

Certificate in Advanced Veterinary Practice

A-PKS.1 Professional Key Skills

Module Outline



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The A-PKS.1 module is **required** for all candidates who are aiming to achieve the general Certificate in Advanced Veterinary Practice, as well as the designated certificates. It can also be taken as a free-standing module.

LEARNING OBJECTIVES (as assessed at the RVC)

On completion of the Professional Key Skills Module, candidates will have demonstrated:

- An ability to reflect on their professional activities within the context of several key areas (see below) relevant to veterinary practice or business
- Knowledge of management and leadership principles relevant to their experience of veterinary practice or industry in relevant key areas (as below)
- An ability to engage with and critically review literature relevant to their area of study
- Good written communication skills
- An ability to critically analyse, problem solve and engage with evidence-based decision making in all aspects of professional life
- Competence in appropriately citing and formatting references within written work
- Reflective skills that enable understanding of the issues relevant to their area of veterinary profession and the candidate's learning as a result of completing the module

ASSESSMENT

- 10 reflective essays of 1,000 – 1,500 words each in areas of professional practice covering the RCVS defined syllabus. If the essay word count is over 1,500 words, the essay will be returned to you for amendment.

FEEDBACK

Feedback will be provided on all submitted essays. The extent of the feedback will vary depending on the quality of the essay and any relevant issues which may need highlighting. Two attempts are permitted for every essay so candidates are encouraged to view their feedback as a valuable learning experience, even if they might not be successful in their first attempt.

Please note that although presentation of work does not affect your marks, it is recommended that text font and size, paragraph spacing, layout, spelling and grammar, etc, are considered when writing your work.

WHAT THE ASSESSORS LOOK FOR

The assessors will be marking your essays on a variety of elements, including:

- Relevance of answer to the question
- Appropriate engagement with and development of themes from existing current literature
- Successful writing in the first person (where appropriate to the question)
- Demonstration of critical reflective writing, using personal experiences
- Evidence of intention to change or established change in their daily practice
- Attention to presentation, spelling and grammar
- Correct referencing (recommend APA, JSAP or Veterinary Record style, but key is consistency)

LEARNING OUTCOMES

1. Communication Skills

- Client communications (including bereavement)
- Second opinion and referrals
- Inter- and intra-professional communication
- One-to-one and group presentations

2. Personal Development

- Time and task management
- Personal and professional support networks
- Personal decision making and SWOT analysis (strengths/weaknesses/opportunities/threats)

3. Welfare and Ethics

- RCVS Guide to Professional Conduct and its application
- Role of veterinary practice in the broader context of society
- Animal welfare issues in general practice, in particular recognising the welfare state of an animal
- Inter-professional relationships

4. Business and Personnel Management

- Practice decision making/SWOT analysis
- Practice teamwork and delegation
- Human resources skills
- Financial and business planning
- Managing resources
- Training of practice personnel
- Practice promotion and marketing

Note: This section should be at a basic, but not ab-initio level, building on from 'year one' competences. Some veterinary-based, small business case studies could be used to demonstrate competence in this area.

5. Data Handling

- Utilising relevant research/review data
- Data management: managing clinical records, and managing financial records
- Effective use of common computer appliances
- Evaluation, collection and critical analysis of data
- Paperwork management and record keeping

6. Legislation

- Awareness and application of H&S and COSHH in the veterinary context
- Other legislation affecting the veterinary profession, including pharmacy
- Consumer legislation relevant to veterinary practice

Note: This section could be tackled through case-based presentation of applications of legislation to the candidate's area of practice. Candidates might be asked to keep a critical incident diary.

INTRODUCTION TO ESSAY PORTFOLIO

The series of 10 essay topics is the starting point for a reflective professional skills portfolio. Essays must include reference to relevant theory and must also relate to the candidate's personal experience as a practising veterinary surgeon. In relation to RCVS and Framework for Higher Education Qualifications Masters Level requirements, answers should also include references to relevant literature, and appreciative and critical discussion of lessons learned.

Those aiming for a single species Certificate should focus each essay on that species where relevant to the topic. Those aiming for a mixed practice certificate should aim to focus on a minimum of two questions on each of farm animals, horses and small animals. Those working towards a Government Veterinary Service/State Veterinary Medicine certificate should aim to focus on a minimum of two questions on each of cattle, sheep and pigs but may also include poultry and small animals if relevant. Candidates who have graduated relatively recently may need to spend time developing their knowledge and building up their experience as practising veterinary surgeons before being able to tackle those essays.

Reflective writing is evidence of reflective thinking. In an academic context, reflective thinking usually involves:

- **Looking back at something (often an event, i.e. something that happened, but it could also be an idea or object).**
- **Analysing the event or idea (thinking in depth and from different perspectives, and trying to explain, often with reference to a model or theory from your subject).**
- **Thinking carefully about what the event or idea means for you and your ongoing progress as a learner and/or practising professional.**

CHOOSING YOUR ESSAYS:

The Learning Outcomes are split in to six sections:

- Communication Skills
- Personal Development
- Welfare and Ethics
- Business and Personnel Management
- Data Handling
- Legislation

1. You should select **nine** essays from a minimum of **five** different Learning Outcomes
2. You can select **no more than three** essays from **one** Learning Outcome
3. You may only select **one** essay from a **Group** within a Learning Outcome, for example: if you were wishing to write three essays from Business and Personnel Management, you could write on essays 3, 28 and 7 but you couldn't write on essays 3, 15 and 7 (as 3 and 15 are both from Group A)
4. For candidates enrolled after 1st August 2011, your **10th essay**, to be submitted last, must be a reflective summary essay (essay number 45) – this is compulsory. For candidates enrolled prior to this date, you can choose to write on an existing essay or write the summary essay.

Questions are divided according to RCVS grouping of Module A themes. However, candidates will see that the nature of the questions means that there is some overlap, and a good answer, for example, to a welfare and ethics question, may involve discussing communication-related issues.

ESSAY CHOICES

Learning Outcome	Groups available	Essay title		Essay title		Essay title
Business and Personnel Management (Groups A-D)	Group A	3. Increasingly veterinary services are delivered by a multidisciplinary team. Discuss, with personal examples, the managerial problems this can create, and how these should be overcome.	or	15. Delegation by veterinary surgeons to veterinary colleagues and other members of the practice team is important in getting work completed to a high standard, at an economic rate, and in a timely fashion. However, at times, things can go wrong! Using personal examples, discuss the lessons you have learnt from experience about delegation and how you now manage this important area.	or	35. In your opinion, what are the critical elements of a successful team? Reflecting on the team in which you currently work, are there elements that could be improved?
	Group B	6. When you last undertook a risk analysis in your workplace, what new risks were identified? Discuss how these were overcome in the interests of both your staff and public safety.	or	28. In your experience, what are the key issues relevant to business and financial planning? How do these compare with published advice on the subject, and, if they differ, why is this the case?		
	Group C	7. Outline the important stages in the process of staff appraisal. Discuss an appraisal which you felt went less well than you would have liked, and how it could have been improved.	or	36. What would constitute high quality mentorship? Using examples from your own professional life, reflectively discuss mentorship that you have received and/or have given.		

	Group D	20.	Using the “4Ps” (product, place, price, promotion) marketing mix model (e.g. www.netmba.com/marketing/mix/) consider how your current enterprise communicates its veterinary service offering to its target market. By selecting at least two of the “4Ps”, discuss how the marketing mix could be developed in the forthcoming 12-month period.	or	33.	Identifying and marketing services that add value to a business are key to retaining existing and attracting new clients. Describe how a business case and marketing strategy for a proposed new service could be developed. You should preferably use an example from your own experience, or describe something you would like to attempt, should you be in a position so to do.		
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Learning Outcome	Groups available	Essay title		Essay title
Communication Skills (Groups A-C)	Group A	1. Using evidence from two cases, one in which your communication skills were exemplary and one in which you felt your communication skills were lacking, identify and discuss the key features which lead to a successfully managed customer.	or	24. Two key elements of successful communication are client “understanding” and “long term memory”. Discuss the reasons for this, and how you promote both in your professional role.
	Group B	4. Either: (a) discuss the tension between client emotion and economic reality in companion practice, and the veterinary surgeon’s professional role in resolving such issues, or (b) discuss the practical effects of economic considerations in production animal practice.	or	13. Discuss how a veterinary surgeon’s emotional responses to their animal patients and their owners either enhance or inhibit their professional role.
	Group C	30. What is “team cognition”? Discuss the important features of communication which ensure effective team cognition is achieved, through examples taken from your own experience.	or	39. Even where different disciplines work together in teams, interprofessional communication remains much more of a challenge than intraprofessional communication. Discuss the reasons for this, and the most effective ways you have found for resolving this problem, using examples from your own experience.

Learning Outcome	Groups available	Essay title		Essay title
Data Handling (Groups A-C)	Group A	2. Outline how you record case details in your workplace. Discuss how your system meets the various needs for recording in professional practice.	or	27 Compare and contrast the advantages and disadvantages of paper and electronic records with reference to both your own experience and that of your clients.
	Group B	12. Define “clinical audit”, and discuss how its use could improve practice at the level of the individual, the practice, and the profession.	or	44. How should science be used to interpret data? When should an evidence-based approach be used or not used?
	Group C	32. Discuss the ways in which information technologies are influencing the working practices of veterinary professionals today. Provide personal examples of how your own work has been affected by these developments. What further technological changes do you think current veterinary students need to be prepared for in the future?		

Learning Outcome	Groups available	Essay title		Essay title
Legislation (Groups A-B)	Group A	19. List the most relevant areas of legislation to your daily practice, and discuss how you incorporated these into your processes to ensure the delivery of a service which is at the same time professional, ethical and legal.	or	41. Discuss with examples from your own workplace the influence of Health and Safety legislation, and how you achieve a balance between excellence and efficiency in your professional role.
	Group B	26. List the options available in the UK to an owner/keeper wishing to obtain prescription-only medicines for their animal(s). How are these avenues controlled professionally and legislatively, and have you identified areas that need improvement to serve the interests of animal welfare and ensure fairness to owners?	or	38. As a veterinarian, you have the right to prescribe and administer all classes of medicinal product, some of which are not licensed for use in animals or are regarded as alternative medicines. Discuss, using well-chosen personal examples, how you have recognised tensions between the legal, scientific, clinical and client requirements for the use of human medical products, homeopathic or herbal remedies, and how you have resolved these to your own satisfaction.

Learning Outcome	Groups available	Essay title		Essay title
Personal Development (Groups A-D)	Group A	8. The veterinary profession is famous for its enterprising, tackle-all attitude to our work! Discuss where you draw the line in tackling novel and specialist cases or situations, giving examples of those in which you would proceed and those in which you would not.	or	25. A key feature of a profession is “altruism”, but much of the modern rhetoric around work relates to “balance”. Discuss the tension which exists between these concepts and how you have learnt to resolve it in your own life.
	Group B	11. All professions are interested in the further development of practitioners beyond the primary qualification. Discuss how this is best achieved, and critically analyse how either the RCVS “Professional Development Phase” or “CertAVP” meets your ideal approach.	or	29. What is your definition of CPD and how does this relate to other professional definitions? How does your own CPD satisfy both your professional requirements and your duty to society?
	Group C	16. Professional work is both very rewarding and, at times, highly stressful. Discuss why this is the case, how you personally have learnt to cope, and the advice you would give to a curriculum committee wanting to help students develop “survival skills” for their future careers.	or	40. Why is “stress” so prevalent among veterinary professionals? Using appropriate theory, critically review your own experience of stress management at personal, workplace and/or professional levels.
	Group D	22. Discuss how your (clinical) reasoning skills have evolved, and how this relates to what is known about the development of expertise.	or	37. Discuss your most puzzling case and how such cases inform your diagnostic approach and your general approach to practice. [If you are not working in practice, consider your most puzzling professional challenge, what you learned from it and how this has changed your approach to your work.] (also 5.)

Learning Outcome	Groups available	Essay title		Essay title		Essay title
Welfare and Ethics (Groups A-D)	Group A	9. Outline three circumstances from your professional practice in which you have encountered compromised animal welfare. Discuss your contribution to improving the situation for the animals involved.	or	18. How do you assess animal welfare? In your answer, describe three examples from your professional practice, showing the suitability and validity of the measures used and indicating how any difficulties were overcome.	or	42. How should society decide when animal suffering is necessary (and hence lawful)? Define suffering, using examples from your experience. On what principles should the decision be based?
	Group B	10. Ethical concerns are a key feature of professional life. Outline one ethical dilemma relating to the business aspect of your work and one relating to your practice of veterinary science. How did you resolve each to your own satisfaction?	or	14. Appropriate use of second opinions and referrals can do much to enhance a veterinary surgeon's individual reputation and that of the profession generally. Discuss, using personal examples of referrals which have gone well and those which have not, the key factors which have shaped your views on, and approach to, referrals.	or	34. There are occasions in professional practice when there is a conflict between the course of action recommended by a veterinary surgeon and that which a client chooses to pursue. Describe a situation where a client may opt to "act against medical advice" and the actions you would take to ensure that the animal's interests were protected. Where possible, use specific examples from your own experience.

	Group C	17. Many business advisors are currently advocating “health care plans” as a way of enhancing practice income. Discuss the ethical issues around “health care plans” in the context of how you and your colleagues have resolved these in your practice.	or	23. The veterinary profession has been accused of using placebos as a standard approach to animal therapy. Have you experience of this, and can we justify, from an ethical point of view, the range of approaches to therapy adopted in the branch of modern veterinary practice with which you are most familiar?		
	Group D	21. What is “physician agency”? Discuss, and ethically justify, your approach to your clients.	or	31. As veterinarians, we have a ‘social contract’ in which we put the interests of animals and owners ahead of our own. Unprofessional conduct essentially constitutes a breach of this contract, and this undermines our profession. Discuss your strategies for, and contributions to, preventing its occurrence.	or	43. What defines the professional person? Under this definition, do most veterinarians count as professional in their practice? Describe circumstances when those engaged in veterinary practice border on the limits of professionalism.

Learning Outcome	Essay title
Summary (compulsory for candidates enrolling after 1st August 2011)	45. Summarise your experience of learning across the whole module and providing evidence of how your approach to your own professional work may have changed and improved as a result of engaging in further development.

ESSAY PLANS FOR REVIEW

(Only available to candidates enrolled for optional Learning Support)

The RVC is keen to provide the best possible support for veterinarians enrolled for the CertAVP.

Essay plans for review should:

- i. raise any difficulties you foresee over your interpretation of the essay title, and
- ii. outline the main themes you will therefore explore.

This should take no more than two paragraphs or a maximum of 350 words (excluding references). In addition, you should also give a list of the main sources you will be using to introduce and support your arguments. The essay plan is not a summary of your essay and does not need to contain the information or data that you will include in the essay unless you feel it is pertinent to clarifying the topic meaning or your themes.

Essay titles typically contain key words that will help you with your interpretation and analysis of the question. You need to break the question topic down and look for these key words:

- **Task or directive words:** tell you what you have to do with the topic, for example, *analyse*, *compare*, *discuss*.
- **Content words:** tell you what areas of the subject you will need to address in your essay, and which ideas will form the base of the assignment.
- **Limiting words:** define the scope and focus of your essay; they limit the subject matter so that you know what should and should not be included in your writing.

The decision or overall judgment you make about the factors that you are discussing must be supported with evidence from reliable sources. There is information available on Blackboard regarding correctly structuring and referencing your essay. Please note that there is a combined submission deadline for essay plans and essays.

Please ensure that your essay plan includes:

- Module name
- Your name
- Essay plan number
- Essay plan title
- Word count

at the beginning of the essay plan. Each essay plan should be written and submitted in a separate file and as a MS Word document (97-2003 format or later) as a number of essays in alternative formats have been unreadable in MS Word.

Please save your plan file with the module code, your name and the essay number – PLAN, in the file name, for example:

APKS John Brown 4 – PLAN

ESSAY SUBMISSIONS

Please ensure that the front page of your essays includes:

- Module name
- Your name
- Essay number and full essay title
- Word count (excluding the above, tables, photo titles and references)

Essays will be returned to you if the information above is not clearly at the beginning of your essay.

Please note that although presentation of work does not affect your marks, it is recommended that text font and size, paragraph spacing, layout, spelling and grammar, etc, are considered when writing your work. Consider using a suitable font (for example, Arial, Calibri or Times New Roman) and a font size no smaller than 10. An essay looks better with a 1.5 line spacing setting and spell check and grammar check your essay.

Essays should be referenced and references cited in a standard format. Use:

- The Veterinary Record or The Journal of Small Animal Practice as guidance to both citation of references within the text and format of references in the reference list.

Please save your essay file with the module code, your name and the essay number, in the file name, for example:

APKS John Brown 4

Please save your essays as a MS Word document (97-2003 format or later) and email it to certavp@rvc.ac.uk. Please note that as essays in alternative formats have been unreadable in MS Word any other format will be sent back to the candidate.

Essay word counts between 1,000 and 1,500 words are acceptable. However, an essay that exceeds 1,500 words will be returned to the candidate for re-submission within the word limit. This is in the interest of fairness as it is difficult to compare an essay exceeding the word limit with one which has been kept to the required limits. Additionally, the ability to keep a discussion tightly focused, with every word counting, is an important skill to have developed at this level.

If your essay exceeds the word count (as calculated by Word) but includes cited references then you will need to either reduce the total word count or cite your essays in number format – we cannot spend time manually counting the cited reference names to check whether the word count has been adhered to.

Please ensure that your full name is included in your email – some email addresses do not include your name and signing the email with your first name only can lead to difficulties in identification, especially if someone unfamiliar with you is processing the emails in preparation for sending your work to the examiners.

It isn't recommended to submit all 10 essays at once. If you hand in your 1st attempts gradually (for example, submit 1-4 essays), then the feedback you receive on your first few essays should give you a good idea of what is required of your other essays. Another example is if your grammar and spelling were poor, and your references were cited incorrectly, then this would be picked up in your first couple of essays, and then you could correct these for the remaining essays. You are allowed to submit as many as you wish, but it isn't recommended to submit all 10 at the same time.

PLAGIARISM

Plagiarism is the act of presenting the ideas or discoveries of another as one's own. To copy sentences, phrases or even striking expressions without acknowledgement in a manner which may deceive the reader as to the source is plagiarism. Where such copying or close paraphrasing has occurred, the mere mention of the source in a bibliography will not be deemed sufficient acknowledgement; in each instance it must be referred specifically to its source. Verbatim quotations must be directly acknowledged. Plagiarism may include collusion with another student, or the unacknowledged use of a fellow student's work with or without their knowledge and consent. Similarly the direct copying by a student of their own original writings qualifies as plagiarism if the fact that the work has been or is to be presented elsewhere is not clearly stated.

Cheating is similar to plagiarism, but more serious. Cheating means submitting another student's work, knowledge or ideas to be assessed while pretending that they are your own. You should consult your supervisor or Course Director if you are in any doubt about what is permissible. Any attempt to invent or otherwise falsify data is fraudulent scientific practice. The University takes a very serious view of Examination Offences. Depending upon the nature of the offence, one of a range of penalties, up to expulsion from the University, may be imposed.

ASSESSMENT TIMETABLE 2012/2013

2012/2013		
Plan/Essay Deadline	Plan Feedback returned to candidate by	Essay Result returned to candidate by
Sunday 16 th September, 2012	Monday 8 th October	Monday 5 th November
Sunday 6 th January, 2013	Monday 4 th February	Monday 4 th March
Sunday 7 th April, 2013	Tuesday 7 th May	Monday 3 rd June
Sunday 30 th June, 2013	Monday 29 th July	Tuesday 27 th August
Sunday 22 nd September, 2013	Monday 14 th October	Monday 11 th November

ASSESSMENT TIMETABLE for A-PKS and A-FAVP 2014

2014		
Plan/Essay Deadline	Plan Feedback returned to candidate by	Essay Result returned to candidate by
Sunday 12 th January	Monday 10 th February	Monday 10 th March
Sunday 6 th April	Tuesday 6 th May	Monday 2 nd June
Sunday 29 th June	Monday 28 th July	Tuesday 26 th August
Sunday 21 st September	Monday 20 th October	Monday 17 th November
You may submit as many essay plans and/or essays you have completed by this date		

e-SUPPORT

From 1st August 2011, all candidates will have access to our **e-Support** as part of enrolment on this module (not applicable to other modules). You will be given a username and password which will allow you to log on to 3 different systems:

Blackboard (<https://www.ble.ac.uk>):

- Helpful information to help you structure and reference your essay
- Over 30 articles uploaded, linked to each of the Learning Outcomes, available for you to read and reference in your essays
- Established discussion boards between other candidates enrolled on the module
- Sample essay plans and essays

RVC Intranet (<https://intranet.rvc.ac.uk>)

- Access to the extensive online library of journals that RVC subscribes to. Journals from 1997 are available and there is an A-Z searchable list at the “Find e-journal” tab.
- If you are able to use the library in person, you can borrow a book for one week with photo ID.
- If you require only one chapter of a book, you can request for it to be scanned and emailed to you (there are some copyright restrictions involved so contact the CertAVP office for more information). There are already some of these requested chapters available within the e-Library section, titled “Courses with eLibrary texts uploaded”
- Access to all information available to all RVC students and employees, for example, news, events, policies, committees, services, etc.

Athens

Athens is an access management system which controls access to many electronic information sources. When you log in to an Athens protected resource it checks to see if you are a member of an institution that has paid to use that resource, and if your username and password are correct it lets you through. By giving you an Athens password, you are able to see the set of resources that RVC has subscribed to.

WHAT DO THE ESSAY RESULTS MEAN?

50% and above

Essays achieving a score of 50% and over have passed.

45% - 49%

If an essay scores 45% - 49% it isn't essential to re-submit the essay. To achieve an overall pass for the Professional Key Skills module, you must have an average score of 50% over your 10 submitted essays and you must score 45% or more in every essay. Therefore, your other essays must achieve a higher percentage to help your average percentage stay over 50%. If you do wish to re-submit a 45% - 49% graded essay to improve your overall module percentage, you are only permitted to do this for 2 out of the 10 essay titles you have written.

44% or lower

For essays achieving a score of 44% or lower, you must either:

- a. re-submit that essay following feedback from the assessor (this option is highly recommended), or
- b. select a different essay to write on (from the same Group as the failed essay).
However, the submission of a different essay counts as one allowed re-submission (you only get one chance at it).

Failure of a 2nd attempt at one essay means that further re-submissions are at the discretion of the examiner and payment of an additional fee may be required.

Requirements to pass Professional Key Skills A Module

To achieve an overall pass for the Professional Key Skills module, you must have an average score of 50% over your 10 submitted essays and you must score 45% or more in every essay.

Consequences of Failure of Professional Key Skills A Module

If you fail to achieve the requirements to pass the module after the allowed number of re-submissions an appeal to the Examinations Board will be possible.

Classification of Module

Successful completion of the module is classified as a Pass.

READING LIST

You may find these references helpful in preparing your essays:

General Management

- Pettinger, R (2006) Introduction to Management. 4th edition. Palgrave Macmillan, Basingstoke.
- Scott-Morgan, P (1994) The Unwritten Rules of the Game. McGraw-Hill Education, New York.
- Silbiger, S (1994) The 10-Day MBA: A Step-by-Step Guide to Mastering the Skills Taught in Top Business Schools. Piatkus, London.

Strategy

- Garratt, B (1996) Developing Strategic Thought. Harper Collins, London.
- Markides, C (2000) All the Right Moves. Harvard Business School Press.

Practice Management

- Ackerman, L (2006) The 5-Minute Veterinary Practice Management Consult. Blackwell Science, Oxford.
- Bower, J S M, Gripper, J N, Gripper, P L and Gunn, D (2001) Veterinary Practice Management. 3rd edition. Blackwell Science, Oxford.
- Jevring-Back, C and Back, E (2006) Managing a Veterinary Practice. Saunders, London.
- Shilcock, M and Stutchfield, G (2002) Veterinary Practice Management: A Practical Guide. Saunders, London.

Communication Skills

- Gorman, C (2000) Clients, Pets and Vets: Communication and Management. Threshold Press, Newbury.
- Hargie, O (2006) The Handbook of Communication Skills. 3rd edition. Routledge, London.
- Kurtz, S, Silverman, J and Draper, J (1998) Teaching and Learning Communication Skills in Medicine. Radcliffe Medical Press Ltd, Oxford.
- Kurtz, S, Silverman, J and Draper, J (1998) Skills for Communicating with Patients. Radcliffe Medical Press Ltd, Oxford.

- Radford, A et al. (2006) Development, teaching and evaluation of a consultation structure model for use in veterinary education. *Journal of Veterinary Medical Education* 33, 38-44.
- Townsend, J (1999) *The Interviewer's Pocketbook*, 2nd edition. Management Pocketbooks, Alresford.
- Effective Communication in Veterinary Practice. *Veterinary Clinics of North America: Small Animal Practice*. Eds. Cornell, K K, Brandt, J C and Bonvicini, K A. Vol. 37(1), January 2007, Saunders, Philadelphia.

Team Working

- Belbin, R M (1981) *Management Teams: Why They Succeed or Fail*. Heinemann, London.
- Belbin, R M (1993) *Team Roles at Work*. Butterworth Heinemann, Oxford.
- Fleming, I (2004) *The Teamworking Pocketbook*, 2nd edition. Management Pocketbooks, Alresford.

Ethics

- Gatward, G (2001) *Livestock Ethics*. Chalcombe Publications, Lincoln.
- Legood, G (2000) *Veterinary Ethics: An Introduction*. Continuum Publishing, London.
- Michell, A R and Ewbank, R (1998) *Ethics, Welfare, Law and Market Forces: The Veterinary Interface*. UFAW, Wheathampstead.
- Pullen, S and Gray, C (2006) *Ethics, Law and the Veterinary Nurse*. Butterworth Heinemann, Oxford.
- Rollin, B (2006) *An Introduction to Veterinary Medical Ethics*. 2nd Edition. Blackwell Science, Oxford.
- Tannenbaum, J (1995) *Veterinary Ethics: Animal Welfare, Client Relations, Competition and Collegiality*. Mosby.
- Davidson, J E and Sternberg, R J (Eds). (2003) *The Psychology of Problem Solving*. Cambridge University Press, Cambridge.
- Ericsson, K A, Charness, N, Hoffman, R R and Feltovich, P J. *The Cambridge Handbook of Expertise and Expert Performance*. Cambridge University Press, Cambridge.
- Higgs, J, Jones, M A, Loftus, S and Christensen, N (Eds) (2008) *Clinical Reasoning in the Health Professions*. 3rd edition. Butterworth Heinemann Elsevier, Philadelphia.
- Sandøe P, Christiansen SB. *Ethics of animal use*. Chichester: Blackwell Publishing Ltd, 2008

Welfare

- Appleby, Mench, Olsson & Hughes (eds) (2011), Animal welfare. CAB International
- Webster (ed) 5th Edition (2011), The UFAW Farm Handbook: Management and Welfare of Farm Animals. UFAW
- Webster (2005), Animal Welfare: Limping towards Eden, UFAW, Blackwell
- Radford (2001), Animal Welfare Law in Britain. Oxford University Press

Professionalism

- Schon, D A (1983) The Reflective Practitioner: How Professionals Think in Action. Basic Books Inc.
- Stern, D T (2005) Measuring Medical Professionalism. Oxford University Press, USA.
- Wear, D and Aultman, J M (2006) Professionalism in Medicine: Critical Perspectives. Springer.
- Thistlethwaite, J and Spencer, J (2008) Professionalism in Medicine. Radcliffe Publishing, Oxford.

Case Recording / Clinical Audit

- Baker, R, Hearnshaw, H and Robertson, N. (Eds) (1999) Implementing Changes in Clinical Audit. John Wiley and Sons, West Sussex.

Risk Management

- Jeynes, J (2001) Risk Management: 10 Principles. Butterworth-Heinemann, Oxford.

Coaching/Mentoring

- Parsloe, E (1999) The Manager as Coach and Mentor. CIPD, London.

Medicine

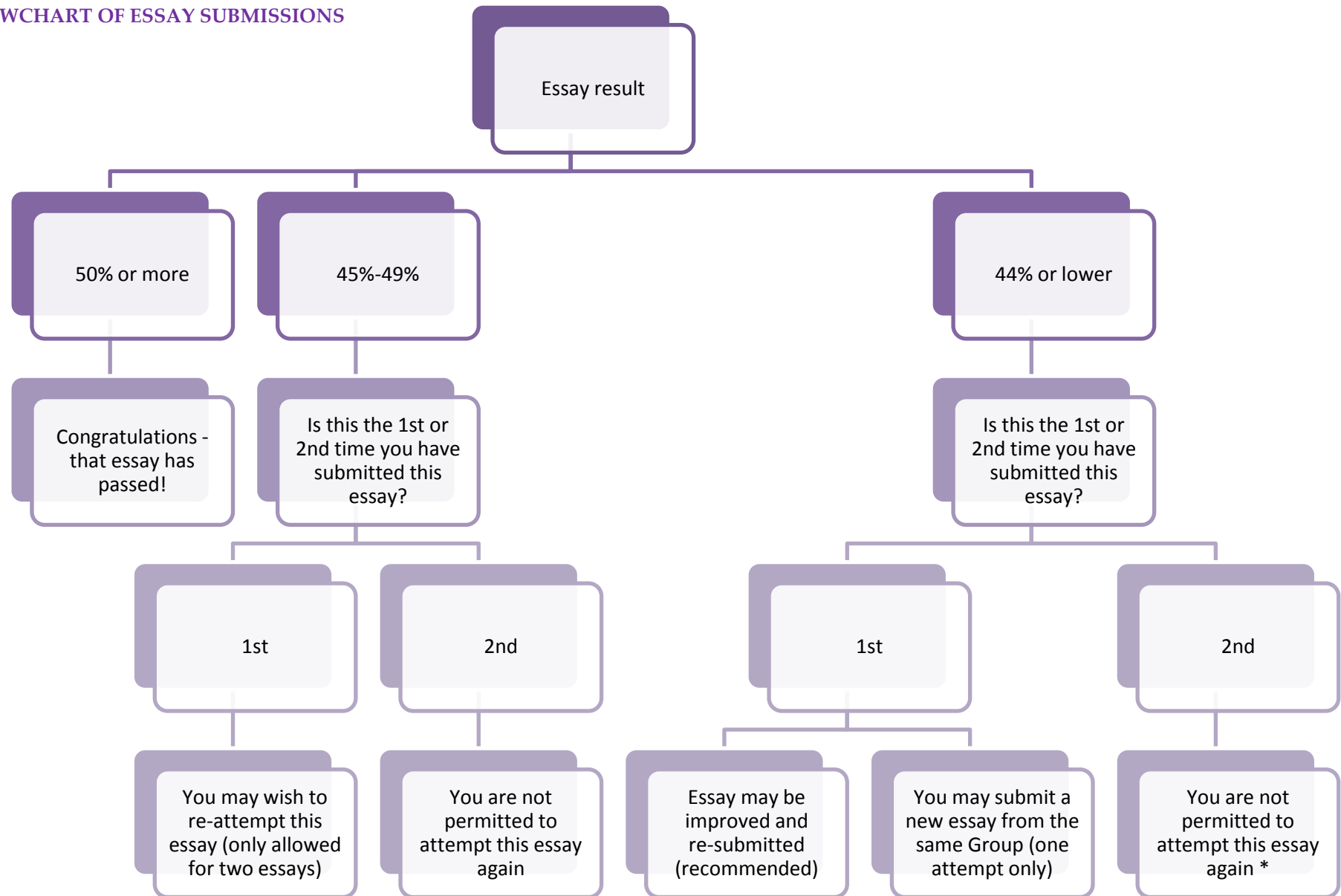
- BSAVA Manuals in
 - Canine and feline haematology and transfusion medicine (eds Day, Mackin & Littlewood)
 - Canine and feline endocrinology (eds Mooney & Peterson)
- Respiratory Disease in Dogs and Cats (ed King)

- Cardiovascular Disease in Small Animal Medicine (Ware)
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FLOWCHART OF ESSAY SUBMISSIONS



* Failure of a 2nd attempt at one essay means that further re-submissions are at the discretion of the examiner and payment of an additional fee may be required.