

# RCVS review of continuing professional development

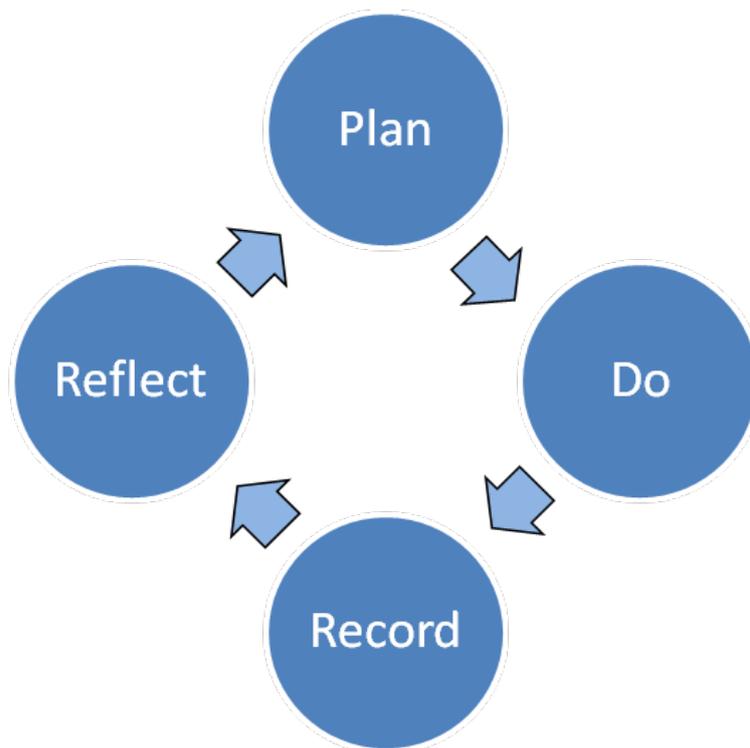
Proposals for an outcomes-based approach for veterinary surgeons and veterinary nurses

June 2016

We are consulting veterinary surgeons and veterinary nurses on proposed changes to our continuing professional development (CPD) and lifelong-learning policy, including the introduction of an outcomes-based approach. We would welcome your feedback and suggestions on the proposals set out in this document via our online consultation at [www.rcvs.org.uk/CPDconsultation](http://www.rcvs.org.uk/CPDconsultation) by **5pm on 29 July 2016**.

## The proposed new CPD model

Continuing professional development (CPD) should be relevant to the individual veterinary surgeon/veterinary nurse and their job role. It is proposed that the CPD cycle should contain the following mandatory components:



### Plan

The first step in the CPD cycle is for the veterinary surgeon/veterinary nurse to identify their CPD needs using a development plan, the starting point for which will be some brief information about his or her responsibilities and career aspirations.

The development plan should include learning needs and objectives and any areas of improvement that may have been identified as a result of significant events in the last year or feedback from colleagues and clients. This step can be undertaken as part of an established appraisal system and some workplaces may wish to consider introducing such a system if they do not already have one.

Although the RCVS has oversight of the individual professional, it is keen, wherever possible, to encourage best practice in organisations and it feels this change will complement internal staff development policies. Indeed, in larger practices, CPD may be targeted on interprofessional groups, and reported in that context.

CPD plans can be produced at any time of the year and can be added to or updated over time as things change. This is not to say that unplanned CPD cannot or should not be undertaken. CPD that did not feature within the original plan may result in very useful learning and may trigger other areas that can be added to the learning plan – the process should be iterative and dynamic.

The PDR system will be developed to include space for the development plan with some simple headings to guide veterinary surgeons and veterinary nurses through the planning process.

## Do

Having identified CPD that best meets their needs, veterinary surgeons and veterinary nurses would then embark upon the planned activity in a timely manner: planning can ensure that some key opportunities, such as conferences that happen infrequently, are not missed and facilitate attendance at sessions that are appropriate to the development plan.

A range of CPD activities should be encouraged: lectures and courses can be helpful but do not necessarily have the most impact on day-to-day practice.

## Record

It is important to keep a record of CPD undertaken, including any form of evidence, such as learning materials/notes or certificates. An updated and streamlined PDR system would provide a simple way of keeping these records.

## Reflect

Following the CPD activity, veterinary surgeons and veterinary nurses would be asked to reflect on the impact of the CPD by considering how it has or will enable them to maintain and develop their skills, and the difference that it will make to their practice.

There will be a section within the PDR system to make it simple to add reflective notes, to document the impact and benefits that a CPD event provided, based upon their reflections, and describe how the CPD activity enabled them to achieve outcomes that are included in their development plan.

Whilst more recently qualified veterinary surgeons and veterinary nurses will be very familiar with writing reflective notes, this may seem like a daunting task to some members of the profession. We would propose to provide a series of headings as a guide, for example:

- How did this CPD relate to your learning needs and objectives?
- What did you learn from the CPD activity?
- What difference will this make to your practice?

## New domains

It is proposed that we use three domains: **clinical**, **professional** and **leadership and management**, in order to encourage a variety of CPD activities. The following model, which has been adapted from that used by the Royal College of Surgeons, is proposed:

A. CPD classification	B. Principles of professional practice	C. Examples of related activities	D. Examples of CPD activities
<b>Clinical</b>	<p><b>Good clinical care</b></p> <p><b>Maintaining good clinical practice</b></p>	<p>Clinical knowledge, reasoning and skills updating</p> <p>Record-keeping, audit and use of IT</p>	<p>Postgraduate study, eg Certificates, Diplomas, Masters' degrees and Doctorates</p> <p>Clinical audit and research</p> <p>Journal clubs</p> <p>Visiting centres of excellence/collaborating with specialist colleagues' CPD courses, eg seminars, conferences, online courses, practical workshops</p>
<b>Professional</b>	<p><b>Relationships with clients</b></p> <p><b>Working with colleagues</b></p> <p><b>Teaching, training and supervising</b></p>	<p>Communication and interpersonal skills</p> <p>Client communication and management</p> <p>Teaching and mentoring</p> <p>Examining</p> <p>Appraising peers</p> <p>Ethics and research</p>	<p>Postgraduate study, eg Certificates, Diplomas, Masters' degrees and Doctorates</p> <p>Formal training to teach and educate</p> <p>Formal training as an examiner</p> <p>Formal training to support colleagues</p>

	<p><b>Professional practice</b></p> <p><b>Health and wellbeing</b></p>	<p>Editing and reviewing</p> <p>Work and representative duties with the RCVS, Veterinary Associations and Specialist Organisations</p> <p>Work with government and national agencies</p> <p>Situational and contextual leadership</p> <p>Teamwork</p> <p>Legal work</p>	<p>Training in interpersonal skills, committee work, etc</p> <p>IT training</p> <p>Writing clinical, scientific and other scholarly research papers, preparing grant applications and making other contributions to the development of the profession</p> <p>Relevant CPD courses, eg seminars, conferences, online etc</p>
<p><b>Leadership and management</b></p>	<p><b>Lead and responsible positions within the service delivering care</b></p>	<p>Line management</p> <p>Work as Clinical Lead</p> <p>Governance/Effectiveness Lead</p> <p>Membership of Specialty Training Committees, Veterinary Association Committees, etc</p>	<p>Management training</p> <p>Postgraduate study, eg Certificates, Diplomas, Masters' degrees and Doctorates</p> <p>College, other Veterinary Association administrative meetings including special interest groups</p> <p>Professional visits, eg inspections, examinations</p> <p>Relevant CPD courses, eg seminars, conferences, online etc</p>

The CPD Working Group acknowledges that moving immediately to an outcome-based approach that does not measure hours may be a significant step for the profession and therefore proposes that the current time requirement of 105/45 hours over a rolling three-year period should be retained.