

Education Committee

Agenda for the meeting to be held on Tuesday 11 February 2020 at 10.00am

1.	Welcome and Apologies for absence	
2.	Declarations of interest	
3.	Minutes of the meeting held on 12 November 2019	Paper attached
4.	Matters arising	
5.	Education Department update	Oral report
6.	CPD <ul style="list-style-type: none"> a. CPD Audit b. Update from referral group c. CPD working party 	Paper attached Paper attached Paper attached
7.	Graduate outcomes <ul style="list-style-type: none"> a) Day 1 Competences Update b) PDP Update c) EMS/Clinical Education Update 	Paper attached Paper attached Paper attached
8.	Accreditation Review	Oral report
9.	Primary Qualifications Sub-Committee (PQSC) <ul style="list-style-type: none"> a. Report of sub-committee meeting held on 10 December 2019 b. Charles Sturt University c. Addendum to VCI MRA 	Paper attached Paper attached Paper attached
10.	Certificate in Advanced Veterinary Practice (CertAVP) <ul style="list-style-type: none"> a. Minutes from the meeting held on 28th November 2019 b. Project plan for the CertAVP review 	Paper Attached Paper Attached
11.	Advanced Practitioner Status Review <ul style="list-style-type: none"> a) Draft AP Evaluation Questionnaires 	Paper attached
12.	Specialists Sub-Committee	Paper attached
13.	Risk register	Tabled
14.	Any other business	

	Date of next meeting	5 May 2020 at 10am.

Britta Crawford
Committee Secretary
February 2020
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020 7202 0777

Education Committee membership

Professor Ewan Cameron

Mr Danny Chambers

Ms Linda Ford

Mrs Susan Howarth

Dr Richard Hammond

Mrs Susan (Sue) Paterson (Chair)

Dr Cheryl Scudamore

Professor Kenneth Smith

Professor James Wood

Student Members:

Mr Tobias Hunter

Ms Katie Fox

Officer Team observer: Ms Amanda Boag

Chairs of Education Subcommittees:

Professor Susan Dawson, PQSC

Professor Jill Maddison, CertAVP

Dr Joanne Dyer, EMA co-ordinators Liaison Group

Professor Stephen May, Graduate Outcomes Working Group

Mr John Fishwick, Specialist Recognition Subcommittee

Full terms of reference agreed by Council June 2015

1. The Education Committee shall set the policy for undergraduate and postgraduate education and training of veterinary surgeons and determine the requirements for those seeking registration, for the award of qualifications under the Charter, for continuing professional development, and for recognition as RCVS Advanced Practitioner and RCVS Specialist.
2. The Committee shall develop and keep under review education and training requirements for registration, and in particular shall:
 - define "day 1 competences" and advise on the content of the veterinary undergraduate curriculum;
 - oversee the approval process and ongoing monitoring of veterinary degrees and international recognition agreements, considering sub-committee reports on appointment of visitors, visitation reports, follow-up reports and annual monitoring reports from veterinary schools, sub-committee reports on overseas degrees from other accrediting bodies, and sub-committee reports on operation of the statutory membership examination;
 - make decisions on recognition of registrable veterinary degrees;
 - make recommendations to Council on the regulations governing the statutory membership examination and on the regulations governing practice by students.
3. The Committee shall develop and keep under review policy for continuing professional development, revalidation and postgraduate training and qualifications, and in particular shall:
 - define "year 1 competences" and monitor the postgraduate development phase;
 - set the requirements for and monitor continuing professional development within the profession;
 - develop and maintain a framework of College postgraduate awards, receiving reports from sub-committees on the standards for College-awarded certificates, diplomas and fellowships, examinations and accreditation of other recognised postgraduate qualifications as part of the framework;
 - define the requirements for RCVS Advanced Practitioner and RCVS Specialist status, receiving reports from sub-committees on the maintenance of lists for Advanced Practitioners and Specialists; and
 - recommend to Council amendments to the certificate and diploma and Fellowship bye-laws.

The Committee shall recommend fees to the Operational Board for candidates, examiners and visitors, Advanced Practitioners, Specialists and Fellows.

Meeting	Education Committee
Date	11 th February 2020
Title	2019 Monitoring of Registered Veterinary Surgeons' CPD
Classification	Unclassified
Summary	This paper provides the summary of the 2019 audit of CPD records of veterinary surgeons.
Decisions required	To note
Attachments	Annex A – Analysis of CPD Records
Author	Jenny Soreskog-Turp Senior Education Officer 0207 202 0701 j.soreskog-turp@rcvs.org.uk

Outcomes of the audit

1. The audit that was carried out in 2019 was the sixth annual audit of veterinary surgeons' compliance with CPD requirements within the RCVS Code of Professional Conduct.
2. Emails and letters were sent in September 2019, to a total of 1074 veterinary surgeons, including:
 - a. Group 1: A random sample of (670) registered veterinary surgeons.
 - b. Group 2: Vets who were audited last year and non-complaint of the overall requirement. (177)
 - c. Group 3: Any vet that was included in the 2017 CPD audit but did not respond to any communication from the RCVS. (28)
 - d. Group 4: Any vet who did not respond to any communication re PDP. (55)
 - e. Group 5: Any vet that selected 'no- they are not compliant' as part of the 2019 annual renewal. (144)
3. Veterinary Surgeons were asked to either send photocopies of their CPD record card for the years 2016-2018, or to confirm that they had recorded their CPD using the online professional development record (PDR).
4. The deadline for the return of records was the 29th November 2019.

Preliminary analysis of CPD records

5. Please see Annex A for a full report of the overall results.
6. The overall response rate for the 2019 audit was 94%, which is a small improvement compared to last year's audit.
7. Responses have been received from 1010 vets:
 - a. 820 vets are compliant with the CPD requirement of 105 hours over 3 years.
 - b. 190 vets whose records show that they are not currently compliant, but most of them have provided a plan to make up the hours to ensure that they are once again CPD compliant.
8. Compliance has dramatically increased in this audit with 81% now being compliant compared to 68% in 2018 and 70% in 2017.
9. The average number of CPD hours across the groups was 156. The range of hours was 0-5102. There were several records that showed between 1000 and 5102 hours (approximately) of CPD.
10. 79% of respondents used the online Professional Development Record to record their CPD, compared to 74% in the previous audit.

11. As in previous years, further analysis including breakdown of CPD activities and further comparison between the previous audits will be presented to Education Committee in May.

Reasons for non-compliance

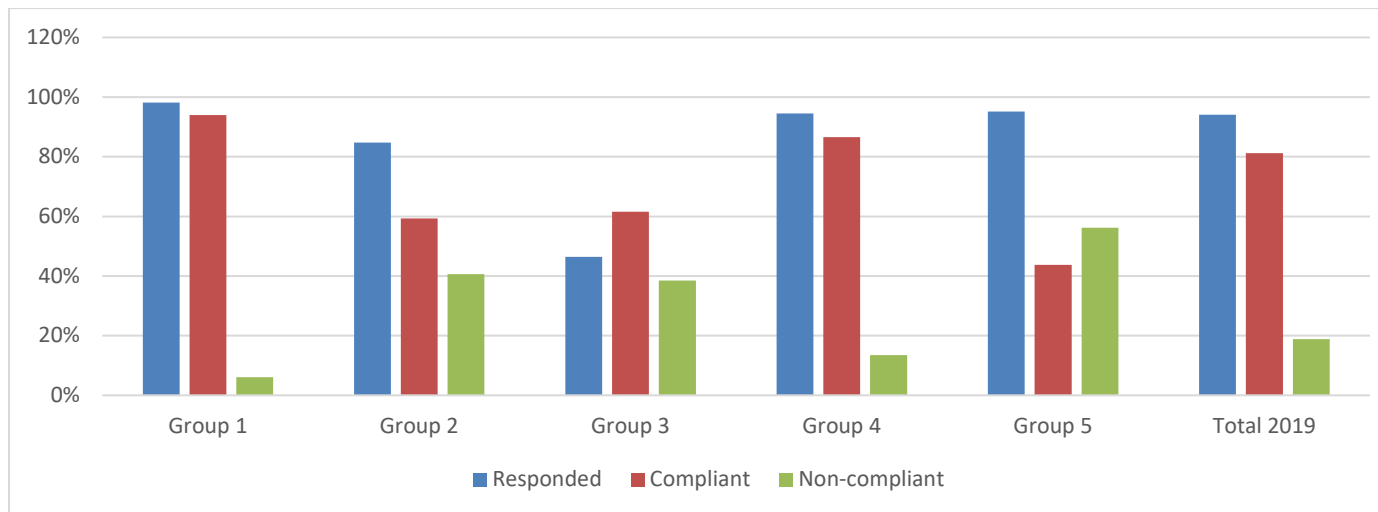
12. Again, a full report will be made in May, but the main reasons given for non-compliance are:
 - a. Not keeping CPD records for all or some of the audited years
 - b. Maternity leave
 - c. Illness
 - d. Family commitments
 - e. Time/opportunity

Next steps

13. A full analysis including proposals for the conduct of the 2020 audit will be presented in May.
14. Education Committee is invited to note this update and to express any views on its content.

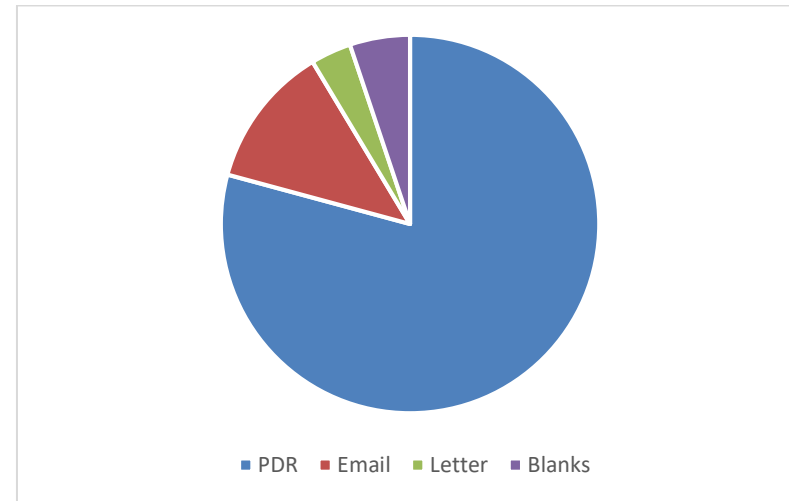
Annex A

	Included in sample	Responded		Compliant		Non-compliant (NC)	
Group 1	670	658	98%	618	94%	40	6%
Group 2	177	150	85%	89	59%	61	41%
Group 3	28	13	46%	8	62%	5	38%
Group 4	55	52	95%	45	87%	7	13%
Group 5	144	137	95%	60	44%	77	56%
Total 2019	1074	1010	94%	820	81%	190	19%
Total 2018	973	891	92%	609	68%	282	32%
Total 2017	1011	862	85%	601	70%	259	30%
Total 2016	1396	1210	87%	899	74%	311	26%
Total 2015	931	711	76%	566	80%	145	21%
Total 2014	4885	3981	81%	3264	82%	717	18%



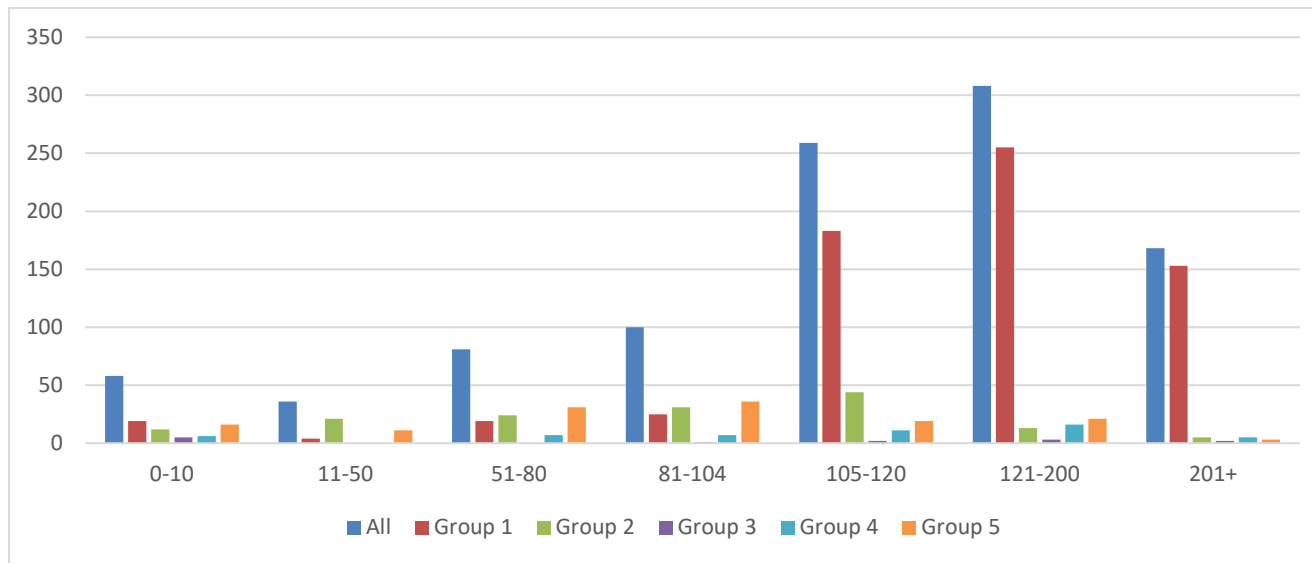
Returned records

PDR	800	79%
Email	123	12%
Letter	35	3%
Blanks	52	5%



Average number of CPD Hours									
	Average over 3 years	Non-Compliant	Compliant	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
2019	156	48	206	198	84	41	127	80	-
2018	136	40	207	197	76	113	117	90	-
2017	128	63	179	141	93	131	117	106	137

CPD hours over the 3 years (2016-2018)						
	All	Group 1	Group 2	Group 3	Group 4	Group 5
0-10	58	19	12	5	6	16
11-50	36	4	21	0	0	11
51-80	81	19	24	0	7	31
81-104	100	25	31	1	7	36
105-120	259	183	44	2	11	19
121-200	308	255	13	3	16	21
201+	168	153	5	2	5	3
Range: 0-5102						



Meeting	Education Committee
Date	11 February 2020
Title	Update from CPD Referral Group
Classification	Unclassified
Summary	Minutes from the CPD Referral Group's meeting on the 10 January 2020
Decisions required	None: to note
Attachments	None
Author	<p>Jenny Soreskog-Turp Senior Education Officer 0207 202 0701</p> <p>j.soreskog-turp@rcvs.org.uk</p>

**CPD Referral Group
Notes of the meeting held on 10 January 2020**

Present:	Linda Ford Susan Paterson	Chair
* Absent	Alison Carr Jane Davidson Julie Dugmore Michael Hepper	
In attendance:	Linda Prescott-Clements Jenny Soreskog-Turp Laurence Clegg (Item 5)	Director of Education Senior Education Officer Senior Practice Standards Officer

Welcome and Apologies

1. The chair welcomed everyone to the meeting. Apologies were noted from Alison Carr, Jane Davidson, Julie Dugmore and Michael Hepper.

Declarations of interest

2. There were no new declarations of interest

Minutes

3. The minutes of the meeting held on 2 October 2019 were received and approved as a true and accurate record.

Matters arising

4. The CPD pages on the RCVS website have been updated and include some of the old blogs and new information in different formats such as videos. The Group thought it would be useful to get number of visitors to the CPD section of the website.

Action: Education Department to collect statistics from the CPD pages and present at the next meeting.

5. At the last Education Committee meeting there was a question about whether veterinary surgeons who report their CPD to other professional organisations/regulators need to record their CPD using 1CPD or if their current records can be shared with RCVS. 1CPD is mandatory from 2022 and in the next year the Education Department will review options for users to import and export data through the new portal. All members and records need to comply with the outcome based requirement and not only count hours.
6. Following the discussions at the last meeting regarding the non-practising register, the Director of Education discussed the issue with the registrar. The legislative working party have discussed options for dealing with practising/non practising register and are considering different possibilities including licence renewal.

Query from PSS re non-compliance

7. According to core PSS standards all veterinary surgeons and nurses in the practice need to be CPD compliant; and with the introduction of new annual CPD requirement PSS assessors were unsure of how to enforce it. In the past when someone has been non-compliant assessors have asked for a plan of how they will make up the hours to meet the three year requirement. The group felt that they needed some further information about the scheme in order to provide guidance, therefore Laurence Clegg, Senior Practice Standards Officer, joined the meeting.
8. Within the current procedures practices do not review CPD records themselves, but send links to each individual's PDR records for assessors to check compliance. Therefore the practice might not be aware that a staff member is non-compliant. The group discussed what level of responsibility the practice have in checking compliance for staff members and how records could be shared in compliance with GDPR regulations. Within 1CPD, users will be able to download a certificate of compliance and it was suggested that staff members could present the certificate to the practice manager as evidence of compliance. Practices should check that all staff have met the requirement for each calendar year and if anyone is non-compliant it could jeopardise the accreditation.
9. The new requirement of 35/15 hours per year was introduced in January 2020, so therefore this year would be transition period and assessors can continue with the current procedures of checking records and ask for a plan to meet the hour requirement by the end of the year.
10. The group felt that with the change of requirement it was important that it was properly enforced and that it would undermine the process if practices could be accredited even though some of the veterinary surgeons and nurses working there were non-compliant. Starting from 2021 the group recommends that if any veterinary surgeon or nurse is non-compliant with the requirement in 2020 they should not pass the assessment. The cases should then be referred to the referral group to advise assessors about the next step which would depend on the number of hours recorded, the plan for the following year and if the staff member was engaging in the referral group process.
11. The group felt that it would be necessary to review the process for dealing with non-compliance in order to make sure that the new requirement could be enforced and in a timely manner. The problem with the previous requirement was that PIC would only consider cases of non-

engagement rather than CPD non-compliance. The group felt that there needed to be a discussion with the registrar about sanctions available and what PIC need in order to refer CPD non-compliance to DC. The group suggested that it would be useful to invite the registrar to the next meeting in order to agree the procedures.

Action: JST to invite the Registrar to the next meeting.

12. As the group will review the process for dealing with non-compliance it would also be a good opportunity to review the correspondence and timeline for letters that we send non-compliant members. It needs to be clear within our correspondence what the role of the Referral group is and the group felt that the name "CPD Referral Group" might cause confusion. It was suggested that as part of the review at the next meeting, the group should also discuss the name of the Referral group to make sure that the name reflects its purpose and that it is clear to members of professions.

Action: CPD audit and Referral Group correspondence and timings to be discussed next meeting

Action: Discuss name of the group at the next meeting.

CPD Timeline and flowchart

13. The Group reviewed the flowchart and thought it provided clear information and would be helpful tool for anyone struggling with CPD or deciding whether to stay on the register. The CPD timeline for 2020 to 2022 provided the group with information about any important upcoming dates and deadlines.

Follow up of non-compliant VS/VNs

14. The group received a paper providing information about monitored cases.
15. The cases were last reviewed in May 2019 and there were 10 cases of non-compliance for the group to monitor. The outcome of the 10 cases are:
- 3 have submitted their records and are now compliant with the CPD requirement
 - 3 have been in contact but are non-compliant
 - 3 have not been in contact and have been sent a letter by recorded delivery asking for records by the 24 January 2020.
 - 1 has removed their name from the register.
16. The group agreed to monitor the non-compliant cases and ask for updates by next meeting in May. They decided that if the three cases that had were sent a final letter did not respond by the 24th January then they should be referred to the Professional Conduct Department.
17. One veterinary nurse has been included in two audits but has not done any CPD and is not planning to do any so she has asked for the group to review her case. She is running a cat sanctuary and does not feel the need for CPD but wants to stay on the register. The group wondered if she was doing CPD that she was not aware of or not keeping a record of and Sue Paterson volunteered to speak to her to discuss her options.

Action: JST to get permission from the RVN to pass her contact details on to SP.

New Referrals of non-compliant VS/VNs

18. Following last year's CPD audit the Education Committee and VN Council decided to refer any vets or nurses that had been included in at least three audits but were still non-compliant (NC).
19. 69 veterinary surgeons and 9 veterinary nurses were contacted by phone to discuss their CPD records and plan. Then they were then asked to send records, and the outcomes of the cases are:
 - 47 vets and 5 RVNs are now compliant with the CPD requirement.
 - 4 vets have removed their name from register or changed to Non-practising (NP).
 - 7 vets and 3 RVNs are still NC but have provided development plans.
 - 5 vets are planning to retire, change to NP or not renewing membership.
 - 3 vets and 1 RVN are NC but are yet to provide a development plan.
 - 2 vets are NC and have been in contact but have not yet provided any records/plans.
 - 1 vet has still not responded to any communication or provided any records/plan.
20. The group reviewed the cases and agreed with the recommendations in the paper; to keep monitoring the non-compliant cases, chase any CPD development plans and review their records again at the next meeting. The 2 vets that have been in contact but not yet sent records have been sent a letter from the registrar asking for records by 24 January 2020 and if no response is received they should be referred to Professional Conduct Department. The vet that has not been in contact should be referred to Prof Conduct department.

Any other business

21. There was no other business.

Date of next meeting

The date of the next meeting is on the 15 May 2020 at 12.30, but the meeting might need be longer to accommodate new policy discussions.

Jenny Soreskog-Turp

January 2020

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Meeting	Education Committee
Date	11 February 2020
Title	CPD Working Party Minutes of the Meeting 30 January 2020
Classification	Unclassified
Summary	Minutes of the CPD working party 30 January 2020
Decisions required	To note
Attachments	None
Author	Jenny Soreskog-Turp j.soreskog-turp@rcvs.org.uk

CPD Policy Working Party Minutes of the meeting on the 30 January 2020.

Present:	Stephen May Frances Barr Susan Rhind	Chair Teleconference Teleconference
* Absent	Jane Davidson Shona McIntyre	
In attendance:	Linda Prescott-Clements Jenny Soreskog-Turp Julie Dugmore Rebecca Smith Felix Michaux Richard Burley Joanne Stetzel	Director of Education Senior Education Officer Director of Veterinary Nursing Education administrative assistant Lead Software Developer Chief Technology Officer Marketing Communications Manager

Welcome and Apologies

1. The Chair welcomed everyone to the meeting and noted that Jane Davidson and Shona McIntyre had sent their apologies.

Declarations of interest

2. There were no new declarations of interests.

Matters arising

3. There were no matters arising that were not covered by agenda items.

Minutes of the meeting on the 10 September 2019

4. The notes of the meeting held on the 10 September 2019 were received and approved.

Update on the Communication Plan

5. Ms Stetzel update the working party about the progress of the communication plan designed to educate, inform and encourage early adoption of the outcome based model.

6. The 9-week CPD communications campaign started at the end of December 2019 and has included emails, videos and social media posts covering a range of CPD related issues. The content has focused on a singular issue rather than trying to cover all information at once, which seems to have worked very well. Overall, the engagement with the posts has been very good.
7. Over the next few weeks further videos will be published covering reflection and depending on response and comments from members the communication plan will be reviewed and updated.
8. In the last week, many users have contacted RCVS regarding login problems and the group discussed what we can do to help members. It was suggested that we should try to raise awareness of login credentials on social media, the RCVS newsletter and signpost users to FAQ on the website.

Action: Ms Stetzel to review and signpost where possible

9. The Working Party felt that the RCVS website contains a lot of really good and useful information but that the website needs to be reviewed and updated to make sure that members can easily find the information they are looking for.
10. After the launch of 1CPD and the initial phase of the communication plan, it is important that we do not lose momentum and keep raising awareness about the benefits and ease of using the outcome based CPD model. There are different ways to reach members for example by social media posts or app notifications but also face to face meetings to speak to people about the new model and demonstrate 1CPD.

Action: explore options including regional roadshows

Feedback from the trial

11. The working party reviewed the feedback from the CPD trial.
12. The group was pleased with the positive and constructive feedback received and thought it would be interesting to compare the trial feedback to feedback we will receive from members who have started using the platform after the official launch.
13. Some users felt the historic data should be more visible on the system, especially the last three year period so that members feel reassured that they have done enough hours to confirm CPD compliance as part of the annual renewal.

Action: IT to explore adding this to 1CPD

14. There were comments about the amended list of activities on 1CPD and the Education Department have developed a table to describe and provide examples for each of the categories, which will be part of help/guidance in 1CPD.

Action: Education dept to finalise the list and share with 1CPD development team

15. It is important to continue to evaluate and review data about how members are using 1CPD to see if members are making full use of all the features, if any trends are identified we can publicise helpful tips.
16. The app needs to be accessible to everyone in the profession and the IT development team are looking at introducing and promoting different features to help the wide range of users.
17. Feedback from users will be reviewed on a regular basis to improve the user experience and it is important that we make members aware of any changes we make due to user feedback and promote any new helpful features.

Policy Discussions

18. The working party received the paper about clarification to the CPD Policy.
19. There have been several discussions about the level of access that the RCVS should have to reflective notes and usage of 1CPD has been included as part of the privacy policy.
20. It was suggested that the Legislation Working Party should discuss making reflective notes a legal privilege so that the court could not ask for personal reflections as part of an ongoing case. Some users might want to share their reflections with colleagues so it was suggested that users should have the option to make reflections (or part of them) private, at the same time as authorising access to a separate section.
21. The group felt that part of the privacy policy that was relevant to 1CPD should be easily accessible within the system to reassure users.
22. An amendment was suggested to include veterinary nurses as well as veterinary surgeons in the last paragraph.

Action: Education Department to update Privacy policy

23. Within the current 1CPD system members can only reflect by answering three mandatory questions and the group discussed if different formats of reflections should be allowed.
24. It was agreed that it is important to encourage reflections and that not everyone will reflect in the same way so therefore it was agreed that we should explore how the system can allow for different formats of reflections such as attached documents, audio files or photos. There were discussions about how the requirement can be enforced with a more flexible approach and the group agreed that any issues could be resolved by the reviewing records in the cpd audits.

Action: The IT Development Team and VN/Education Department to review options to allowing different format of reflections.

25. During the CPD pilot it was agreed that reflections could be counted as part of CPD as long as the reflections were properly documented. The group discussed if and how reflection can be counted towards the general CPD requirement.

26. The working group felt that reflection by answering the three standard questions shouldn't take much additional time and could sometimes be complete as part of the learning activity. It was suggested that any users that felt that they had done more in-depth reflection could flag up time added for reflection so that it would be followed up and approved.
27. In cases when members had dedicated time to do critical reflection and they had included clear evidence of in depth reflection, the group felt that should be included as CPD.
28. It was suggested that one way to facilitate this would be for users to record bigger pieces of reflection as a "reflective event" in which their reflection on a specific topic might be linked to reflection for several CPD activities.
29. The working party felt that introducing a time limit or standard additional time for general reflection needed careful consideration and that we need to review the data from 1CPD in order to make any general recommendations.
30. The group agreed that 1CPD could be a great opportunity for RCVS to share excellence and present the findings on a global stage. In order for this to have impact, and conclusions to be evidence-based, it is essential to have a clear understanding of what data we need and how we are going to use it. It was agreed that the Education and VN Departments should draft a research and data strategy to consider how we can make best use of the data in order to provide value to members and then to evaluate if any changes need to be made in 1CPD to support the strategy.

Action Education and VN Department to develop and research and data strategy

31. Some members of the trial had asked if RCVS could provide feedback on personal reflections in order to reassure them that they were doing it correctly. Next week we will start to promote reflection videos on social media and the working party felt that rather than reviewing individual records we would provide more general information with examples of how to reflect. The communication department will evaluate the data from the reflection posts to review if there were any areas that needed further explanation. It would be useful if we could publicise videos to explain the reflection process so that this can be recognised as underpinning the recorded outcome of reflections.

Any other business

32. Mr Michaux provided the group with usage data from 1CPD. The launch has been very successful with the PDR data successfully migrated to 1CPD. In the first week over 6000 have accessed 1CPD either by downloading the app or using the website.
33. The IT development team will continue to review and evaluate feedback together with the Education Department to make further improvements to the system.

Next meeting

34. There is no set date for the next meeting but it is planned for April/May.

Action: JST to send out dates for next meeting.

Jenny Soreskog-Turp

January 2020

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Meeting	Education Committee
Date	11 February 2020
Title	Graduate Outcomes: Future Professional Development Phase (PDP) Update
Classification	Unclassified
Summary	The paper defines the purpose of the new programme for veterinary graduates and suggests members for the Entrustable Professional Activities (EPA) task and finish group
Decisions required	<p>Education Committee is asked to approve the purpose for the new programme, as set out in the paper and make any suggestions for amendments.</p> <p>Education Committee is asked for suggestions for suitable names for the programme and accompanying e-portfolio</p> <p>Education Committee is asked to approve the proposed membership of the EPA task and finish group and make any suggestions for further suitable members particularly an external member.</p>
Attachments	None
Author	<p>Britta Crawford Education manager b.crawford@rcvs.org.uk 0207 202 0777</p>

The first stage of the plan for re-designing the professional development phase (PDP), as established in the Project Initiation Document seen at the last meeting, is to establish and define the purpose of the new programme. The draft is as follows:

Purpose

The purpose of this new programme for veterinary graduates* [name tbc] is to ensure that they are fully supported in their new role and able to progress from day one competence, into confident and capable, independent practitioners.

The programme will be bespoke for each individual, based around the clinical and professional activities specific to their role as identified and agreed by the graduate in association with a workplace mentor. Mentors will be trained to provide effective feedback, support the vet through guided reflection on their progress and help target areas needing more exposure and / or experience in order to enhance confidence or develop skills further.

To support the programme, the RCVS will develop a bank of Entrustable Professional Activities (EPA's), covering a wide range of areas of clinical and professional practice which graduates and their mentors can access to build into their own e-portfolio. For each area (EPA) identified, the graduate will consider – through feedback and guided reflection – their progress as they gain more experience. Areas needing additional support can be identified by the graduate, and a plan developed with their mentor how to support them e.g. more opportunities to observe or discuss complex cases, or through feedback following observation. Similarly, once there is consensus that they have had sufficient experience to work independently in an area without support, this can be recorded in their e-portfolio, and support targeted only to the areas needing it most.

To ensure the programme is effective and provides authentic support for graduates, the RCVS will provide a training package for workplace mentors, and require a commitment of time and resources to support the programme in order for a practice to be recognised as a high quality practice suitable for new graduates. We will also implement a programme of quality assurance, to ensure that practices with such recognition continue to support new graduates and also receive the training they need.

**the Programme would also be appropriate for those returning to work after a period of absence and those new to the register.*

Name

As discussed in previous meetings, we are keen to re-brand the PDP with a new name which reflects the purpose, above. Some ideas for discussion are included below:

- Veterinary Progress Programme (VPP) (Veterinary Development Portfolio)
- Veterinary Progress Programme (VPP) (Veterinary Progress Portfolio)
- Professional progress programme (PPP)
- Supported progress programme (SPP)

- Supported development programme (SDP)
- Building experience programme (BEP)
- Step forward programme (SFP)
- Move ahead programme (MAP)

Words

Advancement, Progress, Proficient, Transition, Supervised, Supported, Pursuit, Engagement, Invest, Future, Steps, Track, Building, Growth, Evolution, Link,

Task and Finish Group

We would like to propose the following membership for the EPA development task and finish group responsible for reviewing the content and ensuring EPA usability:

Stephen May – Chair (Chair of Graduate Outcomes Working Party)

Liz Mossop (Veterinary Educationalist)

Sheena Warman (Research on PDP)

Sue Paterson (Chair of EC)

Matthew Plumtree (Vet, Graduate Employer)

Member of VSC

Mary Thomson (PDP Post Graduate Dean)

David Charles (New Graduate)

External Member – from RCGP, for example

Next Steps

Once the new group has been confirmed it will meet to consider the EPAs. The CBVE has recently developed a set of EPAs <https://www.aavmc.org/competencybasedveterinaryeducation/cbve-framework.aspx> which will make a useful starting point for discussion to identify any gaps and establish relevant milestones for our graduates.

Now that project plans have been agreed by Council, the budget for each phase will need to be further considered and an application to the discretionary fund.

Decisions Required

Education Committee is asked to approve the purpose, as set out in the paper and make any suggestions for amendments.

Education Committee is asked for suggestions for suitable names for the programme and accompanying e-portfolio.

Education Committee is asked to approve the membership of the EPA start and finish group and make any suggestions for further suitable members particularly an external member.

Meeting	Education Committee
Date	11 February 2020
Title	Graduate Outcomes – EMS & Clinical Education
Classification	Unclassified
Summary	<p>In January 2020, Council approved the recommendations put forward by Education Committee, regarding the direction of travel for the EMS and Clinical Education workstreams resulting from the Graduate Outcomes consultation.</p> <p>Education Committee is now asked to approve the following Project Initiation Document (PID) so that work can begin on these areas.</p>
Decisions required	To approve the PID
Attachments	None
Author	<p>Duncan Ash Senior Education Officer d.ash@rcvs.org.uk 020 7202 0703</p>

Project Initiation Document

Extra Mural Studies and Clinical Education Review following the Graduate Outcomes Consultation

Index

	Page
1. Purpose	3
2. Background	3
3. Project Definition	4
3.1 Aims and objectives	4
3.2 Expected Outcomes	5
4. Project plan	5
4.1 Identify and recruit relevant members for sub-group/s	5
4.2 EMS	6
4.3 Clinical Education	6
4.4 Tracking	7
5. Project delivery	7
5.1 Project Operations	7
5.2 Project Milestones	8
5.3 GANNT Chart	8
Annex 1	9

1. Purpose

This document sets out the aims and objectives of a project to review the RCVS requirements for Extra Mural Studies (EMS) and Clinical Education (including Tracking) within the veterinary degree and explore potential changes / approaches which could enhance the preparedness of students for their role as a vet and increase quality and students' experience, while retaining sufficient flexibility to support implementation and empower educational innovation.

These proposals describe a way forward in terms of the additional work required in these areas following the results of the Graduate Outcomes consultation. In January 2020 RCVS Council approved the direction of travel recommended by Education Committee and the Graduate Outcomes Working Party (GOWP), which recognised the complexities and interdependencies involved in developing the future policy for EMS, Clinical Education and Tracking, and the need for more detailed investigation of viable options for the future.

2. Background

The Vet Futures initiative highlighted a number of issues relating to the education of veterinary students, which were put forward as needing to be reviewed in order to ensure new graduates are well equipped to enter the veterinary workforce. These issues included;

1. Extra-Mural Studies (EMS) – to maximise the value of this experience for students, and address the observed variation in quality across providers.
2. Which environments and clinical contexts would be the most effective to equip veterinary students with the full range of clinical skills and Day One Competences needed to enter the veterinary workforce.
3. What the potential benefits and limitations of allowing an increase in Tracking within the curriculum could be.

A summary of the questions asked within the Graduate Outcomes consultation to explore these issues are included in Annex 1.

The consultation results were considered carefully by the GOWP, however as the feedback from the profession in these areas was variable, and some questions were open to interpretation, it was difficult to identify a clear way forward.

Consequently, further consideration of these areas was given at a workshop involving key stakeholders, using more specific questions based on the results of the consultation and further thoughts and suggestions from the GOWP. This included representatives from RCVS Education Committee, Veterinary Schools Council and the Association of Veterinary Students to try to agree a more definitive way forward for how to progress the future development of EMS and clinical education (including Tracking).

A summary of the discussions was put to Education Committee in November, with a suggested way forward in each area, which Education Committee and Council have supported. The PID now outlines detailed plans below for each area.

3. Project Definition

3.1 Aims and Objectives

The aim of this project is to explore further the potential options for future approaches to EMS, clinical education and Tracking, which would best prepare students for their role as a vet. For each area the project should explore the strengths, weaknesses, opportunities and threats of the different options both in terms of the impact on the students and effective implementation by vet schools.

The objectives of this project are therefore as follows:

- i. To define the purpose of EMS (and IMR) and identify potential approaches how this could be implemented, to achieve the stated purpose effectively in the context of the wider veterinary curriculum. This will include;
 - a. Exploring potential outcomes-based approaches to EMS, and risks / benefits in terms of quality, resource and implementation when compared to an input model of a set number of weeks.
 - b. Identifying the perceived and actual barriers to implementation (on vet schools, students and EMS practices), and how these could be addressed.
 - c. Identifying how a degree of flexibility can be retained to support innovative approaches across institutions, whilst ensuring educational standards are maintained
- ii. Develop clear guidance for the requirements of EMS and IMR with regard to achieving the RCVS Accreditation Standards, including explicit reference to the role of the Vet School and where flexibility is permitted.
- iii. Define the context of where the majority of clinical education and training should take place, including;
 - a. Clinical context – stage in patient journey / first opinion, resources available
 - b. Environmental context – clinical setting i.e. charities, clinics etc.
 - c. Educational context – how teaching is delivered
- iv. Explore mechanisms to ensure the optimal emphasis and prioritisation of clinical education for general practice in the curriculum, including the definition of 'majority' of education being in this context, and ensuring flexibility across different models of veterinary curricula.
- v. Consider more widely the strengths, weaknesses, opportunities and threats of different degrees of tracking, through a review of existing evidence and consultation with stakeholders.
- vi. Develop options for a future model for tracking that is cognisant of changes being proposed to EMS and clinical education.

3.2 Expected Outcomes

For each of the areas; EMS, clinical education and Tracking, options will be developed for consideration by the GOWP and Education Committee. Once a chosen way forward has been agreed, the following will be produced;

- Clear definition and guidance for EMS and IMR requirements as part of the RCVS Accreditation Standards
- Guidance for implementation of EMS, including the explicit reference to areas where flexibility is permitted and where decisions rest with the universities
- A clear description of the agreed model / framework for EMS and how this sits within the wider curriculum
- A clear description of the requirements for clinical education relating to general practice within the veterinary degree, including the contextual variations in which that might be implemented
- Guidance within the RCVS Accreditation Standards regarding the implementation of future requirements for clinical education
- A framework for Tracking within the curriculum

4. Project Plan

The project will be split into the three areas under consideration, however, it is envisaged that EMS and clinical education can be considered in parallel, using the same working group. Consideration of Tracking should take place once a way forward with EMS and clinical education has been agreed by Education Committee.

4.1 Identify and recruit relevant members for sub-group/s

A sub-group of the GOWP has met to discuss the EMS/Clinical Education streams of the GO consultation. The initial task would be to review the group membership and determine whether the sub-group should be invited to continue to work on the three project areas, or if new, smaller working group/s should be set up with new members and stakeholders invited to join. It is proposed that this would be determined by the Education Department consulting with the Chair of the GOWP and the Chair of Education Committee.

4.2 EMS

The objectives of the project identified in section 3.1 will be achieved as follows;

	Objective	Methods / Approach
i (a)	Exploring potential outcomes-based approaches to EMS	<ul style="list-style-type: none"> - Desk based research on existing / similar models - Draft framework(s) for options - SWOT analysis and / or modelling to anticipate risk / benefits
i	Develop range of options (outcomes-based, input model etc.)	<ul style="list-style-type: none"> - Review by working group and further develop agreed options (Delphi technique)
i (b)	Identifying the perceived and actual barriers to implementation (on vet schools, students and EMS practices), and how these could be addressed	<ul style="list-style-type: none"> - Focus groups with stakeholders to discuss implementation of agreed options - Refine options if appropriate
i (c)	Identifying how a degree of flexibility can be retained to support innovative approaches across institutions, whilst ensuring educational standards are maintained	<ul style="list-style-type: none"> - Review proposed options with regard to ensuring flexibility across educational contexts - Focus groups with stakeholders to discuss flexibility and identify any limitations or potential unintended consequences
		Final proposal of options for consideration by working group and Education Committee
ii	Develop clear guidance for the requirements of EMS and IMR with regard to achieving the RCVS Accreditation Standards, including explicit reference to the role of the Vet School and where flexibility is permitted	<ul style="list-style-type: none"> - Draft standards and guidance for review by working group and Accreditation review group – final draft to be considered by Education Committee

4.3 Clinical Education

	Objective	Methods / Approach
iii (a-c)	Define the context of where the majority of clinical education and training should take place, including clinical, environmental, educational	<ul style="list-style-type: none"> - develop aims and desired outcomes for the new approach - Stakeholder interviews (HoVS, students) to understand contexts in detail - Draft a paper describing the different requirements and highlight areas of flexibility around delivery, inc. definitions of 'general practice', 'first opinion practice' etc. for review by the working group

iv	Explore mechanisms to ensure the optimal emphasis and prioritisation of clinical education for general practice in the curriculum, including the definition of 'majority' of education being in this context, and ensuring flexibility across different models of veterinary curricula	<ul style="list-style-type: none"> - Consider options emerging from the stakeholder workshop held 2019, and draft options for review by working party - Revisit agreed options with stakeholders to identify risks / benefits
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4.4 Tracking

	Objective	Methods / Approach
v	SWOT of differing degrees of Tracking	<ul style="list-style-type: none"> - Desk research / evidence review - Draft paper highlighting SWOT of different Tracking options - Working group to review / agree options to work on further - Workshop with stakeholders to consider options
vi	Develop options for a future model for tracking that is cognisant of changes being proposed to EMS and clinical education	- Final Options paper / Framework to be reviewed and agreed by working group, prior to consideration by Education Committee

5. Project Delivery

5.1 Project Operations

Project manager:	Duncan Ash
Project support (if required):	Britta Crawford
Project lead:	Linda Prescott-Clements

5.2 Project Milestones

Milestone	Due date	Who
Education Committee meetings	12 February 2020 5 May 2020 8 September 2020 10 November 2020	
Working groups agreed	1 March 2020	DA/GO Chair/EC Chair
EMS options for review	July 2020 August 2020 Sept / Oct 2020 Nov 2020	Working group # 1 review Focus groups with stakeholders Working group review # 2 Education Committee Review
Clinical Education options for review	Mar - June 2020 August 2020 Sept / Oct 2020 Nov 2020	Stakeholder interviews Working group review papers (#1) Working group review papers (#2) Education Committee Review
Tracking Framework / options	Sept / Oct 2020 Dec 2020 Feb 2021	Working group review # 1 Working group review # 2 Education Committee

5.3 GANNT Chart

To be added following Education Committee agreement with milestones

Annex 1: A Summary of the Graduate Outcomes Consultation Questions for EMS, Clinical Education and Tracking

EMS

“The RCVS is considering various options which could be introduced to improve the way EMS is currently delivered [...] Please indicate to what extent you think the following options would be effective in preparing the graduate for the world of work (N.B. each area is independent of each other, and more than one option could be implemented);

- a. Early clinical exposure
- b. A block placement at the end of the veterinary programme
- c. Parallel Animal Husbandry Extra-mural Studies (AHEMS) and Clinical EMS
- d. Externships (embedding EMS into the curriculum)

The consultation then asked the profession for any other options that should be considered, whether there were any unforeseen issues with any of the options, and whether they felt EMS should facilitate a transition into PDP.

Clinical Education to prepare graduates for general practice

How effective are the following workplace-based learning environments in preparing graduates for the world of work:

- (i) General Practice,
- (ii) Specialist / referral hospitals,
- (iii) Charity led clinics,
- (iv) Emergency / out of hours facilities,
- (v) Diagnostic laboratories

For each of the day one domains of competence, please indicate the effectiveness of each setting in terms of effectiveness for learning.

Tracking

What are the main advantages and disadvantages of Tracking

Would you support a greater degree of Tracking in the veterinary degree

Meeting	Education Committee
Date	11 February 2020
Title	Addendum to the Veterinary Council of Ireland (VCI) Mutual Recognition Agreement (MRA)
Classification	Unclassified
Summary	Following discussions with the Veterinary Council of Ireland (VCI), it was agreed that veterinary surgeons that had previously failed the statutory membership examination should be excluded from being registered to practice under the mutual recognition agreement (MRA), and that they must pass the examination before being able to enter the register of members.
Decisions required	To recommend to RCVS Council that the attached addendum be made to the MRA between RCVS and the VCI.
Attachments	Contract addendum
Author	Jordan Nicholls Senior Education Officer 020 7202 0704 j.nicholls@rcvs.org.uk

Contract Addendum

A Mutual Recognition Agreement (MRA) was made by and between the **Royal College of Veterinary Surgeons**, whose address is at Belgravia House, 62-64 Horseferry Road, London, SW1P 2AF and the **Veterinary Council of Ireland**, whose address is 53 Lansdowne Road, Ballsbridge, Dublin 4, Ireland on the **31st Day of October 2019** (hereinafter referred to as "original stated contract") set forth below.

WHEREAS, the parties wish to modify the terms of the original stated contract as set forth herein.

NOW THEREFORE, in consideration of the mutual promises herein, the parties, intending to be legally bound, hereby agree that the following constitutes additional terms and conditions of the original stated contract.

1. Modification 1: Following paragraph 10. The addition of statement to clarify the position that if an individual has previously failed the Statutory Membership Examinations of either party, they will not be eligible for registration under the terms of this MRA and must pass the Statutory Membership Examination before being admitted onto the register of members.

The parties reaffirm no other terms or conditions of the above mentioned original contract not hereby otherwise modified or amended shall be negated or changed as a result of this here stated addendum.

Signed by the Chief Executive for and on behalf of the Royal College of Veterinary Surgeons.

Signed by the Chief Executive for and on behalf of the Veterinary Council of Ireland.

Date

Meeting	Education Committee
Date	11 February 2020
Title	Certificate in Advanced Veterinary Practice
Classification	Unclassified
Summary	<p>The paper includes the minutes from the CertAVP sub-committee held on 28 November 2019.</p> <p>Currently CertAVP candidates must achieve 60 credits in the appropriate modular combination before they are eligible to take a synoptic examination. To be eligible to take a subsequent synoptic exam they must take at least one further 'B' or 'C' module and have the correct modular combination.</p> <p>On the advice of Education Committee the CertAVP sub-committee discussed further the potential for candidates having to pass three further modules, before taking a subsequent designation, in order to reduce the practice of collecting overlapping designations.</p> <p>The sub-committee was concerned by the rise in candidates "collecting" designations when this was not the ethos of the CertAVP. The policy for recognition of prior learning in a university setting is a maximum of 50%. Therefore the sub-committee was happy to stipulate that candidates wishing to take a subsequent synoptic examination must take at least 3 further B or C modules. Candidates must have the appropriate modular combination for a subsequent designation, but the new modules taken may fall outside the new discipline.</p>
Decisions required	Education Committee is asked to ratify the decision that CertAVP candidates must take at least 3 further B or C modules (30 further credits) before they are eligible to take a subsequent synoptic exam.
Attachments	Minutes

Author	Britta Crawford Education manager b.crawford@rcvs.org.uk 0207 202 0777
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Minutes of the CertAVP Sub-Committee meeting held on 28 November 2019

Present:	*Sharon Boyd	
	Jill Maddison	Chair
	Cathy McGowan	
	Lucy McMahon	
	*Lance Voute	
	David White	
	James Horner	
	Melissa Donald	
In Attendance	Britta Crawford	Education Manager
	Linda Prescott-Clements	Director of Education

*Absent

Apologies for Absence

1. Apologies were received from Sharon Boyd and Lance Voute

Declarations of interest

2. David White informed the group that he had retired from the army. Lucy McMahon mentioned that she was the examiner for a candidate applying for a third sit in item 6a and therefore would not participate in that discussion. Jill Maddison mentioned that she had a working relationship through the RVC with the candidate applying for equivalence and therefore would not participate in that discussion.

Minutes

3. The minutes of the meeting held on 12th June 2019 were approved as a true record.

Matters arising

4. There were no matters arising.

10 year time limit extension

5. A candidate asked if there is scope to extend the 10 year time limit in exceptional circumstances such as serious family illness, which is applicable in this case. The candidate passed the A-FAVP.1 module in June 2013. The Sub-committee discussed the matter by email initially, the trail of which was included in the paper, but did not come to a conclusion. In the meeting there was a discussion of the enduringness of the "A" module and many members of the sub-committee believed that for this module alone it could be possible to extend, however they were reluctant to set a precedent at this point. Given that the candidate still has nearly 4 years remaining until their deadline, it was decided that they would ask for an update of their progress in two years' time and then again at the deadline, to make a decision on extension. The implication was that if the candidate has made good

progress in these times and that a plan for completion was in place, then it was likely that an extension would be allowed.

ACTION: BC inform candidate of proposal

Synoptic Exams

3rd sit

6. A candidate applied for a third sit for the synoptic exam. The Sub-committee reviewed her letter including her plan preparing for a third attempt and the feedback from her two previous attempts. The sub-committee understood her plan to work on exam technique but felt that based on the feedback from her exams that it may also be useful to build on her knowledge and understanding before her next attempt.
7. A further candidate also applied for a third sit for the synoptic exam. Lucy McMahon excused herself from the discussion due to conflict as listed above. The sub-committee welcomed his detailed plan for preparing for his next attempt but also felt that some exam technique preparation would be useful.

ACTION: BC to feed back to candidates

Equivalence

8. A candidate applied for equivalence for module A-FAVP.1 based on his achievement of RCVS Certificate in Cattle Health and Production (awarded Aug-08), the RCVS Diploma in Cattle Health and Production (awarded Jul-12) and the RVC Post-Graduate Certificate in Veterinary Education (PGCertVet, awarded Dec-18). Melissa Donald chaired this section of the meeting. The sub-committee felt that given his qualifications, it was likely that he had achieved the learning outcomes for the module but that the process had not been followed in that his qualifications had not been well mapped to the A module outcomes. The sub-committee noted that not all of the learning outcomes had been listed and that examples of how he had achieved them should be included. The sub-committee asked for concise detail, including the further aims of each module with specific examples for each of these learning outcomes. Jill Maddison offered her assistance if necessary.

BC to report back to the candidate

Feedback

9. Sharon Boyd wished it to be noted that Laura Hollywood and Carole Weightman, RVC Examinations Officers, assisted the Edinburgh CertAVP team by running a remote examination location at RVC Camden for a Zoo Med candidate who was unable to travel to Edinburgh. The candidate and the Edinburgh team greatly appreciated the support and assistance provided by the RVC team. Laura is commended for adapting to delays in receiving exam papers due to examiner illness at Edinburgh.
10. The sub-committee reviewed the reports for the RCVS SAM synoptic exams. It was noted that Cathy McGowan had reviewed the questions before the exam and made further suggestions for A

module content. Lucy McMahon confirmed that these had been integrated into the questions where practical. Lance Voute has noted the quality of the questions in his observer report. There was a full range of abilities from the candidates.

Recording

11. At the previous meeting Liverpool reported that they do not make a recording of their exams as it is against University policy. The sub-committee discussed the benefits of the recordings, noting that candidates could not appeal against marks awarded or academic judgement made only against process. The sub-committee therefore decided that the exams would no longer be recorded to be consistent with other providers.
12. The Director of Education has suggested that we continue to record exams as they may still be useful given an increasing number of appeals at the RCVS and the candidates have been asking for increasing amounts of information around exams to closely scrutinise process.
13. Cathy McGowan reported that they could not record their exams as no exams at Liverpool were recorded and they could not break with the protocol of the university. The Committee asked that as we have observers/and or external examiners were recordings really necessary. They were informed that observers have their limitations and that recordings give you undisputable evidence.
14. The sub-committee decided that the RCVS would continue to record examination pending the CertAVP review and that examiners guidelines would be updated to further mitigate the potential for appeals.

No. of modules for second designation

15. Education Committee from the 3 October reported that they were dismayed to understand that a candidate could achieve more than one designation using the same combination of modules, which suggested that there may be too many designations within the scheme. The committee suggested that the sub-committee discussed further the potential for candidates having to pass three further modules before taking a second designation in order to reduce the practice of collecting overlapping designations.
16. The sub-committee agreed with the sentiment and were also concerned by the rise in candidates "collecting" designations, when this was not the ethos of the CertAVP. They reported that the policy for recognition of prior learning in a university setting is a maximum of 50%. Therefore they were happy to stipulate that candidates wishing to take a subsequent synoptic exam must take at least 3 further B or C modules. Candidates must have the appropriate modular combination for a subsequent designation but that the new modules taken may fall outside the new discipline.
17. Given that there will currently be candidates working towards two designations, the sub-committee decided that the rule change would not come into force until May 2021 allowing two further synoptic sittings at Liverpool and Edinburgh.

18. The sub-committee also decided that the Equine Practice designation allowed for too much variance of modules i.e. “any equine module” and that the modular combination should be restricted to modules C-E.16, 17 and 18.

ACTION: BC to update rules and write to all candidates after new rule has been ratified by EC

Nottingham Application

19. Nottingham submitted an application to assess modules A-FAVP.1, C-SAM.7, C-SAM.8, C-SAM.9, C-SAM.10, B-SAP.1, C-SAS.1, C-SAS.2, C-SAS.3, C-VCR.1, C-VD.1, C-VGP.1, C-VGP.2, C-VP.2, C-ECC.1, C-VDI.1, C-VA.1.
20. In principle, the CertAVP sub-committee were happy to accredit Nottingham for all of these modules but asked for some further information before they could do so. The sub-committee apologised that the form was not sufficiently clear when asking who was responsible for the application, for clarity, the sub-committee would like the name of a suitably qualified module leader in the relevant area or discipline of study for each module as they will have academic accountability for the quality assurance of that module. It is understood that this may be the same person for more than one module. The sub-committee would also like to see further information on quality assurance and asked if Nottingham could provide a link to the university quality assurance processes that would cover these modules.
21. Nottingham also submitted four new C modules to add to the RCVS modular certificate programme: Small Animal Clinical Practice A, B, C and D. The sub-committee felt that these modules would be a valuable addition to the programme and supported the broad principle. However, the sub-committee felt that there were a large number of learning outcomes to be covered at level 7 in a 10 credit module. The sub-committee would like to invite Nottingham to work with them create modules with more overarching learning outcomes and a better balance between subjects to make the modules achievable within the RCVS modular certificate programme.

BC to write back to Nottingham

Vet Sustain

22. Sharon Boyd submitted a paper on “Vet Sustain” and asked: Does the committee think it feasible to consider making sustainability more explicit in the CertAVP? The sub-committee discussed adding to the A module but felt that it would be tokenism in an already full module. The sub-committee welcomed the suggestion to write a new module on sustainability to add to the programme.

ACTION: BC to feed back to Edinburgh

ZM.3 Module

23. Edinburgh asked if changes could be made to the ZM.3 module to reflect the changes in pet ownership of small pet mammal species. The sub-committee accepted the changes.

Statistics

24. The sub-committee noted the statistics and asked if there was, statistically, a higher failure rate at Liverpool for the synoptic exams. The members felt that there wasn't a significant difference but agreed that this would be looked at as part of the review.

Any other business

25. Concerns were raised over the amount of Animal Welfare being examined in the A module and the potential to choose assessment options e.g. different essay titles and may not be assessed in this area. The sub-committee agreed to look into it and discuss at the next meeting.

Date of next meeting

TBC

Britta Crawford
Education Manager
December 2019
b.crawford@rcvs.org.uk

Meeting	Education Committee
Date	11 February 2020
Title	CertAVP review
Classification	Unclassified
Summary	The paper provides a project plan for the review of the Certificate in Advanced Veterinary Practice (CertAVP).
Decisions required	Education Committee is asked to approve the attached plan for the CertAVP review.
Attachments	Annex A: Advanced Practitioner Review Project Initiation Document Annex B: Research planned by Evan Holdsworth at the University of Liverpool
Author	Britta Crawford Education manager b.crawford@rcvs.org.uk 0207 202 0777

RCVS Certificate in Advanced Veterinary Practice

Review

1. Purpose

The purpose of this document is to set out the proposal for a formal review of the Certificate in Advanced Veterinary Practice (CertAVP), which has been developed and implemented by the RCVS.

2. Aim

The aim of the review is to look at whether the CertAVP has achieved the original aims to:

- (a) provide a modular route to a recognised level of attainment for practising veterinary surgeons, indicating a level of competence and ability to deliver a consistently high standard of practice to their clients; and*
- (b) provide a structure for continuing professional development (CPD) and lifelong learning.*

The review will consider whether the CertAVP, including the synoptic exam, remains fit for purpose and if it provides an effective structure for CPD and lifelong learning. The review will evaluate the impact of the CertAVP on stakeholders and assess whether there needs to be any change in light of the current education landscape.

3. Background

In 2002, the RCVS Education Strategy Steering Group identified a number of proposals to create a coherent structure for veterinary education and CPD in the document "Veterinary Education and Training: A Framework for 2010 and beyond", which were ratified by RCVS Council.

This led to the development of the Certificate in Advanced Veterinary Practice (CertAVP) which aimed to be a flexible, modular based approach to achieving a post graduate qualification. The modules are compatible with the Quality Assurance Agency's (QAA) national framework for higher level qualifications (level 7), and equate to a university postgraduate certificate.

The Bye-Laws (now known as "Rules" following the change in the Charter, recently updated) for the CertAVP were signed by RCVS Council on the 1 June 2016 and the first candidate was enrolled in 2007.

To achieve the full qualification, candidates need to undertake the 'key skills' 'A' Foundations of Advanced Veterinary Practice (FAVP.1) module which is intended to cover topics and objectives common to all areas of veterinary practice. The A-FAVP.1 module is 10 credits and covers topics which RCVS considers are essential, regardless of the subject area in which the individual works. These are:

- Principles of reasoning and decision making
- Emergency Care
- Animal and Health Protection
- Animal Welfare Professional Conduct and Veterinary Ethics

- Quality and Safety in Veterinary Practice
- Key skills
 - Communication
 - Personal and Professional Development
 - Research Skills for personal and professional development

Candidates must also compete at least one full 'B' module (usually 10 credits) covering a broad area of practice for example Small Animal Practice (B-SAP.1) or Equine Practice (B-EP.3). Candidates may make up the remainder of their credits either through a combination of broad based 'B' modules, or by a balance of 'C' modules (10 credits each), depending on their interests or what is of most relevance to the area in which they work. C modules cover more specific subjects such as "Dairy health and Fertility", "Lameness"; "Soft Tissue Surgery" or "Small Pet mammals". The CertAVP certificate is awarded at 60 credits in the appropriate combination.

Individual modules can also be taken in isolation which would count towards CPD requirements. To achieve a designated certificate e.g. CertAVP (Small Animal Medicine), candidates need to select modules from a specified list and take a further oral exam upon completion of the modules. Achievement of a designated certificate is one route to achieving RCVS Advanced Practitioner (AP) status.

The assessment of modules is carried out by universities (not necessarily veterinary schools) which the RCVS has accredited for this specific purpose. This decision was made on the basis that Universities are well equipped to manage this process, given their experience in assessment and with established quality assurance systems in place.

Universities are required to offer an "assessment only" route for their modules, so you can prepare using research and courses you have discovered for yourself or most accredited providers will have a range of support packages available from online materials to face-to-face sessions. The structure also matches that of many university credit systems, so, in some cases, it may be possible for modules to count towards other MSc courses already run by universities.

Currently, module assessment is offered by the University of Liverpool, the University of Edinburgh and the Royal Veterinary College. The University of Nottingham is in the process of applying for accreditation to assess over a dozen modules. The Universities of Bristol, Cambridge and Middlesex have also been accredited to assess a handful of modules but are not currently doing so.

There are over a hundred modules from which to choose, from Animal Welfare to Zoology, a list of which can be found on the RCVS website at www.rcvs.org.uk/certavp. New modules, such as Camelid Practice, are being added all the time.

All candidates must enrol for the CertAVP with the RCVS. This is so that the RCVS can confirm eligibility, and log credits as they accrue towards a full qualification. There is a registration fee of £70 and an annual fee of £40. The assessment providers will charge directly for assessment and support packages.

To enrol, candidates will need to have had at least one year's experience as a practising vet, and be able to demonstrate that they have undertaken sufficient CPD for that period. Veterinary surgeons who qualified in 2007 or later must have completed the RCVS Professional Development Phase (PDP) before they can enrol. Overseas candidates may enrol for the CertAVP if they are eligible to be members of the RCVS (but do not have to be a member). Candidates may begin their CertAVP with one year's experience as a practising vet but to complete a certificate they must have been practising for at least three years.

Candidates have 10 years to complete their CertAVP but could comfortably complete the certificate in three to four years.

4. Considerations

This project needs to be cognisant of the AP review currently underway (see Annex A) and the research planned by Evan Holdsworth at the University of Liverpool (See Annex B). The stakeholders for the three projects will be similar so we would all benefit from ensuring that any evaluation questions to stakeholders are kept to a minimum and do not overlap to avoid "survey fatigue" and give a better chance of profitable data collection. There is the potential to share data and to use some of the same focus groups.

5. Research Questions/Scope

5.1. Has the CertAVP achieved its original aims?

The original aims of the CertAVP were two-fold as stated at the top of the paper. The first aim is to provide a route to a recognised level of attainment and the second is to provide a structure for lifelong learning. Firstly we need to evaluate whether the goals have been achieved and whether we have achieved impact beyond the original intentions of the certificate.

The project will explore whether the stakeholders are satisfied with the "level of competence" held by CertAVP holders and are they able to "deliver a consistently high standard of practice to their clients". The structure of the new Certificate is hugely different from its predecessor which was criticised for being inflexible and creating barriers to completion. Therefore we will consider whether the CertAVP is sufficiently flexible and if there are still barriers to signing up and completing the certificate.

The second aim focuses on providing a structure for CPD and lifelong learning, and the project will consider whether this aim has been achieved. We will explore how many individual modules have been taken to see if the structure is used beyond the aim for gaining a certificate and whether the CertAVP encourages learning past completion.

5.2 What has the impact of completing the CertAVP been on stakeholders?

Looking at the impact of the CertAVP on stakeholders would be a valuable method of evaluating the success of the CertAVP. We can investigate the ways in which the certificate has added value to these stakeholders and ask questions such as:

- has gaining the certificate changed the professional practice of the certificate holders?
- Do they feel that they are "better" vets as a consequence and in what way?

- Has the practice benefitted from having a certificate holder, has this been reflected in promotion and or pay increase and is the holder given a more autonomy, a complex/larger caseload, are they more cost efficient as a result?
- Has there been an added benefit to animal owners and to animal health and welfare?
- Has gaining the certificate encouraged the holder to stay in the veterinary industry?

5.3 What are the strengths and weaknesses of the current structure and what are the threats and opportunities?

A SWOT analysis of the CertAVP will allow us to evaluate the successes and potential failures of the scheme but also consider how this can be further developed in future within the current educational landscape. It will also give us an insight into what motivates candidates to want to start and complete a CertAVP and what may discourage them.

6. Methods and data collection

6.1 Desk based research

The RCVS data holds some basic but useful information about each candidate. We have the potential to analyse, for example:

- Age/location/place of graduation
- Time taken to complete the CertAVP
- Length of time from graduation to starting/completing the CertAVP
- Year in which the CertAVP was completed
- How many have completed each designation, popularity over time
- Multiple designations
- The ratio of those with a standard CertAVP vs Designation

We will also carry out a review on a sample of modules from each providers to compare and contrast how they are implemented, and assessed. It is the intention to apply to the RCVS Discretionary Fund for support to recruit a data analyst for 3 months to complete this work.

6.2 Evaluation Questionnaires

Questionnaires will add value by assessing the perceptions and motivations of candidates taking and completing the CertAVP, and the impact on all stakeholders. For example, has the flexible structure of the CertAVP and time limit been helpful to candidates' personal circumstances? The questionnaire can also investigate any unintentional consequences of the CertAVP, both good and bad; and what changes could be made to improve the certificate?

As the evaluation questionnaire will be circulated to a large cohort of members, the data collected will primarily be quantitative with options presented against each question.

6.3 Focus Groups

Once the evaluation questionnaire has been analysed and the results considered, emerging themes can be explored further through the collection of qualitative data with a number of focus groups. Focus groups can delve deeper into themes emerging from the questionnaires and offer an opportunity to seek clarification. They will allow us to gather people's opinions, reactions and understand their motivations in ways which may not be possible with just a questionnaire. In some

cases it may be practical to share focus groups with the AP review where questions will be similar. Focus groups will allow us to gain data from a purposely selected group of individuals.

6.4 Project Team/ Steering Group

Project lead / oversight: Linda Prescott-Clements, Director of Education
 Project manager: Britta Crawford, Education Manager
 AP Project manager: Laura Hogg, Senior Education Officer
 Steering Group: CertAVP sub-committee

6.5 Schedule

Phase 1: Desk Based research

Phase 2: Questionnaire – to run in parallel with AP time line

(Phases 1 and 2 run concurrently)

Phase 3: Focus groups

The project timeline would be over the period of a year and need to remain cognisant of the AP review (Annex A).

6.6 Budget / Resources

An application will be made to the RCVS Discretionary Fund for the following resources to support this project.

Support Required	Cost	Details
Data Analyst – 3 months (Salary circa £30K) – either temp or secondment	£9,300	3 month's salary + 24% costs
Focus group x 1	£5,000	Room hire, travel costs, loss of earnings
Subtotal	£14,300	
Contingency 10%	£ 1,430	
TOTAL	£15,730	

Project Initiation Document

Evaluating Advanced Practitioner status and the benefits it brings.

Index

	Page
1. Purpose	3
2. Background	3
3. Project definition	3
3.1. Aims	3
3.2. Scope of the project	3
3.3. Expected outputs	3
3.4. Risks, constraints & dependencies	4
3.5. Assumptions	4
4. Project Plan	5
4.1. Phase 1: Questionnaire development and implementation	5
4.2. Phase 2: Questionnaire data analysis, focus groups	5
4.3. Phase 3: Final analysis and reporting	5
5. Project Delivery	6
5.1. Project operations	6
5.2. Project Milestones & schedule	6
5.3. Resource Plan	6
Appendix A	7

7. Purpose

The purpose of this document is to set out the scope, aims and objectives of a project to review Advanced Practitioner status, including how the status is perceived by the veterinary profession and the public.

8. Background

Advanced Practitioner status was established in spring 2014 and the first cohort of Advanced Practitioner's will be re-applying for renewal of their five year listing for the first time this autumn.

The original purpose of the list of Advanced Practitioners was to provide a clear indication to the profession and the public of those veterinary surgeons who have been accredited at postgraduate certificate level (Masters level 7) by the RCVS, by virtue of having demonstrated knowledge and experience in a particular area of veterinary practice (including general practice) beyond their initial primary veterinary degree. Inclusion on the list would demonstrate that the individual holds an appropriate qualification and that they have stayed up to date in their field of practice since achieving their certificate level qualification.

Advanced Practitioner status was originally referred to as 'middle tier' but this was viewed negatively by members as it suggested a career progression to Specialist status. It was also thought that Specialist status should not always been seen as the end goal and that approval as an Advanced Practitioner should also be seen as a career pathway.

A review of the guidance and criteria of the status was undertaken in 2017 with some changes to the criteria and guidance published in February 2018.

During a recent discussion between the Education and Communications Departments regarding the Advanced Practitioner page on the RCVS website, it became apparent that the definition of the role of Advanced Practitioner's and the status have not always been clear and there is often some confusion with Specialist status.

Education Committee were asked to consider whether it would now be appropriate to conduct an evaluation of Advanced Practitioner status now that the first round of applicants were becoming due for re-accreditation, which was approved.

9. Project Definition

3.1 Aims

The aim of this project is to evaluate Advanced Practitioner status to ensure the purpose of the status is clear and is providing benefits to both veterinary members and the public and identify any areas in which improvements can be made.

The objectives of this evaluation are:

- Review members and clients perceptions of Advanced Practitioner status
- To explore member's motivations for seeking AP status (or not)
- To explore preferences and reasons for AP's route to AP status (CertAVP or other)
- Explore what benefits/drawbacks being on the list of Advanced Practitioner's brings to those veterinary surgeons

3.2 Scope of the project

The project should consider the benefits and drawbacks of Advanced Practitioner status as seen by listed members as well as how it is viewed by the veterinary profession and members of the public. All listed Advanced Practitioners should be consulted. This will run in parallel to a review of the Certificate in Advanced Veterinary Practice (CertAVP) and we will endeavour to avoid duplication where possible.

3.3 Expected Outputs

The expected outputs for this project are a clearer view on members / public perceptions regarding Advanced Practitioner status, motivations and preferences regarding application and whether the status has effectively achieved its original aims for the profession. A report will be produced for consideration by the Education Committee, which will include the benefits and drawbacks of Advanced Practitioner status with any proposed changes.

3.4 Risks, Constraints & Dependencies

A risk is that perception of Advanced Practitioner status is negative and that members do not see any benefit of it.

Constraints are as follows:

- (a) Cost: Funding will be applied for to run the focus groups (RCVS discretionary fund) – see also risk register

Dependencies are as follows:

- (a) The evaluation of Advanced Practitioner status will depend upon the engagement of Advanced Practitioners and the public in response to the questionnaire and focus groups.

3.5 Assumptions

- (a) As the questionnaire will be run in house with the help of the Communications department the Senior Education Officer will manage this work. The Director of Education will provide oversight as project lead.

- (b) It is hoped that key stakeholders will engage with this work, through any working group and focus groups.

10. Project plan

Please see section 5 'Project Delivery' for the milestones where outputs are reviewed and approved by RCVS committees. **See attached GANTT chart (annex B)**

4.1 Phase 1: Questionnaire development and implementation – October-December 2019

In this initial stage of the project the following tasks would be completed (in parallel):

- A virtual working group would be established to review papers and content for the questionnaires and identify the target groups of respondents and whether a sample of the public and those not on the list should be consulted.
- Development of online questionnaires
- Piloting and finalising of questionnaires
- Liaising with the Communications department to implement the online questionnaires and send out

4.2 Phase 2: Questionnaire data analysis, focus groups – January-March 2020

This stage of the project would involve collating the questions to be included in the questionnaire. This would then be tested and piloted before being finalised and sent to all listed Advanced Practitioners. This will include:

- Analysis of the questionnaire results and an interim report on the data

Once the questionnaire feedback has been analysed and considered by the working group, three focus groups will be arranged with key stakeholders in order to discuss further any key points that arise. This will include:

- Identifying stakeholders to participate in focus groups
- Hold focus groups with key stakeholders to discuss key issues that arise from the questionnaire. Relevant information from the questionnaire would be presented at the groups to inform the discussion.
- Analysis of feedback and discussion from focus groups

4.3 Phase 3: Final analysis and reporting – April-May 2020

- Report written for consideration by Education Committee
- Final reporting to Education Committee will aim to take place in May 2020.

5. Project Delivery

5.1 Project Operations

Project lead / oversight: Linda Prescott-Clements, Director of Education

Project manager: Laura Hogg, Senior Education Officer

Establish a virtual working group – to liaise at key milestones (x3) and report to Education Committee. Membership of the group would include the Chair of the Advanced Practitioner panel as well as members from the panel.

5.2 Project Milestones & Schedule

Please see attached GANTT chart (annex B) for the milestones and tasks within each phase, and schedule for reporting.

5.3 Budget

Phase 3		
Focus groups (Advanced Practitioners) x 3	£15,000	Room hire, travel costs, loss of earnings
Subtotal	£15,000	
Contingency 10%	£ 1,500	
TOTAL	£16,500	

Appendix A: Project Risks

Risk	Likelihood	Significance	Mitigation	Status
Project doesn't run due to no budget / funding	2	4	Apply for funding through discretionary fund	12
Lack of engagement with key stakeholders	2	4	Promote work and highlight relevance through effective communications and networks	12

Annex B

Outcomes of the CertAVP. A proposed research project.

The study would take the form of a questionnaire, to be sent to all delegates who have completed the certAVP.

Research problem:

Studies have been performed to investigate the effect of studying towards the certAVP key professional skills module on its delegates (6), but at this stage no further inquiry has been undertaken to investigate the effect of the certAVP on its delegates more generally.

Why this matters:

With recent focus on the effectiveness of an outcomes-based approach to continued education, gaining an information on the outcomes of completing the CertAVP will provide useful insight into this modular, distance-learning approach to postgraduate education. Additionally, results of this inquiry will serve as feedback for curriculum design in order to help make course amendments where necessary to further improve the effectiveness of the certAVP.

Aims of the study:

1. To investigate the effect of completion of the CertAVP on the following three **outcomes**: *career advancement, professional practice and intention to remain working in the veterinary industry.*
2. To investigate which potential influencing **factors** appear to be associated with those outcomes outlined above.
3. To review how these outcomes and associated factors may be influenced by the nominal data/variables in the study.

Variables/nominal data:

Gender, age, years since graduating as a vet, years since completion of CertAVP, year in which CertAVP was completed, provider of CertAVP assessment (e.g. RVC, UoL etc), designated cert or not.

Questionnaire format:

Individuals receiving the questionnaire will be clear that they do not need to answer all the questions i.e. they can 'submit' at any stage.

The questionnaire will be presented in such a way that the three outcomes are covered first, to maximise the chance of receiving data on these. *Outcomes*-based questions will then be followed by questions on *factors* which may be linked to these outcomes. The questionnaire is yet to be completed but an example is seen below:

Q1. a. In your opinion, has completion of the CertAVP made you more likely to remain working in the veterinary industry? Y/N

b. In reference to the above question (continued work in the veterinary industry), is this in the same capacity or in a new role since completing the CertAVP? *Same/different and optional text box to explain.*

Q2. In your opinion, has completing the CertAVP improved your professional practice? Y/N

Q3. In your opinion, has your career advanced as a result of completing the CertAVP? Y/N

The three questions above represent the outcomes of the CertAVP which are being investigated in the study. The questionnaire would then follow-on with questions about factors which may influence these outcomes, with a view to looking at associations between factors and outcomes, e.g.

4. Did you receive a pay increase as a result of completing the CertAVP?

5. Did you receive a promotion after completing the CertAVP?

6. Do you feel that your confidence in the workplace has improved as a result of completing the CertAVP?

7. Since completing the CertAVP, are you now managing a more complex caseload?

8. Since completing the CertAVP, do you feel you now have more clinical autonomy in the workplace?

....and so on – the aim is to present a comprehensive (yet approachable) list of contributing factors which can then be analysed. The end result would be to see which of the outcomes are achieved as a result of completing the CertAVP, and which factors appear to be associated with these outcomes.

Reference list.

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2. [Career aspiration in UK veterinary students: the influences of gender, self-esteem and year of study](#) Castro, S. M.; Armitage-Chan, E.. In: *Veterinary record.* 179(16):408-408; Great Britain: BRITISH VETERINARY ASSOCIATION, 2016.
3. [Motivating factors and perceived barriers to participating in continuing professional development: a national survey of veterinary surgeons](#) Dale, V. H. M.; Pierce, S. E.; May, S. A.. *VETERINARY RECORD*; SEP 14 2013; 173; 10; p247
4. [The Importance of Cultivating a Preference for Complexity in Veterinarians for Effective Lifelong Learning.](#) Dale, V.H.M.; Pierce, S.E.; May, S.A.. In: *JOURNAL OF VETERINARY MEDICAL EDUCATION.* 37(2):165-171; United States: University of Toronto Press, 2010.
5. [Continuing education meetings and workshops: effects on professional practice and health care outcomes.](#) Forsetlund L; Bjørndal A; Rashidian A; Jamtvedt G; O'Brien MA; Wolf F; Davis D; Odgaard-Jensen J; Oxman AD, *The Cochrane Database Of Systematic Reviews [Cochrane Database Syst Rev],* ISSN: 1469-493X, 2009 Apr 15; (2);

6. [Continuing professional development: learning that leads to change in individual and collective clinical practice.](#) May, S.A.; Kinnison, T.. Veterinary Record, 4 July 2015, 177(1):13
7. [RCVS CertAVP update.](#) Viner, B.. In Practice, June 2011, 33(6):286-290

Meeting	Education Committee
Date	11 February 2020
Title	Advanced Practitioner status evaluation questionnaires
Classification	Unclassified
Summary	<p>Two draft questionnaires to be included in the Advanced Practitioner status evaluation.</p> <p>The first questionnaire will be sent to all currently listed and previously listed Advanced Practitioners.</p> <p>The second questionnaire will be sent to a random sample of veterinary surgeons who are not listed as Advanced Practitioners nor undertaking a CertAVP.</p> <p>There will also be a third questionnaire which is currently being drafted, that will be sent to all vets that are undertaking a CertAVP, BSAVA or Harper Adams certificate.</p>
Decisions required	To note
Attachments	<p>Annex 1 – Questionnaire to be sent to all listed and previously listed AP's</p> <p>Annex 2 – Questionnaire to be sent to a random sample of vets who are not listed as Advanced Practitioners nor undertaking a CertAVP</p>
Author	<p>Laura Hogg</p> <p>Senior Education Officer</p> <p>l.hogg@rcvs.org.uk</p> <p>0207 202 0736</p>

AP Evaluation Survey Questions for all listed and previously listed Advanced Practitioners

Question	Answer options
1. Are you... [gender]	Male Female Other [free text] Prefer not to say
2. What age group are you?	Under 25 25-30 31-35 36-40 41-45 46-50 Over 50
3. Are you currently listed as an Advanced Practitioner	Yes [If yes, answer 3.1 and 3.2] No [If no, answer 3.3]
3.1 When were you first listed as an Advanced Practitioner	[free text to add year]
3.2 Have you reapplied?	Yes No [if 'no' please state reasons]
3.3 Why did you decide not to maintain your status?	Retired No longer work in clinical practice Other – free text
4. What type of practice do you currently work in?	<i>TICK ALL THAT APPLY</i> Corporate Independent First opinion Referral Mixture of first opinion and referral Other
5. What area of clinical practice do you work in?	<i>Drop down menus with options</i> Companion animal Equine Production animal VPH Mixed Exotics Other
6. What motivated you to apply for Advanced Practitioner Status? [please rank with largest motivator as '1']	<i>Options yes / no and 'rank' for each;</i> Professional recognition in area of interest Career progression / gain recognition Increase salary Own personal development / improve my standard of practice To increase business To receive referrals in my area of interest Increase self-esteem / sense of achievement Structuring my CPD effort

	Other [free text]
7. Since becoming an Advanced Practitioner, what was the impact on you in the following areas?	<p><i>Options 'positive impact', 'negative impact' or 'no impact'</i></p> <p>Professional recognition in area of interest Promotion / career progression Salary Standard of own practice / competence Business / caseload Receiving referrals in my area of interest Self-esteem / sense of achievement Undertaking a certificate in another area Undertaking training for a diploma</p>
8. Please tell us about any other positive impacts on you or your practice, resulting from achieving Advanced Practitioner status	<i>Free text</i>
9. Please tell us about any other negative impacts on you or your practice, resulting from achieving Advanced Practitioner status	<i>Free text</i>
10. With what postgraduate certificate did you apply for Advanced Practitioner status?	RCVS Certificate RCVS CertAVP BSAVA PGC Harper Adams PgC Other [please specify]
11. Was Advanced Practitioner status a motivating factor in you completing a postgraduate certificate?	Yes No
12. Did you choose the postgraduate certificate you completed based on those that were eligible for applying for Advanced Practitioner Status?	Yes No
13. Do you think vets know the difference between a Certificate in Advanced veterinary Practice (CertAVP) and Advanced Practitioner status?	Yes No <i>Free text</i>
14. Do you think the public know the difference between a Certificate in Advanced veterinary Practice (CertAVP) and Advanced Practitioner status?	Yes No <i>Free text</i>
15. Do you think Advanced Practitioner status is seen as a route to specialization?	Yes No <i>Free text</i>
16. Advanced Practitioners are not the same as Specialists – do you think that vets generally know the difference between the two?	Yes No <i>Free text</i>
17. If specialization is the goal, what is the benefit of Advanced Practitioner status?	<i>Free text</i>

<p>18. To what extent do you think your clients understand what an 'Advanced Practitioner' is? [i.e. criteria required to achieve the status, difference to a specialist etc.]</p>	<p>Not at all A little Mostly understand Fully understand</p>
<p>19. To what extent do you feel your colleagues (vets, nurses, care assistants, receptionists, management) understand what an 'Advanced Practitioner' is?</p>	<p>Vets Not at all A little Mostly understand Fully understand Nurses Not at all A little Mostly understand Fully understand Care Assistants Not at all A little Mostly understand Fully understand Receptionists Not at all A little Mostly understand Fully understand Management Not at all A little Mostly understand Fully understand</p>
<p>20. How do you feel that Specialists view Advanced Practitioner status?</p>	<p><i>Positively / Negatively</i> <i>Free text</i></p>
<p>21. Do you think the public know the difference between Advanced Practitioners and Specialists?</p>	<p><i>Yes</i> <i>No</i> <i>Free text</i></p>
<p>22. Do you feel the role of an Advanced Practitioner is clearly defined by RCVS?</p>	<p>Not at all clear Somewhat Very clear <i>Free text 'Please tell us why'</i></p>
<p>23. What one thing do you feel would help promote the role of an Advanced Practitioner?</p>	<p><i>Free text</i></p>
<p>24. Do you think clients are more likely to seek an appointment with an Advanced Practitioner than a veterinary surgeon who does not have Advanced Practitioner status?</p>	<p>Highly likely Somewhat likely Neither likely Unlikely Somewhat unlikely Highly unlikely</p>

AP Evaluation Survey Questions for members who are NOT Advanced Practitioners and haven't / aren't undertaking a CertAVP

Question	Answer options
1. Are you... [gender]	Male Female Other [free text] Prefer not to say
2. What age group are you?	Under 25 25-30 31-35 36-40 41-45 46-50 Over 50
3. How long have you been registered with the RCVS?	Under 5 years 5-10 years 10-20 years 20-30 years More than 30 years
4. Which of the following options best describe your current work status as a veterinary surgeon?	Full time Part time Locum Not working in clinical practice Not currently working
5. In what type of practice do you currently work in?	<i>TICK ALL THAT APPLY</i> Corporate Independent First opinion Referral Other
6. In what area of clinical practice do you work in?	<i>Drop down menus with options</i> Companion animal Equine Production animal VPH Mixed Exotics Other
7. What do you understand by the term 'Advanced Practitioner status' OR To what extent do you understand what an 'Advanced Practitioner' is?	<i>Not at all</i> <i>A little</i> <i>Mostly understand</i> <i>Fully understand</i>
8. Do you know what is required to become an Advanced Practitioner?	<i>Clear understanding</i> <i>Some understanding</i> <i>Limited understanding</i> <i>Very limited understanding</i>
9. Are you eligible to become an Advanced Practitioner	Yes No

	<i>Don't know</i>
10. Are you, or have you ever been, motivated to achieve Advanced Practitioner Status?	Very motivated Somewhat motivated Not very motivated Not at all motivated Haven't ever considered AP status
11. Which of the following areas do you think veterinary surgeons are motivated by when applying for Advanced Practitioner Status? [please rank with largest motivator as '1']	<i>Options yes / no and 'rank' for each;</i> Professional recognition in area of interest Career progression / gain recognition Increase salary Own personal development / improve my standard of practice To increase business To receive referrals in my area of interest Increase self-esteem / sense of achievement Focussed plan for their CPD Other [free text]
12. Which of the following do you think are true outcomes of achieving Advanced Practitioner status?	<i>Options yes / no / unsure</i> Increased professional recognition in area of interest Promotion / career progression Increased salary Increased standard of own practice / competence Increased business / caseload Receiving referrals in the area of interest Higher self-esteem / sense of achievement
13. Please tell us about any other ways you think achieving Advanced Practitioner status could have a positive impact on you / your practice	<i>Free text</i>
14. Please tell us about any ways you think achieving Advanced Practitioner status could have a negative impact on you / your practice	<i>Free text</i>
15. Do you think Advanced Practitioner status is seen as a route to specialization?	Yes No <i>Free text</i>
16. If specialization is the goal, what is the benefit of Advanced Practitioner status?	<i>Free text</i>
17. Do you think vets know the difference between a Certificate in Advanced veterinary Practice (CertAVP) and Advanced Practitioner status?	Yes No <i>Free text</i>
18. Do you think the public know the difference between a Certificate in Advanced veterinary Practice (CertAVP) and Advanced Practitioner status?	Yes No <i>Free text</i>

<p>19. Advanced Practitioners are not the same as Specialists – do you think that vets generally know the difference between the two?</p>	<p>Yes No Free text</p>
<p>20. To what extent do you think your clients understand what an ‘Advanced Practitioner’ is? [i.e. criteria required to achieve the status, difference to a specialist etc.]</p>	<p>Not at all A little Mostly understand Fully understand</p>
<p>21. Do you think the public know the difference between Advanced Practitioners and Specialists?</p>	<p>Yes No Free text</p>
<p>22. Do you feel the role of an Advanced Practitioner is clearly defined?</p>	<p>Not at all clear Somewhat Very clear Free text ‘Please tell us why’</p>
<p>23. Do you think clients are more likely to seek an appointment with an Advanced Practitioner than a veterinary surgeon who does not have Advanced Practitioner status?</p>	<p>Highly likely Somewhat likely Neither likely Unlikely Somewhat unlikely Highly unlikely</p>