vetmeduni

EAEVE Self Evaluation Report 2026

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Introduction

Brief history of the VEE and of its previous ESEVT visitations

The University of Veterinary Medicine, Vienna (Vetmeduni) was founded in 1765 by Empress Maria Theresa as the first veterinary school in the German-speaking region. It is still the only academic institution in Austria solely dedicated to veterinary education and research. Vetmeduni underwent full ESEVT evaluations in 1996, 2006, 2012, and 2019, all of which identified no major deficiencies. The recommendations made following the 2019 visitation have been systematically addressed, forming the foundation for subsequent strategic and structural developments.

Main features of the VEE

Vetmeduni is consistently ranked among the leading institutions in Europe. It is a contemporary academic institution firmly embedded in tradition, committed to conducting high-quality research and providing research-based teaching. Operating at the intersection of animal, human, and environmental health, the VEE fosters innovation and excellence in research, education, and clinical services. It also exemplifies a socially responsible approach to advancing the health and well-being of animals, humans, and ecosystems within the framework of One Health/One Welfare. Through its commitment, Vetmeduni exerts a substantial influence on transformative processes for the benefit of society as a whole. Vetmeduni is an internationally competitive employer, attracting highly qualified personnel. The VEE plays a crucial role in ensuring comprehensive veterinary care across the country. In the domain of education, Vetmeduni has developed innovative curricula that offer students the possibility to make practical, research-based learning experiences. Additionally, Vetmeduni offers quality-assured postgraduate education that is consistent with the principles of lifelong learning. The Veterinary Teaching Hospital (VTH) plays an essential role in the institution's education and training efforts, providing specialised animal care in the Vienna metropolitan area and surrounding regions.
Research at Vetmeduni addresses interdisciplinary themes, placing a focus on future trends, thereby ensuring international visibility and social relevance. This approach enables the VEE to make sustainable contributions to the research landscape in Vienna and Austria.

Major organisational changes and new strategic phases

Since 2019, Vetmeduni has undergone a substantial institutional transformation in response to national reforms and global challenges such as digitalisation, climate change, and the COVID-19 pandemic. The 2019 amendment of the Universities Act (UG 2002) introduced a performance-based funding model linking resources to research output and teaching capacity. In this context, Vetmeduni carried out the strategic project "vetmeduni+ Shaping Future Priorities Together (2022–2024)" to consolidate its internal structures. Six key outcomes of this project were: (1) the consolidation from five to four departments and creation of larger, interdisciplinary centres; (2) the strengthening of departmental leadership and accountability by introducing department heads; (3) the integration of § 99(5) and § 99(6) professorships; (4) application of internal funding and target agreement systems in alignment with objectives of the VEE; (5) the development of an internal statute (*Binnenstatut*) and adoption of updated governance procedures (2025); (6) the achievement of gender parity in the Rectorate and among department heads. This project also resulted in the updating and approval of two statutory planning documents: (1) 2030 Development Plan (*Entwicklungsplan* 2030), which defines long-term strategies and institutional goals; (2) 2025–2027 Performance Agreement (*Leistungsvereinbarung*), which sets measurable performance indicators with the Federal Ministry of Women, Science and Research (BMFWF).

Curricular and educational developments

A comprehensive reform of the Diploma Programme in Veterinary Medicine will be carried out after the 2026 ESEVT (*European System of Evaluation of Veterinary Training)*. New areas of specialisations have been successfully established in Tyrol, namely 'Ruminant Medicine in the Alpine Region' and 'Animal Health, Food Safety and Alpine Farming', supporting regional outreach and practical training efforts. Furthermore, a student-run teaching clinic was initiated in 2024, providing students with opportunities to hone Day One Competences (D1Cs)) with small animal patients in consultation settings under professional supervision.

Infrastructure and research facilities

The Small Animal Clinic is a modern facility established in 2022. This facility houses several clinical disciplines, thereby significantly improving teaching capacity and clinical workflow. Furthermore, the university has acquired a linear accelerator (linac). Another research facility, VetBioModels, was recently completed to provide a central location for laboratory animal services and strengthen the translational research capacity. Construction of a new multifunctional building for the Research Institute of Wildlife Ecology (FIWI) began at the Wilhelminenberg site in 2025.

Major problems encountered by the VEE

Campus infrastructure and development: The steadily mounting demand for clinical and research facilities necessitates a coordinated approach to campus development. A long-term campus concept is being developed by Vetmeduni for presentation to the BMFWF and the Austrian Federal Real Estate Company (*Bundesimmobiliengesellschaft*, BIG) in 2026.

Financial challenges: Increasing energy and personnel costs, together with the new funding model stipulations, have constrained operational budgets. Negotiations with the BMFWF have secured temporary inflation compensation (*Teuerungsausgleich*), and further efficiency measures are currently being implemented.

Patient information system: Vetmeduni has been compelled to initiate a search for an alternative patient information system due to several external factors, specifically the end-of-life status of the old animal hospital information system (TIS). This search is currently underway, and a variety of options are being evaluated to find a solution that is both future-proof and efficient.

Version and date of the ESEVT SOP which is valid for the Full Visitation

The Self-Evaluation Report (SER) complies with the requirements outlined in the ESEVT Standards for Accreditation, as approved by the EAEVE General Assembly in Leipzig on 8 June 2023 (ESEVT SOP 2023).

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.

Description of the mission statement and the objectives

The main objective of Vetmeduni is to provide high-quality, research-based veterinary education that meets the requirements of EU Directives 2005/36/EC and 2013/55/EU and in accordance with to the European Standards and Guidelines for Quality Assurance in Higher Education (ESG), ENQA 2015. Vetmeduni focuses on advancing animal, human, and environmental health. Its mission supports the principles of One Health/One Welfare and emphasises scientific excellence, clinical competence, and social responsibility. Its teaching philosophy is based on the desire to offer education that is student-centred, research-based, and internationally oriented, preparing graduates for global professional mobility. Research at Vetmeduni is of 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 the long-term quality and relevance of its veterinary education and research. Vetmeduni fosters an inclusive academic culture that values responsibility, respect, integrity, and compassion. Consequently, it serves as a role model for sustainable value creation for animals, people, and the environment.

Description of how the VEE ensures that the provided core curriculum enables all new graduates to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession

Vetmeduni ensures that all graduates of the six-year Diploma Programme in Veterinary Medicine (see Chapter 3.1) are fully qualified to enter any of the commonly recognised branches of the veterinary profession. The programme's outcomes comply with EU Directives (2005/36/EC and 2013/55/EU) and the European System of Evaluation of Veterinary Training (ESEVT) standards, ensuring the acquisition of Day One Competences (D1Cs). Graduates are capable of demonstrating scientific reasoning, as well as diagnostic and therapeutic proficiency, with regard to all major species and learn how to safeguard animal welfare and contribute to public health and food safety. Professional roles their training equips them to fill include companion animal medicine, food-producing animal practice, equine medicine, public health, food safety, laboratory animal science, and wildlife and conservation medicine. The instruction is research-based with the aim of fostering critical thinking, evidence-based decision-making, and scientific literacy as core professional attributes. Postgraduate and continuing education programmes (see Chapter 10.3) promote a love for lifelong learning and an interest in sustaining professional fitness, ensuring the graduates' ability to adapt to emerging challenges. The VetWoman, VetTalents, and Research Mentoring initiatives, among others, promote equal opportunities, leadership development, and diversity at all academic levels. Embedded Quality Assurance (QA) processes, regular evaluations, and feedback mechanisms ensure coherence and continuous improvement, underlining the societal relevance of graduate competences.

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 academic 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.

Details of the VEE

Vetmeduni is an autonomous, independent public university, which is comparable to a university with a single faculty. In accordance with the Austrian Universities Act (UG 2002), the Federal Ministry of Women, Science and Research (BMFWF) exercises supervisory authority over all higher education institutions in Austria. In 2023, a new University Council was appointed, a new Rectorate took over the management of the institution's operations in spring 2025.

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Establishment Head (Rector)	Univ.-Prof. DDr. Matthias Gauly (Veterinarian and Animal Scientist)
Vice-Rector for Teaching, Teaching Innovation and Clinical Matters (VRTC)	Priv.-Doz. Dr. Barbara Bockstahler, Dipl. ECVSMR, ACVSMR (Veterinarian)
Vice-Rector for Research, International Affairs and Sustainability (VRRIS)	Univ.-Prof. Dr. Martina Marchetti-Deschmann
Vice-Rector for Finance, Digitalisation and Innovation (VRFDI)	Mag. Birgit Hochenegger-Stoirer, BA, LLM

Organisational chart of the VEE

The organisational and decision-making structures of Austrian universities are outlined in detail in the UG 2002. In accordance with § 21 UG 2002, the highest governing bodies of the VEE are the University Council, the Rectorate, and the Senate. For a detailed overview, please refer to the organisational chart in the Annex (A1A).

List of departments/units/clinics

As shown in the organisational chart in the Annex, the VEE is structured into four departments for research and teaching purposes, and each department is further divided into specialised centres. A centralised system of service and administrative units has been created. The heads of these departments are referred to as 'department heads'; these, like the heads of interdisciplinary units, are appointed in accordance with § 20 UG 2002. The central administrative and service units are managed by the Rectorate. The Veterinary Teaching Hospital (VTH) is a teaching hospital providing veterinary services for animal patients, veterinarians, public authorities, and other stakeholders.

Department heads	
Department of Biological Sciences and Pathobiology	Univ.-Prof. Dr. Mathias Müller
Department of Interdisciplinary Life Sciences	Univ.-Prof. Dr. Ludwig Huber
Clinical Department for Small Animals and Horses	Univ.-Prof. Dr. Jessika Cavalleri, Dipl. ECEIM
Clinical Department for Farm Animals and Food System Transformation	Univ.-Prof. Dr. Andrea Buzanich-Ladinig, Dipl. ECPHM

Person responsible for professional, ethical, and academic affairs at the VTH	
Clinical Centre for Small Animal Health and Research	Ass.-Prof. Dr. Britta Vidoni
Clinical Centre for Equine Health and Research	Univ.-Prof. Dr. Florien Jenner, Dipl. ECVS, Dipl. ACVS
Clinical Centre for Animal Reproduction	Ao. Univ.-Prof. Christine Aurich, Dipl. ECAR
Clinical Centre for Population Medicine in Fish, Pig and Poultry	Univ.-Prof. Dr. Astrid Holzer
Clinical Centre for Ruminants, Camelids and Herd Health Management	Univ.-Prof. Dr. Thomas Wittek, Dipl. ECBHM

List of the councils/boards/committees

Council/Board/ Committee	Composition	Function/Responsibilities
University Council	5 members: 2 appointed by the Senate, 2 by the federal government, and 1 by the other 4 members	Elects the Rector, approves the Development & Organisational Plan and Performance Agreement, establishes the strategic direction (§ 21 UG 2002)
Rectorate	Rector + Vice-Rectors (VRTC, VRRIS, VRDI)	Develops strategy, manages organisational units, finances, quality assurance, and legal compliance (§ 22 UG 2002)
Senate	18 members: 9 professors, 4 scientific staff, 4 students, 1 non-academic staff member	Approves the Development & Organisational Plan, participates in the Rectoral election, professorial appointments, curricular development (§ 25 UG 2002)
Curriculum Committees (CuCo)	≥ 6 members (e.g. 3 professors, 3 teaching staff, 3 students); VRTC associate	Develops and revises the curricula (§ 25 UG 2002)
Equal Opportunities Working Group	8 members elected by the Senate	Provides counsel on and supports anti-discrimination efforts (gender, ethnicity, religion, ideology, age, sexual orientation)
Arbitration Board	6 members: 2 from the Senate, 2 from the Council, 2 from the Equal Opportunities WG	Mediates disputes between university members; supports decision-making in discrimination cases (§ 43 UG 2002)
Ombudsperson for Good Scientific Practice	3 senior members of academic staff	Provides counsel on scientific integrity, handles minor misconduct cases

Council/Board/ Committee	Composition	Function/Responsibilities
Scientific Advisory Board (SAB)	5 international experts + VRRIS	Defines research areas, supports young researchers, evaluates research
Ethics and Animal Welfare Committee	15 senior academic staff + 1 student	Reviews all planned animal experiments and projects involving animals, ensures good scientific practice
Hygiene, Animal Diseases, Zoonoses & Biosecurity Committee	21 members + Rector + VRTC + clinic/practical representatives + student + members of admin	Develops hygiene, epidemic, and biosecurity plans; advises on diseases, zoonoses, and antibiotic use
Institutional Biosafety Committee	3 experienced with GMOs (2 internal, 1 external)	Reviews GMO applications for research and teaching (§ 16 GTG)
Evaluation Circle	6–7 members (Senate, students, Curriculum Committee), plus VRTC + 2 non-voting members of admin	Reviews teaching performance reports and study evaluations; recommends improvements to VRTC
IT Project Steering	Up to 5 participants from the IT Services Unit	Reviews incoming project proposals for validity, integration with existing systems, and potential prioritisation
User Advisory Board	Up to 20 diverse participants from the university	Identifies needs and areas for improvement to support the ongoing refinement of the current strategy
Innovation Vet Circle	Max 15 members, 50% professors, 50% senior scientists	Provides the Rectorate with counsel on internal funding, scientific and technological development, innovation, and SAB networking

Description of the formal collaborations with other VEEs

Vetmeduni promotes collaboration with Veterinary Education Establishments (VEEs) worldwide to advance veterinary science and education by promoting international exchange and dialogue. The VEE is an active member of the Association of German-speaking VEEs (*Veterinärmedizinischer Fakultätentag*) and participates in the VetNEST (Veterinary Network of European Student and Staff Transfer), which includes partner VEEs in the Czech Republic, Hungary, Poland, Slovakia, Slovenia, and Croatia. These collaborations are governed by formal agreements.

Name and degrees of the person(s) responsible for the veterinary curriculum and for the professional, ethical, and academic affairs of the VTH

Priv.-Doz. Dr. Barbara Bockstahler, Dipl. ECVSMR, ACVSMR (Veterinarian)
Vice-Rector for Teaching, Teaching Innovation and Clinical Matters (VRTC)

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.

Summary of the VEE's strategic plan with an updated SWOT

The fundamental direction of its long-term development of VEE is agreed between the Rectorate and BMFWF, through the Development Plan and the Performance Agreement. The Development Plan serves as the VEE's primary strategic document and defines its long-term objectives in the areas of education, research, and clinical services. The measures that need to be taken to enhance the VEE's profile, support its development, and ensure its ability to internationally compete are defined in the Performance Agreement formed with the BMFWF. The VEE and involved stakeholder groups contribute additional details autonomously to this general framework. The primary strategic aims defined in the Development Plan are based on comprehensive SWOT analyses, which are conducted both by the VEEs and individual departments. These analyses are developed in a participatory process involving researchers, departmental teaching and support staff, and students. This model assumes close interactions among internal and external stakeholders and enables the consideration of developments, trends, and forecasts identified in relevant regional, national, and international contexts. The model is applied to internally assess the feasibility of the objectives based on the available resources. Based on the Development Plan created, the VEE negotiates the terms of the Performance Agreement, i.e. the operating plan with milestones and indicators, with the BMFWF. This informs the internal target agreements subsequently formed with individual departments, as well as the milestone and performance agreements formed with professors. This process ensures that there is congruence between the individual, departmental, and institutional goals and objectives described in the Performance Agreement and the Development Plan. The Development Plan is embedded in the overall framework of areas and (internal and external) stakeholders from which the mission and goals are derived. The SWOT analysis provided below also serves as a foundation for the ongoing, cyclical development of this plan. The full version of the SWOT is found in the Annex (see A1B).

Strengths	Weaknesses
• Unique national position as Austria's only veterinary university • Stable government funding and academic autonomy • Research-based curriculum designed to enhance competences • Strong clinical and research infrastructure (VTH, VetFarm, Tyrol Branch, FIWI, Messerli Institute) • Engaged staff and students; active alumni network	• Limited national competition and slower structural adaptation • Challenges in recruiting highly specialised faculty • Imbalanced career structure (few pre-docs, many postdocs) • Need for harmonised IT systems and stronger process discipline

Opportunities	Threats
• Pioneering role in One Health and sustainability initiatives • Digital transformation and AI-driven innovation in management, administration, education, and clinical research • New infrastructure projects (Small Animal Clinic, VetBioModels, Vetmeduni+, Infrastrukturerneuerungen) • Enhanced cooperation via national research clusters (Uni-Med-Impuls 2030)	• Uncertainty regarding future public funding allocations • Increased competition for clinical cases and research funding • Demographic turnover and workforce shortages • Rising cybersecurity risks

Operating Plan – summary with timeframe and achievement indicators

According to the Universities Act (UG 2002), Austrian universities operate autonomously and are governed by three main bodies: the Rectorate, Senate, and University Council. The strategic framework is outlined in the 2030 Development Plan and is being operationalised based on the 2025–2027 Performance Agreement that was signed 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 current Performance Agreement covers a three-year cycle (2025–2027) and sets binding objectives in four main areas: (1) Teaching and Learning Quality, including student success, examination activity, and supervision ratios; (2) Research and Innovation, as measured by basic and applied research output and third-party funding; (3) Infrastructure and Digital Transformation, focusing on the efficiency and sustainability of campus operations; and (4) Social Dimension and Equal Opportunities, including diversity, accessibility, and staff development. Progress towards achieving these objectives will be evaluated annually using quantitative and qualitative indicators. Specific goals are directly linked to conditional funding that will be released if these have been achieved by 2027, including: (1) the implementation of measures promoting the social dimension and employment of persons with disabilities (€2.2 million); (2) the verified implementation of QA measures in teaching as defined by § 2 (1c) of the University Financing Ordinance (UniFinV, a prerequisite for the full disbursement of Competitive Indicators 1a and 1b); and (3) efficiency improvements in resource management (€2.2 million).

The VEE's progress is monitored using a set of core performance indicators. These include: (1) the number of enrolled students and graduation rates; (2) student–staff ratios and supervision load; (3) examination and study-progress activity; (4) the number of research publications and citations and the volume of external funding; and (5) infrastructure renewal milestones and sustainability benchmarks. All indicators are reported annually in the Intellectual Capital Report, which documents institutional competences, goals, and achievements in teaching, research, and administration.

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. Internally, the Performance Agreement objectives are translated into departmental and individual target agreements, ensuring congruence between activities at institutional and operational levels. Departments report their progress to the Rectorate, establishing a continuous PDCA (*Plan-Do-Check-Adjust)* cycle.

Results and developments can be communicated transparently within the VEE through internal channels such as the VetEasy intranet, the staff magazine *vetmeduni inside*, and in meetings of VEE bodies. Externally, the VEE publishes its Annual Report, Statement of Accounts, and Intellectual Capital Report, ensuring its accountability and encouraging dialogue with stakeholders, including the BMFWF, alumni, professional bodies, and the wider public.

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.

Global policy and strategy of the VEE for outcome assessment and Quality Assurance (QA)

The VEE deliberately and strategically chooses to operate an embedded, decentralised QA system. This choice ensures the development of quality and assured where expertise resides rather than managed through a single central unit. This approach reflects how the VEE's culture nurtures academic freedom, ensures professional accountability, and promotes participatory governance, enabling discipline-specific, agile, and meaningful QA. The overall responsibility for QA rests with the Rector in accordance with the UG 2002 and the Rectorate's rules of procedure. Strategic priorities and quality objectives are established on the basis of key documents, such as the Development Plan, Performance Agreements, and internal target agreements, as well as by legal provisions (e.g. UG 2002, Statutes), guidelines (*Richtlinien*), and processes and rules of procedure (e.g. *Geschäftsordnungen*). The VEE does not maintain a separate QA policy; instead, the QA – like all strategic guiding principles – is integrated into the Development Plan. These documents provide a framework that the Rectorate can use to define and periodically review QA policies and objectives in consultation with the respective stakeholders. Departments, centres, boards, committees, and administrative units are responsible for implementing and continuously improving QA measures within their respective areas of expertise. QA responsibilities are deliberately anchored in existing, firmly established structures that reflect the VEE's decentralised governance model and disciplinary diversity. The key committees involved include the Evaluation Circle, the Committee for Hygiene, Animal Diseases, Zoonoses, and Biosecurity (HTZB Committee), and the Ethics and Animal Welfare Committee (EAWC). QA principles, processes, and outcomes are communicated through formal channels, internal reporting systems, and the VEE's Process Portal. The Process Portal allows users to document and monitor processes, while the Internal Control System (ICS) enables risk, quality, and compliance management. The Process Portal framework is also used to document processes, responsibilities, and quality criteria, ensuring the traceability, transparency and efficiency of administrative and academic operations. Each process owner is responsible for monitoring performance and implementing improvements. The VEE's governance framework supports QA by providing access to a comprehensive system of internal control, compliance, and risk management. The Internal Audit and Compliance Unit, the Risk Manager, and Legal Services provide oversight and ensure adherence to legal, ethical, and governance standards. Annual corporate governance and quality reports are filed to document progress, inform decision-making, and foster continuous improvement at all institutional levels. By combining local ownership and central accountability, it is possible to ensures 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.

-) cyclical, sustainable and transparent outcome assessment, QA, quality enhancement mechanisms

The VEE uses cyclical, sustainable, and transparent mechanisms to perform outcome assessment, QA, and continuous enhancement at all institutional levels. QA activities are carried out by applying the PDCA principle, which ensures a continuous process of planning, implementation, evaluation, and improvement. The central administration uses the Process Portal to document processes, responsibilities, and quality criteria, ensuring transparency and efficient support for

teaching, research, and clinical care. All processes are part of the PDCA cycle, and the process owners monitor the performance and plan improvements. The Portal also allows access to the VEE's Internal Control System (ICS) risk and control documentation tool. This is used to identify correlations between risks, controls, and responsibilities and thus increase transparency, simplify risk-aware decision-making, and improve alignment with quality and compliance structures. Regular process reviews with process owners will begin in 2026, further enhancing systematic improvement processes, traceability, and governance coherence. While the PDCA cycle provides an essential conceptual framework, the scale of its application depends on the context and relevance. Not every minor administrative or academic activity requires fully formalised PDCA documentation. Instead, the principle serves as a guide, encouraging the process owner to systematically reflect or improve upon its application wherever this is meaningful and appropriate. By taking this pragmatic approach, unnecessary bureaucratic red tape can be avoided, and the resources can be used in areas that have a significant impact on teaching, research, clinical performance, and service quality.

-) collects, analyses, and uses relevant information from internal and external sources for the effective management of its programmes and activities (teaching, research, services)

Teaching: The VEE systematically collects, analyses, and uses information from internal and external sources to ensure the effective management and continuous improvement of its teaching programmes. Approximately 20 evaluation instruments are used on a recurring basis to perform evaluations in all stages of the student lifecycle, including course and examination evaluations, study completion evaluations, extramural practical training, and graduate surveys (see Annex A1C). The longitudinal monitoring of academic progress, study success, and mobility is supported by carrying out a *Competence Check (see 3.2)* and Tracking of Students (STUDMON, see 10.3). External perspectives are integrated in alumni meetings and by conducting surveys, holding stakeholder consultations, and collecting employer feedback. These are complemented by the use of the *ATRACK* Graduate Tracking System, which provides national benchmarks for graduate employability and programme relevance (also see 1.6). When used together, these instruments enable the collection of comprehensive datasets on teaching quality, learning outcomes, and student satisfaction. The results are systematically analysed and discussed by relevant QA bodies such as the Evaluation Circle, the Curriculum Committee (CuCo), and the VRTC to inform evidence-based decision-making and programme development. All feedback data, either quantitative or qualitative, are processed by the responsible units and used to adjust the curricula, teaching methods, and administrative procedures, thereby closing the feedback loop and fostering a culture of continuous, evidence-based improvement.

Research: Quality management and assurance in research are coordinated by the Innovation Vet Circle (IVC). The International Scientific Advisory Board independently provides peer feedback. Whenever available, external benchmarking data are incorporated into internal analyses to ensure their alignment with international standards. Competitively funded research projects are assessed externally before they begin, and scientific publications are subject to peer review, to ensure scientific quality and integrity. The VEE applies this comprehensive communication and engagement framework to ensure that staff, students, and external stakeholders are continuously informed, meaningfully involved, and actively contributing to its quality culture and ongoing improvements.

Services: The VEE's clinical, administrative, and support services are subject to systematic evaluation and continuous improvement to provide the most effective support for the VEE's academic mission and stakeholder needs. Within the VTH, clinical performance and client satisfaction are regularly monitored by performing internal audits and case reviews, as well as by collecting structured feedback from animal owners, referring veterinarians, and students. This feedback is discussed within the team and forms the basis for targeted service and process improvements. Several clinical centres within the VTH, such as the Clinical Centre for Population Medicine in Fish, Pig and Poultry, are certified according to ISO standards (Pig – ISO 9001;

Poultry – ISO/IEC 17025). This certification demonstrates the centre's compliance with internationally recognised quality management principles, providing additional external validation and support that encourages continuous improvement. Administrative and support services are monitored as part of the annual reporting process, and these reports are submitted to the Rectorate, while some heads of administrative units are also subject to individual target agreements.

-) informs regularly staff, students and stakeholders and involves them in the QA processes

The VEE ensures that all internal and external stakeholders are regularly informed and meaningfully involved in QA processes in order to foster transparency, dialogue, and a sense of shared responsibility for continuous improvement. Information and participation are embedded in the VEE's governance and communication strategies, ensuring institutional coherence and encouraging bottom-up contributions.

Information relevant to QA and strategic development is disseminated through multiple channels:

- Updates on strategic progress are presented to the Senate and University Council in their scheduled meetings.
- Strategic goals are communicated through a top-down framework: (1) in bulletins to the institutions, communications from the Rectorate, and in *vetmeduni inside*; and (2) operationally through departmental and individual target agreements linked to measurable indicators
- The VRTC serves as an associate member of the CuCo so it continues to receive information about curricular changes and planning.
- VetEasy (staff intranet) and VetmedOnline/Vetucation (students) provide access to reports, committee minutes, and QA documentation.
- The Annual Report and Intellectual Capital Report communicate key performance indicators and achievements to both internal and external audiences.
- The staff magazine *vetmeduni inside* is published each semester, highlighting strategic initiatives, teaching innovations, and research activities.

Students are actively involved at all levels of QA governance. They hold positions as representatives in the Senate, CuCo, Evaluation Circle, and in professorial appointment committees. Regular consultations help between representatives of the Students' Union (HVU) and the Rectorate complement the formal representation, ensuring that students' perspectives directly inform curricular development and teaching enhancement.

External stakeholders also play a vital role in quality development. These stakeholders are represented in the University Council, Scientific Advisory Board, and professional bodies such as the Austrian Veterinary Chamber (ÖTK). Additional input is gathered from the alumni directly and by conducting employer surveys, holding stakeholder meetings, and using the structured alumni network to facilitate long-term engagement and two-way communication. Alumni are regularly invited to contribute as guest lecturers and EPT providers, helping align graduate competences with professional requirements.

Staff are informed and involved through departmental meetings, Rectorate briefings, and QA-related consultations. Annual target agreements and regular feedback loops ensure that academic, clinical, and administrative staff contribute actively to quality enhancement and institutional development.

These interconnected mechanisms ensure that QA at the VEE is participatory, transparent, and continuously strengthened through the active engagement of all stakeholders.

-) closes the loop of any QA Plan-Do-Check-Adjust (PDCA) cycles

The VEE ensures that QA activities and improvement measures are implemented cyclically and transparently, clearly defining responsibilities and performing structured follow-ups. 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. The Process Portal provides an essential framework for describing key administrative VEE processes, assigning responsibilities, and aligning these with the PDCA principle. The VEE applies the PDCA principle in proportionate and context-sensitive ways.
This principle serves as a guide, encouraging reflection and improvement, but is also applied formally only where it adds value, e.g. in teaching evaluations, process management, or research QA. Taking this pragmatic approach prevents over-bureaucratisation but ensures that all significant QA activities follow a cycle of logical improvement. The course evaluation process serves as a clear example of this approach. All courses are regularly evaluated by students; the results give the course leader with direct feedback and are generally reviewed and discussed by the Evaluation Circle. 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 that the effective closure of this feedback cycle.

-) is compliant with the ESG Standards

The VEE QA is aligned with the ESG (ENQA 2015). All relevant external frameworks, including national laws and regulations (e.g. UG 2002) and international standards for external evaluations, are systematically considered when designing and implementing QA measures. 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.

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.

Description of how the VEE informs stakeholders and the public on:

-) its objectives

The VEE ensures that transparent and systematic communication takes place with stakeholders and the wider public. Information is provided via a broad range of channels, including the VEE 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 strategic objectives and priorities are defined in key documents such as the Development Plan, Performance Agreements with the BMFWF, and internal target agreements with the departments. These documents can be accessed via VetEasy (for staff) and the official VEE website (for the public, except the target agreements). Key milestones and achievements are also communicated to the wider public in press conferences, panel discussions, VetmedTalks, newsletters, and social media campaigns. In 2024, the VEE launched a dedicated Third Mission page highlighting the societal relevance of veterinary education and research, and presented a redesigned format for the VetmedTalk online series, which promotes public dialogue on science and animal welfare.

-) its education, research, and teaching activities

The VEE provides continuous and transparent information about its educational, research, and teaching activities via: (1) the VEE website (e.g. curricula, admission procedures, academic calendar, clinical services, research profiles); (2) newsletters, press releases, and social media (e.g. ongoing research projects, publications, awards, teaching innovations); and (3) public events (e.g. open days, research fairs, expert lectures). Using these channels makes information easily accessible to students, staff, professional partners, and the public. The Annual Report and

Intellectual Capital Report provide comprehensive summaries of the VEE's academic performance, research output, and key indicators, fulfilling both the transparency and accountability requirements.

-) employment destinations of past students

Information about graduate employment is collected systematically with ATRACK, which provides data on the employment status, choice of professional sectors, and career paths of VEE alumni. ATRACK functions as a benchmarking tool at the national level, allowing data from Austrian universities to be compared and supporting curriculum evaluation and strategic planning. Externally, these data 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. These publications regularly feature alumni portraits, career insights, and updates from graduates working professionally, illustrating employment opportunities and helping current students and stakeholders more easily relate to these.

-) profile of the current student population

Statistical data on the student population, including the enrolment numbers, gender distribution, study duration, and mobility, are compiled annually and included in the Intellectual Capital Report and the Annual Report. Highlights and student activities are shared publicly via the VEE's communication channels, including *vetmeduni inside*, VETMED magazine, and the website.

Access to the VEE's ESEVT status, the last ESEVT Self-Evaluation Report, Visitation Reports

Notes and reports on the EAEVE accreditation process can be accessed by the public via the website.

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.

Strategic plan, organisation, & QA policy: procedures, committees, decisions & communication

The Rectorate holds the ultimate responsibility for defining the Vetmeduni's strategy, organisation, and quality assurance policy and for ensuring that it is in accordance with the UG 2002 and the University Statutes. The strategic direction and organisational framework are developed in structured participatory governance procedures involving all major VEE bodies and stakeholder groups. The Development Plan is created in an inclusive consultation process by taking contributions from the University Council, Senate, all departments, Equal Opportunities Working Group, Arbitration Board, HVU, and central administration. This participatory procedure ensures that strategic priorities are set based on the institutional expertise and that these priorities reflect the needs of internal and external stakeholders. Strategic proposals developed by the Rectorate are discussed and endorsed by the Senate and University Council, ensuring a balance between executive leadership, academic self-governance, and external oversight. Specialised committees and officers provide the Rectorate with decision-making and implementation support. For example, the CuCo supports curriculum design and revision; the Evaluation Circle supports the analysis of teaching evaluations and QA monitoring; and the HTZB Committee, the Ethics and Animal Welfare Committee (EAWC), and designated officers provide specialised support, e.g. for animal welfare, waste management, occupational safety, and data protection. A dedicated

Compliance Unit manages operational risks using an internal control system, strategic risk management, and a whistleblower mechanism aligned with national legislation. These committees unite diverse experts from the VEE, e.g. academic staff, support staff, and students, to embed QA in all core functions and represent academic, administrative, and regulatory perspectives in strategic processes. The Performance Agreement signed with the BMFWF operationalises the Development Plan in a three-year cycle including measurable objectives, indicators, and funding commitments. These institutional targets are transferred to departmental and individual target agreements, ensuring alignment on all organisational levels. Progress toward strategic and operational objectives is monitored with several complementary tools: (1) the annual Intellectual Capital Report, which tracks performance indicators in teaching, research, and social responsibility; (2) biannual coordination meetings between the Rectorate and the BMFWF; (3) departmental reporting and staff performance appraisals; and (4) ongoing evaluations conducted by the Evaluation Circle and other committees and bodies. The results of applying these tools are fed into the next PDCA cycle, informing strategy updates, resource allocation, and quality-enhancement measures. Revisions to the Development Plan and related policies are made using the same former participatory process to ensure transparency, inclusiveness, and accountability. Progress and updates are communicated systematically using the processes described in Chapter 1.4.

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.

Date of the last ESEVT visitation, corrections of deficiencies, corrections, enhancement

The last ESEVT visitation took place in November 2019. For more detailed information, please refer to the 2023 and 2024 interim reports published on the VEE's website.

Comments on Area 1

- None

Suggestions for improvement in Area 1

- Enhance the alignment and coordination between decentralised QA activities and institutional activities to ensure coherence, transparency, and shared accountability across the VEE.
- Strengthen structured feedback loops with students, alumni, and external partners so that quality improvements are informed by diverse perspectives and practical needs.
- Increase the internal visibility and communication of QA results and enhancement measures to foster shared ownership and awareness of the VEE's quality culture.
- Continue the systematic simplification and digitalisation of administrative processes to reduce procedural complexity, improve efficiency, and enhance transparency.
- Expand the use of digital tools and integrated dashboards for monitoring key performance indicators, enabling more evidence-based management and easy access to information for staff, students, and stakeholders.

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).

Description of the global financial process of the VEE

Vetmeduni receives the majority of its funding from the federal government. The budget is negotiated every three years with the Federal Ministry of Women, Science and Research (BMFWF). Starting in 2019, Austrian universities became subject to a new system of federal funding (*Universitätsfinanzierung NEU*, based on § 12 UG 2002). Teaching, research, and infrastructure/strategic development were thereafter identified as the key factors. Financial resources are currently assigned to teaching based on the number of students who actively take examinations (at least 16 ECTS credits per academic year). Other considerations include the number of students who complete their studies, the number of students who actively take examinations related to courses with more than 40 ECTS credits per academic year, and the implementation of quality measures in teaching. Research funds are assigned based on staff numbers (measured in full-time research equivalents). If the agreed-upon objectives are not met (deviations greater than 2%), the Austrian University Financing Ordinance indicates how funds can be repaid. Revenue generated by research projects and the number of doctoral students employed by the VEE are also considered. In terms of infrastructure, rent and projects negotiated to meet requirements are considered. Other revenue comes from clinical services, research grants, industry cooperation, scientific services, and other forms of fundraising.

Overhead percentage to the official authority on service revenues and research grants

The official authority (BMFWF) does not receive any overhead margins. Overheads on research grants depend on each granting agency's regulations. However, according to § 27(3) UG, the university must receive a full reimbursement for costs associated with the use of university staff and material resources to carry out third-party assignments. The Rectorate decides on the use of this reimbursement.

Annual tuition fee for national and international students

Students who have Austrian citizenship or who have equal rights of access to the veterinary profession due to contracts under international law are exempt from paying tuition fees (§ 91 UG 2002). Instead, the VEE receives compensation payments from the BMFWF. Students whose duration of studies exceeds the number of semesters allocated per section by more than two semesters must pay a fee of €363.36 per semester. Students who are not Austrian citizens or do not have an equivalent status under international law, but who have a student visa, must pay a fee of €726.72 per semester.

Table 2.1.1. Annual expenditures during the last 3 academic years (AYs) (in euros)

Overall expenditure	2024	2023	2022	Mean
Staff costs	97,519,908.15	90,071,085.91	82,569,095.38	90,053,363.15
Depreciation	9,500,083.62	9,319,622.71	8,876,126.88	9,231,944.40
Rent/building expenses	39,132,873.03	37,386,930.09	36,085,950.21	37,535,251.11
BIG*				
Other operating expenses	23,457,744.39	22,052,246.43	19,676,250.55	21,728,747.12
Total	**169,610,609.19**	**158,829,885.14**	**147,207,423.02**	**158,549,305.78**

* *Bundesimmobiliengesellschaft* (BIG, Austrian Federal Real Estate Company)

Table 2.1.2. Annual revenues during the last 3 academic years (in euros)

Overall revenue	2024	2023	2022	Mean
Global budget allocation of the federal government	149,453,509.68	128,411,205.87	120,980,282.96	132,948,332.84
Tuition fees incl. compensation payments by the federal government	241,005.60	214,874.11	216,187.28	224,022.33
Continuing education	474,725.72	692,279.10	360,817.34	509,274.05
Services and research § 27 (Veterinary Teaching Hospital)	10,881,749.49	11,392,658.53	11,048,018.28	11,107,475.43
Services and research § 27 (Other scientific services)	2,788,661.36	1,504,243.82	1,488,458.91	1,927,121.36
Services and research § 27 (Research services)	8,795,982.37	8,169,070.50	7,703,954.08	8,223,002.32
Other type of § 27 sector revenue	1,807,191.43	2,629,357.14	2,906,308.65	2,447,619.07
Personal research grants (§ 28)	6,342,519.57	6,618,918.33	5,321,796.44	6,094,411.45
Other types of revenue	3,012,646.22	3,123,002.77	2,844,560.88	2,993,403.29
Total	**183,797,997.44**	**162,755,610.17**	**152,870,384.82**	**166,474,662.14**

Table 2.1.3. Annual balance between expenditures and revenues (in euros)

Year	Total expenditure	Total revenue	Balance
2024	169,610,609.19	183,797,997.44	14,187,388.25
2023	158,829,885.14	162,755,610.17	3,925,725.03
2022	147,207,423.02	152,870,384.82	5,662,961.80

Estimated utilities & expenditures covered by the authority not included in the expenditure tables

All utilities and maintenance costs are covered by the global budget.

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.

Description of the modus operandi for the financial management of the clinical and field services

Departments have financial autonomy over their core budgets and income used to cover consumables and small laboratory equipment, and particularly for teaching purposes, as long as and to the extent that the university agrees to cover these budgets. Staff costs are covered predominately by the global budget, research grants, and other external funding sources. The global budget for covering the costs of teaching, research, and materials (e.g. office supplies, printing, phone) is based on demand financing. On the department level, implementation plans for

the performance-based allocation of funds are based on the internal Performance Agreement. Income from the Veterinary Teaching Hospital (VTH) and from the research institutes is considered as part of the VEE income; thus, it is allocated to organisational units and used to cover additional costs. The Rectorate must give permission to hire additional staff.

Degree of autonomy of the VEE on the financial process

Although funding is still allocated by the BMFWF based on the Performance Agreement, the state does not influence detailed aspects of this allocation. The performance agreements, as public law contracts, define the services to be provided and the budget framework based on the Austrian University Development Plan (GUEP) and a three-pillar model of unified funding, while considering teaching, research, and third-party funding acquisition. This allows a large degree of operational and financial autonomy and flexibility.

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

Ongoing and planned major investments (developing, improving and/or refurbishing facilities, equipment, origin of the funding)

List of ongoing and planned major investments

Equipment	Description	In million euros	Year (Start)
FIWI – new building (Phase 1) *	The multipurpose building is being newly constructed to meet the future needs of the FIWI research centre. The new building is expected to create synergies between the locations (FIWI and KLIVV**).	20	2025
FIWI – renovation of existing buildings (Phase 2)	Renovation of the existing buildings at FIWI, focusing mainly on the renovation of the listed main building.	12	2026
LED light replacement	Due to legal changes, the lighting in the clinics has to be changed.	6	2025
Server infrastructure	Modernisation and further expansion of the server infrastructure, with a focus on increasing storage capacities and utilising hybrid concepts (cloud, on-premise in combination)	4	2026
Network	Renewal and expansion of the Vetmeduni network, both on campus and at external sites; adjustment of the technical performance of the university networks to meet the rising demands from the scientific sector regarding bandwidth, security, and availability	3	2025
Renewal of equipment in shared facilities	Micro-CT, mass spectrometer	2.5	2025–2026
Animal hospital software	Implementation of a new animal hospital software system	3	2026
Standing computerised tomography	Standing CT, especially for the examination of horses in a standing position	1.6	2025
Renovation of Building NC05	Renovation of equine operating rooms	0.5	2026

* Funded by the Austrian Federal Real Estate Company (*Bundesimmobiliengesellschaft*, BIG), Austria's public-sector property management company; ** Konrad Lorenz Institute of Ethology (KLIVV)

Prospected expenditures and revenues for the next 3 academic years

The budget for the next three years was agreed upon in 2024 and reflects a 28.4% increase compared to the previous budget. This covers the predicted increases in staff costs, rent, depreciation, and energy costs, as well as predicted expenditures in the next three years. The VEE and the BMFWF agreed to fund an additional budget for infrastructure projects.

Decision-communication–implementation–assessment–revision of procedures, committees & finances

All decisions regarding expenditures, investments, and revenue are made according to an annual plan. The planning process involves collecting bottom-up input from the organisational units and top-down input from the Vice-Rector for Finance, Digitalisation and Innovation (VRFDI) and the Head of Finance, Accounting and Controlling. The plan is then approved by the Rectorate and the University Council, and an annual Statement of Accounts is delivered to the BMFWF. Differences between the planned and actual revenue and costs are analysed monthly and discussed on a quarterly basis at the VEE. Base reports are sent to the departments and Rectorate once per quarter. The Statement of Accounts is discussed once per year with the University Council. Substantial capital investments in buildings, infrastructure, and equipment are made mainly by investing funds from the regular budget; in some special cases, federal and regional funding is available for investment and infrastructure programmes. All expenditures and investments are subject to a multistage approval process and monitored using cost objects in SAP® (PDCA see Annex A2A).

Comments on Area 2

- A substantial additional increase in revenue from clinical and diagnostic services is not expected, as the clinics and research institutes are first and foremost veterinary teaching hospitals that focus on providing high-quality teaching.

Suggestions for improvement in Area 2

- None

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.

Educational aims, general strategy for the design, resources, and management of the curriculum

Vetmeduni is Austria's sole institution offering veterinary medical education. This institution provides a six-year Diploma Programme in Veterinary Medicine that is aligned with EU Directives 2005/36 and 2013/55 as well as with national legislation. Graduates earn the degree 'Magister/*Magistra medicinae veterinariae*' ('Diplomtierarzt/Diplomtierärztin'), qualifying them to practice veterinary medicine in Austria and the EU and to pursue postgraduate studies. Graduates are day-one competent and have a firm foundation in evidence-based veterinary medicine, strong practical skills, professional conduct, effective communication, and a commitment to lifelong learning.

The competence-based curriculum comprises 360 ECTS and emphasises Day One Competences (D1Cs) gained through hands-on training and problem-based learning in a research-driven environment. The curriculum covers all areas of veterinary medicine, enabling students to hone their scientific, digital, personal, and social skills. In the final years, students can specialise in 1 of 10 specialisation areas or 'tracks', focusing on specific species or subject areas to enhance their professional competence.

The curriculum fosters scientific literacy, enabling graduates to critically evaluate research, adopt new techniques, and engage in lifelong learning. Graduates are prepared to act responsibly towards patients, clients, and society, understand legal frameworks, and recognise the limits of their expertise. They are committed to practising ethical responsibility, animal welfare, and the principles of One Health, while maintaining professionalism.

The curriculum development process is based on D1Cs from the ESEVT SOP. These D1Cs are translated into three levels of learning outcomes, namely programme-wide (qualification profile), module-specific, and course-specific learning outcomes, which are aligned with the subjects listed in the EU Directive Annex V.4.1. To ensure that students achieve these learning outcomes, the programme uses appropriate assessment methods and simulations to help them develop real-life skills. An interdisciplinary approach is taken to integrate clinical and non-clinical content and promote active, student-centred learning by using a mixture of in-person and digital formats.

The resource allocation 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. The vice-rector provides strategic oversight while the study office is responsible for the operational administration of studies.
The curriculum of the Diploma Programme in Veterinary Medicine presents the 12 semesters as divided into 3 sections: (1) principles in veterinary medicine (4 semesters), (2) general clinical training (5 semesters), and (3) specialisation and legal subjects (3 semesters) (Table 3A). Each section concludes with a cumulative assessment (see Standard 8). A graphical description of the curriculum is presented in Annex Figure A3A and published on the VEE website.

Graphical description of the curriculum

Section	Semester	Description	ECTS
1	1, 2 3, 4	Students gain a thorough understanding of basic sciences (e.g. anatomy, physiology) and are introduced to veterinary medical practice through regular contact with animals including animal patients	112.5
2	5, 6 7, 8	The interdisciplinary, case-based learning approach presents physiological and pathological processes of many animal species. Practical skills are developed by integrating these processes into clinical routines. Training includes veterinary public health, food safety, and prescription law, ensuring the application of theoretical knowledge in real-world contexts.	116
	9	Clinical rotations	20
3	10, 11	Elective practical training in two specialisation tracks, 1 of which must be a clinical specialisation track.	39
	11	Medical biometry and epidemiology, veterinary legislation and forensic medicine, basic economics, advanced science in veterinary medicine	6
	12	Diploma thesis	20
1–3	1–12	Extramural elective practical training	39
		Electives	7.5

Legal constraints, VEE's degree of autonomy to change the curriculum

The study programmes offered by Vetmeduni are defined in the Performance Agreement formed with the Federal Ministry of Women, Science and Research (BMFWF). As an autonomous university under the Universities Act (UG 2002), the VEE has full authority to amend its curricula. Although UG 2002 is a federal law, the statutes and curricula are issued by the VEE's governing bodies (Rectorate and Senate) in accordance with § 58 UG 2002.

Curriculum review – detecting and correcting overlaps and inconsistencies

The CuCo, appointed by the Senate, is responsible for the curricular content and quality (see 3.4). The CuCo has appointed 16 interdisciplinary Educational Working Groups (EWGs, see Annex Table A3B), comprising representatives from the clinical and non-clinical disciplines. They are responsible for designing and coordinating the course content and for addressing redundancies, inconsistencies, and gaps. The EWGs report to the CuCo, which oversees the horizontal and vertical integration of content, ensures the consistency of the curriculum, and aligns assessments with the D1Cs and the overall qualification profile. Learning outcomes for individual courses are defined in the EWGs based on the overall learning objectives and D1Cs, placing a particular emphasis on identifying and managing redundancies. Intentional overlaps are included where pedagogically appropriate to reinforce key knowledge. Feedback regarding overlaps, redundancies, and omissions is gathered by performing course evaluations and collecting course leader and student input and then continuously reviewed by the EWGs and CuCo.

Table 3.1.1. Curriculum hours[1] in each academic year taken by each student

Academic Years*	A	B	C	D	E	F	G	H	J
1	408	32	106	179	42		108[4]	6	881
2	350	14	105	174	43	25	95[4]		806
3	338	27	193	112	15	57	100		842
4	282	8	221	72	89	183	100		955
5						300	550[2]		850
6		20	30	30			60[4]	667[3]	807

*A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work, E: non-clinical animal work; F: clinical animal work; G: EPT; H: diploma thesis); J: total, * An academic year may be subdivided into 2 semesters*

[1] Curriculum hour = Teaching Unit of 45 min [2] excluding course specialisation tracks in year 5/6, for details see Table 3.1.4; [3] Diploma thesis, [4] including elective courses (see Table 3.1.5)

Table 3.1.2. Curriculum hours taken by each student

Subjects	A	B	C	D	E	F	G	H	J
Basic subjects	100	4	87	57					248
Medical physics	44		20	21					85
Chemistry (inorganic and organic sections)	4		20	22					46
Animal biology, zoology, and cell biology	48		45	14					107
Feed plants and toxic plants			2						2
Biomedical statistics	4	4							8
Basic sciences	765	87	189	416	79	3	200	673	2412
Anatomy, histology, and embryology	122		8	213		3			346
Physiology	124		28	24	30				206
Biochemistry	49		2	19					70
General and molecular genetics	21			6					27
Pharmacology, pharmacy, and pharmacotherapy	71		12	21					104
Pathology	85		11						96
Toxicology	1								1
Parasitology	37		19	33					89
Microbiology	95		33	36			200		364
Immunology	26			10					36
Epidemiology			28	30					58
Information literacy and data management	22	51						673	746
Professional ethics and communication	19	26	28		7				80
Animal health economics and practice management		10							10
Animal ethology	46				42				88
Animal welfare	6		6						12
Animal nutrition	41		14	24					79
Clinical sciences in companion animals (including equine and exotic pets)	239		230	25	37	381	200		1112
Obstetrics, reproduction, and reproductive disorders	17		5			4			26
Diagnostic pathology				19	13				32

Subjects	A	B	C	D	E	F	G	H	J
Medicine	72		76	3	1	24			176
Surgery	29		6			28			67
Anaesthesiology and analgesia	23		6			2			27
Clinical practical training in common companion animals						315	200		515
Infectious diseases	12								12
Preventive medicine			2						2
Diagnostic imaging	24		18	3	15	9			69
Therapy in common companion animals	62		117		8				187
Clinical sciences in food-producing animals (including Animal Production and Herd Health Management)	197		105	34	43	181	200		760
Obstetrics, reproduction, and reproductive disorders	18		2	5					25
Diagnostic pathology				12	7	22			41
Medicine	40		18			21			79
Surgery			7						7
Clinical practical training in common food-producing animals						108	200		308
Infectious diseases	24								24
Preventive medicine			4		7				11
Diagnostic imaging	5		4						9
Therapy in common food-producing animals	30		39		16				85
Animal production, including breeding, husbandry, and economics	65		15	15	13	4			112
Herd health management	15		16	2		26			59
Veterinary public health (including food safety and quality)	77	10	45	35	30		300		497
Veterinary legislation including official controls, regulatory veterinary services, forensic veterinary medicine and certification		10	30						40
Control of food, feed and animal by-products				35	15		300		350
Zoonoses and their prevention	25								25
Food hygiene and environmental health	52		9		15				76
Basic food technology			6						6

Table 3.1.3. Practical rotations under teaching staff supervision (excluding EPT)

	List of practical rotations/species	Disciplines	Duration (weeks)	Year of programme
Intramural clinics (VTH)	Hospitation I + II	All disciplines/all common species	120 hours	4
Intramural clinics (VTH)	Clinical Rotation I: Small and Exotic Animals	Internal Medicine, Surgery, Dentistry, Ophthalmology, Anaesthesiology, Diagnostic Imaging, Reproduction, Emergency Medicine and Intensive Care medicine	5 weeks (including night shifts)	5
Intramural clinics (VTH)	Clinical Rotation I: Horses	Internal Medicine, Surgery, Dentistry, Ophthalmology, Anaesthesiology, Diagnostic Imaging Reproduction and Neonatology	4 weeks (+ night shifts)	5
Intramural clinics (VTH)/ VetFarm*	Clinical Rotation I: Farm Animals (Ruminants, Pigs, Poultry, Fish)	Ruminant Medicine, Swine Medicine*, Poultry Medicine (4d); Fish Medicine (1d); Pathology	4 weeks (+ night shift)	5
Herd Health Management	Clinical Rotation I	Herd Health Management (incl. mobile clinic), farm visits	1 week	5
VPH (including FSQ)	Slaughter Parts and Dispensing	Raw Materials I (11h) Raw Materials II (26h) Dispensing Law (17h)	1 week	4
Electives	See Table 3.1.4	Specialisation	4 – 10 weeks	

Table 3.1.4. Curriculum hours offered as electives in year 5/6

Electives	A	B	C	D	E	F	G	H
Small Animal Medicine 1 (SAM1)					24	245	500	769
Small Animal Medicine 2 (SAM2)						100		100
Equine Medicine 1 (EM1)		61.5				220	500	781.5
Equine Medicine 2 (EM2)		7.5				91		98.5
Pig and Poultry Medicine and Herd Health Management 1 (PPM1)		50.1			6.3	171.1	500	727.5
Pig and Poultry Medicine and Herd Health Management 2 (PPM2)					21.6	46.05		67.65
Ruminant and Camelid Medicine and Bovine Herd Health Management 1 (RM1)		98			15	208.5	500	821.5
Ruminant and Camelid Medicine and Bovine Herd Health Management 2 (RM2)		9				83.5		92.5

Electives	A	B	C	D	E	F	G	H
Ruminant Medicine and Bovine Herd Health Management in the Alpine Regions – ST 1 (RM-A1)		64			8	186	500	758
Animal Health, Food Safety and Alpine Farming – ST 2 (RM-AF2)		40			6	35		81
Food Safety and Quality and Veterinary Public Health 1 (FSQ and VPH1)			205.45	9	36	91.5	500	841.95
Food Safety and Quality and Veterinary Public Health 2 (FSQ and VPH2)			98.25	7.5				105.75
Zoo and Wildlife Medicine – Conservation Medicine 1 (CM1)	15	60	90	135	30	37.5	500	867.5
Zoo and Wildlife Medicine – Conservation Medicine 2 (CM2)	22.5		52.5		30			105
Reproduction/Reproductive Biotechnology 1 (Repro1)		15	30	85	60	95	500	785
Reproduction/Reproductive Biotechnology 2 (Repro2)		15	15	30		24		84
Laboratory Animal Medicine 1 (LAM1)		30	195	90	30	15	500	860
Laboratory Animal Medicine 2 (LAM2)		15	60		15			90

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk work, E: non-clinical animal work; F: clinical animal work; G: extramural EPT; H: hours to be taken by each student per subject group. For Details of the elective tracks see Annex Table A3C.

Optional courses proposed to students (not compulsory)

A minimum of 7.5 ECTS credits in the entire study period must be chosen as electives.

- Development of personal skills: 3 ECTS credits
- Development of scientific competences: 2.5 ECTS credits
- Lifelong learning: 2.0 ECTS credits

Electives can be chosen from the entire range of courses and continuing education offers at all recognised domestic and foreign universities.

Most popular elective courses

Electives - development of personal skills
English for Clinical Medicine
Parasitic Tropical Diseases
Anaesthesia: Birds, Exotic and Farm Animal
Electives – developing scientific competences
Viral Zoonoses
Webinar: Selected topics of small animal medicine
Phytotherapy
Electives - life-long learning
Veterinary Medicine Progress Test - feedback on knowledge acquired
Basic Principles of Acupuncture and Neural Therapy
Lectures for Future

Core clinical exercises/practicals/seminars prior to the start of the clinical rotations

Clinical knowledge, skills, and competences are included in the curriculum, beginning in the first semester. All practical courses build progressively on each other.

- Semester 1: Clinical training begins with the course *Animal Handling and Care*, where students acquire fundamental theoretical and practical skills for safely handling and restraining core animal species. Special attention is paid to biosecurity measures relevant to clinical settings. Following a theoretical introduction, students must complete 3 ECTS of independent

animal care tasks involving various species. Before their first practical class, students must complete an online training course in hygiene and biosecurity (*Biosecurity for Beginners – Hygiene & Biosecurity at Vetmeduni: core course for safe conduct in academic and clinical environments*). Before carrying out other practical exercises, students also learn about relevant biosecurity procedures, where applicable.

- From Semester 1 onwards, students have access to the VetSim Skills Lab (VetSim), where they can learn and practice procedures using dummies and simulators. Training is supported by teachers, peer tutors, or self-directed learning materials.
- In Semesters 3 and 4, students engage in *General Propaedeutics*, the basic general examination techniques, receiving both theoretical instruction and carrying out practical exercises on VEE-owned animals in small groups on campus and at VetFarm.
- In Semesters 5 and 6, students continue with *Special Propaedeutics I* and *II*, performing specific examination techniques (e.g. surgery, orthopaedics, reproduction, neurology, ophthalmology, anaesthesia, diagnostic imaging, porcine and avian medicine) in small-group settings both on campus and at VetFarm.
- From Semesters 5 to 7, the clinical lectures and supervised self-directed clinical learning are organised in thematic blocks according to the teaching modules. Students hone their clinical reasoning by practising diagnostic and therapeutic processes, ranging from aetiology and pathogenesis to diagnosis, treatment, and supportive care.
- In Semesters 7 and 8, students engage in Hospitation at the Veterinary Teaching Hospital (VTH) and at VetFarm during and outside regular working hours. Under the supervision of teaching staff, they gain their first hands-on experience in patient admission, diagnostics, therapy, and general care.
- From Semesters 3 to 8, clinical demonstration courses take place every two weeks, where clinical cases and herd health problems are presented and discussed.
- Additional clinical training opportunities are available on a voluntary basis: Students can gain hands-on experience at clinical centres by doing voluntary night shifts or by taking employment as a student assistant or tutor.
- Communication skills are addressed in Semesters 3 and 6 in structured training sessions that present emotionally challenging conversation scenarios. Courses include *Communication with Animal Owners – Basics* (Semester 3) and *Communication with Animal Owners and Stakeholders – Simulations with Actors* (Semester 6).
- Professional ethics are taught in the compulsory course *Ethics in Veterinary Medicine* in Semesters 1 to 4 and in the *Animal Welfare* course in Semester 5.

Description of the core clinical rotations and emergency services

Semester 9 is reserved for the *Clinical Rotation I* (14 weeks), offered in three blocks (see Table 3.1.3):

- Small animals including birds and exotic animals (5 weeks including night shifts),
- Equines (4 weeks and night shifts), and
- Farm animals (5 weeks and night shifts).

Clinical rotations are organised in small groups (for details, see Annex Table A3E) to ensure individual feedback and to provide all students with hands-on experience across the major domestic animal species. Under close supervision, students progressively develop their clinical knowledge, first day skills, and competences through direct patient contact. They are integrated as active members of the clinical team and take responsibility for different aspects of patient care according to their level of training, including client communication, medical history taking, clinical examination, clinical reasoning, evidence-based veterinary medicine, and critical thinking. Additionally, students perform basic procedures, develop diagnostic and treatment plans, carry out treatments, and document all procedures in the patient record system. They are also involved in monitoring intensive care patients and births. Basic surgical procedures such as neutering and spaying of cats are part of this rotation, along with participation in emergency services, night shifts,

and clinical rounds. During the farm animal rotation, students participate in herd health visits, farm visits, and practical work at VetFarm, including the mobile clinic. A special emphasis is placed on herd health management, involving data interpretations, on-site investigations, identification of individual and herd problems, and thorough documentation. Animal reproduction is integrated into daily clinical activities. In selected clinical disciplines, students are assigned individual patients and must prepare comprehensive case reports. These reports include the patient's history (retrieved from medical records), clinical findings and their interpretation, a detailed problem description, diagnostic procedures, outcomes and their interpretation, the diagnosis, differential diagnoses with justification for inclusion or exclusion, treatment plan, and prognosis. The case reports are subsequently presented and discussed in case-based training sessions. Students receive thorough instructions on SOPs and biosecurity measures during the first day of their rotation. Continuous supervision ensures compliance with hygiene and safety regulations. To guarantee that students gain sufficient practical experience, they must maintain a skills list (in an electronic format for companion animals) and a logbook to document the first-day competencies they have achieved. These are signed off on by supervising clinicians upon successful completion.

Teaching in slaughterhouses and food-production premises

Food hygiene is mainly taught by the Centre for Food Science and Veterinary Public Health staff. Theoretical education starts 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*. As part of the latter, the students must independently carry out tasks they receive from the supervising tutor (group work).

The practical training in *ante mortem* animal and *post mortem* meat inspection (PMI) is based on an intramural and extramural training component. The intramural component starts in Semester 7 (*Raw Materials of Animal Origin I*). Subgroups of 40–45 students per teacher are taught the essentials of meat inspection (Art. 23(2) of Commission Implementing Regulation 2019/627) in a one-week period, including two afternoons of hands-on training in PMI on pig carcasses and organs. In these practical sessions, the subgroups are further divided into groups of 5 students per instructor. Related documentation for self-learning is available on the Vetucation e-learning platform. The teachers assess and document individual student performance in conducting a formal PMI on both carcasses and organs. This basic training increases students' understanding of the principles of meat hygiene (including Good Hygiene Practice (GHP), Prerequisite Programmes (PRPs), and HACCP-based procedures (Hazard Analysis and Critical Control Points)) as presented in lectures and seminars. During an excursion to a pig or cattle slaughterhouse (Semester 8), students (max. 8 per excursion plus 1 teacher or academic lecturer) are introduced to veterinary tasks, but also to the processing and distribution of fresh meat in industrial practice. When excursions cannot be offered, an online training scheme is available. This consists of (a) self-study programme of training videos and self-tests, plus (b) a virtual guided tour through a slaughterhouse with a test and a 45-minute webinar on veterinary activities at slaughterhouses. Training on the examination of other foods of animal origin (fish, eggs, honey, dairy products) is received in the course *Raw Materials of Animal Origin II*. This course includes work with dairy cows in the VEE's milking barn (in the Clinical Centre for Ruminants, Camelids and Herd Health Management).

In addition, students who chose *Specialisation Track 1* (ST1) in FSQ and VPH: 1) are sent to selected EU-approved slaughterhouses with a special profile for four weeks of practical training; 2) participate in excursions to food-processing enterprises, national veterinary laboratories, the Federal Ministry of Health's veterinary department, and a fallen stock rendering plant; 3) take part in another four weeks of food analytical practical training; and 4) take part in another ten weeks of practical training in risk assessment and risk management tasks associated with the production, processing, distribution, sale, and consumption of foods of animal origin.

Selection procedures for the elective courses and the degree of freedom in choosing these

The total number of students is divided across all elective specialisation tracks (ST) (for a detailed description, see 3.5). The number of students per track is determined each year by the Senate. The selection follows a two-step procedure, namely first ST1 and then ST2. The students declare their preferences by ranking all tracks after taking the diploma examination following Clinical Rotation 1. The students are ranked according to their second diploma examination results as well as their performance in the second curricular section courses. More than 90% of the students receive the track they have ranked as their first or second choice. Similarly, the students rank the ST2, and the students are selected to ensure that each student follows one clinical track.

Procedures for determining student achievement for each core practical/clinical activity

Student achievement as measured by practical and clinical skills is determined in several courses and by carrying out cumulative assessments (2 oral exams: farm and companion animals, see Area 8.1) following the clinical rotations.

Procedures used to ascertain student achievement of learning outcomes	
Pre-clinical, propaedeutics	• Blended learning courses • Attendance evaluates achievements in laboratory diagnostic courses and propaedeutics exercises (signature is required) • Successful completion of continuous assessment course requirements • Opportunity to make up missing hours
Clinical	• Proof of daily attendance (signature is required) • Shifts outside regular business hours and at night must be registered in VeTime (signature is required) • D1C Logbooks: proof of regular student-teacher interactions (questions, discussions, observation, and short practical assessments) • Case presentations and discussions by students • Opportunity to make up missing hours • Logbook documenting clinical skills achievements in using PebblePad in Clinical Rotations I and II
Ambulatory clinical (VetFarm)	• Proof of attendance during farm visits • Analysis of herd health with student presentations
Elective extramural practical training	• Evaluation report by students • Signed logbook for each clinical EPT and the 10-week EPT • Official EPT certificates • Training contract (*Ausbildungsvertrag*) • Teaching qualification for EPT provider

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.

The veterinary curriculum, as described in Standard 3.1, aligns fully with the D1Cs of the ESEVT SOP 2023 and complies with EU Directives 2005/36 and 2013/55, as well as with national regulations. Clear learning outcomes (see Standard 3.3) are defined at all levels based on the curricular qualification profile.
To support the students' transition to the VEE, specific first-semester courses focus on learning strategies, self-management, and lifelong learning. 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 Competence Check, which is mandatory in Semesters 6 and 10, provides valuable feedback from lecturers and instructors. The Youni app introduced in 2023 helps students monitor their workload. The periodic course evaluations allow students to send feedback about the learning environment and course material to the course leaders. The Evaluation Circle, with student participation, oversees the continuous course improvement efforts. Additionally, student participation in the CuCo (see Standard 3.4) and regular meetings of student representatives with the VRTC enable continuous feedback on teaching matters.
Learning resources (see Standard 6.1) such as the Vetmediathek, AHIS (Animal Hospital Information System), and the Veterinary Medicine Progress Test (VMPT) encourage self-study and allow instructors to track the students' progress. Courses in ethics, communication, and business management strengthen the students' sense of personal responsibility and feedback skills. Non-formal learning opportunities, including attendance of congresses and workshops, further enhance the students' professional development.

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.

Description of the educational aims and strategy helping students achieve the learning outcomes

The educational aims are clearly outlined in the curriculum's qualification profile and correspond to the D1Cs. Based on this profile, broad learning outcomes (LOs) are defined for each EWG and categorised into pre-clinical, propaedeutics, and clinical areas. These LOs help lecturers define the learning outcomes for their specific courses. The teaching and learning methods employed in these courses are constructively aligned with these learning outcomes. Likewise, the examination formats and questions are designed in ways that enable direct reflection upon and assessment of the intended outcomes. The catalogue of learning competences (*Lehrzielkatalog*) is used to document the LOs at these three levels, as well as their interrelations and assessment. A high level of interdisciplinary collaboration is required to achieve these outcomes. This collaboration ensures the necessary horizontal integration across courses, which is performed by the respective educational working groups.
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 increase the graduates' employability. This evaluation is conducted on several complementing levels:

- Continuous course evaluations
- Formative and cumulative assessments (see Standard 8.4)
- Monitoring of clinical skills and achievement of D1Cs (see Standard 8.4)
- Evaluation of the curriculum based on the Competence Check, progress test, and student monitoring (see Standard 8.1)
- Regular graduate surveys and monitoring, as well as the regular involvement of stakeholders

Description of how the VEE ensures that the learning outcomes fit with the ESEVT Day One Competences

The D1Cs are fully integrated into the curriculum qualification profile and form the basis for defining learning outcomes for each EWG and course (see data room: *Lehrzielkatalog*). By successfully passing the compulsory examinations, students demonstrate that they have acquired the necessary knowledge and skills. In addition, tools such as the progress test, Competence Check, and regular graduate surveys can be used to determine whether the D1Cs have been achieved.

Description of how (procedures) and by whom (description of the committee structure) the learning outcomes are decided, communicated to staff, students and stakeholders, assessed and revised

The CuCo is responsible for determining the qualification profile and for defining the LOs (see 3.1.1). The LOs defined by the CuCo are published as part of each course description in the formal university course system VetmedOnline. Course evaluations, Competence Checks, examination results, and feedback from the graduate survey are used to determine whether the LOs have been achieved. These findings are regularly presented to and discussed by the Evaluation Circle, an advisory body to the VRTC 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.

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.

Description of how and by whom the core curriculum is decided, communicated to staff, students and stakeholders, implemented, assessed, and revised

The CuCo discusses and makes decisions about all aspects of the veterinary curriculum, including the balance between theoretical and practical instruction, assessment methods, and the contributions of various disciplines. The CuCo is a decision-making committee formed by the Senate, which appoints its members. This committee consists of 3 full professors, 3 university assistants, and 3 students. The CuCo prepares periodical revisions of the curriculum, and these must be approved by the Senate. The decision process used for curricular revisions is described in the University Statutes (Part 5), which distinguishes between minor and major revisions. Minor curricular changes (course level) may be made once a year, commented upon by the Rectorate, and approved by the Senate. Major changes comprise changes to the qualification profile, main parts, or sections of the curriculum, examination regulations or major changes in core subjects. These major revisions also require the involvement of the Rectorate, University Council, Students' Union, and department heads. The Rectorate assesses the financial feasibility of these decisions. The procedure is documented in the university Process Portal (see Standard 1.4). Generally, the

curricular revision process follows the circular six-step curricular reform process defined by Kern (see Annex A3D): (1) Problem Identification and General Needs Assessment, (2) Needs Assessment of Targeted Learners, (3) Goals and Specific Objectives (Learning Outcomes), (4) Educational Strategies, (5) Implementation, and (6) Evaluation and Feedback. The finalised curriculum is published in the university gazette as well as on the publicly accessible website.
The curriculum is presently being reviewed in depth and revised to meet the requirements of the ESEVT SOP 2023 and the BMFWF. These revisions include strengthening and integrating topics such as student welfare, artificial intelligence, sustainability, and One Health, personal development, and science communication. Suggestions by the EAEVE visitation will be considered during this revision. Similarly, reports and evaluations for all relevant stakeholders of the veterinary curriculum, e.g. students, teachers, administrative staff, alumni, chamber, and labour market analyses, have been gathered for this curriculum evaluation and development.

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 extramurally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intramurally, with the student being under the supervision of a teaching staff or a qualified person. EPT itself cannot replace the Core Clinical Training (CCT)1 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.

Organisation of the EPT and how it complements the Core Clinical Training (CCT)

The curriculum includes compulsory EPT periods conducted both intramurally as specialisation tracks in Semesters 10 and 11 (39 ECTS) and as 26 weeks of mostly extramural practical training session in various periods of the study programme, corresponding to 39 ECTS credits (see details in Standard 3.6).

Intramural EPT: specialisation tracks (ST)

Students complete 2 of 10 available specialisation tracks: 1 comprising 30 ECTS credits (ST1) and another comprising 9 ECTS credits (ST2) (see Table 3.1.4). At least 1 of these, either ST1 or ST2, must be a clinical specialisation track (for details, see Annex Table A3E). Detailed descriptions of each specialisation track are provided in the curriculum.
In the specialisation tracks, students engage in intensive hands-on clinical training and problem-based learning in small groups. They analyse real and complex cases from everyday veterinary practice, engage with scientific questions, and make research-based decisions about further procedures. This approach helps them to improve their critical thinking, self-directed learning, and evidence-based decision-making skills, fostering their development of lifelong learning skills and advanced competences in their chosen fields. The Senate oversees the allocation of available places for the different tracks according to societal needs and ensures that sufficient places are available for all students in the upcoming academic year (see 3.1.8). In each track, students take part in elective courses as part of their specialised training to broaden their professional horizon. The minimum number of ECTS for these elective courses is defined in each specialisation track's curriculum (for ST1: 3–8 ECTS, for ST2: 2 ECTS). The CuCo prepares a list of elective courses, which are decided on by the Senate. For details, see Annex Table A3F.

Extramural EPT: The extramural EPT primarily enables students to improve their vocational and/or scientific education and training in the field while providing them with valuable experience from everyday professional life. The extramural EPT allows students to apply and test their

acquired knowledge and skills, preparing them thoroughly for professional practice. The curriculum recommends that part of the extramural EPT (10-week practical training following the specialisation track) be undertaken abroad, and students receive support to do so from the Office for International Relations.
For documentation and guidance, logbooks detailing the required tasks must be approved by the supervising instructor. These logbooks serve as a clear roadmap for students, helping them understand the tasks they need to complete and enabling them to prepare adequately for their elective practical training.

Table 3.5.1. Curriculum days of Elective Practical Training (EPT) (extramural) for each student

Fields of Practice	Minimum duration	Year of programme
Production animals (pre-clinical)	*2 weeks agriculture	Semesters 1–4
Production animals (pre-clinical) and Companion animals (pre-clinical)	*2–4 weeks in basic science and basic subject units	After Semester 4
Production animals (clinical) and Companion animals (clinical)	*2–6 weeks veterinary practice, clinic, or VTH	After Semester 4
	4 weeks veterinary practice (except VPH specialisation track 1)	After Semester 7
VPH (including FSQ)	4 weeks foodstuff monitoring in slaughterhouses 4 weeks *ante mortem* and *post mortem* inspection in slaughterhouses (only VPH specialisation track 1)	After Semester 8
Other (EPT during specialisation track)	10 weeks from ST1	After Semester 9

18 weeks compulsory; * 8 weeks in the starred topics as chosen by the students

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.

Linkage of EPT providers to the VEE, assessment and feedback to the VEE

Approximately 150 veterinarians volunteer as instructors for clinical extramural practical training. Interested veterinarians can apply to the EPT coordinator, and applications are evaluated based on criteria such as practice duration, recent professional development, patient caseload, and in-house dispensary maintenance. Approval from the Austrian Veterinary Chamber (ÖTK) is required, and instructors are appointed for three years; applications for renewal are necessary afterward. An appointment und an agreement with students can be found in Annex 3.6
A public list of instructors is available on the university website, and instructors can access Vetucation to share information and provide feedback on student performance. They are also invited to participate in the Competence Check. Vetmeduni hosts an annual Teaching Vets Symposium, presenting the Instructor of the Year award at this event.

Since 2023/2024, questionnaires have been used to gather feedback on collaboration and student performance. Vetmeduni plans annual online update sessions for instructors, grouped by practice type, and regional events as part of the VetsOnTour initiative to strengthen ties and improve training.

Name of the teaching staff(s) responsible for the supervision of the EPT activities

Dr. med. vet. Elfriede Kalusch (staff member, Study Affairs)

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.

Implications of students in the preparation, recording and assessment of their EPT

Students can access the list of instructors on the university website and are encouraged to contact them directly. The Study Affairs Office, International Relations Office, and EPT Coordinator support students by organising extramural practical training (EPT) domestically or abroad and by providing guidance regarding forms and requirements. Students meet local veterinarians in the course *Structural Challenges for Veterinarians in Austria* in Semester 8. EPT completion is confirmed by the Study Affairs Office upon submission of an confirmation form completed by the instructor and an evaluation questionnaire. For clinical EPTs and 10-week EPTs, students must also submit a logbook for approval. Students must seek the approval of the VRTC before accepting foreign EPT placements, and this approval is granted by the International Relations Office; these foreign placements must meet the same quality standards as domestic placements.

Complaint process in place concerning EPT

Students can seek support from the EPT Coordinator, International Relations Office staff, Study Affairs Office staff, or the VRTC at any time. Student representatives and semester spokespersons are also available to assist with any issues. Complaints are handled on a case-by-case basis, and clear guidelines are provided for filing and investigating concerns. Students are encouraged to provide feedback promptly and are assured that complaints will be addressed fairly and transparently. Before starting their EPT, students are advised to resolve issues internally rather than through public or social media channels.

Reports analysing EPT and extramural VPH practical sessions for 2023/2024 show that most clinical EPTs were completed in small animal practices (66.4%), followed by ruminant (13.3%) and equine practices (12.4%). Ninety per cent of the students worked in practices with 2–10 veterinarians, cared for more than six patients daily, and improved their practical skills. Half reported that they felt able to independently assess clinical cases and take appropriate steps, while 70% felt that their theoretical knowledge was sufficient (see Annex 3.7). Most instructors supervise up to 5 students annually, and collaboration was perceived positively. The overall satisfaction was high, and 70% of veterinarians agreed that the students were highly motivated.

Comments on Area 3

- In 2023, a student-run clinical training service (*Lehrambulanz*) was established in the small animal clinic. This initiative provides students with an additional opportunity to practice and refine their D1C consultation skills related to primary care under the supervision of an experienced veterinarian. Operating from 8:00 a.m. to 4:00 p.m. on all working days throughout the year, 3 to 4 students perform triage, take medical histories, conduct initial clinical examinations, and practise their first-day skills under the supervision of the attending veterinarian.
- Educational research is conducted as part of third party-funded basic research projects, such as the Self-Regulated Learning in Medical Education project (2021–2023), and in projects that collect feedback and suggestions from students, teachers, and graduates. The results are shared at Impulse Breakfasts, incorporated into educator training, and, whenever possible, integrated into the routine educational practice. Network meetings for educational researchers are held regularly to encourage collaboration.
- Finally, teaching performance and responsibilities for teaching tasks are included as deliverables in the target agreements between the Rectorate and the departments, ensuring transparent documentation of these commitments.
- The regular seven-year revision of the Diploma Programme curriculum is currently ongoing, the EWGs are being reorganised, and active teachers are being added. A draft of the revised curriculum has already been prepared, and recommendations from the upcoming EAEVE visitation are being incorporated during the revision process.

Suggestions for improvements in Area 3

- The software PebblePad e-portfolio system will be rolled out in additional courses during the 2026/2027 academic year.
- Additionally, online information sessions for EPT providers and students are being established.
- A mental health training pilot project, entitled *Erste Hilfe für die Seele* (First Aid for the Soul), was launched at the start of the 2025/2026 academic year in cooperation with pro mente Austria.
- Furthermore, innovative examination software will be introduced to ensure a future-proof, objective, and digitally administered examination system enabling statistical analysis and automated feedback with AI methods.

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.

Location and organisation of the facilities used for the veterinary curriculum

The veterinary medicine curriculum is delivered by four departments. The departments are located on the Floridsdorf campus (21st district, north-eastern Vienna). The campus spans 15 hectares and includes 55 buildings built in 1996. The campus is easily accessible by public transport (e.g. U1, U6, tram lines 25 and 26, and bus 27A) as well as by bike. The interdisciplinary Messerli Research Institute, part of the Department of Interdisciplinary Life Sciences (ILWI), has been located on campus since 2011. Part of the department is located at Wilhelminenberg in the 16th district (16 km from campus) and includes the Research Institute of Wildlife Ecology (FIWI) and the Konrad Lorenz Institute of Ethology (KLIVV). Adjacent to these institutes is a 45-hectare large, forested research enclosure used for studying wild animals under near-natural conditions. The VEE also operates specialised off-campus teaching and research facilities, such as the central teaching and research farm in Pottenstein (VetFarm with 4 farm facilities, 53 km from the Vienna campus) and the Reproduction Center Wieselburg (141 km from the Vienna campus). Since 2017, the Wolf Science Center (WSC) in Ernstbrunn (43 km) has also been part of Vetmeduni. In 2022, the Small Animal Clinic became the first new building to be opened since the campus relocation in 1996. In 2025, Vetmeduni inaugurated the VetBiomodels facility for laboratory animal housing. Additionally, in September 2025, renovation began on the Wilhelminenberg premises. In 2019, the Research and Teaching Extension for Alpine Ruminant Medicine was established in Innsbruck, Tyrol, in close cooperation with the Austrian Agency for Health and Food Safety (AGES). Another important partner and joint research institution is the Graf Lehndorff Institute for Equine Science in Neustadt an der Dosse, Germany. The institute provides access to 350 horses (including 40 adult stallions and 40 broodmares with their offspring) during the specialisation track (ST) *Reproduction/Reproductive Biotechnology*. A map of various locations in Austria, including in Lower Austria and on the Vetmeduni Campus in Vienna, is found in Annex Figure A4A and A4B.

Strategy and programme for maintaining and upgrading the current facilities and equipment

The Vetmeduni buildings are owned by the Austrian Federal Real Estate Company (*Bundesimmobiliengesellschaft*, BIG) and rented by the VEE. The Vice-Rector for Finance, Digitalisation and Innovation (VRFDI) oversees building maintenance and modernisation, and University Council approval is required to cover costs exceeding normal operations. For projects surpassing the current Performance Agreement budget (2025–2027), prior approval from the Federal Ministry of Women, Science and Research (BMFWF) is mandatory according to the Austrian University Real Estate Ordinance (*Universitäten-Immobilienverordnung*).

Structural changes require BIG's consent, and the VEE ensures its infrastructure meets operational, legal, and safety standards. The Campus Management Service Unit oversees these tasks, guided by a multi-year working plan developed with the departments. New construction projects are integrated into the master construction plan and prioritised upon their approval. The VEE also has established a dedicated infrastructure programme for 2025–2027 to supplement its Performance Agreement. Construction projects follow a structured process to minimise cost overruns.

Equipment maintenance is managed either by the individual departments or by the Rectorate, i.e. for the core facilities, and standardised procedures are followed to ensure functionality. Regular inspections and audits ensure compliance with maintenance, safety, biosecurity, and environmental standards. The Rector and the VRFDI are responsible for infrastructure and equipment decisions,

whereby the VRFDI coordinates the planning with the department heads. A new building concept is being developed to create a modern, interdisciplinary work environment.

Description of how the VEE ensures that all physical facilities comply with all relevant legislation

The VEE ensures compliance with EU and national regulations, and oversight is provided by BIG. The Austrian Occupational Health and Safety Act (ASchG) and Workplace Ordinance (AStV) set standards for workplace safety and design, which are monitored by the Labour Inspectorate (*Arbeitsinspektion*). As part of its Eco-Management and Audit Scheme (EMAS) certification, the VEE maintains an environmental legal register covering waste management, health and safety, chemical handling, and technical operations. Compliance is ensured by the heads of the organisational units and the Rector and supported by regular training and audits conducted by the Safety Officer, the Internal Audit and Compliance Unit, and other bodies. The coordination of these efforts is ensured by key committees such as the Occupational Health and Safety Committee, the Ethics and Animal Welfare Committee (EAWC), and the Committee for Hygiene, Animal Diseases, Zoonoses, and Biosecurity.

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.

Premises for lecturing, group work, practical work and skills lab, lecturing and group work

The VEE has a wide range of facilities that support modern teaching and learning, including lecture halls, laboratories, training spaces, seminar rooms, and self-study areas. All lecture theatres and seminar rooms are equipped with up-to-date media technology and support hybrid teaching formats (see the summary below). Students have access to library facilities and common areas on campus for self-study. This infrastructure is further complemented by the VEE's VetSim Skills Lab (VetSim), which provides a location for hands-on training opportunities (see 6.3). In 2024, Vetmeduni expanded its two e-centres to accommodate the increasing student numbers and demand. These digital examination and teaching centres offer optimal conditions for performing computer-based assessments with the Q-Exam system while ensuring high security standards.

Lecture Halls

Hall	HS A	HS B	HS C	HS D	HS E	HS F	HS G	HS M	Panorama Hall
Places	360	245	224	74	164	152	164	74	50
m²	369	274	199	106	251	217	251	106	130

Premises for self-study, teaching laboratories, training, etc.

Purpose	No. of rooms	No. of places	Including
Training rooms	56	1083	e.g. dissection and necropsy rooms, e-centres, treatment rooms
Teaching laboratories	68	410	e.g. diagnostic microbiology/ parasitology laboratories
Seminar/group work rooms	36	822	
Self-study rooms	16	308	e.g. reading rooms of the main library, PC work rooms
Leisure rooms (excluding the canteen, etc.)	3	71	e.g. lounge areas, roof terrace
VetSim Skills Lab	2	28	seminar/training room (12 places) training room (14 places)

The VEE is equipped with modern diagnostic and therapeutic devices (see also 4.3 and 4.4). This state-of-the-art equipment is used for clinical services and educational purposes, including demonstrations and hands-on laboratory training. Students gain practical experience by receiving training in disciplines such as molecular biology, biochemistry, microbiology, parasitology, histology, cell biology, electrophysiology, and skeletal phenotyping. Training is conducted in various areas of the VEE, ensuring that students have comprehensive access to all relevant facilities and equipment during their studies.

Premises for study, self-learning, catering, canteens, locker rooms, accommodation for on-call students, leisure activities, sanitary

The VEE provides students with a variety of individual study areas (see above) and workspaces distributed across the campus. The canteen (*Mensa*) serves as the primary venue for dining and social interactions. In addition to the canteen, a cafeteria is available for both students and staff. Most buildings are equipped with kitchenettes with basic appliances such as microwaves, electric kettles, coffee machines, and stoves. Lockers are available on campus to ensure secure storage. In all departments where protective clothing is required, changing rooms with lockers are provided. Each clinic includes bathroom facilities such as showers and toilets, as well as on-call accommodation for students during on-duty hours. Vetmeduni also supports the well-being of students and staff by offering a broad range of social and physical activities.

Staff offices and research laboratories

Staff offices are in close proximity to their practical work areas, such as examination rooms, surgery halls, and research laboratories; therefore, these are distributed in all campus buildings. The standard office furnishings include a desk, a chair, and sufficient storage space. Standard provisions also include internet connectivity, intranet access via VetEasy, essential IT equipment, general unit supplies, and access to relevant literature. Laboratory equipment varies widely depending on the specific function and research focus of each facility. State-of-the-art research laboratories are available in all departments for use by staff and students. The Campus Management Team and the Occupational Health and Safety Committee provide guidance and oversight regarding the design and functionality of these facilities.

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.

The facility ensures adequate accommodation for teaching and research animals in compliance with Austrian animal husbandry regulations. Internal experts, including animal caretakers and the EAWC, ensure regulatory adherence. The committee advises on the use of animals in teaching and research and helps design training courses that comply with welfare standards. Vetmeduni prioritises biosecurity, animal welfare, and testing adaptations while updating facilities to meet evolving legal requirements, research needs, student numbers, and environmental sustainability.

Healthy animals

Healthy animals used for teaching purposes are the property of Vetmeduni. Their use and deployment in practical training are fully approved and monitored in accordance with the Austrian Animal Testing Act (TVG 2012). These animals are kept both on campus and at VetFarm (see Annex Table A4C).

The Small Animals Health and Research area has 4 rooms with 90 m^2 of indoor space each (i.e. room for 4 dogs), four outdoor enclosures with a total area of 277 m^2, and 4 concrete outdoor areas of 93 m^2 for 12–16 dogs each. The Clinical Centre for Animal Reproduction have group stables, individual boxes, and outdoor housing with covered sheds with room for 20 full-size horses and 20 light horses, as well as group stables, individual cages, and outdoor paddocks with room for 8 dogs. For ruminants, there are cattle stables (5 m^2 per animal) and paddocks (25 m^2 per animal). For sheep and goats, there are a paddock and hut (50 m^2 per animal). The Fish Health Unit has 52 tanks with different capacities (total of 6,600 litres). There are eight additional 800-litre tanks located outside. The Poultry Medicine unit has a floor pen area with a free-range space of 30 m^2.
VetFarm consists of three farms in total: Kremesberg, Medau, and Haidlhof. The Kremesberg farm features a barn with cubicle boxes covering an area of approximately 2,500 m^2, which includes additional free-movement areas for resting and grazing for around 100 cattle. A separate hall of about 470 m^2 is also available with flexible partitioning into up to six compartments, designated for dry cows and a small group of cows used for training. The barn accommodates up to 36 calves kept in groups in an area of approximately 234 m^2, including an outdoor area. Additionally, 16 individual igloos covering 123 m^2 are available for very young calves. At Medau, a loose pen with an area of 420 m^2 and a run and grazing areas can house up to 120 sheep. Medau also hosts a pig farm with space for up to 80 breeding sows and 720 rearing places, along with a test barn used for research purposes. At Haidlhof, an open stable with an area of about 150 m^2 and an outdoor paddock can accommodate up to 20 horses. Additional stabling for ponies and other horses is available in the main building at Haidlhof.

Research animals

Laboratory animals are housed depending on their species (e.g. rodents, small animals, large animals) and the specific research purpose. Laboratory rodents are housed in two facilities located in buildings EB and KA, which together constitute the Core Facility VetBiomodels. The EB facility supports breeding and non-infectious experiments and hosts all activities related to the generation, rederivation, and cryopreservation of transgenic mice. The KA facility is certified as a BSL2 unit, where all infection experiments involving rodents are conducted.

Premises for housing hospitalised animals, clinical activities, and diagnostic services and equipment used for clinical services

The Veterinary Teaching Hospital (VTH) comprises two main clinical departments:

- The Clinical Department for Small Animals and Horses includes three clinical centres: the Clinical Centre for Small Animal Health and Research, the Clinical Centre for Equine Health and Research, and the Clinical Centre for Animal Reproduction.
- The Clinical Department for Farm Animals and Food System Science consists of two clinical centres: the Clinical Centre for Population Medicine in Fish, Pig and Poultry, and the Clinical Centre for Ruminants, Camelids and Heard Health Management.

The facilities are equipped with cutting-edge technology that supports research-driven, innovative approaches to treatment, prevention, and diagnostics. As a result, the establishment offers not only exemplary diagnostic capabilities and a broad spectrum of treatment options but also ensures that students receive superior, practice-oriented, hands-on education. The departments continuously improve their services by demonstrating their strong commitment to innovation and specialisation, thereby enriching undergraduate and graduate students' learning experiences.

Clinical Centre for Small Animal Health and Research

- *Premises for housing of hospitalised animals*

There are 14 ICU cages located on the ground floor. The first floor is dedicated to inpatient wards and the care of hospitalised animals. Cages and space are available for 71 dogs, 47 cats, and 18 small mammals, as well as isolation cages for 23 dogs and 45 cats. The second floor has one room for dogs (10 cages), one for cats (12 cages), and one for rabbits and guinea pigs (4 cages) to recover

from anaesthesia. Furthermore, sufficient space is available for reptiles and birds with respective isolation cages (for details of the premises, see Annex Table A4C).

- *Premises for clinical activities and diagnostic services*

The ground floor houses the single point of entry, the central emergency unit, the intensive care unit (ICU), as well as multifunctional and species-specific consultation and treatment rooms. The first floor features in-patient wards with dedicated treatment rooms designed for daily monitoring and treatment, where students are permanently involved. The second floor contains preparation rooms for anaesthesia and the surgical centre. A separate isolation area with its own entrance is also available here, featuring in-patient accommodation on the first floor and surgical facilities on the second floor. Details regarding the premises are:

Internal Medicine: several multifunctional outpatient rooms on the ground floor of the small animal clinic as well as some specialised rooms (e.g. cardiology), 1 treatment room where minor procedures are performed on outpatients without their owners that is shared by surgeons and internists. Birds and Reptiles: 1 consultation room, 1 treatment room, 1 surgery room, 1 X-ray room, 1 feed preparation room, 1 storage room, 1 room for the reptiles used in teaching, 1 isolation room for both birds and reptiles; in addition, three wards are dedicated to birds and reptiles. Oncology (Medical and Radiation Oncology): 2 outpatient rooms for small animal oncology consultations, 1 preparation room for anaesthesia or minor procedures without owners, the linac vault room with a linear accelerator for radiation therapy (note: students do not enter this room but can watch radiotherapy treatments via cameras from the control room), 1 control room, 1 treatment planning room, 1 chemotherapy treatment room. Clinical Nuclear Medicine (separate building): Due to the radiation safety regulations, students do enter this restricted area and do not participate in nuclear medicine procedures. This space includes 1 imaging room with 2 gamma-SPECT cameras, 1 room for the nuclear medicine bench (hot lab), 1 decay room for nuclear medicine waste, 1 shower-washing area, separate stable rooms for each species (cats, dogs, and horses). Anaesthesia: 4 preparation rooms. A pain management clinic uses multifunctional outpatient rooms on the ground floor. The Small Animal Surgery: 6 operating theatres (1 septic, 2 soft tissue, 1 ophthalmology, 1 orthopaedic, 1 dentistry), 1 enema and 1 endoscopy room. Physical Medicine and Rehabilitation: 4 examination/treatment rooms and 1 gait analysis laboratory. Diagnostic Imaging: 3 rooms for small animals, 2 rooms for large animals. One unit is allocated to CT and MRI studies and includes a crane that can be used to lift animals weighing up to 1.5 tons, and 1 dedicated anaesthesia preparation room. Additionally, 3 image reading rooms equipped with appropriate computers. For teaching purposes, 3 additional rooms have been designed for small student groups, outfitted with computers, and provide access to the AHIS and PACS systems and projectors.

- *Equipment used for clinical services*

ICU: ultrasound devices for bedside and FAST examinations, oxygen cages and concentrators, respiratory ventilators, warming and cooling equipment, fluid and syringe pumps, cytology tools, and a well-equipped Mini Lab. Internal Medicine: clinical examination tools, ultrasound equipment for echocardiography, electro-diagnostic devices, endoscopy and video-otoscopy equipment, and a high-quality microscope with a screen for dermatological cytology. Birds and Reptiles: clinical examination tools, 1 mobile X-ray unit, 3 anaesthesia machines, and 1 ultrasound device. Oncology (Medical and Radiation Oncology): clinical examination tools, 2 anaesthesia machines, 1 linear accelerator (linac), positioning devices for radiotherapy, 2 radiation planning workstations, 1 chemotherapy safety hood. Nuclear Medicine: 2 gamma-SPECT cameras, 1 nuclear medicine safety hood. Anaesthesia: multiple anaesthesia workstations equipped with ventilators, multiparameter monitors, infusion and syringe pumps, 2 ultrasound machines dedicated to regional anaesthesia, nerve stimulators, neuromuscular transmission monitors, 1 portable endoscope, 1 defibrillator, Mini Lab, and 1 centralised monitoring system. Small Animal Surgery: cone-beam computer tomography (CT) scanner, flexible video-endoscopy, laparoscopy and arthroscopy towers, cutting and sealing devices for endoscopic surgery, a C-arm imaging system, 1 surgical microscope, and 1 comprehensive set of surgical instruments for general, orthopaedic and

minimally invasive procedures, as well as 2 dental X-rays and 2 dental units. Ophthalmology: full range of ophthalmic surgical instruments, slit lamps, indirect ophthalmoscopes, Tono pens, and ultrasound devices. Physical Medicine and Rehabilitation: kinetic gait and kinematics gait analysis, underwater treadmills, laser therapy electrotherapy, extracorporeal shockwave therapy unit, therapeutic ultrasound, equipment for therapeutic exercises including land treadmills, balance balls, wobble boards, and a motorised movement platform. Diagnostic Imaging: 1 stationary Bucky unit, 1 stationary fluoroscopy unit, 1 mobile X-ray machine, and 3 portable X-ray machines, 1 computed radiography (CR) system, 1 digital radiography (DR) system, 2 high-end ultrasound machines, 3 Tesla MRI scanner, a 128-slice CT scanner, and 5 anaesthesia workstations. For large animals: 1 stationary Bucky unit, 1 mobile X-ray machine, and both CR and DR systems.

Clinical Centre for Reproduction

- *Premises for housing hospitalised animals*

Twenty-six loose boxes for horses, which can also accommodate mares with foals, as well as 8 cages for small animals. Additionally, 6 horse boxes have been adapted to house cows or camelids with obstetrical problems. Three loose boxes are available for small ruminants, each accommodating up to 3 sheep or goats.

- *Premises for clinical activities and diagnostic services*

The animal facilities, semen collection rooms, and laboratories comply with EU regulations for intra-community trade in horse semen and embryos (Council Directive 92/65/EEC). The centre also houses an endocrine laboratory equipped with automated ELISA analysers. Additionally, there are 4 treatment rooms (2 each for small and large animals), 1 multipurpose room (large animals), and 1 surgery room (small animals) that have been designed to meet the requirements for veterinary procedures related to animal reproduction in horses, small companion animals, and production animals.

- *Equipment used for clinical services*

The equipment includes 6 ultrasound machines, 2 endoscopes, 1 computer-assisted semen analysis system, 1 computer-guided semen-freezing machine, and 1 micromanipulator tool for embryos, as well as *in vitro* fertilisation and intracytoplasmic sperm injection (ICSI) technologies.

Clinical Centre for Equine Health and Research

- *Premises for housing of hospitalised animals*

Forty-one box stalls, 5 specialised isolation stalls, and 8 specialised ICU stalls that are fully equipped, including video monitoring for patients requiring intensive (postoperative) care. Eight standing stocks are distributed throughout the equine hospital. Besides the padded recovery stalls adjacent to the operating rooms, 1 padded box stall is equipped with a hoist for supporting horses in an Anderson sling.

- *Premises for clinical activities and diagnostic services*

These premises include 3 surgical suites: 1 for general surgery, 1 dedicated to orthopaedics and minimally invasive surgery, and 1 for standing surgery. They additionally include 1 dedicated dentistry room, 2 examination rooms for orthopaedic patients, 2 examination rooms for the equine internal medicine unit, ICU, and observation room. Specific anaesthesia facilities for horses include 1 preparation room, 1 induction area, 2 recovery boxes, and 1 discussion room.

- *Equipment used for clinical services*

Facilities are equipped with state-of-the-art technology, including a laparoscopy tower, an arthroscopy tower (fluid and gas systems), cutting and sealing devices for endoscopic surgery, a C-arm X-ray machine, and a comprehensive range of surgical instruments, sets for osteosynthesis, laparoscopy, and eye surgery, including an operating microscope. Surgical lasers (diode and CO_2) are available, along with multiple flexible endoscopes (e.g. for the upper and lower respiratory tract, overground endoscopy and gastroscopy) and multiple ultrasound machines (e.g. cardiac ultrasonography, orthopaedic examinations, dental conditions, and ophthalmologic procedures).

Clinical Centre for Population Medicine in Fish, Pig and Poultry

- *Premises for housing hospitalised animals*

The centre accepts animals for diagnostic euthanasia and, in exceptional cases, provides inpatient care for mini pigs, hobby pigs, or fish. Pigs brought for diagnostic euthanasia are housed immediately in a pathology stall containing four boxes. In fish medicine, inpatient care is rarely required; to prevent contamination of teaching and research stocks, quarantine aquaria are available in the fish necropsy room for patient treatment, and all necessary equipment are readily available. Poultry medicine does not hospitalise animals but maintains seven floor pens for experimental trials with chickens or turkeys. Mini pigs are admitted only in exceptional cases (e.g. for internal, orthopaedic, or dietary reasons) and housed either in the pig barn (see healthy animals) or in a dog kennel (isolation barn) near the operating theatre (primarily for micro pigs). These animals are released home after recovery.

- *Premises for clinical activities and diagnostic services*

Fish Health: over 100 m² of space are dedicated to diagnostics and examinations, alongside specialised laboratories. The unit shares laboratories and rooms with the Poultry Medicine Unit, namely bacteriology, serology, parasitology, and histology laboratories, as well as cell culture and molecular biology laboratories, which include a refrigerator room, incubator room, and preparation rooms, all of which are fully equipped for diagnostic and research purposes. Rooms are also allocated for additional cell culture and molecular biology labs complete with storage rooms and freezers. The centre includes a *post mortem* suite for accredited diagnostic services that features 3 necropsy tables and tools for necropsy and sample collection, as well as a separate suite designated for teaching and research. The Swine Medicine Unit features an operating theatre and a laboratory.

- *Equipment used for clinical services*

Fish Health laboratory equipment complies with EN ISO/IEC 17025:2005 standards, and the centre hosts the national reference laboratory for notifiable fish diseases. All Poultry Medicine rooms are fully equipped for diagnostic and research purposes. The Swine Medicine operating theatre is equipped with an endoscopy tower and surgical tools for general surgery. The laboratory includes a workstation for sample preparation, a sterile workbench for serological testing, an ELISA robot, surgical instruments, and a centrifuge. It is certified in accordance with EN ISO 9001 standards. Diagnostic tests offered include ELISA antibody detection kits for specific swine pathogens, as well as tests for the genomic identification of certain viral pathogens. Additionally, four stables with a total area of 204 m² are equipped with transport trolleys and devices for safely restraining animals.

Clinical Centre for Ruminants, Camelids and Herd Health Management

- *Premises for housing hospitalised animals*

Stables are available that are separated into conventional and organic farming systems. Additional stables and hutches are provided for calves. Stables ranging from 2 to 5 m² per animal are available to accommodate goats and sheep, while llamas and alpacas are housed in stables of similar size with access to paddocks.

- *Premises for clinical activities and diagnostic services*

Two multipurpose rooms for clinical examinations, advanced diagnostics, and surgery are available on campus, as well as a surgical preparation room, a laboratory room for faecal examinations, and a clinical demonstration room. Clinical activities take place in a total area of 100 m², and these activities are supported by equipment for safely restraining animals in the stable and a hoist for lifting recumbent cattle.

The Herd Health Management in Ruminants Unit operates both on campus and primarily at VetFarm.

- *Equipment used for clinical services*

The centre is equipped with a laparoscopy tower, endoscopic surgical devices, an emergency laboratory featuring a blood gas analyser, automatic clinical chemistry analyser, point-of-care

tests, and faecal diagnostics, as well as additional point-of-care devices, an oxygen concentrator, anaesthesia and monitoring equipment, multiple ultrasound units, and a specially designed chute compatible with a forklift for claw trimming and surgery. Additionally, a Milk Laboratory providing comprehensive diagnostic services is equipped with classical bacteriological examination tools, an Agarclave, and ELISA equipment. At VetFarm, the Herd Health Management in Ruminants utilises a sample preparation room equipped with in-house haematology analysers, centrifuges, urine analysis tools, equipment for blood and milk sample preparation, equipment for staining blood and tissue smears, scales, microscopes, refrigerators, and freezers (-20 °C and -80 °C). Additionally, three vehicles are outfitted with veterinary clinical examination and sampling devices, including portable ultrasound machines, various on-farm test kits (e.g. for beta-carotene, BHBA, glucose, faeces), a blood gas analyser, a thermography camera, equipment for barn climate evaluation such as data loggers and fume tests, a shaker box, a near-infrared spectroscopy device, and laptops.

Honeybees

Honeybees are kept on campus exclusively for teaching purposes under the supervision of the dedicated team of the virology unit.

Diagnostic services including necropsy

The departments and their units and research groups located on campus offer a broad spectrum of diagnostic services. Diagnostic laboratories are also used for relevant teaching purposes, enabling students to learn key techniques and analytical methods in small groups. The following examples illustrate the range of veterinary diagnostic services at Vetmeduni: The Centre for Veterinary Public Health and One Health offers services related to herd health management and toxic plants. The Animal Nutrition Unit addresses nutritional problems and injuries, including the sensory analysis of hay. The Comparative Genomics group specialises in molecular genetics methods for detecting hereditary defects in companion and livestock animals and for performing parentage analysis, individual genotyping, veterinary forensic DNA analysis, and qualitative and quantitative nucleic acid (DNA, RNA) analysis with real-time PCR and next-generation sequencing. The Shared Facility Laboratory Diagnostics covers key areas of veterinary clinical pathology, such as haematology, clinical biochemistry, endocrinology, and cytology, utilising state-of-the-art equipment and an EN ISO 9001-certified quality management system. The Virology group conducts virological, serological, and molecular examinations for a wide variety of viral infections affecting domestic and farm animals including zoonoses in laboratories equipped for conducting sterile cell culture work, serological procedures, sequencing, and real-time PCR. The Parasitology Unit conducts comprehensive parasitology diagnostics and clinical trials and develops concepts and strategies for parasite control as well as tests parasite models. The Pathology Unit offers a *post mortem* suite for necropsy procedures, including a refrigerated storage room for animal carcasses, a refrigerated room for waste disposal, separate cloakrooms for female and male personnel, and changing rooms for students'. The suite is equipped with a crane that can lift animals up to 1.5 tons, electric saws, eleven necropsy tables, necropsy tools, cleaning and disinfection equipment, as well as personal protective equipment for staff and students. Additionally, the Department of Interdisciplinary Life Sciences (ILWI) houses another necropsy facility dedicated to wild and zoo animal pathology, which features a crane way, ventilation system, hydraulic autopsy table, cold and freezer storage, scales, and a centrifuge. The Pathology Unit offers diagnostic services including necropsies, histological testing of vertebrates (excluding fish and poultry), immunohistochemistry, *in situ* hybridisation, and electron microscopy, alongside forensic support and expert report preparation for judicial proceedings. The Microbiology Unit delivers molecular pathogen detection and typing, species identification using innovative techniques and antimicrobial susceptibility testing. A detailed catalogue of all laboratory services is available on the institution's website.

Other facilities

Another important facility is the **VetCore**, which comprises the following specialised subunits: the VetBioBank for tissue archiving, VetImaging for imaging at scales ranging from cellular to whole laboratory animals, and the Omics Units focusing on genomics, transcriptomics, and proteomics. VetCore serves as a multi-user resource dedicated to developing and applying diverse high-throughput technologies to facilitate the discovery of biological markers. It acts as a comprehensive "one-stop shop", offering researchers access to cutting-edge tools and the expertise of skilled staff. An equipment booking calendar allows efficient resource scheduling and supports shared facilities in multiple locations. Additionally, VetCore manages bookings for freezers and the cell culture laboratory and oversees activities related to establishing a Clinical Research Lab.

Premises used for the practical teaching of VPH

Intramural: A pilot food processing plant with essential equipment is available in the Centre for Food Science and Veterinary Public Health. For meat inspection practical training, 2 rooms are equipped with racks, drip collectors, and a waterproof, disposable floor covering. For storage of carcasses and organs (all food-grade) in the cooling room, specially labelled bags and boxes are provided. After its use in practical training, the material is disposed of in the Pathology Unit in a specially designated, lockable box. A cattle head simulator is used for practicing captive bolt stunning. A selection of captive bolt stunners is available (both operational or with typical defects). Several laboratories and associated rooms are available. These include: Chemical analysis technology and comminution laboratory with three packaging machines for 99% vacuum sealing; a chemistry laboratory with equipment for Kjeldahl analysis (N determination), drying oven for moisture determination, water baths, photometer, distillation unit for crude fat determination, and electronic balance; a chemistry laboratory with equipment for sample pre-homogenisation and wet chemistry measurements, including fluorescence and absorption spectrometry, refraction measurement, an incineration room for wet sample digestion and for incineration (muffle furnace) to determine ash content. Packaging and labelling: sensory laboratory and seminar room dedicated to practical training in label inspection, monitoring declared weight (two electronic balances with an accuracy of 0.01 g). Sensory analysis room: three cabins with standardised illumination, two field kits of pH meters plus Braunschweig devices, a W-meter, Minolta colour analytical equipment, an Instron draw bench for measuring shear force, and a texture profile analyser for advanced sensory analysis. Actual manufacturing: technical laboratory with a 12-L-capacity bowl cutter, 380V meat mincer, combined smoking and scalding unit, 3 precision water baths for scalding/pasteurising; technology and comminution lab with two bowl cutters, 380V meat mincer; temperature monitoring devices (thermologgers); refrigeration room and freezing room for storing raw materials. Bacteriological examination of meat products: two laboratories suitable for practical training with room for up to six students each. These contain equipment consisting of homogenisers (Stomacher type), various small devices (e.g. vortex, electronic balances), and incubators. Examination of pork for *Trichinella* spp.: inactivated larvae are obtained from the German Federal Institute for Risk Assessment. The equipment includes 3 complete artificial digestion units (magnetic stirrer method, MSM). Personal protection devices are available, and material safety data sheets are in place. An additional lab for dairy hygiene (raw milk microbiology and chemistry) is available on the 2nd floor of building GA.

Extramural: Visiting a meat-cutting room during the pig or cattle slaughter excursion: Students who choose the FSQ and VPH specialisation track visit EU-approved meat-processing plants, including one pet food manufacturer and one game carcass processing unit (seven students and one teacher per visit). Vetmeduni does not have its own slaughterhouse, but students have access to three slaughterhouse facilities (cattle, pigs) located 50 to 100 km outside Vienna.

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.

Organisation and management of the VTH and ambulatory clinics

The VTH has two independently managed clinical departments: the Clinical Department for Small Animals and Horses and the Clinical Department for Farm Animals and Food System Science. Each department is led by a head and deputy heads, where one leadership team member is responsible for overseeing the animal hospital's teaching and service tasks and acts as the contact person for the respective member of the Rectorate. The leadership teams coordinate their shared interests by holding regular meetings. The clinical centres offer primary care, serve as referral clinics, and remain open year-round. These provide general consultations at least five days a week, along with a 24/7/365 emergency service. For details of the services and their service times, see Annex Table A4D.

Organisation of the VTH and ambulatory clinics to maximise student hands-on training

Hands-on training at the VEE begins in Semester 1 with the *Animal Handling and Care* course and continues through Semester 9, intensifying in the specialisation tracks. Each semester includes compulsory courses with diverse animal patients, ensuring that the students gain comprehensive practical experience. The mandatory course *Hospitation* in Semesters 7 and 8 provides practical training at clinics and VetFarm, including in the evenings and on weekends, which increases the students' learning opportunities. In Semester 9, small-group clinical rotations fully integrate students into daily operations, allowing them to follow cases from admission to discharge, participate in diagnostics and treatments, and develop clinical reasoning by receiving feedback from supervising veterinarians. Emergency and critical care experience is gained on supervised shifts, where students assist with triage, diagnostics, and treatments, engaging in real-time decision-making.

By making herd health visits in small groups, students are exposed to individual and population-level care for farm animals. At the small animal and equine centres, students rotate through all services, including consultations, inpatient care, and surgery, under close supervision (1:2 or 1:1 ratios), ensuring their intensive support. The student-run *Lehrambulanz* offers independent training in small animal primary care facilities.

Vetmeduni provides access to a wide range of species and state-of-the-art facilities, including diagnostic imaging, anaesthesia, ophthalmology, dentistry, clinical pathology, intensive care, surgery, rehabilitation, ambulatory services, pharmacy, and pathology. These resources, combined with structured training, provide students with many opportunities to gain comprehensive, hands-on veterinary experience. For further details, see Annex Table A4E.

Statement that the VEE meets the national Veterinary Practice Standards

The services provided by the VEE meet the standards outlined in the Code of Good Veterinary Practice established by the Federation of Veterinarians of Europe. Our VEE is fully compliant with the national Veterinary Practice Standards, and its clinical and pharmaceutical operations are governed by the Order of Establishment, which establishes the overall framework for quality and

compliance. Safety in all facilities is ensured by fully complying with national safety regulations. Periodic safety inspections are conducted by external authorities, including the fire brigade and the Labour Inspectorate. All facilities, including the laboratories and dissecting and autopsy halls, are equipped with relevant safety information, escape routes, and emergency exit signs in compliance with the general hygiene rules.

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.

Laboratory analytical and diagnostic services are provided in clinical, paraclinical, and non-clinical centres. These include services for haematology, biochemistry, cytology, histology, microbiology, parasitology, endocrinology, serology, and pathology. Some laboratories hold national or international accreditations, indicating their compliance with high-quality standards. These services support animal diagnosis and treatment, student education, and serve as reference resources for researchers, industry professionals, and veterinary practitioners.
Students access facilities using electronic ID cards, and biosecurity training is required for entry to laboratories and clinical centres. Students have unrestricted access to clinical centres, including VetSim, under staff member supervision. Centrally coordinated timetables ensure that students have timely access to facilities for their compulsory courses, while the VeTime calendar system allows students to register for independent study opportunities in facilities such as VetFarm. During their clinical rotations, students participate in diagnostic imaging and are monitored via electronic dosimetry. Students must complete communication training, including role play with trained actors, before beginning clinical rotations. Students are also encouraged to engage in voluntary activities with facility approval.

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.

The **VTH** provides isolation facilities for all common animal species, adhering to the Notifiable Disease and Epidemic Safety Plan (see Annex 4.6). Specific guidelines (SOPs) are in place and apply to all isolation units. Animals suspected of infection are immediately isolated, and public health veterinarians are informed if a notifiable disease is suspected. This plan is approved by the University Council upon the Rectorate's proposal.
At the Clinical Centre for Small Animal Health and Research, specialised isolation rooms are available for cats and dogs. For cats, facilities include 1 room for parvovirus infections (9 small, 6 extra-small cages), two rooms for non-specific infections (18 small cages), one room for respiratory infections (9 small cages), and one room for multi-resistant pathogens (12 small cages). For dogs, there are five rooms: one for parvovirus infections (2 small, 4 extra-small, 1 large cage), one for distemper (2 small, 2 large cages), two for non-specific infections (4 small, 4 large cages each), and one additional room (2 small, 2 large cages). An outdoor run is also available. In the

Nuclear Medicine radiation protection area, there are four large boxes (116 m²) for horses, two boxes (10 m²) for dogs, and five boxes (10 m²) for cats and small mammals. For birds, reptiles, and bats, four isolation boxes, an aquaterrarium (12 m²), and seven cages (27 m² total) are reserved for suspected epidemic cases. The Clinical Centre for Animal Reproduction includes two isolation boxes for horses in compliance with Council Directive 92/65/EEC and a pre-entry quarantine stable for potentially infectious large animals. This facility is fenced off from the main campus and includes an examination room, cleaning stations, diagnostic equipment, and protective clothing. Stallions used for semen collection are housed separately, while horses with a history of abortion are kept in isolated compartments. The Clinical Centre for Equine Health and Research has an isolation unit with five individually separated stalls located 100 metres from the main stables. Each stall has a separate entrance, ventilation system, and a dedicated room for patient-specific equipment. A nearby examination room is used for procedures. Access is restricted to trained personnel, including veterinarians, animal handlers, and instructed students, while owners are prohibited from entering. Ruminants and camelids are accepted only as referral patients when certified free of notifiable diseases. Suspected cases are kept in the equine isolation boxes. In the Swine Medicine Unit, a 25 m² pathology stable with four boxes is used exclusively for pigs referred for diagnostic euthanasia and *post mortem* examination. Pigs housed here are not returned alive. A quarantine stable with two large compartments (18 m² each) and two small compartments (12 m² each) is used for experiments up to biosafety level 2 (BSL-2) or as an isolation facility when unoccupied. Pigs are transported alive to the VEE for diagnostic purposes and kept in the pathology stable until diagnosis. For fish, two dedicated rooms are available for experimental purposes. Fish requiring isolation due to parasitic or bacterial diseases are housed in separate tanks. A designated basement room is used for experiments with highly infectious pathogens. Water from fish tanks is disinfected using a UV filtration system. Fish suspected of carrying notifiable diseases are not kept on site; instead, they are sent *post mortem* to diagnostic facilities. In the Poultry Medicine Unit, six HM1500 and six HM2500 poultry isolators from Montair are available. These self-contained units feature electrical heating and ventilation systems with a 99.99% filtration efficiency. Live bird patients are not treated on site. Animal trials are conducted in equipped facilities with strict access control, forced ventilation systems, and all-in/all-out management practices to minimise disease transmission risks. Rigorous biosecurity protocols are enforced across all facilities.

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.

Teaching in herd health medicine begins in Semester 3 with clinical demonstrations and continues through Semester 8, integrating this subject into courses such as *Applied Reproduction and Endocrinology*, *Advanced Endocrinology and Reproduction*, and *Neonatology*. During clinical rotations, students are trained in herd health management principles and practical skills, including transrectal palpation, pregnancy diagnosis via ultrasound, blood and milk sampling, and herd data analysis at VetFarm. Self-directed learning and voluntary work at VetFarm ensure students have gained substantial knowledge and hands-on experience by Semester 9. The mobile clinic for Herd Health Management in Ruminants, operated by the Herd Health Management in Ruminant Unit, provides regular on-site services to farms in collaboration with local veterinarians to maintain positive relationships. Activities such as pregnancy checks and fertility assessments are documented and shared with farmers and veterinarians. While examinations are free, specific treatments such as calf dehorning are fee-based. Students also evaluate housing conditions, calf health, and general herd health under supervision at external farms. The Herd Health Management in Ruminants Unit offers specialised consultancy services for farms with herd health issues, conducted by senior scientists with up to three students, always in collaboration with local

veterinarians. These visits are charged according to the national veterinary fee schedule. Since 2023, students can specialise in Alpine Ruminant Medicine at the Research and Teaching Extension for Alpine Ruminant Medicine, accompanying veterinary practitioners (employed by the VEE) during their daily and emergency routines. Students who have chosen the ruminant medicine and bovine herd health management specialisation track develop practical skills by participating in structured activities, including supervised work at VetFarm, visits to commercial dairy farms, and consultancy visits to problem farms. Tasks include pregnancy diagnosis, breeding soundness evaluations, body condition scoring, ultrasound-based back fat assessment, and calf dehorning, placing a focus on farm data analysis and the application of evidence-based strategies. Herd health management for pigs, poultry, and aquaculture is central to the Pig and Poultry specialisation track. Students gain practical experience in stock management at large facilities and hands-on training during Clinical Rotation II farm visits, which are conducted with farm veterinarians and producers. An elective allows students to work directly with veterinary practitioners, gaining day-to-day experience in pig herd health management.

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.

The VEE provides dedicated bus transportation from Vetmeduni to VetFarm for students and teachers attending compulsory courses. To support teaching and research, the VEE operates over 15 vehicles with a combined capacity of 100 seats. A truck is available for animal rescue or transport, along with trailers for cattle and horse transport. For small animals, including fish, sufficient boxes, cages, and hand carts are readily available. Two VEE-owned vans (7–9 seats) can be reserved for farm visits. At the Research and Teaching Extension in Tyrol, veterinarians use personal vehicles for daily and emergency visits, and students accompany them. A VEE-owned van is permanently assigned to Tyrol for student transport and special farm visits. The Herd Health Management in Ruminants Unit operates two VW Golf vehicles (station wagons) equipped with veterinary tools, including mobile ultrasound devices, on-farm diagnostic tests, a blood gas analyser, thermography camera, barn climate tools, and laptops. A specially equipped van, seating nine persons, is also used by the VetFarm mobile clinic. For administrative purposes and additional farm visits, 5 vehicles with at least 15 seats are available in the VEE's vehicle pool.
For cadaver transport, leak-proof and disease-secure devices, including boxes, hand carts, trailers, and forklifts, are used. Cadavers are disposed of by the ebswien kläranlage & tierservice GmbH or picked up by certified cremation or burial companies. The transport process is regulated under the cadaver management system, ensuring compliance with legal and biosecurity standards.

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.

Vetmeduni strictly adheres to environmental, safety, and biosecurity procedures as mandated by legislation. Safety measures across all relevant areas, including clinics, laboratories, dissection and necropsy halls, as well as isolation facilities, comply fully with Austrian safety regulations and are

inspected multiple times per year by the Labour Inspectorate. Each department designates safety and environmental officers from among the academic and technical staff.
The Committee for Hygiene, Animal Diseases, Zoonoses and Biosecurity (HTZB Committee) advises the Rectorate and defines general guidelines including the biosecurity manual. Clear safety protocols are prominently displayed in all pertinent facilities, and students receive comprehensive instructions on these procedures before beginning work in such environments. All employees are required to participate annually in compulsory occupational health and safety training, which covers topics such as fire safety, the use of protective clothing (PPE), and management of high-risk individuals. This training is conducted in person by prevention officers, and supplementary material is available as e-tutorials. All chemical substances used at Vetmeduni are registered in a dedicated database that is part of VetEasy and linked to current safety data sheets. Laboratory regulations are distributed to all personnel working in labs, and they formally acknowledged their willingness to comply with these regulations with their signature.
The waste disposal is regulated by the Austrian Waste Management Act (AWG 2002) with its decrees and complies with Austrian national standards. The Campus Management Unit is responsible for the overall coordination of the waste disposal. Vetmeduni is certified by EMAS, which includes waste management.
Students receive information regularly on biosecurity, hygiene, and the proper handling of hazardous and infectious materials, including patient safety and personal hygiene practices. This information is delivered in the form of written materials, verbal instructions, and practical demonstrations. At the start of each course or clinical rotation, students are provided with detailed safety guidelines and attend orientation sessions. Their hands-on training is closely supervised by faculty to ensure their strict adherence to the protocols.

Comments on Area 4

- Maintaining the VEE campus is a quite challenging long-term task. To preserve the existing infrastructure and buildings, as well as to enable future developments, such as those required to comply with evolving biosecurity regulations, the VEE requires substantial support from the federal government. Preliminary discussions about the campus's future and its facilities were initiated by the previous Rectorate (2021–2025) with BIG and the BMFWF. These discussions are ongoing.

Suggestions for improvement in Area 4: none

- none

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.

Global strategy about the use of animals and material of animal origin

The VEE ensures research-based, hands-on training in the basic and clinical sciences. Under the supervision of experienced professors, programme graduates, and senior clinicians, students acquire Day One Competences (D1Cs) for the responsible use of animals and animal-derived material, ensuring high standards of animal welfare and a professional education. Vetmeduni aims to ensure that the animals and animal materials used in teaching represent the full diversity of species.

Cadavers and animal-derived materials are mainly obtained from deceased or euthanised patients with owner consent, surplus material from approved research projects, and occasionally from slaughterhouses, VetFarm, or external partners (e.g. private veterinary practices). Non-hazardous tissues from necropsies are reused for teaching and research purposes at the VEE. The necropsy caseload is complemented by referral cases to the Pathology Unit, including wildlife cases managed by the Pathology group of the Research Institute of Wildlife Ecology (FIWI).

The number of healthy animals is carefully limited to balance the need for hands-on training with the principle of reducing live animal use in education and research.

Patient numbers are sufficiently maintained by the Veterinary Teaching Hospital (VTH), which is organised according to species and ensures adequate resource availability. All animals used for teaching or research are included only with informed owner consent, which is documented in the Animal Hospital Information System (AHIS) and publicly communicated through the Order of Establishment.

Herd health visits encompass all major food-producing species, including cattle, small ruminants, swine, fish, and poultry. Due to increasing biosecurity requirements in large pig and poultry operations, preventive herd health management and consultation are a teaching priority.

Slaughterhouse training is conducted in three external facilities for cattle and pigs located 50–100 km from Vienna, as Vetmeduni does not operate its own facility.

Strategy to ensure that each student receives the relevant Core Clinical Training (CCT)

The VEE's strategy aims to ensure that all students acquire D1Cs by taking a structured, progressive, and ethically responsible approach towards clinical education. Clinical knowledge, skills, and professional competences are developed continuously while following the curriculum, beginning in the first semester. To achieve this, the VEE integrates theoretical, practical, and ethical training in a spiral model, where all practical courses build systematically on previous experience. Early exposure to animal handling and biosecurity principles lays the foundation for later clinical work. The VetSim Skills Lab (VetSim) provides a controlled, low-risk environment for skill acquisition using dummies and simulators, reducing the need for live animal use at early stages and ensuring the students' preparedness for real clinical cases (see 6.3). The VTH and VetFarm serve as core training platforms, ensuring balanced clinical exposure across species and disciplines. The VEE strategically monitors and manages patient caseloads to provide sufficient first-opinion and referral cases for all students. In 2024, approximately 24% of VTH cases were referrals, while a sufficient number of first-opinion companion animal cases is ensured through the ambulatory clinics of the Clinical Department for Small Animals and Horses. Farm animal training is supported by the VTH, the mobile clinic at VetFarm, and the Research and Teaching Extension for Alpine Ruminant Medicine in Tyrol. The distribution of clinical training sites in different Austrian regions guarantees continuity even when biosecurity-related restrictions apply.

For example, during the 2025 foot-and-mouth disease outbreak near the Austrian border, sufficient caseloads were secured for students in Tyrol when animal movements on campus were suspended. Partnerships with external clinics and the Teaching Extension for Alpine Ruminant Medicine ensure continuity and national coverage. CCT is conducted in small groups to maximise hands-on experience, complemented by theoretical discussions (for a detailed description, see also 3.1). Continuous quality assurance is achieved by conducting a regular review of patient caseloads, receiving student feedback, and Senate oversight. This ensures that the clinical curriculum remains responsive to changing educational, ethical, and societal needs (see 5.1.4).

Procedures developed to ensure the welfare of animals used for teaching and research activities

The VEE's primary strategy to ensure the protection of animals used in education and research is based on compliance with the legal framework, the promotion of the 3Rs (Replacement, Reduction, Refinement), and continuous improvements in animal housing and care conditions. Members of the VEE align their actions in research and teaching with the guidelines found in the Code of Conduct on Animal Welfare. All individuals and units involved in projects entailing the use of animals in teaching and research must comply with Austrian animal experimentation and animal welfare legislation and follow the guidelines for Good Scientific Practice. The involvement of the Ethics and Animal Welfare Committee and the Animal Welfare Body ensures that developments and recommendations in the field of animal welfare are implemented and communicated effectively within the VEE. For example, some of the healthy dogs (Beagles) are individually cared for by staff during their active service via the "vetmedunidogs@home" programme. The VEE carefully balances the essential need for hands-on training with efforts to minimise the use of live animals in education and research. The principle of "never the first time on an animal" guides the VEE's expansion of simulation-based training through VetSim, which includes models and simulators for practicing procedures such as pregnancy examination in cattle or nasogastric intubation in horses. Ongoing research projects are exploring innovative technologies such as 3D scanning and AI-supported ultrasound to develop training materials that further reduce reliance on live animals or animal tissues. This approach guarantees that students acquire the required clinical competencies while upholding the highest standards of animal welfare.

Obtaining, storing, and destroying cadavers and material of animal origin

The VEE primarily sources cadavers and animal-derived materials for training from internal origins or slaughterhouses. These include patients who have died at the VEE or were euthanised due to untreatable conditions, where owners have provided their written consent for their use in teaching and research. Additional cadavers come from ethically approved animal experiments conducted at the VEE, where bodies or body parts are no longer required for research. Occasionally, animals such as chickens, laboratory rats and mice, or animal by-products are either purchased externally or obtained from VetFarm. For pathology training, contributions also come from other external partners such as veterinary practices and private individuals. Non-hazardous body parts or organs from necropsy cases are forwarded to the Anatomy Centre or other Vetmeduni centres for teaching and research. According to decrees (*Bescheide*) issued by the City of Vienna, the Morphology Unit is a registered user of animal by-products from category 3, and the Pathology Unit is a registered user of animal by-products from categories 1, 2, and 3.

In anatomy, whole cadavers or parts thereof (including isolated organs) used in practical courses or demonstrations in lectures are preserved and stored using one or a combination of the following methods: refrigeration, freezing followed by thawing, polyethylene glycol saturation, plastination, preservation with saline solution, or fixation with a formaldehyde solution. All specimens fixed and stored in formaldehyde are thoroughly rinsed (approx. 2 weeks) with water to remove the residual fixative before students handle them. Workplace measurements are taken according to § 28 of the Austrian Ordinance on Exposure Limit Values (*Grenzwerteverordnung*, GKV 2024) to regularly assess formaldehyde (HCHO) concentrations and exposure levels. The sampling,

analysis, and evaluation are followed by a compliance report prepared by an accredited institute. All cadavers and biological waste are securely collected and sent to the Pathology Unit for proper disposal. In pathology, whole carcasses dissected by students are stored in a dedicated cold storage room upon arrival until the *post mortem* examination, and organ samples for later exercises are similarly kept refrigerated.
The disposal of cadavers/carcasses, body parts, and organs is managed safely and under biosecurity conditions by an external company (ebswien kläranlage & tierservice GmbH), which regularly collects waste in designated containers. Alternatively, small animal carcasses may be handed over to a funeral or cremation service after dissection upon the owner's request. Animal cadavers/carcasses, body parts, and organs are never returned to private owners.

Table 5.1.1. Cadavers and material of animal origin used in practical anatomical training

Species	2024	2023	2022	Mean
Cattle (Calves)	20	23	27	23.3
Small ruminants	1 goat 1 sheep	1 goat 1 sheep	1 goat 1 sheep	1 goat 1 sheep
Pigs	2	5	8	5
Companion animals (dogs, cats)	120	113	113	115.3
Equine	15	21	36	24
Poultry & rabbits	7 chickens 4 rabbits	10 chickens 4 rabbits	10 chickens 4 rabbits	9 chickens 4 rabbits
Aquatic animals	0	0	0	0
Exotic pets	2	2	2	2
Others (specify)	22 mice 4 rats 4 guinea pigs	24 mice 4 rats 4 guinea pigs	24 mice 4 rats 4 guinea pigs	23.3 mice 4 rats 4 guinea pigs

For other materials and other media used in practical anatomy training, see Annex Table A5A.

Table 5.1.2. Healthy live animals used for pre-clinical training (animal handling, physiology, animal production, propaedeutics)

Species	2024	2023	2022	Mean
Cattle	109	109	109	109
Small ruminants	20	20	20	20
Pigs (sows, suckling piglets, weaned pigs)	480	480	480	480
Companion animals (dogs)	18	18	18	18
Equine	52	52	52	52
Poultry & rabbits	32	79	67	59
Exotic pets (reptiles)	4	4	4	4
Others				
Fish	89	73	98	86
Birds	57	67	67	64
Bulls Ruminant Medicine Track[1]	90	90	90	90
Boars[2]	200	200	200	200
Sow obstetrics and Insemination and Embryo Transfer Platform[3]	500	500	500	500

[1] Through cooperation with the Mecklenburg Vorpommern Centre for Bovine Semen Collection and Artificial Insemination. [2] Through cooperation with a piglet production farm. [3] Through cooperation with porcine AI centre obstetrics and the Insemination and Embryo Transfer Platform.

Table 5.1.3. Number of patients seen intramurally (in the VTH)

Species	2024	2023	2022	Mean
Cattle	553	457	402	471
Small ruminants	333	200	233	255
Pigs	231	155	206	197
Companion animals	25270	17120	32224	24871
Equine	4621	3006	4382	4003
Poultry & rabbits	604	495	950	683
Exotic pets	579	409	209	399
Others				
Birds	1537	1193	1687	1472
Aquatic animals	15	16	36	22
Camelidae	456	239	303	333
Rodents	553	481	665	566
Fur-bearing/wild animals	32	33	42	36
Wild birds	246	163	0	136

The number of patients listed in Tables 5.1.3 and 5.1.4 reflect the total number of animals treated in the clinics or present on the visited premises.

Table 5.1.4. Number of patients seen extramurally (in the ambulatory clinics)

Species	2024	2023	2022	Mean
Cattle	6622	4581	2030	4411
Small ruminants	3126	1604	1350	2027
Pigs	671	554	555	593
Companion animals	27	68	21	39
Equine	796	712	597	702
Poultry & rabbits	12	16	3	10
Exotic pets	0	0	0	0
Others (specify)				
Wild birds	0	0	0	0
Fur-bearing/wild animals	1	0	0	0
Rodents	0	0	2	1

Only numbers from VetFarm, the Graf Lehndorff Institute for Equine Science, and Tyrol are taken into account.

Table 5.1.5. Percentage (%) of first-opinion patients used for clinical training (both in VTH and ambulatory clinics, i.e. Tables 5.1.3 and 5.1.4)

Species	2024	2023	2022	Mean
Cattle	7	7	6	7
Small ruminants	50	51	52	51
Pigs	31	34	46	37
Companion animals	82	86	80	83
Equine	47	56	49	51
Rabbits	85	86	89	87
Exotic pets	98	99	95	97
Others				
Aquatic animals	100	100	100	100
Birds	97	99	96	97
Camelids	47	50	50	49
Rodents	86	88	92	89
Fur-bearing/wild animals	81	94	98	91
Wild birds	99	99	-	99

The VetFarm ambulatory clinic takes 100% first-opinion patients, which is why they are not included here. As there are no first-opinion poultry patients, only rabbits are included.

Table 5.1.6. Cadavers used in necropsy

Species	2024	2023	2022	Mean
Cattle	127	163	149	146
Small ruminants	92	79	74	82
Pigs	177	230	259	222
Companion animals	303	294	314	304
Equine	131	150	186	156
Poultry and rabbits	1473/52	1898/48	1611/43	1661/48
Aquatic animals*	723	799	772	765
Exotic pets	111	106	108	108
Others				
Camelids	39	56	-	47
Wild ruminants	382	241	479	256
Hares	91	41	70	67
Foxes	112	137	29	93
Wild boars	55	36	64	52
Wild birds	114	124	100	113
Other wild animals	136	213	265	215
Zoo animals (mammals)	38	71	67	37
Zoo animals (birds)	32	108	100	240
Zoo animals (reptiles)	3	28	27	19

*Rainbow trout and carp

Table 5.1.7. Number of visits in herds/flocks/units for training in *Animal Production and Herd Health Management*

Species	2024	2023	2022	Mean
Cattle	61	44	40	48
Small ruminants	5	5	5	5
Pigs	94	74	43	70
Poultry	23	32	30	28
Rabbits	0	0	0	0
Aquatic animals	0	0	0	0

Table 5.1.8. Number of visits to slaughterhouses and related premises for training in VPH (including FSQ)

Species	2024	2023	2022	Mean
Ruminant slaughterhouses	14	15	15	15
Pig slaughterhouses	13	14	14	14
Poultry slaughterhouses	8	8	6	7
Related premises *	8	8	6	7
Other (specify)**	5	4	5	5

Related premises* for the production, processing, distribution, or consumption of food of animal origin.
Other**: excursions for students in the VPH and FSQ specialisation track to the national veterinary laboratories (2), pharmaceutical industry (1), local animal rendering plant with official veterinarian (1), and the Austrian Federal Ministry of Health (1)

Decision, communication, implementation, assessment, revision of procedures and committee structure for the number, variety of animals, material of animal origin for pre-clinical and clinical training, and the clinical services

Each department is responsible for maintaining adequate numbers of patients and healthy animals (for obtaining cadavers and animal-derived materials, see Table 5.1.4). The required number of

healthy animals is determined based on input from the Ethics and Animal Welfare Committee (EAWC), ensuring that current advances in veterinary education are incorporated to minimise the use of healthy animals whenever possible. Since 2024, the Clinical Department for Small Animals and Horses and the Clinical Department for Farm Animals and Food System Science have designated a leadership team member who is responsible for VTH-related matters (see 1.2.3), and caseload management is included in departmental performance agreements. Caseloads and related financial data are monitored quarterly and reported to the Rectorate and department heads. Patient numbers are managed to support both teaching and research in all clinics.
Any deviations that risk non-compliance with the BMFWF or EAEVE targets or that address future needs arising from curricular changes or increased student numbers are jointly analysed by the Rectorate and department heads. Feedback and continuous improvement are supported by conducting regular student evaluations, encouraging discussions between students and supervisors, and carrying out ongoing reviews in the Senate and CuCo.
Corrective measures may include enhancing communication with referring veterinarians, updating performance agreements, performing strategic site development in cooperation with ministries and federal states (e.g. VetmedRegio initiatives), and forming partnerships with veterinary practices, animal shelters, and slaughterhouses.
Measures and outcomes are communicated to staff, students, and stakeholders in departmental meetings, University Council reports, and the annual performance report (PDCA, see Annex Figure A5B).

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.

VetFarm: All VetFarm facilities provide ample space for students and supervisors to work in groups. In addition to the standard veterinary equipment such as ultrasound devices, the dairy and pig barns are equipped with Precision Livestock Farming (PLF-Hub) technologies, including accelerometer systems and video cameras, which are actively demonstrated to students. The Medau, Kremesberg, and Haidlhof farms feature advanced technical research infrastructure, such as individual cattle feeding lines and the Compident on-demand feeding system for pigs at Medau. VetFarm uses state-of-the-art sensor technologies to record biometric data, while existing IT systems for herd management, feeding, performance monitoring, and fertility management are used to familiarise students with cutting-edge technologies. In addition to clinical instructors, academic supervisors from various non-clinical centres visit VetFarm to provide practical training in areas such as animal feeding, animal husbandry, animal welfare, and nutrition. The Herd Health Management in Ruminants unit, part of the Clinical Centre for Ruminants, Camelids and Herd Health Management, is permanently based at VetFarm. Each farm has a responsible veterinarian involved in the clinical teaching and interdisciplinary coordination of teaching activities. As a result, the student involvement is equivalent to that in intramural training. In addition to clinical rotations that emphasise handling and managing farm animals, all students participate in daily farm routines and operations, performing tasks such as disbudding, applying milking techniques, feeding, analysing data, scoring lameness, caring for sick animals, and monitoring births.
Research and Teaching Extension for Alpine Ruminant Medicine: Students may choose a specialisation track at the Teaching Extension in Tyrol, where they accompany veterinary practitioners who are staff members of the VEE during their daily and emergency service routines. The students' involvement includes participating in the routine daily work of the practitioners, as well as developing prophylactic and therapeutic concepts for individual animals and herd health cases, placing a focus on One Health and sustainability.
Furthermore, only *veterinary practitioners* or VEE-approved *instructors* are permitted to provide elective practical training in Austria (see 3.1.9).

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.

Implementation and teaching of nursing care skills to undergraduate students

Practical training begins in the first year with the course *Animal Handling and Care*, which includes exercises on patient handling, treatment, and monitoring. These foundational skills are further developed in later courses such as *Hospitation I* and *II* and in clinical rotations, where students work under clinician supervision alongside animal caretakers and technicians. Elective courses offer students in the early years of their studies opportunities to gain hands-on experience during night and weekend shifts and to carry out specialised tasks such as claw trimming and sheep shearing. Before beginning clinical work, students attend introductory sessions that include guided facility tours, work instructions, safety protocols, animal restraint techniques, and hygiene measures, ensuring they are well-prepared to handle both healthy and sick animals appropriately. Veterinarians and support staff teach students how to monitor and manage patients with varying disease severities in everything from routine perioperative care to critically ill cases. Key skills learned include wound management (e.g. bandaging and dressing), care for recumbent patients (such as preventing decubitus ulcers), enteral and parenteral nutrition, catheter care, fluid therapy (including blood transfusions), maintaining cardiovascular, respiratory, and urinary functions, and assisting during surgery. For large animals, additional skills include milking (by hand or machine), care of newborn animals (e.g. stimulating breathing, colostrum feeding), and managing cast bandages or animals in support slings. Students also learn how to care for diseased or injured wild birds and exotic animals, applying these skills in practical settings. A strong emphasis is placed on providing "tender loving care" (TLC) as part of the learning experience.

Group size for the different types of clinical training

Group sizes vary in different types of clinical training and in individual training sessions. This variation follows Peyton's four-step approach, a widely used method for skills training: demonstration (step 1) and deconstruction (step 2) are conducted in larger groups, while comprehension (step 3) and execution (step 4) take place in smaller subgroups of 1 to 3 students, who are supervised simultaneously by different instructors. In Semesters 1 to 8, small groups consist of five to ten students. In Semester 9, groups of 8–10 students rotate among the different stations and are assigned to several patients and teachers for "one to one" sessions or small groups per teacher (see Annex Table A5C).

Hands-on involvement of students in clinical procedures for the different species

Students begin by acquiring clinical skills in VetSim, practising core procedures such as aseptic preparation, blood sampling, catheterisation, suturing, anaesthesia monitoring, and organ-specific examinations. They are then integrated into the clinical work (ambulatory clinics, clinical rotations, *Lehrambulanz*), where they participate in daily patient care under veterinary supervision, namely in surgery, anaesthesia, intensive care, reproduction, emergency management, and hospital care. Tasks include surgical assistance, intubation, patient monitoring, diagnostic and therapeutic procedures, client communication, and case documentation. Students are also involved in decision-making and performing euthanasia and learn how to apply ethical and professional standards in end-of-life care. In farm animal clinics, they engage in farm visits, herd health programmes, necropsies, diagnostic testing, and laboratory work. At VetFarm, students carry out clinical, gynaecological, and herd health examinations, perform ultrasonography and on-farm tests, administer treatments and vaccinations, and follow biosecurity protocols, all under direct teacher supervision. Weekly farm visits continue in specialisation tracks for farm animal health and veterinary public health. At the Research and Teaching Extension in Tyrol, students accompany

practising veterinarians on farm visits, assist with case management, and participate in on-call duties. They gain practical experience in areas of internal medicine, reproduction, orthopaedics, and herd health, document clinical cases, and present these for discussion, applying their academic knowledge in real-world veterinary practices.
In pathology, students learn necropsy techniques, practise organ evaluation, and interpret *post mortem* findings with reference to clinical data. They also perform supervised necropsies and report their results. The extramural training is described in 3.6.

Procedures used to allow all students to spend extended periods in discussion, thinking, and reading to deepen their understanding of the clinical case and its management

Students develop problem-solving and clinical reasoning skills by applying problem-based learning methods in clinical rotations, demonstrations, seminars, specialisation tracks, and VetSim training. These are complemented by journal clubs and interdisciplinary POL seminars, which draw connections between the basic sciences and clinical practice. During the rotations, students analyse and present assigned cases, focusing on diagnostics, differential diagnoses, pathogenesis, prophylaxis, and treatment, and discuss the findings with clinicians. Additionally, they work with specimens and diagnostic results from pathology and laboratories, which they review with veterinarians from the respective clinical services to deepen their understanding. Reports prepared by students are reviewed with peers and supervisors. Students present cases during morning and afternoon rounds, where formal case discussions promote critical thinking and self-reflection. Independent learning is supported through the use of e-learning tools (e.g. CASUS, virtual patients, videos), blended learning (e.g. laboratory medicine, virtual microscopy), and extensive library resources. This integrated approach connects theory with practice in diverse clinical settings, including emergency care and farm visits, while ensuring a balanced workload and structured time for self-study and reflection.

Standard 5.4: Medical records for patients seen intra- and extramurally 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.

Patient record system: completion, availability to staff and students, usage to efficiently support teaching, learning, research, and service programmes

Since 2001, all patient records at Vetmeduni have been managed using the AHIS electronic data system, which is based on ORBIS VetWare (Agfa Healthcare). AHIS supports patient registration, record retrieval, and diagnostic sample management throughout the veterinary hospital, except in the poultry, fish, and Tyrol field units, where data are partly managed in Excel due to the limited system integration.
On campus, patient data can be accessed via approximately 600 workstations. During clinical training, students access AHIS via their student accounts to view appointment lists, prepare for cases, and enrich their case logs. The system provides real-time access to comprehensive patient data, including registrations, medical histories, clinical findings, diagnoses, prescriptions, laboratory and surgical reports, and communication records with owners and referring veterinarians. During clinical rotations, students examine patients with clinicians, enter findings into AHIS, and discuss these entries. Examination requests are processed in the system, and validated results and diagnostic images (stored in PACS (Picture Archiving and Communication System)) are immediately accessible. AHIS is also linked to the Vetmediathek, which provides access to multimedia case materials, particularly in pathology. Additionally, AHIS supports service registration and financial processing, automatically (where possible) generating related entries when examination protocols are completed. Medications and services can be selected from a catalogue, making it easier for students to understand cost structures. Various medical and administrative reports can be generated within AHIS or developed in-house as needed. Before

using such reports, students are taught to consider the underlying research questions and the specific results they are seeking. For example, searches based on diagnoses may yield different insights than those based on other parameters. Thus, AHIS functions both as a clinical learning tool and a data source for research and problem-based learning.

Comments on Area 5

- The number of animals and materials of animal origin available for pre-clinical and clinical training is currently sufficient. However, the increasing number of students must continue to be carefully monitored. Vetmeduni is committed to maintaining appropriate case numbers and systematically evaluates whether the variety and quantity of cases are still adequate for the educational purposes. At present, farm visits are difficult to plan reliably due to the volatile disease situation in neighbouring countries, including the presence of foot-and-mouth disease (FMD), lumpy skin disease (LSD), and African swine fever (ASF).
- Vetmeduni is committed to minimising the use of healthy animals in basic skills training and increasingly relies on e-learning tools and simulation models. In line with the principle of "never the first time on a live animal", VetSim was renovated in the summer of 2025 to expand the available training area for students. As part of this upgrade, new simulators were acquired for both the central Skills Lab and decentralised teaching locations, including the clinical centres for Animal Reproduction, Equine Health and Research, and VetFarm.
- A newly appointed Professorship in Herd Health Management commenced in August 2025. One of the key objectives is to intensify herd health visits during the students' clinical rotations and to further advance activities in precision livestock farming.
- AHIS: As the software is no longer being updated, AHIS will continue to be used until 2030. A previous attempt to modernise the software was discontinued following changes in the provider's business strategy. Vetmeduni is now collaborating with other VEEs in the German-speaking region (Germany, Austria, Switzerland) to develop a long-term, unified software solution. In parallel, laboratory workflows are being optimised through the gradual campus-wide implementation of a Laboratory Information Management System (LIMS), ensuring the use of standardised processes and the future integration with the ERP and electronic patient record systems.

Suggestions for improvement in Area 5

- The use of formaldehyde in teaching requires further improvement, as recent legal changes have imposed stricter regulations on its use. As a result, formaldehyde must be eliminated as far as reasonably possible from all processes at Vetmeduni. The VEE is already formaldehyde-reduced. Furthermore, a formaldehyde task force was set up in Q3 2025 to systematically assess the status quo of formaldehyde use in anatomical teaching at the VEE, evaluate existing substitution strategies and protective measures, and develop further substitution strategies and implementation plans to be in compliance with the legal framework and ensure the protection of all contact persons.

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.

General strategy on learning resources

Vetmeduni pursues an institution-wide strategy to ensure timely and equitable access to state-of-the-art learning resources (physical and virtual) that support veterinary education, research, services, and continuing education. This is anchored in the Development Plan, the Performance Agreement with the BMFWF, and the Digitalisation Strategy. The strategy promotes digital transformation, high-quality teaching, and continuous professional development. Learning resources contribute to competence-oriented, flexible, and research-based education across all curricular phases and support independent and self-directed learning through asynchronous and interactive materials. The University Library plays a strategic role in providing high-quality, up-to-date literature and learning resources for veterinary education, research, and clinical practice. The library offers comprehensive print and electronic collections to address curricular and research needs, and provides training on resource use and in media, information, and AI literacy. The library promotes open access as well as open educational resources and open data. Together with IT Services and the Unit for Digital Teaching and Media, these provisions ensure seamless access to physical, digital, and networked resources. Digital materials such as virtual tours, 3D models, annotated visualisations, and instructional videos complement traditional resources and are increasingly used to support teaching and learning. The development and integration of these resources are guided by the pedagogical objectives and evaluation results, ensuring continuous improvement.

Modern teaching facilities and the newly established Media Centre provide state-of-the-art environments for innovative, media-rich teaching. As part of this approach, the VEE is transitioning its central virtual learning environment Vetucation from Blackboard to Moodle to establish a sustainable, future-proof platform for digital teaching and learning. Emerging fields such as artificial intelligence are increasingly being addressed in staff training and student education, ensuring that future veterinarians acquire the competences to critically and responsibly use AI-based tools in veterinary practice and research. Teaching facilities such as the VetSim Skills Lab (VetSim) are a central element of clinical training and support the "never the first time on a live animal" principle. Established in 2012 and centrally located on campus, the facility covers an area of more than 180 m². VetSim provides simulators and more than 100 practice stations in various curricular phases, enabling students to build skills and refine D1Cs in a protected environment. These simulators help students practice clinical procedures before their first contact with live animals, as well as during their clinical training, enhancing practical learning and skills development. Continuous expansion of VetSim is based on user feedback and curricular needs.

How the procedures for access to and use of learning resources are taught to staff and students

Students are introduced to the use of central systems and learning resources during orientation, and ongoing support is provided through guidance materials on Vetucation and the library website; specific resources are explained in the courses. The IT Services helpdesk helps staff and students with account setup, network connections, and access to systems such as VetmedOnline. Teaching

staff receive additional support from the e-learning helpdesk, workshops, and individual consultations offered by the Unit for Digital Teaching and Media, as well as through the institution's didactic qualification programmes (see Area 9). Bibliographical search and database skills are systematically taught by the University Library. Guided tours and hands-on training sessions are held at the beginning of each term to introduce students to the library catalogue vetmed:seeker and electronic resources. Training on how to conduct a literature search as well as on media, information, and AI literacy is embedded in courses in the first and second semesters, and an elective has been established to help students who are preparing their final thesis. Additional support is available on the library website, in thematic workshops, during consultation hours, at the reference desk, and upon request. Comparable training is offered for the research staff (e.g. research data management, open access publishing). Library resources, including books, journals, and licensed databases, are available via vetmed:seeker, DBIS, and EZB, while remote access is possible with VPN, EZproxy, or Shibboleth. VetSim provides structured and flexible access to skills-based resources; reservations are managed via VetmedOnline. Procedures for accessing and using VetSim are taught in the relevant skills lab courses: VetSim staff provides introductory guidance, organisational information, and on-site support in scheduled training sessions. Further information about access rules, booking procedures, and available resources is available on the VetSim page in Vetucation and in regular newsletters.

Learning resources: decision, communication, implementation, assessment, revision

Decisions on the acquisition, implementation, and development of learning resources are made by defined institutional procedures and involving the relevant decision-making bodies. Major campus-wide systems and technologies are approved by the Rectorate based on recommendations from interdisciplinary project teams including experts from the relevant departments and IT Services. Depending on their scope, new IT related requirements and innovations are reviewed within the institutional IT governance structure. Strategic priorities are guided by the VEE's overarching strategies and consider input from the User Advisory Board. This board serves as a consultative body that systematically presents the user perspective to drive the further development of products, services, and processes. The IT Project Steering Committee, part of IT Services, validates projects within this framework and, where appropriate, incorporates feedback from the User Advisory Board. Digital learning tools and platforms are coordinated by the Unit for Digital Teaching and Media. Teaching staff can request new tools and receive consultation on their didactic value and technical feasibility. Based on the outcome of this assessment, tools are either implemented directly or piloted. Where appropriate, pilot phases are accompanied by evaluation activities within the VEE's educational research framework to ensure their responsible integration into the existing digital infrastructure. The Unit for Digital Teaching and Media regularly coordinates with IT Services to align and continuously optimise systems and services. The University Library follows clear procedures for acquisition and evaluation. Literature requests can be submitted by students, researchers, practitioners, and members of the public. Library staff assess requests to determine the relevance, cost-effectiveness, and academic need. Larger purchases, licensing agreements, and transformative open access contracts are prepared by the library in consultation with researchers and the Rectorate. 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. Feedback on the quality and use of learning materials is also collected with the mandatory course evaluation, which includes specific questions about course materials. Feedback and evaluation results drive further development and contribute to continuous improvements in digital and physical learning resources at the VEE (PDCA, see Annex Figure A6A).

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).

The main library of the VEE

The University Library is both a research and a public library and the only library in Austria that purchases, licences, and provides access to scientific veterinary literature. It is mandated to collect and preserve this scholarly literature. Books are still mainly provided in a print form, though an e-first policy is being implemented, while journals are predominantly available in an electronic form. Learning resources are offered in both print and electronic forms whenever possible, e.g. by maintaining a license for the VetCenter database from Thieme with a consortium of veterinary schools in Austria, Germany, and Switzerland to accommodate diverse learning needs. A particular emphasis is placed on open access, supported by a university publication fund and transformative agreements, and all theses and open access publications have been accessible via the institutional repository Phaidra since 2024. Books and journals are available on site for use by students, staff, practitioners, and members of the public; electronic resources can be accessed on campus and remotely by students and staff, as well as on site by external users.

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 full-time equivalents (FTEs). During the term, the library is open from Monday to Friday from 8:30 a.m. to 10:00 p.m. and on Saturdays from 10:00 a.m. to 3:00 p.m.; in the summer, its opening hours are Monday to Friday from 8:30 a.m. to 8:00 p.m. Qualified librarians are available for consultation on weekdays between 8:30 a.m. and 5:00 p.m., while trained student assistants staff the library on evenings and Saturdays, providing basic support such as assistance with the library catalogue. The VEE provides the library with an annual information budget of €1,392,769 which also covers the costs of the digital infrastructure, such as the library catalogue, the open access repository, and open access publishing. The budget is administered and monitored by the Library Director. The University Library consists of a main library and 54 satellite libraries. The main library provides a two-level reading room (1,267 m²) 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 that can be booked for up to a semester, two lounge areas seating 43 people, a quiet room, and a roof terrace with Wi-Fi, seating for 20 people, and shaded areas. The study rooms, i.e. group and individual, are currently being upgraded with soundproofing to allow online participation, virtual collaboration, and coursework. Once completed, the individual study rooms will each have a monitor, and the group rooms will be equipped with flip charts and, upon request, multifunctional monitors that can be used for video conferencing, internet access, office applications, and whiteboard use. In addition, 9 rooms with a total of 127 seats in facilities other than the library can also be used as self-study spaces (see 4.2).

Vetmeduni's library catalogue, vetmed:seeker, is the central resource for finding all literature provided by the library and for accessing electronic resources. The Database Information System (DBIS) and the Electronic Journals Library (EZB) offer detailed information about licensed databases and journals, including available years and direct links to the respective resources. All resources – vetmed:seeker, EZB, and DBIS – can be freely accessed and searched both on and off campus. LibKey Nomad, when used on campus or with the EZProxy access service, provides a browser extension that identifies whether an article is available through the University Library or as an open access resource, linking directly to the full text.

The IT facilities and the e-learning platform

The IT Services Unit, headed by a qualified IT specialist, comprises 33.75 FTEs and provides comprehensive technical support for all VEE members in teaching, research, and administration areas. A central helpdesk is available from Monday to Friday from 8:00 a.m. to 4:00 p.m. and offers personalised support for staff and students. To ensure long-term planning and efficient resource use, the VEE operates a centralised lifecycle management system. IT Services also manages the VEE's IT infrastructure, ensuring reliable and secure network and storage systems. Identity and access management is centrally administered, ensuring secure, role-based access to VEE systems. SSO and MFA were fully implemented in 2025. VetEasy is the VEE's central intranet platform that is developed and maintained by IT Services. This provides access to internal news, documents, support resources, and direct links to key VEE systems. VetmedOnline serves as the VEE's central campus management system. It supports the administration of student enrolment, course registration, exam management, and academic record keeping, providing a unified digital interface for students and staff. VetmedOnline is complemented by Youni, the official student app, which provides mobile access to key academic services and is fully integrated via SSO. To support computer-based teaching and assessment, the university operates two dedicated e-centres with a total of 122 student workstations. Both are equipped with the Q-Exam software for secure digital examinations. In addition to their use for assessments, the e-centres can also be used to host other types of computer-based teaching sessions, including seminars and practical training courses.
The Unit for Digital Teaching and Media is responsible for the strategic integration of digital teaching tools and innovations in the VEE. It supports teaching staff develop and improve digital learning offers by providing consultations, training, and by coordinating with departments. The unit comprises 9 FTEs (11 staff) who form a multidisciplinary team with expertise in educational technology, media production, pedagogy, and IT. Vetucation, currently transitioning from Blackboard Learn to Moodle, is the VEE's central virtual learning environment and serves as the primary platform for digital teaching and learning. It is complemented by a range of platforms and tools supporting case-based learning, skills logs, portfolios, assessments, and media production. Teaching staff receive onboarding, training, and technical support from the Unit for Digital Teaching and Media to develop and implement high-quality digital teaching materials. To encourage the use of innovative formats, 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.

Accessibility for staff and students to electronic learning resources both on and off campus

Staff and students have full on-campus and off-campus access to electronic learning resources via their personal VEE accounts and secure hosted connections. Wi-Fi is available campus-wide via 451 centrally managed access points in lecture halls, seminar rooms, the library, and public areas; the outdoor coverage is being expanded and should be expected completed by the end of 2026. Electronic resources, including licensed databases, journals, and digital media, are accessible both on site and remotely. Remote access is ensured through a VPN (for staff) and via EZproxy or Shibboleth (for students and staff). Secure authentication through institutional single sign-on (SSO) and multi-factor authentication (MFA) provides secure access to all systems and digital learning resources.

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.

Number of veterinary books and periodicals, of veterinary e-books and periodicals and of other (e)books and (e)periodicals

The library provides access to 181,164 books (print and electronic), 460 rare books and manuscripts, 10,409 theses, and 12,427 journals (print and electronic). The library catalogue, vetmed:seeker, also includes freely accessible resources such as open access journals or open access books. The library has purchased licenses for all relevant databases, including Scopus, Web of Science, CABI databases, and Plumbs. DBIS, the database reference system, also enables access to freely available databases such as PubMed or LIVIVO.

Learning resources available to students, including electronic information and e-learning courses

Students benefit from a wide range of learning resources that support student-centred, flexible, and competence-oriented learning while following the core curriculum. In addition to the traditional literature and comprehensive library services, the VEE maintains an anatomical collection that is accessible to all students during opening hours and serves as a valuable resource for independent study, particularly in the first two years of their studies. Further specialised services, such as the Shared Facility Bioinformatics and Biostatistics, provide consultation and support in experimental design and quantitative data analysis. Digital learning resources are extensively used to complement face-to-face teaching and support self-directed study. For each course or course bundle, a dedicated digital course space is provisioned within Vetucation, where teaching staff can integrate multimedia content, interactive elements, and assessments. This includes videos and interactive videos provided through the Vetmediathek, case-based learning resources, and tools for formative and summative assessment. Virtual tours, such as those of the Clinical Centre for Small Animal Health and Research as well as VetFarm (Hof Medau), provide immersive insights into facilities and procedures and are continuously being updated with interactive elements to reflect current teaching standards. In addition, 3D models, photogrammetry-based visualisations, and a virtual microscope further increase the pool of innovative resources available to students, particularly for the study of anatomical and histological structures. Together, these resources are closely aligned with the learning outcomes defined for the curriculum and contribute to the development of theoretical, practical, and clinical competences at all stages of veterinary education. Feedback on the use and quality of digital and physical learning resources is systematically collected through mandatory course evaluations and contributes to their continuous improvement (see Area 9).

The organisation and supervision of the skill labs

VetSim is managed by a veterinarian (1 FTE) who oversees the operations, development, and quality assurance with the help of 5 trained student assistants (1.37 FTEs). These assistants supervise open practice sessions and provide peer instruction. Daily operations follow clearly defined accessible SOPs. Training is delivered using 3 main formats: curricular sessions integrated into compulsory courses, voluntary practice booked via VetmedOnline, and supplementary themed workshops offered through Vetucation. Lecturers supervise students in compulsory courses at VetSim. Additionally, VetSim staff provide students with support and guidance in voluntary training sessions to. To meet discipline-specific needs, decentralised model-based training stations are available at several clinical centres (e.g. Clinical Centre for Animal Reproduction) and VetFarm. To further enhance learning, tutorial videos and digital guides are being developed that can be accessed by scanning QR codes at each training station. Plans are also underway to integrate

digital skills logbooks – currently being piloted in other parts of the curriculum – into the lab. Moreover, exploratory projects involving immersive technologies, such as virtual reality formats, are being developed to complement current offers. In 2024, 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. This group aims to develop a framework for further integration into clinical teaching and expand the use of digital tools. The lab was renovated in summer 2025 to optimise educational outcomes, reaffirming its commitment to supporting high-quality, forward-thinking veterinary training and education.

Comments on Area 6

- The newly established Media Centre, with professional studios and a VR space for photogrammetry, significantly expands facilities for innovative, media-rich teaching.
- Teaching staff receive continuing education in university didactics through an extensive training programme, enabling them to hone their use of digital tools and media production and fostering their continuous professional development.
- The transition from Blackboard to Moodle establishes a sustainable, future-proof virtual learning environment (VLE) for digital teaching and learning.
- The deployment of single sign-on (SSO) and multi-factor authentication (MFA) methods ensures secure and seamless access to all learning resources and systems.

Suggestions for improvement in Area 6

- Strategic development and curriculum-wide integration of digital logbooks/skills logs to document the acquisition and progression of clinical skills.
- Further development and systematic integration of immersive learning technologies, including interactive 360° virtual tours with gamified elements and virtual reality applications, supported by clearly defined learning objectives and evaluation frameworks.
- Further institutionalisation of educational research to support sustainable teaching innovation.
- Ongoing expansion of eduroam and Wi-Fi infrastructure to ensure comprehensive coverage in all campus areas and at external sites.
- Further development of the library as a modern learning centre, a communal space on campus, and a third space.

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.

Advertisement of educational programmes, learning outcomes, admission procedures, and requirements for national and foreign students, progression, certification, tuition fees, academic calendar, collaborations with other VEEs

Comprehensive details about the study programme, including admission criteria, application procedures, career opportunities, are found on the VEE website (see also 7.3), in the academic calendar, in the official prospectus, and on external platforms (e.g. *Study in Austria*). Information materials, including brochures and leaflets, are distributed to offer in-depth insights into the programme. Promotional content is also shared via the VEE's YouTube channel. Additionally, VetBot provides an interactive tool prospective students can use to receive quick answers to questions about the programme and admissions.

A variety of events (including an open day, guided campus tours, and the Campus Feeling information experience), as well as online and virtual information sessions, are planned to ensure broad accessibility.

The VEE actively promotes veterinary education by taking part in major career fairs such as the BeSt fairs (in Vienna, Klagenfurt, Innsbruck and Salzburg) and Master & More (in Vienna and Graz). In addition, its participation in roadshows at national student fairs and agricultural secondary schools (e.g. Rotholz, Gumpenstein, St. Florian, Elmberg, Ursprung) enable targeted outreach. Final-year school classes are regularly invited to the VEE for presentations on admission procedures, the curriculum, and career opportunities in veterinary medicine. The VEE offers specialised courses for young people interested in the field, such as *Das Tier und Wir – Wie Tierwohl, Lebensmittelsicherheit und Klimaschutz zusammenhängen* [The Animal and Us – How Animal Welfare, Food Safety and Climate Protection are Connected], along with programmes such as the Summer School VetINNSights in Tyrol and the Science Academy Lower Austria, which provide valuable insights into veterinary studies and professions. Since 2012, the VEE has taken part in *Kinderuni* [Children's University], a programme designed to introduce children aged 7 to 12 to veterinary medicine in a playful and engaging way.

Partnerships with other VEEs are published on the website of the International Relations Office, which also shares information about collaborative programmes via its webpage.

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.

Table 7.2.1. Number of new veterinary students admitted by the VEE

Type of students	2024/2025	2023/2024	2022/2023	Mean
Standard students	225	222	228	225
Full- fee students	-	-	-	-
Total	**225**	**222**	**228**	**225**

Table 7.2.2. Number of veterinary undergraduate students registered at the VEE

Year of programme	2024/2025	2023/2024	2022/2023	Mean
First year	282	269	249	267
Second year	244	246	260	250
Third year	220	230	200	217
Fourth year	244	218	207	223
Fifth year	212	199	211	207
Sixth year	325	343	380	349
Total	**1527**	**1505**	**1507**	**1513**

Table 7.2.3. Number of veterinary students graduating annually

Type of students	2024/2025	2023/2024	2022/2023	Mean
Standard students	184	193	199	192
Full- fee students	-	-	-	-
Total	184	193	199	192

Table 7.2.4. Average duration of veterinary studies

Duration	% of the students who graduated in AY 2024/2025
+ 0**	55%
+ 1 year	33%
+ 2 years	7%
+ 3 years or more	5%

*** The total study duration matches the minimum number of programme years (e.g. 5 or 6 years)*

Table 7.2.5. Number of postgraduate students registered at the VEE

Type of students	2024/2025	2023/2024	2022/2023	Mean
Interns	15	13	16	15
Residents**	26	27	24	25,7
PhD students*	347	351	354	347
Total	393	392	396	393

* PhD and doctoral students
** Reference day = calendar year

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.

Description of the admission procedures for standard students:

Since 2005, Vetmeduni has employed an objective, merit-based admission procedure due to the limited number of available study places. Each academic year, the Rectorate in consultation with the Senate and the University Council issues a regulation governing the admission procedures (see also 7.5). To ensure a fair, objective, and transparent admission process, the following points apply:

-) selection criteria

To be eligible, applicants must hold a secondary school leaving certificate that qualifies them for university admission in accordance with the Austrian Universities Act (UG 2002). Vetmeduni ensures an inclusive, discrimination-free admission process that guarantees equal access for all

applicants, including those from non-traditional educational backgrounds. Candidates with alternative qualifications, such as those who have completed apprenticeships or specialised vocational training and passed the University Entrance Qualification Examination, are explicitly welcomed. Applicants may participate in the admission process without having yet submitted proof of general university entrance qualification (§ 64 UG 2002). This proof is only required at the stage of formal admission to the degree programme. By law, sufficient proficiency in German is required for admission. Since the entrance test is conducted in German, this ensures that only applicants with adequate language skills can secure a study place, making formal proof unnecessary.
The application period runs annually from March to May for the academic year beginning in October. After completing the online application and paying a non-refundable application fee of €60, all applicants are required to take a two-part aptitude test: Part I evaluates the applicant's academic and professional readiness for veterinary studies (32 points) and their personal suitability for the profession. The questions in Part I were developed collaboratively with internal and external stakeholders to collect information about study motivation, programme requirements, personal suitability, realistic understanding of the profession, and awareness of professional demands. Part II is a multiple-choice test consisting of 100 questions that assess the applicant's knowledge of biology, chemistry, and physics, based on a ninth-grade school level knowledge base (100 points). Applicants are ranked by their combined total score (Part I + Part II), and those with the highest scores are offered a place in the programme. Formal admission is granted only after all required documents have been verified and all formal criteria have been met. Applicants must accept their study place in person within a specified timeframe. If the offer is not accepted within this timeframe, the place is offered to the next applicant on the ranking list.
Applicants who have completed an equivalent degree programme in veterinary medicine abroad may apply for lateral entry to a more advanced semester of the Diploma Programme in Veterinary Medicine. Admission is subject to space availability (maximum of 15 places) and is contingent upon fulfilling the following criteria: (1) proof must be provided of 90 ECTS credits from an equivalent veterinary medicine degree programme at a recognised post-secondary institution, which must be submitted when taking the lateral entry qualification test; (2) the admission requirements for Semester 5 or higher must be met, as well as the general admission conditions outlined in §§ 63ff and § 91 of UG 2002; (3) admission is determined based on the applicant's ranking in the lateral entry qualification test, which is specifically designed for lateral entrants and based on the EAEVE's List of Subjects and Day One Competences (D1C); (4) proof of German language proficiency at level C1 must be provided. If a place is allocated, the applicant must provide proof of 120 ECTS credits at the time of formal admission.

-) review and reflect on the selection processes: see 7.5

-) policy for disabled and ill students

No study places are specifically reserved for students with disabilities or medical conditions. However, all prospective students have equal access to available study places. While no formal policy is currently in place, individual accommodations are considered on a case-by-case basis. Applicants are encouraged to seek personalised counselling, and tailored solutions are explored to support the specific needs of applicants throughout the admission process.

-) composition and training of the selection committee

As no admission interviews are conducted, there is no need for a dedicated selection committee.

-) appeal process

In accordance with § 65b (1) UG 2002, applicants have the right to review Part II of the aptitude test and their overall scores in a statutory period of three months beginning with the date they receive their results. If they wish to challenge the results, applicants may submit a written request for review in this period (3 month). The submitted materials are examined by the Vice-Rector for

Teaching, Teaching Innovation and Clinical Matters (VRTC), and a written decision is issued. If the applicant does not agree with the outcome, they may submit a written statement to the VRTC within two weeks of receiving the decision. The Rectorate will then, in accordance with § 60 UG 2002, decide whether to uphold or reject the application.

-) advertisement of the criteria and transparency of the procedures

The application criteria and procedures are provided in both English and German on the VEE's website. Detailed information about the aptitude 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. Additionally, sample questions for Part II of the aptitude test are published on the homepage to help applicants prepare for the test. Furthermore, information sessions regarding the study programme and the selection process are offered both on campus and online. These online sessions are recorded and subsequently uploaded to the VEE's YouTube channel for wider accessibility. The FAQs on the website and on VetBot are updated annually to provide a comprehensive source of information about the selection procedure.

Description of the admission procedures for full-fee students (if different from standard students)

Full-fee students follow the same admission procedures as standard students. Statutory regulations determine the fee exemptions, which apply under specific circumstances. The complete list of these exemptions includes those for students from non-EU countries designated as particularly impoverished, as well as those for EU/EEA citizens enrolled in the standard study period plus an additional grace semester.

Description of how the VEE adapts the number of admitted students to the available educational resources and the biosecurity and welfare requirements

Since 2022, the VEE has allocated 223 study places annually for the Diploma Programme in Veterinary Medicine. This number was determined taking into account various factors, including the standards set by EAEVE, 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.

Prospective number of new students admitted by the VEE for the next 3 academic years

The expected number of new students admitted for the next three academic years is 223 per year as outlined in the 2025–2027 Performance Agreement with the BMFWF.

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.

Description of the policies and procedures for applicants with disabilities

The VEE is committed to compliance with the Federal Disability Equality Act (BGStG). Additionally, the Study Affairs Unit is available to address further inquiries and provide comprehensive support, particularly in areas such as time management and study planning. For students experiencing illness, individual study plans may be developed, and a leave of absence can be granted if necessary. leave of absence can be granted if necessary.

The e-learning platform Vetucation enables students to access learning materials at any time and from any location (see Standard 6.2). For students with disabilities who are unable to participate in standard examinations, alternative examination formats are offered whenever possible. The Ombudsperson for Higher Education assists students facing challenges within their institution by providing advice and, if needed, mediating between students and the VEE.

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.

-) progression criteria and procedures for all students

The requirements for academic progression are specified in the curriculum. Failed examinations may be retaken in the following semester. The curriculum is organised into three sections, and students must successfully complete each section before advancing to the next. Students are permitted to take part in examinations only if they can provide proof of regular and successful participation in courses that include continuous assessment. Students who do not pass Section 1 within the designated timeframe (i.e. after all permitted test repetitions in the current semester) may retake the examination in the following semester and begin Section 2 in the subsequent winter semester. Students may retake exams multiple times in accordance with the curriculum and examination guidelines (see 8.2), which are easily accessible to both students and lecturers on the VEE's online platforms. In accordance with legal requirements (§ 59a UG), the VEE closely tracks the number of ECTS credits earned in the first four semesters. Students must accumulate a minimum of 16 ECTS credits in this period to ensure their timely progression through the programme (see also 7.6).

-) remediation and support for students who do not perform adequately

The curriculum structure supports the early identification of students facing challenges and provides flexible options for transfer students to continue their studies with a minimal amount of disruption. Student progression is systematically monitored through VetmedOnline. Additionally, students can voluntarily assess their performance using the online Veterinary Medicine Progress Test (VMPT).

If remediation is necessary, students who have not performed adequately are offered structured support. First-year students can benefit from taking part in comprehensive orientation programmes and receiving support from assigned tutors. Additionally, they are encouraged to seek guidance from the Study Affairs Unit, the Student Counselling Service, and the Students' Union. Psychological counselling services for students are also available (see 7.7).

-) advertisement to students and transparency of these criteria/procedures

The criteria and procedures for academic progression are detailed in the curriculum and supplementary guidelines, including course descriptions available on VetmedOnline. Students can monitor their study progress and current status at any time using VetmedOnline and have the option to print their transcripts as needed. Assessment methods as well as course and examination criteria are published on VetmedOnline prior to the start of each semester.

Description of the rate and main causes of attrition

All universities in Austria are required to report study success rates annually to the BMFWF. Vetmeduni goes beyond merely meeting this requirement by monitoring study success rates every year for each degree programme offered. The overall study success rate at Vetmeduni is 83.9%, with an even higher success rate of 87% in the veterinary degree programme. Most students who leave the VEE do so to transfer to another university or degree programme.

Description of how (procedures) and by whom (description of the committee structure) the admission procedures, the admission criteria, the number of admitted students and the services to students are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

Number of study places: The fixed number of study places (223) is determined in cooperation with the BMFWF and specified in the Performance Agreements. An amendment to the UG 2002 (Federal Law Gazette I No. 50/2024) introduced the option to designate 11 of the 223 total places in the veterinary medicine diploma programme as dedicated study places for tasks serving the public interest.

Admission procedure/criteria: A decree was enacted by the Rectorate in accordance with § 63 and § 71c of UG 2002, following consultation with the Senate and the approval of the University Council. This decree was then published in the university gazette via the VEE's website.

Assessment and revision: The high completion rate demonstrates that the admission process is effective. The admission procedures are reviewed and updated regularly to reflect comprehensive monitoring results and evolving legal requirementual evaluations show no evidence of selective bias, particularly with regard to gender.

The communication channels used for internal and external communication are described in 1.4 and 1.5.

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.

Description of the mechanisms for the exclusion of students

Students may be excluded from the programme pursuant to § 68 UG 2002 if they fail to pass courses or required examinations on their final permitted attempt, or if they fail to notify the VEE of their intention to continue their studies or meet the minimum academic requirements as outlined in § 59a UG. If students do not accumulate at least 16 ECTS credits within their first four semesters, their admission to the VEE will be revoked. The VEE is obliged to inform students in a timely manner and provide academic counselling (see 7.5). Furthermore, the University Statutes stipulate that students may be suspended for up to two semesters for serious cases of deliberate academic misconduct, such as plagiarism.

Description of the appeal processes

If a required examination is not passed, students may be excluded from the programme pursuant to § 68(1)(3) UG 2002. If the student lodges an appeal against the exclusion, a meeting is arranged with the VRTC and, where possible, a written statement is obtained from the student. Evidence is gathered, including written statements from all parties involved, and the VEE's legal counsel is consulted. Appeals against the exclusion notice must be submitted by a specified deadline (within 4 weeks; pursuant to § 79(1) UG 2002). Upon receipt of an appeal, an assessment is made to determine whether the measures taken were appropriate and justified. If the actions are found to be inappropriate or unjustified, the appeal may be transferred to the next judicial level, namely the Federal Administrative Court.

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).

Description of the services available for students

Registration, teaching administration: The Study Affairs Unit handles administrative tasks such as registration, teaching administration, and support for students with illnesses or disabilities. It provides guidance regarding academic challenges and personal issues. The unit head, as Diversity Officer, represents and supports students with disabilities or health conditions (see 7.4). Study-related inquiries are forwarded to staff, who provide prompt responses.
Clubs and organisations: The Society of Friends of Vetmeduni actively supports collaboration between researchers and practitioners, awards prizes for exceptional diploma theses, provides affordable housing for students, and awards academic excellence by granting scholarships. Membership in the International Veterinary Students' Association (IVSA) and the German Veterinary Students' Association (BVVD) offers veterinary students many opportunities for networking, professional development, and international collaboration.
Financial support and stipends: The VEE provides diverse financial support options, including scholarships, stipends, awards, and micro-loans to help students facing economic challenges. Initiatives such as the Student of the Year award and travel grants aim to reduce financial barriers, promote academic excellence, and encourage international mobility. The International Relations Office supports students and staff by accepting applications for participation in exchange programmes such as ERASMUS and CEEPUS, as well as Vetmeduni-funded mobility programmes, ensuring smooth administrative processes and successful international experiences. Additionally, students can rent essential course equipment, such as stethoscopes, and access photocopying services for academic purposes. They can also rent a bus (ÖH-Bus or Campus-Bus). Vetmeduni also offers discounted veterinary care for students' pets, helping them balance their personal and academic responsibilities. The Students' Union provides micro-loans as hardship funds for students in financial difficulty, allowing them to continue their studies without undue stress, with no repayment required.
Health and safety: Vetmeduni ensures student safety and well-being by offering accident insurance coverage during studies. Students experiencing difficulties have access to psychological support services (see also "student contributions" section below) through the Psychological Counselling Services of the Austrian universities.
A Notifiable Disease and Epidemic Safety Plan is in place to address epidemics or acute hazards, and protective clothing is provided in specialised areas and free rabies vaccinations for clinical activities. To promote a balanced lifestyle, Vetmeduni offers outdoor sports pitches, indoor facilities for activities such as football, gymnastics, music, drama, and dance, as well as a rooftop patio for relaxation and recreation.
Student contributions: The Students' Union serves as the main representative body, organising events, appointing semester and track spokespersons, and helping with academic and physical, emotional and welfare matters. An elective course, *First Aid for the Soul*, certified by Mental Health First Aid International, trains students to recognise early signs of mental illness and provides basic information about major mental health disorders as well as crisis intervention and prevention. It also employs administrative staff and academic advisors, including five veterinary student advisors, who provide tailored guidance throughout the students' academic journeys. The campus shop offers essential items such as study materials, textbooks, clinical supplies, personal

items, and pet food, serving as a convenient resource for students. Additionally, the student-run magazine, *RECTUM*, provides a platform for sharing news, ideas, and updates relevant to the Vetmeduni community.

Tutors: The VEE provides year-round support by engaging experienced tutors who help students address academic challenges and achieve their full potential. Additionally, advanced students offer peer support in a first semester tutoring programme, assisting new students in navigating their initial year.

Feasibility of studies: The Childcare Centre offers specialised assistance for students with childcare needs. In collaboration with the Students' Union, the VEE provides extended opening hours for the library and VetSim, providing students with sufficient access to study resources. Students also benefit from free VEE e-mail accounts, study spaces equipped with personal computers and reduced-rate internet access for private use. Additionally, rooms are available for students working night shifts, offering spaces for both study and rest. To accommodate students with pets, the VEE provides kennels for safely housing dogs during campus hours.

Mechanisms for resolution of student grievances: The BMFWF provides guidance, and general concerns are usually resolved in regular VRTC meetings with student representatives. To discuss specific issues such as admission or exam appeals, students can contact the VRTC directly (see also 7.6). The VSA mediates between the students and administration, ensuring concerns are addressed. Students facing their final exam attempt are encouraged to consult the VRTC to receive guidance on legal and procedural implications, so they can make informed decisions and receive comprehensive support.

Networking and career advice: Alumni and student engagement initiatives strengthen the connection between the VEE community and external partners. Events such as VetsOnTour, organised in cooperation with the Austrian Veterinary Chamber (ÖTK), Austrian Farmers' Union (*Bauernbund*) and Friends of Vetmeduni, provide opportunities for students to meet practitioners and potential employers. Interactive formats, such as "speed-dating" sessions with official veterinarians and small-animal or livestock practitioners, encourage direct professional exchange and early career networking.

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.

Mechanisms allowing students to provide their needs, complaints, comments and suggestions

The rights and obligations of Vetmeduni students are defined in § 59 UG 2002. Beyond these formal regulations, the VEE provides opportunities for students to engage directly with faculty and the Rectorate and discuss concerns or issues, reflecting the VEE's commitment to quality improvement. Open communication ensures the prompt resolution of concerns and contributes to the development of a student-centred environment. Additionally, students can submit anonymous complaints through a designated mailbox at the Study Affairs Office, use an e-mail form available on the VEE's website, or directly contact the Study Affairs Office for assistance. Students are also actively represented in key VEE committees, such as the Senate, CuCo, and Evaluation Circle, allowing them to influence decisions and contribute to shaping their education and VEE experience.

Comments on Area 7

- none

Suggestions for improvement in Area 7

- The outreach activities carried out as part of the VetmedRegio initiative aim to encourage the interest of both male and female students from rural areas in farm animal practice. A key objective is to increase the number of applicants to study programmes in veterinary medicine from these regions.

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.

Description of the general student's assessment strategy of the VEE

Vetmeduni emphasises competence-based assessments to ensure students gain the knowledge and skills required to achieve the Day One Competences (D1Cs). Exams are designed in alignment with clearly defined learning outcomes, following the principle of constructive alignment, where the format and content of assessments directly reflect the expected student achievements.

The fundamental framework for the assessment system is described in the Austrian Universities Act (UG 2002), and described in further detail in the University Statutes. Additional policies govern the conduct of examinations specified in the curriculum's examination regulations, as well as procedures for courses with continuous assessment. In accordance with § 76 of UG 2002, a minimum of three examination dates must be offered each semester. This regulation ensures that students have sufficient opportunity and flexibility to complete their examinations within a reasonable timeframe. The VEE's assessment strategy consists of two main components:

1. Formative assessment is used to help students monitor and improve their knowledge. This includes optional tools such as the Veterinary Medicine Progress Test (VMPT), the Competence Check, e-learning with case-based simulations using CASUS and H5P interactive videos ("virtual patients"), self-assessment quizzes and tests in Vetucation modules, and interactive quizzes via audience response systems during lectures. In practical classes, formative assessments (for example using PebblePad) are carried out either before or after the session.
2. Summative assessments are a key component of the veterinary medicine curriculum and are outlined in the relevant examination regulations. The exams use specific formats:
    a. Summative assessment in courses with continuous assessment applies to all courses in the diploma programme, except for lecture-based courses. These assessments are conducted by individual lecturers in accordance with the continuous assessment policy issued by the CuCo. A binding assessment schedule is published on VetmedOnline before each semester begins, as stipulated in § 76 UG 2002. Various examination formats are employed and are continuously developed as recommended by the Guidelines for Assessment in Veterinary Education and available institutional resources.
    b. In the first semester, students must pass a modular examination assessed through continuous evaluation. This consists of four partial examinations (MC-based teaching module examinations covering basic veterinary knowledge) held throughout the semester. To advance to the second semester, students are required to achieve an overall score of at least 60% on these exams.
    c. Diploma examinations (Sections 1, 2, and 3) always include at least 1 written component as well as an oral or practical component. The examination regulations outline the components of the diploma partial examinations and describe how they are integrated into the overall study programme. These regulations ensure that both written and oral/practical assessments are systematically organised to evaluate students' competencies effectively. Performance based on summative assessments in courses with continuous assessment contributes to the final grade of the diploma examinations. These grades are weighted based on ECTS credits and account for 40% of the final cumulative grade for the diploma exam.

Examination methods of examinations listed in the curriculum

Examination	Definition	Format
1st diploma examination (Section 1)	1st diploma partial examination – Morphology and Clinical Foundations – written (end of Sem. 4)	Written (Q-Exam)[1]; extended matching questions (EMQ), multiple choice (MC), short answer questions (SAQ)
	1st diploma partial examination – Morphology and Clinical Foundations – oral-practical	Objective structured practical examination (OSPE)
2nd diploma examination (Section 2)	2nd diploma partial examination – Diseases (end of Sem. 7)	Written (Q-Exam); EMQ, MC, SAQ, essay questions
	2nd diploma partial examination – FSQ and VPH and One Health Concept incl. Dispensing Law (end of Sem. 8)	Written (Q-Exam); EMQ, MC, SAQ, essay questions, key feature questions (KFQ)
	2nd diploma partial examination – Clinical Examination of Farm Animals (end of Sem. 9)	Clinical examination of D1C (KLIPP-VET Farm Animals)
	2nd diploma partial examination – Clinical Examination of Companion Animals (end of Sem. 9)	Clinical examination of D1C (KLIPP-VET Companion Animals)
3rd diploma examination (Section 3)	3rd diploma partial examination – Specialisation Track (ST1) (end of Sem. 11)	Structured oral examination (SOE)
	3rd diploma partial examination – veterinary legislation including official controls, regulatory veterinary services, forensic veterinary medicine, and certification (end of Sem. 11)	Written (Q-Exam); MC, essay questions, KFQ, SAQ

[1] Each listed format has to be considered with at least 3 questions. Furthermore, at least 10% of the total amount of questions are not MC questions.

Written examinations are conducted using the Q-Exam system, providing curriculum-aligned, tailored digital exams with a variety of MC question types and case studies and ensuring a standardised and efficient assessment of theoretical knowledge. To perform cumulative assessments in courses with continuous evaluation, Q-Exam, audience response systems (e.g. Poll Everywhere), (self-)assessments in Vetucation, or oral assessment formats may also be used.
Oral and practical examinations are conducted using three distinct formats, each of which can assess specific clinical or practical competencies: The OSPE (Section 1) consists of a series of stations where students are required to perform defined tasks or demonstrate hands-on skills in a structured and standardised environment. The clinical examination of D1Cs (KLIPP-VET, Section 2) format is used to evaluate whether students are capable of performing essential professional activities under supervision, thereby assessing their readiness for independent clinical practice. In Section 3, the structured oral examination (SOE) format is used to present students with patients, clinical or theoretical questions in an oral format and requires them to demonstrate their understanding and reasoning in response to complex scenarios.

Description of specific methodologies used to assess the acquisition of:

Theoretical knowledge (Q-Exam): Written electronic examinations are held to evaluate both cognitive and procedural skills and enable standardised, quality-assured assessments of knowledge by using various formats, including multiple choice (MC), extended matching questions (EMQ), short-answer questions (SAQ), picture mapping, image analysis, key feature questions, essays, and sorting tasks. The QA process includes the following procedure:

1. Questions: created by subject matter experts and aligned with learning outcomes.
2. Pre-review: mandatory "six-eyes principle": 1 formal + 2 content checks (for key feature: 1 formal + 1 content).
3. Examination review (exam compilation): Approved questions enter a central question pool. Coordinators (appointed by VRTC) use blueprints to select questions. Authors confirm their topical relevance; questions older than 2 years are re-evaluated. Technical check ensures the exam functionality before administration.
4. Post-review (after the examination): Students can review exams and comment on disputable questions. Technically defective questions are excluded. Content-related comments are reviewed by authors; final decisions are made by the exam coordinator and/or VRTC. Outdated or incorrect questions are removed from pool.
5. All steps are documented in Q-Exam to ensure transparency and traceability.

Pre-clinical practical skills: Pre-clinical practical skills at Vetmeduni are primarily assessed cumulatively using oral-practical formats.

- In courses with continuous assessment, additional examination formats, such as spot examinations, experimental logs, or demonstrations of skills (e.g. preparation techniques), are also employed to assess students' pre-clinical competencies.
- OSPE (end of Section 1): The OSPE consists of 12 stations, each with a 5-minute time limit. These stations cover 4 essential fields:
    - Stations 1–4: structure and function of organs
    - Stations 5–7: history-taking, clinical examination, and organ diagnosis
    - Stations 8–10: special examinations, specimen collection, drug administration
    - Stations 11–12: laboratory, nutrition, pharmacology

The QA procedure for OSPE is carefully structured to align with the unique characteristics of this examination format, as outlined in the examination regulations; a dedicated OSPE Group, appointed by the VRTC, oversees the process. This committee comprises experts from all relevant disciplines involved in the examination, ensuring a thorough and interdisciplinary evaluation of each question's content and structure.

1. Questions: created by experts from all relevant disciplines, ensuring interdisciplinary evaluation.
2. Review: Step 1 - A subject-specific and formal review is conducted by a designated disciplinary representative in the OSPE Group. Step 2 - Each question is randomly assigned to a secondary review team (1 paraclinical and 1 clinical expert). The secondary team performs an additional content and formal evaluation using a standardised checklist.
3. Standard Setting: The OSPE Group applies a modified Angoff method to determine the passing standard for each question.

Clinical practical skills: Clinical practical skills at Vetmeduni are assessed cumulatively using oral-practical formats:

- In *Clinical Rotation I* and *II*, and *Propaedeutics Clinical*, practical skills are assessed both cumulatively and formatively in courses with continuous assessment. Assessment methods in these courses include direct supervision and feedback (D1Cs based on rotation sheets in *Rotation I* and on logsheets in *Rotation II*), skills documentation with PebblePad, workplace-based assessments (WBAs), and end-of-rotation evaluations.

- KLIPP-VET (end of Section 2): This examination is held to assess D1Cs used for multiple types of animals and consists of four stations:
  1: History-taking, documentation, differential diagnosis list, and examination plan
  2: Clinical examination, differential diagnosis list, and investigation examination plan
  3: Further examinations, summarising findings, and diagnosis
  4: Further actions, proposed treatment, and feedback to the animal owner
  The QA procedure includes a formal review and, in part, a content review conducted by examination coordinators appointed by the VRTC.
- SOE (end of Section 3): This examination format is used to evaluate D1Cs with one or more real or simulated patients or animals. The format presents students with clinical scenarios or enables them to demonstrate specific veterinary skills, such as administering injections, repositioning, or performing surgical procedures. During the SOE, the candidate assumes the role of a veterinary assistant on their first day of work. The responsibility for the QA of SOE questions and the overall examination structure lies with the experts on the examinations committee. An interdisciplinary examination committee meets before the exam to review the examination structure and define the focus of the questions and cases. Following the SOE, a separate grading committee (*Notenkonferenz*) convenes to evaluate the student's performance and jointly determine the final grade based on agreed criteria.

Soft skills: Communication skills are systematically integrated into the curriculum and taught in dedicated courses such as *Communication Skills in Veterinary Practice I*, *Lifelong Learning – Foundations for Learning and Working Strategies*, and *Conversation with Animal Owners and Stakeholders – Simulation*. These skills are explicitly assessed at designated stations or D1Cs in examinations with formats specified in the examination regulations, including the OSPE and KLIPP-VET.
During their clinical training, and particularly in the *Lehrambulanz* and during rotations in the specialisation tracks, students receive formal feedback through workplace-based assessments (WBAs) that helps them to improve their communication, soft skills, and professional behaviour.
Other key soft skills, such as time management, coping under pressure, and maintaining a professional attitude, are assessed by choosing examination designs in both curriculum-based examinations and courses with continuous assessment. These competencies are further strengthened in self-regulated training sessions in VetSim Skills Lab (VetSim), where students are assigned tasks that encourage them to independently practice clinical procedures.
As they progress through stages of the curriculum, students also complete comprehensive courses on ethics, self-reflection, feedback, soft skills, and *Science in Veterinary Medicine*. E-learning cases using platforms such as CASUS ("virtual patients") support the development of problem-solving abilities and teamwork, requiring students to analyse complex cases and present findings collaboratively.

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.

Processes for ensuring the advertising and transparency of the assessment criteria/procedures

The assessment criteria and procedures for examinations as defined in the examination regulations are proposed by the VRTC, discussed by the CuCo, published in the curriculum, and described in detail in the examination regulations. Assessment criteria for courses with continuous assessment are developed by subject-matter experts and made available via VetmedOnline, as previously

described (see 8.1). To ensure transparency, several measures are in place: Examination dates for both initial and repeat exams are announced with the semester timetable at least one semester in advance. Students register for examination sections via VetmedOnline once they have fulfilled the required prerequisites for the respective subjects.

For students:
Comprehensive information on cumulative examinations is provided on the Vetucation platform. Online information sessions about examinations are offered and recorded once per semester. An elective tutorial in Vetucation familiarises students with the procedure for electronic examinations. Examples of examination items are presented in lectures. A demo exam and detailed information about item formats are also published on Vetucation.
For lecturers: Examination regulations and assessment criteria can be accessed on Vetucation and via VetmedOnline (e.g. exam results). Lecturers are invited to participate in regular training workshops focused on assessment practices.

Processes for awarding grades, including explicit requirements for barrier assessments

In general, the following grades and binding assessment framework are used:

Grading framework for all examinations

Grade	General definition	Framework for diploma assessments
excellent (1)	Excellent performance	89.5% or more of all points attained
good (2)	Excellent performance (significantly above-average)	79.5% to 89.4% of all points attained
satisfactory (3)	Satisfactory performance (meets all aspects of average requirements)	69.5% to 79.4% of all points attained
adequate (4)	Adequate performance (meets the requirements despite some shortcomings)	60% to 69.4% of all points attained
fail (5)	Inadequate performance (does not meet the requirements due to significant shortcomings)	< 60% of all points attained

Detailed regulations regarding the maximum achievable scores, grading scales, and repeat examination rules are outlined in the respective official policy documents.
Written examinations: Examinations are divided into topic-based blocks to ensure comprehensive coverage with minimal content omission. The pass grade is determined both by achieving the required passing grade in each individual block and for the examination as a whole. Specifically, students must earn at least 60% of the available points in each block as well as in the overall written part of the diploma examination.
Oral and practical examinations: The overall passing grade for OSPE-format examinations is based on the passing score obtained in each thematic block. Examiners assign scores to each block based on the performance at individual stations, using the modified Angoff method. An examination is considered to have been passed once a passing score has been achieved in every thematic block. To pass KLIPP-VET examinations, students must achieve at least 60 out of 100 points. However, examiners may issue a “red flag” (automatic fail) to candidates whose performance endangers the life of the patient, the candidate, or others present. For specialisation track examinations in the SOE format, passing at each station is required to receive an overall passing grade.
Withdrawal from an examination during the test or an unexcused absence on the scheduled date is considered to be an absence and results in a 10-week ban before the next examination attempt can be made (University Statutes, Part 5). Students who are unable to attend an examination must deregister from the exam via VetmedOnline by the specified deadline to avoid this ban. Shorter-

notice deregistration without penalty is only allowed in cases of illness (with a doctor's certificate) or official appointments.
Students with learning disabilities may apply for alternative examination modalities tailored to their specific needs.

Processes for providing to students a feedback post-assessment and guidance for requested improvement

For written examinations, preliminary results are communicated individually by e-mail. Students may review their examinations electronically in the Q-Exam system and comment on specific questions here. All comments are systematically reviewed in a structured post-assessment process, and, where necessary, corrections are made to ensure fairness and accuracy (see 8.1). The final results are verified and communicated by the Study Affairs Office.
For oral and practical examinations (OSPE, KLIPP-VET, and diploma examinations), the results, and, where applicable, information about the requirements for retaking the exam are communicated individually to students. Upon request, students are offered individual appointments where they can review their examination and discuss their performance with the examiner.
Anonymous post-examination surveys are conducted for all examination types. The results are reviewed by the VRTC and used to strengthen examiner training, optimise the information provided to students, and improve organisational aspects of the examination procedures.
For formative assessments, Vetmeduni promotes participation in the Competence Check and the Veterinary Medical Progress Test (VMPTpc). Both instruments provide students with structured feedback on their learning progress, study strategies, and performance and enable them to compare these with that of their cohorts. Students seeking further support may contact the Study Affairs Office, the Student Counselling Service, or the Psychological Counselling Services to receive individual guidance and develop personalised learning strategies. Before retaking their final permitted exam (see below), students are invited to a counselling meeting with the VRTC to reflect on their performance and receive specific advice for improvement.

Appeal processes against assessment outcomes

Complaints regarding examination procedures and grades are regulated by law (§ 79 UG 2002). Complaints related to formal matters must be justified and submitted in writing to the VRTC within two weeks of the publication of the examination results. If the complaint reveals formal legal deficiencies, the VRTC may decide to revoke the examination.
According to § 77 UG 2002, failed examinations may be repeated up to three times. The exam may only be retaken additional times if special provisions for this are made in the University Statutes. The following rules apply:

- Students may retake Section 1 examinations 3 times and
- retake Section 2 and 3 examinations 4 times.

When retaking oral examinations for the penultimate and final time, the chair of the respective examination committee or an appointed representative must be present. At the student's request, this regulation may also be applied to the first time the examination is retaken. The final permissible time an examination is retaken, or from the second time it is retaken and onwards at the student's request, the examination committee must involve at least 3 members (University Statutes 5, § 12(3)). Furthermore, from the second exam repetition and onwards, at the student's request, the examination must be conducted before a commission. The application to retake this examination must specify a particular VEE examiner relevant to the course of study for which the examination is to be taken (University Statutes 5, § 14(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.

Decision, communication, implementation, assessment, revision of the students' assessment strategy

The examination methods are outlined in the examination regulations, which are integrated into the curriculum pursuant to § 58 UG 2002. The assessment strategy is chosen by the CuCo, and the VRTC is responsible for organising, communicating, and monitoring these examinations. Each individual question used in the cumulative assessments is mapped to specific learning outcomes, ensuring the directly relevance of the examination content to the competencies students are expected to demonstrate.

To continuously improve the examination process, a post-review procedure (see also 8.1) and exam surveys are conducted after each assessment. The approach taken to resolve these issues is as follows: If a specific question is identified as problematic, it is discussed directly with the question author to address the concerns. This allows the early identification and resolution of issues related to individual questions or broader concerns such as organisational problems or assessment methods. Examination coordinators for written assessments can download results and item analyses directly from the examination platform. For centrally organised exams, coordinators receive compiled results of an analysis from the Study Affairs Office. This report includes the examination results, results of a condensed item analysis, and notes on any special occurrences during the exam. The compiled analysis results are then distributed to the lecturers involved in the examination. Additionally, grade charts for each major assessment are published on VetEasy, enabling lecturers to review the results. A yearly feedback session is held for the OSPE committee together with a Study Affairs Office representative. During this session, examinations and results from the past academic year are discussed, along with any other relevant topics.

If exam surveys reveal recurring problems, these are brought to the attention of the Evaluation Circle, which decides on the appropriate course of action to resolve the issues and improve the examination process. This continuous feedback loop helps ensure that the examination system remains effective, fair, and aligned with the learning outcomes essential for the students' professional development.

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.

System to certify student achievement of learning outcomes in the subjects, years of study…

The catalogue of learning competences (*Lehrzielkatalog*) and the catalogue of skills and diseases, encompassing all relevant topics, form the foundation for assessing student achievements and learning outcomes (see also 8.5). The grades awarded certify whether students have successfully achieved the learning outcomes in courses with continuous assessment. These are aligned with the quality assurance standards and the principle of constructive alignment in examination methods. All grades are recorded in VetmedOnline, where students have access to their transcripts. This system ensures transparency and enables students to monitor their academic progress throughout their studies.

Strategy to encourage students to take an active part in the learning process

From the very first semester, students are encouraged to take an active role in the educational process. Students are actively involved in the CuCo and take part in curriculum development. Faculty members encourage students by designing engaging lectures that incorporate role play, simulations of real-world scenarios, and discussions on research methodologies and newly acquired knowledge.

Mandatory courses on learning and work strategies are integrated into the veterinary curriculum to prepare students for self-directed learning (see 3.2). To further support this process, students are provided with dedicated time and spaces for independent study and encouraged to form study groups and connect with student-peers in a buddy programme. Self-learning is also fostered with diverse course components such as e-learning materials, teacher-assigned topics, hands-on practice with macroscopic and microscopic preparations in necropsy rooms, and laboratories, as well as training in diagnostic methods.

Active participation is promoted by carrying out formative assessments, including the optional VMPT and the mandatory Competence Check (see Standard 3.2). Electronic resources such as CASUS, PebblePad, self-tests in Vetucation (used for continuous and formative assessment), and VetSim, which supports practical training and preparation for OSPE examinations, further enhance the students' sense of responsibility for their own learning achievements.

In several courses, students must sign up for shifts using the student duty calendar (VeTime) and reliably carry out practical tasks such as animal handling, working in ambulatory clinics, and doing night shifts. Additionally, students engage actively in solving both simulated and real-life cases related to animal health, disease prevention, animal protection and welfare, food safety and hygiene, as well as legal procedures associated with state veterinary authorities (*Landesveterinärdirektionen*).

The students' motivation is further enhanced by offering them opportunities to take part in exchange mobility programmes such as ERASMUS+ and CEEPUS. These allow students to test and compare their knowledge and practical skills with those of students from other universities.

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.

Assessment methodology to ensure that every graduate has achieved the minimum level of competence

The use (often in combination) of various examination formats (see 8.1) enables the effective assessment of learning outcomes, theoretical knowledge, clinical skills, and D1Cs, aligned with the level of training students have received. Each D1C is associated with multiple learning objectives, which are, in turn, mapped to individual courses and their associated examinations. As a result, every examination question is directly aligned with a defined learning outcome. The complete list of skills, together with the corresponding learning outcomes and related lectures, is made available to both students and staff on Vetucation and VetEasy.

All examinations are designed as competence-based. In courses with continuous assessment, and particularly in clinical rotations, students must demonstrate D1Cs in a combination of formative

and cumulative assessments. Students may only take examinations specified in the examination regulations after successfully completing the corresponding courses, as outlined in the regulations. Small-group teaching formats enable the individualised observation of practical and clinical skills, e.g. through direct observations of D1Cs, and immediate feedback is provided to students using, e.g. logsheets. In addition to traditional logbooks, which are used to document the achievement of D1Cs, the Clinical Department for Small Animals and Horses has introduced the PebblePad e-portfolio as a recording instrument.
During clinical rotations at the VTH, VetFarm, and in the Research and Teaching Extension for Alpine Ruminant Medicine in Tyrol, as part of the core clinical training, students further develop their practical skills and competences. Here, formative assessment plays a central role. Feedback mechanisms and formative evaluations are intentionally integrated to enhance the students' learning experiences and help them retain knowledge long-term.
For external clinical practical training, students must keep a logbook in which the veterinarian confirms which activities were observed or practiced. This logbook reflects the students' level of competence in the second and third section of their studies.

Comments on Area 8

- To accommodate large cohorts of examinees, an external company (IQul) provides the necessary hardware, enabling simultaneous examinations to be conducted in lecture halls A and B.
- New software for the VMPT has been successfully implemented.
- Examination rooms have been equipped with a sufficient number of computers to ensure reliable access to digital examinations.
- An internal network for educational research (Ausbildungsforschung) has been established to support innovation and quality assurance in teaching and assessment.
- The introduction of a new examination platform is planned for the negotiation period of 2025–2027.
- EAEVE recommendations: A detailed evaluation of the examination schedule, of time students need to complete the entire examination cycle, and of exam performance should be carried out once a sufficient number of students have completed the full course of study. Due to staffing constraints, the implementation of the recommendations made at the 2019 visitation is still in progress. In parallel, Vetmeduni has established the capacity to conduct systematic examination monitoring with its academic analytics unit.

Suggestions for improvement in Area 8

- In the future, after each examination period, the results of the oral examinations as well as the student feedback from evaluation questionnaires will be reviewed in dedicated meetings of the VRTC and the deputy department heads responsible for teaching. In these meetings, unusual examination results and their potential causes are analysed. Based on these findings, appropriate measures will be implemented, such as individual discussions with examiners, targeted training sessions, organisational improvements, or forwarding relevant feedback to the OSPE and KLIPP-VET groups.
- In response to the findings of the 2023/2024 Student Social Survey, regular teacher training activities are being further developed, placing a focus on state-of-the-art assessment practices and modern examination standards.
- At the same time, harmonised electronic logbooks, e.g. using the PebblePad platform, are being developed and presented to enable the standardised tracking and documentation of skills and, in the future, competencies throughout the educational process.

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.

Global strategy to ensure that all requested competences for the veterinary programme are covered and that staff are properly qualified and prepared for their roles

Vetmeduni pursues a clear strategy to ensure that teaching and support staff are appropriately qualified, continuously developed, and systematically assessed. The VEE is sufficiently staffed with highly qualified personnel to meet teaching, research, and clinical service demands. Strategic planning of professorships and scientific positions is anchored in the Development Plan, ensuring that the core competencies required for veterinary education are secured over the long term. The personnel policy is based on the Austrian Universities Act (UG 2002), the Collective Bargaining Agreement for University Staff, and internal guidelines. Recruitment focuses on candidates with solid teaching records and research potential. Continuous qualification is promoted with mandatory training (e.g. safety, biosafety, data protection, compliance) as well as structured didactic programmes. Annual staff appraisal interviews as required by § 9(4) of the Collective Bargaining Agreement provide a systematic mechanism for reviewing responsibilities, career perspectives, and development needs. Quality assurance is ensured by using a comprehensive framework: recruitment procedures, described in 9.2, guarantee transparency and fairness; a mandatory didactic qualification for newly appointed teaching staff is regulated by an institutional guideline and implemented through the structured VetDidactics programme (Essentials, Basic, Plus) (see 9.2), complemented by advanced training opportunities (see 9.3); continuous professional growth is promoted with wide-ranging development offers (see 9.4); and teaching quality is systematically assessed with student evaluations and committee reviews (see 9.5).

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.

Table 9.2.1. Teaching staff involved with the core veterinary programme**

Type of contract	2024*	2023	2022	Mean
Academic staff (FTE)***	310.57	307.91	290.10	302.86
Interns (FTE)				
Residents (FTE)****	4.28	4.39	5.19	4.62
PhD students (FTE)****	30.24	30.26	29.39	29.96
Practitioners (FTE)				
Others (specify) (FTE)				
Total (FTE)	345.09	342.56	324.68	337.44
Certified specialists (FTE)*****	70.58	64.53	66.8	67.30

** The last complete academic year prior to the Visitation*
*** All staff included in this table must be contracted by the VEE and have received a training to teach and to assess undergraduate students. Qualified persons/practitioners involved with EPT are not included in this table.*
****excluding external lectors, tutors, interns, veterinary students in training, PhD students and residents, as well as staff involved primarily in research (senior researchers, third party-funded researchers); only proportion of employment dedicated to the veterinary programme shown*
***** only those paid and trained to regularly perform structured practical and/or clinical training are shown, and only the proportion of employment dedicated explicitly to teaching is shown*
****** certified specialists are part of the academic staff; FTEs 2022 higher than the indicator in the interim report are due to refined data processing*

Table 9.2.2. Percentage (%) of veterinarians in teaching staff

Type of contract	2024	2023	2022	Mean
Permanent (FTE)	63%	62%	62%	62%
Temporary (FTE)	58%	59%	64%	60%

Table 9.2.3. Support staff of the veterinary programme

Type of contract	2024	2023	2022	Mean
Permanent (FTE)	405.26	402.78	395.58	401.21
Temporary (FTE)	53.85	56.43	50.57	53.62
Total (FTE)	459.11	459.21	446.15	454.82

Table 9.2.4. Research staff of the VEE

Type of contract	2024	2023	2022	Mean
Permanent (FTE)	50.46	50.05	78.69	59.73
Temporary (FTE)	185.41	175.74	173.2	178.12
Total (FTE)	235.87	225.79	251.9	237.85

Prospected number of FTE teaching and support staff of the veterinary programme for the next 3 academic years

Number of FTE teaching and support staff

	2025	2026	2027
Academic staff	349.45	352.94	356.47
Support staff	468.44	473.12	477.86

Teaching staff: selection, recruitment, training to teach and assess students

Recruitment:
The process of recruiting teaching staff follows transparent procedures defined in the Universities Act (UG 2002), the Collective Bargaining Agreement, and the internal VEE guidelines. All

academic positions are publicly advertised; professorial posts are additionally announced internationally. For permanent professorships under § 98 UG, a search committee including professors, academic staff, and student representatives conducts the selection process. Applications are reviewed based on the published criteria and evaluated by external experts; successful applicants are then invited to public hearings and confidential interviews. As part of this procedure, candidates must give a public lecture to demonstrate their teaching competence, which is also assessed by students.
Tenure-track professorships under § 99(5) UG follow a defined qualification agreement with annual reviews and a final external evaluation. A central service point in the Rectorate supports both types of professorial appointment procedures by coordinating advertisements, negotiations, and onboarding. In recent years, several veterinarians have been successfully recruited to professorships under § 98 and § 99 UG in preclinical and paraclinical (basic research) disciplines.
Academic positions below the professorial level are filled by the respective organisational units through publicly advertised vacancies and structured selection processes. International applicants are supported by inviting them to join language courses and introducing them to the Welcome Service. the Equal Opportunities Working Group is systematically involved in all recruitment procedures to ensure fairness and prevent discrimination.
Training:
Vetmeduni has an established practice of supporting teaching staff by offering structured didactic training. Introductory training has long been required for newly appointed staff with teaching responsibilities, and training needs have routinely been addressed in annual appraisal meetings between supervisors and staff. In response to the revised ESEVT SOP 2023, the VEE reviewed and further harmonised its training structures. This led to the development of the Rectorate Directive on Didactic Qualification, which brings together existing practices, clarifies target groups and responsibilities, and defines binding timelines for participation. The directive ensures alignment with accreditation standards, national regulations, and internal quality assurance processes, while strengthening the systematic and coherent provision of didactic training in all staff categories.
The central instrument for didactic qualification is the VetDidactics programme, which provides systematic training for staff in different roles and with different levels of responsibility in teaching. It is mandatory for all new staff with teaching duties and structured into three tracks corresponding to the EAEVE staff categories and the minimum required training levels:

- VetDidactics Essentials (4 hours, basic level): for support staff and staff with teaching-related tasks. Must be completed within 3 months of employment.
- VetDidactics Basic (16 hours, intermediate level): for interns, residents, postdocs, and other non-academic teaching staff. Completion required within 12 months, including the 4-hour Teaching@Vetmeduni foundation module in the first 3 months.
- VetDidactics Plus (24 hours, advanced level): for academic staff (professors, staff post habilitation, senior scientists/lecturers). Completion required within 18 months, including Teaching@Vetmeduni as the mandatory foundation module in the first 3 months.

All training formats are regularly updated and their quality is assured; voluntary participation in all beyond the minimum requirements is possible. Delivery takes place in a blended format (on-site workshops, online sessions, and e-learning modules) to ensure flexibility and accessibility. Supervisors are responsible for informing new staff about these obligations and ensuring that sufficient time is provided so they can attend the required training sessions. Compliance is further monitored in annual staff appraisal meetings, where training obligations are reviewed. This guarantees that all new teaching staff receive the didactic preparation required for their role. In addition, new EPT providers are contractually required to complete a mandatory 4-hour introductory training. This ensures their compliance with the minimum qualification standards as defined by the VEE and ESEVT SOP 2023. For an overview of the VetDidactics programme, see Annex 9.2. Beyond the mandatory VetDidactics programme, Vetmeduni offers a broad range of

continuing education opportunities for teaching staff, including advanced didactic training and pedagogical development. These are described in Standards 9.3 and 9.4.

Formal programme for the selection, recruitment, and training of the support staff

Support staff are recruited by publicly advertising vacancies that list clearly defined qualification requirements. Animal caretakers and technical staff usually hold professional training certificates, while leadership positions typically require an academic degree. The Equal Opportunities Working Group is involved in all procedures to ensure fairness and non-discrimination. All newly employed staff complete mandatory training in data protection, occupational safety, biosecurity, and compliance. Staff working in laboratories, clinics, or animal facilities receive additional role-specific instruction from their supervisors. Support staff who are directly involved in teaching are also required to participate in VetDidactics Essentials (4 hours, basic level) within the first three months of employment (see above). Continuous development is promoted by offering a wide range of training opportunities, including AI and IT skills, communication, project management, and workplace safety. Training needs are reviewed in annual appraisal meetings to ensure that staff maintain and further develop the qualifications required for their duties.

Formal rules governing outside work

Secondary employment, including consulting, private practice, and lecturing, is regulated by the Austrian Civil Servants Employment Act (*Beamten-Dienstrechtsgesetz*, BDG 1979), the Contract Staff Act (*Vertragsbedienstetengesetz*, VBG) and the Collective Bargaining Agreement for University Staff (Uni-KV). All such activities must be reported to and approved by the Rectorate. Approval is granted only if the activity does not create a conflict of interest and remains compatible with the staff member's VEE duties. Furthermore, all activities must comply with the Austrian Federal Public Corporate Governance Code (B-PCG-K). A distinction is made between services commissioned by the VEE and those undertaken for external parties. Again, all such latter such activities must be reported to and approved by the Rectorate. Their approval is granted only if the activity for the external party or parties does not create a conflict of interest and remains compatible with the staff member's VEE duties. These activities must also comply with the Austrian Federal Public Corporate Governance Code (B-PCG-K).

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.

Within the VEE's broader staff development framework, a strong emphasis is placed on the continuous enhancement of didactic competences. Didactics is an integral part of the continuing education programme, which encompasses a wide range of workshops on teaching, digital learning, and media production. These opportunities are open to all staff, delivered in blended formats, and designed to support competence development in line with individual roles and interests. In addition to these general offers, the VetDidactics Advanced Certificate provides a structured 125-hour programme for teaching staff seeking in-depth didactic qualifications, combining a fixed core with a flexible, i.e. 'flex' component. Regular formats such as the Impulse Breakfast, a monthly online lecture and discussion series on current topics in teaching, and the annual Teaching Vets Symposium support exchange and innovation. The symposium is the VEE's central event dedicated to teaching and learning. It combines keynote lectures and opportunities for exchange on innovative practices with the formal recognition of teaching excellence. The

VEE's Teaching Award is presented at the symposium: Teachers nominated by students are honoured for their outstanding contributions to teaching. This makes the symposium both a platform for professional development and the main institutional instrument for rewarding teaching excellence at Vetmeduni.

Peculiarities of the work contract for teaching staff

Employment contracts for teaching staff are governed by UG 2002 and the Uni-KV. Contracts may be permanent or fixed-term, with fixed-term contracts (typically 4 years for initial appointments) eligible for conversion into permanent positions after a positive evaluation. Multiple consecutive fixed-term contracts are subject to a strict review in accordance with § 109 UG. Vetmeduni aims to maintain a balanced ratio of permanent and temporary staff, as reflected in the 2025–2027 Performance Agreement. Special attention is being given to stabilising positions for postdoctoral researchers employed with third-party funding by creating long-term cooperation agreements and tenure-track opportunities. This balance supports continuity and stability in teaching. The financial resources required to support teaching assignments are provided by the VEE's global budget. The workload of teaching staff combines teaching, research, clinical, and administrative duties. The distribution of tasks is defined in employment contracts and monitored by supervisors, while external controls by the BMFWF ensure compliance with national standards. Teaching staff also have reasonable opportunities and resources for engaging in scholarly activities.

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.

Description of the programmes dedicated to teaching and support staff for:

Vetmeduni implements a comprehensive programme for the professional development, appraisal, mentoring, and participation of teaching and support staff. The following measures ensure their continuous growth, transparent career development, and active involvement in institutional decision-making:

-) professional growth and development

A culture of continuous learning and performance improvement is anchored in Vetmeduni's values brochure (2023). The responsibility for individual development lies with the direct supervisors, while the Human Resources, Gender Equality and Inclusion Unit supports all staff by offering a wide range of courses (research, languages, management, AI, IT, social skills, inclusion), complemented by mandatory training in health and safety, biosecurity, data protection, and compliance. Vetmeduni offers a comprehensive training programme for all staff. An overview of the programme is provided in Annex 9.4. Leadership programmes such as LeadingVet, together with targeted training and development opportunities for staff in leadership roles, enable staff to strengthen their management and cooperation skills. Career development is supported through equality and mentoring initiatives, including the VEmpowerment programme for female academics and the Research Mentoring Programme, which support the career development of early career scientists with exceptional potential. This programme provides opportunities for staff to expand their collection of professional and personal skills in meaningful ways while building networks within and beyond Vetmeduni. In addition, the internal Educational Research Network serves as a networking and exchange forum for educational researchers. Interested colleagues meet regularly to present ongoing projects, receive constructive feedback, and explore opportunities for

collaboration. The network is open to all staff members who are active or interested in educational research. Support for early-career researchers is also a high priority: the Postgraduate Studies Unit coordinates and expands postgraduate programmes to provide specific opportunities for the next generation of researchers. For staff with teaching duties, mandatory didactic qualifications are ensured by offering the VetDidactics programme (Essentials, Basic, Plus; see 9.1 and 9.2). Beyond this, opportunities such as the VetDidactics Advanced Certificate and other formats (Impulse Breakfasts, Teaching Vets Symposium) are described under 9.3. Additional guidance is provided by specialised units such as the Office for Research Support and Innovation (FFI) and the International Relations Office, which assist staff in securing third-party funding, planning publications, and pursuing international mobility.

-) appraisal and promotion procedures

Vetmeduni applies a structured performance evaluation system at the VEE, departmental, and individual levels. All staff must take part in annual appraisal interviews, which serve to review responsibilities, set objectives, and define development measures. Academic staff undergo additional evaluations. Candidates for Habilitation must provide *ad personam* teaching evaluations. Tenure-track staff are reviewed annually and externally at the end of the track, and professors (§ 98 UG) are assessed every 5 years by internal and external experts. Senior clinical staff are reviewed every 3 years and receive feedback from multiple sources. Promotion procedures are transparent and role-specific. For support staff, the Expert Status recognises sustained excellence and results in terms of advancement to the next pay grade and an additional bonus. For academic staff, these promotion criteria assign equal weight to their teaching, research, service, and scholarly activities.

-) mentoring and supporting procedures

Vetmeduni offers a broad range of support systems that complement formal development programmes. The Trusted Advisors initiative provides confidential peer-level support for staff facing personal or professional challenges. The occupational health service, supported by occupational psychology expertise, offers preventive counselling and conducts regular workplace evaluations of psychological stress in accordance with legal requirements. Newly appointed professors benefit from dual career support, and all new staff attend regular welcome and orientation events. Accessibility and inclusion are ensured through cooperation with MyAbility and by individual workplace adaptations. Flexible working arrangements (including up to 2 days of remote work per week), family-friendly leave options, on-campus childcare services, and the option to bring dogs to campus, further support the work–life balance. These measures are regularly validated through external certification programmes. The *hochschuleundfamilie* [University and Family] audit and the equality seal of approval awarded by the BMFWF were both successfully recertified in 2024/2025, underlining Vetmeduni's strong commitment to equality, diversity, and the advancement of women.

-) decision-making processes

Decision-making at Vetmeduni is inclusive and participatory. Staff are represented by two elected work councils (general staff and academic staff) and are involved in key bodies such as the Senate and the Research Profile Board. They also contribute to specialised committees (e.g. Ethics and Animal Welfare Committee, Hygiene and Biosecurity Committee). Department heads maintain regular dialogue with the Rectorate, and staff are consulted in the event of strategic processes such as the Development Plan, curricular changes, and major infrastructure projects.

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.

System for assessing the teachers by the students

Vetmeduni operates a formal and mandatory evaluation system in which teaching is systematically evaluated by students on a cyclical basis. Course evaluations take place every 4 semesters using standardised questionnaires for different course types, and lecturers may also request additional evaluations at any time. The process is centrally managed by the Vice-Rector for Teaching, Teaching Innovation and Clinical Matters (VRTC) over the evasys® platform, which automates preparation, implementation, and reporting. If several lecturers are involved in a course, one is designated as the course organiser and is responsible for the participation, dissemination of results, and implementation of improvement measures. An Evaluation Circle (*Evaluierungszirkel*) ensures that results are systematically considered in the further development of teaching and reports to the Senate and the Curriculum Committee (CuCo). Feedback on courses or lecturers can also be given to the VRTC in regularly dialogues that take place between the VRTC and student representatives. In addition, students contribute to quality assurance in appointment procedures for § 98 professorships (through didactic assessment reports) and in habilitation evaluations (through direct feedback). This cyclical system ensures that student participation is an integral element in assessing teaching quality and that the results are used to enhance both teaching performance and educational efficiency at Vetmeduni.

How the strategy for allocating, recruiting, promoting, supporting, and assessing teaching and support staff is decided, communicated to staff, students, and stakeholders, implemented, assessed, and revised

Staffing needs and distribution are reviewed regularly by the Rectorate based on the Development Plan and the staffing plan. Departments may submit requests during annual budget negotiations, but the final decisions rest with the Rectorate in consultation with the Finance and Personnel Committee of the University Council. The Vice-Rectorate for Finance, Digitalisation and Innovation (VRFDI) may authorise cost-neutral adjustments and make urgent in-year decisions, while additional posts, particularly in research, are financed with third-party funds. Recruitment and staffing are managed by each organisational unit, and separate procedures are followed for professorships and tenure-track positions (see 9.2). The Equal Opportunities Working Group is systematically involved to ensure fairness and prevent discrimination. Student participation is guaranteed through their representation in § 98 appointment committees as well as permanent seats in the Senate and the Evaluation Committee (PDCA see Annex A9D).

Comments on Area 9

- Recruitment and retention of veterinary specialists, particularly for the Veterinary Teaching Hospital (VTH), remain challenging due to increasing competition from corporate veterinary groups offering higher salaries. This continues to be a strategic priority for maintaining the high standards of clinical teaching and service.
- The introduction of a professional doctorate (DVM) was reviewed together with stakeholders; however, according to the Austrian Universities Act (§ 54 UG 2002), such a degree is not permissible in veterinary medicine. The MD remains a legal exception in human medicine, while the doctoral programme (PhD) must last at least 3 years.

Suggestions for improvement in Area 9

- Continued digitalisation and optimisation of processes in staff development and onboarding.
- Strengthen the visibility and career relevance of teaching achievements by further integrating teaching performance and excellence into appraisal, promotion, and departmental target agreements.

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).

Research activities of the VEE and implication of most teaching staff in it

The Diploma Programme in Veterinary Medicine is based on research-based teaching and integrates the latest scientific findings. This approach is consistently implemented throughout the curriculum, as the academic teaching staff members are themselves actively involved in high-quality research. They ensure that scientific knowledge is not only imparted but also applied in their lectures. Vetmeduni is committed to high-quality research at basic, translational, and applied clinical levels, and encourages an international focus.

The VEE provides veterinary students with many opportunities to actively participate in research and receive specialised training in this field (see 10.2). Students participating in research typically conduct their studies within the framework of the research programmes or themes aligned with the VEE's established 5 profile lines (PLs) and 12 research priorities (RPs).

The VEE directs its focus towards strengthening multidisciplinary research in the context of sustainability, One Health/One Welfare, and transformation, as these themes are essential for addressing current and future challenges in veterinary medicine and related fields: Pathway Medicine (PL 1), Infection and Prevention (PL 2), Comparative Veterinary Research (PL 3), Food Safety and Risk Analysis (PL 4), Animal Behaviour and Human–Animal Interaction (PL 5).

Vetmeduni has identified the following specific RPs that contribute significantly to the above-mentioned profile lines: Computational Medicine, Endocrinology and Reproduction, Nutrition Physiology, Genomics, Infectious Diseases, Innovative Diagnostics and Analytics, Cognition and Animal Welfare, Food Microbiology and Risk Analysis of Animal-Based Food Products, Regenerative Medicine, Translational Medicine and Comparative Medicine, Veterinary Ethics and Animal Welfare, Wildlife Ecology, and Wildlife Medicine. These areas are expected to gain further prominence in the VEE's curriculum, guiding future research and education in veterinary science.

Table 10.1.1. List of the major funded research programmes in the VEE that were ongoing in the last complete academic year prior to the visitation (AY 2024/2025)*

Scientific topics:	grant/year (€)	Duration (Yrs)
Monarchies and Hierarchies in Shaping Chromatin Landscapes (PL 1)	287,515	10
Polygenic Adaptation (PL 3)	702,600	3
Christian Doppler (CD) Laboratory for Detection and Reduction of Dormant Bacteria (PL 4)	248,188	7
CD Laboratory for Innovative Gut Health Concepts of Livestock (PL 1)	173,999	7
Development of a Chlamydia trachomatis Vaccine in an Outbred Pre-exposed Swine Animal Model (PL 3)	402,201	3
CockaTools: Innovative tool use and problem solving in a parrot (PL 5)	200,000	6

*Projects > 1 million total funding

The complete list of major funded research programmes (> €100,000) can be found in the Annex (Table A10A). In AY 10/2024–05/2025, a total of 168 research projects are listed with a total of more than €61.7 million in funding. The research funding in the different profile lines (PLs) was

approximately €19.2 million (PL 1), €12.1 million (PL 2), €8.5 million (PL 3), €5 million (PL 4), and €17 million (PL 5). A further €0.9 million were distributed outside these specific research profiles.

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.

How students are made aware of evidence-based medicine, scientific research and lifelong learning / and are initiated into bibliographic search, scientific methods, research techniques and scientific writing

The Vetmeduni curriculum offers comprehensive education, emphasising good scientific practice, evidence-based medicine, decision-making, and lifelong learning. Students are trained in research proficiency, self-management, collaboration, and the importance of continuing education, evaluation, and self-reflection, equipping them for successful veterinary careers and lifelong professional development:

- The compulsory course *Science in Veterinary Medicine*, starting in the first semester and continuing throughout the entire study programme, introduces students to research-based learning, scientific thinking, and evidence-based medical research. In small group seminars, students develop essential scientific competencies, including those related to media, information, and AI literacy, bibliographic search techniques, research methodologies, statistics, project design, academic writing and presentation, citation, scientific review, thesis planning, formulating research questions, data analysis, and critical discussion.
- The Educational Working Group (EWG) responsible for scientific education is continuously developing the respective courses to improve students' skills in scientific writing, in particular with regard to digital skills and AI literacy.
- Students also have the opportunity to work closely with researchers on specific projects (see below).
- Journal clubs, rounds, and seminars held in departments provide a platform for students, researchers, and faculty to present and critically discuss recent scientific publications. These sessions help participants keep abreast of the latest advancements in veterinary science while improving their analytical skills.
- The diploma thesis is a key milestone in the students' education, requiring them to conduct independent research on a specific topic agreed upon with a supervising researcher (see below).
- The Vetmeduni curriculum acknowledges the evolving landscape of veterinary education by addressing international developments, such as the increasing use of AI-supported technologies. 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. These guidelines are being developed to ensure that students have a comprehensive understanding of research ethics and best practices, and not only for integrating the use of AI-supported technologies in their work.
- Vetmeduni offers a range of exchange programmes for undergraduate students, allowing them to experience research-based veterinary education at other esteemed academic institutions, further enhancing their academic and professional growth.
- The course *Lifelong Learning – Foundations for Learning and Working Strategies* strengthens students' self-management skills, effective learning strategies, teamwork skills, and their ability to give constructive feedback. Students learn to form groups, organise their learning tasks, and apply self-reflection and quality evaluation in assessing their own actions.

Students' participation in research programmes on a non-compulsory or compulsory basis

The compulsory diploma thesis is a fundamental component of the Vetmeduni curriculum and was introduced in 2002 as part of the veterinary programme as a milestone for the completion of the education degree (formal guideline available on Vetucation). To achieve this key milestone, students are required to conduct independent research on a specific topic agreed upon with a supervising researcher. Projects can be on clinical or non-clinical topics and take various forms, such as experimental studies, prospective or retrospective studies, case reports, or literature reviews. Typically conducted in the final phase of the programme, the thesis involves a literature search and review, project planning, data acquisition, interpretation, comparison with existing literature, and presentation of findings. Under the guidance of senior researchers, students must demonstrate proficiency in scientific methodology, problem-solving, academic writing, ethical research conduct, and time management.

Participation in research activities is part of several elective specialisation tracks in the departments. As one example, the Research and Teaching Extension for Alpine Ruminant Medicine emphasises the One Health concept, focusing on zoonotic diseases, infectious conditions, and sustainable livestock management. Collaborative projects with institutions such as the Austrian Agency for Health and Food Safety (AGES), the Medical University and University of Innsbruck, or the European Food Safety Authority (EFSA) enhance its contributions to education, research, and international and regional veterinary care. Students develop many of these research findings as part of their diploma and doctoral theses; the latter often participate in these projects while professionally working as practising veterinarians, enabling them to gain a unique combination of academic and practical expertise.

Students also have the opportunity to work closely with researchers in specific projects, gaining in-depth knowledge and expertise, and some may participate in ongoing research projects as study assistants. Vetmeduni also encourages students to engage with the broader research community by participating in graduate-level activities. These include public defences of doctoral theses, lectures based on doctoral or postdoctoral (i.e. in preparation for the *Habilitation*) research projects, guest lectures as part of graduate or ERASMUS programmes, and the Comparative Medicine Symposium. This symposium serves as a platform that connects students engaged in research across the campus, fostering interdisciplinary exchange and collaboration. These activities provide students with insights into advanced research and opportunities to interact with experts in the field, broadening their academic exposure.

To enhance their global perspective and educational experience, students can attend international summer schools, either at Vetmeduni or at other institutions. Information about these opportunities is made available to students, contributing to their international academic development.

Minimum requirements for the graduation thesis, its supervision and its assessment

The diploma thesis at Vetmeduni is credited with a total of 20 ECTS. While there are no specific minimum requirements for the scope of the project itself, the thesis must meet high standards of scientific practice. Supervisors are responsible for guiding the project and ensuring its quality, as outlined in the supervision agreement.

When submitting the thesis topic via the official application, a proposed reviewer with appropriate subject-matter expertise must be named. By signing the application, the proposed reviewer agrees to the potential assignment. The application is then either approved by the Vice-Rector for Teaching, Teaching Innovation and Clinical Matters (VRTC) or returned with requests for improvement. Before submitting this application for assessment, the student is required to present the diploma thesis internally in the organisational unit of the supervising person. Alternatively, the student may present the thesis at a scientific conference, if the supervisor is present and able to assess the presentation. The presentation and discussion are part of the supervisor's overall assessment. The final thesis evaluation is carried out both by the supervisor and the reviewer listed in the application. Upon completing the diploma thesis, students are expected to demonstrate the

following competencies: (1) identification of relevant scientific questions; (2) demonstration of the ability to place the research question within the context of existing knowledge; (3) demonstration of scientific reasoning skills, namely a critical attitude toward current theories and methods, including the ability to discuss new findings; (4) demonstration of methodological competence, namely the ability to select appropriate methods for data collection and analysis; (5) ability to objectively and critically reflect on the results obtained; and (6) demonstration of evidence-based reasoning, namely the ability to draw conclusions based on current knowledge. In 2023, the diploma thesis guidelines in veterinary medicine were revised to better support students and supervisors and streamline the writing process. These revisions include organisational updates, changes to the citation style, detailed specifications regarding the structure and length of the thesis, and an updated evaluation format.

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.

The VEE has Diplomates from at least one college represented in each of its clinical centres. In total, the VEE employs 78 Diplomates from 31 different colleges. Vetmeduni's internship and residency programmes provide a comprehensive, networked, and internationally recognised framework for lifelong learning. The Internship and Residency Programme at Vetmeduni was established in 2001 and has been supported and promoted by the Residency Advisory Board (RAB) since 2006. As a result of restructuring efforts as part of the Vetmeduni+ initiative, the RAB is undergoing realignment. The efforts to establish appropriate training programmes and ensure adequate support are reflected by the increasing numbers of students registered, especially in alternative training programmes.

Table 10.3.1. Number of students registered in postgraduate clinical training programmes

Training	2024/25	2023/24	2022/23	Mean
Rotating Internship				
Companion animals Small Animal Medicine	8	6	9	8
Equine Medicine	7	7	7	7
Total	**15**	**13**	**16**	**15**
Fellows	**2024**	**2023**	**2022**	
Small Animal Medicine	6	6*	7	
(*) At the end of the year, out of 6 positions, 3 were filled and 3 were vacant				
Residents (standard programme)	**2024**	**2023**	**2022**	
ACT	2	0	0	0.7
ECAR	2	4	4	4.0
ECBHM	2	2	2	2.0
ECEIM	2	2	1	1.7
ECPHM	1	1	1	1.0
ECPVS	1	0	0	0.3
ECVAA	2	3	2	2.3
ECVDI	2	1	1	1.3
ECVIM-CA	3	4	4	3.7
ECVIM-CA (oncology)	1	1	1	1.0
ECVO	1	1	1	1.0
ECVS	3	4	3	3.3
ECVS-LA	1	2	1	1.3
ECVSMR	0	0	1	0.3
Total	**26**	**27**	**24**	**25.7**

Residents (alternative programme)	2024	2023	2022	
ECZM-avian (extern)	0	0	1	0.3
ECPVS	3	1	1	1.7
EVPC	4	2	1	2.3
ECAWBM (AWSEL)	1	0	0	0.3
ECPHM	2	1	1	1.3
ECVP	0	1	0	0.3
Total	**10**	**5**	**4**	**6.3**
Total all Residents	**36**	**32**	**28**	**32.0**

Vetmeduni is also accredited training centre for the following colleges: ECSRHM, ECAAH, ECVM

Table 10.3.2. Number of students registered in postgraduate research training programmes

Degrees	2024/25	2023/24	2022/23	Mean
PhD	203	185	167	185
Doctorate	144	166	177	162
Total	**347**	**351**	**344**	**347**

As a key element of the VEE research strategy, the VEE emphasises the One Health/One Welfare approach, which integrates human, animal, and environmental health. The VEE's interdisciplinary One Health PhD programme has been designed for students working at the intersection of animal and human health, food safety, and ecological sustainability. This innovative programme spans multiple disciplines, including Epidemiology, Infectious and Non-Communicable Diseases, Microbiology, Data Science, Food Safety, Ecophysiology, and Conservation Medicine. The programme is led by experts in these fields and offers top-tier education, exemplary training, and invaluable hands-on research experience. In 2022, an international jury appointed by the Vienna Science and Technology Fund (WWTF) selected 15 interdisciplinary projects proposed by supervisory teams of supervisors.
In addition, Vetmeduni has established a doctoral programme in animal reproduction, supported by VEE funds, further enhancing its commitment to advancing research and education in specialised fields.

Table 10.3.3. Number of students registered in other postgraduate programmes at the VEE, unrelated to either clinical or research work (including any external/distance learning courses)

Programmes	2024/2025	2023/2024	2022/2023	Mean
Master Evolutionary Genomics and Systems Biology	55	52	45	51
Master Comparative Biomedicine	45	40	36	40
Master Wildlife Ecology and Wildlife Management	259	249	258	255
Interdisciplinary Master in Human–Animal Interactions	25	49	56	43
Master Precision Animal Health	18	12	-	15
Total	402	402	395	404

Table 10.3.4. Number of continuing education course participants provided by the VEE

Courses	2024/2025	2023/2024	2022/2023	Mean
Cert. Canine Rehabilitation Practitioner (CCRP, starts every second year)	5	22	11	11
Veterinary Public Health Qualification	46	46	35	42
Control Bodies for Animal Welfare Inspections	21	-	-	21

Prospective number of students registered in post-graduate programmes over the next 3 academic years

The number of postgraduate students is expected to reflect the numbers from previous years, as no significant modifications are expected in the near future.

Postgraduate training: support for undergraduates and conflict-free case management

The Veterinary Teaching Hospital (VTH) provides a comprehensive postgraduate clinical training programme that improves the quality of undergraduate veterinary education. 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), as well as PhD students and PraeDocs (doctoral thesis students in 3- to 4-year programmes).

All postgraduate trainees are employed by the VEE and undergo didactic and pedagogical training (see Standard 9). According to the Collective Bargaining Agreement for University Staff (Uni-KV), they are required to contribute to undergraduate teaching (2–4 contact hours per week, depending on contract year). Teaching takes place primarily in clinical settings, where postgraduate trainees guide and supervise undergraduate students during practical training and case work.

Postgraduates work under the supervision of postdoctoral clinicians or EBVS and ABVS/AVMA (American Board of Veterinary Specialties, American Veterinary Medical Association) Diplomates, ensuring that patient management and teaching meet the highest professional and ethical standards. This hierarchical supervision structure supports both quality assurance and continuous skill development at all training levels.

The large and diverse caseload at the Veterinary Teaching Hospital (VTH), including routine cases and highly advanced procedures such as neurosurgery, provides ample opportunities for undergraduate and postgraduate learning. The diversity and volume of the cases prevent competition between these groups; instead, they benefit from the complementary learning structure. Postgraduates refine their clinical and teaching skills, while undergraduates gain hands-on experience and feedback in a supervised, safe environment.

Interns, residents, and Doctoral thesis students act as approachable role models and first-line supervisors for students, leading them through case histories, clinical examinations, diagnostics, and treatments. This near-peer teaching model facilitates effective learning and communication. Responsibilities in clinical case management are clearly defined: Diplomates are primarily responsible for supervising postgraduates, while undergraduates participate through observation, discussion, and guided practical tasks appropriate to their competence level/year of study.

PhD students support diploma student supervisors by helping undergraduates conduct research, collect data, and perform analyses under the primary supervisor's guidance. This strengthens both undergraduate and postgraduate students' research and learning skills.

In summary, postgraduate training at Vetmeduni enriches undergraduate education by integrating teaching, research, and clinical practice within a structured, collaborative system. Clear supervision assignments, defined responsibilities, and a high caseload ensure effective learning for all trainees and avoid conflicts over case access.

Continuing education (CE): alignment with professional and community needs

Vetmeduni sees itself as a central hub for lifelong learning in veterinary medicine in Austria and is fully committed to the principles outlined in the European Universities' Charter on Lifelong

Learning. The VEE offers continuing education programmes that meet the same high-quality standards as its regular study programmes. These programmes are designed to have practice-oriented, forward-looking curricula, which are continuously evaluated and updated to reflect the latest developments in the field.
To enhance collaboration among its veterinary clinics, Vetmeduni has integrated practical clinical activities into its curriculum, and particularly, e.g. in the First Consultation and Care of the Small Animal Patient extension programme (since 2024/2025). This programme offers graduates and advanced current students of the Diploma Programme in Veterinary Medicine the opportunity to expand and deepen their practical skills in primary and emergency care for small animals. It also strengthens their Day One Competences (D1Cs) as outlined by the EAEVE, especially in primary and emergency care. Additionally, the programme helps students develop their communication skills, social skills, and professional behaviour, as they directly engage in consultations with patients and their owners. Vetmeduni is an accredited Advanced Training Facility for education and continuing education in laboratory animal science in compliance with GV-SOLAS standards.
The VEE actively serves the community and the public through regular collaboration with diverse interest groups and projects. One notable example is the annual Large Animal Science Course, designed according to guidelines set by the Federation of European Laboratory Animal Science Associations (FELASA). This course targets individuals who plan to conduct animal experiments with large animals and require a certificate of competence. The course combines theoretical knowledge about animal experimentation and the use of large animals in research with practical training on handling pigs, sheep, and cattle, including sampling techniques. Vetmeduni is currently seeking GV-SOLAS certification for this course. Another significant initiative was Vetmeduni's participation in the DiLaAg project (Digital Technologies in Agriculture), which aimed to establish a scientific hub for digitalisation in agriculture. This collaborative project involved Vetmeduni, the University of Natural Resources and Life Sciences (BOKU), and the Vienna University of Technology (TU Wien) and received support from the state of Lower Austria. Its objectives included offering training for early-career researchers at a doctoral college and providing an innovation platform for research, development, training, and consultancy in agricultural digitalisation. DiLaAg ended in February 2023, and its outcomes led to several initiatives, including the interdisciplinary doctoral programme PLFDoc (Precision Livestock Farming), which is funded by the Austrian Science Fund (FWF) and being carried out with partners such as the University of Applied Sciences Upper Austria, and TU Wien. Other initiatives include the PLF-Hub working group and the Precision Animal Health master's programme, which were launched at Vetmeduni in autumn 2023. Vetmeduni has also developed an online course on ethics in veterinary medicine, funded by the Austrian Federal Ministry of Labour, Social Affairs, Health, Care and Consumer Protection (BMASGPK). This course is designed to enhance the ethical understanding of both official and practical veterinarians. The VEE maintains close consultations with regional veterinarians, representatives of federal ministries (Federal Ministry of Agriculture and Forestry, Climate and Environmental Protection, Regions and Water Management (BMLUK) and BMASGPK), and other relevant stakeholders. This cooperation supports the development of new and existing continuing education courses, such as veterinary public health training and supplementary courses for students, as well as those on operating a veterinary pharmacy and radiation protection offered by the Society of Friends of Vetmeduni.
As part of its lifelong learning commitment, Vetmeduni maintains strong ties with alumni through various programmes. Since 2018, Vetmeduni has offered a postgraduate course in Veterinary Public Health Qualification (*Physikat*) in collaboration with the BMASGPK and provincial veterinary authorities. The course has been adapted to accommodate a large number of participants, featuring online instruction alongside practical and interactive classroom components. The Certified Canine Rehabilitation Practitioner (CCRP) programme offers specialised training in canine rehabilitation and is delivered in cooperation with the University of Tennessee and the Veterinary Academy of Higher Learning. Finally, Vetmeduni actively gathers

alumni feedback to continuously develop and improve its alumni to ensure the continuous development and improvement of its programmes. An alumni survey was conducted at the end of the 2022 academic year, and a graduation survey is planned to monitor the progress and evolution of degree programmes. Data from initiatives such as ATRACK, STUDMON, and examination activity projects will guide and inform the development of further programmes.
This combination of initiatives ensure that Vetmeduni remains a leader in providing high-quality veterinary education and training, supporting innovation in veterinary medicine, and maintaining strong connections with both the academic community and the wider public.

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.

Research activities – mechanisms ensuring contribution to research-based education

All VEE teaching staff engage in research in basic science and clinical application areas. This guarantees that the postgraduate and undergraduate curriculum content is regularly updated, developed, and critically reviewed to consider new information and developments. To integrate research and teaching, interactive formats such as seminars, journal clubs, symposia, summer schools, and workshops are offered. Case studies from clinical and non-clinical fields are directly included in teaching sessions.

Governance of research, CE & postgraduate programmes – procedures, committees and decision-making

Research: The research strategy and focus at Vetmeduni are defined through close collaboration among members of the University Council, Rectorate, Scientific Advisory Board, Profile Line Board, and senior scientific staff.
Doctoral and PhD programmes: The Vice-Rector for Research, International Affairs and Sustainability (VRRIS) is responsible for the structural alignment of doctoral programmes. A dedicated Curriculum Committee (CuCo) for Postgraduate Studies exists, and the PhD office provides administrative assistance for PhD students, doctoral candidates, and their supervisors.
The realisation of the dissertation/PhD thesis is based on an externally reviewed project from public funding bodies or intramural doctoral schools such as One Health or an exposé submitted by the primary supervisor. After evaluation by independent, external reviewers, the exposé is either revised or accepted as a project. The Supervisory Group oversees doctoral/PhD candidates and their research projects, ensuring academic quality and timely progress. This comprises at least two experts, of which at least one must be employed at Vetmeduni. The group recruits PhD candidates (according to hiring workflows) and concludes a formal supervision agreement defining roles, milestones, and timelines. Supervisors provide continuous guidance, monitor progress, organise the public thesis presentation and annual interim evaluation, and provide advice on coursework and the structured training programme. The PhD candidate must publicly defend the developed project within the first 12 months. Progress reports are submitted periodically to the PhD Advisory Board, or at least after year 1 and year 2, and filed with the PhD Office for VRRIS Monitoring. Requirements for submitting the PhD thesis are at least one peer-reviewed paper (accepted or in print). Continuous mentoring is provided through professional courses, e.g. in academic writing, good scientific practice, self-management, lab safety, and biosecurity.
As part of the structured academic training programme, the student must earn at least 15 ECTS credits to be admitted to the thesis defence. This programme includes journal clubs, seminar series, practical training, laboratory rotations, guest lectures, active participation in conferences, and didactic training. Proof of attendance at relevant events must be provided. Courses can be selected from among the programme offers at Vetmeduni, as well as from recognised domestic and foreign post-secondary educational institutions and equivalent research institutions.

The PhD and doctoral curricula are regularly reviewed and developed using the same processes as used with the Diploma Programme in Veterinary Medicine curriculum, including standardised workflows and approval procedures, such as the Senate endorsement.
Residencies and internships: The internationally accredited continuing education programmes for licensed veterinarians are revised in collaboration with European colleges, supervised by the EBVS. The EBVS oversees the recertification of European Diplomates and communicates any deficiencies or changes in criteria to colleges, residents, and diplomates. The VEE also offers its own internship training course. The number of training positions is aligned with the number of patient cases available for both postgraduate and undergraduate training in order to support clinical training at all undergraduate and graduate levels. These internships are currently enrolled in the residency programme, further contributing to the VEE's legacy of excellence in veterinary education and specialisation.
Continuing education: The continuing education programmes are also subject to review by a CuCo and are regularly evaluated and further developed. Information about these programmes is communicated to relevant internal and external stakeholders by being published in the university gazette and on the VEE website.

EAEVE Recommendation 2019:

Research collaborations between clinicians and non-clinicians on joint projects should be further encouraged.
Response: Vetmeduni established a Top Vet Science programme, a collaborative initiative uniting clinical and non-clinical researchers. This programme provided distinguished researchers with the opportunity to pursue projects that integrate cutting-edge fundamental research with practical veterinary applications. Its primary objective was to employ hypothesis-driven research methodologies aimed to improv the diagnosis, treatment, and prevention of veterinary diseases. The Clinical Ethics Support Services serves as another example, facilitating communication between the Ethics Unit and the Equine clinics. This collaboration not only enables the staff to work together in clinics when challenging cases arise but also to conduct research in the field of veterinary ethics. Further examples are the Comparative Medicine Symposium, a platform to connect researchers from basic and clinical fields, and the One Health PhD programme.

Comments on Area 10

- The academic staff at the VTH have considerable potential and numerous innovative ideas for clinical research projects. However, current national and international funding schemes are failing to prioritise the clinical and practical aspects of veterinary medicine research appropriately (funding rate for agricultural sciences and veterinary medicine 2020–2024 at FWF: 19%). Recently, the FWF has included veterinary medicine in its clinical research programme, which now also offers a promising opportunity for conducting clinical research projects. The successful Vetmeduni One Health PhD programme further promotes interdisciplinary collaboration.

Suggestions for improvement in Area 10

- none

ESEVT Indicators

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 graduating annually	129,740	67,37	44,01	85,730
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually	43,172	18,75	9,74	33,432
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	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 graduating annually	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 graduating annually	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

Raw data from the last 3 complete academic years		2022	2023	2024	Mean
1	n° of FTE teaching staff involved in veterinary training	347,5	324,69	342,56	338,25
2	n° of undergraduate students	1460	1506	1505	1490,33
3	n° of FTE veterinarians involved in veterinary training	205,57	202,92	208,27	205,59
4	n° of students graduating annually	184	199	193	192
5	n° of FTE support staff involved in veterinary training	459,97	446,15	459,21	455,11
6	n° of hours of practical (non-clinical) training	907	907	907	907
7	n° of hours of Core Clinical Training (CCT)	853,91	853,91	853,91	853,91
8	n° of hours of VPH (including FSQ) training	197	197	197	197
9	n° of hours of extra-mural practical training in VPH (including FSQ)	150	150	150	150
10	n° of companion animal patients seen intra-murally	32224	17120	25270	24871,3333
11	n° of individual ruminant and pig patients seen intra-murally	1144	1057	1573	1258
12	n° of equine patients seen intra-murally	4382	3006	4621	4003
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	3913	2790	3566	3423
14	n° of companion animal patients seen extra-murally	21	68	27	38,7
15	n° of individual ruminants and pig patients seen extra-murally	3935	6739	10419	7031
16	n° of equine patients seen extra-murally	597	712	796	701,7
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	5	16	13	11,3
18	n° of visits to ruminant and pig herds	69	109	147	108,3
19	n° of visits to poultry and farmed rabbit units	15	26	18	19,7
20	n° of companion animal necropsies	314	303	310	309
21	n° of ruminant and pig necropsies	484	529	436	483
22	n° of equine necropsies	186	150	131	155,7
23	n° of rabbit, rodent, bird and exotic pet necropsies	1816	2135	1681	1877,3
24	n° of FTE specialised veterinarians involved in veterinary training	70,78	66,8	64,53	67,4
25	n° of PhD graduating annually	42	40	37	39,7

Glossary

AKG	Equal Opportunities Working Group
CASUS	Case-based multimedia learning and authoring system used at Vetmeduni as a self-study training tool
CD	Christian Doppler Laboratory
Competence Check	Screening instrument used at Vetmeduni for quality assurance in university teaching
FFI	Office for Research Support and Innovation
PebblePad	Web-based e-portfolio system used at Vetmeduni for logging and collecting evidence of achievements, experiences, and skills
Poll Everywhere	Online service used at Vetmeduni to evaluate classroom responses and audience response systems
RECTUM	Student-run magazine at Vetmeduni
VetBioBank	Research facility at Vetmeduni that professionally collects biological samples and associated data of animal origin
VetBioModels	Vetmeduni service platform (until 2023, under the name Biomodels Austria) offering access to methods for developing new genetic modifiers for mouse models and archiving, revitalising, and remediating mouse-derived animals for basic biomedical research
VetCore	Vetmeduni technology centre comprising 3 technology platforms (VetOmics, VetImaging, and VetBiobank) and offering scientific services in molecular biology (genomics, transcriptomics, proteomics), imaging (phenotyping of biomodels, cell imaging, animal imaging), and a biobank for veterinary samples (focusing on oncology and biomodels)
VetDidactics	Certification programme supporting faculty in the targeted use of digital tools and innovative teaching methods
VetEasy	Central information platform for Vetmeduni students and staff, accessible via the intranet (Sharepoint)
VetFarm	Vetmeduni teaching and research farm
VeTime	Vetmeduni student duty calendar
VetINNSights	Vetmeduni summer school offering students realistic insights into veterinary work
VETMED magazine	Official magazine of Vetmeduni, reporting on the university's diverse activities in research, studies, and university hospitals.
vetmed:seeker	All-in-one search engine of the Vetmeduni Library
Vetmediathek	Central multimedia database
VetmedOnline	Campus management system
VetmedTalks	Vetmeduni online communication programme supporting the United Nations Sustainable Development Goals.
Vetmeduni Inside	Vetmeduni staff magazine
WSC	Wolf Science Center

Abbreviations

3D	three-dimensional
3R principles	Replacement, Reduction, Refinement
ABVS	American Board of Veterinary Specialties
AGES	Austrian Agency for Health and Food Safety GmbH
AHIS	Animal Hospital Information System
AI	artificial intelligence
AKG	See Glossary
ASchG	Austrian Occupational Health and Safety Act
ASF	African swine fever
ATRACK	graduate tracking system
AVMA	American Veterinary Medical Association
AWB	Animal Welfare Body
AWG 2002	Austrian Waste Management Act
BGStG	Federal Disability Equality Act
BIG	Austrian Federal Real Estate Company
BMASGPK	Federal Ministry of Labour, Social Affairs, Health, Care and Consumer Protection
BMFWF	Federal Ministry of Women, Science and Research
BMNT	Federal Ministry of Agriculture and Forestry, Climate- and Environmental Protection, Regions and Water Management
BOKU	University of Natural Resources and Life Sciences
B-PCG-K	Austrian Corporate Governance Code
BSL2	Biosafety Level 2
BVVD	German Veterinary Students' Association
CASUS	See Glossary
CCRP	Certified Canine Rehabilitation Practitioner
CCT	Core Clinical Training
CD	See Glossary
CE	continuing education
CEEPUS	Central European Exchange Programme for University Studies
CR	computed radiography
CT	computed tomography
CuCo	Curriculum Committee
D1C	Day One Competences
DACH	German-speaking region (Germany, Switzerland, Austria)
DBIS	Database Information System
DiLaAg	Digitale Technologien in der Landwirtschaft [Digital Technologies in Agriculture]
DR	digital radiography
DVM	Doctor of Veterinary Medicine
EAEVE	European Association of Establishments for Veterinary Education
EAWC	Ethics and Animal Welfare Committee

EBVS	European Board of Veterinary Specialisation
ECAR	European College of Animal Reproduction
ECAWBM (AWSEL)	European College of Animal Welfare and Behavioural Medicine
ECBHM	European College of Bovine Health Management
ECEIM	European College of Equine Internal Medicine
ECPHM	European College of Porcine Health Management
ECPVS	European College of Poultry Veterinary Science
ECTS	European Credit Transfer and Accumulation System
ECVAA	European College of Veterinary Anaesthesia and Analgesia
ECVDI	European College of Veterinary Diagnostic Imaging
ECVIM-CA	European College of Veterinary Internal Medicine – Companion Animals
ECVIM-CA (oncol)	European College of Veterinary Internal Medicine - Companion Animals, specifically the oncology subspecialty
ECVO	European College of Veterinary Ophthalmologists
ECVP	European College of Veterinary Pathologists
ECVS	European College of Veterinary Surgeons
ECVS-LA	European College of Veterinary Surgeons - Large Animal specialty
ECVSMR	European College of Veterinary Sports Medicine & Rehabilitation
ECZM-avian	European College of Zoological Medicine-avian
EFSA	European Food Safety Authority
ELISA	enzyme-linked immunosorbent assay
EMAS	Eco-Management and Audit Scheme
EMQ	extended matching questions
ENQA	European Association for Quality Assurance in Higher Education
EPT	Elective Practical Training
ESEVT	European System of Evaluation of Veterinary Training
ESG	European Standards and Guidelines for Quality Assurance in Higher Education
EU	European Union
EVPC	European Veterinary Parasitology College
EWGs	Educational Working Groups
EZB	Electronic Journals Library
FAST examinations	Focused Assessment with Sonography in Trauma
FELASA	Federation of European Laboratory Animal Science Associations
FFI	See Glossary
FIWI	Research Institute of Wildlife Ecology
FMD	foot-and-mouth disease
FSQ	food safety and quality
FTE	full-time equivalents
FWF	Austrian Science Fund
GHP	Good Hygiene Practice
GMO	genetically modified organism

GUEP	Austrian National Development Plan
GV-SOLAS	Gesellschaft für Versuchstierkunde [Society of Laboratory Animal Science]
HACCP	Hazard Analysis and Critical Control Points
HTZB Committee	Committee for Hygiene, Animal Diseases, Zoonoses and Biosecurity
HVU	Students' Union
ICSI	intracytoplasmic sperm injection
ICU	intensive care unit
IKS	internal control system
ILWI	Department of Interdisciplinary Life Sciences
IQul	Institut für Qualitätsmanagement in Lehre und Training [Institute for Quality Management in Teaching and Training]
IVC	Innovation Vet Circle
IVSA	International Veterinary Students' Association
KFQ	key feature questions
KLIPP-VET	clinical examination of day one competencies
KLIVV	Konrad Lorenz Institute of Ethology
KPI	key performance indicator
KV	Collective Bargaining Agreement for University Employees
LAM	Laboratory Animal Medicine
LIMS	Laboratory Information Management System
LINAC	linear accelerator
LOs	learning outcomes
LSD	lumpy skin disease
MC	multiple choice
MD	Medical Doctor
MFA	multi-factor authentication
MRI	magnetic resonance imaging
MSM	magnetic stirrer method
OSPE	objective structured practical examination
ÖTK	Austrian Veterinary Chamber
PACS	Picture Archiving and Communication System
PCR	polymerase chain reaction
PDCA	Plan Do Check Adjust
PebblePad	See Glossary
PL	profile lines
PLFDoc	Doctoral Programme in Precision Livestock Farming
PLF-Hub	Precision Livestock Farming Hub (research group)
PMI	*post mortem* meat inspection
POL seminars	problem-oriented learning seminars
Poll Everywhere	See Glossary
PPM	Pig and Poultry Medicine and Herd Health Management
PRP	prerequisite programmes

PSA	Persönliche Schutzausrüstung [Personal Protective Equipment]
QA	quality assurance
RAB	Residency Advisory Board
RECTUM	See Glossary
RP	research priorities
SAB	Scientific Advisory Board
SAM	Small Animal Medicine
SAQ	short-answer questions
SER	self-evaluation report
SOE	structured oral examination
SOP	standard operating procedure
SPECT	single-photon emission computed tomography
SSO	single sign-on
ST	specialisation track
STUDMON	tracking of students
SWOT	*Strengths, Weaknesses, Opportunities and Threats*
TIS	old animal hospital information system
TLC	tender loving care
TU Wien	Vienna University of Technology
TVG	Animal Testing Act
UG 2002	Austrian Universities Act
UniFinV	Universitätsfinanzierungsgesetz
VEE	Veterinary Education Establishments
VetBioBank	See Glossary
VetBiomodels	See Glossary
VetCore	See Glossary
VetDidactics	See Glossary
VetEasy	See Glossary
VetFarm	See Glossary
VeTime	See Glossary
VetINNSights	See Glossary
VETMED magazine	See Glossary
vetmed:seeker	See Glossary
Vetmediathek	See Glossary
VetmedOnline	See Glossary
VetmedTalks	See Glossary
Vetmeduni Inside	See Glossary
VetNEST	Veterinary Network of European Student and Staff Transfer
VetSim	See Glossary
VLE	virtual learning environment
VMPT	veterinary medicine progress test
VPH	veterinary public health
VPN	virtual private network

VRFDI	Vice-Rector for Finance, Digitalisation and Innovation
VRRIS	Vice-Rector for Research, International Affairs and Sustainability
VRTC	Vice-Rector for Teaching, Teaching Innovation and Clinical Matters
VTH	Veterinary Teaching Hospital
WBA	workplace-based assessment
WSC	See Glossary
WWTF	Vienna Science and Technology Fund

Tables

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