EAEVE

RE-VISITATION SELF-EVALUATION REPORT

2020

FACULTAT DE VETERINÀRIA

UNIVERSITAT AUTÒNOMA DE BARCELONA

UAB
Universitat Autònoma de Barcelona

FACULTAT DE VETERINÀRIA

Contents

This RSER was prepared according to the instructions in the ESEVT SOP - Uppsala 2016

INTRODUCTION

The Veterinary Faculty (VFB) of the Universitat Autònoma de Barcelona (UAB) was subject to an ESEVT Full Visitation on 5-9 November 2018. As reported in the Visitation Report, the Visitation Team acknowledged that the design of the veterinary study program, based on subjects-related and transferable competences, is compliant with the Day One Competences required by ESEVT 2016 and represents a modern framework following the recommendations of Directives 2005/36/EC and 2013/55/EC. Moreover, they praised the enthusiasm of the staff for education and the strength of the Quality Assurance System implemented.

Committed to mission of promoting the improvement in the teaching quality of the veterinary education, the Visitation Team perceived some areas susceptible to improvement. During the revision process of the Visitation Report, the VFB disagreed with some of the statements included in the version sent to the European Committee on Veterinary Education (ECOVE). Those discrepancies were not considered in the final Visitation Report. The ECOVE issued a final report to the VFB on May 29th 2019 identifying the following deficiencies:

MAJOR DEFICIENCY:

• Non-compliance with substandards 3.5, 4.8, 4.14 and 5.2, because of the absence of bovine intramural clinical services and insufficiency of extramural bovine clinical services, especially emergency services (on-call services 24/7), which results in the insufficient hands-on clinical training in bovine patients under the full supervision of academic staff, who are formally trained to teach, to assess and involved with scientific research, and subsequently non acquisition of some Day One Competences by all undergraduate students.

MINOR DEFICIENCIES:

• Partial compliance with Substandard 3.5, because of insufficient training on methods to control hazards in the food chain (HACCP).

• Partial compliance with Substandard 4.7, because of inappropriate facilities for gait analysis in horses.

• Partial compliance with Substandard 4.15, because of inadequate organisation of students' transportation for extramural activities.

• Partial compliance with Substandard 5.1, because of:

  -sub-optimal number of companion animal necropsies;

  -sub-optimal number of healthy and diseased horses;

  -absence of a visit to a poultry slaughterhouse for all students;

• Partial compliance with Substandard 9.3, because not all staff involved in education receive formal training in teaching and assessment.

The establishment thanks the evaluators for their comments and suggestions since we believe that they have been useful to identify areas for improvement in the line of the high quality standards established by the EAEVE.

Both the strategic plan and the Internal Quality Assurance System (IQAS) of the VFB have been very helpful for the implementation of measures aimed at addressing the shortages detected during the evaluation process. The RSER presents the relevant information on the actions carried out to correct the major deficiency identified as well as to improve the areas of concern detected by the Visitation Team. We are confident that those actions will allow to be fully compliant with the EAEVE accreditation standards.

1. CORRECTION OF THE MAJOR DEFICIENCY

1.1. Non-compliance with Substandards 3.5, 4.8, 4.14 and 5.2, because of the absence of bovine intramural clinical services and insufficiency of extramural bovine clinical services, especially emergency services (on-call services 24/7), which results in the insufficient hands-on clinical training in bovine patients under the full supervision of academic staff, who are formally trained to teach, to assess and involved with scientific research, and subsequently non acquisition of some Day One Competences by all undergraduate students.

1.1.1. Factual information.

The major deficiency detected focused on the hands-on clinical training with bovine patients, accordingly a series of actions were implemented to improve this specific area. Moreover, the evaluation carried out by the Visitation Team helped us to consider other areas that could strengthen clinical training in ruminants and, therefore, to further guarantee the acquisition by students of the Day One Competences in bovine medicine.

As reported in the SER, the veterinary curriculum of the VFB is based in integrative features aimed to provide the students a global view. In this sense, the **practical clinical training in bovine is taught through several subjects placed in different semesters**. This allows the gradual acquisition of the required clinical skills in this area. As described in the corresponding teaching guides, the practical training in ruminants is carried through the following subjects (as of the moment of the first visitation by EAVE in 2018):

- *Animal Production and Handling* (1st year), where practices are carried out both in external farms (cows) and the Farm Service of the UAB (sheep and goats). In these sessions, students learn about the basic aspects related to the breeding and health of ruminants, concepts that will be essential later on the curriculum for the development of the clinical activity in these species from a population medicine approach.
- *Exploratory Methods* (2nd year, 4th semester). Practical sessions in which the students train the different methods used for cow's immobilization and perform the complete physical examination of the animal (systematic examination of the different body systems and apparatus, basic physiological parameters). These sessions are conducted using the cows that the VFB has for teaching purposes.
- *Animal Reproduction* (3rd year, 5th semester). In this course, students are trained in the different methods used for the examination of the cow's reproductive tract (manual examination, ultrasound evaluation, vaginal and rectal palpation, use of vaginoscope). Those sessions are carried out with female genital organs of cows obtained from slaughterhouses, and with the cows that the VFB has for teaching purposes and the flock of sheep housed at the Farm Service of the UAB.
- *Animal Health I* (3rd year, 5th semester).In this course students are taught to identify the most common lesions of animals including ruminants. Practical sessions are carried out in the necropsy room.
- *Livestock Medicine and Surgery* (3rd year, 6th semester). At the time of the visitations, the course included 17 hours of practical lectures aimed to the acquisition of the required clinical skills to develop the professional activity in the area of bovine clinical practice. These hours included one shift (8 hours) of clinical rotation in the bovine ambulatory clinical service which includes on-call services, obstetrics using models, pathological diagnosis of bovine neurological diseases (computer room) and intramural clinical service addressed to the flocks of sheep and goats housed at the Farm Service of the UAB.

- *Integrated Practice in Animal Health*. (4th year, both semesters). Includes clinical rotations at the Veterinary laboratory for the diagnosis of infectious diseases of all species, including ruminants, and at the Diagnostic service of Veterinary pathology, where students perform necropsies of all species, including ruminants.

After the visit, the following measures have been implemented in order to increase the bovine clinical training of students:

A- Improvement of the bovine ambulatory clinical services, which includes on-call services.

The students must attend the bovine ambulatory clinical services, which includes on-call services, within the framework of the subject *Livestock Medicine and Surgery*. The bovine ambulatory services , that are in charge of part-time academic staff (see details about part-time teachers in chapter 2.5, page 12), provides veterinary care to **19 cattle farms**, 16 of them with a census ranging from 120 to 230 adult cows and the remaining 3 with a census ranging from 420 to 980 adult cows. Before the ESEVT evaluation, students had to attend an 8-hour shift in the bovine ambulatory clinical services, resulting in about 210 bovine patients per year (data corresponding to the academic year 2018/2019). Sixty percent of the cases were related to the reproductive control of the farm (detection of oestrus, insemination, diagnosis of pregnancy), 25% of the cases required veterinary attention due to various conditions (metritis, mastitis, lameness, ketosis, etc.), and the remaining 15% corresponded to emergency cases (hypocalcaemia, dystocia, displaced abomasum, etc.). This distribution of the cases fits with the usual tasks of the veterinarian dedicated to bovine clinical medicine in our geographical context.

Several measures has been taken to improve the bovine ambulatory clinical services, which results in an enhancement of the bovine hands-on clinical training of students:

a) Introduction of new shift of 8 hours in the bovine ambulatory clinical services reaching a total of 16 hours that students must spend in those services (100% increase versus the time invested in the last academic year). As a result, **it is expected a significant increase in the number of the cases treated by students**. To carry out this action, the previous approval of the Rectorate was required to hire additional part-time academic staff. The hiring of these new positions has been carried out in accordance with transparent, public and open calls as established in the UAB Internal Quality Assurance System (Process PE04. UAB policy concerning academic staff). The basic requirement to apply for the position of part-time teacher addressed to the ambulatory clinical services of the VFB was that the candidate must be a bovine practitioner.

b) Appointment of a Coordinator of the bovine ambulatory clinical services among the part-time teachers involved in that service. His/her main function is to coordinate, together with the Subject Coordinator of *Livestock Medicine and Surgery*, the different shifts of the ambulatory clinical services, the teaching activity of the part-time academic staff involved in that service, as well as to participate in the sessions carried out at the VFB aimed to evaluate the teaching activity in the bovine ambulatory clinical services. According to the Internal Quality Assurance System of the VFB, the appointment of the coordinator of the bovine ambulatory clinical services has been approved by the VFB Commission of Academic Affairs and Quality.

c) Introduction of the portfolio (logbook), in which students must record all the cases seen, including emergencies, with a detail of the relevant activities carried out during their shifts in the bovine ambulatory clinical services. At the end of their shifts, students must present one of the cases for discussion.

d) Introduction of a specific rubric for student's assessment in the frame of bovine ambulatory clinical services.

B- Acquisition of bovine models.

To improve the hands-on clinical skills of the students, and according to the 3 R's principle (Replacement, Reduction and Refinement) applied at the VFB, **two different bovine models have been acquired** after the Visitation: a **Compact Dystocia Model and a Bovine Theriogenology Model** (both of them from Veterinary Simulator Industries). The use of these models will improve the clinical training of the students in an important area regarding bovine production: the pregnancy diagnose and the clinical approach of the different types of dystocia. These models will be mainly used in two subjects of the curriculum: *Animal Reproduction* and *Livestock Medicine and Surgery*.

According to the Internal Quality Assurance System of the VFB, the acquisition of these models have been approved by the Commission for Economy and Services.

C- Actions aimed at a multidisciplinary approach to bovine medicine.

Due to the current needs of the dairy farms (optimization of health, productivity and welfare), the role of the bovine practitioner is shifting from the traditional clinical activity (individual patients) towards the management on the herd level. In this context, the modern bovine practitioner has to manage integrated herd health and production programmes that require a multidisciplinary approach. Focussing on the skills required by **veterinary advisory services on dairy farms**, and in order to complement the student's training in bovine medicine, two practical sessions (2 hours/ session) have been introduced in the compulsory subject *Livestock Medicine and Surgery*. These practical sessions are carried out using the dairy farm simulator, which allows to simulate the evolution of a dairy farm under different production and economic scenarios that determine its profitability (Calsamiglia et al., J. Dairy Sci. 101:7517-7530; www.dairyfarm.es). This simulator, that allows modelling of several factors (feeding, production, diseases, environment, facilities, management, reproduction and economics), is currently used in practical sessions aimed to production of dairy cattle (*Animal Production and Handling*, 1st year) and to waste management (*Integrated Animal Production I*, 3rd year). **The use of the dairy farm simulator has been now included in the subject *Livestock Medicine and Surgery*** to address the socio-economic evaluation of peripartum, clinical and metabolic diseases in bovine farms with high milk production. Students evaluate a case from their farm visits bringing reality into the classroom, and propose solutions that are simulated in the program. The different technical and economic consequences of their solution using the simulator helps them understand the multiple interactions and the time required to observed results

1.1.2. Comments.

As explained in the SER, the existing regulatory limitations with regards to the transport of animals, especially of sick ones, difficult the farmer sending animals to a veterinary hospital and instead, prefers the veterinarian visiting the farm. This forces us to carry out the bovine clinical training of the students through the ambulatory clinical services, exclusively. To ensure adequate hands-on clinical training in bovine patients, those services have been strengthened in several ways. Firstly, the time extension of this activity (from 8 hours to 16 hours) will allow increasing the number of cases attended by students. Secondly, the appointment of a coordinator for the ambulatory services and the introduction of specific rubrics to assess the clinical skills of students increase the teaching quality of these practical sessions. In addition, the use of bovine models will improve the clinical

training of students. Finally, the use of the logbook in the ambulatory clinical services, which was included during the last academic year after the visitation took place, allows obtaining an accurate recording of cases attended by students.

An integrative and multidisciplinary approach is used for electives subjects related with food-producing animals. The advantages of this multidisciplinary approach was recognized by the expert for Clinical Sciences in food-producing animals, who suggested to extent it to some compulsory subjects in order to increase the student competence in animal production and in food-producing animal clinical skills (page 14 of the Visitation Report). With this idea, and taking into account the role of the bovine practitioner as an advisor in dairy farms, different practical sessions using the dairy farm simulator have been introduced to provide students with skills that go beyond to the traditional clinical skills.

Together, the measures taken provide students with training that is aligned with the state of the art of the modern bovine practitioner, ensuring the acquisition by our students of the Day One Competences in bovine medicine.

Additionally, and with the aim to reinforce the clinical training of students in ruminants, the practical sessions carried out in the frame of the intramural clinical services addressed to the flocks of sheep and goats housed at the Farm Service of the UAB have been improved. Until now, these sessions were only aimed at increasing the clinical skills of students through an individual clinical animal work (attending patients and performing their follow up). However, the proximity of the Farm Service to the faculty allows to additionally perform the global follow up of the farm considering factors such as environmental protection, biosecurity, nutrition, animal welfare etc. This teaching approach lines up with the competences required for advisory veterinary activities.

2. CORRECTION OF THE MINOR DEFICIENCIES

2.1. Partial compliance with Substandard 3.5, because of insufficient training on methods to control hazard in the food chain (HACCP).

2.1.1. Factual information.

The contents related to food safety are mainly included in two subjects taught during the fourth year: *Food Safety and Zoonosis* and *Food Inspection and Hygiene*. These subjects are nourished by the skills acquired by the students in subjects taught previously in the 2nd year: *Food Science* and *Food Technology*. The skills acquired in the 4th year are later reinforced during the 5th year through the subject *Animal and Public Health Rotation*.

Food Safety and Zoonosis (4th year, 7th semester) aims to introduce the tasks of veterinarians working in the Public Health area, such as the control of zoonosis, food safety assurance from the point of view of both the public health administration and the food producing companies. The "one health" approach is used. The self-control system, and specifically the Hazard Analysis and Critical Control Point Analysis (HACCP) is introduced in the last part of that subject, and it is further developed in the subject *Food Hygiene and Inspection* (4th year, 8th semester), where students are introduced to the assessment of the safety and quality of foods prepared in food-processing establishments and their suitability for human consumption. Fundamentals of slaughterhouse inspection and of auditing different food-processing establishments with regards to the self-control system are also included

After the visitation, the following improvements have been introduced in the subject *Food Inspection and Hygiene* in order to reinforce the acquisition of the different steps and principles of the HACCP methods by students:

- **Introduction in the syllabus of the prerequisites programmes** to complement the HACCP principles taught in *Food Safety and Zoonosis*. These prerequisites programmes are taught trough lecture sessions.
- As suggested by the Visitation Team, **practical examples regarding HACCP method** have been introduced. Students, working in small groups, have to solve different study cases that after are discussed with the rest of students in seminars under the supervision of the professor. The cases that must be solved are:
    - At least two cases on the application the principles of HACCP, especially on hazard analysis and CCP identification and surveillance.
    - At least one case on audit of the hygienic adequacy of facilities in food industries
    - At least one case on shelf-life determination for ready-to-eat products
    - At least one case on investigation of food-borne outbreaks.
    - At least two cases on inspection tasks in slaughterhouses and other food processing facilities. These cases are proposed after the practical sessions held in the slaughterhouses.
- **Students can apply the knowledge acquired regarding the HACCP method during their visit to the slaughterhouses**. In those visits, students enrol in a regular shift of the veterinary services and assist the

veterinary officer, who is hired by the UAB as a part-time teacher, in his/her duties. These activities, that are carried out by these part-time teachers, are agreed upon and supervised with the professor responsible of the subject *Food Inspection and Hygiene*.

- **Practical laboratory sessions have been re-addressed to HACCP** and pre-requisites surveillance activities, as well as veterinary inspection tasks.

According to the Internal Quality Assurance System of the VFB, all these changes were approved by the Commission of Academic Affairs and Quality. These modifications appear in the corresponding teaching guide.

2.1.2. Comments.

Upon receiving the preliminary Visitation Report (November 2018), the VFB began work to correct this minor deficiency. As a result, all the mentioned improvements are currently being implemented during the present academic year 2019/2020.

2.1.3. Suggestions of improvement

None.

2.2. Partial compliance with Substandard 4.7, because of inappropriate facilities for gait analysis in horses.

2.2.1. Factual information.

As described in the Visitation Report (page 17), this minor deficiency refers to the surface of the paddock used for gait analysis. To correct it, the Veterinary Teaching Hospital (VTH) has planned **to level and resurface the larger of the two existing paddocks**, which is sufficient for trot evaluation, and is estimating the necessary budget for that modification. Once the Board of Trustees of the VTH Foundation approves the budget, the works will start as soon as possible. It is expected that this minor deficiency will be fully corrected by the end of 2020.

In addition, for the rare occasions where veterinarians require a mounted examination of patients, the VTH has recently signed an agreement with the equestrian centre Can Caldés (http://cancaldes.com) (6,5 km from the university), which offers excellent riding facilities.

2.2.2. Comments.

None.

2.2.3. Suggestions of improvement.

None

2.3. Partial compliance with Substandard 4.15, because of inadequate organisation of students' transportation for extramural activities.

2.3.1. Factual information.

In the last two years, the VFB has done a considerable effort to increase the funding for the transportation of students in extramural activities. As shown in the table below, in 2017-18, the VFB spent 1,452 € for funding transportation of students, **in 2019-2020 the budget allocated to this increased by 776% up to 11,273.98 €.**

Academic Year 2017-2018					
Year	**Subject**	**Facilities**	**Nº Students**	**Nº groups**	**Amount (€)**
5th	Animal and Public Health Rotation	Bonarea (Corporate alimentary industry)	120	3	1.452,00
		TOTAL	**120**	**3**	**1.452,00**
Academic Year 2018-2019					
Year	**Subject**	**Facilities**	**Nº Students**	**Nº groups**	**Import**
1st	Animal Production and Handling	Pig farms	140	14	3.966,12
5th	Animal and Public Health Rotation	Bonarea (Corporate alimentary industry)	120	3	1.414,78
		TOTAL	**260**	**17**	**5.380,90**
Academic Year 2019-2020					
Year	**Subject**	**Facilities**	**Nº Students**	**Nº groups**	**Import**
1st	Animal Production and Handling	Cattle farms	126	7	2.926,00
		Pig farms	140	14	2.575,98
		Equine center	126	7	2.233,00
4th	Integrated Practice in Animal Health	Dog's shelter	120	12	2.189,00
5th	Animal and Public Health Rotation	Bonarea (Corporate alimentary industry)	120	3	1.350,00
		TOTAL	**632**	**43**	**11.273,98**

This increase was possible because of the implementation of action 1.2.1. of the VFB strategic plan (To optimise material and human resources in order to guarantee quality teaching). By this mean the income resulting from promotion of the use of VFB space for conferences, congresses, workshops and other types of events and meetings, increased substantially (21,000 € in 2018, 43,000 € in 2019). This extra income was partially dedicated to fund transportation. Moreover, a change in the UAB policies increased the funding allocated to faculties because of the use of external activities.

2.3.2 Suggestions of improvement.

Currently, the VFB is funding all transportation of students in extramural activities, excluding those required by the ambulatory clinical services. The group size in ambulatory clinical service is 4-5 students per group, which implies a considerable number of transportation that is beyond the funding capabilities of the VFB at this moment. The VFB has to continue making efforts to increase the fund transportation.

2.3.3 Comments.

The strategy followed by the VFB has been successfully to improve the transport problem of students. Despite that the transport in ambulatory clinical services is not funded by the VFB, the group size (4-5 students) allow to part-time teachers in charge of the ambulatory clinical services to transport them in their own car.

2.4. Partial compliance with Substandard 5.1, because of

- **sub-optimal number of companion animal necropsies**
- **sub-optimal number of healthy and diseased horses**
- **absence of visits to a poultry slaughterhouse for all students**

2.4.1. Factual information.

- **Sub-optimal number of companion animal necropsies.**

As indicated in the Visitation Report, the number of companion animal necropsies were suboptimal at the moment of the visit. As explained in the SER, the causes behind this are diverse, from the economic cost of the necropsies to emotional and cultural aspects of the owners who are not familiar with the idea of donating the bodies of their pets. Regarding the economic cost, this problem was recently solved through a specific budget distributed to the VFB by the Rectorate for that purpose. Regarding the emotional and cultural aspects, the VFB and the Veterinary Teaching Hospital started work together in order to reinforce the Animal-Body Donation Programme (as planned in accordingly to the action 1.2.6 of the Strategic Plan of the VFB). As a result of those two actions **an increase in the number of companion animal necropsies has been produced** (see table below):

Companion animal necropsies			
2018/2019	2017/2018	2016/2017	2015/2016
184	162	163	162

In addition, the VFB has several **agreements with cat shelters** that allow the participation of students in sterilization campaigns. As suggested by the EAEVE experts, the possibility that these entities donate the dead animals to the VFB has been included in these agreements. These entities will receive a report of the necropsies performed without economic cost for them.

- **sub-optimal number of healthy and diseased horses.**

a) Healthy horses: Table 5.1.2 of the SER (use of healthy animals for preclinical training) only mentioned the 32 horses of the equine unit of the police. We did not mention other equines present at the VFB and used for teaching purposes. The VFB has **2 horses for teaching purposes** that are mainly used in *Exploratory Methods* subject (2nd year). In addition, students can perform physical examination of healthy animals during their shift in the Equine Reproduction Service (sperm and oocyte obtention for assisted reproduction) for their use in assisted reproduction. During the last academic year (2018/2019), **this service received 112 horses** for gamete extraction and its average stay in the service was 10 days. In addition, the VFB has **11 Catalan donkeys** that are also used for teaching purposes when needed. Finally, the VFB has an **Equine palpation/colic simulator**

(from Veterinary Simulator Industries) for the clinical training of students that helps reduce the amount of live animals needed for teaching (3 R's principle). All this ensures the equine preclinical training of the students.
b) Diseased horses: as described in the SER, nearly all the Equine Unit patients are referrals sent by private veterinarians. However, the reasons for referral are diverse: to perform diagnostic procedures that they cannot perform in the field, surgical procedures that require intensive care in a hospital environment, asking for a second opinion, etc. In all cases and regardless of the cause, all the patients are treated as if they were first opinion cases for teaching purposes: horses are examined on arrival and Veterinary Teaching Hospital veterinarians repeat all the necessary non-invasive steps to allow students to gain a comprehensive knowledge of the patient status. For example, in a case referred for echocardiography, the animal will undergo a general physical examination, lung auscultation with and without a rebreathing bag, heart auscultation and any other test needed to establish a differential diagnosis (results of bloodwork tests and results of invasive procedures are retrieved from the referring vet). The ultrasound evaluation will not start until the VTH veterinarian in charge has confirmed the need of the echocardiography. In summary, although cases are mostly referred, they are approached as if they were first opinion cases for teaching purposes. On the other hand, it is worth to remark that the **Veterinary Teaching Hospital Equine Unit has an emergency service** (as it was reported in the SER). In order to clarify this issue, the number of equine patients has been redistributed between emergency cases and scheduled visits (see table below).

Equine patients attended at the Veterinary Teaching Hospital				
	2018-2019	**2017-18**	**2016-17**	**2015-16**
Emergencies	158	165	147	126
Scheduled visits	244	340	278	229
Total nº of equine patients	402	505	425	355

- **absence of a visit to a poultry slaughterhouse for all students**

The visit to a poultry slaughterhouse will be included in the compulsory subject *Animal and Public Health Rotation* (5th year) through an agreement between the UAB and the Public Health Agency of Catalonia. Its implementation is expected to be carried out during the academic year 2020/2021 at the latest.

2.4.2. Comments.

Thanks to the recently signed agreements with cat shelters, the number of companion animal necropsies is expected to increase further.

2.4.3. Suggestions of improvement

As reported by the Visitation Team, the Veterinary Teaching Hospital attends many companion animals and, therefore, must be the natural source for obtaining cadavers for teaching purposes. Therefore, it is essential to continue promoting the Animal-Body Donation programme and to carry out actions that allow owners to be sensitized about the need to donate their animals in order to contribute to the training of future veterinarians.

2.5. Partial compliance with Substandard 9.3, because of not all staff involved in education receive formal training in teaching and assessment.

2.5.1. Factual information.

As reported by the EAEVE Team, *this fact is of particular concern for part-time staff and those associated with extramural activities* (page 30 of the Visitation Report). According to the Spanish regulations, part-time teachers must be professionals whose primary work is outside the university, as is the case for practitioners hired by the UAB who are in charge of ambulatory clinics. Although the UAB has a permanent continuing education and training program for the academic staff (as established by the Standards and guidelines for quality assurance in the European Higher Education Area, ESG 2015), the courses offered usually do not meet the training needs of these part-time teachers, who are hired for specific teaching purposes. To address this issue, the VFB is implementing a **new strategy to facilitate the training on teaching and assessment** of that academic staff. The training program includes:

- A "**Welcome session" at the beginning of the academic year that is addressed to new part-time teachers hired by the UAB**. The main objective of this session is to define the teaching objectives of the practical activities to be carried out (ambulatory clinics in the case of practitioners hired as part-time teachers), the alignment of the skills that students must acquire through those practical sessions with the Day-One Competences and, the bests suited assessment methodologies for those activities. The organization of the "Welcome Session" will be in charge of the VFB management team.
- **Two training sessions per year** (one in each semester) specifically aimed at part-time teachers. These sessions will focus on student's assessment and methodologies to promote the active learning of students with an integrative approach. For instance, in the case of ambulatory clinics, the placement of students in a professional environment allows them to improve their hands-on clinical skills and, simultaneously, their training related with professional knowledge competences (ethics and professional behaviour, communication skills, etc.). The Teaching Innovation Committee of the VFB will be responsible for organizing the specific training sessions with the support of the Teaching Quality Office of the UAB. At the end of each training activity, a **survey aimed to assess the degree of satisfaction** with the contents and the need for other specific training activities will be passed on.

2.5.2. Comments.

The first training session, focused on the assessment of the student's clinical skills, will take place during the second semester of the present academic year.

2.5.3. Suggestions of improvement.

None.

3. ESEVT INDICATORS

3.1. Factual information.

	Raw data from the last 3 full academic years	18/19	17/18	16/17	Mean
1	n° of FTE academic staff involved in veterinary training	103.74	102	104.25	103.3
2	n° of undergraduate students	606	590	615	603.7
3	n° of FTE veterinarians involved in veterinary training	76.80	76.80	78.50	77.4
4	n° of students graduating annually	100	121	128	116.3
5	n° of FTE support staff involved in veterinary training	189	189	186	188
6	n° of hours of practical (non-clinical) training	758	758	743	753
7	n° of hours of clinical training	686	686	674	682
8	n° of hours of FSQ & VPH training	570	570	570	570
9	n° of hours of extra-mural practical training in FSQ & VPH	38	38	38	38
10	n° of companion animal patients seen intra-murally	20995	20046	18628	19889.7
11	n° of ruminant and pig patients seen intra-murally	0	0	0	0
12	n° of equine patients seen intra-murally	402	505	381	429.3
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	1261	1307	1002	1190
14	n° of companion animal patients seen extra-murally	507	525	579	537
15	n° of individual ruminants and pig patients seen extra-murally	955	860	813	876
16	n° of equine patients seen extra-murally	23	37	21	27
17	n° of visits to ruminant and pig herds	184	187	175	182
18	n° of visits of poultry and farmed rabbit units	121	106	87	104.7
19	n° of companion animal necropsies	184	162	163	169.7
20	n° of ruminant and pig necropsies	232	393	252	292.3
21	n° of equine necropsies	11	25	17	17.7
22	n° of rabbit, rodent, bird and exotic pet necropsies	248	312	258	272.7
23	n° of FTE specialised veterinarians involved in veterinary training	29.25	29.25	28.75	29.1
24	n° of PhD graduating annually	35	39	37	37

Calculated Indicators from raw data		VFB values	Median values	Minimal values	Balance
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0.17	0.16	0.13	0.04
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0.67	0.87	0.59	0.07
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	1.61	0.94	0.57	1.05
I4	n° of hours of practical (non-clinical) training	753	905.67	595	158
I5	n° of hours of clinical training	682	932.92	670	12
I6	n° of hours of FSQ & VPH training	570	287	174.4	395.6
I7	n° of hours of extra-mural practical training in FSQ & VPH	38	68	28.80	9.2
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually	170.97	70.48	42.01	128.96
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	0	2.69	0.46	-0.46
I10	n° of equine patients seen intra-murally / n° of students graduating annually	3.69	5.05	1.3	2.39
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	10.23	3.35	1.55	8.68
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually	4.61	6.80	0.22	4.39
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	7.53	15.95	6.29	1.24
I14	n° of equine patients seen extra-murally / n° of students graduating annually	0.23	2.11	0.6	-0.36
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	1.56	1.33	0.55	1.02
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0.90	0.12	0.04	0.85
I17	n° of companion animal necropsies / n° of students graduating annually	1.46	2.07	1.4	0.06
I18	n° of ruminant and pig necropsies / n° of students graduating annually	2.51	2.32	0.97	1.54
I19	n° of equine necropsies / n° of students graduating annually	0.15	0.3	0.09	0.06
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	2.34	2.05	0.69	1.65
I21	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0.25	0.2	0.06	0.19
I22	n° of PhD graduating annually / n° of students graduating annually	0.318	0.15	0.09	0.23

3.2. Comments.

The number of ruminant and pig patients seen extramurally has increased during 2017/2018 in relation to the last two years. This increase is due to the logbook introduction in the bovine ambulatory services, which has allowed an accurate recording of the bovine patients attended by students in the last academic year. A great increase in bovine patients attended by the ambulatory clinical services is expected during the present academic year as a results of the time extension introduced (16 hours total in 2019/2020 versus 8 hours in the last academic year). The result obtained in indicator I13 (nº of individual ruminants and pig patients seen extramurally) largely compensates for the value of indicator I9 (nº of individual ruminant and pig patients seen intramurally) demonstrating the strength of the ambulatory clinical services provided by the establishment.

The minor deficiency related to necropsies of companion animals has been corrected, as shown by the shift towards a positive value of indicator I17. A further increase is expected in the coming years thanks to agreements signed with cat shelters.

The tables shown the values of the 3 past academic years. For the present academic year, some indicators will increase:

- nº of FTE academic staff and nº of FTE veterinarians involved in veterinary training, as a results of the additional part-time teachers hired by the UAB for the bovine ambulatory clinical services.
- A rise of 8 hours in the nº of hours of clinical training, as a results of the time extension introduced in the bovine ambulatory clinical services.
- A rise of 8 hours in the nº of hours of practical (non-clinical) training, as a results of the new sessions using the dairy farm simulator (4 hours) plus the practical sessions that has been introduced this present year aimed to the animal welfare and handling (4 hours in the subject *Animal Production and Handling* that are carried out in the new kennel).

3.3. Suggestions of improvement.

None.