



VETERINARY NURSING PROGRAMME VALIDATION

Visitation Report

VETERINARY COUNCIL OF IRELAND



VISITATION AND PROGRAMME DETAILS					
Name of school:	Dundalk Institute of Technology (DkIT)				
Nature of visit:	Initial validation		Re-validation	✓	Interim inspection
Names of Chair and Visitation Panel:	Bertil Douw D.V.M. (Chair)			David Kilroy	
	Julie Dugmore (ACOVENE)			Fiona Linnane RVN	
Date of visit:	2 & 3 November 2020				
School liaison officer for this visit:	Dr Edel Healy				
VCI liaison officer for this visit:	Yvonne Reville				

Nature of courses for delivery/delivered:					
Higher education	✓	Further education			
Small animal	✓	Equine	✓	Farm (food-producing) animal	✓
Pattern of delivery:					
Full-time:	✓	Part-time (day or block-release from employment)			
Name of veterinary nursing award achieved by students:					
Bachelor of Science Veterinary Nursing. BScVN					
Is this award nationally accredited?				Yes	✓
Name of accrediting body:		Veterinary Council of Ireland			
Intakes and student numbers: <i>Please indicate day of week students in college (day-release)</i>					
1 st year	Intakes per year	30	Students per intake at present:	32	
Month(s) commenced			Maximum VCI- approved capacity:		
2 nd year	Intakes per year	30	Students per intake at present:	31	
Month(s) commenced			Maximum VCI-approved capacity:		
3 rd year (if applicable)	Intakes per year	30	Students per intake at present:	27	
Month(s) commenced			Maximum VCI- approved capacity:		



STANDARD 1 INSTITUTIONAL ACCREDITATION

Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/ Minor Deficiency)
1.1 An accredited veterinary nursing programme in Ireland must normally be part of an institution accredited to provide higher and/or further education by National Authorities.	✓	
<p>Evidence Examined related to this Standard</p> <ul style="list-style-type: none"> - National accreditation : DkIT are a QQI designated awarding body for awards from NFQ levels 6 to 9 - Website 		
<p>Comments</p> <ul style="list-style-type: none"> - All admissions are processed through the Central Application Office 		
<p>Commendations</p>		
<p>Recommendations</p>		



STANDARD 2 FINANCIAL RESOURCES

Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
2.1 The programme must demonstrate adequate and sustainable financial resources to support its educational goals and support its mission	✓	
<p>Evidence Examined</p> <ul style="list-style-type: none"> - Interview with Head of School, Head of Department & Financial Analyst - SER document Section 2 part 1 provides information on the school budget and further details on the programme’s financial arrangements were obtained during our meeting with the Head of School, Head of Department and DkIT’s Financial Analyst, the latter supplying details on how the course is supported and the current spending during the pandemic. 		
<p>Comments</p> <ul style="list-style-type: none"> - During COVID-19 pandemic extra funding received in order to support staff and students to set up remote education and lessons - Funding already allocated for new level 8 honours degree course in Veterinary Nursing and part-time certificate courses - The School and programme are supported by the central budget of the IoT and student numbers are restricted. Adequate funding is provided to run the teaching course and to maintain the necessary infrastructure required. Staff stated that funding for required teaching resources was provided by the School when requested. 		
<p>Commendations</p> <ul style="list-style-type: none"> - The Institute funded by the HEA arranged and financed a laptop loan programme where students in need can avail of the use of a laptop for the duration of the academic year. This is an excellent response to the current pandemic and is a wise use of funding acquired from the HEA. Prior to getting this money, the Institute its own resources to provide computer equipment to students who did not have easy access to such equipment. 		
<p>Recommendations</p>		



STANDARD 3. ORGANISATION AND MANAGEMENT

Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
3.1 The programme must develop and follow an appropriate mission statement	✓	
<p>Evidence Examined</p> <ul style="list-style-type: none"> - DkIT presentation - Panel discussion - Documentation provided 		
<p>Comments</p> <ul style="list-style-type: none"> - Implementation of the Mission Statement is evidenced through scenario based teaching, integration of theory and practice delivered to small cohorts. 		
<p>Commendations</p> <ul style="list-style-type: none"> - The organisation has responded and adapted well to the COVID-19 pandemic. 		
<p>Recommendations</p>		



Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
3.2 The authority of the Programme Director, Organisational Structure, and Line Management of all staff contributing to the programme must be clearly defined	✓	
<p>Evidence Examined</p> <ul style="list-style-type: none"> - Organisational chart - Minutes of meetings - Panel discussion 		
<p>Comments</p> <ul style="list-style-type: none"> - A well-established cohesive and supportive teaching team with a good communication structure in place. Good leadership and management displayed, with an ‘open door’ policy for all. - Specific time allocated to the Programme Director to undertake the managerial aspects of the role. - The Programme Board meets 3-4 times per year and consists of all academic staff, the Head of Department and a student representative from each stage of the Programme. The Exam Board meets three times per year, with staff meetings and various other committees and boards meeting throughout the year. 		
<p>Commendations</p>		
<p>Recommendations</p>		



Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
3.3 Policies, procedures, and marketing information for the programme must be clear and transparent, and must be consistent with those provided for all students of the parent institution	✓	
<p>Evidence Examined</p> <ul style="list-style-type: none"> - Website - Prospectus - Student handbook - Panel discussion - DkIT presentation 		
<p>Comments</p> <ul style="list-style-type: none"> - Detailed information contained on the website. It was not clear from the documentation what the role of the VCI is and the necessary requirements that a regulated profession brings is readily available for both current and prospective students. 		
<p>Commendations</p>		
<p>Recommendations</p>		



Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
<p>3.4 Opportunities for feedback on the programme must be provided to students, teaching staff and employers, and evidence should be provided on how this feedback is used to inform programme development</p>	<p>✓</p>	
<p>Evidence Examined</p> <ul style="list-style-type: none"> - Student Voice policy - Student survey - Graduate survey - Panel discussion - Student consultation minutes - Practice staff discussions 		
<p>Comments</p> <ul style="list-style-type: none"> - Evaluation of student feedback is conducted via the Programme Board. The QA3 survey provides the Head of Department with specific feedback each semester which feeds into the Programme Board when necessary. Feedback is sought from first year students specifically to ensure improvement and enhancement for future cohorts. - DkIT make use of the three week window where all year groups are on campus and offer a drop in session to garner feedback across all years. - The practice staff confirmed the level of support from the institute, identifying the ‘open door’ policy as a key element for feeding back. 		
<p>Commendations</p> <ul style="list-style-type: none"> - An open door policy between all staff, students and external stakeholders is widely appreciated 		
<p>Recommendations</p>		



STANDARD 4. HUMAN RESOURCES

Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
<p>4.1 Institutions must provide sufficient numbers of teaching and support staff to underpin delivery of educational goals and student support</p>	<p>✓</p>	
<p>Evidence Examined</p> <ul style="list-style-type: none"> - Staff lists - Panel discussion - Curriculum Vitae of the 17 Full time staff members and 2 part-time members examined. Furthermore information was obtained via online meeting with Staff members. 		
<p>Comments</p> <ul style="list-style-type: none"> - Due to the add on BSc(Hons) programme and additional part-time certificates commencing , another additional RVN full time lecturer would be beneficial to support the existing team. - Also an extra technical support staff for preparation & support of laboratory practical lessons would ensure continuation in case of absence or leave. 		
<p>Commendations</p> <ul style="list-style-type: none"> - Commendable team of Lecturers investing in the VN programme, very supportive of each other and their students. 		
<p>Recommendations</p>		

VETERINARY COUNCIL OF IRELAND



Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
4.2 The Programme Director must have sufficient authority and support to manage the programme according to its mission statement	✓	
<p>Evidence Examined</p> <ul style="list-style-type: none"> - Panel discussion - Via zoom meeting with the Programme Director. - Practical training off campus. - Formal practical sessions and Angoff scoring by a panel of experts since June 2017. - Newly appointed RVN Full time lecturer - 2 external examiners - Since the pandemic practicals run over 2 days per stage on campus and lectures moved online via Moodle. - First convenor support in 1st year. 		
<p>Comments</p> <ul style="list-style-type: none"> - Time has been allocated for the Programme Director to undertake Academic Admin Duties and provide support to the Head of Department. 		
<p>Commendations</p>		
<p>Recommendations</p>		

VETERINARY COUNCIL OF IRELAND



Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
4.3 Veterinary nurses should be included among those providing instruction, and clinical instruction must involve veterinary nurses and veterinary practitioners, ensuring that legal provisions on the practice of veterinary medicine in Ireland are respected.	✓	
Evidence Examined - Human Resources - Academic calendar and Module allocation per semester states the involvement and responsibility of the lecturers involved. - Veterinary Practitioners and Veterinary Nurses are part of the Full time cohort of VN programme staff.		
Comments		
Commendations		
Recommendations		



Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
4.4 Provision of clinical instruction outside the institution, by those not directly employed, must be accompanied by appropriate training for all individuals involved in supervising student placement	X	minor
<p>Evidence Examined</p> <ul style="list-style-type: none"> - Panel discussion - Teagasc collaborative training for 1 week residential course. Students taught by Teagasc staff for first couple of days then DkIT staff member oversees remainder of the week's clinical instruction. - Student Practice placement - discussions pre and post placement . To date there is no requirement for supervisor training pre placement. However this is an ongoing developmental initiative to collaborate with all ROI course providers for a future initiative hub of supervisor training module - At present there are no requirements for practice placements to include an RVN to support or supervise students on placements, although this is largely the case. - 		
<p>Comments</p> <ul style="list-style-type: none"> - Training and standardisation of practice staff is somewhat challenging. DkIT is currently collaborating with other VCI providers to develop and implement an on-line programme with core requirements for all placement supervisors across all providers. 		
<p>Commendations</p>		
<p>Recommendations</p> <ul style="list-style-type: none"> - Training and standardisation for work placement supervisors should be developed and implemented. 		



Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
4.5 Teaching staff must have appropriate opportunities for continuing professional development	✓	
<p>Evidence Examined</p> <ul style="list-style-type: none"> - Staff CVs - Staff CPD - Panel discussion - Rota changes to accommodate further studies and developments - Opportunity to attend Vettnet conference. - All staff training by CELT- provides learning, teaching and assessment advice. 		
<p>Comments</p> <ul style="list-style-type: none"> - The course team agreed that there is lots of opportunity for CPD. The budget is held centrally by HR. - Ensure that those practitioners and RVNs on the teaching team update their clinical CPD 		
<p>Commendations</p>		
<p>Recommendations</p>		



STANDARD 5 PHYSICAL FACILITIES AND EQUIPMENT

Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
5.1 Classrooms, lecture halls, practical classrooms and other teaching spaces must be maintained and cleaned regularly, have adequate capacity for the number of students enrolled, and be appropriately equipped	✓	
<p>Evidence Examined</p> <ul style="list-style-type: none"> - Via video presentation of classrooms, teaching and practical rooms. Student yearly intake is relatively small averaging at 30 per intake therefore adequate space available. All rooms appeared well equipped with clinical waste bins, Simulation models, Radiology equipment, Laboratory equipment and storage areas for consumables. 		
<p>Comments</p>		
<p>Commendations</p>		
<p>Recommendations</p>		

VETERINARY COUNCIL OF IRELAND



Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
5.2 Clinical facilities, including clinical skills laboratories and simulated facilities, must be representative of contemporary veterinary facilities in Ireland.	✓	
<p>Evidence Examined</p> <ul style="list-style-type: none"> - Via Video presentation of North block campus and panel discussion. - Room NE106, NE105, S110 and NC130 practical teaching space. Simulation models included Canine, Equine and Bovine models. Also student pictures showed anatomy plasticine models. Two decommissioned x-ray machines. Approx. 15 microscopes , Centrifuge , canine bone models and cold storage facilities. - Furthermore BCF visit yearly to demonstrate ultrasonography. 		
<p>Comments</p> <ul style="list-style-type: none"> - There are enough mannequins at the moment, but spare replacement mannequins should be at hand in case one breaks before examination or during class 		
<p>Commendations</p>		
<p>Recommendations</p>		



Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
5.3 Adequate space must be provided for administrative requirements of the programme, and for pastoral support of students	✓	
<p>Evidence Examined</p> <ul style="list-style-type: none"> - Via Video presentation adequate - Panel discussions with academic staff - 		
<p>Comments</p> <ul style="list-style-type: none"> - Office space is provided for admissions, support from career and employability office, Disability office, Access office, Counsellor office , Student Nurse station, Student union and Library designated work areas. - The Academic Team however, indicated that their office space could be increased in order to facilliate a better working environment - Students communal spaces could be increased 		
<p>Commendations</p>		
<p>Recommendations</p>		

VETERINARY COUNCIL OF IRELAND



Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
5.4 Adequate safeguards must be in place to ensure the safety of students and staff, and of animals that may be used for instructional purposes	✓	
<p>Evidence Examined</p> <ul style="list-style-type: none"> - Panel discussion - Laboratory safety regulations and accident and emergency protocols as set out in student info pack. - Extensive induction programme and pharmacology module. - Pre student practice placement advice. - Hand sanitiser stations and Fire extinguishers in practical rooms seen on video presentation - PPE required for practicals and pre entry to Teagasc 		
<p>Comments</p>		
<p>Commendations</p>		
<p>Recommendations</p>		

VETERINARY COUNCIL OF IRELAND



Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
5.5 Facilities must be such as to provide for compliance with legislation impinging on the practice of veterinary medicine, including Animal Remedies Regulations	✓	
<p>Evidence Examined</p> <ul style="list-style-type: none"> - module content (Appendix 7 SER) - Zoom meetings with staff - Practice staff discussion - Video Presentation - Panel discussion - Placement skills list - Meeting with Alumni 		
<p>Comments</p>		
<p>Commendations</p>		
<p>Recommendations</p>		



STANDARD 6. CLINICAL INSTRUCTION

Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
<p>6.1 The Programme must be provided with access to domestic animals in their normal settings, and in clinical environments, to ensure adequate instruction in animal handling and in clinical veterinary nursing procedures.</p>	<p>✓</p>	
<p>Evidence Examined</p> <ul style="list-style-type: none"> - Dromiskin Animal Pound Video - Teagasc Ballyhaise Agricultural College video - Clinical placement - Panel discussion 		
<p>Comments</p> <ul style="list-style-type: none"> - The proposed use of the Animal Pound, is not going ahead this semester and the key learning outcomes for small animal husbandry have been delivered within the clinical skills lab on-campus. It is proposed that the visit to Ballyhaise will go ahead as planned and the visit to the Equine Centre be deferred to next semester. - Currently placements are planned to go ahead as scheduled and consist of eight weeks in years one and two with a further 12 weeks in year three. It is proposed that there will be a practice zoom meeting prior to the placement to ensure students are familiar with requirements. - Practical teaching is currently restricted to small group teaching with weekly (1.5 hours) sessions. Staff identified that this approach is actually working well with increased student engagement and better individual monitoring of participation. 		
<p>Commendations</p>		
<p>Recommendations</p>		

VETERINARY COUNCIL OF IRELAND



Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
6.2 There must be a written agreement with clinical placement providers and other organisations contributing to the veterinary nursing programme	X	minor
<p>Evidence Examined</p> <ul style="list-style-type: none"> - Placement Memorandum of Understanding - Terms and Conditions of Placement - Panel discussion - Veterinary Nursing student handbook and Student information pack . - Supervisor signature log on completion of skill list 		
<p>Comments</p> <ul style="list-style-type: none"> - Whilst there is a Memorandum of Understanding between DkIT and the veterinary training practice, there does not appear to be one for either the animal pound or equine centre. - Workplace supervisors are required to sign off the clinical skills list and provide an end of placement assessment report which provides information on: <ul style="list-style-type: none"> ▪ Student performance ▪ Attendance and punctuality ▪ Appearance ▪ Cooperation and communication with colleagues and clients ▪ Engagement and initiative ▪ Overall quality of work 		
<p>Commendations</p>		
<p>Recommendations</p> <ul style="list-style-type: none"> - an MoU with all organisations that are used for teaching or work placements must be in place. 		



STANDARD 7 INFORMATION RESOURCES

Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
7.1 Adequate access to appropriate current information <i>via</i> print and electronic textbooks, journals and other information sources must be provided	✓	
<p>Evidence Examined</p> <ul style="list-style-type: none"> - Self evaluation report (SER) Appendix 9 lists the available textbooks relevant to students of veterinary nursing. Supplementary information on ebooks and journals was provided by the librarian when requested by the visiting panel. - Video of library and details of access were viewed during the visit. 		
<p>Comments</p> <ul style="list-style-type: none"> - Utilisation of other resources – nursing - Some older texts - Availability of recommended texts - Based on the video tour of the facility, the library is a bright, modern space with good seating arrangements and plentiful supply of textbooks for students to borrow or use while on the premises. 		
<p>Commendations</p> <ul style="list-style-type: none"> - The library staff have been proactive in arranging wider access to ebooks and journals which is especially important with students working remotely and online. - Ensure all out of date texts are removed from the library. Some titles have new editions which should be added to the current offerings. 		
<p>Recommendations</p>		



Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
7.2 The programme must equip students with the skills, including information retrieval and analysis, to become independent learners	✓	
<p>Evidence Examined</p> <ul style="list-style-type: none"> - SER document Section 7, parts 10-12. This gives details of the on-site computer facilities available to students and the training they receive in computer use and IT tuition (32 hours in practical classes). A list of computer software available to students was included in this section and contained several statistical programs and VetSCOPE, a veterinary practice management and accounting system. - Video of library and computer rooms accessible to students. - Meeting with Course Director and Head of Department and teaching staff. 		
<p>Comments</p> <ul style="list-style-type: none"> - The computer rooms are well resourced and suitable for student use and for teaching. The practical classes provide the students with the skills necessary to attain a good level of proficiency in computer skills and the nature of several assessments requires students to evaluate information and search relevant databases. 		
<p>Commendations</p> <ul style="list-style-type: none"> - The School has arranged that students in need can borrow a laptop for the duration of the pandemic and this will help greatly in assisting these students in their learning. 		
<p>Recommendations</p>		



STANDARD 8 ADMISSIONS AND STUDENT SUPPORT

Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
8.1 Admissions policies must be clearly articulated, including any provision for advanced entry/accreditation of prior learning, and must be transparent	✓	
<p>Evidence Examined</p> <ul style="list-style-type: none"> - Via Website and Meeting Head of department - 20 leaving cert students - 6 Mature students & interview - 4 FET QQI Level 5 places - SER document Section 9, part 1 details the entry requirements for the course, both for Leaving Certificate and A level students. In addition, six places are reserved for mature (>23 years of age) students. Further details on admissions were provided by the Head of Department in a meeting with the Course Director and the panel. 		
<p>Comments</p> <ul style="list-style-type: none"> - The system of admissions is clear and transparent and available to prospective students. Other than mature students, places are awarded to students through the CAO. 		
<p>Commendations</p> <ul style="list-style-type: none"> - The School had adopted a creditable policy of reserving places for students who are returning to education. These students are valued by the staff who teach them and they mix well with their younger colleagues. 		
<p>Recommendations</p>		



Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
8.2 Policies and procedures for student assessment, academic progression, and fitness to practice must be transparent and available to all students	✓	
<p>Evidence Examined</p> <ul style="list-style-type: none"> - DKIT website / VN programme via www.dkit.ie - Intensive induction week . - Included in the Module - introduction to veterinary nursing and Law / ethics module. - SER documentation Section 9, part 3 and Appendix 15 (Assessment and Learning Policy) and Appendix 11 (Student Information Pack). - Meeting with Head of Department and Course Director and teaching staff. 		
<p>Comments</p> <ul style="list-style-type: none"> - All assessments, both in term and end of semester, are clearly communicated to the students. Academic regulations are clearly explained and the arrangements for retaking or remediating a failed module is also outlined for students. 		
<p>Commendations</p>		
<p>Recommendations</p>		



Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
8.3 Formal mechanisms should be established for liaison between student representatives and those responsible for management of the programme	✓	
<p>Evidence Examined</p> <ul style="list-style-type: none"> - Lecturers available via email and discussion forums on Moodle platform. - Student representatives part of boards to give feedback there. - Students invited to give feedback through annual HEA Student Survey - QA3 – invited by survey to give feedback on their programme - Students fill out progression reports - Annual open invitation student feedback meeting. 		
<p>Comments</p> <ul style="list-style-type: none"> - There are a variety of mechanisms available to enable students to liaise with programme management - Clear involvement of students in college committees and boards, including representation on the Governing body and the Academic Council. Student surveys are published and there is clear evidence that the School acts on the student requests; for example, the new level 8 courses are a response to the views and wishes of the students. 		
<p>Commendations</p>		
<p>Recommendations</p>		



STANDARD 9 CURRICULUM

Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
<p>9.1 The curriculum should provide graduates with the skills and competencies to perform a wide variety of entry-level professional veterinary nursing roles, as articulated in the VCI Benchmarks and Competencies document.</p>	<p>✓</p>	
<p>Evidence Examined</p> <ul style="list-style-type: none"> - Book of Modules - Programme specification - Panel discussion - Placement documentation: <ul style="list-style-type: none"> o Skills list for practice placement. o Reflective Journals during work placement o Supervisor assessment report - All modules are level 7 standard. 		
<p>Comments</p> <ul style="list-style-type: none"> - All VCI Benchmark Competencies are mapped to the individual modules. - First years students benefit from the peer mentoring system. - The course team identified the benefits of a diverse range of students and the support that this brings to each cohort. - The Team has coped well in the current climate, making necessary adaptations to delivery of the curriculum in line with Government guidelines whilst ensuring all learning outcomes are met. - The curriculum is delivered in line with mission statement - Learning Outcomes used should match the level of the programme (e.g. avoid the use of ‘discuss’ or ‘describe’ and use relevant assessable verbs instead (e.g. evaluate / analyse). - Review the level descriptors to ensure appropriate language is used for a Level 7 qualification 		
<p>Commendations</p>		
<p>Recommendations</p>		



Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
<p>9.2 In addition to specific veterinary nursing technical skills and competences, graduates should demonstrate appropriate generic competences including professionalism, ethical behaviour, and readiness for continuing professional development</p>	<p>✓</p>	
<p>Evidence Examined</p> <ul style="list-style-type: none"> - Book of Modules - Programme specification - Panel discussion - Course modules : <ul style="list-style-type: none"> o Pharmacy, law and ethics o Personal effectiveness and teamwork o Computing applications o Office practice and management o Applied writing and research skills. - Furthermore the college provides in-house training on veterinary software - Vetscope 		
<p>Comments</p> <ul style="list-style-type: none"> - Opportunities for students to develop ‘soft skills’ are interspersed throughout the programme. - Ethical awareness and professionalism forms part of several modules as well as being a ‘stand-alone’ module. 		
<p>Commendations</p>		
<p>Recommendations</p>		



STANDARD 10 ASSESSMENT

Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
10.1 Assessment criteria, and required standards for progression, must be clearly articulated	✓	
<p>Evidence Examined</p> <ul style="list-style-type: none"> - Assessment strategy - Examinations Policy - Continuous Assessment Procedures - Assessment Standards Learning Policy - Book of Modules - Panel discussion 		
<p>Comments</p> <ul style="list-style-type: none"> - Learning Outcomes used should match the level of the programme (e.g. avoid the use of ‘discuss’ or ‘describe’ and use relevant assessable verbs instead (e.g. evaluate / analyse). 		
<p>Commendations</p>		
<p>Recommendations</p>		



Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
10.2 Direct evidence must be provided on how students' competence in practical skills is objectively assessed	✓	
<p>Evidence Examined</p> <ul style="list-style-type: none"> - OSCE information - Panel discussion - Module assessments - Student discussions 		
<p>Comments</p> <ul style="list-style-type: none"> - The OSCE is planned to take place during the final work placement. Students have opportunity to revise tasks, review resources and be well prepared. DkIT offer workshops that cover coping strategies and feedback from students is positive. Detailed OSCE tasks, including examiner instructions, demonstrate a robust OSCE practical assessment. The use of Angoff provides a reliable and defensible marking scheme. - The OSCE blueprint appears to be mapped to the ACOVENE Dossier of Competences only. 		
<p>Commendations</p>		
<p>Recommendations</p>		



Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/ Minor Deficiency)
10.3 Appropriate procedures for quality assurance of assessment and grading must be implemented	X	minor
<p>Evidence Examined</p> <ul style="list-style-type: none"> - Quality Assurance Process - Examinations Policy - Continuous Assessment Procedures - External Examiner Duties and Responsibilities - Assessment Standards Learning Policy - External Examiner Reports - Panel Discussions 		
<p>Comments</p> <ul style="list-style-type: none"> - External Examiners provide independent and impartial quality assurance of the programme and their responsibilities include: <ul style="list-style-type: none"> o Review of draft examination papers and propose modifications and amendments where necessary o Verification that learning outcomes have been met o Ensuring that assessment processes are valid, reliable, fair and consistent 		
<p>Commendations</p>		
<p>Recommendations</p> <ul style="list-style-type: none"> - Internal review of all assessment methodologies should be in place prior to external scrutiny. 		



Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
10.4 Procedures for timely remediation, and of appeal, of assessment outcomes must be available	✓	
<p>Evidence Examined</p> <ul style="list-style-type: none"> - Appeals procedure - Panel discussions 		
<p>Comments</p>		
<p>Commendations</p>		
<p>Recommendations</p>		

VETERINARY COUNCIL OF IRELAND



VISITATION REPORT SUMMARY

Actions by institution:

Recommendations:	
Standard	Recommendation:
4.4	Training and standardisation for work placement supervisors should be developed and implemented.
6.2	an MoU with all organisations that are used for teaching or work placements must be in place.
10.3	Internal review of all assessment methodologies should be in place prior to external scrutiny.

Recommendations *must* be addressed to the satisfaction of the Veterinary Council for Ireland before accreditation can be confirmed. Re-accreditation programmes must address conditions within the timescales agreed, or as stipulated by the VCI


Date for response by institution

A response to the recommendations set out above, with a detailed action plan for resolution, is required by:	Date:
All conditions must be satisfactorily addressed by:	Date:

Accreditation or re-accreditation recommendation to the Veterinary Council for Ireland

Name of programme(s)	Accreditation category			Period of Accreditation	
	Full	Conditional	Provisional	Period (years)	
	✓			5 years	

Signatures

Chairman of visitation Panel:		Date:	26 th Nov 2020
<i>Please print name:</i>	Dr. Bertil Douw D.V.M.		

Signature of Principal or Chief Executive	Date:	
<i>Please print name:</i>		



VETERINARY COUNCIL OF IRELAND

On receipt of this document, the Course Provider must complete and return to the accreditation panel within 12 weeks

To Be Completed By the Accreditation Panel			To be completed by the Course Provider	To be completed by the Course Provider	To be completed by The Accreditation Panel	To be completed by The Accreditation Panel in Consultation with the Course Provider		
Standard	Non Compliance Category (Minor/Moderate /Major)	Detail of Non Compliance Requiring Corrective Action	Proposed Corrective Action	Proposed Completion Date	Assessment of proposed action and timeframe	Update (to be provided by the Course Provider to VCI at end of proposed completion date)	Status	
							Open	Closed (include date closed out)
4.4	minor	Training and standardisation for work placement supervisors should be developed and implemented.		12 weeks				
6.2	minor	an MoU with all organisations that are used for teaching or work placements must be in place		12 weeks				
10.3	minor	Internal review of all assessment methodologies should be in place prior to external scrutiny.		12 weeks				