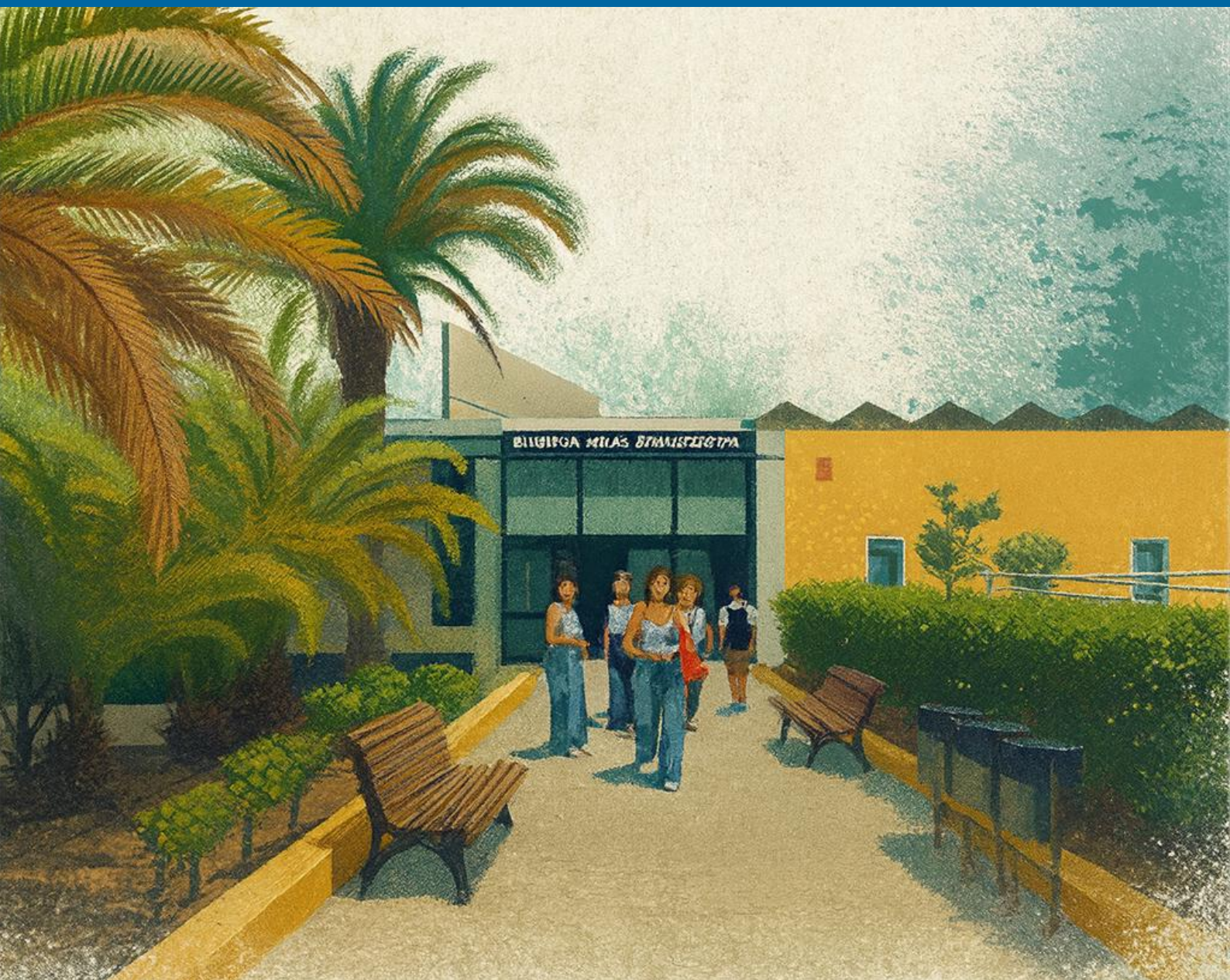




VET
FACULTAD DE
VETERINARIA



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

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), and Professional Knowledge including soft skills (e.g. communication, team working skills, management skills). When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented. If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER. Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.

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

The FVULPGC offers one study program (Degree in Veterinary Medicine) to an uptake of 72 students to become a veterinarian with the Title of “Graduate in Veterinary (*Graduado en Veterinaria*) from the ULPGC”. In accordance with Spanish and EU laws, the FVULPGC curriculum ensures that graduates acquire the knowledge, skills, and competences necessary to practice as veterinary surgeons in the European Union. In particular, the veterinary degree complies with that all graduates achieve attributes fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and guarantees a high level of education, grounded in scientific research and hands-on practical training, at the end of which graduates should hold the D1Cs (ESEVT SOP).

The educational aims of the FVULPGC are to prepare veterinarians who can oversee the production and processing of food for human consumption; prevent, diagnose, and treat animal diseases; manage animal breeding; ensure animal products are obtained in excellent condition and with economic efficiency; monitor compliance with animal health and welfare regulations; identify emerging risks with an special emphasis on One Health perspective; and understand and apply relevant legal, regulatory, and administrative requirements. These broad educational objectives are the basis for the design and implementation of the curriculum 2011, currently in force.

The FVULPGC curriculum is organized into modules and subjects in a logical sequence to integrate knowledge and develop critical thinking. Coordination ensures coherent achievement of competences and learning outcomes, through annual meetings with the Dean’s team, coordinators, student representatives, departments, CAD, QAC, and FB. The strategy follows three stages described as follows:

- **Definition of coordination milestones:** determining the link between competences and learning outcomes.
- **Implementation:** overseeing, throughout the academic year, how the learning process unfolds and how the coordination milestones are met.
- **Evaluation:** reviewing the overall coherence of the teaching–learning process.

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

The Degree in Veterinary Medicine at the ULPGC is regulated by EU legislation (Directives [2005/36/EC](#) and [2013/55/EU](#)) and its Spanish transposition (Royal Decree [1837/2008](#)), which set legal requirements for curriculum design. In Spain, university studies are governed by the Organic Laws 4/2007 and 6/2001, and Royal Decree 1393/2007, alongside specific regulations for veterinary qualifications (Resolution of 17 December 2007 and [Order ECI/333/2008](#)). The degree, registered in the Registry of Universities, Centres and Degrees ([RUCT](#)) under code [2501905](#), is officially recognised at level 3 (Master’s) in the Spanish MECES framework, equivalent to level 7 in the European Qualifications Framework (EQF), allowing direct access to doctoral studies.

In addition, in the Canary Islands, [Decree 168/2008](#) regulates the requirements and evaluation criteria for authorising official degrees. At ULPGC, the main curriculum rules are set by the Regulation for the design of [Official Degrees](#), which defines credit distribution per subject, semester, practical training, and the final project. All legislation relevant to the Degree and the QAS is compiled on the ULPGC Vice-Rectorate of Vice-Rectorate for Degrees and Academic Quality [website](#). Since the 2010/2011 academic year, the VEE's QAS has required continuous monitoring of the Degree in Veterinary Medicine ([PPCC02](#), [PAC08](#)).

The FVULPGC has full autonomy to propose curriculum changes, based on monitoring or new regulations, including EAEVE requirements. Non-substantial modifications are reviewed by the Degree Committee, approved by the FB, and then forwarded to the Vice-Rectorate and Governing Council. Final validation is carried out by ACCUEE (Canarian Agency for University Quality and Educational Evaluation) and ANECA.

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

The FVULPGC ensures the academic coherence of the degree through a structured system of curricular planning and review, integrated into the QAS ([PCC02P](#)). This system actively identifies and corrects any content overlap, omissions, inconsistencies, or lack of integration across the curriculum. The procedure describes the different activities and a timeframe for every stakeholder:

- By April 30th, departments must submit the Teaching Guides (TG) to the Dean's office, ensuring they meet legal requirements, competences, outcomes, and assessment procedures. The CAD reviews them, coordinating subjects to avoid overlaps and ensure curriculum integration, before approval, usually by the end of May. TGs are then approved by the FB and published on the ULPGC [website](#) for students, staff, and stakeholders. Student participation in these bodies is essential for effective monitoring.
- Each year, horizontal coordination aligns subjects to finalize the timetable. Coordinators of subjects within the same semester plan weekly schedules to optimize students' agendas. The information is then uploaded to the [ACADEMIC](#) platform, the VEE's online scheduling tool.
- Coordination of the [FDP](#): This subject focuses on the writing, presentation, and individual defence of an original study, review, or case report, through which the student integrates the knowledge, skills, competences, and abilities acquired during the degree. The FDP committee coordinates and oversees all activities related to this subject.

In addition to the committees mentioned above, the faculty gathers structured feedback through different tools. The ULPGC has designed the [DOCENTIA-ULPGC Program](#), which compiles the necessary information from the main stakeholders to obtain an assessment that reflects the quality of the teaching activity and the curriculum coherence. This information is specifically used in the [PAC08](#) procedure, which the Faculty carries out annually to analyse results. Additionally, data from the QAS procedure for managing irregular academic incidents ([PAC06](#)) is considered, as it allows students to report deficiencies in teaching activities through these channels.

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

The Degree in Veterinary Medicine at the FVULPGC comprises 300 ECTS (1 ECTS = 25 h) distributed in modules as follows:

Common Basic Training (CORE Basic subjects and Sciences)	93 ECTS
Clinical Sciences and Animal Health (VPH) (CORE)	118.5 ECTS
Animal Production (CORE)	36 ECTS
Food Technology, Food Hygiene and Food Safety (CORE)	22.5 ECTS
Tutorized Practical Training (including VTH rotation and EPT) (CORE)	24 ECTS ¹
Final degree project (FDP) (CORE)	6 ECTS

¹Include the two elective subjects (Clinical Rotation in Companion Animals/Clinical Rotation in Large Animals; 6 ECTS)

The curriculum of the Degree in Veterinary Medicine at the FVULPGC is organized in subjects with a minimum of 3 and maximum of 12 ECTS (see Appendix 3.1. Detailed curriculum). Each subject (except Parasitic Diseases) is restricted to a semester with a total of five academic years (10 semesters). "Core subjects" are the conceptual units that make up the curriculum framework. The EPT, Tutorized Practical Training and FDP are offered in semester 9th and 10th, where it is verified the achievement of professional competences and skills D1C in realistic scenarios.

Each subject has a TG that contains all the information regarding its delivery: theoretical and practical content, a list of competency-based learning outcomes, and the teaching and assessment methods. Updated subject programmes are always available on the [website](#) before the enrolment period. The subjects taken by each student in each academic year, along with the corresponding number of curriculum hours, are detailed in Tables 3.1.1 and 3.1.2.

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

Academic years	Hours of training								
	A	B	C	D	E	F	G	H	J
Year 1	371	79	742	172.5	68.5	8	-	59	1500
Year 2	397	101	697	208	22	6	-	69	1500
Year 3	383	153	631	95	12.5	172.5	-	53	1500
Year 4	395	97	638	168	30	107.5	-	64.5	1500
Year 5	203	98	555	15	25	415	100	89	1500
Total	1749	528	3263	658.5	167	709	100	334.5	7500

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

Table 3.1.2. Curriculum hours taken by each student

Subjects	A	B	C	D	E	F	G	H
BASIC SUBJECTS								
Medical Physics	20	20	56.5	8	0	0	8	112.5
Chemistry (inorganic & organic)	25	20	56.5	8	0	0	3	112.5
Animal Biology, Zoology & Molecular Biology	35	0	56.5	9.5	6.5	0	5	112.5
Feed Plants (includes Agronomy)	46	5	51.5	20	2	0	3	127.5
Biomedical Statistics	26	20	56.5	4	0	0	6	112.5
Subtotal basic subjects	152	65	277.5	49.5	8.5	0	25	577.5
SPECIFIC VETERINARY SUBJECTS								
BASIC SCIENCES								
Anatomy, Histology & Embryology	108	20	262	31	76	3	25	525
Physiology	107	0	173	29	0	0	6	315
Biochemistry	49	0	93.5	38	0	0	7	187.5
General and Molecular Genetics	31	4	75	33	0	0	7	150
Pharmacology, Pharmacy & Pharmacotherapy	70	48	90	8	0	0	9	225
Pathology (includes Nosology & Physiopathology)	37	15	75	0	0	20	3	150
Toxicology	40	12	54	26	0	0	3	135
Parasitology	16	0	37	18	0	0	4	75
Microbiology	46	23	93.5	16	0	0	9	187.5
Immunology	15	0	33	11	0	0	1	60
Epidemiology	21	0	30	18	0	0	6	75
Information literacy and data management¹	1	0	110	0	0	0	12	123
Professional ethics and communication	1	0	10	0	0	0	21	32
Animal health economics and practice management	15	0	30	18	0	0	12	75
Animal ethology/Animal Welfare	21	4	36	0	6	5	3	75

Animal Nutrition	47	12	75.5	39	0	3	11	187.5
Subtotal Basic Sciences	625	138	1,277.5	285	82	31	139	2,577.5
¹ Hours in FDP								
CLINICAL SCIENCES IN COMPANION ANIMALS (CA) (INCLUDING EQUINE AND EXOTIC PETS)								
	A	B	C	D	E	F	G	H
Obstetrics, reproduction & reproductive disorders	21	10	26.5	0	0	4.5	4	66
Diagnostic Pathology (includes Pathological Anatomy)	39	10	109	19	0	26.5	5.5	209
Medicine (includes Therapy in common companion animals)	39	20	60	0	0	25	6	150
Surgery (includes Therapy in common companion animals)	56	33	99	0	0	47	13	248
Anaesthesiology and analgesia	7	4	11	0	0	3	1.5	26.5
Clinical practical training in common companion animals	39	20	120	0	3	194	15	391
Infectious Diseases	16	8	37	17	0	8	6	92
Diagnostic Imaging	25	7	39.5	12	0	12	2.5	98
Subtotal Clinical Sciences in CA	242	112	502	48	3	320	53.5	1,280.5
CLINICAL SCIENCES IN FOOD-PRODUCING ANIMALS (F-PA)								
Obstetrics, reproduction & reproductive disorders	57	30	93.5	0	0	45.5	8	234
Diagnostic Pathology (includes Pathological Anatomy and marine mammals)	73	6	101.5	37	3	50.5	7	278
Medicine (includes Therapy in common food-producing animals)	39	20	60	0	0	25	6	150
Surgery (includes Therapy in common food-producing animals)	7	2	7	0	0	0	3	19
Anaesthesiology and analgesia	2	1	3	0	0	0	0.5	6.5
Clinical practical training in common food-producing animals	86	41	150	18	8	67	13	383
Diagnostic Imaging	8	0	6	0	0	0	0.5	14.5
Subtotal Clinical Sciences in F-PA	272	100	421	55	11	188	38	1,085
HERD HEALTH MANAGEMENT (SUMMATORY OF):								
Infectious Diseases	70	32	101	26	0	17	13	253
Animal Production, including breeding, husbandry, economics and aquaculture	151	31	211	71	12	24	23	523
Subtotal Herd Health Management	221	63	312	91	12	41	36	776
	A	B	C	D	E	F	G	H
FOOD SAFETY & QUALITY (FSQ)								
Food Hygiene, Inspection & Control	59	0	112	31	20	0	3	225
Food hygiene and food protection	35	0	75	30	7	0	3	150
Food technology	42	4	93.5	42	0	0	6	187.5
Abattoirs Rotation	0	0	0		25	0		25
Subtotal FSQ	136	4	280.5	103	52	0	12	587.5
	A	B	C	D	E	F	G	H
VETERINARY PUBLIC HEALTH (VPH)								
Deontology, Legal Medicine & Veterinary Legislation	36	18	75	15	0	0	6	150
Preventive Medicine, Health Policy and Public Health (includes zoonosis)	62	28	87.5	15	0	15	10	217.5
Subtotal VPH	98	46	162.5	30	0	15	16	367.5
Electives	Table 3.1.4							

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work; E: non-clinical work; F: clinical animal work; G: others (tutorials, reports, expositions and evaluations...); H: total.

Professional knowledge topics are included in subjects such as Final Degree Project. Soft skills are included as courses and projects within subjects. Soft skills offered in the degree include communication, leadership, data management or group-work.

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

Types	List of practical rotations		Duration, days (1 day = 5 h)	Academic year
	Disciplines	Species		
Intra-mural clinics (VTH)	Anaesthesia, Diagnostic Imaging, Dermatology, Cardiorespiratory, Endocrinology, Internal Medicine, Oncology, Ophthalmology, Clinical Pathology, Propaedeutics, Rehabilitation, Reproduction, Surgery, Traumatology Hospitalization & Critical Care Service	Companion animals	60.1 days	3/4/5
	Diagnostic Imaging, Internal Medicine, Clinical Pathology, Reproduction, Surgery, Hospitalization	Equine	4 days	5
	Diagnostic Imaging, Clinical Pathology, Reproduction, Surgery	Food producing animals	2.2 days	5
	Laboratory Diagnostic Service; Anatomopathological Diagnosis	Companion animals; Food producing animals	10.2 days	5
Ambulatory clinic	Diagnostic Imaging, Internal Medicine, Clinical Pathology, Reproduction, Surgery,	Equine	10.3 days	5
	Diagnostic Imaging, Internal Medicine, Propaedeutics, Reproduction, Surgery	Food producing animals	9.9 days	5
Herd Health Management and Animal Production	Infectious Diseases I, II, Parasitic Diseases, Animal Nutrition, Animal Production, Agricultural Economics, Animal Health & Breeding, Animal Welfare	Bovine, small ruminants, porcine, poultry, fish	34.8 days	1-2-3-4
Veterinary Teaching Farm	Animal Health, Animal Welfare, General Medicine, Propaedeutics, Reproduction	Bovine, small ruminants, porcine, poultry,		
VPH (including FSQ)	Food Hygiene, Inspection & Control, Food hygiene and food protection, Food technology, Abattoirs Rotatory, Deontology, Legal Medicine & Veterinary Legislation, Preventive Medicine, Health Policy and Public Health.	Food producing animals	37 days	2/4/5
Animal Shelter	Anaesthesia, Animal Health, Ophthalmology, Propaedeutics, Surgery, Hospitalization	Small animals	7.7 days	3/4/5

Table 3.1.4. Curriculum hours taken as electives for each student

Subjects	A	B	C	D	E	F	G	H
Clinical Rotation in Companion Animals	5	-	30	-	-	100	15	150
Clinical Rotation in Large Animals	5	-	30	-	-	100	15	150

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work; E: non-clinical work; F: clinical animal work; G: others (tutorials, reports, expositions and evaluations...); H: total.

Table 3.1.5. Number of students enrolled into the electives in the last academic years

Subjects	2024/25	2023/24	2022/23	2021/22	Mean
Clinical Rotation in Companion Animals	38	24	27	33	30.50
Clinical Rotation in Large Animals	24	47	48	40	39.75

The ULPGC has a regulation ([8/2023](#)) for the academic recognition of credits for participation in university, cultural, sports, student representation, solidarity, and student cooperation activities. The limit for recognition through this procedure is 6 ECTS credits. Applications must be reviewed and resolved by the VEE's Compensation and Recognition Committee. However, since the implementation of the new curriculum (2011), no student has requested credit recognition for these types of activities in our Degree.

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

Numerous subjects, included in the clinical sciences and animal health module perform exercises, seminars and clinical practicals as addressed in their teaching guide. In many of these

practical sessions, students pass through the different services (both intramural and ambulatory) of the VTH, the VTF and associated farms. Below it is a detailed description (timing, group size per teacher, involvement of students) of these activities:

Third year:

- [Physiopathology](#). Students collect blood samples from different species (ruminants at the VTF, small animals at VTH) and carry out blood and urine analyses using the basic techniques in the clinical lab). Students solve clinical cases and write a laboratory report with the results of the clinical analyses, with particular emphasis on Physiopathology. Total 20 h, size group 6-8 students.
- [Propaedeutic and Clinical Pathology](#). Students learn the techniques of clinical exploration and sample collection, interpretation of the signs of disease in different species (16 h): cow/small ruminant (3.5 h), horse (3.5 h), ophthalmological, neurological and cardiological examinations in companion animals (6 h), and abdominal ultrasound examination in dogs (3 h). These activities take place in the VTH and VTF. Also, students make interpretation of the clinical haematological, biochemistry and urine analysis results (9h), and write clinical reports. This activity takes place in the VTH clinical lab. Total 25 h, size group 6-8 students.
- [Radiology](#). Students learn to handle the basic operation of the equipment and accessory materials most commonly used in diagnostic imaging, including the radiological security protocols, and practice the placement and management of patients (12 h, size group 6-7 students) This activity takes place in the VTH and students properly manage patients and interact with their owners. Also, students learn about the radiological semiology of different systems, as well as the normal appearance in contrast to physiological and pathological variations (12 h, size group 15-20 students). This activity is carried out in the computer room.
- [General Pathological Anatomy](#). During 6 sessions, learn to perform a necropsy, at least in monogastric, ruminants and birds differentiate the healthy from the pathological tissues and post-mortem alterations, and elaborate necropsy reports (21 h, size group 8-10 students). In addition, at the microscopy room, students do the observational study of histological preparations related to various pathological processes, including the presentation of images showing the corresponding macroscopic alterations (15 h, size group 14-16 students).
- [Infectious Diseases I](#) – Students visit a ruminant farm (4 h, size group 6-8 students) and assess *in situ* the health situation, treatment and control of infectious diseases. Usually, vaccination and the California Mastitis Test for the detection of subclinical mastitis are performed.
- [Infectious Diseases II and Ichthyopathology](#). Students complete a total of 15 hours (size group 8-10 students) of practical training: 8 hours (4 h at VTH, 4 h at the Animal Shelter) where students perform the preventive medicine plan in small animals; 3.5 hours to learn the population health management of poultry (VTF) and finally, they visit to an aquaculture farm where they apply on-site health programs (3.5 h). In relation to Ichthyopathology, the students perform a fish necropsy, collect samples (3 h), and complete the diagnosis and characterization of the pathogenic agents of different aetiology in the Lab (3 h); size group 12-15 students.
- [Parasitic diseases](#). Students develop 4 visits (4 x 3.5 h: 14 h/student, size group 5-6 students) at different farms (cattle, small ruminants), evaluate the characteristics of each farm and collect and process different types of samples. Subsequently, samples are then analysed in the laboratory (4 x 2.5 h: 10 h/student, size group 5-6 students) and students interpret the results and write reports. In addition, a 3-hour clinical practice session in ichthyo-parasitology is conducted, covering methods for collecting samples from fish, as well as the processing and identification of the main parasites affecting host species.
- [Marine Mammals Health and Fish Pathology](#). Students perform necropsies in marine mammals (3.5 h) and fish (2.5 h) and also assess the microscopic findings in different lesions in marine mammals (7 h) and fish (4.5 h), throughout the multi-headed microscope available in the microscopy room. In addition, two visits (4 hours each) are made to the *Poema del Mar* (the largest aquarium in Europe) and to a marine reserve, to learn about the main pathologies and threats to the environment *in situ*. Total 25.5 h, size group 7-9 students.

Fourth year:

- [Anaesthesiology and Surgery I](#) (Total 25 h, size group 6-8 students). Twelve hours take place in the clinical skills labs: 8 h of training related to basic aspects of surgery as performing (on models and organs) sutures, bandages, preparation and use of surgical equipment, protocols in the sterilization room and 4 h where students learn principles of traumatology and introduction to osteosynthesis methods. In addition, students learn (3 h) the basic anaesthetic principles (anaesthetic devices, patient sedation, endotracheal intubation, etc.), developed an introductory clinical rotation (8 h) in the Surgery Service at the VTH and one specific session (2 h) related with traumatology clinical cases.
- [Surgery II](#) (Total 25 h, size group 6-8 students). The students have been scheduled for 4 clinical workshops (12 h) in the clinical skills lab with carcasses and models: Ophthalmological Surgery (3 h), Thoracic Surgery (3 h), Abdominal and Digestive Surgery (3+3 h). In addition, two introductory clinical rotations in the Surgery and Rehabilitation Service (3 h) and in the Ophthalmology Service (3 h) are also scheduled at the VTH. Finally, the students go to the Animal shelter for 2 sessions (3 h per session) to perform, basically, reproductive surgery. A final practical session (1 h) assess students' practical learning.
- [Special Pathological Anatomy](#). A total of 27.5 hours (size group 7-8 students) are scheduled for the students: 6 sessions (6 x 3.5: 21 h) of necropsies in the morphology department, including the writing an anatomopathological report and preparation of samples for complementary tests; these sessions (necropsy area) also include description of the main injuries observed in organs confiscated in the slaughterhouse. In addition, microscopic diagnosis (3 h) from biopsies are histologically analysed to relate the macro and microscopic lesions studied; finally, a comprehensive study of clinical cases (3.5 h) is discussed with the academic staff, along with the diagnosis of the assigned case in order to prepare its presentation and public defence.
- [Preventive Veterinary Medicine](#). Fifteen hours of practices (size group 7-8 students) distributed in 5 sessions, where students visit different farms (small ruminants, cattle, porcine, poultry fish) and check the existing biosecurity measures of the farm and provide improvements. They also audit the livestock facilities in relation to hygienic-sanitary and zootechnical measures to increase its sanitary status, optimization and economic benefits.
- [Toxicology](#). Students develop 18 h of practice (size group 9-11 students), focusing their teaching on the anamnesis findings, differential diagnosis, complementary tests, toxicological diagnostic tests, treatment and prognosis in real clinical case studies and a specific session dedicated to food safety.

Fifth year:

- [Reproduction and Obstetrics I](#). Each student completes 25 h of clinical training in this subject, which takes place at the VTF. Two sessions (8 h, size group 2-3 students) are focused on bovine reproduction (rectal examination, artificial insemination, and other clinical aspects related to reproduction). In addition, reproductive management in small ruminants (oestrus detection, artificial insemination, pregnancy diagnosis, control and attention of the birth and the new-born) usually last between 8-10 hours (size group, 6-7 students) and 8-10 h (size group, 6-7 students) dedicated to reproduction on birds and rabbits.
- [Reproduction and Obstetrics II](#). Students attend a total of 25 hours, which are distributed in the following sessions: reproductive clinic in small animals (4.5 h, size group, 6-7 students) at the VTH where students participate in the clinical activity of the reproduction service; reproductive management in small ruminants (2.5-4 h; size group, 6-7 students) bovine reproduction (8 h, size group 2-3 students) and 8-10 h bird/rabbit reproduction (size group, 6-7 students) at the VTF.
- [Internal Medicine I](#). Each student completes 25 h of clinical training in 6 sessions (size group, 6-7 students), consisting of medical care of ruminants (12 h) and equines (13 h) basically. Most of the patients are treated at the farms (Ambulatory Clinic Service), but treatments are also completed intramurally in those cases received at the VTH.

- **Internal Medicine II** Students (size group, 6-7 students) spend 25 hours at the VTH, where, alongside the academic staff, they primarily attend small animals. Students complete a total of 7 rotations that include the following specialties: dermatology, neurology, internal Medicine, endocrinology and cardiorespiratory services.

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

Regarding the core clinical rotations and emergencies services, the FVULPGC curriculum is organized in such a way that during the practical activities of the core clinical subjects, students rotate through the different services (both intramural and ambulatory) of the VTH, at the VTF and different extra-mural farms, as explained above in detail. In addition, Clinical Rotations are completed during the fifth year, and they include the following subjects:

- **Clinical Practices** A total of 100 hours of clinical training (size group: 5-7 students) is scheduled in this obligatory subject (Year 5, Semester 1). 75 h (20 sessions) are completed in the VTH (including Ambulatory Clinics) in the different clinical services; in small animals (50-55 h), VTH rotations are divided into the following clinical services: Dermatology, Ophthalmology, Cardiorespiratory, Surgery, Reproduction, Internal Medicine, Traumatology and Oncology, and 20-25 h in the equine and ruminants Services. In addition, students have to complete 17 h (4 sessions) in the Pathology Diagnostic Service and 8 h (2 sessions) in the Infectious Diseases Diagnostic Lab.
- **External Practices and Mobile Clinics I/External Practices and Mobile Clinics II** These obligatory subjects (Year 5, Semester 1/2). include 4 blocks: (A) Rotation in the Large Animals Mobile Clinics-VTH (25 h), (B) Rotation in the Hospitalization and Emergency Service at the VTH (90 h), (C) Rotation at the Slaughterhouse (25 h) and (D) Elective Practical Training-EPT (100 h). In this section, only blocks A and B are described, while blocks C and D will be explained in the following sections.

(A) Rotation in the Large Animal Mobile Clinics–VTH consists of a total of 25 h/ student. It includes one visit to a poultry farm (5 h), a cattle farm (5 h), small ruminants farm (5 h) and two sessions (10 h) in equine medicine, accompanied by different veterinarians who work full-time with these species in real clinical practice. The VTH contracts their services, and students participate in the clinical activities in small groups (size 2-3 students)

(B) Rotation in the Hospitalization and Emergency Service-VTH. A total of 90h/student are scheduled throughout both semesters at the VTH. Students must go to the emergency/hospitalization services in 10 sessions distributed in: 12 hours (2 x 6 h, weekend morning), 12 hours (2 x 6 h, weekend afternoon), 24 hours (2 x 12h, Monday to Thursday night), 44 hours (4 x 11 h, weekend night). Under the responsibility and supervision of VTH practitioners, students actively participate in the care of hospitalized animals. They also assist VTH practitioners during emergency consultations, including any diagnostic tests performed. These sessions are scheduled on the ‘Academic’ platform, and the activities completed by the students are described and assessed using the e-portfolio in order to guarantee that the day-one skills are completely evaluated.

In addition, students have the opportunity to complete complementary rotations in different hospital services, allowing them to refine certain clinical skills while complementing their hospital rotation experience. A significant percentage of students (fourth/fifth year students) complete these rotations outside of their academic obligations, usually during the months of January, June, and July, when academic activity is off, but VTH services are still active.

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

FVULPGC integrates practical training in food hygiene, inspection, and safety throughout the Veterinary Degree to ensure students acquire core public health and food control competences. These

activities begin in the second year and intensify in later stages of the curriculum, including a full slaughterhouse rotation in the fifth year.

- [Food Technology](#) (Semester 4, Year-2; 7.5 ECTS). Students perform basic procedures in the food industry in groups of 9-10 students, developing practical sessions on meat industries (10.5 h), production of meat products (4 h), viscosity in food technological application in the food industries (4 h) physical-chemical properties of milk (10.5 h), Gel preparation and rheological and textural measurements (4 h), quality control of wheats and flours (4 h) and visits to food industries (4 h).
- [Food Hygiene and Protection](#) (Semester 7, Year-4, 6 ECTS) Laboratory practical training includes the preparation of culture media for the microbiological analysis of food, water and surfaces, food labelling checks and water physical and chemical testing. A sanitary hygienic interpretation must be given, including the writing of reports with the results (14 h). The activities in food establishments (on-site) consist of the application of kitchen hygienic self-control (3.5 h) and a plan for cleaning, disinfection and rodent control (3.5 h). The average size of the groups is 8-9 students.
- [Food Hygiene, Inspection and Safety](#) (Semester 8, Year-4, 7.5 ECTS). Students developed practical training in laboratory (11 h), performing application of quality control and fraud detection protocols in food: milk and dairy products, oils, fish, eggs, and preserves. Also, students developed extramural practices, including the inspection and hygienic control of agri-food industries (3 h + 3.5 h) and municipal food markets (3 h + 3.5 h). The average size of the groups is 7-8 students. Finally, antemortem and post-mortem inspection in official slaughterhouses is carried out (5 h); with an average size group of 1- 2 students.
- Slaughterhouse rotation (Semester 9-10, Year-5). In this rotation, included within the subjects of [external practices and ambulatory clinic I and II](#), all the students must complete 25 hours (5 days in 1 week) at the Gran Canaria Slaughterhouse (cattle, small ruminants, swine, poultry and rabbits) directly supervised by the Official Veterinary Inspectors (part-time academic staff) in groups of 3 students. Students learn in situ the day-to-day working activity including reception of animals, ante-mortem inspection, stunning, including animal welfare aspects, slaughter process, post-mortem inspection, including taking samples from organs for residues investigation, storage and delivery. The activities completed by the students are described and assessed using the [e-portfolio](#) in order to guarantee that the day-one skills are fully assessed.

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

During the fifth year, students of the FVULPGC have the opportunity to select one elective subject (6 ECTS) from the two available options. Although the elective subjects are optional in content, their completion is mandatory in structure (one of the two must be chosen). Students make their selection based on personal interest in species/disciplines and future specialization. Students are free to choose either of the two electives. The number of students per group ranges from 5 to 7. Curriculum hours taken and number of students in electives are described in Tables 3.1.4 and 3.1.5.

[Clinical Rotation in Companion Animals](#). A total of 100 hours of clinical training is scheduled in this elective subject focused on Small Animals. Seventy-five hours are completed in the VTH divided into different clinical services (Dermatology, Ophthalmology, Cardiorespiratory, Surgery, Reproduction, Internal Medicine, Traumatology and Oncology). In addition, 17 h are developed in the Pathology Diagnosis Service and 8 h in the Infectious Diseases Diagnostic Lab and the Animal Shelter.

[Clinical Rotation in Large Animals](#). A total of 100 hours of clinical training is scheduled in this elective subject focused on Food producing animals and equine. Seventy-five hours are completed in the VTH/VTF/Ambulatory Clinics divided into ruminant service (37 h), equine service (29 h) and Porcine medicine (9 h). In addition, 17 h are developed in the Pathology Diagnosis Service and 8 h in the Infectious Diseases Diagnostic

All activities are assessed through the student's e-portfolio, and contribute to the fulfilment of D1Cs

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

The achievement of the learning results of the core practical/clinical activities is recorded in each TG for the learning objectives specified in the subject programme, which also indicates the assessment procedure, assessment criteria and grading systems for the different learning activities defined. More information about the student's assessment methods is described in Area 8.

In addition, as described above, a e-portfolio has been designed to verify that every student has completed the day-one competences. The e-portfolio is used for the assessment procedure of the following subjects: Clinical Practices, External Practicum and Ambulatory Clinics I, External Practicum and Ambulatory Clinics II, Clinical Rotation in Companion Animals and Clinical Rotation in Large Animals. This e-portfolio indicates the summative learning outcomes for the D1Cs and specify those specific tasks that will serve as a check point that the student must pass to graduate.

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.

How the VEE ensures that the study programmes meet the objectives

In compliance with the laws mentioned in Standard 3.1, the Degree in Veterinary Medicine in Spain comprises 300 ECTS (5 years) and according with the Royal Decree 96/2014, has recognized the Veterinary degree as equivalent to a Master's level. The current curriculum was verified by the Spanish QA and accreditation agency (ANECA-ENQA member) and was approved by the Spanish Council of Universities in 2010. This new curriculum was introduced during the academic year 2010-2011. The accreditation of the FVULPGC Degree in Veterinary Medicine was renewed by the Spanish Council of Universities in 2017, by ACCUEE (member of ENQA) in 2017 and 2023, and by EAEVE until 2025.

As mentioned in Standard 3.3, FVULPGC ensures that the curriculum meets the overall objectives and learning outcomes specified in the subjects' programmes. The FVULPGC curriculum is based on the acquisition of competences, abilities and skills and is designed in such a way that all the competences (and abilities and skills) to be acquired are distributed throughout the various subjects. The acquisition of competences and abilities is demonstrated by the learning outcomes, which are also identified for each subject. The relationship between the competences, learning outcomes and objectives for each subject are set out in the respective TG.

FVULPGC ensures that the program's objectives are achieved at graduation by assessing students' knowledge and skills, and through the QA system with its detailed indicators. However, only later, through surveys directed to graduates, the success of training is confirmed. The Rectory annually carries out an Employability Survey for ULPGC graduates which analyses a large number of parameters. The results of the last three graduating classes evaluated (studies completed in 2019, 2020, and 2021) show an employment rate (24 months after graduation) of over 94%. 83% of these vets work in the Canary Islands and the remainder primarily in the rest of Spain. Furthermore, over 91% of veterinarians are employed, and only 9% have started their own business. Regarding employer satisfaction, the latest data (2021) show high satisfaction with graduates' capabilities, with a score of 4.5/5.

Finally, external members of the External Advisory Board regularly note that FVULPGC graduates possess strong technical preparation, while their social skills are comparatively less developed, a characteristic often associated with generational factors.

How the VEE promotes a teaching environment conducive to learning

As reflected in the values of our Faculty, in university education, fostering an inclusive and respectful environment is essential for academic and personal growth. Respect for diversity of ideas, gender, race, culture, and beliefs enriches learning by encouraging dialogue, critical thinking, and empathy. A safe and supportive atmosphere allows all students to participate fully, express themselves freely, and develop as professionals committed to equity and social responsibility.

FVULPGC promotes a dynamic learning environment by updating its curriculum to meet societal needs, ensuring highly qualified academic staff, and investing in modern facilities, equipment, and resources to support innovative teaching methods. It is essential to encourage students to think critically, consult current literature, engage in evidence-based research, and solve problems alongside experienced professionals. Regarding the academic staff, participation in innovative teaching courses and their subsequent application in teaching is actively encouraged, as is maximizing the use of new information technologies.

A key dimension of teaching is the relationship between students and staff. Veterinary students pursue a demanding vocation, and it is therefore an essential responsibility of the academic staff to meet the expectations that students place upon them. The low number of students at our VEE facilitates a close relationship with the academic staff, establishing an environment of trust that promotes close and productive teaching. In fact, students (through satisfaction surveys) rate the Veterinary staff very highly, consistently ranking them among the top (1st or 2nd) of all ULPGC centres. This rating not only represents an affirmation of the teaching quality of our lecturers, but also of their approachability and availability to listen and talk to students.

How the VEE encourages and prepares students for self-learning and lifelong learning

Given the rapid pace at which scientific knowledge evolves, FVULPGC emphasizes the importance of remaining up to date in all veterinary fields and understanding its transient nature. Students are trained to consult international bibliographic databases (Scopus, Web of Science) and to value continuous professional development as an essential component of veterinary excellence. In addition, from the first year, students are encouraged to engage in research and multidisciplinary projects, both individually and in groups, as well as to participate in courses offered by the VEE, Dean's Office or institutions such as the COLVET-LPA. On the other hand, the FDP requires students to conduct an exhaustive bibliographical review, explore and search for solutions to problems affecting the veterinary profession, thereby fulfilling the training's objective to enhance learning.

Academic staff is actively engaged in continuous professional development, regularly attending training courses on innovative teaching methodologies aimed at fostering student autonomy, self-learning, and lifelong learning. Therefore, individual assignments and academic challenges further promote a culture of self-directed learning, but also continue to maintain that investigative and formative capacity after graduation.

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.

The Veterinary Degree curricula is structured around a comprehensive set of [competences](#), categorized into three main groups: transversal (or generic) competences formulated by ULPGC and common to all degree programmes; general competences, primarily derived from ANECA's "[White Book of the Veterinary Degree](#)"; and specific competences, aligned with the requirements of the list of [D1C](#) defined by the EAEVE. The curricula are coherently designed to align educational objectives

with competences and learning outcomes, which are defined at the subject level and detailed in individual course programmes.

Based on these competences, the main educational objective of the curriculum is to ensure that students achieve a competent level of knowledge and skills across all areas of the veterinary profession. This is accomplished through a progressive and comprehensive competence-based learning process, structured around educational objectives and a workload totalling 300 ECTS. These objectives are aligned with a set of learning outcomes associated with each specific subject in the curriculum.

The achievement of the curriculum competencies is assessed through the evaluation of learning outcomes. Regardless of their classification (basic, pre-clinical, clinical, animal husbandry, animal health, or food hygiene) each subject has a competence-based assessment system designed to ensure that every graduating student meets the required curriculum competencies. In most subjects, this evaluation includes not only traditional theoretical exams but also a variety of practical tests and checks. Common methods of verification include the evaluation of practical work (sometimes through continuous assessment), the demonstration of critical thinking, and the correct identification of problems related to different professional scenarios. All types of assessments are considered in the final grading, and detailed information about the evaluation process is provided in the TGs, specifically in Area 8 (Student assessment).

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

Both the competences and the learning outcomes are defined in the curriculum as stated in 3.1. The relationship between competences, learning outcomes, and how they are achieved is defined at the subject level and described in detail in the TG of each subject. These TGs serve as formal reference documents that guide the implementation and monitoring of the learning process. Teaching Guides are reviewed, discussed, and approved on an annual basis to ensure teaching coordination, and the adequacy of staff, facilities, resources, and pedagogical strategies, thereby ensuring that both professional and soft skills are effectively developed throughout the veterinary training. This process involves multiple governance bodies: Departmental Councils, CAD, and the QAC of FVULPGC. Final validation is carried out by the FB. TGs are published on the FVULPGC [website](#) prior to the start of the academic term, ensuring transparency and accessibility for all stakeholders.

On the other hand, if a significant modification to the TG of a subject or the curriculum is deemed necessary, in addition to the aforementioned committees, the participation and analysis of the Degree Committee is also necessary. Finally, curriculum modifications must be approved by the FB, following a positive report by the QAC.

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

From the beginning of the current Degree in Veterinary Medicine (academic year 2010/2011) to the accreditation renewal (2017), and from accreditation renewal to present, curriculum 2011 has been in a constant review process, with several non-substantial changes in its content or structure. Curriculum modifications are approved by the FB, previous proposal by the Veterinary degree Committee or departments responsible for the subjects of the degree and positive report issued by the QAC. Subsequently, these modifications must be approved by the ULPGC Governing Council, after

positive report of the University QAS. This process follows the general procedure for curriculum modification as laid out in current regulation Royal Decree 822/2021.

In February 2024, the FVULPGC obtained institutional accreditation of Higher Education Schools by ANECA. Institutional accreditation of a VEE refers to an external evaluation process that certifies compliance with certain quality standards in all aspects of the faculty, including its organization, resources, academic programs, and results. Once the accreditation is awarded, the accreditation of the school and the Veterinary degree, as well as other studies for which the establishment is responsible, must be renewed every six years (Royal Decree 640/2021).

Design and communication of the curriculum

As previously mentioned, the FVULPGC curriculum complies with the European and national regulations that define the curriculum framework, with the requirements of an official verification by ANECA. With this purpose, the FB appointed a specific committee for the design of the curriculum, which was ratified by the Rector, and was formed by professors representing the 5 content modules, student body representatives and the person responsible for the Administrative Unit. All Veterinary Faculties in Spain are subject to the same regulations, and all issues are thoroughly discussed and agreed upon within the Spanish Conference of Veterinary Faculties, to provide homogeneity and coherence to veterinary education and to promote student exchange and mobility. Curriculum changes are communicated to teaching staff, support staff, students and stakeholders using the FVULPGC website.

Implementation, evaluation and review of the curriculum

Since its implementation in the academic year 2010-11, the curriculum is subject to a continuous evaluation under the responsibility of the Veterinary Degree Committee, in which students are represented. Modification of the FVULPGC curriculum can be motivated by a major change based on legislation or after a review and accumulated experience of the application. Minor changes can be carried out by the MONITOR programme, and major changes should follow a VERIFICA programme. In any case, the decision will be made according to a procedure that has to be approved by the FB. It must be justified and proposed to the CAD and the QAC, which will present it to the FB. For the current curriculum, the FB designated the Degree Committee to generate a debate and proposal with the staff (through the departments), student representatives and stakeholders. After the proper debate and once consensual, it is proposed to the FB that, once approved, will be submitted to the Vice-Rectorate for Degrees and Academic Quality of the ULPGC, previously to be approved by the University Council. Finally, it is sent to ANECA. This thorough monitoring process is carried out to ensure that the degree programme continues to be effective and updated, and to guarantee the renewal of its accreditation (every eight years, as mandatory by law (Royal Decree 822/2021)).

Since the end of 2024, and following approval by the FB, the Degree Committee has been analysing and further developing a new curriculum proposal. This Degree Committee is composed of 20 members, with participation from the DT, departments, students, and administrative staff. This new curriculum aims to introduce new strategies to improve students' skills and competences, with more clinical training rotations and the new insights of the veterinary profession.

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.

As previously indicated in the Standard 3.1 Elective Practical Training (EPT) is a part of the compulsory module (9th and 10th semester) comprising 12 ECTS credits, that includes Rotation in

the Large Animal Mobile Clinics–VTH (25 h), Rotation in the Hospitalization and Emergency Service–VTH (90), Slaughterhouse rotation (25h) and the EPT (100 h).

At the EPT, students select an external veterinary centre where they carry out a **traineeship** period under the supervision of qualified personnel (Table 3.5.1). EPT may be developed in veterinary clinics, ambulatory clinics (equine, food-producing animals, exotic and wild animals), in livestock farms, zoological parks, slaughterhouses, laboratories, food industries or other private/ public veterinary institutions. This training implies the participation of the students in professional companies within a non-academic setting, allowing them to immediately apply and practice the competencies and skills acquired during their formal education.

EPT subjects are regulated by Order ECI/333/2008 as the whole curriculum and the National Academic Regulations ([RD 592/2014](#)), and the ULPGC regulations ([link](#)). In addition, since January 2024, following the entry into force of Royal Decree 2/2023 and its subsequent regulations, all university students undertaking curricular placements must be mandatorily registered with the Spanish Social Security system, regardless of whether the **traineeship** is paid or unpaid. This measure ensures full social protection coverage for students during their practical training, and it is guaranteed at the FVULPGC through University of Las Palmas Foundation (FULP), while the cost is assumed by the ULPGC. The Vice Dean of Students and Mobility organizes and coordinates all aspects related to the EPT, together with the academic staff belonging to the External Practices Committee. All of this is supported by administrative assistance, which performs the administrative management of the internship activities and the legal agreements with the EPT providers.

At the start of the 9th semester, an orientation meeting explains the EPT application process and activities. All procedures are published on the VEE [website](#). An agreement with the Canary Islands' veterinary colleges allows training in most local clinics (companion and exotic animals), along with partnerships with animal shelters, zoos, equine and food animal practitioners, food companies, and abattoirs. Students may also propose new providers, subject to coordinator approval. Each agreement specifies the maximum number of students and their distribution; in most cases, students obtain their first choice without competition.

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

Fields of Practice	Minimum duration (weeks)	Year of programme
Production animals (pre-clinical)	4 weeks (100 hours)	5
Companion animals (pre-clinical)		
Production animals (clinical)		
Companion animals (clinical)		
VPH (including FSQ)		
Others*		

* Zoos, recovery centres management, pharmaceutical companies, feedstuff industries, public administration,... etc

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

[FULP](#) is a structure serving the ULPGC that, among other functions, is responsible for managing curricular **traineeships** for students, which are training activities in companies that complement their studies. The FULP is responsible for establishing [collaboration agreements](#) between the different companies and the ULPGC, defining the students' obligations, as well as the professional skills they must acquire. These agreements also include insurance matters (ULPGC insurance and civil liability insurance) and are updated every year. Appendix 3.2. lists the companies related to the veterinary profession where students have completed their EPT in the last three years.

As previously indicated, the curricular **traineeships** take place during the fifth academic year. At the beginning of the course, the vice-dean of students explains in detail the structure and development of the EPT **traineeship** to the students. During the EPT, students are supervised by two

tutors: one academic tutor and one professional tutor (mostly veterinary practitioners) from the company. All the veterinary practitioners who supervise the EPT are collegiate members of their local Official Veterinary College and follow the deontological code for the exercise of the veterinary profession as established by the Spanish Veterinary Council.

As a specific instrument for the student's assessment during the EPT, the ULPGC has designed a midterm [questionnaire](#) (approximately halfway through the EPT period) and a [final report](#) for the company/institution tutor (non-academic staff member) in order to provide feedback to the Faculties. The company tutor's evaluation has a 10% weight in the final grade. Similarly, students must complete questionnaires ([1](#), [2](#)) throughout their [traineeship](#) and finally submit a [final report](#), which is evaluated by the academic tutor. The academic tutor also evaluates the student using a [rubric](#) and in a final interview, where the student's report is considered as the basis, with a 90% weight in the final grade.

The teaching staff responsible for the supervision of the EPT are the members (academic tutors) of the External Practices Committee (EPC) and can be found in Table 3.6.1.

Table 3.6.1. External Practices Committee

Disciplines	Academic tutors
Medicine and Surgery	Miguel Batista Arteaga (Dean), Rubén Rosales Santana (Vice-Dean), María Inmaculada Morales Fariña
Animal Health, Herd Health Management	Eligia Rodríguez Ponce, José Manuel Molina Caballero. Antonio Ruiz Reyes. Jorge González Pérez, Julia Natividad Hernández Vega, Félix Acosta Arbelo
Animal Production	Anastasio Argüello Henríquez
Veterinary Public Health	Esther Sanjuán Velázquez

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

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

As previously mentioned, the EPT coordinator holds an informational meeting with students at the beginning of the ninth semester. Outside of this initial meeting, students can freely contact the coordinator, who will provide final details about any procedures related to the EPT. Students are free to choose the companies where they want to pursue their EPT and that they consider most relevant to their professional future. However, students can also search for new companies to pursue their EPT and establish a collaboration agreement with the University. In any case, the steps to follow are the following:

- Under the supervision of the EPT coordinator, the student contacts the company and requests an [traineeship](#) for a specific period. Contact details of the establishments are available to the students.
- The student applies for a curricular internship credential, specifying the dates and schedule.
- This credential is sent to the EPT coordinator, who assigns an academic tutor.
- The [traineeship](#) starts once the student, academic tutor, and professional tutor sign the agreement.

During their EPT, students must prepare a report describing their activities, following the established model and criteria, based on ULPGC's [regulations](#), with guidance from their academic tutor. Clinical [traineeships](#) should include at least one case, while non-clinical placements (e.g., food companies, slaughterhouses) should detail daily routines and relevant aspects. All reports must include a personal reflection on acquired skills, strengths, and areas for improvement. In addition, students complete an [anonymous satisfaction survey](#).

Description of the complaint process in place concerning EPT

The vast majority of students do not report any complaints or difficulties during their EPT. This is due to the fact that, before beginning their EPT period, students contact the company and learn about its characteristics, as well as the skills they can acquire. However, in situations where there is any disagreement, students should first inform their academic tutor. The academic tutor usually

contacts the professional tutor to try to verify and, if necessary, correct the students' requests. If there is negative feedback from the company tutor, the EPT coordinator is informed, as well as the dean, to try to find a solution to the student's complaint.

The EPT Committee analyses (usually annually) the progress of the EPT, assessing the level of satisfaction of the different stakeholders (students, academic and professional tutors), and any other issues considered relevant. In more complex situations, corrective and improvement measures are proposed. If a company receives several complaints over the years, it is generally decided not to continue the collaboration agreement.

Furthermore, [PAC06](#) of the QA Manual indicates the procedure for managing complaints that students can use to express a complaint or claim regarding any academic activity, including the EPT.

Students can also undertake voluntary non-curricular EPT, known as extracurricular practices, outside university hours and at any stage of the Veterinary Degree. Motivated by personal interest or a desire for deeper knowledge, students arrange these extracurricular practices directly with a company, with agreements managed through the FULP. Before formalising, the FULP consults the EPT coordinator to confirm the activities' relevance to the Veterinary Degree.

Comments on Area 3

The FVULPGC Veterinary Science curriculum fully complies with Spanish laws and EU Directive 2005/36/EC, as amended by directive 2013/55/EU, and its Annex V.4.1., and is continually reviewed and evaluated to ensure that the learning outcomes are met. In this way, the ESEVT visit provides an opportunity to review and analyse the current situation for improvement. Together with the recommendations from the visit, it will help prioritise the issues to be addressed and determine the order in which they should be undertaken. The curriculum also includes subjects on matters of strategic interest to the Canary Islands, such as aquaculture and marine mammals.

Vertical and horizontal coordination mechanisms are essential to prevent overlapping, redundancies, omissions, and adequate curriculum integration. The results of their analysis and discussion (with student participation being essential) are presented in the VEE's annual report, which is thoroughly evaluated by the FB. If any aspect is deemed in need of reinforcement or improvement, it is incorporated into the specific objectives presented by the DT and the QAC at the beginning of each academic year.

The inclusion of EPT in the Veterinary Science curriculum has enhanced students' professional and scientific skills. With a current duration of 100 hours, students select a single provider based on their interests, under dual supervision from the host institution and the academic tutor. Moreover, End-of-degree Project, may be co-tutorised by a professor from the FVULPGC and a veterinarian from the EPT provider, which has had an impact in the greater involvement of students and the EPT-provider during EPT.

Suggestions for improvement in Area 3

The Spanish Conference of Veterinary Faculties has conducted an in-depth analysis of Veterinary Medicine curriculum in Spain. Based on the positive results obtained from implementing practical rotational periods, it has proposed to the Ministry of Science, Innovation and Universities to extend the Veterinary Medicine Degree by one academic year (60 ECTS). This extension would allow for a better redistribution of onsite teaching time, an increase in the practical content of clinical subjects, and the introduction of new elective courses in order to strengthen currently underdeveloped professional profiles. Similarly, since early 2025, the ULPGC Degree committee (with the participation of all stakeholders) has been conducting an in-depth review of the curriculum, defining strengths, weaknesses, and opportunities for improvement.

Vocational selection of students, recognising the full range of professional competencies of veterinarians, including food safety in abattoirs, is already in practice. However, it is important to provide guidance, once students begin their studies, to ensure prospective students are aware of these responsibilities.



Photographs of the FVULPGC used in the SER were kindly provided by our undergraduate students
Marina Rosa Velázquez Mendoza and Samuel Santana Pérez