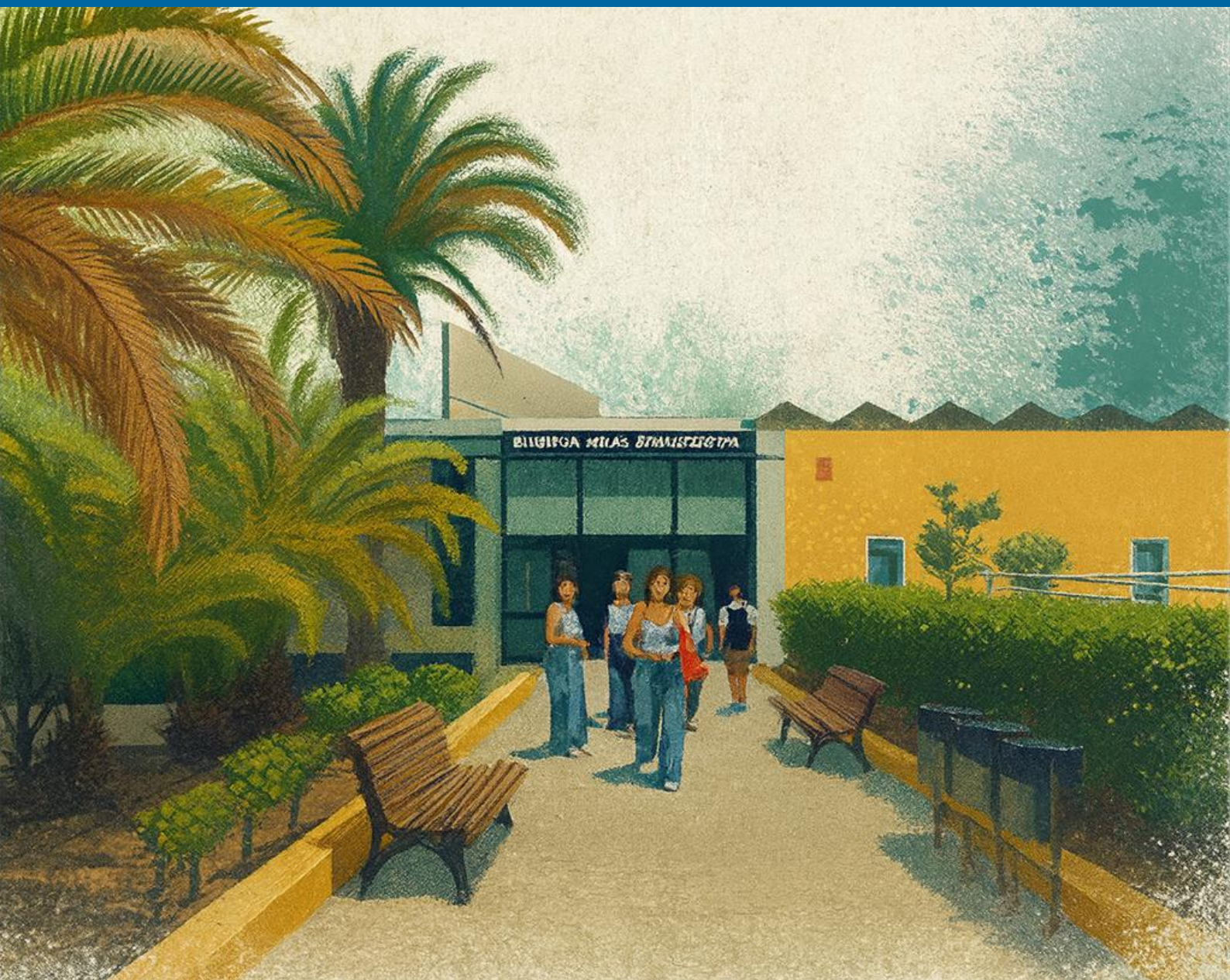




Veterinary Faculty ULPGC
Self-Evaluation Report (SER)
2025
1st-5th December 2025

AEVE	European Association of Establishments for Veterinary Education
EBVS	European Board of Veterinary Specialisation
ECOVE	European Committee on Veterinary Education
ECTS	European Credit Transfer and Accumulation System.
EQF	European Qualifications Framework
ESEVET	European System of Evaluation of Veterinary Training
FB	Faculty Board
F-PA	Food-producing Animal
FPCT	Science and Technology Park Foundation
FSQ	Food Safety and Quality
FTE	Full-Time Equivalent
FULP	University of Las Palmas Foundation
FVULPGC	Veterinary Faculty of the University of Las Palmas de Gran Canaria
JCR	Journal Citation Reports
MECES	Major Educational Categories
PATOE	Tutorial Action and Student Orientation Plan
PFDI	Training Plan For Teaching And Research Staff
POD	Teaching Allocation Plan
PTGAS	Support Staff
QA	Quality Assurance
QAC	Quality Assurance Committee
QAS	Quality Assurance System
RALOCA-ULPGC	Regulations for the Assessment of Learning Outcomes and Competencies Acquired by Students of the ULPGC
RRG	Recognised Research Groups
SECIVE	Spanish Society of Veterinary Surgery
SER	Self-Evaluation Report
SESN	Specific Educational Support Needs
SiS	Student Information Service
SOP	Standard Operating Procedure
TG	Teaching Guide
ULPGC	University of Las Palmas de Gran Canaria
ULPGCL	ULPGC Library
VEE	Veterinary Education Establishment
VPH	Veterinary Public Health
VTF	Veterinary Teaching Farm
VTH	Veterinary Teaching Hospital

Area 1. Objectives, Organisation and QA Policy

Standard 1.1: The VEE should have as its main objective the provision, in accordance with EU Directives and ESG Standards, of adequate, ethical, research-based and 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 should develop and follow its mission statement which should encompass the ESEVT Standards.

Description of the mission statement and the objectives

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

The mission of the FVULPGC is to serve as a higher education institution dedicated to providing high-quality education and comprehensive training in veterinary medicine. Its primary focus is the development of professionals who can meet society's evolving needs. The VEE is responsible for training experts in animal medicine, health, control, and production in livestock and fish farms. It also plays a key role in food hygiene and inspection, particularly for animal-derived products, as well as within the broader agri-food sector. Considering the island's unique context, FVULPGC emphasizes the importance of the marine environment in animal health issues. Additionally, the faculty is committed to training veterinarians for roles in animal recovery and protection centres, farms, and zoos. Finally, it aims to ensure specialized postgraduate education while offering advanced healthcare services that benefit the public.

The training programme is based on the European Directive 2005/36/EC (as amended by Directive 2013/55/EU), its Annex V.4.1 and the Spanish legislation in force (Order ECI/333/2008). In this way, the FVULPGC manages the curriculum, facilities, staff, learning resources and student assessment to ensure compliance and to ensure that all new graduates can function as veterinarians entering any branch of the profession and comply with the day one competences (D1C) defined by EAEVE. The [Verification Report](#) of the Degree in Veterinary Medicine of the FVULPGC (2011) contemplates the following objectives:

1. Knowledge of the sciences underlying the activities of veterinarians.
2. Sufficient knowledge of the structure and functions of healthy animals, their breeding and handling, reproduction and general hygiene, as well as their nutrition, including the technology applied in the manufacture and preservation of food that meets their needs.
3. Knowledge of animal behaviour, protection, and welfare, as well as the improvement of their production.
4. Knowledge of the production of animal products under optimal and economically profitable conditions and the assessment of their environmental impact.
5. Knowledge of the causes, nature, development, effects, diagnosis and treatment, prevention, and control of animal diseases, whether considered individually or as a group, particularly zoonoses.
6. Sufficient knowledge of preventive medicine.
7. Sufficient knowledge of hygiene control, inspection, and technology in the production and processing of animal foods, or foods of animal and plant origin, intended for human consumption, from primary production to the consumer.
8. Sufficient knowledge and application of legal, regulatory, and administrative provisions in all areas of the veterinary profession and public health, understanding the ethical implications of health in a changing global context.
9. Sufficient clinical and practical experience, carried out under appropriate supervision.
10. Development of professional practice with respect for other health professionals, acquiring skills related to teamwork, efficient use of resources, and quality management.
11. Identification of emerging risks in all areas of the veterinary profession.

The FVULPGC has an effective QAS, defined at three levels: university, regional government, and national level. These are detailed in more detail in the development of standard 1.4, and which has led to the completion of the VEE's institutional accreditation in 2024. This qQAS aims to ensure the quality of veterinary education and facilitate the generation of highly qualified graduates.

Finally, another key objective of the FVULPGC is to ensure that its graduates remain highly competitive in response to societal demands. To achieve this, the faculty not only offers postgraduate programs in collaboration with the ULPGC but also maintains a close partnership with COLVET-LPA. This collaboration includes specialized courses hosted at the VEE, which also allows final-year students to actively participate.

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

Details of the FVULPGC

FVULPGC was created in 1986, initially forming part of the University of La Laguna, but, following the creation of the ULPGC in 1989, it became part of the latter university. The FVULPGC is located on the Montaña Cardones University Campus, approximately 9 km from the city of Las Palmas. Details are described in Table 1.2.1.

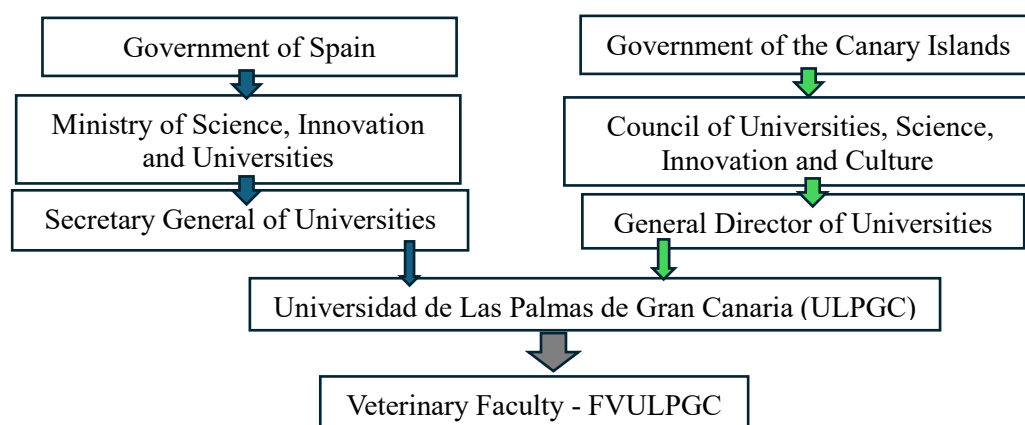
Table 1.2.1. Details of the FVULPGC

Name of the Faculty	Facultad de Veterinaria de Las Palmas
Address	Trasmontaña s/n, 35413, Arucas, Las Palmas
Phone:	+34 928451089
E-mail contact:	dec_fv@ulpgc.es
Website	https://www.vet.ulpgc.es/
Name of head of the Faculty:	Miguel Batista Arteaga
Official authority supervising the Faculty:	Lluís Serra Majem

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

The FVULPGC is part of the ULPGC, a public university composed of 16 faculties, 36 departments and 11 university research institutes. FVULPGC is integrated within the area of health and experimental sciences, together with medicine, physiotherapy and nursing. From an organizational point of view, the ULPGC depends on the Ministry of Science, Innovation and Universities, as well as the Ministry of Universities, Science, Innovation and Culture of the Autonomous Government of the Canary Islands (Figure 1.2.1.).

Figure 1.2.1. Flow of entities responsible for the FVULPGC within the hierarchy of the Spanish government and Government of the Canary Islands



The statutes of the ULPGC define the specific powers of Faculties, Departments and University Institutes. Within the framework of the ULPGC, the FVULPGC is responsible for organizing the teaching and other academic, administrative and management procedures leading to the award of the Degree in Veterinary Medicine

The unipersonal governing bodies of the FVULPGC defined in the ULPGC are the Dean, the Vice-Deans and the Academic Secretary. The Dean is the first authority of the VEE and acts as Director and day-to-day manager. The Vice-Deans direct and coordinate the activities of the VEE delegated to them by the Dean and substitute the latter in cases of absence or illness. The academic secretary is the official secretary of the VEE. Table 1.2.2. describes the members of the Dean's team (DT), as well as the assigned competencies.

Table 1.2.2. Dean's team (DT) of the FVULPGC

Team	Name
Dean	Miguel Batista Arteaga
Vice Dean of Academic Planning and Coordination	Soraya Déniz Suárez
Vice Dean of Students, Mobility and External Internships	Rubén S. Rosales Santana
Vice Dean of Quality and Equality	María del Pino Palacios Díaz
Secretary	Miguel Rivero Santana

The Dean is elected every six years by the Faculty Board (FB), composed of academic staff (62%), students (33%), and support staff (5%). The FB defines academic policy, approves teaching plans, and sets criteria for monitoring student training. It meets five to six times a year. According to Article 11 of the FVULPGC Internal Regulations, the FB organizes teaching and manages academic, administrative, and degree-related processes within the ULPGC's framework. It is also responsible for developing, approving, and ensuring compliance with the teaching organization plans for each degree.

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

Departments are the teaching and research units responsible for coordinating the teaching of one or more areas of knowledge in one or more centres, in accordance with the university's teaching program, supporting the teaching and research activities and exercising any other functions determined by the Statutes of the ULPGC. Within the FVULPGC, there is a macro-department (Department of Animal Pathology, Animal Production, Bromatology and Food Technology), while another 7 departments are also responsible for teaching in the Degree in Veterinary Medicine (Table 1.2.3.).

Table 1.2.3. List of departments at the FVULPGC

Department	Department's Head
Animal Pathology, Animal Production, Food Science and Food Technology	María Aguirre Sanceledonio
Morphology	María José Caballero Cansino
Clinical Sciences	Octavio Pérez Luzardo
Biochemistry, Molecular Biology, Physiology, and Immunology	Francisco Estévez Rosas
Biology	José Juan Castro Hernández
Chemistry	Jackie Jerónimo Harjani Saúco
Physics	Pablo Martel Escobar
Mathematics	Melchor González Dávila

The FVULPGC VTH (*Hospital Clínico Veterinario - HCV*) of the ULPGC is managed by the Science and Technology Park Foundation (FPCT) (managed by the ULPGC). The FVULPGC VTH's fundamental objective is the academic activity, both in terms of the comprehensive clinical training of Veterinary Medicine students and the clinical training of postgraduate students. It also actively promotes clinical research and the provision of specialized clinical care to society at large.

The governing bodies of the VTH are the Steering Committee and the Executive Committee. The Steering Committee is composed of the Rector and his team, FVULPGC Dean, VTH Director

and the Academic Coordinator of the VTH. Their primary role is to program, promote, coordinate, and supervise the activities carried out by the VTH. The VTH Executive Committee is composed of the Dean of the FVULPGC, the Director of the VTH, the Academic Coordinator, the Representative of the Small Animal Department, and the Representative of the Large Animal Department. Among other functions, the Executive Committee is responsible for developing the internal operating rules of the VTH. Table 1.2.4. describes the composition of the VTH Executive Committee.

Table 1.2.4. Composition of the VTH Executive Committee

Position	Name
Director HCV	Manuel Morales Doreste
Dean	Miguel Batista Arteaga
Academic Coordinator	Otilia Ferrer Quintana
Small Animals Area	Inmaculada Morales
Large Animals Area	Sergio Martín Martel

The VTF, located within the FVULPGC, is comprised of various facilities whose primary objective is to ensure that students receive adequate instruction in the fields of Veterinary Sciences, complementing the remaining faculty training provided on farms outside the VEE. The VTF also participates in the development of research activities and that comply with existing animal welfare legislation. Administratively, the VTF reports to the Vice-Rector for Research, who delegates this responsibility to the Director of the VTF (Dr. Elena Carretón Gómez), who allocates the spaces for teaching and research activities, as well as oversees the maintenance of the infrastructure and support staff associated with the VTF.

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

The [FB](#) presents various delegated committees on various subjects to streamline the academic and administrative activities of the centre. Academic staff, students and support staff representatives sit on almost all committees, and the agreements and protocols reached are discussed and finally approved by the FB. The FB's delegated committees are as follows:

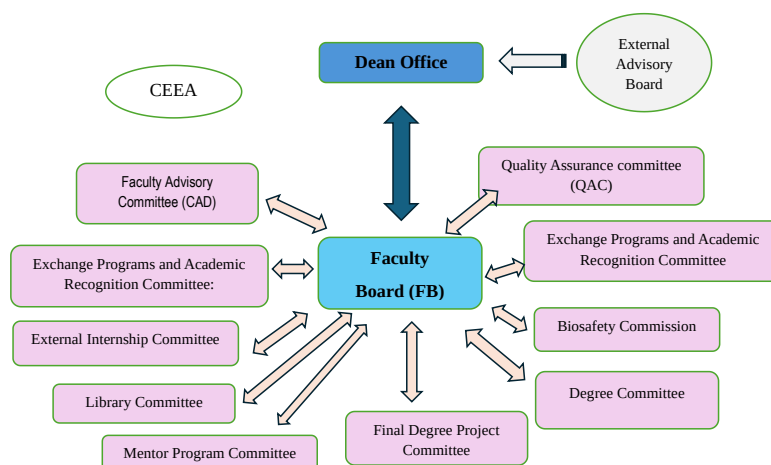
- [Faculty Advisory Committee](#) (CAD): This committee is crucial as it is responsible for updating the admission and graduation profiles for degree programs. It also prepares and approves academic planning for degrees, teaching projects for courses, the general academic calendar, and the examination schedule, among other key functions. The committee includes representatives from all teaching departments at the centre, as well as student representatives.
- [Quality Assurance Committee](#) (QAC): This committee manages everything related to the QAS, as well as structures and plans the public information to be disseminated. More detailed information on the composition and functions of this commission are described in the following chapters.
- [Tutorial Action Committee](#): develops the student recruitment plan, defines, reviews, and improves student guidance activities to ensure they achieve maximum learning benefits. Guidance activities will include, at a minimum, induction, tutoring, training support, and career guidance. It also analyses the success/failure rate for each subject and proposes specific action steps for any situations where these are required.
- [Academic Compensation and Recognition Committee](#): This committee serves a dual role. First, it assesses and determines the academic recognition of courses taken at other faculties when a student requests a transfer of records to the FVULPGC from another veterinary faculty in Spain. Second, it evaluates and decides on the conditions under which course compensation requests, submitted by students, may be approved.
- [Exchange Programs and Academic Recognition Committee](#): This committee oversees mobility programs, both national (SICUE) and international (ERASMUS). Its responsibilities include creating, monitoring, and evaluating academic agreements with other veterinary faculties, as well as managing the number of available spots for both incoming and outgoing students.

- **Biosecurity Commission:** This committee aims to maintain and update the FVULPGC's Biosecurity Manual and specific biosecurity protocols for the laboratories/facilities/spaces where activities related to the degrees offered by the centre are carried out, with the aim of ensuring the health of animals, people, and the environment.
- **External Internship Committee:** responsible for the academic organization of external **traineeships** for the subjects External **Traineeships** and Outpatient Clinic I and II of the Degree in Veterinary Medicine at the ULPGC, where Elective Practical Training (EPT) is organised. Specifically, it is responsible for the pre-professional internships that students undertake in external companies, as well as planning and analysing the **traineeships** carried out with external professionals.
- **Final Degree Project Committee:** responsible for ensuring compliance with the internal regulations relating to the final degree project (FDP), including the procedures for appointing the FDP coordinator, for offering and assigning supervision, and for assigning examination boards for the degrees.
- **Mentor Program Committee:** responsible for guiding and assisting new students at the FVULPGC, with the participation of professors as well as upper-level students.
- **Library Committee:** Analyses the proposed bibliographic collection (books and periodicals). Participated by faculty, students, and support staff.
- **Degree Committee:** with the participation of the DT, department heads, faculty representatives from different areas of knowledge, and students. It analyses the Degree in Veterinary Medicine, as well as possible modifications to the curriculum, taking as a reference the requirements and demands defined by the EAEVE.

Also, there are other committees, not dependent on the FB, but which play a fundamental role in the development and quality of teaching, as well as in research projects developed at our VEE:

- **External Advisory Board:** The external advisory board includes the participation of the Dean and Vice-Dean of Quality, representatives of the COLVET-LPA, the Ministry of Agriculture and Livestock of the Government of the Canary Islands, and the Island Council of Gran Canaria (*Cabildo de Gran Canaria*), institutions responsible for animal health, representatives of Public Health and Food, and alumni. This board analyse and address the demands that Canarian society places on the veterinary community.
- **Animal Experimentation Ethics Committee (CEEA):** This structure covers the entire University and is responsible for evaluating research projects led by members of the ULPGC, managed by the ULPGC itself or its affiliated foundations. A favourable opinion from the CEEA is a legally established requirement for initiating any research involving animals.

Figure 1.2.2. Organizational scheme of the FB and Committees



Description of the formal collaborations with other VEEs

The FVULPGC maintains excellent collaboration with the rest of the Veterinary Faculties in Spain, both public and private. The Conference of Deans of Spanish Veterinary Faculties (CDVE)

holds regular meetings (twice a year) where any issue related to the administrative, academic, or management planning of our Degree is analysed and discussed. Based on the agreements reached at this conference, common guidelines are established to defend a unified position vis-à-vis stakeholders.

In terms of mobility, the FVULPGC offers student exchange programs with all the Veterinary Faculties in Spain (SICUE program), with 14 Veterinary Faculties in Europe (ERASMUS program), which includes, among other countries, Belgium, Czech Republic, France, Germany, Italy, Poland, Portugal and Rumania, as well as specific collaboration agreements with faculties in South America (Chile, Perú, Uruguay). A more complete description of the mobility agreements, including all the partner faculties and the number of places (outgoing/incoming), can be found here. These can be found in the [mobility](#) section of the faculty's website. In addition to those for students, there are also mobility agreements for teaching and support staff.

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

Strategic planning is a process by which operational plans are implemented so that an entity can achieve its objectives. In 2022, the ULPGC established its [5th Institutional Strategic Plan \(2022-2026\)](#), for which its [third annual monitoring report](#) has already been published. The FVULPGC, in accordance with its [quality policy](#), adopts the institutional values of the ULPGC's strategic plan, emphasizing excellence in teaching, research, management, and services. It promotes democratic participation, transparency, accountability, international outreach, and a tricontinental vocation. It defends equity, equal opportunities, respect for diversity, freedom of ideas, intercultural coexistence, and social justice. Furthermore, it places special importance on environmental sustainability in the Canary Islands and animal welfare. In line with the aforementioned plan, the VEE's quality policy, aligned with the ULPGC's strategic plan, seeks to promote its internationalization to improve the competitiveness of its graduates globally. The FVULPGC aspires to become a leading centre in teaching, research, and services, acting as a southern border for Europe and a bridge to Africa and South America. To achieve this, it is essential to take full advantage of the opportunities this position offers and overcome any associated limitations.

The FVULPGC has an accredited [quality system](#). The VEE's general quality policy and objectives are established approximately every four years, while specific objectives are set each academic year, associated with achieving a specific goal, and accompanied by indicators/evidence that justify their progress. The general objectives include: offering excellent academic training adapted to social demands, ensuring comprehensive student training, promoting teacher training, improving service management with attention to biosecurity and animal welfare, promoting mobility and internationalization, and fostering a culture of quality with the participation of all stakeholders.

At the FVULPGC, the [specific objectives](#), measurable and revisable using indicators established by the Vice-Rector's Office, explain the goals, indicators, and actions necessary for their achievement. The [Institutional Quality Assessment Office](#) supports their planning. The [QAC](#) reviews the documents, which are then submitted to the FB for approval and dissemination. As stipulated in the strategic procedure for developing and updating the VEE's policy ([PEC01](#)), the Vice Dean of Quality of the FVULPGC conducts a needs assessment in relation to the VEE's Policy and Objectives, considering external and internal regulations and the VEE's Annual Report (which includes the measurement of the indicators and their degree of compliance). At the conclusion of each academic year, a report detailing the activities carried out in the previous year's action plan is presented, and a proposed plan for the upcoming year is suggested.

The last FVULPGC strategic plan (2016-2019) was drawn up in 2016. Once the timeframe of this plan had been completed, the health emergency caused by the COVID-19 pandemic made it impossible to draw up the new strategic plan in order to react and deal with the new circumstances that had arisen. Thus, the FVULPGC Strategic Plan was extended with the participation of all

FVULPGC stakeholders. However, at the beginning of 2025, the quality commission concluded a SWOT (Strengths, Opportunities, Weaknesses, Threats) analysis of the FVULPGC, as a preliminary step to updating the strategic plan for the coming years. Complete SWOT analysis is shown in Appendix 1.3. Presented below are summarized the most recent SWOT findings:

Strengths (S)

1. Accreditations & Quality

- Full national & international accreditation, strong reputation, high demand.
- Certified QAS with continuous improvement plans.
- ULPGC quality policy supports processes.

2. Academic Environment

- Strong student-faculty relationships and active participation in committees.
- High motivation with most students choosing the faculty first.
- Small campus with a good student/faculty ratio ensures educational quality.
- Good collaboration with institutions for **traineeships** and research.
- Participation in mobility programs supports internationalization.

3. Infrastructure & Practical Training

- Complete facilities for veterinary education, including a hospital and teaching farm.
- Transport for farm and industry visits.
- Close proximity to the city and an animal shelter for practical training.
- Institutional plan to maintain teaching quality.
- Strong extracurricular involvement.

4. Staff & Human Resources

- Highly qualified faculty, rated best at ULPGC.
- PhD faculty with strong scientific productivity.
- Part-time professors enrich practical experience.
- Active research in the agri-food sector.
- Effective student support services.

Weaknesses (W)

1. Funding & Infrastructure

- Reduced financial resources and dependence on internal funding.
- High maintenance costs may affect academic growth.
- Outdated infrastructure, including necropsy room deficiencies.

2. Practical Training

- Limited capacity for cattle and horses.
- Diversity of species complicates practical training.
- Difficulty obtaining large animals for necropsy.
- High student-teacher ratio in non-clinical practices.

3. Personnel & Resources

- Aging staff, requiring urgent generational renewal.
- Lack of European-qualified clinical staff at the HCV, with high turnover.

4. Insularity & Remoteness

- Higher living costs and limited access to practical cases due to the island's location.

Opportunities (O)

1. Reputation & Curriculum

- High demand for veterinarians due to food safety and animal health concerns.
- Increased social awareness of zoonosis and antimicrobial resistance creates demand.
- "One Health" concept strengthens the veterinary role.
- New curriculum design to adapt to societal needs.
- Proximity to Africa attracts international students.

2. Practical Training

- Cadaver donation program for practical training.
- Collaboration with professional associations and clinics.
- Strong university student support.

3. Digital Transformation

- Digital models overcome geographical limitations.
- Animal simulators enhance practical training.
- Technologies improve participation in events.

Threats (T)

1. Academic Environment

- Increased competition from new veterinary faculties.
- Decline in the livestock sector and subsidies reduce job prospects.
- Management complexity at the VTH.

2. Personnel & Resources

- Funding issues hinder generational staff renewal.
- Visa issues limit international student intake.

3. Practical Training

- New Spanish legislation limits extracurricular **traineeships**.
- Challenges in accepting students for external training due to biosecurity and animal welfare concerns.

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

Although we have achieved the status of an accredited centre at the European, national, and regional levels, a positive evaluation must be one more objective within a much more ambitious project, aimed at cementing a VEE that far exceeds all the recommendations and ratios required by the evaluation procedure, rather than merely an additional merit. This evaluation procedure, now fully integrated, allows our VEE to become familiar with the monitoring and control protocols, making it clear that we can extend and strengthen this culture of effort, quality, and excellence to all the processes outlined in the FVULPGC's QAS.

Thus, the Quality Management System Manual, last updated in March 27, 2023, includes seven procedures ([MSGC00](#)), that, in addition to presenting the VEE and its QAS, describe the [organizational structure](#), [management of training programs](#), [management of academic and support staff](#), [management of material resources and services](#), and [information management](#). This policy also includes key and supporting procedures related to all of the VEE's activities. This meets the need to apply quality standards, following unified quality assessment procedures and fully respecting the principles established by the National Agency for Quality Assessment and Accreditation (ANECA). As previously mentioned, the FVULPGC has a strategic procedure for developing and updating the

VEE's policy ([PEC01](#)), which is reviewed periodically (the last revision was in February 2023). If it is recommended to define or reformulate the policy, the DT prepares a proposal based on these recommendations, which is subsequently developed in the definition of the specific objectives (already mentioned in Standard 1.3.).

The ULPGC has an [anti-fraud measures plan](#) (updated in 2025) that ensures compliance with legal, ethical, and moral standards, and upholds integrity, objectivity, and honesty. It declares a zero-tolerance policy toward fraud and corruption, supported by internal control systems to prevent, detect, and correct irregularities. As part of the ULPGC, the FVULPGC fully assumes these commitments, including academic integrity.

Regarding academic fraud, there are [regulations](#) for the assessment of learning outcomes and competencies acquired by students in official degrees, university-specific degrees, and continuing education programs offered by the ULPGC. These regulations establish in Articles 29 and 30 that fraudulent performance in any assessment test will result in a grade of 0-Fail (SS) in the corresponding examination session, which may lead to the opening of an investigative or disciplinary procedure.

Furthermore, another regulation, Regulation 6/2023, on coexistence, as well as on prevention and response measures [against](#) violence, discrimination, and harassment, proposes creating conditions for members to freely express their opinions, promoting harmonious relationships and dialogue to resolve conflicts; it encourages respect for differences, self-esteem, and teamwork, based on equal rights and opportunities; it emphasizes the importance of developing respectful interpersonal relationships and practicing moral values; and finally, it encourages cooperative learning and democratic student participation in decision-making, creating a welcoming and conducive learning environment.

Standard 1.5: The VEE should provide evidence that it interacts with its stakeholders and society at large. Such public information should be clear, objective and easily accessible; the information should include up-to-date information on the curriculum, alumni views and employment destinations, as well as the profile of the current student population.

The VEE's website should mention the VEE's ESEVT status and its latest Self-Assessment Report and Inspection Reports should be readily available to the public.

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

The FVULPGC maintains a constant and fluid relationship with the other ULPGC Faculties, the other Veterinary Faculties in Spain, external stakeholders, and society in general. These relationships are sustained through strong inter-institutional collaboration, fostering the implementation of efficient and transparent mechanisms that ensure timely and appropriate responses to the needs and expectations that society entrusts to the veterinary profession and its future graduates. The main mechanisms employed to inform stakeholders, and the society are the following:

- [Quality Assurance Committee](#) (QAC): As previously indicated, the FVULPGC undergoes a periodic evaluation (annual, biannual) of its academic activity and general functioning, which includes the participation of teaching staff, students, support staff, the DT, the quality assurance university unit, and, for some procedures, external stakeholders. Similarly, there is an active and two-way relationship with the [Vice-Rectorate for Academic Quality](#), which periodically evaluates and regulates that quality assurance is up to date according to national standards and measurements. Another relevant aspect is the satisfaction surveys that are conducted with students throughout their university careers and that continue after graduation, to determine their level of job placement. These surveys are conducted annually among undergraduate, master's, doctoral, and mobility students, and biannually among other groups (graduates, teaching and research staff, and support staff). Their basic objectives are to identify opportunities for improvement, understand the employment situation of university graduates, monitor the educational and career paths of the groups studied, and determine the appropriateness of the training received with the labour market.

- [External Advisory Board](#): Composition is described in standard 1.2. This advisory board aims to analyse the weaknesses, threats, strengths, and opportunities of the Veterinary Degree, as well as to

exchange views with institutions external to the FVULPGC that have firsthand knowledge of society's demands on the veterinary profession.

- **Student Council:** Every two years, student representatives are elected to serve on the various FVULPGC committees, participating in analysis and decision-making across the VEE. Furthermore, there is close interaction between the DT's and the Student Council, with regular meetings where students can present suggestions and complaints related to any aspect of the FVULPGC in a relaxed manner.

- **COLVET-LPA:** We have a close and productive relationship with the COLVET-LPA, which has resulted in financial support for the creation of the clinical skills room. This collaboration means that periodically (6-8 times a year), the COLVET-LPA offers specialized courses at our VEE, primarily for registered professionals. We benefit from the participation of nationally and internationally renowned speakers at our facilities. Finally, this collaboration also allows a percentage of the places (5%) in all courses offered by the COLVET-LPA to be allocated to students in their final years of the Veterinary Degree.

- Forums and meetings with the participation of public or private associations, both local and national, aimed at students who learn about job creation mechanisms or the professional sectors with the greatest demand for employment.

- The **Social Council** of the ULPGC (CS-ULPGC), a global university structure, is the body for public participation in the University. Among our objectives is the stimulation of relations between the university world and its social, cultural, and economic environment. The agreements of the CS-ULPGC are publicized on the ULPGC website and sent to the print and radio/television media.

- Internet information. The FVULPGC [website](#) complies with ULPGC transparency standards, ensuring all academic, administrative, and management information is truthful, verifiable, and accessible. It serves as the main communication channel and includes a "Latest News" section with regular updates. An Instagram account ([@vet.ulpgc](#)) also shares relevant news, agreements, and events. For broader dissemination, information is sent to the ULPGC Communications Office, which distributes it through institutional and public media channels (institutional website, email, print media, and radio and television).

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

There is a specific section of the FVULPGC website reporting the ESEVT VEE's status, the FVULPGC Self-Evaluation and Visitation reports, ECOVE decision and Certificate of accreditation at the following link <https://www.vet.ulpgc.es/la-facultad/evaluacion-europea/>

Standard 1.6: The VEE should regularly monitor and review its activities, both quantitative and qualitative, to ensure that they achieve their stated objectives and respond to the needs of learners and society. The VEE should publicise how this data analysis has been used in the further development of its activities and provide evidence of student and staff involvement in the provision, analysis and implementation of such data. Evidence should be provided that quality assurance cycles are fully closed (Plan-Realise-Review-Adjust cycles) in order to efficiently improve the quality of education. Any action planned or taken as a result of this data analysis should be communicated to all stakeholders.

As described in sections 1.3 and 1.4, the QAS ensures that the objectives and activities carried out at the FVULPGC are subject to periodic monitoring. The measurement, analysis, and accountability of the results of teaching and student assessment are included in the VEE's annual reports, summaries of which are published openly on the ULPGC website. They are also published on the [ULPGC website](#) in the teaching activity results section. This information is analysed following the support procedure [Analysis of Results and Accountability](#) (PAC08). Satisfaction rates are also monitored. The FVULPGC has an additional procedure, the support procedure [Measurement of Satisfaction, Expectations and Needs](#) (PAC07), to document and establish the processes, exclusively for the VEE, to plan and measure the satisfaction of the FVULPGC's stakeholders, with whom the same procedure is followed. Both procedures were updated in 2023. These procedures are aligned

with the [Procedure for the Development of Teaching and Student Assessment](#) (PCC05), which is updated periodically or, depending on the analysis of emerging needs.

In summary, the Vice-Rectorate for Quality defines the annual institutional indicators, while the Vice-Dean for Quality records results using institutional databases and reports. The information is compiled in a document with objectives, performance data, and implementation levels, detailing indicator calculations and justifying missing results. The [Institutional Evaluation Office](#) ensures consistency. The VEE's DT analyses academic and administrative outcomes, with results and recommendations documented by the Vice-Dean for Quality. The QAC then prepares the annual report, integrating inputs from the Vice-Dean, CAD, and DT. This report is shared with stakeholders, informs VEE policy and objectives, and updates quality system documents. Improvement proposals are aligned with the Strategic Procedure ([PEC01](#)) and, once validated by the relevant committees, submitted to the FB for approval.

Information on performance indicators is obtained from ULPGC databases, while satisfaction indicators come from ULPGC surveys targeting students (undergraduate, master's, doctoral, mobility, alumni), teaching staff, and support staff. These anonymous surveys, structured into sections, are conducted biannually for mobility students, alumni, teaching staff, and support staff, and at the end of each semester for other students. Faculty surveys assess satisfaction with VEE management, degree programmes, and institutional procedures. Student surveys focus on teaching quality, courses completed, and VEE management, while support staff surveys evaluate job satisfaction, VEE management, and related institutional procedures.

The FVULPGC's annual report includes the main indicators related to the results of the VEE's quality policy during the previous academic year. All information related to these matters, once approved by the FB (which includes representatives of all ULPGC stakeholders), is presented and sent via email to faculty, students, and support staff. Furthermore, it is fully accessible through the FVULPGC website, which is also accessible to external stakeholders.

Standard 1.7: The VEE must be subject to external review through ESEVT on a cyclical basis. Such external evaluation should be credited with assurance that progress since the last ESEVT evaluation was linked to a continuous quality assurance process.

The last ESEVT full visitation of the establishment took place in February 2019, resulting in Non-approval status, due to the identification of two major deficiencies and six minor deficiencies. The revisitation was delayed due to restrictions related to the COVID pandemic and took place in July 2021 and major deficiencies were fully addressed at that time, while some minor deficiencies were also addressed; finally, the FVULPGC was fully accredited in September 2021. At the time of the Interim Report, in July 2022, the actions carried out in order to confirm the correct evolution of the deficiencies found in the full visitation were specified. The key corrective actions are summarized below

Major Deficiency 1, non-compliance with Substandard 4.13, because of nonfunctional isolation facilities for large animals

The VEE focused on establishing appropriate isolation facilities, raising awareness, and improving staff and student education on biosecurity issues, including annual training sessions on handling potentially infectious animals and using biosecurity tracks. Following the evaluation team's assessment, permanent equipment was allocated for diagnosing and treating animals in the isolation facilities, and mobile traffic-restricting panels will be replaced with permanent informational panels. Additionally, all new VEE students are required to attend an informational session at the beginning of the academic year, where biosecurity protocols are explained. These sessions will be mandatory for first-year students starting in September 2025 and available on a voluntary basis for other students, staff, and support personnel.

Major Deficiency 2: non-compliance with Substandard 5.2, because of insufficient medical and surgical cases in the equine species

Most of the clinical activity for equine species occurs outside the FVULPGC, with intramural activity mainly limited to surgical interventions. To address the non-compliance with Substandard 5.2, the VEE took several steps, including organizing meetings with private practitioners in Gran Canaria (where most horses are located) to promote its equine services and facilities, a task considered permanent. Additionally, a new equine practitioner was hired in 2021, and a total of 5 clinical practitioners are dedicated to equine clinical training at ULPGC.

Following post-revision recommendations, activity in both equine medicine and surgery has increased, improving the ratio of intramural animals, although the number of extramural clinical cases still exceeds the intramural ones. Agreements with equine practitioners have been established to allow students interested in further equine clinic and surgery learning to gain more experience.

Minor Deficiency 1: partial compliance with Substandard 3.5, because the duration of the equine clinical rotations is not optimal to enable all students to acquire their necessary D1C

In the 2019/2020 academic year, 10 hours of compulsory extramural training and ambulatory clinic were added after hiring an equine practitioner. To address previous deficiencies, equine clinical rotation hours increased from 25.5 in 2017/18 to 71 hours in 2020/21, remaining stable at 70 hours for the 2024/25 year. Following revisitation recommendations, two full-time professors were hired in 2021 as surgeons for large animals, and the VEE continues to collaborate with an American Diplomate in large animal surgery, who visits the school regularly. Additionally, an agreement was made with another equine surgeon who visits every two months. However, due to budget constraints, the construction of more boxes has been delayed, although the Rector's Office is committed to starting construction in 2026.

Minor Deficiency 2: partial compliance with Substandard 4.3, because of suboptimal equipment in some units of the VTH

Following the 2019 ESEVT Visitation, the VEE enhanced the equipment at the VTH by purchasing a fluoroscope. Several rooms, which were functioning sub-optimally during the 2019 visit, were upgraded to provide better examination conditions for patients. The isolation area was rebuilt and equipped, fully outfitted for clinical use, including a bipolar electrosurgical unit and multiparametric anaesthesia monitoring. Additionally, since 2021, further equipment was acquired for both small and large animals, including two new ultrasounds and equipment for small animal physiotherapy and hydrotherapy.

Minor Deficiency 3. "Partial compliance with Substandard 4.7, because of suboptimal good pharmacy practices, inconsistent colour coding of restricted access areas, sub-optimal procedures in dog and cat isolation unit, and sub-optimal separation of anatomical and pathological materials"

Pharmaceutical practices and related biosecurity procedures, including colour coding, have been enhanced. Restricted access to the VTH pharmacy and pre-surgery rooms (for anaesthetic drugs) has been implemented through electronic security locks, with individual access cards for authorized personnel and centralized control. Patient flow and management procedures in the small animal clinic have been improved, and hospitalization and isolation units for dogs and cats have been properly equipped. In response to report recommendations, a centralized pharmacy project was developed to enable computerized control of pharmaceutical stock. Additionally, the GestorVet™ database was upgraded to allow the registry of pharmaceuticals based on the clinical needs of each animal. Specific equipment has also been permanently allocated in the isolation facilities for both small and large animals.

Minor Deficiency 4: Partial compliance with Substandard 4.8, because of suboptimal provision of an equine emergency service

Due to the low number of horses on Gran Canaria, there are few equine emergencies throughout the year, so the VEE maintains its current structure. Veterinary interns at the VTH (available 24 hours on-site) are trained to provide basic equine care, supported by equine practitioners and VTH staff who are on-call for more specialized care. Following revisitation recommendations, VEE professors and VTH staff were encouraged to offer residency programs in equine medicine,

supervised by European and American diplomates. Efforts to promote these internships, especially among younger staff, continue to be a priority.

Minor Deficiency 5 “Partial compliance with Substandard 5.1, because of suboptimal numbers of healthy animals for propaedeutics

The VTF has a sufficient number of small ruminants and rabbits for propaedeutics, along with two cows for basic examinations, complemented by practical sessions at external farms. Since 2022, between six and eight healthy pigs are available at the VTF from January to May for propaedeutic purposes. The VEE continues its teaching activities on nearby farms (porcine, cattle) and at the Animal Shelter. A financial plan has been approved to modify the faculty farm and create new areas, which will increase the number of healthy animals available for propaedeutics. Additionally, models and simulators for small and large animals have been acquired.

Minor Deficiency 6 “Partial compliance with Substandard 9.2, because of suboptimal numbers of specialists in the VTH and of support staff for practical and clinical teaching”

Following the full visitation, suggestions were made to improve the accreditation level of the teaching staff, particularly in clinical specialization. The number of nationally accredited specialists has slightly increased, and since 2019, the number of European diplomates across various fields has grown by 5. The VEE is committed to enhancing staff qualifications; currently, two VTH staff members are close to completing their European recognition in Medical Imaging and Cardiology. Additionally, the VTH encourages and supports its staff to pursue further specialized training, including internships and residencies, as a first step toward obtaining a European or American diploma.

Comments in Area 1

The FVULPGC has clearly established its objectives, mission, vision, and values, aligned with excellence in higher veterinary education and the needs of society. Furthermore, the FVULPGC demonstrates a firm commitment to quality, as evidenced by the quality seals awarded by ANECA, as well as national institutional accreditation and recognized international accreditations, such as those of EAEVE. In this sense, the ESEVT accreditation processes had a very positive impact on the overall increase in FVULPGC quality.

The VEE's general objectives are defined every four years, while specific objectives are defined annually with the participation of all faculty members (academic, support staff, and Students) and external stakeholders. The recent SWOT analysis developed by the QAC represents an excellent starting point for updating the VEE's strategic plan, which will be defined and approved in the last quarter of 2025.

The new Organic Law on Universities (LOSU) in Spain could impact the organizational structure of FVULPGC and its faculties. The progressive implementation of this law will modify various aspects of the existing regulations, affecting both the standards in this area and other areas developed in this self-assessment report.

Suggestions for improvement in Area 1

The FVULPGC aims to expand the number of credits in its Veterinary Medicine Degree program (360 ECTS, six-year program) to increase clinical internships and offer more elective courses. However, curriculum changes are governed by national decrees and require approval from the Ministry of Education and Universities. These processes, primarily proposed by the Spanish Conference of Veterinary Deans, can be time-consuming, potentially limiting the extent of changes that can be implemented.

Increase the financial resources of the FVULPGC, considering the specific needs of the VEE, with the goal of achieving greater financial independence and autonomy. In this sense, a renewal and increase of the current academic and support staff is necessary.

To achieve an optimal implementation of the strategic plan of the FVULPGC, with greater involvement of all stakeholders (staff, students, interest groups).