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FULL VISITATION REPORT

To the Faculty of Veterinary Medicine, Leipzig University, Leipzig, Germany

On 7 - 11 April 2025

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Contents of the Full Visitation Report

Introduction

The Faculty of Veterinary Medicine (VMF) of the University of Leipzig (hereafter called VEE in this report) is one of the oldest veterinary schools in Europe, originally founded in 1780 in Dresden as "Tierarzneischule". After first becoming the Dresden School of Veterinary Medicine, the VEE was incorporated into Leipzig University (UL) as the Faculty of Veterinary Medicine in 1923. Many of the buildings from that time are still in use, and nearly all institutes and clinical departments of the VEE are situated on the campus called “An den Tierkliniken”, which is situated in the southeast centre of Leipzig. A teaching and research farm is located about 10 km from the main campus.
Leipzig is in the Federal State of Saxony in Germany. The state’s Higher Education Development Plan, recently approved as HEP 2025plus, embraces the development of all universities in the state.
The VEE was first visited by ESEVT in 2008, and following a new Visitation in 2018, the VEE was granted accredited status for the period 2018-2025.
The VEE is one of five VEEs in Germany. The curriculum of these VEEs is subject to the German Ordinance concerning the Certification of Veterinary Surgeons (TAppV), of which the objectives of veterinary education in Germany are laid down. The graduates achieve general licensing as a veterinarian, allowing them to enter all recognised branches of the veterinary profession.
The objective of the VEE is to practice sustainable veterinary medical science and to develop outstanding teaching and services, and it strives for excellence in research, teaching, and services.
Suggestions for improvements put forward by the ESEVT team in 2018 have been implemented by the VEE. Among others, these include:

- Reorganisation of the VTH with emphasis on cross-species teaching
- Plans and secured funding for the complete renovation and partial new construction of the Institute of Pathology

- Plans for a new building for Institute of Parasitology
- Establishment of an External Advisory Board
- Improvements of biosecurity in certain areas

The Visitation was completed in accordance with the ESEVT SOP 2023. The SER was provided to the Visitation Team in due time.

Area 1. Objectives, Organisation and Quality Assurance Policy

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

1.1.1. Findings

The mission of the VEE focuses on competency-based education, ethical standards, and lifelong learning. The curriculum is research- and evidence-based, integrating scientific knowledge with practical training to uphold animal health and welfare, and consumer protection.
The VEE adheres to national regulations, including the Federal Veterinary Regulation (BTÄO). Veterinary education is regulated by the TAppV, last amended on August 15th, 2019, issued by the Federal Ministry of Food and Agriculture, which aligns with EU Directive 2013/55/EU. The TAppV mandates 3850 hours of compulsory and elective coursework and 1170 hours of practical training.
The VEE also adheres to regional regulations, including the Saxon Higher Education Act (SächsHSG), which mandates quality assurance in teaching and research.
The Higher Education Development Plan 2025plus ensures institutional sustainability through student retention, digitalisation, knowledge transfer, and professional development. The Office for Quality Development in Teaching and Studies (StQE) oversees quality assurance, programme evaluation, and curriculum updates. The VEE's study and examination regulations link theoretical and clinical subjects, ensuring that all veterinary disciplines are covered through lectures, group exercises, and clinical case work.
Research supports both basic and clinical studies through national and international collaborations. The Veterinary Teaching Hospital (VTH) provides clinical training and evidence-based veterinary care. International cooperation is promoted through student and staff exchanges. Postgraduate education includes doctoral and specialist training (EBVS, German Specialist). The VEE also organises the biennial Leipzig Veterinary Congress.

1.1.2. Analysis of the findings/Comments

The VEE's mission aligns with EU directives and ESG principles, emphasising ethical, evidence-based, and lifelong learning-oriented training. The core curriculum is based on the TAppV, which defines the structure, subjects, and number of hours. The integration of clinical and theoretical teaching is supported by a VTH in all common species. All commonly recognised branches of the veterinary profession are covered, and students are made aware of the importance of lifelong learning.

1.1.3. Suggestions for improvement
None.

1.1.4. Decision
The VEE is compliant with Standard 1.1.

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

1.2.1. Findings
The VEE is one of 14 faculties of UL governed under the SächsHSG. Its organisation, funding, and governance are embedded within UL's administrative and legal framework. The VEE receives annual financial allocations from UL based on its assigned teaching, research, and public service responsibilities. Since 2024, these allocations also include personnel administration for civil servants. Internal distribution of funds is competitive and considers teaching duties, staff numbers, and third-party funding. Each institution within the VEE is responsible for the proper implementation and use of allocated resources.
The main decision-making body of the VEE is the elected Faculty Council, composed of representatives from all employment groups (academic and non-academic staff) and students. An extended version of this council, open to additional faculty members, provides a platform for informal discussions without conferring voting rights. The Faculty Council elects the Dean, Vice Dean, and Dean of Study Affairs for renewable three-year terms. The Dean, who leads the faculty, chairs the Faculty Council and allocates positions and financial resources in consultation with it. The VEE is structured around five academic centres to enhance collaboration in research and teaching, although these centres are not administrative units.
Numerous committees support the governance and operational functions of the VEE. These include the Curriculum Committee (chaired by the Dean of Study Affairs), the Research Committee, the Structure and Development Committee, and the Quality Assurance Committee. Specific committees address animal welfare, ethics, biosecurity, examinations, and IT infrastructure. Additional roles include the Erasmus Coordinator, Sustainability Officer, Equal Opportunities Officer, Animal Disease Officer, and liaison lecturers.
The veterinary curriculum is overseen by the Office of Study Affairs. Clinical, professional, and ethical affairs within the VTH are managed by departmental directors, all veterinarians. The curriculum and academic policies are aligned with national and EU regulations and are implemented through an established examination system overseen by boards appointed by the Saxon State Ministry.
The VEE participates in formal collaborations with other veterinary institutions. It is a member of the Council of Veterinary Establishments of Germany, Austria, and Switzerland (VMFT), which

brings together deans and representatives from German-speaking veterinary schools to coordinate academic and strategic efforts. Regular national meetings also occur among deans and deans of study affairs of the five German VEEs. International partnerships include formal agreements with the veterinary faculties of Lyon, Brno, and Cairo, among others. The VEE participates in Erasmus+ with 13 VEEs and coordinates exchanges and traineeships for incoming and outgoing students, offering institutional and academic support through the Erasmus Coordinator and the UL International Office.
The VEE also organises the biennial Leipzig Veterinary Congress and maintains links with supporting organisations like the Albrecht-Daniel-Thaer-Institute (ADTI) and the VMF Alumni Association. These bodies contribute to knowledge transfer, financial support, and public engagement.

1.2.2. Analysis of the findings/Comments
The VEE is embedded within UL, a recognised higher education institution, and the individuals responsible for the veterinary curriculum and the clinical, ethical, and teaching affairs of the VTH all hold veterinary degrees. The visit to the VEE clearly demonstrated a friendly and supportive atmosphere that greatly enhances both learning and collaboration, which is highly commendable. The decision-making framework is participatory and involves representation of academic and non-academic staff through multiple committees and councils. Student representatives are present in the Faculty Council and Curriculum Committee, but without involvement in committees such as IT, Quality Assurance, or Biosecurity. This organisation supports strategic implementation and curriculum governance. The VEE's structural integration within UL, the established quality assurance processes, and the representation of key stakeholders suggest that its governance and management systems are in line with the standard and support the implementation of a coherent veterinary programme. More direct links between the Curriculum Committee and the External Advisory Board would likely be beneficial to ensure regular and structured feedback from external stakeholders on the curriculum. Although Centres exist to coordinate between different institutes and departments, their decision-making and financial authority remain limited.

1.2.3. Suggestions for improvement
It is suggested that student representatives be included in advisory committees such as those for quality assurance, IT, and biosecurity for matters that concern them in order to enhance representation and improve information flow.
It is suggested that the link between the Curriculum Committee and the External Advisory Board be strengthened to ensure regular and structured stakeholder input into curriculum development.

1.2.4. Decision
The VEE is compliant with Standard 1.2.

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

1.3.1. Findings

The VEE has adopted a strategic plan for 2025–2030 that focuses on teaching, service, and competitive research. The plan builds on a profile development process initiated in 2016, which originally identified five key research areas and has since been refined into three strategic research priorities: Epithelial Metabolism, Barrier and Inflammation (EMBI), Model Systems, Orthopaedic Research and Veterinary Education (MOVE), and Translational Neuroscience (Neuro-Vet-Net). These priority areas aim at facilitating internal collaboration, external grant applications, and the development of a graduate training programme to be submitted to the German Research Foundation (DFG).

Key strategic objectives include continuous improvement of the curriculum, postgraduate training aligned with the One Health Initiative, support for young researchers, high-quality diagnostics and patient care, staff development, and the maintenance of sustainable and predictable financial resources. The strategic plan was approved by the Faculty Council and discussed with the university rectorate.

A detailed SWOT analysis identifies strengths such as a system-accredited university structure, a strong VTH, internationally competitive research, robust e-learning platforms, structured postgraduate training, and broad student representation. Weaknesses include rigid curricular constraints imposed by the TAppV, delays in professor recruitment, limited funding, and infrastructure challenges. Opportunities include strategic scientific collaborations, development of new facilities, and integration of clinical skills labs. Threats include tight staffing, competition for funding, regulatory constraints on working hours, and challenges in recruiting academic and technical staff.

The VEE's operational plan is guided by institutional target agreements renewed every three years with the UL Executive Board. Strategic coordination meetings between the VEE Dean's Office and the UL Rectorate are organised to oversee implementation.

1.3.2. Analysis of the findings/Comments

A formal strategic plan for 2025–2030 has been developed, approved by the Faculty Council, and discussed with the university rectorate, thereby confirming its official status. The plan outlines objectives across teaching, research, continuing education, and resource management, and includes an updated SWOT analysis. While students and external stakeholders have contributed indirectly, primarily through student participation in the Curriculum Committee, a more formalised mechanism for involving these groups would help strengthen their role in the drafting process. Additionally, the operational plan would benefit from a more detailed structure for the monitoring of indicators over time.

1.3.3. Suggestions for improvement

It is suggested that clear indicators be defined and systematically monitored to ensure effective implementation and follow-up of the operational plan.

1.3.4. Decision

The VEE is compliant with Standard 1.3.

Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality,

and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality.
The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.

1.4.1. Findings

The VEE operates within a mandatory quality assurance (QA) framework, as defined by the SächsHSG and aligned with ESGs. A dedicated Quality Assurance Committee, comprising all committee chairpersons but no students, was recently established in 2024 to coordinate and, where necessary, adjust QA processes across all committees. This marks an effort to better converge QA approaches across teaching, research, and services through Plan-Do-Check-Act (PDCA) cycles. Previously, individual committees reported QA-relevant matters to the Faculty Council through a standing agenda item, ensuring that the Dean's Office, staff, and students were regularly informed. As the QA Committee is still in its early stages, its long-term effectiveness and impact remain to be demonstrated and will require ongoing observation and structured follow-up.
Teaching quality is supported by the UL Quality Management Handbook, which guides processes such as course evaluations and exam review. The first comprehensive curriculum evaluation was performed in 2023-2024. The VEE applies QA tools, including evaluations of teaching and externships, learning objective catalogues, and student feedback mechanisms.
In research, monthly meetings of the Research Committee review progress and indicators like funding, publications, and doctoral completions. In services, the VEE operates certified diagnostic labs, including four DVG-accredited reference laboratories, and maintains compliance with GLP/GVP standards and DAkkS accreditation.
Information on QA processes is communicated through Faculty Council meetings, Moodle, email, and the VEE website. Students are involved in committees, including the Curriculum Committee, where they hold 50% of the seats. The External Advisory Board, composed of experts in veterinary fields, contributes to curriculum quality monitoring and strategic input.
In terms of academic integrity, the VEE adheres to the UL statutes on good academic practice and has binding guidelines for staff and students, accessible via Moodle.

1.4.2. Analysis of the findings/Comments

The VEE has established a QA policy focusing mainly on teaching and examination. The implementation of comprehensive PDCA cycles in exam quality assurance is commendable.
A dedicated Quality Assurance Committee was created in 2024 to coordinate QA efforts across the institution. While this is a positive development, the committee is still in its initial phase, and its effectiveness has yet to be assessed. Ongoing monitoring and structured evaluation will be essential.

1.4.3. Suggestions for improvement

To further strengthen the system, it is suggested that clearly defined quantitative indicators be developed to support progress monitoring and continuous improvement. It is also necessary to extend the QA approach to other operational areas, such as clinical services and support services, with defined processes for each sector and appropriate indicators to monitor activity and efficiency from a perspective of continuous improvement.

1.4.4. Decision

The VEE is compliant with Standard 1.4.

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

1.5.1. Findings
An External Advisory Board, composed of veterinarians from various sectors, was convened for the first time in 2024, with annual meetings planned. Its role is to provide feedback and receive information on the VEE's curriculum, quality assurance, and student performance in professional settings.
The VEE communicates with society through outreach events. These include the university's annual Open House, featuring activities across clinical and preclinical departments and the Skills Lab (PAUL), and participation in the "Long Night of Science," where research projects are presented to the public. The VEE also hosts educational events for school-aged children, including a VetDay for elementary students, organised by staff and students. The VEE is responsible for arranging the biennial Leipzig Veterinary Congress.
In 2024, the Central German Broadcasting Station (MDR) aired a 45-minute documentary on the VEE, covering its history and recent developments.
Information about the VEE's current status within the European System of Evaluation of Veterinary Training (ESEVT), including the most recent visitation and self-evaluation reports, is available to the public on the VEE's website.

1.5.2. Analysis of the findings/Comments
The VEE has taken steps to interact with stakeholders and society through the creation of an External Advisory Board, which held its first meeting in 2024, with regular future meetings planned. Outreach activities such as the UL Open House, the Long Night of Science, and the VetDay for school children demonstrate engagement with the wider public. The VEE's website provides access to its current ESEVT status and makes the most recent Self-Evaluation Report and Visitation Report publicly available, fulfilling transparency requirements.

1.5.3. Suggestions for improvement
None.

1.5.4. Decision
The VEE is compliant with standard 1.5.

Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such

data. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education.
Any action planned or taken as a result of this data analysis must be communicated to all those concerned.

1.6.1. Findings

Draft proposals related to the VEE's activities are developed within the relevant committees, such as the Quality Assurance Committee, Curriculum Committee, Research Committee, and Structure and Development Committee. Although students are not members of the Quality Assurance Committee, they are formal members of the three other committees and participate in discussions. Proposals are submitted to the Faculty Council for discussion and final decision-making. Faculty Council decisions are binding; decisions made by the Curriculum Committee can only be overturned by a two-thirds majority in the Faculty Council.
Communication of decisions proceeds as follows: full meeting minutes are distributed to Faculty Council members; professors and employees receive non-confidential versions; students are informed via their representatives and the Student Council. The Dean's Office ensures communication with stakeholders and monitors implementation. Stakeholders are expected to report back on the execution of decisions, and the Dean's Office or relevant committees can request updates or propose changes. Any modification must be approved by the Faculty Council.
The VEE's strategic plan is reviewed annually in coordination with the UL Rectorate.

1.6.2. Analysis of the findings/Comments

The VEE has implemented structured mechanisms for reviewing its activities through committee work, curriculum reporting, and QA procedures, following a defined PDCA cycle. Staff and students are involved in several central committees, and students are formally represented in key bodies such as the Curriculum, Research, and Structure and Development Committees. Evidence has been provided that PDCA cycles have been completed. Communication of outcomes is organised through meeting minutes and representative structures. Nonetheless, the analysis and use of QA data, particularly quantitative indicators, could be further developed. While QA processes are in place for teaching and examination and are well documented, the communication of resulting actions and follow-up measures could be improved to reinforce transparency.
Regarding the review of the VEE's activities to ensure that they respond to the needs of students and society, it is noteworthy that graduate (alumni) surveys have not yet been implemented, although such an initiative is planned at the university level in the near future. This tool appears highly relevant for assessing the alignment of the training programme with societal needs and for analysing the professional integration of graduates.

1.6.3. Suggestions for improvement

It is suggested that alumni surveys be implemented as soon as possible in order to assess the relevance of the training to societal needs and to monitor the professional integration of graduates.

1.6.4. Decision

The VEE is compliant with Standard 1.6.

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

1.7.1. Findings
The VEE underwent its last ESEVT full visitation in 2017 and was granted full accreditation by ECOVE in 2018. Since then, it has addressed the recommendations raised during the evaluation. Infrastructure improvements are in progress, including the planned renovation of the Institute for Pathology and the construction of a new building for the Institute of Parasitology. These projects include BSL-2 teaching and research facilities. Design documents for construction have been finalised or are in advanced stages, and a dedicated funding line has been established within the state budget. Additional actions taken in response to the recommendations from the last ESEVT visit include the establishment of an External Advisory Board composed of nine veterinary experts and the installation of airlocks in both of the Institute of Food Hygiene's slaughterhouses.

1.7.2. Analysis of the findings/Comments
The VEE fulfils the requirement for cyclical external review, with a full ESEVT visitation in 2017. It has addressed key recommendations, notably through infrastructure projects for BSL-2 facilities, the creation of an External Advisory Board, and facility upgrades.

1.7.3. Suggestions for improvement
None.

1.7.4. Decision
The VEE is compliant with Standard 1.7.

Area 2. Finances

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

2.1.1. Findings
The VEE receives a budget from the UL based on the number of students, cost of staff, and adherence to target agreements. Since 2024, the VEE also receives the budget for all its employees (academic and non-academic). The SER describes annual expenditures and revenues according to calendar years, as information based on academic years is not available. After a negative balance between expenditures and revenues in 2022 and 2023, the VEE was able to achieve a positive balance in 2024.
The allocation of material expenses of each department is done by the VEE, in accordance with a calculation model based on the teaching load. A disaster fund allows unattended expenses on request to the Dean's office. There is also financial support for on-call service, limited to a third

of the costs or a maximum of €80,000 per year.
The alumni association supports the VEE in many ways, including financial support to the VEE library, PAUL, student scholarships, and public service initiatives.
According to German law, no tuition fees exist for students, even for foreigners, with only an administrative fee for each semester, currently €270.

2.1.2. Analysis of the findings/Comments
In total, the finances are adequate regarding the expenses, but the VEE is dependent on full control over the revenues from the clinics. The VEE does not expect significant fluctuations in expenditures and revenues for the next three years. However, if the UL will implement overhead on income from the clinical services, this situation may change dramatically.
Insufficient information from the UL central administration, as well as annual budgets issued late in the current year, impede efficient budget planning and control on the part of the VEE.

2.1.3. Suggestions for improvement
It is suggested that UL provide the VEE with necessary and timely information for their budget planning and control.
It is suggested that UL does not implement any overhead on incomes from clinical services, which will seriously change the financial situation of the VEE.

2.1.4. Decision
The VEE is compliant with Standard 2.1.

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

2.2.1. Findings
The service revenues remain in the different departments and are used for financing staff, supplies, and equipment, while up to 5% is given back to the VEE budget. The Committee of Clinical Departments and Institute decides, through justification, the limit for the centralisation of service revenue, and no overhead is paid to the official authority.
An overhead is due for the commercial projects (41.6%) and for non-commercial projects (20%, 22%, 25%), depending on the type of structures. Usually, one-third of the overhead is given back to the main investigators as start-up for new activities. However, many funding bodies pay no overheads at all.

2.2.2. Analysis of the findings/Comments
Clinical and field services function as instructional resources, with a steady increase in both expenditures and revenues. Currently, the VEE has sufficient authority to use its resources, but as mentioned under 2.1, if the UL were toimplement overhead on income from the clinical services, this situation may change dramatically.

2.2.3. Suggestions for improvement

See 2.1.3.

2.2.4. Decision
The VEE is compliant with Standard 2.2.

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

2.3.1. Findings
The VEE has a PDCA cycle for the administration of UL-funded resources. An allocation of UL budget, following the model for distribution of funds, is proposed by the Head of Administration together with the Structure and Development Committee, which is then discussed and decided by the Faculty Council. Monitoring of the flow of funds is done by the financial administration of the VEE and UL. Budget constraints and solutions are discussed and identified together with the Dean's office, and development of recommendations for further improvement of allocation is performed.

2.3.2. Analysis of the findings/Comments
The PDCA cycle describes clearly how resource allocation is regularly reviewed and improved.

2.3.3. Suggestions for improvement
None.

2.3.4. Decision
The VEE is compliant with Standard 2.3.

Area 3. Curriculum

Standard 3.1: The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in the ESEVT SOP Annex 2.
This concerns:

- **Basic Sciences**
- **Clinical Sciences in companion animals (including equine and exotic pets)**
- **Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)**
- **Veterinary Public Health (including Food Safety and Quality)**
- **Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills).**

When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented.

If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER.
Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.

3.1.1. General findings

3.1.1.1. Findings

The Dean of the VEE, the Dean of Study Affairs, and the Curriculum Committee with strong student representation are responsible for the curriculum. The Federal regulation (TappV) defines the study goals, the length, and the structure of a curriculum, allowing 20% deviation in teaching hours in subjects with more than 28 teaching hours. This allowed the VEE to introduce subjects that are not mentioned in the TAppV. The training consists of ten semesters and 5,020 hours. The eleventh semester is for the final examination. The 14-15week instructional periods of each semester are followed by lecture-free periods that are devoted to examinations. Students must pass the Preliminary Veterinary Examination by the end of the fourth semester, and the training ends with the Veterinary Examination in the eleventh semester. The Study Regulation and the Examination Regulation are created by the VEE, and they are subject to QA processes at the UL. There is cyclical evaluation of the curriculum in every fourth year.
The semester teaching plans are prepared by the Office of Study Affairs and the Dean of Study Affairs based on feedback from teachers. Changes in the curriculum are generally agreed with the other German VEEs but must be accepted by the Curriculum Committee then adopted by the Faculty Council and the UL. The courses are evaluated following the regulations of the university and the VEE. The learning outcomes are defined in the Catalogue of Learning Objectives. The curriculum contains all subjects mentioned in the EU Directives and the SOP of ESEVT; however, some of them are allocated to other ones by German law. The majority of the clinically focused lectures are organised in interdisciplinary focus courses, and some topics of basic subjects are also taught in the same structure. Focus courses, together with elective tracks and the Catalogue of Learning Objectives, promote the cooperation between teachers. Before clinical training, students attend an entry-level clinical rotation and skills lab practice in the third and fourth semesters. The obligatory clinical examination course is concluded by OSCE examinations. Writing a thesis is not required for graduation, however, each student has to prepare a scientific project. Four elective tracks are formed for students in the first throughfourth semesters, and the VEE offers them a wide range of elective basic subjects. Six tracks are announced for students in the clinical part of the training; they must choose one clinical, one paraclinical, and one optional track.

3.1.1.2. Analysis of the findings/Comments

The curriculum is 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. It allows the acquisition of all D1Cs. Integrated teaching in the form of interdisciplinary focus courses is commended. It is innovative, helps student understanding, and enhances cooperation between teachers.

3.1.1.3. Suggestions for improvement
None.

3.1.1.4. Decision
The VEE is compliant with Standard 3.1.1.

3.1.2. Basic Sciences

3.1.2.1. Findings
All basic subjects and basic sciences mentioned in the SOP of ESEVT are in the curriculum of the VEE, although some of them are included in other subjects. They are taught in the form of lectures, seminars, supervised self-learning, and practicals. Their amount is sufficient, and the proportion between subjects is correct. The subject "Information literacy and data management" includes 84 hours for a compulsory student scientific project. Basic subjects taught in parallel are synchronised (Anatomy, Histology, Physiology, Biochemistry).

3.1.2.2. Analysis of the findings/Comments
The content of basic subject and science teaching gives a good scientific background to the clinical training. The compulsory student scientific project helps the students in gaining several soft skills in addition to scientific ones and can be the basis of postgraduate studies. Synchronisation of basic science subjects helps the learning process.

3.1.2.3. Suggestions for improvement
None.

3.1.2.4. Decision
The VEE is compliant with Standard 3.1.2.

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

3.1.3.1. Findings
There are 470 hours of didactic teaching (lectures, seminars, and practical classes) relevant to companion animals with interdisciplinary "focus courses" in the fifth and sixth semesters. There are 413 hours of mandatory CCT in companion animals within the VEE, with a further 42 hours available as EPT. The subjects allow the acquisition of the D1C as listed in the ESEVT SOP Annex 2.
In the third and fourth semesters, students rotate through the three clinical departments of the VTH relevant to companion animals, horses, and exotic pets, performing clinical skills previously learned and practised in the clinical skills facility (PAUL). Students also have practical classes in the identification, nutrition, and management of birds and reptiles.
A surgery course in the fifth semester includes practical sessions, and students perform laboratory examinations and interpret the results in a clinical pathology course in the sixth semester. Clinical demonstrations during the sixth to eighth semesters are compulsory, weekly, interactive exercises that often include live animals and hands-on clinical case discussions

where students are required to present cases.
Fifth-year students (semesters nine and ten) attend some whole-class seminars but spend the majority of their time in the VEE (356 hours) rotating in small groups (up to three students per group) through small animal (five weeks), equine (three weeks), and exotic pets (one week) clinics in the VTH. They are actively involved in patient care, diagnostic procedures and surgeries, client communication, patient discharge, and writing case reports. They are required to undertake night and weekend emergency services and record their clinical activities and skill acquisition in logbooks.
An obligatory, practical, clinical examination course including companion and exotic animals in the fifth semester, is assessed in OSCE-based examinations, which must be passed before students can undertake their clinical EPT. Students undertake EPT intra- or extra-murally in small animals, horses, and zoological and exotic animals, with 150 hours performed in the fifth semester and 700 hours in semesters 9 and 10.

3.1.3.2. Analysis of the findings/Comments
The VEE is commended for the rotational teaching in small groups in clinics. The combination of small student group sizes on rotations, the large caseload in all companion animal species and the friendly communication between students and clinicians adds to the positive atmosphere in the school.
Students receive a large number of hours of relevant didactic teaching in small animals, horses, and exotic animals, followed by extensive opportunities to undertake CCT and EPT within the VEE as well as EPT in private practices. The amount and level of teaching and practical exposure provide the students with the opportunities to attain the necessary D1Cs in companion animals, horses, and exotic pets.

3.1.3.3. Suggestions for improvement
None.

3.1.3.4 Decision
The VEE is compliant with Standard 3.1.3.

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

3.1.4.1. Findings
The training in food-producing animals (mainly ruminants and swine) is well structured and described in the curriculum. It includes both theoretical and practical components, delivered through core subjects and clinical rotations. Students undertake a dedicated three-week clinical rotation in the Department of Ruminants and Swine, which comprises one week of hospital-based work, one week with the ambulatory service, and one week focused on locomotor and orthopaedic disorders.
The curriculum provides opportunities for students to work with both individual animals and herds, covering a range of species including cattle, sheep, goats, and pigs. Students are actively involved in clinical activities, including diagnosis, treatment, and basic surgical procedures, under academic supervision. They also participate in emergency shifts, with two-to-three-night shifts and one-to-two-weekend shifts during their rotation.

The ambulatory service provides students with exposure to real-life cases across a variety of farm environments. Practical experience includes the use of portable diagnostic imaging tools, such as ultrasound and radiography. Clinical activities and skill acquisition are documented through logbooks and case logs, although their completion is not mandatory. Additionally, students receive structured training in herd health, farm management, and biosecurity practices.

3.1.4.2. Analysis of the findings/Comments

The training in food-producing animals is integrated into the clinical curriculum through hospital rotations, ambulatory services, herd health management, and emergency duties. Students participate actively in clinical tasks and perform procedures under academic supervision. The rotation structure is intended to ensure exposure to both individual patients and herd-level work. The high number of cattle cases is due not only to those referred to the VTH but also to the outstanding number of agreements that the VEE has established with cattle farms, which is commendable. These collaborations provide a solid foundation for clinical training in ruminants. The swine caseload is more limited, although it still meets the minimum requirements.

3.1.4.3. Suggestions for improvement

None.

3.1.4.4. Decision

The VEE is compliant with Standard 3.1.4.

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

3.1.5.1. Findings

The number of hours of VPH (including FSQ) training is 651. An ample repository of online material, including videos and tests, is available to students for the preparation of the exams and to introduce them to the work in slaughterhouses. The VEE has an updated meat technology lab together with a teaching slaughterhouse in which a full-time technician operates. Further practical training on meat and food hygiene, as well as public veterinary services, is carried out during the final year of study. Students are obliged to complete a three-week (100 hours) externship in an EU-certified abattoir, a two-week (75 hours) externship in a veterinary administration office, and a two-week (75 hours) externship in a food hygiene surveillance section under the supervision of an official veterinarian qualified (tutor) for teaching students. The activity during extramural activity is recorded by the student, approved by the tutor, and then validated by the academic staff of the VEE. The legislation in the VPH area is taught mainly by referring to German law.

The staff at the Department of Food Hygiene has made an extensive collection of digital teaching resources and has also led the work in publishing the European Catalogue of Teaching and Learning objectives in Food-, Meat- and Dairy Hygiene distributed to European veterinary food safety teachers.

3.1.5.2. Analysis of the findings/Comments

The VEE is commended for its excellent teaching facilities and teaching resources in VPH, including FSQ. The number of hours dedicated to VPH, including FSQ, is much above the median values for indicators I6 and I7, and the education provided to the students is very solid.

3.1.5.3. Suggestions for improvement
It is suggested that the staff involved in the VPH/FSQ education should get more IT support to manage and further implement the ample repository of online teaching material. Extending the range of legislation that is taught from a national to an international perspective would give more opportunities to the future graduates of the VEE.

3.1.5.4. Decision
The VEE is compliant with Standard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings
There is no specific chapter of professional knowledge in the SER, because the subject does not exist in German law. The professional skills, such as communication and practice management, are not listed in the TAppV, making it difficult to introduce them into the curriculum. To solve this problem, the German VEEs made a proposal to change this in the TAppV, and to introduce mandatory professional skills content in the core of the curriculum.
This proposal was discussed with stakeholders and at the VMFT and submitted to the responsible BMEL. However, no answer is available at this moment.
The control of quality of practical training that has been outsourced to veterinarians practising outside the VEE is adequate; however, the VEE has no legal basis to implement a high level of quality control of these practices.

3.1.6.2. Analysis of the findings/Comments
Until there is a change in the TAppV, professional skills are not taught explicitly but are satisfactorily embedded in different parts of the core curriculum.

3.1.6.3. Suggestions for improvement
The VEE is supported in their joint initiative in changing the TAppV, which is outside the VEE's authority. See also Standards 3.2 and 3.3.

3.1.6.4 Decision
The VEE is compliant with Standard 3.1.6.

Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.
The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.

The VEE must also describe how it encourages and prepares students for lifelong learning.

3.2.1. Findings

Learning outcomes are documented in a subject-specific catalogue referencing ESEVT D1C. The study programme is mainly structured by discipline. However, specific ESEVT D1C are defined for each subject within the curriculum, and dedicated "focus courses" have been introduced to promote interdisciplinary teaching. The learning outcomes catalogue is publicly accessible and maintained by the Dean of Study Affairs and the Office of Study Affairs. Revisions are proposed through the Curriculum Committee and approved by the Faculty Council. Achievement of objectives is assessed through attendance in practical courses and performance evaluations (oral, written, or report-based), with final validation via the state examination. The VEE tracks exam pass rates, study duration, and graduation rates (approx. 90% graduate on time) and compiles this data into a curriculum report reviewed by the Faculty Council.

The VEE fosters a learning environment with access to on-campus and digital resources (library, VetCenter, microscopy platform), student jobs, flexible scheduling in PAUL, and peer-led support. Students benefit from student-focused initiatives, including exam advisory boards, orientation programmes, and dedicated spaces for academic and extracurricular activities.

Self-directed and lifelong learning is promoted through research projects, journal clubs, and conferences. The VEE supports international mobility (e.g., Erasmus+, Cornell Leadership Program) and suspends teaching during the biennial Leipzig Veterinary Congress to facilitate attendance. Resources such as the UL Academic Lab offer skill-based workshops in writing, data management, and statistics. Peer-to-peer teaching and student-tutor roles are also encouraged. Alumni engagement is maintained through newsletters and networking.

3.2.2. Analysis of the findings/Comments

A comprehensive and centralised list of learning objectives exists and is publicly accessible, which is commendable. Learning outcomes are defined per subject in accordance with national requirements (TAppV). The introduction of "focus courses" contributes to breaking down disciplinary silos and supports the transition towards a competency-based approach, which is also commendable.

Various learning opportunities are available, including digital tools, self-directed learning resources, and peer-to-peer teaching. The recent introduction of a logbook, primarily based on students maintaining a case log, is highly commendable. However, its educational effectiveness would be significantly enhanced by the systematic provision of feedback from the teaching staff.

It is clear that the VEE is making efforts to orient its curriculum towards a competency-based approach. However, the quite rigid framework imposed by the TAppV regulation appears to sometimes limit its capacity for innovation. A revision of this legal framework at the national level would be highly beneficial, as it would allow for greater pedagogical freedom based on a more flexible and competency-oriented model (see also 3.1.6).

3.2.3. Suggestions for improvement

It is suggested, if ever possible, that the TAppV regulation be reviewed at the national level to better align with the ESEVT's emphasis on outcome-based education and allow German VEEs to implement a more flexible, integrated, and competency-driven curriculum.

It is suggested that the use of the recently introduced logbook be reinforced through the provision of regular and structured feedback from the teaching staff, in order to maximise its pedagogical impact.

3.2.4. PDecision
The VEE is compliant with Standard 3.2.

Standard 3.3: Programme learning outcomes must:

- **ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework**
- **include a description of Day One Competences**
- **form the basis for explicit statements of the objectives and learning outcomes of individual units of study**
- **be communicated to staff and students**
- **be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.**

3.3.1. Findings
The VEE's veterinary curriculum is structured in compliance with the German TAppV, which prescribes subject content, teaching hours, and examination requirements. The programme consists of a two-year preclinical phase and a 3.5-year clinical phase. The first semester covers foundational sciences, followed by theoretical and practical instruction in basic veterinary sciences and early clinical exposure starting in the third semester. Interdisciplinary focus courses integrate clinical and basic sciences. The clinical-practical year (ninth and tenth semesters) includes intramural clinical rotation II, necropsy, drug formulation, and EPT, complemented by elective tracks.
D1Cs are mapped to learning outcomes in a central catalogue accessible online. However, professional skills such as communication, management, etc., are taught across multiple subjects but lack a structured and dedicated framework. The Curriculum Committee is considering reforms using TAppV cross-sectional hours to improve visibility and assessment of these competences.
Some practical skills are supported by the PAUL Skills Lab, which offers self-directed learning using models and is integrated into clinical courses and final assessments. Students also complete a supervised scientific project involving literature review and presentation, contributing to self-directed and research-based learning.
Learning outcomes are proposed by subject experts in line with TAppV, approved by the Curriculum Committee and Faculty Council, and reviewed biennially. Teachers must update and communicate learning outcomes, which are published online. Post-examination reviews are mandatory, and student feedback is integrated to identify and correct issues in assessment content. Clinical learning outcomes are specified in rotation guidelines.

3.3.2. Analysis of the findings/Comments
The programme shows a clear structure, and learning outcomes are thoroughly documented in a centralised catalogue accessible to students and staff. These outcomes are regularly reviewed and updated under the supervision of the Dean of Study Affairs and the Curriculum Committee. The inclusion of interdisciplinary teaching and early clinical practical training (starting in the third semester) contributes positively to the integration of knowledge across phases. Professional skills such as communication, management, entrepreneurship, digital technologies, and AI are currently addressed in an implicit manner, largely due to the constraints of the TAppV, which

does not explicitly require their inclusion. As a result, their visibility within the curriculum remains limited, despite their growing importance in the veterinary profession and ESEVT D1C (see also 3.1.6 and 3.2).

3.3.3. Suggestions for improvement

It is suggested that professional skills such as communication, management, entrepreneurship, digital technologies, and AI be more explicitly integrated into the curriculum, despite their limited visibility in the TAppV framework, in order to better prepare students for evolving professional demands.

3.3.4. Decision

The VEE is compliant with Standard 3.3.

Standard 3.4: The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must:

- **determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum**
- **oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes**
- **perform ongoing reviews and periodic in-depth reviews of the curriculum (at least every seven years) by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned**
- **identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.**

3.4.1. Findings

Proposed changes to the Study and Examination Regulations (StO and PO) follow a standardised procedure defined by the SächsHSG, which includes academic, legal, and capacity reviews by the university administration, followed by final approval by the Faculty Council. Revisions to the TAppV appear difficult to achieve, which contributes to a relatively static regulatory framework. Once validated, final regulations are communicated to all stakeholders and published on the VEE website.

The VEE's core curriculum is overseen through a governance structure involving the Dean's Office, the Curriculum Committee, the Chairpersons of the Examination Boards, and the Office of Study Affairs. Students constitute 50% of the members of the Curriculum Committee and participate in discussions. However, no systematic use of questionnaires or surveys is in place on a regular basis to collect structured feedback from recent graduates (alumni). Exit surveys at the university level have only recently begun for Bachelor and Master programmes, but not for the VEE's programme.

In 2024, the VEE conducted a comprehensive student evaluation focused on the curriculum and overall study experience. This was the first time students were systematically asked to reflect on the entire programme and to report on general difficulties. The evaluation involved 818 eligible students, with a 43% response rate (n=355), and was led by the Curriculum Committee.

Although full results were not publicly shared, key findings were presented to teaching staff on 21 November 2024 and to students during the Dies academicus on 2 December 2024. The evaluation addressed four thematic areas: access to information, structure and content of the curriculum, study climate and stress, and feedback mechanisms. Major concerns raised by students included high workload, insufficient practical training, excessive repetition in lectures, the need for more specialisation, and stress related to exams and scheduling. Students generally viewed relationships with staff positively but mentioned isolated issues with certain individuals or departments. The Curriculum Committee discussed these issues across several meetings between April 2024 and January 2025, forming working groups to analyse results and propose actions. Feedback was also gathered at the level of individual departments, with confidential handling of sensitive or personal comments.

3.4.2. Analysis of the findings/Comments

The VEE has a formally established committee structure involving the Dean's Office, the Curriculum Committee, the Examination Boards, and the Office of Study Affairs. Students are effectively represented within the Curriculum Committee and participate in discussions on curricular matters. The committee structure allows for the coordination of curriculum design, delivery, and assessment, and any changes to the Study and Examination Regulations (StO and PO) follow a regulated process under the SächsHSG.

The student feedback is well-integrated into exam and course review processes. Concerning the curriculum review as a whole, the 2024 initiative aligns well with the ESEVT standard and should serve as a model for future evaluations on a cyclical basis. Similarly, such evaluations should be extended to include postgraduate students, notably through exit surveys carried out a few years after graduation.

3.4.3. Suggestions for improvement

It is suggested that curriculum review processes (as the one conducted in 2023-2024) be conducted on a regular basis and extended to include postgraduate students, notably through the implementation of exit surveys a few years after graduation.

3.4.4. Decision

The VEE is compliant with Standard 3.4.

Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another.

EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person.

EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ)). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.

3.5.1. Findings

The intramural preclinical electives and clinical EPT complement the core curriculum by deepening core content and by allowing students to choose interesting areas.

The preclinical electives align with the core preclinical courses and are part of the Physikum (anatomy, histology, physiology, and biochemistry). Students complete one track from four tracks (functional and clinical anatomy of domestic animals, functional neuroanatomy of the sensory system, pathophysiology and pathobiochemistry, and exotic species) offered. Students can use the 28 hours remaining in subjects aligned to their interests, including clinically oriented ones.

The first clinical EPT (150 hours in four weeks at least) can be completed only after successful completion of the Physikum and clinical examination course (fifth semester). This EPT can be done in a veterinary practice, university, or other veterinary clinic, or in two practices or clinics (two weeks each). The veterinary practices must have been active for at least two years and have a licensed veterinary pharmacy. The students must participate in all the aspects of the veterinary practice.

The second clinical EPT (700 hours in 16 weeks at least) can be split among at most four practices or clinics. EPT abroad must be pre-approved to be accepted. A part of this second EPT (75 hours in two weeks) can be completed in a research facility, veterinary public health institution, insemination station, industry (pharmaceutical, food-producing, or feed-producing), or zoo.

Accident insurance is provided by the EPT provider, according to German law.

3.5.2. Analysis of the findings/Comments

The clinical EPT allows additional training in all relevant species and areas. The students are supervised by qualified personnel who are mostly veterinarians, and the students are given the opportunity to work in small groups.

3.5.3. Suggestions for improvement

None.

3.5.4. Decision

The VEE is compliant with Standard 3.5.

Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme.

There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.

3.6.1. Findings

An online tool (Service Centre) has been established by all the German VEEs for the administration of mandatory externships and EPT and communication with the external providers. This tool includes a registration page and a contractual agreement between the student, the provider, and the VEE, based on the ESEVT SOP. To be approved, the providers must complete the qualification requirement (ESEVT standard 9) and must use the online tool to

provide their feedback.
An evening event is organised each year by the VEE and the BPT (Federal Association of Practising Veterinarians) to inform the students about veterinary opportunities, jobs, and EPT. The EPT activities are supervised by different professors and persons, but all veterinarians.

3.6.2. Analysis of the findings/Comments
The number of practitioners involved in the EPT is enough to allow a good experience in the fields.

3.6.3. Suggestions for improvement
None.

3.6.4. Decision
The VEE is compliant with Standard 3.6.

Standard 3.7: Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.

3.7.1. Findings
Students prepare their EPT individually by using the BPT search tool. They can also ask the persons responsible for EPT or go to the Office of Study Affairs. On Moodle, they can find information on EPT requirements, EPT evaluation, and all requirement forms. Some orientation events take place in the first and fifth semesters.
The student EPT evaluation is exclusively online and confidential. The evaluation by providers is used for formative assessment of students in all the types of activities and can be used to alert the VEE to repeated problems students may experience. German law prohibits a link between individual complaints and the provider. The student or the provider can directly contact the appropriate person (e.g., expert, liaison officer, equality officer, Dean of Study Affairs).
Once a year, a complete evaluation occurs to cover all the problems, and feedback about the complaints is given to the BPT and BBT (Federal Association of State-Employed Veterinarians) during the annual meeting of VMFT.

3.7.2. Analysis of the findings/Comments
EPT is required by TAppV and can be explicitly outsourced to veterinarians practising outside of the VEE. Introduction of the Service Centre and Case Logs should improve quality control; however, the VEE lacks a legal basis to implement a high level of quality control.

3.7.3. Suggestions for improvement
None (according to current legislation).

3.7.4. Decision
The VEE is compliant with Standard 3.7.

Area 4. Facilities and equipment

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

4.1.1. Findings

The VEE's campus is where all the buildings of the veterinary pre- and para-clinical and research institutes, the four independent departments of the VTH, and a central building for teaching (Herbert-Gürtler-Haus) are located. The campus is close to other biomedical research institutions, including the Fraunhofer Institute of Immunology and Cell Therapy, the BioCity of the UL and also the German National Library, and is approximately three kilometres from the main UL campus in central Leipzig. Most of the campus buildings were constructed in 1923 when the VEE was incorporated into the UL. Only the Central Teaching Building (2008), the Institute of Food Hygiene (2002), and the Department of Small Animals (1999) on campus and the adjacent Institute of Immunology occupy modern buildings. The VEE also has an agricultural teaching and research facility (LFG Oberholz), which occupies 300 hectares and is approximately 10 km from the campus. All locations are accessible by public transport, and students can choose to live in UL dormitories or in private rental accommodation.

Campus-wide, high-speed internet access via both local (VLAN) and Eduroam WiFi networks has been installed. The university IT service centre provides 24/7 support for the clinics, maintains internet security, and supplies staff with IT equipment. Students can buy computers through the UL's shop, and laptops are available for loan in the Veterinary Library.

Educational facilities on campus include lecture halls, spaces for seminars, student group work and self-study, and laboratories for practical work. The four Departments of the VTH provide clinical teaching. Students have 24/7/365 access to the campus and to all of the VEE's buildings during their opening hours. However, first-year students are only allowed to enter clinical areas in the VTH under supervision, whereas final-year students on clinical rotations have free access to all diagnostic and therapeutic facilities after an orientation. They also have access, but only under supervision, to the pharmacies in the VTH, the necropsy rooms, and operating theatres. Rotation students on emergency shifts have a dedicated overnight room if needed.

The strategy of the VEE is for continuous improvement of the campus infrastructure. The VEE's strategic plan includes procedures for delivering structural changes to buildings. The Faculty Council examines and votes on building plans. Construction projects with a cost of more than €3,000,000 require approval by the Finance Ministry of the State of Saxony. A state-owned company, the SIB (Sächsische Immobilien Bau Gesellschaft), is the owner of the estate and is responsible for the realisation and management of major construction projects. Minor projects are carried out by the University in cooperation with the SIB.

The Construction and Technology Department of UL (Department 4) is responsible for the internal coordination of any new building projects in cooperation with the VEE and is also responsible for ensuring the operational capability of existing buildings and their technical infrastructure (e.g., heating, electricity, ventilation, and air conditioning). Department 4 has responsibility for ensuring compliance with national building legislation and technical

regulations and for planning large-scale equipment installations in coordination with the end-users. There is a five-year maintenance plan for all UL buildings, with any problems raising safety or legal concerns being prioritised.
Currently, one confirmed major construction project is the renovation and partial new construction of the Institute of Pathology, costing €38M. Completion is not expected before 2031, and so a new, temporary facility for necropsies is under construction on campus for use during the build.
Detailed plans for a new building for the Institute of Parasitology have been approved by the Saxon Ministry of Finance, with construction due to start at the beginning of 2026 and be completed by 2030. However, the exact budget, which has risen to an estimated €65M, has not yet been confirmed following a recent state election.
In addition to these major projects, there are several smaller construction projects either planned or already in progress: (1) Expansion of the intensive care unit in the Department for Small Animals to allow for separate rooms for canine and feline patients. This project has been contingent on the refurbishment of the small animal isolation facility, which was subject to a minor deficiency in 2018. However, the building's renovation was only completed two weeks before this visitation and was not yet furnished and operational at the time of the visitation. One ICU ward had been temporarily designated just for cases requiring isolation; (2) Reconstruction of the dissection room in the Institute of Veterinary Anatomy, Histology and Embryology; (3) A new aviary for the Department for Birds and Reptiles; (4) Reconstruction of the animal housing unit for teaching dogs; (5) A hygiene barrier for access to the main operating theatre, a preparation room for surgeons in the CT-room and a new seminar room in the Department of Horses; (6) Partial rebuild of stalls for large ruminants. Plans for new animal facilities at the LFG Oberholz are only at the draft stage.
Applications for renewal or purchase of equipment costing €5,000-200,000 are gathered annually and then ranked in priority by the Research Committee and presented to the UL. For purchases of larger equipment (> €200,000), a priority rank list is established by the Research Committee and discussed in the UL's Committee for Large-scale Equipment. Either the Federal State of Saxony or the German Research Foundation, depending on the field of the application, finances the approved equipment.

4.1.2. Analysis of the findings/Comments

The VEE has a full range of educational facilities on campus, including an adequate number of lecture halls, laboratories, and study spaces of appropriate sizes for the current student cohort. The institutes' and the VTH's facilities are well stocked with modern equipment, especially for imaging and surgery. They comply with all relevant legislation, including health and safety, accessibility, and animal welfare and care standards, and the close proximity of all institutes and departments enhances collaborations and an atmosphere of collegiality.
Much of the building stock is 100 years old and old-fashioned. Some is in need of some minor cosmetic repairs but is generally maintained satisfactorily. However, conservation of original architectural features hinders significant improvements, and buildings scheduled for renovation may not be redecorated in the interim. Indeed, for the implementation of significant structural improvements and new builds, the timescale from planning to completion is sometimes up to a decade.
Whilst there are clear routes to obtain funding for new buildings and building renovations, the process is considered to be too slow and outwith the direct control of the VEE. In particular, this has delayed the implementation of changes to improve biosecurity processes, which are to be

addressed by the planned building projects. Compensation for biosecurity issues by the VEE is adequate but not optimal.

4.1.3. Suggestions for improvement

It is suggested that progress on the renovation of the Pathology building and the planned minor construction projects and confirmation of the funding for the new Parasitology building should be reported by the VEE to EAEVE in their interim report.

4.1.4. Decision

The VEE is compliant with Standard 4.1.

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

4.2.1. Findings

The VEE's educational facilities include:
(1) Eight lecture halls, of which five can accommodate more than 130 students and two can seat 80 and 94 students, respectively. One of these, in the Department of Horses, is not in use because exits do not comply with fire regulations. All lecture halls are equipped with modern audiovisual equipment, although historic but basic wooden seating is present in some of them. A small lecture theatre is designed to allow necropsy demonstrations.
(2) Thirty-four spaces for student group work (~700 seats) are available and spread across the institutes, Central Building for Teaching and the VTH. They range in size up to 72 seats, and half can accommodate 20 or more students. Small institutional libraries and seminar rooms (when empty) in the VEE are available to students for individual and group study. In addition to the nearby German National Library and the library at the Medical Faculty, there are two libraries on the main university campus within 30 minutes walking distance which are open from 08.00 to 24.00.
(3) Thirty-one laboratories (~750 seats) for student practical work. They range in capacity from four to 84 places, with 13 having more than 20 spaces, the largest being the anatomy preparation and dissection rooms. The Veterinary Physiology laboratory has been refurbished to a high standard after an accidental flood, whilst the histology teaching lab hosts an array of teaching aids, including virtual microscopy with a digitised slide archive that students can also access from home. The Institute of Anatomy, Histology and Embryology has a state-of-the-art plastination facility for the preparation of anatomical and pathological teaching specimens.
(4) LFG Oberholz which is an agricultural teaching and research facility. The estate has been owned by the UL since 1544, and most of the farm buildings were constructed in 1893 and are difficult to maintain and keep clean.
(5) A slaughterhouse on campus is small but is only a teaching facility, as it does not process meat for human consumption. There is a small slaughterhouse at LFG Oberholz, but it is only used intermittently.

(6) An integrated meat technological and meat processing unit on campus is equipped with standard machinery and equipment for heating and smoking/curing processes and storage, including cooling and freezing. A milk technology facility has room for 20 students and is equipped with milk processing devices.
(7) A skills lab, the Centre for Applied Training and Learning (PAUL), contains 92 stations. Some relevant teaching models are also distributed in the departments.
(8) There are two necropsy rooms, one in the Department of Pathology and one in the Department of Birds and Reptiles. The main necropsy room has a temporary system for controlling student access.
(9) The VTH provides clinical services with spaces for teaching, self-study, and small book collections in the four independent departments. Each contains consultation rooms or stalls for examining patients and facilities for housing and treating hospitalised patients, with practice management software (Vetera®). However, this software is not linked to the pathology service database.
(9i) The Department of Birds and Reptiles has two routine consulting rooms. A third examination room is used for suspected contagious disease cases. There are also rooms for digital radiography, ultrasonography, an in-house diagnostic laboratory, two incubators, a necropsy room, and a student study room. An operation room is equipped for endoscopy and endoscopic surgery and is adjacent to the pharmacy. Reptiles and birds are housed separately in cages with airflow and climate control capabilities. Isolation facilities are in a separate building.
(9ii) The lecture theatre in the Department for Horses is not used currently. Its clinics are separated into a surgical and orthopaedic section and an internal medicine/reproductive medicine section housed in two adjacent buildings. The surgical and orthopaedic section has three examination rooms, a dental examination room, and two induction boxes and recovery stalls. The diagnostic imaging suite houses conventional digital radiography, standing MRI, nuclear scintigraphy, and a CT machine with a wide bore gantry that moves along the patient and so can be used for imaging heads of standing horses and limbs and the trunk of recumbent horses. There are four surgical rooms, including the main operating theatre, and the CT-room has operating capability. There is also a pharmacy, diagnostic laboratory, external exercise arenas and a covered trotting area. The internal medicine/reproductive medicine section has two examination rooms with an adjacent pharmacy and 16 stalls, including a large mare and foal stall with a foal cage, plus two isolation stalls, which are shared with the Department for Ruminants and Swine. There is also a farrier training workshop, which is used for instruction of students in claw and hoof trimming and healthy and remedial shoeing of horses. A large animal diagnostic laboratory and an isolation facility are shared with the Department of Ruminants and Swine. Staff rooms are available in both buildings, and rotation students on emergency shifts use two rooms.
(9iii) The Department for Ruminants and Swine has a lecture hall for 148 students and a seminar room for 40 students. It has four animal husbandry facilities in two buildings on campus. There are stalls for 46 ruminants and seven adult pigs, with small ruminants, cattle, and pigs kept in separate units. There is one room for the examination of incoming animals and the isolation facility shared with the Department of Horses. Four other rooms are used for storage of food and milking machines. There are locker rooms for staff and four clinical theatres used for teaching. All have facilities to restrain production animals, with three equipped with tilting tables for claw trimming and surgery. There are two pharmacies and two in-house research laboratories. Staff offices are located in both buildings, and rooms for rotation students and student employees are available in one building. A large animal diagnostic laboratory, shared with the Department of Horses, provides services to other clinical departments and a limited external service.

(9iv) The Department for Small Animals building has an 80-seat lecture room used for clinical case discussions but uses larger theatres in other departments for whole-class lecturing. It is a relatively modern building of good quality, needing only some minor external cosmetic repairs. It houses clinical and teaching facilities and staff offices over four floors. The basement contains two intensive care facilities with a central observation room. An isolation unit has eight stations. There are two wards with treatment tables for a maximum total of 16 hospitalised cats, and three wards for a maximum total of 36 hospitalised dogs with two separate treatment rooms for dogs. A diagnostic imaging centre contains a spectral CT machine and a 3.0 Tesla MRI unit. On the ground floor are the reception area with separate waiting areas for canine and feline patients and five examination rooms. The diagnostic imaging centre on the first floor comprises rooms for echocardiography, general sonography, two for general radiology, including a C-arm and rooms for cross-sectional imaging. The small animal lecture hall is also on the first floor. The second floor is used for anaesthesia, with 16 stations for dogs and six for cats, with three induction tables. The surgery theatre consists of operating rooms for neurologic, soft tissue, orthopaedic, ophthalmological, and ear-nose-throat surgery, of which two are equipped with C-arms. Rooms for endoscopy and dentistry are on the same floor but outside the surgical area. The third floor houses staff rooms and offices, a combined library-seminar room, and an overnight rest room for students.

(10) A range of diagnostic services in infectious diseases, nutrition and toxicology is provided by the relevant pre- and paraclinical institutes. Research laboratories with state-of-the-art equipment are available in all institutes and clinical departments, with staff offices distributed throughout the campus.

(11) The Central Teaching Building (Herbert-Gürtler-Haus) is a newer building with a modern lecture theatre, two large seminar rooms, a computer pool, and the Veterinary Library. The library provides a large collection of books with multiple copies of key texts and 82 student workspaces with power supplies in a peaceful space. There is also a cafeteria (“Mensa”) which is open from 08.00 to 20.00 hours and provides cooked lunch until 14.30 and sandwiches. An adjacent outside seating area is available but is not covered. Requests by the student body and VEE to enlarge the facility have been rejected. Supermarkets and cafes/restaurants are accessible within a 10- to 15-minute walking distance of the VEE campus.

There is a 5-a-side soccer field in the centre of the campus, and the UL’s Sports Centres offer a range of sports activities. Students have access to over 930 lockers in the VEE, and on-call students in the VTH share social rooms for meal breaks, cooking, and leisure with staff members and have access to reserved sleeping quarters with washrooms and shower facilities.

4.2.2. Analysis of the findings/Comments

The offices, teaching preparation rooms, and research labs meet the needs of the VEE’s teaching and research activities. The current closure of the lecture theatre in the Department of Horses does not significantly affect the delivery of lectures but does reduce scheduling flexibility. The four departments of the VTH have good facilities with state-of-the-art imaging modalities for the investigation and treatment of all common companion and production animal species as well as birds and reptiles. They are very well equipped and provide excellent learning opportunities for students. Students have ready access to facilities for study, self-learning, and their sanitary needs. However, there is no communal rest area just for students on campus, and the availability of seating for lunchtime food services is inadequate. Whilst there are additional resources near the VEE and a large cafeteria on the main UL campus, the students’ lecture schedule makes it difficult for them to access these.

4.2.3. Suggestions for improvement
It is suggested that the lecture hall in the Department for Horses be renovated, that seating in the cafeteria be increased, that social space solely for student use on campus be provided, and that planned constructions be executed promptly.

4.2.4. Decision
The VEE is compliant with Standard 4.2.

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

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

4.3.1. Findings
Animals are kept in a range of accommodations (see 4.2.1). Various species (cattle, alpacas, sheep, pigs, birds, rodents, rabbits, and dogs) used in experimental research settings are kept at individual institutes and are used for teaching purposes if allowed according to the German Animal Protection Law. The facilities of the VTH can accommodate all the main animal species, reptiles, cage birds, and pet poultry, but there are no dedicated facilities for rabbits and other small mammals. The Department for Horses currently houses teaching horses with three paddocks available for turn-out. There are also aviaries for teaching birds and honeybee hives on campus.
Animals kept for teaching and research purposes are registered with the responsible licensing authority and permissions are obtained for animal housing and any breeding programmes under the German Animal Protection Law. Species-appropriate care for the animals is provided by qualified staff under the supervision of an Animal Welfare Officer. In addition, the obligations of the Biological Substances Ordinances, the Genetic Engineering Act and the Infection Protection Act are fulfilled and responsible persons are appointed. Rooms for treatment of research animals are available at the LFG Oberholz, but patients can also be transported to the main campus.

4.3.2 Analysis of the findings/Comments
The VEE is commended for very well-equipped clinics, in particular in diagnostic imaging.
The VEE has sufficient space to accommodate adequate numbers of animals needed for clinical, teaching, and research activities on campus. They are of a high standard, well maintained, providing a safe working environment, and promoting optimal husbandry, welfare, and management practices while ensuring relevant biosecurity measures. The ambulatory service has access to a large number of cattle.

4.3.3. Suggestions for improvement

None.

4.3.4. Decision
The VEE is compliant with Standard 4.3.

Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.
For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH.
The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector.
The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.

4.4.1. Findings
The VEE provides core clinical teaching facilities in all common companion, exotic, and production animal species. The Departments of Horses, Ruminants and Swine, and Small Animals all provide 24/7/365 emergency cover with at least one veterinarian always onsite with student participation. The Department for Birds and Reptiles offers a daytime emergency service from Monday to Friday; cases outside these hours are referred to local practices and hospitals.
There is no national practice standard scheme in Germany, but the VEE aims to comply with the FVE's Code of Good Veterinary Practice.

4.4.2. Analysis of the findings/Comments
The VEE provides 24/7/365 veterinary care for the common companion and production animal species, and the clinical services provided meet and, in many instances, exceed the FVE's Code of Good Veterinary Practice. The facilities are good and exceed the standard in private practice and are conducive to excellent clinical care. The standard of teaching in CCT facilities is very good. Core clinical training is research- and evidence-based, and students are involved in all facets of the clinical services. However, they can only view the electronic patient record, as legally they cannot enter information. The VEE compensates by using mock examples for training.

4.4.3. Suggestions for improvement
None.

4.4.4. Decision
The VEE is compliant with Standard 4.4.

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

4.5.1. Findings

Students on intramural rotations in the VTH have access to modern diagnostic and therapeutic facilities. Diagnostic imaging includes digital radiography, ultrasonography, scintigraphy, CT, and MR. Anaesthetic, surgical, medical, and intensive care procedures are available. There are well-stocked pharmacies in each department of the VTH with appropriate stock control. Controlled drugs are held securely, and their use is recorded. Comprehensive laboratory diagnostic services across campus are organised in a network which includes diagnostic services within the VTH and in individual institutes. A clinical skills facility is available to practise practical skills, with 92 annotated stations staffed by 1.5 FTE's, and is also accessible to students through an out-of-hours key system.

4.5.2. Analysis of the findings/Comments

The VEE provides students with access to a full range of diagnostic and therapeutic facilities within all clinical disciplines, including ambulatory services and necropsy, and in food production, processing, and hygiene. The imaging equipment in the Departments of Horses and Small Animals and the bovine surgery in the Department of Ruminants and Swine are state-of-the-art.

The large number of both low- and high-fidelity stations in the clinical skills facility is excellent, although more physical space would be advantageous. However, there is no use of role-playing in the training of communication skills, although compensation is through students conversing with clients.

4.5.3. Suggestions for improvement

None.

4.5.4. Decision

The VEE is compliant with Standard 4.5.

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

4.6.1. Findings

The isolation facility in the Department for Small Animals has been renovated since the last

visitation and has a dedicated, external access, with staff and students entering via a hygiene barrier. It has capacity for eight patients and a closed, outdoor walking area. It was not in use as it has not yet been furnished, and one of the ICU rooms has been adapted as a temporary isolation facility.
The Department for Birds and Reptiles has an isolation facility for wild birds and owned birds, either exhibiting signs of or having confirmed contagious disease, situated in a separate building from the clinic. This room consists of two indoor aviaries, one for waterfowl and one for birds of prey and owls. Two additional isolation rooms are available: one for a single psittacine, passerine, or pigeon, and the other for a reptile. All rooms have a separate entry with an anteroom for preparation. All PPE products, waste, leftover feed, and bedding are collected in sealed containers and stored until further instructions are provided by the veterinary officer. The SOP for the management of a notifiable epizootic animal disease is available in the quarantine room, as well as online.
The Department for Horses has an isolation facility of two stalls, with horses entering the facility from the outside, but the stalls are not physically separated. Personnel enter the facility through a hygiene barrier, and air from the facility is filtered and removed and does not enter the main clinic. All wastewater is chemically disinfected in a treatment plant prior to entering the main sewage system. However, the isolation room was not in use at the time of the visitation, as this treatment plant was temporarily out of action, but two stables, separate from the main equine facility, were available for isolation. Horses are isolated based on symptomatic surveillance (e.g., horses with unexplained fever, acute diarrhoea, acute respiratory diseases, and acute neurologic diseases), and most are discharged directly out of isolation. In some cases, e.g., suspicion of equine herpesvirus-1 infections, an additional layer of barrier precautions is used, although referred cases are screened for EHV-1 before being accepted. In rare cases, the isolation facility is also used for ruminant species by the Department of Ruminants and Swine, although ruminants and horses are never housed in the facility concurrently.

4.6.2. Analysis of the findings/Comments

Isolation facilities are in the process of being upgraded in order to address biosecurity risks, as required after the 2018 visitation. However, at the time of the visitation, the small animal and equine isolation facilities were not functional, although satisfactory compensation was in place. Because the isolation facilities can never be used concurrently for horses and ruminants, the VEE compensates by using a small separate stable block as a temporary isolation facility. However, the old building structures preclude implementation of optimal biosecurity processes in the Department of Horses despite the desire of staff to implement best practice.

4.6.3. Suggestions for improvement

It is suggested that the refurbishment of the small animal isolation facility and repair of the wastewater management for the equine isolation unit be completed as soon as possible and that the two equine stalls in isolation be separated by the construction of a dividing wall.

4.6.4. Decision

The VEE is compliant with Standard 4.6.

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

4.7.1. Findings

The Department of Ruminants and Swine operates an ambulatory service for cattle and pigs. On a daily basis, it attends two large dairy farms where the Department is the sole provider of veterinary care for approximately 4,700 dairy cows and has contracts with another 69 farms. During their week on the service, students attend visits in small groups, i.e., two or three students accompanied by two or three veterinarians. Both routine and specialised veterinary care are taught from calf to adult dairy cow. Monthly data analysis and presentations are also carried out on these farms. In addition, there are problem-oriented herd health visits each month to two or three of the contracted farms.

The swine division provides a routine herd health service to the LFG Oberholz and invites interested clinical rotation students to these visits. In addition, ambulatory services are offered to owners of mini pigs. Individual students can also accompany herd health visits to large swine farms or participate in scientific investigations, but biosecurity restrictions and the need for overnight stays in some cases are limiting factors. Thus, the caseload is relatively low due to biosecurity constraints and is mainly limited to mini-pigs used for teaching.

Herd health visits for poultry have largely been replaced by three instructional videos that students must view during their rotation in the Department for Birds and Reptiles, but there are occasional visits to backyard poultry flocks.

4.7.2. Analysis of the findings/Comments

The VEE involves students in the diagnosis and treatment of production animals through a very active ambulatory service for cattle with a high caseload. Visits to pig and poultry facilities are limited to individual students because of geography and biosecurity. These are partially compensated by in-house porcine cases, and by instructional videos to substitute for visits to poultry production facilities.

4.7.3. Suggestions for improvement

None

4.7.4. Decision

The VEE is compliant with Standard 4.7.

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

4.8.1. Findings

Vehicles for student transportation are available at the Institutes of Veterinary Anatomy, Histology and Embryology (one), Animal Nutrition, Nutritional Diseases and Dietetics (one), Animal Hygiene and Veterinary Public Health (one with cooling capability), and the Departments for Birds and Reptiles (one) and Ruminants and Swine (five). The Department for Horses does

not own a vehicle for student transportation.
Only the Department for Ruminants and Swine runs an ambulatory clinic. Its five vehicles are used for transportation of students on their ambulatory clinic rotation, with a maximum of 30 students per day who can be transported. Drivers from the VEE are covered by insurance from the state of Saxony. Three vehicles are equipped with a mobile veterinary pharmacy, disinfection and water tanks, and electricity for diagnostic equipment (ultrasound, radiography). The other two vehicles are not fully equipped and are used as regular transport vehicles.
Some vehicles can pull mobile animal chutes, and the training farrier workshop has two vehicles with equipment for on-farm service. The Department is also equipped with a livestock transporter to move animals between farms and the VTH. Vehicles for the transportation of live animals are also available in the Institute of Veterinary Anatomy, Histology and Embryology (one horse trailer) and the LFG Oberholz (one for large animals, e.g., cattle and another for smaller animals, e.g., piglets).
The Department for Horses does not own vehicles for the transportation of live animals; in rare cases, horses can be transported by the vehicles of the Department for Ruminants and Swine. Horses housed at the LFG Oberholz can also be transported to the VEE using the LFG's livestock transporter if specialised treatment is indicated. In some emergency situations on campus (e.g., horses arriving down on a trailer), horses can be moved into the clinic, after anaesthetising the horse, moving it off the trailer manually using a sliding mat or with a forklift with a mounted platform. Similarly, neonatal foals are moved using a cart.
Transportation of live animals within the clinic building of the Department for Birds and Reptiles is usually done manually in cages. A handcart is employed for transporting heavier animals or heavy cages to the aviary area.
The Institute of Pathology receives deceased or euthanised animals from all clinical departments. Cadavers from the Departments of Ruminants and Swine, and Horses, are transported using a forklift with a covered, mounted tub. Organs and samples are transported according to regulations for the transport of category B biological materials. From the Department for Small Animals, deceased or euthanised animals are placed in sealed body bags and stored temporarily in a cold room until they are collected by owners or animal funeral homes. Transport of small animal cadavers to the Institute of Pathology is in impermeable body bags on a motorised handcart which is washed and disinfected after each use.

4.8.2. Analysis of the findings/Comments
Transportation of students to farms as provided by the VEE is satisfactory. However, students sometimes have to use private vehicles or public transportation to reach some teaching activities, and although public transportation is available, its use to reach off-campus areas (e.g., the LFG Oberholz) is limited by the students' timetable.
The procedures for the transport of live animals, cadavers, materials of animal origin, and other teaching materials are compliant with relevant national and EU standards for animal welfare and prevention of infectious disease spread.

4.8.3. Suggestions for improvement
None

4.8.4. Decision
The VEE is compliant with Standard 4.8.

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

4.9.1. Findings

A Biosecurity Committee publishes a biosecurity handbook defining rules and regulations concerning waste management, disinfection, biosecurity and general hygiene, taking into account matters of sustainability. In addition, the VEE's Animal Disease Officer advises the Dean on the control of notifiable and reportable diseases and communicates with relevant authorities in case of disease outbreaks. Each institute and department has an Occupational Safety Officer and/or Hygiene Officer who is in charge of implementing and controlling work safety and specific biosecurity measures in their respective workplaces.

Standard operating protocols for the use of isolation facilities are published in the Biosecurity Handbook, but relevant instructions on protocols are not posted at the entrance to all facilities. For students attending the ambulatory clinic, separate protective clothing is provided for each farm.

Microbiological waste from taught courses or research laboratories is autoclaved. Waste and confiscates that are produced during slaughter and meat processing are treated according to legal regulations (VO EG 1069/2009). Cadavers, organs and by-products are stored temporarily at 4°C in the Institute of Pathology until disposal by a state-funded, authorised animal rendering company. Liquid waste effluents are treated according to legal regulations on pollution control.

4.9.2. Analysis of the findings/Comments

All students and staff are instructed on specific topics related to biosecurity, and general safety measures by the Occupational Safety Office prior to accessing each lab/clinic. Students have access to the biosecurity manual. However, instructional signage on biosecurity protocols immediately outside the isolation facilities was not present in the Departments of Birds, Reptiles, and Small Animals. The VEE has an effective system of QA to monitor and assure clinical, laboratory and farm services.

4.9.3. Suggestions for improvement

It is suggested that instructional signage outside all isolation facilities detailing protocols for entering the facilities and for managing patients and contaminated waste is posted outside each facility with, perhaps, a QR code linking to the relevant section of the Biosecurity Manual.

4.9.4. Decision

The VEE is partially compliant with Standard 4.9 because of inadequate biosecurity signage in some clinics.

Area 5. Animal resources and teaching material of animal origin

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

5.1.1. Findings

The VEE provides access to a broad range of healthy and diseased animals across all major species, ensuring hands-on clinical and practical training aligned with the number of enrolled students. An essential element to support the implementation of the 3Rs principle is the Skills Lab (PAUL), which offers 92 training stations covering a wide variety of practical skills. PAUL is used in both structured clinical training and for self-directed practice, with access facilitated through a key loan system and supported by detailed manuals and student tutors.
Over the past three years, the average annual intramural caseload comprised 11,931 dogs, 8,141 cats, 1,463 horses, 387 cattle, 95 small ruminants, and 61 pigs. This is complemented by an active ambulatory service primarily focused on cattle, with an average of 9,506 cattle treated annually during extramural visits. The Department of Ruminants and Swine has established agreements with 68 cooperating farms, where students actively participate in clinical assessments, health monitoring, diagnostics, documentation, and herd-level decision-making.
The proportion of first-opinion cases varies by species: approximately 80% in cattle, 100% in pigs, around 33–34% in dogs and cats, and about 10% in horses and small ruminants. However, the number of farm visits for poultry and rabbits falls below the minimum thresholds established in the 2023 SOP.
A variety of live animals is available for preclinical training, including 70 cattle, 250 sheep, 200 fattening pigs, 42 sows, ten dogs, four horses, and a variety of birds (chickens, cockatoos, and pigeons). The volume of necropsies is sufficient to support anatomical and pathological teaching, with annual averages of 142 in dogs and cats, 50 in horses, 26 in cattle, 22 in small ruminants, and 44 in pigs. However, when considering dogs separately, the number of dog necropsies falls below the recommended minimum threshold established in the 2023 SOP.

5.1.2. Analysis of the findings/Comments

The VEE is commended on providing a high volume and diversity of animal resources across all major domestic species. Clinical training is well supported for companion animals, horses, and cattle through a high caseload of intramural patients and ambulatory services. Exposure to pigs and small ruminants is also ensured through a combination of intramural cases, necropsies, herd health visits, and the use of live animals at teaching farms.
Although only around 10% of equine and small ruminant cases are formally classified as first opinion, many referred cases—particularly in horses—arrive with minimal prior work-up and effectively function as first opinion cases. This is partly due to the limited availability of emergency care in Saxony and the high caseloads managed by field veterinarians.
Cadavers and materials of animal origin are available in sufficient quantity and variety for training in anatomy, pathology, and food inspection. The increased use of plastinated materials in anatomy and pathology is commended as it further enhances hands-on learning opportunities.
The number of dog necropsies is reported to be slightly below the recommended ESEVT

indicator, mainly due to owner preferences. This is addressed through the use of preserved materials, archived cases, and digital resources to support pathology training. In addition, it is ensured that all students perform at least one dog necropsy.
The number of visits to poultry and rabbit farms also falls below the recommended ESEVT indicator (I13), primarily due to biosecurity restrictions associated with avian influenza and the fact that there is almost no commercial rabbit farming in Germany. Nonetheless, the VEE addresses this limitation through the use of simulation models, internal poultry units, and structured extramural training to ensure adequate student exposure to relevant husbandry and pathology aspects.

5.1.3. Suggestions for improvement
None.

5.1.4. Decision
The VEE is compliant with Standard 5.1.

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

5.2.1. Findings
In addition to the training provided at the VEE's facilities, students are required to complete a total of 850 hours of extramural clinical training, as established by TAppV. This is divided into two blocks: 150 hours after the Physikum and clinical examination course and 700 hours in later semesters, which can be carried out in up to four different external sites.
External placements take place in approved veterinary practices, clinics, slaughterhouses, public institutions, research facilities, and on farms, including the teaching and research farm (LFG Oberholz). These placements are organised and monitored by the Dean of Study Affairs, in coordination with the Examination Board and external partners. All sites must sign formal agreements specifying the expected competences, supervision, and documentation requirements.
Students' activities during external practice are documented through certificates and logbooks, and both students and providers complete evaluations that are systematically reviewed.

5.2.2. Analysis of the findings/Comments
The VEE has a system in place for organising practical training at external sites, including farms, veterinary practices and slaughterhouses. These placements are said to be formally arranged and designed to follow the same standards as those applied within the VEE. Students are expected to document their activities using a digital case log, and external tutors complete standardised evaluation forms.

5.2.3. Suggestions for improvement
None.

5.2.4. Decision
The VEE is compliant with Standard 5.2.

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

5.3.1. Findings
Students are involved in clinical work across all departments of the VTH and take part in day and night shifts during their core clinical training. They assist with patient care, follow cases over time, and are involved in diagnostic and treatment decisions under supervision. Nursing procedures are taught both in the Skills Lab and during real clinical cases.

5.3.2. Analysis of the findings/Comments
The VEE provides students with opportunities to be actively involved in patient care during their clinical rotations. They are scheduled for day and night shifts and are expected to participate in nursing tasks, case discussions and decision-making. The use of the Skills Lab helps students prepare for clinical procedures before facing real patients.

5.3.3. Suggestions for improvement
None.

5.3.4. Decision
The VEE is compliant with Standard 5.3.

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

5.4.1. Findings
The VEE uses a digital clinical management system, VETERA®, across all intramural clinical departments (small animals, equine, ruminants and pigs, birds and reptiles), but not with the Department of Pathology necropsy service. This system allows for the registration, retrieval, and documentation of clinical cases and supports diagnostic imaging integration (PACS). While students do not have individual login access to VETERA®, they are involved in its use under supervision, particularly during clinical rotations, where they contribute to discharge summaries and referral letters.
In addition to VETERA®, some departments use complementary systems, such as HERDE® for herd management in food-producing animals and SonoWin or AIDA for diagnostic imaging. These systems support recordkeeping for teaching, clinical service, and internal case tracking. Documentation of extramural cases relies on HERDE® system, complemented with case-specific written reports, student presentations, and individual case logs.

5.4.2. Analysis of the findings/Comments
Medical records for intramural and extramural cases are maintained in an electronic system that is accessible to both staff and students and used as part of clinical teaching. Students also record their activity during extramural training in a digital case log.

5.4.3. Suggestions for improvement
It is suggested that the Pathology necropsy service should be integrated with the clinical management system, VETERA® .

5.4.4. Decision
The VEE is compliant with Standard 5.4.

Area 6. Learning resources

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

6.1.1. Findings
The main learning resources include a library service, the University Computing Centre (URZ), a computer pool at the VEE and well-equipped classrooms for theoretical and practical learning. The VEE campus library is open from 9 am to 8 pm Monday-Thursday and 9 am to 6 pm on Fridays. Decisions regarding content, finances, and personnel are made by the UL Library, with input from the VEE academic library representative. The library's average annual budget is €15,000.
The Skills lab, the Centre for Applied Training and Learning (PAUL), contains 92 stations. Some relevant teaching models are also distributed in the departments.

6.1.2. Analysis of the findings/Comments
Learning resources are adequate and available to support both students, and the personnel involved in their education. The learning resources facilitate the "never the first time on a live animal" approach.

6.1.3. Suggestions for improvement
It is suggested to provide some more spaces in the VEE library, which would help students to have more comfortable access to the study resources.

6.1.4. Decision
The VEE is compliant with Standard 6.1.

Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources

necessary for the development of instructional materials by the staff and their use by the students.
The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).

6.2.1. Findings
The VEE campus library has three part-time positions, a qualified librarian and two qualified media employees and information services. Additionally, a subject specialist working full-time in the main library for medicine assists with the VEE campus library temporarily. During lecture periods, three additional student assistants, working a total of 12 hours a week, are hired. The library contains 21,200 books as well as numerous journals for in-library use. Students can use the online catalogue for literature searches, including PubMed, Web of Science and Elsevier via ScienceDirect. Campus-wide, high-speed internet access via both local (VLAN) and Eduroam WiFi networks has been installed. The university IT service centre provides 24/7 support for the clinics, maintains internet security, and supplies staff with IT equipment.

6.2.2. Analysis of the findings/Comments
Staff and students have full access on-site to an academic library adequately administered by librarians. The online resources are available both online and via VPN connection.

6.2.3. Suggestions for improvement
None.

6.2.4. Decision
The VEE is compliant with Standard 6.2.

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

6.3.1. Findings
The printed collection of the library consists of 21,200 books in German and English, and 535 journals. All periodicals are kept at the library, while some 2,718 monographs are held in hand libraries at the institutes and clinical departments. The Thieme VetCenter offers electronic media for veterinary purposes. It currently contains 187 e-books, 11 e-journals and other database offers. Multiple (3-30) copies of textbooks in German and English are available. E-books can be accessed on-site in the library and outside the library using VPN.
The VEE's Skills Lab PAUL comprises a total of 92 learning stations and models to support teaching of D1Cs and additional essential clinical skills. The PAUL committee includes representatives from all VTH departments, the Dean of Study Affairs and representatives from the preclinical programme. Students can provide feedback on materials, faulty stations, etc.

directly to staff or anonymously via a feedback box in PAUL, which is checked weekly. Access to PAUL is taught during compulsory elective courses during the first year, the entry-level clinical rotation I (second year) and in the clinical examination course at the beginning of the third year.

6.3.2. Analysis of the findings/Comments
The VEE provides students with unimpeded access to learning resources, internet and internal study resources, as well as facilities and equipment for the development of procedural skills. The use of these resources is aligned with the principle 'never the first time on a live animal.'

6.3.3. Suggestions for improvement
It is suggested to consider an extension of the space allocated to the PAUL skills lab, and to consider securing funding for two positions responsible for the management of the facility.

6.3.4. Decision
The VEE is compliant with Standard 6.3.

Area 7. Student admission, progression and welfare

Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification.
In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students.
Formal cooperation with other VEEs must also be clearly advertised.

7.1.1. Findings
Information about the veterinary programme, admission procedures, learning outcomes, academic calendar, and tuition is publicly available via the national Hochschulstart platform, the UL Admissions Office website, and the VEE's own website. These platforms serve both national and international applicants. The VEE also provides a short curriculum guide and individual counselling through the Office of Study Affairs and the Student Service Centre. Prospective students are reached through events such as open days, speed dating sessions with current students, and individual consultations.

7.1.2. Analysis of the findings/Comments
The VEE provides accurate and complete information on the student life cycle and has effective communication strategies in place.

7.1.3. Suggestions for improvement
None.

7.1.4. Decision
The VEE is compliant with Standard 7.1.

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

7.2.1. Findings

The VEE admits an average of 139 new veterinary students per year, with annual intakes ranging from 143 in 2021 to 135 in 2024. The total number of registered undergraduate veterinary students averages 817, with a relatively balanced distribution across all six years of study and a small number (mean = 29) taking longer than six years to complete the programme. On average, 125 students graduate annually. In 2023/2024, 70.7% of graduates completed the programme in the minimum 11 semesters, 22% required two additional semesters (mostly due to COVID-related delays), and 7.3% took four or more additional semesters. In terms of postgraduate training, the VEE hosts around 17 residents and 174 doctoral students each year. Specialist training programmes managed in cooperation with the Saxon Veterinary Association enrol approximately 88 participants annually.

Student admission numbers are determined annually by the UL administration based on the Saxon Higher Education Capacity Regulation (HKapVO), using a high Curricular Normative Value (CNW = 7.6 for veterinary medicine), which links teaching hours and available staff positions. This calculation is formal and restrictive, leaving little flexibility and not accounting for clinical case availability. Infrastructure limitations have also led to a shared decision with the university not to increase student intake further. Additionally, the number of teaching staff involved in veterinary training is close to the minimum required, suggesting limited staffing margins that could affect long-term capacity or flexibility.

7.2.2. Analysis of the findings/Comments

The number of students admitted appears generally consistent with the available resources at the VEE. Overall student distribution across years is balanced, and graduation rates are stable. However, some specific indicators suggest areas of concern. The number of companion animal necropsies is low relative to student numbers, and the teaching staff is close to the minimum threshold, potentially limiting flexibility and resilience. These aspects warrant close monitoring to ensure continued compliance with the standard. The VEE and UL acknowledge that current infrastructure limitations, particularly regarding the number and size of teaching spaces, do not allow for an increase in student intake. Although expanding enrolment could help address the national shortage of veterinarians, both institutions have agreed that such an increase is not feasible under the present conditions.

7.2.3. Suggestions for improvement

None.

7.2.4. Decision

The VEE is compliant with Standard 7.2.

Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course.

The VEE must regularly review and reflect on the selection processes to ensure they are

appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE.
Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.

7.3.1. Findings

Admission to the veterinary programme at the VEE is centrally managed via the national Hochschulstart platform. Students must meet three sets of requirements: possession of a higher education entrance qualification, compliance with Hochschulstart admission conditions, and faculty-specific criteria. After preliminary quotas are deducted (e.g., for hardship cases, second-degree applicants), the remaining places are distributed across three quotas: 30% based on high school grades, 10% via an aptitude quota (ZEQ, largely based on the Test for Medical Studies – TMS), and 60% through a university selection process (AdH), which also combines academic grades, TMS results, and relevant professional qualification.
As a result of a ruling by the Federal Constitutional Court, all German VEEs are required to follow a standardised, legally regulated admission process. Since 2021, local selection committees have been abolished and replaced with a national system based on quantifiable criteria, with no discretionary university-level decision-making. The TMS, a national aptitude test focusing on scientific and medical skills, plays a central role in this process. It is now a key component in allocating 70% of student places and is designed to assess academic readiness beyond school grades.
Applicants who are not admitted receive a formal rejection from Hochschulstart and may appeal the decision through a legal process. Admission procedures and criteria are publicly available via Hochschulstart, UL, and the VEE websites and are presented during open events.
Admission numbers, set at approximately 139 students per year, are calculated by UL according to the HKapVO, based on staff resources, not on animal availability or infrastructure. The VEE cannot influence this number.

7.3.2. Analysis of the findings/Comments

The selection criteria for admission to the VEE are clearly defined and structured following a national system mandated by Hochschulstart and shaped by legal rulings. There are no local selection committees and the national TMS ensures standardisation and fairness. However, as selection is fully managed at the national level, the VEE has limited influence over the process. In line with the standard, it would be appropriate for the VEE, in coordination with other German VEEs, to provide structured feedback and actively engage in the continuous improvement of the TMS to ensure its ongoing relevance and alignment with the profession's needs.

7.3.3. Suggestions for improvement

It is suggested to provide structured feedback and actively engage in the continuous improvement of the TMS to ensure its ongoing relevance and alignment with the profession's needs.

7.3.4. Decision

The VEE is compliant with Standard 7.3.

Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.

7.4.1. Findings

Students with disabilities at the VEE are eligible for individual adjustments to study or examination conditions to ensure equal opportunities to achieve and demonstrate competence. Adjustments are granted on a case-by-case basis based on medical documentation and may include flexible scheduling, alternative formats, extended time, or part-time study. Dyslexia is considered a disability and has led to such adjustments but adjustments for dyscalculia have not been requested so far. Decisions are made by the Dean of Study Affairs (for curriculum adjustments) or the chair of the Examination Board (for examination adjustments).
Academic counselling is available to all students without prior request. In some situations, such as repeated absences from examinations or lack of registration, students are actively contacted and reminded of counselling options. In accordance with §12(4) TAppV, students may be summoned to mandatory counselling if they fail to report for examinations within specified timeframes. If a chronic illness is suspected, the student is invited to counselling and informed of relevant examination regulations and support services.
Progression through the curriculum and graduation are governed by the TAppV, StO, and PO. All required courses and examinations must be completed successfully. Students may repeat failed exams twice; failure on the third attempt results in exclusion from veterinary studies in Germany. The VEE does not offer formal alternative pathways within the programme, but affected students may explore other training programmes, such as veterinary assistant certification. The VEE also supports students who are pregnant or responsible for caregiving, through additional accommodations to facilitate successful programme completion.

7.4.2. Analysis of the findings/Comments

The VEE has clear policies in place to support applicants and students with disabilities or illnesses. Adjustments to study or examination conditions are granted based on individual medical assessments and aim to ensure equal opportunities while maintaining the requirement to achieve all D1Cs. Decisions are taken by designated academic authorities, and support structures are available at multiple institutional levels. These measures align with the standard.

7.4.3. Suggestions for improvement

None.

7.4.4. Decision

The VEE is compliant with Standard 7.4.

Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.

The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.

7.5.1. Findings

The VEE's curriculum, progression criteria, and examination formats are defined by national (TAppV) and institutional (StO and PO) regulations. Students must complete all practical courses and pass associated exams to advance. Exams may be repeated up to two times without a limit on the number of different exams retaken. Students may also apply for individualised study plans, extending course timelines as needed for valid reasons, subject to approval.

Academic and personal counselling is available to students through the VEE's Office of Study Affairs and liaison lecturers, faculty-appointed contacts who provide initial advice and referrals but do not offer professional psychological services. Liaison lecturer selection is managed by the student body. They act as a low-threshold first point of contact and refer students to the appropriate contacts depending on their problem. Counselling is encouraged proactively in certain cases, such as repeated exam absences.

Examination and course requirements are published via the VEE website and Moodle. Students are informed about relevant changes during dedicated information sessions held in the first and fifth semesters.

Attrition rates are low and primarily occur in the first two years. Common causes include academic overload, personal issues, and repeated exam failure. On average, around 11 students drop out annually, most due to academic difficulties. Approximately 90% of students graduate, and most do so within the standard 11+2 semesters.

Admission criteria and services are reviewed by the Curriculum Committee and approved by the Faculty Council. The number of admitted students is determined by a central capacity regulation, leaving the VEE limited flexibility in adjusting intake. Failure rates of examinations are also reviewed and discussed by the Examination Boards.

7.5.2. Analysis of the findings/Comments

Progression rules are clearly defined in national (TAppV) and institutional (StO/PO) documents, which are accessible to students. The VEE has mechanisms in place to monitor student performance and offers academic counselling and individualised study plans when needed. Attrition is monitored through curriculum reports, and although the VEE reviews support measures via the Curriculum Committee, it has limited means to amend admission selection criteria due to national regulations. Overall, the low drop-out rate is commendable and indicative of effective student support and follow-up mechanisms.

7.5.3. Suggestions for improvement

None.

7.5.4. Decision

The VEE is compliant with Standard 7.5.

Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit.

The VEE's policies for managing appeals against decisions, including admissions, academic

and progression decisions and exclusion, must be transparent and publicly available.

7.6.1. Findings
Students who fail a subject examination three times (initial exam plus two repeats) as per TAppV regulations receive formal notification of failure from the Examination Board Chair and are permanently excluded from veterinary studies in Germany. Students may appeal this decision in writing within one month. If the appeal is denied by the Examination Board Chair, they may further contest the decision in the administrative court of Leipzig.

7.6.2. Analysis of the findings/Comments
Mechanisms for student exclusion are clearly defined by national regulation (TAppV): failure of the same examination three times results in permanent exclusion from veterinary studies in Germany. The appeal process is transparent, with the possibility to contest the decision in writing, followed by legal recourse through the administrative court of Leipzig if necessary.

7.6.3. Suggestions for improvement
None.

7.6.4. Proposal from the Full Visitation Team
The VEE is compliant with Standard 7.6.

Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes but is not limited to learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation.
There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).

7.7.1. Findings
Student registration is handled centrally by UL, while the VEE delivers a dedicated orientation programme tailored to veterinary students, including welcome sessions, peer mentoring via a buddy system, and introductory activities coordinated by upper-year students and clinical departments.
Academic support is provided primarily through the Office of Study Affairs, which offers personalised guidance on curriculum planning, examinations, and individualised study plans for students facing illness, disability, pregnancy, or family obligations. These plans are developed in collaboration with the Dean of Student Affairs. The Student Service Centre complements this support with individual counselling and courses on stress management, study strategies, and career planning. Psychological and social counselling is also available through UL and the Studentenwerk.
UL provides specific services for pregnant students and student parents, including adapted course participation, flexible scheduling, individualised risk assessments for practical activities, lactation rooms, and access to childcare. A family-friendly study space is under discussion. International students are supported through counselling from the International Office and the

Erasmus Coordinator.
Students are represented through elected class delegates, the student examination advisory board, and liaison lecturers, who serve as contacts for both academic and personal matters. Student involvement in the curriculum is facilitated through representation on the Curriculum Committee.
Grievance mechanisms include informal discussion, escalation to the Dean's Office, Examination Boards, or Equal Opportunity Officers, and involvement of designated faculty contacts for specific issues such as animal welfare. Grievances can also be submitted anonymously via a comment box.

7.7.2. Analysis of the findings/Comments
The VEE and UL provide student services aimed at supporting academic success, personal well-being, and inclusion. Overall, the VEE maintains a comprehensive and multi-tiered student support and resolution system.

7.7.3. Suggestions for improvement
It is suggested that systematic feedback mechanisms be implemented to evaluate the use and effectiveness of student support services in order to inform continuous improvement.

7.7.4. Decision
The VEE is compliant with Standard 7.7.

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

7.8.1. Findings
The VEE provides multiple channels for students to express concerns, including elected representatives, liaison lecturers, and direct access to the Dean's Office and Examination Boards. In 2024, a comprehensive curriculum evaluation involving all students was conducted and discussed within the Curriculum Committee and during the Dies academicus.
Exit surveys initiated by UL started in the winter term 2025/2025 for Bachelor and Master curricula but are not yet in place for the VEE courses.

7.8.2. Analysis of the findings/Comments
The initiative of comprehensive curriculum evaluation started in 2024 aligns with ESEVT expectations, and other mechanisms are in place for students to convey their needs and wants.

7.8.3. Suggestions for improvement
It is suggested that comprehensive curriculum evaluation should be repeated periodically with a structured follow-up plan. Exit surveys for alumni, although planned at the university level, should be implemented promptly to complete the feedback loop and support long-term curriculum development.

7.8.4. Decision

The VEE is compliant with Standard 7.8.

Area 8. Student assessment

Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.

8.1.1. Findings

The subjects and topics of examinations are regulated by federal law in Germany. There are two examination processes. The Preliminary Veterinary Examination is to assess the knowledge of the students regarding the subjects of the first to fourth semesters, while the Veterinary Examination starts in the fifth semester and ends with the final exam in the eleventh semester. The VEE implemented the federal regulations in its Examination Regulation. Combined summative and formative evaluations are used in oral, practical and digital form at the VEE. OSCEs are used to assess clinical skills. Standardised questions from the UCAN-IMS database are applied at the VEE. The multidisciplinary focus examinations are standardised by SOPs written by the UCAN-IMS administrator together with the Chairperson of the examination board and aligned with the requirements of the review committee. The examinations are implemented by two examination boards, one for the preclinical and one for the clinical part.

8.1.2. Analysis of the findings/Comments

There is a clearly defined structure of different assessments within the VEE, ensuring progressive development throughout the study programme. Using standardised questions in the electronic examinations is commendable; it reduces mistakes.

8.1.3. Suggestions for improvement

None.

8.1.4. Decision

The VEE is compliant with Standard 8.1.

Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit.
The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments.
Mechanisms for students to appeal against assessment outcomes must be explicit.

8.2.1. Findings

The Examination Regulations, together with the Learning Objectives Catalogue, are available on the homepage of the VEE, and the teachers also provide additional information on the exams. The grading scheme is defined by the federal law. The topics and detailed information regarding

the examination process of all subjects are published on Moodle. All exam documents are archived for at least ten years. Students are informed about their results at oral exams immediately, and within 21 days after written or electronic exams. In the case of multidisciplinary examinations, the final result is given after completing the last exam component. The questions and answers of electronic exams are discussed by the teachers and the students. Individual examination documents can be seen by students at the Office of Study Affairs. Failing students receive information on the appeal process.

8.2.2. Analysis of the findings/Comments
Clear regulations and information about all aspects concerning exam grading, results and appeal are in place.

8.2.3. Suggestions for improvement
None.

8.2.4. Decision
The VEE is compliant with Standard 8.2.

Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.

8.3.1. Findings
Both examination boards create review committees. Members of these committees scrutinise the questions and the examiners can modify them if it is necessary. After the exams, questions are analysed for reliability and validity, and the post-review process includes a detailed statistical analysis of the answers. If the rate of good answers does not reach 30%, the question will be reviewed or deleted. The results of the oral exams are also analysed by the examination boards. They regularly evaluate the results, the assessment strategies, and modify the rules of procedure in order to standardise the examinations.

8.3.2. Analysis of the findings/Comments
The evaluation system is thorough, well-developed and provides a reliable assessment of the students.

8.3.3. Suggestions for improvement
None.

8.3.4. Decision
The VEE is compliant with Standard 8.3.

Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study.

The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and that the assessment of students reflects this approach.

8.4.1. Findings
The basis for assessment of students' achievements is the Learning Objectives Catalogue, and the progress of the students is continuously monitored. The student Examination Advisory Board, consisting of students from each class, discusses examination issues with the Chair of the Veterinary Examination Board and, in case of need, mediates between students and examiners.

8.4.2. Analysis of the findings/Comments
The student Examination Advisory Board is a good way of solving sensitive questions related to examinations.

8.4.3. Suggestions for improvement
None.

8.4.4. Decision
The VEE is compliant with Standard 8.4.

Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition of clinical skills and Day One Competences (some of which may be on simulated patients) must form a significant component of the overall process of assessment. It must also include the regular quality control of the student logbooks, with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student. The provided training and the global assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.

8.5.1. Findings
The form of the examinations is partly determined by the federal law, and it is regulated in detail in the Examination Regulation. Achieving the D1Cs is the target of the learning objectives and the basis of assessment methods. Clinical skills are continuously evaluated in PAUL, with a summative OSCE before clinical rotations and with formative assessment in the VTH. An online Case Log helps to follow the progression of the students.

8.5.2. Analysis of the findings/Comments
In accordance with the legislative framework established by the TAppV, the VEE employs various methodologies for student assessment. The final documentation of the achievement of all D1Cs occurs during the eleventh semester exams.

8.5.3. Suggestions for improvement
It is suggested that the use of the Case Log should be compulsory.

8.5.4. Decision
The VEE is compliant with Standard 8.5.

Area 9. Teaching and support staff

Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.
A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff.
Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.

9.1.1. Findings
Staff recruitment, qualification requirements, and contractual conditions at the VEE are governed by national legislation that applies across all German veterinary education establishments and by Saxonal regulations and university-wide policies. These regulations ensure that recruitment procedures are publicly advertised, competitive, and transparent, and that academic staff meet the qualifications required for their respective roles.
While there is a formal didactic training programme available (Hochschuldidaktik Sachsen), to all staff, participation is only mandatory for staff pursuing habilitation or seeking ministerial approval to conduct examinations.
The SER states that most academic staff involved in the core veterinary curriculum are veterinarians (81%), and this is consistent with national expectations.

9.1.2. Analysis of the findings/Comments
The VEE operates within a national legal and institutional framework that defines the qualifications required for academic positions, the procedures for recruitment, and the overall structure of teaching careers. These processes are externally regulated and appear to be fairly and transparently implemented. A formal didactic training programme exists, and practically all teachers attended it, but participation is not mandatory for newly appointed teachers.
The proportion of veterinarians among teaching staff appears adequate, and the curriculum is largely delivered by qualified veterinary professionals.

9.1.3. Suggestions for improvement
It is suggested that a formal, quality-assured programme of teacher training should be mandatory for all newly appointed teaching staff.

9.1.4. Decision
The VEE is partially compliant with Standard 9.1 because teacher training for all newly appointed teaching staff is not mandatory.

Standard 9.2: The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE's mission.
A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.

9.2.1. Findings
The overall number and qualification level of teaching, technical, administrative and support staff are adequate to deliver the study programme and support the mission of the VEE. Staff numbers are monitored by the university and funding bodies, and new positions must be approved at the central level, in accordance with national and institutional procedures.
The veterinary teaching staff includes 16 diplomates in various disciplines, covering key clinical and diagnostic areas and many others have national accreditations.
Teaching competence is primarily assessed through regular student evaluations, with follow-up actions required for consistently low scores. Peer evaluations are included for those pursuing the Saxon Higher Education Didactics Certificate. Supervision and feedback for non-academic and support staff are the responsibility of the academic staff.

9.2.2. Analysis of the findings/Comments
The total number and qualification of academic and clinical staff appear to be sufficient to deliver the veterinary curriculum and to support clinical and practical teaching. The presence of 16 diplomates in key disciplines is a strength and supports the quality of specialist training. The number of technical and support staff across departments is sufficient.
Staff recruitment and employment conditions are subject to national, state and institutional regulations, and the VEE has limited autonomy in defining internal processes for performance assessment.

9.2.3. Suggestions for improvement
None.

9.2.4. Decision
The VEE is compliant with Standard 9.2.

Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation.
Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.

9.3.1. Findings

Opportunities for didactic and pedagogic training are available through the university-wide programme Hochschuldidaktik Sachsen. Although participation is only mandatory for staff pursuing habilitation or examination authorisation, teaching experience and training are considered during recruitment and may be addressed through individual performance agreements when necessary.

The VEE offers stable and well-defined academic positions that ensure continuity and allow staff to engage in both teaching and research. Workload distribution is adapted to academic roles and responsibilities, and staff benefit from institutional support to participate in scholarly activities. Teaching excellence is recognised through the Ackerknecht Teaching Award, with recipients selected by students and confirmed by the Faculty Council. Staff employment conditions, career structure, and promotion criteria are largely determined at the university or state level, in accordance with national legislation, and therefore fall outside the direct remit of the VEE.

9.3.2. Analysis of the findings/Comments

The VEE provides adequate opportunities for didactic training and supports staff in maintaining a balanced workload. Staff are actively encouraged to engage in scholarly activities, and teaching excellence is formally recognised through a student-driven award. While staff employment terms are centrally regulated, the VEE ensures a stable and supportive academic environment.

9.3.3. Suggestions for improvement

None.

9.3.4. Decision

The VEE is compliant with Standard 9.3.

Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures.
Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.
Promotion criteria for teaching and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.

9.4.1. Findings

Professional development opportunities for academic and support staff are provided primarily at the university level. These include access to mentoring programmes and a range of training and continuing education activities. Sabbatical leave is only available for professors.

Teaching and support staff are actively involved in academic and strategic decision-making through their representation in the Faculty Council and various faculty committees, including those responsible for curriculum, research, and structural development. This ensures their participation in key processes related to teaching, staffing, and planning.

Promotion procedures follow national, state and university regulations and are largely based on external criteria.

9.4.2. Analysis of the findings/Comments
The VEE benefits from a solid institutional framework that supports the professional development of academic and support staff. Staff participation in governance is well established through formal representation in decision-making bodies. While promotion criteria are externally regulated, the procedures in place ensure transparency and alignment with academic standards.

9.4.3. Suggestions for improvement
None.

9.4.4. Decision
The VEE is compliant with Standard 9.4.

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

9.5.1. Findings
A system for the assessment of teaching and teaching staff is in place at the university level and includes formal student participation. Course evaluations are conducted cyclically and cover all components of the curriculum. Within each evaluated subject, individual instructors are also assessed. Results are anonymised and shared with course coordinators, who are responsible for communicating them to the respective teachers and discussing potential improvements.
Instructors undergoing habilitation are required to participate in additional individual teaching evaluations, and staff may also request personal feedback on a voluntary basis.

9.5.2. Analysis of the findings/Comments
The VEE has a functioning system for the regular assessment of teaching and teaching staff, which includes formal student participation and aligns with the requirements of the standard. Evaluation results are communicated to the relevant staff and used to support professional development and improve teaching quality.

9.5.3. Suggestions for improvement
None.

9.5.4. Decision
The VEE is compliant with Standard 9.5.

Area 10. Research programmes, continuing and postgraduate education

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

10.1.1. Findings

All the academic staff members are active in research. In 2024, the VEE was awarded competitive external funding for research projects from public agencies such as the EU (approx. €470,000), DFG (approx. €920,000), federal ministries (approx. €790,000), Saxon ministries (approx. €600,000), industry partners (approx. €190,000), and other sources (foundations, associations etc., approx. €510,000). A list of 235 peer-reviewed publications involving all areas, including basic sciences, is provided. Young scientists were involved in 112 of them, undergraduates in eight.

10.1.2. Analysis of the findings/Comments

There is evidence that all teaching staff are involved in research activities. The involvement of students and young graduates in scientific publications demonstrates the involvement of students in research activities.

10.1.3. Suggestions for improvement

None.

10.1.4. Decision

The VEE is compliant with Standard 10.1.

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

10.2.1. Findings

Evidence-based methods are introduced in the third-year laboratory animal science lectures (14 hours) and the fourth-year lectures on biomedical statistics (28 hours). The compulsory student scientific project, which includes a minimum of 84 hours of research work and 14 hours of education on good scientific practice, involves students actively in research conducted at the VEE. Public recognition of the student scientific projects is given once a year as part of the programme at the VEE's Annual Student Research Day, which is organised by veterinary students and members of the VEE's Research Committee. Here, students' scientific projects are presented to faculty and stakeholders as oral presentations and/or posters, and the best presentations receive an award. All departments showed a significant number of projects, meaning that all sciences are involved in this process.

The Dr. med. vet. Programme is a formal post-graduate training programme sharing many similarities to a PhD programme, such as supervised research, publishing peer-reviewed articles and mandatory courses.

10.2.2. Analysis of the findings/Comments
The students are trained in scientific methods, and the compulsory research project of the fourth year stimulates their involvement in the research activities of the VEE, which is commendable. The VEE expects that the number of Dr. med. vet. students will remain stable over the next three years.

10.2.3. Suggestions for improvement
None.

10.2.4. Decision
The VEE is compliant with Standard 10.2.

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

10.3.1. Findings
The VEE, though having (Tab. 9.2.1) six PhD students on average per year, does not have its own PhD programme. The VEE hosts a decreasing number (17) of students per year attending eight European College Residency Programmes. Moreover, specialisation programmes and additional qualifications for the Saxon Veterinary Association are present, involving on average 101 students per year. Again, continuing education courses are offered by the VEE involving a large number of attendees. The biennial LTK congress is a further resource of continuing education provided by the VEE, involving hundreds of German veterinarians from different professional areas.

10.3.2. Analysis of the findings/Comments
The absence of its own PhD programme is a potential threat for the VEE that could possibly hinder the possibility of the VEE finding qualified researchers and professors for the future. Such a situation also reduces the potential of the VEE to attract young scientists. However, the VEE does provide ample continuing education resources to graduates.

10.3.3. Suggestions for improvement
It is suggested that the VEE should make further efforts towards the institution of its own PhD programme.

10.3.4. Decision
The VEE is compliant with Standard 10.3.

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

10.4.1. Findings
The Research Committee, through monthly meetings, ensures continuous monitoring and

evaluation of current progress in the various task packages. The UL annual research report is also discussed in this context. The report includes key performance indicators such as third-party funding, publication volume, and doctoral degrees awarded by the VEE in comparison to other faculties. The nationally accredited (SLTK, ATF) and internationally accredited (European Colleges) continuing education programmes for licensed veterinarians are revised in close cooperation with the national institutions responsible for the certification processes and the individual colleges involved. The latter are subject to supervision by the European umbrella organisation (EBVS), which is also responsible for the regular re-certification of the European Diplomates based on defined criteria. Any insufficiencies are communicated directly, and any modifications of conditions/criteria are communicated within the different colleges to residents and diplomates.

10.4.2. Analysis of the findings/Comments

The VEE has a QA system for the evaluation of its research activities, sufficient to guarantee a stimulating research environment for its students and to involve them in the research activities.

10.4.3. Suggestions for improvement

None.

10.4.4. Decision

The VEE is compliant with Standard 10.4.

11. ESEVT Indicators

Name of the VEE:	**Faculty of veterinary Medicine, Leipzig University**
Name & mail of the VEE's Head:	**Prof. Dr. Dr. med. vet. Thomas Vahlenkamp, vahlenkamp@vetmed.uni-leipzig.de**
Date of the form filling:	**11.03.2024**

Raw data from the last 3 complete academic years	**2023/24**	**2022/23**	**2021/22**	**Mean**
n° of FTE teaching staff involved in veterinary training	104	104	104	104,00
n° of undergraduate students	805	821	824	816,67
n° of FTE veterinarians involved in veterinary training	97	97	97	97,00
n° of students graduating annually	123	137	114	124,67
n° of FTE support staff involved in veterinary training	133.25	129.4	129	128,525
n° of hours of practical (non-clinical) training	909	909	909	909
n° of hours of Core Clinical Training (CCT)	715	715	715	715
n° of hours of VPH (including FSQ) training	651	651	651	651
n° of hours of extra-mural practical training in VPH (including FSQ)	250	250	250	250
n° of companion animal patients seen intra-murally	21770	16740	21705	20071,67
n° of individual ruminant and pig patients seen intra-murally	568	666	633	622,33
n° of equine patients seen intra-murally	1349	1353	1687	1463
n° of rabbit, rodent, bird and exotic patients seen intra-murally	3280	3067	4082	3476,3
n° of companion animal patients seen extra-murally	0	0	0	0,0
n° of individual ruminants and pig patients seen extra-murally	6914	10320	11285	9506,3
n° of equine patients seen extra-murally	0	0	0	0,0
n° of rabbit, rodent, bird and exotic patients seen extra-murally	0	0	0	0,0
n° of visits to ruminant and pig herds	612	610	608	610,0
n° of visits to poultry and farmed rabbit units	0	1	0	0,3
n° of companion animal necropsies	125	119	182	142,0
n° of ruminant and pig necropsies	159	110	104	124,3
n° of equine necropsies	57	44	50	50,3
n° of rabbit, rodent, bird and exotic pet necropsies	231	217	243	230,3
n° of FTE specialised veterinarians involved in veterinary training	4,50	12,00	11,00	9,2
n° of PhD graduating annually	48	50	57	51,7

Calculated Indicators from raw data		**VEE values**	**Median values[1]**	**Minimal values[2]**	**Balance[3]**
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0,127	0,150	0,126	0,001
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0,778	0,840	0,630	0,148
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	1,031	0,880	0,540	0,491
I4	n° of hours of practical (non-clinical) training	909,000	953,500	700,590	208,410
I5	n° of hours of Core Clinical Training (CCT)	715,000	941,580	704,800	10,200
I6	n° of hours of VPH (including FSQ) training	651,000	293,500	191,800	459,200
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	250,000	75,000	31,800	218,200
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students gradu	161,003	67,370	44,010	116,993
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of stude	81,246	18,750	9,740	71,506
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annual	11,735	5,960	2,150	9,585
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students gra	27,885	3,110	1,160	26,725
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	4,893	1,290	0,540	4,353
I13	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,003	0,110	0,045	-0,042
I14	n° of companion animal necropsies / n° of students graduating annually	1,139	2,110	1,400	-0,261
I15	n° of ruminant and pig necropsies / n° of students graduating annually	0,997	1,360	0,900	0,097
I16	n° of equine necropsies / n° of students graduating annually	0,404	0,180	0,100	0,304
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	1,848	2,650	0,880	0,968
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduatin	0,074	0,270	0,060	0,014
I19	n° of PhD graduating annually / n° of students graduating annually	0,414	0,150	0,070	0,344
1	Median values defined by data from VEEs with Accreditation/Approval status in May 2019				
2	Recommended minimal values calculated as the 20th percentile of data from VEEs with Accreditation/Approval status in May 2019				
3	A negative balance indicates that the Indicator is below the recommended minimal value				
*	Indicators used only for statistical purpose				

11.1. Findings

The VEE is in positive balance for all indicators except I13 (number of visits of poultry and farmed rabbit units/number of students graduating annually) and I14 (number of companion animal necropsies/number of students graduating annually).

11.2. Analysis of the findings/Comments

The VEE should be commended for their extensive number of hours and extramural practical training of VPH (including FSQ) training (I6 and I7) and high caseloads for clinical training in all species (I8-I12).

The negative balance of I13 is partially caused by the fact that there is almost no commercial farming of rabbits in Germany, and partially due to the avian flu epidemic in Germany making it impossible for all students to visit a poultry flock. This is compensated for by giving the students access to several teaching resources, such as videos, etc.

Regarding the negative balance of I14, the VEE ensures that all students perform at least five animal necropsies of different species, always including a minimum of one companion animal.

11.3. Suggestions for improvement

It is suggested to continue the effort to increase the number of dog necropsies.

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

Area 1. Objectives, Organisation and Quality Assurance Policy	C	PC	NC
Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG Standards, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning. **The VEE must develop and follow its mission statement which must embrace the ESEVT Standards.**	x		
Standard 1.2: The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country. **The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and teaching affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.** **The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.**	x		
Standard 1.3: The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, short- and medium-term objectives, and an operating plan with a timeframe and indicators for its implementation. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.	x		
Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. **The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.**	x		
Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme. **The VEE's website must mention the VEE's ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.**	x		
Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education. **Any action planned or taken as a result of this data analysis must be communicated to all those concerned.**	x		
Standard 1.7: The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.	x		
Area 2. Finances			
Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).	x		
Standard 2.2: Clinical and field services must function as instructional resources. The instructional integrity of these resources must take priority over the financial self-sufficiency of clinical services operations. **The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.**	x		
Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	x		
Area 3. Curriculum			
Standard 3.1: The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in the ESEVT SOP Annex 2. **This concerns:** – **Basic Sciences** – **Clinical Sciences in companion animals (including equine and exotic pets)** – **Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)** – **Veterinary Public Health (including Food Safety and Quality)** – **Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills).**	x		

When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented. **If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER.** **Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.** **3.1.1. General findings**			
3.1.2. Basic sciences	x		
3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)	x		
3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)	x		
3.1.5. Veterinary Public Health (including Food Safety and Quality)	x		
3.1.6. Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills)	x		
Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area. **The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.** **The VEE must also describe how it encourages and prepares students for lifelong learning.**	x		
Standard 3.3: Programme learning outcomes must: – **ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework** – **include a description of Day One Competences** – **form the basis for explicit statements of the objectives and learning outcomes of individual units of study** – **be communicated to staff and students** – **be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.**	x		
Standard 3.4: The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must: – **determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum** – **oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes** – **perform ongoing reviews and periodic in-depth reviews of the curriculum (at least every seven years) by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned** – **identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.**	x		
Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another. **EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person.** **EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ)). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.**	x		
Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme. **There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.**	x		
Standard 3.7: Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the	x		

VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.			
Area 4. Facilities and equipment			
Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people including students with a disability, and EU animal welfare and care standards.	x		
Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, equipped for instructional purposes and well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities. **Offices, teaching preparation and research laboratories must be sufficient for the needs of the teaching and support staff to support their teaching and research efforts.**	x		
Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must: **– be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students** **– be of a high standard, well maintained and fit for the purpose** **– promote best husbandry, welfare and management practices** **– ensure relevant biosecurity** **– take into account environmental sustainability** **– be designed to enhance learning**	x		
Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures. **For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH.** **The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector.** **The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.**	x		
Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.	x		
Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.	x		
Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.	x		
Standard 4.8: The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and animal welfare, and to prevent the spread of infectious agents.	x		
Standard 4.9: Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.		x	
Area 5. Animal resources and teaching material of animal origin			
Standard 5.1: The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled. **Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.**	x		
Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under the supervision of teaching staff and follows the same standards as those applied in the VEE.	x		
Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.	x		

Standard 5.4: Medical records for patients seen intra- and extra-murally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.	x		
Area 6. Learning resources			
Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the 'never the first time on a live animal' concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary.	x		
Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students. **The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).**	x		
Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, as well as facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.	x		
Area 7. Student admission, progression and welfare			
Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification. **In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students.** **Formal cooperation with other VEEs must also be clearly advertised.**	x		
Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.	x		
Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course. **The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE.** **Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.**	x		
Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.	x		
Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately. **The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.**	x		
Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit. **The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.**	x		
Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes but is not limited to learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation. **There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).**	x		
Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding the compliance of the VEE with national and international legislation and the ESEVT Standards.	x		
Area 8. Student assessment			
Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.	x		
Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit.	x		

The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments. **Mechanisms for students to appeal against assessment outcomes must be explicit.**			
Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.	x		
Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study. **The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and that the assessment of students reflects this approach.**	x		
Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition of clinical skills and Day One Competences (some of which may be on simulated patients) must form a significant component of the overall process of assessment. It must also include the regular quality control of the student logbooks, with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT)) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student. The provided training and the global assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.	x		
Area 9. Teaching and support staff			
Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff. **A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff.** **Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.**		x	
Standard 9.2: The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE's mission. **A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.**	x		
Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation. **Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.**	x		
Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures. **Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.** **Promotion criteria for teaching and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.**	x		
Standard 9.5: A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to the relevant staff and commented upon in reports. Evidence must be provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.	x		
Area 10. Research programmes, continuing and postgraduate education			
Standard 10.1: The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the study programme through research-based teaching. The research activities must include veterinary basic and clinical sciences. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).	x		
Standard 10.2: All students must be trained in scientific methods and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.	x		
Standard 10.3: The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the study programme and are relevant to the needs of the profession and society.	x		
Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the study programme.	x		

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

Executive Summary

The Faculty of Veterinary Medicine (the VEE) was originally founded in 1780 in Dresden, and was incorporated into Leipzig University in 1923.
The VEE was first visited by ESEVT in 2008, and following a new Visitation in 2018, the VEE was granted accredited status for the period 2018-2025.
The SER was provided on time to the Visitation Team along with extended Appendices. The Visitation was well prepared, well organised and carried out in a cordial and professional atmosphere. The Liaison Officer was very efficient, diligent and always helpful. The programme of the Visitation was designed in advance and in agreement with the Chairperson and the Coordinator. It was easily adapted when requested by the Visitation Team who had full access to the information, facilities, and individuals they asked for.

Several areas worthy of praise have been identified by the Visitation Team:

- Friendly and supportive atmosphere of the VEE
- Rotational teaching in small groups
- Integrated teaching with focus courses
- Involvement of students in scientific projects
- Very well-equipped clinics, in particular in diagnostic imaging
- Increased use of plastinated materials in anatomy and pathology
- Teaching facilities and teaching resources in food hygiene
- Low dropout rate
- Caseload in clinical training of all species
- Number of agreements with cattle farms

Additional commendations are described in the Visitation Report.

Recommendations:
Two Minor Deficiencies were identified by the Visitation Team:
- Partial Compliance with **Standard 4.9** because of inadequate biosecurity signage in some clinics
- Partial Compliance with **Standard 9.1** because teacher training for all newly appointed teaching staff is not mandatory.

No Major Deficiencies were identified by the Visitation Team.

Additional suggestions for improvement are described in the Visitation Report.

Glossary

ADTI: Albrecht-Daniel-Thaer-Institute
AdH: University Selection Process
ATF: Academy for Veterinary Continuing Education
BBT: Federal Association of State-Employed Veterinarians
BPT: Federal Association of Practicing Veterinarians
BTÄO: Federal Veterinary Regulation
CCT: Core Clinical Training
EAEVE: European Association of Establishments for Veterinary Education
EBVS: European Board of Veterinary Specialisation
ECOVE: European Committee of Veterinary Education
EPT: Elective Practical Training
ESEVT: European System of Evaluation of Veterinary Training
ESG: European Standards and Guidelines
FTE: Full-Time Equivalent
HEP: Higher Education Development Plan
HKapVO: Saxon Higher Education Capacity Regulation SOP: Standard Operating Procedure
SächsHSG: the Saxon Higher Education Act
LTK: Leipzig Veterinary Congress
PACS: Picture Archiving and Communication System
SER: Self-Evaluation Report
VEE: Veterinary Education Establishment
UL: University of Leipzig
TAppV: German Ordinance concerning the Certification of Veterinary Surgeons
SLTK: Saxony State Veterinary Chamber
SOP: 2023 Standard Operating Procedure
StQE: Office for Quality Development in Teaching and Studies
TMS: Test for Medical Studies
UCAN-IMS: University Clinical Aptitude Network - Item Management System
VMFT: Council of Veterinary Establishments of Germany, Austria, and Switzerland
VPN: Virtual Private Network
VTH: Veterinary Teaching Hospital
ZEQ: Aptitude Quota

Decision of ECOVE

The Committee concluded that no Major Deficiency had been identified.

The Veterinary Education Establishment (VEE) of the University of Leipzig is therefore classified as holding the status of: ACCREDITATION.