extramural Practicum (6 ECTS).

Intramural elective subjects are open to enrolment from the 2nd year, in the first or second semester, depending on the subject.

In the case of the elective Extramural Practicum, it is considered as EPT together with the Clinical Practicals and Non-Clinical Practicals. This is a subject to be developed in any of the 410 EPT providers with an official agreement signed with FVL where students complete a total of 150 hours of practicals per student in the summer holidays (July & August). 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.

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 their 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.

Logbooks indicate the summative learning outcomes for the DOCs and specify those specific tasks that will serve as a checkpoint that the student must pass to graduate.

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 complement provides the immersion of students in a professional environment with real practical activity. FVL EPT is composed of 3 subjects: 2 compulsory subjects integrated in the module "Supervised Work Placements": Clinical Practicals, 9 ECTS 5 weeks; and Non-Clinical Practicals, 8 ECTS, 4 weeks; these subjects are offered in semester 10, and again possibly and if necessary, in semester 11.
Clinical Practicals ("Internships") 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 Practicals ("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.
The students are free to choose the EPT provider that they consider most interesting for their professional future.

3.1.3.2. Analysis of the findings/Comments

The curriculum adequately covers all clinical subjects for companion animals.
The activity in equine clinics is sufficient.
There are very few EBVS residents in the HVURC (3) and none of them is a specialist in any clinical activity.

3.1.3.3. Suggestions for improvement

The number of equine clinic cases as well as the number of EBVS residents in the clinical areas could be increased.

3.1.3.4 Decision

The VEE is compliant with Standard 3.1.3.

3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)

3.1.4.1. Findings

The subjects in the curriculum of relevance to clinical sciences in food-producing animals are aspects of physiology, epidemiology, animal ethology, animal welfare, animal nutrition, obstetrics/reproduction and reproductive disorders, preventive medicine, clinical practical training in food-producing animals, diagnostic imaging, herd health management, including animal production. Practical rotations occur across all 5 years of the programme. Practicals (groups of 7 to 10 students) take place with dairy cows at the Gayoso Castro Teaching farm in the following subjects: animal production, infectious diseases, reproduction, parasitic diseases, preventive medicine, animal nutrition, breeding and animal health, animal welfare, propaedeutics, and clinical pathology. Similar practicals take place in many of these subjects

on various commercial farms for pigs. A 25-sow birth-to-weaner unit is planned to be built at the Gayoso Castro site within the next year.
Ambulatory clinics for food producing animals (1.6 weeks) are in the 4th and 5th years. Practicals in herd health management (3.7 weeks) occur across all 5 years of the programme. They occur using a well-equipped van and typically involve a clinician with up to 4 students and possibly a resident helping the clinician.
Animal Ethology is a part of the 6 ECTS subject "Veterinary Physiology I, Ethology, and Animal Protection", and the theoretical part corresponding to Animal Ethology is 4 hours, while the other hours correspond to face-to-face tutorials. Animal Ethology of food-producing animals is also covered in the subjects "Animal Production I and II" and "Animal Welfare," content that could be included in different subjects, and it has been decided to include them in Animal Welfare or Animal Production in table 3.1.2; E.G., the subject Animal Welfare: Behaviour and Animal Welfare (2h) or the practicals of Animal Production, where the behaviour of different species is explained to understand their management.
Electives in Clinical Sciences in food-producing animals are “Basic and clinical aspects of lactation”, “Medicine of high-milk production dairy cows”, “Veterinary Clinical Analyses” and “Extramural Practicum”.
In the subject Herd Health Management from table 3.1.3 predominantly focuses on food animal species, the part that refers to dogs and cats is only 3 hours (Risk factor assessment of dogs and cats in a shelter). Within the preventive medicine area, students do undertake a herd health assessment, evaluation and write up a report.
The 1.6 weeks in ambulatory clinics in Food producing animals in Table 3.1.3 is specific to food-producing animals only.
The subject of infectious diseases is being addressed during a farm visit to a rabbit farm once a year.

3.1.4.2. Analysis of the findings/Comments
Specific hours and amounts of time spent on Clinical – Food Producing Animals are clear and have been identified in Tables 3.1.2 and 3.1.3, with relevant elective elements indicated in Table 3.1.4. The Clinical - Food producing animals appear well organised and should deliver graduates with effective day 1 competences.
The Gayoso Castro dairy farm is a well-equipped modern dairy unit for 50 lactating cows that uses a delaval robotic milking robot. There is also a 5-unit conventional herringbone milking parlour that is often used for teaching milk sampling CMT and mastitis evaluation. It is commendable in providing excellent facilities for practical teaching.
The conduct of a herd health evaluation and the writing up of a herd health report by all students is commended.
The advanced stage of plans for the 25-sow birth-to-weaner pig unit is an important development for the VEE with €1.1m allocated towards it. This will be a significant and important teaching unit for the future.

3.1.4.3. Suggestions for improvement
The VEE should ensure that the planned swine unit gets completed.

3.1.4.4. Decision
The VEE is compliant with Standard 3.1.4.

3.1.5. Veterinary Public Health (including Food Safety and Quality)

3.1.5.1. Findings

Veterinary Public Health and Food Safety education at VEE is well-structured, ensuring veterinary professionals uphold food safety and quality standards. Students receive hands-on training in Food Technology, Food Hygiene, and Food Safety, integrating theory, laboratory work, and industry exposure. The curriculum includes structured coursework and field experiences in slaughterhouses, food processing plants, and supermarkets. In Year 4, Food Technology I and II cover food production, preservation, and packaging, complemented by laboratory training on physicochemical properties and treatment technologies. Students visit milk, cheese, and meat processing plants for industry exposure. Furthermore, the training covers food safety legislation, HACCP, microbiological testing, and shelf-life studies. Students participate in "Inspection Day" at supermarkets and visit fish markets for seafood hygiene training. Hygiene control and inspection visits further reinforce practical learning. Students also train in large-scale slaughterhouses, gaining hands-on experience in ante-mortem and post-mortem inspection, stunning, animal welfare, and carcass sampling. In 2023/2024, VEE organised 20 slaughterhouse visits, 14 to dairy plants, 10 to meat industries, 13 supermarkets, 4 fish markets, and 5 dairy and food technology sites. The VPH training totals 726.5 hours, exceeding the minimum requirements. Emerging infectious and parasitic diseases are integrated into various courses. The VEE follows a One Health approach, integrating it into various subjects, including: Zoonoses and Public Health, Disease control and prevention, Epidemiology and Preventive Medicine, Veterinary Microbiology including antimicrobial resistance from a One Health perspective, basic sciences including biodiversity loss and ecosystem impact, veterinary genetics, applying One Health to veterinary practice, and sanitary policy.

3.1.5.2. Analysis of the findings/Comments

The VEE delivers a strong, hands-on Veterinary Public Health and Food Safety programme that blends theory with real-world practice. Students benefit from extensive field training in slaughterhouses, food processing plants, and supermarkets, gaining essential skills in inspection, hygiene, and food safety regulation. The curriculum goes beyond minimum requirements, incorporating One Health principles and preparing students for modern public health roles. The department makes a significant financial effort to maintain high-quality training, particularly in slaughterhouse visits. Continued support for these practical experiences is essential to sustain and enhance this vital aspect of veterinary education.

The department deserves commendation for providing students with excellent hands-on learning opportunities through visits to bovine and pig slaughterhouses (mandatory) and poultry slaughterhouses (optional), as well as fish markets and dairy processing plants. These experiences give students invaluable insight into food safety, hygiene, and inspection practices. As part of their practical training during slaughterhouse visits, students have the opportunity to inspect a range of animal organs, which are purchased by the department on-site. Supplying these materials involves a notable investment, reflecting the department's strong commitment to delivering high-quality, hands-on education. Continued support from VEE would be greatly appreciated in helping to uphold and enrich these valuable learning experiences for our students.

3.1.5.3. Suggestions for improvement

None.

3.1.5.4. Decision
The VEE is compliant with Standard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings
Professional knowledge is not included as a specific subject in the curriculum. However, specific content (communication, teamwork skills, management skills) are included in the content of several mandatory subjects, also as part of the EPT. The content of professional knowledge is formally defined and regularly assessed in all subjects in which they are taught.

3.1.6.2. Analysis of the findings/Comments
Professional knowledge is taught as transversal topics, which is actually included in several main subjects. Part of them are additionally implemented during the EPT, especially the external practicals. Students also have several occasions to get involved in activities related to professional knowledge, like the lectures and talks during the *Apasionadas por la Veterinaria* monthly talks.

3.1.6.3. Suggestions for improvement
A spiral learning approach (with progressive enhancement of the competences and knowledge) could be beneficial for the students.

3.1.6.4 Decision
The VEE is compliant with Standard 3.1.6.

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.

3.2.1. Findings
The current veterinary curriculum of the VEE, established in 2011, comprises 300 ECTS taken over 5 years. It has been approved by the Spanish Framework for Higher Education as equivalent to a master´s Degree level. The VEE's Veterinary Degree has been accredited by the Agency for Quality Assurance in the Galician University System (ACSUG), which is a member of ENQA. An alignment of the learning outcomes of the veterinary programme is mapped to the ESEVT DOCs in Appendix 8 and a digest is provided in Appendix 9 and in Tables 3.1.1-3.1.4 of the SER. Specific information on the content of the veterinary curriculum is available at the VEE's website.

The VEE's annual Veterinary degree QA follow-up report analyses the adequacy of facilities and learning resources, the teaching methods and competences to be acquired. The QA Committee and Veterinary Degree Committee, among others, have student involvement and their annual reports are available on the VEE's website. The teaching staff follow training courses on new teaching methods, including methods to promote self-learning and lifelong learning of students. Self-training of students has been promoted by improvements in the Clinical Skills Laboratory.

3.2.2. Analysis of the findings/Comments

The VEE has clearly specified the qualifications resulting from the veterinary programme and described how this is aligned with national and European standards. A QA structure is present which ensures that teaching outcome is systematically reviewed, analysed and acted upon. Further, information is provided on the initiatives taken to update learning resources, including those that promote lifelong learning.

3.2.3. Suggestions for improvement

None.

3.2.4. Decision

The VEE is compliant with Standard 3.2.

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**

3.3.1. Findings

A mapping of the learning outcomes of the veterinary to the 38 ESEVT DOCs has been revised in 2023-2024 (Appendix 8), a digest is provided in Appendix 9 and in Tables 3.1.1-3.1.4 of the SER. The learning outcomes of Year-1 subjects and Year-5 Hospital Clinical Rotation were also refined and aligned to DOC's in the subjects programme. In addition, a new Student's First Year Logbook (Appendix 15) was created and the former Hospital Clinical Rotation Logbook (Appendix 12) was modified. Specific information on the content of the veterinary curriculum, including a description of Day One Competences, is available at the VEE's website.

3.3.2. Analysis of the findings/Comments

The VEEs' processes for creating, disseminating, and evaluating pertinent learning objectives and outcomes are operating at a high level. They are annually reviewed with the involvement of external stakeholders, staff and students to ensure that they remain relevant to the veterinary profession and supportive environment, remain adequate to the EAEVE Day One Competences and that they are delivered efficiently.

3.3.3. Suggestions for improvement
None.

3.3.4. Decision
The VEE is compliant with Standard 3.3.

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

- **determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum**
- **oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes**
- **perform ongoing reviews and periodic in-depth reviews of the curriculum (at least every seven years) by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned**
- **identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development**

3.4.1. Findings
The VEE's veterinary curriculum was designed by a specific committee, appointed by the Faculty Board and ratified by the Rector. The procedure ensured participation of students, staff and of external stakeholders such as the Official Veterinary Colleges of Galicia and professional institutions. The VEE's veterinary curriculum is subject to annual evaluation under the responsibility of the Veterinary Degree Committee, which has student representation. This body receives information from different sources, including external stakeholders, provides analysis of the data and compiles the annual Veterinary degree QA follow-up report which also proposes improvements if necessary. This follow-up report is reviewed by the VEE's QA Committee. Curriculum modifications are approved by the VEE's Faculty Board and subsequently by the USC Governing Council after positive review of the University QA System.
The VEE organises specific training courses for teachers, professional tutors and teaching support staff to ensure the continuous training of teaching staff.
The veterinary curriculum and all approved changes are publicly available on the VEE's website.

3.4.2. Analysis of the findings/Comments
There is a formal committee structure with effective student representation (in the Faculty Board and in the Veterinary Degree Committee) to oversee and suggest improvements to the curriculum based on annual reviews. These reviews are mainly based on evaluations from students and staff but does also include feedback from stakeholders and are communicated to those concerned.

3.4.3. Suggestions for improvement
The VEE should consider the possibility to give positive feedback for teachers that consistently are commended for good quality of teaching in students' opinion results.

3.4.4. Decision
The VEE is compliant with Standard 3.4.

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.

3.5.1. Findings
EPT is 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 to complete the training in due time. Semester 10 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 9 ECTS, 5 weeks" and "Non-clinical Internship 8 ECTS, 4 weeks") and Hospital Clinical Rotation (Core subject). Students must also enrol in "Extramural Practicum" (6 ECTS).

"Clinical Internship" may be developed in clinics, external veterinary establishments, ambulatory practices (practitioners) or as supervised veterinary clinical research at the FVL. "Non-clinical internship" may take place in farms, zoological parks, slaughterhouses, laboratories, companies of the veterinary sector, Public Administration, or as supervised veterinary non-clinical research at the FVL.
According to Table 3.1.1. "Curriculum hours, in each academic year, taken by each student", EPT is also listed in year 2 (75 hours), year 4 (150 hours) and year 5 (75 hours) partly in relation to TFG (End-of-degree project).

3.5.2. Analysis of the findings/Comments
The EPT is well structured and organised. EPT Students are supervised and assessed by two tutors (a qualified professional tutor responsible for 40% of the overall evaluation of the student and an FVL academic tutor responsible for 60% of the evaluation).
In Table 3.5.1 Curriculum days EPT is described as External Practical Training, which is now Elective Practical Training, but the curriculum is in line with the new definition.

3.5.3. Suggestions for improvement
More frequent interactions with professional organisations (national specialists, like AVEPA for companion animals) could help to continuously improve the list of clinics and practices for the students' EPT.

3.5.4. Decision

The VEE is compliant with Standard 3.5.

Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (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.

3.6.1. Findings
The USC Rectorate has signed official agreements with every EPT provider (410 active agreements valid for at least 4 years).
The organisation of the EPT is under the responsibility of the vice-dean for EPT and external relations. Moreover, each of the EPT has a coordinator in the FVL.
All practitioners supervising EPT are collegiate members of the Official Veterinary College. They are assessed by the professional tutor of the FVL. The EPT coordinators and the academic tutors are in direct contact with EPT providers.

3.6.2. Analysis of the findings/Comments
No formal minimal requirements for external practices are defined and the assessment/accreditation of the external EPT workplaces relies only on the feedback of the students in the EPT assessment or direct evaluation of a professional tutor. EPT providers in practices and clinics are very dedicated and provide valuable training. However, a more structured feedback document could help assess the real students' performances during the practical/extramural EPT.

3.6.3. Suggestions for improvement
Although the number of extramural EPT establishments is more than sufficient, an assessment or even accreditation procedure of the external EPT provider could enhance the quality of the whole system.

3.6.4. Decision
The VEE is compliant with Standard 3.6.

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

3.7.1. Findings
Students must contact the external centres and professional tutors with a clear description of their learning objective. During their EPT period, 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 (including 2 clinical cases for the Clinical Internship).
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. This assessment will account for 60% of the final grade. Finally, students should reflect on 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, including complaints (under the responsibility of the academic tutor).
The rubrics for assessment provided by the VEE is described elsewhere in the report (downloaded from the virtual classroom).
The VEE has already created a specific DOCs training course for academic and support staff, and external personnel (EPT providers). In addition, the VEE has established new agreements with different EPT providers for the coordinated completion of the EPT, fostering a greater involvement of students and the EPT provider during EPT.

3.7.2. Analysis of the findings/Comments
The EPT complies with Spanish laws and the EU Directive. It is continually reviewed and evaluated, and improvements are introduced, under the supervision of the Veterinary Degree Committee.

3.7.3. Suggestions for improvement
None.

3.7.4. Decision
The VEE is compliant with Standard 3.7.

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.

4.1.1. Findings
The VEE has a surface area of 51,000 square meters, of which 32,000 have been built to create 9 basic buildings: a central pavilion (deanery, administration, cafeteria), auditoriums, a building for classrooms, 4 buildings for departments, the veterinary hospital, a veterinary research centre, and buildings for hospitalisation and isolation of contagious animals and nuclear medicine.

Extra-mural activities take place in private venues with which FVL has contracts. Students and staff have adequate transportation to get around. FVL owns a dairy farm 17 km from its site - the Gayoso Castro Teaching Farm with 81 dairy Cattle available (50 cows in milk while the team visited). The construction of a piggery (Celtic Pigs) is planned on this farm.

The USC is responsible for the upkeep and maintenance of the buildings. The hospital's financial resources are independent of the FVL and managed by another organisation. The farm depends on the Lugo Provincial Council.
Compliance with current legislation is the responsibility of the USC for the FVL and under the control of the Rof Codina Foundation Board of Trustees for the hospital.
More specifically, the USC Infrastructure Operation Area is responsible for worker health and safety measures. It is developing a "Risk management and self-protection plan". The HVURC has a contract with an external risk prevention operator.
The USC Technical Service for scientific instrumentation looks after the maintenance of research equipment.
Waste sorting and recycling is overseen by the USC waste management unit.
Finally, a FVL Biosafety Committee oversees biosafety at the various sites. An FVL and HVURC Manual is available on the virtual campus. Students must sign a contract to adhere to the rules.

4.1.2. Analysis of the findings/Comments
The Gayoso Castro dairy farm is a well-equipped modern dairy unit for 50 lactating cows that uses a Delaval robotic milking robot. There is also a 5-unit conventional herringbone milking parlour that is often used for teaching of milk sampling, CMT and mastitis evaluation. It provides excellent facilities for practical teaching. It also has self-locking gates on the feed barrier that allows cows to be restrained for teaching classes and procedures.
The advanced stage of plans for the 25-sows birth to weaner pig unit is an important development for the VEE with €1.1m allocated towards it. This will be a significant and important teaching unit for the future.

4.1.3. Suggestions for improvement
None.

4.1.4. Decision
The VEE is compliant with Standard 4.1.

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.

4.2.1. Findings
For theoretical teaching, there are 8 lecture theatres, including 3 large (240 seats), 4 medium (144 seats) and 1 small (40 seats). In addition, the FVL has seminar rooms of various capacities (10 to 40 places). All rooms are equipped with blackboards, multimedia systems, wi-fi, etc.
For practical activities, FVL has laboratories and dissecting rooms with the appropriate equipment. There is also a 3D virtual reality classroom for visits to farms and breeding facilities that are too remote or inaccessible for biosafety reasons.
For pre-clinical preparation, FVL has a skill lab used by teachers and self-training students. It includes a bovine dystocia model, surgical training and animal simulators.

FVL has a meeting room (with video-conferencing facilities) and a 635-seat lecture hall.
Students also have access to study and self-learning rooms, an intercentrum library, a canteen, lockers, fully-equipped accommodation for students on call, and fully-equipped sanitary facilities.
At the exit from the dissection and necropsy rooms, as well as at the farm, staff and students have access to changing rooms and showers.
Overall, buildings also contain offices (125) and teaching and research laboratories (100).

4.2.2. Analysis of the findings/Comments
The building and the rooms dedicated to the students are appropriate and adequate in number and size, equipped for instructional purposes and well maintained.

4.2.3. Suggestions for improvement
None.

4.2.4. Decision
The VEE is compliant with Standard 4.2.

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**
- **be designed to enhance learning.**

4.3.1. Findings
For student training, the HVURC houses healthy animals (6 dogs, 7 horses and 30 cows). Large animals are on site on an as-needed basis. Cows are also available at the Gayoso Castro farm.
There is a Research Animal Facility, a Zebrafish aquarium and a Veterinary Biomedical Research Centre (CEBIOVET).
The CEBIOVET building also houses isolation and quarantine facilities, as well as a surgical research area.
The HVURC has facilities for hospitalisation, intensive care and isolation. These are located either in the HVURC or in the CEBIOVET building.
For clinical activities, there are two main clinical sites for companion animals and large animals, as well as an area for trans-disciplinary activities (anaesthesiology, medical imaging, pharmacy), and a third site where complementary examinations are carried out.
All diagnostic services, including necropsy, and hospitalisation facilities are equipped with the essential basic facilities and equipment.
Practical work related to the core subject of VPH teaching is carried out in external sites (farm, animal production facilities, slaughterhouse, foodstuff processing units). There are also intramural laboratories for food technology equipped with specialised equipment. There is also a Laboratory for Food Hygiene, which is accredited. These laboratories are available for the formation of the student to learn the standard ISO-17025.

4.3.2 Analysis of the findings/Comments

Although all facilities related to this standard are adequate, the visit allows for an assessment that in some parts of the HVURC, the maintenance of some premises was inadequate. Furthermore, some walls and floors in some part of the teaching buildings (lecture halls, hallways) were obviously damaged, which in some premises may pose biosecurity risk in the future.

4.3.3. Suggestions for improvement

The HVURC and the USC should put in place a multi-year plan, with the necessary funds, to begin a renovation of the hospital premises and ensure that during this process there will not be any biosecurity risks as a result of bad maintenance.

4.3.4. Decision

The VEE is partially compliant with Standard 4.3 because of suboptimal monitoring of building maintenance in some part of the teaching buildings.

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.

4.4.1. Findings

In the HVURC,_the small animals area is open 24/7. Every day, there are first opinions and referred consultations.
Resident veterinarian and year 4 et 5 students ensure the emergency service.
For equine, the consultations are open from 8 to 15 and there is an emergency service and an ambulatory clinic 24/7.
Several activities are organised to allow the students to work hands-on, from the 5th semester (mainly in farms with different animal species including horses, dog shelter) to the last one (participation in consultations under the supervision of teachers, participation in hospital clinical rotation, ambulatory clinics for food animals and horses).
Students also spend time in the Clinical Skill Lab.
They are involved in the care of hospitalised patients.
They participate to a clinical case and must present one clinical case (diagnosis, treatment, discussion).

The specialists in the HVURC apply the deontological code regarding good practice and minimum prices. All veterinarians supervising the clinical EPT are members of the Official Veterinary College. Most of them belong to professional associations.

4.4.2. Analysis of the findings/Comments

The clinical activities in the HVURC allow the VEE to deliver a good supervised and evidence-based clinical training. All teaching staff are trained to teach and assess.
Available equipment and facilities ensure state-of-the-art clinical standard and meet the relevant national Veterinary Practice Standards.
Although sufficient, the number of horses admitted may be increased.
For farm animals, the clinical activities and on-call service are conducted by ambulatory clinics, and for these species, there is no hospitalisation.

4.4.3. Suggestions for improvement

In order to improve the quality of clinical activities, the VEE should enhance the exposure of students to equine clinical cases (see also section 5.1.3).

4.4.4. Decision

The VEE is compliant with Standard 4.4.

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.

4.5.1. Findings

All students have access to diagnostic and therapeutic facilities under the supervision of the teachers. They have access to the clinical records, under request submitted to a staff member in charge of the service.
For extramural practicals, students are transported, generally with the HVURC vehicles.
Students have access to the skill lab during supervised practical work, but also freely between 12-14h for self-training periods.
Under clinical skills there is a clinical skills lab that students may attend in their free time, a surgical skills laboratory that runs supervised structured practical classes and a reproduction models lab that runs supervised practical classes.

4.5.2. Analysis of the findings/Comments

The clinical skills labs have a range of excellent models that include surgical, injection, venepuncture, laparoscopy, theriogenology, parturition and artificial insemination procedures amongst others. The skills laboratories are to be commended on their excellent range of activities that result in students carrying out procedures on models before attempting on live animals.

4.5.3. Suggestions for improvement

None.

4.5.4. Decision
The VEE is compliant with Standard 4.5.

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.

4.6.1. Findings
The HVURC has an independent building for isolation and hospitalisation of small and large animals with contagious diseases. The building is designed in order to respect biosecurity. Only authorized persons can access these areas. Students must be accompanied by a hospital teacher.

4.6.2. Analysis of the findings/Comments
Sufficient isolation facilities are in place at the VEE.
However, the procedures to use the large animal isolation unit appropriately are suboptimal.

4.6.3. Suggestions for improvement
The organisation of the current premises have to be improved on a biosecurity point of view. Large animal isolation facilities should be reorganised with the entrance route different from the exit route, with a changing room and boot disinfection system (footbath).
If the number of cases necessitating isolation is too low, a simulation exercise of hospitalisation in the isolation room should be performed at least once by each student.

4.6.4. Decision
The VEE is partly compliant with Standard 4.6 because of sub-optimal biosecurity procedures in large animal isolation unit.

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.

4.7.1. Findings
There is an ambulatory clinic for farm/food producing animals and one for equines. Students attend in the ambulatory clinic in groups of up to 4 students. Extramural practical training as electives is used at some sites and appears to align with students' specific interests.
Extramural practical work of the FVL related to Herd Health Management are carried out in external farms with agreement with the USC. Ambulatory clinics are organised in 39 farms for cattle, pigs, sheep, and horses.
The transportation of the students is done using either 2 HVURC vans, a bus, or through the

services of a private company.

4.7.2. Analysis of the findings/Comments
The ambulatory clinics are effective and are meeting the needs of clinical training in both food-producing animals (especially dairy cattle) and equines. Training of students in the ambulatory clinics is under the direct supervision of clinical professors in the VEE.
Elective extra mural practical training is also organised under the supervision of the teaching staff of the VEE.

4.7.3. Suggestions for improvement
None.

4.7.4. Decision
The VEE is compliant with Standard 4.7.

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.

4.8.1. Findings
Transportation of live animals is performed by specific transport for horses (or cattle), but the animals are generally transported by their owners. The FVL has a van with a lifting platform for the transport of cadavers. After use, it is cleaned and disinfected following biosecurity regulation.

4.8.2. Analysis of the findings/Comments
All the transport procedures are done according to the national and EU standards.
Up to December 2024, the necropsy room had a restriction to access for large animal cadavers because the unloading ramps of the necropsy room were limited to animals of 400 kg maximum. However, to resolve this problem, the VEE has already modified the unloading dock of the necropsy hall so that now it is possible to unload large animals weighing more than 400 kg.

4.8.3. Suggestions for improvement
The HVURC should develop a system to transport equine cadavers from the equine hospitalisation of the HVURC to the necropsy room (waterproof container with casters or wheels) (see also section 5.1.3).

4.8.4. Decision
The VEE is compliant with Standard 4.8.

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.

4.9.1. Findings

Several committees are in place to organise and control security and biosecurity.
USC Occupational Risk Prevention Service promotes the health and security of USC workers including those of the FVL. The risk assessment and FVL self-protection plans are published on the website.
The *USC Health Area* develops health surveillance actions, carries out medical examinations and their monitoring.
The *USC waste management unit* is a centralised service for the treatment of waste resulting from teaching and research activities.
The *FVL Economic Affaire Equipment* and Service Committee (dean, responsible, teaching staff students, staff) follows up on the state of the building and make a proposal for improvement.
The *FVL Biosafety committee* prepare and revises the FVL Biosecurity Manual, 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.
The committee is composed of the dean (chair), 5 teachers representing the pavilions, one representative of subjects with practicals in the Gayoso Castro Teaching Farm, one representative of HVURC, one support staff and one student.
These FVL and HVURC 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. Each subject has developed one or more Specific Biosecurity Protocols for each type of practical activity. 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.
On the first day of practicals, the teacher explains the general biosecurity rules and especially the personal protective equipment that students must use during the practical sessions.
The main researcher is responsible for informing/reporting biosecurity measures and good laboratory practice to new investigators or support staff who join the group.

4.9.2. Analysis of the findings/Comments

Maintenance and regular testing of crucial work safety equipment, such as fire extinguishers and emergency showers, are regularly checked and documented to the VEE's administration. However, the documentation (signature and indication of date of revision) on the label of most some fire extinguishers and fire hoses in the HVURC have not been updated. This is misleading and it would be better to remove the label in those cases where it is not consistently updated.

4.9.3. Suggestions for improvement

It is suggested to remove the label of fire-fighting material in those cases where it is not consistently updated by the company doing the regular testing.

4.9.4. Decision

The VEE is compliant with Standard 4.9.

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.

5.1.1. Findings

The objectives of the VEE around the use of animals and materials of animal origin are to guarantee the acquisition of day one competences for the graduates. The VEE opened a clinical skills lab in 2016, which provides simulated practical procedures and ensures replacement and reduction in animal usage as appropriate. Hands-on training in this lab is mandatory as a prerequisite to certain procedures on live animals. Simulation programmes are largely used in the teaching of Physiology and Pharmacology. Basic core subjects use animals, cadavers and animal-derived products. The VEE uses dairy cows on the Gayoso Castro teaching farm, and also maintains 20 to 30 healthy cows, 7 mares and 5 Beagle dogs at the HVURC for teaching purposes. Practicals on extramural farms complement these resources. There is a university-level Bioethics committee in place since 2003 that oversees the ethical use of animals in scientific and teaching procedures. Use of healthy animals at the HVURC must include the list of elements referred to in article 37(1)(c) of Directive 2010/63/EU. The HVURC keeps a record on the use of all healthy animals with the register of the subject, procedure, students and days of use. The HVURC ECAWBM Diplomate, Ángela González, is responsible for monitoring the use of healthy animals for teaching purposes and regularly visits the animals to verify compliance with Directive 2010/63/EU.
Dog and cat cadavers come from a local animal shelter, veterinary clinics and the HVURC. Cadavers of large animals come from local farms and practices, and the HVURC. With agreements in place to secure these. Wild bird specimens come from animal recovery shelters. The VEE has an incineration facility for the destruction of materials when completed.
There are complete collections of bones and skeletons in the Anatomy Unit. Some anatomic resin models are also available for anatomy.
Table 5.1.6 outlines the cadaver numbers used for Necropsy.
Excellent animal models are available in the Clinical skills lab (palpation of reproductive tract in cattle and horses, artificial insemination models, intravenous sampling, injection sites, suture models etc), the surgical skills lab (good surgical and laparoscopic models) and with the reproduction models (palpation and obstetric models).

5.1.2. Analysis of the findings/Comments

The numbers of animal clinical cases of all categories seen both intramurally and extramurally are above minimal values.
The numbers of animal necropsies for almost all species is also above the minimal values. The number of equine necropsies per number of students graduating annually is slightly below the minimal values. The VEE has already taken actions to increase the number of equine cadavers for necropsy, with the rebuilding of the new unloading dock in the necropsy room in 2024 to allow unloading of horse cadavers by the GESUGA (company in charge of management of cadavers from animals in Galicia) transport vehicle. Before this change, cadavers were all picked up by the FVL van authorised for the transportation of cadavers, from the GESUGA plant in Outeiro de

Rei (Lugo), but the maximum weight of the FVL van is 380 kg, so they were missing heavier horse cadavers. Already following this renovation, the number of equine necropsies (10) in 2025 (January to March) has exceeded the annual equine necropsies per year for each of the preceding 3 years.
The movement of equine and larger cattle cadavers from the HVURC to the necropsy room also involves the GESUGA plant and its transport facilities.

5.1.3. Suggestions for improvement
In order to improve the quality of clinical activities, the VEE should enhance the exposure of students to equine clinical cases and equine necropsy and in the meantime, provide better compensation to balance the suboptimal number of equine necropsies offered to students
The VEE should consider developing an in-house system to move large animal cadavers from the HVURC to the necropsy room.

5.1.4. Decision
The VEE is compliant with Standard 5.1.

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.

5.2.1. Findings
There is an ambulatory clinic for farm/food producing animals and one for equines. Students attend the ambulatory clinic in groups of up to 4 students. Extramural practical training as electives is used at some sites and appears to align with students' specific interests.

5.2.2. Analysis of the findings/Comments
The ambulatory clinics are effective and are meeting the needs of clinical training in both food-producing animals (especially dairy cattle) and equines. Training of students in the ambulatory clinics is under the direct supervision of clinical professors in the VEE.
Elective extra mural practical training is also organised under the supervision of the teaching staff of the VEE.

5.2.3. Suggestions for improvement
None.

5.2.4. Decision
The VEE is compliant with Standard 5.2.

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.

5.3.1. Findings
Nursing care skills are implemented and included in clinical teaching and as part of the clinical

rotations. Students participate fully and with confidence in the care of hospitalised animals to the extent that the students function as the nurses in the HVURC. Although there are currently no Veterinary Nurses / Vet Technicians in Spain - as this is not a recognised profession - the VEE already planned to hire Vet Technicians since 2025 fall. Veterinary students are trained in nursing care and are active participants in the clinical work-up and management of clinical cases.

5.3.2. Analysis of the findings/Comments
The absence of formal Veterinary nurses (Vet technicians) in the VEE likely means there is an over-reliance on Veterinary students in the supply of Veterinary nursing. This is however, good in terms of students developing practical nursing skills within their course. The students are active participants in the clinical workup of patients, including a problem-oriented diagnostic approach together with diagnostic decision-making.

5.3.3. Suggestions for improvement
None.

5.3.4. Decision
The VEE is compliant with Standard 5.3.

Standard 5.4: Medical records for patients seen intra- and extra-murally 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.

5.4.1. Findings
The VEE hospital reception manages all patient-related records. Outside of core hours, the residents set up these records. There is a computerised database that stores these records called HISVET. Diagnostic and X-ray results are included in these records. The HISVET system is also used to record all cases seen by the ambulatory clinical.
Animal treatments at the Gayoso Castro farm facility are recorded in the on-farm informatics system, thus ensuring compliance with requirements of the farm as a food-producing facility.

5.4.2. Analysis of the findings/Comments
The HISVET system is available online, and students have access while enrolled in relevant subjects. Reports of all imaging techniques (X-ray, US, CT and MRI) and their main relevant images are integrated in the HISVET clinical personal history for every patient by the DI department clinical staff, but complete studies in DICOM format are not available (HISVET is not a PACS/RIS intended system). Some results in DICOM are also incorporated for practical training in Diagnostic Imaging and Hospital Rotation subjects, as well as in the Clinical Skills Laboratory DICOM station.
The HISVET system is a bespoke system developed by the VEE to meet the needs of the VEE. Cases are retrievable by all users. Students are able and allowed to retrieve these reports and processed images but not the original data.
It is commended that the reports of cytology, histopathology, necropsy and partial relevant DI images are integrated into the HISVET clinical personal history for every patient by the staff of each service.

5.4.3. Suggestions for improvement

None.

5.4.4. Decision
The VEE is compliant with Standard 5.4.

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.

6.1.1. Findings
Course schedules and student groups are managed through the Xescampus platform.
The USC ensures up-to-date physical and digital resources for the entire university. Lugo's campus library (Intercentrum library) offers annual courses about library resources and tools (1 ECTS each from basic to advanced courses). In addition, the USC library offers online and personal courses to work with learning resources and use bibliographic tools. Training courses are also available for the teaching staff for the use of the Moodle platform (managed by the Staff Training Centre) with 24/7 access.
The VEE has two innovation groups focused on technological advancements in education, including the "Clinical skill Lab" and "3D Virtual classroom", aligning with the "never the first time on a live animal" principle.
According to Table 3.1.5, language courses are proposed as optional courses (max 6 ECTS).

6.1.2. Analysis of the findings/Comments
The VEE provides adequate, suitable, state-of-the-art and timely accessible resources to the students and teachers.
Most students can communicate in basic English, but could take advantage of mandatory language courses (scientific publication, especially for their end-of-degree study).

6.1.3. Suggestions for improvement
None.

6.1.4. Decision
The VEE is compliant with Standard 6.1.

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).

6.2.1. Findings
The Intercentrum (Lugo's campus) library has 16 full-time support staff and 10 library assistants, providing 362 days/year and 75 hours/week service, including weekends and holidays.
The equipment, including PC's, is sufficient since most students use their personal material. The Wi-Fi network is easily available. Two computer rooms (with 22 PCs each, including software for teaching use) are freely accessible for students at the VEE.
All procedures of access and the use of learning resources are explained to the first day of the academic year during the welcome session.

6.2.2. Analysis of the findings/Comments
The VEE provides adequate, suitable, state-of-the-art and timely accessible resources to the students and teachers.

6.2.3. Suggestions for improvement
None.

6.2.4. Decision
The VEE is compliant with Standard 6.2.

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.

6.3.1. Findings
Students have access to print (borrow books) and electronic resources with their library card. The library has several copies of the most requested titles, especially for the first year. The use or non-use of the collection and data is analysed yearly and evaluated in the Library Committee, including alignment with the pedagogical and learning outcomes and needs.
A Teaching and Innovation working group (> 20 teachers) oversees the organisation and supervision of the Clinical Skill Lab. A specific virtual classroom has been created, providing information and help. Access is possible for 2 hours on all teaching days. Guides with videos have been developed for all models and mannequins. A record is kept of students' use of the different models.
A virtual practice is in development in the skill lab, allowing students to train under realistic conditions.

6.3.2. Analysis of the findings/Comments

Very well-developed resources and support for the students, especially for the Clinical skill lab. The recent and rapid development of the skill labs and the acquisition of adequate models in production and companion animals is outstanding.

6.3.3. Suggestions for improvement
The models could be used as part of the assessment of the progress in clinical skills (OSCE sessions).

6.3.4. Decision
The VEE is compliant with Standard 6.3.

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.

7.1.1. Findings
The VEE's website provides general information about the VEE as well as information on the veterinary curriculum, including student admission, progression and certification for all national and international students. Such information as tuition fees, academic calendar, subject programmes, schedules and staff are given. In addition, collaboration with other VEEs are published. The University of Santiago de Compostela's website provides general and updated information on admission, courses, scholarships and grants as well as on students' welfare. The University's Information Office offers information related to the pre-registration process.

7.1.2. Analysis of the findings/Comments
The VEE has a well-developed system for information about enrolment and the student "life cycle".

7.1.3. Suggestions for improvement.
None.

7.1.4. Decision
The VEE is compliant with Standard 7.1.

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.

7.2.1. Findings

A total of 117 students were admitted in 2023/2024, and the mean number of students admitted in the last three years is 113. The mean number of 1st, 2nd, 3rd, 4th and 5th year students registered at the VEE was 135, 128, 124, 135 and 173, respectively. A total of 111 students graduated from the VEE in 2023/2024, and the mean number of graduated students in the last three years was 95,7. Around 47% of students graduate on time, 31% have an additional year, 17% have 2 additional years, and 5% have more than 3 additional years.
Access to the VEE's veterinary curriculum of 2011 is regulated by a *numerus clausus* of 110 students which is based mainly on the VEE's resources for staff, buildings, equipment, animals and animal-derived materials. The VEE's annual QA follow-up report analyses whether resources are sufficient to cover the needs of the curriculum. This report is approved by the VEE's QA committee.

7.2.2. Analysis of the findings/Comments
The annual uptake of students exceeds the number of students which can be accepted based on the available resources by 6% in 2023/2024. The number of students who graduate each year has increased considerably in 2023/2024. The number of registered students for each of the curriculum's 5 years exceeds the annual uptake as a consequence of the fact that more than half of the students take more than 5 years to graduate. The proportion of more than half of the students taking more than 5 years to complete their studies is surprisingly high.

7.2.3. Suggestions for improvement
Although the delay in graduation of a significant number of students is quite a diffuse phenomenon at national level, it is suggested that the VEE should try to better identify the reasons in order to suggest more effective changes to improve the situation.

7.2.4. Decision
The VEE is compliant with Standard 7.2.

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.

7.3.1. Findings
The admission procedure for the VEE's veterinary curriculum follows the Spanish Royal Decree 534/2024 and is thus the same as in all public universities in Spain. Students must have a baccalaureate certification or equivalent and must pass the Baccalaureate Assessment for University Access test. It consists of a general phase (maximum 10 points) and a subject-specific phase, in which natural science topics are prioritised (maximum 4 points). International students are accepted based on the average grade of their Secondary School studies. A certain percentage of places are reserved for applicants of specific groups such as disabled people (5%) and students can be enrolled part-time if working or personal circumstances occur. The

admission is managed by the Galician Interuniversity Commission (ABAU) and a specific selection committee for the admission of students to the VEE is not permitted according to Spanish law. All information on the student's application is published online on the University's Information Centre website. The results of the application are communicated personally to all applicants, and unsuccessful applicants can appeal their case to the ABAU examining board for revision.
The selection committee assesses the different examinations according to the general evaluation criteria adopted by the organising committee, as well as the specific correction and assessment criteria set out in the assessment guides that accompany each examination. The chair informs the designated selection committee members of the general evaluation criteria.

7.3.2. Analysis of the findings/Comments
Access requirements and the admission procedure to the VEE's veterinary programme are fully advertised and transparent. It follows the standard procedure for all Spanish public Universities and is based on a two-step access test which includes subjects of specific importance to the veterinary study. The VEE cannot influence the composition or training of the selection committee, and it has no influence on the selection committee's evaluation of the tests. Results of the prospective students' applications are published on-line and communicated directly to the applicants. An appeal procedure for unsuccessful applicants is established.
Several success indexes are published at the VEE website every year and are thus available to the ABAU selection committee. Most likely, such feedback has no influence on the composition and evaluation of the admission test as this is a general test for admission to several biological degrees.

7.3.3. Suggestions for improvement
None.

7.3.4. Decision
The VEE is compliant with Standard 7.3.

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.

7.4.1. Findings
Five percent of VEE's seats are reserved for disabled students. Students with special educational needs may have a personalised plan, which is adapted to their specific needs, for their veterinary study. In such cases, teaching and evaluation methods are designed so that they acquire the Day 1 Competences with the assistance and aided by the technical resources of the University's Inclusion and Participation Service. The policies and procedures for the accommodation of students with specific needs were established in 2010 and modified in 2025 by the USC Governing Council.

7.4.2. Analysis of the findings/Comments
There is an approved university policy and the organisational structures in place to ensure that people with disabilities and illnesses are accommodated in the veterinary study programme and

that adaptations to their specific needs are made and monitored. These procedures take into account that ESEVT DOCs are met.

7.4.3. Suggestions for improvement
None.

7.4.4. Decision
The VEE is compliant with Standard 7.4.

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.

7.5.1. Findings
The progression criteria and procedures are decided by the governing bodies of the USC and the relevant regulations, and their interpretation are available at the USC website. In addition, the VEE informs first-year students about the progression rules during the orientation session and publishes a curriculum digest for the first year with a summary of the progression rules.
In brief, first year veterinary students must pass at least one compulsory subject to continue their studies. If this requirement is not met, the student is re-enrolled and must obtain at least 30 ECTS of compulsory subjects. Students are not allowed to continue their veterinary study if this requirement is not met. Students who continue their studies with failed subjects must enrol in all pending subjects, but enrolment for more than 75 ECTS annually is not accepted. There is a minimum requirement of 219 ECTS to enrol in the EPT and rotations. Only students that have passed all the subjects of the veterinary degree can submit their End-of-degree Project. There are specific regulations for withdrawal from exam calls and for the fourth exam call.
The VEE offers a Peer Tutor Programme (from 2nd year onwards), a Support Programme for Students at Risk of Dropping Out, in which the Vice-Dean of Academic Organisation offers individual advice, and extraordinary tutorial support on specific subjects. The academic staff have a specific tutoring schedule.
The VEE monitors the attrition and progression, and the mean drop-out rate is 6% over the last 3 years. Some drop-out are caused by students that transfer to other veterinary universities closer to their place of residence or that shift to other health-related degrees such as medicine.

7.5.2. Analysis of the findings/Comments
The VEE does monitor attrition and progression and there are mechanisms established that provide support for students that are not performing adequately. There is no mechanism for the VEE to change admission or progression criteria as these are determined at a higher level than the VEE.

7.5.3. Suggestions for improvement
None.

7.5.4. Decision
The VEE is compliant with Standard 7.5.

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.

7.6.1. Findings
Students are not allowed to continue their veterinary study if they obtain less than 30 ECTS after re-enrolling to the first year. If these are not passed, the student will not be able to continue their veterinary studies at USC for the next five academic years. Students who continue their studies with failed subjects must enrol in all pending subjects. Each student has a maximum of 8 opportunities to pass each subject; if the opportunities for a subject are exhausted, they will not be able to re-enrol in that subject at USC.
There is a minimum requirement of 219 ECTS to enrol in the EPT and rotations. Only students who have passed all the subjects of the veterinary degree can submit their End-of-degree Project. Further, provision of false information during the admission process, non-payment of taxes or a disciplinary sanction may cause exclusion.
There is a clearly defined procedure for handling appeals on examination results, including a specific appeal committee appointed by the dean/director for each appeal. Appeals on the operation of teaching, administrative or support services are handled by the Office for the Analysis of Complaints at USC. This body also proposes changes to measures to procedures to minimise complaints. This Office works according to the procedures of Spanish law and under the responsibility of the Rector of the USC. Decisions can be appealed to the Spanish courts. The procedure for managing appeals is available on the USC website.

7.6.2. Analysis of the findings/Comments
The mechanisms for exclusion are explicit and publicly available. The VEE's policies for handling appeals on exam results, admission and teaching as well as administrative or support services, is also transparent and publicly available.

7.6.3. Suggestions for improvement
None.

7.6.4. Decision
The VEE is compliant with Standard 7.6.

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).

7.7.1. Findings

The USC Psychological Support Unit in Santiago de Compostela provides support to students in need of psychological support. The USC Inclusion and Social Participation Service coordinate voluntary activities and promotes the integration of students with special needs. The Student Grants and Service Department provide actions that favour the reconciliation of work, personal and family life. The VEE organises several meetings annually on professional guidance and job opportunities. Students may present their problems to the Protector of the University Community, who acts as mediator and conciliator when required. There are several student organisations that are essential for creating a supportive and inclusive environment that promotes the overall well-being of students.

7.7.2. Analysis of the findings/Comments

The VEE does provide support for the physical, emotional and welfare needs of the students, including those specific to disabled students. In addition, there is a clearly defined procedure for dealing with grievances, including interpersonal conflicts and cases of harassment, as such events are considered in the procedure described in 7.8 for handling complaints.

7.7.3. Suggestions for improvement

A Lugo-based USC Psychological Support Unit, with several weekly opening hours that are clearly advertised on the VEE's website, should be considered because students with psychological challenges may not have the resources to travel to Santiago de Compostela. Information about available psychological help should be widely spread among all students. This would supplement the currently well-functioning and commendable tutoring system described in 7.5.

7.7.4. Decision

The VEE is compliant with Standard 7.7.

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.

7.8.1. Findings

The Dean's Executive Board together with the Dean analyse, resolve and inform the relevant parties in case of communication received via the VEE's website' "Complaints and suggestions" link or directly to the Dean. The annual VEE's QA Committee evaluates reasons for claims/complaints and the results. Meetings are held with student representatives to discuss aspects of the VEE's functioning. Suggestion systems are kept anonymous and complaints can be submitted anonymously.

7.8.2. Analysis of the findings/Comments

There are mechanisms for conveying needs and wants online as well as personal channels to contact the VEE's Dean or the Dean's Executive Board, as well as student representatives in both

VEE's Faculty Board and committees that can raise the matter. This also enables students to raise comments and complaints about the VEE's compliance with national and international legislation and the ESEVT standard.

7.8.3. Suggestions for improvement
None.

7.8.4. Decision
The VEE is compliant with Standard 7.8.

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.

8.1.1. Findings
The assessment process is based on a quality process included in the FVL QA Process Manual to guarantee objectivity and fairness in the assessment.
The assessment strategy is integrated into the SGC's transparency plan and involves continuous evaluation and final exams. Continuous assessment activities have a weight of no less than 20% of the grade, and final exams do not exceed 80%.
Different assessment methods are used to select the best one for evaluating theoretical knowledge and practical skills. Soft skills assessment uses rubrics with grading criteria for different levels of performance.
The Faculty Board is in charge of the approbation of the programme of each subject in terms of the inclusion of assessment periods, the methodology and grading criteria. The exam calendar is established with the consensus of the representatives of the students.
There is one exam by semester and one second session per year.
The validation of certain skills is essential for students to progress in the curriculum and students are aware of that.

8.1.2. Analysis of the findings/Comments
The VEE has a clear assessment strategy to ensure coherence of the overall assessment regime based on a QA process.
The coordination between subjects allows for continuous progression of student competences, which is monitored by various assessment methods.

8.1.3. Suggestions for improvement
None.

8.1.4. Decision
The VEE is compliant with Standard 8.1.

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.

8.2.1. Findings
Assessment criteria and procedures of each module/course are detailed by the academic staff on the website of the VEE or in the virtual classroom.
The Resolution of June 15, 2011 (DOG, July 21, 2011), amended by the Resolution of April 5, 2017 (DOG, May 8, 2017), regulates the assessment of students' academic performance. The cut-off score is 5.
The VEE has developed a document which represents the minimum standard required for veterinary undergraduates by the time of graduation. It established barrier assessment which are compliant with day one competences.
The publication of the exam results must be communicated to students maximum of 15 calendar days after the exam. 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.
A review period is organised no later than 10 days after the publication of the grades to address feedback to students (individual or collective). Methods to provide feedback vary, based on the type of subject programmes.
Students have the possibility to contest results; the dean may decide on the dismissal of the claim and students may appeal the decision to the rector.

8.2.2. Analysis of the findings/Comments
Assessment procedures are indicated on the website for each module and communication of the exam results is made quickly after the exam.
Students receive feedback on the results of their exams and have the right to appeal.

8.2.3. Suggestions for improvement
None.

8.2.4. Decision
The VEE is compliant with Standard 8.2.

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.

8.3.1. Findings
Depending on the USC calendar, Subject Coordinators and teachers are expected to update the

evaluation criteria and the assessment system. Then, the Veterinary degree Committee checks that the programmes comply with the curriculum, including the assessment strategy. After approval by the Department Board, the programmes are finally approved by the Faculty Board. Then all information is published on the website before May 30 or before the start of the registration period (Resolution of June 2011). Students are involved in all the process.
Assessment systems used, are described in detail for each subject in its programme on the website.
The VEE has a process to adapt the assessment at the end of the semester when deficiencies or anomalies are detected. Students are included in the process and could give their points of view.

8.3.2. Analysis of the findings/Comments
Assessment strategy is guided by a comprehensive procedure including reviewing assessment outcomes, change assessment strategies and ensuring the accuracy of the procedures when required.

8.3.3. Suggestions for improvement
None.

8.3.4. Decision
The VEE is compliant with Standard 8.3.

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.

8.4.1. Findings
The competences and learning outcomes that the student must acquire are checked at the end of semester by the coordination working group under the supervision of the Veterinary degree and QA Committees.
Students are encouraged to take an active role in their own learning through a variety of active teaching activities: progressive projects that include thinking-based learning, flipped classroom, project-based learning, cooperative learning, gamification, design thinking, and problem/case-based learning.
Finally, students have access to a portfolio-type document that enables them to track their progress.

8.4.2. Analysis of the findings/Comments
The VEE is able to certify student achievement of learning objectives at the level of the programme and individual units of study.
Students are visibly involved in their learning process and use the provided tracking systems.

8.4.3. Suggestions for improvement
None.

8.4.4. Decision

The VEE is compliant with Standard 8.4.

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.

8.5.1. Findings

Clinical skills are assessed using formative and summative assessments based on continuous assessment and implementation of Direct Observation of Procedural Skills (DOPS) with grading of student performance based on rubrics.

Teachers are expected to improve students' performance by their supervision and feedback.

Concerning the assessment of the hospital clinical rotation, teachers have a portfolio enabling them to track the acquisition of student skills. This portfolio is normally consistent with the student logbook. Students are required to make clinical case presentations.

The assessment methodology for the Clinical and Non-Clinical Internships is based on the practical training report from the professional tutor, which includes assessment of student performance through the application of a specific rubric, and a report from the student that is assessed by the academic tutor through the application of another specific rubrics.

Finally concerning the End-of-degree Project, students are assessed on the quality of their production and on their public defence by a specific examining committee.

The VEE has initiated a logbook revision process, which will finish in 3 years and will be used for the future modification of the 2011 curriculum.

The VEE's action plan includes a curriculum review process with a strategic line: "Planning of teaching and development of student-centred education oriented to their future professional activity".

8.5.2. Analysis of the findings/Comments

Students are continuously assessed during practical hours and are well aware of the learning outcomes they must achieve and competences they must obtain.

The student logbook is efficiently used by teachers and students to assess the acquisition of competences.

8.5.3. Suggestions for improvement

None.

8.5.4. Decision

The VEE is compliant with Standard 8.5.

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.

9.1.1. Findings

Teaching staff at the VEE are recruited in response to the identification of needs by the HR section within the University. There is a consolidated formal training programme for teaching staff (Teacher Training and Innovation Programme).
Nineteen specialists work at the FVL, 12 of whom are EBVS diplomates: four EVPC, four ECAAH, one ECVS/ACVS/ACVSMR, one ECVDI, one ECAR and one ECAWBM. Another seven staff members working at the HVURC are Spanish specialists.
There are also 3 staff following three 3-year Spanish specialisation programme in Internal Medicine (two, one in the 3rd year and one in the 1st year), and one in Diagnostic Imaging, in the 1st year.
The HVURC is recognised as a training area for the Animal Welfare and Behavioural Medicine at EBVS college. In addition, there are two residents in two alternative EBVS programmes*: European College of Aquatic Animal Health* and *Veterinary Parasitology College*.

9.1.2. Analysis of the findings/Comments

The total FTE of teaching staff and those that are veterinarians provide a sufficient ratio relative to numbers of students graduating each year. Within the teaching staff 67 to 72% are veterinarians.

9.1.3. Suggestions for improvement

None.

9.1.4. Decision

The VEE is compliant with Standard 9.1.

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, Standard 9.1.

9.2.1. Findings

In Spain it is mandatory that all University teaching staff are accredited by the national or regional QA agency that is a member of ENQA. There is a consolidated formal training programme for teaching staff (Teacher Training and Innovation Programme). Academic staff receive appropriate training in teaching and assessment.

Support staff are either laboratory technicians or administrative support staff. Technical support staff have received vocational training to enter this role. There is training provided as required for support staff. Support staff do not directly undertake teaching activities.

9.2.2. Analysis of the findings/Comments

Number, qualification and skills of teaching, technical administrative and support staff is adequate. All teaching staff receive an adequate training to develop effective teaching skills.

Most academic staff can communicate in basic English but could take advantage of mandatory language courses (scientific publication) to enhance their effectiveness in carrying out their duties.

9.2.3. Suggestions for improvement

It is suggested that training to improve English proficiency amongst some of the academic staff would be of considerable benefit to the VEE.

9.2.4. Decision

The VEE is compliant with Standard 9.2.

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.

9.3.1. Findings

Opportunities for the development of staff are present. There is also a balance in workload between teaching, research, and administration. Tenured staff posts are required to have a maximum of 240 hours of teaching per academic year, with fewer for non-tenured and other teaching positions. Didactic and pedagogic training and specialisation opportunities are available. There is no award system in place for excellence in teaching, but minimum requirements are in place overseen at a National level to be graded as eligible for promotion opportunities. There are clear balances in workload expectations and active researchers have opportunities to publish and participate in scholarly activities.

9.3.2. Analysis of the findings/Comments

There are clear balances in workload expectations and active researchers have opportunities to publish and participate in scholarly activities.

9.3.3. Suggestions for improvement
None.

9.3.4. Decision
The VEE is compliant with Standard 9.3.

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.

9.4.1. Findings
Opportunities are present for promotion for all staff categories. There are also opportunities for mobility and for involvement in decision-making processes.
Teaching and support staff are involved in management and decision-making at various levels/committees within the VEE.
There are well-defined programmes in place for the professional growth and development of the more junior teaching staff. Formal appraisal occurs for all staff.

9.4.2. Analysis of the findings/Comments
There are promotion opportunities for staff with emphasis on all aspects of teaching, research, service and other scholarly activities.

9.4.3. Suggestions for improvement
None.

9.4.4. Decision
The VEE is compliant with Standard 9.4.

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.

9.5.1. Findings
Towards the end of each semester, the University invites students to participate in online surveys for teaching evaluation. Typically, these receive approximately a 50% response rate. The VEE also coordinates (Vice-Dean of Academic Organisation and Students) and prepare a report on the satisfaction of students and teachers locally by getting student groups to meet as focus groups and agree on specific feedback. This report is analysed by the Veterinary degree

committee and included in the follow-up Veterinary degree report.

9.5.2. Analysis of the findings/Comments
There are systems in place for student feedback and evaluation of teaching and modules in each semester.

9.5.3. Suggestions for improvement
It is suggested that the VEE enhance the feedback loop to students to ensure they are fully informed of actions taken in response to their feedback on modules.

9.5.4. Decision
The VEE is compliant with Standard 9.5.

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).

10.1.1. Findings
The VEE integrates research into veterinary education, giving students exposure to scientific advancements throughout their studies. Research is conducted by 22 groups with 196 members, including 139 PhD-holding researchers, 37 PhD students, and 20 support staff. The VEE has well-equipped laboratories, multidisciplinary research centres, and specialised animal housing. Funding for research, a total of €1.8 million in 2024, comes from international, national, and regional sources, including the European Commission, the Government of Spain, and the Government of Galicia. Research focuses on preclinical science, food science, and clinical sciences.
Postgraduate education includes PhD and residency programmes, with 102 PhD students enrolled in 2024 and 95 PhD theses completed in the past three years. The Veterinary Internship and Residency (VIR) programme has 13 residents specialising in companion animals and two in equine and production animals, alongside residencies in Veterinary Parasitology, Animal Welfare, and Aquatic Animal Health. Continuing education includes professional development courses, scientific meetings, and seminars.
Undergraduate students engage in research through End-of-Degree Projects, scholarship programmes, and AgroMar activities, with 81 students participating between 2021 and 2024. Research is incorporated into clinical case studies and practical education, managed by independent research groups under Campus Terra's oversight. External evaluations by ACSUG and ANECA, along with student feedback, help refine research and education programmes. Students can join research activities through Clinical Internships, Non-Clinical Internships, and Elective Extramural Practicum. After completing 90 ECTS, they can participate in the Optional Extracurricular Practical Training programme, which runs on holidays and weekends at various institutions, including research groups. The VEE Pig and Ruminant Classrooms provide further

connections with research teams.
The AgroMar association, consisting of predoctoral and postdoctoral researchers, plays a key role in scientific outreach and organises events like European Night of Research (G-Night), DivúlgaT, Roteiros Científicos, and Pint of Science Festival. Veterinary students are encouraged to participate in these activities to explore ongoing research at the VEE. A recent initiative, Xoves de Ciencia e Cañas (Thursdays of Science and Beers), fosters collaboration on the Lugo campus through informal talks for both researchers and the public. This event, in partnership with AgroMar, helps students discover research opportunities, potential thesis topics, and available grants while strengthening ties between different research fields.

10.1.2. Analysis of the findings/Comments
The VEE takes a dynamic approach to integrating research into veterinary education with sufficient infrastructure, diverse funding, and over 20 active research groups students are introduced to scientific methods early through projects, internships, and outreach programmes like AgroMar. Research is embedded into both clinical and non-clinical learning, aligning with the One Health perspective.
Postgraduate education is robust, offering specialised PhD and residency tracks, while continuing education supports lifelong learning. External evaluations and student feedback ensure quality and relevance. The VEE's commitment to hands-on research, academic excellence, and cross-disciplinary collaboration prepares students for future roles in science and veterinary practice.

10.1.3. Suggestions for improvement
None.

10.1.4. Decision
The VEE is compliant with Standard 10.1.

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.

10.2.1. Findings
Students at the VEE are introduced to research early, engaging in observation, experimentation, and analysis across their studies. Scientific evidence and research methods are integrated into clinical training, encouraging evidence-based decision-making. Faculty actively share their research, fostering a scientific mindset among students. The End-of-Degree Project is a key requirement, ensuring all students participate in research during their final semester. To build research skills, students receive formal training in bibliographic searches, scientific methods, and research techniques. The Intercentrums Library offers specialised courses on scientific writing and database management, and an elective course provides guidance on drafting, writing, and presenting scientific papers. Throughout their studies, students apply evidence-based medicine in clinical case studies, hospital rotations, and patient evaluations, reinforcing their ability to critically assess and apply scientific literature. The EPT also allows students to choose research-related activities. From preclinical to clinical subjects, students develop research skills through deductive thinking, experimentation, and analysis of results. The curriculum emphasises lifelong learning, ensuring graduates maintain expertise and

competence throughout their careers. Faculty incorporate their own research insights into teaching, motivating students to adopt a scientific approach to veterinary practice.

10.2.2. Analysis of the findings/Comments

The VEE embeds research into veterinary education from the start, promoting a foundation in scientific thinking and evidence-based practice. Through structured training, hands-on projects, and exposure to faculty research, students gradually build research competence across preclinical and clinical stages. The End-of-Degree Project ensures every student engages in research, while elective courses and library resources further support scientific skill development. By integrating research into case studies and clinical rotations, the VEE fosters critical thinking and lifelong learning, preparing graduates to make informed, science-based decisions in their professional careers.

10.2.3. Suggestions for improvement

None.

10.2.4. Decision

The VEE is compliant with Standard 10.2.

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.

10.3.1. Findings

The VEE provides a range of postgraduate programmes, PhD degrees, residencies, and continuing education courses. Residency programmes, run through the veterinary hospital, cover companion animals, large animals, parasitology, and aquatic health. Veterinary Internship Residents (VIRs) are contracted by the hospital and receive training through clinical rounds, residency sessions, and seminars. Postgraduate students also contribute to undergraduate education by assisting in clinical rotations. Continuing education courses provide professional training in areas like clinical practice, animal production, food safety, and public health. Developed in collaboration with professional organisations, alumni, and industry partners, these courses address emerging needs, such as wildlife, aquaculture, and public health. Programmes include Master's degrees (60–120 ECTS credits), e.g., USC Master's in Milk Production. Specialisation diplomas (30–59 ECTS credits) and expert diplomas (15–29 ECTS credits), such as Large Animal Hospital Care and Pet Hospital Care. Short courses (<15 credits, micro-credentials), covering topics like animal health, fish pathology, and pig necropsy techniques. Courses and seminars are organized by research groups, student associations, and external partners. The VEE collaborates by providing facilities and allowing free attendance for the university community. Examples include: Industry events, such as the FATRO Pig Production Day and Dairy Cattle Technical Days. Workshops and technical courses, including Welfare Quality Protocol Training and Laparoscopic Surgery Courses. Conferences, like the Wildlife Congress (VEE-AENDA) and the Congress of Clinical Ethology (GUECA). The VEE aims to expand postgraduate education, introducing new master's degrees and specialisation courses aligned with professional needs. The Spanish Conference of Deans, in collaboration with the Veterinary Professional Association, is developing national postgraduate training for species-specific specialisations. The equine programme is well advanced, with a small animal programme in

development, both incorporating a micro-credential system leading to a master's degree.

10.3.2. Analysis of the findings/Comments

The VEE offers a broad range of postgraduate options and continuing education. These programmes cover academic research, clinical training, and professional development, with some postgraduate trainees also supporting undergraduate education. Residencies focus on various areas like companion animals, parasitology, and aquatic health, while continuing education addresses both traditional and emerging topics. Courses are developed in collaboration with professional bodies and industry partners, keeping them relevant to current practice. The VEE is planning to expand its postgraduate offerings, including species-specific specialisations. While the structure is diverse and responsive, ongoing updates may be needed to keep pace with professional demands and regulatory changes.
Only a few EBVS residency programmes are in place.

10.3.3. Suggestions for improvement

Currently, the VEE's requirement for the PhD degree includes the publication of three scientific articles, with at least one appearing in a Q1-level journal. However, there is no requirement for the candidate to hold first authorship on any of these publications.
To help strengthen the programme and more clearly reflect each candidate's individual contribution, it might be worth considering a requirement for first authorship on at least one of the three articles. This would be a way to show that the candidate has the ability to lead on a research project from the initial idea all the way through to publication.
In order to improve the quality of clinical activities, the VEE should increase the opportunities of available EBVS residency programmes.

10.3.4. Decision

The VEE is compliant with Standard 10.3.

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.

10.4.1. Findings

The VEE ensures that research supports student training and staff development. Staff are guiding students through projects like the End-of-Degree Project. Students engage in research through assignments requiring information searches and critical analysis, always supervised by faculty. They also receive research training via courses offered by the Library, Campus Terra, and VEE. Many students choose experimental End-of-Degree Projects, often followed by non-clinical internships in research groups. Some continue as PhD students at the VEE. Research groups operate independently but receive technical support from the university. Campus Terra supports interdisciplinary collaboration through "Grouped Programmes," which stabilise research staff, encourage resource sharing, and ensure economic and personnel sustainability. The Campus Terra Committee coordinates research, development, and innovation, and promotes collaboration, including predoctoral and postdoctoral contracts. The PhD programmes are managed by the Doctorate Programme Academic Committee under EDIUS and the doctoral schools, ensuring quality and planning. Although research evaluation is not a faculty-level responsibility in Spain, high standards for university teaching positions mean all new hires hold

a PhD and have quality publications. Research outcomes are integrated into teaching and are widely recognised. There are over 150 researchers across environmental, animal, and human health. The centre will improve coordination and collaboration among existing groups. Thematic conferences involving Campus Terra and institutions like Lucus Augusti University Hospital are also being organised around One Health topics, with more planned. There is strong collaboration at Campus Terra and VEE in fields such as microbiology, pharmacology, nutrition, food science, surgery, and robotics. Continuing education courses led by faculty often include satisfaction surveys, while external course providers handle their own evaluations.

10.4.2. Analysis of the findings/Comments

At the VEE, research is closely tied to student learning and staff development. Students are introduced to research early through coursework, the End-of-Degree Project, and optional internships, with some continuing into PhD programmes. While research groups operate independently, institutional support and coordination through Campus Terra help maintain alignment with academic goals. Quality assurance is handled by a network of committees that oversee research, postgraduate education, and continuing training. This ensures research remains relevant and well-integrated into teaching. Although formal research evaluation is not conducted at the faculty level, high national standards for academic staff help maintain research quality. Plans to establish a One Health centre and ongoing interdisciplinary collaboration reflect the VEE's efforts to strengthen its research environment.

10.4.3. Suggestions for improvement

None.

10.4.4. Decision

The VEE is compliant with Standard 10.4.

ESEVT Indicators

	Name of the VEE:	**Veterinary Faculty of Lugo, Campus Terra, University of Santiago de Compostela, Spain**			
	Name & mail of the VEE's Hea	**Prof Gonzalo Fernández Rodríguez gonzalo.fernandez@usc.es**			
	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	109,88333
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	7254,6667
11	n° of individual ruminant and pig patients seen intra-murally	295	151	273	239,66667
12	n° of equine patients seen intra-murally	240	285	526	350,33333
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

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 graduat	77,263	67,37	44,01	33,253
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of studer	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	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				

Findings

All Indicators are above the minimal values except I16, which is slightly below the minimal value.

Analysis of the findings/Comments

The relatively low number of equine necropsies was related to some difficulties related to the transport and entrance of animals weighing more than 400 kg into the necropsy room. However,

to resolve this problem, the VEE has already modified (December 2024) the unloading dock of the necropsy hall so that now it is possible to unload horses weighing more than 400 kg. The number of horse necropsies in the first three months of 2025 has risen to 10 (see also section 5.1.2.).

Suggestions for improvement
None.

ESEVT Rubrics (summary of the proposal from the Full Visitation Team regarding the compliance of the VEE for each ESEVT Standard, i.e. (total or substantial) compliance (C), partial compliance (PC) (Minor Deficiency) or non-compliance (NC) (Major Deficiency))

Area 1. Objectives, Organisation and Quality Assurance Policy	C	PC	NC
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.**	X		
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 teaching 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.**	X		
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.	X		
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.**	X		
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. **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.**	X		
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.**	X		
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.	X		
Area 2. Finances			
Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).	X		
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.**	X		
Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	X		
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	X		

2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in the ESEVT SOP Annex 2. **This concerns:** – **Basic Sciences** – **Clinical Sciences in companion animals (including equine and exotic pets)** – **Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)** – **Veterinary Public Health (including Food Safety and Quality)** – **Professional Knowledge (including soft skills, e.g. communication, 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.** **3.1.1. General findings**			
3.1.2. Basic sciences	X		
3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)	X		
3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)	X		
3.1.5. Veterinary Public Health (including Food Safety and Quality)	X		
3.1.6. Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills)	X		
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.**	X		
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.**	X		
Standard 3.4: The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must: – **determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum** – **oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes** – **perform ongoing reviews and periodic in-depth reviews of the curriculum (at least every seven years) by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned** – **identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.**	X		
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.**	X		

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.			
Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (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.**	X		
Standard 3.7: Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.	X		
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.	X		
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.**	X		
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** **– be designed to enhance learning**		X	
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.**	X		
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.	X		
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.		X	
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.	X		
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.	X		
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.	X		
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.**	X		
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.	X		
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.	X		
Standard 5.4: Medical records for patients seen intra- and extra-murally 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.	X		
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.	X		
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).**	X		
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.	X		
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.**	X		
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.	X		
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.**	X		
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.	X		
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.**	X		
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.**	X		
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).**	X		
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	X		

complaints regarding the compliance of the VEE with national and international legislation and the ESEVT Standards.			
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.	X		
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.**	X		
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.	X		
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.**	X		
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.	X		
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.**	X		
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, Standard 9.1.**	X		
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.**	X		
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.**	X		
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.	X		
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).	X		

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.	X		
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.	X		
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.	X		
C: (total or substantial) compliance; PC: partial compliance; NC: non-compliance			

Executive Summary

The Veterinary Faculty of Lugo was initially established in 1882 but then closed in 1924. Founded again in 1984 as part of the University of Santiago de Compostela, it is currently located in the city of Lugo, region of Galicia, as a branch campus called Campus Tierra. The region, which has the status of an Autonomous Community, has a strong agro-zootechnical vocation.

The VEE offers 110 places for veterinary undergraduate study. The VEE also offers an MSc degree in "Genomics and Genetics" to 30 students, two PhD programmes, several residency and internship programmes.

The VEE received the first EAEVE evaluation in 1998 and, after the correction of some major deficiencies, obtained the approval status in 2002, which was renewed in 2008, and, after the revisitation of the 2018 visit, in 2021.

The SER was provided on time and written in agreement with the SOP 2023. Replies to the pre-visitation questions from the experts were provided before the start of the Visitation.

An observer from the Galician Agency for Quality Assurance (Axencia para a Calidade do Sistema Universitario de Galicia - ACSUG) has positively participated in the on-site visit.

The Liaison Officer did an excellent job adapting the Visitation schedule, searching for the requested information, organising relevant meetings and ensuring the health and safety of the visitors.

Several areas worthy of praise have been identified by the Visitation Team, i.e.:

- The QA-based development of teaching
- The management and overall organisation of the VTH
- The excellent facilities for practical teaching in Gayoso Castro dairy farm
- The VPH practical teaching activities provide students with excellent hands-on learning opportunities
- The excellent range of simulation activities of the skills laboratories and other models

Additional commendations are described in the Visitation Report.

The VEE is compliant with most ESEVT Standards.
However, two Minor Deficiencies have been identified by the Visiting Team.

- The VEE is partially compliant with Standard 4.3 because of suboptimal monitoring of building maintenance.
- The VEE is partly compliant with Standard 4.6 because of sub-optimal biosecurity procedures in large animal isolation unit.

The Visiting Team has not identified any area of Major Deficiency.

Additional suggestions for improvement are described in this Visitation Report.

Glossary

CCT: Core Clinical Training
D1C: ESEVT Day One Competences
EAEVE: European Association of Establishments for Veterinary Education
EBVS: European Board of Veterinary Specialisation
ECOVE: European Committee on Veterinary Education
EPT: Elective Practical Training
ESEVT: European System of Evaluation of Veterinary Training
ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area
FSQ: Food Safety and Quality
FTE: Full-Time Equivalent
HVURC: Hospital Veterinario Universitario Rof Codina (VTH)
IT: Information Technology
OSCE: Objective Structured Clinical Examination
PDCA: Plan Do Check Adjust
QA: Quality Assurance
SER: Self Evaluation Report
SOP: 2023 Standard Operating Procedure
VEE: Veterinary Education Establishment
VPH: Veterinary Public Health
VTH: Veterinary Teaching Hospital

Decision of ECOVE

The Committee concluded that no Major Deficiency had been identified.

The Veterinary Education Establishment (VEE) of the University of Santiago de Compostela (Lugo) is therefore classified as holding the status of: ACCREDITATION.