



# VETERINARY SURGEONS BOARD OF SOUTH AUSTRALIA

## Maintaining Continuing Professional Development Records

Your Continuing Professional Development (CPD) records should include information about:

1. Your CPD plan - the learning goals that you have identified and how you plan to meet them
2. CPD activities – each activity that you complete
3. Your reflection on each completed CPD activity and how it benefitted or will benefit your professional practice
4. Evidence that you have completed your CPD activity

Information about the Board's CPD Guidelines can be found on the Board's website: [CPD Guidelines](#)

### **CPD Plan**

Before undertaking CPD, you must think about your professional practice to identify your own learning goals and the type of CPD activities you will do to meet those goals. As you complete activities, you should reflect on what you have learnt and whether your goal/s have been met. You may need to update your goals as a result of what you learn and your ongoing experience in professional practice.

As you complete CPD activities to meet your learning goals, you should record your reflection on whether and how the activity met your goal and how what you have learnt will/has affected your professional practice. If you find that an activity does not meet your learning goal as you had expected, you should include a reflection on why and how you will change your CPD plan to meet your goal in the future.

### **CPD Record with examples**

The following tables provide examples of ways in which you can record your learning goals, planned and completed CPD activities and reflections. They are provided as examples only and you may choose to provide information in your CPD records in other ways.

Example 1 – good example of recording reading journal articles

Example 2 – good example of recording a social media activity

Example 3 – acceptable example of recording a social media activity

Example 4 – example that does not meet the Board’s CPD Guidelines for recording a social media activity

Example 5 – example of a seminar that does not meet a learning goal

Example 6 – example of recording CPD in an interactive setting

**Bolded/italicised** information helps to explain why the example is good, acceptable or not acceptable.

Learning goals	Planned CPD activities	Completed CPD activities (description, hours, date)	Date	Number and category of hours	Reflection on learning and impact on practice
Identify and plan your own learning goals [you may add or change your goals throughout the year]	Identify activities that may help to meet your learning goals [you may change these as alternative activities become available]	List: a. the activity completed b. the provider/source c. date completed d. the evidence of completion that you have retained		Category i.e. CVE, CL or SDL	Record: a. the learning goal that the activity was intended to meet b. your reflection on the activity and what you learned c. whether your learning goal was met (note: your goal may not have been met or only partly met) d. how what you learnt has/hasn't changed your professional practice

Learning goals	Planned CPD activities	Completed CPD activities (description, hours, date)	Date	Number and category of hours	Reflection on learning and impact on practice
<b>Example 1 - Good example of reading a journal article relevant to practise</b>					
<p><b>Example 1 - Good</b></p> <p>1. Update my knowledge and understanding of the diagnosis and management of condition X</p>	<p><b>Example 1</b></p> <p>Find recent, evidence-based information from a reliable source about the signs/symptoms, diagnosis and treatment of condition X online</p>	<p><b>Example 1</b></p> <p>Online articles about the presenting signs and symptoms of condition X, the examination and tests to confirm a diagnosis and current best practice treatment options</p> <p>List articles referenced* articles</p> <ol style="list-style-type: none"> <li>a. Journal article A: reference</li> <li>b. Journal article B reference</li> <li>c. Journal article C reference</li> <li>d. Cochrane review</li> </ol> <p>Summaries attached</p> <p>* you must keep or be able to produce copies of these articles and your summaries</p>	<p>xx/xx/xxxx</p>	<p>1.5 hr/s SDL</p>	<p><b>Example 1</b></p> <ul style="list-style-type: none"> <li>• I undertook this activity to ensure that I have improved my understanding of condition X. The four articles that I reviewed and summarised were all published in peer reviewed journals in the previous 3 years. The Cochrane review was published 10 years ago. The more recent journal articles don't contradict the information in the Cochrane review. I have refreshed my understanding of the how to diagnose and treat condition X. The examination and tests to diagnose condition X do not differ from my current approach. Current best practice for the management of condition X includes earlier referral at 8 weeks for specialist intervention if there is no significant improvement.</li> <li>• My learning goal was met as it appears my approach to diagnosis and</li> </ul>

Learning goals	Planned CPD activities	Completed CPD activities (description, hours, date)	Date	Number and category of hours	Reflection on learning and impact on practice
					<p>management is up to date.</p> <ul style="list-style-type: none"> <li>When managing condition X in the future I will refer for specialist opinion when there is an unsatisfactory response to treatment at 8 weeks instead of 12 weeks as am currently doing. <b>(describes how learning need was met AND how practice will change as a result)</b></li> </ul>
<b>Example 2 - Good example of social media activity</b>					
<p><b>Example 2 - Good</b> How to examine a patient with presentation Y <b>(Explains that the learning goal centres around examination techniques)</b></p>	<p><b>Example 2</b> Improve my knowledge and skills about examining presentation Y</p>	<p><b>Example 2</b> Found a video from University ABC on YouTube on how to examine presentation Y URL: <a href="https://www.youtube.com/?gl=AU">https://www.youtube.com/?gl=AU</a> Summary attached <b>(Includes information about the video source and the practitioner's summary is attached as evidence)</b></p>	xx/xx/xxxx	0.5 hr/s SDL	<p><b>Example 2</b> The video reminded me about the best way to examine a patient with condition Y. The diagrams showed how to do the examinations correctly. The diagrams helped me to review my examination technique to ensure that I am applying them correctly. <b>(describes how learning need was met AND how practice will change as a result)</b> The video presented a new examination technique that helps to rule out a differential diagnosis in 10% of cases and</p>

Learning goals	Planned CPD activities	Completed CPD activities (description, hours, date)	Date	Number and category of hours	Reflection on learning and impact on practice
					<p>the presenter discussed the research about the new examination.</p> <p>I have added the new technique to my examination form and will use it from now on as it will help me to make a more accurate diagnosis of these patients.  <i><b>(describes how learning need was met AND provides details about how practice will change as a result)</b></i></p>
<b>Example 3 – Acceptable example of social media activity</b>					
<p><b>Example 3 - Acceptable</b> How to examine a patient with presentation Y</p>	<p><b>Example 3</b> Improve my knowledge and skills about examining presentation Y</p>	<p><b>Example 3</b> Found a half hour video from University ABC on YouTube on how to examine presentation Y URL: <a href="https://www.youtube.com/?gl=AU">https://www.youtube.com/?gl=AU</a>  Summary attached</p>	xx/xx/xxxx	0.5 hr/s SDL	<p><b>Example 3</b> The video reminded about the best way to examine a patient with condition Y. The diagrams showed how to do the examinations correctly.  <i><b>(describes how learning need was met BUT doesn't describe how practice will change)</b></i></p> <p>It presented a new examination technique that helps to rule out a differential diagnosis in 1% of cases and the presenter discussed the research about the new examination. I'll use the new technique from</p>

Learning goals	Planned CPD activities	Completed CPD activities (description, hours, date)	Date	Number and category of hours	Reflection on learning and impact on practice
					now on. <i>(describes how learning need was met and that practice will change BUT doesn't describe how practice will change)</i>
<b>Example 4 – example that does not meet the Board's CPD Guidelines – Social Media</b>					
<b>Example 4 – Doesn't meet standard</b> Presentation Y <i>(doesn't explain the learning goal associated with Presentation Y)</i>	<b>Example 4</b> Improve my examination of presentation Y	<b>Example 4</b> Found a half hour video on YouTube of how to examination presentation Y <i>(No information provided about the video, no link to the video and no summary of video)</i>	xx/xx/xxxx	0.5 hr/s SDL	<b>Example 4</b> I learnt a lot from the video about the best way to examine a patient with condition Y. <i>(doesn't describe HOW learning need was met AND doesn't describe how practice will change)</i>
<b>Example 5 – CPD activity did not meet learning goal – Seminar</b>					
<b>Example 5</b> Management of condition Z	<b>Example 5</b> Update my knowledge and skills on the management of condition Z to ensure that I understand the latest approach described in a recent journal article	<b>Example 5</b> Attended a half hour seminar on the management of condition Z Attached attendance certificate and seminar notes	xx/xx/xxxx	0.5 hr/s CVE	<b>Example 5</b> The seminar about the management of condition Z only mentioned the new approach briefly and instead focussed on the approaches that have been used since I graduated. I learnt that I am applying current approaches correctly but will need to find another seminar to meet this learning need. <i>(describes WHY learning need wasn't met AND how the</i>

Learning goals	Planned CPD activities	Completed CPD activities (description, hours, date)	Date	Number and category of hours	Reflection on learning and impact on practice
					<i>practitioner will try to meet the learning need in the future)</i>
<b>Example 6 – Interactive learning activity – Case Management</b>					
<p><b>Example 6</b></p> <p>Discuss better ways to management a patient with condition Z who is not responding well to my current treatments</p>	<p><b>Example 6</b></p> <p>Case management discussion with a colleague</p>	<p><b>Example 6</b></p> <p>Skyped* with a colleague. Described patient presentation, examination finds, treatment and response.</p> <p>Discussed possible alternative diagnoses based on patient presentation and examination.</p> <p>Discussed two possible treatment approaches:</p> <ol style="list-style-type: none"> <li>1. brief description of alternative treatment</li> <li>2. refer to another profession for a different treatment method/approach</li> </ol> <p>Summary of discussion attached</p> <p>* Or teleconference</p>	<p>xx/xx/xxxx</p>	<p>0.5 hr/s</p> <p>CL</p>	<p><b>Example 6</b></p> <p>Colleague and I agreed that the diagnosis I had made was reasonable given the patient's presentation and examination (add detail).</p> <p>Discussed alternative diagnoses some of which could be referred to another profession (add detail about why).</p> <p>We agreed that a trial of the following alternative approach could be useful (add details)</p> <p><b><i>(Describes how learning needs were met AND provides details about how practice will change as a result)</i></b></p>

Adapted from Australian Health Practitioner Regulation Agency, 'CPD portfolio'