VETERINARY NURSING PROGRAMME ACCREDITATION

Visitation Report

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VISITATION AND PROGRAMME DETAILS					
Name of school:	UCD, School of Veterinary medicine				
Nature of visit:	Initial validation		Re-validation	X	Interim inspection
Names of Chair and Visitation Panel:	Bertil Douw D.V.M. (chair)			Arjan van Rossum	
	Julie Dugmore (ACOVENE)				
	Fiona Linnane R.V.N.				
Date of visit:	2-3 October 2019				
School liaison officer for this visit:	Michael Klotz				
VCI liaison officer for this visit:	Yvonne Reville				

Nature of courses for delivery/delivered:					
Higher education	X	Further education			
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:

BSc (Hons) Veterinary Nursing

Is this award nationally accredited?		Yes	X	No	
Name of accrediting body:	University College Dublin				

Intakes and student numbers: *Please indicate day of week students in college (day-release)*

1st year	Intakes per year	41	Students per intake at present:	41
	Month(s) commenced		Maximum VCI- approved capacity:	
2nd year	Intakes per year	39	Students per intake at present:	39
	Month(s) commenced		Maximum VCI-approved capacity:	
3rd year (if applicable)	Intakes per year	43	Students per intake at present:	43
	Month(s) commenced		Maximum VCI- approved capacity:	
4th year (if applicable)	Intakes per year	46	Students per intake at present:	46
	Month(s) commenced		Maximum VCI- approved capacity:	

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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.	*Yes*	

Evidence Examined related to this Standard
• *UCD* • *National accreditation* • *Website*

Comments
• *The veterinary nursing programme is benefitting from all the facilities and knowledge in place from the veterinary faculty and UCD.* • *The BSc (Hons) Veterinary Nursing is a Quality and Qualifications Ireland (QQI) validated programme*

Commendations

Recommendations

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	*Yes*	

Evidence Examined

- *Documentation provided by the college*
- *Meeting with the course director and college finance manager*

Comments

- *Increased wages are putting a mild strain on the budget*
- *Only part (40%) of any extra income generated out of services provided, are available to the college to invest in the college*
- *The veterinary nursing course is part of the college budget and does not have a separate budget.*

Commendations
- *The veterinary nursing course uses some resources of the veterinary college, reducing the cost for the college*

Recommendations

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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	*Yes*	

Evidence Examined

- *Veterinary Nursing (VTS2)- Academic year 2019/2020 Vision/values statement*

Comments

The Mission statement is reflected throughout the program content

Commendations

Recommendations

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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		*Minor Deficiency*

Evidence Examined

- *Power Point Presentation*
- *Organisational documentation*
- *Discussion with Programme Director*
- *UCD Self Evaluation Report*

Comments

The following meetings are held throughout the academic year:
- *Curriculum Committee, having initially met monthly, meets twice a semester*
- *Section Meetings attended by the core team are held twice a semester*
- *Programme Board meetings are held twice a semester*
- *Executive Board meets monthly*
- *Exam Boards are held at the end of each semester*

There appeared to be uncertainty within the team regarding what changes were being made to the programme and the need for greater communication was expressed.

From the documentation provided, the structure of the organisation was not clear and the panel were unable to ascertain direct lines of communication.

Commendations

Recommendations

Clear communication on planned changes within the programme is needed across all levels. The organisational structure should be defined to ensure clarity for both internal and external personnel

Standard	Standard is Met	Standard is not Met (Specify Major/Modearate/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	*Yes*	

Evidence Examined

- *Web-site*
- *UCD prospectus*
- *Discussions with programme team*
- *PowerPoint Presentation*

Comments

The importance of 'fitness to practice' should be highlighted to all applicants and year 1 students of the programme in promotional and course materials. Students / applicants should be made aware of the requirement to successfully perform the role(s) related to the Veterinary Nursing competencies (VCI / Acovene) on completion of the programme.

See also Standard 8.2

Commendations

Recommendations

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Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
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	*Yes*	

Evidence Examined
- *Self- Evaluation Report* - *Discussion with staff around placement feedback surveys and interviews* - *Interviews with students* - *Interviews with Alumni*

Comments
It was noted, by the Placement Officer, that student sessions post placement would be a useful addition for obtaining feedback on the placement experience. *The programme team and students confirmed that feedback was gathered via:* ▪ *Graduate survey questionnaires* ▪ *Employer survey questionnaires* ▪ *Focus Groups* ▪ *Module feedback surveys* ▪ *Individual tutor liaison* ▪ *Class Representatives* *Implement students feedback sessions post placement for all placement experiences.*

Commendations
Feedback on curriculum content from both students and teaching staff is acknowledged and actions implemented

Recommendations

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STANDARD 4. HUMAN RESOURCES

Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
4.1 Institutions must provide sufficient numbers of teaching and support staff to underpin delivery of educational goals and student support		***Minor Deficiency***

Evidence Examined

- *Course schedule*
- *Staff numbers and documentation of the courses provided*
- *Meeting with staff*
- *Presence of occasional lecturers*

Comments
- *The role of placement officer is only part-time (15hrs/week) though in the first semester of every year it requires a full-time position as third-year students are out on their placements in practices country-wide. Continuous support of the students and assessment of the placement is not guaranteed in the present situation.*
- *The core team is quite small and carries the burden of delivering the bulk of the programme.*

Commendations

- *The willingness of the placement officer to work overtime in order to be available outside her allocated hours and her support for the placement students is to be commended.*
- *Collegewide support on placements*

Recommendations

- *Continuous support from a placement officer should be available during the placements of students and time for assessment of these placements should be allocated.*
- *The core team should continuously be staffed sufficiently to ensure an uninterrupted delivery of the programme and support for the students.*

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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	*Yes*	

Evidence Examined
• *Meeting with the course director and staff* • *Implementation of plans*

Comments
• *Clear communication on planned changes within the programme is needed across all levels. (see also Standard 3.2)*

Commendations
• *Enthusiasm of the programme director and her international experience in other veterinary nursing education programmes*

Recommendations

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.	*Yes*	

Evidence Examined

- *Human resources, Curriculum vitae of full and part time lecturers provided to include responsibilities / involvement in the course*

Comments

- *Director of Veterinary nursing Dr Robin Farrell has a background in veterinary medicine and veterinary nursing.*
- *1 Full time RVN assistant professor*
- *4 Full time MVB assistant professors*
- *A combination of Veterinary Nurses and Veterinary Surgeons lecture on a part –time basis, including occasional lectures in specialty areas.*

Commendations

Recommendations

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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		*Minor Deficiency*

Evidence Examined

- *Practice visits*
- *Talks with practice supervisors*
- *Discussion with placements supervisor, staff and programme director*

Comments

- *At the moment the online courses for supervisors are not mandatory before a student starts his/her placement*
- *Students should receive training in the institute for practice placement and clinical placement to ensure consistency of assessments and work practice standards required.*

Commendations

The enthusiasm and willingness of the practice supervisors to help in the education of the students is to be commended

Recommendations

Training of placement supervisors in the practices should be mandatory and completed before students go out on their placements.

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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	*Yes*	

Evidence Examined
• *Web-site* • *Staff manual on academic policy and career development* • *Staff fees concession policy* • *Discussions with programme team*

Comments
Staff have access to a range of CPD opportunities, both in the area of Veterinary Nursing and in Learning & Teaching. *Research and teaching both form a substantial part of the (core) programme team duties. It is essential for both to be supported appropriately.*

Commendations
A number of the programme team have availed of the diploma in Learning and Teaching at UCD. This benefits both staff and students on the programme.

Recommendations

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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	_Yes_	
Evidence Examined _Tour of facilities to include:_ ▪ _Classrooms_ ▪ _Laboratories_ ▪ _IT rooms_ ▪ _Library_ ▪ _Lecture theatre_ ▪ _Clinical Skills Lab_		
Comments		
Commendations _Excellent clinical skills lab, with open access for students, containing a good range of animal mannequins, equipment and facilities._		
Recommendations		

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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.	*Yes*	

Evidence Examined
Tour of facilities to include: ▪ *Veterinary Hospital; small animal; large animal; equine* ▪ *Clinical Skills lab*

Comments
Exceeds all standards

Commendations
Excellent facilities. The staff should be congratulated on the inter-professional teaching between veterinary and veterinary nursing programmes both on the taught programme and within the clinical rotations at the veterinary hospital.

Recommendations

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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	*Yes*	

Evidence Examined
• *Tour of facilities* • *Discussion with pastoral team* • *Student discussion* • *Alumni discussion*

Comments
There is a structured support system in place that is well used by the students.

Commendations
Implementation of a meditation 'chill room' for students to utilise prior to examinations.

Recommendations

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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	*Yes*	

Evidence Examined
Tour of facilities   *Student interviews*   *Alumni interviews*

Comments
All students appreciated the quality and depth of the health and safety training given and confirmed this was implemented throughout the programme covering both college and placement activities.

Commendations

Recommendations

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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	*Yes*	

Evidence Examined
• *Tour of facilities*

Comments

Commendations
Physical facilities and equipment are excellent and of the highest standard

Recommendations

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STANDARD 6. CLINICAL INSTRUCTION

Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
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.	*Yes*	

Evidence Examined
• *Hospital on UCD grounds include separate canine, feline wards and large animal, equine outdoor pens , stocks area with fully assessable outdoor space along with quarantine facilities.* • *12 week external practice placements in stage 3 allows for further instruction in animal handling and clinical veterinary nursing procedures.*

Comments

Commendations
Physical facilities and equipment are excellent and of the highest standard

Recommendations

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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	*Yes*	

Evidence Examined
• *Veterinary Nursing student handbook for rotations in UCD hospital* • *Veterinary Nursing Journal of Practical skills* • *Module " External Clinical Placement " stage 3 , Supervisor signature log*

Comments

Commendations

Recommendations

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 *via* print and electronic textbooks, journals and other information sources must be provided	*Yes*	

Evidence Examined
Library tour   *Veterinary Nursing programme re-accreditation reference document 1*   *Discussions with programme team*   *Discussions with students / Alumni*

Comments

Commendations
Students have access to the entire UCD library stock *Wi-Fi and PC working stations are available, as well as library rooms bookable for project work.*

Recommendations

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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	*Yes*	

Evidence Examined
Module descriptors (incl. Learning Outcomes)   *Discussions with programme Team*   *Discussions with students / Alumni*

Comments
The Veterinary Nursing Project module (year 3) specifically deals with retrieval and analysis of information. *Some Learning Outcomes are general and should be revised at the next available opportunity (e.g. 'to regulate and direct own learning' should not be linked to a particular module, but be a clear component of the entire programme).* *See also Standards 9.2 & 10.1*

Commendations
Opportunities for students to develop 'soft skills' are interspersed throughout the programme.

Recommendations

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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	*Yes*	

Evidence Examined
• *Web-site* • *Admissions policy* • *Discussions with programme team*

Comments

Commendations
Admission to the programme is possible from a variety of pathways, including CAO, Mature, HEAR, DARE, FET. Clear admission routes and spaces are identified for each pathway.

Recommendations

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		*Minor Deficiency*

Evidence Examined

- *Web-site*
- *UCD prospectus*
- *Discussions with programme team*
- *PowerPoint Presentation*

Comments

The importance of 'fitness to practice' should be highlighted to all applicants and year 1 students of the programme in promotional and course materials. Students / applicants should be made aware of the requirement to successfully perform the role(s) related to the Veterinary Nursing competencies (VCI / Acovene) on completion of the programme.
This is especially relevant for potential students / applicants with disabilities or restrictions: They should be made aware at an early stage that some supports may not be appropriate to Veterinary Nursing competencies (e.g. it would not be appropriate to provide a 'scribe' as part of an OSCE).

See also Standard 3.3

Commendations

Recommendations

- *Applicants of the programme should be made well aware of the need to fulfil all VCI competencies in order to be fit to practise.*

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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	*Yes*	

Evidence Examined

- *Power Point presentation.*
- *Interviews with students*
- *Interviews with Alumni*

Comments

Both Alumni and students felt that their opinions and comments were taken seriously and actions readily implemented. First year students appeared unclear on the role and responsibilities of the class representative and the time involved with this activity.

Commendations

Recommendations

STANDARD 9 CURRICULUM

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Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
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.	*Yes*	

Evidence Examined

- *Self-assessment report*
- *Interviews with the staff*
- *Interviews with students*
- *ACOVENE Dossier of Competences mapping document*
- *VCI Benchmarks and Competences mapping document*

Comments

All VCI Benchmarks and Competencies were mapped throughout the modules and also referenced, where applicable, to clinical practice placement. On interview, students appeared unaware of the need to achieve these criterion in order to register as a veterinary nurse. UCD should consider mapping both VCI and ACOVENE requirements to the individual modules as this will help students understand their relevance to their learning.

Commendations

Recommendations

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Standard	Standard is Met	Standard is not Met (Specify Major/Moderate/Minor Deficiency)
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	*Yes*	

Evidence Examined
Module descriptors (incl. Learning Outcomes)   *Discussions with programme Team*   *Discussions with students / Alumni*

Comments
The Veterinary Nursing Project module (year 3) specifically deals with retrieval and analysis of information. *Some Learning Outcomes are general and should be revised at the next available opportunity (e.g. 'to regulate and direct own learning' should not be linked to a particular module, but is a clear component of the entire programme).* *See also Standards 7.2 & 10.1*

Commendations
Opportunities for students to develop 'soft skills' are interspersed throughout the programme. Soft skills, ethical awareness and professionalism form an obvious part of the programme and are highly valued skills to both employers and graduates.

Recommendations

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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	*Yes*	

Evidence Examined
• *Assessment explained at start of each module* • *Meeting with students*

Comments
• *Learning Outcomes should be clearly aligned to module content and assessment criteria.* • *Learning Outcomes used should match the level of the programme (e.g. avoid the use of 'knowledge' or 'understand' and use relevant assessable verbs instead (e.g. evaluate / analyse).* • *Some Learning Outcomes are too general.* • *Learning Outcomes should be updated / revised to reflect the above at the next available opportunity.* • *See also Standards 7.2 & 9.2*

Commendations

Recommendations

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	*Yes*	

Evidence Examined

- *Discussions with programme team*
- *Discussions with students*

Comments

Practical assessment currently taking place should be documented and could be increased on the programme. Some module descriptors currently indicate theory assessments of distinctly practical tasks (e.g. microscopy assessed though MCQ or essay).

Commendations

Recommendations

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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	*Yes*	

Evidence Examined
• *UCD internal moderation* • *External examiners* • *Appeals process*

Comments
If guest lecturers are used for assessment, training should be provided on assessment in order to ensure fair and consistent marking is in place.

Commendations

Recommendations

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	*Yes*	

Evidence Examined
• *Appeals process (web-site)*

Comments

Commendations
Changing the timing of final OSCEs (earlier) to allow for repeat OSCEs before graduation is highly commended and reduces some of the student anxiety related to this type of examination.

Recommendations

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VISITATION REPORT SUMMARY

Actions by institution:

Recommendations:	
Standard	**Recommendation:**
3.2	*Clear communication on planned changes in the programme and other issues, is needed across all levels and the organisational structure should be well defined for all involved.*
4.1	*Continuous support from a placement officer should be available during the placements of students and time for assessment of these placements should be allocated.*
4.1	*The core team should continuously be staffed sufficiently to ensure an uninterrupted delivery of the programme and support for the students.*
4.4	*Training of placement supervisors in the practices should be mandatory and completed before students go out on their placements.*
8.2	*Applicants of the programme should be made well aware of the need to fulfil all VCI competences in order to be fit to practise.*

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)	

Signatures			
Chairman of visitation Panel:		Date:	
Please print name:	Dr Bertil Douw D.V.M – M.V.B.		

Signature of Principal or Chief Executive		Date:	
Please print name:			

VETERINARY COUNCIL OF IRELAND

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

VETERINARY COUNCIL OF IRELAND

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)
3.2	**Minor**	*Clear communication on planned changes in the programme and other issues, is needed across all levels and the organisational structure should be well defined for all involved.*	**(1)Draft the VN curriculum committee terms of reference (2) Curriculum Strategy Day held to discuss programme development with all module coordinators present (3) Monthly section**	**All actions completed evidence provided in separate document**				

			meetings scheduled rather than twice a trimester (4)Established a central secure drive accessible to the core veterinary nursing team where minutes from section, stage, module coordinator and curriculum committee meetings will be housed (5)Create additional organizational charts				

| 4.1 | Minor | *Continuous support from a placement officer should be available during the placements of students and time for assessment of these placements should be allocated.* | (1)Faculty workload analysis and workload re-distribution completed (2)Administrative tasks will be streamlined across all placements and technology used to reduce admin load. | (1) Completed November 2019-February 2020 (2) Pilot in Sept 2020 | | | | |

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

VETERINARY COUNCIL OF IRELAND

4.1	Minor	*The core team should continuously be staffed sufficiently to ensure an uninterrupted delivery of the programme and support for the students.*	1)Faculty workload analysis and workload re-distribution completed	(1) Completed November 2019-February 2020				
4.4	Minor	*Training of placement supervisors in the practices should be mandatory and completed before students go out on their placements.*	Training should be centralized for all courses to avoid redundancy and excessive workload on the part of the supervising veterinary nurses who volunteer their time to train the students.	September or October 2020				

			Action: Bring this topic forward for discussion at the Irish Veterinary Course Providers					
8.2	Minor	*Applicants of the programme should be made well aware of the need to fulfil all VCI competences in order to be fit to practise.*	**(1) A request has been made to the UCD communications team to add a statement to the 2020/2021 veterinary nursing prospectus explicitly stating that in order to graduate and register as a**	**(1)Updated prospectus available online in July 2020** **(2) Completed**				

			veterinary nurse in Ireland students will need to sit and pass a skills competency exam. **2.The VCI/ACOVENE core competencies and the veterinary nursing code of conduct were added to the year one veterinary nursing professional skills module (September**				

			2019). The topics are covered in lecture/tutorial format during the first 2 weeks of class to ensure students are well aware of the expectations of the profession while they still have an option to withdraw and choose a different course.				