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**ANNEX I**  
**Response to the**  
**suggestions made in**  
**the Final Report as**  
**accepted by ECOVE**  
**(2009)**



UNIVERSIDAD DE LAS PALMAS DE GRAN CANARIA  
Facultad de Veterinaria





## **1. OBJECTIVES & STRATEGY**

***1.3.1 Since it is clear that the Faculty would benefit from having its own extensive multi-species farm, the team supports the move to this end.***

See comments in SER, Chapter 4.

***1.3.2 Notwithstanding Chapter 10, a general suggestion is made by the team, that a detailed evaluation of the true size of the academic and support staff needs in order to achieve the objectives should be made and the eventual deficiencies in both be resolved as a matter of urgency. (Detailed suggestions are made in the relevant chapters).***

Answered in SER, suggestions of chapter 10 (see below).

## **2. ORGANISATION**

***2.2.1 The team suggests that the limited representation of the Faculty on the VTH Board should be increased to at least 3 of the 7 members.***

See Comments in SER, Chapter 1.

## **3. FINANCES**

***3.3.1 It is clear, that since there is a shortage of both teaching and support staff, the budget would be insufficient if the Faculty were to be more fully staffed, for which reason the team suggests that urgent and serious consideration be given to increasing the budget assignment from the University to the Faculty to cover a fuller more rational staffing scenario.***

See Comments in SER, Chapter 2.

## **4. CURRICULUM**

### **4.1 GENERAL ASPECTS**

***4.1.3.1 Each subject would be taken only for limited occasions.***

***4.1.3.2 The school has to define which subjects have to be completed before taking a certain subject.***

See SER 7.1.5

***4.1.3.3 Writing diploma work should be encouraged.***

See SER Chapter 3.

***4.1.3.4 Credits have to be based on the total study load.***

See SER Chapter 3. 3.1.1



## **4.2 BASIC SUBJECTS & SCIENCES**

**4.2.3.1 More fresh carcasses should be used instead of formalin treated ones at the anatomy practicals, and it is advised to increase the number of the demonstration material. The Visiting Committee had the impression that with certain co-operations the Department of Pathology can be provided with an appropriate number of carcasses from the animal shelter. The same method should be followed by the Department of Anatomy.**

See SER Chapter 5.1.5.

**4.2.3.2 More veterinarians should be involved in teaching basic subjects of great veterinary importance like physiology, biochemistry, microbiology, immunology, genetics, and pharmacology.**

See Comments in SER Chapter 9

**4.2.3.3 Integration of teaching microbiology, immunology and infectious diseases is highly encouraged.**

It is difficult to integrate teaching activity in different subjects, because the subjects are assigned to 'Areas of Knowledge' according to Spanish legislation. Areas of Knowledge are established by different University Departments. Instead of this, a Coordination activity has been completed:

- (1) the assigned Learning Outcomes are described in the Subject Syllabus, and
- (2) the contents of the subject's coordination are guaranteed by the Teaching Affairs Committee in order to avoid overlapping and gaps.

Vertical coordination is part of the Planning of Academic activities, and is monitored by means of the Key Procedure [PCC02](#) of the QAS related to the Management of Planning of Teaching; also, the Procedure [PAC07](#) of the QAS related to the Measurement of Satisfaction, Expectations and Needs and the Key Procedure [PAC08](#) of the QAS related to the Analysis of the Results.

There is no evidence of complaints related to the duplication of contents and lack of integration in the mentioned subjects in the QAS.

**4.2.3.4 The number of the support staff at the departments teaching basic subjects should be increased.**

See Comments in Chapter 9.

## **4.3 ANIMAL PRODUCTION**

**4.3.3.1 The numbers of hours to teach Agronomy might be increased because most of the students are not familiar with agricultural production.**

This suggestion was included in the revision of the curriculum.

Before 2009, the old curriculum named – *Licenciatura* – included the core subject:

- **12853 - Agricultural and Rural Economy** that had 70 hours (45 hours theory + 25 hours practical training).





After 2010, in the current curriculum – *Grado*– the subject has been splitted in two subjects:

- **42508 - Agronomy and Sustainable Development** (4,5 ECTS – 40 hours theory + 27 hours of practicum).
- **42535 – Economy and Agriculture Policy** (3 ECTS – 25 hours theory + 18 hours practicum).

**4.3.3.2 Cooperation between Animal Production Staff and the Clinicians must be established.**

The [Research Structure of the ULPGC](#) is organized by Research Groups ([link](#)), which are composed of researchers depending on the Departments or Research Institutes. Therefore, the Faculty cannot decide how to organize interaction between Research Groups; this depends on the Research activity and the confluence of researchers.

In any case, during the last few years there is considerable evidences of cooperation between Animal Production Staff and the clinicians.

<b>Animal Production Researcher</b>	<b>Clinicians</b>	<b>Area</b>	<b>SCOPUS relation</b>
A. Arguello	F. Acosta	Animal Health	<a href="#">Link to the Search Results</a>
	M.C. Juste	Clinical Pathology	<a href="#">Link to the Search Results</a>
	M.A. Rivero	Anatomy	<a href="#">Link to the Search Results</a>
	M. Batista	Reproduction	<a href="#">Link to the Search Results</a>
	A. Castro	Pathology	<a href="#">Link to the Search Results</a>
N. Castro	M. Batista	Reproduction	<a href="#">Link to the Search Results</a>
	T. Niño	Reproduction	<a href="#">Link to the Search Results</a>
	F. Acosta	Animal Health	<a href="#">Link to the Search Results</a>
	M.C. Juste	Clinical Pathology	<a href="#">Link to the Search Results</a>
	M.A. Rivero	Anatomy	<a href="#">Link to the Search Results</a>
	D. Alamo	Reproduction	<a href="#">Link to the Search Results</a>
R. Gines	M.C. Caballero	Pathology	<a href="#">Link to the Search Results</a>
	P.L. Castro	Pathology	<a href="#">Link to the Search Results</a>
A. López-González	J.M. Molina	Parasitology	<a href="#">Link to the Search Results</a>
	M.C. Muñoz	Clinical Pathology	<a href="#">Link to the Search Results</a>
	S. Martín	Internal Medicine	<a href="#">Link to the Search Results</a>
	F. Rodriguez	Pathology	<a href="#">Link to the Search Results</a>
	M. Andrada	Pathology	<a href="#">Link to the Search Results</a>
	O. Ferrer	Dermatology	<a href="#">Link to the Search Results</a>
V. Mendoza-Grimon	M.A. Rivero	Anatomy	<a href="#">Link to the Search Results</a>
MP Palacios-Diaz	C. Gutierrez	Internal Medicine	<a href="#">Link to the Search Results</a>
M.R. Ventura	M. Conde	Parasitology	<a href="#">Link to the Search Results</a>
	J.A. Corbera	Internal Medicine	<a href="#">Link to the Search Results</a>
	C Gutierrez	Internal Medicine	<a href="#">Link to the Search Results</a>
	J.R. Jaber	Pathology	<a href="#">Link to the Search Results</a>
	E. Rodríguez-Ponce	Parasitology	<a href="#">Link to the Search Results</a>
M.J. Zamorano	M.C. Caballero	Pathology	<a href="#">Link to the Search Results</a>





#### 4.4 CLINICAL SCIENCES

##### 4.4a The veterinary teaching hospital

##### 4.4.3a Suggestions for the VTH

**4.4.3.1 All 5th (and perhaps maybe also 4th) year students should be obliged to rotate through the 24-hr service also during Saturday afternoons and on week-ends. Students should practice ultrasound directly, hands-on, instead of just watching their teachers doing it.**

See SER, Chapter 3.1.5

**4.4.3.2 The VTH should develop a strategy to obtain European (or American) College Diplomates in at least the 4 key disciplines of internal medicine, surgery, diagnostic imaging and anaesthesia/analgesia.**

See chapter 9. (9.1.1 and Comments)

**4.4.3.3. The VTH should consider establishing a formal system of clinical services together with the proposed introduction of diplomates. This will enhance the possibilities of establishing real clinical rotations with the participation of interns and residents.**

The VTH is structured in formal Clinical Services. A clinical rotation system organized by different subjects is offered to the undergraduate students. This is a consequence of the application of the new curriculum and was not included in the previous one. The VTH offers a rotation in the different clinical service to the interns, and this rotation system is the cornerstone of the intern training program. Residency programs are offered in the Pathology service.

**4.4.3.4. With the ample access to dogs and cats in the nearby shelter a rotation or even a track in modern shelter medicine should be considered taking into consideration the huge amount of relevant clinical material being available year round.**

The activity of spaying and castration of animals from the Animal Shelter or Privates Associations has continued in the VTH over the last few years ([see last annual report](#)).

Shelter	2011	2012	2013	2014	2015	2016	2017
Number of Animals treated the VTH	654	436	367	361	289	821	1,329
% of the total caseload	12%	8%	7%	6,5%	5,4%	12%	16%

Every Monday, the students participate in the activities in the Animal Shelter and are directly supervised by one member of the Academic Staff (Dra. B. Acosta). Those cases are incorporated in the caseload of the VTH.

In addition, during the practical training in the Subject 'Surgery II', students have the opportunity to cooperate with Dra. M. Aguirre in spaying animals in the shelter. Those cases are not incorporated in the caseload of the VTH; therefore, the real caseload is higher than the one registered on [GestorVet™](#). Our students also participate at the Animal Shelter on a voluntary basis and under the supervision of veterinarians from this public institution (3 vets).





#### **4.4.b Clinical Training in Equine and Food Animals**

##### **4.4.3.1 A small number of teaching mares should be purchased and kept at the Cabildo Farm to train senior students in equine rectal palpation.**

The main activity of the Equine clinic is extramural. Our students have the opportunity to practice rectal palpation in mares on some occasions. As this is mostly motivated by attention to animal welfare, not all the students have the possibility to practice this special clinical skill. However, all of our students do practice the technique of rectal palpation in cows.

Keeping animals all the year round is not allowed at the Cabildo Farm. The animals must move out of that farm during the annual livestock exhibition fair celebrated in May, and also one month before and after, for cleaning and sanitisation purpose.

##### **4.4.3.2 The rotation on the equine and bovine mobile clinic should be organised so that at least 8-10 days of practical activity in both species are done by all students.**

See SER, Chapter 3. Table 3.1.5

##### **4.4.3.3 The faculty should make provisions that students receive theoretical training on how to calculate and interpret reproductive indices for bovine reproduction.**

This is included in the syllabus of the subject: '42530 – Animal Production'.

It is specifically included in:

*Chapter IV Bovine production.*

.....

*Topic 2. Reproduction in the Bovine Species. Importance of Reproduction in Bovine Farms. Physiological bases in Bovine Reproduction. Reproductive indices and their techniques and economical relevance. Control of Reproduction. General Rules in the Reproductive Management. Embryo Transfer.*

##### **4.4.3.4 The faculty should make provisions that pelvic organs as well as equine legs can be retrieved from the slaughterhouse so that wet labs can be organised for students to practice recognition of ovarian and uterine structures as well as local anaesthesia and infiltration in case of equine lameness.**

The number of equine carcasses at the slaughterhouse is very limited, so it is not possible to obtain these anatomical structures on a regular basis.

##### **4.5.3.1 Further integration of veterinary public health into the teaching of basic sciences and clinical teaching should be encouraged.**

This suggestion is related to the old curriculum. As a new curriculum based on competences and learning outcomes has been defined, the proposed integration has been completed.





***4.5.3.2 Food Science and technology, and food hygiene/inspection and control of foodstuffs require two additional assistant professor positions urgently. This will allow current levels of teaching and practicals to be maintained, the required PhD training to be recommenced and an elective on food safety aspects of fish production developed.***

The three public servant inspectors designated for the Slaughterhouse have been incorporated into the Teaching Staff of the ULPGC, and assigned to the area of Food Hygiene/Inspection. In addition, a Full Time PhD Assistant professor was incorporated in 2017 in Food Hygiene/Inspection. One full time associate professor in Food Science and Technology retired in 2017; however, the ULPGC is on the way to incorporating new positions in several areas. The policy for recruitment and selection process of new academic staff is detailed in the QAS Institutional Procedure ([PI03](#)).

***4.5.3.3 The Food Science & technology and Food Hygiene/Inspection and control of foodstuffs teaching staff require a dedicated technician to assist with preparation of lectures, faculty based laboratory practicals and with administration.***

The support staff for Food Science & Technology and Food Hygiene/Inspection depends on the Department of Animal Pathology, Animal Production, Food Hygiene and Technology. The Director of the Department and the Service Manager study the needs for support staff in the different laboratories and organise the support staff for the optimum provision of services for labs and subjects.

In the event of new support staff being needed, there is a policy for the recruitment and selection process of new support staff, detailed in the QAS Institutional Procedure ([PI04](#)).

***4.5.3.4 Existing relationships with commercial companies and the Competent Authorities should be consolidated and further contacts developed.***

The ULPGC has signed more than 4,000 agreements with commercial companies and governmental organizations which permit thorough cooperation in teaching, research and innovation. External Practical Training (EPT) required these agreements in order to be able to carry out supervised training in these companies/institutions. The [PCC07](#) is the Key Procedure of the QAS for the management of External Practical Training.

#### ***4.5a Facilities: Slaughterhouse***

***4.5.3a1 Consideration should be given to providing the contracted veterinarians with the opportunity to deliver a seminar to larger groups of students prior to their attendance at the abattoir at which the specific systems and operations employed at the facility could be explained.***

The three public servant inspectors designated to the Slaughterhouse have been incorporated into the Academic Staff of the ULPGC, and assigned to the area of Food Hygiene/Inspection. During their 4<sup>th</sup> year, students to attend the Slaughterhouse for one day in order to understand the complete functioning of the facility. During the 5<sup>th</sup> year students spend one week at the Slaughterhouse in order to complete their learning outcomes (detailed information is described in the [portfolio](#)).





#### **4.5b Facilities: Food Processing Pilot Hygiene Plant**

**4.5b.3.1 A hygiene lobby must be built within the processing room in order to ensure hygienic operation.**

Not completed.

**4.5b3.2 A system for control of the environment within the processing room, temperature and humidity, must be installed.**

Not completed.

**4.5b3.3 A system to control access of flies must be installed.**

Completed.

**4.5b3.4 Adequate systems to separation cooked from raw foods must be introduced.**

Not completed.

### **5. TEACHING QUALITY & EVALUATION**

#### **5.1 TEACHING METHODOLOGY**

**5.1.3.1 It might improve the usefulness of the evaluation to add the students' estimation of hours spent on the subject, the average results of the exams and number of re-examinations before the students pass the exam.**

The ULPGC Veterinary curriculum has been completely redesigned in order to be adapted to the standards of the EHEA. The new curriculum started in 2010-2011 (1<sup>st</sup> year) and was fully implemented (5<sup>th</sup> year) in 2014-2015.

All the details for the evaluation system is regulated by the [ULPGC General Regulation for the Evaluation and acquisition of competences for the Students](#)

#### **5.2 EXAMINATIONS**

**5.2.3.1 The number of retakes should be limited to three and if denied a pass they should not be allowed to enrol for a second time.**

As mentioned previously, a new ULPGC regulation ([link](#)) devoted to the academic progress and permanence of students in Degrees has been approved (dated 2012, 26 November, and later partially modified 2014, 28 July). This regulation is a competence of the [Social Council](#). Although the Faculty cannot modify this regulation, some proposals have been sent to the Council for its improvement; particularly, the automatic consumption of examining sessions in no-show cases of the students has been a matter of debate.

**5.2.3.2 There should be a student counselling service (in addition to the administrative office) where students could ask for help planning their studies if they have fallen behind or fail classes.**

The [Student Orientation and Tutorial Action Plan](#) (PATOE, acronym in Spanish) has been designed under the QAS Key Procedure [PCC03](#). The PATOE includes 5 specific programs:







Recruitment of Students (1), Welcome (2), Tutorial Action for Students (3), Subject Monitoring (4) and Professional Orientation (5).

All the Services for Students are centralized on the Faculty Website ([Servicios al Estudiante](#)) – Sorry, only offered in Spanish –.

***5.2.3.3 Propaedeutic exams should be taken first – a system should be implemented by which each exam or the majority of exams should be propaedeutic to some other ones, so that for instance anatomy and physiology must be taken prior to taking pathology, pathology must be taken prior to taking pathological anatomy, pathological anatomy must be taken prior to taking any clinical exam etc.***

As mentioned previous, a new ULPGC regulation ([link](#)) devoted to the academic progress and permanence of the students in the degrees has been approved (dated 2012, 26 November, and later partially modified 2014, 28 July). The student is not allowed to continue with further subjects if previous ones have not been completed and passed.

## **6. PHYSICAL FACILITIES & EQUIPMENT**

### **6.1 GENERAL ASPECTS**

#### **6.1.3.1 Creation of small rooms to group work is advisable.**

The library offers 4 rooms for working in groups from 8:30 to 19:30. A minimum of three students is necessary for booking them, with a maximum capacity of 6 people..

#### **6.1.3.2 Extension of the farm is encouraged.**

Answered in Suggestion 1.3.1.

### **6.2 CLINICAL FACILITIES & ORGANISATION**

#### **6.2.3.1. The staffing of the VTH should be reorganized as mentioned in suggestion 10.3.1.**

*10.3.1. To improve the leadership potential and the overall management in the VTH a working group including external experts should be established with the aim of planning changes to take full advantage of the potential in the VTH. Including direct employment of all clinical teachers and researchers in the VTH instead of using teachers from other departments in the VTH. This work may result in professors being transferred from one department to another department.*

In 2017, the ULPGC created a **Committee for Monitoring the VTH** in order to improve the VTH. A new internal regulation has been proposed (approval is pending). The University Foundation (FCPCT-ULPGC) has employed veterinarians to provide the clinical service not offered by the Academic Staff of ULPGC. The Faculty has requested the 'venia docendi' for this extra Staff in order for them to be considered as 'Academic Staff'. The procedure includes approval by the Faculty, the Department and, finally, by the Rector of the ULPGC. This is a formal recognition of the academic activity of these staff members.





**6.2.3.2. With the increased rate of referred cases to the VTH it should be considered how the hospital can/should be extended to accommodate all the new activities.**

Over the last few years an overload of cases during the mornings has produced some conflicts of in workspaces. Renovation of the hospital premises was completed during the last year. The main changes were the increase in number of examination rooms, the creation of a diagnostic imaging reading room, the improvement of isolation facilities for Small Animals and Horses and the adaptation to provide a Cat-Friendly Hospital.

**6.2.3.3. Together with plans for extending the hospital premises a plan should be made for acquiring new equipment in accordance with the specialties the VTH decides to cover in depth.**

In spite of the economic crisis that has affected Spain during the last decade, the ULPGC has been making a big effort to maintain the quality of the clinical services with the following equipment at the VTH:

year	Equipment	Model
2017	Ultrasound	Zonare Z. One Pro, C9-3 probe
2017	Radiographic System	SedecalNeovet Premium 330 32 kw
2017	Slit Lamp	Kowa SL 17
2017	Automobile	Dacia Dokker Van
2017	Doppler Blood Pressure	Manomedical Doppler Vet BP
2016	Computer	iMac 21.5" i5 8Gb 1Tb
2016	Automobile	Dacia Duster
2014	CT Scan	Toshiba Astelion TSX-032/4k
2014	CR Digital Radiology System	Konica Regius 110

The ULPGC has a general system for the managing of equipment and payments. Therefore, there is a system for monitoring the 'life expectancy' of every equipment. The ULPGC policy for the management of the Material Resources is completed by QAS Key Procedure ([PCC02](#)).

**6.2.3.4. An overall system should be put in place to facilitate agreements on students" participating in clinical activities with private practitioners and to facilitate interdepartmental organization of the agreements with farmers mentioned in the SER at pages 220 and 221.**

There is a national legislation for the EPT, concretely the [Royal Decree 592/2014](#), from July 11, for the external academic practicum of the university students. In addition, in accordance with the Royal Decree 1393/2007, from October 29, and its update in the Royal Decree 861/2010, from July 2, which regulates the organization of the official university education, the ULPGC has introduced the External Practical Training (EPT) in the curriculum. The EPTs are focuses on the reinforcement of the employability and enrichment of the training in diary contact with the professional field in which they will develop their future professional activity.

The ULPGC has organized the EPT into two kinds:





- **Curricular EPT** (EPT within the curriculum). This activity (100 hours/student) is included for every student in either of the subjects 42543 or 42544 - External Practical Training and Mobile Clinic I and II, respectively.
- **Extracurricular EPT** (EPT outside of the curriculum). This free activity is offered to all the students of ULPGC who wish to increase their experience during non-academic time (Summer, Christmas, Easter, Weekends, etc).

There is a QAS procedure ([PCC07](#)) focused on the organization of EPT within the curriculum (Curricular EPT). The legal documents (credentials, insurance, etc.) are obtained using a website application ([link](#)) where PDF files are generated. The credentials for EPT include the data of the student, the External Tutor, ULPGC Tutor, etc. This service has been contracted by the ULPGC with the University Foundation of Las Palmas (FULP).

Extracurricular EPT is not managed by the Faculty; the students apply directly to the FULP for these activities.

#### ***6.2.3.5. Increase the number of teaching cows and keep also some teaching horses at the Cabildo farm.***

During the first semester, three teaching cows were kept at the Faculty Farm for clinical examination learning skills. Each student has the opportunity to complete a physical examination in a cow, including reproduction examination and rectal palpation. For the clinical examination of equines, a horse is kept in the VTH during several weeks during the first semester (mainly for propaedeutic practical training).

### **7. ANIMALS & TEACHING MATERIALS OF ANIMAL ORIGIN**

#### ***7.3.1. The number of horses for clinical examination might be improved even taking into consideration the relatively low number of horses available at the island of Gran Canaria (< 2,000). Agreements with local military/police compounds should be investigated.***

There are no military/policy horses in the Canary Islands. The number of clinical cases in the Equine Ambulatory Clinic permits adequate Day-One Competence training related to equine clinical activity.

We want to emphasize that we are committed to provide the basic learning outcomes described in the Day-One Skills for every student in the equine practice; however, we are realistic and have agreed that, in order to complete a more specialized training, a mobility programme or a postgraduate degree should be completed by those students who are more interested in Equine Medicine. We have recommended other Spanish Faculties (i.e, Barcelona, Córdoba or Madrid) or even going overseas to several students in order to be able to complete their training. Every year we offer two places in every Spanish veterinary Faculty in the exchange programme named SICUE. This is a consequence of the limitation of clinical cases and the reduced equine census in the Canary Islands.

#### ***7.3.1. Agreements with horse owners to let students do rectal palpations should be introduced.***

All of our students have the opportunity to learn rectal palpation as a clinical examination procedure in cows. However, not all students have the opportunity to complete this clinical





examination procedure in equines due to obvious animal welfare and owner limitations. Therefore, our students acquire the Day-One competence related to this clinical examination procedure in cows, but the goal of a good performance in this clinical examination skill in equines is a task that should be considered as a learning outcome in an equine postgraduate programme.

***7.3.2. The use of canine and feline cadavers from the shelter for dissection training on fresh cadavers in anatomy should be highly encouraged giving students the opportunity to do dissections also on a voluntary basis. 3) Ratios students graduating: clinical caseload pets / livestock / necropsies***

Answered in 4.2.3.1.

## **8. LIBRARY & EDUCATIONAL RESOURCES**

***8.3b.1 Consideration should be given to adding an archive function where students could access previous subjects (ppt's etc.).***

The Virtual Campus (online learning platform) is a centralized service of the ULPGC for all Faculties and Schools. It is not possible to keep the information for several years; however, students are able to download each document (PPT, PDF, etc.) to their own computer or cloud computing.

***8.3b.2 Direct integration of the schedule system could also be considered.***

The schedule system (web application called 'Academic') is an independent software programme of the Faculty of Veterinary Medicine and is not related to the Moodle platform (the 'Virtual Campus'). The ULPGC is currently studying how to integrate the schedule system in the ULPGC application for general management.

Academic permits subscription to the calendar for every user. Every user obtains a personalized URL (ICS format) for exporting the calendar in a universal format used by several email and calendar programs, including Microsoft Outlook, Google Calendar, and Apple Calendar.

## **9. ADMISSION & ENROLMENT**

***9.3.1 Student intake should be adapted to the primarily local needs of the community for veterinary surgeons i.e. at the current time a student intake of around 60 would more than cater for the needs.***

When the new curriculum was designed, the Faculty asked for a intake limit of 60 students as a maximum for every year. As a consequence of the high demand (always more than 1,100 applicants per year; see the table below) the Social Council and the Canary Islands Government increased the number of admitted students to 72 for every year.

	2011-12	2012-13	2013-14	2014-15	2015-16
Nº of applicants	1132	1168	1301	1364	1143
Admission rate	6.36	6.16	5.69	5.28	6.39





**9.3.2 Although the admission rules are regulated at a national level and it is not easy for the Faculty to select the most qualified students, ideally the admission procedure should be modified to select students better to reduce the drop-out rate.**

Spanish law does not permit Universities, or Faculties or Schools, to change admission rules. The new curriculum introduced a commitment to expected results and the drop-out rate has been included in the QAS rates for the revision of the curriculum. Over the last few years the drop-out rate has been below the minimum expected results (<15%).

	2011-12	2012-13	2013-14	2014-15
<b>Nº of drop-out</b>	5	1	5	6
<b>Drop-out rate*</b>	6.94	1.39	6.76	8.33

Data from *Discoverer.ulpgc.es* (last information available is 31 December 2016).

\* Calculation:  $(N^{\circ}$  of new students in the Year X and not registered in the Years X+1 and X+2 /  $N^{\circ}$  of new students in the Year X) \* 100.

**9.3.3 Mathematics and physics should be requirements for applying to the life and health sciences.**

The admission rules include that basic subjects could be weighted with 0.2 or 0.1. Therefore, two subjects permit the maximum qualification to be increased from 10 to 14. There is an agreement between the Faculties of Veterinary Medicine in Spain to include Biology and Chemistry with a weighting of 0.2. Physics has a weighting of 0.1. Mathematics is not included in subjects that can include weighting in Life and Health Science University Degrees.

## **10. ACADEMIC & SUPPORT STAFF**

**10.3.1. To improve the leadership potential and the overall management in the VTH a working group including external experts should be established with the aim of planning changes to take full advantage of the potential in the VTH. Including direct employment of all clinical teachers and researchers in the VTH instead of using teachers from other departments in the VTH. This work may result in professors being transferred from one department to another department.**

The Spanish law for Universities ([Law 6/2001](#), 21 December, for Universities (BOE 24/12/2001), modified by the [Organic Law 4/2007](#), 12 April, (BOE 13/04/2007) and the [ULPGC Statutes](#) (Decree 107/2016, 1 August, BOC 153, 9 August 2016) only permit the adscription of Academic Staff to a Department. The VTH is not a Department of the ULPG. The VTH is a General ULPGC Service managed by the Canarian Science and Technology Park Foundation of the ULPGC (FPCT-ULPGC). The VTH can contract veterinary clinicians/practitioners to provide those clinical services which are not offered by the members of the Academic Staff, but those contracted clinicians cannot be considered official members of the Academic Staff due to the aforementioned laws. The participation of the academic staff in a clinical service is a voluntary process and it is open to any academic staff interested, and correctly trained, in the clinical activity in question.





**10.3.2. The low level of technical/support staff should be increased to a level comparable to other modern veterinary faculties.**

**Queries to be covered:**

**1) Ratio of teaching staff<sup>1</sup>:students is?**

The new indicator of I1 and I2 are over median values. See Indicators.

**2) Ratio of teaching staff to support staff<sup>2</sup> is?**

New i3 indicators have been calculated and results are over median values. See indicators.

The structure of the ULPGC, with a highly centralized organization, makes difficult to calculate the real number of Support Staff members because those depending on Central Services are shared by all the Faculties and Schools; in addition, most of the technical Support Staff depend on the Departments.

In any case, the complete list of Support staff is offered in ANNEX III.

**3) How and by whom are all staff appointments and staffing levels decided?**

These procedures are defined in the institutional processes of the QAS.

- [PI04 – Recruitment and Selection of the Support Staff](#) - The General Manager of the ULPGC is the main person responsible for the procedure.

The Building Administrators and Departments can apply for new appointments to the General Manager if they have staff needs.

The new positions depend on the global ULPGC financial scenario and legal budget rules.

**4) Percentage of staff who are veterinarians?**

70% of the permanent staff are veterinarians, and these non-veterinarian staff members belong to the basic sciences departments. 91 % of the temporary academic staff are veterinarians. See Table 9.1.2. for more details.

**5) Comment on staff ratios in relation to the SOP.**

See Comments in Chapter 9. Also, see Indicators.

**6) Comment on staff shortage or mis-proportion**

See Comments in Chapter 9. Also, see Indicators.

**7) Can staff move within the establishment?**

All the Support Staff are members of a defined administrative unit (Departments, Buildings, Faculties or Research Institutes). It is not easy to move from one unit to another, but this procedure is possible and requires the approval of changes in the Official List of Job and

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<sup>1</sup> The number of academic members varies year after year. It is presented the number of academic staff (FTE) and number of registered students in the last academic year (2017-2018).

<sup>2</sup> The complete list of support staff is shown in ANEXX III.





other legal requirements depending on the General Manager of the ULPGC. The procedure is not a commonly used one.

Furthermore, the Academic Staff are specific members of Areas of Knowledge distributed in the Departments, so they cannot move easily from one area to another; however, it is possible.

#### **8) Are posts which fall vacant automatically filled or must they be fought for?**

The Vice-Rector of Academic Affairs and Academic Staff studies the Academic workload of the Area of Knowledge with a vacancy. If the activity is above the average of the University, the vacancy is considered for filling. In fact, there is a prioritised list which is in to meet demands. If the academic workload activity is under the average of the University, the vacant post is eliminated and the funding is transferred to another area with greater needs. This policy is regulated by the procedure ([PI03](#)) of the QAS.

#### **9) Are certain staff able to be flexibly deployed i.e. for clinical services etc.?**

The [General ULPGC Regulation for Academic Planning](#) permits the calculation of a reduction in the teaching workload of the Academic Staff if several goals are achieved (e.g. PhD supervision, supervision of Final Degree Projects, external evaluation of the research activity, organization of conferences, etc.). Clinical activity is not included in the reduction of the teaching workload. Instead of this, a small economic compensation directly paid by the VTH is offered in exchange for keeping the clinical service attended all year.

#### **10) Does the establishment encourage staff to acquire additional skills and training?**

The ULPGC has its own Training Program for Academic Staff ([link](#)) and also for the Support Staff ([link](#)). Also, several financing or grants programmes for the staff to promote mobility and external training are also offered ([link](#)).

#### **11) How free is the establishment to decide staffing levels and benefits?**

The ULPGC is a Public University regulated by Spanish law and cannot decide staffing levels or benefits. Salaries and economic issues are regulated by the Spanish General Budget and are common to all Spanish Universities.

### **11. CONTINUING EDUCATION**

**11.3.1. The faculty should focus on e.g. 4 continuing education programmes annually. These programmes should be financially supported by the faculty/university and be focused on the core areas in clinical activities (reproduction, intensive care e.g.), food hygiene (food safety control) and marine mammals. The last subject has a world-wide attention by students, researchers and the public and might be used to profile the faculty/university globally.**

The ULPGC offers several postgraduate courses related to the Veterinary Medicine (Level 7 in the EQF):





- Master's Degree in Animal Health and Food Safety (IUSA)
- Master's Degree in Marine Farming (Faculty of Marine Sciences)
- Master's Degree in Coastal Management (Faculty of Marine Sciences)
- Master's Degree in Sustainable Management of Fishing Resources (Faculty of Marine Sciences)
- Master's Degree in Oceanography at the University of Cadiz, the University of Las Palmas de Gran Canaria and the University of Vigo.

From 2009-2018 the Master's Degree in Veterinary Clinic and Therapeutic Research was offered, but it had to be eliminated because of the low number of students applications.

Also, see suggestion for improvement, Chapter 10.

## **12. POSTGRADUATE EDUCATION**

### **12.3.1 Introduction of publication activity as a prerequisite of gaining a PhD degree is highly recommended.**

PhD programmes are not the responsibility of the Faculty of Veterinary Medicine at the ULPGC. The PhD degree is offered in several doctorate programs organised by the ULPGC Doctoral School (a centralized service). In these programs a thorough formation regarding publication activity is included. All the information is published on the website ([link](#)). (Sorry, more information is published on the Spanish website version, click the Spanish flags for more details.).

### **12.3.2 PhD students reaching the 'Diploma of Advanced Studies' should be encouraged to finish their education with a PhD thesis.**

The law related to doctorate programmes was modified in Spain in 2011. So, this Therefore, this Diploma is not offered anymore.

### **12.3.3 Increasing the number of postdoctoral places should be initiated by the Faculty.**

The PhD degree is offered in several doctorate programs organised by the ULPGC Doctoral School. The number of places offered is considered sufficient for the demand. Consequently, the Faculty cannot make decisions about these programs. All the Doctorate information is published on the website ([link](#)).

The number of postdoctoral places depends on the financed research projects carried out by the research groups. The Faculty cannot directly offer postdoctoral positions. Consequently, Academic Staff policy is the responsibility of the Vice-Rector of Academic Affairs and Academic Staff, which is regulated by the law and other internal ULPGC regulations included in the QAS procedure ([PI03](#)).

## **13. RESEARCH**

**13.3.1 The scientific staff has to show the students the importance of research so that more graduates start an academic career. Not only the Faculty of Las Palmas but the whole veterinary profession need more academic offspring. It is one of the most important tasks of each professor to encourage young scientists.**







In response to this, it is very important to explain our context in order to understand research activities carried out at the ULPGC. If we compare some figures from the Canarian University System in the context of the Spanish system<sup>3</sup>, we might highlight the following:

- During the period 2008-2015, the income of the Canary Islands Public Universities was reduced by 16.42%, reversing the increase trend by almost 32% for the previous period 2002-2008. Besides this, in the period 2014-2015, the average funding of the University System in Spain grew by 3.86%, but in the Canary Islands it was reduced by 0.35%.
- The relative investment per student enrolled in the Canary Islands is lower than in the rest of Spain. Structural funding per student in public universities in the Canary Islands is 6,641€, and this investment reaches an average of 7,042€ in the Spanish public university system as a whole, which is 6% higher. It is striking that current expenditure per new admission students in degrees in the public universities of the Canary Islands corresponds to 76.42% of the national average. Those current expenses per graduate student corresponds to 92.47% of the national average, which reveals an evident lower costing per student and per graduate in public universities in the Canary Islands.
- It might serve as further example that the ratio of real material investments / number of students enrolled at public universities in the Canary Islands in 2015 was only 50.35% of the national average.
- A consequence derived from the (1) lower investment relative to the national average in the Canarian public universities, (2) lower number of Academic Staff and (3) higher ratio of students / academic staff, is a decrease in funds for the training of new Academic Staff. Fund accounting for new Academic Staff was reduced to only 1.7% of the total Spanish public university system, which was accentuated by a meagre 0.9% of the total amount of funding for mobility of the Academic Staff. It should not be forgotten that the Academic Staff of the public universities of the Canary Islands represents 3.34% of the total of Spanish Academic Staff, which implies, in terms relative to the average of the public university system in Spain, 50% less fund accounting for new Academic Staff and 75% less of fund accounting for mobility of Academic Staff.
- In relation to the capacity for obtaining research grants, public universities in the Canary Islands accounted for only 0.8% of the grants awarded for this purpose in the period 2013-2016 within the framework of the Spanish Plan for Scientific and Technical Research. Curiously, Canarian universities were able to receive more than double of the percentage (1.77%) in 2015, if grants from national, international and private calls are added. In fact, the ULPGC was the Spanish university with the highest rate of foreign funding for research, reaching a total of 62%.
- In spite of facing these difficulties, in 2015 the scientific production of Canarian public universities was ranked 9th in the Spanish university system, contributing almost 2.5% of the total, which reveals a high level of efficiency when compared with the percentage of subsidies received. In the case of the ULPGC this reflects the fact that in the period 2006-2015 its scientific production grew by almost 100%.

In view of the above, it is evident that a Public University, such as the ULPGC, must have as its main objective to provision of higher education and life-long learning for Society which serves and also promotes, research activities. These activities must be completed with efficiency, quality assurance and be economically sustainable. The ULPGC created the Website **ULPGC research** in 2017 ([link](#)) including a multimedia section for the

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<sup>3</sup>Report 'La Universidad Española en Cifras 2015/2016'. CRUE Universidades Españolas





dissemination of research ([link](#)) in order to centralize all the information generated in the area of Research, Innovation and Transfer in the ULPGC, with a double objective:

- To promote the research and innovation activities carried out at the ULPGC, providing students, teachers and research staff with information about its resources.
- To transfer to society the knowledge generated at the ULPGC, so any interested person can have access to the information and contacts for realistic transfer of generated knowledge.

As described in the ULPGC Research Reports ([link](#)), according to the criteria used in the external evaluation of research and finance of the University, the ULPGC has various incentive plans with the aim of promoting and guiding research. In this way, the ULPGC keeps its own postdoctoral programs open for national and international researchers, as a means to incorporate the best ones.

The results of the publications of the ULPGC's Own Research Program are:

- Precompetitive projects.** With these publications, the ULPGC encourages the participation of Academic Staff in research tasks, facilitates the beginning of new projects or lines of research, in both basic or applied research, with a strategic interest in new Academic Staff within a consolidated research group; and it also encourages the incorporation of researchers into the competitive system for attracting external resources, favouring real multidisciplinary collaboration in these groups.
- Human resources.** To facilitate the recruitment of talent to the ULPG. There are three modalities:
  - Pre-doctoral Contrats (PreDoc- ULPGC) (term: 4 years)
  - Post-doctoral Contrats (PostDoc-ULPGC) (term: 4 years)
  - Contracts for Technical Support Staff (PTA-ULPGC) (term: 2 years)

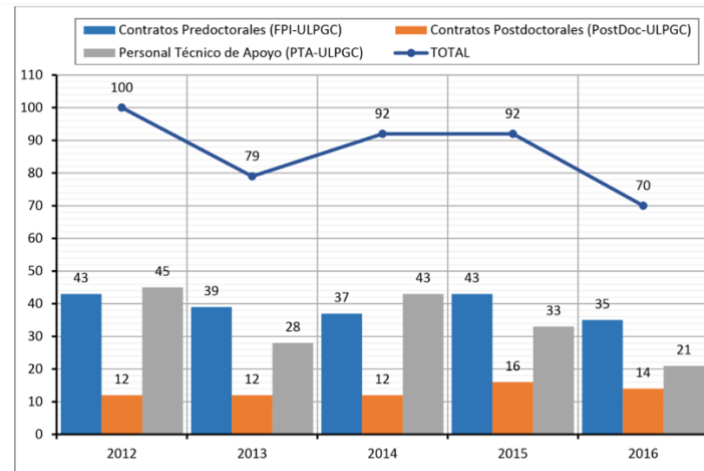
Table Postdoctoral, Predoctoral and Human Resources contracts from the ULPGC's own programs (period 2012-2016)

Human Resources Contracts ULPGC Own Programs	Number of contracts				
	2012	2013	2014	2015	2016
Pre-doctorals Contrats(PreDoc- ULPGC)	43	39	37	43	35
Post-doctorals Contrats (PostDoc-ULPGC)	12	12	12	16	14
<b>TOTAL parcial</b>	<b>55</b>	<b>51</b>	<b>49</b>	<b>59</b>	<b>49</b>
Contracts for Technical Support Staff (PTA-ULPGC)	45	28	43	33	21
<b>TOTAL</b>	<b>100</b>	<b>79</b>	<b>92</b>	<b>92</b>	<b>70</b>

During in the most critical periods, a greater budgetary effort has been made by the ULPGC to cover the decrease in external funding in research, development and innovation from national and regional agencies.

The evolution of the Human Resources for Research coming from the ULPGC's own programs is presented in the following graph.





Gráfica 7.1.a. Evolución del personal investigador de los programas propios de la ULPGC (2012-2016)

The introduction of the new curriculum has raised the level of the Degree in the EQF from 6 (Grado / Degree of 240 ECTS) to 7 (Grado / Degree of 300 ECTS or more). In addition, the introduction of the Final Project as an initial research activity is mandatory for all students

**13.3.2 The Faculty should define some main research focuses and concentrate most of the resources on these topics in order to avoid dilution of effort. Nevertheless, there are only few students who start by realizing a PhD but most of the students do not see the value.**

As from the Academic Year 2009-2010 to 2016-2017 a total of 49 graduates from the Veterinary Medicine Degree at the ULPGC were involved in a PhD program offered by the ULPGC; this means that an average of 5% of our graduates started a PhD program in the last 9 academic years.