

What counts as Professional Development (PD):

You must use your professional judgement to decide if an activity aligns with your RCPD Plan and delivers worthwhile outcomes. Some non-exclusive examples of the activities and topics you could count are noted below.

Activities can be delivered in any format, including in person, online or via video conferencing, etc. Evidence suggests that format has little effect on outcomes.

Types of activity

Courses, programmes, and related activities

- Formal PD such as lectures and conferences seminars, training programmes and skills workshops.
- Study towards relevant degrees, diplomas or certificates.
- Receiving structured and planned one to-one coaching, instruction, training or mentoring, and has identified aims and learning outcomes relating to your learning needs.
- Taking part in a study group or a similar activity.
- Distance learning programmes.

Keep in mind that evidence from the medical field suggests that traditional Continuing Education (CE) formats such as conferences, workshops, and clinical rounds do not have a significant impact on subsequent clinical performance unless the sessions are more interactive in nature (e.g. provide an opportunity for interaction). You are encouraged to undertake different forms of CE to help maintain your clinical currency and update your knowledge and skills.

Teaching and related activities

- Lecturing and teaching courses at a university or other tertiary institution.
- Instructing/demonstrating in a skills workshop.
- Speaking at and chairing conferences.
- Giving seminars, running training programmes etc for external providers of education and training.
- Giving seminars in-house and/or for an invited audience.
- Facilitating discussions in study groups and other similar activities.
- Undertaking structured and planned one-to-one coaching, instructing, training or Mentoring such as clinical coaching.
- Teaching, training and lecturing for other professional associations and organisations or other relevant groups or organisations.
- Preparing for any of the above.

In order to lead to relevant outcomes, teaching-related activities should be at tertiary level or the equivalent. Teachers learn from their research, from the insights they gain on reflecting on the topics they teach, and from engaging with their students, participants or target audience and seeking to satisfy their learning requirements.

Writing which could include (but is not confined to) writing textbooks, articles or papers intended for publication or to be included in course materials
As with teachers, writers learn from the research they do and from the insights and ideas they develop as they reflect on their subject matter and would require this sort of engagement to be regarded as suitable for inclusion as CPD.

Reflective activities

- M&M Rounds/Clinical rounds
- Giving and receiving informal case reviews and feedback.
- Clinical record reviews.
- Teamwork discussions
- Debriefing cases as a team

Private study

- Reading textbooks, journals, articles, course materials,
- Listening to non-interactive audio broadcasts or recordings in whatever format.
- Viewing non-interactive audio-visual materials in whatever format.

Private study is an essential means of keeping up to date and AVPRC encourages ongoing self-study in combination with more collegial and interactive activities.

Topics

You can count any topic that you can relate to your learning needs as set out in your RCPD plan and which would assist you in carrying out your work as an Allied Veterinary Professional (AVP), including:

- knowledge of veterinary nursing (or role-specific)
- knowledge of other relevant disciplines
- knowledge of the law and regulations as they relate to AVP's
- personal skills including, but not confined to:
 - stress management
 - time management
 - leadership skills
 - communication including mediation and conflict management
 - personal health-related learning that could help you perform as an AVP (eg mindfulness skills, etc)
- practice management skills including, but not confined to:
 - financial and accounting skills
 - marketing skills
 - supervision skills
 - planning skills
 - risk management skills
 - operation management skills
 - IT management skills
- ethics, professionalism, and client care
- attending relevant meetings
- being a member of a committee, including standards committees
- being a mentor or clinical coach

Depending on your individual learning needs, preferred learning style, experience and the various activities available to you, you may choose to complete your RCPD in any combination of the activities described.