VISITATION REPORT

To the Faculty of Veterinary Medicine, University of Cordoba, Cordoba, Spain

On 02 – 06 March 2020

By the Visitation Team:

Deirdre Campion, Dublin, Ireland: Visitor in Basic Sciences

Agnès Leblond, Lyon, France: Visitor in Clinical Sciences in Companion Animals

Robert Smith, Liverpool, UK: Visitor in Clinical Sciences in Food-Producing Animals

Len J.A. Lipman, Utrecht, The Netherlands: Visitor in Food Safety and Quality

Attilio Corradi, Parma, Italy: Visitor in Quality Assurance

Olivier Glardon (Chairperson), Yverdon, Switzerland: Practitioner

Christina Paish, London, UK: Student

Pierre Lekeux, Liège, Belgium: ESEVT Coordinator

Contents of the Visitation Report

Introduction

The Faculty of Veterinary Medicine of the University of Cordoba (FAVEUCO) (called the Establishment in this Report) began as a Subaltern School of Veterinary Medicine in 1847 and was elevated to the rank of Superior School in 1912, granting the title of Veterinarian.
In 1943, it became a Faculty of Veterinary Medicine linked first to the University of Seville, and then to the newly created University of Cordoba (1972).

The Establishment was evaluated by EAEVE in 2009 and granted the status of 'Approval' by ECOVE.

The main features of the Establishment are:
-) It is the only veterinary training centre in Andalusia, with strong connections with local authorities and stakeholders, including companies, private professional associations and public entities.
-) It is located in an Agrifood Campus (Campus Rabanales) 7 km from the city, structured in a departmental model with multiple services and shared facilities.
-) To maintain the required quality standards according to the availability of resources and according to the indications of its quality system, a limited number of places are offered annually (150), although the demand remains five times higher.
-) The academic staff is 174 professors distributed in 11 departments and integrated in 34 research groups.

The main developments since the last Visitation are:
-) Implementation of a new curriculum: the contents have been restructured, small groups teaching and practical activities have been enhanced, and External Practical Training (EPT) and a Dissertation Thesis have been included in the core curriculum.
-) Creation of Teaching Guides and of a Moodle virtual platform to allow better monitoring and recording of the practical activities and competences acquired during the degree.

-) Amendment of the Quality Assurance System, in line with SGE and ENQA standards.
-) Creation of the Equine Sports Medicine Centre (CEMEDE) and of the Skills Lab.
-) Recruitment of new academic staff.
-) Accreditation of the degree by both the National Quality Assessment and Accreditation Agency (ANECA) and the Andalusian Quality Agency (ACC-DEVA).

The ESEVT SOP 2019 is valid for this Visitation.

Standard 1: Objectives, Organisation and Quality Assurance Policy

1.1 The Establishment must have as its main objective the provision, in agreement with the EU Directives and ESG recommendations, 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 Establishment must develop and follow its mission statement which must embrace all the ESEVT standards.

1.1.1. Findings
The mission of the Establishment (Veterinary Faculty of the University of Córdoba - FAVEUCO) is the training of highly qualified graduates for the veterinary profession, the carrying out of high-quality research and the transfer of knowledge, with a pronounced commitment to being of service to society at large. It is based on European Directive 2005/36/EC (amended by Directive 2013/55/EU), the Spanish legislation in force (Order ECI/333/2008) and the recommendations of the EAEVE. New graduates will be able to obtain employment as veterinarians in the field of animal health, sanitation, welfare and production and food safety and public health in the private, public and corporate sector.

FAVEUCO also has the goal of undertaking cutting-edge research in all areas of the veterinary sciences, intimately linked to the transfer of knowledge to companies, institutions and users in general, seeking to meet the needs of society in the veterinary and agrifood fields. FAVEUCO's missions are governed by the values of equality, the critical spirit and attention to diversity; quality and excellence based on innovation and responsibility towards society; and ethical commitment and respect for the welfare of animals and the environment, as well as the wellbeing and safety of all the participants involved. During Q.A. meeting the University of Cordoba holds certifications at national level provided by AENEOR (ISO 9001 - 2015) and international level provided by IQNet (ISO 9001 – 2015), valid until 2022-08-02, which fulfils the requirement of the following standards: Staff organisation and planning; Professional promotion and training; Support and technical and methodological assistance on processes aimed at the continuous improvement of institutional teaching; The management of statistical information resources for decision-making; technical assistance for monitoring of the strategic plan and streamlining of administrative procedures.

1.1.2. Comments
None.

1.1.3. Suggestions for improvement
None.

1.1.4. Decision
The Establishment is compliant with Substandard 1.1.

1.2 The Establishment 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 academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.
The decision-making process of the Establishment must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT standards.

1.2.1. Findings
The Establishment, named FAVEUCO, is part of the University of Córdoba, which is a public university coming under the jurisdiction of the Spanish Ministry of Science, Innovation and Universities (MCIU) at the national level, and the Economy, Knowledge, Companies and University Department at the regional level (*Junta de Andalucía*, Andalusian regional government).
Professor Rosario Moyano Salvago, the Dean, has the DVM Diploma and a PhD. She is responsible for the veterinary curriculum.
Professor Rafael Gómez Villamandos, the Head of the Veterinary Teaching Hospital (VTH), has the DVM Diploma and a PhD. He is responsible for the professional, ethical and academic aspects of the VTH. Professor José Carlos Gómez Villamandos, the Rector of University of Cordoba (UCO), has the DVM Diploma and PhD.

The governing bodies of the Veterinary Faculty, as defined by the University statutes, are: the Dean, the Dean's Executive Team and the Faculty Board. The Dean chairs the Dean's Executive Team. The Dean's Executive Team is managed by the Dean in collaboration with the Vice Deans and a Secretary. The Vice Deans and the Secretary are chosen by the Dean and put forward to the Rector for appointment. The Veterinary Faculty currently has three Vice-Deans: (1) *the Vice-Dean for Academic Affairs and Veterinary Quality*, (2) *the Vice-Dean for Academic Affairs and Quality of Food Science and Technology* and (3) *the Vice-Dean for Institutional, International and Student Relations*. The number of Vice-Deans is determined by the UCO Governing Council in light of the management requirements, the degree courses offered and budgetary constraints. The Faculty Board is FAVEUCO's main governing body, and discharges its functions subject to the agreements of the Governing Council, the UCO Statutes, the resolutions of the Rector and the Academic Regulations. The Board is chaired by the Dean and is responsible for the governance, representation, decision-making, administration, ratification of regulations and supervision of activities of the collegiate and individual bodies of the Faculty. Collegiate bodies are arranged in eight Commissions (see page n. 11 of ESTABLISHMENT Self Evaluation Report) and six Committees (see page n. 11 ESTABLISHMENT of Self Evaluation Report), and Individual Figures appointed by the Faculty Board (see page n. 12 ESTABLISHMENT of Self Evaluation Report). There is also a specific working group, named EAEVE 2020, in charge of drawing up the Self Evaluation Report (SER). Eleven Departments of the Faculty provide teaching at the ESTABLISHMENT (Annex 1.A from page n. 253 to page n. 266 – Appendices &Annexes). In Annex 1.A. are listed the name of Head of Department and the names of the Staff. Other information is related to the location of the Department, the core subject taught (included the number of credits – ECTS), the Research groups, and the website. The Departments are listed in a table from page n.12 to page n. 13. Specific Facilities,

governed directly by the Rector of UCO, complete in an integrated form FAVUECO. The Facilities are: VTH, Equine Sports Medicine Centre (CEMEDE), Rabanales University Teaching Farma (RUTF), Food Technology Pilot Plant (PPTA), Animal Experimentation Service (SAEX). Other UCO enterprises providing services to the Veterinary Faculty: UCOIDIOMAS offers courses in English, French, German, Italian, Arabic and Spanish for non-native speakers; UCODEPORTES is responsible for the management of sports facilities for many sports activities and provides a significant service to members of the university community. The decision-making monitor system is explained in detail in Appendix 4 - Assessment Procedure for QA; Titles P-11, P- 11 (I, II and III) - Appendices & Annexes. Stakeholders, among the various Commissions and Committees, are never explicitly mentioned in this Chapter (1.2) of Standard 1, but during Q.A. meeting clear information, supported by documents available on freely on Establishment website, are provided by QUA member in charge.

1.2.2. Comments
The location of the Departments inside the Campus, far from each other, has created a sub-optimal collaboration between academic/departments needed to ensure the consistency of the core curriculum. Academic staff have limited teaching interactions and this does not fully support the concept that the Establishment is a wide and dynamic academic community oriented to professional development.

1.2.3. Suggestions for improvement
It is suggested that academic staff spend time together to share best practices related to the study programme.
The person responsible for the veterinary curriculum, through the Teaching Commission, may on a regular basis, call formal and informal, Departmental and inter-Departmental meetings to focus on integrating the ESEVT Standards to improve the quality of veterinary education.

1.2.4. Decision
The Establishment is partially compliant with Substandard 1.2 because of sub-optimal collaboration between the departments in order to ensure the consistency of the core curriculum.

1.3 The Establishment must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with a timeframe and indicators for its implementation.

1.3.1. Findings
Work on drawing up the Establishment's own strategic plan began in 2016. Until that time, the Establishment had undertaken its activities within the framework of the University's 2006-2015 Strategic Plan, the annual milestones of which can be viewed at http://www.uco.es/veterinaria/es/cumplimiento-del-plan-estrategico. The Strategic Plan is structured in three pathways: Teaching, Research, Management and Service. Each pathway is divided into Objectives: five for Teaching; four for Research; three for Management and Service.
It is based on achieving the highest quality standards in teaching, research and welfare activities, bearing in mind all the stakeholder groups involved in running the operations. It is designed from a twofold perspective: the short-medium term, enabling immediate issues to be addressed, and the long term, laying the foundations for the future from 2020 onwards. It was approved by the Faculty Board in 2018 and is available in full at:
(http://www.uco.es/veterinaria/images/documentos/calidad/PE_FAVE_2019-01-28.pdf).

The Establishment's Plan is coherently expressed in a Mission, Vision and Values. 'Mission' is arranged in six points harmonized on the concept of "One Health", transparency and sustainability of the environment. "Vision" is arranged in six points and thirteen sub-points. This Vision proposes an improvement of academic training, excellence in research and knowledge transfer, high-quality material and human resources, fostering the equality, critical attitude and attention to diversity, animal and human welfare and respect for the environment, and institutional recognition (QA). The Values that should guide the activities and conduct of FAVEUCO may be summarised as follows: Quality and excellence based on innovation and responsibility towards society; Ethical commitment and respect for animal welfare and the environment; Equality and solidarity, with transparency and ethical conduct based on principles of democratic participation, gender equality, merit and competitiveness.

The SWOT analysis is presented with eleven Strengths points, nine Opportunities points, three Weakness points (twelve sub-points) and four Threats points. The Strategic Plan is clear in every pathway and sets priorities, proposes strengthening of operations, and academic staff improvement and monitoring (Appendix 4 – Appendices & Annexes) in teaching and research as well as Management and Service.

1.3.2. Comments
None.

1.3.3. Suggestions for improvement
None.

1.3.4. Decision
The Establishment is compliant with Substandard 1.3.

1.4 The Establishment 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 quality assurance, within their Establishment. To achieve this, the Establishment must develop and implement a strategy for the continuous enhancement of quality. The development and implementation of the Establishment'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.

1.4.1. Findings
The Establishment's Quality Assurance System is fully available on the website (https://www.uco.es/veterinaria/es/calidad-fave). A written assessment procedure is included as Appendix 4. The Quality Assurance culture began with the approval of the new curriculum in 2010, including a specific section devoted to QA in the final document submitted for validation, based on the recommendations of the Evaluation and Accreditation Directorate of the Andalusian Knowledge Agency (DEVA-ACC). DEVA-ACC belongs to ENQA, and is registered with EQAR. The Establishment's QA system is in accordance with the criteria and guidelines for QA in the EHEA. The Establishment has a fully-implemented Quality Assurance System, based on a hierarchical system of decision-making at four levels, which ensures outcome assessment and transparency, the application of quality improvement QA mechanisms: the Quality Assurance Unit is the first level (responsible for ensuring the correct implementation of the Faculty's quality assurance policy); the Faculty Board is the second level (appoints the members of the QAU, reviews its activities and approves, if appropriate, the

proposals made by the Unit; assesses and approves the annual improvement plans, as well as the self-monitoring and accreditation reports drawn up by the QAU); the Quality and Planning Service is the third level (the Service is divided into three sections: Management of Data and Statistics - responsible for obtaining, analysing and validating the data; Organisation and Rationalisation - responsible for implementing the initiatives of the UCO strategic plan; Quality Management - responsible for implementing the quality policies in the teaching domain and providing support for the ongoing improvement of the institution. DEVA-ACC is the fourth level, responsible for renewing the certification of degrees as well as for accrediting teaching staff so that they can apply for the posts offered by the various universities. UCO services (the VTH, the SAEX, the University Library, the Central Research Support Service), have a quality assurance policy overseen by external agencies, which may be viewed on their respective websites. The QA System has a Quality Manual, which comprises a route map for collecting the data from all the specified sources, generating information and formulating proposals for ongoing improvement in the quality of the degree. The set of evaluation procedures and tools can be consulted on the Faculty's website. The reports drawn up by the QAU on the basis of the data available on all the items assessed are submitted to the Faculty Board and sent to the Quality and Planning Service and, subsequently, to DEVA-AAC.

The assessments carried out by the external agency are published on the Faculty's website and sent to the teaching and research staff, the administrative and service personnel and the Student Council. The QA System ensures that all the internal (the teaching and research staff, the administrative and service personnel and the Student Council) and external stakeholders (public authorities, companies, other veterinary faculties, professional associations, other quality assurance agencies) are informed about the implementation and development of the Degree in Veterinary Medicine, as well as the improvements carried out. The students actively participate in the formative process by participating in the Department Councils, the Teaching Commission, the QAU and other bodies that are created for specific issues. The Establishment's QA System complies with ESG standards. Appendix 4 - Assessment procedures for QA's (Appendices and Annexes) - collects all QA formats and QA procedures adopted and in use at the Establishment. Many tools have been evaluated and implemented for assuring and improving the QA Systems (SWOT analysis, Organisational Chart). During the onsite Visitation at meetings with the QA responsible members of the University of Cordoba (UCO) and Establishment it was clearly demonstrated that the Establishment promotes a QA culture.

1.4.2. Comments
None.

1.4.3. Suggestions for improvement
None.

1.4.4. Decision
The Establishment is compliant with Substandard 1.4.

1.5 The Establishment 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, views and employment destinations of past students as well as the profile of the current student population.
The Establishment's website must mention the ESEVT Establishment's status and its last Self Evaluation Report and Visitation Report must be easily available for the public.

1.5.1. Findings

The Establishment enjoys excellent relations with external stakeholders and with society at large: currently 250 agreements are in place with 225 institutions, companies, associations and groups. Communication with stakeholders and the wider society is carried out, first, on a private basis with the people involved, through periodic contact, whether in-person or virtually. Secondly, there is open and public communication through the internet and social media. Information is published on the Establishment's website and on social media, via Establishment (FAVEUCO's) accounts on Facebook, Twitter and Instagram. There is also a specific section on the Establishment's website for information related to EAEVE: regarding its ESEVT status, regarding the previous and current Self-Evaluation Report and the visitation reports, as well as other information related to EAEVE. The Establishment maintains relations with stakeholders and civil society. Public information and advisories are clear and objective.

The Establishment's website mentions the ESEVT Establishment's status, Self-Evaluation Report, EAEVE Visitation Report and other documents concerning EAEVE. All documents are freely accessible by anyone.

1.5.2. Comments
None.

1.5.3. Suggestions for improvement
None.

1.5.4. Decision
The Establishment is compliant with Substandard 1.5.

1.6 The Establishment 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 Establishment 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.
Any action planned or taken as a result of this data analysis must be communicated to all those concerned.

1.6.1. Findings

The Strategic Plan and the structures involved and the way it is monitored are clearly and publicly included on the Faculty website. The processes involved and the entities responsible for them are summarised in the table published in the SER on page 23. In specific terms, the Establishment's quality control strategy is determined by the Faculty's QAU, within the framework of UCO's QA System, and taking into account the Faculty's strategic plan. This strategy is reviewed every year based on the self-evaluation reports, the gathering of data from the stakeholders (internal and external) and the recommendations of the external quality control agencies (DEVA-AAC). All the information relating to the Quality Assurance System is available on the website. The platform created to assist the UCO faculties sets out the procedure and deadlines for submitting the annual monitoring and accreditation reports.

QA procedures and responsibility are well defined. The QA System is continuously assessed, implemented and revised (Appendix 4 – Appendices & Annexes). The communication system is efficient, accurate, on time and reaches all academic and civil society representations, for

roles of responsibility and/or as beneficiaries, involved in the dynamic of the Establishment's QA System.

1.6.2. Comments
None.

1.6.3. Suggestions for improvement
None.

1.6.4. Decision
The Establishment is compliant with Substandard 1.6.

1.7 The Establishment 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 last ESEVT on-site visit took place in October 2009. No major deficiencies were reported, but a series of recommendations were made, particularly related to the structure of the curriculum, the coordination between certain subjects and the monitoring of clinical activities; reference to a lesser extent was also made to the teaching staff and funding. The new curriculum takes a different approach to structuring the contents of five training modules with the fundamental goal of enabling the students to acquire the so-called "Day One Skills".

Specifically, steps have been taken to ensure that there is greater integration between disciplines, that the students can work with animals from their first year and that the number of practical hours is increased. The introduction of the new curriculum represented a major change in the teaching approach of the Establishment. As set out in section 1.4, the Establishment runs a QA programme that includes internal and external stakeholders and requires the drafting of annual self-monitoring reports that are examined by DEVA-ACC and ensure fulfilment of the undertakings made on introducing the qualification and contained in the ongoing improvement plans. The Establishment has two certifications, one national and the other international provided by two different external accreditor bodies: national AENEOR (ISO 9001 - 2015) and at international level provided by IQNet (ISO 9001 – 2015).

1.7.2. Comments
None.

1.7.3. Suggestions for improvement
None.

1.7.4. Decision
The Establishment is compliant with Substandard 1.7.

Standard 2: Finances

2.1 Finances must be demonstrably adequate to sustain the requirements for the Establishment to meet its mission and to achieve its objectives for education, research and

services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).

2.1.1. Findings
Details of finances are well explained on pages 30 to 34 of the SER. The Establishment operates within a funding system in which the UCO management centrally handles payment of all main expenditure related to staff and maintenance including services and work contracted out to external companies. The annual balance between expenditure and income is positive. It is noted that profits from the VTH and livestock facilities are reinvested in these services.

2.1.2. Comments
The Establishment has a sufficient budget for implementing its strategic plan.

2.1.3. Suggestions for improvement
None.

2.1.4. Decision
The Establishment is compliant with Substandard 2.1.

2.2 Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations.
The Establishment 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 is self-financing in terms of clinical, diagnostic and other services, with an increasing annual budget. Market prices are charged for services (except to non-profit organisations). The VTH receives annual funds directly from the UCO. The RUTF receives an annual budget from the Institutional Coordination and Infrastructure Vice-Rector's Office, with a supplement from by the Rector's office.

2.2.2. Comments
As some funding is directly from the UCO or the Rector's office rather than under FAVECO control, the Establishment has a suboptimal autonomy to manage the available budget.

2.2.3. Suggestions for improvement
None.

2.2.4. Decision
The Establishment is compliant with Substandard 2.2.

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

2.3.1. Findings
Repair, maintenance and purchase of infrastructure is coordinated at campus level. FAVECO is represented in the deciding committee. A list of VTH and RUTF activities in updating infrastructure and equipment from 2017 to 2019 is in the SER. Because the income of UCO has

increased, it is hoped that this increase will have a similar impact on FAVECO. Departments can propose plans for improvement of infrastructure to the FAVECO infrastructure and Finance Committee.

2.3.2. Comments
None.

2.3.3. Suggestions for improvement
None.

2.3.4. Decision
The Establishment is compliant with Substandard 2.3.

Standard 3: Curriculum

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 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), Food Safety and Quality, and Professional Knowledge.

3.1.1. General findings

3.1.1.1. Findings
The veterinary medicine curriculum of all Spanish veterinary educational establishments must comply with Spanish national legislation, which includes the Royal Decree 1837/2008 and Order ECI/333/2008. Both the Decree and Order take account of the European Directive 2005/36/. Order ECI/333/2008 specifically establishes that the degree in veterinary medicine must be of 300 credits, lists the competences that must be acquired during the course of veterinary education in Spain, and lists specific competences and the minimum number of credits that are associated with different topic grouping.

The following table compares these grouping of topics as defined by Spanish legislation, and the ECTS and topics as provided by the Establishment:

Name of grouping	Order ECI/333/2008, Legal minimum ECTS	Establishment ECTS
Common Basic Training (Basic Veterinary Sciences)	83	102
Clinical Sciences and Animal Health	105	108
Animal Production	30	30
Food Hygiene, Technology and Safety	22	24
Internship and final degree project	30	6 + 24*
Elective subjects**		6

* Incorporated into "tutored practical training" by the establishment
** Not a legislative requirement

The content of the groupings does not map precisely to the ESEVT Annex 2 groupings. For example, the competency "Knowledge and application of: ….General pharmacological bases and study of the different types of drugs" falls into "Clinical Sciences and Animal Health".

Each grouping is described by the Establishment as a "module", which is then made up of different subjects or "units of study". Subjects may be taught and completed within a 4-month semester or may continue over the whole academic year. Progression rules are in place that require students to have completed certain subjects before enrolment in a later subject.

The current curriculum was designed with the aid of a Curriculum Committee appointed by the Faculty Board. The Establishment's curriculum was approved by the national quality standards agency in June 2010, and approved by the Ministry of Education, also in June 2010. This new curriculum was completely in place across all years by 2015. The Andalusian standards agency renewed accreditation in July 2017.

The degree awarded by the Establishment is recognised nationally as mapping to Master level.

The Royal Decree 1393/2007, a Decree which establishes the planning of University education in Spain, requires that curriculum modifications must be proposed to the regional (Andalusian) standards agency. Substantial modifications must be reported to the Council of Universities of the Ministry of Education.

Inconsistencies, overlaps, redundancies and omissions are identified by several different groupings: The Quality Assurance Unit (QAU), The Teaching Commission, External Advisory Committee, the Academic Coordination Meetings and the Faculty Board. The "action framework" includes all stakeholders and enables review of decisions regarding all aspects of the curriculum, and disseminating relevant information. This "action framework" is not a formal grouping, and do not meet simultaneously but exert their functions at different levels and times.

Since the degree was introduced in 2010, only modifications of a "non-substantial nature" have been approved. These modifications occurred two years ago, three years after full implementation of the new curriculum. "Non-substantial modifications" involve lesser changes that improve the curriculum and that the university can implement as an outcome of the annual monitoring process.

The current competences are divided into "Basic", "University", "Transversal" and "Specific" competences. The latter is specific to veterinary medicine. All are listed at:
https://www.uco.es/organiza/centros/veterinaria/es/objetivos-y-competencias

In addition, the University of Cordoba Academic Regulations define the sizes of groups for lectures and practical activities: Large groups, of 65 students per group; Medium-sized groups = 25 students; Small groups = 12 students; Very small groups = six students. As the veterinary student cohort exceeds the size for a large group, each lecture is normally offered twice.

3.1.1.2. Comments
All of the Establishment-listed veterinary medicine competences are evaluated in at least one unit of study. Annex 3.B. maps the Establishment's competences to the ESEVT Day One Competences and indicates the unit of study where this competency is assessed.

The ESEVT and Establishment's competences are not a direct match, however. As an example,

the Establishment has mapped the ESEVT competency 1.07 " Understand the economic and emotional context in which the veterinarian operates" to the Establishment's competences CE15 "Knowledge and basis of animal welfare and its application" and CE16: "Knowledge of the basics of behaviour, domestication process and management and its application", which are linked then to the Common basic training first-year subjects "Ethnology, ethology and animal welfare" and "Management of animals of veterinary interest". The learning guides of these two units of study do not include a reference to veterinarian stress and resilience and are animal-focussed only.

Overall, there is a gap in the current curriculum relating to certain "soft skills" within veterinary medicine, which are listed in the current ESEVT Day One Competences. Although elective modules are available to students which may encompass these soft skills, the modules are not available to all students.

3.1.1.3. Suggestions for improvement
The Establishment should regularly review the ESEVT published standards and adapt the core curriculum content accordingly. The curriculum must allow acquisition of the full range of ESEVT competences, including "soft skills" by all veterinary students.

3.1.1.4. Decision
The Establishment is partially compliant with Substandard 3.1.1. because of sub-optimal training of soft skills.

3.1.2. Basic Sciences

3.1.2.1. Findings
All of the Basic Subjects, and Basic Sciences Subjects are represented in Table 3.1.2 of the SER, and are associated with substantial teaching and learning core curriculum hours.
The core units of study, including the course description of each unit, teaching group sizes, and alignment with ESEVT Day One Competences are presented in English in Appendix 2 of the SER.

The units of study map to the EAEVE SOP list of Subjects. For example, the EAEVE SOP subject "anatomy, histology and embryology" is taught across the year 1 units "Cytology & histology, 6 ECTS", "Embryology, 3 ECTS", "Systematic anatomy, 6 ECTS" and the year 2 unit "Neuroanatomy and topographical anatomy, 6 ECTS".

Most of the Basic Science subjects are completed by the end of year 2, although "Pharmacotherapy" is taught in year 4, and "Toxicology" is taught to an advanced level incorporating aspects of global epidemiology, in year 5.

There is a balance of didactic and practical activities in all of the basic science subjects. Laboratory practicals across the basic science subjects are largely run as medium (25 students) or small (12 students) groups. Practical classes in anatomy, embryology, genetics, microbiology, animal behaviour and welfare, parasitology, pharmacology and general pathology are primarily taught in small groups.

3.1.2.2. Comments
The basic science teaching staff were very engaged and enthusiastic regarding teaching and student learning. There were multiple examples of good practice and innovation observed

during the Visitation, and the staff are highly motivated and enthusiastic users of up-to-date student engagement techniques such as computer-based in-class response systems, mobile apps, and video-based vignettes for group discussion.

More traditional methods are also extensively used. All students gain extensive experience in using microscopes, which are housed within dedicated teaching spaces for histological and histopathological and parasitological classes.

The anatomy teaching includes a substantial demonstration of topographical anatomy in the live animal, and there are good facilities to permit this. On the other hand, although preserved specimens, in the form of organs or part cadavers, are used to demonstrate anatomy, the students do not carry out dissections of any cadaveric material during anatomy practical classes. Students do not see any dissection on whole bovine or equine specimens. In view of the class size, the anatomy museum is not extensive, and museum specimens are not freely accessible for student revision.

Few students claimed that they were "lost" anatomically when presented with an animal to necropsy in pathology and stated that they required extra assistance from pathology staff to proceed. In addition, the subject of anatomy appears to be a barrier to progression for students, with a proportion of students repeating the subject on multiple occasions before passing the unit.

3.1.2.3. Suggestions for improvement
Although the teaching and learning processes for anatomy are globally in agreement with the standards, the anatomy practical teaching should incorporate opportunities for all students to physically dissect animal cadavers. The experience of dissection would permit students who learn through action (kinaesthetic learning) to better assimilate anatomical subject material.

The Establishment could also consider the investment in expanding the number of specimens in the museum, including models and/or whole animal specimens. The Establishment may also consider increasing the availability of the museum for student revision of anatomy outside normal timetabled classes.

3.1.2.4. Decision
The Establishment is partially compliant with Substandard 3.1.2. because of sub-optimal practical training in anatomy.

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

3.1.3.1. Findings
For the competences in clinical sciences 108 ECTS (excluding VTH clinical rotations) or 1190 hours (including 4 weeks VTH rotation) are assigned (Tab 3.1.2). The amount of teaching hours spent in clinical animal work from the 2nd to the 5th year sums up to 696.5 hours. Within clinical sciences the lectures amount to 303 hours, lab and desk-based work 1 hour, non-clinical animal work 0 hours and clinical animal work 452.5 hours. For all the subjects, teaching guides are available for students on the Moodle platform. Some courses are offered in English, through the plurilingual plan, in the English itinerary.
Practicals and clinical activities are given in the third year in the subjects' propaedeutics, parasitology, infectious diseases, pathological anatomy and imagery. Propaedeutics include 35h of clinical practices.

During the 4th and 5th year, practicals are carried out in the VTH in surgery, internal medicine, reproduction and obstetrics. Further practicals are programmed in anaesthesiology and intensive care, pharmacotherapy, toxicology and preventive medicine.

4 weeks clinical rotations in the VTH are done by the students during the 5th year. Rotations in medicine include reproduction, physiotherapy and imagery. Students take part in the emergencies and intensive care work during their rotation in hospitalisation of small and equine animals (1 week). In the Equine reproduction service students participate in the Spanish Armed Forces Equine stud farm. There is an expanding exotic pet service with a part-time teacher dedicated to it. The I11 is below the minimal value but compensated by visits to the municipal zoo conducted in medium-sized groups (6 hours).

3 ECTS can be taken in clinical sciences by the students as electives during the 9th semester. Among elective subjects in clinical sciences in companion animals are Clinic for exotic animals, Veterinary Ophthalmology and Veterinary Oncology, Equine Reproductive Technologies, Equine Ultrasonography, Equine Sports Medicine and Equine Medicine, Intensive Care and Emergency.

Students have to complete a logbook to document their activities.

3.1.3.2. Comments
The curriculum offers all relevant topics for clinical sciences. The learning outcomes are prepared and published in the various subjects on the Moodle platform. Propaedeutic practical training is adequate. Clinical rotations in small animals and horses are adequate in the different parts of the VTH. An emergency service is offered.

The Establishment is commended for the organisation of the clinical training in the VTH and the English courses offered to the students in the core curriculum.

3.1.3.3. Suggestions for improvement
None.

3.1.3.4 Decision
The Establishment is compliant with Substandard 3.1.3.

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

3.1.4.1. Findings
Training in food-producing animals takes place throughout the programme.

Animal Production training takes place during the first, third and fifth years (S1, S2, S5, S6, S9). Agriculture, economics, nutrition, ethnology, ethology and animal welfare are covered. Each student carries out an individual feasibility study on a livestock farm, which is presented and defended publicly. An understanding of the farm as a business and the agronomic requirements to produce crops and preserve them for animal nutrition flow through the structure of the programme. Rabanales University Teaching Farm has recently been refurbished to allow access to production animals for small group training through the curriculum.

A good foundation to learn population medicine is provided by the Data Analysis and Veterinary Management courses. This training is complemented with Livestock Production Economics, covering the economic criteria of decision-making in the livestock industry,

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including extramural trips in small groups under the supervision of a teacher to conduct a field project.

There are no food-producing animal intra-mural clinics. During the TPT period in the 10th semester students obtain 9 days of experience in Production Animal Ambulatory Clinics provided by a range of external organisations and managed by the Establishment. A further day is spent performing production animal necropsies. A week of Livestock Enterprises visits are made in small groups doing the TPT (pig production, bovine dairy and meat production, equine, goat, sheep and poultry production units), accompanied by Establishment staff. This is followed by a one-week stay on a production facility (EPT), in which students work with veterinary personnel.

There is not a clearly defined ambulatory clinic associated with the VTH or out-of-hours emergency service for ruminants.

3.1.4.2. Comments
Strong agriculture components ensure an understanding of a farm as a business and how agronomy underpins animal health and production of safe food. Understanding of the whole farm business is becoming more important for veterinarians to be able to influence farmers and provide economic justification for investments in animal health and welfare. The veterinary staff from external organisations provide good role models for students to enter production animal work. This is commendable.

3.1.4.3. Suggestions for improvement
Following the renovation, the Rabanales University Teaching Farm should be appropriately stocked and managed with a balance of species to provide efficient access to teaching material to coincide with teaching activity.
Ensure that the term "large animal" is not used in the definition of the curriculum, description of teaching, clinical activity or hospitals and follow the ECOVE definitions of companion animals, equine and production animals to clarify caseload for future accreditations.

3.1.4.4. Decision
The Establishment is compliant with Substandard 3.1.4.

3.1.5. Food Safety and Quality

3.1.5.1. Findings
The FSQ/VPH teaching is based on a curriculum followed by all students during semesters 5, 6, 7, 8, 9, and 10 in the third, fourth and fifth years. Group sizes differ between medium sized groups for the practical element in Food Technology to very small groups (five students per teacher) in the practical rotations in the Food Technology Pilot Plant. The teaching plan concerning FSQ/VPH consists of 24 ECTS of the total 300 ECTS. As described in table 3.1.1, the curriculum hours taken by a student on subjects concerning this topic are in total 565 hours (total curriculum hours 4419, table 3.1.1). Also elective courses on FSQ/VPH and One Health are provided (see table 3.1.4).
The FSQ/VPH curriculum (565 h or 12.8% of the total curriculum) includes lectures, seminars, self-learning, laboratory and desk-based work and clinical and non-clinical animal work.

The lessons are devoted to analysis of the chemical composition of foodstuffs, the technology and control of food manufacturing processes and the sensorial evaluation of food, rapid methods

(PCR and ELISA) in the microbiology and authenticity of foodstuffs, general hygiene plans (GHP) and Hazard Analysis and Critical Control Points (HACCP), hygiene-based evaluation of food, food regulations and legislation, the health criteria and legal basis of ante- and post-mortem inspection, the inspection of premises, food safety and public, the application of the evaluation and management of food risks, the General Health Register of Food Companies and Foods, the design of self-control systems for managing safety in the food supply chain and procedures for supervising and verifying self-control systems.

All the students must complete 4 weeks of practical rotations under staff supervision in slaughterhouses and in the food technology plant. Students also spend one week with adjunct professors (staff) belonging to the Official Inspection Service of the Andalusian Public Health System, in the Food Security area, inspecting of food establishments. In the slaughterhouses the professors/tutors are official veterinary service inspectors. Also EPT is possible in Food hygiene and Inspection and in Food Technology.

The institution has no ECVPH residences.

3.1.5.2. Comments
The Establishment has developed a successful strategy to teach FSQ/VPH subjects to all its students. The learning objectives meet the requirements of Regulation 854/2004/EC and the ESEVT Day One Competences. Especially the practical slaughterhouse training during TPT is excellent. Contacts with stakeholders take place regularly. The pilot plant helps students to learn food technology in a practical way.

3.1.5.3. Suggestions for improvement
Part of the curriculum could be devoted to HACCP outside the slaughterhouse, especially in the meat cutting and processing industries outside the Establishment.

3.1.5.4. Decision
The Establishment is compliant with Substandard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings
Professional knowledge (PK) is defined as a learning outcome by the Faculty (p. 54), with clear objectives.
As stated, subjects linked to PK are incorporated within subcategories of topics and include inter alia Information literacy and data management, Professional ethics and communication, Animal health economics and practice management, Clinical practical training in common animal species, Herd health management and veterinary legislation (p. 45).
Furthermore, different activities and topics are available during the whole curriculum, like a Data analysis and management course (6 ECTS), a Career opportunity day and a Veterinary and science and technology of food conference.

Many Electives (p. 46), the Doctoral Thesis and the Plurilingual plan offer additional opportunities to acquire Professional knowledge.

Finally, the ambulatory clinical training is organized in such a way that every student receives opportunities to get in contact with large animal practitioners and their practice management programme, as a good introduction to PK.

3.1.6.2. Comments
The FAVEUCO actively offers good opportunities of contacts to Professional knowledge, which are sufficient to prepare the students for their future professional career.

3.1.6.3. Suggestions for improvement
None.

3.1.6.4 Decision
The Establishment is compliant with Substandard 3.1.6.

3.2 Each study programme provided by the Establishment 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 Establishment must provide proof of a QA system that promotes and monitors the presence of an academic 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 Establishment must also describe how it encourages and prepares students for self-learning and lifelong learning.

3.2.1. Findings
The curriculum is based on the acquisition of competences, abilities and skills. It is designed for acquiring all the competences, abilities and skills throughout various modules and subjects of the curriculum. The acquisition of competences and abilities in the various subjects of the curriculum is made manifest in the learning outcomes, in accordance with National regulation (RD 1837/2008) and European Directives (Directives 2005/36/EC and 2006/100/EC). Veterinary degree qualification is clearly specified and refers to the correct level of the National Qualifications Framework for Higher Education and to the Framework for Qualifications of the European Higher Education Area. The relationship between the competences, learning outcomes and objectives for each subject are set out in the respective subject Teaching Guides. There is a procedure for drawing up, reviewing and publishing the teaching guides, in accordance with UCO guidelines. The Teaching Guide is prepared by professors responsible. The Teaching Guide is approved by the Department Council, reviewed by the QAU for the degree, and improvement proposals are put forward if necessary to avoid omissions, duplication and inconsistencies, and they are ultimately approved by the Faculty Board. In all processes the teaching and research staff, the administrative and service personnel and the students are represented (Department Council, QAU and Faculty Board). The Teaching Guides also set out the competence-based learning strategy, specifying the training activities.

The programmed activities are oriented towards learning not only specific content, but also the transversal competences of self-learning, continuous and lifelong learning and an insistence on the quality of training. Individual work and teamwork are promoted, especially in practical activities, and involvement in both in-person and distance learning activities. All Establishment subjects use the Moodle platform which enables personalised learning environments to be created, with multiple training tools available to students, fostering the autonomous development of their learning processes. STANDARD 5 sets out the characteristics, procedures and

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regulations of these activities. The Establishment study programmes meet national and EU Directives. The Establishment prepares graduates veterinarian for the labour market, with specific professional competences, abilities and skills. The Establishment promotes the curriculum and is responsible for competency goals (Day One Competences) qualification.

The Establishment implements its training in an academic setting favourable for learning. The Establishment encourages students to be responsible for their learning progression and adopt a Moodle platform, which enables personalised student's learning environments for fostering the autonomous development of learning processes.

3.2.2. Comments
None.

3.2.3. Suggestions for improvement
None.

3.2.4. Decision
The Establishment is compliant with Substandard 3.2.

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 programme was designed and developed to provide a coherent training proposal appropriate to the objectives of the degree in accordance with national regulation and EU Directives. The learning outcomes that are pursued and can be summarised in seven basic objectives (SER – p. 50). The majority of the competences are specific and refer to the acquisition of knowledge and the development of abilities related to the veterinary profession, but it is also recognised that the students need to acquire more general knowledge and abilities (general and transversal competences).

Competences and learning outcomes are established in subjects well detailed in Appendix 2 – Units of Study (subjects) (Appendices & Annexes from page 18 to 65). Subjects are grouped into six modules, over the course of five academic years, each year divided into two semesters; the subjects last either for one semester or a year.

Modules: First and second year (semesters 1, 2, 3 & 4) - Basic Sciences; Third year (semesters 5 & 6) - Clinical Sciences in Food-Producing Animals; Fourth year (semesters 7 & 8) - Clinical Sciences in Companion Animals; Fifth year (semesters 9 & 10) - Professional knowledge. Transversally, over the course of the third and fourth years (semesters 5, 6, 7 & 8), material related to the manufacture and control of foodstuffs for human consumption is covered, grouped

within the Food Hygiene, Technology and Safety module (Food safety and quality). Competences, abilities and skills are basically determined by the Spanish regulations (Order ECI/333/2008), and organised in a manner consistent with the ESEVT Day One Competences (Annex 3B - Appendices & Annexes from page 275-278). The distribution of those ESEVET Day One Competences between the different subjects of the degree is described in Appendix 2 (Appendices & Annexes from page 18 to 65). The design, communication, evaluation and review of learning outcomes is undertaken jointly and consistently with other aspects of the degree programme (core curriculum, objectives, assessment criteria).

The basic procedure is the one set out in section 3.1, with the participation of the QAU, the Teaching Commission, the External Advisory Committee and the Coordination of Academic Activity meetings. ESEVT Standard 3.3 topics are considered and detailed. Procedures planned by QAU, the Teaching Commission, the External Advisory Committee and the Coordination of Academic Activity meetings operates for assessment and revising of learning outcomes.

3.3.2. Comments
None.

3.3.3. Suggestions for improvement
See 3.1.1.3 for suggestions.

3.3.4. Decision
The Establishment is compliant with Substandard 3.3.

3.4 The Establishment 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 on going and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. 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
The process of designing, communicating, evaluating and revising the core curriculum is undertaken in a joint and coordinated fashion with the other aspects of the degree programme (learning outcomes, structure, objectives, assessment criteria, etc.). The drawing up of the core curriculum was a fundamental part of the design of the new degree programme on the part of the Degree Programme Committee, as was also pointed out in section 3.1.

The procedure and the committees involved are those that have already been set out in section 3.1 and in the preceding section. The curriculum decision structure is detailed explained in QA system. QAU, the Teaching Commission, the External Advisory Committee and the

Coordination of Academic Activity meetings operates for assessment and revising of learning outcomes. The current curriculum is therefore an adaptation of this regulatory framework and has been gradually introduced since 2010/2011, replacing the previous degree. Curriculum changes are communicated to teaching staff, support staff, students and stakeholders using the Establishment's web site and via the Establishment's accounts on Facebook, Twitter and Instagram.

3.4.2. Comments
None.

3.4.3. Suggestions for improvement
None.

3.4.4. Decision
The Establishment is compliant with Substandard 3.4.

3.5 External Practical Training (EPT) is compulsory training activities organised outside the Establishment, the student being under the direct supervision of a non-academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herd health management, practical training in FSQ and VPH).
Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student's professional knowledge.

3.5.1. Findings
Students can participate in "curricular" and in "extracurricular" EPT (EEPT).

The main core of the Curricular External Practical Training (EPT) forms part of the Tutored Practical Trainings subject, as a "free-choice itinerary", and consists of pre-professional practical training lasting four weeks (120 hours, 6 ECTS), enabling practical specialisation voluntarily chosen by the student in any of the activities pertaining to the veterinary profession (Clinical Sciences and Animal Health, Animal Production, Food Hygiene and Inspection, Food Technology), including initiation in research.

A second EPT is incorporated in both the Ambulatory Clinic itinerary and the Livestock Enterprises itinerary of the TPT. Each of these two itineraries consists of one week with an adjunct professor and another week with an external tutor (practitioner under tutor agreement/ contract with the Faculty). These EPT are not a free choice option, but the students are assigned to a selected tutor.

The procedure for selecting and awarding the practical training is regulated by FAVEUCO, and there is a Coordinator for such training, who is a Faculty professor and a member of the Tutored Practical Trainings Committee, appointed by the Faculty Board. There is a procedure published on the website stipulating the deadlines, annual offer, adjudication criteria, period of completion and evaluation. There is a list of professors who voluntarily put themselves forward to act as academic tutors for each company, which is approved by the Faculty Board, thereby ensuring that it abides by the Spanish regulations (RD 592/2014).

The method used to allocate companies is the free choice of the students, with the help of an EPT Placement Committee. In the event of their choices coinciding, the student with the highest number of credits in the degree at the time of the application is prioritised, and in the event of an academic centre being requested by more than one student, priority is given to those students who request curricular practical training rather than extracurricular training, on the basis of academic record, and to disabled students so that they can choose companies where all adaptations ensuring universal accessibility are in place, including those related to transport and access to the premises.

Extracurricular External Practical Training (EEPT) is not included in the curriculum and is therefore completely voluntary. This is undertaken outside university hours, and is offered as additional training in order to apply and complement, just as with the EPT, the knowledge acquired in their academic training, fostering the acquisition of competences, students' employability and the entrepreneurial capability. It follows the same application, adjudication and evaluation procedures as EPT. EEPT can be included in the degree's European Diploma Supplement.
During the year, about 40 students will spend part of their EEPT time in the VTH. A group of 6 EEPT students work during daytime in the VTH, and 2 students work overnight, for the ICU and emergency service.

3.5.2. Comments
The EPT activities are well organized, well-structured and supervised, including QA. The offer is broad and gives a good insight into future professional activities. The EPT takes place in the curriculum as pre-specialisation training, based on the free choice of the discipline by the student.

3.5.3. Suggestions for improvement
None.

3.5.4. Decision
The Establishment is compliant with Substandard 3.5.

3.6 The EPT providers must have an agreement with the Establishment and the student (in order to state 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 Establishment on the EPT programme.
There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.

3.6.1. Findings
Places are offered every year in companies that have an educational cooperation agreement with FAVEUCO, and students select various options depending on their interests. The educational collaboration agreements are arranged by the Faculty, and there is a UCO service for managing them. To date, FAVEUCO has arranged a large number of agreements with numerous Spanish and international entities and companies related to the veterinary profession, including veterinary hospitals, zoological institutions, wildlife rehabilitation centres, research centres, food manufacturers, livestock enterprises, animal feed producers, etc.

Such agreements include as a specific annex their educational objectives, the contents of the practical training and the generic competences to be acquired by the students during the training.

In addition, a tutor from the collaborating entity (non-academic person) and an academic tutor are assigned and are directly responsible for the students' training. The training involves students' direct participation in professional undertakings, in a non-academic environment, and enables them to complete and to put into immediate practice the competences and abilities acquired during their regular studies.

Once the training has been completed, the student must fill in the acceptance document specifying the period and the timetable, which is signed by all the interested parties (tutors, Faculty and student).

Students who undertake external practical training need to arrange training insurance (complementary insurance), which will cover the students until the end of the academic course for any problems that might arise while the activity is being undertaken.

3.6.2. Comments
Finding of new EPT locations is open and each student can propose new organisations. However, the student establishing a new contact (including paperwork for the agreement between Faculty and establishment) is not assured to have the place for its own EPT, based on the placement rules.

3.6.3. Suggestions for improvement
It is suggested to change the allocation rules in order to give the priority to the student getting first in contact with a new establishment.

3.6.4. Decision
The Establishment is compliant with Substandard 3.6.

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 Establishment and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The Establishment must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.

3.7.1. Findings
During the EPT period, as well as fulfilling their obligations at the faculty, the students must draw up a report on their practical training and give an account of clinical cases. The students are made aware of a model EPT report and the evaluation criteria.
The students need to express their degree of satisfaction with the EPT in the report they send to their academic tutor and complete the survey regarding their satisfaction with the facilities visited and the supervision from the tutor.

During the 2018/19 academic year, a digital portfolio (e-portfolio) was developed for evaluating the competences and abilities acquired over the course of the Degree in Veterinary Medicine as a monitoring instrument to improve the process of self-learning, enabling students to comprehend and reflect on the aforementioned process. The EPT is also included in this digital portfolio.

The evaluation of the practical training is carried out using a log specifically designed for such training, and an evaluation by competences is undertaken with the input of the tutor from the collaborating entity (60% of the grade) and the academic tutor (40% of the grade), the latter being the person who determines the final grade.

In principle, the complaint process for EPT is similar to the one established for other degree subjects. There is an official procedure for submitting complaints through the Quality Assurance Unit, and there is an anonymous procedure for submitting complaints, suggestions and endorsements, either in person or electronically.

3.7.2. Comments
There are good recordings and evaluations of the EPT, included in the general QA of the TPT.

3.7.3. Suggestions for improvement
None.

3.7.4. Decision
The Establishment is compliant with Substandard 3.7.

Standard 4: Facilities and equipment

4.1 All aspects of the physical facilities must provide an environment conducive to learning, including internet access. The veterinary Establishment 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 with reduced mobility, and EU animal welfare and care standards.

4.1.1. Findings
FAVEUCO is located on the Rabanales Campus (surface area of 463,000 m^2), near the Córdoba city centre and is easily accessible by car, train and bus. The campus encompasses the Veterinary Faculty, the Sciences Faculty, the Higher Polytechnic School and the Higher Technical School of Agronomy and Forestry. FAVEUCO facilities are housed in different buildings, some are shared with other faculties.

The maintenance program of buildings is under the responsibility of the University of Córdoba Vice-Rector's Office for Infrastructure and Sustainability and the programme of works is planned on an annual basis. There are also budgetary allocations for departments for minor works.

The University of Córdoba Research Plan includes a programme of grants for the maintenance of scientific equipment. New equipment is purchased by applying to a fund called the State Programme for Knowledge Generation and Scientific and Technological Strengthening of the R&D System, in coordination with the European Regional Development Fund.

The allocation of resources to the VTH is independent of the Faculty and is managed by the Governing Council.

All buildings are equipped with internet access. All the facilities comply with the regulatory requirements regarding sanitary conditions, security, biosecurity, accessibility for people with reduced mobility and European animal welfare regulations. Procedures in which animals are used are submitted to the UCO Bioethics Committee for approval.

4.1.2. Comments
Biosecurity pictograms are not always the official ones in some areas (e.g. in parasitology).

4.1.3. Suggestions for improvement
It is suggested to harmonise with the official (EU) formats of pictograms everywhere.

4.1.4. Decision
The Establishment is compliant with Substandard 4.1.

4.2 Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be 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 academic and support staff.

4.2.1. Findings
Lecture rooms are in different buildings. There are 5 lecture halls with capacity between 131 and 549 students and a multipurpose room with a capacity of 40 students. Lecture rooms (24 – 96 places) are also available in the Animal Health Building, Animal Production building, VTH, in the Rabanales University Teaching Farm and in the Equine Sports Medicine Centre. Additional rooms for group work (10-50 places) are available in different buildings (Darwin, Animal Health, Animal production and VTH).

30 laboratories for practical work are available for groups of 5 to 50 students, including a necropsy room, a reproduction laboratory room and a skill lab the latter two located in the VTH. Students are also involved in the CEMEDE, the Equine Medicine Sport Centre.

Audio-visual and computer rooms are available in the Averroes lecture hall. One computer room of 20 places is also available in the Animal production building.

The self-learning of the students takes place in the library of the campus, which offers 208 places divided between seven rooms, and in the anatomy museum.

Leisure activities are offered by the university sport service with tennis courts, football/rugby pitches, stadium and pools.

Lockers and sanitary facilities are available in the different buildings.

Four cafeterias are located on the campus. Two areas are equipped with microwave ovens and

space for 224 people.

Accommodation for students is available on the Rabanales campus in the Lucano residence or in the residence Nuestra Sra. de la Asunción, located 8 km from the campus. There is accommodation for on-call students available in the VTH.

4.2.2. Comments
Teaching spaces are adequate in number and well maintained. Offices, teaching preparation and research laboratories are adequate.

The Establishment is commended for the library and the clinical facilities and equipment in the VTH and the CEMEDE.

The skill lab is dedicated to both virtual and wet workshops.

4.2.3. Suggestions for improvement
The skill lab could be developed with more virtual workshops and the workshops left in place to be available to self-studying students.

4.2.4. Decision
The Establishment is compliant with Substandard 4.2.

4.3 The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the Establishment 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 and bio-containment**
- **be designed to enhance learning.**

4.3.1. Findings
Housing for healthy animals is available on the VTH, RUTF, SAEX, CEMEDE and Animal production department. Places for 10 dogs, 20 horses, small ruminants, pigs, 8 cows, birds, rodents and rabbits are available.

From 2017, the VTH and RUTF have been integrated in a plan for refurbishment and updating of their facilities and biosecurity plan. A new waiting room, updating of equipment and purchase of manikins has been made available.
The VTH is divided in facilities for small animals and for horses. Facilities for hospitalised animals include 32 cages for dogs, 3 cages for cats, 20 boxes for horses. For small animals 11 examination rooms, 3 operating theatres, a radiology, ultrasonography and CT room are available. Large animal facilities include 2 exploration, one neonatology and one reproduction rooms and 1 operating theatre. The VTH has the ISO9001/2015 accreditation.
One terrestrial and one aquatic treadmills and a track are available in the CEMEDE.

The FAVEUCO has agreements with several slaughterhouses in Andalusia, the most important being COVAP (pigs and ruminants) located 80 km to Cordoba. INASUR, processing poultry, is located 30 km to Cordoba.

4.3.2. Comments
The livestock facilities and animal housing are sufficient in capacity and of high standard.
Commendations:
- The accreditation ISO9001/2015 for the VTH
- The design of the VTH that ensures high level of learning and allows integrated exposure to clinical material for the students

4.3.3. Suggestions for improvement
None.

4.3.4. Decision
The Establishment is compliant with Substandard 4.3.

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 Establishment must unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic 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 Establishment must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceeding the best available in the private sector.
The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.

4.4.1. Findings
The VTH is equipped with all the material that allows it to provide high quality teaching. A range of facilities are available for consultations, advanced diagnostic work, and surgical and medical treatments, including intensive care, supported by sterilisation service facilities.

The VTH is open to companion and exotic animals and horses all year round and 24/7. Students belonging to the rotation group 'hospital' are involved in the emergency and intensive care unit during day-time.

Clinical cases are used for teaching during clinical rotations and also during practical seminars when teaching disciplines. This organization maximizes student exposure to clinical cases and allows the implementation of research-based and evidence-based training. During the clinical rotations, students are supervised by academic staff and interns. These staff have been trained for clinical teaching and assessment.
The clinical training for food-production animals is conducted on an ambulatory basis as part of an on-call service. Students participate in this training under the supervision of an associate professor. Students participate in the ambulatory clinic itinerary during the TPT module.

4.4.2. Comments
Only student volunteers take part in the VTH emergency service at night and there is no night duties in food-producing animals.

4.4.3. Suggestions for improvement

The involvement of students in emergency service should be mandatory on a 24/24 hr and 7/7 day basis.

4.4.4. Decision

The Establishment is not compliant with Substandard 4.4 because night duties in emergency services are not compulsory for undergraduate students.

4.5 The Establishment must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services, pharmacy and necropsy facilities.

4.5.1. Findings

The clinics are well-equipped with standard equipment for routine examination, surgery, imagery and clinical pathology as commonly performed in general practice. In addition laparoscopy and arthroscopy equipment and several items of rigid and flexible endoscopy equipment are available.
Necropsy facilities are located in the animal health building.

4.5.2. Comments

None.

4.5.3. Suggestions for improvement

None.

4.5.4. Decision

The Establishment is compliant with Substandard 4.5.

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 animal care and for prevention of spread of infectious agents. They must be adapted to all animal species commonly handled in the VTH.

4.6.1. Findings

The Establishment has isolation facilities for companion animals and horses. Isolation facilities in the VTH comprise one room for dogs with 4 cages and four boxes for horses in the equine part of the VTH. These facilities are operated and managed under strict biosecurity guidelines and protocols.

4.6.2. Comments

The walls of the isolation stalls are damaged due to kicking of the horses housed in them.

4.6.3. Suggestions for improvement

It is suggested that the walls of the boxes in the isolation unit be refurbished in the future and kept to a high standard, with prompt repair, if damaged again.

4.6.4. Decision

The Establishment is compliant with Substandard 4.6.

4.7 The Establishment must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.

4.7.1. Findings
The practical training in the ambulatory clinics is carried out for 9 days over two weeks in groups of 8 students from September to June as part of the TPT. Visits are made to cattle, small ruminants, pigs and poultry farms with teachers from the Establishment.
I15 and I16 are higher than the median values.

4.7.2. Comments
None.

4.7.3. Suggestions for improvement
None.

4.7.4. Decision
The Establishment is compliant with Substandard 4.7.

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 to prevent the spread of infectious agents.

4.8.1. Findings
FAVEUCO owns one van and hires two others (8 places each) for transporting students during the practical training with equipment added when required. On inspection one vehicle was not at the level of cleanliness and biosecurity expected. No personal disinfection or hand cleaning (gel) facilities were present in any vehicle. No first aid kits for student safety were present.

There are 2 vans for the transport of live animals.

An agreement with the Municipal Sanitation Enterprise of Cordoba – Animal Control Center (SADECO) is in place for the transport of cadavers and the provision of dogs and cats cadavers for dissections.

4.8.2. Comments
The vehicles equipped with the instruments needed to attend the clinical cases, as described in the SER, are in fact provided by the practitioners who are temporary part-time members of teaching staff. The vehicle we observed, returning from an ambulatory clinic with students, needed to be cleaned.
4.8.3. Suggestions for improvement
The biosecurity procedures in the transportation of students to/from food-producing animal facilities are non-optimal.
The institution must ensure that the vehicles used by students for the ambulatory clinic are properly cleaned and provided with the minimum necessary for cleaning and disinfecting hands and shoes.

4.8.4. Decision
The Establishment is partially compliant with Substandard 4.8 because of non-optimal biosecurity procedures in transportation of students to/from food-producing animal facilities.

4.9 Operational policies and procedures (including e.g. biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors and a Biosafety manual must be available. The Establishment must demonstrate a clear commitment for the delivery of biosafety and biosecurity, e.g. by a specific committee structure. The Establishment must have a system of QA to monitor and assure clinical, laboratory and farm services, including a regular monitoring of the feedback from students, staff and clients.

4.9.1. Findings
The FAVEUCO has its own biosecurity plan and a training programme for academic and support staff, students and visitors (http://www.uco.es/veterinaria/es/plan-de-bioseguridad). All the documents and the information are published on the Faculty website. Procedures are posted and taught for students.

The UCO has a specific department for biosecurity and health protection, within the Risk Prevention Service and the Environmental Protection Service.

The VTH and the clinical activity in general comply with the requirements of ISO 9001:2015 regarding the veterinary and hospital care of small and large animals, laboratories and pharmacy services.

The Establishment has a regular monitoring of the feedback from students, staff and clients.

4.9.2. Comments
None.

4.9.3. Suggestions for improvement
None.

4.9.4. Decision
The Establishment is compliant with Substandard 4.9.

Standard 5: Animal resources and teaching material of animal origin

5.1 The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) 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
Practical sessions involving access to live animals occur throughout the programme. Rabanales University Teaching Farm (RUTF) has a small core of animals and this is supplemented by arrangements for visits to a wide range of livestock enterprises and government organisations. The relationships are particularly strong in official controls, slaughterhouse and food production facilities. Links have also been established with Córdoba Zoo to give exposure to exotic animals.

The number of necropsies seems to be sufficient in all species other than companion animals. This does not seem to have been identified or commented upon in the SER. The number of necropsies has doubled in two years, and if data for necropsies and graduations in 2018-19 is used, the Establishment exceeds the minimal value.

There is a wide range of specimens available using a range of preservation techniques. However, fresh specimens for student-led dissection are not available.

Four weeks in the VTH are divided approximately equally between small animals and horses. Reproduction and obstetrics are covered in both species in the hospitals. Production animal clinical experience is mainly gained from TPT periods with a wide range of external commercial partners. They are contracted to FAVEUCO and are directly supervised by academic staff. Some staff involved are adjunct professors of the Establishment.

5.1.2. Comments
The university farm has recently been renovated and now needs to be managed to meet the potential to provide teaching material. Further use of predominantly research-focused facilities (CEMEDE, Animal Nutrition Centre) for pre-clinical teaching particularly more practicals with horses, new practicals with rabbits and birds is being considered. Intramurally ruminant and swine cases are not seen but the extramural cases during TPT compensate. The small ruminant rabbit, rodent, bird and exotic caseloads seen intra-murally are low.

5.1.3. Suggestions for improvement
A large number of small ruminant and poultry farms are visited. Including clinical examination of a small number of live but sick animals or those identified to be culled at the end of the current lactation would allow students to gain more experience of clinical examination to compensate for the low individual caseload seen, and act sentinels for the flock health status.

5.1.4. Decision
The Establishment is compliant with Substandard 5.1.

5.2 In addition to the training provided in the Establishment, experience can include practical training at external sites, provided this training is organised under direct academic supervision and following the same standards as those applied in the Establishment.

5.2.1. Findings
Visits to external sites under the supervision of staff take place in the Data analysis and Veterinary Management course (S1) and the Livestock Production and Economy course (S9). Extra-curricular placements are under the supervision of a specific committee. EPT is free-choice and consists of pre-professional practical training lasting four weeks (120 hours, 6 ECTS). This is governed by government regulations.

The Establishment has agreements with the Ministry of Defence, the Andalusian Regional Government (AGAPA, IFAPA, SSPA), local authorities (the provincial government of Córdoba and town councils) and slaughterhouses, i.e. COVAP and FACSA-MISSA for ruminants and pigs, INASUR and UVESA for poultry. Other organisations allowing student experience are CECA-SADECO, Córdoba Zoo, Écija Equine Reproduction Centre and

Córdoba Provincial Livestock Station (ANNEX 3.F. for full list). Much of the practical production animal clinical teaching is provided by external partners during TPT.

External practices are evaluated as part of the quality assurance system.

5.2.2. Comments
Eight professional external tutors, all of whom are official inspectors, accompany students on visits to abattoirs as well as 20 adjunct or associate professors.

5.2.3. Suggestions for improvement
A formal teaching training programme for external staff may be implemented to ensure that all staff are aware of current best practice in teaching and that they are aware of the specific learning objectives of the session they are supervising.

5.2.4. Decision
The Establishment is compliant with Substandard 5.2.

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
Students acquire nursing skills while working in small groups (5-6) during clinical rotations in the Small Animal and Equine VTH. There is no formal veterinary nurse qualification in Spain but veterinary staff and experienced trained support staff both provide instruction to students.

5.3.2. Comments
There is no formal veterinary nurse qualification in Spain but veterinary staff and experience trained support staff both provide instruction to students.

5.3.3. Suggestions for improvement
None.

5.3.4. Decision
The Establishment is compliant with Substandard 5.3.

5.4 Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the Establishment.

5.4.1. Findings
Qvet® is the computer program used for recording clinical histories, billing, pharmacy control, sales and appointments at the VTH. Image storage is managed by the KPACS® software. Students have supervised access to these records. Students have access to all levels other than financial in the system. The type of recording system is not specified for the ambulatory clinics.

5.4.2. Comments
Using the same system in both hospitals helps reduce the time students take to master the systems in a hospital and thus aid learning.

5.4.3. Suggestions for improvement

The Establishment should develop methods for students to systematically contribute to, and have access to, clinical records of cases seen by them on TPT. An Establishment is developing an App and we support the further development of this concept.

5.4.4. Decision

The Establishment is compliant with Substandard 5.4.

Standard 6: Learning resources

6.1 State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. 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.

6.1.1. Findings

The management of teaching materials at FAVEUCO is carried out in a complementary manner by the Library Commission, the Teaching Commission and the Permanent Training Committee. The majority of teaching materials are now virtual and are accessible via the website and on the Moodle teaching platform at all times during the course.

At the beginning of the first academic year, the FAVEUCO team organises a Welcome Day for new students. More information is also provided during the FAVEUCO Mentoring Programme for new students.

A large part of acquisition is managed by the University Library Commission (with the participation of librarians, teaching staff and students). This commission is gathering information from the recommended bibliographies in the teaching guides for each subject and for contacting the Coordinators of each degree course and the Deans to acquire the works that are recommended each year.

Other teaching resources are acquired and managed directly by department academic staff using funds received for teaching activities and from teaching innovation projects overseen by the Postgraduate and Teaching Innovation Vice-Rector's Office.

There is only one non-Spanish study programme, in English, available through FAVEUCO's Plurilingual Plan. Learning resources in that programme are provided in English (i.e., Moodle platform of the subject Food Hygiene).

6.1.2. Comments

The availability, adequacy and continuous enhancement of learning resources for veterinary education, research, services and continuing education are ensured.
Students, staff and stakeholders are able to access state-of-the-art learning resources at any time.

6.1.3. Suggestions for improvement
None.

6.1.4. Decision
The Establishment is compliant with Substandard 6.1.

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 an IT expert, an e-learning platform, and all 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 Establishment's core facilities via wireless connection (Wi-Fi) and from outside the Establishment through a hosted secured connection, e.g. Virtual Private Network (VPN).

6.2.1. Findings
The Library service of FAVEUCO is integrated in the UCO Library Service, concretely, in the Rabanales Campus Library (Maimonides Library).
The library is open 283 days per year, from Monday to Friday, and the opening hours are from 8 a.m. to 8.30 p.m. The Library also has extraordinary opening hours during the exam period, when it remains open until 2 a.m.
Subsidiary libraries: Some departments in FAVEUCO have retained a departmental library, while in others, former library books are now held in the offices of the teaching staff who have requested them. In both cases, the books are listed as part of the Main Library holdings, and thus appear in the Mezquita Catalogue (which gives their location).

With regard to software for bibliographical search, all information is online on the library Website (Open Journal System, for the management of scientific journals and Open Conference System, for the management of conferences and seminars are available).
The library uses the Millennium system (which supports the Mezquita Catalogue) for its management and services to users. Moreover, the Library offers software for many purposes relating to teaching and research.

IT services for learning are provided by UCODIGITAL with its e-learning platform Moodle and the UCO IT Service: The Moodle platform (http://moodle.uco.es/moodlemap/) is the basic resource for managing online information for Veterinary degree subjects, as well as for Master's degrees and doctorates. It includes basic information, subject rules, academic content written by academic staff, management of Trained Practicals, submission and grading of student work, mechanisms for carrying out self-evaluations and evaluations of students, as well as attendance records and tutoring of the module by academic staff. This platform acts as a contact point for interaction and work by students and teaching staff, and is fundamental for progressing through subjects and for the evolution of students' learning. At the beginning of the course, each subject comes with an official virtual classroom, and academic staff can also request the creation of new classrooms for various purposes.

Electronic learning resources are made available to staff and students through custom-designed user-authentication systems (VPN, WAM and PAPI), and are accessible online from any computer, 24 hours a day, 365 days a year.

Wireless internet connection is available across the whole Establishment. Identification as a student or member of teaching staff using these authentication systems gives the user complete access to teaching materials, databases, programs, software platforms, electronic books and journals, as well as access to and management of administrative processes of various kinds.
A distance-learning room with 30 seats and IT classrooms in different buildings are available.

6.2.2. Comments
Students have wide-ranging access to all types of learning resources.

6.2.3. Suggestions for improvement
None.

6.2.4. Decision
The Establishment is compliant with Substandard 6.2.

6.3 The Establishment must provide students with unimpeded access to learning resources, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). 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 policy of the university is to cover all reference literature from the main subjects and to provide the number of copies needed by students and staff. In the field of veterinary science, there are more than 26,000 books (Table 1) and nearly 800 periodicals available as hard copies. The Library has a large collection of electronic resources, to which the whole university community has access via the Digital Library website

Some departments within the Veterinary Faculty maintain departmental libraries with their own budgets, with their location listed in the Mezquita Catalogue for the benefit of library users.

Specifically for use in Skill Labs training, there are anatomical collections, anatomical models, manikins and simulators, and virtualisation programmes available. This means that, while the use of live animals is not eliminated, their use can be reduced when learning certain invasive techniques (venipuncture, cardiology, anaesthesiology, traumatology and orthopaedics) in the interests of animal welfare.

6.3.2. Comments
The learning resources are well organized and in line with the learning outcomes.

6.3.3. Suggestions for improvement
Care should be given to providing an easy access to the skill lab for students and clinicians with student group. Repetition of skills after introduction under supervision should be allowed on an individual basis without close supervision, including out of the office/teaching hours.

6.3.4. Decision
The Establishment is compliant with Substandard 6.3.

Standard 7: Student admission, progression and welfare

7.1 The Establishment 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 Establishment must provide accurate and complete information regarding all aspects of the educational programme in all advertisings for prospective national and international students.
Formal cooperations with other Establishments must also be clearly advertised.

7.1.1. Findings
The Establishment uses different mechanisms to inform prospective students about the rules that affect student life, from student admission, to the progression and certification of the Veterinary degree. The IT are the most important channels of Establishment's information (website, UCO website). The Establishment also informs students by means of own social media accounts (Facebook, Instagram and Twitter) (Establishment's brochure of information channels are consultable in Annex A – Informative leaflet of FAVUECO Veterinary Degree, page 357-358; Appendices & Annexes). The Establishment has two programmes of visitation on-site for giving informative talks. The visitation on-site offers to the visiting students the open access to the facilities as well as educational/professional demonstrations.

The Establishment has an International Relations and Mobility Office detailed information on agreements with other Veterinary Establishments in Europe and the number of students in exchange programmes is provided in Annex 7.B (EU Veterinary Establishments for Erasmus+ mobility – pages n.361-362; Appendices & Annexes). The communication strategies for advertising to students are perfectly indicated and well defined.

The IT allows a very widespread communication, available at any time, while events on-site for visiting students are based on talk interaction between academics and vet students of the final year. The Establishment has also an international informative communicative Office for moving students inside an Erasmus+ project or at global level (UCO-Global) as well as for national programmes (SICUE).

7.1.2. Comments
None.

7.1.3. Suggestions for improvement
None.

7.1.4. Decision
The Establishment is compliant with Substandard 7.1.

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

7.2.1. Findings
On average, the Establishment enrols 150 new veterinary students in each academic year. Numbers and figures are summarized in four tables: Table 7.2.1 Number of new students admitted by the Faculty; Table 7.2.2 Number of veterinary degree students enrolled at the Faculty; Table 7.2.3 Number of veterinary students graduating annually; Table 7.2.4 Average duration of veterinary studies. The numbers of incoming and outgoing students objectively explain the educational Establishment's outcomes such as those relating to the duration of undergraduate studies.

7.2.2. Comments
None.

7.2.3. Suggestions for improvement
None.

7.2.4. Decision
The Establishment is compliant with Substandard 7.2.

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 Establishment 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 Establishment.
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 procedures are the same for all students. Student admission criteria and procedures are established by the Ministry of Education, Culture and Sport and by the Autonomous Community of Andalusia. Access to the UCO Veterinary Degree course is regulated by a *numerus clausus* system (maximum 150 students/year). The number of students admitted each year is already determined and is quota number upon available educational resources (facilities and equipment, staff, healthy and diseased animals, material of animal origin), as well as biosecurity and welfare requirements.

There are four admission paths in place: 1) Ordinary path; 2) International students; 3) Place reserved for students in special circumstances; 4) non-EU Baccalaureate Students and for students transferring from other Spanish faculties. There is no specific selection committee for the admission of students onto the Veterinary degree course, given that admission is based on the score obtained in the University Entrance Exam.

Concerned unsuccessful applicants and those who dispute their marks can address appeal to the examining board for review via the UCO website. The University Entrance Exam results and student applications are considered in the standard university admission procedure, which is fully advertised and transparent. All related information is published online. Results of the admission procedure for all the public universities of Andalusia are also published online at the same time, and sent personally to all applicants.

7.3.2. Comments
None.

7.3.3. Suggestions for improvement
None.

7.3.4. Decision
The Establishment is compliant with Substandard 7.3.

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
Five percent of the intake places are reserved for disabled students, demonstrating a disability level of 33% or more. Disability will enable the students concerned to attain the Day One Competences once they have graduated. UCO offers a Diversity Service, run by the Vice-Rector´s Office for Inclusivity and University Life, which includes an Inclusive Education Unit (UNEI). This focuses directly on disabled students, with the aim of attending to their needs so they can fully integrate into the University of Córdoba.

Procedures for supporting applicants admission affected by disabilities are clear and easy to apply. The Establishment highlights that disability will enable the students concerned to attain the Day One Competences once they have graduated. There is a dedicated plan of inclusion attending to their needs for a full integration into the University of Córdoba.

7.4.2. Comments
None.

7.4.3. Suggestions for improvement
None.

7.4.4. Decision
The Establishment is compliant with Substandard 7.4.

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 Establishment 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 Establishment 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 criteria for progression and procedures for all students are set out in the UCO Academic Regulatory Framework for Undergraduates Degrees, which clearly and precisely sets the rules for remaining enrolled and academic progression for students: Minimum number of ECTS for progression to within the curriculum for full-time students as well as part-time students; Official examination sessions (two) for each subject per year, and up to a maximum of six examination sessions per subject; Progression within the curriculum, students with unpassed subjects; Total period of time available to complete the degree for full-time students (nine years) for part-time students (thirteen years) - particular circumstances are also considered; Academic incompatibilities (core subjects).

The Establishment has prepared various tools for reinforcing and supporting students who are failing to progress adequately, among them are: Tutorial sessions; QAU for the Veterinary degree course, integrated into UCO's QAS, ensures that the student guidance and counselling services aimed at enhancing their academic performance are fulfilled by means of a series of procedures set out in its manual; Other systems encouraging progression and completion of studies in place at the University. Information related to enrolment, policy for disabled students, progression, etc. can be accessed through the UCO website, and specifically through the Student Information Portal. The rate of attrition is provided by the Data Management and Statistics unit, from within the Vice-Rector´s Office for Academic Planning and Quality, which is responsible for calculating the various indicators concerned with tracking the quality of different degree subjects. The official drop-out rate from the UCO Veterinary degree is low, varying in recent years from 6.01% in 2015/16, to 10% in 2016/17 and 12.33% in 2017/18 (There is still no available data for 2018/2019). This data may be consulted at:
http://www.uco.es/sgc/index.php?option=com_content&view=article&id=142&Itemid=184/.

The main causes of attrition are difficult to establish. Some students drop out of the Veterinary degree on account of the course failing to meet their expectations, or due to not obtaining good academic results, while others transfer to another faculty. On other occasions, students drop out for work or personal reasons, and usually resume their studies once the difficulty is resolved. The Establishment has analytically regulated the study progression. Student progression is student-oriented and allows to the students a regular improvement in knowledge in veterinary science. Remediation and removing of the cause/s of attrition are well balanced.

As seen in tables 7.2.2 and 7.2.4 in the SER, an increasing number of students are taking more than five years to complete their study. During the open session on-site meeting with the undergraduate representatives of students in their fifth year and higher, they explained the difficulties for some students to respect the formal duration of study and attributed this to high failure rates in key courses which obstructed enrolment in the next course.

7.5.2. Comments

Partial compliance because of sub-optimal mechanism in place to reduce the abnormally-long duration of study for many students.

7.5.3. Suggestions for improvement
It is suggested to conduct an investigation and put monitoring in place to identify and monitor which subjects are frequently barriers to progression so that this issue can be addressed.

7.5.4. Decision
The Establishment is partially compliant with Substandard 7.5 because of sub-optimal mechanisms in place to reduce the abnormally-long duration of the study programme for many students.

7.6 Mechanisms for the exclusion of students from the programme for any reason must be explicit.
The Establishment'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
The mechanisms for the exclusion of students, the rules enabling students to remain and the policy concerning complaints regarding decisions about admission and academic decisions are described in the UCO academic regulatory framework. The procedures and basic indicators are laid out in the Student Information Portal and Establishment's website. Appeal processes are determined by UCO's academic regulatory framework, which is common to all degree courses offered by UCO. There is no specific procedure for the Establishment (FAVEUCO). Exclusion mechanisms and appeal procedures are described in answer to the question requested of the Establishment before the on-site Visitation.

7.6.2. Comments
None.

7.6.3. Suggestions for improvement
None.

7.6.4. Decision
The Establishment is compliant with Substandard 7.6.

7.7 Provisions must be made by the Establishment 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 of reasonable adjustments for disabled students, consistent with all relevant equality and/or human rights legislation.
There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).

7.7.1. Findings
There are various mechanisms in place to support the physical and emotional needs and wellbeing of Veterinary students, provided by UCO or directly by the Establishment, which include, among others, support and counselling services related to learning, professional advice and mechanisms for dealing with other problems impeding adequate progress in courses. The UCO provides six services and the Establishment provides five services (SER p. 105 and p. 106). Students can address the Establishment directly (or via a generic request addressed to the

Dean), or the UCO via the complaints, suggestions and endorsements box, or even appeal to the University Ombudsman.

Following the receipt of a complaint, suggestion or endorsement, the Dean, along with the Vice-Dean for Students and Academic Affairs, determines how to proceed with each case. The Faculty Board Students Committee, degree and course coordinators, academic tutors and student mentors may intervene in the resolution of these situations. The Establishment promotes wellbeing for all students and responds to specific to their wellbeing concerns and issues. The Establishment is organised for a favourable veterinary cultural growth environment for the student.

7.7.2. Comments
None.

7.7.3. Suggestions for improvement
None.

7.7.4. Decision
The Establishment is compliant with Substandard 7.7.

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

7.8.1. Findings
The rights and obligations of students are clear and transparent. The Establishment complies with national and international legislation, as well as well as with the EAEVE framework standards. Student's rights are protected by the Establishment as well as by the UCO.

7.8.2. Comments
None.

7.8.3. Suggestions for improvement
None.

7.8.4. Decision
The Establishment is compliant with Substandard 7.8.

Standard 8: Student assessment

8.1 The Establishment must ensure that there is a clearly identified structure within the Establishment 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 UCO sets out academic regulations, which are regularly reviewed and updated. The current regulations are available at: http://www.uco.es/docencia/grados/normativa, and were approved in July 2019. The UCO also establishes the official academic calendar, which determines the examination periods when ordinary examinations may be held. The regulations allow for extraordinary examination sittings. The regulations include a requirement that all students obtain a minimum certification in a foreign language.

Within the Establishment, the Quality Assurance System (QAS), see SER p. 9, has oversight of the student evaluations and ensure assessment coherence.

Evaluation is competency-based, in line with Spanish legislation. Teaching guidelines recommend that each unit of study should include several methods of assessment, with a minimum of three methods.

Theoretical knowledge is evaluated mainly through the use of written examinations. The specific methodology is subject-dependant and may include long or short written responses or MCQ.

Preclinical practical skills are evaluated by a range of techniques which are subject-dependant and can include calculations, demonstration of laboratory techniques, diagnostic teamwork, and attendance and participation at laboratory practicals. Practical examinations take place in small groups, and therefore require large banks of questions to ensure that students are examined equally, but without questions and answers being passed from one group to the next.

Clinical practical skills are evaluated in supervised sessions with animal models and live animals. These evaluations take place at the end of the programmed practical activities. Day One clinical Competences are assessed and verified using clinical performance examinations, which are evaluated by teams of three professional veterinary staff.

Some "soft skills", primarily written and oral presentation, are evaluated over the 5 years of study, using seminars, presentations, and report-writing. The students must publicly present their Graduation Thesis in front of a panel of three professors selected by the Faculty Board.

8.1.2. Comments

Examples were presented which demonstrated considerable staff effort in ensuring that practical examinations were standardised and of equivalent difficulty between groups and from year to year.

8.1.3. Suggestions for improvement

None.

8.1.4. Decision

The Establishment is compliant with Substandard 8.1.

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 Establishment 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
Exam periods are established by the UCO and published in advance on the UCO website. Five examination periods are posted – for example, for 2019/2020 the following periods are listed: October, January, February, June and July. The timetable, timing and duration of examinations are discussed and then approved by the Faculty Board.

The veterinary medicine unit of study guides are available on the UCO website (linked from https://www.uco.es/organiza/centros/veterinaria/es/planificacion-de-la-ensenanza). The guide provides detail on competency that is assessed, the method of assessment, the weight given to that component of assessment, and the minimum achievement accepted.

There is no general directive or platform at University level that provides for the availability of past examination papers. In some subjects, past exams papers or list of exams questions are available in the Moodle platform. In some other subjects, the Moodle platform includes self-evaluation tests with similar questions to those used in the examinations.

In the introductory session, the type of exam, and what will be required to pass the subject is explained to students.

Final grades are based on a 10-point scale, with 5 as the passing grade. The scale also permits recognition of "Merit" and "Distinction" student grades, although "Distinction" is limited to no more than 5% of the student cohort for that subject.

Students are provided with their provisional grades using the SIGMA platform within 20 days of taking the examination. By Academic Regulation, students must be provided a timeslot and venue for a one-on-one examination review of their examination within 2-4 working days after publication of the provisional grades. Grades are finalised within two business days of completion of the review.

The UCO Academic Regulations also specify the appeals process. A student who disagrees with the grade awarded may appeal within 10 business days to the Department Council. The appeal is reviewed by a panel of three professors, at least one of whom from the same discipline area as that of the evaluating professors and of equal or superior academic category.

All documents resulting from the evaluation tests, whether written, oral, in paper or electronic format, must be kept by the responsible teaching staff for a period of one year. In the cases of request for review or appeal against the documentation must be kept until the issue is resolved.

8.2.2. Comments
There is no written descriptor explaining the general expectations of University students to achieve "pass", "merit" or "distinction". There are no requirements to publish past examination papers, although some units of study provide example questions and answers. Other units provide online self-evaluation tests with similar questions to those used in the examinations.

8.2.3. Suggestions for improvement
The Establishment should encourage all units of study (subjects) which use written examinations to provide example questions with model answers within the virtual learning environment.

8.2.4. Decision
The Establishment is compliant with Substandard 8.2.

8.3 The Establishment 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 subject guidelines, including the evaluation criteria and linkage to the veterinary medicine learning outcomes, are reviewed annually by the professors in each Department. The revised teaching guidelines are approved by the Departmental Council, followed by the Teaching Commission, and then the Faculty Board.

Assessment results are analysed during the coordination meeting of professors, students and degree coordinator, and the results, along with the student satisfaction surveys, are submitted to the Quality Assurance Unit. The degree coordinator and QAS unit analyse the results and forward improvement proposals to the Faculty Board. Changes to the units of study are made on the basis of these proposals.

8.3.2. Comments
The Establishment is to be commended for their use of a broad range of assessment methods, with a major assessment focus on the acquisition of Day One Competences.

8.3.3. Suggestions for improvement
None.

8.3.4. Decision
The Establishment is compliant with Substandard 8.3.

8.4 Assessment strategies must allow the Establishment to certify student achievement of learning objectives at the level of the programme and individual units of study.
The Establishment 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
Each unit of study clearly lists the associated competences that must be achieved, and the assessments used are directly linked to these competences.

The SER reports that the Establishment is increasingly starting to use systems which promote student participation in the learning process, and provide evidence that students are involved in writing and approving the teaching guidelines.
Specifically, the FAVEUCO framework for student participation in the learning process consists of:
-       Initial focusing (information) on the objectives of the learning process (knowledge, competences and skills);
-       Participation, collaboration and teamwork;

- Responsibility and self-evaluation;
- Interaction and communication (feedback) between students and professors.

Some initiatives fostered from that framework are:
- Explanation of the Teaching Guides contents (objectives, competences and skills, teaching activities and assessment method) in the first lecture of every subject;
- Teamwork in practical activities (laboratory, necropsies or clinical activities);
- Teamwork in reporting, presenting and discussing cases;
- Case-based problem-solving exercises, case studies;
- Individual or group tutorial sessions;
- Self-evaluation exercises in the Moodle platform;
- Dissertation Thesis.

8.4.2. Comments
None.

8.4.3. Suggestions for improvement
None.

8.4.4. Decision
The Establishment is compliant with Substandard 8.4.

8.5 Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment 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 quality control of the student logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.

8.5.1. Findings
As stated in section 8.1.1, in line with Spanish educational requirements, each unit of study evaluation is competency-based. Teaching guidelines recommend that each unit of study should include several methods of evaluation, with a minimum of three methods. The Academic Regulations define the nature of the different types of evaluation that may be used.

The "Day One Abilities" are set out in the curriculum and are considered complementary to the competences. The Establishment states that these Abilities are subject to review, to better align them to the ESEVT Day One Competences. These Abilities are listed in Annex 3A, and comprise a list of 41 veterinary skills which must be demonstrated satisfactorily by the student during the Tutored Practical Training. Students use a TPT logbook to record the achievement of each skill.

The academic person in charge of the TPT subject is the Vice-Dean of Academic Affairs. He or she has the final decision on the assessment of the subject, whether the student passes or fails, and the definitive grade obtained. To determine this final grade, the Vice-Dean receives the partial grading of each one of the seven itineraries included in the TPT: VTH (6 ECTS), Ambulatory Clinic (3 ECTS), Livestock Enterprises (3 ECTS), Slaughterhouses (3 ECTS), Food Technology Pilot Plant (1.5 ECTS), Food Security (1.5 ECTS) and EPT (6 ECTS). This partial grade of each itinerary would have been calculated by the itinerary coordinator, by

gathering the evaluation of every professor or tutor of the itinerary. The evaluation is recorded in an Itinerary Logbook, in which the competences and skills to be acquired by the student are listed (to be checked and marked). If a student does not pass an itinerary, he/she has an opportunity to repeat and pass when he/she shows that the skills set in that itinerary have been acquired.

8.5.2. Comments
There is a commendable effort to collate and review the student attainment of skills as recorded in the logbooks and in the other student recording systems currently being used. An electronic logbook "app" is in development, and this is intended to simplify the recording process.

8.5.3. Suggestions for improvement
The Establishment is encouraged to complete the development of the electronic skills "app" to improve the skills recording process.

8.5.4. Decision
The Establishment is compliant with Substandard 8.5.

Standard 9: Academic and support staff

9.1 The Establishment 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 training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching.
Most academic staff (calculated as FTE) involved in 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 number of FTE academic staff employed has increased over the last 10 years. A high proportion are veterinarians and hold postgraduate qualifications. The Establishment meets the minimal requirement for staff FTE per student, as does the number of specialist veterinarians although both are below the median. To become eligible for appointment to a teaching post someone needs to obtain national or regional accreditation. All new professors are enrolled on a central University training programme on teaching practice leading to an "Expert in University Teaching diploma". They then have access to ongoing University teaching training programmes. FAVEUCO also offers training specifically for veterinary teaching. Erasmus + Training (STT) and Erasmus + Teaching (STA) programmes are advertised to staff and they are invited to submit applications for the 12 bursaries annually available for the purpose of *Lecturing in English* training courses at the University of Edinburgh. This has contributed to the addition of English language options for some core curriculum modules.

9.1.2. Comments
Interns receive instruction on how to teach students around clinical cases when they start their work in the VTH. Although they are able to attend UCO teaching training sessions, this is not compulsory for adjunct professors and other staff teaching students in extramural locations during TPT.

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9.1.3. Suggestions for improvement

Obligatory teacher training should be provided by UCO for all staff involved in teaching regardless of their location, in FAVEUCO or external partner organisations for TPT. These should be practical but also include the pedagogic information on how students learn so they can understand the concepts behind best teaching practice. We suggest periodic opportunities to retrain and share best practice.

9.1.4. Decision

The Establishment is partially compliant with Substandard 9.1 because of sub-optimal training to teach and to assess for the temporary staff involved with teaching.

9.2 The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the Establishment'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, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.

9.2.1. Findings

The Establishment meets the minimal requirement for staff FTE per student, as does the number of specialist veterinarians although both are below the median. Qualification of staff focussing on different aspects within the programme seems appropriate. There is a mentoring system available and UCO level for new professors in the first five years of appointment but no formal system within FAVEUCO. Additional teaching staff in the area of public health are employed by Andalusian Public Health Service of the regional government to work in abattoirs etc. and managed under a joint arrangement with UCO. It is the responsibility of departments to request new staff to cover teaching directly from UCO. The Dean of FAVEUCO is not directly involved. Support staff numbers are in the direct control of UCO and recruited via a public examination. They are supported with a minimum of 30 hours of continuing education annually. The evaluation of the teaching activity of academic staff is carried out at the end of each academic year by students via an online survey. This feeds in to the Docentia-Córdoba Programme which evaluates teaching over the previous five academic years, or fewer for fixed-term contracts. It is necessary to reach 50% of the total defined score for a "favourable" evaluation.

9.2.2. Comments

Formal agreements with external providers to be involved in the management of staff who contribute to teaching are ideal and to be commended.
The provision of a minimum annual amount of training for support staff is commendable.
Teaching training appears to be focussed on newly appointed permanent academic staff. There are low student response rates to the evaluation system.

9.2.3. Suggestions for improvement

Formal involvement of the Dean in allocating additional staff would be ideal. This could be a consultation stage added to the current system.
A periodic requirement for peer-assessment of teaching and an expectation of training updates could be introduced. This could be part of a formal mentoring system.

Provide a short course on teaching for all new and temporary staff, both academic and any support staff who interact with students, as soon as possible after appointment.

9.2.4. Decision
The Establishment is compliant with Substandard 9.2.

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 Establishment must clearly define any systems of reward for teaching excellence in operation.
Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. They 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
There is an initial training programme for new permanent staff. There appears to be a range of optional training available. The training for temporary staff is less clear.
A workload model for permanent teaching staff that allocates 240 hours per year of teaching per member of staff is in place. The rest of the time is distributed between research, clinical activity and continuing education.

9.3.2. Comments
Staff numbers have increased over recent years, but a similar proportion (60%) are permanent staff and (40%) temporary.

9.3.3. Suggestions for improvement
None.

9.3.4. Decision
The Establishment is compliant with Substandard 9.3.

9.4 The Establishment must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff, including formal appraisal and informal mentoring procedures.
Staff must have the opportunity to contribute to the Establishment's direction and decision-making processes.
Promotion criteria for academic 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
Equal opportunities are enshrined in National and Regional law. There is no formal mentoring scheme, but local *ad hoc* arrangements are suggested. All grades of staff have representatives on UCO Governing Council and the Departmental Policy Commission. Recruitment and promotion is controlled by the Hiring Commission, chaired by the pertinent Vice-Rector, which also includes teaching staff as well as administrative and service personnel. Staff and post-graduate students report that there is a clear career path and that, although difficult to achieve, the requirements for tenure and promotion are clear and considered fair.

9.4.2. Comments
None.

9.4.3. Suggestions for improvement
A mentoring system under clear line management and annual review of activities could be implemented for all staff.

9.4.4. Decision
The Establishment is compliant with Substandard 9.4.

9.5 A system for assessment of teaching staff must be in operation and must include student participation. Results must be available to those undertaking external reviews and commented upon in reports.

9.5.1. Findings
The evaluation of the teaching activity of academic staff is carried out at the end of each academic year by students via an online survey. This feeds in to the Docentia-Córdoba Programme which evaluates teaching over the previous five academic years, or fewer for fixed-term contracts. It is necessary to reach 50% of the total defined score for a "favourable" evaluation. The QA system P-4 has comprehensive documents asking specific questions regarding individual staff performance when teaching but also regarding co-ordination between staff regarding the subject, if the teaching is shared between several staff.

9.5.2. Comments
Assessing the staff management of teaching, rather than just delivery of teaching is a useful addition to determine student satisfaction.

9.5.3. Suggestions for improvement
None.

9.5.4. Decision
The Establishment is compliant with Substandard 9.5.

Standard 10: Research programmes, continuing and postgraduate education

10.1 The Establishment must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.

10.1.1. Findings
The Establishment research output is ranked 51st out of 200 in 2017 and 76th out of 300 in 2018 according to the Shanghai Global Ranking of Academic Subjects – Veterinary Services. Academic staff of the Establishment is involved in national and international research projects or networks which generate research funding, but it is a small proportion of the total budget of the Establishment. In the SER suggestions for improvement, activities to encourage academic staff to be more active to gain funds is mentioned. Research findings are integrated into the teaching by teachers and students are encouraged to participate in research projects.

The dissertation thesis is mentioned as the key element in the research dimension of the education. Also students are able to apply to the Faculty for grants to enable them to embark in research training.

10.1.2. Comments
None.

10.1.3. Suggestions for improvement
None.

10.1.4. Decision
The Establishment is compliant with Substandard 10.1.

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

10.2.1. Findings
Students are informed about the importance of evidence-based teaching, the significance of scientific research for their training and the need for continuous learning using a range of procedures throughout their studies. The dissertation Thesis enables students to develop skills that require searching for information, application of scientific methods and research techniques as well as writing scientific documents.

10.2.2. Comments
All students receive basic information on the incorporation of research in the curriculum. In compulsory courses students receive information about bibliography search strategies. The dissertation, introduced in the new curriculum is appreciated by staff and students but can create extensive workload for staff members.

10.2.3. Suggestions for improvement
To improve and standardise the quality of the dissertation, a guide describing the minimum standards could be made available for the students

10.2.4. Decision
The Establishment is compliant with Substandard 10.2.

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

10.3.1. Findings
The Establishment, based on the SER, offers Doctoral programmes, Master's, Clinical training internships and Residencies in the postgraduate programme. From the current 2019/2020 academic year a prospect of an increase in the number of postgraduate students is anticipated especially in the Veterinary public health master's programme. Also continuing education courses are offered by FAVEUCO in cooperation with public and private institutions. On average the Establishment has 9 interns in two clinical fields, 9 students involved in doctoral programmes and 25 students in master degrees.

10.3.2. Comments
The Establishment offers a range of advanced academic training (MSc, postgraduate courses, postgraduate clinical training and internships).

10.3.3. Suggestions for improvement
None.

10.3.4. Decision
The Establishment is compliant with Substandard 10.3.

10.4 The Establishment 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 veterinary teaching programmes.

10.4.1. Findings
The Establishment has a Research Committee which is in charge of coordinating the Faculty's various lines of work. This Committee gathers information about activity carried out during the academic year, analyses it and, using its findings, makes suggestions on courses of action to the Quality Assurance Unit and the Faculty Board to ensure that research activities contribute to research-based education at FAVEUCO. The importance of continuing education and postgraduate education is conveyed to students and staff by public communication.

10.4.2. Comments
None.

10.4.3. Suggestions for improvement
None.

10.4.4. Decision
The Establishment is compliant with Substandard 10.4.

11. ESEVT Indicators

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ESEVT Indicators

Name of the Establishment:	Faculty of Veterinary Córdoba				
Date of the form filling:	November 2019				
Calculated Indicators from raw data		Establishment values	Median values[1]	Minimal values[2]	Balance[3]
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0,15	0,16	0,13	0,02
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	1,06	0,87	0,59	0,47
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0,69	0,94	0,57	0,12
I4	n° of hours of practical (non-clinical) training	660,00	905,67	595,00	65,00
I5	n° of hours of clinical training	686,00	932,92	670,00	16,00
I6	n° of hours of FSQ & VPH training	375,00	287,00	174,40	200,60
I7	n° of hours of extra-mural practical training in FSQ & VPH	120,00	68,00	28,80	91,20
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually	48,69	70,48	42,01	6,68
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	0,00	2,69	0,46	-0,46
I10	n° of equine patients seen intra-murally / n° of students graduating annually	3,25	5,05	1,30	1,95
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	0,33	3,35	1,55	-1,22
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually	0,00	6,80	0,22	-0,22
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annual	7,11	15,95	6,29	0,81
I14	n° of equine patients seen extra-murally / n° of students graduating annually	0,12	2,11	0,60	-0,48
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	3,38	1,33	0,55	2,84
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,38	0,12	0,04	0,34
I17	n° of companion animal necropsies / n° of students graduating annually	1,06	2,07	1,40	-0,34
I18	n° of ruminant and pig necropsies / n° of students graduating annually	2,96	2,32	0,97	1,98
I19	n° of equine necropsies / n° of students graduating annually	0,24	0,30	0,09	0,15
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	1,94	2,05	0,69	1,25
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating an	0,16	0,20	0,06	0,10
I22*	n° of PhD graduating annually / n° of students graduating annually	0,11	0,15	0,09	0,02
1	Median values defined by data from Establishments with Approval status in April 2016				
2	Recommended minimal values calculated as the 20th percentile of data from Establishments with Approval status in April 2016				
3	A negative balance indicates that the Indicator is below the recommended minimal value				
*	Indicators used only for statistical purpose				

12. ESEVT Rubrics (summary of the decision on the compliance of the Establishment for each ESEVT Substandard, i.e. (total or substantial) compliance (C), partial compliance (PC) (Minor Deficiency) or non-compliance (NC) (Major Deficiency))

Standard 1: Objectives, Organisation and QA Policy	C	PC	NC
1.1 The Establishment must have as its main objective the provision, in agreement with the EU Directives and ESG recommendations, 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 Establishment must develop and follow its mission statement which must embrace all the ESEVT standards.	X		
1.2 The Establishment 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 academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree. The decision-making process of the Establishment must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT standards.		X	
1.3 The Establishment must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with a timeframe and indicators for its implementation.	X		
1.4 The Establishment 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 quality assurance, within their Establishment. To achieve this, the Establishment must develop and implement a strategy for the continuous enhancement of quality. The development and implementation of the Establishment'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		
1.5 The Establishment 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, views and employment destinations of past students as well as the profile of the current student population. The Establishment's website must mention the ESEVT Establishment's status and its last Self Evaluation Report and Visitation Report must be easily available for the public.	X		
1.6 The Establishment 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 Establishment 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. Any action planned or taken as a result of this data analysis must be communicated to all those concerned.	X		
1.7 The Establishment 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		
Standard 2: Finances			
2.1 Finances must be demonstrably adequate to sustain the requirements for the Establishment to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs (maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).	X		
2.2 Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations. The Establishment must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.	X		
2.3 Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	X		
Standard 3: Curriculum			
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 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), Food Safety and Quality, and Professional Knowledge.			
3.1.1. General findings		X	
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. Food Safety and Quality	X		
3.1.6. Professional Knowledge	X		

3.2 Each study programme provided by the Establishment 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 Establishment must provide proof of a QA system that promotes and monitors the presence of an academic 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 Establishment must also describe how it encourages and prepares students for self-learning and lifelong learning.
	X		

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		
3.4 The Establishment 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 and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. 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		
3.5 External Practical Training (EPT) is compulsory training activities organised outside the Establishment, the student being under the direct supervision of a non-academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herd health management, practical training in FSQ and VPH). Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student's professional knowledge.	X		
3.6 The EPT providers must have an agreement with the Establishment and the student (in order to state 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 Establishment on the EPT programme. There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.	X		
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 Establishment and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The Establishment must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.	X		
Standard 4: Facilities and equipment			
4.1 All aspects of the physical facilities must provide an environment conducive to learning, including internet access. The veterinary Establishment 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 with reduced mobility, and EU animal welfare and care standards.	X		
4.2 Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be 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 academic and support staff.	X		
4.3 The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the Establishment 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 and bio-containment • be designed to enhance learning.	X		
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 Establishment must unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.			X

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For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH. The Establishment must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceeding the best available in the private sector. The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.			
4.5 The Establishment must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services, pharmacy and necropsy facilities.	X		
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 animal care and for prevention of spread of infectious agents. They must be adapted to all animal species commonly handled in the VTH.	X		
4.7 The Establishment must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.	X		
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 to prevent the spread of infectious agents.		X	
4.9 Operational policies and procedures (including e.g. biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors and a Biosafety manual must be available. The Establishment must demonstrate a clear commitment for the delivery of biosafety and biosecurity, e.g. by a specific committee structure. The Establishment must have a system of QA to monitor and assure clinical, laboratory and farm services, including a regular monitoring of the feedback from students, staff and clients.	X		
Standard 5: Animal resources and teaching material of animal origin			
5.1 The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) 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		
5.2 In addition to the training provided in the Establishment, experience can include practical training at external sites, provided this training is organised under direct academic supervision and following the same standards as those applied in the Establishment.	X		
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		
5.4 Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the Establishment.	X		
Standard 6: Learning resources			
6.1 State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. 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.	X		
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 an IT expert, an e-learning platform, and all 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 Establishment's core facilities via wireless connection (Wi-Fi) and from outside the Establishment through a hosted secured connection, e.g. Virtual Private Network (VPN).	X		
6.3 The Establishment must provide students with unimpeded access to learning resources, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). 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		
Standard 7: Student admission, progression and welfare			
7.1 The Establishment 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 Establishment must provide accurate and complete information regarding all aspects of the educational programme in all advertisings for prospective national and international students. Formal cooperations with other Establishments must also be clearly advertised.	X		
7.2 The number of students admitted must be consistent with the resources available at the Establishment for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.	X		
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 Establishment 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 Establishment. 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		

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		
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 Establishment 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 Establishment 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	
7.6 Mechanisms for the exclusion of students from the programme for any reason must be explicit. The Establishment's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.	X		
7.7 Provisions must be made by the Establishment 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 of reasonable adjustments for disabled students, consistent with all relevant equality and/or human rights legislation. There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).	X		
7.8 Mechanisms must be in place by which students can convey their needs and wants to the Establishment. The Establishment must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the Establishment with national and international legislation and the ESEVT standards.	X		
Standard 8: Student assessment			
8.1 The Establishment must ensure that there is a clearly identified structure within the Establishment 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		
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 Establishment 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		
8.3 The Establishment 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		
8.4 Assessment strategies must allow the Establishment to certify student achievement of learning objectives at the level of the programme and individual units of study. The Establishment 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		
8.5 Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment 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 quality control of the student logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.	X		
Standard 9: Academic and support staff			
9.1 The Establishment 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 training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching. Most academic staff (calculated as FTE) involved in 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	
9.2 The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the Establishment's mission. A procedure must be in place to assess if they 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, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.	X		
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 Establishment must clearly define systems of reward for teaching excellence in operation. Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. Academic 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		
9.4 The Establishment must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff, including formal appraisal and informal mentoring procedures. Staff must have the opportunity to contribute to the Establishment's direction and decision-making processes.	X		

Promotion criteria for academic 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.			
9.5 A system for assessment of teaching staff must be in operation and must include student participation. Results must be available to those undertaking external reviews and commented upon in reports.	X		
Standard 10: Research programmes, continuing and postgraduate education			
10.1 The Establishment must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.	X		
10.2 All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.	X		
10.3 The Establishment must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of the profession and society.	X		
10.4 The Establishment 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 veterinary teaching programmes.	X		
C: (total or substantial) compliance; PC: partial compliance (Minor Deficiency); NC: non-compliance (Major Deficiency)			

Executive Summary

The Faculty of Veterinary Medicine of the University of Cordoba (FAVEUCO) (called the Establishment in this Report) began as a Subaltern School of Veterinary Medicine in 1847 and was elevated to the rank of Superior School in 1912, granting the title of Veterinarian. In 1943, it became a Faculty of Veterinary Medicine linked first to the University of Seville, and then to the newly created University of Cordoba (1972).

The Establishment was evaluated by EAEVE in 2009 and granted the status of 'Approval' by ECOVE.

The SER was provided on time and written in agreement with the SOP 2019. Replies to the pre-Visitation questions from the experts were provided before the start of the Visitation. Inaccuracies in the SER have been corrected during the Visitation.

The Visitation was perfectly organised and the Liaison Officer did a great job to adapt the schedule of the Visitation, to search for the requested information and to organise the relevant meetings.

Areas worthy of praise (i.e. Commendations), e.g.:
- strong sense of community between teaching staff and students;
- high level of stakeholder engagement in the study programme;
- multiple examples of innovative approaches in teaching;
- good implementation of small groups teaching;
- integrated exposure to clinical material via the VTH;
- opportunity for students to follow an English itinerary as part of the core curriculum;
- multiple assessment methods, focussing on acquisition of Day One Competences;
- accreditation of the VTH by ISO 9001/2015;
- formal training opportunities for all support staff.

Additional commendations are described in the Visitation Report.

Areas of concern (i.e. Minor Deficiencies):
- Partial compliance with Substandard 1.2. because of sub-optimal collaboration between the departments in order to ensure the consistency of the core curriculum;
- Partial compliance with Substandard 3.1 because of sub-optimal training of soft skills;
- Partial compliance with Substandard 3.1.2 because of sub-optimal practical training in anatomy;
- Partial compliance with Substandard 4.8 because of non-optimal biosecurity procedures in transportation of students to/from food-producing animal facilities;
- Partial compliance with Substandard 7.5 because of sub-optimal mechanisms in place to reduce the abnormally-long duration of the study programme for many students;
- Partial compliance with Substandard 9.1 because of sub-optimal training to teach and to assess for the temporary staff involved with teaching.

Additional suggestions for improvement are described in the Visitation Report.

Item of non- compliance with the ESEVT Standards (i.e. Major Deficiency):
- Non-compliance with Substandard 4.4 because night duties in emergency services are not compulsory for undergraduate students.

Glossary
ACC-DEVA: Andalusian Quality Agency
ANECA: National Quality Assessment and Accreditation Agency
EAEVE: European Association of Establishments for Veterinary Education
EBVS: European Board of Veterinary Specialisation
ECOVE: European Committee of Veterinary Education
EPT: External Practical Training
ESEVT: European System of Evaluation of Veterinary Training
ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area
FAVEUCO: Faculty of Veterinary Medicine of the UCO
FSQ: Food Safety and Quality
FTE: Full-Time Equivalent
IT: Information Technology
PDCA: Plan Do Check Adjust
QA: Quality Assurance
SER: Self Evaluation Report
SOP: Standard Operating Procedure
UCO: University of Cordoba
VPH: Veterinary Public Health
VTH: Veterinary Teaching Hospital

Standardised terminology
Accreditation: status of an Establishment that is considered by ECOVE as compliant with the ESEVT Standards normally for a 7 years period starting at the date of the last (full) Visitation;
Establishment: the official and legal unit that organise the veterinary degree, either a university, faculty, school, department, institute;
Ambulatory clinic: clinical training done extramurally and fully supervised by academic trained teachers;
Establishment's Head: the person who officially chairs the above described Establishment, i.e. Rector, Dean, Director, Head of Department, President, Principal, ..;
External Practical Training: clinical and practical training done extramurally and fully supervised by non-academic staff (e.g. practitioners);
Major Deficiency: a deficiency that significantly affects the quality of education and the Establishment's compliance with the ESEVT Standards;
Minor Deficiency: a deficiency that does not significantly affect the quality of education or the Establishment's compliance with the ESEVT Standards;
Visitation: a full visitation organised on-site in agreement with the ESEVT SOP in order to evaluate if the veterinary degree provided by the visited Establishment is compliant with all ESEVT Standards; any chronological reference to 'the Visitation' means the first day of the full on-site visitation;
Visitation Report: a document prepared by the Visitation Team, corrected for factual errors and finally issued by ECOVE; it contains, for each ESEVT Standard, findings, comments, suggestions and identified deficiencies.

Decision of ECOVE

The Committee concluded that the following Major Deficiency had been identified:

– Non-compliance with Substandard 4.4 because night duties in emergency services are not compulsory for undergraduate students.

The Faculty of Veterinary Medicine, University of Cordoba is therefore classified as holding the status of: **CONDITIONAL ACCREDITATION**.