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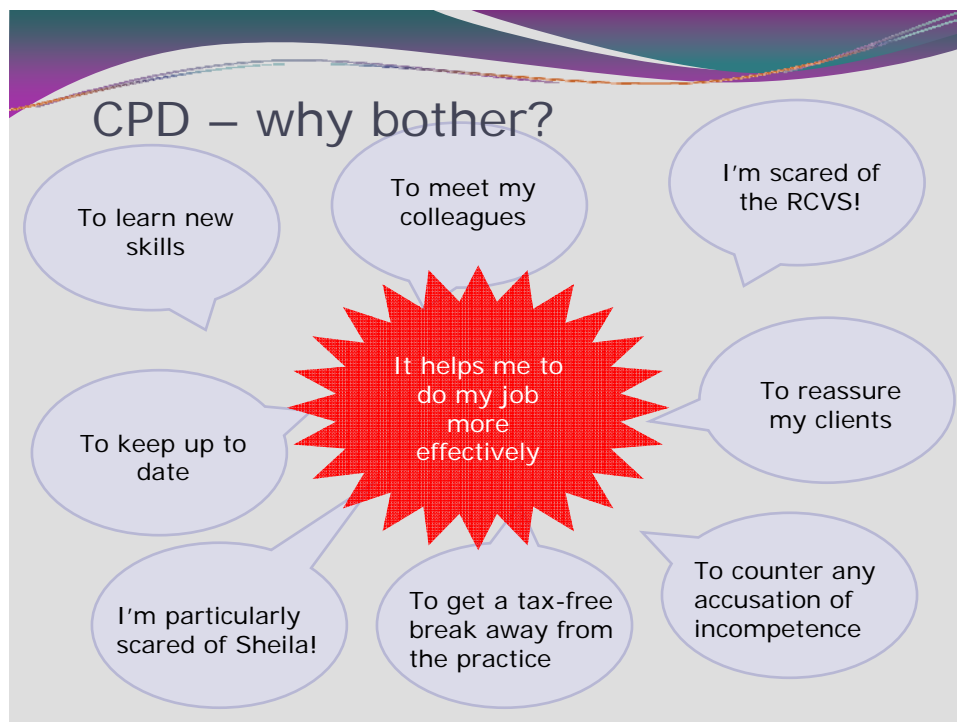


The CertAVP (VetGP)

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CPD for vets in practice – why bother?



CertAVP(VetGP) – an analogy

- 2001 SPVS Master Group established
- 2002 Modular Certificate working party set up
Masters Group reports to RCVS
- 2003 SPVS Doctorate group established
Clinical audit MSc group set up
- 2004 RCVS working party replaced by Prof Development subcom
- 2006 RCVS Certificate subcommittee established
First CertAVP launched
- 2007 New registrations for old Certificate ceased



CertAVP(VetGP) – an analogy stretched to ridiculous extremes:



65% Merlot,
30% Cabernet Sauvignon
5% Cabernet Franc
1% French nail clippings



Heretics plotting:



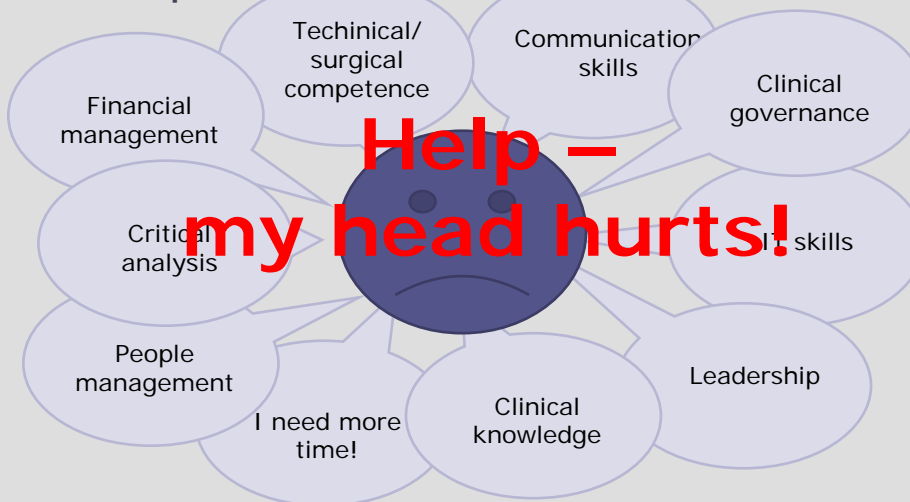
The Vet GP heresy:

- In order to become a more advanced general practitioner, you don't have to become more specialised
- There are skills specific to general practice that are separate to purely clinical skills, and CAN be learned
- Specialists are not always the best people to tell GP vets what they need to learn
- We are intelligent professionals with the ability to recognise and develop our own learning needs

What are the barriers to providing optimum patient and client care?



What skills do we most need to develop to overcome these barriers?



Do we want what we need?

Skill ranked in importance	% likelihood of obtaining them
1) additional clinical skills	90% (1 st)
2) leadership skills	52% (3 rd)
3) personal planning skills	27% (7 th)
4) time management skills	25% (8 th)
5) additional operating skills	69% (2 nd)
6) computer skills	44% (6 th)
7) client communication skills	47% (4 th)
8) practice planning skills	46% (5 th)

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Role of the new Certificate:

Education Strategy Steering Group Report

"A framework for 2010 and beyond (2002)":

"Achievement of a Certificate, or working towards Certificate modules, should become the norm for new practitioners"

"...not seen as quasi-specialist qualifications"

"A significant proportion of CPD provision should be geared to those modules"

"The standard of the RCVS Certificate must not be lowered in the process"
(that of a "competent practitioner")



The purpose of the CertAVP:

To develop and assess candidates:

- knowledge base (propositional knowledge)
- competence/ skills base
- cognitive and learning skills (process knowledge)

and to encourage transformative learning

RCVS bracketed CertAVP

RCVS oral over-view presentation for dermatology bracket		
'C' module e.g. derm 1 10 credits	'C' module e.g. derm 2 10 credits	'C' module e.g. derm 2 10 credits
'A' KEY PROFESSIONAL SKILLS 15 credits	'B' 1/2/3 10 credits	'B'O 5 credits

CertAVP(VetGP)

reflective essay		
'C' Clinical Audit 10 credits	'C' Consultation Skills 10 credits	'C' Responsibility and Practice 10 credits
'A' KEY PROFESSIONAL SKILLS 15 credits	'B' 1/2/3 10 credits	'B'O 5 credits



Clinical audit module

- Underpinning knowledge
- Implementation
- Process of audit



Communication skills module

- Consultation models
- Measurement of consultation skills
- Successful consultations
- Time management

Professional responsibility and practice module

- Managing Personal Performance
- Managing People
- Managing for Results

Experiential Learning

- what does it mean?

applying knowledge to your
day to day work

Experiential Learning

- what does it mean?

self-assessing and where
appropriate **developing**
new approaches to your
work

Experiential Learning

- what does it mean?

evaluating critically current
literature and research

Experiential Learning

- what does it mean?

applying your knowledge in
an original and creative way

Experiential Learning

- what does it mean?

tackling and solving
complex and unpredictable
issues and **communicating**
the conclusions to others



Experiential Learning

- what does it mean?

learning how to learn



Case studies (B1 module)

- Rationale for the case why you did what you did
- Clear understanding of clients expectation and needs (animal and human)
- A model of practice you can justify – what evidence base did you use?
- Process – a clear method of working

What's available currently?



What's on offer?

The programme consists of five elements spread over two years:

- Workshops
- Learning Groups
- Assessor feedback
- Manuals
- Virtual Learning Environment (Learning Net)



What's on offer?

Workshops

- 3-4 per year
- Designed to cater for each of the A, B & C modules
- Expert input and structured exercises
- Open to those not registered for the CertAVP



What's on offer?

Learning Groups (between workshops)

- 6-8 candidates
- Experienced facilitator to guide group and offer individual feedback and advice



What's on offer?

Assessor feedback

- Informal feedback as submission developed
- Aim to avoid putting in submissions that are unlikely to meet the required standard



What's on offer?

Manuals

- Available for each module
- Guidance and examples of reflective writing
- Workbooks for projects and audits (C mods)



What's on offer?

Learning Net

- Online discussion forum for students
- Templates and advice on the portfolio elements of the A & B modules
- Repository for resources and manuals
- Personal area for feedback and submissions



Alternative routes

- Workshops only
- A/B modules only (1 yr)
- Workshops with individual support

Why the SPVS/ Vetlearning route?

- Work-based learning
- Modular and structured
- Facilitated learning in peer groups
- Geared to the needs of practicing vets
- Assessed by evidence of learning

NOT

- Didactically taught
- Traditionally examined

Further information:

- www.vetlearning.co.uk
- www.rcvs.org.uk/modcerts
- www.spvs.org.uk
- Registrations & specific queries:

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