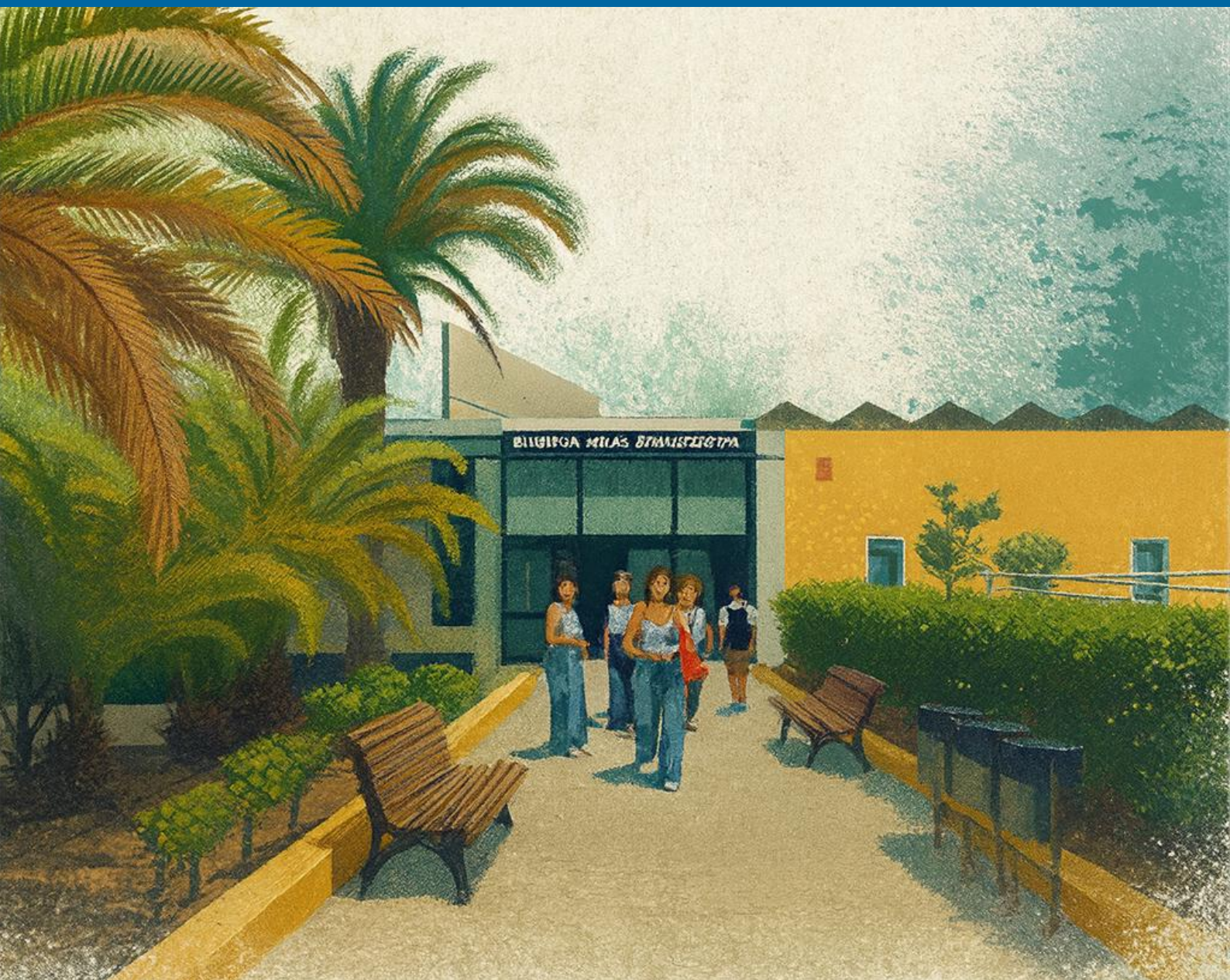




VET
FACULTAD DE
VETERINARIA



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

Area 7. Student admission, progression and welfare

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

Description of how the educational programmes is advertised to prospective students

The admission phase at the FVULPGC is primarily advertised using up to date information found in the [ULPGC](#) access and admission webpage for both national and international students. In addition comprehensive details about objectives, curriculum, competencies, faculty members, schedules, quality assurance and certifications and other aspects related to the degree are available on both the [ULPGC](#) study plan webpage and [FVULPGC](#) own site.

In addition, as part of the ULPGC’s strategy, the VEE organizes an annual [Open Day](#) that includes talks and guided tours of the VEE, offering many prospective students their first contact with the FVULPGC. The VEE also takes part in the [Science and Innovation Week](#) in the Canary Islands, sponsored by the regional government, where students can engage in hands-on activities at the FVULPGC, thereby further promoting the degree to high school students.

The Student Information Service ([SiS](#)) of the ULPGC is also key in providing information regarding access and progression at the VEE. The SiS centralizes information regarding access to the ULPGC, grants, and relevant internal regulations of interest for students, including the [Regulations for the Assessment of Learning Outcomes and Acquired Competences](#) and [Regulations on Academic Progress and Continuation](#). Also, the SiS cooperates in promoting the VEE to prospective students by hosting a [virtual tour](#) to the VEE.

Cooperation on student mobility with other VEEs is coordinated by the [ULPGC Mobility Office](#), which [publishes](#) all bilateral agreements between the FVULPGC and partner VEEs within the framework of the ERASMUS+ programme (both in Europe and worldwide) and the SICUE scheme (national level). The [SiS](#) and the [VEE](#) also promote these mobility opportunities through dedicated web pages, ensuring wider dissemination of the information.

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

All information was provided by the quality assurance unit of the ULPGC from data collected in the internal database <https://discoverer.ulpgc.es/discoverer/viewer>.

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

	2023/2024	2022/2023	2021/2022
Standard students	75	71	70
Full fee students	N/A	N/A	N/A
Total	75	71	70

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

<i>Year of programme</i>	2023/2024	2022/2023	2021/2022
First year	70	70	68
Second year	73	69	65
Third year	57	69	78
Fourth year	70	71	66
Fifth year	103	112	128

Table 7.2.3. Number of veterinary students graduating annually

	2023/2024	2022/2023	2021/2022
Standard students	68	79	74
Full fee students	N/A	N/A	N/A
Total	68	79	74

Table 7.2.4. Average duration of veterinary studies

Duration% of the students who graduated in 2023/2024:	
+ 0	66,2%
+ 1 year	16,2%
+ 2 years	8,8%
+ 3 years or more	5.9%

Table 7.2.5. Number of postgraduate students registered at the VEE

Programmes	2023/2024	2022/2023	2021/2022
Interns	3	3	3
Residents	-	-	-
Master students			
<i>Animal Health and Food Safety</i>	11	14	18
<i>Aquaculture</i>	12	12	18
PhD students			
<i>Animal Health and Food Safety</i>	50	45	46
<i>Sustainable Aquaculture and Marine Ecosystems</i>	28	30	41
<i>Research in Biomedicine</i>	113	112	110
<i>Research Applied to the Health Sciences</i>	88	82	87

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

Description of the admission procedures for standard students:

Selection criteria

The admission procedure at ULPGC follows the common framework applied to all applicants to the Public Universities of the Canary Islands, including those seeking entry to the Veterinary Degree. The regulations and criteria are defined by the Ministry of the Presidency, Relations with the Parliament, and Democratic Memory (Order PCM/63/2023, of 25 January, published in the Official State Gazette (BOE no. 22, 26 January 2023). Comprehensive information on the admission process is provided on the access to the [ULPGC](https://www.ulpgc.es) website, with the main points summarised below:

Applicants who have completed secondary education (Baccalaureate) must take the University Entrance Examination (PAU). No subject-specific prerequisites are required for admission to the FVULPGC. The PAU consists of two phases:

1. General phase

- Compulsory for all Baccalaureate students.
- Maximum score: 10 points.

2. Specific phase

- Voluntary, covering subjects related to the applicant's intended field of study.
- Allows students to increase their overall admission score up to a maximum of 14 points.

Given the highly competitive nature of admission to the Veterinary Degree, participation in both phases is strongly recommended.

The final admission grade (*nota de admisión*) is calculated using the following formula:

$$\text{Admission grade} = \text{CFGs} \times 0.6 + \text{General PAU score} \times 0.4 + (a \times M1 + b \times M2)$$

Where:

- CFGs = Average grade from the Baccalaureate.
- General PAU score = Result of the compulsory general phase.
- M1, M2 = Marks obtained in two subjects of the specific phase.
- a, b = Weighting coefficients (0.1 or 0.2), established by each university depending on the degree and its subject requirements.

This calculation yields a maximum possible admission score of 14 points.

Policy for disabled and ill students

In accordance with national and regional regulations, including Royal Decree 534/2024, of 11 June (published in BOE no. 142, 12 June 2024), a 5% quota of places is reserved for applicants with a certified disability equal to or greater than 33%. These students also benefit from the exemption of academic fees as established by law. Candidates with chronic illness or other long-term conditions are entitled to request reasonable adjustments in the admission process, thereby ensuring equal access under the principles of non-discrimination and inclusion.

The ULPGC, through its SiS and the [Support Services for Students with Special Educational Needs](#), provides guidance on the documentation required and coordinates the implementation of special measures. These include adaptations during the PAU examinations (such as additional time, adapted exam formats, or accessible facilities) and support throughout the enrolment and study period.

All information regarding quotas, rights, and support services for disabled or chronically ill applicants is published transparently on the official ULPGC admission quota [website](#), ensuring that prospective students are fully informed of the procedures available to guarantee equitable access to the Veterinary Degree.

Composition and training of the selection committee

Appeal process

Advertisement of the criteria and transparency of the procedures

There is no specific selection committee for admission to the Veterinary Degree, as the procedure is regulated at the national level. Candidates may contest their results by submitting an

appeal to the PAU Organizing Committee, which is legally obliged to resolve such claims within the deadlines established in the applicable regulations. Where appropriate, a second evaluation is conducted by a different examiner to guarantee impartiality. The admission criteria and procedures are defined by Order PCM/63/2023, of 25 January (published in BOE no. 22, 26 January 2023) and by the corresponding annual resolutions of the Government of the Canary Islands (published in the BOC), which regulate the implementation of the admission process. All criteria are publicly available and transparently disseminated.

The outcomes of the admission process for all public universities in the Canary Islands are published simultaneously online and communicated directly to applicants through the ULPGC website.

Description of how the VEE adapts the number of admitted students to the available educational resources

The admission to the Veterinary Degree at FVULPGC is regulated by a *numerus clausus* (72 new students registered every 1st academic year as determined in the [degree verification report](#)), associated with the VEE's available resources (teaching staff, facilities, equipment, healthy and sick animals), and to the conditions required to guarantee animal welfare and biosecurity standards. The VEE demonstrates compliance with this principle through its annual self-assessment report, which systematically evaluates whether the personnel resources (Standard 4.1) and the material, services and learning resources (Standard 5.1) are sufficient to cover the needs of the curriculum and to ensure high-quality training. This process is embedded within the internal QAS, ensuring continuous monitoring and improvement. The report, once prepared and endorsed by the VEE's QAC, is submitted for approval to the ACCUEE and ANECA.

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

The estimated number of new students entering the Veterinary Degree at ULPGC for the next three academic years is expected to remain stable at 72 per year, in line with the current *numerus clausus*. No variation in the available educational resources is foreseen, as the VEE has reached a sustainable balance between student intake and its human, material and animal resources. This stability ensures that the curriculum requirements can continue to be met without compromising the quality of training, animal welfare, or biosecurity standards. The VEE is committed to maintaining this equilibrium through continuous monitoring of teaching capacity, infrastructure, and service provision within its Quality Assurance framework.

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

Description of the policies and procedures dedicated to applicants with disabilities

Once students with disabilities or specific educational support needs (SESN) are admitted, ULPGC implements established institutional protocols to guarantee equity, inclusion, and compliance with national legislation and European standards. The Social Action Service ([ULPGC Social Action Service](#)) plays a central role within the ULPGC's Quality Assurance framework, providing structured guidance to students at all stages (prospective, newly admitted, and enrolled) and ensuring that necessary adaptations are introduced without compromising academic standards. This service not only addresses individual cases by identifying barriers and proposing specific methodological or infrastructural adjustments but also promotes preventive measures and awareness initiatives among academic staff and counsellors. In this way, teaching staff are trained to recognise the implications of different SESN and to integrate inclusive practices into their teaching. By embedding these measures into its internal QA processes, ULPGC ensures that non-discrimination policies are effectively

applied, that students with SESN are fully supported throughout their academic trajectory, and that all graduates are able to achieve the D1C required by the EAEVE framework.

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

Description of:

- The progression criteria and procedures for all students

The regulations on [Academic Regime and Permanency](#) in official Degrees and Masters at ULPGC explicitly define the framework for student enrolment, progression, and continuation. During the first academic year, students are required to enrol either as full-time (60 ECTS) or part-time (30 ECTS), with the latter status granted upon request and under specific conditions. After the first year, full-time students may enrol between 42 and 78 ECTS per academic year, while part-time students may enrol between 18 and 36 ECTS. Students must pass a minimum of 6 ECTS in their first academic year in order to remain enrolled in the programme. Additionally, there are limits on the maximum period of permanency: students may spend up to 8 academic years in full-time regime and up to 12 years in part-time regime to complete their degree. In justified circumstances (illness, disability, caring responsibilities), students may apply for extensions.

Progression is also regulated through [academic performance requirements](#): students are subject to a maximum of two examination sessions per subject; if they fail both, they must request an extraordinary session, with a maximum of six total attempts per subject. Failure to pass within these limits leads to termination of studies in that programme. Furthermore, mechanisms for support and remediation are foreseen: students can request changes to their enrolment regime, counselling from academic tutors, and support from the Social Action Service and other institutional units.

- The remediation and support for students who do not perform adequately

ULPGC has several mechanisms in place to support students who experience academic difficulties or do not initially perform at the expected level. Academic tutoring is available at VEE level, where students receive personalised guidance on course selection, workload distribution, and study strategies. In addition, the University provides institutional services such as the [Social Action Service](#), the [Psychological Support Unit](#), mentoring, as part of the [Mentoring Programme](#), active since the academic year 2022/2023 at VEE, which provides orientation and support among university students, based on peer mentoring and tutoring programmes, defined by the Tutorial Action and Student Orientation Plan ([PATOE](#)), which identify students at risk and design tailored support measures.

Remediation may include:

- Academic counselling and revision of enrolment regime (switching between full-time and part-time).
- Access to adapted methodologies, additional tutorials, or small group reinforcement.
- Special consideration for students with SESN, including methodological and infrastructural adaptations.
- Psychological and social support services, when academic underperformance is related to personal or health issues.

Students who repeatedly fail to progress are monitored through the [VEE's Quality Assurance procedures](#), which allow early [identification of at-risk students](#). When remediation measures prove insufficient, students may request extraordinary exam sittings or, if they reach the maximum number of attempts, are formally advised on alternative academic pathways, which include a defined subject compensation procedure. This ensures a balance between student support, fairness, and compliance with national regulations.

- The advertisement to students and transparency of these criteria/procedures

The criteria and procedures for enrolment, academic progression, remediation and support are clearly defined in the ULPGC Regulations on [Academic Regime and Permanency](#) (2024) and are publicly available through the institutional website. Students are informed of these regulations at the time of admission and during induction activities, such as the welcome days organised at the beginning of every academic year by the VEE, and reminders are provided throughout their studies via the VEE's webpage, the virtual campus, and academic tutoring sessions.

In addition, specific support mechanisms such as the Social Action Service, the Psychological Support Unit, and the PATOE are widely publicised through the VEE and ULPGC communication channels, including social networks. These services ensure that students are aware of their rights, available resources, and the procedures to request adaptations or additional academic support. Transparency is further reinforced through the VEE's [Quality Assurance framework](#), which guarantees that updated information regarding progression and support is systematically disseminated to students, staff, and external stakeholders, registering all related documents.

Description of the rate and main causes of attrition

Based on the annual [VEE Annual Quality Reports](#), the attrition rate for the Veterinary Degree at ULPGC was 12.82% in 2021/2022, increasing from 8.45% in 2022/2023 to 18.57% in 2023/2024, a value still below the maximum threshold indicated in the degree verification report but requiring special attention. In contrast, the efficiency rate reached 90.37%, well above the 70% benchmark established in the degree verification report, and the average study duration decreased was 5.34, 5.58 and 5.53 years for academic years 2021/2022, 2022/2023 and 2023/2024 respectively, remaining close to the official five-year curriculum.

The main causes of attrition identified include the loss or lack of scholarships, which strongly influences student retention, as well as low satisfaction with programme organisation and teaching staff coordination. These factors, together with administrative and workload pressures, appear to contribute to students' decision to abandon their studies.

The measures for improvement defined by the VEE's QAS include:

- Strengthen the monitoring of at-risk students through the VEE's PATOE and counselling/mentoring programmes.
- Review the organisation of the curriculum and coordination of teaching activities, with particular emphasis on workload distribution and scheduling.
- Collaborate with institutional services to assess the impact of financial aid on student retention and to promote better support mechanisms for scholarship-dependent students.
- Implement specific actions within the quality assurance framework to address student feedback on organisation and coordination, and to ensure continuous monitoring of attrition and progression indicators.

Description of how (procedures) and by whom (description of the committee structure) the admission procedures, the admission criteria, the number of admitted students and the services to

students are decided, communicated to staff, students and stakeholders, implemented, assessed and revise.

Admission procedures and criteria for the Veterinary Degree at the ULPGC are determined by national and regional legislation, including the Organic Law of Universities (LOSU - *Ley Orgánica de Universidades*), Royal Decree 412/2014 on the basic regulations for admission to official university studies and its subsequent updates such as Royal Decree 534/2024 on university organisation and admission. These regulations are implemented and approved by the ULPGC Governing Council following proposals from the Vice-Rectorate for Academic Planning and the VEE Board.

The number of admitted students (*numerus clausus*) is established by the Government of the Canary Islands, in consultation with the Spanish Ministry of Science, Innovation and Universities, considering the VEE's teaching, clinical and infrastructural capacity and registered in the VEE's degree verification report. Admission is highly competitive, with candidates ranked on the basis of their academic record and performance in the national university entrance examinations (PAU), which determine the annual [cut-off mark](#) for entry at the VEE. Information regarding criteria, cut-off marks, procedures and deadlines is communicated transparently through the official [ULPGC](#) and [VEE](#) websites, student information sessions, and institutional communication channels. Student services (academic guidance, disability support, counselling, mobility programmes, scholarships, and mentoring) are coordinated by the SiS, the Disability Support Unit and the VEE's Academic Office, under the supervision of the Vice-Dean for Students.

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

In Spain, the framework for disciplinary procedures is defined by [National Law 3/2022, of February 24](#), on University Coexistence (*Ley 3/2022, de Convivencia Universitaria*), complemented at institutional level by the ULPGC Regulation 6/2023 on [Coexistence and on Measures for the Prevention of and Response to Violence, Discrimination, and Harassment](#). These regulations establish the rights and obligations of students and set out the explicit procedures for addressing misconduct (classified as minor, serious, or very serious). The disciplinary process is formally initiated by the Rector, who designates an instructor responsible for investigating the facts, hearing the parties involved, and safeguarding due process. Students under investigation are granted the right to present allegations, provide evidence, and be assisted in their defence. Following the investigation, a proposed resolution is issued and notified to the student, who may lodge an appeal before a final decision is adopted.

For cases of very serious misconduct, sanctions may include temporary expulsion from the University for a period ranging from two months to three years. Importantly, the law also provides for educational and rehabilitative measures as alternatives to traditional sanctions, such as compulsory participation in academic, cultural, social, sports, public health or university extension activities, thereby promoting restorative approaches rather than purely punitive outcomes.

Appeal mechanisms are available at different levels: initially within the ULPGC itself (before the Rectorate or the Governing Council, depending on the case), and subsequently before external administrative or judicial bodies, ensuring impartiality and transparency in decision-making. All applicable regulations are publicly accessible on the ULPGC website and communicated to students during orientation activities, guaranteeing that policies on exclusion and appeals are explicit, widely disseminated, and aligned with the principles of fairness and student support.

Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes but is not limited to learning support and counselling services, career advice, and fair

and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation. There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).

At the VEE and ULPGC, several mechanisms are established to support the physical and emotional well-being and overall welfare of students. These include:

- [SiS](#): Provides comprehensive guidance on enrolment, scholarships and financial aid opportunities, including national and regional grants (Ministry of Education and Government of the Canary Islands). Information is updated regularly and accessible through the official portal.
- [Social Action Service](#): aims to engage with the students' social and personal reality and environment, through the analysis of their individual circumstances. With this purpose, it manages a variety of programmes designed to support students, fostering the necessary conditions for full inclusion, while providing information, training, and guidance, and enhancing intellectual, academic, and personal resources to improve their academic performance. Students can access free psychological assistance to address exam-related stress and anxiety, improve study habits and emotional regulation, and manage affective or interpersonal difficulties.
- [Employment and Entrepreneurship Programme](#): supports students' employability by offering **traineeships**, transferable skills training, a job portal, and career fairs, while also fostering entrepreneurship through guidance for start-ups, spin-offs, cooperatives, and associations. It is complemented by the University's Employability Observatory, which monitors graduate labour market outcomes, and by the Alumni Network, providing professional connections and mentoring opportunities.
- Accommodation Services: The ULPGC offers places in university residences, as well as a housing programme with an updated database of private accommodation options, including costs and conditions, to support students from other islands or abroad.
- [PATOE](#) and [Mentoring Programme](#): As previously mentioned, a mentoring and guidance scheme for first-year students, providing specific academic and professional orientation. This system is complemented by individual and group tutorials offered by all teaching staff, with publicly available schedules and the possibility of arranging online or out-of-hours sessions.
- [VEE Student Delegation](#): Veterinary students are represented through elected delegates in each course and in the VEE Board, as well as through the General Student Council of the ULPGC, ensuring their active participation in decision-making.
- [Office of the University Ombudsman](#) (*Defensoría de la Comunidad Universitaria*): Acts as an independent figure to guarantee students' rights and freedoms, providing confidential advice and mediation in cases of conflict or complaints.
- [Equality Unit of the ULPGC](#): promotes gender equality and inclusion through institutional policies, awareness campaigns, and training activities. It coordinates initiatives such as the "[Violet Area - Espacio Violeta](#)" of the University Library, a specialised collection and meeting space on feminism, gender studies, equal masculinities and the LGTBIQ+ community, fostering diversity and social awareness across the university. The faculty also has a [vice-dean for equality](#), who, in conjunction with the equality unit, deals specifically with these matters.

All these mechanisms are coordinated under the ULPGC's Internal QAS and are publicly accessible through institutional channels, ensuring transparency, fairness and a supportive learning environment.

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

At the VEE, veterinary students are formally represented through elected student delegates in each year group and the VEE Student Delegation, which participates in the FB and in the QAC, thereby contributing to decision-making and quality assurance processes. In addition, anonymous course evaluations and institutional surveys are conducted regularly and analysed by the VEE QAC, ensuring that student feedback directly informs improvements in teaching, facilities and services.

For individual or confidential concerns, students may use the [University Ombudsman](#), an independent and impartial office that guarantees anonymity and advises on rights and complaints. Anonymous mechanisms for submitting information also exist through online forms managed by the ULPGC QAS, where students can submit their suggestions, comment or complaints, in alignment with the ULPGC [transparency strategy](#).

Furthermore, regular open meetings between the Dean and student representatives, as well as the presence of students in commissions and working groups, provide direct channels of communication to convey needs, requests or proposals. All these mechanisms ensure that students have a voice in the continuous improvement of the VEE programme, with the possibility to do so anonymously if they prefer.

Comments for Area 7

The FVULPGC of the ULPGC presents transparent and well-regulated admission and progression procedures, fully aligned with national and regional legislation. The *numerus clausus* is consistent with the VEE's teaching and clinical resources, ensuring that the quality of training, animal welfare, and biosecurity standards are maintained. Students benefit from a broad range of academic and welfare support services, including the Social Action Service, the Psychological Support Programme, the Mentoring and PATOE, the Equality Unit, the Employability and Entrepreneurship Programme, accommodation services, sports and cultural activities, and the Office of the University Ombudsman. In addition, students are actively represented in VEE and University governance structures, and their feedback is systematically collected through surveys, evaluations, and participation in quality assurance processes, with the option of anonymous submission.

Suggestions for improvement in Area 7

Although the VEE already provides a solid framework for admission, progression and student welfare, certain areas require further attention. The recent increase in attrition rates highlights the need to strengthen the monitoring and early identification of at-risk students through the PATOE and mentoring activities, while reinforcing psychological and social support services. Since financial difficulties and the loss of scholarships are among the main causes of student withdrawal, closer collaboration with institutional services is recommended to improve the monitoring and impact of financial aid on retention. Additionally, student feedback has pointed to the need for improved coordination of teaching activities and workload distribution, suggesting that curricular organisation and staff communication should be reviewed to enhance student satisfaction. Finally, greater visibility and dissemination of regulations, progression criteria, and available support mechanisms would help ensure that students are better informed and able to access the appropriate services in a timely manner.



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