

ECVPH Guidelines for Submission of the Annual Progress Report and the Resident Activity Log Book

Dear Residents,

In response to the results of the Residents survey carried out between November and December 2019, the Education Committee and the Council of the ECVPH have prepared the present guidelines and a template to help residents to submit the Residency Programme, and the annual progress report, including the Resident Activity Log Book. While residents can still submit their residency programme and annual progress report using a template of their own, we strongly encourage that new residents use the new template and follow these guidelines. This would enable them to deliver a comprehensive account of the activities performed to their Programme Director, Resident Supervisor and to facilitate the evaluation process by the Education Committee of the ECVPH.

Background

A specialist is a highly skilled person whom concentrates in a specific and restricted field. In many cases specialists are considered experts in their chosen field, professionals who have acquired knowledge and skills through study and practice over the years. In practical terms, a significant component of what makes an expert, is the fact that over the years they have been exposed to several cases concerning their chosen field of interest and can formulate better and accurate hypotheses as a strong predictor of their final conclusion (Norman, 2005).

In terms of wider veterinary specialisation, the main purpose of the Standard and Alternative Training Residency Programmes (TRPs) is to expose residents for a period of at least three years to a wide variety of cases to build-up their knowledge and expertise. This aims to boost intuitive and analytical thinking to reduce diagnostic errors, when dealing with familiar or unfamiliar cases (Norman, 2009).

To demonstrate the acquired knowledge and expertise, residents need to keep a record of all cases they have dealt with during their residency, to demonstrate the ability to apply knowledge in a clinical setting. Exposure to clinical cases needs to be wide enough to cover all the areas of the syllabus of the TRP, to be able then to progress to the final examination. Learning is best conceived as a process, not in terms of outcomes (i.e. passing the final exam). To improve learning in higher education, the primary focus should be on engaging students in a process that best enhances their learning, a process that includes feedback on the effectiveness of their learning efforts (Kolb, 2005).

Most residents of the ECVPH are not exposed to clinical and diagnostic cases so they do not complete clinical case logs. Therefore, it becomes important that the ECVPH residents complete the Resident Activity Log Book accurately and with enough details to be able to demonstrate they have acquired the required knowledge and skills as outlined by the ECVPH Bylaw on residency training. This also counts as an

acknowledgment of residents' efforts during their learning process that allows the Programme Director, Resident Supervisor, and the Education Committee to provide meaningful feedback on the progress achieved.

Guidelines

As stated by Article 5 of the ECVPH Bylaw on residency training: *"The Resident is responsible for:*

- *Maintenance of the Resident Activity Log Book (indicating his/her training steps, results achieved, services provided).*
- *Maintenance of the Resident Dossier (comprising the Activity Log Book along with lists of presentations, publications, seminars given/attended, congresses attended, documentation on external training)".*

Residents should clearly and accurately complete their Resident Activity Log Book and in particular, to indicate how many European Credit Transfer and Accumulation System (ECTS) points are spent for each cluster of the curriculum. It is commonly accepted that **1 ECTS counts for 25 hours of training** (European Commission, 2015). ECTS should be clearly accounted for and duplication of time allocated to complete different activities must be avoided. See examples provided in the Resident Activity Log Book template. The ECTS points achieved should be proportionally spread over the duration of Residency Programme, i.e. the ECTS distribution per year should be balanced across the whole duration of the Programme. It is noteworthy that the ECTS points do not need to be officially approved, but rather correspond to the time the resident spends on a given activity.

Residents should indicate the activities carried out against each cluster of the curriculum providing clear reference to practical work, courses taken, scientific articles, book chapters, EFSA outputs, conferences attended, etc. General statements without further details such as "self-study of relevant materials" or "participation in a related conference" are not deemed acceptable.

Residents should clearly indicate the **practical** activities and the ECTS spent carrying out such activities as part of their residency programme and in particular, for those clusters of the curriculum that requires a practical component indicated by the symbol **[P]**. Practical activities allow residents to apply their theoretical knowledge in a particular context. Examples of practical activities are, but not limited to: laboratory testing of food/animal samples for biological or chemical hazards, inspecting carcasses at a slaughterhouse, auditing FBOs procedures, designing an epidemiological study, contributing to a systematic review/meta-analysis, moderating a stakeholder meeting, presenting to a wider community, or analysing a dataset, etc.

We encourage residents to reflect on their training progress, e.g. by adding short statements of lessons learned to each of the practical activities in the Log Book. These lessons learned can be discussed in meetings with the Programme Director/ Resident Supervisor.

In the case of activities that are carried out outside an ECVPH accredited institution (e.g. industry, laboratory, or government placements, etc.), the resident should clearly state the name of the Diplomate of the ECVPH / EBVS supervising the resident on-site. In circumstances where no such Diplomate is available, the resident supervisor needs to be satisfied that the person supervising the resident on-site is qualified to do so.

The Education Committee and the Council of the European College of Veterinary Public Health

as of October 2020

References

Norman G (2005). “Research in clinical reasoning: past history and current trends”. *Medical Education* 2005; 39: 418–427.

Norman G. (2009). “Dual processing and diagnostic errors”. *Adv. in Health Sci. Educ.* (2009) 14:37–49.

Kolb A., Kolb B. (2005). “Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education”. *Academy of Management Learning & Education*. 2005, Vol. 4, No. 2, 193-212.

European Commission (2015). “ECTS Users’ Guide”.

https://ec.europa.eu/assets/eac/education/ects/users-guide/docs/ects-users-guide_en.pdf