



VETERINARY COUNCIL
OF NEW ZEALAND
Te Kaunihera Rata Kararehe o Aotearoa

Continuing Professional Development

Information for Veterinarians



CONTINUING PROFESSIONAL DEVELOPMENT – INFORMATION FOR VETERINARIANS

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INTRODUCTION

The Veterinary Council is charged with protecting the public interest by ensuring that veterinarians are competent and fit to practise on an ongoing basis. The Veterinarians Act 2005 gives the Council a number of mechanisms to achieve this purpose including promoting and encouraging high standards of professional education and setting minimum practising standards.

As registered professionals, veterinarians are expected to maintain their competence in their area of practice, whether this is clinical work or education, research, regulatory, management or consultancy roles. Commitment to life-long learning, reflective practice and quality assurance activities are central to maintaining and enhancing performance and, by extension, to ensuring the public can expect high professional standards.

The right to practise as a veterinarian is recertified each year through the issue of a practising certificate. Before issuing a practising certificate the Council must be satisfied that the veterinarian concerned has met the practising standards of the Act. These now include participation in CPD activities which have been prescribed as a minimum practising standard by Notice in the New Zealand Gazette.

For the issue of a practising certificate in 2014 and every year thereafter, you will be required to declare, and if necessary demonstrate, your level of involvement, over the previous three years, in activities aimed at maintaining and enhancing your competence and performance.

Our records show that the vast majority of veterinarians are actively engaging in continuing professional development, with most well exceeding the previous recommended level of participation. As such the new system is a formalisation and recognition of the investment veterinarians already make to quality improvement.

For most veterinarians, compulsory CPD will not require any more activity than they are already undertaking. However, there is a minority for whom adequate CPD will be a new activity and it is this group that may be at the greatest risk of failing to maintain essential competencies.

Sufficient flexibility has been built into the new CPD framework to allow all veterinarians to meet the requirements. We recognise that veterinarians practise in a variety of contexts. Therefore the framework should be viewed as context driven, with veterinarians relating CPD activities to their areas of work.

SUMMARY

The new CPD framework is designed to be flexible enough for veterinarians to earn CPD points from a variety of activities but structured enough so that the CPD is effective for the maintenance of high professional standards.

The previous points based system has been continued. Using points instead of hours allows for different weightings based on the value of the CPD activity undertaken and ensures continued alignment with overseas jurisdictions.

CPD activities are classified into three broad areas: continuing veterinary education, collegial learning and self-directed learning.

The previous 'structured' and 'unstructured' categories have been removed and there is greater emphasis on keeping records, and evidence of, CPD participation.

The ambit of CPD activities has been widened to encompass activities previously categorised as unstructured (e.g. self-directed reading/research, case review, collegial interactions). This recognises different learning styles, promotes reflective practice and helps address barriers to participation. These activities can be claimed as CPD points if learning occurred and sufficient evidence of participation, and/or a reflective record of learning outcomes and impact on work, is kept.

There is also greater focus on interactive collegial activities, as practising in isolation is a known and significant risk factor in poor performance.

The main features of the framework are:

- classification of CPD activities into the following three categories:
 - o continuing veterinary education e.g. conferences, workshops, assessed online learning, in-house seminars, studying towards a qualification, giving presentation, peer reviewed publications and refereeing
 - o collegial activity e.g. in-house training, peer discussion and review activities, supervision and mentoring, journal and study groups, case presentations, QA activities, on-line discussion forums, those parts of CVE and self directed activities that involve interactive peer- to-peer learning
 - o self-directed learning e.g. reading and research, on line learning, case/procedure research and review,, publications, CPD planning, learning diaries
- a requirement to accumulate at least 60 relevant and verifiable CPD points over three years, a minimum of 15 points being in each of the Collegial and Continuing Veterinary Education areas
- the requirements to be met by all practising veterinarians irrespective of hours of practice
- a broad interpretation of what counts as CPD – provided it has relevance to, and benefits your work
- the responsibility for deciding on appropriate CPD resting with the veterinarian. Guidance on acceptable CPD is provided, but the Council is not proposing to accredit CPD providers or activities at this stage
- the first 3-year cycle starting on 1 April 2011

- CPD records being kept. Active participation in relevant learning activities must be able to be demonstrated and verified, for the activity to count towards CPD points. Evidence of participation must therefore be kept. Where the activity is difficult to verify (for example self-directed learning) or where learning is not the prime purpose of the activity (for example, participation in Best Practice Accreditation or professional body meetings) your participation can be counted towards CPD points if the learning and impact on your work is recorded and retained in a reflective record
- veterinarians declaring their CPD points, in each of the three categories, annually in the first two years and from 2014 onwards providing an annual declaration that they have met the CPD requirements relevant to their area(s) of practice over the previous three years
- compliance monitoring: the first audits will be carried out in the first quarter of 2014 and will assess CPD undertaken between 1 April 2011 and 31 December 2013 (on a prorated basis over 2.75 years).

Appendix 1 contains a summary of the CPD categories, points allocation, and examples of evidence/verification requirements. Appendix 2 lists examples of CPD activities but this is not exhaustive.

Although the framework establishes certain minimum requirements, these will not be enforced in a black and white manner. The system is flexible and will recognise the particular circumstances of individuals and employing organisations. Failure to meet the points requirement in a particular category will not necessarily be an issue, provided the veterinarian is able to demonstrate that they have taken appropriate steps to maintain their competence and enhance their performance.

THE CONTINUING PROFESSIONAL DEVELOPMENT FRAMEWORK

What is Continuing Professional Development (CPD)?

CPD is a continuous process by which veterinarians acquire, maintain and enhance the skills and knowledge needed to ensure competent performance in their chosen area of practice. The aim is to maintain and develop an individual veterinarian's ability to practise to a high standard through a process of life-long learning.

The emphasis is on maintaining competence and enhancing your performance in your area of work. As such, CPD means more than just attending or participating in an activity to collect CPD points. To get the most benefit you need to be planning what CPD to do, evaluating the benefits and reflecting on how the learning can be applied to your day-to-day practice.

Who participates?

All practising veterinarians, irrespective of hours of practice, or area of practice, must meet the continuing professional development requirements.

This is because:

- competence does not relate to the hours you work, but to the standard of work performed. A veterinarian working 20 hours per week must maintain the same level of competence as a colleague working 50 hours
- veterinary 'practice' in this context is wider than clinical practice. It includes reporting or giving advice in a veterinary capacity, regulatory and compliance functions, teaching, consultancy, research and management, given that such roles influence clinical practice and impact on the public interest.

For new graduates the requirements apply from the time of registration. However, it is recognised that, for most new graduates, their CPD needs in the first few years of practice will be around onsite peer support and mentoring and not necessarily formal educational opportunities.

The general expectation, to undertake CPD relevant to the area of practice, also applies to specialists. If required, specialists must be able to demonstrate that their CPD focused on their area of specialty and was appropriate for this level.

Non-practising veterinarians (i.e. those who do not hold a current practising certificate) are not required to comply with the CPD requirements to maintain their non-practising status on the Register of Veterinarians. However, evidence of CPD is one of the most important factors Council takes into account when considering applications from veterinarians wishing to resume work after a break of three or more years.

If you plan an extended break from veterinary practice, aim to maintain some level of CPD activity during your non-practising year(s) if you intend to return to work. This will reduce the level of CPD to be done in your practising years and meet the intent of CPD. Veterinarians returning to work who have not practiced in New Zealand for 3 or more years will be subject to the Council's "Policy on Recency of Practice" which will include consideration of the type and amount of CPD undertaken during that period.

What can CPD cover?

CPD needs to cover activities that maintain and enhance your performance bearing in mind the competencies you are expected to maintain in your area of work.

It is rare for veterinarians to practise the full range of activities they were trained in. CPD should relate to your area of practice, or an area you are seeking to move into. For example, if you are engaged in non-clinical regulatory work you are expected to engage in CPD to maintain your skills and knowledge in the relevant regulatory area.

If your work is restricted to a particular area of clinical practice, but you occasionally practise in other areas, for example, in an on-call situation, or you are engaged in non-clinical work but occasionally do clinical locums, you should keep up-to-date with broad developments in these areas to ensure that your patients receive appropriate care and that appropriate referrals are made. Refer to Questions 9 and 10 in Appendix 5 for further guidance.

What will qualify for CPD points?

A large variety of learning activities contribute to professional development and by extension enhanced performance. Broadly speaking, any activities you undertake which result in the revision/retention of your current knowledge and skills, or the acquisition of new knowledge and skills, can qualify for CPD points.

The onus is on you to determine whether useful learning occurred. If it didn't then don't apply CPD points to the activity.

The framework classifies CPD activities into three categories of continuing veterinary education, collegial learning activities and self-directed learning.

You are required to collect a minimum of 60 verifiable and relevant CPD points over every 3 year period with a minimum of 15 points in each of the Collegial Learning Activity and Continuing Veterinary Education areas.

Some CPD activities may qualify for CPD points in more than one section. You may choose which section to allocate the points to for that activity; however, each activity may only be claimed once.

What is Continuing Veterinary Education?

Continuing veterinary education (CVE) activities are structured learning opportunities which normally have defined educational aims and have some form of assessment or verification of participation by the provider, e.g. postgraduate courses; conferences, seminars and workshops; and online assessed learning. CVE can also include the learning associated with preparing formal presentations or peer-reviewed publications.

A detailed list of CVE examples is included in Appendix 2. This is not exhaustive.

The Council does not accredit or approve CVE providers or activities.

You can be assured that your choice of 'formal' continuing veterinary education opportunities will qualify as acceptable CPD if:

- **the activity has defined educational aims, objectives or learning outcomes that relate to your professional development needs**
- **the content reflects accepted practice and has a scientific/evidence base**
- **the provider has sufficient expertise to develop and run the course**
- **any bias or conflict of interest on the part of the provider is declared**
- **(ideally) there is some form of post activity evaluation or reflection**

CVE activities provided, for example, by universities, colleges, NZVA (and comparable professional associations), organisations affiliated with the OIE (World Organisation for Animal Health) and large employers would normally meet these criteria.

Whether or not you claim the activity as CPD points will depend on your evaluation of its benefits to your practice.

What are Collegial Learning Activities?

Collegial learning activities (CLA) are planned or unplanned interactive engagement or exchanges with colleagues that result in learning. Collegial learning most often takes place in the local environment. It is interactive, outcome oriented and promotes reflective practice. Collegial learning may take place with veterinary or non-veterinary colleagues.

Engaging in reflective practice is associated with improved performance and professional and personal growth. Research in other professions indicates that the most effective CPD is that which is based on the individual's work environment.

Examples of collegial learning activities include: case presentation/discussion sessions; joint treatment planning and patient management sessions; journal and study groups including online discussion groups; quality assurance (QA) activities and the learning associated with providing mentoring or supervision or participating in professional body meetings.

A detailed list of CLA examples is included in Appendix 2. This is not exhaustive.

Unless there is documented evidence of participation (and preferably some detail on the educational aims and objectives of the activity) you must document (and retain) what you have learned and the impact on your work, in a reflective record, for it to qualify for CPD points.

What are Self-directed Learning Activities?

Self-directed learning activities (SDL) involve individuals taking the initiative to update their knowledge and skills using available resources, often in response to a particular issue that has arisen. SDL is an increasingly important component of maintaining competence and enhancing performance in the face of the rapid expansion of scientific knowledge and accessibility of information.

Examples of self-directed learning include case/procedure research and review; preparatory reading and research for specific activities such as exam preparation, teaching and providing expert opinion; updating knowledge via journal and book reading, AV and web-based means and preparing articles for publication.

A detailed list of SDL examples is included in Appendix 2. This is not exhaustive.

Unless there is documented evidence of participation and detail on the educational aims and objectives of the activity, you must document (and retain) what you have learned and the impact on your work, in a reflective record, for it to qualify for CPD points.

What is a reflective record?

This is a written summary of your reflections on what you learned from a CPD activity, and how this might benefit your practice.

Examples of reflective records are included in Appendix 4.

Reflective records are required if you wish to claim an activity for CPD points in situations where there is no easy means of verifying your participation (such as a certificate of attendance) and no easy way of identifying the learning objectives of the activity.

Reflective records can encompass one or more activities and can be as long as you want them to be. They must demonstrate appropriate reflection on the outcomes of the learning activity, not simply describe the activity that occurred.

Planning CPD activities

You should review your CPD needs and plan ahead so you can make the most of development opportunities as they arise. Developing a CPD plan is recommended (with 2 points per annum able to be claimed under the SDL category). Try to include clearly defined learning objectives that are specific, measurable, attainable, realistic and timely (SMART).

As a first step to developing a CPD plan it is useful to undertake a self-assessment, identify your skills requirements (or developing areas you wish to move into) and direct some of your CPD activities to those identified requirements.

Planning ahead will also enable you to take part in more effective and focused activities, rather than attending seminars and other events and finding out they did not meet your needs.

When planning your CPD keep the following points in mind:

- Learning is most effective when it is goal-directed. Identify your learning needs and plan to meet them. This could be part of an appraisal process at work.
- The learning should relate to your daily work and may encompass such areas as communication skills, stress management, other management and leadership skills development, as well as the technical areas in which you are involved.
- Aim for a mix of activities to ensure a balanced approach. Note that you must achieve a minimum of 60 points in a 3 year cycle with a minimum of 15 points each in the Collegial Learning Activity and Continuing Veterinary Education categories.
- Keep the emphasis on learning outcomes and skills acquisition, rather than simply recording attendance at courses.
- There are benefits for both employers and employees if the CPD is part of an appraisal process at work. It keeps the learning focused on outcomes and encourages budgeting of time and resources to achieve the outcomes.

Examples of completed CPD plans are included in Appendix 3. The template is available electronically on the Council's website at <http://www.vetcouncil.org.nz/contProfDevel.php>

Keeping a CPD record

You must keep sufficient and credible records of your CPD activities for the previous 3 years. Longer is recommended. Copies of these records may be required by the Council as part of the compliance audits or in the event of complaints or concerns being raised.

As a minimum, it is recommended that your CPD record include:

- a list of the CPD activities undertaken including date, time involved, location and brief description of the activity
- supporting evidence, e.g. certificate of attendance; letter of enrolment; copy of paper; minutes and agenda; or a reflective record of the learning and impact on your work (in situations where other means of verification are not available).

Appendix 1 contains examples of the evidence you need to keep to ensure your participation can be verified in each category of activity. Further ways to verify your participation are included in the CPD plan and CPD record examples in Appendices 3 and 4.

Record your CPD as it happens. Keep a CPD record, along with auditable records of participation in the activities logged.

Examples of completed CPD Activity Summaries and Reflective Records are included in Appendix 4. The templates are available electronically on the Council's website <http://www.vetcouncil.org.nz/contProfDevel.php>

Do NOT leave it to the last minute to start recording your CPD. If you are required to produce records for a Veterinary Council compliance audit it will be difficult and time consuming to produce validated records retrospectively.

If you are asked to provide your records to Council, you can expect that the type and appropriateness of CPD undertaken will be examined.

Find out whether your employer has a system for recording CPD participation and check out the semi-automated electronic recording system NZVA has developed for members to maintain their CPD records.

It will be easier for you if you use the templates on the Council's website or the systems offered by NZVA or your employer. But this is not a requirement. Your record can be as simple as a spiral bound exercise book in which your reflection on self-directed and collegial activities can be recorded. Conferences and seminars, online course outlines and copies of receipts can be pasted in. Record learning outcomes and impact on your work as they occur as well as cumulative points gained.

Compliance with CPD requirements

The Council no longer requires you to provide a detailed CPD return as part of your application for an annual practising certificate.

Instead you must declare your CPD points, in each of the three categories, annually and from 2014 provide a self declaration that you have met the Council's requirements relevant to your declared area/s of practice for the previous 3 years.

Compliance monitoring of the three year cycle requirements will occur. It is intended that this will involve a mixture of random and targeted selection. The Council may also audit the accuracy of the annual points declarations in 2012 and 2013.

Veterinarians selected for audit will be requested to provide their CPD records within 10 working days in a letter which will precede their APC application. Demographic information will be sought and clear instructions provided on what to do.

To stagger the audit workload, CPD records may be requested at any time during the year.

The audit will assess the CPD undertaken. This will include an assessment of the type and appropriateness of CPD for your area of practice.

The system is flexible and will recognise the particular circumstances of individuals and employing organisations. Failure to meet the minimum category requirements will not necessarily result in action being taken provided you are able to demonstrate that you have maintained standards and taken steps to maintain your competence and enhance your performance.

In the event of concerns, the emphasis in the first instance will be rehabilitative and supportive with the Council working with you on ways to comply.

If you satisfy the audit requirements you will be recertified and issued with your annual practising certificate. This will be the outcome for most veterinarians.

Veterinarians who do not satisfy CPD requirements, or have provided inadequate or misleading information, will be required to submit supplementary material and may be required to discuss their options with the Council. Depending on the circumstances, outcomes may include:

- the issue of an APC with a further audit during the year
- conditions being placed on the veterinarian's practice e.g. practising under the oversight of another veterinarian until compliance with CPD requirements can be demonstrated
- a referral to the Council's competence screening programme and the possibility of a full competence assessment
- non-issue or suspension of the veterinarian's APC.

YOUR RESPONSIBILITIES

You have a responsibility to ensure that you maintain and continue to develop your professional knowledge and skills. Participation in the CPD Framework is compulsory for all registered, practising veterinarians and should be seen as continuous process of maintaining and enhancing skills, knowledge and performance.

You are required to collect a minimum of 60 verifiable and relevant CPD points over every 3 year period with a minimum of 15 points in each of the Collegial Learning Activity and Continuing Veterinary Education areas.

Ultimately, the judgment of what should count as CPD will vary for each individual, and it is therefore up to you to decide how best to undertake your CPD. It is your responsibility to keep a record of your CPD and to keep evidence verifying your participation.

Refer to Appendix 5 for answers to common CPD questions.

APPENDIX 1: CPD FRAMEWORK¹

Collegial Learning Activity (CLA)		Continuing Veterinary Education(CVE)		Self-Directed Learning (SDL)	
2 hours = 1 point unless otherwise stated	Note: where intended learning outcomes and evidence of participation are available (e.g. provided by event organiser) vets can use these as verification. Otherwise a reflective record which documents learning/impact on practice is required.	1 hour = 1 point unless otherwise stated	Note: where intended learning outcomes and evidence of participation are available (e.g. provided by event organiser), vets can use these as verification. Otherwise a reflective record which documents learning/impact on practice is required.	2 hours = 1 point unless otherwise stated	Note: Reflective records are encouraged (though not required) for all CPD activities and unless otherwise required may be claimed for additional CPD points under this SDL category.
Minimum of 15 points over 3 years		Minimum of 15 points over 3 years			
See Appendix 2 for examples of activities	Examples of Verification/Evidence	See Appendix 2 for examples of activities	Examples of Verification/Evidence	See Appendix 2 for examples of activities	Examples of Verification/Evidence
Peer-to- peer learning	Appropriate record of activity and participation (e.g. case studies, copy of case presentation or review, letter from specialist or mentor, referral report etc) and/or reflective record	Tertiary institution courses	Certificate/Letter of enrolment and evidence of participation or attainment.	Updating knowledge or preparatory reading/research	Name of publication/ author/pages; Website URL and topic plus reflective record or critical literature review
Providing direct mentoring or supervision <i>Capped at 9 points per 3 year cycle</i>	Appropriate record of activity and participation, (e.g. letter from recipient or their name and signature on CPD record) and/or reflective record	Other structured and assessed post-graduate level training programmes	Certificate/Letter of enrolment and evidence of participation or attainment.	Audio/video/DVD/ online learning (non-assessed)	Appropriate record of activity (e.g. website URL and topic) plus reflective record
Peer group activities with an educational focus	Appropriate record of activity and participation (e.g. minutes or agenda of peer group meeting) and/or reflective record.	Conferences, seminars, lectures and workshops	Certificate/Evidence of attendance/Employer verification and/or reflective record	Case/procedure/topic research and/or review	Appropriate record of activity (e.g. name of publication/author or website URL /notes of discussions with colleagues) plus reflective record
Professional body or group meetings <i>Capped at 9 points per 3 year cycle</i>	Appropriate record of activity and participation, (e.g. excerpts from relevant meeting minutes, finalised policy or guideline document) and/or reflective record	Formal scientific or CVE presentations to peers	Copy of presentation/Letter from host organisation/Employer verification. <i>1 hour presentation = 4 points for first time presented only</i>	Publications (not peer reviewed)	Copy of paper/article/ newsletter/ report/protocol/information leaflet /guidelines/business plan etc <i>Capped at 20 points per 3 years</i>
Components of CVE or SDL that comprise collegial learning.	Appropriate record of activity and participation (e.g. certificate/employer verification) and/or reflective record	Peer reviewed publications	Copy of publication. <i>Capped at 20 points per 3 years</i>	Developing a CPD plan <i>Capped at 2 points p.a.</i>	Copy of CPD plan or Personal Development Plan relevant to area of practice
		Refereeing for peer reviewed publications	Acknowledgement from editor. <i>Capped at 4 points per 3 years</i>		
Quality/performance management activities	Appropriate record of activity and participation (e.g. audit report, copy of performance assessment, employer verification) and/or reflective record	Assessed lectures, reading, audio/video or online learning	Certificate/Evidence of participation and attainment/Employer verification/Letter of results	Completing reflective learning records <i>For activities where not otherwise required</i>	Reflective learning records documenting learning and impact on practice
Other		Other		Other	Reflective learning records

¹ Appendix 2 contains a non-exhaustive list of examples of appropriate CPD activities.

APPENDIX 2: EXAMPLES OF CPD ACTIVITIES

Collegial Learning Activity (CLA) 2 hours = 1 point unless otherwise stated. At least 15 points over 3 years Examples of activities which can be claimed as CLA points if learning occurs through interactive peer contact:	Continuing Veterinary Education(CVE) 1 hour = 1 point unless otherwise stated. At least 15 pts over 3 years Examples of activities which can be claimed as CVE points if learning occurs:	Self-Directed Learning (SDL) 2 hours = 1 point unless otherwise stated Examples of activities which can be claimed as SDL points if learning occurs:
Peer group activities with an educational focus <ul style="list-style-type: none"> - journal clubs - study/discussion groups - online discussion forums e.g. online VetScholar Forums - team meetings e.g. VA regional team meetings, etc 	Tertiary institution courses University /Polytechnic courses including distance and online options, e.g. <ul style="list-style-type: none"> - veterinary postgraduate programmes - other relevant postgraduate programmes such as Business Studies, Management, Education, Agriculture, etc 	Updating knowledge or preparatory reading/ research For lecturing, teaching, tutoring, auditing, assessing, providing expert opinion, examining/studying for membership examinations, maintaining technical knowledge, etc
Providing direct mentoring or supervision. For: <ul style="list-style-type: none"> - undergrad and postgrad students - specialist or College membership candidates (including research supervision) - new graduates, NZNVE candidates and veterinarians returning to work - new employees e.g. in a MAF environment, etc 	Other structured and assessed post-graduate level programmes <ul style="list-style-type: none"> - ACVSc membership and fellowship programmes - (Sydney) Centre for Veterinary Education distance education programmes - RCVS Certificate, Diploma and Fellowship programmes, etc 	Audio/video/DVD/online learning (non-assessed) <ul style="list-style-type: none"> - multi-media or web-based education or research - podcasts, webinars, audio-tapes, CDs, etc
Peer-to-peer learning <ul style="list-style-type: none"> - case presentations - in-house training and instruction - discussions with colleagues, specialists and experts e.g. case review, MAF 'Lessons Learned' sessions - observing practice - clinical/surgical rounds - joint treatment planning and patient management sessions - receiving mentoring and/or supervision, etc 	Conferences, seminars, lectures and workshops <ul style="list-style-type: none"> - NZVA, AVA, ACVSc, OIE events - VA National or Regional conferences - ACVM Roadshows - MAF science seminars - Technical/scientific courses provided by industry - In-house workshops and seminars that meet the definition of CVE - Webinars that meet the definition of CVE, etc 	Publications (not peer reviewed) <ul style="list-style-type: none"> - article for VetScript, Surveillance, Biosecurity Welfare Pulse, conference proceedings, NZVA special interest branch or practice newsletters - review of books and articles - information leaflets - practice protocols, procedures and policies - published case studies, etc
Professional body or group meetings <ul style="list-style-type: none"> - professional body or other meetings with an educational content such as guideline, standard or policy development - working as an assessor or reviewer for the Council or other bodies, etc 	Formal scientific or CVE presentations to peers <ul style="list-style-type: none"> - presentations to conferences, seminars - technical presentation to industry or peer groups that meet the definition of CVE, etc 	Case/procedure/topic research and/or review <ul style="list-style-type: none"> - web-based reading/research - discussions with colleagues - reading of journals, articles and books - written reviews, summaries or notes, etc
Components of CVE or SDL that comprise collegial learning. <ul style="list-style-type: none"> - 'hands-on' practical learning - wetlabs and workshops - interactive sessions during conferences, seminars and workshops, etc 	Peer reviewed publications <ul style="list-style-type: none"> - published articles in peer-reviewed journals, books or reports e.g. NZVJ - formal peer-reviewed reports on technical issues - refereeing for peer reviewed publications e.g. scientific journals, etc 	Developing a CPD plan <ul style="list-style-type: none"> - reviewing CPD needs - formulating SMART learning objectives - writing a CPD plan
Quality/performance management activities <ul style="list-style-type: none"> - accreditation and audit e.g. ISO, NZVA Best Practice, AsureQuality, MAF - peer review and self assessment questionnaires - performance assessment/planning/ 360 degree feedback,etc 	Assessed lectures, reading, audio/video and online learning. <ul style="list-style-type: none"> - VA e-learning modules - VetLearn VetScholar modules - Centre for Veterinary Education Time on Line courses - Quizzes based on presentations, seminars or journal articles - Written or on-line assessment tests, etc 	Completing reflective learning records <ul style="list-style-type: none"> - documenting actual learning outcomes and impacts on practice
Other	Other	Other

APPENDIX 3: CPD Plan Examples

Name	Gina Katt	Latest update		Review date	1/12/11
Date plan created	1/12/10	Time span of plan	1/1/11 – 31/12/13	Area of practice	Companion Animal Clinician

CLA = Collegial Learning Activities

SDL = Self- directed Learning activities

CVE = Continuing Veterinary Education

Identified development area	Goals and objectives	Actions Required	Evidence	Likely CPD points
Ultrasound	Become skilled in diagnostic ultrasound Ensure the practice has 2 vets skilled in this area	Arrange mentoring with skilled colleague. Estimate 1 hour per week for 20 weeks and 30 minutes per week for 30 weeks	We both sign off on this activity and this plus my notes and my completed reflective record of learning outcomes and impact becomes my evidence/verification	17.5 CLA
		Work through practice DVD tutorial and textbook Estimate 2 hours per week for 10 weeks		10 SDL
Cardiology	Publish one case, or a case series, in an article/s in the CAS Newsletter in 2013. This will embed and use the knowledge gained in ultrasound and ensure that cardiology cases are worked up well for potential inclusion in a series.	Self-study. Estimate at least 30 hours over the 3 year period	My notes and the published article	15 SDL
Dermatology	Enhance current knowledge and skills	Enrol in a VetScholar course in 2012. Three modules each worth 8 CVE points if passed	Certificate	24 CVE
Ethics	Update knowledge of revised VCNZ Code of Professional Conduct requirements	Participate in the 2 webinars in May 2011 – attend one in person and the other online. Estimate 2 hours per webinar	Certificate or other evidence of attendance to be provided by organisers and/or reflective record Copy of submission	4 CVE
		Read the draft Code and provide comments to VCNZ by 1/6/11. Estimate 6 hours		3 SDL
Professional	Keep up to date with professional issues	Participate in Branch meeting discussion with NZVA CEO and Veterinary Resource Manager on current issues. Estimate 3 hours	Notes of meeting or evidence of attendance provided by Branch or reflective record	1.5 CLA
CPD	Regularly review learning needs and plan ahead to ensure more effective and focussed CPD	Review CPD at least annually	CPD plan	6 SDL
Total Points				80

Note that the required 60 points over the three year cycle will be well exceeded if all goes to plan. Keeping a log of reading and case research and recording attendance, learning outcomes and impact on practice at seminars and veterinary meetings attended over the three year cycle will see the average veterinarian generously exceeding the minimum requirements.

APPENDIX 3: CPD Plan Examples

Name	John Boss	Latest update		Review date	1/12/11
Date plan created	1/12/10	Time span of plan	1/1/11 – 31/12/13	Area of practice	CEO/Practice Manager

CLA = Collegial Learning Activities

SDL = Self-directed Learning activities

CVE = Continuing Veterinary Education

Identified Development Area	Goals and objectives	Actions Required	Evidence	Likely CPD points
Management	Enhance leadership and people management skills	Attend Wilf Jarvis Four Quadrant Leadership course run by NZIM in 2011 – three 7-hour days	Certificate of attendance	21 CVE
	Improve personal effectiveness	Read Stephen Covey's "Seven Habits of Highly Effective People" and Kerry Spackman's "The Winner's Bible" and apply lessons learned to daily work practice. Estimate 2 hours a week in 2011	My notes and reflective record of learning outcomes and impact	50 SDL
		360 degree peer review/ feedback with 5 vets in the practice four times a year. Estimated 2 hours per session	My reflective record of learning outcomes and impact	60 CLA
	Maintain and develop veterinary business management skills	Continue active participation in NZVA Veterinary Business Management Committee in 2011 and 2012. Estimate two 6-hour meetings a year	Minutes of meetings and/or my reflective record of learning outcomes and impact	12 CLA
Ethics	Update knowledge of revised VCNZ Code of Professional Conduct requirements	Participate in the 2 webinars in May 2011 – attend one in person and the other online Estimate 2 hours per webinar Read the draft Code and provide comments to VCNZ by 1/6/11. Estimate 6 hours	Certificate or other evidence of attendance to be provided by organisers or reflective record Copy of submission	4 CVE 3 SDL
CPD	Regularly review my learning needs and plan ahead to ensure more effective and focussed CPD	Review CPD at least annually	CPD plan	6 SDL
Total Points				156

Note that the required 60 points over the three year cycle will be well exceeded if all goes to plan. A great deal of management work is involved with peer-to-peer activities including mentoring, supervision and performance/quality management. All learning arising out of these activities can be counted towards CPD points provided participation and learning can be verified or a reflective record is kept. This also applies to reading.

APPENDIX 3: CPD Plan Examples

Name	Jenny Ready	Latest update		Review date	1/12/11
Date plan created	1/12/10	Time span of plan	1/1/11 – 31/12/13	Area of work	Regulatory – Biosecurity

CLA = Collegial Learning Activities

SDL = Self-directed Learning activities

CVE = Continuing Veterinary Education

Identified Development Area	Goals and objectives	Actions Required	Evidence	Likely CPD points
Exotic disease and risk response	To improve future responses	Attend formal 'Lessons Learned' session with colleagues at the end of each response. Estimate 16 hours per year	Notes of sessions or reflective record of learning outcomes and impact	24 CLA
		Targetted reading of articles and books to research information required for specific responses or specific preparedness work. Estimate 20 hours each year	Record of publications and my written reflections on learning outcomes and impact	30 SDL
IT Skills	Enhance Excel skills	Attend in-house or external training Estimate 4 hours	Certificate or employer verification of attendance and/or reflective record	4 CVE
Technical knowledge	Maintain and enhance technical knowledge and skills	Attend formal Journal Club sessions Estimate twice a year for 2 hours	Copy of formal learning outcomes or my reflective record of learning outcomes and impact	6 CLA
		Attend relevant MAF science seminars and 6 monthly MAF/Massey days Estimate 16 hours per year.	Certificate or employer verification of attendance and/or reflective record	48 CVE
		Presentation to MAF/Massey seminars	Copy of presentation	4 CVE
		Attend alternate NZVA conferences (Epi. Stream) Estimated two days, 7 hours per day	Certificate	14 CVE
		Prepare two articles for publication in "Surveillance" Estimate 5 hours for each	Copies of articles	5 SDL
Total Points				135

Note that the required 60 points over the three year cycle will be well exceeded if all goes to plan. Also the plan does not include a number of other activities where learning or positive operational impacts occur. For example, case or procedure research, work related workshops or lectures, participation in SIB meetings, formal technical presentations to industry groups, formal written responses on technical matters to Ministers or the public, collegial discussions on specific technical matters, formal in-house planning days, etc

APPENDIX 4: Example 1 – CPD Activity Record

Name		Tanya Teacher		Time span of plan	1/1/10 – 31/12/12		Area of practice	Teaching		
Activity No.	Date	Provider (where relevant)	Type and description of CPD Activity	Area/s of practice	Assessment	Evidence	Hours	Points		
								Collegial	CVE	Self-directed
								Min 15	Min 15	
1	27 Sep 2010		CLA peer group activity: Attended teaching and learning professional discussion group – topic marking and formative feedback	Education	None	Reflective Record completed. Letter of invitation	2	1		
2	7 Oct 2010	Massey University (in house training)	CVE Seminar: Staff performance appraisal methods	Management	None	Employer record of attendance	2		2	
3	11-15 th Oct 2010		SDL reading: Reviewed textbook for inclusion in teaching material	Companion animal	None	Reflective Record completed	6			3
4	13 Oct 2010	Purina	CVE lecture: by Deb Greco, visiting endocrinologist, on diagnosis and treatment of Cushings	Companion animal	None	Employer record of attendance	1.5		1.5	
5	18 Oct 2010	dnature	CVE workshop: Quantitative PCR	Veterinary research	None	Employer record of attendance	3		3	
6	26-29 th Oct 2010		SDL reading/research: Feline hyperthyroidism	Companion animal	None	Reflective Record completed	12			6
7	21 Oct 2010		CLA peer-to-peer learning: PCR technique	Veterinary research	None	Reflective Record completed	2	1		
8	1 Nov 2010		SDL reading: Read Cook et al(2010) Evaluation of the use of baseline cortisol concentration as a monitoring tool for dogs receiving trilostane as a treatment for hyperadrenocorticism <i>JAVMA</i> 237 (7): 801-805.	Companion animal	None	Reflective Record completed	0.5			0.25

Example 1 - Reflective Record

Activity No. (from Activity Summary)	Topic or publication details and/or CPD objectives	Learning outcomes (What I learnt or delivered)	Impact (How this has or may benefit my work)
1	Latest theory and principles of marking and formative feedback were presented and discussed with the aim of aligning/updating current practice in papers being taught	I learnt new techniques for formative feedback in teaching and the way these can be used to improve learning outcomes by students – in particular, how carefully crafted questions and immediate feedback can be used to displace common misunderstandings and reinforce correct concepts	These principles have been integrated into my current strategies for providing formative feedback to students; test questions and feedback has been rewritten where needed.
3	Rijnberk A and Kooistra HS (2010) (eds) <i>Clinical Endocrinology of Dogs and Cats</i> , 2 nd edition, Schlütersche Verlagsgesellschaft mbH & Co. KG, Hannover, Germany	Revised current knowledge and familiarised myself with the contents of this text for future ready reference and use in student teaching	My knowledge of clinical endocrinology was updated and this expert reference source identified for future use.
6	Performed literature search and evaluated all new literature (last 12 months) on feline hyperthyroidism for teaching preparation	Learnt about the use of cTSH assay in cats, carbimazole/methimazole therapeutic monitoring, effects of azotaemia on survival time post therapy, and the association of post-treatment hypothyroidism with azotaemia	My teaching of this topic now includes these latest findings and recommendations
7	Colleague demonstrated how to perform a PCR technique with me one-on-one	I gained hands-on experience performing this technique, including practical tips for optimising results and maintaining health and safety protocols	I learned a new research technique for study of canine disease which I now understand more fully and can apply in my research and describe in my teaching.
8	Cook et al(2010) Evaluation of the use of baseline cortisol concentration as a monitoring tool for dogs receiving trilostane as a treatment for hyperadrenocorticism. <i>Journal of the American Veterinary Medical Association</i> 237 (7): 801-805.	ACTH stim tests may not always be necessary for routine monitoring of dogs on trilostane	I better understand additional options for monitoring trilostane therapy in dogs.

APPENDIX 4: Example 2 – CPD Activity Record

Name		Gina Katt		Time span of plan	1/1/10 – 31/12/12		Area of practice	Companion Animal Clinician			
Activity No.	Date	Provider (where relevant)	Type and description of CPD Activity	Area/s of practice	Assessment	Evidence	Hours	Points			
								Collegial	CVE	Self-directed	
								Min 15	Min 15		
1	01/11/10		CLA performance management: Personal Review with vet BP	management	None	Review feed back doc. Plus reflective record	2	1			
2	03/11/10		CLA performance management: Personal review with TH	management	None	Review feedback doc Plus reflective record	2	1			
3	08/11/10		SDL procedure research and CLA mentoring: Review perineal hernia surgery; mentor BP through surgery	small animal	None	Surgical record Plus reflective record	2.5	1		0.25	
4	11/11/10		SDL publications and CLA peer-to- peer: Vet training session – the learning from the Fritz Wood Hill's seminar	small animal	None	Training documents (staff newsletter), practice diary. Plus reflective record	4	1		1	
5	12-16/11/10		SDL publications: Work on HSNO policy for BEST Practice committee	management	None	Reflective record completed, email trail, BP HSNO doc	16			8	
6	24/11/10	HVC	CVE seminar: Behaviour seminar – Steph Loader. I MC and co-present	small animal	None	Record of attendance. Plus reflective record	1.5		1.5		
7	27-29/11/10		SDL publication: Research and write article on roundworms for PAWS	small animal	None	Published article. Plus reflective record	6			3	
8	30/11/10		SDL publication: Research and write article on kidney stones for PAWS	small animal	None	Published article. Plus reflective record	4			2	
9	5-6/12/10		SDL publication: Research and write article on Breed specific diseases of Persian cats, and create Wellness Plan	small animal	None	Published article. Plus reflective record	7			3.5	

Note that in this example reflective records have been completed for every activity. This is encouraged, but is not a requirement if evidence of learning outcomes and participation is available through other means. Also the time taken to complete a reflective record, where not required, could also have been claimed for CPD points.

Example 2 - Reflective Record

Activity No. (from Activity Summary)	Topic or publication details and/or CPD objectives	Learning outcomes (What I learnt or delivered)	Impact (How this has or may benefit my work)
1	Staff review with BP	Discussed staff and client interactions, how we can improve vet productivity, scheduling cadaver surgeries	Underscored importance of regular follow-up with staff. I need to diary meetings with the vets 3 monthly and follow up particular issues much more thoroughly
2	Personal review with TH	Discussed staff and client interactions, productivity, personal development	Ditto
3	Review perineal hernia surgery; mentor BP through surgery	Surgical training to extend BP's repertoire and confidence	Improved range of surgical service
4	Vet training session – the learning from the Fritz Wood Hill's seminar	Communicating value, advocating wellness, capturing opportunity	Many excellent practical points. I have described the action points in a 4 page staff newsletter (# 64)
5	Work on HSNO policy for BEST Practice committee	HSNO is incredibly complex and far-reaching legislation and a nightmare to encapsulate into simple directives to make compliance straightforward for CA practices, let alone LA practices	Affirm general practice compliance but need better policy on spillage of some hazardous substances. Have drawn up this policy and distributed to staff for sign off
6	Behaviour seminar – Steph Loader. I MC and co-present	Insecurity is far more prevalent and subtle in dogs than I had realised	Better recognition of the subtle signs, and pre-emptive management to settle dogs in the practice. Body language, treats important
7	Research and write article on Roundworms for PAWS	The zoonotic risk may be understated. There are now effective ways of worming pregnant bitches to kill migrating larvae	We have been rather casual about worming. We need to particularly emphasise effective worming of the pregnant bitch and queen and early worming of pups/kittens. Ensure all staff read the PAWS article. Put on website
8	Research and write article on kidney stones for PAWS	Kidney stones can be a source of obscure colicky pain	Increased awareness of kidney stones, early detection and preventive care
9	Research and write article on Breed specific diseases of Persian cats, and create Wellness Plan	Lobbied strongly for the doll-face vs the flat-face	Help us create client awareness early in kittens life of the sort of preemptive care needed to keep the cat well. Need more links on website to good info on breed related diseases

APPENDIX 4: Example 3 – CPD Activity Record

Name		Jenny Ready		Time span of plan	1/1/10 – 31/12/12		Area of practice	Regulatory - Biosecurity		
Activity No.	Date	Provider (where relevant)	Type and description of CPD Activity	Area/s of practice	Assessment	Evidence	Hours	Points		
								Collegial	CVE	Self directed
								Min 15	Min 15	
1	16 – 18 Aug 2010		CLA peer-to-peer: Discussion with two students from Sydney University regarding role of OIE, WTO and the SPS agreement, and powers and purposes of Biosecurity Act	Regulatory	None	Reflective record completed	2	1		
2	20 Aug 2010		CLA peer-to-peer: Reviewed Risk Organism Response Procedure (RORP) with colleagues. DVDs produced by NZFSA and Fonterra	Regulatory	None	Reflective record completed	2	1		
3	24 Aug 2010	Science Strategy Group. MAFBNZ	CVE seminar: August Science Seminar – Considering Maori Values in Risk Assessment	Regulatory	None	Employer verification. Plus Reflective record completed	1.5		1.5	
4	26-27 Aug 2010	MAFBNZ / Prof Kambiz Maani	CVE workshop: Systems thinking workshop – a systems approach to problem solving	Regulatory	None	Employer verification. Plus reflective record completed	9		9	
5	16-17 Sep 2010	Epicentre, IVABS and MAF Biosecurity	CVE workshop: Attended 2 of 3 days of an Endemic Disease Surveillance workshop in Palmerston North – interactive workshop on current status and challenges facing the surveillance for endemic diseases in New Zealand	Epidemiology	None	Attendance certificate received	13		13	
6	20 Sep 2010		SDL reading: Reading through relevant OIE disease cards in preparation for ruminant exotic disease workshop with industry	Regulatory	None	Reflective record completed	2			1

In this example the time taken to complete a reflective record, where not required, could also have been claimed for CPD points.

Example 3 - Reflective Record

Activity No. (from Activity Summary)	Topic or publication details and/or CPD objectives	Learning outcomes (What I learnt or delivered)	Impact (How this has or may benefit my work)
1	Discussion with two students from Sydney University regarding role of OIE, WTO and the SPS agreement, and powers and purposes of Biosecurity Act	Refamiliarisation with the interaction between WTO SPS agreement and the OIE, and consequences of exotic disease detection on trade	Greater familiarity in response situations with potential impacts on trade
2	Reviewed Risk Organism Response Procedure (RORP) at processing site DVDs produced by NZFSA and Fonterra	Revised current knowledge	Knowledge of RORP at processing sites kept current
3	August Science Seminar – Considering Maori Values in Risk Assessment	Greater understanding of Maori values that need to be considered in any response or risk assessment	Has allowed pro-active identification of issues that may be considered to have impact on Maori
4	Systems thinking workshop – a systems approach to problem solving	Not looking at an issue in isolation, but seeing at as part of the bigger picture to improve the chance of coming up with the right solution	Reaffirmation of the value of “big picture” thinking with problem solving – e.g. in responses to incursion of exotic organisms
6	Reading through relevant OIE disease cards in preparation for ruminant exotic disease workshop with industry	Refamiliarisation in particular with the more obscure exotic diseases of ruminants	Able to provide useful guidance at workshop with industry on components of exotic disease control like vaccines, transmission routes and potential vectors

APPENDIX 5: Questions and Answers

1. Where can I find information about courses and other CPD activities?

Check out these links:

<http://www.vetspace.org.nz/>

<http://www.massey.ac.nz/massey/learning/programme-course-paper/programme-course-and-paper-search.cfm>

<http://www.massey.ac.nz/massey/learning/distance-learning/>

http://acvsc.org.au/info/home/continued_education/

<http://www.ava.com.au/Events>

<http://www.cve.edu.au/>

<http://www.rcvs.org.uk/education/postgraduate-education-for-veterinary-surgeons/>

<http://www.cve.edu.au/>

<http://www.rvc.ac.uk/cpd/Index.cfm>

<http://www.vetlearn.com/>

2. What CPD information do I have to collect and when do I have to send it to Council?

You must keep sufficient records of your CPD activities to demonstrate you comply with the Council's requirements. However it may be to your advantage to keep more extensive records of your CPD for employment or career development purposes. You can do this on your own, through your employer or the NZVA online CPD recording scheme. As a minimum your CPD record should include:

- a list of the CPD activities undertaken including date, time involved, location, description of the activity
- the required supporting evidence

Record keeping templates are available in electronic format on the Council's website at

<http://www.vetcouncil.org.nz/contProfDevel.php>

Don't send your records unless we ask for them.

3. Do new graduates have different CPD requirements?

No. However, it is recognised that, for most new graduates, the CPD needs in the first few years of practice will be around onsite peer support and mentoring and not necessarily formal educational opportunities. As such, some leeway will be provided to new graduates in the first three years of practice, in the unlikely event that they are not able to meet the CVE requirements.

4. Do specialists have different CPD requirements?

No. The general expectation, to undertake CPD relevant to the area of practice, applies to specialists. If required, specialists must be able to demonstrate that their CPD focused on their area of specialty and was appropriate for this level.

5. I only work part time. Do I have to collect 60 CPD points over 3 years?

Yes. All veterinarians wishing to renew their APC need to complete the minimum amount of CPD activity. The requirements are not onerous and the framework provides sufficient flexibility and a variety of low cost ways to enable those working part time to comply. You do not have to attend conferences to meet the continuing veterinary education requirements. You can do online courses instead. Or form a study group and invite experts to present on the learning needs you have identified. However, the Council will take account of exceptional circumstances. If your personal situation prevents you from meeting the requirements, raise this with the Council now. Write or ring the Council Registrar to discuss.

6. I am not practising as a vet but want to continue treating, and using restricted veterinary medicines on my own animals. Do I have to meet the CPD requirements?

You are still practising as a veterinarian if you access restricted veterinary medicines and carry out significant surgical procedures on your own animals. As such you must hold a practising certificate and are expected to remain up-to-date in the areas you continue to practise in. The requirements are not onerous and the framework provides sufficient flexibility and a variety of low cost ways to enable those in your situation to comply.

However, the Council will take account of exceptional circumstances. If you consider you will not be able to fully meet the CPD requirements, raise this with the Council now. Write or ring the Council Registrar to discuss. Council may decide to reduce the level of CPD you are required to undertake while placing conditions on your practice.

7. I am taking 12 months parental leave. Do I have to meet the CPD requirements?

The CPD cycle runs over three years in recognition that some flexibility is required to take account of personal circumstances. Although recommended, you do not have to do CPD during your leave, but will be required to meet the 60 points requirement over the previous three years when you next apply for a practising certificate.

8. I am a rural vet in solo practice. I can't take the time out to travel to conferences. Do I have to meet the CPD requirements?

The requirements are not onerous and provide greater recognition of distance and online learning opportunities. But remember that isolation is a risk factor for poor performance. You have a responsibility to ensure you maintain your competence for your own benefit, as well as the benefit of your clients and their animals.

However, the Council will take account of exceptional circumstances. If you consider you will not be able to fully meet the CPD requirements, raise this with the Council now. Write or ring the Council Registrar to discuss.

Council may require you to establish a collegial relationship and, with that colleague's help, devise a CPD programme with content to suit your needs and situation.

9. I work for MAF but occasionally do clinical locums. Do I have to meet the CPD requirements in both areas?

Not necessarily but you must undertake CPD relevant to both your roles. While your main CPD focus will be on maintaining and enhancing your performance in your MAF role you also need to keep up to date with major developments in the clinical areas you practise in so that your patients receive adequate care and appropriate referrals are made. It is recognised that referrals may not always be possible. In some circumstances, you will have time to update your knowledge through reading and research prior to providing treatment. In other circumstances, where this is not the case, you need to identify to the client the limits of your knowledge and skills and obtain and document their informed consent to proceed.

10. I am in mixed clinical practice. Do I have to maintain the same level of expertise and CPD across all species?

No. However, while your CPD focus should be in the main species you work with, you should endeavour to keep up to date with major developments in the other areas so that your patients receive adequate care and appropriate referrals are made. It is recognised that referrals may not always be possible. In some circumstances, you will have time to update your knowledge through reading and research prior to providing treatment. In other circumstances, where this is not the case, you need to identify to the client the limits of your knowledge and skills and obtain and document their informed consent to proceed.

11. I work for MAF in the Verification Agency (VA). VA has a range of programmes for maintaining and enhancing employees' skills and is developing an online recording system. Why do I have to meet the Council's requirements?

All veterinarians, regardless of where they work, have a responsibility, under the Veterinarians Act and subordinate legislation, to maintain and enhance their skills and knowledge. The Council recognises that employers, and particularly large employers, such as the Verification Agency, are best placed to ensure their employees maintain and enhance their performance. The Council's CPD framework is not intended to supersede this role. Council recognises that the requirement to maintain skills and knowledge can be achieved through ways other than strict adherence to the detailed requirements of its CPD framework. As such, we will work with large employers, on request, and as we have done with VA, to recognise/harmonise existing CPD programmes and recording systems with our requirements

The minimum requirements are not onerous and will be well exceeded if you participate in VA work-based learning activities such as team meetings, national or regional VA conferences and VA e-learning modules. You will be able to use the online recording system which VA is developing to record and verify your CPD activities.

See also VA CPD plan example in Appendix 3

12. I am doing postgraduate training. Do I have to do additional CPD?

Formal postgraduate training with a view to gaining a higher qualification in your chosen or related field of work fulfils the CPD requirements. However if you are continuing to work part-time and your study is in areas not related to this, you must undertake CPD relevant to your part-time work.

13. Is there a requirement to practise a minimum number of hours within any one year in order to be issued with an APC?

No. Practice hours do not constitute CPD activity. However evidence of relevant CPD is one of the most important factors Council takes into account when considering applications from veterinarians seeking to practise in areas they have not practised in for three or more years.

14. Why is there a limit on the points I can claim, for example, for a journal publication?

It is recognised that journal publication is a huge task, but on its own does not fulfil the expectation that CPD activities over the three year cycle will be sufficient to maintain and enhance performance.

15. Do courses run by commercial organisation, for example Pfizer and Hills, count for CPD points?

Substantial learning can occur from attending such courses providing the content is not distorted by commercial consideration. You are responsible for deciding whether CPD points should be assigned to such activities depending on whether or not you consider useful learning occurred.

16. If I have been subject to compliance monitoring in the past and have provided details and documentation of my CPD activities, will I be exempt from further compliance monitoring in the future?

No. It is possible that you will be asked to provide evidence of your CPD activities again.

17. What happens if I do not comply with the CPD requirements?

If you do not satisfy CPD requirements or have provided inadequate or misleading information you will be required to submit supplementary material and may be required to discuss your options with Council. If you consider that your individual circumstances prevent you from meeting the requirements, you should contact the Council now. Write or ring the Council Registrar to discuss your situation. The Council will work with you to identify ways you to assist you to comply. Depending on the circumstances, subsequent action may include:

- the issue of an APC with a further audit during the year
- conditions being placed on your practice, e.g. practising under the oversight of another veterinarian until compliance with CPD requirements can be demonstrated
- a referral to the Council's competence screening programme and the possibility of a full competence assessment
- non-issue or suspension of your APC

18. Will auditing of CPD records be complete before the issuing of APCs? If not, what happens if I have been issued with an APC but fail the audit?

Under changes sought to the Veterinarians Act via the 2011 Statutes Amendment Bill, you will be considered, on receipt of your APC application and fee, to be the holder of a practising certificate until the Council decides to issue it, issue it with conditions on practice, or decline it. Refer to answer above for what can happen if the audit is unsatisfactory.