FULL VISITATION REPORT

To the University of Veterinary Medicine, Vienna, Austria

On 23 – 27 March 2026

By the Full Visitation Team

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Introduction

The University of Veterinary Medicine, Vienna (hereafter called VEE in this report) is one of the very first veterinary schools in the world, founded in 1765, only a few years after the establishment of the first school in Lyon in 1761.
The VEE is a full member of EAEVE and underwent ESEVT evaluations in 1996, 2006, 2012 and 2019. Neither of the visitations identified any major deficiencies, and the VEE currently holds an Accreditation status granted by ECOVE for the period 2019-2026.
The VEE is located on the Floridsdorf campus north-east of Vienna, to where the school moved in 1996. The VEE is still the only academic institution in Austria providing a veterinary educational program and enrolls 223 students each year. The program comprises six years (360 ECTS) and results in the degree *Magister/Magistra medicinae veterinariae*.
In 2019, the funding model for universities in Austria changed to a performance-based model. Due to an internal strategic project initiated by this change, the VEE has consolidated its structure and leadership and has developed two statutory planning documents: the 2030 Development Plan and a 2025-2027 Performance Agreement. A new and modern Small Animal Clinic was opened in 2022. Other larger, interdisciplinary centres have been established. A long-term campus concept is currently being developed by the VEE for presentation to the funding authorities. In addition to the Floridsdorf campus in Vienna, the VEE operates several off-campus teaching and research facilities, including the VetFarm (consisting of three farms housing cattle, sheep, pigs and horses). In 2019, a Research and Teaching Extension for Alpine Ruminant Medicine was established in Innsbruck in the Tyrol region in Austria.
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 is to provide high-quality, research-based veterinary education that complies with EU Directives 2005/36/EC and 2013/55/EU and with the ESG Standards. The VEE aims to advance animal, human and environmental health within the framework of One Health/One Welfare, while promoting scientific excellence, clinical competence, and social responsibility. The educational approach is student-centred, research-based and internationally oriented, preparing graduates for professional practice and lifelong learning. The main objectives of the VEE are based on its mission. National laws and regulations as well as international standards for external evaluations are systematically considered. As part of the VEE's Development Plan, the VEE's QA policy reflects the ESG principles of institutional responsibility, stakeholder involvement, transparency, and continuous improvement. The ESEVT Standards are embedded into the study programme.
The outcomes of the Diploma Programme of Veterinary Medicine (see Standard 3.1) comply with the EU Directives and the ESEVT standards, ensuring the acquisition of Day One Competences (D1Cs). The research-based instruction fosters critical thinking, evidence-based decision-making, and scientific literacy. The programme's graduates are capable of demonstrating scientific reasoning, as well as diagnostic and therapeutic proficiency, with regard to all major species. They also learn how to safeguard animal welfare and contribute to public health and food safety. The VEE's graduates are qualified to enter various branches of the veterinary profession, including companion animal medicine, food-producing animal practice, equine medicine, public health, food safety, laboratory animal science, and wildlife and conservation medicine. In the final years of the programme, students can focus on specific species or subject areas to enhance their professional competence further.
The VEE focuses on advancing health and sustainable value for animals, people, and the environment. Its inclusive academic culture values responsibility, respect, integrity, and compassion. The VEE's research has strong societal relevance, particularly in areas of animal welfare, food safety, biodiversity, and human–animal interactions. The VEE has made strategic investments in digitalisation, infrastructure, and sustainability, to ensure long-term quality and relevance of education and research. Postgraduate and continuing education programmes support lifelong learning, maintenance of professional fitness, and the ability to adapt to emerging challenges.

1.1.2. Analysis of the findings/Comments

The VEE's veterinary training is in agreement with EU Directives and ESG Standards, and it is research-based and evidence-based. The VEE's graduates are qualified to enter all commonly recognised branches of the veterinary profession and are aware of the importance of lifelong learning. The VEE's mission statement is wide and becomes evident in its actions.

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 a cohesive study programme, in compliance with the ESEVT Standards.

1.2.1. Findings
The VEE is an autonomous, independent public university. It acts in accordance with the Austrian Universities Act (UG 2002), and under the supervision of the Federal Ministry of Women, Science and Research (BMFWF). The UG 2002 outlines the organisational and decision-making structures of all Austrian universities. The highest governing bodies are the University Council, the Rectorate and the Senate. The current University Council was appointed in 2023, and the Rectorate in 2025. The Rector is supported by three Vice-Rectors: Vice-Rector for Teaching, Teaching Innovation and Clinical Matters (VRTC), Vice-Rector for Research, International Affairs and Sustainability, and Vice-Rector for Finance, Digitalisation and Innovation. The SER (p. 5-6) includes a list of the main councils, boards and committees of the VEE, including their composition and main function or responsibilities.
The VEE has four departments (Biological Sciences and Pathobiology; Interdisciplinary Life Sciences; Small Animals and Horses; Farm Animals and Food System Transformation) for teaching and research purposes. Department heads are appointed in accordance with the UG 2002. The heads of the two clinical departments are veterinarians (EBVS Diplomates in their respective fields). Each department is divided into specialised centres. The name and academic title of the persons responsible for professional, ethical, and academic matters at the clinical centres is given in the SER; they or their deputy (in one centre) are veterinarians, and three of them are professors holding international Diplomate status in their respective fields. These persons communicate formally with the VRTC through reporting, meetings, and participation in relevant committees. The VRTC is a veterinarian and oversees the professional, ethical, and academic affairs of the VTH. Service and administrative systems are centralised and managed by the Rectorate.
The University Council establishes the VEE's strategic direction and is responsible for approving the Development & Organisational Plan and Performance Agreement. The Rectorate develops strategy, as well as manages organisational units, finances, quality assurance (QA) and legal compliance. The Senate approves the Development & Organisational Plan and participates in professional appointments and curricular development. A User Advisory Board identifies needs and areas to support the refinement of the strategy. It includes up to 20 diverse participants from the VEE.
The development and implementation of the curriculum involve several levels. The strategic

level includes the Rectorate and Senate, whereas the Curriculum Committee (CuCo) and the Educational Working Groups (EWGs) develop and revise the curriculum. CuCo reports to the Senate. The VRTC is a non-voting associate member in the CuCo and ensures alignment between curriculum development and institutional teaching strategy. The VRTC, relevant units, and the Evaluation Circle play a major role in the QA and monitoring. The Evaluation Circle reviews teaching performance reports and study evaluations and makes recommendations for improvement to the VRTC. Responsible bodies for operational implementation include departments and clinical centres, course leaders and teaching staff, and the Study Office. The CuCo and the Senate are responsible for formal curricular decisions. The VEE also has an Ethics and Animal Welfare Committee, as well as a Hygiene, Animal Diseases, Zoonoses & Biosecurity Committee.
The Senate, CuCo, Ethics and Animal Welfare Committee, Hygiene, Animal Diseases, Zoonoses & Biosecurity Committee, and Evaluation Circle include student representation.
The resource allocation of education is governed by agreements formed between the Rectorate and the departments. The Rectorate oversees the programme establishment and resources, while the Senate and CuCo manage the aims, design, and evaluation.

1.2.2. Analysis of the findings/Comments
The VEE is an autonomous, independent public university. The VRTC is responsible for the veterinary curriculum and oversees the professional, ethical, and teaching affairs of the VTH and holds a veterinary degree. The decision-making process, organisation and management of the VEE allow implementation of its strategic plan. The educational structure of the curriculum involves several levels, with the CuCo and the Senate responsible for formal curricular decisions and allows implementation and development of a cohesive study programme.

1.2.3. Suggestions for improvement
None.

1.2.4. Decision
The VEE is compliant with Standard 1.2.

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

1.3.1. Findings
The direction of the VEE's long-term development is agreed upon between the Rectorate and BMFWF. The Rectorate oversees the VEE's strategy, organisation, and QA policy and ensures compliance with the UG 2002 and the University Statutes. The VEE's major bodies and stakeholder groups are involved in the development and implementation of the strategy. The main external stakeholders regarding the current strategy include experts from other veterinary and related universities, the Veterinary Chamber, and the BMFWF.
The Development Plan is the VEE's main strategic document and defines the long-term objectives of education, research, and clinical services. It is created in a participatory consultation process by taking contributions from the University Council, Senate, all

departments, Equal Opportunities Working Group, Arbitration Board, Students' Union (HVU), and central administration. This procedure ensures that strategic priorities are set based on the institutional expertise that reflects the needs of internal and external stakeholders. The primary strategic aims are based on comprehensive SWOT analyses, which are conducted both by the VEE and individual departments in a participatory process involving researchers, departmental teaching and support staff, and students. The latest SWOT analysis included two stages: the 2023 Development Plan Stage and a follow-up, the 2025 Focused Stage. The 2023 stage involved the Rectorate, University Council, Senate, departments, and a meeting with representatives of internal and external stakeholders. The 2025 analysis was carried out with the units of the central administration. The prioritisation process was led by the Rectorate in consultation with the University Council. A short version of the SWOT analysis is presented in the SER (p. 7-8). The User Advisory Board brings the perspective of users into the further development of IT and digitalization at the VEE. The feasibility of the objectives is assessed based on the available resources.

Based on the Development Plan, the VEE negotiates the terms of the Performance Agreement with the BMFWF. This agreement constitutes the VEE's formal operating plan and defines the objectives, timeframes, and indicators used to monitor its performance and allocate funding. The Performance Agreement informs the departmental target agreements, as well as the milestone and performance agreements formed with professors. This process ensures congruence between the institutional, departmental, and individual objectives and activities. Progress towards achieving these objectives is evaluated using quantitative and qualitative indicators. The Rectorate meets with the BMFWF twice per year to review progress towards the agreed-upon objectives and Key Performance Indicators (KPIs). These reviews provide opportunities to adjust priorities, reallocate resources, and document evidence of goal objectives. Departments report their progress to the Rectorate. All indicators are reported annually in the Intellectual Capital Report, which documents institutional competences, goals, and achievements in teaching, research, and administration.

Internal and external stakeholders are involved in QA processes and regularly informed. Results and developments can be communicated transparently through various internal channels, such as the VetEasy intranet, the staff magazine, and in meetings of VEE bodies. Externally, the VEE publishes its Annual Report, Statement of Accounts, and Intellectual Capital Report. This ensures accountability with stakeholders, including the BMFWF, alumni, professional bodies, and the wider public.

The current strategic framework is outlined in the 2030 Development Plan and is being operationalised based on the 2025–2027 Performance Agreement, setting binding objectives in four main areas. Specific goals are directly linked to conditional funding that will be released if these have been achieved by 2027. An excerpt from the VEE's Development Plan (Chapter 10, Quality Assurance) is presented in Annex to Standard 1.3 (p. 2-7) and a full version of the SWOT analysis in A1B (p. 7-10). The presented Development Plan of QA includes one strategic goal with four operational goals, each with 2-7 action areas.

1.3.2. Analysis of the findings/Comments

The VEE has a strategic plan, which includes a SWOT analysis of its current activities. The current strategic framework is outlined in the 2030 Development Plan, and the current Performance Agreement covers objectives for a three-year cycle (2025-2027). The operation plan includes a timeframe and indicators for its implementation. The Rectorate meets with the BMFWF twice per year to review progress towards the agreed-upon objectives and the KPIs. Both internal and external stakeholders have a role in the development and implementation of the VEE's strategy.

The strategy has a formal role and is publicly available.

1.3.3. Suggestions for improvement
None.

1.3.4. Decision
The VEE is compliant with Standard 1.3.

Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality.
The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.

1.4.1. Findings
The VEE operates a decentralised system, where QA responsibilities are embedded in the activities of existing structures, reflecting its overall culture. By combining local ownership and central accountability, the VEE aims to ensure that the QA is meaningful, proportionate, and aligned with the VEE's strategic objectives and legal responsibilities. This facilitates the establishment of a coherent system of quality enhancement that is both discipline-specific and institutionally integrated. On the other hand, in its own suggestions for improvement in the SER, the VEE raises the need to enhance the alignment and coordination between decentralised QA activities and institutional activities to ensure coherence, transparency, and shared accountability across the VEE. In line with this, the VEE introduced a QA Officer in November 2025.
The VEE does not have a separate QA policy, as all strategic principles are guided by the UG 2002 and integrated into the Development Plan. In accordance with the UG 2002 and the Rectorate's Rules of Procedure, the Rector has the overall responsibility for QA. Quality objectives are established based on the key documents, such as the Development Plan, Performance Agreements, and internal target agreements, as well as by legal provisions, guidelines, and processes and rules of procedure. Within this framework, the Rectorate can define and periodically review QA policies and objectives in consultation with respective stakeholders.
Departments, centres, boards, committees, and administrative units are responsible for implementation and enhancement of QA measures within their areas of expertise. The key committees for QA include the Evaluation Circle, the Committee for Hygiene, Animal Diseases, Zoonoses, and Biosecurity, and the Ethics and Animal Welfare Committee. Annual target agreements and regular feedback loops ensure that academic, clinical, and administrative staff contribute to quality enhancement. Students have representatives in the Senate, CuCo, Evaluation Circle, and professorial appointment committees. Additionally, representatives of the HVU and the Rectorate have regular consultations to further ensure students' role in informing curricular development and teaching enhancement.
The VEE's governance framework supports QA by providing access to a comprehensive system of internal control, compliance, and risk management. The Process Portal is used to document processes, responsibilities, and quality criteria as well as to monitor them. It is predominantly used by the central administration. The process owners are responsible for monitoring the

performance and planning improvements. The Portal allows access to the VEE's Internal Control System (ICS) risk and control documentation tool. ICS enables risk, quality, and compliance management. The Internal Audit and Compliance Unit, the Risk Manager, and Legal Services provide oversight and ensure adherence to legal, ethical, and governance standards.
The VEE collects, analyses, and uses information from a wide range of internal and external sources for management and continuous improvement of education, research, and services. Examples for each area are provided in the SER. The student feedback system is comprehensive: Annex A1C of the SER (p. 11) lists the evaluations related to education. Approximately 20 different evaluation tools are used to cover the whole student lifecycle, including course and examination evaluations, study completion evaluations, extramural practical training, and graduate surveys. Additional details were provided in the responses to the team's questions prior to the visitation; however, the overall structure of the evaluation system was not presented in an explicit way.
All courses are expected to be regularly evaluated by students, and the feedback is systematically analysed by the Evaluation Circle. In addition to evaluations, students also have spokespersons and informal channels through which they can raise concerns with the educational leadership.
All Austrian universities must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility. The VEE's policy focuses primarily on measures to prevent scientific misconduct, and it has developed Guidelines for Good Scientific Practice based on the Austrian Agency for Scientific Integrity's guidelines. Compliance with the Practice is confirmed through binding rules and formal evaluation mechanisms, e.g. through random audits, and misconduct processes (e.g., for plagiarism) are available. The Ombudsman's Office ensures compliance with the guidelines and serves as an internal advisory body for staff members regarding good scientific practice. Good scientific practice is also emphasised in the curriculum. Students sign a confidential agreement online during admission and again for the clinics.

1.4.2. Analysis of the findings/Comments

The VEE does not have a separate QA policy as the QA system is embedded in the strategic principles guided by the UG 2002 and integrated to the VEE's Development Plan. The VEE has also recognised the need to enhance the alignment and coordination between decentralised QA activities and institutional activities. The VEE is committed to a culture that recognises the importance of quality, and implements a strategy for continuous QA enhancement, with the PDCA cycle applied as the conceptual framework. The VEE implements comprehensive study evaluation instruments, and their results are systematically analysed. However, these evaluations do not form a coherent whole in an explicit way. The response rate of the voluntary questionnaires is low, (e.g., for course evaluations approximately around 17%), which limits the representativeness and usefulness of the feedback system, even though their results are used to inform development. During the on-site discussion with staff, the team gained the impression that measures to increase the response rates have been attempted, but no concrete examples of these measures were provided. Students confirmed the high, and in their view exhaustive, number of questionnaires each semester and were able to describe specific issues and problematic aspects related to them.
The VEE's academic integrity policy focuses on good scientific practice and measures to prevent scientific misconduct. Students sign a confidential agreement.

1.4.3. Suggestions for improvement

It is suggested that the VEE implements a more structured and coherent student feedback system that encourages higher response rates.

1.4.4. Decision

The VEE is partially compliant with Standard 1.4 because of suboptimal student feedback system.

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

1.5.1. Findings

The VEE has formal collaborations with other VEEs within the Association of German-speaking VEEs and the VetNEST (Veterinary Network of European Student and Staff Transfer), as well as collaborations worldwide to advance veterinary science and education by promoting international exchange and dialogue (see Standard 7.1).
The VEE provides information on its activities via various channels, including its website, press releases, social media channels, as well as via printed and digital publications such as the Annual Report, Intellectual Capital Report, and VETMED magazine. The VEE's key strategy documents (the Development Plan, Performance Agreements, and internal target agreements with the departments) are accessible for staff via VetEasy and relevant parts also for the public via the VEE website. Key milestones and achievements are communicated to the wider public in press conferences, panel discussions, VetmedTalks, newsletters, and social media campaigns. Examples of recently highlighted topics to promote public dialogue include the societal relevance of veterinary education and research, science, and animal welfare.
Information about the VEE's educational and research activities is available via its website, newsletters, press releases, and social media, as well as in public events such as open days, research fairs, and expert lectures. Information through relevant media is provided e.g., on curricula, admission procedures, academic calendar, clinical services, research projects, awards, and teaching innovations. The Annual Report and Intellectual Capital Report provide summaries of the VEE's academic performance, research output, and key indicators as well as statistical data on the student population, including e.g., enrolment numbers, study duration, and mobility.
Highlights and student activities are shared e.g., through *vetmeduni inside*, VETMED magazine, and the website. Data on graduate employment, collected with a national benchmarking tool ATRACK, are reported to the BMFWF in the Intellectual Capital Report, and a summary is provided for the public in the Annual Report, VETMED magazine, and on the VEE website. Employment opportunities, including career insights, alumni portraits, and updates from graduates in work life are illustrated through these publications.
The VEE's Certificate of Accreditation is presented on its website, and documents related to the ESEVT evaluation can be accessed through Downloads.

1.5.2. Analysis of the findings/Comments

The VEE interacts with its stakeholders and the wider society using various communication means. The information is clear and targeted to different audiences in a relevant way and

includes up-to-date information on the study programme. The VEE's website includes its Certificate of Accreditation and all relevant ESEVT evaluation documents are readily downloadable there.

1.5.3. Suggestions for improvement
None.

1.5.4. Decision
The VEE is compliant with Standard 1.5.

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

1.6.1. Findings
The Rectorate oversees the VEE's strategy, organization, and QA policy. QA is embedded in all core functions. The Rectorate's strategic proposals are discussed and endorsed by the Senate and University Council. Specialised committees, including academic and support staff as well as students, support the Rectorate in decision-making and implementation (e.g., the CuCo in curriculum design and revision; the Evaluation Circle in analysis of teaching evaluations and QA monitoring). The Compliance Unit manages operational risks. Designated officers provide support e.g., in occupational safety and data protection.
The Performance Agreement and subsequent departmental and individual target agreements include objectives, indicators, and funding commitments for a 3-year cycle. Progress toward strategic and operational objectives is monitored with several tools. The Rectorate has biannual coordination meetings with the BMFWF, and the annual Intellectual Capital Report tracks performance indicators in teaching, research, and social responsibility. Other tools include departmental reporting and staff performance appraisals as well as ongoing evaluations conducted by the Evaluation Circle and other committees and bodies. These results inform strategy updates, resource allocation, and quality enhancement measures. Revisions to the Development Plan and related policies are made using a participatory process.
Strategic goals are communicated through a top-down framework: in bulletins to the institutions, communications from the Rectorate, and in the staff magazine *vetmeduni inside*; and operationally through departmental and individual target agreements linked to measurable indicators. Updates on strategic progress are presented to the Senate and University Council in their scheduled meetings. The Annual Report and Intellectual Capital Report communicate key performance indicators and achievements to both internal and external audiences. Access to reports, committee minutes, and QA documentation is provided to staff through intranet VetEasy and to students using VetmedOnline/Vetucation. The *vetmeduni inside* reports also teaching innovations and research activities.
The VEE ensures that QA activities and improvement measures are implemented cyclically and

transparently, clearly defining responsibilities and performing structured follow-ups. Table A1C in the annexes lists the evaluations related to education. Input, evaluations, and actions requiring review or adjustment are discussed collaboratively in the relevant committees, departments, and, where appropriate, external stakeholder groups. Decisions and subsequent measures are documented and monitored until the intended improvements have been achieved. A comprehensive teaching evaluation framework guarantees that the curriculum's goals will be met and that the training objectives and qualification profile can be adapted to meet changing societal needs and ensure graduates' employability.
The VEE applies the PDCA principle in proportionate and context-sensitive ways, and aims to avoid over-bureaucratisation. This principle serves as a guide, encouraging reflection and improvement, but is also applied formally where it adds value in teaching, process management, research, clinical performance, or service quality. The course evaluation process serves as an example of the VEE's approach. All courses are regularly evaluated by students; the results give the course leader direct feedback and are generally reviewed and discussed by the Evaluation Circle. However, the response rate in voluntary evaluations is low (see Standard 1.4). Courses receiving unsatisfactory evaluations are re-evaluated in the following term to monitor the progress. If the results still fail to meet the expectations, the VRTC contacts the responsible teacher to discuss targeted measures, such as didactic coaching, content revision, or adjustments in the delivery format. This process continues until satisfactory progress has been achieved, ensuring closure of the QA cycle.

1.6.2. Analysis of the findings/Comments

The VEE monitors and periodically reviews its activities and ensures that they achieve the set objectives. The Development Plan is created in a participatory process, ensuring that priorities reflect the needs of students and society. Various evaluation methods are used to enhance the quality of education, and the VEE provides evidence of using the PDCA cycle as a relevant tool. Communication on planned or taken actions is effective.

1.6.3. Suggestions for improvement

None.

1.6.4. Decision

The VEE is compliant with Standard 1.6.

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

1.7.1. Findings

The VEE has undergone ESEVT full visitations in 1996, 2006, 2012, and 2019. In the last visitation in November 2019, no minor or major deficiencies were identified. Based on the Interim Report 2023 the recommendations given by the expert team were included in content-related and strategic discussions and all except one that was not legally possible were implemented according to internal and national framework conditions. Interim reports 2023 and 2024, together with detailed overviews of the individual recommendations, are available on the VEE's website. The documentation on the website confirmed the VEE's aim of continuous enhancement of quality.

1.7.2. Analysis of the findings/Comments

The VEE has undergone external review through ESEVT on a cyclical basis. The VEE's website provides detailed evidence of the progress made since the last ESEVT evaluation and how it has been linked into the VEE's continuous enhancement of quality.

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 is primarily financed by the federal government, with its budget renegotiated every three years with the BMFWF. Since 2019, Austrian universities have operated under a revised federal funding framework known as *Universitätsfinanzierung NEU* (§ 12 UG 2002), which centers on three pillars: teaching, research, and infrastructure/strategic development.

Funding for teaching depends largely on the number of students who actively sit examinations, and various factors such as graduation rates, etc.

Research allocations are primarily determined by staffing levels, calculated in full-time research equivalents. If performance targets are missed by more than 2%, the Austrian University Financing Ordinance outlines the mechanisms for repayment of funds.

Infrastructure funding covers rent and approved development projects. Beyond public funding, the university also generates income through clinical services, competitive research grants, partnerships with industry, scientific services, and other fundraising activities.

The official authority (BMFWF) does not receive any overhead margins on service revenues and research grants.

Students who are Austrian citizens or who hold equivalent access rights to the veterinary profession under international agreement do not pay tuition fees. Instead, the university is reimbursed by BMFWF.

However, students who exceed the standard duration of their program by more than two additional semesters are required to pay €363.36 per semester. Students who are neither Austrian citizens nor covered by equivalent international agreements, but who study on a student visa, must pay €726.72 per semester.

The total expenditure of the VEE gradually increased over the reporting period from €147,207,423 to €169,610,609 based on the increase in each category of personnel, operating and maintenance costs and equipment.

The total expenditure for the period averaged at €158,549,305.

A similar increasing trend was observed in revenues of the VEE, with slight differences in some

categories, such as continuing education and clinical activities, with a total average attaining €190,178,880.
The highest value of the total balance per academic year was recorded for 2024 (€38,460,966.86*)* with a decreasing trend in 2023 (€27,621,055.02).

2.1.2. Analysis of the findings/Comments
The overview of areas of expenditure and sources of income shows that these are sufficient for the day-to-day running of the VEE and to meet the targets set in the Strategic Plan.

2.1.3. Suggestions for improvement
None.

2.1.4. Decision
The VEE is compliant with Standard 2.1.

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

2.2.1. Findings
Departments are autonomous and manage their own core budgets. The income they generate mainly pays for consumables, minor lab equipment, and teaching-related expenses, provided the university agrees to fund those budgets.
Salaries are largely financed through the university's overall budget, along with research grants and other third-party funding. The central budget, which supports teaching, research, and operating costs like office supplies and communication, is allocated based on demand-driven funding.
At department level, funding distribution follows performance-based plans outlined in the internal Performance Agreement. Revenue generated by the VTH and research institutes counts as part of the VEE's overall income and is distributed to units to help cover additional expenses.
Funding continues to be distributed by the BMFWF in line with the Performance Agreement (public-law contract), but the government does not intervene in the specific details of how the funds are used. This structure provides the VEE with substantial operational and financial independence.

2.2.2. Analysis of the findings/Comments
Clinical and field services are designed to meet the requirements of the curriculum.
The VEE controls its finances and demonstrates that the main goal and organisation of the VTH and services are to function as an instructional identity, and resources are reinvested to benefit the clinical training of students.

2.2.3. Suggestions for improvement
None.

2.2.4. Decision

The VEE is compliant with Standard 2.2.

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

2.3.1. Findings
All financial decisions, including expenditures, investments, and revenues, are guided by an annual plan that combines contributions from organizational units and management. The plan is approved by the rectorate and the university council, and the accounts are submitted annually to the BMFWF. Monthly variances are analysed, quarterly reports are communicated to departments and the rectorate, and investments are mainly financed by the regular budget, sometimes supplemented by federal or regional programs. All expenditures follow a multi-step approval process and are controlled via cost objects in SAP®.

2.3.2. Analysis of the findings/Comments
Resource allocation is monitored and available resources meet the identified needs.

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

The VEE delivers a six-year veterinary programme comprising 12 semesters and 360 ECTS, structured into three progressive phases covering basic sciences, clinical training, and specialised professional education. The curriculum includes a total of 5,141 teaching hours and integrates theoretical instruction, laboratory training, clinical rotations, and research activities. Basic sciences represent a substantial component of the programme, providing a strong theoretical foundation. Clinical training is delivered through structured intramural and extramural rotations across companion animals, equine, food-producing animals, and veterinary public health, supported by supervised practical training and logbook documentation. Students also complete compulsory elective practical training included in the specialisation tracks, ensuring extensive hands-on experience. Overall, the curriculum provides a comprehensive and integrated educational framework that supports the development of scientific knowledge, clinical competence, professional skills, and readiness for veterinary practice.

3.1.1.1. Findings

The curriculum is divided into three main sections. Semesters 1 to 4 cover the basic veterinary sciences and an introduction to veterinary medical practice, including early contact with patients. During semesters 5 to 9, the curriculum introduces case-based, interdisciplinary clinical sciences across different animal species, practical clinical skills, and general clinical rotations. This section also includes veterinary public health, food safety, and prescription law. The third section, covering semesters 10 to 12, focuses on specialisation and advanced professional training. Students complete elective specialisation tracks, advanced courses in veterinary epidemiology, veterinary legislation, economics, and research methodology, as well as a diploma thesis. Students must complete at least two specialisation tracks, one of which must be a clinical specialisation. Clinical training comprises both intramural and extramural supervised clinical rotations. Intramural rotations include five weeks of small and exotic animal clinical training, four weeks of equine clinical training, four weeks of farm animal clinical training, and one week of herd-health management. Training in veterinary public health is one week in duration. The EPT lasts between four and ten weeks and provides additional hands-on clinical experience under the supervision of qualified veterinary professionals. Students are required to maintain logbooks documenting their clinical skills, case exposure, and competency development. The curriculum integrates theoretical education, laboratory training, clinical training, and research activities, enabling students to develop scientific knowledge, clinical competence, professional skills, and research capability.

3.1.1.2. Analysis of the findings/Comments

The curriculum is aligned with EU Directive 2005/36/EC and includes the subjects required for students to achieve D1Cs. The VEE is commended for having a holistic and student-centred approach to their teaching. Its integrated structure and competency-based framework, supported by clear learning outcomes and aligned assessment, provide a coherent basis for student development. Early clinical exposure, supervised practical training and logbook documentation strengthen clinical competence. Continuous oversight by curriculum and quality

assurance committees supports ongoing improvement. Overall, the curriculum offers a comprehensive approach that effectively prepares students for veterinary practice.

3.1.1.3. Suggestions for improvement
None.

3.1.1.4. Decision
The VEE is compliant with Standard 3.1.

3.1.2. Basic Sciences

3.1.2.1. Findings
Basic sciences form one of the major components of the VEE's veterinary curriculum. It fully provides the scientific basics for the core theoretical part and prepares students for practical clinical training. The basic science subjects are mainly delivered during the first four semesters but continue during the following semesters to support clinical integration in later stages of the curriculum. The basic science subjects include anatomy, histology, and embryology with a total of 346 hours, physiology with 206 hours, and biochemistry with 70 hours. General and molecular genetics contributes 27 hours. Microbiology consists of one of the largest basic science subjects with 364 hours. Parasitology contributes 89 hours, and immunology is 36 hours. Epidemiology is covered in 58 hours. Pharmacology, pharmacy, and pharmacotherapy together account for 104 hours. Pathology contributes 96 hours. Other foundational subjects are animal biology, zoology, and cell biology with 107 hours, medical physics with 85 hours, chemistry with 46 hours, and biomedical statistics with 8 hours. In addition, animal nutrition with 79 hours, animal welfare with 12 hours, and animal ethology with 88 hours. Professional ethics and communication are also introduced early in the curriculum, with 80 hours dedicated to developing professional and interpersonal competencies. Basic sciences are delivered through a combination of theoretical instruction, laboratory practical training, and supervised learning activities.

3.1.2.2. Analysis of the findings/Comments
The basic science curriculum at the VEE provides a strong and comprehensive scientific foundation for veterinary training. The curriculum in basic science is well balanced and reinforced through laboratory-based teaching. The theoretical and practical training at the VEE is well-integrated and enables students to develop a robust understanding of biological processes, disease mechanisms, and diagnostic principles. The basic science curriculum design of the VEE ensures that students can gradually apply their scientific knowledge as they progress into clinical and professional training. Overall, the basic science at the VEE delivers both comprehensive and effective integration of the subjects needed for the veterinary training and supports the development of further clinical skills in the curriculum.

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

The overall curriculum hours in these disciplines are 1112, delivered over 11 semesters. Most of the clinical training is developed in Semesters 5 to 9 (116 ECTS), which includes 20 ECTS of clinical rotations. Of the total number of hours, 239 are administered as lectures, 230 as supervised self-learning, 25 as laboratory and desk-based work, 381 as clinical animal work, and 200 as EPT.

Students start seeing and handling companion animals from semester 1; during the first year each student must complete two different areas of activity, at least one of which must be related to companion animals. In semesters 3 and 4 they carry out practical exercises on VEE-owned animals; during these semesters each student must complete 18 teaching units in companion animal subjects in small group activities. In semesters 5 and 6, they perform specific clinical activities during the Special Propaedeutics courses. All these activities are performed in small groups supervised by teachers or senior students. Clinical cases are presented to students throughout most of the semesters. The clinical rotations, excluding the extramural EPT, start in semesters 7 and 8 with 120 hours of Hospitation I + II, including all disciplines for all common species. Semester 9 Rotation I, for small and exotic animals (5 weeks, including night shifts), and Rotation I for horses (4 weeks, including night shifts) complete the clinical rotation in companion animals. All the mentioned rotations are held at the VTH.

Students can choose compulsory elective courses (specialization tracks 1 and 2) during years 5 and 6 (semesters 10 and 11), among which there are two options for small animal medicine (769 and 100 hours, respectively) and two for equine medicine (781.5 and 98.5 hours, respectively). Students can indicate the preferred specialization tracks 1 and 2, but they are assigned to them according to their performance at the diploma examinations; anyway, most of them get the track they chose. Each student must choose at least one clinical specialisation track among the 10 available (either consisting of 30 or 9 ECTS).

Students can also choose webinars on selected topics on small animal medicine and on basic principles of acupuncture and neural therapy among the free elective courses (7.5 ECTS).

During the practical rotations at the VTH, students progressively take the responsibility of cases, and they have to perform basic surgical procedures (e.g. spay and neuter of cats) after having performed them on phantoms, according to the principle of “never on the animal the first time”. The skills acquired during the rotations must be logged in an electronic form signed off by the supervising clinician.

The student’s achievement of the learning outcomes is ascertained by their daily signature of the attendance to the day and night shifts and by the filling of the D1C logbook via PebblePad.

Besides the specialization tracks, the EPT in companion animals also consists of 39 ECTS (26 weeks) of mostly extramural practical training. The extramural EPT completes the clinical knowledge of the student, and it is recommended that 10 of the 26 weeks required following the specialization track be performed abroad.

The extramural EPT is performed under the supervision of 150 veterinarians who volunteer to the supervision by applying to the EPT coordinator. Most of them (104) cover small animal medicine. They are trained to teach by accessing the Vetucation programme delivered by the VEE and/or by completing the TiHo course freely available online. They are appointed for three years, but they can be renewed afterwards. They give their written feedback on students' performance.

Finally, the *Lehrambulanz,* operating during workdays, was established in 2023. It is part of the Central Emergency Service (ZNA) of the Small Animal Clinic; it was created to take care of stable emergency small animals and those belonging to socially disadvantaged owners. The students

from semesters 7 to 10 are involved in the clinical examinations and basic practical procedures (according to the year of school to which they belong), which take place there under the supervision of the attending veterinarian or nurse. This allows them to gain increasing confidence in the management of small animal clinical cases.

3.1.3.2. Analysis of the findings/Comments

The theoretical and practical clinical activity of the curriculum in small animals, exotics, and equines is well organised and balanced throughout the semesters. The continuing interaction and the increasing exposure to clinical cases throughout the years allow the students to be confident in the D1Cs in companion animals.

3.1.3.3. Suggestions for improvement

It is suggested that the different logbooks the students have to fill in be merged into a single form (e.g., digital) to gain a complete overview of their activities.

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

A total of 760 hrs is allocated in the domain of clinical science in food-producing animals, including Herd Health Management and Animal Production. One hundred and ninety-seven hours are allocated for lectures, 105 hours for supervised self-learning, 34 for laboratory and desk-based work, 43 hours are allocated for non-clinical animal work, 181 hours for clinical animal work and 200 hours are allocated for extramural EPT. Clinical Rotation I designed for farm animals (ruminants, pigs, poultry and fish), is allocated during year 5 and sists of four weeks including night shifts and another week is allocated for Herd Health Management, mobile clinic and farm visits. Compulsory electives are also offered in pig and poultry medicine and Herd Health Management I and consist of 727.5 hours in total, with 500 hours for extramural EPT, 171.1 being clinical animal work, 6,3 non-clinical animal work and 50,1 hours seminars. Another compulsory elective consists of pig and poultry medicine and Herd Health Management II with a total of 67,65 hours divided into 21.6 hours of non-clinical animal work and 46,05 hours of clinical animal work. Other compulsory electives are represented by Ruminant and Camelid Medicine and Bovine Herd Health Management I and II with a total of 821,5/92,5 hours. Five hundred hours are allocated for extramural EPT, 208,5 hours for clinical animal work, 15 hours for non-clinical animal work and 98 hours for supervised self-learning. In the case of Ruminant and Camelid Medicine and Bovine Herd Health Management I and for Ruminant and Camelid Medicine and Bovine Herd Health Management II, from a total of 92,5 hours, 83,5 hours are allocated for clinical animal work and 9 hours for supervised self-learning. In Ruminant Medicine and Bovine Herd Health Management in the Alpine Regions, 758 hours are allocated in total, 500 hours being extramural EPT, 64 hours supervised self-learning, 8 hours for supervised self-learning and 186 hours for clinical animal work.

3.1.4.2. Analysis of the findings/Comments

All subjects related to animal production are well represented in the core curriculum, with a

consistent number of hours and well-balanced allocations in the field of food-producing animals among the electives.

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
A total of 497 hours is taken by each student in the area of Veterinary Public Health, including Food Safety and Quality (FSQ), which comprise 77 lectures, 10 seminars, 45 supervised self-learning, 35 laboratory/desk-based work, 30 non-clinical animal work, and 300 of EPT. The curricular hours taken by Veterinary legislation are 40 hours in total, 10 of seminars and the other of supervised self-learning.
Theoretical education in Food Hygiene begins in semester 7 with the Basics of Food Hygiene course and the two multidisciplinary courses From HACCP to Risk Analysis – Quality Assurance Measures in the Food Sector and Biosafety and Prophylaxis.
The practical training in ante- and postmortem meat inspection is based on an intramural and extramural training. The intramural component starts in semester 7 (Raw Materials of Animal Origin I). Students are introduced to veterinary tasks in the semester 8. Other foods of animal origin (fish, eggs, honey, dairy products) are taught in the course Raw Materials of Animal Origin II. The visits to the slaughterhouses and other premises are mandatory for all students. The students perform 12 hours of intramural training and 109 hours of extramural training (including the 4-week practical) dedicated to meat inspection.
Students can choose Specialisation Track 1 (ST1) in FSQ and VPH. According to SER table A3F, the compulsory elective subjects during ST1 in FSQ and VPH correspond to a total of 13.5 hours.

3.1.5.2. Analysis of the findings/Comments
The curriculum in VPH and FSQ at the VEE is well organised and balanced throughout the semesters. The intramural training is reinforced through extramural training that allows students to be confident in the D1Cs in this field, including performing ante-mortem and post-mortem inspection of food-producing animals.

3.1.5.3. Suggestions for improvement
None.

3.1.5.4. Decision
The VEE is compliant with Standard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings
Professional Knowledge covers several subjects. Information literacy and data management

account for 746 hours, including 673 hours devoted to the thesis, professional ethics and communication 91.8 hours, animal health economics and practice management 80 hours, veterinary legislation including official controls and regulatory veterinary services, forensic veterinary medicine and legislation 40 hours, and herd health management 59 hours.
Ethics, AI awareness, client communication, teamwork and scientific writing skills are also part of the student acquisition.

3.1.6.2. Analysis of the findings/Comments
The requirements for Professional Knowledge laid down in the D1C are adequately covered.
Students' soft skills are regularly assessed.

3.1.6.3. Suggestions for improvement
None.

3.1.6.4 Decision
The VEE is compliant with Standard 3.1.6.

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

3.2.1. Findings
The competence-based curriculum comprises 360 ECTS and emphasises D1Cs gained through hands-on training and problem-based learning in a research-driven environment. The programme has an interdisciplinary approach to integrate clinical and non-clinical content and promote active, student-centred learning by using a mixture of in-person and digital formats. Active learning is encouraged by using blended learning, flipped classroom, problem-based learning, and small-group teaching formats. Early clinical exposure and research-driven case analysis promote critical thinking and scientific dialogue. The curriculum fosters e.g., scientific literacy, enabling graduates to critically evaluate research, adopt new techniques, and engage in lifelong learning. Students are supported already in the first semester to specific courses in learning strategies, self-management, and lifelong learning. Courses in ethics, communication, and business management strengthen the students' sense of personal responsibility and feedback skills. Graduates are prepared for work life: to act responsibly towards patients, clients, and society, understand legal frameworks, and recognise the limits of their expertise, as well as to maintain professionalism, ethical responsibility, animal welfare, and the principles of One Health. In the final years, students can focus on specific species or subject areas to enhance their professional competence. Nonformal learning opportunities, including attendance of congresses and workshops, further enhance the students' professional

development.
The qualification of the programme is 'Magister/*Magistra medicinae veterinariae* ('Diplomtierarzt/Diplomtierärztin). The programme's qualification framework level is VII. The programme is presented on the website of the VEE. The curriculum covers all areas of veterinary medicine and learning outcomes (LOs) are defined at programme (qualification), module, and course level. EWGs define LOs for individual courses. Achievement of LOs is ensured through appropriate assessment methods and simulations. Competence Check, which is mandatory in semesters 6 and 10, is a valuable QA instrument to monitor competence development at the overall programme level. It assesses knowledge and skills across six EQF aligned levels (0-5). Students self-assess their competencies at the level taught, while teachers/instructors assess students' levels at both milestones.
Learning resources such as the Veterinary Medicine Progress Test encourage self-study and allow instructors to track the students' progress. The recently introduced Youni app helps students monitor their workload, and various course evaluations offer feedback on the learning environment and course material to the course leaders. However, the overall response rate of the course evaluations is low (17%, see Standard 1.4). The Evaluation Circle, with student participation, oversees the continuous course improvement efforts. Student participation in the CuCo and regular meetings of student representatives with the VRTC enable continuous feedback on teaching matters. The VEE performs systematic re-evaluation of a course if a certain threshold in quality is not met. Numbers showing various outcomes of these course evaluations (2024-2025) were given. The person responsible for the course is contacted in cases where the course appears still below the threshold in the re-evaluation.

3.2.2. Analysis of the findings/Comments
The Diploma Programme in Veterinary Medicine is competency-based and designed to meet its objectives. The qualification of the programme is clearly specified. The programme's qualification framework level is VII. LOs are defined at qualification, module, and course level. The VEE's QA system is embedded into its core functions, which include involvement of students. The Evaluation Circle oversees the continuous course improvement efforts. The VEE encourages and prepares students for lifelong learning throughout their studies, starting from their first semester.

3.2.3. Suggestions for improvement
None.

3.2.4. Decision
The VEE is compliant with Standard 3.2.

Standard 3.3: Programme learning outcomes must:

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

3.3.1. Findings

The educational aims are outlined in the curriculum's qualification profile and correspond to the D1Cs. The CuCo is responsible for determining the qualification profile and for defining the LOs. To ensure a cohesive framework, this profile guides the definition of LOs for each EWG in pre-clinical, propaedeutics, and clinical areas, and these further help lecturers to define the LOs for their courses. The catalogue of learning competences (*Lehrzielkatalog*) documents the LOs at all three levels, their interrelations and assessment. According to the principles of constructive alignment, examinations are designed to enable reflection upon and assessment of the intended outcomes. The LOs defined by the CuCo are published as part of each course description in the formal university course system VetmedOnline.

Confirming the achievement of the outcomes requires interdisciplinary collaboration. EWGs ensure the horizontal integration of the courses. By successfully passing the compulsory examinations, students demonstrate that they have acquired the necessary knowledge and skills. A comprehensive teaching evaluation framework guarantees that the curriculum's goals will be met and that the training objectives and qualification profile can be adapted to meet changing societal needs and ensure graduates' employability. This evaluation includes continuous course evaluations, formative and cumulative assessments, monitoring of clinical skills and achievement of D1Cs, evaluation of the curriculum (Competence Check, progress test, student monitoring) as well as regular graduate surveys and monitoring, including involvement of stakeholders.

The findings of course evaluations, Competence Checks, examination results, and feedback from the graduate survey are used to determine whether the LOs have been achieved and are regularly presented to and discussed by the Evaluation Circle, composed of lecturers, students, and the CuCo chair. The Evaluation Circle advises the VRTC and course leaders, making suggestions for direct improvement, to support ongoing quality improvements. If adaptations to the LOs are advisable, these suggestions will be transferred to the CuCo, discussed, and decided upon there. The CuCo's activities and decisions are regularly reported to the Senate and subsequently communicated to the wider staff and student body.

3.3.2. Analysis of the findings/Comments

The VEE follows principles of constructive alignment of teaching, and the degree programme forms a cohesive framework. Programme LOs correspond to the D1Cs, guide the LOs of each EWG and, further, of the individual courses. LOs are documented in the comprehensive catalogue of learning competences (*Lehrzielkatalog*) and also published as part of each course description in the VEE's formal course system VetMedOnline. A comprehensive evaluation framework ensures that the curriculum's goals will be met and that the training objectives and qualification profile are regularly reviewed and updated so that they remain relevant and meet the changing societal needs.

3.3.3. Suggestions for improvement

None.

3.3.4. Decision

The VEE is compliant with Standard 3.3.

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

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

3.4.1. Findings

The Senate appoints members to the CuCo, which is the decision-making committee on the curriculum. The CuCo includes three full professors, three university assistants, and three students. It makes decisions on all aspects of the veterinary curriculum, including the balance between the theoretical and practical instruction, assessment, and contribution of the disciplines. It also prepares periodical revisions of the curriculum to be approved by the Senate. The process for curricular revisions is described in the University Statutes. Minor, course-level changes can be made once a year. They are commented on by the Rectorate and approved by the Senate. Major changes comprise changes, e.g., to the qualification profile or examination regulations. The procedure for major revisions is documented in the VEE's Process Portal and includes involvement of the Rectorate, University Council, HVU, and department heads. Reports and evaluations for all relevant stakeholders of the veterinary curriculum, e.g. students, teachers, administrative staff, alumni, chamber, and labour market analyses, as well as ESEVT evaluations, are gathered for curriculum evaluation and development. The Rectorate assesses the financial feasibility of these decisions. The curricular revision process follows a circular six-step process by Kern (provided in Annex A3D and also discussed on site). The finalised curriculum is published in the VEE gazette and on the website.

In depth or major curriculum changes are not performed after a defined number of years; they are based on the need for significant changes of the curriculum. The last major change was implemented in 2014. Since then, several minor changes, e.g., regarding the details of specialization tracks (EPT) or certain course revisions have been performed (in 2017, 2018, 2019, 2022, and 2024). Since 2023 the VEE has been working on the next major revision, and the new curriculum will be implemented in autumn 2027. The current revisions include strengthening and integrating topics such as student welfare, artificial intelligence (AI), sustainability, One Health, personal development, and science communication.

Training needs of individual staff members are discussed in annual performance discussions. Teaching performance is evaluated periodically in all courses by the students, and the results are discussed in the Evaluation Circle. If individual training needs are identified, the respective teachers are contacted and counselled to provide this training. If a general new need arises, e.g. regarding new teaching methods, new didactic techniques or instruments, dedicated courses are set up.

3.4.2. Analysis of the findings/Comments

The VEE has a formally constituted committee structure with clear reporting lines. The CuCo is the decision-making committee on the curriculum and includes members representing both the academic staff and students. Revisions of the curriculum are further approved by the Senate. The process for curricular revisions is described in the University Statutes and is different for minor (i.e., course level) and major revisions. The procedure for major revisions follows a circular six-step process by Kern and is documented in the VEE's Process Portal. It includes involvement of several internal bodies as well as reports and evaluations of relevant external stakeholders. The curriculum is developed on a continuous basis; major revisions of the curriculum are performed based on needs rather than at pre-set intervals. General-level training needs can be identified and dedicated courses tailored to meet them.

3.4.3. Suggestions for improvement

None.

3.4.4. Decision

The VEE is compliant with Standard 3.4.

Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another.
EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person.
EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ)). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.

3.5.1. Findings

The curriculum includes EPT periods worth 78 ECTS and divided into two key stages: 39 ECTS through intramural specialisation tracks during semesters 10 and 11, and 39 ECTS through 26 weeks of mainly extramural practical training.
Intramurally, students follow two of ten specialisation tracks: a 30 ECTS track (ST1) and a 9 ECTS track (ST2), with at least one being clinical. These tracks provide intensive hands-on clinical training, small-group problem-based learning, and work on real veterinary cases to strengthen critical thinking, evidence-based decision-making, and lifelong learning skills. Each track also includes courses (3–8 ECTS in ST1, 2 ECTS in ST2), selected by the Senate from a list prepared by the CuCo.
Students document their activities in logbooks outlining required tasks, which must be approved by a supervising instructor. These logbooks guide students through their training and help them prepare effectively for their elective placements.

3.5.2. Analysis of the findings/Comments

Extramural EPT strengthens students' professional and/or scientific training through hands-on experience in real workplace settings. It gives them the opportunity to apply and consolidate their knowledge and practical skills, ensuring solid preparation for professional practice. The curriculum recommends completing part of the extramural EPT, specifically a 10-week placement after the specialisation track, abroad, with support from the Office for International Relations.

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
Around 150 veterinarians serve as volunteer instructors for clinical extramural practical training. Interested vets apply through the EPT coordinator and are evaluated based on criteria such as years in practice, recent continuing education, patient caseload, and dispensary standards. Approval from the Austrian Veterinary Chamber (ÖTK) is required, and appointments last three years, after which renewal is needed. New EPT providers must attend a 4-hour introductory didactic training course.
A public list of approved instructors is available online. Instructors use the Vetucation platform to share information and provide feedback on student performance, and they may also take part in the Competence Check. The VEE organizes an annual Teaching Vets Symposium, where the Instructor of the Year is recognized.
Since 2023/2024, questionnaires have been introduced to collect feedback on collaboration and student performance. The VEE also plans annual online update sessions and regional VetsOnTour events to strengthen collaboration and enhance training quality.
Students are covered by liability and accident insurance through the ÖH-fee.
A dedicated member of the teaching staff is responsible for the supervision of the ETP activities.

3.6.2. Analysis of the findings/Comments
Monitoring of EPT is very structured and allows relevant feedback both to students and providers.

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 access the instructor list online and arrange placements directly, with support from the Study Affairs Office, International Relations Office, and the EPT coordinator. EPT completion requires a signed confirmation form and evaluation; clinical and 10-week placements also require a logbook. Foreign placements must be approved in advance and meet the same quality standards as domestic ones.

Students can seek assistance from the EPT coordinator, International Relations Office, Study Affairs Office, VRTC, or student representatives. Complaints are handled individually under clear guidelines, with an emphasis on fair, transparent resolution and internal communication. Students are advised not to report any issues on social media.

In 2023/2024, most clinical EPTs took place in small animal practices (66.4%), followed by ruminant (13.3%) and equine (12.4%) practices. Most students were trained in medium-sized practices, gained practical skills, and reported high satisfaction; 50% felt capable of assessing cases independently, and 70% considered their theoretical knowledge sufficient. Supervisors typically oversaw up to five students per year, and overall collaboration and student motivation were rated positively.

3.7.2. Analysis of the findings/Comments

Students have a large choice of EPT activities and benefit from an appropriate follow-up. They have to take responsibility for the content.

3.7.3. Suggestions for improvement

None.

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

Most of the facilities in which the education is administered are located on the campus in Vienna, which is easily accessed by public transportation and bicycle. The facilities are rented by the VEE from the Austrian Federal Real Estate Company. The Research Institute for Wildlife and the Institute of Ethology are 16 km away from the campus; these premises are under restoration since September 2025. The VetFarm is 53 km off the campus, and it is composed of three farms (for cattle, pigs and sheep). The Reproduction Centre Wieselburg is 141 km from campus, and the Institute for Equine Sciences, accessed by the students choosing the Reproduction/Reproductive Biotechnology track, is in Germany.
The campus was built in 1996, but a new Small Animal Clinic was inaugurated in 2022, and the VetBiomodels facility for laboratory animal housing was opened in 2025. The Research and Teaching Extension for Alpine Ruminant Medicine was established in Innsbruck (around 480 km from Vienna) in 2019. Adequate housing for students spending their time at the VetFarm is available onsite.
Equipment maintenance is managed by the departments and by the rectorate. All the important renovations or constructions must be approved by BMFWF. The VEE has a dedicated infrastructure programme for 2025-2027.
An environmental legal register covering waste management, health and safety, chemical handling and technical operations is maintained by the VEE, and biosecurity measures are made clear in each facility.
There is no specific mention in the SER about building accessibility for disabled persons, but all buildings on campus are easily reached without barriers, and elevators are available in all buildings as well.

4.1.2. Analysis of the findings/Comments

The veterinary campus is vast and composed of different buildings, some of which are connected to each other. Part of the buildings on campus have been recently renewed and are well equipped and organized for the needs of students and clinical work. The clinics for ruminants and swine on campus are older and would need some maintenance, but there is an ongoing plan to renew it in the near future. The farthest facilities cover the needs for the exposure of students to different species, although some of these centres are quite far from Vienna.

4.1.3. Suggestions for improvement

It is suggested that the VEE improves the maintenance of the ruminant and swine buildings until the new building usage plan is implemented and finalized

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 total number of undergraduate students attending the VEE was 1527 for the academic year 2024/25. Postgraduate students were 393.
The VEE has many lecture halls that can host around 1550 students in total. These areas allow the access of students to lessons both in person and online via an up-to-date IT system. Moreover, different premises for self-study and teaching laboratories with a hosting capacity of more than 1500 places are available throughout the campus.
The new VetSim room, with a wide range of phantoms for different clinical manual skills, can accommodate 28 students at a time. There is a well-equipped and modern library, with access to paper and e-books and journals, and two e-centres, which were expanded in 2024, and self-study rooms for a total of 308 places.
Leisure rooms have 71 places divided among three rooms. A canteen and a cafeteria are also present, and many kitchenettes with basic equipment can be found in many buildings throughout the campus. Lockers and changing rooms are available in many buildings, and the VTH also offers accommodation for students on duty. Anyway, lockers for students are not available in the Small Animal VTH building due to space constraints and safety requirements.
The offices are available for the staff in buildings in close proximity but not always connected to their practical work area. Internet and intranet via VetEasy and good IT equipment are available at the staff offices and research laboratories, with access to the relevant literature.
A new and modern media centre is available for staff to prepare presentations and training videos for students.

4.2.2. Analysis of the findings/Comments

The number, capacity and equipment of the lecture halls and laboratory are adequate to the number of students and of relevant quality.
The VetSim centre is well equipped and readily accessible to students, offering a wide range of phantoms and simulators. However, its size is limited in relation to the total number of students who may attend (with an average of over 200 students per year), and its expansion should be considered, particularly in light of the positive feedback it receives. Training of clinical skills on models is also taking place in other designated areas in the clinics, and in general, the VEE is commended for their extensive “never the first time on a live animal" approach.
The relevant number of small-size, well-equipped laboratories is adequate for the training of students in small groups.
The space for study is well organized in the library, with some small quiet rooms.
The modern, well-equipped media centre, with specialized technical assistance available, is worthy of praise.

4.2.3. Suggestions for improvement

It is suggested that the VEE:

- increases the availability of designated spaces for students to study and rest during weekdays,
- expands the VetSim Centre, which is appreciated and highly attended by students,
- increases the number of lockers within the Small Animal Clinic to avoid students having to move between buildings while wearing scrubs, thereby improving biosecurity control.

4.2.4. Decision

The VEE is compliant with Standard 4.2.

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

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

4.3.1. Findings

The VEE has premises to host both healthy and sick animals of the most common species. Healthy animals are property of the VEE and are kept both on campus and at the VetFarm.

Research animals are hosted in a newly built VetBiomodels buildings, including one BSL2 laboratory.

Clinical activities are performed in two VTH clinical departments: one for companion animals (comprising three clinics), and one for farm animals (ruminants, camelids, fish, pigs and poultry).

The Clinical Centre for Small Animal Health and Research is developed over three floors, with the ground floor dedicated to acceptance of cases, visitation, ICU and radiation oncology; the first floor is dedicated to hospitalised animals, and the second one is dedicated to surgery and perioperative activities. Dogs, cats and exotic animals access the VTH via a single point and are then directed to the different rooms where they are visited and treated according to the disease. A separate entrance is available on both the ground and the second floor to access the isolation units.

All the VTH facilities for companion animals are well equipped with up-to-date, high-quality, and standard equipment, including first-level and advanced diagnostic imaging (C-arm X-ray machine, CT and 3-Tesla MRI), nuclear medicine, a radiation therapy unit, laparoscopy, arthroscopy and endoscopy equipment for companion animals, ophthalmology equipment, gait analysis and rehabilitation (underwater treadmills). Students can access all the facilities except the nuclear medicine and the linac rooms for safety reasons.

The activity on ruminants and camelids is mainly performed at the VetFarm, but some clinical activity is also performed on campus, where two multipurpose rooms and a surgery suite are available. At the VetFarm three vehicles have also been equipped for ambulatory clinic activity at the neighbouring farms (not for the emergency service).

The Clinical Centre for Population Medicine in Fish, Pigs and Poultry mainly functions for diagnostic euthanasia purposes, and sick minipigs are rarely accepted. Anyway, minimum equipment for swine and poultry medicine and surgery is available on the premises on campus, but there are no isolation facilities. Infectious ruminants can be occasionally hosted in the equine isolation unit. Quarantine aquaria are also available.

Honeybees are kept on campus for teaching purposes only.

Students can attend the diagnostic laboratories on campus in small groups, dealing with herd health management, animal nutrition, molecular genetics, clinical pathology (EN ISO 9001-certified quality management system), virology, parasitology and pathology.

For post-mortem examination procedures, 11 necropsy tables are available at the Pathology Unit, with the possibility to examine both small and large animals; adequate systems for lifting heavy cadavers are available; refrigerated storage rooms can also store large carcasses, with

adequate biosafety measures in place. A separate necropsy room is located at the Department of Interdisciplinary Life Sciences for wild and zoo animals.
The research area is also well equipped, with both laboratories with standard and highly advanced diagnostic equipment and techniques and the VetCore, which comprises a VetBioBank for tissues archiving, an advanced VetImaging centre, and the Omics Units, which offers cutting-edge research services. These premises are for research only, and the students are usually not involved in it.
Regarding the VPH practical teaching, it is possible intramurally with essential equipment for meat inspection, and a cattle head simulator has been recently made available for practicing captive bolt stunning. Different laboratories, including chemical analysis of food, sensory analysis, bacteriology of meat products, search for *Trichinella spp*. in pork, are available, as well as training on packaging and labelling.
The VEE does not have an intramural slaughterhouse, but students have access to three slaughterhouses for cattle and pigs located 50 and 100 km from the campus. Students that choose the FSQ and the VPH specialization tracks visit additional extramural facilities.

4.3.2 Analysis of the findings/Comments
Overall, the core clinical teaching facilities and equipment used by the VEE for teaching purposes are well organised and equipped, with cutting-edge technologies in the diagnosis and treatment of the diseases in most animal species. The VEE is commended for its modern Small Animal Clinic with a high patient load and state-of-the-art facilities and equipment and for the very well-equipped and well-maintained VetFarm.
The biosecurity procedures adopted in the VTH for infectious or suspicious animals are clear and adequately maintained for companion animals. Biosecurity measures in the ruminant clinic satisfy the minimum requirements, and potential infectious animals can be located in the equine isolation facility if necessary. Only referral cases are received in the ruminant clinic.
Regarding environmental sustainability, some good measures for plastic recycling are in place both in VTH and in laboratories. In the library a modern scanner system is available to avoid the use of paper and non-recyclable devices.

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 VTH has two independent departments: one for companion animals and one for farm animals and food system science. The clinical centres are opened 24/7/365 for companion animals and ruminants (for Ruminants this service is for reproduction only) and they offer general consultation at least five days per week. On-call emergency service is available for ruminants and camelids.

Students are involved in the clinical activities in companion and farm animals from semesters 1 to 9, with increasing levels of involvement in the management of cases. In particular, during the compulsory hospitation rotations, they are involved in the management of clinical cases also during night and weekend shifts, under the supervision of the dedicated staff. This rotation is held both at the VTH and at the VetFarm.

Further experience in small animal primary care is gained with the training at the student-run Lehrambulanz under the supervision of veterinarians and nurses.

Herd health management is learned during the visits in small groups to individual and population farm animals.

Training for all new staff with teaching duties is mandatory and lasts a number of hours proportional to their specific role (from four to 24 or more). New EPT providers must complete a mandatory 4-hour introductory training.

4.4.2. Analysis of the findings/Comments

The level of learning activity is good for both companion and farm animals, with a good teacher/student ratio of supervision. The clinical training is well distributed throughout all years.

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

The VTH and the other centres on campus are equipped with a wide range of high-quality diagnostic and therapeutic equipment for companion animals, and students are involved in the daily clinical activity. They have unrestricted access to all clinical centres, which are accessible by electronic ID cards. They must perform biosecurity training before accessing the laboratories, and they must complete communication training before beginning clinical rotations. They can

register for independent study at different facilities, including VetFarm and the VetSim lab via the VeTime calendar.

4.5.2. Analysis of the findings/Comments
The high quality of the clinical activity and wide range of species seen at the VTH and Vetfarm ensures a good exposure of students to good quality learning.
The compulsory course in communication skills held in cooperation with actors simulating real-life situations is worthy of praise.

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
Each clinical unit on campus has its own isolation facility with separated rooms for different companion animal species, with an adequate number of cages/rooms to host the suspicious/infected animals.
A separate ventilation system is reported for the Clinical Centre for Equine Health and Research.
Students are allowed to access the isolation units for assigned tasks, and they receive a biosecurity briefing/introduction before accessing the isolation unit.
All the personnel accessing the isolation units receive a mandatory isolation/biosecurity training.
No isolation facilities are present on campus for bovines, but they can be isolated in the equine isolation unit in case a communicable disease is found. The biosecurity procedures are adequate to deal with these cases.

4.6.2. Analysis of the findings/Comments
The VEE has isolation facilities for companion animals in adequate numbers on campus. Ruminants can be hosted in the equine isolation unit if they are found to be infectious or suspicious. Pigs do not have an isolation room on campus, but they are not discharged from the VTH alive.

4.6.3. Suggestions for improvement
None.

4.6.4. Decision

The VEE is compliant with Standard 4.6.

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

4.7.1. Findings
Students are exposed to courses in herd health management from semester 3. Farm animals are seen both on campus and at the VetFarm, where the ambulatory clinic is set. There is a one-week clinical rotation on this specific subject, which includes the ambulatory clinic work for ruminants. During this time, students can assist the veterinarian in the pregnancy check and fertility assessment or other procedures of herd health management offered to farmers by this service.
Students that choose the specialisation track in farm animals receive further specific practical training on these subjects, also for pigs, poultry and aquaculture.

4.7.2. Analysis of the findings/Comments
Knowledge in herd health management is assured to each student during compulsory courses and the ambulatory clinic visits. Students who choose the specific specialization track can deepen their knowledge on this subject during the weeks at the VetFarm and the Research and Teaching Extension for Alpine Ruminant Medicine.

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
Dedicated bus transportation from the VEE to the VetFarm is available for students and staff for daily excursions. Students can reach the VetFarm with the public transportation or with their own cars for the weekly rotations.
Different trucks and vans are available for the transportation of horses, ruminants, small animals and fish, and for the farm visits of the students.
The mobile clinic consists of specifically equipped vans, with an adequate number of seats per visitation. The Research and Teaching Extension in Tyrol is reached by veterinarians and students by their own vehicles.
Cadavers are disposed of by a dedicated service or are transported in leak-proof containers on the campus.

4.8.2. Analysis of the findings/Comments

The VEE owns many vehicles that allow adequate transportation of the students and materials of animal origin on campus and to the VetFarm.

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
Safety measures in all the different areas are inspected by the Labour Inspectorate many times per year. Each department designates its own safety and environmental officers, and all employees have to attend compulsory health and safety training annually.
Students receive biosecurity, hygiene and proper handling of hazardous material courses in different forms throughout the academic years and at the start of each laboratory or clinical rotation. The biosecurity manual is available on the VEE websites Intranet and Vetucation.
The waste disposal is regulated by the Austrian legislation.

4.9.2. Analysis of the findings/Comments
The safety measures across all relevant areas are explained and taught to both students and staff at many time points during their careers. The information is delivered in writing, verbal instructions and practical demonstration.

4.9.3. Suggestions for improvement
None.

4.9.4. Decision
The VEE is compliant with Standard 4.9.

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

A variety of materials, including live animals, cadavers, and organs from slaughterhouses are used for preclinical and clinical training. In addition to all those materials, dummies and simulators are used, providing a low-risk environment and reducing the number of live animals, following the principle "never for the first time on live animals". Cadavers/organs are obtained mainly from the deceased/euthanised animals, the VetFarm or private veterinarians. A diversity of cadavers including cattle, small ruminants, pigs, companion animals, equine, poultry/rabbits and exotic pets are used for practical anatomical training. An appropriate number and diverse species (large and small ruminants, pigs, companion animals, equine, poultry/rabbits, exotic pets and other of live animals) are used for preclinical training including animal handling, physiology, animal production and propaedeutics. All relevant species are seen intra- and extramurally, including both first opinion and referral cases (tables 5.1.3, 5.1.4 and 5.1.5 in the SER). The VetFarm ambulatory clinic takes 100% first opinion patients. Cadavers for necropsies cover a wide range of species in large volume. The number of visits in herds/flocks units for training in animal production and herd health management area averages 48 for cattle, 5 for small ruminants, 70 for pigs, and 28 for poultry units. On average, 15 visits were organised to ruminant slaughterhouses, 14 to pig slaughterhouses, and seven to poultry slaughterhouses and related premises.

5.1.2. Analysis of the findings/Comments

The number of clinical cases in both companion animals and equines offers excellent conditions for optimal student preparation. Also, healthy animals located in the teaching farm provide excellent provisions for clinical work.
The VEE is commended for their high patient loads in all species and also volumes of necropsies, as expressed in the indicators I7, I8, I9, I10, I11, I15, I16 and I17.

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

High-standard practical training for students in the field of herd health management, nutrition, husbandry, animal welfare in ruminants, camelids and swine is provided mainly at the VetFarm (Medau, Kremsberg and Haidlof) equipped with state-of-the-art monitoring systems. The VetFarm is managed by veterinarians involved in clinical teaching and coordinating teaching activities. Students are involved in routine activities, handling and managing farm animals, milking, feeding, analysing data, managing sick animals and monitoring births. Also, there is a teaching extension in Tyrol for alpine ruminant medicine where students may participate in the routine daily work and emergencies together with practitioners who are part of VEE staff. Veterinary practitioners providing EPT are VEE-approved instructors.

5.2.2. Analysis of the findings/Comments
External sites are used for student preparation in the field of herd health management and ruminant clinical medicine. The mobile clinic provides optimal conditions for student transportation and clinical work in this domain.

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
Animal care skills are taught starting the first year (subject Animal Handling and Care) and continue later with Hospitalisation I and II and clinical rotations. Students are familiarised first with patient handling, treatment and monitoring, and later they practice more specific activities such as animal restraint procedures, hygiene measures, monitoring healthy and sick animals after they receive proper instructions and safety protocols. Students are also involved in medical procedures such as managing patients with specific problems, evaluating the severity of the diseases, perioperative care, recumbent patients, enteral/parenteral nutrition, catheter care, fluid therapy and assisting surgery. The group size varies between 5 and 10 in semesters 1-8 and 8 and 10 in semester 9 when students rotate among different stations and are assigned to patients and teachers. Students are integrated into the clinical work by participating in daily patient care, receiving specific clinical tasks under direct supervision in both teaching hospitals and the VetFarm. During clinical rotations, students develop problem-solving and clinical reasoning skills through individual case discussions, focusing on diagnostics, differential diagnostics, pathogenesis, prophylaxis and treatments required. Students may use e-learning tools.

5.3.2. Analysis of the findings/Comments
The VetFarm is used to provide nursing care skills for bovines, sheep and pigs, and the VTH is used to provide these skills in companion animals and equines. Both teaching and support staff can offer instructions in this area.

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 AHIS Electronic medical record system is used, based on ORBIS VetWare, which supports patient registration, record retrieval and diagnostic sample management available for veterinary hospitals. For poultry, fish and Tyrol field units, data is managed in Excel. About 600 workstations are used in the campus, providing student access to comprehensive patient data, registration, history, clinical findings, diagnostic and treatments, surgical reports and owner communications. Students may use the programme and enter their findings during clinical rotations with clinicians. This system functions as a clinical learning tool and data source for research. There is also another registration system available for external sites in Excel format. Mobile clinic activities are electronically registered.

5.4.2. Analysis of the findings/Comments
An accurate system of registration is available for all clinical activities, adapted for all species and activities.

5.4.3. Suggestions for improvement
None

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 VEEs strategy to ensure timely and equitable access to state-of-the-art physical and virtual learning resources in anchored in the Development Plan, the Performance Agreement with the BMFWF and the Digitalisation Strategy. Extensive online learning resources are available to students, staff and stakeholders. The students are introduced to these systems during orientation as well as provision of ongoing support when needed. The library plays a key role in providing learning resources for education, research and clinical practice, teaching bibliographical search and securing access to databases.
The VetSim Skills Lab provides over 100 practice stations and simulators to train clinical skills safely. Additional training facilities for use of different models in the clinics ensures an overall

"never the first time on a live animal" approach.
The VEE is currently transitioning its central virtual learning environment Vetucation from Blackboard to Moodle to build a sustainable and future-proof platform for digital education.

6.1.2. Analysis of the findings/Comments
The VEE is commended for its proactive digitalisation processes. The VEE ensures access to a wide range of learning resources that are designed to foster flexible, competence-oriented, and research-based education, encouraging self-directed and independent learning through interactive and asynchronous materials. The Unit for Digital Teaching and Media further strengthens the VEE's commitment to innovation, while the dedicated Media Centre offers state-of-the-art facilities for media production. Emerging topics such as AI are increasingly incorporated into staff training and student learning to ensure that future veterinarians can use AI tools responsibly and critically in practice and research.

6.1.3. Suggestions for improvement
None.

6.1.4. Decision
The VEE is compliant with Standard 6.1.

Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.
The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).

6.2.1. Findings
The University Library is headed by a qualified librarian and supported by a team of 12 qualified librarians, one archivist, three administrative staff, and 14 student assistants, amounting to a total of 16.25 FTEs.
Library resources (e.g. books, journals, and licensed databases) are available via vetmed:seeker (the library catalogue), the database Information System (DBIS), and the Electronic Journals Library (EZB), which can be freely accessed both on and off campus. Remote access is possible with VPN, EZproxy, or Shibboleth.
The University Library consists of a main library and 54 satellite libraries. The main library provides a two-level reading room (1,267 m^2) with 137 seats, including 12 computer workstations, and is equipped with 244 power outlets as well as printers, copiers, and scanners. The facilities also include four group study rooms (three for eight persons, one for fifteen), three individual study rooms, two lounge areas seating 43 people, a quiet room, and a roof terrace with Wi-Fi, seating for 20 people, and shaded areas.
The integration of digital teaching tools and innovations in the VEE is by the responsibility of The Unit for Digital Teaching and Media. IT service is provided to all VEE members by a large IT Service Unit. It runs a Helpdesk service, offers personalised support and manages the VEEs IT

infrastructure.
The VEE established a dedicated Media Centre in 2025 that provides professional facilities for media production, including studios, editing facilities, and an equipment lending service.

6.2.2. Analysis of the findings/Comments
The VEE has a well-equipped library that offers excellent access to online learning resources, supporting students and staff in their academic and research activities. This is impressively led by a qualified librarian and supported by a strong team of professionals. An annual budget provides outstanding support for both physical and digital infrastructure. In addition, the VEE provides extensive IT services, complemented by dedicated e-learning and media support, including the Media Centre, which enhances digital access, technological support, and the overall learning environment.

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
Digital learning tools and platforms are coordinated by the Unit for Digital Teaching and Media. Information about new or updated learning resources is communicated via Vetucation, VetEasy, the intranet, and *vetmeduni inside*, as well as at teaching development events such as the Impulse Breakfast or Nuts for Research.
The Unit for Digital Teaching and Media regularly coordinates with IT Services to align and continuously optimise systems and services.
VetSim is managed by a veterinarian (1 FTE) who oversees the operations, development, and quality assurance with the help of five trained student assistants (1.37 FTEs). These assistants supervise open practice sessions and provide peer instruction.
A working group was formed to assess VetSim's infrastructure and its utilisation, as well as to evaluate the effectiveness and teaching value of its learning resources.

6.3.2. Analysis of the findings/Comments
The VEE allows students to access learning resources, such as VetSim, a skills lab that support their development of practical skills in alignment with the pedagogical environment and the expected learning outcomes of the curriculum. The VEE provides a meaningful and effective learning experience.
The VEE is commended for involving student assistants in teaching, as this provides them with meaningful, hands-on experience that significantly enriches their learning beyond the core curriculum.

6.3.3. Suggestions for improvement
None.

6.3.4. Decision
The VEE is compliant with Standard 6.3.

Area 7. Student admission, progression and welfare

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

7.1.1. Findings
Detailed information on the study programme is available on the VEE's website, in the academic calendar, in the official prospectus, and on external platforms, such as Study in Austria. VetBot is an interactive tool that provides quick answers to questions about the programme and admissions. Information is also distributed via brochures and leaflets, and the VEE's YouTube channel. Onsite events such as an open day, campus tours, and the Campus Feeling information experience, as well as online and virtual sessions ensure further accessibility. Veterinary education is also promoted in major career fairs, in roadshows at national student fairs and agricultural secondary schools, and final-year school classes are invited to the VEE. Additionally, the VEE offers specialised courses for young people interested in the field and programmes that provide insight into veterinary studies and professions. The VEE also participates in a programme designed to introduce children to veterinary medicine.
The application criteria and procedures are provided on the VEE's website in German and English. Detailed information about the admission test content (including free study materials and learning resources) is made available on the website and in the university gazette at least four months prior to the test date. Sample questions for the knowledge test are also publicly available on the website. The FAQs on the website and on VetBot are updated annually.
Student progression is described in detail in Standard 7.5. Information on certification, including the thesis, deregistration procedure, and the alumni form, is available for students in Vetucation.
Partnerships with other VEEs are published on the International Relations Office's website, which also shares information about collaborative programmes. The information includes Erasmus+ partner universities, partnership agreements, cooperation agreements, and network-based cooperation.

7.1.2. Analysis of the findings/Comments
The VEE applies pre-defined regulations covering all phases of the student life cycle and provides comprehensive information on the enrolment and study programme in various ways. Detailed information is also available in English. Formal international collaboration is clearly advertised on the website.

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
Since 2022, the VEE has allocated 223 study places annually for the veterinary degree programme and based on the current Performance Agreement with the BMFWF, the number will remain the same until 2027. The fixed number of study places is determined in cooperation with the BMFWF. An amendment to the UG 2002 introduced the option to designate 11 of these places as dedicated study places for tasks serving the public interest, based on clearly defined criteria. This practice was introduced in 2024, so the VEE does not yet have experience of the outcome of this initiative.
The number of admitted students has been determined taking into account various factors, including the standards set by ESEVT, the availability of teaching staff and infrastructure, and physical resources (particularly clinical training facilities and lecture halls), while ensuring compliance with biosecurity, health, and safety regulations. Responsible bodies for this monitoring include HR, VRTC, and relevant units.

7.2.2. Analysis of the findings/Comments
The number of students is determined in cooperation with the BMFWF and has been determined based on the resources available at the VEE. As outlined in the Performance Agreement, the number will remain constant until 2027.

7.2.3. Suggestions for improvement
None.

7.2.4. Decision
The VEE is compliant with Standard 7.2.

Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course.
The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE.
Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.

7.3.1. Findings

The VEE has a merit-based admission procedure. Each academic year the Rectorate, in consultation with the Senate and Council, issues a regulation governing the admission procedures. The admission procedures are the same for full-fee students, but fee exemptions apply under certain specific circumstances. No study places are specifically reserved for applicants with disabilities or medical conditions, but individual accommodations and special arrangements are considered on a case-by-case basis. The VEE's website offers an email link for contacts regarding the need for special arrangements in the admission test.

In accordance with the UG 2002, applicants must hold a secondary school leaving certificate; however, this proof is only required at the formal admission stage to the degree programme. Applicants from a non-traditional educational background (e.g., qualifications such as completed apprenticeships or specialised vocational training) can apply after they have passed the University Entrance Qualification Examination. Proficiency in German is required by law, and the entrance test is conducted in German.

Applicants must fill in an online application, pay a non-refundable fee, and take part in the admission test. Until 2025, the test had two parts, but currently only the previous Part II exists. The previous Part I (32 points), developed in internal and external stakeholder collaboration, tested the applicant's academic and professional readiness and personal suitability for veterinary studies and the profession. Applicants were not allowed to review their results of this test. Its use was discontinued to increase transparency of the process and also due to changes in the profession. Until 2025, Part II was an MCQ test assessing the applicant's knowledge in biology, chemistry, and physics (100 points), but currently it is extended with ethics and One Health (150 points in total). The question authors are subject experts and create new items annually based on a published script. These items are subjected to multiple checks at the VEE before they are added to the item pool. Items for the test are selected according to a prescribed blueprint. The assembled test subsequently undergoes two formal reviews, conducted by the Head of the Admissions Procedure and the VRTC. The Head of the Admissions Procedure has expertise in pedagogy and in quality management and conducts active dialogue with national and international experts in the field.

Applicants with the highest total score are offered a place in the programme. For formal admission, all required documents must have been verified and all formal criteria must be met. The applicant must accept their offered study place in person within a specified timeframe. Applicants who have completed (parts of) another degree program may, upon review of their submitted documents, have courses credited toward the Veterinary Medicine program; each case is assessed individually.

The applicants have the right to review Part II of the admission test and their overall scores within three months from the date they receive their results (UG 2002). A written request for review can be submitted within this period and the VRTC will examine the materials and issue a written decision. Should the applicant not agree with the decision, they may submit a written statement to the VRTC within two weeks of receiving the decision and the Rectorate will make the final decision. There have been no appeals regarding admission during the past three years.

The VEE performs a statistical evaluation for the entire admission period each year. These analyses are discussed with the Vice-Rectorate, and the item statistics are sent to the respective question authors. The results have informed changes in the selection procedure, e.g. removing certain school grades from the selection process, intensification of outreach actions, better and more information on VEE webpage and example test questions on the webpage.

Applicants having completed an equivalent degree programme in veterinary medicine abroad may apply for entry to a more advanced semester of the VEE's programme. Admission is subject

to space availability (max 15 places). The applicant must provide proof of 90 ECTS credits from the equivalent veterinary degree programme, pass a lateral entry qualification test, meet admission requirements for semester 5 or higher as well as all other admission conditions outlined in the UG 2002, and have proof of German language proficiency at level C1. If a place is allocated, the applicant must provide proof of 120 ECTS at the time of formal admission. During the past three years, 8-14 higher-semester entries have been successful annually.

7.3.2. Analysis of the findings/Comments

The selection and progression criteria are clearly defined and consistent. A regulation governing the admission procedures is issued for each academic year. Individual accommodations are considered on a case-by-case basis. Part I admission test was developed in internal and external stakeholder collaboration and tested the applicant's academic and professional readiness and personal suitability for veterinary studies and profession. Applicants had no right to review their results of this test, and its use was discontinued in 2025. Applicants may request review of Part II of the admission test, which tests applicants' knowledge. This test is compiled by subject experts, is currently extended by ethics and One Health, undergoes several reviews and is overseen by the Head of the Admissions Procedure and the Vice-Rectorate. Statistical evaluation of the admission is performed annually, and the results have informed changes in the selection procedure.

7.3.3. Suggestions for improvement

None.

7.3.4. Decision

The VEE is compliant with Standard 7.3.

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

7.4.1. Findings

The VEE follows the Federal Disability Equality Act. The Ombudsperson for Higher Education provides advice and help to students if needed. The Study Affairs Unit may address further inquiries and provide support, especially related to e.g., study planning and time management. The Study Affairs Unit provides support for students with illnesses or disabilities, and the unit head acts as Diversity Officer of the VEE. Individual study plans may be developed in case of student illness and leave of absence can be granted if necessary. Students can access materials regarding disability and illness policies in Vetucation

Alternative formats are offered to students with disabilities who are unable to participate in standard examinations. Examples of possible accommodations for examinations and training were given. D1C requirements are the same for all students.

7.4.2. Analysis of the findings/Comments

The VEE follows the Federal Disability Equality Act. The Study Affairs Unit and the Ombudsperson for Higher Education provide support to students. Individual study plans

may be developed and alternative examination formats and other accommodations can be offered when relevant.

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 criteria and procedures for academic progression are detailed in the curriculum and in supplementary guidelines, such as course descriptions. Course descriptions and examination criteria, including assessment methods, are published on VetmedOnline prior to the start of each semester. Based on examination guidelines, students may retake examinations multiple times. Proof of regular and successful participation in courses is required for being able to take part in examinations in courses that include continuous assessment. Failed examinations may be retaken in the following semester. Each section of the curriculum must be completed before advancing to the next. Based on legal requirements, the VEE monitors that students earn a minimum of 16 ECTS credits in the first four semesters.
Student progression is systematically monitored through VetmedOnline, and the curriculum structure supports early identification of student challenges. Students can monitor their current status at any time using VetmedOnline, and the system also allows the Student Affairs Office to check each student's academic progress on a daily basis as well as confirm that all required prerequisites are met. Students can also voluntarily assess their performance using the online Progress Test.
The number of admitted standard students has remained constant (225-228) during the past three academic years. During the same time, the number of graduating students has varied from 184 to 199. Of the students graduating in 2024/2025, 55% graduated in due time, and 33% with one year's delay, which is considered a tolerance period. Additionally, 12% graduated within 2-3 years. Currently, the VEE has 176 sixth-year students and 73 with one year's delay; 85 students have a study duration of 9.5 to 29 years. The University Act does not provide the possibility of excluding students who have obtained more than 16 ECTS in their first year of study; if their tuition fees are paid on time, these students must be re-registered. These students may use the support services of the VEE (see Standard 7.7). Regarding return to active studying, the situation of each of these students is managed individually based on their study stage.
Psychological issues are the predominant factor among students experiencing delays. Other relevant causes include e.g. pregnancy or caring for relatives. Almost half of the students work for financial reasons, but this has not been found to have a significant impact on the duration of

their studies. Students who have not performed adequately are offered structured support, and they are also encouraged to seek guidance from the Study Affairs Unit, the Student Counselling Service or the HVU. First-year students can take part in orientation programmes and receive support from assigned tutors. Examples were also given on identification of bottlenecks in studies and measures to enhance progression.
Similar to all other national universities, the VEE must report study success rates annually to the BMFWF. The success rate of 87% in the veterinary degree programme is high. Most students who leave the VEE do so to transfer to another university or degree programme. As part of the ATRACK project, graduates and dropouts are monitored by the VEE. For the purposes of these analyses, information regarding employment or admission to another higher education institution is provided in anonymised form. Through Statistik Austria, additional anonymised queries can be made regarding dropouts in relation to employment or admission to another higher education institution. However, the number of cases at the VEE is small and allows reliable conclusions to be drawn only to a limited extent.
The admission procedures are reviewed and updated regularly to reflect comprehensive monitoring results. The core admissions team communicates both internally and with expert groups at other universities that conduct admissions procedures. The admission process is continually evaluated and reviewed in light of the statistical analyses, such as process metrics, test metrics, and demographic analysis. The VEE also gains new insights on admission from academic literature as well as internal and external experience. Evaluations have shown no evidence of selective bias, e.g., regarding gender. The VEE also considers that the high completion rates demonstrate that the admission process is effective.

7.5.2. Analysis of the findings/Comments
The basis for decisions on progression is explicit and readily available to students. The criteria for academic progression are detailed in the curriculum and course descriptions. Student progression is systematically monitored, and the curriculum structure supports early identification of student challenges. Guidance, support and counselling is available from various quarters. The VEE monitors study success rates annually and has to report these to the BMFWF. The admission procedures are reviewed and updated regularly to reflect comprehensive monitoring results.

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
In agreement with UG 2002, students may be excluded from the programme if they fail to pass courses or required examinations within permitted number of attempts, fail to notify the VEE of their intention to continue their studies, or fail to meet the defined minimum academic

requirements defined (e.g., 16 ECTS credits are required within the first four semesters). The VEE must inform students in a timely manner and provide academic counselling. Based on the University Statutes, students may be suspended up to two semesters for serious cases of deliberate academic misconduct.
In case a required examination is not passed, the student may lodge an appeal against exclusion from the programme within four weeks of the notice. A meeting is arranged with the VRTC, evidence including written statements are gathered from all parties involved, and the VEE's legal counsel is consulted. If the measures taken are found to be inappropriate or unjustified, the appeal may be transferred to the Federal Administrative Court. Appeal information is available for students via Vetucation. During the past three years, the VEE has had no academic or progression appeals. The VEE's policy for appeals against admission decisions is explained in Standard 7.3.

7.6.2. Analysis of the findings/Comments
The mechanisms for the exclusion of students from the programme are explicit. The VEE's policies for managing appeals regarding progression decisions are transparent and based on law. Appeal policies against admission decisions are presented in Standard 7.3.

7.6.3. Suggestions for improvement
None.

7.6.4. Decision
The VEE is compliant with Standard 7.6.

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

7.7.1. Findings
The Study Affairs Unit handles various administrative tasks and provides guidance to students regarding academic challenges and personal issues, including disabilities or health conditions. The unit head acts as the VEE's Diversity Officer. Study-related inquiries are forwarded to relevant staff. Trained tutors support students in their academic challenges, and higher-semester students offer peer support to new students in a first semester tutoring programme. Student tutors act as contact persons, assist fellow students in practical matters and support them during practical exercises. Extended opening hours for the library and VetSim provide students with sufficient access to study resources.
The VEE offers accident insurance coverage to students during their studies and free rabies vaccinations for clinical activities. A Notifiable Disease and Epidemic Safety Plan exists for epidemics or acute hazards. Protective clothing is provided in specialized areas. Administrative staff and academic advisors, including five veterinary student advisors, provide tailored guidance to students, and a certified elective course on mental health as well as crisis

intervention and prevention is available for students. Psychological Counselling Services of the Austrian universities are available to students, and additional counselling is organised by the Social Affairs and Equal Opportunities Group of the HVU and a dedicated teaching staff member with psychotherapeutic training. An additional group therapy programme is currently being developed. The VEE is in contact with several psychologists and has a partnership with one psychologist. Registration for counselling appointments is done via an online platform. All important information is available on the homepage and via social media channels. An appointment will be organised within approximately one week.
The VEE provides financial support to students through scholarships, stipends, awards, and micro-loans. The Childcare Centre offers specialised assistance for students with childcare needs. The VEE provides discounted veterinary care for students' pets and kennels for housing dogs during students' campus hours. Outdoor sport pitches, indoor facilities for various activities, and space for relaxation and recreation are available. The HVU organises events, appoints semester and track spokespersons, and helps with students' academic as well as physical, emotional and welfare matters. It also provides micro-loans as hardship funds for students in financial difficulty. Students can rent essential course equipment.
The connection between the VEE community and external partners is strengthened by alumni and student engagement initiatives. The Austrian Veterinary Chamber, Austrian Farmer's Union and Friends of Vetmeduni provide opportunities for students to meet practitioners and potential employers. The Friends of Vetmeduni society also provides affordable housing for students and awards for academic excellence. IVSA and the German Veterinary Students' Association offer opportunities for networking, professional development, and international collaboration. International mobility and academic excellence are encouraged through travel grants and initiatives such as the Student of the Year award. The International Relations Office supports participation in exchange programmes.
Career advice and guidance for students is provided through various channels. The degree programme lists the possible career fields on its website. Career fields are presented in the alumni career paths on the VEE website, in VETMED magazine, in the alumni newsletter, and on social media. Once a year, the Public Relations and Communications Unit organises networking meetings between students and veterinarians from the federal states.
General concerns regarding student grievances are usually resolved in regular VRTC meetings with student representatives, or students can contact the VRTC directly. Complaints from students can be submitted anonymously, either by the students themselves or by class representatives, to the head of the Student Affairs Office, the HVU, or the VRTC's office. The allegations are investigated and if found to be true, a meeting is held with the VRTC, and a warning can be issued. In severe cases, labour law measures are initiated, and the case is handed over to the HR department. In the case of allegations of harassment among students, an attempt is made to assign the persons involved to different course groups if possible. In this case, a complaint can only be filed by the students concerned.

7.7.2. Analysis of the findings/Comments

Various support mechanisms for students are available at the VEE. The VEE's Study Affairs Unit supports students regarding academic challenges, personal issues including disabilities and health conditions, and its unit head acts as the VEE's diversity officer. The HVU also plays an important role in supporting students. Psychological counselling services are available to students. The VEE community is further strengthened by external stakeholder and alumni initiatives. Mechanisms for the resolution of student grievances are available.
The VEE is commended for providing a supportive and caring learning environment for their

students. This includes strong and positive relationships between students, academic staff and support staff.

7.7.3. Suggestions for improvement
None.

7.7.4. Decision
The VEE is compliant with Standard 7.7.

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

7.8.1. Findings
Students' rights and obligations are defined in the UG 2002. Students are actively represented in the VEE's key committees, such as the Senate, CuCo, and Evaluation Circle, and student feedback is collected in various ways (see Standard 1.4). Each year group and track group elects two students to act as spokespersons of their group and forward issues to relevant persons or bodies of the VEE. The VEE also provides informal opportunities for students to engage with staff and the Rectorate to discuss concerns or issues. Students can submit anonymous complaints through a designated mailbox at the Study Office, by an e-mail form on the VEE's website, or contact the Study Office directly.

7.8.2. Analysis of the findings/Comments
Students can convey their needs and wants to the VEE in several ways, including their representation in key committees as well as informally. Anonymous opportunities are also available.

7.8.3. Suggestions for improvement
None.

7.8.4. Decision
The VEE is compliant with Standard 7.8.

Area 8. Student assessment

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

8.1.1. Findings
The methodology used at the VEE systematically evaluates learning outcomes and the D1Cs throughout the curriculum. The overall assessment strategy at the VEE is implemented by several committees, and their operation is guided by national university legislation and

institutional examination policies. These committees also maintain quality-assurance processes, ensuring continuous monitoring and improvement of assessment practices. The assessment strategy at the VEE is supported by clearly defined responsibilities, procedures, and criteria. Its management, implementation, and quality assurance are coordinated by designated groups and committees, including the CuCo, the VMPT, and the OSPE. Collectively, these bodies outline the roles involved in the design, delivery, evaluation, and quality assurance of assessments. The VEE employs a balanced combination of formative, cumulative, and summative assessment methods, ensuring meaningful support for student learning and fostering their professional development throughout the programme.

8.1.2. Analysis of the findings/Comments

The VEE has dynamic and diverse assessment methods in place. The integration of formative and summative assessments allows continuous monitoring of student progress and supports the development of professional competence. Clinical examinations, together with logbook documentation provide robust mechanisms for assessing clinical competency and practical skills. Overall, the assessment strategy is well-organised, systematic, and aligned with competency-based education principles. It provides clear evidence of progressive assessment that supports student learning throughout the programme.

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 VEE has established clear and well-regulated procedures for transparency and consistency in their assessment criteria, grading and student appeals. Assessment criteria and examination procedures are clearly defined in the curriculum. Examination regulations are developed by subject matter experts and approved through formal committees and groups e.g. CuCo. These criteria and procedures are published and made accessible to students and staff through official platforms such as VetmedOnline and Vetucation. Students receive information on examination schedules, formats, grading criteria, and pass requirements. Examination dates are announced at least one semester in advance. Assessment results are documented systematically, and students receive feedback in a short time frame. Written examinations are preliminarily communicated individually by e-mails, and students are provided access in the Q-Exam system to review their examinations electronically. Oral and practical examination results are communicated individually, and students may request detailed feedback and performance review sessions. Formative assessments, including progress tests and competence checks,

provide additional feedback to support student learning and development. Appeal mechanisms are in place, and rules and procedures are set by national legislation and institutional policies. Students may submit written appeals against examination outcomes within certain timelines. Clear procedures are in place for examination repetition, reviewed by examination committees. Anonymous student surveys are used to continuously monitor and improve assessment practices.

8.2.2. Analysis of the findings/Comments
The VEE provides a transparent, consistent, and well-established assessment structure in place that supports student learning and enables effective monitoring of student performance and competency development.

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
The VEE has established effective procedures to review and improve its assessment methods. The assessment strategy of the VEE is aligned with the programme learning outcomes. Assessment design and methods are set by the CuCo that is also responsible for assessment strategy. Examination questions are aligned with learning outcomes to support robust assessment. Assessment outcomes are regularly analysed through statistical analysis, examination reports, and grade distributions, which are shared with lecturers and relevant committees. Student and examiner feedback is collected through examination surveys and review processes. Identified problems are addressed through review procedures and discussions within VEE committees to maintain continuous improvement and sustain accuracy, fairness, and relevance of the assessment system.

8.3.2. Analysis of the findings/Comments
The VEE has a systematic approach to reviewing assessment outcomes and promoting continuous improvement of assessment strategies. The post-examination reviews in place provide identification and correction of assessment issues if any occur. Overall, the VEE has established effective procedures for reviewing and improving assessment strategies; also, alignment with learning outcomes is in place.

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 VEE has established systems to certify student achievement of learning outcomes using the catalogue of learning competences and skills (Lehrzielkatalog). Assessment results are recorded in VetmedOnline, allowing transparent documentation and monitoring of student progress. Assessment methods are aligned with learning outcomes and confirm achievement of required competencies at course and programme levels. The curriculum and its design promote active student participation through practical training, clinical duties, simulations, and self-directed learning. Students are supported by formative assessments, digital learning platforms, and practical activities that support responsibility and engagement in the learning process. Furthermore, student motivation is promoted by offering them opportunities to take part in exchange mobility programmes. These allow students to test and compare their knowledge and practical skills with those of students from other VEEs.

8.4.2. Analysis of the findings/Comments
The VEE's assessment methods effectively certify the achievement of learning outcomes through the competency catalogue and documented assessment results. Student participation in clinical and academic activities reinforces professional development and encourages responsibility for their own learning. Overall, the assessment approach and curriculum design support competency attainment and foster active student engagement.

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 VEE has established a combination of formative and summative assessment methods to evaluate theoretical knowledge, clinical skills, and D1Cs. Assessment methods include written examinations, structured practical examinations, workplace-based assessments, and direct observation during clinical training. Clinical competencies are assessed through clinical rotations, small group teaching, and direct supervision. Students' clinical skills and competency achievement are documented using logbooks, logsheets, and electronic portfolios such as PebblePad (some departments have introduced the electronic logbook, the integration process is ongoing). These records distinguish between competencies achieved during core clinical training under teaching staff supervision and those obtained during EPT by the veterinarian expert.

8.5.2. Analysis of the findings/Comments

The assessment system incorporates a variety of methods that support valid evaluation of student knowledge and clinical competence. The mapping of D1Cs to learning outcomes and assessments methods ensures that examination tasks fulfil required professional competencies. The use of logbooks and electronic portfolios supports systematic monitoring of student progression, and there is a distinction between competencies achieved during CCT and EPT. Overall, the assessment structure set by the VEE provides appropriate mechanisms to evaluate and verify achievement of D1Cs.

8.5.3. Suggestions for improvement

None.

8.5.4. Decision

The VEE is compliant with Standard 8.5.

Area 9. Teaching and support staff

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

9.1.1. Findings

Teaching staff involved in the veterinary programme averages 337.44 total FTE, which include 302,86 academic staff, 4,62 residents, and 29,96 PhD students. A total of 67 of the academic staff are certified specialists. Among the permanent teaching staff, 62-63% are veterinarians and 58-64% (averages 60%) of temporary staff are veterinarians. Support staff involved in the veterinary program is divided into permanent (401,3 FTE) and temporary (53,62 FTE) staff being 454,82 FTE in total. The total number of research staff is 237,85 FTE, divided into 59,73

permanent FTE and 178,12 temporary FTE.
The recruitment process is transparent, and the procedure is defined by UG 2002, the Collective Bargaining Agreement and internal guidelines. Academic position selection criteria are published, and professorial positions are internationally announced. Applicants are evaluated considering the announced criteria by external experts, then invited for a public hearing and confidential interviews. Candidates must prove didactic competence by giving a public lecture, assessed also by students. The professorial level follows a defined qualification agreement with annual reviews and external evaluation. The Rectorate supports all procedures. Below the professorial level, positions are filled by individual units.
VEE offers structural didactic training for all categories of teaching staff through the VetDidactics programme, taking into consideration different levels and responsibilities. It is structured in three steps: Essentials, Basic and Plus, under different types of participation, including workshops, online sessions and e-learning modules, and is coordinated by supervisors. EPT providers are also subject to a mandatory 4-hour introductory training.

9.1.2. Analysis of the findings/Comments
Teaching and support staff are very well prepared to offer optimal instructions and clinical skills for students, being well motivated and close to the students' needs. Young staff are encouraged to participate in all teaching and clinical activities. A formal and mandatory QA-assured programme for pedagogical training is in place for all staff involved in teaching. Additionally, the VEE offers several didactic courses at different levels to give teachers the possibility to develop their teaching skills.
The indicator I2 (number of FTE veterinarians involved in veterinary training/number of students graduating annually) is above the ESEVT median value.

9.1.3. Suggestions for improvement
None.

9.1.4. Decision
The VEE is compliant with Standard 9.1.

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

9.2.1. Findings
The total number of teaching staff (337,44 FTE) is adequate to offer an appropriate veterinary education, and the participation of 67 certified specialists in the didactic activities can guarantee a high-quality instruction. Also, support staff involved in the veterinary program (454.82 FTE) offers adequate conditions for students' preparation. Both teaching and support staff receive teaching skills programmes according to their duties. Staff involved in laboratories, clinical or animal facilities receive additional specific instructions according to their duties from

supervisors. Additional activities such as private practice, lecturing or consulting have to be reported and approved by the Rectorate under the condition of compatibility.

9.2.2. Analysis of the findings/Comments
Staff involved in teaching are well instructed to provide optimal teaching activities. The number of certified specialists improves the quality of teaching and achievement of clinical skills.

9.2.3. Suggestions for improvement
None.

9.2.4. Decision
The VEE is compliant with Standard 9.2.

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

9.3.1. Findings
The continuing education process is an important objective of VEE and is achieved by multiple possibilities, such as workshops on teaching, digital learning and media production available for all staff. Another possibility consists in the VetDidactics Advanced Certificate which is a 125-hour advanced program for teaching staff. Monthly on-line lectures and discussions are organised on current topics in teaching. Annual Teaching Vets Symposium supports exchange and innovations and is also dedicated to teaching and learning. Rewarding teaching and excellence is recognised and based on students' nominations.
Teaching staff contracts may be fixed terms, usually for four years, which can be converted into permanent contracts after a positive evaluation, or permanent contracts. The VEE aims to maintain a balanced ratio between the two types of contracts to maintain continuity and stability in teaching. The workload combines teaching, research, clinical and administrative duties defined in employment contracts and monitored by supervisors. Protected time for research and teaching is scheduled and respected.

9.3.2. Analysis of the findings/Comments
VEE provides multiple possibilities for continuing education and teaching skills. There is a rewarding system decided by the students.

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
VEE offers a comprehensive training programme for all staff which includes courses in research, languages, management, AI, IT, social skills and inclusion, complemented by mandatory training in health, safety, biosecurity, data protection and compliance. Other programmes focus on leadership, mentoring, and support the career development of young scientists.
VEE applies structural performance evaluation available for all staff in the form of annual appraisal interviews, and academic staff are annually evaluated. Professors are internally and externally evaluated every fifth years. Senior clinical staff is evaluated every third years. Both support staff and academic staff have promotion criteria and are rewarded with extra bonuses and payment.
Staff is involved in the decision-making process by two elected work councils: general staff and academic staff, being involved in the Senate and Research Profile Board and specialised committees.

9.4.2. Analysis of the findings/Comments
The promotion criteria are well understood by teaching and support staff. Conditions are published and well-defined, and a mentoring system is functional.

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
The assessment of teaching is made on a regular basis, every fourth semesters by the students based on standardised questionnaires, and managed by VRTC, using a specific platform. Results are considered for future development of teaching and reported to the Senate and CuCo. Permanent dialogue takes place between the student representatives and the decision-making committees.

9.5.2. Analysis of the findings/Comments

A system for assessment of teaching and teaching staff is in place and is implemented on a cyclical basis. Results are properly communicated and included as part of the QA system. As commented in Standard 1.4, the student evaluation system is complicated, and as a consequence, the response rate is quite low.

9.5.3. Suggestions for improvement

See Standard 1.4.

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

The VEE has established five profile lines (PLs) fields: Pathway Medicine (PL1), Infection and Prevention (PL2), Comparative Veterinary Research (PL3), Food Safety and Risk Analysis (PL4), Animal Behaviour and Human–Animal Interaction (PL5), and 12 corresponding Research Priorities (RPs).

The office for Research Support and Innovation (FFI) helps staff to balance their teaching and research activities with administrative tasks, such as identifying interesting calls for research proposals, drawing up budgets for grant applications and during grant management, preparing interim reports and formulating new hypothesis for applications. These tasks upon request by the researchers are largely handled by the FFI. In addition, the university supports the more senior principal investigators by providing PhD and PostDoc positions available.

A total of 168 research projects is listed in the AY 10/2024–05/2025, with a more than €61.7 million in funding, distributed in approximately €19.2 million (PL1), €12.1 million (P 2), €8.5 million (PL3), €5 million (PL4), and €17 million (PL5) and other profiles.

10.1.2. Analysis of the findings/Comments

The academic staff are actively involved in high-level research; they ensure that scientific knowledge is both taught and practically applied in their courses. The VEE promotes excellence in research across basic, translational, and applied clinical fields while encouraging a strong international orientation.

10.1.3. Suggestions for improvement

None.

10.1.4. Decision

The VEE is compliant with Standard 10.1.

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

10.2.1. Findings

The VEE provides veterinary students with opportunities to participate in research programmes or themes aligned with the five PLs. They may participate in ongoing research projects and some of them may also participate as study assistants.
In the first semester of the curricular programme, students are introduced to research-based learning, scientific thinking, and evidence-based medical research in the course Science in Veterinary Medicine. This continues over the entire programme.
A compulsory diploma thesis is a component of the VEEs curriculum and students are required to conduct independent research on a specific topic agreed upon with a supervising researcher. Projects can be conducted on clinical or non-clinical topics and could be experimental, prospective or retrospective studies, case reports, or literature reviews.
The various opportunities for students to participate in ongoing research projects are:
a) In course “Science in Veterinary Medicine Basics I-IV” (semesters 1-4), students work in groups of 10 to gain initial insights into one of their group leader's current areas of research. Practical examples are used to teach basic scientific knowledge.
b) In course “Science in Veterinary Medicine Practice I-IV” (semesters 5-8), students carry out a “mini-project”. The data generated here can be part of a current research project or closely related to the group leader's project or field of research.
c) As part of an internship at an institute, students often have the opportunity to gain insight into ongoing research projects and contribute within the scope of their abilities.
d) Diploma thesis topics are either independent small projects or part of a larger research project of the respective unit.
e) In some cases, students can be employed at institutions as part of student jobs, which also gives them the opportunity to participate in ongoing research.
A cross-unit working group has been established to examine the use of AI from different organisational perspectives and to develop internal guidelines for the responsible use of AI, including AI-generated text.
The GenAI working group serves as a cross-unit forum to coordinate the use and integration of GenAI applications, capacity building in regard to digital skills and AI literacy and the development of responsible and sustainable practices. The following units take part in the working group: University Library, DigitalTeaching and Media, IT Services, Staff Development (HR department) and Digital Transformation and Organisational Development Students and teaching staff were given priority to ascertain quality standards which finds its expression in recommendations for the use of GenAI for students and teaching staff.

10.2.2. Analysis of the findings/Comments

Students in the VEE have many opportunities to participate in research and obtain specialized training. Their research often aligns with VEE five PLs and twelve RPs, which define the institution’s strategic focus.

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 has 78 Diplomates from 31 different colleges. In the AY 2024-2025, the number of students registered in postgraduate clinical training programmes is 26 and the number of students registered in postgraduate research training programmes is 347, similar to the numbers observed in the previous years.
The VEE has a One Health PhD programme designed for students working at the intersection of animal and human health, food safety, and ecological sustainability. A doctoral programme in animal reproduction, supported by VEE funds has also been designed.

10.3.2. Analysis of the findings/Comments
The VEE provides advanced postgraduate degree programs, including the One Health PhD program, tailored for students engaged at the intersection of animal and human health, food safety, and ecological sustainability. This program emphasizes an interdisciplinary approach, preparing graduates to address complex health challenges that span across species and ecosystems.

10.3.3. Suggestions for improvement
None.

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 VTH provides postgraduate clinical training and postgraduate positions include rotating interns (one-year programme), specialist interns/fellows (one-year), residents in the European Board of Veterinary Specialisation (EBVS), and American Veterinary Medical Association (AVMA) programmes (3 to 4 years), and as PhD students and PraeDocs (doctoral thesis students in 3- to 4-year programmes).
VEE is an accredited Advanced Training Facility for education and continuing education in laboratory animal science in compliance with GV-SOLAS standards and collaborate in the annual Large Animal Science Course performed according to guidelines set by the Federation of European Laboratory Animal Science Associations (FELASA).

Didactic and pedagogical training are performed to postgraduate trainees that are employed by the VEE through the VetDidactics programme. They are required to complete at least 16 hours of training within the VetDidactics Basic Track (see 9.3).

10.4.2. Analysis of the findings/Comments

The VEE has a QA system for the evaluation of its own 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:	**University of Veterinary Medicine, Vienna (Vetmeduni)**			
Name & mail of the VEE's Head:	**Prof. DDr. Matthias Gauly, Matthias.Gauly@vetmeduni.ac.at**			
Date of the form filling:				
Raw data from the last 3 complete academic years	**2022**	**2023**	**2024**	**Mean**
n° of FTE teaching staff involved in veterinary training	347,5	324,69	342,56	338,25
n° of undergraduate students	1460	1506	1505	1490,33
n° of FTE veterinarians involved in veterinary training	205,57	202,92	208,27	205,59
n° of students graduating annually	184	199	193	192
n° of FTE support staff involved in veterinary training	459,97	446,15	459,21	455,11
n° of hours of practical (non-clinical) training	907	907	907	907
n° of hours of Core Clinical Training (CCT)	853,91	853,91	853,91	853,91
n° of hours of VPH (including FSQ) training	197	197	197	197
n° of hours of extra-mural practical training in VPH (including FSQ)	150	150	150	150
n° of companion animal patients seen intra-murally	32224	17120	25270	24871,3333
n° of individual ruminant and pig patients seen intra-murally	1144	1057	1573	1258
n° of equine patients seen intra-murally	4382	3006	4621	4003
n° of rabbit, rodent, bird and exotic patients seen intra-murally	3913	2790	3566	3423,0
n° of companion animal patients seen extra-murally	21	68	27	38,7
n° of individual ruminants and pig patients seen extra-murally	3935	6739	10419	7031,0
n° of equine patients seen extra-murally	597	712	796	701,7
n° of rabbit, rodent, bird and exotic patients seen extra-murally	5	16	13	11,3
n° of visits to ruminant and pig herds	69	109	147	108,3
n° of visits to poultry and farmed rabbit units	15	26	18	19,7
n° of companion animal necropsies	314	303	310	309,0
n° of ruminant and pig necropsies	484	529	436	483,0
n° of equine necropsies	186	150	131	155,7
n° of rabbit, rodent, bird and exotic pet necropsies	1816	2135	1681	1877,3
n° of FTE specialised veterinarians involved in veterinary training	70,78	66,8	64,53	67,4
n° of PhD graduating annually	42	40	37	39,7

Name of the VEE:	The University of Veterinary Medicine Vienna				
Date of the form filling:					
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	0,227	0,15	0,13	0,101
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	1,071	0,84	0,63	0,441
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	2,370	0,88	0,54	1,830
I4	n° of hours of practical (non-clinical) training	907,000	953,50	700,59	206,410
I5	n° of hours of Core Clinical Training (CCT)	853,910	941,58	704,80	149,110
I6	n° of hours of VPH (including FSQ) training	197,000	293,50	191,80	5,200
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	150,000	75,00	31,80	118,200
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students gradu	129,740	67,37	44,01	85,730
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of stude	43,172	18,75	9,74	33,432
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annual	24,503	5,96	2,15	22,353
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students gra	17,887	3,11	1,16	16,727
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	0,564	1,29	0,54	0,024
I13	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,102	0,11	0,04	0,058
I14	n° of companion animal necropsies / n° of students graduating annually	1,609	2,11	1,40	0,209
I15	n° of ruminant and pig necropsies / n° of students graduating annually	2,516	1,36	0,90	1,616
I16	n° of equine necropsies / n° of students graduating annually	0,811	0,18	0,10	0,711
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	9,778	2,65	0,88	8,898
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduatin	0,351	0,27	0,06	0,291
I19	n° of PhD graduating annually / n° of students graduating annually	0,207	0,15	0,07	0,137
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

All indicators are above the recommended minimum values, and most are also above the recommended median values.

11.2. Analysis of the findings/Comments

Based on the current indicators, there is no substantial problem with the caseload or staff structure.

11.3. Suggestions for improvement

None.

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

Area 1. Objectives, Organisation and Quality Assurance Policy	C	PC	NC
Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG Standards, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning. **The VEE must develop and follow its mission statement which must embrace the ESEVT Standards.**	X		
Standard 1.2: The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country. **The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and teaching affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.** **The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.**	X		
Standard 1.3: The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, short- and medium-term objectives, and an operating plan with a timeframe and indicators for its implementation. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.	X		
Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. **The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.**		X	
Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme. **The VEE's website must mention the VEE's ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.**	X		
Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education. **Any action planned or taken as a result of this data analysis must be communicated to all those concerned.**	X		
Standard 1.7: The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.	X		
Area 2. Finances			
Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).	X		
Standard 2.2: Clinical and field services must function as instructional resources. The instructional integrity of these resources must take priority over the financial self-sufficiency of clinical services operations. **The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.**	X		
Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	X		
Area 3. Curriculum			
Standard 3.1: The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in the ESEVT SOP Annex 2. **This concerns:** ● **Basic Sciences** ● **Clinical Sciences in companion animals (including equine and exotic pets)** ● **Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)** ● **Veterinary Public Health (including Food Safety and Quality)** ● **Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills).** **When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented.**	X		

If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER. **Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.** **3.1.1. General findings**			
3.1.2. Basic sciences	X		
3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)	X		
3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)	X		
3.1.5. Veterinary Public Health (including Food Safety and Quality)	X		
3.1.6. Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills)	X		
Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area. **The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.** **The VEE must also describe how it encourages and prepares students for lifelong learning.**	X		
Standard 3.3: Programme learning outcomes must: ● **ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework** ● **include a description of Day One Competences** ● **form the basis for explicit statements of the objectives and learning outcomes of individual units of study** ● **be communicated to staff and students** ● **be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.**	X		
Standard 3.4: The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must: ● **determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum** ● **oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes** ● **perform ongoing reviews and periodic in-depth reviews of the curriculum (at least every seven years) by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned** ● **identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.**	X		
Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another. **EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person.** **EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ)). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.**	X		
Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme. **There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.**	X		
Standard 3.7: Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.	X		
Area 4. Facilities and equipment			
Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE must	X		

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.			
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,	X		

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.			
Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students. **The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).**	X		
Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, as well as facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.	X		
Area 7. Student admission, progression and welfare			
Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification. **In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students.** **Formal cooperation with other VEEs must also be clearly advertised.**	X		
Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.	X		
Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course. **The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE.** **Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.**	X		
Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.	X		
Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately. **The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.**	X		
Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit. **The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.**	X		
Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes but is not limited to learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation. **There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).**	X		
Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding the compliance of the VEE with national and international legislation and the ESEVT Standards.	X		
Area 8. Student assessment			
Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.	X		
Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit. **The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments.** **Mechanisms for students to appeal against assessment outcomes must be explicit.**	X		
Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.	X		
Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study. **The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and that the assessment of students reflects this approach.**	X		

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

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

Executive Summary

The University of Veterinary Medicine, Vienna, Austria (the VEE) is one of the very first veterinary schools in the world, founded in 1765. The VEE offers the undergraduate qualification "*Magistra medicinae veterinariae*", qualifying them to practice veterinary medicine in Austria and the EU.
The VEE is a full member of EAEVE and underwent ESEVT evaluations in 1996, 2006, 2012 and 2019. Neither of the visitations identified any major deficiencies, and the VEE currently holds an Accreditation status granted by ECOVE for the period 2019-2026.
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.

Commendations

Several areas worthy of praise were identified by the Visitation Team:

- Strong and positive relationships between students, academic and support staff
- Supportive and caring learning environment
- Holistic, student-centred approach
- Active involvement of students, including the use of student assistants in teaching
- Communication training with actors simulating real-life situations
- Modern Small Animal Clinic with high patient load and state-of-the-art facilities and equipment
- Extensive and service-minded IT-office including the Media Centre
- Excellent library including provision of online learning resources
- Ongoing digitalisation processes
- Very well equipped and maintained VetFarm

Additional commendations will be given in the Visitation Report.

List of items of partial non-compliance:

One Minor Deficiency was identified by the Visitation Team:
Partial Compliance with **Standard 1.4** because of suboptimal student feedback system

No Major Deficiencies were identified by the Visitation Team.

Additional suggestions for improvement are described in the Visitation Report.

Decision of ECOVE

The Committee concluded that no Major Deficiency had been identified.

The Veterinary Education Establishment (VEE) of the University of Veterinary Medicine, Vienna, is therefore classified as holding the status of: **ACCREDITATION**.

Glossary

AI: Artificial Intelligence
AVMA: American Veterinary Medical Association
BMFWF: Austrian Federal Ministry of Women, Science and Research
BSL2: Biosafety Level 2
CCT: Core Clinical Training
CuCo: Curriculum Committee
CT: Computed Tomography
D1Cs: Day One Competences
DBIS: Database Information System
ECTS: European Credit Transfer and Accumulation System
ECOVE: European Committee of Veterinary Education
EQF: European Qualifications Framework
ESEVT: European System of Evaluation of Veterinary Training
ESG: European Standards and Guidelines for Quality Assurance in Higher Education
EPT: Elective Practical Training
EWG: Educational Working Group
FELASA: Federation of European Laboratory Animal Science Associations
FFI: Office for Research Support and Innovation
FSQ: Food Safety and Quality
FTE: Full-Time Equivalent
GV-SOLAS: German Society for Laboratory Animal Science
HACCP: Hazard Analysis and Critical Control Points
HR: Human Resources
HVU: Students' Union
ICS: Internal Control System
ICU: Intensive Care Unit
IVSA: International Veterinary Students' Association
IT: Information Technology
KPI: Key Performance Indicator
LOs: Learning Outcomes
MCQ: Multiple Choice Questions
MRI: Magnetic Resonance Imaging
OSPE: Objective Structured Practical Examination
ÖH-fee: Austrian Student Union Fee
ÖTK: Austrian Veterinary Chamber
PDCA: Plan–Do–Check–Adjust cycle
PL: Profile Line
QA: Quality Assurance
Q-Exam: Exam Management Platform
RP: Research Priority
SAP: Systems, Applications and Products in Data Processing
SER: Self-Evaluation Report
ST1/ST2: Specialisation Track 1 / Specialisation Track 2
SWOT: Strengths, Weaknesses, Opportunities, Threats analysis
UG 2002: Austrian Universities Act 2002
VEE: Veterinary Education Establishment

VetSim: Veterinary Simulation Laboratory
VetEasy: Internal intranet platform
VetmedOnline: Platform for curriculum and exam info
VTH: Veterinary Teaching Hospital
VRTC: Vice-Rector for Teaching, Innovation and Clinical Matters
Wi-Fi: Wireless Fidelity