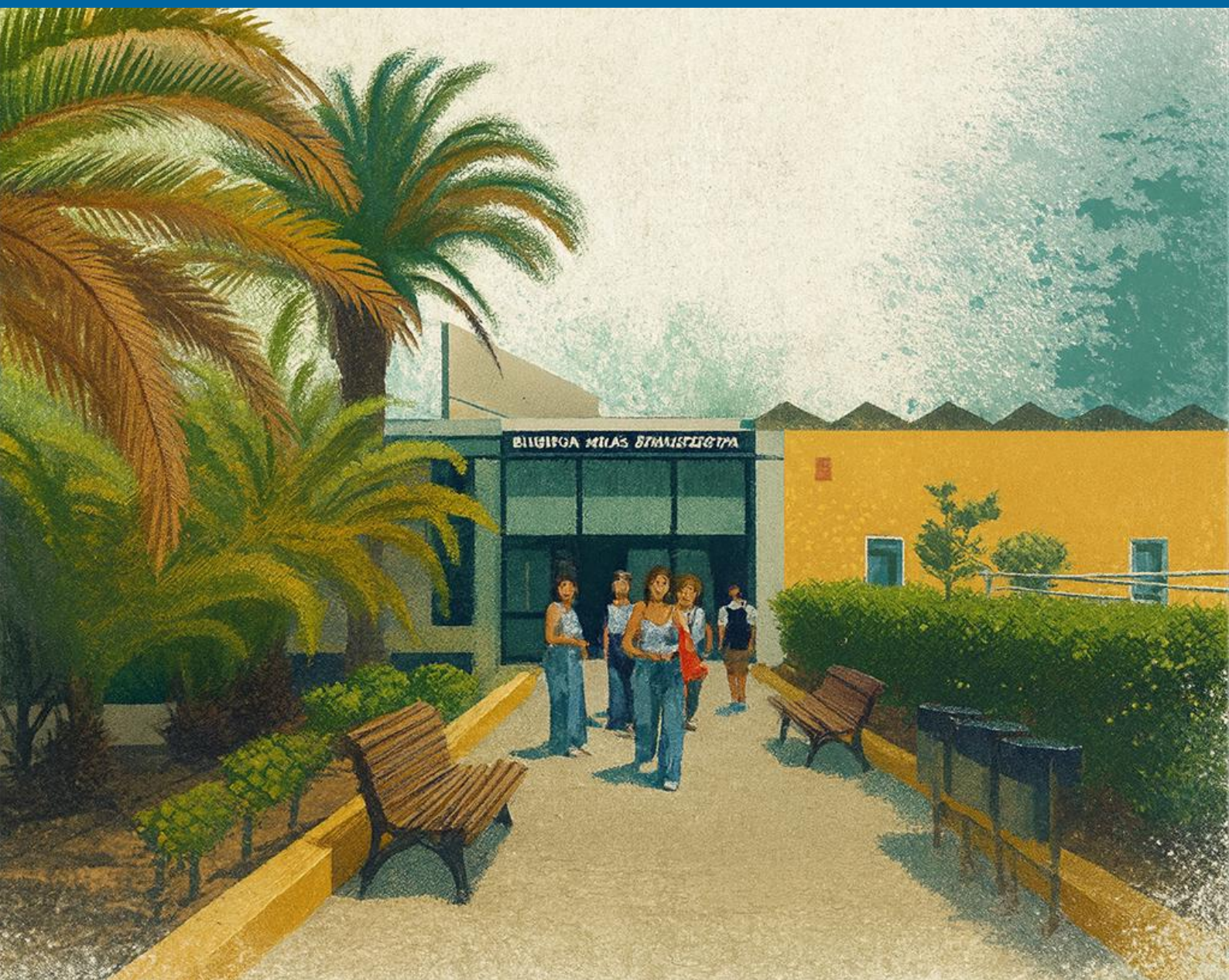




Veterinary Faculty ULPGC
Self-Evaluation Report (SER)
2025
1st-5th December 2025

Table of Contents

Introduction	I
Acknowledgements	III
Abbreviations	IV
Area 1. Objectives, Organisation and QA Policy	1
Area 2. Finances	14
Area 3. Curriculum.....	21
Area 4. Facilities and equipment.....	37
Area 5. Animal resources and teaching material of animal origin	50
Area 6. Learning resources.....	61
Area 7. Student admission, progression and welfare	66
Area 8. Student assessment	75
Area 9. Teaching and support staff.....	80
Area 10. Research programmes, continuing and postgraduate education.....	89
ESEVT Indicators	100

Introduction

BRIEF HISTORY OF THE VEE AND OF ITS PREVIOUS ESEVT VISITATIONS

The Faculty of Veterinary Medicine of Las Palmas (FVULPGC) was created in 1986, being at that time a dependent centre of the University of La Laguna. Later, in 1989, with the creation of the University of Las Palmas de Gran Canaria (ULPGC), FVULPGC became part of the ULPGC. Therefore, in 2026, it will be 40 years since the creation of the FVULPGC, being the only veterinary faculty (public or private) existing in the Autonomous Community of the Canary Islands. The basic objective of the FVULPGC has been to seek excellence, trying to achieve and improve quality standards and respond to the demands that society demands of it. In this sense, the FVULPGC has undergone national quality evaluation procedures (Quality Accreditation -AUDIT-, Institutional Accreditation by ANECA) and has been accredited on several occasions. Likewise, it has been subjected to evaluation on several occasions by the European Association of Establishments for Veterinary Education (EAEVE).

The FVULPGC has been visited three times by EAEVE (2000, 2009, 2019). During the 2000 visit, the FVULPGC showed three Potential Category 1 deficiencies, as well as numerous suggestions whose implementation does not affect the conformity of the teaching at the University with Directive 78/1027/EC and its appendix. During the second visit by EAEVE (2009) FVULPGC was successfully evaluated and received EAEVE accredited status. In the third visit (2019), the EAEVE expert committee detected two major deficiencies (*Non-compliance with Substandard 4.13, because of non-functional isolation facilities for large animals; Non-compliance with Substandard 5.2, because of insufficient medical and surgical cases in the equine species*) that prevented a positive accreditation of our VEE. As a consequence of the pandemic (COVID), the re-evaluation visit had to be postponed until June 2021, and it was concluded that the deficiencies had been rectified, and the FVULPGC achieved the status of "Approved" by EAEVE, until February 2026.

Main features of the university

The FVULPGC is the only centre in the Autonomous Community of the Canary Islands, which is made up of 8 islands, Gran Canaria being the island where the VEE is located. Gran Canaria has a size of 1,560 km², being the second island with the largest population (approximately 900,000 inhabitants), with tourism being the main productive source, while agriculture and livestock represent 2% of the GDP of our region. The livestock census has experienced a progressive decline in the last 15 years, with the goat species being the most represented, with just over 200,000 animals.

The ULPGC has 4 campuses, including a total of 16 faculties and 36 departments. The FVULPGC is located on the Montaña Cardones University Campus, approximately 11 km from the city of Las Palmas de Gran Canaria, perfectly connected by public transport. Among the main infrastructures of the campus are the Veterinary Teaching Hospital (VTH), the VEE Teaching Farm (VTF), the main faculty building (with 2 structures), as well as a University Research Institute for Animal Health and Food Safety (IUSA).

An important strength of our VEE is the teaching staff, which presents a correct combination of experienced teaching staff and young teachers, but they have in common their notable motivation, their excellent training and their continuous search for teaching excellence. The high research capacity of academic staff also stands out, with a high scientific production that is reflected in numerous publications and associated research projects. On the other hand, the small number of students in our faculty (between 360 and 390 in the last three years), allows teaching in small groups, with highly motivated students and which facilitates a very friendly environment for teaching and learning, with the invaluable participation of the support staff.

Brief summary of the main developments since the last visitation

Since the last full visitation carried out in February 2019 and the revisit carried out in July 2021, significant changes have occurred, which can be reflected in the following actions:

I. Quality Assurance System

The FVULPGC has received different evaluations of its quality assurance system (QAS). In 2022, our university's QAS carries out an evaluation of all improvement procedures and issues a favourable report with recommendations for improvement. On November 29, 2023, a positive certification of the AUDIT (ANECA- National Agency for Quality Assessment and Accreditation) program was received, reporting the renewal of the Quality Management System of the FVULPGC. Finally, in 2024, the FVULPGC was granted the "Institutional Accreditation" of the VEE, approved by the Spanish Ministry of Universities. This certification replaces the accreditation of each of the degrees taught and represents more effective and sustainable quality management of training plans, simplifying the evaluation and improvement processes.

II. Swot analysis and future Strategic Plan

The 2016-2019 strategic plan was the starting point to define the orientation of our VEE, in order to seek the quality and academic excellence necessary for the EAEVE evaluation in February 2019. Once the major and minor deficiencies were defined, we began to solve these deficiencies. These deficiencies were corrected, despite the limitations posed by the COVID pandemic, and resulted in the positive evaluation of 2021. Since that moment, an in-depth analysis of the VEE's needs has been carried out, carrying out a study and planning of actions in the different strategic areas, which have been reflected each year in the specific objectives of the VEE, which have resulted in an extension of the strategic plan, with new measures, until the year 2024. This year, 2025, a SWOT analysis was performed as a preliminary step to the new strategic plan (2025-2028) that will be defined in the last quarter of 2025.

III. New clinical practice classroom/skills laboratory

A clinical skills lab classroom has been created, in collaboration with the Official College of Veterinarians of Las Palmas (COLVET-LPA). This clinical practice classroom is basically intended for teaching use and very occasionally for courses organized by COLVET-LPA, where students can participate. In this way, in this clinical practice classroom there are different animal simulation elements, as well as tables adapted to carry out practices with live animals, or any type of clinical activity.

IV. New equipment and increase in staff at the VTH

The VTH has undergone significant upgrades, including the acquisition of three ultrasound machines, laparoscopic equipment, anaesthetic devices, and various laboratory materials. In addition, specialized equipment for the equine sector has been obtained, comprising arthroscopes, anaesthetic equipment, and additional ultrasound machines. The VTH has also expanded its staff, both veterinarians and support personnel, resulting in a more than 50% increase in personnel and a substantial rise in the number of animals treated, particularly small and exotic animals. Furthermore, a major renovation of the VTH is scheduled to begin at the end of 2025, coinciding with the visit of the European System of Evaluation of Veterinary Training (ESEVT).

V. Other actions

- The mountainous area around the VTF has been adapted, which allows correct runoff of rainwater, avoiding the alterations that torrential rains could cause in the VTF and its surroundings.
- All large and medium-sized classrooms have been equipped with new overhead projectors to deliver high-definition images for enhanced visual quality.
- A vehicle for the transport of animal by-products not intended for human consumption (ABPs) has been requested in response to our demands for an adequate supply of carcasses (basically large animals). This vehicle would allow necropsies to be carried out on site or to transport the animals to

the VEE, with a specification of the necessary protocols and infrastructure, following the established biosecurity standards.

Major problems encountered by the VEE

In the same way, we do not have effective capacity to hire teaching staff or support staff, which are competencies defined by the Rectoral team. Over the next 5 years, a high percentage of teachers will retire, making it necessary to schedule a renewal of the teaching staff to increase the staff quickly and uniformly.

One of the primary challenges faced by our VEE is securing adequate funding, a situation that is common across public Faculties in our country. As a result, the budget allocated to the FVULPGC is limited for maintaining teaching equipment and for supporting the financial commitments required for extramural **traineeships**.

While the Dean's team (DT) is involved in the management of the VTH and the VTF, the administrative oversight of these structures falls outside our authority. Enhancing the executive capacity of the dean's team would be beneficial to better align the demands of teaching, research, and clinical activity

Version and date of the ESEVT SOP which is valid for the Visitation

The Self Evaluation Report follows the requirements set out in the ESEVT Standards for Accreditation (as approved by the EAEVE General Assembly on 08 June 2023, ESEVT SOP 2023).

Acknowledgements

This Self-Evaluation Report is the result of the collective effort of all members of the Faculty of Veterinary Medicine of Las Palmas, including students, support staff, and academic staff. It has been prepared in accordance with the ESEVT SOP Leipzig 2023 guidelines and, after a review by the Veterinary Education Establishment, was finally approved by the Faculty Board on September 29, 2025.

We would like to extend our heartfelt gratitude to all the contributors who generously provided accurate data and essential information, as well as to the university's governing team for their effort and collaboration in preparing the report and organizing the visit.

We are confident that this report will serve as a strong basis for the evaluation process to be carried out by the Expert Team in December 2025. We eagerly await the visit of the EAEVE team to present our Veterinary Faculty and Veterinary Science program in action and to receive their expert assessment.

Miguel Batista Arteaga

Dean

List of contributors

Rubén Rosales Santana, Pino Palacios Díaz, Soraya Déniz Suárez, Miguel Rivero Santana

Liaison Officer

Antonio Fernández Rodríguez

Abbreviations

ABP	Animal By-Products Not Intended for Human Consumption
ACCUEE	Canarian Agency for University Quality and Educational Evaluation
AEMPS	Spanish Agency of Medicines and Medical Devices
ANECA	Spanish Agency for Quality Assessment and Accreditation
ATP	Part-time Lecturer
AVEE	Spanish Equine Veterinary Association
AVEPA	Spanish Small Animal Veterinary Association
CA	Companion Animal
CAD	Faculty Advisory Committee
CEEA	Animal Experimentation Ethics Committee
CNEAI	Spanish Commission for the Evaluation of Research Activity
COLVET-ULPGC	Official College of Veterinarians of Las Palmas
CPD	Continuing Professional Development
D1C	Day One Competencies
DT	Dean's Team
EAEVE	European Association of Establishments for Veterinary Education
EBVS	European Board of Veterinary Specialisation
ECOVE	European Committee on Veterinary Education
ECTS	European Credit Transfer and Accumulation System.
EQF	European Qualifications Framework
ESEVET	European System of Evaluation of Veterinary Training
FB	Faculty Board
F-PA	Food-producing Animal
FPCT	Science and Technology Park Foundation
FSQ	Food Safety and Quality
FTE	Full-Time Equivalent
FULP	University of Las Palmas Foundation
FVULPGC	Veterinary Faculty of the University of Las Palmas de Gran Canaria
JCR	Journal Citation Reports
MECES	Major Educational Categories
PATOE	Tutorial Action and Student Orientation Plan
PFDI	Training Plan For Teaching And Research Staff
POD	Teaching Allocation Plan
PTGAS	Support Staff
QA	Quality Assurance
QAC	Quality Assurance Committee
QAS	Quality Assurance System
RALOCA-ULPGC	Regulations for the Assessment of Learning Outcomes and Competencies Acquired by Students of the ULPGC
RRG	Recognised Research Groups
SECIVE	Spanish Society of Veterinary Surgery
SER	Self-Evaluation Report
SESN	Specific Educational Support Needs
SiS	Student Information Service
SOP	Standard Operating Procedure
TG	Teaching Guide
ULPGC	University of Las Palmas de Gran Canaria
ULPGCL	ULPGC Library
VEE	Veterinary Education Establishment
VPH	Veterinary Public Health
VTF	Veterinary Teaching Farm
VTH	Veterinary Teaching Hospital

Area 1. Objectives, Organisation and QA Policy

Standard 1.1: The VEE should have as its main objective the provision, in accordance with EU Directives and ESG Standards, of adequate, ethical, research-based and evidence-based Veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the Veterinary profession and to be aware of the importance of lifelong learning. The VEE should develop and follow its mission statement which should encompass the ESEVT Standards.

Description of the mission statement and the objectives

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

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

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

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

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

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

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

Details of the FVULPGC

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

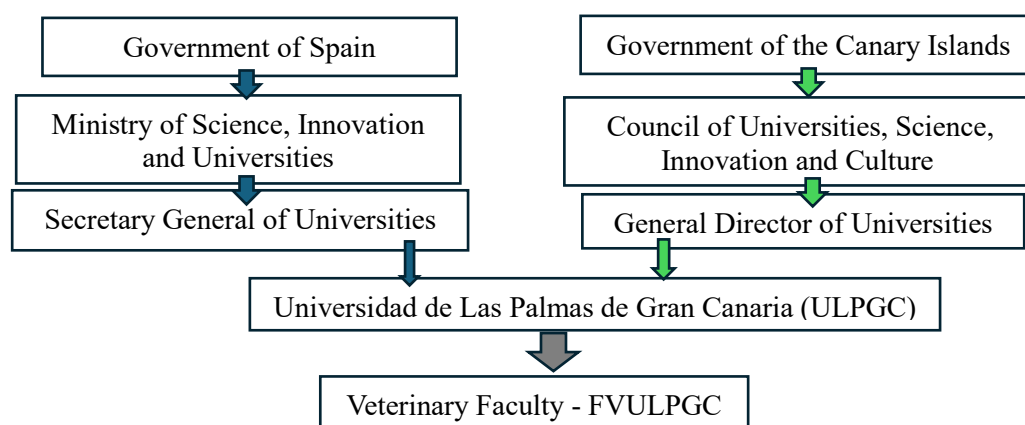
Table 1.2.1. Details of the FVULPGC

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

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

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

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



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

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

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

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

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

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

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

Table 1.2.3. List of departments at the FVULPGC

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

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

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

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

Table 1.2.4. Composition of the VTH Executive Committee

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

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

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

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

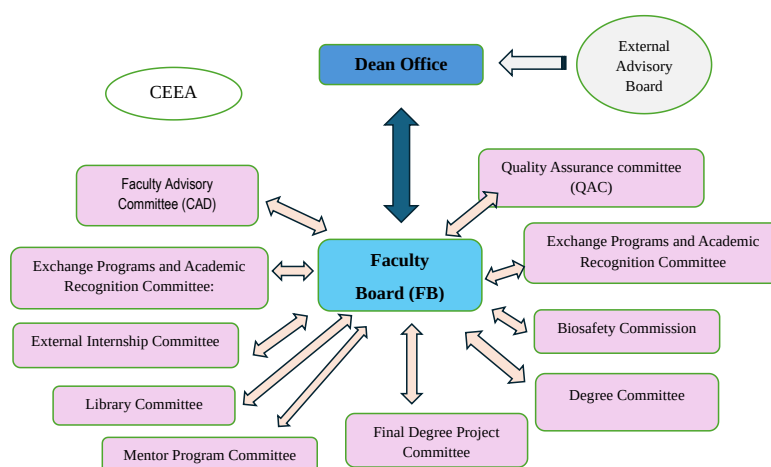
- [Faculty Advisory Committee](#) (CAD): This committee is crucial as it is responsible for updating the admission and graduation profiles for degree programs. It also prepares and approves academic planning for degrees, teaching projects for courses, the general academic calendar, and the examination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

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

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

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

Figure 1.2.2. Organizational scheme of the FB and Committees



Description of the formal collaborations with other VEEs

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

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

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

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

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

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

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

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

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

Strengths (S)

1. Accreditations & Quality

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

2. Academic Environment

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

3. Infrastructure & Practical Training

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

4. Staff & Human Resources

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

Weaknesses (W)

1. Funding & Infrastructure

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

2. Practical Training

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

3. Personnel & Resources

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

4. Insularity & Remoteness

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

Opportunities (O)

1. Reputation & Curriculum

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

2. Practical Training

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

3. Digital Transformation

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

Threats (T)

1. Academic Environment

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

2. Personnel & Resources

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

3. Practical Training

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Comments in Area 1

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

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

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

Suggestions for improvement in Area 1

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

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

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

Area 2. Finances

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

Description of the global financial process of the VEE

Spanish public universities are subject to strict regulations regarding their finances. The legal framework for the general financial process is defined by the new Organic Law 2/2023 of the University System ([LOSU](#)). This law establishes that the university budget must be public, single, balanced, and include all income and expenses, with express reference to compliance with financial equilibrium and sustainability. Article 3.2 of the LOSU covers "Economic and Financial Autonomy," while Article 54.2 states that "Universities are responsible for the preparation, approval, and management of their budgets and the administration of their assets."

The preparation of the ULPGC budget for 2025 (and previous years) follows the principles established in the LOSU and the University Statutes, which establish the obligations that the Institution may recognize, as well as the rights that will be expected to be settled during the calendar year. The ULPGC budget is annual per calendar year (from January 1st to December 31st) and is prepared by the ULPGC Executive Board under the guidelines set by the ULPGC Governing Council and with the final supervision of the ULPGC Social Council. The ULPGC [publishes](#) its budgets for the different fiscal years through its transparency mailbox. To facilitate the work of the governing bodies, it has two documents:

- Guidelines for the preparation of the [ULPGC Budget](#), which sets out the basic lines of action in two senses: they include the strategic lines, established as objectives, and the actions in which these will be specified for each of the government areas, taking into account the V Strategic Plan and should include the content of the program contract with the Government of the Canary Islands.

- [Proposed scales](#) define the criteria and indicators for annual budget allocations to ULPGC research departments, centres, and institutes (excluding personnel expenses), in line with articles 211 and 216 of the Statutes. ULPGC budgets are structured into five groups of expenditure units: 35 general/social services, 14 centres, 36 departments, 11 research institutes, and 13 building administrations. All entities follow the same financial system: the Central Management Unit covers major expenses (staff salaries, utilities, cleaning, maintenance, air-conditioning, elevators, fire safety, gardening, waste collection, and outsourced services), while each Faculty, Department, or Institute receives a proportional budget for ordinary expenditures.

The ULPGC's income mainly comes from public transfers (primarily the Government of the Canary Islands) (70–75%), tuition fees (10–12%), and other transfers (12–14%) that fund research. A minor share (1–1.5%) derives from its own resources (residences, facility rentals, etc.). All income is managed centrally. Expenses are largely devoted to personnel ($\approx 70\%$), followed by operating costs (14%), maintenance and equipment (9%), and research ($\approx 7\%$), mostly managed through Central Services.

Based on the above, tables 2.1.1 to 2.1.3 show the income obtained by the ULPGC during 2022 to 2024, as well as the expenses incurred (December 31st). ULPGC budget is divided into nine chapters: chapter 1 is used to finance personal costs; chapters 2,3, 7, 8 y 9 are assumed to cover operating costs; chapter 4 is assumed to cover maintenance costs; and chapter 6 is assumed to cover equipment costs. Similarly, an estimate of the income and expenses of the FVULPGC has been made, taking as a criterion the specific weight of the different areas of the FVULPGC with respect to the ULPGC. For example, income for personnel or tuition fees has been calculated based on the percentage of personnel (academic and support staff) associated with the FVULPGC (approximately 6.5% of the University's total), while income from tuition fees has been calculated based on the percentage of undergraduate and graduate students at the FVULPGC (approximately 2.5% of the total). This same estimate has been made for the other areas of income and expenses.

Table 2.1.1. Annual expenditures during the last 3 years (€) (ULPGC/FVULPGC)

TOTAL EXPENDITURES ULPGC				
Financial Year				
Area of expenditure	2024	2023	2022	Mean
Personnel*	120,347,024.97	114,981,176.41	109,969,285.16	115,099,162.18
Operating costs**	25,447,722.18	25,251,699.43	25,226,313.21	25,308,578.27
Maintenance costs***	769,378.05	735,469.19	406,413.79	637,087.01
Equipment	21,878,107.45	23,104,988.98	18,980,115.09	21,321,070.51
Total expenditure	168,442,232.65	164,073,334.01	154,582,127.25	162,365,897.97
TOTAL EXPENDITURES FVULPGC				
Financial Year				
Area of expenditure	2024	2023	2022	Mean
Personnel*	7,822,556.62	7,473,776.47	7,148,003.54	7,481,445.52
Operating costs**	1,654,101.94	1,641,360.46	1,639,710.36	1,645,057.59
Maintenance costs	50,009.57	47,805.49	26,416.89	41,410.65
Equipment	142,207.98	150,182.28	1,233,707.48	138,586.58
Total expenditure	10,948,745.11	10,664,766.70	10,047,838.27	10,553,783.36

*The personnel budget includes academic and support staff paid by ULPGC. **All utilities (e.g. water, electricity, gas, fuel) are included in this item. *** Preventive and corrective maintenance costs.

Table 2.1.2. Annual revenues during the last 3 years (€) (ULPGC/FVULPGC)

TOTAL REVENUES ULPGC				
Financial Year				
Area of expenditure	2024	2023	2022	Mean
Public authorities	139,236,459.99	135,635,896.25	124,022,295.37	132,964,883.87
Tuition fee (standard students)	10,802,391.51	13,915,137.64	10,490,603.19	11,736,044.11
Tuition fee (full fee students)	-	-	-	-
Clinical services ¹	-	-	-	-
Diagnostic services ²	53,408.12	-	-	53,408.12
Research grants	16,535,385.16	14,858,359.44	17,807,575.98	16,400,440.19
Continuing education	260,400.47	312,610.35	282,770.63	285,260.48
Donations	-	-	-	-
Others ³	2,140,450.66	2,069,305.11	2,214,581.25	2,141,445.67
Total revenues	169,028,495.91	166,791,308.79	154,817,826.42	163,581,482.45
TOTAL REVENUES FVULPGC				
Financial Year				
Area of expenditure	2024	2023	2022	Mean
Public authorities	9,050,369.90	8,816,333.26	8,061,449.2	8,642,717.45
Tuition fee (standard students)	270,059.79	347,878.441	262,265.08	293,401.10
Tuition fee (full fee students)	-	-	-	-
Clinical services ¹	-	-	-	-
Diagnostic services ²	24,774.7	-	-	24,774.79
Research grants	1,074,800.04	965,793.36	1,157,492.44	1,066,028.61
Continuing education	6510.01	7815.26	7069.27	7131.51
Donations	-	-	-	-
Others ³	139,129.29	134,504.83	143,947.78	139,193.97
Total revenues	10,540,869	10,272,325.15	9,632,223.76	10,148,472.60

¹All clinical services are included in the VTH balance. ²Data not available before 2024 ³ real estate income: classrooms, sports facilities, etc.; administrative concessions: cafeterias, photocopying, university residences; cash surplus.

Table 2.1.3. Annual balance between expenditures and revenues (€)

Financial year	Total expenditures	Total revenues	Balance
2024	168,442,232.65	169,028,495.91	586,263.26
2023	164,073,334.01	166,791,308.79	2,717,974.78
2022	154,582,127.25	154,817,826.42	235,699.17

Percentage (%) of margin paid as overhead to the official authority overseeing the VEE on revenues from services and research grants

The ULPGC has defined a 10% percentage as overhead on revenues from services and research grants

Annual tuition fee for national and international students

There are no “full fee students” in the Spanish public university system. Higher education funding in Spain follows a decentralized model, in which the Autonomous Communities largely finance university education, making it essentially public and covering most of the total cost. The remaining amount corresponds to the tuition fees paid by the so-called “standard fee students.” Among them, there are “scholarship applicants”, who are students awarded the scholarship by the Minister of Universities or the Autonomous Community of the Canary Islands.

The cost of each credit is annually established by the Autonomous Community of the Canary Islands and depends on experimental grading of the degree and the times the student has been previously enrolled in a subject. Veterinary degree has the maximum experimental grading (level 1), and in the 2024/2025 academic year, the tuition fees are described in Table 2.1.4. Therefore, for a standard student (60 ECTS/year), the cost of the first enrolment is about €875. As previously explained, the ULPGC manages tuition fees, which are not allocated directly to any specific Faculty or Department. However, the total sum distributed annually for the Departments and VEE's Operational cost, and it is calculated relative to the number of enrolled students.

Table 2.1.4. Tuition fees (€/ECTS and number of enrolments)

Enrolment	1 st	2 nd	3 rd	4 th and subsequent
Price (€/ECTS)	14.59	26.26	49.49	64.24

All the students pay registration fees, without differences between national or international origin. In addition, mobility students from SICUE program (between Spanish Universities) or ERASMUS program pay their tuition at their home university

Standard 2.2: Clinical and field services must function as instructional resources. The instructional integrity of these resources must take priority over the financial self-sufficiency of clinical services operations. The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.

Description of the modus operandi for the financial management of the clinical and field services

The VTH regulations set its objectives, mainly focused on academic activity: comprehensive clinical training for Veterinary Medicine students and postgraduate training. Other goals include clinical research and high-level clinical and healthcare services for society, supporting the profession and animal welfare. The VTH is managed by the ULPGC's FPCT, which handles leases, fees, maintenance, services, insurance, banking, advertising, and supplies. Its governing body is the VTH Council, responsible for managing clinical and field services and appointing the director (designated by the VTH patronage). FVULPGC staff participate mainly on a voluntary basis.

Annual revenues (€) of the VTH come from clinical activity and from the funding the FPCT receives from public entities (basically ULPGC). Clinical activity (Table 2.2.1.) represents the main source of income, accounting for between 80 and 90% of total income, which gives an idea of the significant clinical activity and its translation into the clinical caseload that students can observe during their learning process. The financial contribution from the ULPGC has not changed in the last 3 years, although it also covers utility costs (electricity, water consumption, heating, cleaning, and maintenance).

Annual expenditure has also increased over the last three years, primarily due to the increase in personnel and operating costs, and to a lesser extent, due to investments in maintenance and the purchase of equipment. The largest increase was observed in the personnel section (from €607,217.37 in 2022 to €767,089.51 in 2024; almost 28% in two years), as a result of the implementation of the new labour regulations during 2023, because of the labour reform published in December 2021. As a result of this situation, the balance was slightly negative during 2023 and 2024, with the losses covered by the ULPGC. During 2025 (up to the date of this SER), the balance between income and expenses was practically the same, and it is expected that the balance will return to positive levels by the end of 2025. Likewise, the VTH is responsible for paying veterinary specialists in different species (equine, cattle, small ruminants, and poultry) who complement the teaching provided at the VEE. On

the other hand, although the VTH charges market rates for its clinical and field services, to avoid unfair competition, these services are offered at lower prices to FVULPGC members (staff and students) and non-profit organizations such as animal shelters and rescues to ensure a sufficient number of clinical cases for training.

The VTF follows the same model described for the VEE. Thus, personnel and operating costs (water, electricity, gas, and fuel) are paid directly by the ULPGC's central services. However, the VTF receives a small budget (approximately €18,000 per year) used primarily for animal feed and health. The remaining expenses associated with the feeding and care of the animals (primarily small ruminants) are covered by funds from the farm's user research projects and from the VEE's budget.

There are series of services, partially or fully integrated by FVULPGC staff, that offer assistance to the university community and society in general. These services (called scientific services) are regulated by the Vice-Rectorate for Research, Transfer and Entrepreneurship, which defines their objectives, functions, expenses, and income based on their [regulations](#). The FVULPGC does not participate in the regulation of these services. These scientific services are listed below: [SERSASA](#) (Scientific Service in Animal Health and Food Safety), [SERTOX](#) (Scientific Service of Toxicology), [PARASITOLOGÍA](#) (Scientific Service of Diagnosis and Advisory for the Control of Animal Parasitic Diseases), [SERMA](#) (Multidisciplinary Scientific Service of Analysis), [AQUAEXCEL](#) (Scientific Service of Production of Aquatic Species), and [SABE](#) (Analysis Service for Highly Specialized Aquaculture and Biotechnology).

Table 2.2.1. Annual revenues and expenditures (€) of the VTH (HVC-ULPGC) during the last 3 years (2022-2024)

Annual revenues				
Financial Year	2024	2023	2022	Mean
Public authorities	271,128	271,128	271,128	271,128
Clinical and diagnostic services	1,800,132.73	1,948,885.93	1,651,660.27	1,800,226.31
Continuing education	-	2,013.84	9,554	5,783.92
Others	-	-	931.66	310.22
Total	2,071,260.73	2,222,027.77	1,933,3273.93	2,075,520.81
Annual expenditures				
Financial Year	2024	2023	2022	Mean
Personnel	767,089.51	682,693.24	607,217.37	695,666.71
Operating costs	1,267,521.87	1,318,740.81	1,163,118.44	1,249,793.71
Maintenance costs	-	-	-	-
Equipment	33,636.23	56,167.83	78,731.20	56,178.42
Others ¹	85,726.57	85,148.4	80,896.6	83,923.86
FPCT management	63,610.14	67181.52	55,509.02	62100.23
Total	2,180,448.09	2,303,264.67	1,905,809.77	2,129,840.54

¹. Depreciation of fixed assets, bank fees, taxes)

Degree of autonomy of the VEE on the financial process

From the general budget, the ULPGC calculates the financial needs of every Faculty, Department, Institute, Administration Building and other organizational structures (The ULPGCs' Foundations, Social Council, etc.). The annual budgets for operating and equipment costs related to teaching, and some maintenance, are allocated from the general ULPGC budget based on criteria like the number of teachers, ECTS enrolled, teaching hours, practical hours, number of FDPs, number of students participating in EPT, Incoming/outgoing mobility students, satisfaction level of the students, success rate, etc.

As previously mentioned, annually, the FVULPGC receives specific funds oriented to cover the operating costs and equipment related specifically to teaching. This annual fund is also used to complement the operating cost that the general budget does not cover and to acquire lab equipment. The distribution of these funds and associated expenses can be seen in Appendix 2.1. Departments receive separate annual allocations for operating costs; these funds are distributed among the subjects assigned to the department and are primarily used to purchase materials used in teaching.

Likewise, each year, the ULPGC issues a call for proposals for teaching equipment and refurbishment, up to a maximum of €15,000 per centre. The FVULPGC participates in these calls, which allow for the acquisition of materials that improve the quality of teaching. Expenditures exceeding the ordinary budget must be requested through the ULPGC central services office. The FVULPGC submits an annual prioritised investment proposal to the ULPGC Infrastructure Area, with final decisions made based on budget availability and the evaluation of all centre requests.

According to ULPGC regulations, the FVULPGC cannot generate its own income; only the ULPGC can do so, mainly through centralized facility rentals. Academic staff, however, retain autonomy in research, extension courses, and organizing symposia or congresses. The ULPGC guidelines allow the VEE to promote such events, and the FVULPGC also offers its farm facilities for courses, research, or management activities.

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

List of the ongoing and planned major investments for developing, improving and/or refurbishing facilities and equipment, and origin of the funding

The FVULPGC is mainly financed through [University Management](#), the [Scientific Infrastructure and Open Science Area](#), and the [Academic Infrastructure Area](#). University Management funds major projects and new facilities; the Scientific Infrastructure Area (via national competitive calls) finances large laboratory or clinical equipment; and the Academic Infrastructure Area supports smaller laboratory, classroom, or teaching spaces. In addition, annual calls for teaching projects allow departments or the Faculty to request teaching equipment (up to €15,000). Each year, the DT and the Administrator present priority needs, which are discussed and approved by the FB before being submitted. The main investments of the last three years include:

At the end of 2024, a new clinical skills laboratory was fitted out in collaboration with COLVET-LPA. This area covers approximately 150 square meters and is located on the ground floor of the Equine VTH. This area has 10 worktables (2 positions/table) where students can practice different clinical subjects and carry out self-study activities. For this purpose, a canine simulator for intubation, a canine leg for intravenous access (n=3), a canine leg for bandages (n=2), a bovine simulator for artificial insemination, and suture pads (3 layers, n=12) have been purchased.

The VTH has undergone maintenance and improvements, including upgrades in hospitalization, ICU, and operating rooms. Also, two anaesthesia machines have been renovated, specialized equipment for ophthalmology, dermatology, reproductive and traumatology services have been acquired, in addition to the developments of a rehabilitation service, with dedicated equipment. For the equine service, arthroscopy equipment and exploratory laparoscopy equipment have been purchased. Additionally, equipment (cameras and TVs) have been purchased, located in the operating room area, to facilitate teaching during surgical procedures. At the VTF level, minor maintenance and refurbishment works have been carried out, as well as the renovation of the entire exterior wall infrastructure.

All VEE classrooms (n=5) have been equipped with new multimedia systems, and the computer room (n=20) and a projector have also been renewed. Ten laptops were purchased for staff and 20 for student loans. Classrooms were refurbished to reduce summer heat, following Occupational Risk Prevention recommendations. The cafeteria's outdoor area was expanded with more shade and seating, and improvements were made to the main pedestrian access from the highway.

Regarding the list of ongoing and planned major investments that have been approved and funded, the following can be mentioned:

- An investment of approximately €400,000 in the small animal hospitalization area. These works began in September 2025 and are expected to last approximately 7-8 months. Financial support for these projects has been obtained from European funds. The project includes the building of a new clinical laboratory, a training classroom, and area for VTH users. This project also includes the remodelling of the small animal hospitalization area, as well as the creation of several

specialty consultations. The ESEVT visit will be an excellent opportunity for you to advise us on measures or actions that will allow us to implement the initial design of the planned works.

- An investment of approximately €300,000 in the VTF. These works, funded by the Gran Canaria Island Council and with the ULPGC's own funds, will begin in the last quarter of 2025 and are expected to last between 4 to 6 months. A major renovation of the farm is planned to increase biosecurity measures and the well-being of the animals housed there. The goal is to create specific spaces for hens and bovine, as well as a comprehensive renovation of numerous animal pens.
- The University management has committed (no funding has been defined) to remodel the pedestrian access points, allowing for faster and safer communication between the FVULPGC and the Animal Shelter, where a significant number of practical sessions are held in various subjects.
- There is a project to improve the access road to the FVULPGC. This project, already planned and approved by the Gran Canaria Island Council, has been allocated initial funding. This project aims to improve road access to our campus, ensuring greater safety and convenience for users. The exact start date for the works cannot be determined, but they will most likely be completed during 2026.
- In addition, the VEE will receive computer equipment and teaching resources from the educational innovation projects that its teachers participate in.

Prospected expenditures and revenues for the next 3 academic years

The ULPGC's budget grew by about 15% between 2022 and 2024, although the main funding source (Government of the Canary Islands) did not significantly increase its contribution. Both Canarian public universities have long requested higher funding to improve teaching, quality, research, and knowledge transfer. Renewals are expected to remain at least stable, pending additional support from the Canary Islands Government and the Spanish Government's commitment to raise university funding from 0.76% to 1% of GDP. Expenses will largely depend on new revenues, with the ULPGC required to maintain a strict balance between income and expenditure.

Description of how (procedures) and by whom (description of the committee structure) expenditures, investments and revenues are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

FVULPGC Dean and Department/Research Institute Director are responsible for the investments and payments as established in the ULPGC statutes.

Each year, once the ULPGC budget is approved, the Dean prepares an expenditure proposal for the current year, which must be reviewed and approved by the FB, typically in February. The FB also approves the previous year's budget execution report. Both documents are shared with FVULPGC members before the meeting and published on the VEE's [website](#) after approval. The budget is divided into Operating Costs, Maintenance Costs, and Equipment.

Operating and maintenance costs are estimated using the data from the previous year. The Dean with the help of the DT and the VEE Building Administrator identifies the needs for investment using the last Annual Report of the VEE as defined by the Procedure for the Analysis of the Results and Accountability ([PAC08](#)), the Support procedure for measuring satisfaction, expectations and needs ([PAC07](#)), the Approved Annual Objectives for the Faculty ([PEC01](#)), the requests of Material Resources communicated by the Staff and Stakeholders ([PAC02](#)), the information obtained from the procedure for Institutional Complaints and Suggestions ([PII2](#)), from the Procedure for Academic Complaints ([PAC06](#)), and other documents.

With the support of the VEE's Administrative Staff, invoice payments undergo strict management and control. All documentation is sent to the ULPGC Central Economic Service, which reviews expenditures, ensures legal compliance, oversees budget execution, and provides financial guidance to the VEE.

The imminent establishment of a Veterinary Campus Committee is planned for the purpose of analysing and proposing improvements and new investment proposals. This committee will be composed of the DT, the VEE Building Administrator, the Director of the VTH, the Director of the VTF, the Director of the IUSA, as well as the Director of the Department of Morphology and the Director of the Department of Animal Pathology, Animal Production, Food Science, and Food Technology. Student representatives are also expected to participate, as well as various officials from the Rector's Office, representing management, the Vice-Rector's Office for Research, and the Vice-Rector's Office for Academic Planning.

Comments on Area 2

The ULPGC operates as a highly centralized institution, particularly with regard to financial management. Consequently, a detailed analysis of the budget specifically related to the costs of Veterinary Education is a complex task. For this reason, it is not possible to provide a precise calculation of the expenditures exclusively attributable to the Degree in Veterinary Medicine.

The FVULPGC follows a legal financial protocol, centralizing salaries, general maintenance and operational expenses, while VTH, VTF, and departments manage their own budgets. The FVULPGC lacks financial autonomy for the investments in infrastructure or the acquisition of medium or large equipment and are managed at the ULPGC level. The FVULPGC submits requests throughout the year for the main building maintenance works to the University management. Finally, any expenditure that exceeds the ordinary budget is generally covered by the ULPGC Central Services upon request.

Veterinary education entails significantly higher costs than other disciplines due to its complex infrastructure, sophisticated equipment, and resource demands. Although the ULPGC recognizes the FVULPGC's special needs, budget allocations often overlook these realities—an issue commonly observed worldwide. The ULPGC has recently begun [analytical accounting studies](#), which allow for a more reliable estimate of the cost of education per student. The data generated (for 2021 and 2022) indicate that the cost per student ranges between €20,000 and €22,000 per year.

VTH has an independent financing process with a very high percentage of income dependent on clinical activity and less than 15% of contributions from public institutions. This model has allowed the VTH to become almost self-funded over the last three years, allowing it to acquire different equipment based on its financial availability.

Suggestions for improvement in Area 2

Considering that ULPGC depends primarily on public funding and operates under the Contractual Programme established with the Regional Government, most expenditures are currently managed by the ULPGC Central Services. However, greater financial autonomy for the FVULPGC, supported by a dedicated budget, would be highly beneficial. Such autonomy would enable the VEE to invest in specific resources, including an increased number of simulators for clinical skills acquisition. Furthermore, enhancing the budget allocated to teaching departments would strengthen their capacity to provide high-quality practical instruction and improve competitiveness.

The VTH has demonstrated the capacity to operate nearly as a self-sustaining entity, receiving comparatively minimal direct funding among Spanish public veterinary faculties. It is recommended that additional financial support be sought from other public institutions. Moreover, efforts should be made to attract sponsorship, particularly through enhanced collaboration between VTH and private veterinary companies or specialized enterprises.

After many years of small investments, the VTF will undergo a comprehensive renovation, which will increase biosecurity and renew its equipment and infrastructure. However, in the medium term, the possibility of establishing agreements with other institutions should be considered to expand the number of animal species present at the farm. In this sense, the proximity of the Experimental Agricultural Farm (dependent on the Island Council of Gran Canaria), which has facilities to house cattle, small ruminants and pigs, should be an incentive for its shared use with the FVULPGC.

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 Ichthyo-pathology, 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.

Area 4. Facilities and equipment

Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people including students with a disability, and EU animal welfare and care standards.

The FVULPGC is located at the Arucas Campus (approx. 35,000 m²), 8 km from Las Palmas de Gran Canaria. It is adjacent to the Experimental Farm of the Cabildo de Gran Canaria and the School of Agrarian Qualifications (Government of the Canary Islands), ensuring appropriate conditions for teaching, animal housing and research. The campus comprises several modules (M1–M11), a Laboratory and Accredited Animal Research Facility building and a Large animal Isolation unit, with specialised functions:

- Module 1. Large animal VTH: includes the examination room, x-ray room, operating theatre, sterilization room, offices, horse stalls, hayloft, and gas room.
- Module 2. Companion animal VTH: includes the reception and clinic administration, client waiting room, public consultation rooms, x-ray room, CT scan, sterilization room, pre-operative room, operating theatres, laboratories, hospitalization rooms, treatment rooms, ultrasound room, animal stalls, offices, and storage rooms.
- Module 3. *Ground Floor*: anatomy and embryology area, including the bone collection, anatomy room, necropsy room, dissection room and laboratories. *Upper Floor*: University Research Institute of Animal Health and Food Safety (IUSA).
- Module 4. Contains the cafeteria, the student union office, classrooms (4a and 4b), and offices.
- Module 5. VTF: includes the production and reproduction units laboratories and animal stalls, shared animal stalls, milking room, cheese dairy, milk processing room, isolation room, and offices.
- Module 6. Classrooms (6a, 6b, 6c, and main hall (*Aula Magna*)), the concierge office, the administration of the veterinary building, the library, the dean's office, vice-dean's office, secretariat, board room, and basement with storage and services.
- Module 7. Contains 22 faculty offices, 23 laboratories, the computer room, the administration office of the department of animal pathology, animal production, bromatology and food technology, and the departmental section of the department of morphology.
- Module 8. Graduation hall.
- Module 9. IUSA main office and laboratory building.
- Module 10. Experimental animal facility.
- Module 11. Campus wastewater treatment plant.
- Large Animal Isolation Unit. Building dedicated to the isolation large animals under suspicion of carrying an infectious disease, based on the VEE biosecurity procedures.

A [virtual tour](#) of the VEE is available online on the ULPGC webpage, including 360° view of the campus and a [video guide](#). In addition, maps can be found on Appendix 4.1.

Additional facilities dedicated to undergraduate teaching for our veterinary degree students are located at Tafira (basic sciences), San Cristóbal (clinical sciences, biochemistry, pharmacology), and Taliarte (aquaculture). Extramural agreements with farms, clinics and food industries complement training.

The ULPGC offers Wi-Fi access across all campuses and facilities for the university community and authorized users. Students and staff can connect via Eduroam, a secure global service for academic and research institutions that works in any participating centre once configured. Visitors can use the ULPGC-Guest users network (or ULPGC where not available), accessing with credentials provided by their host or building administration; temporary accounts (24h or longer) can be requested through the ULPGC IT Support platform. Connection is automatic via DHCP, requiring only the assigned username and password, and additional assistance for connecting other devices is

available through the university's IT Service. The VEE currently presents a total of 96 Wi-Fi access points on site.

Each unit (Dean's office, VEE site administration, VTH, Vice-Rectorate for Research, departments) manages its own strategy and budget, later validated at different levels. Maintenance is handled by building managers or department heads with their budgets, under VEE QAS procedures (management of material resources and management of services). Acquisition or renewal of equipment depends mainly on ULPGC core funds, with research project funds also supporting infrastructure. The VEE and departments additionally take part in the annual ULPGC call for teaching equipment projects.

The facilities of the VEE fully comply with national and EU regulations concerning health and safety, biosecurity, and accessibility. The ULPGC has an occupational risk prevention service and radiological protection unit which coordinates and reviews health and safety and biosecurity procedures on campus. In addition, the VEE presents its own biosecurity committee that is also supported by the ULPGC occupational risk prevention service. All buildings and laboratories meet the standards for occupational safety and emergency protocols, while specific infrastructures (e.g., necropsy room, animal facilities, and clinical hospital areas), as well as extramural activities operate under strict biosecurity guidelines, in accordance with the FVULPGC biosecurity manual. Consequently, the entire VEE community is required to observe the biosecurity regulations approved by the FB, following the recommendations of the biosecurity committee. Furthermore, both students and staff undergo systematic training in accordance with the biosecurity manual and its regulatory framework. Complementary information is also disseminated through posters and notices displayed across the facilities, which function as permanent reminders for the academic community and as guidance for external stakeholders.

The VEE also ensures accessibility for students and staff with disabilities, following Spanish legislation and university policies on inclusion, led by the social action unit of the ULPGC. The assessment of disabilities and special educational needs is carried out by this unit upon request of the students. Following the evaluation of each individual case, the corresponding recommendations are communicated to the Vice-Dean for Students, who is responsible for coordinating the implementation of the required adaptations. These measures are subsequently conveyed to the academic staff responsible for the courses in which the student is enrolled.

Furthermore, the handling, housing, and clinical care of animals are conducted in accordance with European Union (Directive 2010/63/EU of the European Parliament and of the Council of September 22, 2010, on the protection of animals used for scientific purposes) and Spanish (Royal Decree 53/2013, of February 1, which establishes the basic standards applicable for the protection of animals used in experimentation and other scientific purposes, including teaching) directives on animal welfare, thus guaranteeing high ethical and professional standards through the ULPGC animal experimentation ethics committee, accredited by Resolution No. 364 of 05/08/2013 of the Directorate General of Livestock of the Government of the Canary Islands, published on the website of the Spanish Ministry of Economy and Competitiveness on 18/10/2013.

Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, equipped for instructional purposes and well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities.
Offices, teaching preparation and research laboratories must be sufficient for the needs of the teaching and support staff to support their teaching and research efforts.

The VEE has a total of seven lecture halls (6a, 6b, 6c, main hall (*Aula Magna*), graduation hall, 4a and 4b). All halls are equipped with standard teaching resources, including a computer, multimedia projector, and full Wi-Fi coverage. In addition, some lecture halls are fitted with enhanced facilities such as digital boards (DB), public address systems (PA), air conditioning (AC), and wheelchair accessibility (WA), thereby ensuring compliance with quality, comfort, and inclusiveness standards.

The characteristics of the main lecturing halls can be found in Table 4.2.1. A total of 680 seats are available in the main lecturing halls.

Table 4.2.1. Description of the main lecturing halls at the FVULGC

Lecturing halls	Number of seats	Location	Equipment
Room 6A	112	Module 6	DB, PA, AC, WA
Room 6B	196	Module 6	DB, PA, AC, WA
Room 6C	132	Module 6	DB, PA, AC, WA
Main Hall	180	Module 6	PA, AC, WA
Graduation Hall	60	Module 8	PA, AC, WA
TOTAL	680		

The main locations used for group work at the FVULPGC, that includes a total of 302 seats can be found below (Table 4.2.2.):

Table 4.2.2. Description of the main locations used for group work at the FVULGC

Lecturing halls	Number of seats	Location	Equip
Room 4A	84	Module 4	DB, WA
Room 4B	84	Module 4	DB, WA
Room 7	30	Module 7	WA
VTH Seminar	20	Module 2	WA
VTH Lab	8	Module 2	WA
Computer Room A	20	Module 7	20 computers, WA
Computer Room B	20	Module 7	20 computers, WA
Library Room A	4	Module 6	
Library Room B	4	Module 6	
Library Room C	4	Module 6	
Library Room D	4	Module 6	
IUSA Seminar	20	Module 9	WA
TOTAL	302		

Laboratory facilities

The VEE provides a wide range of laboratory facilities distributed mainly in Module 7, complemented by specific spaces in the VTH (module 2), module 3 and 5 (VTF). In addition, two other ULPGC campuses (Health Science and Tafira), provide laboratories used for teaching different subjects of veterinary degree.

- *Module 7 – General laboratories*

Faculty Lab 1 (1st floor) is equipped with ovens, computers, a multimedia projector, 12 student optic microscopes, one microscope with camera, centrifuge, thermostatic bath, magnifiers, an analytical balance, and refrigeration equipment. Used in subjects: [42521](#), [42512](#), [42525](#), and [42508](#).

Faculty Lab 2 (2nd floor) contains ovens, centrifuges, microscopes, magnifiers, heating plates, vortex mixers, shaker, balances, pH meter, thermostatic bath, seismic sensor, masticator, thermocycler, spectrophotometer, fridge, electrophoresis system, computer, and multimedia projector. Used in subjects: [42511](#), [42516](#), [42531](#), and [42536](#).

Faculty Lab 3 (1st floor) is equipped with ovens, microscopes, heating plates, vortex mixers, spectrophotometers, pH meter, centrifuges, balances, refrigeration devices, computer, and multimedia projector. Used in subjects: [42503](#), [42504](#), [42522](#), [42525](#), and [42529](#).

Faculty Lab 4 (1st floor) includes centrifuges, magnifiers, microscopes, and a microscope with camera connected to a computer and digital TV. Used in subjects: [42522](#).

- *Module 7 – Specialized laboratories (multiuser)*

Specialized laboratories include:

Spectrophotometry room (2nd floor), containing spectrophotometer Victor R Wallec, ovens, heating plate, fridge, freezer, water purification system).

Centrifugation room (1st floor), containing centrifuges, freeze-dryer, ovens, ultralow temperature freezers

Sterilization/autoclave room (1st floor). Containing five autoclaves.

Faeces processing laboratory (1st floor). Containing balance, oven, centrifuge, heating plate.

Freezer room (1st floor). Containing ultralow temperature freezer, walk-in freezer and fridge, and fume hood,

Technical lab (1st floor). Containing ice maker, hybridization oven, Elix 10 and MilliQWater purification systems, all of which are multi-user facilities.

Microscopy room (2nd floor). Containing 20 student microscopes, one teacher microscope with TV connection, a slides projector, computer, and multimedia projector. Used in subjects: [42501](#), [42509](#), [42514](#), and [42519](#).

- **Module 1 (VTH – large animal facilities)**

Clinical skills lab (basement level). Equipped with computers, multimedia projectors, clinical examination tables, anaesthesia machine, and a dummy dog for electrocardiogram training. Used by subjects: [42520](#), [42528](#), and [42533](#). Furthermore, an expansion of the clinical skills lab of module 1 has been established, a fully equipped veterinary clinical training classroom, developed in collaboration with COLVET-LPA, representing the first type of this joint collaboration strategy in Spain, available for students to practice soft skill and to participate in some of the CPD courses organised by the COLVET-LPA in this facility. This area also includes and endotracheal intubation simulator, 3 limbs for extraction simulation, one limb for bandaging simulation, bovine rectal palpation simulator, and 12 suture simulation pads.

In addition to the VEE managed spaces, the different departments involved in teaching activities at the FVULPGC, also provide a broad range of specialized laboratories distributed across different campuses.

FVULPGC campus (Montaña Cardones)

- **Module 3**

Dissection Lab and Ossuary. Both house anatomical dissection tables with specialized formaldehyde extraction systems. Used in subjects [42502](#) and [42509](#).

- **Module 5 (VTF)**

Animal Production lab. Equipped with centrifuge, freezers, shakers, freeze-drying system, water bath, scale, fume hood, BioRad spectrophotometer, pH meter, hemogram analyser (RAL). Used in subject [42530](#).

Reproduction and obstetrics lab. Provides additional space for teaching . Used in subject [42539](#) and [42542](#).

- **Module 7**

Agriculture Lab (2nd floor). Equipped with SHIMADZU UV-17000 spectrophotometers, hydraulic conductivity measuring equipment (Ksat), and LCPro systems for assessing photosynthetic efficiency and soil respiration. Used in subject [42508](#).

Animal Nutrition Lab (2nd floor). Containing balances, ovens, magnifiers, muffle furnace, heating plates, fibre analysers, computer equipment, an in-vitro incubator for digestibility studies, bag sealer, calorimetry systems (Parr 1261, 1563, 1755). Used in subject [42513](#).

Epidemiology and Preventive Medicine Lab (2nd floor). Equipped with an Epics Altra HyPerSort flow cytometer, incubators, laminar flow benches (Telstar PV-100 and MH-100), 96-well microplate absorbance reader, water bath, precision balances, pH meters, microwave, heaters, fridges, and freezers, supporting subjects [42507](#) and [42534](#).

Food Safety and Hygiene Lab (2nd floor). Contains water filtration equipment (Millflex TM), water activity meters (Decagon AquaLab Serie 3 TE), luminometers, air contamination meters (Spin Air Basic, DQ 5500), extractor hoods, infrared stove, balances, pH-meters, thermostatic baths, micropipettes, agitators, optical microscope, stomacher, oil polar compounds meter, homogenizer, turbidity and chloride analysers. Used in subjects [42531](#) and [42536](#).

Food Science and Technology Lab (2nd floor). Includes distillation system (FOSS Tecator 2100 Kjeltex), digital Ultraturax (IKA T25), precision balances, and heating devices. Used in subject [42517](#).

Animal Breeding Lab (1st floor). Used in subject 42516.

Physiopathology Lab (1st floor). Including a Reflotron photometer and Digiscan proteinogram analyser. Used in subject [42519](#).

Microbiology Lab (1st floor). Including microscopes, magnifiers, pH meters, electrophoresis equipment, centrifuges, homogenizers, digesters, and ovens. Used in subject [42512](#).

Health Sciences campus (San Cristobal campus)

Forensic Genetics lab. DNA extraction systems (AutoMate Express), real-time thermocycler, genetic sequencer and fragment analyzer. Used in subject [42537](#).

Pharmacology lab. Including chromatography systems, organ bath simulations, laminar flow benches for cell culture, emulsion equipment, agitators, spectrophotometers, and balances. Used in subject [42515](#).

Tafira campus

Chemistry lab (Q9). Equipment includes spectrophotometers, pH-meters, micropipettes, agitators, heaters, conductometers, digester systems for chemical oxygen demand, biological oxygen demand and Kjeldahl analyses. Used in subject [42551](#).

At the FVULPGC, the facilities are dimensioned to match the current student intake. Lecture halls, laboratories, and the VTH provide sufficient capacity to accommodate all enrolled students in both theoretical and practical sessions. The distribution of students across multiple teaching spaces, ensures that sizes remain appropriate for effective learning. Continuous monitoring of enrolment numbers allows the VEE to adapt the use of its facilities and resources when necessary.

Study areas

Within the VEE, students have access to a large study hall located in module 6, beneath the library, which accommodates 139 users. This space remains open Monday to Friday from 7:30 a.m. until 20:30 pm. In addition, the [library](#) provides four group study rooms (4 students per room), that students can book through the library office, available from 8:15 am to 20:45 pm. An additional group study area is available in the aisle of module 4, accommodating approximately 30-40 students, with an extended opening time, in order to better cover student needs (7:30 am - 00:00 am). These study spaces are available also in weekends and holidays.

Although ULPGC libraries close on weekends, students can access 24-hour study rooms on several campuses with their university card. On Tafira (Architecture), four rooms are open daily except in August; on San Cristóbal (Health Sciences), evening and weekend spaces are available; and on Obelisco (Education Sciences), Rooms 03 and 06 remain open year-round, 24/7, with priority for ULPGC students.

Catering, lockers, offices, research laboratories, common areas, leisure and accommodation

The VEE offers catering through the cafeteria in module 4 (Mon–Fri, 07:30–17:30), serving daily menus, light meals, fruit, and drinks. Module 4 also has four microwaves for students. Vending

machines in modules 4 and 6 provide snacks and beverages outside cafeteria hours, and free drinking fountains are available in modules 6 and 7.

Lockers are available in the module 6, next to the study room. Students may apply for one through the VEE administration office. Lockers are also available at the VTF and VTH for student use. Toilets are available in all modules with the exception of the Graduation Hall. Showers are available in module 7 (first and second floor), VTF and module 3 (ossuary, dissection room, post examination room).

Academic and research staff offices are primarily located in module 7, with the Dean's and Vice-Dean's office in module 6. Additional lecturer offices are available in the IUSA building and module 4. Research laboratories are distributed between module 7 and VTH and VTF buildings, ensuring adequate and sufficient facilities for teaching and research.

Modules 6 and 4 provide the most relevant student common areas, complemented by outdoor seating near the cafeteria and the entrance to the VTF and leisure facilities such as a ping-pong table. The [ULPGC Sports Service](#) offers year-round activities, while cultural programming is coordinated through the [Vice-Rectorate for Culture, Sports and Society](#). Student representatives also organize events to promote engagement and support the graduation trip.

The ULPGC provides university residences with two main buildings: one on the Taira Campus (252 single rooms) and another in the city centre (58 places). In addition, 77 two-person apartments (154 places) and 4 bungalows are available, mainly for visiting academic staff. Residences accommodate students, staff, and guests for both full academic terms and short stays. Details on services and costs are available on the ULPGC [website](#). Further accommodation is also offered nearby by the School of Agrarian Qualifications of the Government of the Canary Islands.

Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:

- be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students
- be of a high standard, well maintained and fit for the purpose
- promote best husbandry, welfare and management practices
- ensure relevant biosecurity
- take into account environmental sustainability
- be designed to enhance learning

Livestock facilities – VTF (module 5)

In order to meet the need for teaching and research, the VTF has multi-functional pens for small ruminant, and cattle, that can be adapted to housing fattening pigs when needed, in addition to a dedicated room for rabbit housing and a hen house for laying hens. The VTF contains a procedure room, where ultrasound are performed, two animal isolation rooms, a milking parlour for small ruminants, milk tank and a cheese production area, and production and reproduction laboratories used for research and student instruction, in addition to the animal housing section described in Table 4.3.1.

Table 4.3.1. Description of the main animal housing section at the VTF

Facilities	Building	Size	Capacity
11 pens for small ruminants*	Module 5	1000.70 m ² (37.06-131.56 m ²)	333 small ruminants (>60 kg)
1 pen for large ruminants	Module 5	44.23 m ²	2 bovine (600-800 kg)
1 room for rabbits	Module 5	35 m ²	20 females and litters
1 hen house	Module 5	12.15 m ²	58 hen on the ground
Isolation unit	Module 5	38,78 m ²	4 boxes. 10 small ruminant/5 pigs

* A 104.12 m² is adapted when needed for porcine use. 6 fattening pigs (30-120 kg) are housed in this pen every academic year

VTH (Module 1 and 2)

Regular hospitalisation capacity at the VTH can be found in Table 4.3.2. The clinical facilities include five general examination rooms ranging from 8.35 to 17.04 m², dedicated to disciplines such as Internal medicine, neurology, traumatology, oncology, endocrinology, reproduction, cardiology, ophthalmology, rehabilitation, and dermatology. In addition, specialized premises are available, including a clinical pathology laboratory (42 m²), feline-friendly consultation room (9.60 m²) and an exotic animal room (10.96 m²). Surgical activities are carried out in two operating theatres (each 20.00 m²), with Room A devoted to general, trauma, ophthalmic, and neurosurgical procedures, while Room B is equipped for diagnostic imaging. Imaging facilities also comprise a CT room (module 2, ground floor; 26.31 m²), a conventional radiology room (module 2, first floor; 14.61 m²), and a 13.81 m² lecturing area (module 2, first floor) used for teaching in diagnostic imaging. Pharmacy, storage room, changing room, showers and lockers can also be found at the VTH. These facilities provide adequate space and specialization to support the full spectrum of clinical training and care.

Table 4.3.2. Animal housing facilities at the FVULPGC VTH

Facilities	Building	Size	Capacity
Hospitalization for dogs (4 rooms)	Module 2	52 m ²	20 dogs
Hospitalization for cats (1 room) (Cat friendly)	Module 2	8.35 m ²	8 cats
Hospitalization for horses (3 boxes)	Module 1	8.1 m ²	3 horses
Hospitalization for cows (1 box)	Module 2	25.16 m ²	2 cows
Hospitalization for small ruminants (1 box)	Module 2	20.69 m ²	4 small ruminants
Hospitalization for porcine (1 box)	Module 2		1 pig

The VTH is equipped with advanced clinical resources to support both patient care and student training. Examination rooms include ophthalmoscopes, retinography, slit lamps, ocular ultrasound, electrocardiography, Doppler tensiometer, echocardiography, Wood's lamp, and microscopy with video and imaging systems. Surgical theatres are equipped for minimally invasive and advanced procedures, offering laparoscopy, arthroscopy, endoscopy, anaesthetic workstations with ventilators and gas monitoring, fluoroscope, vacuum aspirators, electrosurgery, ophthalmic surgical microscope, phacoemulsification, cryotherapy, and CO₂ laser surgery. Diagnostic imaging facilities include large- and small-animal X-ray systems (NeoVet Premium with Toshiba tube), a CR digital radiology system, a Toshiba Astelion® 16-slice CT scanner, and 3 ultrasound units (2x Mindray Vetus 7, 1x Mindray Z60 Vet). The hospitalization unit provides fluid therapy infusion equipment, incubators, and glucometers, while the clinical laboratory is equipped with IDEXX (ProCyte, Catalyst One and Dx, Snap Reader, VetLab UA, Coag DX) and Zoetis (VetScan, iStat, Imagyst), digital screen-coupled microscope and densitometer. Rehabilitation unit includes regular and aquatic treadmill and TENS (Transcutaneous Electrical Nerve Stimulation) for companion animals and extracorporeal shockwave therapy for horses.

Experimental Animal Facility (module 10)

The housing capacity for animals used for research and teaching purposes at the module 10 building can be found on Table 4.3.3. In addition, module 10 has changing room, showers, storage room and a dedicated procedure room available for students.

Table 4.3.3. Housing capacity at the Experimental Animal Facility (Module 10)

Facility	Building	Size	Capacity
Boxes C1, 2, 3 (small ruminants/pigs/small animals)	Module 10, -1 floor	27 m ² (9m ² per box)	15 small ruminants (>60), 22 pigs (50-70 Kg)
Boxes 2-3-4 (small ruminants/pigs)	Module 10, -1 floor	27 m ² (9m ² each box)	15 small ruminants (>60), 22 pigs (50-70 Kg)
Boxes 5-6-7 (rodents and rabbits)	Module 10, -1 floor	27 m ² (9m ² each box)	Maximum capacity based on the maximum number of racks and respective cages: - 110 cages for rat and mice

			- 40 cages for gerbils and guinea pigs - 5 racks of 6 cages for rabbits.
Box 1. Aquatic Room	Module 10, -1 floor	9m ²	12 tanks with seawater (100L) 4 aquarium (90L)

Diagnostic services including necropsy

Module 3

The necropsy room includes refrigerated chambers and –20 °C freezers, a tissue processing system, a grossing station with recirculating filtered air, orthopaedic oscillating saws, band saw, digital photography equipment, Reprovit macrocope, stainless steel tables, a monobloc scale, boot-washing equipment, an electric knife sharpener, and an electric hoist.

Module 5 - VTF

The large animal reproduction laboratory is equipped with instruments for reproductive techniques, cryopreservation systems with liquid nitrogen, laparoscopic equipment, and complementary laboratory devices.

Module 7

This module includes several facilities. On the first floor, the Food Safety and Hygiene Office (OHAPA) has a MINIVIDAS VIDAS 12 immunoassay system and basic lab equipment (micropipettes, laminar flow hoods, stoves, heating plates). The Infectious Diseases Lab contains microscopes (including one with camera for teaching), pH meter, balances, laminar flow cabinets, and refrigerators. The Parasitology Lab (partly shared with Module 10) is equipped with ELISA reader, centrifuges, fluorescence microscopes, cell culture equipment, chromatography instruments, and PCR systems (conventional and real-time).

On the second floor, the histology laboratory houses Leica and Reichert-Jung microtomes (3x), a cryostat, paraffin dispensers, paraffin water baths, cold plates, Hyperclean workstations, cytospin centrifuges, Nikon Alphaphot-2 YS2 microscopes, extractor hoods, ovens, and a microwave, among other equipment. The Immunohistochemistry Laboratory contains primary and secondary antibodies, IHC kits, magnetic stirrers with heating, refrigerators, freezers, and precision balances. Also on this floor, the microscopic diagnosis laboratory is equipped with several microscopes, including a 10-head multi-head microscope and a 360° dual-head microscope, along with storage systems for paraffin blocks and stained sections.

Module 10

On the first floor, the large animal internal medicine laboratory contains a thermocycler (Applied Biosystems 2720), electrophoresis systems, thermostats, centrifuges (Eppendorf, Nahita, Alresa), ultracentrifuge, and several light microscopes, in addition to standard lab disposables. The Parasitology Laboratory complements that in Module 7, also providing PCR and real-time PCR facilities. The small animal reproduction laboratory is equipped with a computer assisted sperm analysis system, Olympus CX-41 microscope, Telstar AH-100 laminar flow cabinet, CO₂ incubator, stoves, precision balances, pH meters, ultrasonic baths, centrifuges, nitrogen dewars, laparoscopic equipment, and additional cryopreservation and reproductive technologies.

San Cristóbal Campus (Faculty of Health Sciences)

The electron microscopy laboratory, with rooms on floors 0 and –1, is equipped with a Leica Reichert Ultracut S ultramicrotome and a Carl Zeiss EM910 transmission electron microscope. Additional resources include extractor hoods, stoves, precision balances, pH meters, ultrasonic baths, centrifuges, and cleaning systems.

The toxicology laboratory houses advanced analytical equipment such as Gas Chromatography–Mass Spectrometry (GC-MS/MS), Liquid Chromatography–Mass Spectrometry (LC-MS/MS), Inductively Coupled Plasma–Mass Spectrometry (ICP-MS), Thin Layer

Chromatography, and column chromatography with peristaltic pumps. It also contains general laboratory equipment, including centrifuges, extractor hoods, freeze dryer, heating plates, Kjeldahl system, microwave-assisted digestion system, nitrogen dryer, rotary evaporators, stoves, ultrasonic baths, Ultraturrax sample processor, vortex, and precision balances.

IUSA (University Research Institute of Animal Health and Food Safety – FVULPGC campus)

On the first floor, the Preventive Medicine Laboratory is equipped with laminar flow benches, four incubators, heaters and stirrers, conventional and real-time thermocyclers, an inverted microscope, centrifuges, vortex, electrophoresis tanks, refrigerators, and freezers.

FSQ and VPH

The following FVULPGC modules, external facilities and collaborating institutions provide essential support for practical training in FSQ and VPH (Table 4.3.4.), allowing students to carry out inspections, laboratory activities, and applied learning experiences in real professional environments.

Table 4.3.4. Facilities used for FSQ and VTH practical training

Facility	Location	Activity	Subjects users
Food Pilot Plant	FVULPGC - Module 3	Food technology practical training	42534
Cheese making room	FVULPGC - Module 5	Cheese processing technology	42530
<u>Gran Canaria Island Slaughterhouse</u>	<u>Las Palmas de Gran Canaria (21 km)</u>	Slaughterhouse	42531, 42536
<u>Mercalaspalmas</u>	<u>Las Palmas de Gran Canaria (20 km)</u>	Food market Inspection	42531, 42536
Primary School Bañaderos	<u>Arucas (5.8 km)</u>	School canteen inspection	42531, 42536
Destilería Arehucas	Arucas (5.4 km)	Rum factory Inspection	42531, 42536
Fábrica de embutidos CarB	Teror (17 km)	Sausages factory Inspection	42531, 42536
Las Palmas Central Market	Las Palmas de Gran Canaria (10 km)	Food market inspection	42531, 42536
Café Ortega S.A.	Las Palmas de Gran Canaria (12 km)	Coffee factory Inspection	42531, 42536
Ahembo	Las Palmas de Gran Canaria (12.3 km)	Bottling and vending factory inspection	42531, 42536
Grupo Kalise, S.A.	Las Palmas de Gran Canaria (13 km)	Ice cream factory inspection	42531, 42536
Quesos Bolaños	Las Palmas de Gran Canaria (12.3 km)	Cheese maturation factory inspection	42531, 42536
CAPISA	Las Palmas de Gran Canaria (12 km)	Animal feed production facility	42513, 42530

Additional facilities - Technological Marine Science Park of Taliarte

The Technological Marine Science Park of Taliarte ([29 km from the VEE](#)) provides advanced aquaculture facilities for training and research in fish and mollusc production (subjects [42527](#), [42525](#)), giving students hands-on experience in breeding, larval rearing, bioassays, and stock management. The main module houses: a pisciculture transference unit (406 m²; 2×2 m³, 24×1 m³, 56×0.5 m³ tanks); a breeding stock monitoring station (1,312 m²; 2×80 m³, 6×40 m³, 12×10 m³ tanks in 3 RAS); and a bioassay station (567 m²; 48×0.5 m³ tanks in 16 RAS). The complementary module includes a pilot plant (900 m²; 20 m³ microalgae, 30 m³ live prey, 2×40 m³, 6×2 m³, 8×10 m³ larvae tanks) and an intensive rearing station (1,200 m²; 4×2 m³, 45×1 m³, 54×0.5 m³, 90×0.2 m³ tanks).

Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research based and evidence based clinical training supervised by teaching staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.

For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH. The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector.

The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.

The VTH operates 24/7 throughout the year and is structured in two main areas according to the species attended: companion animals (canine, feline, and new companion animals) and large animals (equine). Both services provide clinical consultations from 08:30 to 15:00 in a wide range of specialties, including dermatology, ophthalmology, neurology, oncology, diagnostic imaging, cardiology, internal medicine, endocrinology, traumatology, orthopaedics and rehabilitation, soft tissue surgery, nutrition, and reproduction. Emergency and hospitalization services are available 24/7, with independent facilities and staff for companion animals and equines. Clinical training at the VTH is organized in small groups, in order to maximize hands-on learning. Students progressively participate in history taking, physical examination, diagnostic work-ups, treatment planning, and clinical procedures for scheduled patients as well as emergency cases. Clinical rotations begin in the third year and gradually increase in both intensity and responsibility throughout the curriculum, reaching their peak in the fifth year through the core clinical rotations. All clinical activities comply with national standards and are performed or directly supervised by licensed veterinarians, following a problem-oriented diagnostic approach and evidence-based medicine principles.

Clinical practical training with farm animals (cattle, sheep, goats, and pigs) at FVULPGC is primarily delivered through the ambulatory clinic service, although cases can also be referred to and treated at the VTH. These activities are always conducted under the direct supervision of teaching staff. During these rotations, students actively participate in routine clinical practice, including farm visits, herd health management, diagnosis, treatment, and follow-up, thereby acquiring practical skills in a real professional context. For ruminants, emergency coverage at the FVULPGC VTH is provided through an on-call service.

Faculty members and clinical staff at the VTH are registered in COLVET-LPA and follow the ethical standards of the Spanish Veterinary Council. Most clinicians also belong to national associations (AVEPA, AVEE, SECIVE), supporting ongoing professional development. Clinical training is further strengthened by EBVS Diplomates, veterinarians with international residencies, and AVEPA-accredited specialists, covering fields such as wildlife health, pathology, parasitology, aquatic health, imaging, cardiology, internal medicine, ophthalmology, oncology, and orthopaedics (see standard 9.1).

The FVULPGC ensures that its VTH, together with the external practices integrated in the core curriculum, complies with national veterinary practice standards and regulations and ESEVT requirements. The VTH is equipped with modern facilities, advanced diagnostic and therapeutic resources, and specialised services that provide students with a learning environment comparable to leading private clinics. Clinical training is delivered under the supervision of licensed veterinarians and European/national specialists, ensuring both high-quality patient care and the acquisition of professional competences in line with international standards.

All veterinary practices associated to EPT are approved and registered by the Official College of Veterinarians.

Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role play

At the FVULPGC, all students are provided with access to the diagnostic and therapeutic resources of the VTH, always under the guidance of the academic staff in charge of their practical groups. Upon request to the responsible clinician of each service, students may also consult the clinical records available in the VTH databases. This enables them to follow ongoing hospital cases and supports the preparation of academic assignments, case reports for clinical rotation evaluation, and their e-portfolio.

Extra-mural training activities are organised with transportation arranged by the Faculty, using contracted buses or with ambulatory professionals. During clinical rotations, smaller groups of students accompany the teaching staff responsible for clinical rotation and ambulatory services (farm animals and equine) on visits to collaborating farms and external establishments.

The ossuary and clinical skills laboratory is accessible to students during scheduled supervised sessions, as well as during open practice hours (12:00–14:00) throughout teaching periods for independent training. Access to specific modules of the VEE is granted to students enrolled in the corresponding subjects and remains valid until the completion of their studies. Information on modules and reservations for training sessions are managed through the VEE's reception.

Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.

The distribution of animals at the VTH's isolated hospitalisation unit can be found in Table 4.6.1. Isolation units are dedicated and adapted to each animal species. Dog and cat isolation unit are located at the VTH. The large animal isolation unit is located in a dedicated building in the proximities of module 10. The isolation areas of this building can be adapted to the specific requirements of the species commonly handled at the VTH and others when needed. Handling procedures, including key biosecurity facts such as cleaning and disinfection, animal flow, use of personal protective equipment, risk-based animal classification, etc are available for each facilities in the biosecurity area of the FVULPGC's [webpage](#).

The isolation facilities at the FVULPGC VTH may only be used by personnel who have completed specific training, which includes both theoretical sessions and on-site practical drills. Refresher training is provided annually, as well as to every new professional joining the VTH, ensuring continuous compliance with biosecurity standards. Students receive dedicated instruction as part of the compulsory biosecurity training, and their access to the isolation units is strictly limited to individual entry, always under the direct supervision of teaching staff.

Table 4.6.1. Isolated hospitalisation for animals at the FVULPGC VTH

Facilities	Building	Size	Capacity
Isolated Hospitalization Unit for dogs	Module 2	8.35 m ²	6 dogs
Isolated Hospitalization Unit for cats	Module 2	8.43 m ²	6 cats
Isolated Hospitalization Unit for Large Animals	Large Animal Isolation Unit	2 boxes x 24,1 m ²	2 horses, 2 cows, 10 small ruminant, 10 pigs*

* Not housed simultaneously.

In addition, the VTF is equipped with a dedicated isolation unit for diseased animals and has the flexibility to convert an additional room, currently used for the artificial rearing of kids, into an isolation area if required in the event of an outbreak within the facility.

Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.

Ambulatory clinics for production animals at the FVULPGC are organised throughout the academic year and cover cattle, sheep, goats, pigs, and equine patients. Clinical activities are mainly conducted through the ambulatory service and external establishments with which the VEE has formal agreements. These activities provide students with practical training in both individual clinical cases and herd health management, reflecting the realities of professional field veterinary medicine.

From the third year onwards, and increasingly during the fifth year, students participate in farm visits for herd health management and ambulatory clinic rotations under the direct supervision

of academic staff. Clinical groups are kept small to enhance hands-on learning. Students are actively involved in history taking, clinical examination, diagnostic procedures, treatment planning, and the management of emergency cases.

The ambulatory service for equine is equipped with a VEE-owned vehicle adapted for equine practice, carrying the necessary instruments, medicines, and portable diagnostic equipment (e.g., ultrasound, X-ray, sampling kits). For larger groups and extramural practicals (e.g., farms, slaughterhouses, feed factories, and other facilities), transportation is organised by the VEE, and it is based on the use of minibuses that are hired by the FVULPGC.

Ambulatory clinical training in farm animal medicine also incorporates herd health and production medicine, with specific teaching in areas such as infectious and parasitic diseases, obstetrics and reproduction, and veterinary public health. This integration ensures that students acquire competences not only in individual patient care but also in preventive and population-level approaches, in line with ESEVT standards. See standard 3.1. for a detailed description of the distribution of ambulatory clinical training performed at the FVULPGC.

Standard 4.8: The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and animal welfare, and to prevent the spread of infectious agents.

Transport of student is performed using a minibus service hired by the VEE, that a yearly expenditure of over €22,296.97 for the period 2024/2025.

Large animal transport is carried out using authorised private vehicles. These vehicles must be licensed by the Canary Island's Animal Health Authorities, and all animals are required to travel with the corresponding movement passport (*Guía sanitaria*) when transported to or from farms. Compliance with these procedures is overseen by the Canary Islands Government, Department of Agriculture, in accordance with Spanish Law 8/2003 on Animal Health, Spanish Law 23/2007 for the care of animals in their exploitation, transport, experimentation and sacrifice and the applicable European legislation, specifically Council Regulation (EC) No 1/2005 on the protection of animals during transport and related operations.

The IUSA operates a dedicated vehicle authorised for the transport of carcasses from the slaughterhouse or farms, which is also employed in the recovery of stranded marine animals. Carcasses of small and large animals originating from clinics or farms are generally transferred to the necropsy facilities either by the owners themselves or through licensed private companies. All vehicles engaged in this activity hold specific authorisation for the transport of ABPs, in accordance with Regulation (EC) No 1069/2009 and its implementing Regulation (EU) No 142/2011, together with the corresponding Spanish legislation (Royal Decree 1528/2012).

Standard 4.9: Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.

The ULPGC [Occupational Risk Prevention and Radiological Protection Service](#) safeguards staff health and safety by implementing preventive plans, assessing risks, and promoting a culture of prevention. It centrally manages health surveillance (campaigns, medical exams, consultations, first aid) and oversees hazardous waste management from teaching and research, ensuring compliance with environmental and biosecurity regulations.

At the FVULPGC, the corresponding risk assessments and self-protection plans are available on the VEE's [website](#), through its biosecurity section, and includes the biosecurity manual, and specific biosecurity protocols per area (common areas, VTF, extra-mural farms, VTH (companion animals and large animal isolation unit, radiological diagnostics, laboratory), laboratories, necropsy

rom, dissection room, ossuary and slaughterhouse. These documents are communicated to all staff and students as part of specific training activities are revised annually to ensure their correct application.

The FVULPGC [biosecurity manual](#) collates the standard procedures associated to biological, physical and chemical risks linked to the teaching and research and service activities performed at the VEE (summary in Appendix 4.9). This document is periodically reviewed by the VEE's biosafety committee. This committee chaired by the Dean, is formed by the DT, representatives from anatomy and necropsy areas, teaching laboratories, extra-mural facilities (slaughterhouse), experimental animal facility, and student representatives with the advice of the ULPGC [occupational risk prevention service and radiological protection unit](#). It follows the guidelines of the Spanish and European legislation, as well as the general safety regulations of the ULPGC laboratories.

Both the FVULPGC's and the VTH's Biosecurity Manuals establish the general biosecurity norms, good laboratory and clinical practice to be applied in all academic and professional activities (intra- and extramural). Their application is mandatory for staff, students and visitors. On the first day of class, teachers provide students with detailed information on general biosecurity regulations and the required personal protective equipment (whether personal or provided by the VEE). Before each activity begins, instructors remind students of the applicable biosecurity rules and good practices, ensuring their understanding and compliance.

Principal investigators are responsible for informing new researchers and technical staff about biosecurity measures and good laboratory practices upon their incorporation into research groups.

All biosecurity policies implemented at the FVULPGC are fully aligned with current Spanish and European Union legislation.

Comments for Area 4

The FVULPGC has maintained facilities and equipment fully fit for delivering a high-quality veterinary education, with adequate lecture halls, laboratories and clinical areas across all modules and associated campuses, and robust campus connectivity (96 Wi-Fi access points) that supports learning and clinical activities. The clinical skills lab in the VTH complex is already equipped with relevant task trainers and is complemented by a dedicated veterinary clinical training classroom developed with COLVET-LPA, which together provide a good base for hands-on skill acquisition. Biosecurity, with a special emphasis in the isolation of infectious animals, remains a priority at the FVULPGC, and we continue to improve staff and student training, and procedures to ensure the optimal standards are applied at our VEE. Moreover, the planned improvement of the VTF facilities and expansion of the VTH, both projected between late 2025 and early 2026 will further enhance the learning environment and increase the capacity for skills training across species at the FVULPGC.

Suggestions for improvement in Area 4

The VEE is committed to consolidate and steadily expand the clinical skills lab offer by broadening the range of models and trainers proportionate to curricular demand across species, while progressively extending supervised independent-practice availability. Further development of the skill lab will include a in the Thanks to the agreement with the COLVET-LPA, the FVULPGC will be. Building on the agreement with COLVET-LPA for the clinical skills lab, the FVULPGC also intends to continue advancing its communication role-play area, which is currently in the early stages of development. In parallel, the VTH and VTF leadership remain committed to maintaining current standards and will use the forthcoming facility upgrades to further enhance the educational environment and overall standards of our VEE.

Area 5. Animal resources and teaching material of animal origin

Standard 5.1: The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled. Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies

Description of the global strategy of the VEE about the use of animals and material of animal origin for the acquisition by each student of Day One Competences

The primary objective of the FVULPGC is to ensure the proper training of veterinary students through a curriculum that fully complies with Spanish legal requirements for the veterinary profession (ECI/333/2008), EU Directives 2005/36/EC and 2013/55/EU, and the standards established by the VEE's QAS, accredited by ACECAU (member of ENQA). The global strategy regarding the use of animals and animal materials is, first and foremost, to guarantee the acquisition of all competences defined in the curriculum, including the ESEVT D1Cs. This is achieved by balancing the need for adequate hands-on training with the progressive use of cadavers and models to reduce or replace live animal use whenever possible. To provide proper pre-clinical and clinical training, the FVULPGC ensures access to an adequate number and variety of animals and animal materials, all in full compliance with animal health and welfare standards. Students are progressively exposed throughout the curriculum to specimens, cadavers, and live animals, complemented by theoretical teaching, in the areas of basic sciences, clinical sciences, animal production, and food safety and quality.

Clinical training is primarily supported by the VTH, whose ongoing objective is to ensure an adequate caseload of both small and large animals, encompassing intramural cases as well as those managed through ambulatory services. The subjects within the clinical sciences and animal health module include practical sessions with both healthy and diseased animals at the VTH, the VTF, and collaborating farms. Practical training in the areas of Veterinary Public Health (VPH), Food Safety and Quality (FSQ), and animal production is conducted at the VTF, as well as in industries, facilities, and farms that maintain formal agreements with the ULPGC.

In order to increase the number of animals available for students' hands-on clinical practice, the EAEVE indicators have been incorporated into the Annual VEE Report. These indicators are reviewed annually, and the resulting strategies are integrated into the VEE's annual objectives, as defined in procedure PEC01 on the Quality Assurance policy within the QAS. This process provides a systematic opportunity to identify and address any deficiencies on a yearly basis.

Description of the specific strategy of the VEE ensuring that each student receives the relevant Core Clinical Training (CCT) before graduation, e.g. number of patients examined/treated by each student, balance between species, balance between clinical disciplines, balance between first opinion and referral cases, balance between acute and chronic cases, balance between consultations (day patients in the clinic) and hospitalisations, balance between individual medicine and population medicine

Firstly, according to the most recent animal census conducted by the Canary Islands Institute of Statistics (2024) and [Zoocan](#), the registered animal population on Gran Canaria comprises: 11,277 cattle, 63,199 small ruminants, 172 dromedaries, 1,857 horses, 5,992 pigs, 5,268 rabbits, 1,001,310 birds, while the total number of dogs and cats amounts to 248,656 animals.

Cadavers and animal organs constitute the fundamental teaching resources during the first three academic years in the subjects of Anatomy and Anatomical Pathology. In Anatomy, students work with cadavers, skeletons, plastinated and prosected samples of different species (Table 5.1.1. - Appendix 5.1.), organised in small groups to guarantee active participation and to minimise exposure to hazardous substances. The students also have access to the ossuary laboratory which preserves a significant collection of skeletal material of multiple species. Necropsies (Table 5.1.6.) are undertaken immediately upon the arrival of the carcass; if necessary, they may be preserved. Post-necropsy material and abattoir-derived organs are kept frozen at -18 °C until disposal. The subject of Special Pathological Anatomy offers students a morphological perspective of pathological processes and a diagnostic foundation within food-producing animal medicine (horses, poultry, rabbits, pigs, ruminants). It also provides confirmation of disease in companion animals, exotic and wild species.

Besides, in third year students receive wide knowledges about morphological and pathological aspects of wild animals, marine mammals, mainly cetaceans, and fishes. As these disciplines constitute a direct diagnostic method on animal corpses in order to correctly interpret anatomopathological findings and their underlying causes. Students must also be well acquainted with biosecurity regulations applicable in necropsy rooms and histopathology laboratories.

The main sources of healthy live animals (Table 5.1.2.) for preclinical training (animal handling, physiology, animal production, propaedeutics) are the VTF and the associated farms. The VTF is organized in different livestock units (goats, sheep, cattle, pigs, poultry, rabbits) with a significant number of goats and ewes (between 60-80/academic year), and a limited number of cows (2), pigs (6), rabbits (8) and poultry (15) basically used for propaedeutics and animal handling. Different subjects make numerous visits to farms of cattle, small ruminants, pigs and poultry, where students, under the supervision of the teacher, carry out propaedeutic procedures in healthy animals, as well as observe procedures related to animal welfare, milking and feeding in ruminants. Each year (first semester), at least two mares are kept at the VTF for students' propaedeutic practices in 3rd year, later complemented in 5th year through Clinical Practices, Internal Medicine I, and Clinical Rotation in Large Animals. The VTH lacks companion animals for propaedeutics, but healthy dogs scheduled for surgeries (mainly neutering) and companions animals present at the Animal Shelter undergo full clinical exams, ensuring students gain skills in handling and propaedeutics.

Clinical training is mainly supported by the VTH, aiming to maintain or increase casuistry in small and large animals. It is provided in the 3rd, 4th, and 5th years, with practical activities organized by subjects and species to balance disciplines. All students receive comparable activities with equal distribution of animals and cases. The personal e-portfolio ensures each student completes core clinical training before graduation. As shown in Tables 5.1.3. and 5.1.4., small animals and exotic pets are seen basically as intramural at the VTH, but a good number of companion animals are also treated extramurally (Animal Shelter). Regarding the equine species, approximately 25-30% of patients are treated intramurally, but the majority of equines are treated extramurally, through mobile clinics (Internal Medicine I, Clinical Rotation in Large Animals, Clinical Practices subjects). Regarding food producing animals (basically ruminants, porcine, poultry) are basically treated through mobile clinics, both by the academic staff of different subjects (Internal Medicine I, Clinical Rotation in Large Animals, Clinical Practices), and by professionals hired by the VTH (considered honorary professors). Regarding the latter, they develop their activities with cattle, small ruminants, porcine and poultry, with small groups of students (maximum 3), which ensures personalized teaching. The number of animals treated extramurally is underestimated, because in many cases it is not possible to keep a record of all the animals treated. Regarding the nature of clinical activities, in all animal species, a balance between acute and chronic cases is ensured, balance between consultations. (day patients in the clinic) and hospitalizations, balance between individual medicine and population medicine (food producing animals). In this way, as stated in standard 3.1 (Table 3.1.3), rotations are carried out in numerous disciplines with a sufficient number of clinical cases to guarantee the acquisition of D1C.

In order to guarantee a wide range of types of patients, the VTH has classified the caseload into the following kinds of patients: (A) referral patients, which are cases referred by veterinary practitioners to one of the Specialty Clinical Services or are treated as an emergency (B) first opinion patients (including animals from rescue centres) that are directed to the most appropriated clinical service according to their main complaint. However, every patient offered for first opinion examination is always used for clinical training. Students are involved in history taking, the diagnostic process and patient care, whether the patients referred to or first opinion. In most cases students retrace the diagnostic steps of the referring veterinarian.

Table 5.1.7 describes the number of visits in herds/flocks/ for training in Animal Production and Herd Health Management. A large number of subjects (Infectious Diseases I, Infectious Diseases II and Ichthyopathology, Parasitic Diseases, Animal Production, Animal Nutrition, Animal Breeding, Aquaculture, Preventive Veterinary Medicine, Marine Mammals Health and Fish Pathology) carry out extra-mural practices in associated farms involving cattle, small ruminants, pigs, poultry and

fishes. Likewise, other subjects (Clinical Rotation in Large Animals, Clinical Practices, Internal Medicine I) make visits to farms where, among other competencies, students carry out health and clinical management activities in ruminants and pigs. In this way, a balance between individual medicine and population medicine is ensured. Finally, regarding the number of visits in slaughterhouses and related premises for training in VPH (including FSQ, Table 5.1.8.), students go to the only existing slaughterhouse on the island of Gran Canaria, where each student carries out a minimum of 6 practices (6 x 5: 30 hours), in the same way, each student attends 6 activities related to VPH (Catering Industries, Central Markets, Food industries) and a total duration of 22 hours.

Table 5.1.1. Cadavers and material of animal origin used in practical anatomical training*

<i>Species</i>	<i>2023/24</i>	<i>2022/23</i>	<i>2021/22</i>	<i>Mean</i>
<i>Cattle</i>	<i>286</i>	<i>285</i>	<i>284</i>	<i>285</i>
<i>Small ruminants</i>	<i>308</i>	<i>306</i>	<i>307</i>	<i>307</i>
<i>Pigs</i>	<i>235</i>	<i>235</i>	<i>235</i>	<i>235</i>
<i>Companion animals</i>	<i>890</i>	<i>893</i>	<i>890</i>	<i>891</i>
<i>Equine</i>	<i>541</i>	<i>541</i>	<i>541</i>	<i>541</i>
<i>Poultry & rabbits</i>	<i>133</i>	<i>136</i>	<i>130</i>	<i>133</i>
<i>Marine Mammals</i>	<i>99</i>	<i>99</i>	<i>99</i>	<i>99</i>
<i>Others (exotic animals)</i>	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>

**See Appendix 5.1 with details of the number and type of different specimens and materials of animal origin by species.*

Table 5.1.2. Healthy live animals used for pre-clinical training (animal handling, physiology, animal production, propaedeutics, etc.)

<i>Species</i>	<i>2023/24</i>	<i>2022/23</i>	<i>2021/22</i>	<i>Mean</i>
<i>Cattle*</i>	<i>>50</i>	<i>>50</i>	<i>>50</i>	<i>>50</i>
<i>Small Ruminants*</i>	<i>475</i>	<i>565</i>	<i>670</i>	<i>570</i>
<i>Pigs*</i>	<i>>200</i>	<i>>200</i>	<i>>200</i>	<i>>200</i>
<i>Companion Animals</i>	<i>25</i>	<i>25</i>	<i>25</i>	<i>25</i>
<i>Equine</i>	<i>2</i>	<i>2</i>	<i>2</i>	<i>2</i>
<i>Poultry and rabbits</i>	<i>>2000</i>	<i>>2000</i>	<i>>2000</i>	<i>>2000</i>
<i>Exotic pets</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>
<i>Others (camels)</i>	<i>2</i>	<i>2</i>	<i>2</i>	<i>2</i>

** Bovine, small ruminants, pigs from VTF and associated farms (Animal Production).*

Table 5.1.3. Number of patients seen intra-murally (in the FVULPGC VTH)

<i>Species</i>	<i>2023/24</i>	<i>2022/23</i>	<i>2021/22</i>	<i>Mean</i>
<i>Cattle</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>
<i>Small Ruminants</i>	<i>86</i>	<i>101</i>	<i>65</i>	<i>84</i>
<i>Pigs</i>	<i>1</i>	<i>2</i>	<i>-</i>	<i>1.5</i>
<i>Companion Animals</i>	<i>5072</i>	<i>6124</i>	<i>6359</i>	<i>5851.3</i>
<i>Equine</i>	<i>75</i>	<i>95</i>	<i>62</i>	<i>77.7</i>
<i>Poultry and rabbits</i>	<i>17</i>	<i>7</i>	<i>16</i>	<i>13.3</i>
<i>Exotic pets</i>	<i>187</i>	<i>153</i>	<i>185</i>	<i>175</i>
<i>Others*</i>	<i>8</i>	<i>4</i>	<i>-</i>	<i>4</i>

**Camels, wild animals*

Table 5.1.4. Number of patients seen extra-murally (in the ambulatory clinics)

<i>Species</i>	<i>2023/24</i>	<i>2022/23</i>	<i>2021/22</i>	<i>Mean</i>
<i>Cattle</i>	<i>277</i>	<i>284</i>	<i>279</i>	<i>280</i>
<i>Small Ruminants</i>	<i>>2000</i>	<i>>2340</i>	<i>-</i>	<i>1270</i>
<i>Pigs</i>	<i>30</i>	<i>30</i>	<i>305</i>	<i>122</i>
<i>Companion Animals</i>	<i>594</i>	<i>474</i>	<i>470</i>	<i>513</i>
<i>Equine</i>	<i>250</i>	<i>192</i>	<i>238</i>	<i>227</i>
<i>Poultry and rabbits</i>	<i>>1500</i>	<i>>1500</i>	<i>>1500</i>	<i>>1500</i>
<i>Exotic pets</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>
<i>Others*</i>	<i>3</i>	<i>14</i>	<i>3</i>	<i>6.7</i>

*Camels, wild animals

Table 5.1.5. Percentage (%) of first opinion* patients used for clinical training (both in FVULPGC VTH and ambulatory clinics, i.e. tables 5.1.3 & 5.1.4)

Species	2023/24	2022/23	2021/22	Mean
Cattle	100%	100%	100%	100%
Small Ruminants	100%	100%	100%	100%
Pigs	100%	100%	100%	100%
Companion Animals	79.3%	60.5%	56.7%	65.1%
Equine	95%	93%	96%	94.3%
Poultry and rabbits	-	-	-	-
Exotic pets	93.5%	88.2%	83.1%	88.5%
Others	81.8%	38.9%	33.3%	53%

*Every patient offered for first opinion examination is always used for clinical training. Students are involved in history taking, the diagnostic process and patient care, whether the patients referred to or first opinion. In most cases students retrace the diagnostic steps of the referring veterinarian

Table 5.1.6. Cadavers used in necropsy

Species	2023-24	2022-23	2021-22	Mean
Cattle	0	3	5	2.7
Small Ruminants	43	48	53	48.0
Pigs	4	14	13	10.3
Companion animals	251	391	414	352
Equine	2	6	9	5.7
Poultry and Rabbits	137	172	158	155.7
Aquatic animals	72	92	145	103
Exotic pets	6	18	14	12.7
Others (non-aquatic wildlife, zoo, etc)	3	4	24	10.33

Table 5.1.7. Number of visits in herds/flocks/units for training in Animal Production and Herd Health Management

Species	Year			Mean
	2023-2024	2022-2023	2021-2022	
Cattle	81	83	95	86.3
Small Ruminants	127	94	98	103.3
Pigs	31	80	86	65.7
Poultry	34	44	16	31.7
Rabbits	-	-	-	-
Aquatic animals	68	76	76	73.3
Others				
Marine Mammals	20	20	20	20
Visits to animal Feedstuff industries (Animal Nutrition)	6	8	-	4.7

Table 5.1.8. Number of visits in slaughterhouses and related premises for training in VPH (including FSQ)

		Year			Mean
		2023-24	2022-23	2021-22	
Slaughterhouses	<i>Ruminants</i>	109	99	97	101.7
	<i>Pigs</i>	36	33	33	34
	<i>Poultry/Rabbits</i>	37	33	33	24.33
Related premises	<i>Milk industries</i>	16	16	16	16
	<i>Catering Industries</i>	16	16	16	16
	<i>Central Markets</i>	16	16	16	16

Description of the procedures developed to ensure the welfare of animals used for educational and research activities

The use of Animals for Research and Teaching purposes is regulated by RD 53/2013, which is the translation to the local context of the Directive 2010/63/EU of the European Parliament. All the procedures performed with animals at the ULPGC, except for those which are not covered by this

legislation such as the non-experimental clinical veterinary practices in the VTH, must be approved by the CEEA. This committee is made up of twelve members, including 6 teachers of FVULPGC, with expertise in animal welfare and/or ethics. The CEEA's purpose is to prevent unnecessary pain, suffering, distress, or injury, controls the unnecessary duplication of procedures, and ensures that the number of animals used in procedures is minimized, using alternative methods whenever possible. The FVULPGC fully adheres to the principles of the CEEA, both in the research and teaching activities carried out at the VEE, with the application of the 3Rs concept (replacement, reduction, and refinement): reduction in the number of animals used, refinement of the procedures used and replacement by alternative methods.

Recently, the clinical skills lab has been created in order to accomplish training for students, with different simulators and equipment. This training is not meant to substitute for practical training with live animals, but rather aims to instruct students on various procedures, even those that are minimally invasive or could potentially compromise animal welfare, using simulators prior to live animal interaction. This approach equips students with fundamental skills, allowing for a reduction in potential harm and stress caused to living animals, as well as accidents and stress to students. Presently, simulations in use include:

- Bovine simulator: allows simulating rectal palpation (different phases of the cow oestrous cycle) and artificial insemination
- Small animals: venipuncture models, canine intubation trainer model, suture training pads, leg model for bandages

Before starting clinical training, students receive training in biosecurity and animal handling. In the subject of animal welfare (first year), students learn to identify stress signs and approach animals correctly through both theory and practice. This training promotes awareness of animal welfare. All intramural and extramural activities are supervised by staff or tutors, ensuring animal welfare and prevent unnecessary stress or pain.

Description of how the cadavers and material of animal origin for training in anatomy and pathology are obtained, stored and destroyed

Cadavers and material of animal origin for training are obtained from different sources:

- Companion animals come from the VTH, private practitioners and to a lesser extent, from the Animal Shelter (euthanised for humanitarian reasons)
- Equine material sources come mainly from the VTH and private practitioners
- Pigs, cattle, small ruminants, poultry, rabbits and fish are obtained from VTF, private practitioners and associated farms. Some viscera are obtained at the slaughterhouse, after requesting authorization from the health authorities.
- The carcasses of wild animals and marine mammals are obtained from found dead or containment plans, donated by the Regional Wildlife Service and from Exotic wildlife centres present in Canary Islands.

Animals used in Anatomy practical training are those euthanised for non-infectious reasons or died from a non-infectious pathological condition.

There are several private companies for the transportation of small animals' patients and cadavers ([link](#)). For large animals, a special official authorization is needed by the Animal Health authorities. For the transportation of wild animals and small marine mammals, the VEE employs an authorised and adapted vehicle compliant with EU and Spanish legislation for ABPs. All samples are transported under isothermal conditions immediately to prevent spoilage and delivered directly to the dissection or necropsy room for appropriate processing or refrigerated/thawed storage.

Cadavers are either fresh (shortly after euthanasia or death) or thawed. Animals intended for routine diagnostics are either processed upon arrival or kept refrigerated at 4°C until the following day, if necessary. After the necropsy, a series of systemic organ and tissue samples could be preserved in refrigeration (for brief use), frozen (for long-term storage), or immersed in 10% neutral buffered formalin. All samples from animal necropsies and biopsies are uniquely identified and catalogued.

There are freezing facilities to ensure a stock of biological material (cadavers and parts thereof) necessary for use during practical training of students. The FVULPGC Anatomy Unit has a complete collection of bones and skeletons of the different domestic species

The correct disposal of cadavers and specified risk material are managed by the ULPGC general service for waste management ([link](#)), responsible for its collection and incineration as per established regulations.

Description of how (procedures) and by whom (description of the committee structure) the number and variety of animals and material of animal origin for pre-clinical and clinical training, and the clinical services provided by the VEE are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

Academic staff for each pre-clinical and clinical subject prepare teaching programmes based on the curriculum, defining student groups, teaching activities, and the approximate number and variety of animals and animal materials to be used for optimal training are determined. This planning is carried out, at least, 12 weeks before each academic year. The Dean's Office coordinates the use of animal species in collaboration with teaching staff, considering cases from the VTH, food producing animals at the VTF and farm animals provided through agreements. Pre-clinical and clinical placements are integrated into the teaching programme to ensure curricular alignment. Programmes are submitted for discussion and approval by the Department Councils, the CAD, the VTH Board (where relevant), and the FB. All the stakeholders (academic staff, support staff and students) are represented in the governing bodies. Once approved, subject programmes are published on the FVULPGC website at least 12 weeks before the academic year.

In addition, the Annual VEE Report includes references to the ESEVT indicators for EAEVE accreditation in order to be able to revise and promote improvement in the case of low quality or deficiencies detected in animals and material of animal origin. This information is used for the writing-up of the Specific Annual Objectives in the QAS as described in the ([PEC01](#)) procedure related to the writing and revision of the Quality Assurance Policy and Objectives. Also, the QAS ([PAC02](#)) procedure, which is related to the management of the material resources, includes the identification of needs, demands or requests given by any of the stakeholders.

Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organized under the supervision of teaching staff and follows the same standards as those applied in the VEE.

Description of the organization and management of the external sites (teaching farms, ...) and the involvement of students in their running (e.g. births, milking, feeding, ...)

The practical training of the students is complemented at various external sites (public and private sectors) with agreements. On visits to external sites, academic staff always accompanies the students in a bus contracted by FVULPGC with a private company. These extramural training is scheduled during the mornings from Monday to Friday (usually 8:30-13:30). Size group is described in Standard 3.1.

- During practical training on external farms for core subjects such as Infectious Diseases I and II, Parasitic Diseases, and Preventive Medicine and Sanitary Policy, students handle animals, collect samples, assess risks, and evaluate farm health. They diagnose, treat, and prevent diseases, take histories, analyse health and production data, and conduct mock inspections, following biosecurity standards and considering herd management, feeding, breeding, and related factors.
- During practical training in core subjects such as Animal Production, Animal Welfare, Animal Breeding, and Aquaculture, students assess animal welfare, body condition, cleanliness, and the adequacy of facilities and equipment. Students also observe and participate in the milking process, track ruminant movement through the milking room, and calculate productivity and prolificacy indices on the farms. In Animal Nutrition subject, students visit feed production facilities and receive training on the nutritional and sanitary quality of feed, as well as quality control procedures.

- During their practical training in the subjects Internal Medicine I, Clinical Practices and Clinical Rotation in Large Animals, students visit external sites to manage common medical and surgical issues in food-producing animals and horses. Students take histories, perform clinical exams, collect samples, administer treatments, implement identification systems, and conduct pregnancy diagnoses. During practical sessions, students actively participate in minor outpatient surgeries (wound suturing, castrations), under professor supervision.
- During their practical training in the subjects External Practical Training and Ambulatory Clinics I and II, students go to external sites with VTH staff (VTH mobile clinics) to visit equine and food producing animals. These VTH staff members transport the students in their own vehicles to the farms (2-3 students). The VTH Mobile Clinic is run by 4 veterinarians (ruminants, equine, porcine and poultry) and students actively participate in tasks related to individual identification, clinical exploration, health plan, reproductive management, and diagnosis and treatment of the main pathologies

Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.

Description of how and by whom the nursing care skills are implemented and taught to undergraduate students

Nursing care skills for undergraduate veterinary students are implemented and taught through a structured combination of clinical experience facilitated by Veterinary Technical Assistants (nurses). Clinical experience is gained through rotations alongside experienced veterinary nurses and veterinarians, where students apply their skills in real-world settings. In all cases, students learn to monitor and manage patients with varying degrees of disease severity, ranging from routine perioperative care to critically ill patients. Under supervision, students engage in patient admissions, pre- and post-surgical care, anaesthesia monitoring, emergency response, and client communication.

In the case of hospitalized patients, the expertise of veterinarians and veterinary nurses is also crucial in assisting undergraduate students with animal handling and restraint, sample collection, and the submission of samples to diagnostic laboratories. Hands-on clinical practice, supervised by nurses, involves training on hospitalized animals, such as placing intravenous catheters, administering medications, collecting blood and urine samples, monitoring vital signs, electrocardiography (ECG), blood pressure measurement, collecting and testing diagnostic samples, providing critical nutritional support, wound management and more complex post-surgical dressing procedures. Additionally, students are involved in the development of nutritional recommendations and individualized care plans based on the animal's age, performance, and health status.

These skills are practiced in a controlled hospital environment, where mentors, including nurses, provide personalized guidance and immediate, informal feedback to help students refine their skills.

Description of the group size for the different types of clinical training (both intra-murally and extra-murally) to guarantee hands-on training of all students

Throughout the academic years, students are organized into small groups to ensure hands-on training of all students. The number of students in each module may vary slightly depending on enrolment figures, but this ratio never exceeds 8 in clinical settings and 15 in laboratory settings. The average group size of the clinical training of the last academic years is presented in Appendix 5.2.

Description of the hands-on involvement of students in clinical procedures in the different species, i.e. clinical examination, diagnostic tests, blood sampling, treatment, nursing and critical care, anaesthesia, routine surgery, euthanasia, necropsy, report writing, client communication, biosecurity procedures, ... (both intra-murally and extra-murally)

Students engage actively in all clinical practices, both at the VTH and extramural. The specific activities differ according to the field, but the essential components include the following:

Hospitalization and Emergencies (Medical and Surgical) in all Animal Species

- **First Aid and Emergency Care:** Perform first aid procedures when necessary. Contribute to emergency care by carrying out special procedures such as CPR, IV and urethral catheter placement, and euthanasia protocols when required.
- **Patient Assessment and Clinical Records:** Review the clinical history and perform a physical examination (TPR). Update and maintain the medical record. Prepare a list of clinical problems, differential diagnoses and therapeutic plans.
- **Diagnostic Procedures:** Carry out routine diagnostic activities in hospitalized patients, including blood and urine collection, blood pressure measurement, ECG, and CRI calculation.
- **Therapeutic Procedures:** Administer medications via various routes (IV, IM, PO, SC), ensuring responsible use of antimicrobials, dewormers, and other drugs. Perform IV catheter placement, urinary catheterization, wound cleaning and dressing, bandaging, and other post-surgical care.
- **Fluid and Nutritional Therapy:** Calculate and administer fluid therapy (selection of fluids, dosage calculation, and administration). Design and implement nutritional support plans for hospitalized patients.
- **Advanced Procedures and Support:** Assist in or perform advanced procedures such as feeding tube placement, endotracheal intubation, mechanical ventilation, and euthanasia when necessary.
- **Biosecurity:** Implement appropriate biosecurity measures, especially in cases requiring isolation.

First-Opinion and Specialty Consultations (Medical and Surgical) in all Animal Species

- **Anamnesis and Physical Examination:** Conduct patient (or population) anamnesis. Perform a complete physical examination, including neurological, orthopaedic, and ophthalmological assessments as required by the clinical case.
- **Nutritional and Welfare Assessment:** Evaluate the nutritional and welfare status of individual animals and populations/herds.
- **Clinical Reasoning:** Compile a list of clinical problems, establish differential diagnoses, and design an appropriate diagnostic and therapeutic plan.
- **Client Communication:** Communicate efficiently and empathetically with clients, explaining clinical findings, diagnostic options, treatment plans, and prognoses.
- **Diagnostic Procedures:** Perform or assist with procedures such as blood and urine sample collection, blood pressure measurement, Schirmer's test, Ocular tonometry, vaginal cytology, skin scrapings, electrocardiography, Faecal smear, etc..
- **Advanced Diagnostics and Therapies:** Collaborate in or perform additional diagnostic and therapeutic techniques, including: endoscopy, skin biopsy, chemotherapy administration, euthanasia, when indicated
- **Immobilisation Techniques:** Apply bandages and other immobilisation methods as clinically necessary.
- **Medical Records and Reporting:** Prepare and maintain accurate medical records and draft professional clinical reports.

Surgical Operating Rooms (All Animal Species)

- Assist in surgery preparation, including materials, room setup, and patient, following biosecurity and aseptic principles.
- Perform basic surgical procedures independently (e.g., orchiectomy).
- Assist surgeons during complex surgeries as surgical assistants. Oversee immediate post-operative care.
- Suture wounds, apply bandages and drains when needed.
- Communicate effectively with clients. Prepare surgical reports.

Anaesthesia (All Animal Species)

- Evaluate the patient's pre-anaesthetic condition.

- Design and discuss the anaesthetic plan for each case.
- Perform support tasks: fluid therapy, endotracheal intubation, etc.
- Administer anaesthesia according to approved protocols.
- Monitor all phases: induction, maintenance, and recovery
- Assist the anaesthetist in clinical decision-making when needed.

Diagnostic Imaging (All Species)

- Assist with patient positioning for imaging.
- Initiate ultrasound exams and assist during full procedures.
- Interpret radiographic and ultrasonographic findings and prepare reports.
- Participate in CT imaging when required.

Necropsies (All Species)

- Review the history of the individual or population.
- Perform a systematic necropsy, discuss findings, and correlate them with clinical signs.

Large Animal Reproduction:

- To perform rectal palpation. To perform post-cervical artificial insemination.
- To assist in reproductive procedures in cattle, especially ultrasound examinations
- To perform semen collection and analysis

Preventive Medicine / Population Medicine (cattle, small ruminants, pigs, poultry):

- To assess farm biosecurity in different species.
- To evaluate welfare in animals of various ages and physiological stages.
- To clinically examine animals for potential signs of disease.
- To evaluate body condition and feeding programmes.
- To review herd health and preventive medicine protocols on farms.
- To collect biological samples for population-level disease diagnosis.
- To analyse and interpret data records, including farm management software.
- To implement health programmes.

Description of the procedures used to allow all students to spend extended periods in discussion, thinking and reading to deepen their understanding of the clinical case and its management

As part of their daily clinical routine in all Consultations, Hospitalization, Anaesthesia, and Surgery Operating Rooms at the VTH, students participate in rounds with teaching staff. During these rounds, students review the assigned cases and, when applicable, discuss previously attended cases, evaluating the procedures performed and planning the next steps in patient management. Throughout the clinical day, instructors foster clinical reasoning by encouraging students to engage in evidence-based discussions and consult relevant scientific literature. After consultations, students analyse and discuss the cases they attended with the clinical staff and complete the clinical report in GestorVet™.

Furthermore, as part of the final assessment for the subjects *Clinical Training*, *Clinical Rotation in Companion Animals*, and *Clinical Rotation in Large Animals*, each student is required to present an individual clinical case or a series of related cases to their peers in the 5th year. This capstone assignment promotes peer interaction and structured discussion on clinical cases, reinforcing competencies from practical training. Students present cases they were involved in and perform a critical, evidence-based analysis using scientific literature, aiming to deepen understanding of diagnostic and therapeutic decisions and enhance their ability to assess clinical situations. These final presentations form an integral part of the overall student workload for the 5th-year clinical subjects. In alignment with the pedagogical framework of the degree programme, at least 20% of the total ECTS credits for these subjects are allocated to self-directed learning and supervised independent study.

During necropsy rotations, students analyse diagnostic and therapeutic procedures and correlate them with lesions observed. Related activities are conducted before, during, and after

necropsy, leading to the final report. In extra-mural practical training, students actively engage by questioning farmers or veterinarians to gather information on diseases, feed, welfare, and risk factors; sometimes students must prepare a written report on their activities.

On non-clinical days, students continue to develop their clinical and management skills through in-depth discussions of clinical cases, further reinforcing their understanding and application of evidence-based medicine.

Standard 5.4: Medical records for patients seen intra- and extramurally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.

Description of the patient record system, its completion, its availability to staff and students and how it is used to efficiently support the teaching, learning, research, and service programmes of the VEE

At the VTH, the reception area is responsible for all administrative tasks related to patients, including payment processing, appointment scheduling, record maintenance, and the allocation of patient files prior to the start of daily consultations. In addition, the reception staff handle phone calls from referring veterinarians or owners and forward them to the VTH veterinarians. Outside regular hours, the opening of new records is the responsibility of the resident veterinarians and the on-duty veterinary technicians (ATVs).

The first time a patient arrives at the VTH, is registered into the hospital's electronic registration system (GestorVet™); animals are maintained under the unique identification registration code. [GestorVet™](#) is a veterinary management software designed to streamline the daily operations of clinics and hospitals by integrating clinical, administrative, and communication tasks. Briefly, Gestorvet™ presents the following features and utilities:

- Patient Records: complete medical histories, treatments, vaccinations, diagnostic test and lab results.
- Appointments: Centralized scheduling with automatic client reminders (SMS/email) notifications, and marketing tools
- Billing & Administration: Estimates, invoices, payment tracking, and financial reports.
- Inventory Management: Stock control, expiration alerts, and medication traceability.
- Multiplatform Access: Secure use (personal username and password) on desktop, tablet, or mobile with backups.

GestorVet™ is accessible to clinicians, VTH academic staff, and technicians through role-specific profiles. Veterinary students also have profiles to access the clinical database and hospital schedule while maintaining confidentiality of patient and owner information. The Control Panel allows customization of consultation templates by specialty, streamlining workflow. General templates record date, time, veterinarian, student, and clinical information, including chief complaint, history, exam, problem list, differential diagnosis, treatment, and follow-up. Specialty templates include additional data as needed. All consultations, rechecks, lab tests, and imaging studies are recorded in the cloud, including X-ray and ultrasound images.

During their clinical rotations at the VTH, students learn to use GestorVet™ and can record clinical actions (consultations, diagnostic test, surgery reports) under veterinarian supervision. VTH and academic staff can access patient histories for teaching, research, or learning purposes, and students may review reports to study cases, follow patient progress, and prepare their FDP under supervision.

Comments on area 5

The Annual VEE Report and the Specific Annual Objectives described in the QAS procedure (PEC01) related to the Quality Assurance Policy and include references to the EAEVE indicators. Therefore, the VEE is committed to provide adequate animal resources and teaching material of animal origin for the acquisition of D1C of students. Preclinical training is ensured by the availability of healthy animals at the VTF and associated farms, as well as the resources available in the anatomy department. Regarding the number of necropsies, a more than adequate number of necropsies are

performed on small animals, poultry and rabbits, exotic animals, and wild animals. The number of necropsies performed on horses, pigs, and ruminants is more limited, primarily due to the difficulties in transporting these large animals to our centre.

The caseload of intramural patients at VTH has increased greatly in small animals, equine, and exotic pets compared to the 2019 full visitation, while rates have remained stable for ruminants, porcine, rabbits, and poultry. Regarding the caseload of extramural patients, the number of patients has increased in bovine, equine, small ruminant, and avian species (even underestimating the number of animals treated due to the difficulties in recording extramural practices), while it has decreased markedly in porcine species, mainly because of the progressive disappearance of pig farms.

Our VEE has very good rates regarding the number of visits to herds (Animal Production and Herd Health Management), enabling the adequate development of skills in individualized care, production medicine, and herd health, including aquaculture and marine mammals, which are of significant importance due to the Canary Islands' geostrategic location. Similarly, the rates related to Veterinary Public Health (including FSQ) are exceedingly high.

Suggestions for improvement in Area 5

In order to increase the number of necropsies performed on ruminants and pigs, agreements have been established with various farms. Thus, animals that die on these farms will be stored in freezers on the farm and subsequently transferred to the VEE for necropsy. Regarding equine necropsies, agreements have been made with the majority of equine veterinarians in Gran Canaria so that when a horse dies, the necropsy department will be notified directly, and necropsy will be performed on-site when possible. In this way, we believe the number of necropsies performed on these species will increase.

The FVULPGC acknowledges the necessity to minimise the use of live animals and to substitute them with animal simulators, a strategy supported by the Rectorate's plans for the renovation of teaching infrastructures. In this regard, the acquisition of various simulators, including the equine colic simulator, is planned for 2026.

Furthermore, as previously mentioned, an agreement must be established with the neighbouring Granja Agrícola (operating under the Island Council of Gran Canaria) to facilitate the use of its facilities and accommodate a greater number of animals for propaedeutics, especially cattle and pigs. This will create a better balance between the intra-mural activities and the animals used throughout the mobile clinics.

Area 6. Learning resources

Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the ‘never the first time on a live animal’ concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary.

Description of the general strategy of the VEE on learning resources

The ULPGC’s Library (ULPGCL) is a resource centre for learning, teaching, research, and activities related to the operation and management of the ULPGC. Its basic mission is to facilitate access to information resources (physical and virtual), promote their dissemination, and collaborate in knowledge creation processes in order to stimulate a learning environment for students and staff. These resources include library services, IT provision and teaching facilities. Extensive academic resources are available, including a well-stocked university library, extensive Eduroam Wi-Fi coverage, an extensive catalogue of e-learning tools (including printed book service as well as electronic ones via [ULPGCL](#)). In addition, students, research and academic staff have at their disposal the [Moodle platform](#) that guarantees the availability, adequacy and continuous improvement of learning resources for veterinary teaching and research. [AccedaCRIS](#) stores and manages the publications and results of the scientific and academic research produced at the ULPGC, including the projects and patents which the ULPGC participates in.

Regarding VTH, a commercial software programme ([GestorVet™](#)) is available for the Academic and Support Staff attached to the VTH. All VTH students have access (under staff supervision) to the digital archive of the VTH's medical records, after accepting a confidentiality agreement.

Description of how the procedures for access to and use of learning resources are taught to staff and students

The FVULPGC has implemented a welcome day called the ‘*Jornada de Bienvenida*’ for newly enrolled students (first year and exchange students). During this first day, the students are provided with guided tours and orientation programs about the organization of the ULPGC and the Faculty of Veterinary Medicine (including teaching activities, timetable, biosecurity rules, access to online platform, management of the institutional e-mail, etc.). On this welcome day, the Chief Librarian informs students about the training required for the use of the Library which is the on-line or face-to-face course called ‘[Conoce tu biblioteca](#)’. This compulsory e-learning activity is a requisite for borrowing books or using the library services.

Each academic year, the ULPGC Library offers online and in-person courses to help students navigate learning resources and bibliographic tools. These [courses](#) are designed for both first year and advanced veterinary students, with curricular recognition upon completion. Among other topics, students are taught how to search for and manage information, a guide to completing their final degree project, managing bibliographic references, digital portals, and how to avoid plagiarism. To supplement these courses, the tutorials and learning materials are published on the [ULPGCL website](#).

Regarding support and teaching staff, all new members are automatically given access to all the learning resources as soon as the employment contract is signed. An e-mail address is set up and access to IT services is granted with an access code and password. Regular IT and e-learning training is available to staff through the [Continuing Education Plan](#) for ULPGC Academic and Research Staff.

Description of how (procedures) and by whom (description of the committee structure) the learning resources (books, periodicals, databases, e-learning, new technologies, provided by the VEE are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

Proposals for the acquisition of teaching resources (books, periodicals, electronic resources, electronic journals, etc.) are managed by the chief Librarian, who receives them mainly from

academic staff. If the budget allows and it is feasible to meet all the requests received, the Chief Librarian can initiate the purchasing process. The proposals for new bibliography recommended by the academic staff of the subjects are made from a computer application and arrive directly in the Library e-mail. In situations where requests for new library materials exceed the funds allocated for their acquisition, the individual requests are forwarded to the library committee for review. The [Library Committee](#) is composed of members of the academic staff, Library staff and students and it is in charge of collecting and responding to the proposals and suggestions received in relation to the Library of the FVULPGC. Some other teaching resources are directly acquired by academic staff in the departments using their own funds received for teaching activities and teaching innovation projects.

New bibliographic additions are announced through the VEE Library's *Biblioguía* ("Library Guide") and displayed on a dedicated shelf. The chief librarian submits an annual report to the general library detailing service use and activities, while the ULPGL annual report compiles statistics on resources (books, monographs, periodicals, e-journals, etc.) use. If an electronic resource has very low usage, the library committee decides whether to maintain its subscription.

Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN)

Brief description of the main library of the VEE

Facilities:

The VEE library is located in module 6 of the FVULPGC (administration, library, reading room and classrooms). It is divided into the following sections:

- Basement 1 (275 m²): entrance to the library, where is the bibliographical collection (monographs and journals) with free access, the point of information and loan, computer room and the CRAaL (Resource Centre for Autonomous Language Learning). CraaL has four service points in the ULPGL: one in the FVULPGC library.

All university libraries, including the FVULPGC library, have multifunction printers for black-and-white or colour printing in DIN A3 and A4, as well as scanning. Printing is possible on any library printer after sending documents to the print tray, accessed via institutional credentials or other card with radio frequency identification (RFID) technology. Documents can be sent to print from the desktop computers available in the library or from any device via institutional email. The upper floor houses four group work rooms (six users each), equipped with whiteboards; one has a TV and another a digital whiteboard. Their use is mainly for student group work and is regulated by library staff.

- Basement 2 (225 m²): access to the reading room (139 seats), that has tables for multiple users and individual study places. It has direct access, which allows a wider opening schedule. Outside this room is a return of books mailbox.

Library access is limited to members of the ULPGL community, allowing academic/support staff and students to use any ULPGL or reading room across campuses.

Staff (FTE) and qualifications

The FVULPGC Library staff includes a Chief Librarian (university graduate) and Librarian Technicians (higher education graduates). They work full-time (35 hours per week) with morning and afternoon coverage and regularly attend training courses to stay up to date.

Opening hours and days

During the academic year, the FVULPGC Library is open Monday to Friday from 8:15 to 20:45, and in July–August from 9:00 to 18:00 or as set by the University's General Manager. Library services and the Computer Room follow the same schedule. The reading room, located below the library, is open Monday to Friday from 8:30 to 20:30. Additionally, Module 4 offers a study area for

about 40 students, open from 8:00 to 22:00 on weekends and holidays.)

Annual budget

The total budget (Table 6.2.1.) for the purchase of books and Journals at the FVULPGC has remained stable over the last few years, with a predominance of subscriptions to electronic books and e-journals. The total budget for all the Libraries of the ULPGC was €1.421.478,96 in 2025.

Table 6.2.1. Annual budget (€) of the Library at the FVULPGC

Year	Books		Journals		Total
	Paper	Electronic	Paper	Electronic	
2022	1,285	4,200	1,319	7,026.21	13,830.21
2023	1,285	4,306	1,489	7,388.78	14,468.78
2024	1,285	4,306	1,154	7,587.75	14,332.75
2025	1,285	4,306	692	8,189.68	14,472.68

Equipment: number of computers, number of electrical connections for portable PC available software's for bibliographical search

The library offers four computers, four loanable laptops (reduced due to low demand), and a scanner. In addition, the dean office has also 15 laptops for loan to students and academic staff and there is a computer room, freely accessible to students, with capacity for 30 users.

All the tables of the Reading Room have electrical connection for portable PC, with a total of 64 electrical outlets. A power supply and wireless internet connection are both available to the entire FVULPGC community.

The ULPGCL uses the [FARO](#) discovery system (EBSCO Discovery Service – EDS) as a unified tool to locate academic and scientific information. FARO offers integrated access to databases, encyclopaedias, and other specialised resources, enabling users to search, discover, reserve, loan, or access print and online materials from a single platform. Through this system, it is possible to quickly and easily access a wide variety of resources from a single point, including:

- Scientific articles, book chapters, doctoral theses and conference papers included in the databases and journals subscribed to by the Library.
- Journals and e-books.
- Documents included in the Library's catalogue.
- The Library's own digital collections hosted in institutional repositories: [Memoria Digital de Canarias](#), [JABLE](#) and [accedaCRIS](#).

Brief description of the subsidiary libraries (if any)

There are no subsidiary libraries, but it should be noted that staff and students of the FVULPGC have a library card that permits to borrow books or request the fee reproduction of articles from any library of the ULPGC. In addition, the library offers a free interlibrary loan service, a document delivery service from other libraries.

Brief description of the IT facilities and of the e-learning platform (dedicated staff, hardware, software, available support for the development by staff and the use by students of instructional materials)

The ULPGC provides each member with an email and password to access Eduroam or ULPGC Wi-Fi and IT services. Ideally, all ULPGC members (both teaching/research staff and PTGAS and students) should be connected to the Eduroam SSID. Students receive an address in the format *name.surnameXXX@alu.ulpgc.es*, and academic/support staff receive *name.surname@ulpgc.es*. As already mentioned, a welcome session at the start of the academic year includes guidance on using the Virtual Campus and managing institutional email.

The IT facilities of FVULPGC include two computer rooms, located in module 7 (ground floor), equipped with 20 PCs each with the necessary software for teaching use. In addition, there is a computer room (called *Sala de informática de libre acceso*), where when students need to use a

computer, they have free access to this facility. Right next to these rooms, there is one IT qualified technician (support staff) for students and academic staff. If IT support staff is not available on campus, a remote service (ISL Light) is provided for on-line and quick technical support, such as software updating, technical assistance or hardware/software configuration. Also, an IT technical support task (OTRS, Open-source Ticket Request System) can be ordered by any of the staff through the telephone service (IT operator) or the website <http://1234.ulpgc.es>.

The [IT Central Service](#) offer the following software for all the ULPGC community: Office Package (Microsoft 365) for Windows™ and Mac™ which include Word, Excel, Access, Powerpoint, Silverlight, OneNote, Outlook, Panda Antivirus, microClaudia, etc. Also, OneDrive Cloud Computing (1 TB) is available for the academic staff and other special software for statistical analysis such MatLab, SPSS™ and STATA is provided. At the beginning of each academic year, the IT department updates both the software and the operating system (currently Windows 11) to ensure they have the latest versions of the programs requested by teaching staff.

The ULPGC uses Moodle as its e-learning platform, offering 24/7 access to materials, submissions, and procedural information. Managed by the staff training centre, it provides basic and advanced training for academic staff, who use it to enhance teaching and support quality control. Moodle enables sharing materials, managing groups, conducting assessments, delivering projects, posting announcements, and creating forums. At the beginning of the course, each subject has an official virtual classroom for the current academic years, with additional classrooms available upon request.

As previously mentioned, for patient record management, the VTH use a commercial software named GestorVet™ which runs in any browser, so access is possible by user and password in any equipment (computer, laptop, tablet, smartphones, etc.). Gestorvet™ provides user and password to the academic and support staff linked with the VTH. Therefore, Gestorvet™ is the platform where the clinical record writing and prescription competences are trained by the student under the VTH or Academic Staff supervision. There is a specific section for every visit undertaken where the student must register their participation when they are writing the subsequent report and, in addition, and allows students to self-assess and conduct case-based learning

Description of the accessibility for staff and students to electronic learning resources both on and off campus (Wi-Fi coverage in the VEE and access to resources through a hosted secured connection, e.g. Virtual Private Network (VPN))

ULPGC offers full Wi-Fi coverage across all campuses providing secure access for students, staff, and guests. The Wi-Fi service is provided through Eduroam, a secure global mobility network designed for the academic and university community. Once access has been configured, it allows connection from any university or research centre participating in the project. All ULPGC staff and students have a personal ID and password, accessible through the institutional web portal (MiULPGC). These credentials allow personalised access to the university's digital services. Remote access to Internet resources (including electronic library resources and learning materials) is also provided through a safe VPN connection for staff and students.

Standard 6.3. The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, as well as facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.

All FVULPGC students have access to print and [electronic resources](#); they just need the library card to borrow books and the institutional identification for electronic resources. Users can apply for library loans remotely and can renew their loans up to 2 times, 15 days each time. Table 6.3.1. summarizes the books and periodicals used for teaching veterinary medicine.

Table 6.3.1. Learning resources (books and periodical) for veterinary medicine

Number of veterinary books and periodicals	The library catalogue of the FVULPGC contains a total of 8,801 documents and 16,333 items. In addition, 244 serial publications from general and basic bibliography (biology, biochemistry or genetics) to very specific contents of new procedures in clinics are available. The library has several copies of the most requested titles
Number of veterinary e-books and e-periodicals	Students and staff can have full access to 278 e-books and more than 377 e-journals. The main electronic collection comes from consortia and gives access to the most recent and important scientific literature collections
Number of other e-books and e-periodical	By the end of 2024, the ULPGCL's print collection comprised 630,877 documents and 836,474 copies. Its digital collection, accessible via FARO, included 448,438 unique titles (books, journals, proceedings, reports, etc.), of which 49% (221,339) were books and 16% (73,603) were journals

Recently, a clinical skills laboratory has been inaugurated, so that students can do self-learning. Specifically, the following clinical simulation equipment is used in the FVULPGC: suture pad in different animal species, intubation and venipuncture and artificial insemination simulator in cattle. These simulators ensure that the first phases of clinical training are not carried out on live animals, reducing the number of live animals used in teaching according to the 3Rs principles - Reduction, Refinement, Replacement - using cadavers, dummies, and models. In addition, the anatomy laboratory is accessible to students, Monday through Friday, so they can freely access (under the supervision of a technician or academic staff) and carry out practices that allow them to improve their skills.

Comments on Standard 6

The FVULPGC maintains and updates learning support resources, such as the library, remote desktop, IT systems, Wi-Fi, software, and e-learning tools to support teaching and research. Indeed, this teaching model has positively improved the quality of veterinary education at FVULPGC, and the teaching and support staff, and students have successfully adapted to these methodologies. The FVULPGC promotes innovation in teaching and, through ULPGC, offers online computer training courses for students and staff.

The availability and use of digital tools among the university community has been very high since the creation of the ULPGC, and this has been one of its strengths, allowing for a very good adaptation to online training during the pandemic.

Suggestions for improvement in Area 6.

The Clinical Lab Skills should expand its availability, acquire more simulators (equine, bovine, dystocia simulator). Similarly, it is essential to provide students with simulations of clinical situations and the creation of 3D recordings for use in a virtual reality classroom.

Measures to improve and update learning resources involve continuously enhancing our collections. Likewise, the training of teachers and students in the use of bibliographic and computer resources must be maintained and upgraded.

Finally, the FVULPGC library's opening hours should be increased, including weekends, to facilitate the availability of a study area, especially during exam periods

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 LGTBQ+ 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.

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.

Area 9. Teaching and support staff

Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.

A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff.

Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.

Description of the global strategy in order to ensure that all requested competences for the veterinary programme are covered and that staff are properly qualified and prepared for their roles (e.g. good teaching and assessing practices, knowledge of up-to-date (e-)learning resources, biosecurity and QA procedures, ...)

ULPGC is a public University, and their staff should be selected in accordance with strict Spanish and EU regulations, which ensure complete transparency and that the staff meets the necessary capabilities to adequately carry out the educational and research mission of the University. In compliance with current regulations on university teaching staff, ANECA assesses the curricular merits of research, teaching, transfer and management for access to different teaching positions. The established criteria for each category can be found on the official [ANECA](#) website. Once teachers achieve national accreditation by ANECA, the ULPGC holds an annual call to select the most suitable candidate for the position to be filled. This selection procedure is carried out by an examining board composed of experts belonging to each specific subject area. Therefore, the procedure guarantees the hiring of the most capable candidates from among the group that meets the legally established requirements. The holding of the various competitions must be published in the respective Official Gazettes. Furthermore, information on the calls for applications is easily accessible through the [ULPGC's transparency mailbox](#).

The academic teaching staff categories are listed in Figure 9.1.1, and this classification is subsequently applied in Table 9.2.1. The academic teaching staff are classified as either permanent or temporary. Permanent staff include full professors and associate professors, who teach up to 240 hours per year. Temporary staff are divided into assistant professors and contracts-adjunct professors (called part-time associate professors-ATP. in Spain). Assistant professors hold a four-year fixed-term position, during which they must obtain ANECA accreditation to apply for promotion. If approved and supported by the department, they can advance to a permanent associate professor position through an open call. Part-time associate professors (ATP) are highly qualified external professionals contracted to teach 120–180 hours per year, with annual contract renewals depending on departmental needs. This system allows flexibility in staffing while ensuring high-quality teaching through a mix of permanent faculty and experienced external professionals. It also provides a clear career progression path for temporary staff aspiring to permanent positions.

In addition to academic staff, teaching at FVULPGC is supported by non-academic teaching staff: pre- and post-doctoral researchers [Interns](#), VTH practitioners and Certified Specialists. Data are presented in Table 9.2.1.

The ULPGC has a Training Plan for its teaching and research staff (PFDI), with the 2021-2025 plan in force, and will continue from 2026. Managed by the Vice-Rectorate for Teaching Staff and Educational Innovation, this plan ensures professional development through initial and lifelong training, emphasizing teaching quality and supporting tutoring, educational innovation, research, management, equality, internationalization, and language skills. It covers good teaching practices, assessment, digital tools, e-learning, biosecurity, and quality assurance. A semester-long program is offered, with specific registration and access links. It is structured into four training blocks: (1) Teaching, Tutorial Action, and Educational Innovation; (2) Research and Transfer; (3) Management, Quality, and Equality and (4) Internationalization and Language Skills.

The ULPGC training plan is mandatory for assistant professors and new faculty, who must complete at least 10 ECTS credits of training during their first year. Likewise, PhD students are required to complete a minimum number of training activities while developing their doctoral thesis. Furthermore, a significant number of permanently employed FVULPGC professors also undertake many of these training activities.

The proposed training activities are also aligned with the achievement of two university-specific degrees through credit recognition: the [Expert in University Teaching](#) and [the University Expert in Digital Competencies](#). In addition, the ULPGC has a [Monitoring Committee for the Continuing Education Plan](#) for ULPGC Academic and Research Staff, which meets at the beginning and end of each semester to evaluate the progress of the proposed Training Plan and facilitate the definition of the training activities to be carried out in each semester of the next four academic years. This monitoring ensures the quality of the training offered.

The number and percentage of teaching staff with a veterinary degree are detailed in Table 9.2.2. The FVULPGC complies with the EAEVE requirement that the majority of teaching staff (calculated as FTE) involved in core veterinary education must be veterinarians. To enhance intramural practical training, adjunct staff are hired in key areas such as food hygiene for abattoirs (3 OVS), large animal health (3 instructors), and animal health (4 instructors). Additionally, the FVULPGC engages professionals (between 4-5 each year) of different specialties (large animals, avian) for EPT. These veterinarians are recognized as honorary supporting professors.

A significant number of veterinarians belonging to the teaching staff are members of various national and international boards, committees, and agencies (EAEVE, ANECA, AEMPS, etc.). Regarding professional qualifications, special mention should be made of the diplomats of the European Board of Veterinary Specialization: Wildlife Population Health (3), Pathology (2), Forensic Pathology (1), Parasitology (2), Aquatic Animal Health (2) and Veterinary Sports Medicine and Rehabilitation (1). In addition, three veterinarians have completed different residency programs (European or American): Diagnostic Imaging, Cardiology and Laboratory Animal Medicine, and will soon become certified. Finally, the FVULPGC has 7 Spanish national accreditation specialists (AVEPA) in the following areas: Cardiology (1), Internal Medicine (2), Ophthalmology (2), Oncology (1), and Traumatology & Orthopaedics (1).

Figure 9.1.1. Teaching staff categories at FVULPGC

ACADEMIC STAFF				
PERMANENT			TEMPORARY	
Full Professor	Associate Professor		Assistant Professor	Part-Time Lecturer
<i>Catedrático de Universidad</i>	<i>Titular de Universidad</i>	<i>Profesor Contratado Doctor</i>	<i>Profesor Ayudante Doctor</i>	<i>Profesor Asociado a Tiempo Parcial</i>

Full Professor (Catedrático de Universidad): **full-time, civil servant, tenured position**

Associated professor: **full time, it includes tenured positions, both civil servant** (Titular de Universidad) and **hired** (Profesor Contratado Doctor-PPL)

Assistant Professor are full-time, temporary, hired positions (Profesor Ayudante Doctor)

Part-time Lectures (Profesor Asociado) is a part-time (variable dedication), temporary, hired position

Standard 9.2: The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE's mission.

A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, teaching or support staff, senior or junior, permanent or temporary teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.

The number of academic staff (FTE) at FVULPGC has slightly decreased from 111.15 in 2019 to 104, mainly because the previous SER included all teaching staff who taught in the veterinary degree, while the current one only registers those with the highest teaching load (Appendix 9.1.). Since the last visit, Spanish public universities, including ULPGC, have faced a recruitment plateau due to economic constraints and limited promotion opportunities. However, in the past two years, temporary staff have been promoted to higher categories, including Assistant and Full Professor. ULPGC has announced 100 doctoral assistant positions for 2024–2025 to renew teaching staff. Additionally, prestigious Ministry of Universities scholarships (e.g., Ramón y Cajal, Margarita Salas) aim to reintegrate highly productive researchers, allowing them to eventually obtain permanent professor positions. These measures collectively support faculty renewal and the reinforcement of academic quality, addressing both generational turnover and the need to maintain high teaching and research standards in the veterinary degree program.

The teaching staff (Table 9.2.1.) complies with the EAEVE recommendations, as does the percentage of veterinarians on staff (Table 9.2.2.), with values close to 100% in areas such as preclinical, clinical, animal production and food science subjects. Similarly, a very high number of professors carry out research tasks (Table 9.2.4.) and more than 90% of the total academic staff (including permanent and temporary) have a doctorate degree. The exact number of FTE academic and support staff for the veterinary program over the next three academic years cannot be precisely determined. However, The ULPGC maintains a proper balance between staff retirements and the recruitment of younger faculty members. The institution recognizes the need to expand its staff, particularly in subjects with a high clinical load that require small student groups for more personalized and applied teaching.

Table 9.2.1. Teaching staff involved with the core veterinary programme

Type of Contract	2023-2024	2022-2023	2021-2022	Mean
Permanent Academic Staff				
Full Professor ^a	20	20	17	19
Associate professor ^b	54	52	52	52.7
Total	74	72	69	71.7
Temporary Academic Staff				
Assistant Professor ^c	4	-	-	1.3
Part-time Lectures ^d	13.7	16.6	17.8	16.0
Total	17.7	16.6	17.8	16.3
Total academic staff (FTE)	91.7	88.6	86.8	89.0
^a Full Professor (<i>Catedrático de Universidad</i>): full-time, civil servant, tenured position				
^b This item includes full time, civil servants, tenured positions (<i>Titular de Universidad</i>) and full time, non-civil servants, undefined contractual positions (<i>Contratado Doctor</i>)				
^c Assistant Teachers (<i>Ayudante Doctor</i>): full-time, temporary, hired position (<i>Ayudante Doctor</i>)				
^d Part-time Lectures part-time (variable dedication), temporary, hired position				
Non Academic Staff	2023-2024	2022-2023	2021-2022	Mean
PhD Students-Post-doc researchers ¹	6.1	5.3	4.3	5.3
Practitioners ² (Hired by VTH)	8	8.5	8	8.1
Total Non academic staff (FTE)	14.1	13.8	12.3	13.4
¹ PhD Students (60 hours) and Postdoctoral Research Staff (80 hours) with a 'Venia docendi'				
² VTH Practitioner: Small Animals, Ruminants, Equine, Porcine, Poultry, Necropsy				
TOTAL TEACHING STAFF (FTE)	105.8	102.4	99.1	102.4

Table 9.2.2. Percentage (%) of veterinarians in academic staff

Academic Staff	2023-2024	2022-2023	2021-2022	Mean
Permanent (FTE)	81.1%	86.1%	82.60%	83.2%
	(60/74)	(62/72)	(57/69)	
Temporary (FTE)	74.6%	91.6%	92.1%	86.0%
	(13.2/17.7)	(15.2/16.6)	(16.4/17.8)	
Total academic staff (FTE)	79.8%	87.1%	84.6%	83.8%
	(73.2/91.7)	(77.2/88.6)	(73.4/86.8)	
Non-Academic Staff	2023-2024	2022-2023	2021-2022	Mean
Total (FTE)	84.1%	89.5%	86.1%	87.1%

	12.7/15.1	13.7/15.3	12.8/14.6	
TOTAL TEACHING STAFF (FTE)	80.43%	87.5%	85.0%	84.3%
	(85.9/106.8)	(90.9/103.9)	(86.2/101.4)	

Tables 9.2.3. and 9.2.4. show the support staff and research staff of FVULPGC.

Table 9.2.3. Support staff of the veterinary programme

	Veterinary Campus/Other Campus			
	2023/24	2022/23	2021/22	Mean
Permanent*	34	32	32	32.7
Temporary	1	1	1	1
	VTH			
	2023/24	2022/23	2021/22	Mean
Permanent*	11	9	9	9.7
Temporary	3.5	8.5	6	6
	VTF			
	2023/24	2022/23	2021/22	Mean
Permanent*	3	4	4	3.7
Temporary	5	5	5	5
	Total Support Staff			
Permanent*	48	45	45	46
Temporary	9.5	14.5	12	12
Total	57.5	59.5	57	58

Table 9.2.4. Research staff of the VEE

Type of contract	2023/24	2022/23	2021/22	Mean
Permanent*	74	72	69	71.7
Temporary	16.2	16.8	17.9	17.0
Total FTE	90.2	88.8	86.9	88.7

* The permanent academic staff of the FVULPGC also conducts research activities.

The administrative and personnel management of the VTH depends on the FPCT and this situation allows for a more agile and flexible mechanism for the incorporation of personnel, both practitioners and support staff. This allows for the creation of new clinical services not fully covered by academic staff, as well as the participation of practitioner with proven experience, including residents who will soon obtain their Diploma from European or American Veterinary Colleges. Furthermore, the training and advancement of VTH clinicians is encouraged, enabling them to apply for a teaching position in the near future.

Academic staff selection, recruitment and training

As previously indicated, the selection and promotion of staff is carried out based on a transparent and well-defined mechanism established by the ULPGC, in compliance with national laws and regulations. For both categories, an open competition is organized to which all professionals who meet the established criteria can apply:

For academic staff, the criteria include, on a mandatory basis, prior national accreditation by [ANECA](#), where applicants must meet adequate standards of teaching and research in subjects related to the area of knowledge. Applicants then undergo a selection process at the ULPGC, which first evaluates the candidates' curriculum vitae and a teaching project. In the second part, successful applicants must present a lecture and, for some categories (*Catedrático de Universidad*, *Titular de Universidad*), a research project. Both parts are evaluated by an expert court and the candidate with the highest score is hired by the university.

According to Spanish legislation and University regulations, full-time academic staff carry out their duties with exclusive dedication. The regime of exclusive dedication implies the renunciation of the exercise of any remunerated function or activity, whether public or private, including the practice of clinical activities outside the FVULPGC. However, there are some exceptions to this rule, such as the remuneration of consulting activities, conferences, lectures, and

participation in evaluations and selection boards. On the other hand, only part-time lecturers are allowed to take additional employment outside the University, being a prerequisite for obtaining this position.

In the Spanish Universities, training to become a veterinary teacher and researcher starts by enrolling in a master's or PhD programme. During this predoctoral period (3-4 years), their training, is focused on initiating both research and teaching activities, as well as receiving specific training courses from the doctoral school. The teaching activities (up to 60 hours/year), usually starting in the second year of their PhD programme, are carried out under continuous supervision in a specific area in which their doctoral supervisor is involved. The goal of this methodology is to provide individualized training to doctoral students, promoting the transfer of knowledge and the application of different didactic methods, the treatment of students and different evaluation methods.

As previously indicated, the ULPGC has a Training Plan for its teaching and research staff (PFDI) being mandatory for assistant professors and new faculty members at the ULPGC. PhD students must complete a minimum number of training activities during their doctoral thesis development. These initial courses include a wide range of cross-curricular subjects, such as bibliography, data analysis, communication skills, student motivation, and evaluation methods. More advanced courses are focused on digital teaching skills, active teaching methodologies, PATOE and student guidance, research and knowledge transfer, management, quality and equality, occupational risk prevention, health and well-being. The FVULPGC also encourages the participation of senior staff to update teaching skills and to continuously stimulate personal development.

Within the continuing education program, there is a thematic area related to educational innovation. This section addresses aspects related to sustainable educational innovation and seeks to promote research in this field, ensuring sustainability for the projects and initiatives carried out. Actions related to the introduction to educational innovation are also maintained and strengthened, as are the Annual Educational Innovation Project Conferences. The ULPGC aims to define priority lines and a regulatory framework for teaching renewal that will energize, promote on a broad scale, make visible, and provide recognition to what has been a permanent initiative of the university system. The main focus of this process is the promotion of the implementation, support for their activities, and recognition of the [Educational Innovation Groups \(GIE\)](#). The FVULPGC currently has four consolidated GIE groups with the active participation of more than 30% of the academic teaching staff of the FVULPGC.

Finally, a significant percentage of FVULPGC professors regularly participate in activities and conferences promoted by the Spanish Association of Veterinary Teachers. This association aims to be a meeting place for discussion, reflection, and proposals for improvement and innovation in veterinary education. In 2022, the FVULPGC had the honour of organizing the [VI VetDoc Congress](#), attended by more than 40 professors from most of the Spanish Veterinary Establishments

Support Staff Categories

The ULPGC support staff (called [PTGAS](#)) is divided into two categories: administrative support staff (ASS) and technical and service support staff (TSSS). Both categories are graded on the basis of academic degree, responsibilities and specialization of the position. The administrative staff, dependent on both the VEE and the departments, have, among other functions, document management, attention to the teaching and research staff, secretarial tasks, data management and other administrative functions that ensure the proper functioning of the organization. The TSS includes different types of categories, such as custodial staff, laboratory technicians, laboratory officers, support staff responsible of care and treatment of animals, both at the VTF and the VTH. Similar to the academic staff, the number of support staff reflected in table 9.2.3 only includes staff who directly support the FVULPGC degree (Appendix 9.2A., Appendix 9.2B.). Support staff that is part of the central administrative services of the ULPGC, and that also provide services to the FVULPGC have not been included in this table.

Support staff selection, recruitment and training

The selection and recruitment of Technical, Management and Administration and Services Staff (PTGAS) is under the responsibility of the ULPGC General Manager and in agreement with the current Employment Schedule (RPT) at University level. The recruitment criteria include education and work in the target area of knowledge and experience and being professionally active in the field of the position in the public or private sector. A panel of judges evaluates the CVs of candidates, selecting the one with the highest evaluation. The number of support staff is determined based on factors such as the size of the degree program, student and academic staff numbers, laboratories, practical work, and available infrastructure. For the FVULPGC, the support staff count is based on those dedicated solely to Veterinary undergraduates, alongside those who also contribute to other faculties or departments.

Regarding the [type of contract](#), there are two basic categories: civil servants, tenured positions, or non-tenured and hired, and temporary positions. In both cases, initial recruitment and selection are dealt with at University level, and in most cases the ULPGC has a pool of pre-selected support staff (within the so-called "bag of employment") based on open calls and selection based on curriculum and professional experience. These employees are recruited on a temporary basis, and in order to promote them to a permanent position (civil servant support staff), the University must define the profile and issue through public competitive examinations. These examinations are organized for the different categories and levels of responsibility

As established in the [ULPGC regulations](#), the PTGAS Training Programs are the responsibility of the ULPGC Management, which must advertise the training courses for support staff every six months. Each employee can select, and request training courses based on individual and/or professional needs/interests, which are approved by the head of the unit, service, department or faculty. Basically, there are three types of training activities:

- Job-related training. These training activities aimed to maintain or update and improve professional development for the proper performance of the job.
- Promotional training: intended to facilitate professional advancement to other jobs and professional categories by organizing preparatory courses.
- Personal development training: intended to acquire or improve the level of personal knowledge without being directly linked to the job.

Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation.

Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.

The ULPGC offers opportunities for staff to develop and expand their teaching and assessment knowledge and encourages them to improve their teaching skills. As already mentioned in Standard 9.1, opportunities for didactic and pedagogical training and specialization are available within the framework of the [PFDI](#). Furthermore, support lines exist for attending seminars and conferences or courses outside the program's own training program, and a procedure exists for recognizing these as part of the aforementioned teaching-related expert titles.

The type of work contract for teaching staff is outlined in Figure 9.1.1. and Table 9.2.1. All permanent academic staff and assistant professors are full-time employees, with a maximum teaching load of 240 hours per academic year. The ULPGC, through the Vice-Rectorate for Academic Planning and Organization, has set internal rules to reduce this limit based on key activities such as management duties, significant research output, or union representation. The minimum teaching load is expected to be between 90-120 hours per academic year, with the minimum set at 120 hours starting in 2026. Based on the above, the hours that each professor must teach are defined before the start of the academic year, based on the so-called Teaching Allocation Plan (POD) of the ULPGC. In addition

to teaching, it is mandatory to dedicate between 6 and 8 hours/week to tutoring, and staff is encouraged to carry out research activities, transfer knowledge actions or participate in clinical activities. Assistant Professors are also full-time employees but has a limit of 180 hours of teaching activities per academic year. Adjunct Teachers (called *Asociado a Tiempo Parcial*) and practitioners are not full-time employees and are usually hired for 90-180 hours per academic. Finally, PhD students also participate in teaching, up to a maximum of 60 hours per year, but must be supervised by experienced academic staff. Postdoctoral researchers are limited to 80 teaching hours per academic year.

Regarding teaching excellence, all academic staff are evaluated every five years by the ULPGC's administrative services. This evaluation, known as "*quinquenios*," assesses the teaching activity of faculty members over a five-year period. The evaluation process is carried out by the Evaluation Commission, which makes a preliminary decision that must then be approved by the targeted Vice-Rectorate, and the final decision is made by the Rector. If the evaluation is positive, the evaluated teacher receives a salary increase. A maximum of 7 *quinquenios* can be recognized to a professor throughout his or her academic career. To date, all FVULPGC academic staff have been positively evaluated.

The FVULPGC supports research activities through specialized services such as the Institutes and Research Services Area, the Support for Research Area, and the Research Transfer Office, while also reducing teaching hours to facilitate these activities. Additionally, the National Commission for the Evaluation of Research Activity (CNEAI), under ANECA, evaluates university professors' research performance every six years to award a productivity bonus ("*sexenios*"). This evaluation is voluntary, but the majority of FVULPGC academic staff participate. Those who are positively evaluated receive a salary increase, and the average number of recognized "*sexenios*" per permanent professor at the FVULPGC is 2.7, reflecting high scientific productivity.

Finally, the ULPGC, through the Vice-Rector's Office for Internationalization and Cooperation, annually offers the opportunity for both academic and support staff to undertake national and international mobility stays, primarily through the Erasmus program. The Internationalization and Mobility Office annually advertises partner universities where faculty can undertake teaching stays. These include not only European Union countries but also universities in the rest of the world (mainly in Africa and America), with the aim of promoting the sharing and improvement of teaching and research skills. In recent years, some professors from our faculty have carried out research stays at European or American universities and, in the same way, professors from European universities have spent a week at our university, teaching different subjects at the FVULPGC.

Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures.

Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.

Promotion criteria for teaching and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.

In previous sections, it has been indicated that the ULPGC uses a well-defined, comprehensive, and well-publicized program for the professional growth and development of its teaching staff, including formal evaluation procedures and informal mentoring. The promotion criteria for teaching staff are clear and explicit.

Support staff has their own [training plan](#), allowing them to increase their skills and advance in their professional careers. Generally, [training courses](#) are offered for support staff each semester, which are advertised both through the ULPGC's dissemination channels, and the Veterinary Campus administrator herself forwards this information to the VEE's own support staff.

Regarding the involvement of staff in the decision-making processes of FVULPGC, both teaching and support staff are involved in the management and decision-making processes of the VEE at different levels (department, faculty, and university):

- At the departmental level, all staff can be part of the Department council (Table 9.4.1.) and the permanent academic staff can present their candidatures for being elected (through anonymous virtual voting) for the department director and for his/her team (six-year term).

- At the VEE level, all permanent staff can be part of the FB and the rest of the groups (non-permanent academic staff, support staff and students) do so proportionally (Table 9.4.1.). Also, everyone is encouraged to be part of various commissions dependent and independent on FB, Academic Master Committees and Doctoral School. In addition, academic staff can present their candidacies to be elected (through anonymous virtual voting) for the position of Dean and for his/her team (six-years legislature).

At the University level, the ULPGC staff have the opportunity to participate in different governing bodies of the University:

- University Senate: the highest representative body of the university community, responsible for drafting the Statutes and performing other tasks assigned by law. It is composed of representatives from four groups, elected through anonymous voting, and is renewed every four years.

- Governing Council: The decision-making body of the university that sets its strategic and programmatic direction. It defines guidelines for the implementation of teaching organization, research, human and financial resources, and budget planning. The council includes the rector and their team, deans, department directors, and representatives from the University Senate, among others.

Every 6 years, any member of the permanent academic staff can present their candidature to be elected (by anonymous virtual vote) for the post of Rector and for the group of Vice-rector group.

Table 9.4.1. Composition (%) of FVULPGC Department Councils and Faculty Board

Group	Group Composition	Faculty Board (%)	Department Council (%)
A	Permanent Academic Staff	52%	73
B	Resting Academic Staff & Researchers	10%	
C	Degree, Master and PhD students	33	20
D	Administrative & Support Staff	5	7

Finally, the excellence of the teaching and research activities of the academic staff is recognized annually by the ULPGC. Teaching excellence is determined primarily based on student satisfaction surveys and is usually awarded an honourable mention by the Rector. Research excellence is determined based on the scientific output of the staff (and the research group of which they are a member) and is usually reflected in a slight reduction in the teaching hours assigned to the professor who achieves the defined research productivity ratio.

Standard 9.5: A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to the relevant staff and commented upon in reports. Evidence must be provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.

As a consequence of the participation of the ULPGC in the Teaching Performance Assessment (DOCENTIA) of the ANECA, the ULPGC has designed the DOCENTIA-ULPGC Program in which, through different sources of information, the necessary information will be compiled to obtain an assessment that is in line with the reality of the quality of the teaching activity developed by our faculty. Evaluation procedures require input from various agents involved in staff teaching evaluation, including:

- The teacher, who must prepare a self-evaluation report to show his merits in teaching.
- The students, who complete a survey on teaching quality for each of their teachers of all subjects.
- Academic bodies (Deans, Department Heads), who are required to fill a report for each teacher.
- The Evaluation and Quality Office provides the institutional data necessary for assessing staff teaching quality and offers technical support to the evaluation committee as needed.

Based on the results of the DOCENTIA program, teachers can achieve the following levels: A, B, C, D, with A being the best grade, and indicating a maximum evaluation of all evaluation procedures (self-evaluation report, students questionnaires, department report, dean report). In the last three academic courses (2021/22, 2022/23, 2023/24), the percentage of teachers who obtained an A evaluation ranged between 71 and 83%, while teachers with a C/D grade, was between 2.9 and 9.7%

Each year, students complete an anonymous electronic questionnaire for each professor, aimed at gathering feedback on their teaching. This system helps teachers understand student perceptions, highlighting strengths and areas for improvement. The survey, available on the University's intranet, consists of 19 questions covering aspects like teaching planning, development, attitude, evaluation process, and overall performance. Responses are rated on a scale from 1 to 5, with 1 being the lowest and 5 the highest. The academic staff showed a rating level (0-5) of 4.24, 4.18, and 4.21 (over 5) for the 2021/22, 2022/23, and 2023/24 academic years, respectively, with no faculty member receiving a rating lower than 3. These results are discussed by the Evaluation and Quality Office and, new measures for improvement can be proposed and submitted to the FB for analysis and approval. The positive assessments of teachers are needed to obtain further accreditation by ANECA.

Comments on Area 9

FVULPGC has a highly qualified, motivated, and experienced academic staff, with an appropriate student-teacher ratio. Recent ANECA-accredited hires have enhanced recruitment transparency and teaching quality, positively impacting expertise, dedication, and overall veterinary education excellence. In addition, the high percentage of veterinarians on the teaching staff and the location of the main Veterinary Degree departments at FVULPGC clearly demonstrate the program's strong veterinary focus. The percentage of veterinarians in basic sciences remains low, although it has increased slightly in recent years.

The support staff/graduating students indicator is adequate, as it incorporates the administrative staff and veterinary technician at VTH. It should also be noted that the support staff assigned to centralized university services, but delegated to the FVULPGC, has not been included in this indicator. The VEE does not have the capacity to hire support staff, but can request an increase in staff from the Departments teaching basic subjects or directly from the Rector's Office at specific times if the subjects need additional support for their teaching activities

It is necessary to highlight that, fortunately, the national economic situation has improved, and ULPGC has implemented a strategic plan for hiring new staff. This policy ensures sufficient staff for each knowledge area, replacing retirees and giving priority to appointing Assistant Professors. Moreover, the ULPGC training plan prioritizes the attendance of newly hired assistant professors ensuring compliance with Standard 9.1.

Suggestions for improvement in Area 9

Despite the recent increase in the number of members of European and American Specialty Colleges, the VEE is focused on further expanding its academic staff with such specializations to ensure top-tier, standardized practitioners for its educational program. The recent inclusion of specialty membership as a merit in ANECA's evaluation of academic staff quality is expected to motivate more professors to join these prestigious colleges.

We consider necessary to increase the number of administrative and support staff, particularly those linked to teaching activities. Their numbers have remained almost unchanged for the past decade, and their schedules often do not align with the VEE's teaching and research activities.

Area 10. Research programmes, continuing and postgraduate education

Standard 10.1: The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the study programme through research based teaching. The research activities must include veterinary basic and clinical sciences. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer reviewed scientific journals).

Description of how the research activities of the VEE and the implication of most teaching staff in it contribute to research-based veterinary education

The FVULPGC is not only focused on academic excellence but also plays a pivotal role in the field of research. Consequently, all FVULPGC staff, teaching and research, are encouraged and supported, both financially and academically, to sustain their research endeavors. Financial assistance is offered through the internal ULPGC programme “Complementary Aid for Research,” allocated proportionally to all research groups according to their scientific output (JCR publications, conference presentations or posters, competitive grants from European, National, or regional calls, as well as research or service contracts with industry) from the preceding year.

The ULPGC’s commitment must to promote research through the [Research Support Services](#) and the [European Projects Office](#), among others, where university researchers benefit from specialised facilities and support. In addition, the ULPGC has its own [regulation for recognising research groups](#) which is based on their research activity and scientific productivity. Therefore, every year the research group’s activity is monitored by the Vice-Rectorate of Research, and the groups are classified as type A++, A+, A and B. The Vice-Rectorate of Research will take the necessary measures to particularly encourage the promotion of research groups in the lowest ranking category (B).

At present, FVULPGC research staff are primarily distributed among [13 recognised research groups](#) (RRG). RRGs constitute the basic functional and fundamental units through which research activity at ULPGC is carried out. Research undertaken in these RRGs focuses on fundamental scientific areas of interest in veterinary sciences including cutting edge research in animal production, nutrition, pathology and marine mammal health, food hygiene and food safety, endocrinology, toxicology, microbiology, parasitology, therapeutic research, toxicology and all aspects of the One Health spectrum, directly contributing to the delivery of cutting-edge training and education to our students. The scientific work of RRGs has led to the publication of over 200 peer-reviewed articles in JCR-indexed journals during the period 2021/2022 to 2023/2024, with more than 60% appearing in Q1-ranked journals (Appendix 10.1.). These achievements have strengthened both the national and international reputation of FVULPGC as a research institution, a fact also reflected in the recently released 2025 Global Ranking of Academic Subjects in Veterinary Sciences. In this ranking, FVULPGC was positioned between [101-150](#) among veterinary schools worldwide and placed 7th among the 15 veterinary faculties in Spain. The RGs related to the FVULPGC are the following:

- Animal Nutrition, Rural development and Rural Economy
- Applied Anatomy and Herpetopathology
- ECOAQUA – Aquaculture Research Group
- IUIBS – Diabetes and Applied Endocrinology
- IUIBS – Environment and Health Group GIMAS
- IUIBS – Veterinary Medicine and Therapeutic Research
- IUSA – Animal Production and Biotechnology
- IUSA – Animal Reproduction
- IUSA – Aquaculture and Wild Species Health, Infectious Diseases
- IUSA – Epidemiology and Veterinary Preventive Medicine
- IUSA – Histology and Veterinary Pathology
- OHAPA – Food Hygiene and Food Safety Research Group
- Parasitology, dermatology and veterinary clinical pathology

Table 10.1.1 presents the main externally funded research projects at FVULPGC that were active during the most recent complete academic years. As shown, FVULPGC research groups regularly obtain competitive funding from national and regional research agencies in line with their scientific productivity, as well as from the European Union and additional international funding organisations. In addition, thanks to the outstanding research activities performed during the last decades, the [Marine Mammal research section of the IUSA](#) has been registered as collaborating centre of the World Organisation for Animal Health (WOAH), a fact that reflects in the training of our students by direct collaboration in the research and surveillance activities performed at the institute.

In addition, the ULPGC has its own funding programme, which offers, among other things, general research aid. This aid aims to facilitate the research activity and training of researchers carried out by the staff within the framework of the tasks of the groups and the research institutes recognized by the ULPGC. The aid is provided through an internal call to all research groups, proportionally based on their scientific production (JCR papers, congress presentations or posters, research grants from European, national or regional calls, research or assistance contracts with companies) of the previous year.

The research conducted by FVULPGC staff enriches research-based teaching in several ways. Firstly, as academics transfer and apply their expertise directly in theoretical and practical classes, students benefit from up-to-date knowledge and by participating in cutting-edge research activities during their undergraduate training, enabling them to understand the current state of the field. Secondly, multiple activities (seminars, conferences, etc.) are organised throughout the academic year, which not only familiarise students with the research activities carried out by the FVULPGC researchers and external collaborators. Thirdly, ULPGC demonstrates a strong commitment to scientific outreach, ensuring that all VEE researchers are aware of its importance and actively participate in dissemination activities. Collectively, these initiatives contribute not only to the scientific education of students but also to raising their awareness of the research lines being pursued.

Table 10.1.1. List of ongoing research projects.

Projects funded by International Entities				
<i>Reference</i>	<i>Financing Entity</i>	<i>Scientific Area</i>	<i>Grant total (€)</i>	<i>Duration</i>
101057014 - PARC	European Commision	Toxicology	15,136.88	01/05/2022 30/04/2029
766347 - BIOMEDAQU	European Commision	Animal Health	668,067.26	01/08/2018 31/01/2023
892267 - ARTERIAL AGING	European Commision	Animal Health	245,732.16	01/06/2021 31/05/2024
GP/EFSA/KNOW/2022/03	European Commision	Animal Health	193,539.2	03/09/2022 02/09/2025
PROJECT 101113584	European Commision	Biology	184,016.46	01/07/2023 30/06/2028
1/MAC/1/1,1/0087	European Commision	Animal Health	525,322.13	06/06/2024 31/10/2027
1/MAC/1/1,1/0088	European Commision	Biology	585,000	06/06/2024 31/10/2028
1/MAC/1/1,1/0123	European Commision	Animal Health	137,303	06/06/2024 31/10/2028
1/MAC/2/2.6/0075	European Commision	Biology	317,557.76	06/06/2024 31/10/2028
1/MAC/2/2.6/0116	European Commision	Animal Health	516,773.31	06/06/2024 31/10/2028
TOTAL			3,388,448.16	
Projects funded by National Entities				

<i>Reference</i>	<i>Financing Entity</i>	<i>Scientific Area</i>	<i>Grant total (€)</i>	<i>Duration</i>
CONVENIO MAPA 2021	State Investigation Agency	Animal Health	164,306.25	15/11/2021 15/12/2024
EAPA_0004/2022	State Investigation Agency	Animal Health	308,453.77	01/01/2024 31/12/2026
EQC2019-006048-P	State Investigation Agency	Chemistry	243,615.56	01/01/2019 31/03/2022
EQC2019-006476-P	State Investigation Agency	Animal Health	708,049.81	01/01/2019 31/03/2022
EQC2019-006518-P	State Investigation Agency	Animal Health	210,085.28	01/01/2019 31/03/2022
EQC2019-006587-P	State Investigation Agency	Animal Health	112,296.47	01/01/2019 31/03/2022
GLOBICAN	State Investigation Agency	Animal Health	40,838.11	01/05/2021 30/04/2023
GOB-ESP2017-03	State Investigation Agency	Animal Health	19,445.69	01/01/2019 31/12/2020
GOB-ESP2019-05	State Investigation Agency	Agronomics	7,718	01/01/2020 30/04/2021
PID2019-108781RR-C22	State Investigation Agency	Animal Health	108,900	01/06/2020 01/12/2023
PID2020-113056RA-I00	State Investigation Agency	Animal Health	71,390	01/09/2021 31/08/2024
PID2020-118720RB-I00	State Investigation Agency	Chemistry	96,800	01/09/2021 31/08/2024
PID2021-122474OB-I00	State Investigation Agency	Animal Health	186,703	01/09/2022 31/08/2026
PID2021-127687NB-I00	State Investigation Agency	Animal Health	210,827	01/09/2022 31/08/2025
PID2022-136868OB-I00	State Investigation Agency	Animal Health	101,875	01/09/2023 31/08/2026
PLÁTICAS	State Investigation Agency	Animal Health	48,000	07/10/2022 30/09/2023
PROID2020010029	State Investigation Agency	Biology	70,000	01/01/2020 01/12/2023
RTA2015-00090-C03-03	State Investigation Agency	Animal Health	104,000	17/07/2017 31/12/2020
TED2021-131736B-I00	State Investigation Agency	Biology	134,550	01/12/2022 30/11/2024
VARROAFORM	State Investigation Agency	Animal Health	67,662.75	01/02/2019 15/09/2021
TOTAL			3,015,516.69	

Projects funded by Regional Entities

<i>Reference</i>	<i>Financing Entity</i>	<i>Scientific Area</i>	<i>Grant total (€)</i>	<i>Duration</i>
2021ECO12	Banking Foundation	Biology	34,000	01/02/2024 01/05/2024
2022CLISA20	Banking Foundation	Animal Health	57,000	01/04/2023 01/04/2026
2022CLISA28	Banking Foundation	Agronomics	32,706	01/04/2023 01/04/2025
2023DIG29	Regional Government	Animal Health	18,061.2	01/04/2024 01/04/2026
32/39/2022-0923131539	Regional Government	Research	496,633.8	01/04/2023 31/04/2024
CABILDO20-04	Regional Government	Animal Health	11,400	01/06/2022 31/10/2022
CABINFR2019-05	Regional Government	Biology	29,540.08	01/01/2019 31/12/2023
CABINFR2019-08	Regional Government	Chemistry	33,053.8	01/01/2020 31/12/2023

CABINFR2019-12	Regional Government	Animal Health	56,819.62	01/01/2020 31/12/2023
CABINFR2019-13	Regional Government	Animal Health	47,136.79	01/01/2020 31/12/2023
CEI2019-04	Regional Government	Animal Health	13,347	01/01/2020 30/04/2021
CEI2019-11	Regional Government	Chemistry	9,557	01/01/2020 30/04/2021
CEI2020-02	Regional Government	Animal Health	9,084.2	01/06/2022 31/10/2022
CEI2020-05	Regional Government	Animal Health	7,500	01/06/2022 31/10/2022
CEI2020-06	Regional Government	Animal Health	9,834.5	01/06/2022 31/10/2022
CEI2020-12	Regional Government	Animal Health	4,296	01/06/2022 16/11/2022
CEI2021-03	Regional Government	Animal Health	28,083.4	17/04/2023 30/04/2024
CEI2022-03	Regional Government	Animal Health	30,000	01/07/2024 30/09/2025
CEI2022-06	Regional Government	Biology	30,000	01/07/2024 30/09/2025
CEI2022-07	Regional Government	Animal Health	20,076	01/07/2024 30/09/2025
FCC FC 2019 03	Banking Foundation	Animal Health	41,870	01/09/2020 31/12/2022
GOB-ESP2021-01	ULPGC	Animal Health	26,511.3	17/04/2023 30/11/2023
GOB-ESP2021-03	ULPGC	Animal Health	30,000	17/04/2023 30/11/2023
MAC2/1.1A/282	Regional Government	Animal Health	284,045.39	11/11/2019 31/10/2022
MAC2/1.1A/299	Regional Government	Biology	754,265.61	16/06/2019 31/10/2022
MAC2/1.1A/305	Regional Government	Animal Health	315,408.84	16/06/2019 31/10/2022
MAC2/1.1B/269	Regional Government	Biology	110,479.34	16/06/2019 31/10/2022
MAC2/4.6C/392	Regional Government	Animal Health	627,755.82	16/06/2019 30/09/2022
MAC2/4.6D/230	Regional Government	Biology	208,221.89	16/06/2019 31/10/2022
MAC2/4.6D/249	Regional Government	Animal Health	210,724.84	16/06/2019 31/10/2022
MDG-23-11592	Regional Government	Research	84,999.9	01/01/2024 30/06/2025
PROID2017010109	Regional Government	Animal Health	69,980	30/12/2017 30/07/2021
PROID2020010006	Regional Government	Animal Health	16,085	20/01/2020 30/04/2023
PROID2020010047	Regional Government	Animal Health	63,316.35	10/01/2020 30/04/2023
PROID2021010035	Regional Government	Animal Health	39,258	18/02/2021 30/04/2023
PROID2021010047	Regional Government	Biology	70,000	01/03/2021 30/04/2023
PROID2024010004	Regional Government	Animal Health	69,000	01/01/2024 30/09/2026
PROID2024010013	Regional Government	Biology	116,066.11	01/01/2024 30/09/2026
TOTAL			4,116,117.80	

Standard 10.2: All students must be trained in scientific methods and research techniques relevant to evidence based veterinary medicine and must have opportunities to participate in research programmes.

Description of how (undergraduate) students:

Are made aware of the importance of evidence-based medicine, scientific research and lifelong learning

Throughout their training, FVULPGC students have many opportunities to learn about and use scientific methods and the basis of evidence-based medicine starting from basic and pre-clinical subjects. In summary, it can be specified in:

- Directly from the teaching staff. Teachers directly communicate the importance of evidence-based medicine, scientific research, and lifelong learning to students. Their experience shapes the subject content and provides opportunities to share their research activities, motivating students to adopt a scientific approach to learning. During the first years, the practical activity is based on observation, deductive thinking, experimentation –by learning different research techniques- and analysis of results. The teaching of clinical subjects applies evidence-based medicine by introducing students to using high-quality science to make good decisions about their patients for the benefit of their health and welfare.
- All students are required to complete a case presentation in several subjects, basically during the last year. Usually, the evaluation criteria includes a rubric for the assessment of this activity including close references to scientific rigor (evidence-based medicine)
- Final Degree Project: In preparing and defending their FDP, students apply the research skills and knowledge gained throughout their studies. This subject introduces them to bibliographic research, scientific methods, research techniques, and the writing of scientific papers. Also, the evaluation rubric designed for the assessment of the FDP includes references to results from research activities (item 5. updated bibliographical revision, with scientific rigor and based on evidence), both in the tutor rubric and in the rubric for the evaluation board
- Scientific dissemination activities: the FVULPGC is actively involved in outreach initiatives such as Regional Science and Innovation Week, the [European Researchers' Night-Macaronight](#) and others. FVULPGC also disseminates scientific content through social media (Instagram: [@vet.ulpgc](#)) and collaborates closely with ULPGC's [Scientific Dissemination and Publications](#) to promote the transfer of research-generated knowledge and emphasise the importance of science and lifelong learning.

Are initiated into bibliographic search, scientific methods and research techniques, and the writing of scientific papers

From the first year throughout the development of the whole veterinary degree at the FVULPGC, academic staff train students to search and critically analyse the content of lectures, textbooks and scientific articles since they regularly use this material to study and prepare different oral and written reports and seminars, case report, etc.

The ULPGCL provides specific training courses on bibliographic search and management, databases and scientific writing for the entire university community, as previously described in standard 6.1. Also, during the academic year and periodically, the library organises a free course on bibliographic search methods, electronic resources and bibliographic managers for students, with the aim of increasing students' confidence in the bibliographic search and writing of scientific papers. In addition, during the last year of their degree, students are encouraged to complete a bibliographical searching course developed by the ULPGCL ([link](#)) in order to be able to prepare and write the FDP more effectively.

Description of how undergraduate students are offered to participate in research programmes on a non-compulsory or compulsory basis

- Departmental Collaboration Grants. The aim is to make students (final year degree/first year Master's degree) interested in a research career offered by the ULPGC in various fields and to introduce to the knowledge of current scientific problems and the methods used to solve them.
- Each year, students, on a voluntary basis, have the opportunity to participate in research in different departments. Different departments/subject offer places for internal students that can be integrated into the lines of research developed by academic staff. Also, most students are offered the opportunity to participate in research activities during their FDP.
- Internships at research centres are also available during undergraduate studies, either in the 5th year or as extracurricular placements at any stage of their degree as part of the [ERASMUS+ Traineeship programme](#).

Description of the minimum requirements for the graduation thesis (Master dissertation), its supervision and its assessment

Since 2014, according to legal regulations ([Orden ECI/333/2008](#)), all students are required to prepare and present an FDP (6 ECTS). This autonomous work aims to integrate the contents and skills acquired throughout the study plan, although it is developed under the supervision of specific academic tutors. The FDP follows, usually, the structure of a scientific article, including a bibliographic review, introduction, hypothesis and objectives, materials and methods, results, discussion, conclusions, bibliography, and summary. There are different types of FDP: experimental research, research on unpublished clinical cases, review on a selected topic, preparation of reports of different nature (health, production and well-being, expert report, preventive medicine) or projects related to the areas of FSQ and animal nutrition. The FDP can only be defended once it has been verified that the student has passed all the credits necessary to obtain the degree, except those corresponding to the FDP

The public oral defense of the final project in front of an evaluation committee represents the final step to become a Veterinary Graduate. The evaluation boards are made up of three professors; at least one member of the tribunal must be expert in the area where the FDP has been assigned. The criteria and proportions for the evaluation of the FDP (Degree in Veterinary Medicine) are defined as follows:

- Tutor's report on the development of the work (40%). This percentage will be distributed between the assessment of the written document (20%) and the presentation and defense of the FDP (20%).
- Presentation and public defense of the FDP (60%), the evaluation committee assigns 30% to the evaluation of the written report and the remaining 30% to the oral presentation and defense of the work.

Each of the above criteria will be scored from 0 to 10 points. In order to pass the subject, it will be necessary for the student to obtain a minimum of 5 points in the weighted sum of the previous criteria.

To facilitate and standardize the FDP requirements, a rubric has been defined for both the academic tutor and the members of the evaluation board. In this rubric, different criteria are established, both for the evaluation of the written document (organization and structure of the document, originality, evidence-based medicine aims, conclusions, etc.), and for the evaluation of the presentation and defense (organization and quality of the presentation, communicative capacity of the student, time management...).

Standar 10.3. The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the study programme and are relevant to the needs of the profession and society.

Spanish national regulations governing Doctoral (PhD) studies were updated in 2011 to align them with the European Higher Education Area, following the procedures set out in RD 99/2011. The ULPGC has its own Doctoral School. The Doctoral School of the University of Las Palmas de Gran Canaria is responsible for overseeing both the academic and administrative organisation of the doctoral programmes offered at ULPGC. Its main goal is to ensure the highest standards of quality in doctoral training, while coordinating and fostering excellence across the different PhD programmes available.

At present, the primary PhD programme delivered at the FVULPGC is the [PhD Programme in Animal Health and Food Security](#). Within this programme, alongside their research work, PhD candidates participate in a range of transversal and subject-specific training activities that enhance their scientific and technical development. These include:

1. **Doctoral School Days (mandatory):** Annual sessions in which students present and discuss aspects of their research (literature review, planning, experimental results obtained during the period) in front of a panel of PhD holders from the research group(s) involved in their PhD thesis. These sessions aim to strengthen students' skills in presenting and debating scientific objectives and data, following standard academic practices.
2. **Participation in conferences, seminars, and congresses (mandatory):** These activities familiarise PhD students with scientific dissemination in different forums and encourage them to present their own findings, while establishing collaborations with other researchers or groups in their field. Attendance can occur at any time during the PhD training period and may involve national or international events, held in either Spanish or English.
3. **Research stays in other centres (mandatory):** To reinforce specific competencies, PhD thesis supervisors may facilitate research stays in external universities or research institutions. These stays are highly recommended as they allow students to broaden their training and experience the methodologies and environment of research groups different from their own, at any stage of the PhD programme.

Additionally, the Doctoral School offers a specific programme for PhD students: the [Transversal Training for PhD Students Programme](#). PhD students at FVULPGC are required to carry out research projects under the guidance of academic staff. Therefore, all PhD postgraduate students must be enrolled in an officially recognised postgraduate research training programme.

Other relevant PhD programmes directly linked to FVULPGC staff, where member of our VEE act as mentors, coordinators, supervisors and lecturers include the [PhD programme in Sustainable Aquaculture and Marine Ecosystems](#), [PhD programme in Research in Biomedicine](#) and [PhD programme in Research Applied to the Health Sciences](#).

Since the 2009–2010 academic year, the VEE had also offered the [Master of Research in Animal Health and Food Security](#), an official one-year master's programme organized by the IUSA with an annual enrolment of 15-20 students. The interest for this master has increased during last years, not only among postgraduate veterinarians but also among students who have completed other biomedical and health studies.

FVULPGC also maintains strong collaborations with various public and private institutions and organisations linked to the veterinary field, including cultural associations, the Army, professional associations, such COLVET-LPA, and the National Health Service. These collaborations aim, among other objectives, to promote the organisation of postgraduate courses and continuing education activities (Tables 10.3.3 and 10.3.4).

The majority of the continuing education courses offered are organized in cooperation with the COLVET-LPA. Also highlight the fact that every year, the Spanish Agency for Medicine (AEMPS, member of the EMA) organizes an activity for the promotion of the Best Good Practice with Veterinary Medicines and Pharmacovigilance, provided to all 5th year students enrolled at the FVULPGC. Every two years the Official Colleges of Veterinarians from the Canary Islands (SC Tenerife and Las Palmas (COLVET-LPA) organize the [Canary Islands Companion Animal Veterinary Congress](#) and the [Canary Islands Food Safety Congress](#). The FVULPGC participates actively on its organisation with both members of academic staff and students. Most of the continuing education activities organized or co-organized by the Faculty of Veterinary Medicine are published on the Website. Therefore, the proposals for these activities come from the profession itself. Indeed, the COLVET-LPA asks their associates about their preferences and then the most demanded areas of interest are included.

Table 10.3.1. Number of students registered at postgraduate clinical training

Clinical training	2023-24	2022-23	2021-22	Mean
Interns:				
<i>Companion animals</i>	3	3	3	3
Residents, EBVS disciplines (specify):				
<i>European Specialists in Laboratory Animal Medicine</i>	1	1	1	1
<i>Diagnostic Imaging</i>	1	1	1	1
<i>Cardiology</i>	1	1	1	1
Others (specify)				
<i>Pre-doctoral contracts (clinics)</i>	4	5	4	4.3
<i>Post-doctoral contracts (clinics)</i>	1	-	-	0,3

Table 10.3.2. Number of students registered at postgraduate research training

Degrees	2023/24	2022/23	2021/22	Mean
PhD students				
<i>Animal Health and Food Safety</i>	50	45	46	47
<i>Sustainable Aquaculture and Marine Ecosystems</i>	28	30	41	33
<i>Research in Biomedicine</i>	113	112	110	111.7
<i>Research Applied to the Health Sciences</i>	88	82	87	85.7
Total	279	269	284	
Master's students				
<i>Animal Health and Food Safety</i>	11	14	18	14.3
<i>Aquaculture</i>	50	45	46	47
Total	61	59	64	

Table 10.3.3. Number of students registered at other postgraduate programmes in the VEE but not related to either clinical or research work

	2023/24	2022/23	2021/22	Mean
Number of students				

Regarding Table 10.3.3., at present, the FVULPGC does not offer postgraduate programmes beyond those focused on clinical training or research activities.

Table 10.3.4. Number of attendees to continuing education courses provided by the VEE

	2023/24	2022/23	2021/22
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<i>Total</i>	401	485	406
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A detailed list of continuing education courses provided by the VEE and number of attendees per course can be found on Appendix 10.3.

Prospected number of students registered at post-graduate programmes for the next 3 academic years

As in the Veterinary Degree, in the Masters' and PhD Programs, the number of students admitted per year is limited. In the master's and PhD programs, given that the data is maintained over time (Tables 10.3.2), it is expected to remain stable by maintaining the maximum number of expected of new student per year, both in Master's (Animal Health and Food Security, n=25; Aquaculture, n=20), and in PhD Programs (PhD Program in Animal Health and Food Security, n=10; PhD Program Research in Medicine, n=30; Doctorate in Sustainable Aquaculture and Marine Ecosystems, n=10; PhD Program Research Applied to the Health Sciences, n=20).

Description of how the postgraduate clinical trainings of the VEE contribute to undergraduate veterinary education and how potential conflicts in relation to case management between post- and undergraduate students are avoided

No conflict is produced between post-undergraduate students concerning clinical cases management since postgraduates, under the supervision of the teaching staff, collaborate in the practical training of undergraduate students. PhD students are required to conduct supervised research and must be enrolled in postgraduate research training at the FVULPGC. Only in emergency cases, the assignment is decided in real time based on student experience and safety, while ensuring that all students have the opportunity to perform a variety of procedures.

Description of how the continuing education programmes provided by the VEE are matched to the needs of the profession and the community

The FVULPGC ensures that its continuing education programmes address the needs of the veterinary profession and the community, particularly in the Canary Islands. These programmes are developed in collaboration with key partners such as the Official College of Veterinarians of Las Palmas (COLVET-LPA), local animal health authorities, and professional associations, ensuring that contents are relevant to current challenges in veterinary practice, food safety, animal health, and welfare. The involvement of specialists and practitioners in close contact with veterinarians, farmers, and public institutions provides direct insight into professional needs, which is then reflected in the training of our students. Furthermore, all activities are subject to continuous evaluation and improvement, reinforcing the FVULPGC commitment to lifelong learning and professional development.

Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the study programme.

Description of the mechanism used by the VEE to ensure that its research activities contribute to research-based education

As outlined in standard 10.2, the FVULPGC guarantees that undergraduate students receive a research-based education. Moreover, most academic staff positions require a PhD degree and active research activity as part of the ANECA accreditation process (see standard 9.2). In this context, the FDP is conducted under the supervision of academic staff and is enriched by the VEE's strong research activity.

Description of how (procedures) and by whom (description of the committee structure) research, continuing and postgraduate education programmes organised by the VEE are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

For the official postgraduate offer (Master Degree and PhD), the proposal must be described and drawn up using the ULPGC Regulation for the Official Offer of Degrees ([link](#)). Master's degrees are linked to the faculties or the university institutes with the Master Academic Committee responsible for the defining and updating of the Master programme. This committee annually manages the student admission process, the course coordination, and the application of the QAS. PhD programs are managed by the Doctorate Schools assuming the organization, planning, management, supervision and monitoring of all the PhD programs offered at the ULPGC. Within each doctoral program, the PhD Program Academic Committee is defined ([Regulation 2/2023](#), internal regime and good practices from the doctoral school of the ULPGC), whose basic mission is to evaluate the research plan and the activities of its doctoral students. and to carry out an integral follow-up of the students' performance throughout their doctoral training. On an annual basis, it is responsible for the admission of students, the coordination of the activities and the application of the QAS. The QAS includes the provision of several continuous assessment procedures for the official offer, including the extinction of the degree in the case of low demand. The procedure for the Official Offer is an institutional QAS procedure (PI14)

Concerning the non-official course on offer, the ULPGC offers different training categories every year, including its own degrees, microcredentials, university extension courses and experts, among others. [Own degrees and microcredentials](#) are courses offered and certified by the ULPGC in order to meet social and training needs not included in the official catalog of university degrees. The basic objectives of [university extension courses](#) are to complement the curricular training of students and update the training of professionals. For most of the courses indicated, the procedure is similar to the official postgraduate courses on offer, although the project in question is not sent externally to the Canary Islands Government or to the Ministry of Science, Innovation and Universities. After its approval by the University Government Council, the course is communicated to the students and stakeholders. For the nonofficial courses on offer, the ULPGC has approved an specific Regulation ([link](#)). The procedure for the Non-Official Offer is an institutional QAS procedure (PI15).

For the continuing education program offered by the COLVET-LPA and scientific and professional associations, the FVULPGC contributes to these activities by means of communication to stakeholders. Since 2022, there is an agreement between the COLVET-LPA so that a good number of courses (aimed at veterinary professionals) are developed in the VEE that collaborates in providing the facilities (classrooms, VTH, other facilities) and it has been defined that between 5-10% of the total places are allocated to students in the final years of the degree. The Dean's Office uses the e-mail database, the VEE's website and social networks to communicate it to the students and stakeholders.

Comments on Standard 10

Research at the FVULPGC is a consolidated and highly productive activity, as evidenced by its international visibility and its ranking among Spanish veterinary faculties. The structure of RRGs, formally evaluated and classified annually by the Vice-Rectorate of Research, ensures both accountability and quality in scientific production. The research output in recent years, with more than 200 JCR publications (over 60% in Q1 journals), highlights the VEE's competitiveness and strengthens its international profile. Moreover, research activities cover a broad spectrum, from basic and clinical veterinary sciences to aquaculture, food safety and One Health, which directly enrich undergraduate and postgraduate education. The integration of research into teaching is evident in the FDP and in student participation in seminars, scientific events, and dissemination activities. The FVULPGC also benefits from strong collaborations with public institutions (regional and national agencies, WOAHC collaborating centre, COLVET-LPA) and private stakeholders, ensuring that postgraduate and continuing education activities are closely connected with the needs of the profession and society.

Suggestions for improvement on Standard 10

Although the FVULPGC shows solid research performance, efforts should continue to ensure balanced development across all research areas, avoiding potential asymmetries between highly competitive groups and those with fewer resources. Additional institutional mechanisms to support emerging or smaller groups would further strengthen the overall research profile. Expanding the range of postgraduate and continuing education programmes, in coordination with professional bodies such as COLVET-LPA and other Canarian institutions, could further address specific training demands of veterinarians in the region and reinforce its role as a reference centre in the Canary Islands and internationally. This expansion could also be projected to neighbouring territories such as Africa, thereby strengthening the VEE's strategic position as a hub for veterinary education and cooperation in the Atlantic area. Furthermore, the development of microcredentials aligned with current professional needs would provide flexible, targeted training opportunities for graduates and practitioners. Likewise, increasing the number of interns and residents, particularly in areas of high clinical demand, would not only strengthen advanced postgraduate training but also enrich undergraduate clinical education through supervised collaboration.

ESEVT Indicators



ESEVT Indicators

	Name of the VEE:	Veterinary Faculty of Las Palmas de Gran Canaria (FVULPGC)				
	Name & mail of the VEE's Head:	Dr. Miguel Batista Arteaga - dec_fv@ulpgc.es				
	Date of the form filling:	September 2025				
	Raw data from the last 3 complete academic years					
		2021-22	2022-23	2023-24	Mean	
1	n° of FTE teaching staff involved in veterinary training	86.8	88.8	91.7	89.10	
2	n° of undergraduate students	405	391	373	389.67	
3	n° of FTE veterinarians involved in veterinary training	73.5	76.2	74.3	74.67	
4	n° of students graduating annually	74	79	68	73.67	
5	n° of FTE support staff involved in veterinary training	57	59.5	57.5	58	
6	n° of hours of practical (non-clinical) training	816.5	816.5	816.5	816.5	
7	n° of hours of Core Clinical Training (CCT)	709	709	709	709	
8	n° of hours of VPH (including FSQ) training	293	292	293	292.67	
9	n° of hours of extra-mural practical training in VPH (including FSQ)	52	52	52	52	
10	n° of companion animal patients seen intra-murally	6359	6124	5072	5851.67	
11	n° of individual ruminant and pig patients seen intra-murally	87	103	65	85	
12	n° of equine patients seen intra-murally	62	95	75	77.33	
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	185	153	187	175.0	
14	n° of companion animal patients seen extra-murally	470	474	594	512.7	
15	n° of individual ruminants and pig patients seen extra-murally	2307	2654	584	1848.3	
16	n° of equine patients seen extra-murally	238	192	250	226.7	
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	1500	1500	1500	1500.0	
18	n° of visits to ruminant and pig herds	202	202	212	205.3	
19	n° of visits to poultry and farmed rabbit units	16	18	8	14.0	
20	n° of companion animal necropsies	414	391	251	352.0	
21	n° of ruminant and pig necropsies	71	65	47	61.0	
22	n° of equine necropsies	9	6	2	5.7	
23	n° of rabbit, rodent, bird and exotic pet necropsies	196	194	146	178.7	
24	n° of FTE specialised veterinarians involved in veterinary training	19	19	19	19.0	
25	n° of PhD graduating annually	9	13	11	11.0	
The boxes within the red frames must be filled in by the VEE (the other values will be automatically calculated)						



ESEVT Indicators

	Name of the VEE:	Veterinary Faculty of Las Palmas de Gran Canaria (FVULPGC)				
	Date of the form filling:	September, 2025				
	Calculated Indicators from raw data					
		VEE	Median	Minimal	Balance³	
		values	values¹	values²		
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0.229	0.15	0.13	0.103	
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	1.014	0.84	0.63	0.384	
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0.787	0.88	0.54	0.247	
I4	n° of hours of practical (non-clinical) training	816.500	953.50	700.59	115.910	
I5	n° of hours of Core Clinical Training (CCT)	709.000	941.58	704.80	4.200	
I6	n° of hours of VPH (including FSQ) training	292.667	293.50	191.80	100.867	
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	52.000	75.00	31.80	20.200	
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually	86.394	67.37	44.01	42.384	
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually	26.244	18.75	9.74	16.504	
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	4.127	5.96	2.15	1.977	
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally / n° of students graduating annually	22.738	3.11	1.16	21.578	
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	2.787	1.29	0.54	2.247	
I13	n° of visits to poultry and farmed rabbit units / n° of students graduating annually	0.190	0.11	0.04	0.145	
I14	n° of companion animal necropsies / n° of students graduating annually	4.778	2.11	1.40	3.378	
I15	n° of ruminant and pig necropsies / n° of students graduating annually	0.828	1.36	0.90	-0.072	
I16	n° of equine necropsies / n° of students graduating annually	0.077	0.18	0.10	-0.023	
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	2.425	2.65	0.88	1.545	
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0.258	0.27	0.06	0.198	
I19	n° of PhD graduating annually / n° of students graduating annually	0.149	0.15	0.07	0.079	
1	Median values defined by data from VEEs with Accreditation/Approval status in May 2019					
2	Recommended minimal values calculated as the 20th percentile of data from VEEs with Accreditation/Approval status in May 2019					
3	A negative balance indicates that the Indicator is below the recommended minimal value					
*	Indicators used only for statistical purpose					



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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