



APBC
ASSOCIATION OF PET
BEHAVIOUR COUNSELLORS



Animal Behaviour Technician (ABT)

APPLICATION INFORMATION

ABT – Application Process

The standards referred to can be found on the ABTC web site www.abtc.org.uk

KNOWLEDGE AND UNDERSTANDING

Complete APEL documents for ABT – demonstrating how your courses, studies and experiences have allowed you achieve the Knowledge and Understanding set out in the ABTC standards through the APEL process.

OR Provide evidence of successful completion of an ABTC recognised for ABT course.

PERFORMANCE CRITERIA

Gain sufficient experience to be able to demonstrate competence and skills as set out by the Performance Criteria for ABT (see below). The APBC offers support through case discussion groups, Assessment Advisors and CPD opportunities as you gain experience (access to support is available through www.apbc.org.uk and the APBC office info@apbc.org.uk).

AND

Be able to demonstrate handling and training skills for the species you intend to work with.

WRITTEN/VIDEO ASSESSMENT

Submit three written case records for assessment. Videos of you working with a client/clients from one or more of these cases is required (permission from the client/clients for this use will be required). Videos of you training animals/coaching clients to train animals are required.

The evidence from your submission will be assessed by at least two assessors. You will have the opportunity not to have any individual assessor known to you personally, involved in your application.

ORAL INTERVIEW

Following successful submission of your written and video evidence you will be invited to attend oral interviews (maximum of three).

Questions will be based on the written case records and the video evidence you submitted.

You may also be asked questions about unseen cases/scenarios.

AND You will be assessed on your handling/training ability through video evidence, oral interview and review of your techniques and methods when coaching clients.

WHAT HAPPENS NEXT?

You will receive feedback and the result of your oral interviews within one week. This will include any required skills development in the event of your application being unsuccessful.

If you have any specific requirements or particular needs with regard to the presentation of your evidence or the assessment process, please inform the APBC info@apbc.org.uk.

If you have any concerns regarding the way in which the assessment process has been conducted, please refer to the APBC appeals process and the ABTC appeals process www.abtc.org.uk.

Additional Information

A. CASE RECORDS

You will need to submit case records for three cases. You should submit three case records in total for the species you intend to work with, e.g. 2 dog and 1 cat. At least one case should have taken place within the last 12 months. Your records should be anonymised so that your clients, or any other professional, or persons involved in the case, cannot be identified (unless prior permission has been given). Consent forms are required where individuals/ organisations can be identified.

Your 3 case records should take the following format;

CASE RECORD 1:

A PROGRAMME OF PREVENTATIVE BEHAVIOURAL ADVICE FOR AN ANIMAL

This case record should focus on the prevention of development of unwanted behaviours in particular animals, for example;

- For young animals
- Going to the vet/groomer
- For rescue animals
- For ageing animals

CASE RECORD 2:

A PROGRAMME OF BEHAVIOURAL ‘FIRST AID’ ADVICE FOR AN ANIMAL

This case record should focus on the management of unwanted behaviours in particular animals, for example;

- Health and safety considerations
- Legal considerations
- Basic management strategies to reduce worsening of issue

CASE RECORD 3:

EVIDENCE OF THE IMPLEMENTATION PLAN OF A BMP PROVIDED BY A CAB/VB

If you currently work in conjunction with a CAB/VB you may provide evidence from a case where you have worked to implement a BMP devised by them and under their supervision.

If you do not currently work in this way, we will provide a hypothetical BMP and ask you to provide suggestions for the successful implementation of that BMP.

For all cases you should include;

- Planning and preparation records for the activity
- Records of interaction with other professionals involved
- Records of interactions with clients before, during and after advice, which could include written records, verbal communications or video evidence
- Generic handouts used

B. VIDEO RECORD

Video records must include an initial consultation gathering evidence from an owner for the prevention of problem behaviour or behavioural first aid and at least one follow up with the same animal/owner. Please note: preferably these two videos would be from one of the above three cases. If this is not feasible they may be from a different case. The consultation videos should show your body language and facial expressions, along with those of your client.

If not included in your consultation/follow up videos, video evidence of you handling animals and training at least three separate behaviours/cues in addition to coaching an owner to train their animal, will also be required.

ABT Case Records Submission Check List

Once you have collated your written/video evidence and are ready to submit your case record please ensure each file is named using the following format;

Your Initials, Case Number, Type of Evidence

Please see the example on the next page for Jo Bloggs (JB) showing the list of evidence we might expect for submission.

In the case of communications with clients and professionals, you may have multiple emails/texts/WhatsApp messages to provide as evidence of correspondence. Please ensure the order of these is clear so your assessors can read these in chronological order.

Your assessors will also require a summary list of all the files you will be sending as part of your assessment so please use the application checklist as described below to do this (A blank application checklist is in your google drive folder).

You will be provided with a Google Drive link to upload your files.

PLEASE NOTE: Professionalism and organisational skills are important aspects of the role for which you are being assessed. This should extend to the organisation and clarity of your submission. Unfortunately we will not be able to accept submissions that do not include a submission checklist and/or do not follow the suggested file naming format.

How To Submit Your Documents And Videos

Once your deposit has been paid, the office will email you with a link to a drive in a google folder.

PLEASE KEEP THIS LINK SAFE OR BOOKMARKED AS YOU WILL NEED IT TO ACCESS YOUR FILE

If the email you have provided already links to a google account please sign into this account to gain access to your folder and this folder will also appear in the **SHARED WITH ME** section on your google drive

If the email you have provided us is not linked to a google account you will also receive a PIN number to input when you click on the link to gain access. If you do not receive a PIN number it is most likely that the email you have used is linked to a google account and you will need to sign into this account to gain access to your folder.

It is recommended that you press the '**forgot password**' using the email you provided to gain access.

If you have any difficulties please contact samantha.bailey@apbc.org.uk

Once You Are Logged In

You will see 5 folders - Case 1, Case 2, Prophylactic, Conversation Recordings and Guidance. You will also see the '**MUST COMPLETE WITH APPLICATION application checklist**' which you must fill in.

As stated above, when you fill in the applications checklist the file names need to correspond to the files you upload so that they are easily located.

How To Upload a File

To upload a file you can either drag and drop the file into the correct sub folder, or click on '**+ NEW**' on the left hand side of your screen and click file upload.

NOTE: If you delete or change something it will change for everyone.

If you have any difficulties please contact samantha.bailey@apbc.org.uk

ABT Case Records Submission Check List Example

DETAILS OF VIDEO EVIDENCE	CASE 1 PREVENTATIVE	CASE 2 BEHAVIOURAL FIRST AID	CASE 3 IMPLEMENTATION OF BMP
Risk Assessment <i>Specific risks identified in each case and how you mitigated against these. May be a risk assessment form* or simply your notes – could be included in your case rationale if you are supplying one.</i>	<i>JB_Case 1_Risk assessment</i>	<i>JB_Case 2_Risk assessment</i>	<i>JB_Case 3_Risk assessment</i>
History Gathering <i>Completed questionnaire (if you used) and/or notes from consultation.</i>	<i>JB_Case 1_History</i>	<i>JB_Case 2_History</i>	<i>JB_Case 3_History</i>
Communications with Clients <i>Unedited copy of report and any generic handouts received by client and summary of follow up sessions/calls/emails.</i>	<i>JB_Case 1_Client communication</i>	<i>JB_Case 2_Client communication</i>	<i>JB_Case 3_Client communication</i>
Communications with Professionals <i>Correspondence with other professionals e.g. dog walkers, groomers, CAB or VB, where applicable.</i>	<i>JB_Case 1_Professional liaison</i>	<i>JB_Case 2_Professional liaison</i>	<i>JB_Case 3_Professional liaison</i>
Case Rationale *optional* <i>Overview explaining why you chose the treatment plan you did. May include risk assessment and reflection on the case.</i>	<i>JB_Case 1_Rationale</i>	<i>JB_Case 2_Rationale</i>	<i>JB_Case 1_Rationale</i>
CPD <i>CPD record for the last 6 months and planned CPD stating what you hope to gain from it.</i>	<i>JB_CPD</i>		
DETAILS OF VIDEO EVIDENCE	CASE 1 PREVENTATIVE	CASE 2 BEHAVIOURAL FIRST AID	CASE 3 IMPLEMENTATION OF BMP
Consultation for One Case <i>May include evidence of training animals directly and coaching others to train. If not, evidence of this will need to be provided separately.</i>	<i>JB_Case 1_Consultation video</i>		
Follow Up Session for One Case	<i>JB_Case 1_Follow up video</i>		
Videos of training and coaching <i>If not included in consultation or follow up videos</i>	<i>JB_Case 1_Training video</i>		
Consent Forms <i>From clients who can be identified in videos or written records</i>	<i>JB_Case 1_Consent Form</i>		

Detailed Breakdown and Grouping ABT PCS

Detailed breakdown of ABT Performance Criteria and examples of types of evidence – these are for guidance only. It is the Performance Criteria which must be met. Please do not use the detailed breakdown as an exhaustive list with every point to be covered.

PERFORMANCE CRITERIA	DETAILED BREAKDOWN OF PCS
WELFARE AND LEGISLATION	
1. Evaluate the needs of a range of animal species and how these may be provided for whilst under your duty of care.	<p>Identify and evaluate welfare needs in the species seen, including factors within the physical environment, physical needs, emotional and psychological needs, inter- and intra-species interactions and ethology of the species.</p> <p>Demonstrate an awareness of the need for individual provision of welfare needs for all animals seen in practice, including those with particular medical, physical or behaviour needs.</p>
2. Identify the appropriate animal health and welfare legislation, associated codes of practice and other legislation relevant to the animals being worked with and take any action necessary to ensure these are followed.	<p>Demonstrate understanding of relevant sections of the Dangerous Dogs act 1991 and the ramifications for animals and owners.</p> <p>Demonstrate understanding of the Animal Welfare Act 2006, and the ramifications for animals and owners.</p> <p>Provide evidence of working within ABTC and APBC Codes of Practice and give an example of how this has impacted upon practice.</p>
3. Undertake risk assessments in line with current health and safety legislation	<p>Demonstrate understanding of potential hazards within the veterinary practice, consultation or training settings.</p> <p>Provide a risk assessment for the three cases evidenced, to include making the physical environment, interactions between animal(s) and human(s) and equipment used, safe for all involved.</p> <p>Demonstrate understanding of current health and safety requirements.</p>
4. Identify and act in ways that best ensures the well-being of the animal, protecting and promoting welfare both within the short and long term.	<p>Identify and evaluate welfare needs in the species seen, including factors within the physical environment, physical needs, emotional and psychological needs, inter- and intra-species interactions and ethology of the species.</p> <p>Demonstrate an awareness of the need for individual provision of welfare needs for all animals seen in practice, including those with particular medical, physical or behaviour needs.</p>

PERFORMANCE CRITERIA	DETAILED BREAKDOWN OF PCS
EVALUATING AND MODIFYING BEHAVIOUR <p>5. Gather evidence about the behaviour of the animal from all sources identified as likely to provide relevant information. This could include direct observation, reviewing the case history/notes, discussion with owner/handler and other relevant professionals. Evaluate the quality of this evidence and act appropriately to remedy any areas of concern or deficiency in it.</p>	<p>Identify and gather information needed for each of the three cases presented, through a variety of sources including:</p> <ul style="list-style-type: none"> • History-taking documents/ questionnaires • Observations • Questioning/interviewing owners/ handlers/ keepers <p>Evaluate the evidence gathered and make appropriate decisions regarding its validity, impact of any bias, and any deficiencies.</p> <p>Gather any additional evidence required, having identified areas requiring clarification, or where insufficient evidence has been supplied. Evaluate the impact of the additional evidence on each of the cases.</p>
<p>6. For the prevention of problematic behaviour and/or first aid behavioural advice, evaluate the effect of physical factors on the animal's behaviour including species, breed, parentage, sex, age, medical conditions, physiological status, developmental history and identify those most relevant to the areas of concern identified.</p>	<p>Identify, gather and evaluate information on physical factors which may be influencing behaviour in each of the cases presented:</p> <ul style="list-style-type: none"> • Genetic factors – species, breed, type, parentage • Gender-related factors – sex, neuter status, neuter history, sexual cycles, pregnancy, parenting • Physiological factors – medical conditions, age, psychological and emotional states (e.g. fear, frustration, attention-seeking, seeking) • Developmental factors – condition of parents, breeding conditions, developmental history, medical conditions, age
<p>7. For the prevention of problematic behaviour and/or first aid behavioural advice, evaluate the impact of external factors on the behaviour of the animal and areas of concern identified, to include: immediate surroundings, wider environment, environmental pressures, ethological requirements and previous experiences.</p>	<p>Identify, gather and evaluate information on external factors which may be influencing behaviour in each of the cases presented:</p> <ul style="list-style-type: none"> • Home environment – space (indoor and outdoor), access to areas, sleeping arrangements, feeding arrangements, enrichment • External environments – exercise provision and circumstances (e.g. on and off the lead), openness of spaces, visiting other premises, • Ethological considerations – opportunities for natural types of behaviour e.g. hunting, seeking, hiding, playing • Learning and life experiences – degree of pleasantness of the environment, use of aversives, inter- and intra-species interactions
<p>8. For the prevention of problematic behaviour and/or first aid behavioural advice, evaluate the impact of husbandry/management practices on the behaviour of the animal and areas of concern identified, including: presence/absence of environmental enrichment, social contact, physical activity, interactions and relationship with owner/handler and other humans, diet.</p>	<p>Identify, gather and evaluate information on husbandry and management factors which may be influencing behaviour in each of the cases presented:</p> <ul style="list-style-type: none"> • Environmental enrichment e.g. activity toys, puzzle feeders, games • Suitability of diet for balance and good health – suitable weight • Periods of isolation – from other con-specifics, humans, use of day care, or other carers e.g. walkers • Presence of con-specifics and other animals • Social interactions – inter- and intra-species interactions • Relationship with owner(s)/ keeper(s) – expectations of the animal, meeting ethological needs, use of aversives/punishments, controlling, Substitute child, harsh, Inconsistency, lacking in clarity of communication • Daily activities – amounts and types e.g. training, play, exercise

PERFORMANCE CRITERIA	DETAILED BREAKDOWN OF PCS
EVALUATING AND MODIFYING BEHAVIOUR CONT'D <p>9. Evaluate issues concerning the safety, efficacy and reliability of complementary and alternative or non-prescription or prescribed therapies or products.</p>	<p>Demonstrate an awareness of the efficacy and safety issues involved in the use of complementary therapies. Evaluate their use, based on sound evidence e.g.</p> <ul style="list-style-type: none"> • Acupuncture • Homeopathy • Hydrotherapy • Massage/ touch/ pressure/ chiropractic techniques • Pheromones • Nutraceutical supplements • Herbal/ natural remedies <p>Demonstrate an awareness of the efficacy and safety issues involved in the use of prescribed products. Evaluate their use, based on sound evidence e.g.</p> <ul style="list-style-type: none"> • Prescription medication – psychoactive drugs <p>Recognise the potential behavioural effects of common medical conditions on behaviour, related to motivation, emotional state, hunger and engagement with training e.g.</p> <ul style="list-style-type: none"> • Pain (e.g. dental or arthritic) • Skin conditions (especially chronic) • Gastrointestinal conditions (especially chronic) • Pica
<p>10. Demonstrate skill and competency in the selection and use of a wide range of preventative and first aid behaviour techniques and training aids. Be able to teach owners/handlers how to apply these techniques and training aids to ensure their effective use, protect against their misuse, and ensure owners/handlers protect the welfare of the animal.</p>	<p>Identify and evaluate the likely efficacy of a wide range of preventative and first aid behaviour techniques based upon the animal's:</p> <ul style="list-style-type: none"> • Age and developmental stage – sensitive periods, socialisation periods, maturity • Life and Learning experiences – environmental enrichment, training, use of aversives • Physiological and psychological state – medical status, emotional state <p>Evaluate the likely effects of the preventative and first aid behaviour techniques in:</p> <ul style="list-style-type: none"> • Preventing development of unwanted behaviours e.g. fear, anxiety, attention-seeking, frustration, boredom, lack of self-control • Managing unwanted behaviours which have developed • Promoting and maintaining the animal's welfare <p>Evaluate a range of training techniques and aids which may be used to prevent the development of unwanted behaviours, or to manage existing unwanted behaviours.</p> <p>Understand and explain those techniques which may have the effect of promoting or maintaining unwanted behaviours</p>
<p>13. Justify why a particular preventative or first aid behavioural programme/ approach has been selected instead of any other possible regimes.</p>	<p>Evaluate the preventative or first aid behavioural programme/ approach you have presented, identifying with reasons, for your choices of activity, equipment, environmental set up, number, type of animals involved.</p> <p>Evaluate the three case records you have presented, identifying with reasons, your choices of technique, training, management, enrichment and owner education components.</p> <p>Explain your decisions and rationale for your choice of prevention or first aid behavioural approach rather than any possible alternatives.</p>

PERFORMANCE CRITERIA	DETAILED BREAKDOWN OF PCS
EVALUATING AND MODIFYING BEHAVIOUR CONT'D <p>14. Devise and implement a structured programme for the prevention of problematic behaviour and/or first aid behavioural advice that identifies and sets realistic goals and time scales for monitoring of its progress and assessment of its success. Implement a structured behaviour modification plan devised by a Clinical Animal Behaviourist or Veterinary Behaviourist, identifying and setting realistic goals and time scales for monitoring of its progress and assessment of its success.</p>	<p>Present three behaviour programmes based on three cases covering a range of unwanted behaviours.</p> <p>Set out realistic, achievable goals for clients as part of the plan in the three cases.</p> <p>Set realistic timescales for progress reviews, and specific measurable outcomes as assessments of success.</p> <p>Revise the programme following reviews of progress to set new goals.</p>
<p>20. Evaluate the effectiveness of the programme through appropriate follow-ups which may include direct observation of the animal and/or liaison with the owner/handler and others involved with the animal. As appropriate, revise the programme in response to this feedback to ensure its effectiveness and success. Where the programme was devised by a Clinical Animal Behaviourist or Veterinary Behaviourist this must be done in discussion with them.</p>	<p>Produce a review of your three cases which includes goals reached, those yet to be reached, and further actions needed.</p> <p>Evaluate how effective each stage of your programme has been in preventing or managing the intended behaviour. Identify any unintended effects of your programme and how you will address them.</p> <p>Identify points for progress reviews, with timescales, and provide evidence of how at least one follow-up session took place.</p> <p>State the revisions to the plan for each case, with your reasons.</p> <p>Provide examples of feedback given to owners/ keepers.</p>

PERFORMANCE CRITERIA	DETAILED BREAKDOWN OF PCS
ANIMAL LEARNING AND TRAINING <p>11. Apply the principles of animal learning theory to humane training methods to achieve agreed goals.</p>	<p>Using humane techniques and methods based on maintenance of animal welfare throughout, demonstrate an understanding of how animals learn through practice, trial and error, associative learning, superstititious learning, biological factors.</p> <p>Demonstrate understanding and effective application of classical conditioning in processes such as: desensitisation, habituation, flooding, temporal contiguity, generalisation & discrimination, extinction & spontaneous recovery, in behaviour modification and training.</p> <p>Demonstrate understanding of operant conditioning in processes such as: use & disuse, shaping, superstititious behaviour, extinction and recovery, counter-conditioning, reinforcement schedules, use of reinforcers and punishers, i.e. interval schedule, positive and negative reinforcers and punishers, escape and avoidance learning, primary and secondary reinforcement.</p>
<p>12. Demonstrate the ability to train an animal to do the exercises appropriate to the animal species, context and desired behaviour, in a number of different ways, taking into account the animal's species, breed, type and physical capabilities.</p>	<p>Demonstrate handling and training skills in at least one species to train at least three different behaviours/cues, based on the animal's needs.</p> <p>Use a variety of techniques and equipment to engage the animal and handler based on the animal's physical, psychological and emotional needs.</p> <p>Provide a suitable environment for the training to take place.</p> <p>Work safely with any animals and humans who may be involved in any live activity.</p>

PERFORMANCE CRITERIA	DETAILED BREAKDOWN OF PCS
COUNSELLING AND COMMUNICATION <p>15. Discuss and agree a programme for the prevention of problematic behaviour, and/or first aid behavioural advice with the owner/handler and others involved with the animal. Rectify areas of misunderstanding, confusion or concern where appropriate, and obtain their informed consent.</p>	<p>Take part in discussions with owners/ keepers to agree sensible, manageable behaviour prevention and/or management strategies.</p> <p>Ask and answer questions of/from owners/ keepers to clarify meaning, rectify misunderstanding, challenge misconceptions, address any concerns, obtain consent for actions.</p>
<p>16. Ensure the owner/handler understands their role in the delivery of an effective programme and the importance of maintaining the desired change to behaviour once it is achieved.</p>	<p>Demonstrate a range of communication skills, both written and oral, to convey the information needed for the owner/ keeper to understand the need for consistency of approach, and long-term maintenance of the agreed programme.</p> <p>Write clearly, concisely and using plain language, to provide a written treatment programme for the owner/ keeper.</p> <p>Engage the owner/ keeper in dialogue using a variety of techniques including:</p> <ul style="list-style-type: none"> • Showing an interest • Being genuine • Listening empathically • Asking open questions • Reflecting back what you think the owner says • Avoiding criticism • Avoiding being judgemental • Avoiding cognitive dissonance • Avoiding conflict • Offering some choices for ways forward
<p>17. Identify and liaise with other professionals and organisations involved in the care of the animal to ensure a consistent and appropriate approach that both promotes animal welfare and is legally compliant.</p>	<p>Demonstrate a range of communication skills, both written and oral, when working with other professionals.</p> <p>Provide evidence of working with other professionals e.g. charity and rescue staff, clinical animal behaviourists, veterinary behaviourists, veterinary staff or other complementary professionals, through reports, notes and dialogue.</p> <p>Provide evidence of working with other professionals e.g. charity and rescue staff, clinical animal behaviourists, veterinary behaviourists, veterinary staff or other complementary professionals, to promote the welfare of the animal.</p> <p>Provide examples of how legislation has impacted upon your case outcomes and your working practices including the Dangerous Dogs Act 1919, or the Animal Welfare Act 2006.</p>

PERFORMANCE CRITERIA	DETAILED BREAKDOWN OF PCS
COUNSELLING AND COMMUNICATION CONT'D <p>18. Identify any professional, ethical or other issues that have arisen when working with the animal, owner/handler or other individual and take appropriate action to address these.</p>	<p>From your three cases, evaluate professional or ethical issues which have arisen and what action you have taken to address them with the owner/ keeper.</p> <p>Ethical issues to include:</p> <ul style="list-style-type: none"> • Animal welfare • Social interactions; social isolation; use of aversives • Physical well-being related to diet, exercise, space, sleeping arrangements • Psychological and emotional well-being related to management, environmental enrichment <p>Professional issues to include:</p> <ul style="list-style-type: none"> • Working relations with other professionals, clients, owners • Maintaining confidentiality while remaining within the law • Dealing with differences of opinion <p>Give your reasons and rationale for your actions.</p>
<p>19. Explain to the owner/handler of the animal, through written guidelines or other appropriate system of feedback the areas of concern regarding their animal that have been identified, their possible causes and the rationale behind the approach selected to remedy these and any other associated issues that have been identified.</p>	<p>Provide the written guidelines from your three cases. Provide the following information:</p> <ul style="list-style-type: none"> • Goals to achieve to prevent and/or manage unwanted behaviours • Timescales for change • Record of the actions needed by the owner/ keeper • Rationale for the techniques, management approach, training regime you have chosen <p>Adaptations to address any relevant access issues for those with particular needs or disabilities.</p>

PERFORMANCE CRITERIA	DETAILED BREAKDOWN OF PCS
PERSONAL REFLECTION AND DEVELOPMENT <p>21. Maintain required records on each animal so that it is possible to critically reflect on the appropriateness and success of different approaches; identify any improvements to practice that could be made.</p>	<p>Identify what went well, and less well, in working with the animal and owner/ keeper in each of your three cases.</p> <p>Provide records of progress of each of your three cases, which include an analysis of the success and efficacy of the treatment regime.</p> <p>Provide an evaluation of your three cases, including a critical review and reflection of your professional practice. Identify areas for future improvement.</p>
<p>22. Maintain a high level of professional conduct including an awareness of own limitations and refer cases on when appropriate.</p>	<p>Demonstrate a high level of professional conduct through your video evidence and written records, showing that you have treated clients, other professionals and animals with respect, empathy and with a focus on welfare at all times.</p> <p>Demonstrate that you have worked within the Law, following appropriate codes of conduct and following health and safety guidelines.</p> <p>Give examples of situations in which you would refer a case and who you would refer it to e.g. a case involving aggression leading to injury; a case involving abnormal (pathological) or dangerous behaviours.</p>
<p>23. Identify gaps in own knowledge and understanding; and plan, record and evaluate a personal Continuing Professional Development (CPD) programme to address these.</p>	<p>Provide a CPD programme for the next 6 months based on the critical review and reflection of your professional practice, stating the types of activities and providers.</p> <p>Provide your CPD record from the last 6 months.</p>