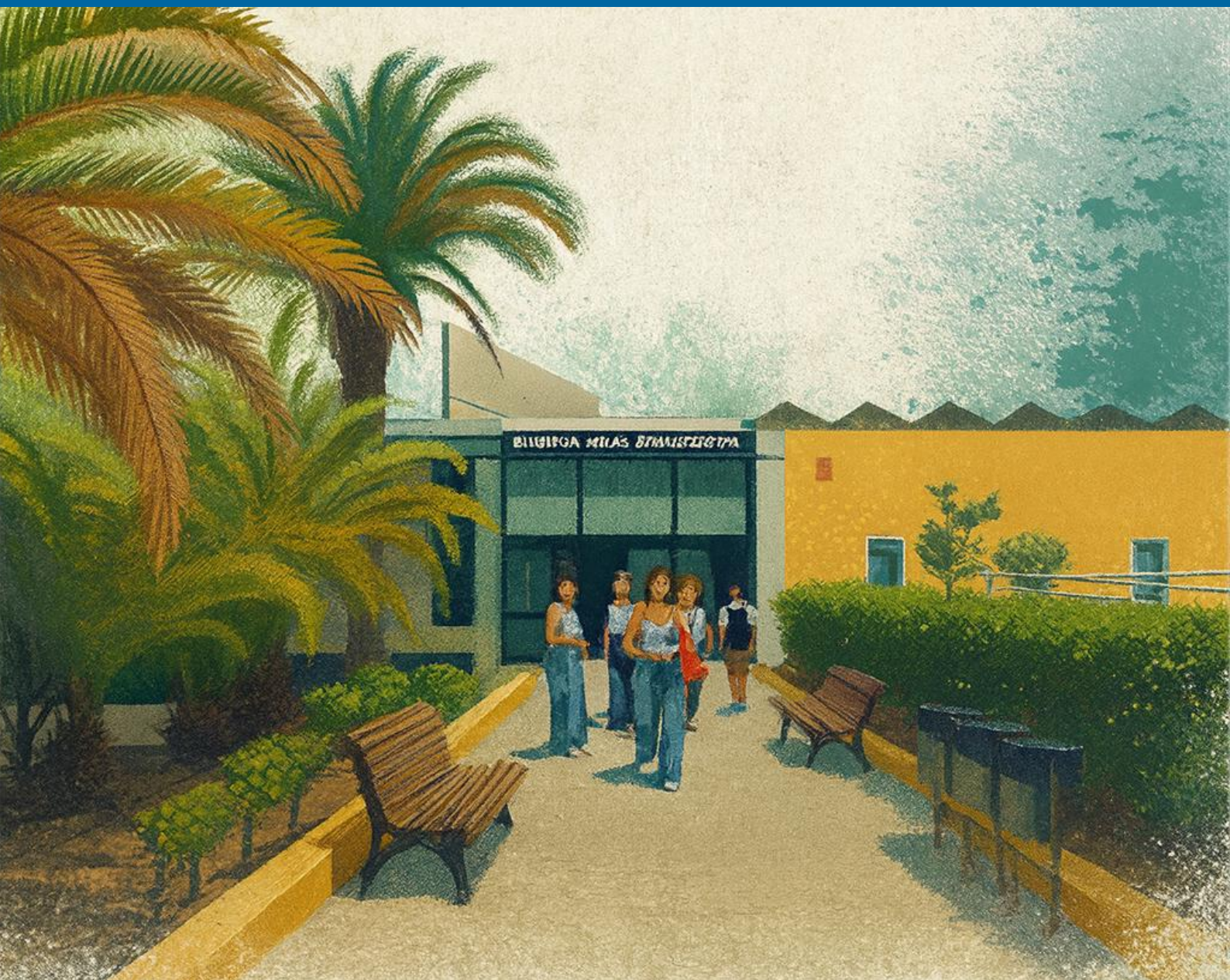




Veterinary Faculty ULPGC
Self-Evaluation Report (SER)
2025
1st-5th December 2025

Area 8. Student assessment

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

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

The procedures for assessing student learning at the ULPGC are [detailed](#) in the "Regulations for the Assessment of Learning Outcomes and Competencies Acquired by Students of the ULPGC (RALOCA-ULPGC)". These regulations apply to all ULPGC centres aiming to define a comprehensive framework for assessing learning outcomes, as well as regulating the system of examination sessions, evaluation, exams, review and appeal systems. The evaluation strategy of the ULPGC also follows the provisions of the Regulations for Progress and Continuation in Official ULPGC bachelor's and master's Degrees, which define, among other things, the degree of student dedication (full-time/part-time), minimum progress requirements, and the number of exam sessions. In general, they are applicable to all ULPGC degrees:

- The Official Academic Calendar is approved annually by the ULPGC (Governing Council), approximately six months before each academic year, and establishes the assessment periods. This schedule includes a regular examination session in each semester (January and June), as well as an extraordinary examination session (July) that includes assessment of all subjects from both semesters. Finally, there is a third special examination period that takes place between October and November.
- The FVULPGC approves their specific exam schedule six months before the start of the academic year and publishes it on the website. This calendar prevents the students from taking more than one subject exam in the same semester within 24-hour period. The FVULPGC decides the procedure to guarantee the right of students to take official exams in subjects corresponding to different semesters.
- There is a limit of 6 examination sittings for every subject (2 per academic year). When a student has exhausted these six calls, may request a seventh sitting, which will be authorized by the ULPGC Permanence Committee.

Each subject's TG must include regulations on correction systems, criteria, exam number and timing, and evaluation guidelines. Programmes are reviewed annually by the responsible academic staff and, later, approved by the Department and FB. The FB's role is to approve each subject's programme, ensuring assessment periods, methodology, and grading criteria are defined with the consensus of student representatives.

Most subjects combine continuous assessment of the student's daily activity based on different methodologies, along with a final written exam. Different methodologies evaluate theoretical knowledge, pre-clinical practical skills, clinical practical skills and soft skills, as detailed below.

- Theoretical knowledge

The assessment of theoretical knowledge primarily relies on written exams, which can include multiple-choice, true/false, short questions, essays, case studies, and continuous assessment, among others. The specific methodology is determined by the academic staff for each subject. Evaluation criteria, systems, and grading are outlined in the TG. A minimum of 50% attendance in theoretical sessions is required. Additionally, many subjects use partial tests to assess students' learning progress and help them develop essential skills.

- Pre-clinical practical skills

Pre-clinical practical skills are assessed through continuous evaluation, including tasks, reports, supervised work, presentations, rubrics, and practical exams. Depending on the subject, exams may involve healthy animals, specimens, cadavers, lab work, or specialised software for clinical case analysis. As a rule, attendance (90-100%) is mandatory and a positive evaluation is required to pass the subjects. Similarly to theoretical knowledge, the specific methodology is described in the TG for each course, along with the percentage of the final grade that the assessment

represents. The final content and specific design depend on each course and is freely designed by the academic staff primarily involved in teaching each subject.

- Clinical practical skills

Clinical skills are assessed through multiple systems, focusing on performance during core clinical sessions (attitude, behaviour, punctuality, emotional development, interest, general level of theoretical knowledge, professional demeanour, etc.). Some coordinators use exams, clinical records, rubrics, or case presentations, while others evaluate techniques directly with animals or simulators. Assessment may occur during or at the end of practicals. Students must also complete the FVULPGC [e-portfolio](#), recording clinical skills across subjects before the end of the 5th year. Competencies are assigned to teaching staff for rubric-based evaluation, and [external tutors](#) assess performance during the EPT.

- Soft skills

Different soft skills (e.g. communication skills, time management, adaptability, critical thinking, team working skills, conflict resolution, strong work ethic, empathy, emotional intelligence, flexibility, self-confidence, dealing with criticism, ...) are evaluated transversally in most courses of the whole curriculum. The variety of assessment methods (essays, talks, working in teams, writing reports, presentations) contributes to the acquisition of diverse cross-cutting competencies, including oral and written communication. FDP, the last subject students must pass, is an excellent tool to assess the soft skills they have acquired throughout the degree. Among others, investigative ability, oral and written communication, reflective attitude, effective management time and work under pressure are valued, both by the FDP tutor and the examining board who will evaluate their project at the end of the academic year.

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

Processes for ensuring the advertising and transparency of the assessment criteria/procedures

Evaluation procedures are regulated by [RALOCA](#)-ULPGC to ensure transparency. They specify learning outcomes, skills, number and type of tests, assignments, and activities, with an assessment plan included in each session. Exam results must be published within 15 days, with reviews scheduled within five business days, ensuring all students can access feedback.

Approximately 3 months before of the start of each academic year, TG from all subjects are updated by academic staff of each subject and must include information regarding the timing of assessment, methodology and grading criteria. Then, as previously explained, TGs must be approved by the Departmental Council and subsequently reviewed by the Dean Office, to ensure uniformity among disciplines and that all the information, including the assessment criteria and procedures, is complete and clearly stated. Finally, TGs are approved by the FB and are published and available on the [ULPGC website](#).

The ULPGC approves the academic calendar annually, and the FVULPGC, in consultation with student representatives, proposes the final exam timetable, approved by the FB, usually, before 30 April, so the schedule is [available](#) about six months before the academic year. The exam period lasts approximately two weeks during regular (ordinary) sessions: in the ordinary first-semester session, exams are usually scheduled in the last three weeks of January; in the ordinary second-semester session, exams are usually held in the last week of May and the first two weeks of June; finally, in the extraordinary session, the exam period lasts slightly longer than three weeks (from mid-June to mid-July). Finally, the special call extends for two months (mid-September to mid-November) No academic activities are held during exam periods, except for the special call.

Processes for awarding grades, including explicit requirements for barrier assessments

The process of awarding grades is also officially regulated by the ULPGC academic [regulations](#). The final grades for each subject are presented on a scale from 0 to 10, with one decimal, accompanied by a corresponding qualitative scoring system: Failing Grade: 0-4.9, Passing Grade: 5-6.9; B Grade: 7-8.9; Distinction: 9-10. The cut-off score is 5. In addition, those students with a grade of 9.0 or above may be awarded the Distinction with Excellent mention (*Matrícula de Honor*) grade, subject to the limits set by national regulations (cannot exceed 5% of the number of students enrolled in a subject).

In terms of barrier assessments, the only requirement for defending the final degree project is that students must have passed all other subjects in the Degree in Veterinary Medicine. However, many subjects list prerequisites in their teaching plans, which are recommendations to ensure adequate academic progress. These prerequisites are not considered barrier assessments. For example, Anaesthesiology and Surgery I (4th year) advises knowledge of anatomy, physiology, general pathology, and clinical propaedeutics; Internal Medicine I (5th year) recommends knowledge of anatomy, physiology, biochemistry, general pathology, propaedeutics, and biopathology.

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

The examination review session is a basic element of the teaching-learning process and the starting point for post-assessment feedback. During this session, both the teacher and the student has the opportunity to review the exam and check the correction by means of a personalized tutoring allowing the student to know their level of knowledge and weaknesses. Reviews sessions must be made within five days of the date the results are published and at least two appointments for individual revision of the examination must be offered.

Furthermore, in tutoring sessions, teaching staff provide guidance to improve teaching-learning strategies. Students who fail a subject more than four times in a subject may request take part on a PATOE, which is personalised. The dean's office informs professors of the students requiring it, and professors design a specific activity programme with each student.

Finally, [the tutorial action committee](#) analyses, annually, the pass/fail rate of all subjects in the degree, and for those subjects with a high percentage of fails (pass/enrolled < 60%), the causes are analysed and modifications to the teaching and/or assessment system are proposed.

Description of the appeal processes against assessment outcomes

If a student, after reviewing their exam with the professor, disagrees with the final grade obtained, can present a claim to the Dean. The Dean will request from the responsible professor a justification (written exam, evaluation criteria used, etc.) for the grade awarded to the student and, if deemed appropriate, will appoint a tribunal composed of three members of the Department (from the same scientific area) to reassess the evaluation documents completed by the student. The tribunal can either maintain or raise the grade, or even propose a new examination procedure, however this should be based on the teaching guide officially approved for the subject. The non-admission and review result of a claim may be appealed by the student to the rector. The rector's resolution puts an end to the administrative process. The specific procedure is fully described in the [RALOCA-ULPGC](#) rules (art. 43).

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

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

According to the ULPGC calendar, evaluation criteria are reviewed annually by professors in coordination meetings and approved by the Department Council. The Degree Coordinator and CAD then review the programmes, with possible modifications before FB approval. Student representatives may provide input, and once approved, the information is published at least two months before the

academic year. This process follows the ANECA-approved [Veterinary Degree document](#) and the FVULPGC QAS.

Description of the link between learning outcomes and assessment design

The competencies, learning outcomes, and assessment methods for each course are detailed in the teaching guidelines. During the final year coordination meeting, professors and the degree coordinator analyse the results. Suggestions and feedback aimed at correcting deficiencies or introducing improvements are first discussed in the tutorial action committee and then in the CAD, before being presented to the FB. The subject coordinator is informed of the analysis, allowing proposed changes to be incorporated into the teaching guide for the next academic year to enhance assessment outcomes

Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study.

The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and that the assessment of students reflects this approach.

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

All general and specific competencies are incorporated throughout the diverse courses the Veterinary Degree curriculum, ensuring that students acquire them over the five years. The curriculum guarantees the inclusion of all competencies, assessment systems and criteria, and led to certifies that the student achieves the committed learning outcomes. As mentioned earlier, the annual self-report includes a specific section on assessment strategies, analysing the performance rates (pass/taken and pass/enrolment rates) of each subject and proposing improvement actions in this regard.

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

Student involvement in teaching regulation, including assessment, is a key element of the Veterinary Medicine program. Although encouraging feedback can be challenging, staff promote participation through active learning strategies such as flipped classrooms, project, problem and case-based learning, cooperative work, gamification, design thinking, and thinking-based learning.

The Moodle platform plays a vital role in student interaction, offering self-assessment tests and tracking progress throughout the academic year. The e-portfolio further monitors the development of skills, particularly for fifth-year students. Additionally, at the VTH, students have the option to voluntarily participate in various specialties and clinical services for more in-depth training in their areas of interest. This academic year, a clinical skills laboratory has been introduced, where students can practice on simulators and refine key clinical skills, such as blood sampling, intubation, and suture techniques, from Monday to Friday.

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

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

The D1Cs are included in the educational program and fully distributed in all the different subjects, which describe in detail the methodology to ensure that students achieve a minimum level of competence. Specifically, practical skills are assessed using formative and summative assessment. The formative assessment is verified by the mandatory and active attendance of students to the practical sessions, while clinical skills are assessed in practical formats using a summative approach in the 9th and 10th semester. For this purpose, a [e-portfolio](#) which describes and defines the learning

outcomes for each of the day-one skills to be acquired has been designed. Every year, a revision of the e-portfolio is also undertaken to adapt the assessment methods, if necessary.

The subjects that encompass the D1Cs assessments are the following: Clinical Practices, Clinical Rotation in Companion Animals, Clinical Rotation in Large Animals, External Practices and Outpatient Clinic I and External Practices and Outpatient Clinic II. The goal is for students to develop, in person and under the direct supervision of teaching staff, the clinical practical skills of the profession to ensure the acquisition of the D1Cs.

- Clinical Practices: In the form of clinical rotations (small and large animals), these training periods are primarily conducted within the Faculty, specifically in VTH, the Pathological Anatomy Diagnostic Service and the Infectious Disease Diagnostic Service.
- External Practices and Mobile Clinic I/External Practices and Mobile Clinic II: these two subjects include four thematic and differentiated blocks.
 - o I. Emergency VTH: students must attend 10 sessions (90 hours/student) at the VTH
 - o II. VTH Ambulatory Clinics: students will attend training periods (25 hours/student) in the ambulatory clinic services (Large Animals/Poultry) at the VTH
 - o III. Slaughterhouse: students will attend practices at the abattoirs for 25 h
 - o IV. External Practical Training: students complete 100 hours in external veterinary centres, under the supervision of an external tutor
- Clinical Rotation in Small Animals: this subject is focused so that the students develop training in small animal medicine and surgery, basically in VTH (75 h) and at the Pathological Anatomy Diagnostic Service (17 h) and the Infectious Disease Diagnostic Service (8 h).
- Clinical Rotation in Large Animals: this subject tries to cover practical aspects on large/food animal medicine and surgery at farm level and at VTH.

For each of the aforementioned subjects, the teaching staff evaluates the students upon completion of their rotation, and the grade awarded is reflected in the e-portfolio. As stated in other sections of the SER, the EPTs are evaluated by the external tutor using a rubric, as well as by the academic tutor who supervises the EPT.

The FDP is the culmination of the learning process taken where the skills acquired are reflected and involves either a research or implementation project where students focus into a specific matter depending on their interests and professional motivations. The FDP is assessed by a specific examining committee based on the quality of the research documentation presented by the student. The FDP is tutored by a member of the academic staff who must verify in the e-portfolio that the student has passed the D1Cs prior to the public defence of the project.

Comments on Area 8

The assessment strategy for FVULPGC has been enhanced since the last ESEVT visitation and accreditation process to ensure accurate evaluation of D1C. In this sense, the e-portfolio has proven to be a fundamental tool for assessing students' competencies and skills. In addition, the roles played by course coordinators and the Degree Coordinator are crucial in implementing competency-based assessment. Finally, the overall impact of the PATOE on subject outcomes has been positive; over the past few years, the number of subjects included in the PATOE has decreased.

Suggestions for improvement in Area 8

The e-portfolio, initially for 5th-year subjects, could be extended to the last three years of the Degree, including diverse activities and assessment systems and a more accurate confirmation of the final acquisition of clinical competences. The clinical skills lab will incorporate more procedural simulations for self-directed learning, providing a strategic approach to enhance clinical training and assessment. Enhanced vertical and horizontal coordination activities will be implemented to give students clearer information about assessments and to encourage their active engagement in the learning process.



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

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