VISITATION REPORT

To the University of Veterinary Medicine Vienna (Vetmeduni Vienna), Austria

On 11 – 15 November 2019

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Introduction

The University of Veterinary Medicine in Vienna (Vetmeduni Vienna, called the Establishment in this Report) is the only academic establishment in Austria to carry out teaching and research in veterinary medicine. It is also the oldest school of veterinary medicine in the German-speaking countries (founded in 1765). In 1996, the new campus opened in the 21st district of Vienna and in 2015 the University celebrated its 250th anniversary.

The Establishment was successfully evaluated by EAEVE in 1996, 2006 and 2012. No major deficiencies were found and the identified minor deficiencies have been addressed.

The main features of the Establishment are:
-) it is an autonomous university with a commitment to promote health and welfare of animals in research, higher education and lifelong learning;
-) institutes and clinics are currently structured into five subject-specific departments including the research institute on human-animal interactions (the Messerli Research Institute);
-) two of the research institutes are located in the campus Wilhelminenberg in the west of Vienna;
-) the Reproduction Centre Wieselburg, the Department for Agrobiotechnology in Tulln, the TierQuarTier in Vienna and the Neustadt/Dosse Equine Breeding Centre are further cooperations used for teaching and research.

The main developments since the last Visitation and main changes due to the suggestions of expert group are:
-) new Development Plan (fundamental strategy of the Establishment) (until 2025) and new Performance Agreement with the ministry (BMBWF) (until 2021);
-) some major organisational changes, e.g. the establishment of a Postgraduate Studies Unit and the Institute of Food Safety, Food Technology and Veterinary Public Health; implementation of a tenure-track system for Associate Professors according to the changes to the Universities Act (UG 2002).
-) some new buildings and major items of equipment e.g. new building for the University Clinic

for Small Animals (in progress), extension to the Seebarn branch of the Austrian Ornithological Centre (AOC), reconfiguration of VetFarm buildings, MRI.
-) substantial and integrated changes to the academic programme, e.g. new student-centred modular curriculum based on ECCVT Day One Competences (DOC) and learning outcomes, compulsory courses on communication, data protection, economics, ethics, and scientific practice introduced, a School of Lifelong Learning has been planned (to open in 2020).

The ESEVT SOP 2019 is valid for this Visitation.

Standard 1: Objectives, Organisation and Quality Assurance Policy

1.1 The Establishment must have as its main objective the provision, in agreement with the EU Directives and ESG recommendations, 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 Establishment must develop and follow its mission statement which must embrace all the ESEVT standards.

1.1.1. Findings
The Establishment offers a unique curricular constellation and expertise, ranging from basic to clinical and applied research. This creates interdisciplinary, transdisciplinary and complementary professional collaboration, internally, nationally and internationally, with partners in academia and the private sector. The Veterinary Teaching Hospital (VTH) links basic sciences with research-driven clinical medicine for pets, companion animals, food-producing animals and wildlife. The Establishment supports the continuous improvement of animal health, establishing preventive measures and better understanding of disease and adaptation processes, therefore contributing to food safety and thus to human health, while safeguarding biodiversity and healthy ecosystems.
Its priority is supporting its highly motivated and highly qualified staff to reach outstanding performance, professional transfer of knowledge and research-based training.
Students are equipped with the necessary skills to elaborate how knowledge is created and shared among scientists working together across disciplines and establishments to meet today's challenges, and where human-animal interaction takes place. The Establishment operates at the interface of human, animal and environmental health. It sustainably fosters the health and well-being of animals, people and ecosystems through innovation and excellence in research, teaching and clinical activities, and also as a social role model. The Establishment offers a curricular in undergraduate and postgraduate education, in which the VTH plays a vital role and is the central asset for patient-oriented clinical hands-on training and links basic sciences with research-driven clinical medicine and interaction between staff, students, researchers, animal owners and partners.
The Establishment's **education vision is appropriately oriented to offer innovative and high-quality academic undergraduate and postgraduate programmes in veterinary science.**
The Establishment's education mission is oriented to lead the veterinary profession and advancing the science and practice of veterinary medicine to improve animal, human health in defence of environmental sustainability (One-Health). **Undergraduate students receive a formal education** in accordance with the SOP 2019 standards, ESG recommendations and EU Directives and in response to the needs of the civil society as well as the environment and the

sustainability growth in compliance with the concept of "One-Health". The Establishment adopts teaching methods **that promote active learning to build knowledge and develop academic skills (DOC) as well as professional attitude. The Establishment aims to prepare undergraduate students in the best possible way for the regional, national as well as for the increasingly globalised international labour market. For supporting the educational mission the Establishment has operated for an international and multicultural academic background.**

Vetmeduni Vienna's core values include:

Ethical - the educational activities are marked by integrity, honesty and respect;

Inclusive - applicants, undergraduate students and postgraduate students as well as staff and applicants for job positions, do not encounter any form of discrimination based on their gender, sexual, race or social background, handicap.

Science-based - undergraduate and postgraduate education is evidence-based veterinary training and research-based to improve the health and well-being of animals and humans and environmental sustainability.

Animal-focused - undergraduate students and postgraduate students are supported in their stewardship of animal health and welfare and their role in promoting public health and environmental sustainability.

Supportive - The Establishment invests in the development of academic staff and no-academic staff and stakeholders for an **international and multicultural academic background**.

1.1.2. Comments
The vision, mission and objectives of the Establishment are in full agreement with the EU directives, the ESG and the ESEVT SOP.

1.1.3. Suggestions for improvement
It is suggested to constantly monitor QA process outputs for maintaining the currently high level performance in educational outcomes.

1.1.4. Decision
The Establishment is compliant with Substandard 1.1.

1.2 The Establishment 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 of the Establishment must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT standards.

1.2.1. Findings
The Establishment is an autonomous (stand-alone) state university comparable to a one-faculty establishment. Like all Austrian higher educational establishments, the Establishment is supervised by the Austrian Federal Ministry of Education, Science and Research (BMBWF) in accordance with the Austrian Universities Act (UG 2002).

The Rector has a DVM diploma and the Diploma of the College of Bovine Health and Management (ECBHM), and is in charge as Head of Establishment as well as Vice-Rector for

Clinical Veterinary Medicine (VRCVM). The Vice-Rector for Study Affairs (VRSA) has a DVM diploma. Further five Professors, all with a European College Diploma for a specific clinical discipline, are responsible for the professional, ethical and academic affairs of the Veterinary Teaching Hospital (VTH).

The decision-making processes are managed by a complex Council/Boards/Committees structure (Table 1D). The Function/ Responsibilities of each Council/Boards/Committees are clearly defined and they appear synergistic and never in contrast or even redundant during decision-making processes.

In these structures different professional profiles are represented, with different levels of responsibility and wide representation in the classic academic profiles: teaching staff, experienced scientists, students, non-academic staff delegates, Federal Government. In the Biosafety Committee an expert from outside the academy is also involved.

1.2.2. Comments

The structuring of the Council/Boards/Committees are well detailed and well oriented for a continuous improvement of the Establishment. The Council/Boards/Committees are structured to work as a single unit or in concert with each other to improve management control of the Establishment.

The excellent management of the Establishment and excellent communication and interaction between the Rectorate and the administration on the one hand, and staff, students and stakeholders on the other hand must be commended.

1.2.3. Suggestions for improvement

None.

1.2.4. Decision

The Establishment is compliant with Substandard 1.2.

1.3 The Establishment must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with a timeframe and indicators for its implementation.

1.3.1. Findings

The long-term development/strategy of the Establishment is agreed between the Rectorate and BMBWF, through the Development Plan and the Performance Agreement. The measures necessary for profile enhancement, development and the University's success in international competition, are defined in the Performance Agreement with the BMBWF.

Development Plans, agreed objectives and Performance Agreements are formulated in a participative process involving researchers, teaching and support non-teaching staff from all departments, and students.

In this phase, strategic aims for the next three to six years are identified in a structured decision-making process. Developments, trends and forecasts identified in relevant regional, national and international contexts, and the feasibility of objectives is assessed internally based on the available resources. Objectives are then prioritised and defined in the Performance Agreement. The Establishment has to publish a standardised comprehensive annual Intellectual Capital Report. The Intellectual Capital Report focuses on competence, social objectives, goals and strategies, intellectual capital and performance indicators.

The Development Plan of the Establishment in teaching, research and service is embedded in the landscape of the different areas and stakeholders (internal and external), from which the mission and objectives are derived.

The SWOT analysis is performed on 12 Strengths points, 12 Weaknesses points, 8 Opportunities points and 11 Threats points.

1.3.2. Comments
The strategic plan sets priorities, focusses energy and resources, strengthens operations, ensures that academic staff, support staff, students and stakeholders are focused toward common goals, establishes agreement around intended outcomes/results, and assesses and adjusts the Establishment's to the ESEVT Standards.

1.3.3. Suggestions for improvement
None.

1.3.4. Decision
The Establishment is compliant with Substandard 1.3.

1.4 The Establishment 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 quality assurance, within their Establishment. To achieve this, the Establishment must develop and implement a strategy for the continuous enhancement of quality. The development and implementation of the Establishment's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.

1.4.1. Findings
Until the Austrian Higher Education Quality Assurance Act (HS-QSG) passed in March 2012, there was no legal basis for uniform QA and quality accreditation in Austrian universities. Long before it became a legal requirement, the Establishment initiated processes to continuously monitor and improve the quality within the organisation. The aim of the currently implemented QM system is to meet statutory requirements and national and international standards and apply to the given context, in alignment with the Development Plan, agreed objectives and Performance Agreements, and the profile of the University. Quality is understood as continuously evolving. QM at the Establishment is primarily seen as an ongoing process of QA and quality development, based on four major tools:
1) Regular external evaluations, accreditations, audits and certification procedures (including EAEVE, research evaluation, ISO certification of clinics and institutes);
2) Internal agreements on objectives, performance indicators and monitoring;
3) The Establishment process portal;
4) The Establishment Evaluation Cycle (covering e.g. admission procedures, course evaluations, the Competence Check, alumni).

Six specific activities are guided by the listed action (page 10 of SER) and many academic actors and stakeholders participate in QA.

Transparency is assured by different traditional and digital information channels (e.g. VetEasy, Committee minutes). An Establishment's Process Portal is currently under construction to provide a structural framework for all relevant performance activities.

Two independent Establishment-wide validation processes ensure that the quality of core activities is regularly monitored and developed with the appropriate involvement of relevant internal and external stakeholders and experts in specific spheres.

Internal and external feedback is one of the most important sources for the effective

management and development of the Establishment and its programmes. Information about QA is delivered to all relevant stakeholders through various channels (e.g. VetEasy, VetmedOnline, Intellectual Capital Report, website, protocols, meetings and e-mails).

The Quality Management Circle allows QM/QA representatives of clinics, institutes and central administration to discuss current QM and QA topics and issues relevant to Vetmeduni as a whole. All protocols and documentation can be accessed by all staff members on VetEasy. Student views are central to internal and external data-gathering exercises (including course evaluations and the Competence Check), and student representation in processes and committees is highly valued (Curricular Committee (CuCo), Senate, Evaluation Circle, Appointment committees). Face-to-face discussions with groups of students or student representatives are a further important QA tool. External stakeholders are involved in regular SWOT analyses, external surveys (e.g. of alumni) and committees, and boards such as the University Council or the Scientific Advisory Board foster the development of the Establishment. Close contact to alumni and external stakeholders, who are active in scientific and social events or give feedback to students after their external rotations, gives inspiration for future development. Continuous regular QM and QA of research is performed internally through the Innovation Vet Circle (IVC) and externally through the Establishment's international Scientific Advisory Board. All input and measures to be assessed, revised and/or planned are decided in or with the relevant committees as well as internal and external stakeholders. Closed PDCA cycles have already been established in many areas (for overview see PDCA cycles in each SER standard), and open PDCA cycles will be closed once the Establishment process portal is in place.

National laws and regulations and ESG standards for external evaluations are respected. The subject-specific development of the QA system within the Establishment is carried out in accordance with ESEVT SOP 2019.

1.4.2. Comments

In the Establishment the management staff, teaching teams, support staff, students and stakeholders are actively involved in supporting QM/QA as well as its maintenance and improving. Many tools have been evaluated and implemented for assuring and improving QM/QA systems (SWOT analysis, PDCA cycles in each ESEVT Standard).

1.4.3. Suggestions for improvement

None.

1.4.4. Decision

The Establishment is compliant with Substandard 1.4.

1.5 The Establishment 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, views and employment destinations of past students as well as the profile of the current student population.

The Establishment's website must mention the ESEVT Establishment's status and its last Self Evaluation Report and Visitation Report must be easily available for the public.

1.5.1. Findings

The mission statement and strategic principles pursued by the Establishment are available on the VetEasy platform and the university website. Strategic objectives are communicated and

explained in a top-down process. Development Plan and the Performance Agreements and indicators are made available to all staff through the university gazette. Staff members can access the agreements with the five departments on the university gazette. Relevant central documents are publicly available on the university website. Development indicators and analyses are communicated externally in the University's Intellectual Capital Reports (published annually) and annual reports. Current developments and results are communicated to staff and students at regular events. Regular meetings between student representatives and the Rectorate also foster direct exchanges. The Rectorate reports on developments to the Senate and the University Council at their regular meetings and meets regularly with the Department Heads. The Rector is a member of the VTH Board and is informed about current developments in the clinics at board meetings. The VRSA is an associate member of the CuCo and thus informed about current processes regarding the curriculum. Selected strategic milestones are communicated to a wide audience through various media channels (press releases, press conferences, podium discussions, VETMED Magazine, newsletters, social media, etc.).
Information about employment destinations and the current student population is collected both internally and externally (ATRACK) and made available to relevant committees and individuals. The annual report, the VETMED Magazine and the website inform the wider public about alumni and students through official photographs and texts of academic celebrations, roadshows and open days. Information is communicated to alumni in numerous ways such as at VetsOnTour, events in cooperation with the Austrian Veterinary Chamber (ÖTK), Farmers Union or schools, or the Society of Friends of Vetmeduni Vienna. Notes and reports on the EAEVE accreditation process are available on the Establishment's website.

1.5.2. Comments
The Establishment maintains strong relations with stakeholders and civil society. Public information and advice are clear and objective. Information concerning the veterinary curriculum, views and employment destinations of past students as well as the profile of the current veterinary student population is readily available.
The Establishment's website mentions, in public-friendly form, the ESEVT Establishment's status and its last Self Evaluation Report and EAEVE Visitation.

1.5.3. Suggestions for improvement
None.

1.5.4. Decision
The Establishment is compliant with Substandard 1.5.

1.6 The Establishment 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 Establishment 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.
Any action planned or taken as a result of this data analysis must be communicated to all those concerned.

1.6.1. Findings
The Development Plan is the result of an intensive participatory discussion process (last round 2017). The main means of monitoring are the annual Intellectual Capital Report, accompanying

discussions with the BMBWF, coordination meetings and target agreements with the departments, as well as mandatory annual staff appraisals.

The Rectorate is in charge of QA and QA development. Implementation, assessment and revision are supported by administration (e.g. Quality Management, Quality Development and Evaluation [QQE]), relevant commissions (e.g. CuCo, Evaluation Circle) and appointed officers (e.g. Animal Welfare, Waste Management, Occupational Safety, Data Protection). QA policy and recent developments are communicated via VetEasy, internal protocols, and in meetings. External stakeholders can find information on the QQE website.

The responsibilities for QA processes at the Establishment are depicted in the respective PDCA circle (Fig. 1, SER page 13).

1.6.2. Comments
QA procedures and responsibility are well defined, accepted and used by staff and students. QA is continuously assessed, implemented and revised. The communication system is efficient and widespread and reaches all actors (academic staff, support staff, students, stakeholders) involved in and/or beneficiary of the QA system.

1.6.3. Suggestions for improvement
None.

1.6.4. Decision
The Establishment is compliant with Substandard 1.6.

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

1.7.1. Findings
The last ESEVT Visitation took place in November 2012. No major deficiencies were found. The minor deficiencies have been addressed by further developing the organisation and the Diploma Programme in Veterinary Medicine. A new student-centred curriculum, based on ECCVT Day One Competences (DOC) and learning outcomes, was implemented since the winter semester 2014/2015. Feedback given by the EAEVE evaluation team in 2012 has been integrated into the revised Diploma Programme in Veterinary Medicine.

1.7.2. Comments
Assurance of progress on ESEVT standards is performed on a cyclical basis (PDCA) by the University. The Establishment has an efficient PDCA system for assuring a continuous evaluation of its compliance with ESEVT Standard 1.

1.7.3. Suggestions for improvement
None.

1.7.4. Decision
The Establishment is compliant with Substandard 1.7.

Standard 2: Finances

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

2.1.1. Findings
The Establishment is mainly (76.9%) financed by the federal government. This part of the budget (96,223 k€ on a total revenue of 125,126 k€ (mean 2016-2018)) is negotiated every 3 years and is based, for operation, on objective data from teaching (number of students, teaching quality) and research (number of full-time equivalents, project income and number of doctoral students). For real estate investments, they are negotiated as needed. Other sources of revenue are tuition fees (1.3%), clinical revenues (8.2%), fellowships, services and other sponsorships (13.4 %) as well as continuing education (0.2%).

The 130,217 k€ of expenditure are mainly devoted to personnel costs (56.5%), depreciation and real estate expenses (29.5%) and operating costs (14.1%).

External revenues are subject to a 20% overhead deduction, split equally between the Establishment for administrative costs and the departments and other structures involved in these revenues.

Important investments are planned in 2019-2020 that will be funded through own funds and exceptional subsidies from the federal or regional governments. They are devoted to real estate (14,164 k€), IT infrastructure (3,321 k€), medical imaging (687 k€) and sustainable energy (300 k€).

The federal budget has increased from 290,500 k€ for the performance period 2016-2018 to 324,600 k€ for the performance period 2019-2021. The Establishment currently has sufficient financial reserves (> 11 M€) to cover unforeseen expenses or new investments. The usage of this reserves is to be decided by the University Council. Finance is tracked on SAP and an annual report is sent to the federal government.

University funding at the current level is considered safe; a decrease in future public funding would require a legislative change.

2.1.2. Comments
The Establishment has a sufficiently large budget, especially from public funding, and enough financial reserves, which allows the full implementation of its strategic plan.

2.1.3. Suggestions for improvement
None.

2.1.4. Decision
The Establishment is compliant with Substandard 2.1.

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

2.2.1. Findings
The Establishment has full autonomy to manage its financial resources. The VTH expenses and incomes are integrated into the Establishment's budget; there is no expectation (need) for the VTH to be financially self-sustained.

2.2.2. Comments
The Establishment has an appropriate autonomy to manage its available budget.

2.2.3. Suggestions for improvement
None.

2.2.4. Decision
The Establishment is compliant with Substandard 2.2.

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

2.3.1. Findings
Financial decisions are taken in consultation with all the structures of the Establishment to establish an annual distribution budget which is monitored every month by the Rectorate. The distribution of funds is based on objective data (teaching expenses, FTE, maintenance costs, external revenues) and bonuses related to the performance of the structures are also granted.

2.3.2. Comments
The Establishment has an effective annual budget review procedure that allows it to adapt its teaching, research and service structures and to provide important investments.

2.3.3. Suggestions for improvement
None.

2.3.4. Decision
The Establishment is compliant with Substandard 2.3.

Standard 3: Curriculum

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 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), Food Safety and Quality, and Professional Knowledge.

3.1.1. General findings

3.1.1.1. Findings

The Establishment offers a 6-year single-strand course of study for veterinary medicine, leading to a *Magister/Magistra medicinae veterinariae*. This degree directly licenses the holders to practice Veterinary Medicine in Austria and the EU. The current competence-based curriculum was implemented in 2014 by the Establishment and was approved by the respective committee. It is based on the list of DOC as defined by EAEVE that were broken down into a large number of specific learning objectives. For faster transfer from the previous to the current curriculum, in the first year of the new curriculum in addition to the incoming 1st year students those entering 3rd semester were transferred.

The course of study runs over 12 semesters (6 years) and a total of 9000 hours (360 ECTS, with 60 ECTS per semester). Each semester comprises 16 weeks of teaching (October 1 - January 31; March 1 - June 30) and several additional weeks during the lecture-free time designated for some practical instructions and exams.

The curriculum is divided into three tiers: (1) principles in veterinary medicine (semesters 1-4), (2) general clinical training (semesters 5-9) and (3) specialisation (semesters 10-12). It follows the predefined learning outcomes and is clustered in 16 interdisciplinary modules, some of which are tissue/organ-based and others discipline/function-based. The curriculum is integrated both vertically and horizontally. Modules can run over several semesters, and each module is overseen by an Educational Working Group (EWG) consisting of lecturers from the involved disciplines (institutes and clinics).

In 7th and 8th all semester students do Ambulatory Clinical work (totalling 5.5 ECTS) including night and weekend shifts. In 9th semester, all students in groups of 8 rotate through 13 clinical units and one week of clinical pathology (accounting for 20 ECTS). In the third tier students have to select one major (30 ECTS) and one minor (9 ECTS) specialisation track out of four clinical and four non-clinical tracks offered. One of the two selected tracks has to be from the clinical set. In addition, students have to complete 26 weeks (39 ECTS) of external practical training (EPT) throughout the course of study. During the 6 year programme, but preferably in the designated time slot in the 12th semester, they have to complete a diploma thesis that should be science-based and that accounts for 20 ECTS.

In addition to compulsory electives (defined by CuCo and embedded in the b) students have to enrol in a range of free electives (minimum 7.5 ECTS) in the subject areas (i) lifelong learning, (ii) development of scientific competences and (iii) development of personal skills. These electives can be taken intramural or extramural (at national or international institutions).

The full spectrum of teaching formats (lectures, seminars, group work and supervised self-learning) is utilized, with approx. 16% of the 9000 hrs (360 ECTS) designated to classical lectures and between 13% and 20% (depending on track combination) designated to practical (hands on) clinical animal work.

Through the course of study, students cover all relevant subjects including Basic Sciences, Clinical Sciences in companion and food-producing animals, Veterinary Public Health / Food

Safety and Quality, and Professional Knowledge.

Based on the experiences gained from the first student cohorts, adjustments have already been implemented in the teaching of the subsequent first semesters.

3.1.1.2. Comments
The Establishment is strongly commended for the design and implementation of the well-balanced learning objective-based and integrated curriculum and examination system that contains modular elements, clinical rotation, specialisation tracks as well as intramural and extramural practical training time.
The Establishment is also commented for the implementation of hands-on training with live animals starting in the first year of the curriculum.
Given that the curriculum was implemented in 2014 and runs for 6 years, an assessment of and feedback from students having completed the full course of study was not yet possible at the time of the Visitation.
The staff of the various departments and institutes (basic sciences and clinics) are commended for the excellent mutual collaboration in teaching and learning.

3.1.1.3. Suggestions for improvement
Evaluations from students having completed the full course of study as well as performance indicators (grades, time to degree etc.) should be closely monitored and analysed in order to identify potential areas for further improvement.
The student-based (subjective) workload survey should be repeated in order to confirm that the workload induced by the curriculum is evenly balanced, appropriate and in accordance with the ECTS hours designated in the curriculum.

3.1.1.4. Decision
The Establishment is compliant with Substandard 3.1.1.

3.1.2. Basic Sciences

3.1.2.1. Findings
Basic subjects include medical physics, chemistry (inorganic and organic), biology including zoology and plant biology, feed plant biology and biomedical statistics. They are taught by the Establishment. All students receive 248 hours of basic subjects in the curriculum, 40% of those in a lecture format.
Basic sciences covers a broad range of subjects ranging from anatomy, physiology, biochemistry, genetics pharmacology and toxicology, pathology, animal production, nutrition, animal welfare, infectiology, epidemiology as well as information literacy, data management, professional ethics etc. Approx. 2450 hrs of the curriculum during the first 8 semesters are designated to these subjects, 32% of those in lecture format. Most of these subjects are integrated in one or more of the 16 horizontally and vertically integrated modules and might span over several semesters. Some subjects are picked up again in specific specialisation tracks (semesters 10-12).
There is a substantial amount of intermediate to small group teaching in the various subjects such as anatomy, histology, biochemistry, physics and physiology. In addition to the instructors, student assistants from higher semesters are frequently hired to support the small group teaching.
Specific interdisciplinary teaching formats, the modular curriculum structure, the supervision of all modules by interdisciplinary educational working groups and larger exams spanning

several subjects are implemented to assure the integrative interdisciplinary teaching approach.

3.1.2.2. Comments
The curriculum is balanced with respect to teaching time allocated between basic subjects, basic sciences and clinical training. The formulation of learning objectives and vertical and horizontal integration as well as the fact that all subjects are taught by members of the Establishment ensures that the content especially of the basic subjects is veterinary-related.
The majority of teaching staff in institutes representing the basic subjects and basic sciences do not have a veterinary background.

3.1.2.3. Suggestions for improvement
Efforts should be made to recruit more veterinarians into research and teaching in the basic subject and basic sciences areas in order to maintain a sufficiently high overall level of veterinary-trained academic staff involved in the delivery of the veterinary curriculum.

3.1.2.4. Decision
The Establishment is compliant with Substandard 3.1.2.

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

3.1.3.1. Findings
The clinical sciences consists of a total of 1690 hours of which 279 are supervised self-learning and 947 are clinical animal work. In 1st semester, students are instructed in handling animals. From 3rd semester they have clinical training in general propaedeutic. This continues in the 5th - 8th semester (SER fig. 4) with general clinical training.

In semesters 7 and 8 students are included in Ambulatory Clinical work during regular hours but also during emergency hours and weekends.
The 9th semester consists of 14 weeks of clinical rotations that contains 5 weeks in companion animals (surgery, internal medicine, anaesthesia and radiology, gynaecology and the Vienna Animal Shelter TierQuarTier). Students during this time spend one day at the exotic and reptile clinic. During this rotation they have 3 nightshifts free of choice. Four weeks of rotation in the Equine Hospital are divided into orthopaedic, surgery, internal medicine, gynaecology and anaesthesia, and include 3 night shifts. Five weeks of rotation at the production animal hospital are divided into clinical work at the VTH and the Research Farm and includes ruminants, pigs, poultry, fish and pathology.
The clinical rotations are in small groups of max. 8 students.

During the companion animal rotations in the VTH, students start at 7 a.m., preparing their patient, followed by morning round and planning of the day. For all rotations, a student logbook with a set of activities/skills is provided that after completion has to be signed by the instructor. In semester 10th - 12th, the students enrol in two of eight specialisation tracks (ST), one with 30 ECTS credits (specialisation track 1, ST1) and the other with 9 ECTS credits (ST2). Either ST1 or ST2 has to be a clinical specialisation track (Table 3B1). In the clinical track the practical-clinical training in the respective species is further intensified. Achievement of the predefined learning outcomes is ascertained by the daily attendance, interaction between student-teacher, case supervision and presentations, frequent discussion rounds and other engaging activities.
Compulsory EPT of 26 weeks is a part of the curriculum of which 4 – 8 weeks are designated to companion animals. Approx. 150 local veterinarians are currently available as EPT instructors. They have to submit an application which is reviewed based on predefined quality

criteria. After EPT the students must submit a completed logbook for approval by an Establishment supervisor.

3.1.3.2. Comments

The curriculum is well organised with focus on early hands-on training on live animals.

The Small Animal Hospital due to constructions currently is temporarily placed in several other structures and will benefit from being in one building once the new small animal clinic is completed.

The ICU is not an integrated part of the rotation 9th in small animals; and students therefore do not fully benefit from this category of patients, only on a voluntary basis.

The intensive and effective corporation with TierQuarTier Vienna where all students go during their small animal rotation as well as the Equine Breeding Centre in Neustadt/Dosse (Graf Lehndorff Institut) where equine track students gain more hands-on experience are valuable additions to the breadth of clinical work that students are exposed to during their training.

3.1.3.3. Suggestions for improvement

The Establishment is recommended to incorporate the ICU into the SA rotation in order to provide students with specific patients and related hygiene concepts.

3.1.3.4. Decision

The Establishment is compliant with Substandard 3.1.3.

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

3.1.4.1. Findings

Regarding Clinical Sciences in food-producing animals, Animal Production and Herd Health Management, all students have to attend approx. 730 hrs of various teaching formats on topics related to food-producing animals. In the modular curriculum, most of these topics are located in module 14 which runs from semester 3 through 8. Through this it is ensured that all graduates are fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. (see SER table 3.1.2.; 3.1.3a and 3.1.3b). Additionally, 40 students are offered the opportunity to deepen their knowledge and skills in Clinical Sciences of the different food-producing animals and Herd Health in the specialisation tracks (see table 3B1 in the SER) with approx. 840 hrs in semesters 10 to 12. For each specialisation track, a logbook / checklist with learning objectives and skills is provided for each student. Completion of each listed activity/skill has to be signed by the responsible lecturer.

The curriculum as a whole allows the acquisition of the Day One Competences as listed in Annex 2.

3.1.4.2. Comments

The Establishment is commended for having maintained a high level of teaching in food-producing animals and herd health related consultancies and integrating this with food science and food safety, thus spanning most of the production chain of food of animal origin.

3.1.4.3. Suggestions for improvement

The Establishment is encouraged to further enhance integration of animal reproduction into the relevant clinics.

3.1.4.4. Decision
The Establishment is compliant with Substandard 3.1.4.

3.1.5. Food Safety and Quality

3.1.5.1. Findings
The FSQ/VPH teaching is based on a core curriculum followed by all students during the first 8 semesters and semester 11 (GQ for General Qualification), and on optional courses of 30 ECTS (ST1) (maximum 40 students per year) or 9 ECTS (ST2) (maximum 40 students per year) as well as on more targeted (elective) or integrated courses in other specialisation tracks. The content is based on the recommendations of a working group of EAEVE (2011, published in 2012) to ensure a solid background in FSQ/VPH for all graduate students.

The FSQ/VPH curriculum (663 h or 9.0% of the total curriculum) includes lectures (VO) (245.5 hrs), interactive courses (KV) (237.5 hrs), seminars (SE) (17.5 hrs) and laboratory practices (EU) (162.5 hrs). The lessons are devoted to statistics, epidemiology, animal diseases, food processing of animal origin, food hygiene, biosafety, quality assurance applied to the food industry and the organization of veterinary services. Evaluations are conducted in a variety of forms (multiple choice questions, open written questions, continuous assessment or oral exam).

The optional modules make it possible to reach 11.5% (ST2) or 28.8% (ST1) of the total curriculum for the students that selected these tracks. ST1 makes it possible to follow more advanced courses and to realize 4 weeks of internship in slaughterhouse, 4 weeks of internship in laboratory, 10 weeks dedicated to the risk assessment, risk management and monitoring and surveillance activities outside or within the Establishment as well as the diploma thesis in the discipline. ST2 is devoted to extensive interactive courses (KV) in addition to the 4-week traineeship at the slaughterhouse. Students that selected ST1 or ST2 can have the content accounted as the first prerequisites towards becoming official veterinarians in Austria.

All the students must complete 4 weeks of practical training (EPT) in slaughterhouses under the supervision of an official veterinarian informed of requirements and recognized by the Establishment. Prior to this EPT, students who did not choose a specialized optional module are trained in an interactive intramural meat inspection practice based on a slaughterhouse visit and sessions on good slaughter practices and inspection techniques. Many self-learning materials are also provided.

A logbook must be filled during traineeships at the slaughterhouse and signed by the official supervisor veterinarian. Similar activity evaluation systems are also in place for the external activities of the ST1 and ST2 specialized modules.

An electronic EPT evaluation form was set up on a voluntary basis in May 2019 for the assessment of their EPT by students.

Concepts of food safety management are taught in the curriculum but especially developed in the specialization tracks (ST).

The institution does not organize ECVPH residences although it has all the elements to do so.

3.1.5.2. Comments
The Establishment has established a successful strategy to teach FSQ/VPH subjects to all its

students and has set up specialized modules for those who intend to work in the food chain or in official controls. The learning objectives meet the requirements of Regulation 854/2004/EC and the EAEVE Day One Competences. They meet the needs of the agri-food sector and are updated in collaboration with stakeholders.

The teaching of the HACCP method in the curriculum of all students does not allow students to really integrate and apply the notions acquired in all the other lessons of the discipline.

3.1.5.3. Suggestions for improvement
The educational project given to all the students focuses mainly on official controls on food of animal origin while the new European legislation is much more based on self-control by operators. The part of the curriculum devoted to the HACCP is not very developed in the programme and more practices in this field, especially in the processing industries, would be desirable.

Logbooks help ensure that all important concepts have been acquired during EPT in slaughterhouse. It would be interesting for students to complete it personally with more factual data to get a better idea of the activities that took place during EPT.

3.1.5.4. Decision
The Establishment is compliant with Substandard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings
The development of professional knowledge is seen as an interdisciplinary approach in which relevant subjects are integrated horizontally and vertically and offered from both non-clinical and clinical disciplines. During the clinical activities, a range of opportunities is used to teach how to deal with patient owners.
Based on the curriculum, the subject of Professional Ethics and Communication represents a total of 78 hours divided in lectures (18 hrs), seminars (25 hrs), supervised self-learning (28 hrs) and non-clinical animal work (7 hrs). It is mostly provided by the unit of Ethics and Human-Animal Studies of the Institute of the Messerli Research Institute of the Establishment as well as their Alumni.
Two other topics are linked with professional knowledge training: Animal health economics and practice management (seminar 10 hrs) and Animal Welfare (lecture 6 hrs).
The 26 weeks dedicated to EPT also aim to further develop the professional knowledge.
Continuing professional development courses, available for students, are also a part of the professional knowledge teaching.

3.1.6.2. Comments
Teaching Professional Knowledge is an important part of the curriculum and is realised in an interdisciplinary approach. The acquisition of soft skills (Communication, Practice Management, Leadership) is a core objective of the instructors involved in this teaching.

3.1.6.3. Suggestions for improvement
The logbook for EPT could include some soft skills assessment.

3.1.6.4. Decision
The Establishment is compliant with Substandard 3.1.6.

3.2 Each study programme provided by the Establishment 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 Establishment must provide proof of a QA system that promotes and monitors the presence of an academic 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 Establishment must also describe how it encourages and prepares students for self-learning and lifelong learning.

3.2.1. Findings

In order to ensure that the educational aims are met, the Establishment has defined learning outcomes for every teaching module based on the qualification profile and the DOCs. The learning outcomes were developed by the Establishment's experts and practitioners, and are documented in the Skills and Diseases list and assessed by formative and summative examinations. The Establishment has defined continuous review and improvement of learning and teaching outcomes based on constant feedback from internal and external stakeholders, as well as assessment results.

The Diploma Programme is competence-based and student-centred. The learning outcomes are relevant to the requirements of daily professional life.

Problem-solving is supported in the various teaching and learning formats. Organisational integration of the students in daily routine work with scheduled time for self-learning enables and promotes problem-based discussion of particular topics or patient cases. Technical infrastructure such as access to the patient-specific images in the Vetmediathek image archive and the Animal Hospital Information System (AHIS), E-learning and the library system promote research-based self-learning and lifelong learning. The 40% weight given to performance in courses in the overall examination grades encourage students to continuously study the current topics. Ethics, communication and business management courses support the development of student personal responsibility, self-reflection and feedback.

3.2.2. Comments

The Establishment study programmes meet the ESEVT Standards, EU Directives, ESG recommendations and civil society need as well as environmental sustainability. The Establishment prepares graduates veterinarian for the labour market, with specific professionality and competences based on the latest research, theoretical and practical knowledge. The Establishment promotes the curriculum and is responsible for competency goals (Day One Competences) qualification. The Establishment implements its training in an academic setting favourable for learning. The technical infrastructure present at the Establishment is user-friendly and seen as a very useful tool to support and encourage self-learning and lifelong learning. The Establishment encourages students to be responsible for their learning progression.

3.2.3. Suggestions for improvement

None.

3.2.4. Decision
The Establishment is compliant with Substandard 3.2.

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

3.3.1. Findings
The educational objectives are set in accordance with EU Directives 2005/36 and 2013/55 and national requirements. The DOC are shown in the qualification profile of the curriculum. To ensure that all lecturers coordinate precisely, the Establishment has defined 16 educational modules for the Diploma Programme. Interdisciplinary harmonisation is achieved through intensive interaction between the lecturers in the organisational units involved. Comprehensive evaluation of the teaching ensures that the aims of the curriculum are achieved and that the training objectives and qualification profile can continuously be adapted to changing social requirements and to increase graduate employability. Evaluation is performed on the following three levels: a) Competence-based evaluation of courses; b) Evaluation of the curriculum based on the Competence Check, examinations, and student monitoring; c) Regular surveys and monitoring of graduates, as well as the regular involvement of stakeholders such as veterinarians, on specific occasions.
National circumstances and DOC are fully included in the curriculum redesign and the associated definition of learning outcomes and course content. Once a year CuCo and EWG members meet to examine the completeness and actuality of the EWG learning outcomes.
The Evaluation Circle ensures that, within the continuous improvement process, the evaluation results are directly incorporated into improving teaching. The circle analyses and discusses results, identifies weaknesses and strengths and makes recommendations. The activities and decisions of the CuCo are reported to the Senate and subsequently to staff, students and stakeholders.
A separate working group was responsible for defining learning outcomes for the redesigned signed curriculum; it consisted of the VRSA (chair), two professors, two teaching staff members, CuCo chairperson, an external consultant and an external practising veterinarian.

3.3.2. Comments
ESEVT Standard 3.3 topics (five) are considered and detailed. Procedures planned by Council/Boards/Committees of the Establishment operates for assessment and revising of learning outcomes.

3.3.3. Suggestions for improvement
None.

3.3.4. Decision
The Establishment is compliant with Substandard 3.3.

3.4 The Establishment 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 on going and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. Any action taken or planned as a result of such a review must be communicated to all those concerned**
- **identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.**

3.4.1. Findings
The present curriculum is based on the concept developed from 2012-2014 by the Curricular Reform Working Group involving lecturers and students, external stakeholders and alumni. It includes EAEVE suggestions from the last Visitation. All aspects of teaching, including the balance between theoretical and practical teaching, assessment methods and input of different disciplines, are discussed in the responsible EWGs and decided by the CuCo. Curriculum management, in terms of learning outcomes, courses and assessment, is the task of the CuCo in close cooperation with the EWGs. The Rectorate has oversight of financial feasibility. To gain legal validity, the decisions made by the CuCo have to be confirmed by the Senate, which also appoints CuCo members. The curriculum has to be published in the Establishment university gazette which is publicly available on the Establishments´ website. Changes in the curriculum are communicated via various channels.

3.4.2. Comments
The curriculum decision structure is explained in detail from its pedagogical determination to QA system. CuCo, ESWGs and Senate cooperate to define and assess teaching methods and learning outcomes. The last curriculum revision date is less than seven years. Curriculum changes are promptly communicated to teaching staff, support staff, students and stakeholder using various channels, firstly newsletter via website and e-mails.

3.4.3. Suggestions for improvement
None.

3.4.4. Decision
The Establishment is compliant with Substandard 3.4.

3.5 External Practical Training (EPT) is compulsory training activities organised outside the Establishment, the student being under the direct supervision of a non-academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herd health management, practical training in FSQ and VPH).
Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student's professional knowledge.

3.5.1. Findings

Compulsory EPT of 26 weeks are foreseen in the curriculum providing 39 ECTS credits. During semesters 1-4, students attend a 2-week agricultural EPT. First production and companion animal EPT modules can be taken after the 4th semester. Details for and differences in EPT requirements between the specialisation tracks are provided in SER table 3.5.1 In the course of their daily work at the EPT training sites, students not only experience routine cases but also the tasks, challenges and tensions associated with veterinary professional practice.

3.5.2. Comments

The EPT does not replace the core training. It is an important part of the practical training, in addition to the clinical work done under the supervision of academic staff.

3.5.3. Suggestions for improvement

None.

3.5.4. Decision

The Establishment is compliant with Substandard 3.5.

3.6 The EPT providers must have an agreement with the Establishment and the student (in order to state 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 Establishment on the EPT programme.
There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.

3.6.1. Findings

One academic staff member of the Establishment is dedicated to the EPT organization. This person is responsible for overseeing the requirements and implementation of the EPT such as the duration in practice, number of veterinarians in the EPT practice.

Around 150 local veterinarians act as volunteer instructors (unpaid, with the exception of five paid FSQ and VPH veterinarians) for students, who choose to do their clinical extra-mural practical training in Austria. Veterinarians can apply to the EPT coordinator of the Establishment to become instructors. The Establishment invites instructors to the annual Teaching Vets Symposium, where the Instructor of the Year prize is awarded. To strengthen the bond with the Establishment, small-group events are moreover held, offering continuing professional development to instructors in the regions as part of VetsOnTour.

3.6.2. Comments

Generally, the implementation of EPT into the veterinary training is well established. Students can do their EPT within Austria but also, following approval by the EPT coordinator, in foreign countries. Many foreign veterinary students make use of this option.
The information on professional knowledge goals are not sent to the EPT instructors.
There is too little feedback from the instructors about the EPT.

3.6.3. Suggestions for improvement

At their annual meeting, gathering instructors could give a chance to receive more feedback.
The list of instructors and the agreement process could be extended to foreign instructors.
To ensure veterinary supply to rural regions in Austria, various incentives should be explored and implemented.

3.6.4. Decision
The Establishment is compliant with Substandard 3.6.

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 Establishment and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The Establishment must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.

3.7.1. Findings
Students can contact the EPT coordinator, International Relations, Student Services or the VRSA at any time in case of questions related to the EPT.
The completed EPT is accepted by Student Services after presentation of an EPT confirmation by the instructor, according to the extent and the ECTS credits acquired.
After the final 10-week EPT, the logbook must also be submitted for approval. If students wish to complete an EPT outside Austria, this must be approved prior to the start of the EPT by the VRSA – delegated to International Relations. The same quality criteria apply to foreign establishments as to domestic instructors.
Housing and travelling expenses of the students are partially supported for students in need (5 stipends per year).

3.7.2. Comments
The EPT is well organised and monitored and students take benefit from it.

3.7.3. Suggestions for improvement
The logbook could include an assessment of professional matters, e.g. soft skills acquisition.
A financial support for more than 5 students could be implemented.

3.7.4. Decision
The Establishment is compliant with Substandard 3.7.

Standard 4: Facilities and equipment

4.1 All aspects of the physical facilities must provide an environment conducive to learning, including internet access. The veterinary Establishment 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 with reduced mobility, and EU animal welfare and care standards.

4.1.1. Findings
The Florisdorf campus is situated northeast of Vienna. The campus covers 15 hectares. The campus is easily accessible by public transport. The main campus contains 4 of the 5 departments. Part of the 5th department is close and includes the Research Institute of Wildlife Ecology and the Konrad Lorenz Institute of Ethology. Close to these is a large forested research enclosure of 45 hectares for studying wild animals kept in close to natural conditions. The Establishment also maintains specialised off-campus teaching and research infrastructure such as the central teaching and research farm in Pottenstein (VetFarm) and the Reproduction Centre

Wieselburg. Since 2017, the Wolf Science Centre (WSC), whose aim is to experimentally investigate wolves' and dogs' cognitive and social abilities and how they organise cooperation among their kind or with humans in Ernstbrunn, is also part of the Establishment. Since 2016, the Establishment has been a partner of the animal shelter TierQuartTier Wien and is responsible for the veterinary care.

The buildings are owned by the Bundesimmobiliengesellschaft (BIG) and are rented by the Establishment. The Vice-Rector for Resources is primarily responsible for maintaining and upgrading the facilities and equipment. Equipment is maintained by the individual department or unit by qualified internal staff. Regular checks and internal/external audits on facility maintenance, work safety, biosafety and environmental safety are carried out by qualified auditors. The Establishment complies with the EU and national legal regulations.

All lecture halls and seminar rooms are equipped with the modern technical facilities.

4.1.2. Comments
The Establishment operates a large and well maintained main campus and cooperates with several off-campus sites in teaching and research.

Accessibility to people with reduced mobility is improving and is handled individually.

4.1.3. Suggestions for improvement
None.

4.1.4. Decision
The Establishment is compliant with Substandard 4.1.

4.2 Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be 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 academic and support staff.

4.2.1. Findings
The Establishment has a substantial number of lecture halls, laboratories, self-learning and seminar rooms. The largest lecture hall contains 360 places, the smallest 74. The major lecture halls are currently upgraded with the state of the art equipment. The students have access to a canteen and a cafeteria with opening hours 7 a.m. – 6 p.m. on working days and 8 a.m. – 4 p.m. during holidays. Lockers are available all over the campus. Institutes and clinics requiring changing of clothes provide the respective facilities that include lockers and bathrooms with showers and toilets.

The Establishment does not have a general guideline regarding basic equipment in units and laboratories. However, it follows the respective statutory requirements (Australian Workplace Decree).

4.2.2. Comments
Due to the low drop-out rate of students over course of the curriculum, some of the lecture halls are too small to hold the full semester. During certain times, the increased amount of intermediate group teaching results in shortages of appropriate seminar rooms.

No general guidelines regarding basic equipment in units and laboratories is available.

The students ask for more space available for self-learning, meeting and recreation.

4.2.3. Suggestions for improvement
It is suggested to provide more space to students for self-learning, small group meetings and recreation.

4.2.4. Decision
The Establishment is compliant with Substandard 4.2.

4.3 The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the Establishment 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 and bio-containment**
- **be designed to enhance learning.**

4.3.1. Findings
The Establishment has sufficient space for teaching on all major animal species. Furthermore, isolation and quarantine facilities are in place. In biosecurity, animal welfare and animal testing, the necessary adaptations have high priority.

All healthy animals (dogs, horses, pigs, ruminants, fish and poultry) kept for teaching have sufficient facilities either at the Campus or at the VetFarm. Research animals are housed at the relevant laboratories or research stables.

For small animals the Establishment has a large number of cages at the ICU, Emergency Ambulance, Small Animal Surgery and Internal Medicine. Cages for dogs, cats, zoo birds and reptiles are available in the required size and number.

Both the anaesthesiology and the diagnostic imaging units have their own cages. The Obstetrics, Gynaecology and Andrology Unit and the Insemination and Embryo Transfer Platform has capacity for horses, dogs, cows and camelids. Furthermore boxes are available for small ruminants.

The Equine Surgery and Equine Internal Medicine have together 46 stable boxes and 5 isolation boxes.

The Establishment also maintains stable facilities for swine and ruminants on the main campus. Birds and reptiles have their own unit with a consultation room, treatment room, surgery room, and x-ray room. The unit contain also new cages for the reptiles.

4.3.2. Comments
The stable facilities across campus are appropriate and well-balanced between the different species.

4.3.3. Suggestions for improvement
None.

4.3.4. Decision
The Establishment is compliant with Substandard 4.3.

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 Establishment must unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and

evidence-based clinical training supervised by academic 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 Establishment must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceeding the best available in the private sector.

The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.

4.4.1. Findings

The Establishment contains a VTH for companion animals and equines. The main clinics are species-specific and are mostly referral clinics. They are open at least 5 days per week and have a 24/7 emergency service. The clinics have a state-of-the-art standards of teaching clinics.

The equipment at the different units are at a high level and for small animals among others covering: general surgery (general and minimally invasive surgery, ophthalmology and microsurgery, orthopaedics, septic surgery), dentistry, radiography, CT, laparoscopy, arthroscopy, surgical microscopy, ophthalmology, physiotherapy and rehabilitation centre, Internal Medicine (cardiology, neurology, dermatology, endocrinology, small mammals and gastroenterology).

The units are fully equipped with diagnostic imaging including MRI and CT. The equipment includes computers, access to AHIS and PACS, and projector equipment.

The MRI and CT is also used for horses that can be anaesthetised in the front room before the procedure.

The Obstetrics, Gynaecology and Andrology unit contains two treatment rooms and a surgery room used for horses, small companion animals and production animals.

The Equine Surgery Unit has 3 surgical suites, which are equipped with state-of-the-art equipment including a laparoscopy tower, arthroscopy tower, cutting and sealing devices for endoscopic surgery, C-Arm X-ray machine, full range of surgical instruments, for osteosynthesis (4.5 and 5.5 mm AO set), arthroscopy (fluid and gas), laparoscopy, eye surgery (incl. surgical microscope), and two surgical lasers (diode and CO_2).

The Equine Internal Medicine has two additional examination rooms, which contain three stocks and a full set of diagnostic equipment, two ultrasound machines and equipment for internal therapies.

The Radiooncology and Nuclear Medicine Platform as well as the oncology area is designated for small animals.

Scintigraphy is performed in the radio-protection area.

For production animals, the Establishment maintains a University Clinic for Poultry and Fish, the University Clinic for Swine and Ruminants and a Herd Health Management in Ruminants Unit. All of these units are well equipped for - among others - endoscopy, surgical rooms, laboratories and claw trimming.

All facilities, including laboratories, dissecting and autopsy halls, are equipped with relevant safety information, escape routes and emergency exit signs, in compliance with general hygiene rules. In addition, hand washing, hand and disinfection facilities, showering facilities, first aid kits, emergency eye washing stations and fire extinguishers are standard equipment.

4.4.2. Comments

The Establishment has the possibility to give the students access to a broad range of species as well a broad range of diagnostic and therapeutic facilities throughout the year and 24/7.

Since 2016, veterinarians of the Establishment, together with students, by contract provide the

medical care of the animals delivered to and held in the TierQuarTier Vienna (the city-operated animal shelter). This cooperation guarantees both practice-based clinical training for students and the best possible animal care.

The clinical clothes make it difficult to identify various persons/role (student, veterinarian in charge, technical staff etc.) involved in the VTH.

Furthermore, the student and staff clothes should clearly signal the respective hospital environment in which they work, and wearing private clothing as jackets, scarfs etc. above the protective clothing should be avoided.

The clinical facilities showed few areas looking untidy.

4.4.3. Suggestions for improvement

Although the biosecurity rules are correctly defined and implemented in the VTH, it is suggested to:

-) Implement a better signalling of the role of the various persons involved in the VTH;

-) Improve the biosafety procedures related to protective clothing in some parts of the VTH;

-) Improve the tidiness in some clinical facilities.

4.4.4. Decision

The Establishment is compliant with Substandard 4.4.

4.5 The Establishment must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services, pharmacy and necropsy facilities.

4.5.1. Findings

The students have access to laboratory analytical and diagnostic services through the clinical units, Clinical Pathology Platform, and a number of non-clinical institutes. A comprehensive array of services is provided by experts in haematology, clinical biochemistry, cytology, histology, immunohistochemistry, microbiology, parasitology, endocrinology, serology and post-mortem examination.

4.5.2. Comments

The facilities are appropriate for implementing the study programme and learning outcomes.

4.5.3. Suggestions for improvement

None.

4.5.4. Decision

The Establishment is compliant with Substandard 4.5.

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 animal care and for prevention of spread of infectious agents. They must be adapted to all animal species commonly handled in the VTH.

4.6.1. Findings

The VTH has isolation facilities for all common species, and animals suspected to be infected with communicable diseases will be isolated. The Establishment has isolation rules for all animal species commonly handled in the VTH. The Small Animal Clinic has specific isolation

cages for Parvo, Distemper, Rhinotracheitis, and non-specific-cases.

Ruminant patients from the Obstetric and other units are placed in isolation units of the University Clinic for Ruminants with special precautions.

For all ruminants the isolation boxes and clinical examination rooms are shared with Equine Surgery and Equine Internal Medicine. The isolation facility is situated in a different building, with separate entrances and therefore is spatially separated from the rest of the clinic to avoid disease transmission. In front of each box, a separate room for the individual patient's equipment is part of the isolation stable. The isolation facility is fenced in to prohibit trespassing.

4.6.2. Comments
The isolation facilities are fully adapted to all common animal species.

4.6.3. Suggestions for improvement
None.

4.6.4. Decision.
The Establishment is compliant with Substandard 4.6.

4.7 The Establishment must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.

4.7.1. Findings
The Establishment has a mobile practice, a subunit of the Herd Health Management in Ruminants, which provides on-site services to surrounding farms on a regular basis. It works as a consultative service. The visits are made in close corporation with the referring veterinarians to avoid competition and conflicts. The farm veterinarians are partners in all visits and activities related to work with farms. The mobile clinic charges for examinations and treatments. Up to three students accompany senior clinicians on these consultancy visits.

4.7.2. Comments
The ambulatory clinic provides adequate training in field veterinary medicine.

4.7.3. Suggestions for improvement
None.

4.7.4. Decision
The Establishment is compliant with Substandard 4.7.

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 to prevent the spread of infectious agents.

4.8.1. Findings
The Establishment operates more than 15 cars for students/personal transport with up to 100 seats in total.

One truck is available for animal rescue or animal transport (cattle and horses).

The ambulatory clinic has a van with space for up to nine people.

Legal requirements for vehicles used to transport people, living animals and carcasses and for

the qualifications of individual drivers are met.

In general animal owners are expected to arrange their own transport for their animals.

Animal cadavers and material of animal origin are temporarily stored in containers in cold rooms before being collected by the animal cadaver recovery service, which is certified by the Austrian Federal Procurement Agency.

4.8.2. Comments

The transport of students and animals is in agreement with the EU and local standards.

4.8.3. Suggestions for improvement

None.

4.8.4. Decision

The Establishment is compliant with Substandard 4.8.

4.9 Operational policies and procedures (including e.g. biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors and a Biosafety manual must be available. The Establishment must demonstrate a clear commitment for the delivery of biosafety and biosecurity, e.g. by a specific committee structure. The Establishment must have a system of QA to monitor and assure clinical, laboratory and farm services, including a regular monitoring of the feedback from students, staff and clients.

4.9.1. Findings

The Establishment follows the strict environment, safety and biosecurity procedures and regulations required by Austrian legislation.

Each department has appointed safety and environment officers among the academic and technical staff.

Students are instructed repeatedly (both orally and in writing) in how to handle hazardous and infectious material, including personal hygiene and handling dangerous patients. In all cases, instructions are given prior to the beginning of each course.

The Campus Management Unit is responsible for the overall coordination of waste disposal. Internal waste is disposed by the staff of the respective organisation, the cleaning staff or centrally by Campus Management. This is governed by 14 basic rules.

4.9.2. Comments

Biosafety and biosecurity procedures are efficiently implemented and communicated to staff and students.

4.9.3. Suggestions for improvement

None.

4.9.4. Decision

The Establishment is compliant with Substandard 4.9.

Standard 5: Animal resources and teaching material of animal origin

5.1 The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled.
Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.

5.1.1. Findings
The number and variety of healthy and diseased animals, cadavers and material of animal origin is adequate for providing the practical and safe hands-on training for all students, and are sufficient for the acquisition of Day One Competences. (see table 5.1.1 to table 5.1.8 and the Indicators in the SER). These numbers are adequately adapted to the number of students enrolled. All cases on horses are treated intramurally at the Equine University Clinic, therefore the number of diseased horses seen extramurally is zero.
The institutes and clinics are responsible for providing sufficient animals, patients and patient materials for pre-clinical and clinical training. At the beginning of every new quarter, the Establishment extracts the patient numbers out of the Animal Hospital Information System by the Controlling Unit and reports them to the Vice-Rector for Resources. Deviations are analysed and discussed with the responsible clinic management or Department Heads, and appropriate measures are implemented. Input from students and lecturers in the process is provided through course evaluations and discussions in the Educational Working Groups and the Curricular Committee (CuCo).

5.1.2. Comments
The Establishment is commended for their good and integrated concern for animal welfare.
The Establishment is commended for the collaboration with external animal facilities, which provides excellent access to additional animal and patient cases.

5.1.3. Suggestions for improvement
The Establishment is encouraged to think about alternative scenarios in case of reduced bovine patient caseload due to changing biosecurity issues, or to potential disease outbreaks in the future.

5.1.4. Decision
The Establishment is compliant with Substandard 5.1.

5.2 In addition to the training provided in the Establishment, experience can include practical training at external sites, provided this training is organised under direct academic supervision and following the same standards as those applied in the Establishment.

5.2.1. Findings
The Establishment operates the VetFarm teaching and research facility (The Kremesberg farm for dairy cattle, the Medau farm for swine and sheep, the Haidlhof farm for the Messerli Research Institute for research and the Rehgras farm for calf rearing). Training is organised under direct academic supervision, and following the same standards as those applied in the Establishment.

Academic supervisors from several clinical units and institutes come to the VetFarm to offer students excellent practical training, including animal genetics and husbandry, housing techniques, animal health, animal welfare, animal nutrition and animal hygiene. The Herd Health Management for Ruminants Unit is also permanently located at the VetFarm.

The teachers and instructors at the VetFarm are all employed by the Establishment.

Students also receive case-based and hands-on clinical training at external partner institutions (e.g. Graf Lehndorff Institute) and the excellent veterinary care unit of the TierQuarTier in Vienna for companion animals (see also 3.1.3.)

Students can gain further clinical experience during the 26 weeks extra-mural training (EPT) (18 weeks compulsory and 8 weeks as chosen by the students). By the end of the EPT, the student is evaluated, and a logbook has to be filled in by the supervisor.

5.2.2. Comments

The Establishment is commended for the excellent training facility for Farm Animals husbandry, herd health, welfare and patient care at the VetFarm teaching and research facilities. These facilities are very well equipped, and support staff and academic staff are experienced and dedicated to teaching as well as to research.

5.2.3. Suggestions for improvement

None.

5.2.4. Decision

The Establishment is compliant with Substandard 5.2.

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

5.3.1. Findings

Students are adequately trained in nursing procedures. Initial skills are trained in the Animal Handling and Care Course in semesters 1 and 2. Students gain and improve nursing skills on later courses, in a well-equipped skills lab and clinical rotations.

During Clinical Rotations students have ample room for active participation in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making, client communication etc., extended by case presentations and the discussion of relevant scientific publications in journal clubs (see SER).

5.3.2. Comments

The clinical training is supported by an active participation of the students to the various clinical procedures.

The Establishment is commended for its well-integrated and well-equipped skills lab.

5.3.3. Suggestions for improvement

None.

5.3.4. Decision

The Establishment is compliant with Substandard 5.3.

5.4 Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the Establishment.

5.4.1. Findings

Since 2001 all patient files and medical records (except for poultry and fish) have been administered in a comprehensive and well-maintained electronic data system, called Animal Hospital Information System (AHIS) based on ORBIS VetWare software. During clinical training, students have access to the AHIS with a generic student account. Diagnostic images are archived in PACS, which is linked to AHIS. Reports derived from the AHIS are used by students in problem-based learning, but also for providing data to students and scientists for different research activities.

5.4.2. Comments

Medical records and other relevant information are adequately stored in an electronic patient record system, which supports efficiently the teaching, research, and service programmes of the Establishment.

5.4.3. Suggestions for improvement

None.

5.4.4. Decision

The Establishment is compliant with Substandard 5.4.

Standard 6: Learning resources

6.1 State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. 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.

6.1.1. Findings

The various learning resources include an Establishment library, E-Learning, IT services (Eduroam WiFi network, etc), teaching rooms and the skills lab, Vetsim.

At the beginning of the academic year, library tours are organised for the students. Training sessions on specific topics (by internal or external instructors) are available for students and employees. Throughout their studies, students are provided with e-learning resources and many supporting elements (welcome package, administration platform, IT services). Besides a short introduction to a search engine for bibliographical searches, a mandatory course on research, copyright and reference management is also included in the veterinary curriculum.

Furthermore, staff can undertake IT and e-learning training via the Staff Development Unit; and be assisted with individual requests by the E-Learning & New Media Unit and the IT Services.

6.1.2. Comments

The Establishment offers adequate, available and timely accessible learning resources, for both education and research.

6.1.3. Suggestions for improvement

None.

6.1.4. Decision

The Establishment is compliant with Substandard 6.1.

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 an IT expert, an e-learning platform, and all 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 Establishment's core facilities via wireless connection (Wi-Fi) and from outside the Establishment through a hosted secured connection, e.g. Virtual Private Network (VPN).

6.2.1. Findings

The Establishment's Library is the only library in Austria that owns a collection on veterinary medicine. It is composed in one main building and 40 satellite libraries located at different departments; and is managed by 2 qualified librarians and 14 FTE staff members in total. The library is open every weekday 8:30 a.m. to 10 p.m. and on Saturdays 10 a.m. to 3 p.m. It holds an adequate number of books, e-books, periodicals and e-journals in both veterinary medicine, life sciences, agriculture and general academic topics (thesis writing, time management, etc.). Furthermore, sources not directly accessible at the Establishment library but at other university or public libraries in Austria can be obtained through the inter-library loan services.

The IT unit (20.95 FTE staff) provides students and staff with a broad spectrum of services: ranging from support regarding e-mails, data storage, VPN and Eduroam capability to offering personal assistance, video tutorials, guidance notes, training, FAQs; and finally to the management of CMS (Content Management System), VetmedOnline (an administration platform) and the local access network. A help desk is also open Monday – Friday, 8 a.m. - 4 p.m.

The E-Learning and New Media Unit (9.75 FTE staff) is in charge of various learning resources such as the primary e-learning platform (Vetucation), a Blackboard platform (Casus) or an audience response tool (Klicker). A studio with professional hardware and software and expert tutoring is also available for producing high quality multimedia content.

On the campus, students and staff can access the electronic resources on the Establishment computers or on their own laptops via one of the 375 Wi-Fi access points (campus-wide Wi-Fi is under expansion). Teaching materials are available online for the students on their personal VetmedOnline account. Off campus, the electronic library resources can also be accessed through a dedicated remote access service (EZproxy) and a VPN service is available for staff too.

6.2.2. Comments

The Establishment has all the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.
The Establishment is commended for the adequate (and high) number of monographs and reference works available for students. Students do not have to buy these study materials

themselves.

6.2.3. Suggestions for improvement
None.

6.2.4. Decision
The Establishment is compliant with Substandard 6.2.

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

6.3.1. Findings
As mentioned in 6.1 and 6.2, the physical and electronical learning resources are well accessible for students and staff on and off campus.

Furthermore, a large skills lab, VetSim, (180m²) with more than 100 clinical stations/models has been developed for students to practice their clinical skills in various situations: an operating theatre with anaesthesia machine and a variety of animal mannequins, a laboratory and a consultation room with a software package for data entry. Students can use this VetSim skills lab either as part of obligatory courses, practicals or on free access. The Establishment also provides a gynaecology dummy station at the Insemination and Embryo Transfer Platform that students can practice on under the supervision by staff or senior students. In addition to the central skills lab, specific skill training stations are located in various clinical and non-clinical units throughout the campus.

The use of all these learning resources is well integrated within the veterinary curriculum. Their management involves the main actors of the Establishment: Rectorate, Committees (e.g. IT Steering Committee), Heads of Departments, staff and students as shown in the figure 7 of the SER. The teaching value of these resources is monitored by regular evaluations and according to the feedback received. For instance, the library stock (print or electronic) is regulated by a Collection Policy based on the current needs of researchers, teaching staff and students. Requests can also be submitted online for the acquisition of new material and updates on new acquisitions are regularly published on the website.

6.3.2. Comments
The well-integrated and well-equipped skills labs must be commended.

6.3.3. Suggestions for improvement
None.

6.3.4. Decision
The Establishment is compliant with Substandard 6.3.

Standard 7: Student admission, progression and welfare

7.1 The Establishment 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 Establishment must provide accurate and complete information regarding all aspects of the educational programme in all advertisings for prospective national and international students.
Formal cooperations with other Establishments must also be clearly advertised.

7.1.1. Findings
The Establishment advertises the study programme through at least 11 different information channels. Two approaches summarize the communication strategies adopted by the Establishment: I.T. (institutional website, VetmedOnline and social network) and face-to-face (e.g.: Campus feeling, Kinderuni, Open Day, Science Camp, Roadshows).

7.1.2. Comments
The communication strategies for advertising to students are perfectly indicated and well defined. The IT allows a very widespread communication, available at any time, while events face-to-face are based on emotional interaction, with students, stakeholders and civil society, and stimulate questions on the spot. The propensity of the Establishment to act in favour of students, stakeholders and civil society as well as of potential applicants through in-person communication is an added value. Human contact evokes emotional responses and greater involvement and consideration of the costumer guest of the Establishment. It encourages meaningful positive interactions with costumers through meetings, in-Faculty visits, and event attendance.

7.1.3. Suggestions for improvement
None.

7.1.4. Decision
The Establishment is compliant with Substandard 7.1.

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

7.2.1. Findings
On average, the Establishment enrols 203 new veterinary students in each academic year. Numbers and figures are summarized in five tables: Table 7.2.1 Number of new veterinary students by the Establishment; Table 7.2,2 Number of veterinary undergraduate students registered at the Establishment; Table 7.2.3 Number of veterinary students graduating annually; Table 7.2.4 Average duration of veterinary studies, Table 7.2.5 Number of postgraduate students registered at the Establishment.

7.2.2. Comments
In the objectivity of numbers, it is possible to appreciate the positive educational dynamics outcomes of the Establishment.

7.2.3. Suggestions for improvement
None.

7.2.4. Decision
The Establishment is compliant with Substandard 7.2.

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 Establishment 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 Establishment.

Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.

7.3.1. Findings

General and specific university entrance qualifications are defined by the UG 2002. The secondary-school completion certificate entitles students to admission to the universities.

As student numbers are limited, care is taken to ensure that the admission procedure is objective and transparent. In accordance with statutory requirements (§63 UG 2002 and §71c), applications are assessed on performance criteria linked to the demands of the relevant course. The Rectorate, in consultation with the Senate and the University Council, issues a decree regarding the admission restrictions to be applied to the programmes offered for a particular academic year.

For participation in the admission procedure, no proof of general university entrance qualification is required. This must first be provided within the scope of admission to the degree programme. The Establishment takes particular care to ensure that no applicants encounter any form of discrimination based on their gender or social background and that the procedure is accessible to applicants with non-traditional educational backgrounds. Students may apply online between May and June for the academic year beginning in October. All applicants must pass an aptitude test, which consists of two parts. Part I deals with academic and professional requirements for veterinary medicine and the personal aptitude of each applicant. Part II is a multiple-choice examination (single best answer) consisting of 80 questions in the fields of biology, chemistry and physics, starting with knowledge expected of school pupils (Grade 9). No extra spaces are reserved. As there are no admission interviews, no specific selection committee is necessary. The multiple-choice questions for the admission test are developed according to Standard 8.

Pursuant to §65b par. 1 UG 2002, applicants may view Part II of the aptitude test and their overall scores within a statutory period of three months of receiving the results, and may appeal within the admission period. To do so, they must submit a written application for admittance. The evidence is then scrutinised by VRSA and a decision communicated to the applicant in writing. The applicant may submit a written statement to the VRSA within two weeks after being notified of this decision. The Rectorate then decides, pursuant to §60 ff UG 2002, to accept or reject the application.

The criteria and the procedure for application are described in English and German on the website. Full fee students have the same admission procedures as standard students.

The fixed number of study places offered by the Establishment is determined jointly with the BMBWF and specified in Performance Agreements.

The expected number of new students admitted for the next three academic years equals 203 per year for the Diploma Programme in Veterinary Medicine, as negotiated in the 2019-2021 Performance Agreement with the BMBWF.

7.3.2. Comments

The number of study places are defined after a negotiation based on Performance agreement

with the BMBWF. Selection criteria (Part I and Part II) are clearly presented and very important is that Part II is developed by the Establishment according to ESEVT Standards 8. The appeal process is well defined in ways and times. Specific qualifications requirement to participate to the admission are defined by UG 2002. The application is described, in a transparent way, in two languages (English, German) on the Establishment's website.

7.3.3. Suggestions for improvement
None.

7.3.4. Decision
The Establishment is compliant with Substandard 7.3.

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

7.4.1. Findings
The Establishment complies with the Federal Disability Equality Act (BGStG). All applicants for places are treated equitably and can approach the Accessibility Unit for support and advice. Reasonable adjustments can be granted to applicants in justified individual cases, such as extra time for examinations. Students are supported as comprehensively as possible.
Where possible, individual study plans are mapped out for students who become ill. Students may also be granted leave of absence. The e-learning system (Vetucation®) enables students to access learning resources at any time and from any location. The Ombudsman for Higher Education serves students who face problems in their educational establishment, offering advice and, if appropriate, mediating between them and the Establishment.

7.4.2. Comments
Procedures for supporting applicants with disabilities are clear and easy to apply. With regard to this combination, clarity and ease of application make the procedures adequate to allow the student with disabilities to be equally competitive with other applicants. A dedicated study plan can also be designed for students who become ill.

7.4.3. Suggestions for improvement
None.

7.4.4. Decision
The Establishment is compliant with Substandard 7.4.

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

7.5.1. Findings

The requirements for progression are regulated in the curriculum. Failed examinations must be repeated during the following semester. The curriculum is structured in three tiers. To move up to the next tier, the preceding tier has to be completed successfully.

Student progress is generally good. Performance is verified through interactive teaching and by examinations. More than 80% of the admitted students graduate. Students who do not pass tier 1 on time (i.e. after all test repetitions offered during the current semester) can resit this examination one semester later and start Tier 2 the following summer semester. Therefore, more training places are planned for Semester 6. Flexibility in the curriculum allows transfer students to continue their studies smoothly. Students with obvious difficulties can use the psychological service of the Work Council of the Establishment or the consultation service of the BMBWF. The criteria and procedures are specified in the curriculum and further guidelines, including the course descriptions in VetmedOnline. Students can view their study progression and current status at any time via VetmedOnline and print transcripts. Assessment modalities and criteria for courses and examinations are announced in VetmedOnline before each semester begins. All universities are required to report study success rates annually to the BMBWF. The Establishment has taken this a step further and monitors study success rates annually and overall for every offered degree programme. With an overall study success rate of 76% and a study success rate of 83% in the veterinary degree programme, the Establishment is in the top five universities in Austria. Workload and student support have been found to strongly influence study ability and success rates.

A Decree is enacted by the Rectorate pursuant to §63 and §71c UG 2002 after the Senate has been heard and with the approval of the University Council. It is then published in the Establishment gazette on the Establishment website.

7.5.2. Comments

The Establishment has analytically regulated the study progression. Student progression is student-oriented and allows to the students a regular improvement in knowledge in veterinary science. The high percentages of positive outcomes are a natural consequence of the curriculum studied and prepared in consultation between Council/Boards/Committees. Remediation and removing of the cause of attrition are well balanced. The positive outcomes cited regarding student academic progression indicate that the system adopted by the Establishment is appropriate.

7.5.3. Suggestions for improvement

None.

7.5.4. Decision

The Establishment is compliant with Substandard 7.5.

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

The Establishment's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.

7.6.1. Findings

Students are excluded, pursuant to §68 UG 2002, if they fail to pass courses or required examinations at the last permitted attempt. The University Statutes also provide excluding students for a maximum period of two semesters for wilful plagiarism or in other serious cases

of wilful academic misconduct involving Diploma theses. If a required examination is not passed, students are excluded pursuant to §68 par. 1 No. 3 UG 2002. If a student appeals against an exclusion, a meeting by VRSA is arranged and a written statement is obtained, where possible, from the student.

7.6.2. Comments
Exclusion mechanisms and appeal procedures are well described.

7.6.3. Suggestions for improvement
None.

7.6.4. Decision
The Establishment is compliant with Substandard 7.6.

7.7 Provisions must be made by the Establishment 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 of reasonable adjustments for disabled students, consistent with all relevant equality and/or human rights legislation.
There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).

7.7.1. Findings
The Establishment provides a broad range of services: at least 7 principals and additional 8 classified as other services. The students themselves provide a broad spectrum of assistance: 11 in total.
The BMBWF offers guidance to students with grievances, but these are very few, most likely because general problems are addressed in a monthly meeting of the VRSA and student representatives. All students that are registered for the last possible repetition of an examination are asked to discuss the legal situation personally with the VRSA before taking it for the last time.

7.7.2. Comments
The Establishment promotes wellbeing for all students and responds to specific wellbeing concerns and issues. The motivation to do better is underpinned by the desire from the Establishment to be a good place for students to learn and to develop skills. A favourable growth environment allows a better educational outcome and also allows the student to grow in a responsible environment and presents her/him ready to take on a role in the field of veterinary medicine.

7.7.3. Suggestions for improvement
It is suggested to establish a list of all teaching activities from which pregnant students have to be excluded for biosecurity reasons, and to propose alternative training options.

7.7.4. Decision
The Establishment is compliant with Substandard 7.7.

7.8 Mechanisms must be in place by which students can convey their needs and wants to the Establishment. The Establishment must provide students with a mechanism,

anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the Establishment with national and international legislation and the ESEVT standards.

7.8.1. Findings
The rights and obligations of students are set out in §3 UG 2002. Furthermore, students and representatives may contact the Establishment, the Vice-Rectors and the Rector at any time to raise issues concerning education or work. The mechanism operates in an anonymous way.

7.8.2. Comments
Student's rights are protected by the Establishment in agreement with the local laws.

7.8.3. Suggestions for improvement
None.

7.8.4. Decision
The Establishment is compliant with Substandard 7.8.

Standard 8: Student assessment

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

8.1.1. Findings
The Establishment follows Austrian University regulations for Diploma courses of study. Details are set in the Establishment statutes and the respective examination regulations. The latter are suggested by the VRSA and discussed in the CuCo. Assessment criteria and examination topics are aligned with predefined learning objectives which in turn are based on the EAEVE DOC. Exams can be formative in nature (during class to support learning) and summative (at the end of respective courses). Formats of assessment include written exams (different question and answer formats), objective structured practical exams (OSPE), Clinical examination of Enthrustable Professional Activities (KLIPP-VET) and structured oral exams. All summative exam questions are constructively matched to respective learning outcomes. All courses of the Diploma programme (except for lecture courses) are continuously assessed, and the points scored in these assessments account for 40% of the final grade in the respective summative diploma examination. The course of study is completed once students have successfully completed all courses of the curriculum (including the summative exams) and have received a positive (pass) grade on the Diploma thesis. Based on Establishment regulation, the examination schedule and admission criteria have to be published before the start of each semester.

8.1.2. Comments
The Establishment uses a wide range of examination formats along the course of study, with a stringent alignment of exam topics to predefined learning outcomes. The legal framework is established, and exam schedules are published in advance to all involved.

8.1.3. Suggestions for improvement
None.

8.1.4. Decision
The Establishment is compliant with Substandard 8.1.

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 Establishment must properly document the results of assessment and provide the students with timely feedback on their assessments.
Mechanisms for students to appeal against assessment outcomes must be explicit.

8.2.1. Findings
The "Curriculum Diplomstudium Veterinärmedizin 2014 (Stand 24. June 2019)" has a section 1.9 describing the examination formats and process in general terms. In subsequent chapters more details are provided on the subjects included, the formats and the admission criteria for the three larger examination rounds (1., 2. & 3. Diplomprüfung). Students also receive detailed information on the procedure through the online study information system (VetmedOnline). Grades are calculated based on weighted individual scores from all exams that are part of the respective examination round. Based on Establishment regulations, the current examination schedule and admission criteria have to be published before the start of each semester. The grading is based on percentiles that are converted to verbal and numerical grades (SER Table 8B).
Students can register for the respective exams once they fulfil the prerequisites (exam-specific admission criteria). Preliminary written examination results are communicated to students individually by email, and students can view their exams in the electronic exam platform and comment each question score. Subsequently a post-exam review is done, and scores corrected if applicable. Oral exam results are communicated to students individually. Students can repeat failed exams 3 times (four attempts in total) in tier (Diplomprüfung) 1 and four times (five attempts in total) in tiers (Diplomprüfung) 2 and 3. All oral and practical exams are public, i.e. observers can attend. In the last two attempts the Chair of the examination Committee or an observer appointed by him has to be present. At the last attempt or on request by the student the ad hoc examination committee must consist of at least 3 persons.

8.2.2. Comments
The examination process is legally based, well defined, transparent and laid out to all involved through various platforms. Students have the possibility to review and comment on exam results. They are offered opportunities to retake failed exams in due time. Final attempts have to be observed by representatives from the examination committee.

8.2.3. Suggestions for improvement
None.

8.2.4. Decision
The Establishment is compliant with Substandard 8.2.

8.3 The Establishment must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required.

Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.

8.3.1. Findings
The curriculum implemented in 2014 is based on learning outcomes (objectives), which form the basis for the examination process including topics and questions (constructive alignment). Exam regulations are formulated by the VRSA and discussed in the CuCo before being approved. Exam results are reviewed, and the information is used to identify necessary adaptations to the process. Student survey forms have been developed to assess all examination processes. The results of these surveys will be used for examiner training and adaptation of the processes.

8.3.2. Comments
The examination topics and questions are in line with learning outcomes, and quality control mechanisms are already implemented or planned. Currently, no students have yet reached the final phase of this curriculum and the final exams; therefore it is not yet possible to evaluate the complete study and examination circle.

8.3.3. Suggestions for improvement
A detailed evaluation of the examination schedule, time taken by students to run through the complete examination cycle and exam performance should be implemented once a sufficient number of students have completed the full course of study.

8.3.4. Decision
The Establishment is compliant with Substandard 8.3.

8.4 Assessment strategies must allow the Establishment to certify student achievement of learning objectives at the level of the programme and individual units of study.
The Establishment must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

8.4.1. Findings
All assessments are based on the pre-formulated learning objectives, offered in a range of various formats, and consist of a sequence of formative and summative exams. Points cumulated throughout the course of study account for a substantial percentage of the final grade. This encourages students to continuously stay active in the learning process. Admission criteria to respective larger exam sessions (tiers 1-3) involve the successful completion of course-specific formative and summative assessments explicitly stated for each exam.

8.4.2. Comments
The developed examination and grading process provide a solid platform to assess student achievements and performance throughout the course of study. Well-motivated students can easily gain more experience and knowledge due to the broad panel of learning activities offered by the Establishment.

8.4.3. Suggestions for improvement
None.

8.4.4. Decision
The Establishment is compliant with Substandard 8.4.

8.5 Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment 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 quality control of the student logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.

8.5.1. Findings
Formats of assessment include well-established and validated formats such as written exams (different question and answer formats), objective structured practical exams (OSPE), clinical examination of Entrustable Professional Activities (KLIPP-VET) and structured oral exams (SOE). Competence in clinical skills is directly assessed through exam formats including related practical components.
Students are provided with track-specific logbooks that contain a range of learning subjects and skills to be achieved. They have to be individually signed by the responsible lecturers. Evaluation forms for EPT provide a range of tasks and skills to be completed during the respective EPT and a self-assessment by the student on the proportion of tasks/skills learned during the EPT.

8.5.2. Comments
Various reliable formats of assessment are used throughout the course of study. Logbooks and evaluation forms are provided for the practical training components (tracks and EPT).

8.5.3. Suggestions for improvement
The Establishment should make an effort to better integrate the various student logbooks into a standard format/platform.

8.5.4. Decision
The Establishment is compliant with Substandard 8.5.

Standard 9: Academic and support staff

9.1 The Establishment 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 training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching.
Most academic staff (calculated as FTE) involved in veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.

9.1.1. Findings
The Establishment has a clear strategy ensuring that the core competences required for

providing training in veterinary medicine can be secured in the long term. The heads of each organisational unit are responsible for filling the approved staff positions. Recruitment is in agreement with the national and EU regulations. Only candidates with promising and proven teaching and research potential are considered for academic staff positions.

All staff have mandatory annual performance reviews which serve to map out the next steps in their career development and training, at all levels of staff. These annual reviews are functional and very much appreciated by the participants.

All staff members are encouraged to maintain and develop their qualifications and skills and the Establishment offers extensive mandatory and elective training programmes for staff development in several fields, like Biosecurity, Health and Safety, Teaching (including assessment, e-learning, evaluation practice etc.), Research and QA. Professional development is organised and coordinated by a team of 5 highly motivated and well skilled professionals. All staff participate actively in the professional development and training programmes.

Their performance is appraised regularly through course evaluations and the teaching evaluations within the scope of 'habilitation' procedures. Interns and residents also undergo mandatory evaluations.

The percentage of veterinarians in the academic staff is only 62% for the permanent positions and 54% for the temporary positions. Partly because of the integrated character of the curriculum teaching and the important role of the clinics, also in basic sciences courses more than 2/3 of the instructions that the students receive as determined by student teaching hours is delivered by qualified veterinarians.

9.1.2. Comments
The Establishment is compliant with all aspects of Substandard 9.1.

9.1.3. Suggestions for improvement
None.

9.1.4. Decision
The Establishment is compliant with Substandard 9.1.

9.2 The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the Establishment'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, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.

9.2.1. Findings
The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, is highly sufficient to deliver a high-quality educational programme and to fulfil the Establishment's mission.

A clear procedure is in place to assess if all members of staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they

teach. Teaching quality is regularly assessed on multiple levels by committees and internal and external stakeholders. Teaching staff are regularly (four-semester cycle) evaluated by students through course evaluations. Since 2019, students have also been invited to provide personal feedback in the context of 360° feedback evaluations. In 360° feedback, staff simultaneously receive feedback from superiors, colleagues, employees, students, and from external stakeholders.

All staff have mandatory annual performance reviews which serve to map out the next steps in their career development. Teaching staff members' performance is also appraised regularly through course evaluations and the teaching evaluations within the scope of habitation procedures. Interns and residents undergo mandatory evaluations as well.

When a problem arises on the competences of staff involved with teaching at all levels, issues are openly discussed and an improvement plan is designed and implemented. A clear PDCA cycle is in place and this PDCA cycle is closed.

Internal Performance Agreements and agreed objectives (concluded with professors and managerial staff) foster the development of teaching and research profiles.

The balance between teaching, clinical work and research is perceived by teaching staff at all levels as in balance, although it is broadly recognised that research performance is easier to assess than teaching performances.

9.2.2. Comments
The Establishment is commended for the open and collegial way staff involved in teaching is working together, and the broad awareness of the importance of QA in teaching competencies of staff.

9.2.3. Suggestions for improvement
None.

9.2.4. Decision
The Establishment is compliant with Substandard 9.2.

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 Establishment must clearly define any systems of reward for teaching excellence in operation.

Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. They must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.

9.3.1. Findings
All staff involved in teaching is given opportunities to develop and extend their teaching and assessment knowledge and are encouraged to improve their didactic and pedagogic skills by a number of training opportunities (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures). Several mandatory or elective teacher training programmes and adequate and well-respected mentoring and supportive procedures (including coaching, education and individual advice) are in place for all staff members (see SER). The Establishment also encouraged professional development and specialisation (see SER for the tools). In annual performance reviews, current and future job requirements are defined for each individual. The employees agree on a course of action with their direct supervisors. Academic staff are encouraged and supported to complete doctorates

or residency training offered by the European and American Colleges.

Clearly defined systems for rewarding teaching excellence are in operation such as 'The Teacher of the Year' (started in 2003) or 'Instructor of the Year' programme (started in 2014), and the Teachers 'Oscar'. Teachers or instructors are nominated by students or colleagues. Teachers present their ideas in an event, called Teaching Vets Symposium. Apart from that, the Vice-Rector for Study Affairs has a special budget to support extra rewarding teachers who make extraordinary efforts related to teaching.

Staff members experience security and benefits necessary to maintain stability, continuity, and competence. The workload of teaching, research and service is balanced, depending on the role. Staff feels autonomy and experiences support in monitoring the balance in workload, and the balance between the different academic tasks.
Academic staff as well as support staff have excellent opportunities for participation in scholarly activities, which are widely used.

9.3.2. Comments
The academic staff has a well-balanced workload of teaching, research and service, depending on their role.

9.3.3. Suggestions for improvement
None.

9.3.4. Decision
The Establishment is compliant with Substandard 9.3.

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

9.4.1. Findings
The Establishment has a well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff, including formal appraisal and informal mentoring procedures (see also above). For female staff the Empowerment programme supports women seeking to reconcile academic careers and their current life situations.
Staff in broad sense (and students!) are offered many opportunities to contribute to the Establishment's direction and decision-making processes. They really feel involved and all input is taken seriously.
Promotion criteria for academic and support staff are clear and explicit. Promotions for teaching staff do recognise excellence in, and place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.

9.4.2. Comments
The Establishment is commended for the well-organised professional development and well used training programmes provided a by a team of well skilled professionals who are very much dedicated to their tasks.

9.4.3. Suggestions for improvement
None.

9.4.4. Decision
The Establishment is compliant with Substandard 9.4.

9.5 A system for assessment of teaching staff must be in operation and must include student participation. Results must be available to those undertaking external reviews and commented upon in reports.

9.5.1. Findings
A clear system for assessment of teaching staff by the students is in place. All staff have mandatory annual performance reviews which serve to map out next steps in their career development. Students participates actively in this process by participating in course evaluations, 360 degree feedback and in various committees. Feedback on courses or lecturers can also be communicated to the Vice-Rector for Study Affairs via the monthly dialogue between the VRSA and student representatives. Results are available for external reviews.

9.5.2. Comments
The assessment of teaching staff by students allows to regularly review the teaching and teachers and to implement the relevant improvements.

9.5.3. Suggestions for improvement
None.

9.5.4. Decision
The Establishment is compliant with Substandard 9.5.

Standard 10: Research programmes, continuing and postgraduate education

10.1 The Establishment must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.

10.1.1. Findings
The Establishment ranks high in international academic institution indices. Academic staff of the Establishment is involved in a large number of national and international research projects or networks which generate substantial funds. Scientific production is important with more than 600 annual publications in the high-ranking peer-reviewed journals. Research findings are integrated into the teaching by researchers involved in academic teaching.

In addition, specific activities of preparation or sensitization to scientific research are organized throughout the curriculum (compulsory Science in Veterinary Medicine course, seminars, journal club), and students have to complete a research-based (experimental, prospective or

retrospective study, case report or literature review) diploma thesis.

10.1.2. Comments
The Establishment has an excellent environment that allows for training in research and through research, by teachers highly committed to both research and teaching.

10.1.3. Suggestions for improvement
None.

10.1.4. Decision
The Establishment is compliant with Substandard 10.1.

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

10.2.1. Findings
Students are offered a range of research-related topics including information literacy and data management, good scientific practices, literature search etc. throughout the curriculum of study. They have the opportunity to attend public PhD and Habilitation defences. During their 6-year study programme, they have to write a scientifically based diploma thesis (Diplomarbeit) accounting for 20 ECTS. Some students may also obtain student research positions.

10.2.2. Comments
An introductory course in research is compulsory for all students from semester 1 to 11 and a set of activities using scientific literature and research evidence is organized throughout the curriculum to prepare for the thesis, for possible scientific careers and lifelong learning.

10.2.3. Suggestions for improvement
None.

10.2.4. Decision
The Establishment is compliant with Substandard 10.2.

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

10.3.1. Findings
The Establishment, based on the SER, on average has 17 interns in three clinical fields, 21 residents in 12 different EC programmes, and 137 graduate students in their Dr. med. vet./PhD programme. In addition, 321 participants are enrolled in six postgraduate Master programmes. Being the only Veterinary University in Austria, the Establishment provides substantial veterinary service to the profession and society. In order to strengthen the outreach into the profession, a Lifelong Learning School is planned for 2020.

The large number of clinical cases makes it possible to provide sufficient educational support for undergraduates and postgraduates.

10.3.2. Comments

The Establishment offers a wide range of advanced academic training (MSc, Dr. med. vet., PhD) and specialisation options. Outreach into the community is in part given by the unique position of the Establishment, and should be strengthened by the proposed Lifelong Learning new school. The Establishment wants to continue developing incentives to direct students to research.

10.3.3. Suggestions for improvement

The Establishment should – together with all stakeholders – explore the options to award a professional doctorate (DVM) similar to the medical doctorate (MD) at the end of the 6-year curriculum to all students, and to focus on the structured PhD programme for those candidates interested in a scientific career.

Research projects between clinicians and non-clinicians should be further encouraged.

10.3.4. Decision

The Establishment is compliant with Substandard 10.3.

10.4 The Establishment 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 veterinary teaching programmes.

10.4.1. Findings

The Establishment describes activities to encourage veterinary students to become involved in research. It has established a QA process to monitor and improve the quality of postgraduate programmes (mainly EBVS residencies and PhD), including specific committees to supervise such processes.

10.4.2. Comments

Quality assurance of residency and PhD programmes is established and implemented.

10.4.3. Suggestions for improvement

None.

10.4.4. Decision

The Establishment is compliant with Substandard 10.4.

11. ESEVT Indicators

ESEVT Indicators

	Calculated Indicators from raw data	Establishment values	Median values[1]	Minimal values[2]	Balance[3]
	Name of the Establishment:				
	Date of the form filling:				
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0,193	0,16	0,13	0,067
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	1,260	0,87	0,59	0,670
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	2,829	0,94	0,57	2,262
I4	n° of hours of practical (non-clinical) training	1230,83	905,67	595,00	635,83
I5	n° of hours of clinical training	978,83	932,92	670,00	308,83
I6	n° of hours of FSQ & VPH training	452,00	287,00	174,40	277,60
I7	n° of hours of extra-mural practical training in FSQ & VPH	200,00	68,00	28,80	171,20
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually	139,77	70,48	42,01	97,76
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	5,042	2,69	0,46	4,578
I10	n° of equine patients seen intra-murally / n° of students graduating annually	27,123	5,05	1,30	25,825
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	23,796	3,35	1,55	22,251
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually	13,475	6,80	0,22	13,252
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating ann	6,908	15,95	6,29	0,614
I14	n° of equine patients seen extra-murally / n° of students graduating annually	0,000	2,11	0,60	-0,595
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	1,496	1,33	0,55	0,949
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,348	0,12	0,04	0,303
I17	n° of companion animal necropsies / n° of students graduating annually	2,540	2,07	1,40	1,140
I18	n° of ruminant and pig necropsies / n° of students graduating annually	3,917	2,32	0,97	2,946
I19	n° of equine necropsies / n° of students graduating annually	1,013	0,30	0,09	0,920
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	8,669	2,05	0,69	7,976
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating	0,441	0,20	0,06	0,377
I22*	n° of PhD graduating annually / n° of students graduating annually	0,313	0,15	0,09	0,224
[1]	Median values defined by data from Establishments with Approval status in April 2016				
[2]	Recommended minimal values calculated as the 20th percentile of data from Establishments with Approval status in April 2016				
[3]	A negative balance indicates that the Indicator is below the recommended minimal value				
*	Indicators used only for statistical purpose				

12. ESEVT Rubrics (summary of the decision on the compliance of the Establishment for each ESEVT Substandard, i.e. (total or substantial) compliance (C), partial compliance (PC) (Minor Deficiency) or non-compliance (NC) (Major Deficiency))

Standard 1: Objectives, Organisation and QA Policy	C	PC	NC
1.1 The Establishment must have as its main objective the provision, in agreement with the EU Directives and ESG recommendations, 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 Establishment must develop and follow its mission statement which must embrace all the ESEVT standards.	X		
1.2 The Establishment 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 of the Establishment must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT standards.	X		
1.3 The Establishment must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with a timeframe and indicators for its implementation.	X		
1.4 The Establishment 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 quality assurance, within their Establishment. To achieve this, the Establishment must develop and implement a strategy for the continuous enhancement of quality. The development and implementation of the Establishment's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.	X		
1.5 The Establishment 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, views and employment destinations of past students as well as the profile of the current student population. The Establishment's website must mention the ESEVT Establishment's status and its last Self Evaluation Report and Visitation Report must be easily available for the public.	X		
1.6 The Establishment 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 Establishment 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. Any action planned or taken as a result of this data analysis must be communicated to all those concerned.	X		
1.7 The Establishment must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.	X		
Standard 2: Finances			
2.1 Finances must be demonstrably adequate to sustain the requirements for the Establishment to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).	X		
2.2 Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations. The Establishment must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.	X		
2.3 Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	X		
Standard 3: Curriculum			
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 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), Food Safety and Quality, and Professional Knowledge.	X		
3.1.1. General findings			
3.1.2. Basic sciences	X		
3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)	X		
3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)	X		
3.1.5. Food Safety and Quality	X		
3.1.6. Professional Knowledge	X		

3.2 Each study programme provided by the Establishment 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 Establishment must provide proof of a QA system that promotes and monitors the presence of an academic 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 Establishment must also describe how it encourages and prepares students for self-learning and lifelong learning.	X		
3.3 Programme learning outcomes must: • ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework • include a description of Day One Competences • form the basis for explicit statements of the objectives and learning outcomes of individual units of study • be communicated to staff and students • be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.	X		
3.4 The Establishment 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 and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. Any action taken or planned as a result of such a review must be communicated to all those concerned • identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.	X		
3.5 External Practical Training (EPT) is compulsory training activities organised outside the Establishment, the student being under the direct supervision of a non-academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herd health management, practical training in FSQ and VPH). Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student's professional knowledge.	X		
3.6 The EPT providers must have an agreement with the Establishment and the student (in order to state 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 Establishment on the EPT programme. There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.	X		
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 Establishment and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The Establishment must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.	X		
Standard 4: Facilities and equipment			
4.1 All aspects of the physical facilities must provide an environment conducive to learning, including internet access. The veterinary Establishment 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 with reduced mobility, and EU animal welfare and care standards.	X		
4.2 Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be 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 academic and support staff.	X		
4.3 The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the Establishment 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 and bio-containment • be designed to enhance learning.	X		
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 Establishment must unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.	X		

For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH. The Establishment must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceeding the best available in the private sector. The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.			
4.5 The Establishment must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services, pharmacy and necropsy facilities.	X		
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 animal care and for prevention of spread of infectious agents. They must be adapted to all animal species commonly handled in the VTH.	X		
4.7 The Establishment must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.	X		
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 to prevent the spread of infectious agents.	X		
4.9 Operational policies and procedures (including e.g. biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors and a Biosafety manual must be available. The Establishment must demonstrate a clear commitment for the delivery of biosafety and biosecurity, e.g. by a specific committee structure. The Establishment must have a system of QA to monitor and assure clinical, laboratory and farm services, including a regular monitoring of the feedback from students, staff and clients.	X		
Standard 5: Animal resources and teaching material of animal origin			
5.1 The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled. Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.	X		
5.2 In addition to the training provided in the Establishment, experience can include practical training at external sites, provided this training is organised under direct academic supervision and following the same standards as those applied in the Establishment.	X		
5.3 The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.	X		
5.4 Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the Establishment.	X		
Standard 6: Learning resources			
6.1 State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. 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.	X		
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 an IT expert, an e-learning platform, and all 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 Establishment's core facilities via wireless connection (Wi-Fi) and from outside the Establishment through a hosted secured connection, e.g. Virtual Private Network (VPN).	X		
6.3 The Establishment must provide students with unimpeded access to learning resources, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.	X		
Standard 7: Student admission, progression and welfare			
7.1 The Establishment 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 Establishment must provide accurate and complete information regarding all aspects of the educational programme in all advertisings for prospective national and international students. Formal cooperations with other Establishments must also be clearly advertised.	X		
7.2 The number of students admitted must be consistent with the resources available at the Establishment for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.	X		
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 Establishment 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 Establishment. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.	X		

7.4 There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.	X		
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 Establishment 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 Establishment must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.	X		
7.6 Mechanisms for the exclusion of students from the programme for any reason must be explicit. The Establishment's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.	X		
7.7 Provisions must be made by the Establishment 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 of reasonable adjustments for disabled students, consistent with all relevant equality and/or human rights legislation. There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).	X		
7.8 Mechanisms must be in place by which students can convey their needs and wants to the Establishment. The Establishment must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the Establishment with national and international legislation and the ESEVT standards.	X		
Standard 8: Student assessment			
8.1 The Establishment must ensure that there is a clearly identified structure within the Establishment showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.	X		
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 Establishment must properly document the results of assessment and provide the students with timely feedback on their assessments. Mechanisms for students to appeal against assessment outcomes must be explicit.	X		
8.3 The Establishment must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.	X		
8.4 Assessment strategies must allow the Establishment to certify student achievement of learning objectives at the level of the programme and individual units of study. The Establishment must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.	X		
8.5 Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment 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 quality control of the student logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.	X		
Standard 9: Academic and support staff			
9.1 The Establishment 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 training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching. Most academic staff (calculated as FTE) involved in veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.	X		
9.2 The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the Establishment's mission. A procedure must be in place to assess if they 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, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.	X		
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 Establishment must clearly define systems of reward for teaching excellence in operation. Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. Academic staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.	X		
9.4 The Establishment must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff, including formal appraisal and informal mentoring procedures. Staff must have the opportunity to contribute to the Establishment's direction and decision-making processes.	X		

Promotion criteria for academic and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in, and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.			
9.5 A system for assessment of teaching staff must be in operation and must include student participation. Results must be available to those undertaking external reviews and commented upon in reports.	X		
Standard 10: Research programmes, continuing and postgraduate education			
10.1 The Establishment must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.	X		
10.2 All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.	X		
10.3 The Establishment must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of the profession and society.	X		
10.4 The Establishment 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 veterinary teaching programmes.	X		
C: (total or substantial) compliance; PC: partial compliance (Minor Deficiency); NC: non-compliance (Major Deficiency)			

Executive Summary

The University of Veterinary Medicine in Vienna (Vetmeduni Vienna) is the only academic establishment in Austria to carry out teaching and research in veterinary medicine. It is also the oldest school of veterinary medicine in the German-speaking countries (founded in 1765). In 1996, the new campus opened in the 21st district of Vienna.

The Establishment was successfully evaluated by EAEVE in 1996, 2006 and 2012. No major deficiencies were found and the identified minor deficiencies have been addressed.

The SER was provided on time and written in agreement with the SOP 2019. Replies to the pre-Visitation questions from the experts were provided before the start of the Visitation.

The Visitation was perfectly organised and the Liaison Officer did a great job to adapt the schedule of the Visitation, to search for the requested information and to organise the relevant meetings.

Areas worthy of praise (i.e. Commendations), e.g.:
- Excellent management of the Establishment and excellent communication and interaction between the Rectorate and the administration on the one hand, and staff, students and stakeholders on the other hand;
- Adequate public funding, which allows the full implementation of the strategic plan;
- Impressive integrated study programme focused on learning outcomes and acquisition of Day One Competences;
- Early and well-balanced hands-on training on live animals;
- High caseload of patients used for clinical training in all relevant species;
- Intense and efficient collaborations with external animal facilities;
- Well-integrated and well-equipped skill labs;
- Well-organised professional development provided by a skilled and dedicated team;
- Efficient and collegial collaboration between academic and support staff, and between the various units;
- Research-based education provided by teachers highly committed to both research and teaching.

Additional commendations are given in the Visitation Report.

Areas of concern (i.e. Minor Deficiencies):
None.

Suggestions for improvement, e.g.:
- Continuous monitoring of the student's workload;
- Incorporation of the Intensive Care Unit into clinical rotations;
- Further integration of animal reproduction into the relevant clinics;
- Increase practical teaching of HACCP for all students;
- Increase the space available for students' self-learning, meetings and recreation;
- Clearer signalling of the role of the various persons involved in the VTH;
- Improve biosafety/biosecurity procedures related to protective clothing in some parts of the VTH;
- Improve the tidiness in some clinical facilities;
- Better integration of the various student's logbooks.

Additional recommendations are given in the Visitation Report.

Items of non-compliance with the ESEVT Standards (i.e. Major Deficiencies):
None.

Glossary

BMBWF: Austrian Federal Ministry of Education, Science and Research
EAEVE: European Association of Establishments for Veterinary Education
EBVS: European Board of Veterinary Specialisation
ECOVE: European Committee of Veterinary Education
EPT: External Practical Training
ESEVT: European System of Evaluation of Veterinary Training
ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area
FSQ: Food Safety and Quality
FTE: Full-Time Equivalent
IT: Information Technology
PDCA: Plan Do Check Adjust
QA: Quality Assurance
SER: Self Evaluation Report
SOP: Standard Operating Procedure
VPH: Veterinary Public Health
VRSA: Vice-Rector for Study Affairs
VTH: Veterinary Teaching Hospital

Standardised terminology

Accreditation: status of an Establishment that is considered by ECOVE as compliant with the ESEVT Standards normally for a 7 years period starting at the date of the last (full) Visitation;

Establishment: the official and legal unit that organise the veterinary degree as a whole, either a university, faculty, school, department, institute;

Ambulatory clinic: clinical training done extra-murally and fully supervised by academic trained teachers;

Establishment's Head: the person who officially chairs the above described Establishment, i.e. Rector, Dean, Director, Head of Department, President, Principal, ..;

External Practical Training: clinical and practical training done extra-murally and fully supervised by non-academic staff (e.g. practitioners);

Major Deficiency: a deficiency that significantly affects the quality of education and the Establishment's compliance with the ESEVT Standards;

Minor Deficiency: a deficiency that does not significantly affect the quality of education or the Establishment's compliance with the ESEVT Standards;

Visitation: a full visitation organised on-site in agreement with the ESEVT SOP in order to evaluate if the veterinary degree provided by the visited Establishment is compliant with all ESEVT Standards; any chronological reference to 'the Visitation' means the first day of the full on-site visitation;

Visitation Report: a document prepared by the Visitation Team, corrected for factual errors and finally issued by ECOVE; it contains, for each ESEVT Standard, findings, comments, suggestions and identified deficiencies.

Decision of ECOVE:

The Committee concluded that no Major Deficiencies had been identified.

The University of Veterinary Medicine Vienna (Vetmeduni Vienna) is therefore classified as holding the status of**: ACCREDITATION**.