FULL VISITATION REPORT

To the Veterinary Education Establishment of the University of Las Palmas de Gran Canaria, Spain

On 1 - 5 December 2025

By the Full Visitation Team

John Elmerdahl OLSEN (CHAIRPERSON), Copenhagen, Denmark: Visitor in Veterinary Public Health

Cristina VERCELLI, Turin, Italy: Visitor in Basic Sciences

Niksa LEMO, Zagreb, Croatia: Visitor in Clinical Sciences in Companion Animals

George STILWELL, Lisbon, Portugal: Visitor in Clinical Sciences in Food-Producing Animals

Mirja RUOHONIEMI, Helsinki, Finland: Visitor in Quality Assurance

Giacomo TOLASI, Orzinuovi, Italy: Practitioner

Sara ZANDONÀ, Padua, Italy: Student

Pierre LEKEUX, Liege, Belgium: ESEVT Coordinator

Contents of the Full Visitation Report

Introduction
Area 1. Objectives, Organisation and Quality Assurance Policy
Area 2. Finances
Area 3. Curriculum
Area 4. Facilities and equipment
Area 5. Animal resources and teaching material of animal origin
Area 6. Learning resources
Area 7. Student admission, progression and welfare
Area 8. Student assessment
Area 9. Teaching and support staff
Area 10. Research programmes, continuing and postgraduate education
ESEVT Indicators
ESEVT Rubrics
Executive Summary
Glossary

Introduction

The Faculty of Veterinary Medicine of Las Palmas (FVULPGC, called the VEE in this report) was created in 1986 and became part of the University of Las Palmas de Gran Canaria (ULPGC) in 1989.
The VEE has undergone national quality evaluation procedures and has been accredited by ANECA on several occasions.
The last EAEVE Visitation was completed in 2019, and the VEE achieved the status of Approval in 2021, after a Re-visitation.

The VEE, which is the only one in the Autonomous Community of the Canary Islands, is located on the Montaña Cardones University Campus, approximately 8 km from the city of Las Palmas de Gran Canaria, which include the Veterinary Teaching Hospital (VTH), the VEE Teaching Farm (VTF), the main VEE building and the University Research Institute for Animal Health and Food Safety (IUSA).

The main developments since the last visitation are:
-) Approval of its Quality Assurance System by the Spanish Ministry of Universities;
-) Adoption of a new strategic plan 2025-2028;
-) New clinical practice classroom and skills lab developed in collaboration with the Official College of Veterinarians of Las Palmas;
-) New equipment and an increase in staff at the VTH;
-) Renovation of some facilities and classrooms;
-) Purchase of a vehicle for the transport of animal by-products not intended for human consumption.

The main challenge of the VEE is securing adequate funding for the implementation of the new strategic plan.

The ESEVT SOP 2023 is valid for the Visitation.

Area 1. Objectives, Organisation and Quality Assurance Policy

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

1.1.1. Findings

The mission of the VEE is to serve as a higher education institution dedicated to providing high-quality education and comprehensive training in veterinary medicine, to develop professionals who can meet society's evolving needs and remain highly competitive in response to societal demands. Due to the VEE's unique location, it emphasizes marine environment in animal health issues. The training programme of the VEE is based on the EU Directives and Spanish legislation. The Verification Report of the Degree in Veterinary Medicine of the VEE (2011) concretises the aims through 11 objectives, highlighting knowledge and including clinical and practical experience, development of professional practice and identification of emerging risk in all areas of the veterinary profession, as well as mentioning the changing global context. Objectives are updated annually through the QAS and strategic planning cycles. Mechanisms to keep the VEE's objectives updated include annual reporting via QAS (procedure PEC01), integration of new indicators and strategies that reflect evolving professional and societal needs, regular curriculum monitoring and adaptation to EAEVE requirements and emerging trends, and development of the Strategic Plan 2025-2028. The VEE ensures research-based education by integration of research activities into the curriculum and the requirement to complete a Final Degree Project (FDP) involving bibliographic review and scientific rigour. Academic staff actively participate in research and transfer new knowledge to teaching. Activities that connect research and evidence to clinical work were discussed on-site.
In these ways, the VEE ensures that new graduates are able to perform as a veterinarian, entering all commonly recognised branches of the profession. Additionally, it aims to ensure specialised postgraduate education while offering advanced services that benefit the public. The VEE has close collaboration and partnership with the University (ULPGC) and the Official College of Veterinarians of Las Palmas (COLVET-LPA). Final-year students have access to specialised postgraduate courses hosted at the VEE.
Quality assurance (QA) is defined at the university, regional government, and national levels. As part of the ULPGC, the VEE has national institutional accreditation by ANECA (National Agency for Quality Assessment and Accreditation). In late 2023, a positive certification of the AUDIT program was received, reporting the renewal of the Quality Management System of the VEE. In 2024, the VEE was granted the "Institutional Accreditation" status, 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.
The VEE ensures compliance with ESG Standards through its QAS, which is certified under the AUDIT program by ANECA. The QAS includes procedures for monitoring, evaluation, and continuous improvement, ensuring transparency and stakeholder involvement. Reviews of

objectives and indicators are under procedure PEC01. Continuous monitoring and reporting are through the Annual VEE Report, which evaluates performance against ESG-aligned indicators. Additionally, several quality system procedures are related to the adequacy and regulation of degrees (PAC08 and PAC09, PEC01, PI14 and PI17).

1.1.2. Analysis of the findings/Comments

The VEE's mission statement is wide and encompasses the ESEVT Standards. The VEE's main objective is the provision of 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 life-long learning, in accordance with EU Directives and Spanish legislation. As part of the ULPGC, the VEE has been accredited by a national accreditation body (member of ENQA, based on ESG Standards). The training is adequate and ethical, and the VEE's view of the research-based and evidence-based education was explained in responses to the Team's questions and was further clarified on site. The actual education (degree programme) is not described under this Standard.

1.1.3. Suggestions for improvement

None.

1.1.4. Decision

The VEE is compliant with Standard 1.1.

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

1.2.1. Findings

The VEE is part of the University of Las Palmas de Gran Canaria (ULPGC), a public university composed of 16 faculties, 36 departments and 11 university research institutes. Organizationally, the ULPGC depends on the Ministry of Science, Innovation and Universities, as well as on the Ministry of Universities, Science, Innovation and Culture of the Autonomous Government of the Canary Islands.
The VEE has formal collaborations with other VEEs in Spain. The Conference of Deans of Spanish Veterinary Faculties (CDVE) holds biannual meetings to establish common guidelines. The VEE offers student exchange programs both within Spain (SICUE program), with 14 VEEs in Europe (ERASMUS) and has specific collaboration agreements with VEEs in three South American countries. Mobility agreements also exist for teaching and support staff.
Based on the statutes of the ULPGC, the VEE is responsible for organising teaching and other academic, administrative and management procedures leading to the award of the Degree in Veterinary Medicine. The Dean acts as director and manager of the VEE. The Dean is elected by

the Faculty Board (FB) for a term of 6 years. Together with three Vice-Deans and the Academic Secretary, they form the Dean's Team (DT). There are dedicated Vice-Deans to direct and coordinate the activities related to 1) Academic Planning and Coordination; 2) Students, Mobility and External Studentship; and 3) Quality and Equality. The Vice Dean of Academic Planning and Coordination is responsible for the veterinary curriculum and holds a veterinary degree.

The FB is composed of academic staff (62 %), students (33 %) and support staff (5 %) and meets 5-6 times a year. Based on the VEE's Internal Regulations, the FB organises teaching and manages academic, administrative, and degree-related processes within the ULPGC's framework and is responsible for developing, approving, and ensuring compliance with the teaching organisation plans for each degree. It defines academic policy, approves teaching plans and sets criteria for monitoring student training.

Departments are teaching and research units at the VEE, responsible for coordinating teaching. They are guided by the ULPGC's teaching program and the Statutes of the University. The VEE has 8 departments: 1) Animal pathology, Animal production, Food science and Food technology, 2) Morphology, 3) Clinical sciences, 4) Biochemistry, Molecular biology, Physiology and Immunology, 5) Biology, 6) Chemistry, 7) Physics, and 8) Mathematics. Each department has a Department Head.

The FB streamlines the academic and administrative activities. It oversees various committees, and the agreements and protocols reached there are further discussed and finally approved by the FB. Almost all committees include academic staff, students and support staff representatives. The committees under the FB include:

- The VEE Advisory Committee (CAD) is responsible for keeping the admission and graduation profiles for degree programmes updated. It, e.g., prepares and approves academic planning for degrees, the general academic calendar and the examination schedule. It includes representatives from all teaching departments at the centre and student representatives.
- The Quality Assurance Committee (QAC) manages all issues related to the QA system (QAS), including the structuring and planning of the disseminated public information.
- The Tutorial Action Committee develops the student recruitment plan and is responsible for ensuring that student guidance activities support learning. These activities include induction, tutoring, training support and career guidance. The Committee also monitors each subject's success/failure rate and proposes relevant action steps when required.
- The Academic Compensation and Recognition committee is responsible for academic recognition of courses taken outside the VEE in student transfer situations and decides on conditions under which students' course compensation requests may be approved.
- The Exchange Programs and Academic Recognition Committee oversees both national and international mobility programs. It is responsible for academic agreements with other VEEs and manages available spots for incoming and outgoing students.
- The Biosecurity Commission maintains and updates the VEE's Biosecurity Manual and specific biosecurity protocols for laboratories as well as for other facilities and relevant spaces. It aims to ensure the health of animals, people and the environment.
- The External Studentship Committee oversees the academic organisation of Elective Practical Training (EPT). Specifically, it is responsible for the external studentships that students undertake in external companies and those carried out with external professionals.

- -The Final Degree Project Committee ensures compliance with the internal regulations related to the FDP, including procedures related to coordination, supervision and assignment of examination boards for the degrees.
- The Mentor Program Committee is responsible for guiding and assisting new students, together with professors and upper-level students.
- The Library Committee includes faculty and support staff, and students. It analyses the proposed bibliographic collection.
- The Degree Committee includes the DT, department heads, staff representatives and students, and is responsible for defining the curriculum. 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.

The academic coherence of the degree is confirmed through a structured system of curricular planning and review, integrated into the QAS (Key procedure for teaching planning). The annual cycle includes the following steps: 1) Departments submit the Teaching Guides (TGs) to the Dean's office; 2) the CAD reviews them; 3) the FB approves them, after which they are published on the ULPGC's website for students, staff, and stakeholders.

Other important committees, not dependent on the FB, include the External Advisory Board and the Animal Ethics Committee (CEEA). The External Advisory Board includes the VEE's Dean and Vice-Dean of Quality, and 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, institutions responsible for animal health, representatives of Public Health and Food, and alumni. This Board addresses the demands of Canarian society on the veterinary community. The CEEA is responsible for evaluating animal ethical aspects of research projects led by members of the VEE, managed by the ULPGC or its affiliated foundations. Its approval is legally required for initiating any research involving animals.

The VTH is managed by the Science and Technology Park Foundation, under the control of the ULPGC. It is responsible for the administrative management and staffing of the VTH. The administrative and personnel management of the hospital is independent of the VEE's structure. The VTH offers clinical training to veterinary students and postgraduates, promotes clinical research and provides specialised clinical care to society. The VTH's Direction Committee oversees ('programs, promotes, coordinates and supervises') the activities at the VTH and includes the Rector and his team, the Dean of the VEE, the VTH Director, who holds a veterinary degree, and the VTH Academic Coordinator. The Executive Committee is responsible for developing the internal operating rules of the VTH and is composed of the Dean, the VTH Director, the Academic Coordinator, and representatives of the small animal and the large animal areas. Professional, ethical, and academic matters of the VTH are overseen by the Executive Committee. In the SER, the VEE reports certain threats to the proper functioning of the VTH. Among them is misalignment between clinical–teaching objectives and administrative management. If the administration does not depend on the VEE, both parties may prioritise different objectives.

The Veterinary Teaching Farm (VTF), located within the VEE, complements training provided on farms outside the VEE and ensures that students receive adequate instruction in veterinary sciences. It contributes to research activities and complies with existing animal welfare legislation. The VTF reports to the Vice-Rector for Research. The Director of the VTF is responsible for allocating spaces for teaching and research activities, overseeing the maintenance of the infrastructure and support staff of the VTF.

1.2.2. Analysis of the findings/Comments

The VEE is part of a formally recognised university. The decision-making process, organisation and management of the VEE allow implementation of its strategic plan (described in Standard 1.3), and of a cohesive study programme, in compliance with the ESEVT Standards. The person responsible for the veterinary curriculum (Vice Dean of Academic Planning and Coordination) holds a veterinary degree, and the Executive Committee, responsible for the professional, ethical, and academic matters of the VTH, includes veterinarians with recognised qualifications, and the director of the VTH is a qualified veterinarian.

1.2.3. Suggestions for improvement

None.

1.2.4. Decision

The VEE is compliant with Standard 1.2.

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

1.3.1. Findings

At the beginning of 2025, a SWOT analysis was performed as a step to update the Strategic Plan for the coming years. The analysis was sent to all stakeholders for review and assessment. Suggestions and concerns of external stakeholders, including the External Advisory Board, were taken into account. A summary of the SWOT analysis was presented in the SER and a more complete version in the Appendices. At the time of the on-site Visitation, the new Strategic Plan (2025-2028) was approved by the FB and published on the VEE's website. It consists of five Axes: Academic Quality and Teaching; Research and Knowledge Transfer; Students and Employability; Management and Governance; and Sustainability and Social Responsibility. A summary of the annual Operating Plan, with seven General Objectives, further divided into specific objectives that are linked to measurable indicators, was presented on request. It includes targets, indicators/evidence, and actions for each Objective.

The VEE's Quality Policy is aligned with the University's Strategic Plan. In accordance with its Quality Policy, the VEE adopts the institutional values of the ULPGC's strategic plan, emphasising excellence in teaching, research, management, and services, and aspires to become a leading centre in all these areas. It promotes democratic participation, transparency, accountability, international outreach, and a tricontinental vocation. The VEE acts as a southern border for Europe and a bridge to Africa and South America. The VEE defends equity, equal opportunities, respect for diversity, freedom of ideas, intercultural coexistence, and social justice, and places special importance on environmental sustainability and animal welfare. It seeks to promote its internationalisation to improve the competitiveness of its graduates globally.

The VEE's previous Strategic Plan (2016-2019) was drawn up in 2016. Due to the COVID-19 pandemic, the Strategic Plan was extended with the participation of all stakeholders. After the 2016-2019 plan, an annual approach as part of the VEE's QAS was adopted for the VEE's

strategic planning. The VEE's QAS is fully aligned with the ULPGC's Strategic Plan and integrates its principles into its annual objectives and operational plans. All Vice-Deans for Quality at the ULPGC hold regular meetings to ensure that the annual objectives are aligned with the Plan. Objectives have been reviewed by the QAC and approved by the FB. The aim has been to promote continuous improvement in each of the services and procedures. Based on the PEC01-2025 (Strategic Procedure for the Development, Review and Updating of Quality Policy and Objectives), the continuous improvement of each service and procedure is promoted by setting and periodically reviewing specific objectives through the analysis of results. Any necessary corrective and preventive actions are then proposed and implemented.

1.3.2. Analysis of the findings/Comments

The ULPGC has a Strategic Plan, which has a formal status and is publicly available. The VEE's previous Strategic Plan was for 2016-2019 and was initially extended due to the COVID-19 pandemic, but an annual approach was adopted to the VEE's strategic planning for several years as part of its QAS. The VEE's Quality Policy is aligned with the ULPGC's Strategic Plan. Specific objectives have been set each academic year, accompanied by indicators/evidence that justify their progress. Stakeholders were included in this extension process. In early 2025, the VEE conducted a SWOT analysis as a step to update the Strategic Plan, and stakeholders were included in this process. The new Strategic Plan (2025-2028) has been approved by the FB and is available on the VEE's website. The Operating Plan is annual, including specific objectives with indicators and actions.

1.3.3. Suggestions for improvement

None.

1.3.4. Decision

The VEE is compliant with Standard 1.3.

Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality.

The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.

1.4.1. Findings

The VEE has an accredited quality system, and its general quality policy and objectives are established approximately every 4 years. The general objectives include: 1) offering excellent academic training adapted to social demands, 2) ensuring comprehensive student training, 3) promoting teacher training, 4) service management with attention to biosecurity and animal welfare, 5) promoting mobility and internationalisation, and 6) fostering a culture of quality with the participation of all stakeholders. Measurable and revisable specific objectives are established each year by the Vice-Rector's Office. They include the goals, indicators, and actions necessary for their achievement. The Institutional Quality Assessment Office supports their planning. The QAC reviews the documents, which are submitted to the FB for approval and

dissemination. As stipulated in the strategic procedure for developing and updating the VEE's policy, the VEE's Vice Dean of Quality conducts a needs-assessment in relation to the VEE's Policy and Objectives, considering external and internal regulations and the VEE's Annual Report. The measurement of the indicators and their degree of compliance are presented in the Annual Report. At the conclusion of each academic year, a report on the activities carried out is presented, and a proposed plan for the upcoming year is suggested.
The VEE has an accredited status at the European, national, and regional levels, and aims for continuous development towards excellence. The written procedures to ensure the quality and standards of the VEE's programmes and awards are the seven procedures in the Quality Management System Manual (last updated in 2023) covering program management, staff, resources, and information. They ensure compliance with ANECA and EAEVE Standards. The VEE's Quality Management System Manual not only presents the VEE and its QAS but also the key areas (1) organisational structure, 2) management of training programs, 3) management of academic and support staff, 4) management of material resources and services, 5) and information management. Key and supporting procedures related to all VEE's activities are included. This policy respects the principles of the National Agency for Quality Assessment and Accreditation (ANECA). The VEE has a strategic procedure for developing and updating its policy, which is reviewed periodically (last revision in 2023). The proposal for revision is prepared by the DT.
The VEE embraces the commitments of the ULPGC's anti-fraud measures plan (updated in 2025), which declares a zero-tolerance policy toward fraud and corruption, supported by internal control systems for irregularities. It ensures compliance with legal, ethical, and moral standards, and upholds integrity, objectivity, and honesty. Regulations for the assessment of learning outcomes and competencies acquired in degrees and continuing education programs offered by the ULPGC state that fraud in any assessment test will result in a grade 'Fail' and may lead to the opening of an investigative or disciplinary procedure. Furthermore, a coexistence regulation (Regulation 6/2023) describes prevention and response measures against violence, discrimination, and harassment. It proposes creating conditions for a safe, respectful and approving environment, and encourages, e.g., cooperative learning and democratic student participation in decision-making. It is widely disseminated throughout the ULPGC, including student introductory sessions (Welcome sessions). Issues related to it can be discussed in the meetings between the DT and student representatives.

1.4.2. Analysis of the findings/Comments

The VEE has a well-working quality management system and associated written policies and regulations. It is explicitly committed to a developing culture that recognises the importance of quality and QA within the VEE. The VEE is committed to the ULPGC's policy of academic integrity and coexistence regulation.

1.4.3 Suggestions for improvement

None.

1.4.4. Decision

The VEE is compliant with Standard 1.4.

Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme.
The VEE's website must mention the VEE's ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.

1.5.1. Findings

The VEE has a constant relationship with other Faculties of the ULPGC, other VEEs in Spain, and society in general. The inter-institutional collaboration is strong. The main mechanisms to inform stakeholders and society include QAC, the External Advisory Board, Student Council, COLVET-LPA, the Social Council of the ULPGC, and the internet (webpages, social media).
The VEE undergoes a periodic (annual, biannual) evaluation of its academic activity and general functioning by the QAC. This includes participation of teaching and support staff, students, the DT, the ULPGC's QA unit, and, for some procedures, external stakeholders. The Vice-Rectorate for Academic Quality also periodically evaluates that QA is up to date according to national standards and measurements.
Student satisfaction surveys are carried out throughout their university careers. They aim to identify opportunities for improvement, understand the employment situation and level of job placement 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. The surveys are performed annually for undergraduate and postgraduate students, including mobility students. Biannual surveys are conducted for teaching and research staff, support staff, and graduates. The VEE has performed various efforts to increase the currently low response rate of voluntary student surveys.
Through the External Advisory Board, the VEE gets firsthand knowledge of society's demands on the veterinary profession. Collaboration with COLVET-LPA is close and productive. The COLVET-LPA offers specialised courses (by nationally and internationally renowned speakers) at the VEE's facilities, mainly for registered professionals, but a small percentage of the courses are allocated to students in their final years of study. COLVET-LPA also financially supported the creation of the clinical skills room.
Every two years, student representatives are elected to serve on various committees, which allows their participation in analysis and decision-making across the VEE. There is close interaction between the Student Council and the DT, and in these meetings, students can present suggestions and complaints in a relaxed atmosphere. Public and private associations, both local and national, participate in forums and meetings aimed at students to learn about the job market and employment issues.
The University's Social Council (CS-ULPGC) is a global structure for public participation. The VEE's interest there is stimulation of relations between higher education and its social, cultural, and economic environment. The agreements of the Council are widely distributed through their website and media.
The VEE's website is an important communication channel and complies with the ULPGC's transparency standards, including accessibility. It shares topical issues with regular updates. An Instagram account also shares relevant news. For broader dissemination, the VEE can send information to the ULPGC's Communications Office to be distributed through institutional and public media channels (institutional website, email, print media, and radio and television).

There is a specific section on the VEE's website reporting its ESEVT status, the last Self-Evaluation and Visitation reports, ECOVE decision and Certificate of accreditation. A link for access to this information was provided.

1.5.2. Analysis of the findings/Comments

The VEE provides evidence that it interacts with its stakeholders and society at large. The main channels to external communication include collaboration with other VEEs in Spain, the External Advisory Board, COLVET-LPA, and information through the VEE's website and social media. The link to the VEE's website describing the VEE's ESEVT status, including the reports, was provided.

1.5.3. Suggestions for improvement

None.

1.5.4. Decision

The VEE is compliant with Standard 1.5.

Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education.
Any action planned or taken as a result of this data analysis must be communicated to all those concerned.

1.6.1. Findings

The QAS ensures that the VEE's objectives and activities are subject to periodic monitoring. The summaries of the VEE's Annual Reports are published both on its and the ULPGC's website and include results of teaching and student assessment. The VEE has documented support procedures such as Analysis of results and accountability, and Measurement of satisfaction, expectations and needs. Stakeholders' satisfaction is also monitored. These procedures are aligned with the Procedure for the Development of teaching and student assessment and are updated both periodically and based on emerging needs. The VEE provided examples of quality enhancement of education.

The Vice-Rectorate for Quality defines the annual institutional indicators. The Vice-Dean for Quality records results in a document including objectives, performance data, and implementation, calculation of indicators and justifying missing results. The VEE's DT analyses academic and administrative outcomes, with results and recommendations documented by the Vice-Dean. The QAC integrates inputs from the Vice-Dean, CAD, and DT and prepares the Annual Report, which is shared with stakeholders. The Report contains information on the VEE's policy and objectives, and updates quality system documents. Improvement proposals are aligned with the Strategic Procedure, and after being validated by relevant committees, are submitted to the FB for approval. After approval by the FB, all this information is presented and sent via email to the VEE, students and support staff, and it is also fully accessible through the VEE's website. The VEE's Annual Report includes the main indicators related to its quality policy results during

the previous academic year. Information on performance indicators is obtained from the ULPGC's databases. Satisfaction indicators are based on the ULPGC's anonymous surveys, conducted biannually for mobility students, alumni, teaching staff, and support staff, and at the end of each semester for other students. The VEE surveys satisfaction with its management, degree programmes, and institutional procedures. Student surveys focus on teaching quality, completed courses, and the VEE's management. Support staff surveys evaluate job satisfaction, the VEE's management, and related institutional procedures.

1.6.2. Analysis of the findings/Comments

The VEE's QAS ensures that it regularly monitors and reviews its activities. Documented procedures such as Analysis of results and accountability and Measurement of satisfaction, expectations and needs support this process. The VEE and the ULPGC carry out various satisfaction surveys on a regular basis. The course on defining annual institutional indicators, handling of data and results, and publication of the Annual Report is briefly described in the SER. The Report is shared with stakeholders. Improvement proposals are validated in relevant committees and finally approved by the FB, after which this information is distributed by email within the VEE and the summary of the Annual Report is published on the websites of the VEE and the ULPGC. Examples of how the quality of education has been improved through the quality cycle were provided.

1.6.3. Suggestions for improvement

None.

1.6.4. Decision

The VEE is compliant with Standard 1.6.

Standard 1.7: The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.

1.7.1. Findings

The VEE has undergone ESEVT visitations in 2000, 2009, and 2019. The last ESEVT full visitation in February 2019 revealed two major deficiencies and six minor deficiencies. The revisitation took place in July 2021, and the VEE was fully accredited in September 2021. The Interim Report was submitted in July 2022. The major deficiencies were related to isolation facilities in large animals and insufficient equine cases. The key corrective actions to all deficiencies were presented in the SER, along with certain additional measures that were also activated. Investments have been made especially in large animal surgery, new equipment has been acquired and, e.g., pharmaceutical practices and biosecurity procedures and training have been developed.

1.7.2. Analysis of the findings/Comments

The VEE has undergone cyclical external reviews, including revisitation and one interim report, through ESEVT according to the preset cycle. Progress since the last ESEVT evaluation has initiated several corrective measures that also include permanent changes in certain key procedures.

1.7.3. Suggestions for improvement
None.

1.7.4. Decision
The VEE is compliant with Standard 1.7.

Area 2. Finances

Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE 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).

2.1.1. Findings
LOSU (Law 2/2023 of the University System) establishes that the university budget must be public, single, balanced, and include all income and expenses. Article 54.2 states that "Universities are responsible for the preparation, approval, and management of their budgets and the administration of their assets."
The educational budget, as part of the operating expenses allocated to the establishment, is managed centrally and mainly comes from public transfers
The SER shows an estimate of the income and expenses of the VEE, taking as a criterion the specific weight of the different areas at the VEE with respect to the ULPGC.
There are no “full-fee students” in the Spanish public university system. Higher education funding in Spain follows a decentralised model, in which the Autonomous Communities largely finance university education, making it essentially public and covering most of the total cost.

2.1.2. Analysis of the findings/Comments
A description of the expenditures and revenues of the VEE was given in the SER, showing a balance between the two. The VEE meets the requirements of the Standard.

2.1.3. Suggestions for improvement
None.

2.1.4. Decision
The VEE is compliant with Standard 2.1.

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.

2.2.1. Findings

The VTH regulations set its objectives, mainly focused on academic activity: comprehensive clinical training for Veterinary Medicine students and postgraduate training.
Its governing body is the VTH Council, responsible for managing clinical and field services and appointing the director.
Annual revenues (€) of the VTH come from clinical activity and from the funding it receives from public entities (basically ULPGC). Clinical activity (Table 2.2.1. in the SER) represents the main source of income, accounting for between 80 and 90% of total income.
There are 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 its regulations. The VEE does not participate in the regulation of these services.

2.2.2. Analysis of the findings/Comments
The VTH has clinical training of Veterinary Medicine students as its main focus. Income from VTH can be used to increase activity at the hospital and to improve equipment. The VEE has little autonomy over its total budget due to the centralised system at the University, but it is fully supported by the ULPGC for the implementation of the teaching program and the strategy plan.

2.2.3. Suggestions for improvement
None.

2.2.4. Decision
The VEE is compliant with Standard 2.2.

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

2.3.1. Findings
The Dean and Department/Research Institute Director of the VEE 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. The budget is divided into Operating Costs, Maintenance Costs, and Equipment.
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 ULPGC operates as a highly centralised 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.

2.3.2. Analysis of the findings/Comments
The resource allocation is regularly reviewed.

2.3.3. Suggestions for improvement

None.

2.3.4. Decision
The VEE is compliant with Standard 2.3.

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)**
- **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.

3.1.1. General findings

3.1.1.1. Findings
According to the SER, the VEE delivers a single 300-ECTS curriculum that complies with EU, Spanish legislation and regulation specific to the Canary Islands. The VEE has full autonomy to propose curriculum changes. The curriculum lasts five (5) academic years, divided into ten (10) semesters.
Curriculum management relies on structured vertical and horizontal coordination across committees. All modules and subjects include defined competences and learning outcomes, documented in Teaching Guides (TGs) and by April 30th, departments must submit TGs to the Dean's Office in order to check for overlap, gaps, and integration and to prepare the document that will be published on the University (ULPGC) website prior to student enrolment.
The Quality Assurance system monitors coherence, alignment and progression through

procedures such as PPCC02, PAC08 and PAC06, which regulate curriculum supervision, course coordination and management of irregularities. Practical and clinical training is distributed progressively across all academic years and includes laboratory practicals, necropsies, farm visits, rotations in the VTH and VTF, and exposure to public health and food safety activities. Core clinical rotations and emergency duties are designed to structure hands-on clinical participation. Elective rotations are available in the final year. An online e-portfolio is used systematically to track the acquisition of Day One Competences.
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.
The VEE has a continuing monitoring process including regular coordination meetings, semester-based analysis of student satisfaction surveys, annual subject reports, and oversight by the Quality Assurance Committee. When an excessive concentration of assessments or practical activities is detected, immediate corrective actions are implemented. These include redistributing tasks across subjects, adjusting the volume or timing of practical activities, and extending deadlines where feasible. Course coordinators and the management team also intervene directly to rebalance workload peaks across modules. During the VEE visitation, students confirm their active involvement in committees and their feedback are considered in the decision-making process.
Teachers are trained to use methods of teaching in order to build bridges across the different topics and optimise across the years. Each Teaching Guide specifies the learning outcomes, assessment procedures, criteria, and grading systems for all learning activities. To ensure that all teaching staff apply these criteria uniformly, coordination meetings are held for each subject at least once per year. During these meetings, the teaching team agrees on the use of shared evaluation guides, common procedures, and standardised grading criteria. In subjects with a strong clinical component (e.g., Clinical Practices, Clinical Rotation in Small Animals, Clinical Rotation in Large Animals) and practical sessions (e.g. General Pathology), the use of shared rubrics ensures consistency when evaluating cases.

3.1.1.2. Analysis of the findings/Comments

The curriculum presents a coherent structure supported by written documentation and continuous QA oversight. Coordination mechanisms between subjects and departments are in place to prevent redundancies, ensuring progression and maintaining integration among basic, clinical and public health components.
The regular updating of TGs contributes to curricular consistency. Practical exposure begins early and increases throughout the programme, and the range of clinical and field environments supports broad skill development. Independent study is facilitated by the possibility for students to manipulate specimens (e.g. microscopy lab, osteology room), alone or supervised by teachers. Innovative and alternative teaching methods promote an adequate involvement of students in the different topics.
The peculiar features of the Canary Islands expose students to certain teaching proposals, such as anatomy and pathological anatomy of cetaceans and wild birds. The elective system functions as an additional component of clinical differentiation, though its scope remains limited to two pathways.

3.1.1.3. Suggestions for improvement

None.

3.1.1.4. Decision
The VEE is compliant with Standard 3.1.1.

3.1.2. Basic Sciences

3.1.2.1. Findings
Basic science modules are divided into basic science subjects (for example chemistry, physics, zoology, and biology) and veterinary basic science subjects (for example microbiology, pharmacology and epidemiology). Subjects are structured in order to prepare students to apply scientific evidence to clinical decision-making and ensure that students understand how fundamental research contributes to evidence-based medicine and clinical protocols. Topics in the curriculum are structured around competences that align with national and international qualification frameworks, such as EU Directive 2005/36/EC (as amended by Directive 2013/55/EU). Each subject's TG specifies learning outcomes and assessment methods that correspond to the overall competence map of the programme. The institution provides a learning environment supported by qualified staff, adequate facilities, updated learning resources, and clearly described academic procedures. Students gain progressive exposure to research methods, use of scientific literature, data analysis and evidence-based approaches.

3.1.2.2. Analysis of the findings/Comments
Basic science topics align with EU Directive 2005/36/EC (as amended by Directive 2013/55/EU). The design of the programme supports competence acquisition in Basic Sciences through clear alignment between legislation requirements, learning outcomes, teaching strategies and assessment methods. The availability of modern facilities and specialised teaching areas provides opportunities for practical application.
The QA system contributes to maintaining alignment between intended competences and actual teaching activities. The learning environment demonstrated during the visitation promotes student engagement through practical involvement, independent study or study under supervision and manageable group sizes during practical lessons.

3.1.2.3. Suggestions for improvement
None.

3.1.2.4. Decision
The VEE is compliant with Standard 3.1.2.

3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)

3.1.3.1. Findings
Teaching in Clinical Sciences related to companion animals, equine and exotic species is distributed through the fourth and fifth years of the integrated curriculum. The programme covers all major clinical disciplines and ensures that each student attains the required number of

contact hours in theoretical and practical activities. The total curricular workload dedicated to Clinical Sciences in companion animals (including equine and exotic pets) amounts to approximately 1,280 hours per student, divided among lectures, seminars, and practical or clinical training. Obstetrics, Reproduction and Reproductive Disorders comprise about 66 hours, including theoretical sessions on physiology of reproduction, management of reproductive cycles, obstetrical assistance and neonatology. Practical training includes ultrasonography, artificial insemination, semen evaluation and pregnancy diagnosis in small animals and equine species. Diagnostic Pathology accounts for roughly 209 hours. Students perform gross and microscopic examination of companion-animal and equine tissues and correlate pathological changes with clinical findings. Laboratory exercises include cytology, haematology and biochemical interpretation relevant to small-animal and exotic-pet medicine. Medicine includes 150 hours focused on internal-medicine disciplines such as gastroenterology, cardiology, dermatology, endocrinology, neurology and oncology. Theoretical sessions are integrated with case discussions and problem-based learning in small-animal and equine medicine. Surgery represents approximately 248 hours, covering general and specialised surgical techniques in soft-tissue, orthopaedic and ophthalmic surgery. The course includes pre-operative evaluation, aseptic preparation, suturing, wound management and post-operative care. Anaesthesiology and Analgesia include 26.5 hours devoted to principles of general and local anaesthesia, selection and calculation of anaesthetic drugs, pain management and patient monitoring. Clinical Practical Training in common companion animals encompasses 391 hours. Students rotate through the hospital clinical services in internal medicine, surgery, reproduction, anaesthesiology, imaging and emergency care, performing supervised examination, diagnosis, treatment and case recording. Infectious Diseases include 92 hours, combining lectures and practical sessions on diagnostic procedures, vaccination protocols and control of zoonotic diseases in dogs, cats and exotic pets. Diagnostic Imaging consists of 98 hours, integrating radiology, ultrasonography and computed tomography. Students receive training in positioning, image acquisition and interpretation. Across these components, learning outcomes focus on clinical reasoning, decision-making and the development of practical competences for first opinion and referral cases in companion animals. Equine clinical training is embedded across several subjects within the companion-animal block, including Obstetrics and Reproduction, Medicine and Clinical Practical Training. In total, the equine component represents approximately 71.5 hours per student, delivered through a combination of intramural rotations and ambulatory equine practice. Equine activities include clinical examination, reproductive work, imaging procedures and participation in both hospital-based and field cases under direct supervision.

3.1.3.2. Analysis of the findings/Comments

The curriculum in Clinical Sciences for companion animals (including equine and exotic pets) covers all required subject areas and fields. The SER shows defined hours for obstetrics/reproduction, diagnostic pathology, medicine, surgery, anaesthesiology and analgesia, clinical practical training, infectious diseases and diagnostic imaging. Core rotations and the elective course in companion animals further distribute time across the main clinical services (internal medicine, dermatology, cardiology, neurology, ophthalmology, oncology, reproduction, surgery, anaesthesia, imaging, emergency/hospitalisation). Intensive medicine/critical care and oncology accounts for 150 h out of a total ~1,280.5 h reported for companion-animal clinical sciences. The SER indicates that several medicine sub-disciplines also appear within rotations (e.g., Clinical Practices and Hospitalisation/Emergency),

suggesting that a portion of medical content is embedded in the large "clinical practical training" component rather than counted under the "Medicine" line itself. The equine component is present across several subjects. The distribution of hours shows that equine practical exposure remains relatively limited when compared with small-animal clinical activities, and mostly includes planned, elective procedures. A relatively low number of acute and emergency cases are seen intramurally. This is partially compensated by acute and emergency cases seen extramurally, by the use of videos and different digital technologies, and by excellent training in emergencies in other companion animal species.

3.1.3.3. Suggestions for improvement

The VEE is encouraged to continue its efforts to enhance students' exposure to acute equine cases and emergencies.

3.1.3.4 Decision

The VEE is partially compliant with Standard 3.1.3 because of suboptimal exposure of students to acute and emergency equine cases.

3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)

3.1.4.1. Findings

Of the 300 ECTS on the complete degree in veterinary medicine, 36 ECTS are on Animal Production modules and almost 120 in Clinical sciences that include core training in food-producing animals (FPA). Topics in clinical sciences FPA include reproduction, diagnostic pathology, medicine, surgery, anaesthesiology, clinical practical training and diagnostic imaging in common food production animals. Topics in Animal production and Herd health management include infectious diseases, breeding, husbandry, economics and aquaculture. In total, preclinical and clinical work with FPA comprises almost 1,100 hours of activities, embracing over 370 hours of lectures and seminars and approximately 190 hours of hands-on clinical work with animals. To this, over 775 hours in herd health management topics are added. Additional ECTS in FPA topics may be achieved in the Elective Practical Training, Tutorized Practical Training and the Final Degree Project.

There is no tracking, although students can choose the different areas of practice in some limited parts of the curriculum (e.g. 150 h in elective clinical rotation in large animals).

Students have contact with farms and food-producing animals, including fish, already in several Basic Sciences subjects. At these initial stages, students visit farms, check biosecurity rules and learn to handle production animals, perform clinical examination, collect blood samples, perform necropsies, use diagnostic imaging, and apply treatments, among other activities. During these first four years, practical rotations in Herd Health and Animal Production occupy nearly 35 days, while more specific clinical training only starts in the 5th year. During the fourth year, students consolidate their clinical, diagnostic, and preventive medicine skills through a range of practical subjects conducted at the Veterinary Teaching Hospital (VTH), clinical skills laboratories, and associated farms.

In the 5th year, practical training with FPA under teaching staff supervision includes clinical activities at the Veterinary Teaching Hospital, at the Veterinary Teaching Farm and at partners' farms, totalling more than 12 days. Students are also trained in Reproduction/Obstetrics and

Internal Medicine (two semesters each) at the VTH.
The core clinical rotations are organised so that students will be exposed to 10-12 h clinical practice activities in ruminant services, plus some hours in Pathology and Infectious Diseases diagnostic labs. Furthermore, students will be involved in External Practices and Mobile Clinics, supervised by practitioners. This includes 15 h of activities with FPA (visit to poultry, bovine and small ruminants' farms).
Moreover, students can opt to join the elective Clinical Rotation in Large Animals, supervised by a member of the teaching staff. This includes 37h of activities with ruminant and 9h with pigs (plus an additional 150 hours in more general activities in Pathology and Infectious disease). In the last 4 years, between 24 and 48 students have chosen this option.
Also, students can increase their exposure to different species by being able to join a complementary rotation during the summer months.
There are ambulatory clinical activities with practitioners. Students will go by bus to the farm where they meet the practitioner or teaching staff. There is an equipped car dedicated to ambulatory equine cases, as detailed in Standard 4.7.
Students use an e-portfolio to guarantee that Day 1 competences (D1C) have been achieved. Every competence inserted in the e-portfolio is checked and scored by a member of the teaching staff on a 1–4 scale. The evaluation is personal and may include qualitative or quantitative appraisal.
Work on the Final Degree Project can start at any time during the 5th year but is only submitted and defended once the student has passed all other modules.

3.1.4.2. Analysis of the findings/Comments
The VEE's emphasis on fish production and health from an early stage is highly commendable, as this sector is important to the Canary economy yet often underrated by veterinary professionals. Students visit a leading research centre, where they receive essential knowledge along with insights into commercial fish farming.
There is a clear effort to strengthen FPA training from the early years and to include as many farm species as possible. This leads to numerous visits to partner farms for propaedeutics, parasitology, and other basic sciences. Further progress may be limited by the VEE's geographical constraints (insularity) and the likely decline in local animal production. Nevertheless, the commitment to maintaining regular contact with farms and farm animals (including fish) in a low student-teacher ratio is commendable. This approach helps students become comfortable with different species both in pre-clinical and in clinical work.
In clinical rotations, groups are usually small (6 or 7), which means hands-on work is common. Students are involved in clinical examination, sample collection and some simple surgery procedures such as suturing at the university farm or visits to farms.
Elective subjects are limited to two options - clinical rotation in companion animals or in large animals, where work is done in both FPA and equines.
Students learn how to communicate and listen to clients, including FPA owners.
The External Practical Training (EPT) period occupies a significant part of the 5th year curriculum. Students are evaluated by the two tutors, but there is no external and independent input.
Pedagogic training and support are provided to practitioners working with the VEE.
The scoring of the entries in the e-portfolio is a good way to verify students' competence level. The system is well accepted by the students.

Ambulatory clinical service in FPA is limited to students being driven twice a week in a hired

minibus to farms where practitioners have pre-scheduled work. This means there is no on-call or after-hours clinical service for food-producing animals. Thus, the exposure of students to emergencies in FPA is low. This, however, is partially compensated by the high probability of students being involved in emergency cases while doing the farm-visits or when working at the VTH with the small ruminant herd. It is also partially compensated by videos of emergency cases in ruminants and by the high students' participation in emergency services in companion animals.

3.1.4.3. Suggestions for improvement

It is suggested to enhance the on-call service for FPA, e.g. by using another well-equipped vehicle specifically devoted to ambulatory clinical work on FPA farms. This should increase the exposure of students to emergency cases in FPA.

3.1.4.4. Decision

The VEE is partially compliant with Standard 3.1.4 because of suboptimal training in emergencies involving ruminants.

3.1.5. Veterinary Public Health (including Food Safety and Quality)

3.1.5.1. Findings

Core teaching in Veterinary public health comprises the subjects Deontology, Legal Medicine & Veterinary Legislation (total of 150 hours (numbers here and below including self-directed learning), 6 ECTS) and Preventive Medicine, Health Policy and Public Health (includes zoonosis) (217 hours, 7.5 ECTS). This teaching takes place during the 4th and 5th years and is given in the form of lectures, seminars, supervised self-learning, laboratory and desk-based work, and clinical animal work, with a total of 30 hours reserved for laboratory and desk-based work and 15 hours for clinical animal work. Extra-mural teaching is used to illustrate principles of biosecurity at farms (small ruminants, cattle, porcine, poultry and fish) and to train audits of livestock farms in relation to hygienic-sanitary and zootechnical measures to increase their sanitary status, optimisation and economic benefits.

Core teaching in Food safety and quality comprises the topics Food hygiene, Inspection and safety (225 hours, 7.5 ECTS), Food hygiene and Food Protection (150 hours, 6 ECTS), and Food technology (187 hours, 7.5 ECTS). These activities begin in the 2nd year, have most of the activities taking place during the 4th year, and finish with a slaughterhouse rotation in the 5th year. Teaching is given in the form of lectures, seminars, supervised self-learning, laboratory and desk-based work and non-clinical work, with 103 hours reserved for laboratory and desk-based work and 52 hours for non-clinical practical training. Extramural facilities in the form of a local slaughterhouse, food-producing factories and a marketplace, all of which have a formal agreement with the VEE, are used for training in small groups of students in meat inspection and control, inspection and control of food production industries, control of food markets and in food technology. The Gran Canaria Slaughterhouse slaughters cattle, small ruminants, swine, poultry and rabbits. As a part of the 5th year rotation, students carry out a 25-hour rotation to learn the day-to-day working activities in this facility. This includes reception of animals, ante-mortem inspection, stunning, including animal welfare aspects, slaughter processes, post-mortem inspection, including taking samples from organs for residues investigation, storage and delivery. Students are under direct supervision by the Official Veterinary Inspectors, who have

status as part-time academic staff. Rotations are carried out in groups of 1-2 students. The activities completed by the students are described and assessed using the e-portfolio in order to guarantee that the D1C are fully assessed.

During the last three years, 10 students have carried out their Final Degree project within topics classified as Food Safety and Control. The corresponding number of projects with topics which can be classified as Veterinary Public Health in the broader sense was 37. Students can choose to carry out EPT in Food Safety and Quality. The list of EPT providers shown in Appendix A-3.2 of the SER lists one Food Industry and the regional Slaughterhouse as being willing to accept students, and Appendix B-3.2 shows that 16 students have carried out a Food Safety and Quality-related EPT during the last 3 years.

3.1.5.2. Analysis of the findings/Comments

It is commendable that practical training in the final food safety teaching is carried out with a teacher-to-student ratio of 1-2. The Curriculum contains the VPH (including FSQ) topics listed in EU Directive 2005/36/EC (as amended by Directive 2013/55/EU). Learning is stimulated using a blend of theoretical and practical teaching and with good use of extra-mural facilities when appropriate.

3.1.5.3. Suggestions for improvement

None.

3.1.5.4. Decision

The VEE is compliant with Standard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings

Professional Knowledge subjects are either taught in formal courses (information, literacy and data management; professional ethics and communication; and animal health economics and practice management) or integrated into other core subjects (managing workload and resources, biosecurity, health and safety, interpersonal relations and leadership). In the VTH, students further train communication skills (history taking and communication with clients). The VEE has established a training facility for communication with clients, in which the students are challenged by actors presenting as clients. During seminars in both basic and clinical sciences, and at the defence of the final degree project, students must present scientific and professional knowledge to fellow students and to teachers. Group work in groups of different sizes is the principal organisation of most practical and clinical training sessions, strengthening the students' ability in interpersonal interaction, communication, leadership, management, teamwork, and mutual respect. Learning objectives within professional knowledge are specifically laid out in the different TGs (teaching guides). An e-portfolio has been designed to verify that every student has completed the day-one competences.

3.1.6.2. Analysis of the findings/Comments

Professional knowledge topics are covered in the curriculum, either as specific topics or integrated into different core curriculum courses. The e-logbook is used to document D1C. There

is a collaboration with professional actors for training the students to address different situations with clients and to learn how to interact with clients in their future clinical practice.

3.1.6.3. Suggestions for improvement
None.

3.1.6.4 Decision
The VEE is compliant with Standard 3.1.6.

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.

3.2.1. Findings
The current 5-year curriculum (300 ECTS credits) was introduced in 2010-2011 and was verified by the Spanish QA and accreditation agency (ANECA, member of ENQA) and was approved by the Spanish Council of Universities in 2010. The national accreditation of the degree was renewed by the Spanish Council of Universities in 2017, by ACCUEE (Canarian Agency for University Quality and Educational Evaluation, member of ENQA) for the last time in 2023. The degree "Graduate in Veterinary (Graduado en Veterinaria) from the ULPGC" 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.
The curriculum is designed in such a way that all planned competences are acquired through the various subjects. The acquisition of competences and abilities is demonstrated by the learning outcomes, which are also identified for each subject. The competences, learning outcomes and objectives for each subject is provided in the TGs. The VEE ensures that the curriculum meets the overall objectives and learning outcomes through the progressive acquisition of competences across the different subjects of the degree. The VEE ensures achievement of the program's objectives at graduation by assessing students' knowledge and skills, through the detailed indicators of the QA system, as well as through surveys directed to graduates (the ULPGC's annual Employability Survey). The last three years' graduate surveys (studies completed in 2019-2021) have shown both a high employment rate and a high employer satisfaction rate. Based on the External Advisory Board, the capabilities of the VEE's graduates "possess strong technical preparation, while their social skills are comparatively less developed, a characteristic often associated with generational factors".
The VEE promotes a teaching environment conducive to learning by fostering an inclusive and respectful environment, which encourages dialogue, critical thinking, and empathy. The atmosphere is safe and supportive. The curriculum is updated to meet societal needs, the

academic staff is highly qualified, facilities and equipment are modern, and innovative teaching methods are supported through teacher training and new information technologies. Students are encouraged to consult current literature, engage in evidence-based research and problem-solving. The close relationship between students and staff promotes an environment conducive to learning. The number of students is low, and teachers are easily approachable and committed to meet students' expectations. Students of the VEE have consistently ranked their teachers highly (1st or 2nd of the ULPGC centres) in their satisfaction surveys.
The VEE emphasises the importance of keeping updated in all veterinary fields. Academic staff is actively engaged in continuous professional development, including teacher training to foster students' self-learning and lifelong learning. Students are trained to use international bibliographic databases and value continuous professional development. From the first study year, students are encouraged to engage in research and multidisciplinary projects and participate in various continuing education courses. Individual assignments and academic challenges promote self-directed learning, and the FDP includes an exhaustive bibliographic review and requires veterinary problem-solving.

3.2.2. Analysis of the findings/Comments
The qualification resulting from the programme is clearly specified and refers to the correct level of both the national qualifications framework and that of the European Higher Education Area. The VEE ensures that the curriculum meets the overall objectives and learning outcomes through the progressive acquisition of competences across the different subjects of the degree. Tools to demonstrate that objectives are met include graduate surveys. The SER describes how the VEE creates a supportive teaching environment conducive to learning, including self-learning and lifelong learning.

3.2.3. Suggestions for improvement
None.

3.2.4. Decision
The VEE is compliant with Standard 3.2.

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.**

3.3.1. Findings
The main educational objective of the VEE's curriculum is to ensure that students achieve a competent level of knowledge and skills across all areas of the veterinary profession. An Annex: Objectives and Competences of the Veterinary Degree by the VEE was provided as a link for the description of the educational aims and competences of the curriculum. The competences are

categorised into 1) transversal (generic) competences common to all degree programmes as formulated by the ULPGC, 2) general competences derived from ANECA's 'White Book of the Veterinary Degree', and 3) specific competences, aligned with ESEVT Day One Competences.
The curriculum is designed to align the educational objectives with competences and learning outcomes, which are defined at the subject level and detailed in the course programmes. Course-level learning outcomes are decided by the teaching staff and are the responsibility of the coordinator of each subject.
The course-level learning outcomes are governed by the Regulations for the Evaluation of Learning Outcomes and Skills Acquired by Students in Official Degrees, University-Specific Degrees and Continuing Education Courses at the University of Las Palmas de Gran Canaria. These Regulations establish the criteria for teaching, in accordance with the teaching plan, and set the basis for student assessment in accordance with the teaching project for the subject.
The way competences and learning outcomes are achieved is defined for each subject in its TG. Each subject has a competence-based assessment system designed to ensure that every graduating student meets the required curriculum competences. TGs serve as formal reference documents guiding the implementation and monitoring of the learning process. The TGs are reviewed, discussed, and approved on an annual basis to confirm teaching coordination, adequacy of staff, facilities, resources, and pedagogical strategies. This process includes the following governance bodies: 1) Departmental Councils; 2) CAD, 3) QAC, and FB, which carries out the final validation. TGs are published on the VEE's website prior to the start of the academic semester. Significant modifications to the TG regarding a subject or the curriculum require participation and analysis by the Degree Committee. Finally, curriculum modifications must be approved by the FB, following a positive report by the QAC.
The measurement, analysis, and accountability of the results of student teaching and assessment are carried out in accordance with the VEE's support procedure for results analysis and accountability (PCC05). Any resulting proposals for improvement will be implemented as determined in the strategic procedure for the development and updating of the VEE's policy.

3.3.2. Analysis of the findings/Comments
The curriculum is designed to align the educational objectives with competences and learning outcomes, which are defined at the subject level and detailed in the course programmes. Competences and learning outcomes are governed by Regulations, form a cohesive framework at programme level and include the D1C. Achievement of competences and learning outcomes is defined for each subject in its TG. TGs are published on the VEE's website. The processes of review, management and update of the competences and learning outcomes are explained in the SER. Based on the SER and the additional information obtained during the visitation, the PDCA loop is clear.

3.3.3. Suggestions for improvement
None.

3.3.4. Decision
The VEE is compliant with Standard 3.3.

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 of the curriculum**
- **oversee QA of the curriculum, particularly gathering, evaluating, making change 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.**

3.4.1. Findings

All VEEs in Spain are subject to the same regulations. To provide homogeneity and coherence to veterinary education and to promote student exchange and mobility, issues are discussed and agreed upon within the Spanish Conference of Veterinary Faculties. The VEE's curriculum complies with national and European regulations and fulfils the requirements of ANECA; the last accreditation of the VEE was in 2024. ANECA has normative procedures for the creation, monitoring, and accreditation of an academic degree. A flow chart of these was presented, from the proposal for a new degree programme to the decision of accreditation. The accreditation must be renewed every six years (Royal Decree 640/2021). A thorough monitoring process is mandatory by law (Royal Decree 822/2021) and has to be carried out every 8 years. It aims to ensure that the degree programme continues to be effective and updated, and to guarantee the renewal of its accreditation.

The Degree Committee is responsible for defining the programme structure, the competences, and the distribution of subjects. It meets whenever a non-substantial modification of the degree is required, but non-substantial modifications can also be handled by the QAC. Proposals by the Degree Committee (or the QAC) are forwarded to the FB for validation and then submitted to the Vice-Rectorate for Degrees for further processing by the competent authorities. Reports prepared by the QAC must subsequently be approved by the FB, but the participation of the Degree Committee is not required for this process.

The present, 2010-2011 curriculum has had several non-substantial changes in its content or structure. Curriculum modification follows the general procedure laid out in Royal Decree 822/2021. Proposals are made by the Degree Committee or the Departments responsible for the subjects of the degree. The QAC must issue a positive report before modifications are forwarded to the FB for approval. The University QAS must write a positive report on them, after which they are finally approved by the University's Governing Council. Modifications have been made e.g., based on new regulations on animal welfare, and incorporating concepts like sustainability and one health into several subjects.

The Degree Committee members include participation from the DT, departments, students, and administrative staff. The Committee is responsible for continuous evaluation of the curriculum. Curriculum change 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 follow a VERIFICA programme. The decision must be

made according to their procedures, be justified and proposed to the CAD and the QAC, which will propose it to the FB for approval.
Since the end of 2024, following approval by the FB, the Degree Committee has been working on a new curriculum proposal (360 ECTS, 6 years instead of the current 5 years and 300 ECTS). The 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.
Curriculum changes are communicated to teaching staff, support staff, students and stakeholders using the VEE's website.
The DOCENTIA programme identifies staff training needs at the individual level, and the continuing education courses at the wider level, e.g., for topical matters such as AI.

3.4.2. Analysis of the findings/Comments
The VEE has a formally constituted committee structure to oversee and manage the curriculum and its delivery. The VEE's Degree Committee oversees the curriculum, and the FB is responsible for its approval, and both have student representation. The VEE's curriculum complies with national and European regulations, and its accreditation by ANECA was renewed in 2024. The accreditation must be renewed every 6 years, and a thorough monitoring process every 8 years is mandatory by law. The review processes include representation of staff, students, and stakeholders. The reporting lines are presented in the SER. The VEE's website acts as the information channel to staff, students and stakeholders. Identification of training needs to enhance competence is through the DOCENTIA programme and, in a wider sense, through continuing education courses.

3.4.3. Suggestions for improvement
None.

3.4.4. Decision
The VEE is compliant with Standard 3.4.

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.

3.5.1. Findings
Elective Practical Training (EPT) is a part of the compulsory module (9th and 10th semester).
Students can select an external vet clinic or livestock farms, zoological parks, laboratories, and food industries, when carrying out the EPT. EPT activities are completed under the supervision of

a nominated academic tutor and a VEE-nominated or self-nominated outside expert, including food animal practitioners, in a non-academic setting. When the EPT is finished, a report (e.g. clinical cases or other topics) must be delivered by the student. The EPT final grade is calculated taking into account the expert evaluation (10%) and the evaluation of the report plus an interview (90%) by the academic tutor. The external tutor provides a final report assessing the student's performance. A complaint analysis and response structure is in place in case of conflicts or other issues during the EPT. There have been very few complaints over the years.

3.5.2. Analysis of the findings/Comments
The EPT is carried out under the supervision of qualified personnel. In more than 95% of cases, this supervision is provided by a veterinarian; the remaining percentage corresponds to graduates in Food Science and Technology (for Food Safety and Quality EPT).

3.5.3. Suggestions for improvement
None.

3.5.4. Decision
The VEE is compliant with Standard 3.5.

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.

3.6.1. Findings
EPT providers are evaluated and must sign a contract with the university before placement of students take place. This happens through FULP, which is a structure serving the ULPGC, and which, among other functions, is responsible for managing curricular studentships for students which perform training activities in companies to complement their studies. A standardised system is in place for feedback to the VEE (see standard 3.5). 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.

3.6.2. Analysis of the findings/Comments
The VEE collaborates actively with the Fundación Universitaria de Las Palmas (FULP) in the management and monitoring of external practical training (EPT) agreements. The FULP acts as an intermediary entity to formalise agreements with partner centres, ensuring that all legal and administrative requirements are met, while the VEE supervises the academic and training aspects of these placements. A system is in place for students and external supervisors to provide feedback in relation to EPT. The students are allowed to select by themselves the veterinarian practitioner who provides optional EPT. These must, however, be evaluated by the system. If positively evaluated by the VEE, they sign an agreement with the VEE.

3.6.3. Suggestions for improvement
None.

3.6.4. Decision
The VEE is compliant with Standard 3.6.

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 complain 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.

3.7.1. Findings
Students are responsible for selecting their EPT provider, preparing the placement and managing the required administrative procedures. Orientation sessions and documentation provide guidance on expectations and evaluation procedures. During EPT, students complete activity reports, maintain reflective entries and use the e-portfolio to record competences. Evaluation involves academic and professional tutors, mid-term and final assessments, and anonymous student satisfaction surveys. The QA system provides channels for complaints and irregularities through tutors, the coordinator and PAC06 procedures. The EPT Committee monitors the performance of providers and may modify or discontinue agreements based on feedback.

3.7.2. Analysis of the findings/Comments
Student responsibility is clearly embedded in the preparation, documentation and evaluation processes. The use of the e-portfolio ensures systematic recording of activities and competences. The availability of a structured complaint mechanism indicates that issues can be reported and addressed formally. Variability across EPT providers necessitates ongoing monitoring to ensure comparable training conditions. The documentation produced during EPT provides a comprehensive overview of student activity, although the consistency of tutor evaluation practices requires confirmation.

3.7.3. Suggestions for improvement
Introducing more explicit quality indicators for evaluating EPT providers would help comparability across placements.

3.7.4. Decision
The VEE is compliant with Standard 3.7.

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.

4.1.1. Findings

VEE is located on the Arucas Campus, covering about 35,000 m^2, 8 km from Las Palmas de Gran Canaria. It is next to the Experimental Farm of the Cabildo de Gran Canaria and the School of Agrarian Qualifications, providing suitable conditions for teaching, research and animal housing. The campus consists of several specialised modules (M1–M11), a Large Animal Isolation Unit, and an Accredited Animal Research Facility. Module 1 houses the large-animal Veterinary Teaching Hospital (VTH) with clinical, surgical and diagnostic areas. Module 2 contains the companion-animal VTH with consultation rooms, operating theatres, imaging (digital X-ray, CT), hospitalisation and laboratories. Module 3 includes the anatomy and necropsy facilities, dissection and histology laboratories, and the University Research Institute of Animal Health and Food Safety (IUSA). Modules 4–8 accommodate teaching rooms, offices, laboratories, student facilities, library, and graduation hall. Modules 9–11 include IUSA laboratories, the experimental animal facility, and the wastewater treatment plant. The Veterinary Teaching Farm (VTF) (Module 5) supports practical training in production and reproduction, with dairy, cheese-processing, and isolation facilities. The VEE provides Wi-Fi coverage (96 access points) across all buildings via Eduroam and ULPGC-Guest networks. Maintenance and equipment renewal are coordinated under the VEE's Quality Assurance procedures, with funding from ULPGC core resources, departmental budgets, and research projects. All facilities comply with Spanish and EU health, safety and biosecurity standards. The Occupational Risk Prevention Service and the Radiological Protection Unit oversee compliance. A dedicated Biosecurity Committee manages training and supervision of students and staff according to the VEE's biosecurity manual. Posters and notices reinforce safe practices across the campus. The infrastructure ensures accessibility for students and staff with disabilities, following national legislation and ULPGC inclusion policy. Adaptations for students with special needs are coordinated by the Vice-Dean for Students based on individual assessments. Animal care, housing and handling follow Directive 2010/63/EU and Royal Decree 53/2013, ensuring compliance with ethical and welfare standards. Oversight is provided by the ULPGC Animal Experimentation Ethics Committee, accredited by the Government of the Canary Islands. Additional teaching facilities are located at Tafira (basic sciences), San Cristóbal (biochemistry and pharmacology), and Taliarte (aquaculture). Extramural agreements with farms, clinics and food industries complement the infrastructure used for veterinary training.

4.1.2. Analysis of the findings/Comments

The VEE occupies a compact and well-organised campus at Arucas, where all core teaching, clinical and research units are located within walking distance. The physical layout allows efficient integration between pre-clinical, clinical and research activities. The distribution of functions among modules provides appropriate separation between large- and small-animal areas, teaching spaces, laboratories and administrative offices. The facilities are modern, adequate in size, and compliant with Spanish and European legislation on biosecurity, health and safety, and animal welfare. The presence of a biosecurity committee and continuous staff and student training demonstrates a strong institutional framework for risk prevention. Accessibility and inclusion measures are well established, with procedures to support students with disabilities. Maintenance and renewal of equipment follow university-wide quality-

assurance procedures, although the system relies mainly on central and project funding, which may affect the speed of replacement. Overall, the facilities and equipment provide an appropriate and functional environment for undergraduate veterinary training and research.

4.1.3. Suggestions for improvement
None.

4.1.4. Decision
The VEE is compliant with Standard 4.1.

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.

4.2.1. Findings
The VEE has seven lecture halls located mainly in Modules 4, 6 and 8, providing a total of 680 seats. All lecture halls are equipped with computers, multimedia projectors and Wi-Fi connection. Most rooms also include digital boards, public-address systems, air conditioning and wheelchair access. Spaces used for group work and tutorials provide a total of 302 seats distributed across Modules 2, 4, 6, 7 and 9. These include small classrooms, seminar rooms in the VTH, two computer rooms with twenty workstations each, and library group-study rooms. The VEE provides a wide range of teaching laboratories located mainly in Module 7, with additional laboratories in Modules 2, 3, 5 and 9. Laboratory facilities cover general and specialised areas including anatomy, physiology, pathology, microbiology, reproduction, food safety, animal production, pharmacology and chemistry. Laboratories are equipped with standard and specialised instruments, microscopes, spectrophotometers, centrifuges, balances, and audiovisual equipment. Additional laboratory teaching takes place in ULPGC's Health Sciences Campus (San Cristóbal) and the Tafira Campus, supporting pharmacology, genetics and chemistry courses. Study facilities include a large study hall for 139 users, four library study rooms for small groups, and an extended-hours study area in Module 4. ULPGC also provides 24-hour study rooms on other campuses accessible with student cards. Student amenities comprise a cafeteria in Module 4, vending machines in Modules 4 and 6, and drinking fountains in Modules 6 and 7. Lockers are available in Modules 6, the VTH and the VTF. Toilets are available in all modules except the Graduation Hall; showers are installed in Modules 3, 7, the VTF and the VTH. Academic and research staff offices are located mainly in Modules 6, 7 and 9 (IUSA), with additional offices in the VTH and VTF. Research laboratories are distributed between Modules 2, 5, 7 and 9.

4.2.2. Analysis of the findings/Comments
The number and size of lecture halls, group-work rooms and laboratories correspond well to the current student intake, allowing theoretical and practical classes to operate simultaneously. The distribution of spaces across the modules provides an appropriate separation of functions and

efficient use of the campus. Laboratory equipment covers the full range of subjects and supports both teaching and research activities. Study areas, lockers and catering facilities ensure adequate student support. Staff offices and research spaces appear sufficient for teaching and supervision duties. Overall, the facilities meet the curricular and organisational requirements of the VEE.

4.2.3. Suggestions for improvement
None.

4.2.4. Decision
The VEE is compliant with Standard 4.2.

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.**

4.3.1. Findings
The VTF (Module 5) provides multifunctional animal housing for teaching and research. It contains 11 pens for small ruminants (total area 1,000 m^2; capacity 333 animals), one pen for large ruminants (2 cattle), a room for rabbits (20 breeding females), a hen house (58 laying hens), and an isolation unit with four boxes for small ruminants or pigs. One pen is adaptable for pigs, accommodating six fattening animals each year. Facilities include two isolation rooms, a milking parlour for small ruminants, a milk tank, a cheese production area, and production and reproduction laboratories equipped for student practical training and research. The VTH is distributed between Module 1 (large animals) and Module 2 (companion animals). It provides five examination rooms covering internal medicine, reproduction, cardiology, neurology, oncology, ophthalmology, dermatology, and rehabilitation. Hospitalisation capacity includes 20 dogs, 8 cats in a feline-friendly ward, 3 horses, 2 cows, 4 small ruminants, and 1 pig. Horse boxes are relatively small in size. There are two operating theatres (20 m^2 each), a clinical pathology laboratory, CT and radiology rooms, a pharmacy, and supporting facilities. VTH equipment supports advanced diagnostic and surgical procedures. Available systems include digital and CR radiography, a 16-slice CT scanner, three ultrasound units, ophthalmoscopes, ECG and Doppler monitors, and echocardiography. Surgical facilities are equipped for laparoscopy, arthroscopy, endoscopy, laser and microsurgery. The rehabilitation unit includes an aquatic treadmill, TENS devices and shockwave therapy. Laboratory and hospital areas contain two diagnostic analysers, incubators, fluid therapy devices and digital microscopes. The Experimental Animal Facility (Module 10) provides housing for small ruminants, pigs, rodents, rabbits and aquatic species. The unit includes boxes for farm animals (up to 22 pigs and 15 small ruminants), housing for rodents and rabbits (110 cages for rats and mice, 40 cages for small mammals, and 30 cages for rabbits), and an aquatic room with 12 seawater tanks and 4 aquaria.

Changing rooms, showers, storage and a procedure room are also available for teaching activities. Diagnostic and research laboratories are distributed across Modules 3, 5, 7, 9 and 10. Facilities include necropsy and histology rooms, parasitology and infectious disease laboratories, reproduction and animal production laboratories, and units for immunohistochemistry, molecular biology, food safety and veterinary public health. Laboratories are equipped with PCR systems, microscopes, cryostats, centrifuges, chromatographs and biosafety cabinets. Teaching in FSQ and VPH is supported by agreements with regional industries and institutions, including a slaughterhouse, food markets, dairy and meat plants, and inspection sites used for practical instruction. The Technological Marine Science Park at Taliarte provides specialised infrastructure for aquaculture teaching and research, with systems for fish and molluscs production, larval rearing, and bioassays. Facilities include breeding stations, pilot plants, and recirculating aquaculture systems.
In the dairy cow farm visited by the team, students must first cross the farm before reaching the changing room, which is the 'clean' barrier. The group must again cross the farm to get back to the bus, after changing into personal clothing.

4.3.2. Analysis of the findings/Comments

Given the breadth of diagnostic imaging activities and the presence of staff with specialist training in imaging and radiology, the acquisition of an MRI unit would represent a significant enhancement to the VTH's diagnostic and teaching capabilities. MRI would broaden student exposure to advanced cross-sectional imaging modalities, particularly for neurology, orthopaedics and complex soft-tissue cases, and would align well with the expertise already available within the VEE. Such an addition would further strengthen the clinical-learning environment and support the training of students in contemporary diagnostic techniques increasingly used in companion-animal referral practice.
The VEE provides a complete set of facilities covering all major animal species and areas of clinical teaching. The Veterinary Teaching Farm ensures exposure to production animals under safe and controlled conditions, while the Veterinary Teaching Hospital offers well-equipped areas for companion and large animals with sufficient capacity for the current caseload. The Experimental Animal Facility allows teaching and research on a wide range of species, including aquatic animals, in compliance with welfare and biosecurity standards. The distribution of laboratories across several modules supports integration between clinical and diagnostic training. External sites used for food safety and public health provide additional professional context. Overall, the range and specialisation of the livestock and clinical facilities enable students to achieve practical and clinical competences across species.
The suboptimal implementation of biosecurity procedures in one visited farm (i.e. wrong place of the clean barrier) is partially compensated by fully appropriate biosecurity procedures in the other sites used for clinical training.
The size of boxes for horses is in agreement with the minimal values requested by the EU and Spanish regulations. However, it is not optimal for large horses and may affect student safety, which is partially compensated by the availability of a large external paddock.

4.3.3. Suggestions for improvement

It is suggested to:
-) place the clean barrier at the entrance of the farms used for clinical training;
-) build a few larger boxes for horses to improve animal welfare and student safety.

4.3.4. Decision

The VEE is partially compliant with Standard 4.3 because of insufficient size of boxes for large horses.

The VEE is partially compliant with Standard 4.3 because of suboptimal implementation of biosecurity procedures in some extramural sites involved with clinical training.

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.

4.4.1. Findings

The VTH operates continuously throughout the year (24 hours a day, seven days a week) and is divided into two main areas: companion animals (canine, feline and new companion animals) and large animals (equine). Clinical consultations are held daily from 08:30 to 15:00 across a wide range of specialities, including internal medicine, dermatology, ophthalmology, neurology, oncology, diagnostic imaging, cardiology, endocrinology, traumatology, orthopaedics, rehabilitation, soft-tissue surgery, nutrition and reproduction. Emergency and hospitalisation services are available 24/7, with independent facilities and staff for companion animals and equines, ensuring continuous patient care and hands-on student training under supervision. Clinical training is organised in small groups to maximise practical experience. Students participate progressively in history taking, physical examination, diagnostic work-ups, treatment planning and clinical procedures for both scheduled and emergency cases. Clinical involvement increases from the third to the fifth year, culminating in core rotations where students assume greater responsibility under close supervision. Training with farm animals (cattle, sheep, goats and pigs) is mainly delivered through the ambulatory clinic service, with additional cases treated at the VTH. Activities include farm visits, herd-health monitoring, diagnosis, therapy and follow-up, supervised by academic staff. All veterinarians involved in teaching are registered with the Official College of Veterinarians of Las Palmas (COLVET-LPA) and adhere to national ethical standards.

4.4.2. Analysis of the findings/Comments

The organisation of the VTH provides full species coverage and continuous clinical activity throughout the year. The 24/7 operation with separate facilities and staff for companion animals and equines ensures constant access to emergency and hospitalisation cases, especially for small companion animals and exotics, which is essential for student exposure to real clinical

situations. The small-group rotation system allows progressive development of practical and decision-making skills under close supervision. Clinical work is performed according to professional and ethical standards by licensed veterinarians and specialists. The integration of farm-animal training through ambulatory services complements the intramural experience, providing balanced clinical learning across species.

4.4.3. Suggestions for improvement
None.

4.4.4. Decision
The VEE is compliant with Standard 4.4.

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.

4.5.1. Findings
All students have supervised access to the diagnostic and therapeutic resources of the VTH. Clinical records in the hospital database can be consulted, with authorisation from the responsible clinician, to follow patient progress and prepare case reports, assignments and e-portfolio entries. Extramural training is organised by the VEE, with transport provided through contracted buses or university vehicles. During farm-animal and equine rotations, small student groups accompany teaching staff on visits to collaborating farms and external establishments. The clinical skills laboratory and ossuary are available for scheduled teaching sessions and for independent practice during open-access hours (12:00–14:00) under supervision. Access to facilities is linked to enrolment in each subject and managed through the VEE reception system, ensuring that all students can use the spaces and equipment relevant to their stage of training. The VEE has a dedicated training area where students train communication through role-play.

4.5.2. Analysis of the findings/Comments
The electronic case-record system used by the VTH is modern and user-friendly, allowing authorised students and clinicians to access clinical histories, diagnostic results, cytologies and imaging studies remotely via secure internet connection. This digital platform supports learning by enabling comprehensive review and analysis of cases, facilitating continuity between intramural teaching, clinical rotations and independent study. Students have structured and equitable access to all teaching and clinical facilities. The supervised use of VTH diagnostic and therapeutic equipment ensures safe, practical learning and supports the integration of clinical reasoning through direct exposure to cases and electronic records. Extramural activities are well coordinated, allowing hands-on experience in real professional environments with appropriate logistical support. The availability of the clinical skills laboratory, facilities for role-play for communication training, and ossuary for both guided and independent practice provides valuable reinforcement of manual and procedural competences. Overall, the system of access and supervision allows continuous, progressive acquisition of clinical and practical skills.

4.5.3. Suggestions for improvement
None.

4.5.4. Decision
The VEE is compliant with Standard 4.5.

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.

4.6.1. Findings
The VEE provides dedicated and species-adapted isolation facilities for clinical teaching and hospitalisation. Isolation units are located in Module 2 of the VTH for dogs and cats, and in a separate Large Animal Isolation Unit situated near Module 10 for equine and production animals. Each area is designed to maintain strict separation between species and to prevent cross-contamination. The dog isolation unit (8.35 m^2) accommodates up to six dogs, and the cat isolation unit (8.43 m^2) accommodates six cats. The Large Animal Isolation Unit includes two boxes (24.1 m^2 each) with a combined capacity for two horses, two cows, ten small ruminants and ten pigs, though these species are not housed simultaneously. The unit is adaptable to different species according to teaching or clinical requirements. The VTF also includes a specific isolation room for diseased animals. All isolation units are equipped with appropriate structural and procedural biosecurity measures. The facilities follow risk-based animal classification systems, with clearly defined procedures for animal flow, cleaning and disinfection, and use of personal protective equipment. These operational guidelines and protocols are available in the biosecurity section of the VEE website. Access to the isolation facilities is restricted to authorised personnel who have completed mandatory biosecurity training. This training includes both theoretical instruction and supervised practical drills conducted on-site. Annual refresher sessions are provided, and all new staff must complete the training before entering isolation areas. Students receive specific instruction as part of the compulsory biosecurity course before being allowed to enter isolation units. Their access is restricted to individual entry and is always conducted under the direct supervision of a responsible academic or clinical staff member.

4.6.2. Analysis of the findings/Comments
The isolation facilities are well structured and species-specific, providing safe conditions for teaching and patient care. The presence of separate units for companion and large animals, together with an adaptable area at the VTF, allows effective management of clinical and teaching needs. Biosecurity protocols are clearly defined and supported by mandatory and regularly updated training for staff and students. Access control and supervised entry ensure compliance with safety standards. Overall, the system provides an appropriate framework for infection control, animal welfare and the development of professional competences in biosecurity.

4.6.3. Suggestions for improvement
None.

4.6.4. Decision
The VEE is compliant with Standard 4.6.

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.

4.7.1. Findings
Ambulatory clinical teaching at the VEE operates year-round. Students participate from the third year onwards, with increased involvement in the fifth year. Training takes place in small groups under direct academic supervision, ensuring individual participation in clinical history taking, examination, diagnostic procedures, treatment planning and emergency management. The ambulatory service for equine practice is equipped with a VEE-owned vehicle (2 seats compact passenger car) adapted only for equine practice, carrying instruments on the back seats, medicines and portable diagnostic equipment such as ultrasound and radiography systems. Transport for FPA farm-animal visits and extramural practicals is organised by the VEE using contracted minibuses.

4.7.2. Analysis of the findings/Comments
The ambulatory clinic provides students with direct exposure to real farm conditions and field veterinary practice. The combination of individual-animal care and herd-health management ensures balanced training in clinical, preventive and production medicine. The supervision structure and use of mobile equipment support the acquisition of practical and professional competences. The training programme integrates herd-health management, reproduction, infectious and parasitic diseases, and veterinary public health**,** combining individual-animal medicine with population-level and preventive approaches in accordance with ESEVT requirements, except for emergencies in FPA (see also Standard 3.1.4).

4.7.3. Suggestions for improvement
It is suggested that the ambulatory clinic for FPA be expanded (see also Standard 3.1.4).

4.7.4. Decision
The VEE is compliant with Standard 4.7.

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.

4.8.1. Findings
Student transport for extramural and ambulatory training is organised by the VEE through a

contracted minibus service, with an annual cost of approximately €22,297 for the 2024/2025 academic year. This service is used for farm visits, slaughterhouse training and external practical activities. Transport of large animals is carried out using authorised private vehicles licensed by the Canary Islands Animal Health Authorities. All animal movements are accompanied by official documentation (Guía sanitaria) in compliance with Spanish Laws 8/2003 and 23/2007 and Council Regulation (EC) No 1/2005 on animal transport and welfare. The University Research Institute of Animal Health and Food Safety (IUSA) operates a dedicated authorised vehicle for the transport of carcasses from farms or slaughterhouses and for the recovery of stranded marine animals. Carcasses for necropsy are transported either by animal owners or by licensed companies holding authorisation for the movement of Animal By-Products (ABPs) in accordance with Regulation (EC) No 1069/2009, Regulation (EU) No 142/2011, and Royal Decree 1528/2012.

4.8.2. Analysis of the findings/Comments

Transport arrangements are clearly defined and compliant with national and EU legislation. The VEE provides organised student transport for extramural teaching, ensuring safety and punctuality. Animal and carcass transport is carried out exclusively by authorised vehicles under official supervision, guaranteeing adherence to biosecurity and animal welfare standards. The system effectively supports clinical, teaching and diagnostic activities.

4.8.3. Suggestions for improvement

None.

4.8.4. Decision

The VEE is compliant with Standard 4.8.

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.

4.9.1. Findings

The ULPGC Occupational Risk Prevention and Radiological Protection Service manages health and safety across the university, including preventive planning, risk assessment, health surveillance, and hazardous waste control. At the VEE, risk assessments, self-protection plans, and biosecurity documents are available on the website. These include the biosecurity manual and specific protocols for each area: common facilities, VTH (companion and large animals), VTF, extra-mural farms, laboratories, necropsy and dissection rooms, ossuary, and slaughterhouse. All documents are reviewed annually and disseminated through staff and student training. The VEE Biosecurity Manual compiles standard procedures for managing biological, chemical and physical risks related to teaching, research, and clinical activities. It is reviewed regularly by the Biosecurity Committee, chaired by the Dean and composed of

representatives from anatomy, necropsy, laboratories, extra-mural sites, the experimental animal facility, students, and advisors from the university's risk-prevention and radiological-protection units. Biosecurity manuals of both the VEE and the VTH define mandatory good laboratory and clinical practices for all staff, students and visitors. Instructors inform students of biosecurity rules and required protective equipment at the start of each course and activity. Principal investigators ensure that new researchers and technical staff receive instruction on safety and good practice. All procedures comply with Spanish and European regulations and are integrated into the university's quality-assurance system.
In one extramural site used for equine training, some good pharmacy practices were found not to be implemented, i.e. absence of the date of opening of multiple-dose bottles.

4.9.2. Analysis of the findings/Comments

The SER evidences a comprehensive framework for operational policies and biosecurity: A university-level Occupational Risk Prevention and Radiological Protection Service; VEE risk assessments and self-protection plans; and a Biosecurity Manual supplemented by area-specific protocols (VTH, VTF, extramural farms, laboratories, necropsy/dissection, slaughterhouse). Governance is explicit: a Biosecurity Committee chaired by the Dean with academic, technical and student representation, and defined responsibilities for instructors and principal investigators. Implementation mechanisms are described (mandatory induction, activity-specific reminders, annual reviews, and access to documents on the VEE website), indicating systematisation of good laboratory and clinical practice across intra- and extramural settings and alignment with Spanish/EU legislation.
The insufficient good pharmacy practices in one external site are partly compensated by excellent pharmacy practices in the VTH.

4.9.3. Suggestions for improvement

None.

4.9.4. Decision

The VEE is partially compliant with Standard 4.9 because of suboptimal implementation of good pharmacy practices in some extramural sites involved with clinical training.

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.

5.1.1. Findings

The VEE strategy for the use of animals and animal materials primarily aims to ensure that all competencies outlined in the curriculum are achieved. This goal is pursued by maintaining an appropriate balance between essential hands-on training and the progressive substitution of live

animals with cadavers and models whenever feasible.
In their first year, students use cadavers, skeletons and preserved material. Some material may be frozen for further use or until disposal. Special Pathological Anatomy uses cadavers for diagnostic purposes across domestic, wild, land, and marine species. At this stage, students are presented with biosecurity rules applied in the necropsy rooms. The number of cadavers and material of animal origin used for Anatomy teaching is significant in all species, including marine mammals. However, the number of necropsies in FPA is relatively few (2023-2024 numbers: 0 cattle, 4 pigs, 43 small ruminants). The number of necropsies in companion animals has also dropped during the last 3 years (from 414 to 251).
Healthy animals for pre-clinical training are sourced from the VTF and partner farms. The VTF has a large small ruminant population but very few animals of the other farm species (e.g. two cows and no horses).
The VTF is divided into two subsections, one for reproduction and one for production. The VTF animals are used mainly for teaching handling, reproduction, including ultrasound pregnancy diagnosis, behaviour, welfare, nutrition and other husbandry topics as well as for propaedeutic procedures. There is also a milking parlour and facilities for cheese-processing, which normally involve the students. During part of the year, two mares are brought in for propaedeutic activities in equines. A major renovation of the VTF is planned to increase biosecurity and the well-being of the animals housed there.
The average number of companion animals seen clinically during the last years is over 5.800. In the VTH, students are asked to be involved in all the processes of admission, diagnosis, treatment and follow-up. An effort is made to include in the training both 1st opinion and referral cases, as well as chronic and acute disorders or diseases.
In the case of equine, the number of patients seen is divided between the VTH (average 77) and the ambulatory clinics (over 220). In the case of farm animals, the division is similar, with a much larger proportion being seen in ambulatory clinics or in partner farms. Small ruminants represent the majority of FPA patients. Most FPA cases are 1st opinion consultations.
For training in Veterinary Public Health and Food Safety and Quality, students complete a minimum of six practical sessions (totalling 30 hours) at the island's only slaughterhouse. The number of visits in 2023-2024 was over 180. Additionally, each student participates in six VPH-related activities—such as visits to catering industries, central markets, and food industries—amounting to a total of 22 hours.
Animal Numbers (averages 2021–2024)

- Cadavers for anatomy/pathology: Cattle (285), small ruminants (307), pigs (235), companion animals (891), equine (541), poultry/rabbits (133), marine mammals (99).
- Live animals for preclinical training: Small ruminants (~570), cattle (>50), pigs (>200), poultry/rabbits (>2000), horses (2).
- Clinical cases (intramural): Companion animals (~5,850/year), equine (~78), small ruminants (~84).
- Clinical cases (extramural): Small ruminants (~1,270), cattle (~280), equine (~227), companion animals (~513).
- First opinion cases: the majority across species (65–100% depending on type).
- Necropsies: primarily companion animals (avg. 352), poultry/rabbits (156), aquatic animals (103). None in bovine.
- Farm/herd visits: 86 (cattle), 103 (small ruminants), 66 (pigs), 32 (poultry), 73 (aquatic species).

- VPH/FSQ training: Slaughterhouse visits: 102 ruminants, 34 pig, 24 poultry. Visits to dairy industry, catering and market facilities; 16.

Cadavers and other materials for training are sourced from the VTH, private practitioners, the Animal Shelter, the VTF, associated farms, slaughterhouses (with authorisation), and the Regional Wildlife Service. Anatomy training uses animals that died or were euthanised for non-infectious reasons. The number of necropsies in companion animals, although well above the indicator value, has shown a decrease due to the zero-euthanasia policy in animal shelters and rescue organisations. The VEE ensures that this decrease is temporary as practitioners are being asked to provide more dead animals for necropsies.
Transport of cadavers follows legal and biosecurity standards, with authorised vehicles and in isothermal conditions. Cadavers are used fresh or thawed, and samples are properly stored, preserved, and catalogued for educational and diagnostic purposes. Freezing facilities maintain a stock of cadavers and biological materials for student training, and the Anatomy Unit holds a full collection of domestic animal skeletons. Cadaver and risk material disposal is handled by the VEE waste management service, ensuring collection and incineration in compliance with regulations.
All animal use complies with Spanish and EU legislation. Most teaching and research activities seek approval from the ethics committee. All practical activities with animals are supervised to ensure animal welfare and minimise stress or harm to animals and students. Students also receive biosecurity and animal handling training, including animal welfare education from the very start of the degree.
Nevertheless, to reduce the use of live animals and to adhere to current ethical recommendations, the VEE, together with the Official College of Veterinarians, has recently established a clinical skills lab. This lab recently enhanced its material and currently has simulators for bovine rectal palpation, artificial insemination, venipuncture, intubation, suturing, and bandaging. The room includes 10 worktables where students can practice different clinical procedures and carry out self-study activities. The skills lab is also used for occasional professional courses.

5.1.2. Analysis of the findings/Comments

The institution demonstrates a clear commitment to providing sufficient and appropriate animal resources and teaching materials throughout the five-year curriculum. This allows for a well-developed hands-on training in all disciplines, which is highly commendable.
Overall, students gain valuable experience through extensive exposure to a wide range of learning materials and live animals—from cadavers and preserved specimens to healthy and diseased individuals, as well as herd settings—from the early stages of the program. The skills lab is in its initial phase, but the VEE is committed to acquiring additional simulators in the near future to strengthen pre-clinical training.
However, opportunities for necropsy practice in large animals—particularly bovines—remain limited, as acknowledged by the VEE. This is due to strict regulations in carcass transport and waste disposal. The VEE explains that on-field necropsies are not performed because there is no veterinary pathologist available for the task. However, due to appropriate measures, including agreements established with farms and practitioners that are asked to send dead animals to the VEE, the numbers have increased in 2025.
Conversely, the substantial exposure to marine and wildlife species represents a distinctive and valuable feature of a VEE situated on a small island, constituting a differentiating element in the

professional development of its graduates.
VEE has implemented strict and reliable measures to minimise or avoid students' contact with formalin vapours, but the close contact with formalin-preserved material still occurs.
It is highly commendable that most clinical training activities are organised in small student groups, thereby ensuring intensive hands-on experience and individualised supervision.
However, the limited number of cattle (two cows) at the VTF is a problem for pre-clinical training as they are handled repeatedly, which can be stressful for the animals. Conversely, the large number of sheep and goats compensates and allows for plenty of contact with ruminants.
It was communicated that pre-clinical contact with horses was limited to two horses brought into the VTH for teaching purposes.
The number of necropsies in cattle and equines is slightly below the minimum requirements. However, this is partly compensated by a significant number of necropsies performed on small ruminants and companion animals, where students routinely practise necropsy techniques, sampling, and reporting.

5.1.3. Suggestions for improvement

Field clinical necropsies of FPA should be done by the clinical teaching staff or practitioners or by the students, under proper supervision and safety rules. This will substantially increase the exposure of students to necropsies in livestock.
Partial compensation for reduced number of necropsies in FPA can also be achieved by viewing videos or doing exercises of how to prepare a necropsy report.

5.1.4. Decision

The VEE is partially compliant with Standard 5.1 because of suboptimal numbers of necropsies in cattle and equine.

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

5.2.1. Findings

Clinical training is primarily conducted at the Veterinary Teaching Hospital (VTH), at the Animal Shelter, during ambulatory services, at the Veterinary Teaching Farm (VTF) and at partner farms.
The VTH is in proximity to the city and to an animal shelter, which has a collaboration protocol with the VEE, ensuring large exposure to both healthy and diseased companion animals.
Ambulatory clinical activities with teaching staff or hired practitioners are done with small groups of students (6 or 7), which makes hands-on participation more achievable. These groups also accompany practitioners in their herd health work. Regarding Herd Health Management and Animal Production, students visit farms and other establishments, which include the main food-producing animals, including aquatic animals. These farms are also visited for basic sciences and pre-clinical subjects such as breeding, preventive medicine, nutrition etc... The VEE is studying the possibility of establishing agreements with other institutions (e. g. Experimental Agricultural Farm) that will, in the near future, establish facilities for farm animals.
Student practical training is supplemented through external public and private sites under formal agreements, with academic staff supervising transport and visits (typically 8:30–13:30, Monday to Friday). On farms, students in core subjects such as Infectious and Parasitic

Diseases, Preventive Medicine, and Sanitary Policy handle animals, collect samples, assess risks, manage herd health, and conduct mock inspections following biosecurity standards. In subjects such as Animal Production, Welfare, Breeding, Aquaculture, and Nutrition, students evaluate animal welfare, facility conditions, milking processes, productivity, and feed quality, receiving hands-on training in farm management and quality control. During practical training in Internal Medicine, Clinical Practices, and Large Animal Clinical Rotation, students visit farms to manage medical and surgical cases in food-producing animals and horses, performing exams, taking histories, collecting samples, administering treatments, and assisting in minor surgeries under supervision. In EPT and Ambulatory Clinics, students visit farms, participating in programmed activities such as animal identification, clinical exams, health planning, reproductive management, and diagnosis and treatment of some pathologies. However, there is no on-call clinical services with students provided to these external sites.

5.2.2. Analysis of the findings/Comments

The variety and the number of external sites where clinical training is provided are noteworthy. The visits and activities in fish production and medicine, and the involvement of students in marine research (e.g. toxins in wild fish) are particularly praiseworthy as fish production is an important sector in the Canary +Islands and could be a differentiating factor for future professionals.

The clinical rotations at the Veterinary Teaching Hospital (VTH) and the Animal Shelter offer broad exposure to both healthy and diseased companion animals. The partnership with the Animal Shelter is particularly praiseworthy, as it exemplifies the VEE's commitment to community engagement and social responsibility. The relatively high ratio of second-opinion to first-opinion cases in both companion animal and equine clinics is noted.

The VEE's proactive engagement with partner farms and external practitioners is evident and commendable. Although demographic and edaphoclimatic factors may limit the development of traditional livestock production systems, notable efforts have been made to increase student exposure to equine and food-producing animal practice. The number of extramural patients has generally increased, with the exception of swine. Nonetheless, the high number of farm visits conducted by the ambulatory service provides students with a comprehensive understanding of farm animal medicine and herd health. On-farm consultations allow students to gain practical insight into husbandry, management, and herd dynamics, all of which are essential for accurate diagnosis, prognosis, and the implementation of preventive measures. A natural predominance of clinical, herd health, and production-related activities in small ruminants is observed. The frequency of visits related to Veterinary Public Health is also notably high.

5.2.3. Suggestions for improvement

None.

5.2.4. Decision

The VEE is compliant with Standard 5.2.

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.

5.3.1. Findings

Undergraduate veterinary students develop nursing care skills through structured clinical rotations supervised by veterinary nurses and veterinarians. Students gain hands-on experience in various aspects of individualised patient care. Training occurs in a controlled hospital environment, with personalised guidance and immediate feedback from mentors to ensure skill refinement.

Students actively participate in clinical practices at the VTH, VTF and external sites, gaining experience across all animal species. Training includes clinical exams, sample collection, emergency and first-aid care, patient assessment, herd-level health assessments, diagnostics, therapeutic procedures, fluid therapy and more advanced interventions. They also evaluate nutrition and welfare, apply clinical reasoning, communicate with clients, and maintain medical records. In surgical settings, students assist in preparation, pre-anaesthetic evaluation, anaesthetic administration and monitoring, imaging procedures and interpretation, perform basic procedures or assist in more complex surgeries and manage post-operative care. Students also gain hands-on experience in necropsy, large animal reproduction, and preventive/population medicine. They also perform biosecurity and welfare evaluations, data analysis, and implementation of health and preventive programs across multiple species. Students participate in daily clinical rounds at the VTH, reviewing cases, evaluating procedures, and planning patient management while developing clinical reasoning through evidence-based discussions. For final assessments in Clinical Training and Rotations, 5th-year students present individual or related cases to peers, performing critical, literature-based analyses. These presentations, combined with self-directed and supervised study (≥20% of ECTS), reinforce practical competencies and clinical decision-making skills. During necropsy rotations, students correlate diagnostic and therapeutic procedures with observed lesions and prepare final reports. In extramural training, they actively gather information from farmers and veterinarians on diseases, feed, welfare, and risks, sometimes producing written reports. On non-clinical days, students reinforce clinical and management skills through case discussions and evidence-based medicine exercises.

5.3.2. Analysis of the findings/Comments

The Self-Evaluation Report (SER) presents a detailed and comprehensive list of procedures performed by students across various courses and activities, as well as the corresponding group sizes. The close collaboration between students and veterinary nurses is highly valued by both groups and should be strongly encouraged and maintained.

A clear institutional commitment to animal welfare in teaching and research is evident, as is the intention to further enhance the skills laboratory by acquiring new and updated training models. The cooperation with several public and private vet-nurse training centres, including the opportunity to train in the VTH, is highly commendable, as it supports the recruitment of well-trained professionals who are already familiar with the institution’s practices.

5.3.3. Suggestions for improvement

None.

5.3.4. Decision

The VEE is compliant with Standard 5.3.

Standard 5.4: Medical records for patients seen intra- and extra-murally 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.

5.4.1. Findings

At the VTH, new patients are entered into GestorVet™, a veterinary management system that integrates medical records, appointments, billing, inventory, and secure multi-platform access. Students learn to use GestorVet™ during clinical rotations, recording clinical actions under supervision and accessing patient histories for teaching, research, and case study purposes. However, FPA cases seen during extra-mural core clinical activities are not inserted in this storage system and so are not retrievable nor available for students' consultation.

Academic staff prepare subject-specific teaching programmes well in advance, specifying student groups, teaching activities, and the types and numbers of animals to be used. This planning is coordinated by the Dean's Office and involves multiple stakeholders, including teaching and support staff, students, and relevant committees, ensuring curricular alignment and resource availability. Finalised programmes are published at least 12 weeks before the start of the academic year.

Achieving EAEVE recommendations is a defined annual objective of the VEE. The VEE uses annual reports and quality assurance procedures to monitor the use of animals and animal-sourced materials. These reports reference accreditation indicators and help identify areas for improvement. Stakeholder feedback is incorporated into resource management and quality assurance objectives, promoting continuous enhancement of the teaching programme.

5.4.2. Analysis of the findings/Comments

It is particularly commendable that students are required to record clinical data using the GestorVet™ system and to review, analyse, and present clinical cases using this data. This practice fosters the development of clinical reasoning through the formulation of differential diagnoses and discussion of therapeutic options with academic staff and peers. The encouragement to correlate post-mortem findings with clinical signs and diagnoses observed in life is equally noteworthy.

However, specific and detailed records of clinical activity with FPA are absent. This reduces the possibility of students to retrieve, study and use old or new clinical information from these species. Additionally, not keeping records of FPA activities partially explains the underestimation of the number of cases followed by students.

The suboptimal medical records for patients seen extra-murally are partially compensated for by an excellent recording system for patients seen intramurally, with appropriate involvement of students.

5.4.3. Suggestions for improvement

It is suggested to introduce a system to record and register clinical cases seen extra-murally.

5.4.4. Decision

The VEE is partially compliant with Standard 5.4 because of suboptimal medical records for patients seen extra-murally.

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.

6.1.1. Findings

Staff and students of the VEE access learning resources for teaching, research, services and continuous education via the University Library (ULPGCL). This provides a well-stocked library with instruction services, IT provision including extensive Eduroam Wi-Fi cover, and access to a wealth of internet-based resources and e-learning tools. The library resources can be accessed virtually via a Moodle-based platform. The University library uses a unified tool (FARO) to locate academic and scientific information. Through this system, it is possible to quickly and easily access a wide variety of resources from a single point.

A specific Veterinary library is located within the VEE area, containing books of specific interest to veterinary science, personal service for the users, and computers and study places for students. A clinical skills lab has been built in collaboration with an external partner, allowing students to practice procedures on "dummies", reducing the number of live animals used in teaching. The clinical simulation equipment includes a suture pad in different animal species, intubation and venipuncture and an artificial insemination simulator in cattle. In order to reduce exposure to formalin and to provide useful tools for students, Anatomy teachers have developed a digital databank where three-dimensional renderings of organs are available. Students can move the picture of an organ to appreciate in deep detail lobes, vessels, nerves, etc.... Also, a digital data bank about Microscopic Anatomy is already available from the website of the faculty. Here, students can find pictures divided into several categories according to systems and apparatus. Pictures have been taken from cytological and histopathological slides.

A library committee with members of the academic staff, library staff and students prioritises new library materials for the VEE library. The chief librarian submits an annual report on activities and a list of proposals from staff for new material. Based on the activity report, the library committee can decide to terminate e-resources when the usage is too low. Occasionally, teaching resources may be directly acquired by academic staff using their own funds received for teaching activities and teaching innovation projects.

Newly enrolled students are provided with information on how to access the online platform, manage the institutional e-mail, etc. On the first day of the study, the Chief Librarian informs students about the training required for the use of the library in the form of online or face-to-face courses. This material includes information on how to obtain scientific material via the library and on the internet. The library further offers online and in-person courses for both first-year and advanced veterinary students to help students navigate learning resources and bibliographic tools. Among other topics, students are taught how to search for and manage information, a guide to completing their final degree project, managing bibliographic references, using digital portals, and how to avoid plagiarism. The tutorials and learning materials for these courses are

published on the university website. The VEE informs that they strongly urge students to follow thesis courses, not least before engaging in their Final Degree Project. Regular IT and e-learning training is available to staff through the University Continuing Education Plan for Academic and Research Staff.
Clinical records in the VTH are stored using a commercial software programme. All VTH students have access (under staff supervision) to the digital archive with these records, after accepting a confidentiality agreement**.**

6.1.2. Analysis of the findings/Comments
Students and staff have easy access to a well-stocked and well-functioning library, which, among other things, provides online access to e-resources (books and journals). The VEE has its own sub-unit of the general university library located within the campus, with dedicated staff. A committee with representation from staff and students is responsible for prioritizing new library material. A small skills laboratory is available to train in clinical procedures on dummies.

6.1.3. Suggestions for improvement
None.

6.1.4. Decision
The VEE is compliant with Standard 6.1.

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).

6.2.1. Findings
The VEE library contains a bibliographical collection of monographs and journals with free access, a computer room, a Resource Centre for Autonomous Language Learning, multiple printers for use by students and staff and computers. It has four group work rooms (six users each) for student group work. The use is regulated by library staff. Further, it has a large reading room (139 seats) with direct access from outside. Through the library, students and staff have full access to more than 16,000 books and periodicals as well as 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 collection.
The library staff includes a Chief Librarian (university graduate) and 3 library technicians (higher education graduates). They work full-time (35 hours per week) with morning and afternoon coverage.
The University provides each staff and student with an email and password to access Eduroam, Wi-Fi and IT services. Through the IT departments, staff and students have relevant software packages, ex. Microsoft 365. Other special software for statistical analysis such as MatLab,

SPSS™ and STATA is provided to academic staff on request. 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 is provided for online and quick technical support. Also, an IT technical support task can be ordered by any of the staff through the telephone service (IT operator) or the website. The Moodle platform is used to provide access to course materials. At the beginning of the course, each subject has an official virtual classroom for the current academic years, with additional classrooms available upon request. When asked to provide examples of e-learning resources, the VEE points to free access to major scientific databases such as Scopus, Web of Science, and PubMed, as well as e-books and reference manuals, multimedia resources (via the Virtual Campus), such as instructional videos, power point presentations, clinical case demonstrations, and procedural tutorials, online assessment tools with question banks, self-correcting quizzes, and formative online evaluations embedded in the virtual platform. Material present on the Moodle platform is regularly updated by academic staff and is coherently integrated into the teaching guides, ensuring alignment with learning outcomes and assessment methods across the curriculum.
The University offers full Wi-Fi coverage across all campuses, providing secure access for students, staff, and guests. The Wi-Fi service is provided through Eduroam. All staff and students have a personal ID and password. These credentials allow personalised access to the university's digital services. During site visitation, it was assured that access was possible from all teaching facilities. Remote access to Internet resources (including electronic library resources and learning materials) is provided through a safe VPN connection for staff and students.

6.2.2. Analysis of the findings/Comments
The VEE library is dedicated to supporting the veterinary education and research activities at the VEE. It is administered by a qualified librarian. The library offers study places for students including computers. IT-support is available within the VEE, and in special cases, this is supported by the general University IT department. An e-platform (Moodle) is used for structuring communication to students about course material and offers different types of material to support self-learning activities. Students and staff have online access to relevant electronic information, databases and other intranet resources via Wi-Fi at all teaching facilities, and from outside via VPN connection.

6.2.3. Suggestions for improvement
None.

6.2.4. Decision
The VEE is compliant with Standard 6.2.

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.

6.3.1. Findings

The SER states that during the semester, the VEE library is open Monday to Friday from 8:15 to 20:45. Outside this period, it is open from 9:00 to 18:00 (or as set by the University's General Manager). The large reading room in connection with the library is open Monday to Friday from 8:30 to 20:30. The VEE comments that this should be extended, especially during weekends and during examination periods. During the visit to the VEE it was observed that opening hours are now 12 hours Monday to Friday and it is closed during weekends, as per University instructions. A dedicated room outside the library offers a study area for about 40 students. This too, is open 12 hours a day.

The internet is provided in halls and all teaching rooms. All students have access to print and electronic resources 24/7 via the Moodle e-learning platform. Users can apply for library loans remotely and can renew their loans up to 2 times, 15 days each time.

The clinical skills laboratory allows students to do self-learning. It contains a suture pad in different animal species, intubation and venipuncture and an artificial insemination simulator in cattle. The VEE is aware that this is a modest collection, and expansion of the collection is a stated priority. Students have access to these tools in 3rd to 5th year. Instructors are available each day for one hour, and outside of this, students can use the facilities in periods where they are not being taught. Usually, this is in late afternoons. A mock-consultation room has been built in connection with the skill lab. The university has engaged professional actors to play clients, and here students train client communication in a realistic environment before entering the clinics.

6.3.2. Analysis of the findings/Comments

The VEE is commended for the very nice facilities for students' self-studies on Campus. Students have access to the library during weekdays, while no access is provided during weekends. However, here students can still access library resources via VPN. The number of group rooms for students is limited, and their use is restricted by the opening hours of the library. A clinical skills laboratory is in place, allowing students to train important procedures on models before they perform procedures on life animals. Use of the clinical skill laboratory is restricted to the students who are in the 3rd, 4th and 5th years. The VEE has facilities to train client communication before students are allowed into the real situation in the VTH.

6.3.3. Suggestions for improvement

None.

6.3.4. Decision

The VEE is compliant with Standard 6.3.

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.

7.1.1. Findings

Up-to-date information on admission for both national and international students is primarily available on the ULPGC's access and admission webpage. Other sites, providing information e.g., on curriculum, competences, QA and certification, include the ULPGC's study plan webpage and the VEE's webpage. The VEE organises an Open Day annually for prospective students that includes presentations and guided tours of the VEE, and it takes part in the Science and Innovation Week in the Canary Islands, where students can engage in hands-on activities at the VEE. The ULPGC's central Student Information Service (SiS) provides information regarding access and progress at the VEE, including relevant regulations, and promotes the VEE by hosting a virtual tour of it. The SiS provides links to Regulations for the Assessment of Learning Outcomes and Acquired Competences, and Regulations on Academic Progress and Continuation.
Progression is described in detail in Standard 7.5.
Information on the certification process was not included in the SER but was provided in responses to the Team. The ULPGC applies a clear and consistent certification process to ensure that students meet all academic and clinical requirements before graduation, based on the Veterinary Degree Verification Report. Students must have passed 294 ECTS and successfully completed the D1C, included in the associated competence portfolio, before defending the FDP (6 ECTS). Once the FDP is presented, evaluated and passed, reaching the full 300 ECTS, the VEE's administration office verifies compliance with all official graduation requirements and authorises the formal issuing of the degree, as described in the official ULPGC procedure.
The ULPGC's Mobility Office coordinates the VEE's student mobility. This includes bilateral student exchange agreements of the VEE within the Erasmus+ programme, both in Europe and worldwide, and within the SICUE scheme at the national level. The Sis and the VEE disseminate this information through dedicated webpages.

7.1.2. Analysis of the findings/Comments

The VEE provides information on admission and the educational programme for prospective national and international students mainly through the Sis and ULPGC's webpages, but also through its own webpage and events like Open Day and Science and Innovation Week. The VEE follows the ULPGC's consistent certification process. The ULPGC's Mobility Office coordinates the formal collaboration with other VEEs regarding student mobility, both the Erasmus+ programme and the national SICUE scheme. Information on mobility is also disseminated by the Mobility Office, and by the Sis and the VEE.

7.1.3. Suggestions for improvement

None.

7.1.4. Decision

The VEE is compliant with Standard 7.1.

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.

7.2.1. Findings

The intake of students has been relatively constant during the reported past three years, 70-75. Approximately the same number of students are registered for years 2-4; however, the ≥5-year cohort is systematically larger (n=103-128). Two-thirds of the students who graduated in 2023-2024 completed their studies in due time, 16 % within 1 year, 9 % within 2 years and 6 % had required 3 years or more to graduate. The annual number of graduating students has been 68-74 during the given three academic years.

.

The admission of 72 new students per year is determined in the degree verification report, and this number is associated with the VEE's resources (teaching staff, facilities, equipment, healthy and sick animals), and to the conditions required to guarantee animal welfare and biosecurity standards. This compliance is demonstrated through the annual self-assessment report, which systematically evaluates whether resources are sufficient to cover the needs of the curriculum and to ensure high-quality training. This process is embedded within the internal QAS. The report is endorsed by the QAC and submitted to the ACCUEE and ANECA.

7.2.2. Analysis of the findings/Comments

The intake of students as well as those graduating has been constant during the given three academic years. The admission of 72 new students per year is associated with the VEE's resources (teaching staff, facilities, equipment, healthy and sick animals), and with the conditions required to guarantee animal welfare and biosecurity standards.

7.2.3. Suggestions for improvement

None.

7.2.4. Decision

The VEE is compliant with Standard 7.2.

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.

7.3.1. Findings

The admission procedure of the ULPGC follows the same framework as applied to all Public Universities of the Canary Islands. The regulations and criteria are defined by the Ministry of the Presidency, Relations with the Parliament, and Democratic Memory. The ULPGC website offers

comprehensive information on the admission process.
Applicants who have completed secondary education (Baccalaureate) must take the University Entrance Examination (PAU), consisting of 1) a general phase, compulsory to all students, max 10 points; and 2) a voluntary specific phase, covering subjects related to the applicant's intended field of study only, and allows additional points (which are needed to get the maximum 14 admission points). Admission to veterinary education is highly competitive, and participation in both phases is recommended. The final admission grade is calculated using a specific formula. The maximum admission score is 14 points. A cut-off mark for the entry at the VEE is determined annually in the PAU.
Based on national and regional regulations, 5% of places are reserved for applicants with a certified disability (≥ 33%). These students also benefit from the exemption of academic fees. Candidates with chronic illness or other long-term conditions may request reasonable adjustments in the admission process. The ULPGC's Sis and the Support Services for Students with Special Educational Needs provide guidance on the required documentation and coordinate the implementation of special measures, such as additional time in the PAU examinations, adapted exam formats, or accessible facilities. Support can be offered throughout the enrolment and study period. All information regarding quotas, rights, and support services is published on the ULPGC's admission quota website.
The veterinary degree does not have a specific selection committee. Applicants may submit an appeal to the PAU Organising Committee within the given guidelines, and where appropriate, a second evaluation is conducted by a different examiner. The admission criteria and procedures are defined at the national level, and 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 on the ULPGC's webpage.
The VEE monitors student profiles and progression data and communicates these findings to the ULPGC authorities through annual committees and quality assurance reports. This provides a basis for structured feedback to the admission authorities and helps ensure that selection policies remain aligned with the needs of the veterinary programme.
The number of new students is expected to remain stable at 72 per year for the next 3 years, as no variation in the available resources is foreseen.

7.3.2. Analysis of the findings/Comments

The admission procedure follows the framework applied to all Public Universities of the Canary Islands. The selection criteria are clearly defined, consistent, and defensible. The fact that students are admitted with a view to their entry to the veterinary profession is taken into account in the voluntary specific phase of the entrance examination (PAU). Based on national and regional regulations, 5% of places are reserved for applicants with a certified disability, and applicants with chronic illness or other long-term conditions may request reasonable adjustments in the admission process. Support can be offered throughout the enrolment and study period. Appeals on the admission are handled by the PAU Organising Committee. The VEE monitors student profiles and progression data, and based on these, may give feedback to the admission authorities.

7.3.3. Suggestions for improvement

None.

7.3.4. Decision
The VEE is compliant with Standard 7.3.

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.

7.4.1. Findings
The ULPGC implements established institutional protocols to guarantee equity, inclusion, and compliance with national legislation and European standards. Its Social Action Service provides guidance from prospective to enrolled students and ensures that necessary adaptations are introduced to achieve the D1C. This service not only identifies barriers and proposes individual methodological or infrastructural adjustments but also promotes preventive measures and trains teaching staff to recognise specific educational support needs and integrate inclusive practices into their teaching. These measures are embedded into the ULPGC's QA processes to ensure effective application of policies.

7.4.2. Analysis of the findings/Comments
The ULPGC has clear policies and procedures to support applicants with disabilities or illnesses and accommodate them in the programme. These measures are embedded into the internal QA processes, and the Social Action Service plays a central role in their implementation.

7.4.3. Suggestions for improvement
None.

7.4.4. Decision
The VEE is compliant with Standard 7.4.

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.

7.5.1. Findings
The regulations on Academic Regime and Permanency define the framework for student enrolment, progression, and continuation. For the first year, students have to enrol as full-time (60 ECTS) or, upon request or under specific conditions, as part-time (30 ECTS). During the first year, students must pass at least 6 ECTS to remain enrolled in the programme. Regarding the later years, full-time students may enrol for 42-78 ECTS and part-time students for 18-36 ECTS per academic year. Full-time students may spend up to 8 academic years and those in a part-

time regime up to 12 years to complete their degree. In justified circumstances, such as illness, disability or caring responsibilities, it is possible to apply for extensions.
Progression is regulated through academic performance requirements. In case students fail both of the two examination sessions per subject, they can 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 the programme. Mechanisms for support and remediation are available and include, e.g., changes to the enrolment regime, counselling and support from the Social Action Service.
The ULPGC has several support mechanisms and services for students who do not perform adequately, including those of the Social Action Service and the Psychological Support Unit. At the VEE level, students get academic tutoring to guide them on course selection, workload distribution, and study strategies, and a mentoring programme has been active since the academic year 2022-2023. Peer mentoring and tutoring programmes, defined by the Tutorial Action and Student Orientation Plan (PATOE), identify students at risk and design tailored support measures. In addition to academic counselling and revision of the enrolment regime to part-time, remediation may include, e.g., methodological or infrastructural adaptations, psychological support and social support services. The VEE's QA procedures allow early identification of at-risk students, including those who repeatedly fail to progress. In case students reach the maximum number of exam attempts, they are formally advised on alternative academic pathways, which include a defined subject compensation procedure. This ensures balance between student support, fairness, and compliance with national regulations.
The criteria and procedures for enrolment, academic progression, remediation and support are defined in the ULPGC's Regulations on Academic Regime and Permanency (2024), publicly available on the website. Students are informed of these regulations at admission and during induction activities, with reminders provided throughout the studies. Support mechanisms are also widely published through the VEE's and ULPGC's communication channels, including social networks. The VEE's QA framework further guarantees that updated information on progression and support is systematically disseminated to students, staff, and external stakeholders, registering all related documents.
The attrition rate during the past 3 years has varied between 8.5% and 18.6%. In contrast, the efficiency rate reached 90.4% and the average study duration has remained close to the official 5 years. The main causes of attrition include the loss or absence scholarships as well as low satisfaction with programme organisation and teaching staff coordination, together with administrative and workload pressures. The VEE's measures for improvement have included strengthening the monitoring of at-risk students and the establishment of counselling/mentoring programmes; collaboration with ULPGC's services regarding financial support mechanisms for scholarship-dependent students, review of the organisation of the curriculum and coordination of teaching activities with special emphasis on workload distribution and scheduling; and actions on student feedback on organisation and coordination.
The admission procedures and criteria are determined by national and regional legislation. These regulations are approved and implemented by the ULPGC's Governing Council following proposals from the Vice-Rectorate for Academic Planning and the VEE's FB. The number of admitted students 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 the VEE's degree verification report. Information on admission is available through websites, student information sessions, and other 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.

7.5.2. Analysis of the findings/Comments
The basis for decisions on progression is explicit and readily available to students. The VEE's mechanisms to identify and provide remediation and appropriate support for students who are not performing adequately are described in the SER. The VEE monitors attrition and progression and is able to respond and amend student support if required. The admission selection criteria are determined by national and regional legislation.

7.5.3. Suggestions for improvement
None.

7.5.4. Decision
The VEE is compliant with Standard 7.5.

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.

7.6.1. Findings
Disciplinary procedures are defined by national law, complemented by the ULPGC's Regulation on Coexistence and on Measures for the Prevention of and Response to Violence, Discrimination, and Harassment. Explicit procedures exist for minor, serious and very serious misconduct. Following the formal investigation process, a proposed resolution is issued and notified to the students, who may lodge an appeal before the final decision is adopted. For cases of very serious misconduct, a student may be temporarily expelled from the ULPGC for up to 3 years, the law provides for educational and rehabilitative measures as alternatives to traditional sanctions.
Appeal mechanisms are available within the ULPGC and subsequently in external administrative or judicial bodies. Applicable regulations are publicly available on its website and communicated to students during orientation activities.
No students have terminated their studies due to examination failure or have been expelled from the programme due to misconduct during the past 3 years.

7.6.2. Analysis of the findings/Comments
Mechanisms for the exclusion of students from the programme due to misconduct are explicit and clear. Exclusion due to examination failure is explained in Standard 7.5. The VEE's policies for managing appeals are transparent and publicly available on the website and communicated to students during orientation activities.

7.6.3. Suggestions for improvement
None.

7.6.4. Decision

The VEE is compliant with Standard 7.6.

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).

7.7.1. Findings

The ULPGC and the VEE have several mechanisms to support the physical and emotional well-being of students. These mechanisms are coordinated under the ULPGC's Internal QAS and are publicly accessible through institutional channels. The SiS provides guidance on enrolment, scholarship and financial aid opportunities, including grants. Social Action Service manages a variety of programmes to support students through information, training, and guidance to improve academic performance. The ULPGC offers accommodation in university residences and a housing programme with an updated database of private accommodation options, including costs and conditions, to support students from other islands or abroad.
The mentoring and guidance scheme for first-year students, providing specific academic and professional orientation, 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 (PATOE and mentoring programme). Students can access free psychological assistance for various difficulties through the Social Action Service. Access is described in the web page, and the service is advertised e.g., by posters displayed at the VEE and in social networks etc. In November 2025, the waiting time was 5-7 working days.
The Office of the ULPGC Ombudsman guarantees students' rights, provides confidential advice and mediation in cases of conflicts or complaints. The ULPGC's Equality Unit, together with the VEE's Vice-dean for Equality, promotes gender equality and inclusion and fosters diversity and social awareness.
The Employment and Entrepreneurship Programme supports students' employability by various ways, e.g. by transferable skills training, a job portal and career fairs. The ULPGC's Employability Observatory monitors graduate labour market outcomes, and the Alumni Network provides professional connections and mentoring opportunities.
Medical care in Spain is organised through the health services from the autonomous communities, providing universal healthcare to all citizens. For incoming exchange students, the ULPGC provides guidance on using the European Health Insurance Card and how to access national health services. In addition, the ULPGC requires international mobility students, before their mobility period, to take out private medical insurance.
Any type of disability is communicated by the student to the Social Action Service, which provides recommendations that are shared with the Dean and the Vice Dean, and the information is shared with the academic staff in charge of each subject where the student is enrolled. An example of hearing impairment adaptations was presented.
The VEE's Student Delegation provides support, guidance and information to new and current

students, contributing to their wellbeing, integration and sense of belonging within the VEE.
The VEE actively contributes to student wellbeing by promoting access to the wide range of sports and leisure opportunities organised by the ULPGC through its Sports Service. This service manages the ULPGC's sports facilities, offers fitness and recreational activities, and coordinates internal and regional competitions.

7.7.2. Analysis of the findings/Comments
The SER describes how the University and the VEE support students' physical, emotional and welfare needs, including counselling services and career advice. Students' illness, impairment and disability during the programme are not described under this Standard. The University's Ombudsman Office provides advice and mediation in cases of conflicts or complaints.

7.7.3. Suggestions for improvement
None.

7.7.4. Decision
The VEE is compliant with Standard 7.7.

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.

7.8.1. Findings
Veterinary students are represented through elected delegates in each course and in the FB and QAC, as well as through the General Student Council of the ULPGC. The VEE has an active student union (Student Delegation) that represents the interests of all students in the VEE. This body acts as the primary channel for communication between students and the VEE leadership, participates in academic and administrative committees, and regularly raises issues related to student welfare, workload, academic planning and the learning environment. Furthermore, regular open meetings between the Dean and student representatives, as well as the presence of students in Committees and working groups, provide direct channels of communication to convey needs, requests or proposals.
Regular anonymous course evaluations and institutional surveys analysed by the VEE's QAC ensure that student feedback informs improvements in teaching, facilities, and services. The Office of the ULPGC Ombudsman supports students in their individual or confidential concerns. Anonymous online forms are managed by the University's QAS for submitting suggestions, comments or complaints.

7.8.2. Analysis of the findings/Comments
Students can convey their needs and wants to the VEE through their representation in the VEE's bodies and in meetings with the Dean, in anonymous course evaluations and institutional surveys analysed by the VEE's QAC, confidentially through the ULPGC's Ombudsman and in anonymous online forms managed by the University's QAS.

7.8.3. Suggestions for improvement

None.

7.8.4. Decision
The VEE is compliant with Standard 7.8.

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.

8.1.1. Findings
The University of Las Palmas de Gran Canaria (ULPGC) implements a comprehensive assessment strategy for students, as detailed in the RALOCA-ULPGC regulations. These regulations cover learning outcomes, examination sessions, evaluation procedures, review and appeal systems. Assessment periods are established annually by the Official Academic Calendar, including regular (January and June), extraordinary (July), and special (October–November) examination sessions. The VEE sets its specific exam schedule, ensuring no overlapping exams within 24 hours, and limits students to six examination sittings per subject, with a seventh possible upon request to the Permanence Committee.
Assessment methodologies vary by type of skill:

- Theoretical knowledge is primarily assessed via written exams (multiple-choice, essays, case studies), partial tests, and continuous assessment, requiring at least 50% attendance in lectures.
- Pre-clinical practical skills are evaluated through continuous assessment, practical exams, reports, presentations, supervised work, and sometimes lab or software tasks, generally with mandatory attendance (90–100%).
- Clinical practical skills are assessed via performance in clinical sessions, rubrics, case presentations, e-portfolio documentation, and external tutor evaluations, all with mandatory attendance (90–100%).
- -) Soft skills are evaluated transversally across subjects through teamwork, presentations, essays, and the final FDP project, which assesses competences like communication, critical thinking, time management, and adaptability.

8.1.2. Analysis of the findings/Comments
The ULPGC strategy demonstrates a structured and multi-dimensional assessment approach that aligns with best practices in veterinary education. The integration of continuous assessment, final exams, and practical evaluations ensures that students' knowledge, technical skills, and professional competences are thoroughly assessed. Mandatory attendance for practicals ensures adequate hands-on exposure, while partial tests help track learning progress. The use of rubrics, e-portfolios, and transversal assessment of soft skills highlights a focus on professional development beyond theoretical knowledge. The FDP, as a capstone project, is particularly effective in assessing cumulative skills. However, the system's complexity, with multiple assessment modalities and varying criteria per subject, may pose challenges for

standardisation and transparency.

8.1.3. Suggestions for improvement

It is suggested to:

- Develop a standardised framework for rubrics and continuous assessment across subjects to ensure consistency;
- Enhance clarity on weighting and criteria for each assessment type in the course guides.

8.1.4. Decision

The VEE is compliant with Standard 8.1.

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.

8.2.1. Findings

The ULPGC ensures transparency and accessibility in assessment through detailed regulations outlined in RALOCA-ULPGC. Each subject has a Teaching Guide (TG) updated approximately three months before the academic year, specifying assessment methods, timing, grading criteria, and learning outcomes. TGs are approved by the Department, reviewed by the Dean's Office, and finally published on the ULPGC website.
The academic and examination calendar is well-defined: ordinary exam periods occur in late January and late May–early June; the extraordinary session runs mid-June to mid-July; and a special call extends from mid-September to mid-November. Exam results are published within 15 days, with review sessions scheduled within five business days, allowing students to receive feedback and guidance.
Grades are awarded on a 0–10 scale with qualitative distinctions, and barrier assessments are limited to passing all other subjects before defending the final degree project. Prerequisites for some subjects are recommended but not considered barriers.
Post-assessment feedback includes individual review sessions and personalised tutoring. Students failing a subject multiple times may participate in a PATOE program, providing tailored support. The Tutorial Action Committee annually analyses pass/fail rates and recommends adjustments to teaching or assessment if failure rates are high.
Appeals are formalised: students can submit claims to the Dean if they disagree with a grade, and a tribunal may reassess the evaluation or propose a new examination procedure, with further appeals addressed by the Rector.

8.2.2. Analysis of the findings/Comments

The ULPGC demonstrates a comprehensive approach to ensuring transparency, fairness, and student support in assessment. Publishing TGs and exam results, alongside structured review sessions, provides clarity on evaluation and timely feedback. The integration of PATOE and the annual review of failure rates indicates proactive management of learning challenges.

The grading system and appeal mechanisms are clearly regulated, enhancing fairness and accountability. Prerequisites serve as academic guidance but do not obstruct progression, which supports student mobility and reduces administrative barriers.

8.2.3. Suggestions for improvement

It is suggested to:

- Standardise post-assessment feedback procedures across all subjects to ensure equitable support for all students;
- Monitor the effectiveness of PATOE programs and expand if necessary to reduce repeated failures.

8.2.4. Decision

The VEE is compliant with Standard 8.2.

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.

8.3.1. Findings

The students' assessment strategy at ULPGC is reviewed and updated annually. Professors analyse evaluation criteria in coordination meetings, and the Department Council approves the proposed updates. The Degree Coordinator and the Committee for Academic Development (CAD) review programmes and may suggest modifications before submission to the VEE Board (FB) for final approval. Student representatives are invited to provide input, and once approved, all information is published at least two months prior to the start of the academic year.

Assessment methods are closely linked to learning outcomes and competences, which are detailed in the Teaching Guidelines (TG) for each subject. During the final year, coordination meetings assess student performance and outcomes. Feedback and improvement suggestions are first discussed in the Tutorial Action Committee, then in the CAD, and finally presented to the FB. Subject coordinators are informed of proposed changes, allowing adjustments to the TG for the next academic year.

8.3.2. Analysis of the findings/Comments

The process demonstrates a structured, multi-level approach to decision-making in assessment strategy. It ensures alignment between competences, learning outcomes, and assessment methods. Annual review cycles allow for continuous improvement, while the inclusion of student representatives promotes transparency and stakeholder involvement.

The link between learning outcomes and assessment design appears robust, with a formal process to analyse results and implement corrective measures. The use of committees at different levels, including the Tutorial Action Committee, CAD, and FB, ensures that decisions are well-considered and supported by data and feedback.

Potential challenges include the multi-step approval process, which may slow down the implementation of changes, and variability in how effectively feedback is incorporated across different subjects. Anyway, according to the observation and the meetings during visitation, no

critical aspects have been highlighted.

8.3.3. Suggestions for improvement
None.

8.3.4. Decision
The VEE is compliant with Standard 8.3.

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.

8.4.1. Findings
The Veterinary Medicine curriculum at ULPGC integrates both general and specific competences across all five years of study, ensuring that students achieve the intended learning outcomes. Assessment systems and criteria are embedded in each course, and annual self-reports include a section on evaluation strategies, analysing pass rates and proposing improvements.
Student engagement is actively promoted through various pedagogical methods, including flipped classrooms, project-based learning, problem- and case-based learning, cooperative work, gamification, design thinking, and thinking-based learning. The Moodle platform provides self-assessment tests and progress tracking, while the e-portfolio monitors skill development, especially in the fifth year.
Practical training is further supported by voluntary participation in clinical services at the Veterinary Teaching Hospital (VTH) and the introduction of a clinical skills laboratory, where students can practice procedures such as blood sampling, intubation, and suturing using simulators on a daily basis.

8.4.2. Analysis of the findings/Comments
The system effectively links competency acquisition to assessment throughout the curriculum, providing structured oversight of learning outcomes. The combination of formal assessment, self-assessment tools, and practical hands-on training ensures comprehensive student development.
Active learning strategies foster engagement and critical thinking, while the Moodle platform and e-portfolio offer transparency and continuous monitoring of progress. The introduction of the clinical skills laboratory is a notable enhancement, providing a controlled environment for developing essential practical skills before working with live patients.
Potential challenges include ensuring consistent student participation in voluntary clinical activities and maintaining equitable access to all active learning opportunities. Continuous monitoring and feedback are required to evaluate the impact of these methods on student competence development.

8.4.3. Suggestions for improvement
None.

8.4.4. Decision
The VEE is compliant with Standard 8.4.

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.

8.5.1. Findings
The programme embeds D1C across all subjects, supported by structured formative and summative assessments. Practical skills are acquired through mandatory participation in practical sessions and evaluated summatively in the 9th–10th semesters. An annually updated e-portfolio defines learning outcomes and records competence achievement.
Assessment occurs within Clinical Practices; Clinical Rotations in Small and Large Animals; External Practices and Mobile Clinic I/II; and Outpatient Clinic components. Students develop clinical abilities under direct staff supervision in the VTH, diagnostic services, farms, slaughterhouses, and external veterinary centres. Each rotation is assessed by responsible staff, with grades entered into the e-portfolio; external practices are evaluated by external and academic tutors using rubrics.
The Final Degree Project (FDP) consolidates learning and is assessed by a committee. Academic supervisors must verify, via the e-portfolio, that students have achieved all D1Cs before FDP defence.

8.5.2. Analysis of the findings/Comments
The methodology for ensuring D1C acquisition is structured combining supervised clinical exposure with continuous documentation through the e-portfolio. The distribution of practical training across diverse environments is built in order to be aligned with professional requirements. Annual portfolio review is done to ensure adhesion to the quality-assurance system.

8.5.3. Suggestions for improvement
None.

8.5.4. Decision
The VEE is compliant with Standard 8.5.

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.

9.1.1. Findings

The VEE is a public university whose staff recruitment follows strict Spanish and EU regulations on merit-based selection. The National Agency for Quality Assessment and Accreditation (ANECA) of Spain evaluates staff achievements for national accreditation. After accreditation, the VEE conducts annual selection processes —overseen by expert examining boards—to appoint the most qualified candidates.
The VEE academic teaching staff are classified as permanent (full and associate professors teaching up to 240 hours per year) or temporary (assistant professors, with 4-year contracts and part-time associate professors with annual renewable contracts teaching 120–180 hours per year). Assistant professors must earn ANECA accreditation to be promoted
This structure ensures both teaching quality and career progression opportunities. Additionally, non-academic teaching staff includes pre- and post-doctoral researchers, VTH practitioners, and certified specialists.
The university promotes professional growth through its Teaching and Research Staff Training Plan (PFDI) managed by the Vice-Rectorate for Teaching Staff and Educational Innovation. The program fosters continuous development in teaching, research, management, equality, internationalisation, and language proficiency through semester-long courses. The PFDI is mandatory for assistant professors, new faculty members, and PhD students, with many permanent professors also participating. Training activities contribute to university-specific degrees in University Teaching and Digital Competences. A Monitoring Committee evaluates the plan each semester to ensure quality and guide future activities.
The VEE meets EAEVE requirements by employing a majority of veterinarians in core veterinary education, supplemented by hired practitioners for practical training. Many teaching staff hold national and international roles, including in EAEVE, and possess specialized qualifications, such as diplomate recognized by EBVS, national specialists or residency certifications, ensuring high-level expertise in teaching and clinical practice. EBVS diplomates are mainly in basic sciences and companion animal clinical areas. Currently there are no residencies or diplomates in FPA or equine areas.

9.1.2. Analysis of the findings/Comments

Having 11 EBVS recognised diplomates, three residents and several national specialists is commendable. However, regrettably, there are no diplomates in FPA and equine clinical areas,

although the VEE is working in ways to attract these specialists.
The training, accreditation and contract of the teaching staff follow Spanish legislation. It is commendable that an external accreditation is requested before the VEE's own selection process initiates. This increases transparency and ensures excellence.
The strategy and structures employed for teachers' development and progress are comprehensive and rigorous. It confirms and certifies new teachers' quality and also promotes innovation and updating of older staff.
It is commendable that a large majority of the teaching staff are veterinarians and have a PhD. It is also noteworthy that teaching staff are encouraged to seek national and international specialisation recognition.

9.1.3. Suggestions for improvement
None.

9.1.4. Decision
The VEE is compliant with Standard 9.1.

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.

9.2.1. Findings
The VEE staff numbers decreased slightly from approximately 111 in 2019 to 104 due to changes in counting methodology, currently registering only staff with the highest teaching load. Recruitment has been limited by economic constraints, but recent promotions of temporary staff and the creation of 100 doctoral assistant positions at ULPGC for 2024–2025, along with Ministry scholarships that will support integration of top researchers as full professors.
The teaching staff meets EAEVE recommendations, with nearly 100% veterinarians in key areas and over 90% holding doctorates. Most professors engage in research. While exact staffing projections are uncertain, the university wishes to balance retirements with recruitment and recognises the need to expand staff in high-clinical-load subjects to ensure more personalised, hands-on, applied teaching.
The VTH's administrative and personnel management is handled by the Science and Technology Park Foundation, providing a flexible system for hiring practitioners and support staff. This enables the creation of new clinical services, the involvement of experienced practitioners and residents, and supports the training and career advancement of the teaching hospital clinicians, allowing them to pursue future teaching positions.
The selection and promotion of staff follow a transparent, regulated process in accordance with Spanish law. All positions are filled through open competition. Academic applicants must first obtain national accreditation from ANECA, demonstrating sufficient teaching and research qualifications. The university selection process then evaluates candidates' CVs and teaching

projects, followed by a lecture and, for senior roles, a research project. An expert panel scores the candidates, and the highest-ranked is appointed.
By law, full-time academic staff must work under an exclusive dedication regime, prohibiting other paid professional activities, including external clinical work (with few exceptions). Part-time lecturers, however, may engage in additional outside employment.
In Spanish universities, veterinary teachers' and researchers' training begins during master's or PhD studies (3–4 years), which includes up to 60 supervised teaching hours per year. This system fosters teaching skills, knowledge transfer, and effective student evaluation methods.
The university's continuing education program includes a strong focus on educational innovation. It supports Educational Innovation Groups (GIE) which promote sustainable teaching practices and research in this area, including the Annual Educational Innovation Project Conferences. Additionally, many VEE professors are active members of the Spanish Association of Veterinary Teachers, contributing to national discussions on improving veterinary education.
The support staff is divided into administrative support staff and technical and service support staff, graded by qualifications, responsibilities, and specialisation. Administrative staff handle document management, secretarial tasks, and support for teaching and research staff. Technical staff includes custodians, lab technicians, and animal care staff at the VTF and VTH. The reported numbers include only staff directly supporting the VEE degree, excluding central university staff who provide additional services.
The selection and recruitment support staff is managed by the University's administrative office. Candidates are evaluated on education, relevant experience, and professional activity, with a panel selecting the highest-scoring applicant. The VEE needs in Support staff are determined by program size, number of students and academic staff, number of labs, practical work, and available infrastructures. Support staff are either civil servants (tenured or non-tenured) or temporary employees. Initial recruitment uses a pre-selected pool based on open calls and candidate experience. Temporary staff can be promoted to permanent positions through public competitive examinations organised for various categories and responsibility levels.
Training Programs are organised and advertised every six months by the University. Employees select courses based on professional or personal needs, approved by their unit head. Training types include: A. Job-related training – updates and improves professional skills. B. Promotional training – prepares staff for career advancement. C. Personal development training – enhances general knowledge not directly linked to the job.

9.2.2. Analysis of the findings/Comments

Most teaching staff are veterinarians, which guarantees a more specialised and applied teaching. It is commendable and beneficial in many ways to be able to hire practitioners for the VTH and ambulatory clinics, as it brings knowledge, proficiency and real-life experience to teaching.
Hiring new teaching staff or support staff has been difficult due to financial constraints and nationally delineated limitations. This is particularly relevant because a high percentage of teachers will retire soon. The VEE acknowledges that an urgent generational renewal is required.
There is an evident and notable effort to promote innovation in teaching by setting up education research groups and by joining national discussion forums.
Also commendable are the development training courses available to support staff.

9.2.3. Suggestions for improvement

None.

9.2.4. Decision

The VEE is compliant with Standard 9.2.

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.

9.3.1. Findings

The University supports staff in developing teaching and assessment skills through the above-mentioned program (see 9.1), as well as encouraging participation in seminars, conferences, and external courses which can count toward teachers' accreditation.
Teaching workloads of each teacher is set at the beginning of each academic year. For 2026:

- Permanent academic staff and assistant professors: full-time, up to 240 hours/year (reduced for management, research, or union duties), with 6–8 hours/week for tutoring. Minimum teaching load is 90-120 hours/academic year.
- Assistant professors: full-time, limited to 180 hours/year.
- Adjunct teachers and practitioners: part-time, 90–180 hours/year.
- PhD students: up to 60 hours/year, under supervision.
- Postdoctoral researchers: up to 80 hours/year.

Permanent staff have exclusivity contracts and are encouraged to engage in tutoring, research, knowledge transfer, and clinical activities alongside teaching.
Teaching quality assessment is conducted every five years by an Evaluation Commission. The process involves a preliminary assessment by the Commission, approval by the relevant Vice-Rectorate, and final ratification by the Rector. Positive evaluations result in a salary increase. To date, all VEE academic staff have received positive evaluations.
Research activities are supported by the VEE through dedicated services, with teaching loads adjusted to facilitate research. Professors may also participate in the voluntary evaluation conducted by the National Commission for the Evaluation of Research Activity. Positive outcomes award a productivity bonus. Again, many VEE professors have attained positive evaluations.
The Vice-Rectorate for Internationalisation and Cooperation, promotes national and international mobility for academic and support staff, primarily via the Erasmus program. Partner universities in Europe, Africa, and the Americas offer teaching and research opportunities, fostering the exchange and enhancement of teaching and research competences. Several VEE academic staff have undertaken research stays abroad, while the VEE have hosted many visits from international professors.

9.3.2. Analysis of the findings/Comments

The VEE academic staff and researchers are encouraged to actively seek continuous professional education and development. It is commendable that the workload in teaching is not

too heavy so that quality research and continuous education are possible.
It is remarkable and significant that in all the most recent years, the VEE teaching staff has been positively graded. By assessing teachers and teaching regularly, excellence in teaching is promoted and, very importantly, rewarded.
International cooperation (both ways) is encouraged. This is important for a VEE that could be seen as geographically isolated. Cooperation with African institutions is especially commendable, as it could be more appealing to cooperate with the rest of the country or only with EU countries.

9.3.3. Suggestions for improvement
None.

9.3.4. Decision
The VEE is compliant with Standard 9.3.

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.

9.4.1. Findings
The University has in place a comprehensive and transparent program for the professional development of its teaching staff, encompassing both formal evaluation procedures and informal mentoring.
Promotion criteria for academic staff are clearly defined and publicly accessible. Similarly, the support staff benefit from a dedicated training plan that facilitates skill enhancement and career advancement. Training courses are offered and advertised to all VEE support staff, each semester.
Both teaching and support staff may actively participate in the management and decision-making processes, at various institutional levels:

- Departmental level: All staff may join the Department Council, while permanent academic staff are eligible to stand for election as Department Director or as members of the management team for a six-year term.
- VEE level: All permanent staff may participate in the Board, with proportional representation for non-permanent staff, support staff, and students. Staff are also encouraged to join commissions, academic master committees, and the Doctoral School.
- Elections for the Dean and their team are held every six years.
- University level: staff members are represented in key governing bodies such as the Senate, the highest representative body. Members are elected every four years for the Governing Council, the main decision-making body, which includes the Rector, Deans,

Department Directors, and Senate representatives. Every six years, any permanent academic staff member may run for Rector or Vice-Rector.

All elections are done by anonymous online voting.

The VEE annually recognises teaching and research excellence among academic staff. Teaching excellence is primarily based on student satisfaction surveys, while research excellence is assessed by scientific output.

9.4.2. Analysis of the findings/Comments

The university and the VEE have a well-defined governing structure that is open to participation and close involvement by all levels of staff. This structure ensures broad participation, transparency, and shared governance across all levels of the University.

Teaching quality assessment depends largely on students' satisfaction.

At the moment, different features of teaching (for example, ambulatory clinical work as well as research) are equally considered in the evaluation of teachers.

9.4.3. Suggestions for improvement

None.

9.4.4. Decision

The VEE is compliant with Standard 9.4.

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.

9.5.1. Findings

As part of its participation in the Teaching Performance Assessment conducted by ANECA, the University has implemented a Program to comprehensively evaluate the quality of teaching activities across the VEE. Each teacher evaluation integrates multiple sources of information, including: self-evaluation by teachers, documenting their teaching achievements and merits; student feedback, collected through anonymous surveys; reports from academic bodies, including Deans and Heads of Department; and institutional data provided by the Evaluation and Quality Office.

Evaluation outcomes classify teachers into levels A, B, C, and D, with A representing the highest performance across all assessment components. A large majority of the VEE teaching staff obtained an A rating in the last three academic years.

Each year, students are asked to complete an intranet survey on teachers and teaching quality. The last three academic years' average ranged from 4.18 to 4.24 (out of 5). The results are further analysed by the Evaluation and Quality Office, which proposes measures for improvement to the VEE Board. Positive evaluations are essential for teachers' accreditation.

9.5.2. Analysis of the findings/Comments

The university and the VEE have in place a comprehensive and multivalent system for the assessment of the teaching staff. Overall classification of the academic staff is high, ensuring

educational quality. Also, the VEE size with a good student/teacher ratio allows for a close student-teacher relationship. Students' satisfaction surveys rate the VEE teaching staff very highly, reflecting teaching quality but also teachers' accessibility to listen and openness.

9.5.3. Suggestions for improvement

None.

9.5.4. Decision

The VEE is compliant with Standard 9.5.

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).

10.1.1. Findings

Research at the VEE is currently organised in 13 research groups. This encompasses a broad spectrum of disciplines with groups having a focus on physiology, anatomy, food safety, animal production and rural economy, fish and wildlife diseases, environmental health, veterinary public health, epidemiology, microbiology, parasitology and different clinical sciences. Funding is obtained from a variety of external sources. This includes ten international projects with EU funding with a total of >3 million € in funding (2021-2024 active projects), twenty national projects, also with >3 million € in funding, and regional projects with >4 million € in funding. In addition, the University offers research grants to research groups based on applications. Funding via this channel is relative to performance indicators. Due to its unique location near the sea, research in marine mammals is a high-profile research area, and currently, the Marine Mammal Research Section is a WOAH collaborating centre.

According to Appendix 10 of the SER, the research has resulted in 250 peer-reviewed articles in JCR-indexed journals during the period 2022 to 2024. The SER states that more than 60% have appeared in Q1-ranked journals.

The high level of research activity sustains research-based teaching. Academicians state that they directly transfer and apply their expertise in theoretical and practical classes. It also gives the students an opportunity to participate in research activities during their undergraduate training. Students are also invited to participate in seminars and conferences organised by the research groups.

Research is evaluated globally for members belonging to a recognised research group (RRG), based on their research activity and scientific output. The VEE does not assess research activity on an individual basis. This is done in connection with the national assessment of academic staff, uniformly used in Spain in relation to promotion of academic staff.

10.1.2. Analysis of the findings/Comments

The VEE has a high research activity, demonstrated by a broad portfolio of research groups, a high level of external funding of the research, and a high research output in the form of peer-reviewed publications. The topics cover both basic sciences, VPH and clinical sciences. Through the University, a support system is available for researchers to seek funding. Together, evidence supports that the VEE prioritises that academic staff are actively pursuing research and that the teaching is research-based.

10.1.3. Suggestions for improvement
None.

10.1.4. Decision
The VEE is compliant with Standard 10.1.

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.

10.2.1. Findings
The curriculum contains a mandatory final degree project (6 ECTS), where students perform a theoretical, experimental or case-based research project. They must find literature and make a synthesis based on data or literature, analyse results, write up a degree thesis, and defend this orally in front of an examination committee. Final degree projects can be associated with existing research projects at the Departments. Assessment follows a rubric where (among other criteria) evidence-based medicine and presentation skills are evaluated.
Evidence-based medicine and the principle of lifelong learning are stated to be core elements in the training of students at the VEE. This happens directly from teachers in both basic, pre-clinical and clinical courses. During the last year, students have been asked to present cases for their fellow students. In preparation for this, they have to search for and study literature and other learning resources. These activities are evaluated based on a rubric, which includes evaluation of understanding the concept of evidence-based medicine.
In addition to the mandatory final degree project, students can voluntarily join research projects at the Departments and recognised research groups. A system with small grants has been set up to stimulate students to join. Students can also join research projects at extracurricular placements at any stage of their degree as part of the ERASMUS programme.

10.2.2. Analysis of the findings/Comments
The students of the VEE carry out an independent final year project, where they document the ability to analyse literature or data, perform knowledge synthesis and communicate this to an audience. Teaching all the way through the curriculum contains elements which lead up to the final year project, and teaching all the way through the curriculum contains elements of evidence-based medicine. The VEE actively communicates the principle of lifelong learning to its students.

10.2.3. Suggestions for improvement
None.

10.2.4. Decision
The VEE is compliant with Standard 10.2.

Standard 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.

10.3.1. Findings
PhD training is under the direct control of the office for postgraduate education at the University. It is organised in different PhD programs, of which the PhD program for Animal Health and Food Security is the most relevant for the VEE; however, the VEE also supplies mentors to other PhD programs such as PhD programme in Sustainable Aquaculture and Marine Ecosystems, PhD programme in Research in Biomedicine and PhD programme in Research Applied to the Health Sciences. Table 10.3.2 states that a mean of 47 PhD students have been enrolled in the PhD program for Animal Health and Food Security during the last three years. A stable enrolment of new students is expected in the coming years.
The VEE offers a one-year Master of Research in Animal Health and Food Security education with an annual enrolment of 15-20 students. The interest in this master has increased during recent years, not only among postgraduate veterinarians but also among students who have completed other biomedical and health studies.
No specific mention of residence programs is given in the text of the SER, however, Table 10.3.1 lists 3 former residence programs in companion animals and 3 in EBVS=recognized topics (Laboratory animal medicine, diagnostic imaging, and cardiology). According to interviews with teachers, veterinary pathology is still active as a training site, but currently without a resident student.
The VEE is actively engaged in continuous education programs in collaboration with the local Veterinary association. Students of the VEE are invited to participate in such courses and generally, 5% of places are reserved for students. An appendix to the SER (10.3) lists 23 continuous education courses that the VEE has contributed to, with around 300 participants each year, for the last three academic years.

10.3.2. Analysis of the findings/Comments
The VEE, as part of the University, provides PhD and Master's education with official programs. According to the information given, the number of enrolled students is relatively high, in line with the high number of research projects demonstrated under Standard 10.3.1. Residence programs have not been given specific attention in the SER, and the number of residence fellows is relatively low (six). The VEE has one active residency program (pathology). The VEE actively contributes to the continuous education of stakeholders.

10.3.3. Suggestions for improvement
The VEE could consider boosting contributions to the training of residence students, considering both traditional and alternative programs to allow young staff to develop excellence in professional knowledge.

10.3.4. Decision
The VEE is compliant with Standard 10.3.

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.

10.4.1. Findings

Master's and PhD degrees are linked to the faculties or the university institutes. For each program, an Academic Committee is responsible for defining and updating of the programme. This committee is also responsible for QAS, including student admission process, the course coordination, and the successful implementation of research in the program. For both PhD and Master programs, the procedures follow the written institutional QAS procedures.

Staff promotions follow a national centralised procedure where each staff member is evaluated based on a number of criteria, including research. The VEE relies on this procedure for the evaluation of the contribution of research to the promotion process.

The VEE embeds research into teaching mainly through the Final Degree Project, and students cannot graduate without passing this course. Students also participate in research voluntarily via direct contact with research groups. These activities are documented and evaluated through the annual evaluation of the research groups.

10.4.2. Analysis of the findings/Comments

A QAS is in place for Master and PhD programs, with clear rules for how the quality of students and teaching is evaluated and for registration of research activities. Research activities contribute to staff evaluation for promotion through a standardised National evaluation system. Evaluation of the research carried out via the FDP follows standardised rules for QA, as for other activities within the curriculum. The evaluation of how research approaches, methods and results are integrated into the study program via other activities is not formal, except through the formal evaluation of research groups.

10.4.3. Suggestions for improvement

None.

10.4.4. Decision

The VEE is compliant with Standard 10.4.

ESEVT Indicators

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 values**	**Median values[1]**	**Minimal values[2]**	**Balance[3]**
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	115,9
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	100,9
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	52,000	75,00	31,80	20,20
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduat	86,394	67,37	44,01	42,38
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of studer	26,244	18,75	9,74	16,50
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 gradu	22,738	3,11	1,16	21,58
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 of 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	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				

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	389,7
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	292,7
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	5852
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
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
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

Findings
All Indicators are above the minimum value except I15 and I16.

Analysis of the findings/Comments
The number of necropsies in food-producing animals and equine is slightly below the minimal value.

Suggestions for improvement
It is suggested to continue the efforts to increase the number of necropsies.

ESEVT Rubrics (summary of the decisions regarding the compliance of the VEE for each ESEVT Standard, i.e. (total or substantial) compliance (C), partial compliance (PC) (Minor Deficiency) or non-compliance (NC) (Major Deficiency))

Area 1. Objectives, Organisation and Quality Assurance Policy	C	PC	NC
Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG Standards, of adequate, ethical, research-based, 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 must develop and follow its mission statement which must embrace the ESEVT Standards.**	X		
Standard 1.2: The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country. **The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and teaching affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.** **The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.**	X		
Standard 1.3: The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, short- and medium-term objectives, and an operating plan with a timeframe and indicators for its implementation. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.	X		
Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. **The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.**	X		
Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme. **The VEE's website must mention the VEE's ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.**	X		
Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education. **Any action planned or taken as a result of this data analysis must be communicated to all those concerned.**	X		
Standard 1.7: The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.	X		
Area 2. Finances			
Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE 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).	X		
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.**	X		
Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	X		
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)** ● **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.**	X		

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.** **3.1.1. General findings**			
3.1.2. Basic sciences	X		
3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)		X	
3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)		X	
3.1.5. Veterinary Public Health (including Food Safety and Quality)	X		
3.1.6. Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills)	X		
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.**	X		
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.**	X		
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 of the curriculum** ● **oversee QA of the curriculum, particularly gathering, evaluating, making change 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.**	X		
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.**	X		
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.**	X		
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 complain 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.	X		

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.	X		
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.**	X		
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**		X	
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.**	X		
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.	X		
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.	X		
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.	X		
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.	X		
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.		X	
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.**		X	
Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under the supervision of teaching staff and follows the same standards as those applied in the VEE.	X		
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.	X		
Standard 5.4: Medical records for patients seen intra- and extra-murally 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.		X	
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.	X		
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).**	X		
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.	X		
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.**	X		
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.	X		
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.**	X		
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.	X		
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.**	X		
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.**	X		
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).**	X		
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.	X		
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.	X		
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.**	X		

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.	X		
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.**	X		
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.	X		
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.**	X		
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.**	X		
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.**	X		
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.**	X		
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.	X		
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).	X		
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.	X		
Standard 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.	X		
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.	X		

C: (total or substantial) compliance; PC: partial compliance; NC: non-compliance

Executive Summary

The Faculty of Veterinary Medicine of Las Palmas (FVULPGC, called the VEE in this report) was created in 1986 and became part of the University of Las Palmas de Gran Canaria (ULPGC) in 1989.
The VEE has undergone national quality evaluation procedures and has been accredited by ANECA on several occasions.
The last EAEVE Visitation was completed in 2019, and the VEE achieved the status of Approval in 2021, after a Re-visitation.

The ESEVT SOP 2023 is valid for the Visitation.

The SER was provided on time and written in agreement with the SOP 2023. Replies to the pre-visitation questions from the experts were provided before the start of the Visitation.

The Liaison Officer did an excellent job adapting the Visitation schedule, searching for the requested information, organising relevant meetings and ensuring the health and safety of the visitors.

Several areas worthy of praise have been identified by the Visitation Team, i.e.:

- Highly committed teaching staff
- Excellent communication between students, teaching staff and management
- Good working atmosphere for staff and students
- Strong focus on well-being
- Well-developed students' facilities
- Commitment to sustainable development
- High teacher-to-student ratio for practical and clinical training
- Well-developed hands-on training in all disciplines
- Excellent practical training in the field of aquatic production and medicine
- Innovative unit dedicated to Cetacean Health and Welfare.

Additional commendations are described in the Visitation Report.

The VEE is compliant with most ESEVT Standards.
However, several deficiencies have been identified by the Visiting Team.

List of items of partial compliance: :
The VEE is partially compliant with Standard 3.1.3 because of suboptimal exposure of students to acute and emergency equine cases.
The VEE is partially compliant with Standard 3.1.4 because of suboptimal training in emergencies involving ruminants.
The VEE is partially compliant with Standard 4.3 because of insufficient size of boxes for large horses.
The VEE is partially compliant with Standard 4.3 because of suboptimal implementation of biosecurity procedures in some extramural sites involved with clinical training.

The VEE is partially compliant with Standard 4.9 because of suboptimal implementation of good pharmacy practices in some extramural sites involved with clinical training.
The VEE is partially compliant with Standard 5.1 because of suboptimal numbers of necropsies in cattle and equine.
The VEE is partially compliant with Standard 5.4 because of suboptimal medical records for patients seen extra-murally.

List of items of non-compliance:
None.

Additional suggestions for improvement are described in this Visitation Report.

Decision of ECOVE

The Committee concluded that no Major Deficiency had been identified.

The Veterinary Education Establishment (VEE) of the University of Las Palmas de Gran Canaria is therefore classified as holding the status of: **ACCREDITATION**.

Glossary

ANECA: Spanish Agency for Quality Assessment and Accreditation
CCT: Core Clinical Training
D1C: ESEVT Day One Competences
EAEVE: European Association of Establishments for Veterinary Education
EBVS: European Board of Veterinary Specialisation
ECOVE: European Committee on Veterinary Education
EPT: Elective Practical Training
ESEVT: European System of Evaluation of Veterinary Training
ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area
FVULPGC: VEE of the ULPGC
FSQ: Food Safety and Quality
FTE: Full-Time Equivalent
IT: Information Technology
IUSA: University Research Institute for Animal Health and Food Safety
OSCE: Objective Structured Clinical Examination
PDCA: Plan Do Check Adjust
QA: Quality Assurance
SER: Self Evaluation Report
SOP: 2023 Standard Operating Procedure
ULPGC: University of Las Palmas de Gran Canaria
VEE: Veterinary Education Establishment
VPH: Veterinary Public Health
VTF: Veterinary Teaching Farm
VTH: Veterinary Teaching Hospital