



VETERINARY NURSING PROGRAMME ACCREDITATION

Visitation Report



VISITATION AND PROGRAMME DETAILS			
Name of school:	St Johns Central College Cork		Accreditation No:
Nature of visit:	Initial Accreditation	Re-accreditation	X Interim inspection
Names of Chair and Visitation Panel:	Bertil Douw (chair)		Arjan van Rossum
	Tina Parnell		Julie Dugmore (ACOVENE)
	Ann Marie Byrne		
Date of visit:	22-23 November 2017		
School liaison officer for this visit:	Redmond Jennings		
VCI liaison officer for this visit:	Yvonne Reville & Valerie Beatty		

Nature of courses for delivery/delivered:					
Higher education		Further education	X		
Small animal	X	Equine	X	Farm (food-producing animal)	X
Pattern of delivery:					
Full-time:	X	Part-time (day or block-release from employment)			
Name of veterinary nursing award achieved by students:					
QQI Level 6 Award 6M5153: Animal Science – Veterinary Nursing					
Is this award nationally accredited?				Yes	No
Name of accrediting body:		QQI			
Intakes and student numbers: Please indicate day of week students in college (day-release)					
1 st year	Intakes per year	48	Students per intake at present:	48	
	Month(s) commenced		Maximum VCI- approved capacity:		
2 nd year	Intakes per year	32	Students per intake at present:	32	
	Month(s) commenced		Maximum VCI- approved capacity:		
3 rd year (if applicable)	Intakes per year	N/A	Students per intake at present:	N/A	
	Month(s) commenced		Maximum VCI- approved capacity:		



Standard 1 Institutional Accreditation

Standard	Standard is Met	Standard is not Met (Specify Major or Minor Deficiency)
<p>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>	<p>Yes</p>	
<p>Evidence Examined related to this Standard</p> <p><i>The Veterinary Nursing course is given at the institute of further education: St John Central College Cork</i></p>		
<p>Comments</p> <p><i>The course is divided into 2 years, with separate qualifications awarded to each, by QQI</i></p> <p><i>The first year gives the QQI Level 5 Award 5M2768: Animal Care</i></p> <p><i>The second year gives the QQI Level 6 Award 6M5153: Animal Science – Veterinary Nursing</i></p>		
<p>Commendations</p> <p><i>The course has gone beyond the QQI requirements to fulfil the additional VCI requirements</i></p>		
<p>Recommendations</p> <p><i>none</i></p>		



STANDARD 2 FINANCIAL RESOURCES

Standard	Standard is Met	Standard is not Met (Specify Major or Minor Deficiency)
2.1 The programme must demonstrate adequate and sustainable financial resources to support its educational goals and support its mission	yes	
<p>Evidence Examined</p> <p><i>Brief summary of capital costs and budget and expenditure.</i></p>		
<p>Comments</p> <p><i>SJCC is a college for further education, which is proud to give people the opportunity of further education. Their aim is not to provide a separate budget within the college for veterinary nursing education, as they spread the cost over all courses given at this college. Funding is available and obtained from various sources, e.g. Board of Education, Solas and QQI. The panel recognises the exigencies involved in the distribution of financial resources across a multitude of programmes.</i></p>		
<p>Commendations</p> <p><i>The team recognises that while it is difficult to breakdown the numbers, the programme appears to be well resourced.</i></p>		
<p>Recommendations</p> <p><i>none</i></p>		



STANDARD 3. ORGANISATION AND MANAGEMENT

Standard	Standard is Met	Standard is not Met (Specify Major or Minor Deficiency)
3.1 The programme must develop and follow an appropriate mission statement	yes	
<p>Evidence Examined</p> <p><i>SJCC's Mission statement</i></p>		
<p>Comments</p> <p><i>none</i></p>		
<p>Commendations</p> <p><i>The combination of theory and practice is recognised as a core strength of the St John programme</i></p>		
<p>Recommendations</p> <p><i>The Veterinary Nursing programme's Aim & Objectives could benefit from an inclusion of more clearly stated graduate attributes in line with the VCI benchmarks and competencies</i></p>		



Standard	Standard is Met	Standard is not Met (Specify Major or Minor Deficiency)
<p>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>	<p>Yes</p>	
<p>Evidence Examined</p> <p><i>Human resources Section 3 of Application Form and general discussion with the staff.</i></p> <p><i>A flow diagram detailing organizational structure with explanation provided.</i></p>		
<p>Comments</p> <p><i>none</i></p>		
<p>Commendations</p> <p><i>none</i></p>		
<p>Recommendations</p> <p><i>none</i></p>		



Standard	Standard is Met	Standard is not Met (Specify Major or Minor Deficiency)
<p>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>	<p>Yes</p>	
<p>Evidence Examined</p> <p><i>Website, student handbook and prospectus. Admission policies, including interview process, very clearly stated.</i></p>		
<p>Comments</p> <p><i>none</i></p>		
<p>Commendations</p> <p><i>Staff are tracking student progression in line with results of the intake-interview. This supports the selection criteria applied through interview.</i></p>		
<p>Recommendations</p> <p><i>Level 5 progression opportunities require correction in the Prospectus, while these details are correct on the website.</i></p>		



Standard	Standard is Met	Standard is not Met (Specify Major or 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>yes</p>	
<p>Evidence Examined</p> <p><i>Student feedback forms, work-placement booklet has space for comment, staff meetings, open weekly meetings and monthly scheduled programme board meetings. Furthermore there are opportunities for telephone communication feedback with placement providers and a concurrent telephone log, site visit by staff.</i></p>		
<p>Comments</p> <p><i>There are a lot of opportunities for student feedback</i></p>		
<p>Commendations</p> <p><i>none</i></p>		
<p>Recommendations</p> <p><i>Include student representative at programme board level (perhaps meeting once or twice a semester). Ensure student feedback is incorporated into programme as/where appropriate.</i></p> <p><i>Report back on visit to placement practices to the students and meet both student and placement supervisor (separately) during placement visit.</i></p>		



STANDARD 4. HUMAN RESOURCES

Standard	Standard is Met	Standard is not Met (Specify Major or Minor Deficiency)
4.1 Institutions must provide sufficient numbers of teaching and support staff to underpin delivery of educational goals and student support	NO	<i>Major deficiency</i>
<p>Evidence Examined</p> <p><i>The Human Resources documentation, VCI Application Form, Staff CV's, SJCC's Revisit report 2012 - Section 4 Practical Placement Criteria B – "Students must be adequately supported and supervised while in placement. It was noted at the time that practices were visited on an annual basis by 2 registered persons, both of whom had a heavy work load"</i></p>		
<p>Comments</p> <p><i>Area of concern that this recommendation was not met. Furthermore, remote communication has since been discontinued so the work load has increased. Pastoral support during placement is not consistently provided to all students. No recognition of hours spent on placement visits or calls.</i></p>		
<p>Commendations</p> <p><i>The staff are working additional (non-paid) hours in an attempt to cover this requirement, which adds a lot of strain on staff and easily could affect their welfare.</i></p>		
<p>Recommendations</p> <p><i>Previous recommendation in visit report 2012 (4b: Appointment of a further registered person for Practice Placement monitoring) has not been implemented. Programme requires action plan for inclusion of a designated placement officer or recognition of hours. This recommendation is considered a matter of urgency and should be implemented prior to next student intake in 2018</i></p>		



Standard	Standard is Met	Standard is not Met (Specify Major or Minor Deficiency)
4.2 The Programme Director must have sufficient authority and support to manage the programme according to its mission statement	<i>NO</i>	<i>Minor deficiency</i>
<p>Evidence Examined</p> <p><i>Discussion with staff and programme director</i></p>		
<p>Comments</p> <p><i>There is limited time allocated for the programme director to develop and manage the programme.</i></p>		
<p>Commendations</p> <p><i>Collegiality within the team is great and currently overcomes the fact that there is limited time allocated for this.</i></p>		
<p>Recommendations</p> <p>Allocate sufficient hours for this core requirement</p>		



Standard	Standard is Met	Standard is not Met (Specify Major or Minor Deficiency)
<p>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.</p>	<p>yes</p>	
<p>Evidence Examined</p> <p><i>Human resources Section 3 of Application Form and general discussion with the staff. Discussion of Module Descriptors and who delivers the content.</i></p>		
<p>Comments</p> <p><i>Sick and maternity leave puts a lot of pressure on the 2 part-time RVN.</i></p>		
<p>Commendations</p> <p><i>A lot of effort is put in by veterinary practitioners and RVN</i></p>		
<p>Recommendations</p> <p><i>An extra RVN would be beneficial to cover unforeseen circumstances</i></p>		



Standard	Standard is Met	Standard is not Met (Specify Major or Minor Deficiency)
<p>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</p>	<p><i>NO</i></p>	<p><i>Major deficiency</i></p>
<p>Evidence Examined</p> <p><i>Standard is not met. No training available for individuals involved in supervising students on placement.</i></p>		
<p>Comments</p> <p><i>none</i></p>		
<p>Commendations</p> <p><i>Inclusion of mentor tutorials provided to students during work placements. There was a meeting organised for placement providers, but this should be more structured.</i></p>		
<p>Recommendations</p> <p><i>Formal training of veterinary practice staff in the supervision and objective assessment of students while on placement. This recommendation is considered a matter of urgency and should be implemented prior to next student intake in 2018</i></p> <p><i>Clear and comprehensive list of work placement clinical tasks in line with Day One Competencies, signed off by staff.</i></p> <p><i>The use of separate placement locations for Day placement and Block placement will ensure that students see different practices.</i></p>		



Standard	Standard is Met	Standard is not Met (Specify Major or Minor Deficiency)
4.5 Teaching staff must have appropriate opportunities for continuing professional development	yes	
<p>Evidence Examined</p> <p><i>General discussion.</i></p>		
<p>Comments</p> <p><i>Staff feel that all of their CPD requests are granted.</i></p>		
<p>Commendations</p> <p><i>Funding appears to be available for staff requesting CPD</i></p>		
<p>Recommendations</p> <p><i>Staff to complete a qualification in Learning and Teaching would benefit the staff and the course. VN and VP to maintain their clinical skills,</i></p> <p><i>A plan in place for regular appropriate CPD. A yearly plan for RVN – VP continuing education must be in place for their CVE requirements in compliance with to new VCI regulations.</i></p>		



STANDARD 5 PHYSICAL FACILITIES AND EQUIPMENT

Standard	Standard is Met	Standard is not Met (Specify Major or Minor Deficiency)
<p>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>	<p>yes</p>	
<p>Evidence Examined</p> <p><i>Tour of teaching and laboratory facilities.</i></p> <p><i>There are a number of lecture rooms, 2 practical laboratory rooms, and a clinical teaching room available, all reasonably well equipped.</i></p>		
<p>Comments</p> <p><i>Require more patient manikins – (e.g. cat). Assurance received that a process of procurement is under way to include manikins (pony, calf, sheep), suture kits, models for intravenous catheterisation.</i></p>		
<p>Commendations</p> <p><i>The teaching staff is trying to make best use of the rooms available for the students and coping well with the many changes in the college facilities that are ongoing at the moment</i></p>		
<p>Recommendations</p> <ul style="list-style-type: none"> - <i>More monitoring equipment for anaesthesia to be introduced to students</i> - <i>Procure more realistic limb models for bandaging e.g vetsimulators.com</i> - <i>X-ray machine - Refer to VNCP annual report 2015 ('a dedicated diagnostic imaging suite needs to be provided for the decommissioned X-ray machine') and subsequent correspondence. Replacing the light beam diaphragm with a decommissioned x-ray machine would provide the students with a more realistic learning experience.</i> 		



Standard	Standard is Met	Standard is not Met (Specify Major or Minor Deficiency)
5.2 Clinical facilities, including clinical skills laboratories and simulated facilities, must be representative of contemporary veterinary facilities in Ireland.	yes	
<p>Evidence Examined</p> <p><i>Tour of teaching and laboratory facilities and presentation of plans to refurbish facilities.</i></p>		
<p>Comments</p> <p><i>Panel noted that the skills laboratory is going to be temporarily relocated.</i></p>		
<p>Commendations</p> <p><i>The addition of the software programme "VetScope" is of great benefit to the programme.</i></p>		
<p>Recommendations</p> <p><i>None</i></p>		



Standard	Standard is Met	Standard is not Met (Specify Major or Minor Deficiency)
5.3 Adequate space must be provided for administrative requirements of the programme, and for pastoral support of students	<i>NO</i>	<i>Minor deficiency</i>
<p>Evidence Examined</p> <p><i>Tour of the facilities and discussion with staff</i></p>		
<p>Comments</p> <p><i>No private rooms available for conversations between staff, telephone conversations with placement practices and/or students</i></p>		
<p>Commendations</p> <p><i>none</i></p>		
<p>Recommendations</p> <p><i>Staff should have office space available for placement phone calls or meetings with students. This could possibly be included in church re-development.</i></p>		



Standard	Standard is Met	Standard is not Met (Specify Major or 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	yes	
<p>Evidence Examined</p> <p><i>General discussion during tour of the facilities and with staff & students</i></p>		
<p>Comments</p> <p><i>Rules and safety guidelines are given before each course and students are instructed to do a risk assessment of the placement</i></p>		
<p>Commendations</p> <p><i>Students are well aware of the importance of safety & safeguards, as instructed by staff during the programme</i></p>		
<p>Recommendations</p> <p><i>Written safety protocols for both labs and handling of animals</i></p> <p><i>Designated placement officer to formally evaluate the practices' policies on Health and Safety in accordance with VCI regulations.</i></p>		



Standard	Standard is Met	Standard is not Met (Specify Major or 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	yes	
<p>Evidence Examined</p> <p><i>Tour of external facilities.</i></p> <p><i>Students are exposed to the handling of veterinary medicines in the Cashman & O'Driscoll Clinic and at external work placements.</i></p>		
<p>Comments</p> <p><i>Students have no access to animal remedies and a pharmacy on campus.</i></p> <p><i>There is no information on the compliance with legislation at the placements, but veterinary practices are both audited by the VCI and the Department of Agriculture (DVO)</i></p>		
<p>Commendations</p> <p><i>none</i></p>		
<p>Recommendations</p> <p><i>Designated placement officer to formally evaluate the practices' policies on Health and Safety in accordance with VCI regulations in regards to the use of controlled drugs.</i></p>		



STANDARD 6. CLINICAL INSTRUCTION

Standard	Standard is Met	Standard is not Met (Specify Major or 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>yes</p>	
<p>Evidence Examined</p> <p><i>Discussions on field visits to large animal farm, Bovine, Ovine, Equine, and Porcine.</i></p> <p><i>Access to dogs via grooming, and also other common domestic animals via the work placements. Two cattle farms are used for bovine instruction, an equestrian centre and an Equine Veterinary Clinic are visited for horse education. Moorepark is also visited were students are exposed to pigs</i></p>		
<p>Comments</p> <p><i>Students with specific interest in e.g. horses, exotics or farm animals are encouraged to find suitable practices to get more hand-on experience and greater knowledge on these animals and their care.</i></p>		
<p>Commendations</p> <p><i>The staff goes to great efforts to familiarise the students with farm animals and equines</i></p>		
<p>Recommendations</p> <p><i>Exposure to small rodents (rabbit, Guinea Pig, hamster) can easily be added at little cost to SJCC, as these animals become more common as pets.</i></p>		



Standard	Standard is Met	Standard is not Met (Specify Major or Minor Deficiency)
6.2 There must be a written agreement with clinical placement providers and other organisations contributing to the veterinary nursing programme	yes	
<p>Evidence Examined</p> <p><i>Placement reports.</i></p> <p><i>There is a written agreement in place with the practices providing clinical placement. No such agreement seems to be in place with other organisations visited (farms etc.)</i></p>		
<p>Comments</p> <p><i>Written agreement with practice placements but no written agreement for farm visits.</i></p>		
<p>Commendations</p> <p><i>none</i></p>		
<p>Recommendations</p> <p><i>none</i></p>		



STANDARD 7 INFORMATION RESOURCES

Standard	Standard is Met	Standard is not Met (Specify Major or 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	yes	
<p>Evidence Examined</p> <p><i>Library tour and Book list.</i> <i>The Information Resource Centre (IRC) is located at the top floors of the building and provides students with textbooks, journals and gives them access to the internet via multiple computers available.</i> <i>Through the Moodle module all class notes are available and these ones are linked to web resources.</i></p>		
<p>Comments</p> <p><i>none</i></p>		
<p>Commendations</p> <p><i>none</i></p>		
<p>Recommendations</p> <p><i>Recommended reading list to be available to students (e.g. as part of module descriptors). Remove outdated publications and books and update reference material.</i></p>		



Standard	Standard is Met	Standard is not Met (Specify Major or Minor Deficiency)
7.2 The programme must equip students with the skills, including information retrieval and analysis, to become independent learners	yes	
<p>Evidence Examined</p> <p><i>Conversations with present and past students</i></p>		
<p>Comments</p> <p><i>none</i></p>		
<p>Commendations</p> <p><i>Students value the interaction of practical work with theory, which they feel stimulates them to study further into cases presented during the placements</i></p>		
<p>Recommendations</p> <p><i>Greater and/or Open access for students to Clinical Skills Lab for skills development and OSCE preparation.</i></p>		



STANDARD 8 ADMISSIONS AND STUDENT SUPPORT

Standard	Standard is Met	Standard is not Met (Specify Major or Minor Deficiency)
8.1 Admissions policies must be clearly articulated, including any provision for advanced entry/accreditation of prior learning, and must be transparent	<i>yes</i>	
<p>Evidence Examined</p> <p><i>Interview questions and MCQ, and admissions policy.</i></p>		
<p>Comments</p> <p><i>none</i></p>		
<p>Commendations</p> <p><i>none</i></p>		
<p>Recommendations</p> <p><i>none</i></p>		



Standard	Standard is Met	Standard is not Met (Specify Major or Minor Deficiency)
<p>8.2 Policies and procedures for student assessment, academic progression, and fitness to practice must be transparent and available to all students</p>	<p>yes</p>	
<p>Evidence Examined</p> <p><i>Discussion with deputy principal</i></p>		
<p>Comments</p> <p><i>Students are very aware of the requirements for passing the course</i></p>		
<p>Commendations</p> <p><i>A handbook regarding the assessment and appeals process is in place</i></p>		
<p>Recommendations</p> <p><i>The procedures for Repeats in Exam/CA/OSCE needs to be clearly communicated to all staff and students</i></p> <p><i>Work placement procedure – Immediate removal of work placement supervisor contribution to final grade until such time as supervisors are adequately trained in supervision and assessment.</i></p>		



Standard	Standard is Met	Standard is not Met (Specify Major or Minor Deficiency)
8.3 Formal mechanisms should be established for liaison between student representatives and those responsible for management of the programme	yes	
<p>Evidence Examined</p> <p>Discussions with students and the college</p>		
<p>Comments</p> <p><i>none</i></p>		
<p>Commendations</p> <p><i>Due to the small number of students an open door policy is in place with all staff</i></p>		
<p>Recommendations</p> <p><i>none</i></p>		



STANDARD 9 CURRICULUM

Standard	Standard is Met	Standard is not Met (Specify Major or 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 Skills and Competencies document (Appendix 1).</p>	<p>NO</p>	<p><i>Major Deficiency</i></p>
<p>Evidence Examined</p> <p><i>Module descriptors</i></p>		
<p>Comments</p> <p><i>Not all VCI competencies are clearly evaluated, there seems to be overlap in content and evaluation. It is not clear where all competencies are accessed.</i></p>		
<p>Commendations</p> <p><i>Staff is commended for recognising the overlap in content and assessment.</i></p>		
<p>Recommendations</p> <p><i>Constructively align all module Learning Outcomes, Indicative Content and Assessments. Also refer to Recommendation in Section 4.4 Clear and comprehensive list of work placement clinical tasks in line with Day One Competencies, signed off by VCI registered person/s. Remove overlap in Module content and assessments. This can be achieved outside of module descriptors if causing issues with QQI validated module descriptors. Module sizes should be reviewed, which are all 15 credits, and minimum 150 hours (including self-directed learning. Some modules require higher credits / contact hours than others on the basis of their content.</i></p>		



Standard	Standard is Met	Standard is not Met (Specify Major or 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>yes</p>	
<p>Evidence Examined</p> <p><i>Module descriptors, staff discussion and student interview.</i></p>		
<p>Comments</p> <p><i>none</i></p>		
<p>Commendations</p> <p><i>Soft skills are well covered within the programme.</i></p>		
<p>Recommendations</p> <p><i>none</i></p>		



STANDARD 10 ASSESSMENT

Standard	Standard is Met	Standard is not Met (Specify Major or Minor Deficiency)
10.1 Assessment criteria, and required standards for progression, must be clearly articulated	yes	
<p>Evidence Examined</p> <p><i>Module descriptors</i></p>		
<p>Comments</p> <p><i>none</i></p>		
<p>Commendations</p> <p><i>none</i></p>		
<p>Recommendations</p> <p><i>Constructively align Learning Outcomes, Indicative Content and Assessments. Reduce learning outcomes to a manageable number for each module.</i></p> <p><i>Provide students with clear guidelines to assessment requirements. List which modules are assessed via the OSCE-system.</i></p>		



Standard	Standard is Met	Standard is not Met (Specify Major or Minor Deficiency)
10.2 Direct evidence must be provided on how students' competence in practical skills is objectively assessed	<i>NO</i>	<i>Major Deficiency</i>
<p>Evidence Examined</p> <p><i>Student placement booklets and documents. OSCE exam documentation.</i></p>		
<p>Comments - Refer back to Section 4.4</p> <p><i>Student placement booklets include a task list appropriate for the level of training for level 5. Whereas, no competencies list of practical skills is in place for level 6 students on placement.</i></p> <p><i>OSCE exams in use are very limited in number, there is no examiner instructions for each exam which leads to inconsistencies in assessment. This does not provide a robust mechanism for assessment of practical skills.</i></p>		
<p>Commendations</p> <p><i>None</i></p>		
<p>Recommendations</p> <p><i>Formal training of veterinary practice staff in the supervision and objective assessment of students while on placement. Clear and comprehensive list of work placement clinical tasks for level 6 in line with Day One Competencies, for immediate implementation .</i></p> <p><i>A minimum of four OSCE examinations per discipline must be developed including clear and concise examiner instructions for each exam and implemented immediately.</i></p> <p><i>Discontinue Block placement training in Cashman & O'Driscoll practice as this poses a potential Conflict of Interest</i></p>		



Standard	Standard is Met	Standard is not Met (Specify Major or Minor Deficiency)
10.3 Appropriate procedures for quality assurance of assessment and grading must be implemented	yes	
<p>Evidence Examined</p> <p><i>QQI control</i> <i>College assessment document</i></p>		
<p>Comments</p> <p><i>none</i></p>		
<p>Commendations</p> <p><i>none</i></p>		
<p>Recommendations</p> <p><i>none</i></p>		



Standard	Standard is Met	Standard is not Met (Specify Major or Minor Deficiency)
10.4 Procedures for timely remediation, and of appeal, of assessment outcomes must be available	yes	
<p>Evidence Examined</p> <p><i>QOI control</i> <i>College assessment document</i></p>		
<p>Comments</p> <p><i>none</i></p>		
<p>Commendations</p> <p><i>none</i></p>		
<p>Recommendations</p> <p><i>none</i></p>		



VISITATION REPORT SUMMARY

Actions by institution:

Recommendations:	
Standard	Recommendation:
	<i>See attachment</i>

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)		
St Johns Central College Cork						
Veterinary nursing	X			5		

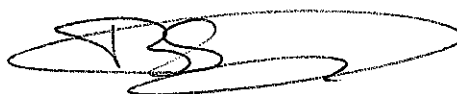
Signatures	
Chairman of visitation Panel:	Date: 1-2-2018
<i>Please print name:</i>	Bertil G. Douw D.V.M.

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

Attachment to Visitation Report Summary:
St Johns Central College Cork – 22/23 November 2017

Recommendations	
Standard	Recommendation
3.1	<i>The Veterinary Nursing programme's Aim & Objectives could benefit from an inclusion of more clearly stated graduate attributes in line with the VCI benchmarks and competencies</i>
3.3	<i>Level 5 progression opportunities require correction in the Prospectus, while these details are correct on the website.</i>
3.4	<i>Include student representative at programme board level. Ensure student feedback is incorporated into programme as/where appropriate. Report back on visit to placement practices to the students and meet both student and placement supervisor (separately) during placement visit.</i>
4.1	<i>Programme requires action plan for inclusion of a designated placement officer or recognition of hours. This recommendation is considered a matter of urgency and should be implemented prior to next student intake in 2018</i>
4.2	<i>Allocate hours for the Programme Director to manage the programme</i>
4.3	<i>An extra RVN would be beneficial to cover unforeseen circumstances</i>
4.4	<i>Formal training of veterinary practice staff in the supervision and objective assessment of students while on placement. Clear and comprehensive list of work placement clinical tasks in line with Day One Competencies, signed off by staff. The use of separate placement locations for Day placement and Block placement will ensure that students see different practices.</i>
4.5	<i>Staff to complete a qualification in Learning and Teaching would benefit the staff and the course. VN and VP to maintain their clinical skills, A plan in place for regular appropriate CPD. A yearly plan for RVN – VP continuing education must be in place for their CVE requirements in compliance with to new VCI regulations</i>
5.1	<i>- More monitoring equipment for anaesthesia to be introduced to students - Procure more realistic limb models for bandaging e.g vetsimulators.com - X-ray machine - Refer to VNCP annual report 2015 ('a dedicated diagnostic imaging suite needs to be provided for the decommissioned X-ray machine') and subsequent correspondence. Replacing the light beam diaphragm with a decommissioned x-ray machine would provide the students with a more realistic learning experience.</i>
5.3	<i>Staff should have office space available for placement phone calls or meetings with students. This could possibly be included in church re-development.</i>
5.4	<i>Written safety protocols for both labs and handling of animals Designated placement officer to formally evaluate the practices' policies on Health and Safety in accordance with VCI regulations.</i>
5.5	<i>Designated placement officer to formally evaluate the practices' policies on Health and Safety in accordance with VCI regulations in regards to the use of controlled drugs.</i>
6.1	<i>Exposure to small rodents (rabbit, Guinea Pig, hamster) can easily be added at little cost to SJCC, as these animals become more common as pets.</i>
7.1	<i>Recommended reading list to be available to students (e.g. as part of module descriptors). Remove outdated publications and books and update reference material.</i>
7.2	<i>Greater and/or Open access for students to Clinical Skills Lab for skills development and OSCE preparation.</i>
8.2	<i>The procedures for Repeats in Exam/CA/OSCE needs to be clearly communicated to all staff and students Work placement procedure – Immediate removal of work placement supervisor contribution to final grade until such time as supervisors are adequately trained in supervision and assessment.</i>
9.1	<i>Constructively align all module Learning Outcomes, Indicative Content and Assessments. Remove overlap in Module content and assessments. This can be achieved outside of module descriptors if causing issues with QQI validated module descriptors. Module sizes should be reviewed.</i>
10.1	<i>Constructively align Learning Outcomes, Indicative Content and Assessments. Reduce learning outcomes to a manageable number for each module. Provide students with clear guidelines to assessment requirements. List which modules are assessed via the OSCE-system.</i>
10.2	<i>Formal training of veterinary practice staff in the supervision and objective assessment of students while on placement. Clear and comprehensive list of work placement clinical tasks for level 6 in line with Day One Competencies, for immediate implementation . A minimum of four OSCE examinations per discipline must be developed including clear and concise examiner instructions for each exam and implemented immediately. Discontinue Block placement training in Cashman & O'Driscoll practice as this poses a potential Conflict of Interest</i>

Chairman of visitation panel:



Bertil Douw DVM

date: 1-2-2018