General Optical Council

Guidance:
For providers of CPD

General Optical Council

Contents

1.

Introduction

This guidance is for any individual or organisation with a role in developing and delivering Continuing Professional Development (CPD) to optometrists and dispensing opticians registered with the General Optical Council (GOC).

The provider guide acts as a framework to give you a clear understanding of what is expected from you as part of your role as a provider or potential provider but does not attempt to go into detail about how this might be done in every circumstance. This is to allow providers the flexibility to meet requirements in ways that work for them and their beneficiaries – optical professionals.

If you have provided CPD in the past under the GOC's previous Continuing Education and Training (CET) scheme, you may not need to read all of this document, but we would recommend you do so as some of your responsibilities may have changed as part of our CPD reform programme.

1.1 What's the purpose of CPD?

CPD is learning, training, education or development that a registrant undertakes throughout their professional career to develop their professional capability, clinical decision-making and reasoning, in order to anticipate and meet future patient and service-user needs, remain safe to practise and improve public confidence in the profession. Qualified and registered healthcare professionals, including optometrists and dispensing opticians, routinely undertake, record and reflect upon their CPD to make sure that they can demonstrate their commitment to their own professional development for the benefit of the public and patients. The GOC's CPD scheme also covers requirements on healthcare professionals, to revalidate their skills on a regular basis through the maintenance of core basic skills required to be fit to practise, alongside obtaining new knowledge and skills.

1.2 Who needs to undertake CPD?

All fully qualified optometrists and dispensing opticians registered with the GOC (registrants) must undertake CPD. Student registrants and business registrants are not required to undertake CPD.

1.2.1 How often do registrants need to undertake CPD?

Registrants must complete and obtain a specific number of 'points' over a three-year period (known as a cycle).

1.2.2 What are CPD points?

CPD points are the value ascribed to a learning session by the provider of that session, based on the length, interactivity and contemporaneity. More information about point allocation can be found at section 3 of this document.

1.2.3 How many points must a registrant complete?

The minimum number of points a registrant must obtain varies, depending on the type of registrant they are and when they joined the register during the cycle. A quick-reference table setting out the minimum points per category, for those who are on the register at the start of the cycle is set out below.

Registrant category	Minimum number of points to be obtained over 3 years
Optometrist	36 points, of which a minimum of 18 points must be in interactive CPD activities AND a minimum of 18 points from GOC-approved providers
Dispensing optician	36 points, of which a minimum of 18 points must be in interactive CPD activities AND a minimum of 18 points from GOC-approved providers
Dispensing optican with contact lens optician specialty registration[1]	36 points, of which a minimum of 18 points must be in interactive CPD activities AND a minimum of 18 points from GOC-approved providers AND a minimum of 18 points must be in the contact lens optician specialty domain
Optometrist with an additional supply, supplementary prescribing and/or independent prescribing specialty[2]	36 points, of which a minimum of 18 points must be in interactive CPD activities AND a minimum of 18 points from GOC-approved providers AND an additional 18 points must be in their specialty domain (54 points in total)

Registrants may, of course, exceed this minimum number of points if they so choose to. There are no upper limits on how much CPD they are permitted to undertake within a CPD cycle.

If an individual is not currently registered with the GOC but has previously held registration, they must complete CPD as advised by the GOC's registration team if they wish to re-enter their name on the GOC register.

Points required are determined by the GOC on a pro rata basis for registrants who join the register part-way through the cycle, and registrants are informed of what this figure is when they join the register.

[1] This is a type of specialty registration open to suitably-qualified dispensing opticians. For more information, please see the GOC website.
[2] This is a type of speciality registration open to suitably-qualified optometrists. For more information, please see the GOC website.

1.3 Specific areas of learning that registrants need to cover

Registrants' CPD points must be obtained in four core domains[3] which group together the Standards of Practice for Optometrists and Dispensing Opticians.

The Standards of Practice are the baseline of professional conduct and behaviour to which all fully- qualified registrants must adhere. The four core domains are as follows:

- Professionalism.
- Communication.
- Clinical practice.
- Leadership and accountability.

A minimum of one point in each core domain is required.

Optometrists with an additional supply, supplementary prescribing or independent prescribing specialty registration and dispensing opticians with a contact lens specialty registration, must also ensure that at least 18 points of their minimum points requirement is within a fifth domain – 'specialty CPD'. This domain is intended to cover knowledge and skills specific to the relevant specialty, to the extent that it would not be applicable to registrants without a specialty. More about CPD falling into the fifth domain can be found in section 3 of this document.

A sixth domain, 'Current risks', may be invoked at the GOC's discretion to enable registrants, or a sub-section of registrants, to undertake targeted learning in response to a clear risk within the professions[4]. If the GOC chooses to invoke this domain, it will be following consultation and discussion with providers so that they can tailor learning (if they so choose) and all providers will be formally contacted by email as soon as possible in advance of its introduction.

A registrant's interactive points requirement can be made up from appropriate learning in any of the domains.

1.4 Interactive points

Interactive points are those that are obtained by working with, or interacting with, other professionals. We stipulate that registrants must obtain these points because much valuable learning comes from working and reflecting with peers, and to ensure that more isolated practitioners are able to get the benefit of collaboration.

A CPD session can be interactive no matter what domain it falls within.

For a point to be able to count towards a registrant's interactive total, the session of CPD must be one of the following:

- in-person session, requiring physical attendance by participants.
- online session, requiring instantaneous/real-time participation.
- meaningful interaction with peers, instantaneously (which could include a chat room) or non- instantaneously (message board or email chain), in response to an educational stimulus given by the CPD provider.

As a CPD provider, you should identify in advance whether or not your session is eligible to be counted towards a registrant's interactive points total and make this clear in your advertising.

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[3] See annex 1

[4] This is not something the GOC expects to use frequently and it will only be introduced following discussion with providers about what will be required. Examples of when it might be introduced are following significant changes to legislation affecting all registrants; following a high-profile fitness to practise case highlighting gaps in knowledge across the professions; or in response to a national emergency or crisis requiring upskilling. Please note these examples are not exhaustive.

2.
Your role as a CPD provider

As a provider of CPD to GOC registrants, you will need to ensure that the sessions you develop and deliver are structured, accessible, relevant and engaging in order to ensure quality and attract learners. You will also need to provide the GOC with some information about the sessions you deliver for the purposes of quality assurance. CPD providers hold a privileged position in terms of delivering learning to GOC registrants, as their sessions are worth more points than those delivered by organisations that are not registered with the GOC as providers, and therefore can be more in-depth, more engaging and attractive to registrants. The first step on this journey is registration as a CPD provider.

2.1 First-time registrants / provisional provider status

Those wishing to be listed as CPD providers for the first time will need to submit an application via the CPD team. Once listed, providers can deliver sessions to registrants straight away but will need to have at least the first ten of these approved by the GOC in advance of delivery. This level of advanced approval allows the GOC to quality assure the providers output and ensure that they are providing suitable and good quality learning to its registrants. Providers subject to this additional requirement will hold 'provisional' provider status until such time as the GOC is satisfied with their provision, at which point they will be upgraded to 'full' provider status. The application process for advance approval of individual events whilst a provider holds provisional status is set out below.

2.1.1 Step 1 – applying to become a CPD provider

In order to become a CPD provider, you will need to complete the appropriate form (available on our website) and return it, along with the annual provider fee of £45 to our CPD team, who will acknowledge receipt within three working days. Your application will then be passed to our panel of CPD approvers for consideration. They will respond to you within ten working days following receipt of both the fee and the form, to advise either that your application has been processed and provisional provider status granted, or to ask you for further information to support your application.

Once you have been granted provisional provider status, you may begin to submit applications for advance approval of individual CPD sessions/events. Your sessions/events will only be eligible for CPD points after they have been approved, and you should not advertise or offer CPD to registrants without having approval in place. You cannot obtain retrospective approval for events already held.

2.1.2 Step 2 – submitting an application for advance approval of a CPD session/event

Applications for advance approval of sessions/events are submitted via the GOC's MyCPD platform. You will be given access to this platform upon successfully becoming a provisional provider. In an application for advance approval, you will need to demonstrate how the learning outcomes for your event/session are relevant to the domains (see section 1.3) and how you are working in line with our Standards for CPD providers (see annex 2 of this document). Once you have submitted your application, it will be passed to the panel of CPD approvers who will review the information you have provided and:

- complete the approval process within ten working days.
- use the domains and Standards of Practice to:
- decide whether or not the outcomes proposed in the CPD submission support the maintenance and development of the knowledge and skills currently required to be a registered professional.
- decide if the type of CPD proposed is an appropriate way of delivering the outcomes proposed.
- decide if the CPD content aligns appropriately with the named domain(s) and Standards of Practice.
- confirm that the CPD is relevant to the professional audiences proposed.
- confirm that the CPD supports the improvement of standards of professional practice and patient care.
- identify whether there is anything in the proposed content which is not relevant to current practice or is out of date and if so, inform the CPD provider.
- identify whether there is anything missing from the content, which is relevant to current practice and if so, inform the provider.
- confirm the CPD is not biased in favour of a specific product or designed to promote financial or commercial interests.
- confirm the quality of any images or materials submitted in advance.
- review multiple choice questions (MCQs) submitted.
- make a recommendation to approve or not approve.

If your application is approved, that event will remain approved for the remainder of the current cycle, so that you may deliver it on multiple occasions without seeking further approval. If the content changes, however, you will need to apply again.

If your application is rejected, you will be given reasons why this is the case. If you disagree with the decision to reject your application, you have recourse to appeal the decision.

Once you have had at least ten events/sessions successfully approved, you may be eligible for an upgrade to full provider status (see below). This will happen automatically, and you will be contacted to advise whether you have been successful. In making this decision, we will take into consideration your submissions to date and any feedback received from registrants (and/or others). In some circumstances we may wish to see additional evidence from you in order to make the decision and we will advise you if this is the case.

2.2 Full provider status
Full provider status allows a CPD provider to plan, develop and deliver their CPD content without having to seek approval from the GOC in advance, because they have satisfied our quality assurance requirements. This will be the status under which the vast majority of CPD providers operate. As with provisional provider status, full provider status will still require the provider to develop and deliver learning within the domains, but they will be trusted to undertake rigorous internal quality assurance to ensure that their content is suitable and of good quality.

Those holding full provider status will retain it indefinitely unless they are removed from the list of providers, concerns are identified following audit, or they fail to pay the annual provider fee when it is due.

2.3 Transition arrangements for previous CET providers
Organisations who were registered CET providers for the 2019-2021 cycle and delivered at least ten CET sessions as part of that cycle, will automatically receive full provider status for the CPD cycle beginning 1 January 2022. Those organisations who have been historically registered as CET providers, but did not hold an active registration for the 2019-2021 cycle, will need to apply for provisional registration (leading to full registration).

2.4 Your duties as a provider
It is essential that, as a provider of CPD content to healthcare professionals, you uphold certain standards of conduct and behaviour. You can find these in our Standards for CPD providers which are attached at annex 2.

3.

Developing CPD content

As stated earlier in this document, all CPD content must fall within at least one of the four domains (or the fifth specialty domain if it is specific to such an audience) and this should be taken into consideration when planning and devising learning. The domains are broadly structured around the Standards of Practice, which are the GOC's standards of conduct, behaviour and professional performance, and you may find it helpful to consult these as part of the development process. It is expected that providers will be fully aware of the Standards of Practice as well as the requirements incumbent upon GOC registrants with regard to CPD.

A CPD session can cover up to a maximum of two of the four core domains, but you should only designate domains if they are relevant to the actual content of the session, and they can be given meaningful time and attention during the session. You will need to demonstrate how the session's content relates to the domains, so that you can conduct your own internal quality control processes, advise prospective learners accordingly, and provide assurance to the GOC if asked as part of our audit process. Failure to provide requested information to audit may jeopardise your organisation's ongoing registration as a CPD provider.

In order to be able to provide sufficient assurance to the GOC, we would expect you to keep records of the following for every CPD session[5] as outlined below.

Session title:
This could be something short and attention-grabbing, that highlights the main focus of the session.

Synopsis of content:
This should set out what registrants will cover, why and how. It may take the form of lecture notes, questions to be posed, discussion points, scenarios used, slides presented or other content to be covered. The form this content will take will depend on both your own internal record-keeping processes, and on the format(see below).

Domains applicable and reasons why:
This must be stated to potential attendees in advance of delivery so that registrants can make an informed decision about whether the session is right for them.

Target audience(s):
You should consider carefully whether your session's content and learning outcomes are applicable to all GOC registrants, or one or more sub-sets of registrants. Not all content will be relevant or useful for all registrants. For a CPD session falling under the fifth domain (specialty CPD) you must specify which specialty or specialties it is suitable for.

Learning outcomes:
These should be specific, measurable and achievable, so far as possible, and of a realistic number for the duration of the session, with information on how achievement of these objectives will be assessed.

Intended and actual delivery date(s):
These should be provided so that it is clear when sessions were delivered and if any were cancelled.

Tutor/facilitator:
This person should be suitably qualified and/or experienced to deliver the session at hand.

Delivery format:
CPD can be delivered in a number of different ways. Annex 3 contains some examples of formats and how many points might be appropriate to allocate. Provisional providers should use these examples as a guide to help them allocate points appropriately. You will need to keep records of the format used.

Attendee list:
This should include names and GOC numbers of attendees, so that you can provide written confirmation of completion to the attendees. If the session is delivered online, you must be able to provide attendee engagement statistics, such as when individual attendees logged in and out.

Any changes to the session that were required, and why: This includes any changes that need to be made to the structure, content or delivery of the session, and the reasons for them and whether they will affect the session's suitability for an advertised audience, the allocated domains or the points available for the session.

Points available:
How many points are available for a session is your decision and will depend on the length of the session, the format and the interactivity. Most sessions will be eligible for one point, with only the shortest sessions counting for less (a maximum 0.5 point is available for any session between 30 minutes but less than an hour). More complex sessions lasting for over an hour may be eligible for up to three points. No individual session can be worth more than three points.

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[5] These records cover the type of information we would expect to see if a provider was selected for audit and so should be available for the GOC's examination upon request.

Interactivity:
Attendees and the GOC will need to know if the session will count towards their interactive point total.

Feedback:
We would expect you to keep records of any feedback received about the CPD session (either from the registrant directly or through MyCPD) and be able to demonstrate that you have considered the feedback and how you have or will take this into account when running the session again.

Confirmation of attendance:
You should provide confirmation of completion for the session attended and a confirmation of points available to each attendee within ten working days of the session being delivered. If you are not able to do this for whatever reason, you should advise attendees of this in advance. Registrants themselves are responsible for documenting their own CPD completion, but they will use the confirmation you provide as supporting evidence of their attendance, so it is important to provide it to them as soon as possible.

The expectations in relation to record-keeping above also reflect what a provider with provisional status will need to provide to the GOC in order to have an individual event approved.

4.

Advertising and logging CPD sessions

You may advertise your CPD sessions via any media you choose, but a good choice is via the GOC's MyCPD platform, which registrants use to record their CPD.

By doing this, you will be able to advertise to all our registrants at once, and registrants will be able to 'look up' your CPD session and import details of it into their CPD record if they have attended. A walkthrough guide on how to upload your CPD session to MyCPD is available on the GOC website.

5.
Audit of CPD provision

Our provider audit scheme runs annually and includes the following:

- benchmarking the standards we expect of CPD providers, which set out our expectations and what might lead to suspension.

- paper-based auditing of providers to consider whether there are any 'at risk', taking account of registrant feedback and complaints.

- targeted auditing of providers considered 'at risk'.

- audit of a selection of all other providers to ensure that at least 10% are audited each year.

We will provide generic, anonymised feedback to all providers following an audit, and specific feedback for those providers directly subject to audit. Where concerns are identified, providers will be informed clearly of what these are and given the opportunity to remedy them. In the rare cases where there are serious failings or concerns, we may remove full provider status either temporarily or on a permanent basis. More information on what our audit process looks like can be found in our Guide to CPD Audit, available on our website.

Annex 1

Domain	Link to Standards of Practice for Optometrists and Dispensing Opticians (s = standard)
1: Professionalism	• Show care and compassion for your patients (s.4) • Work collaboratively with colleagues in the interests of patients (s.10) • Protect and safeguard patients, colleagues and others from harm (s.11) • Show respect and fairness to others and do not discriminate (s.13) • Maintain confidentiality and respect your patients' privacy (s.14) • Maintain appropriate boundaries with others (s.15) • Be honest and trustworthy (s.16) • Do not damage the reputation of your profession through your conduct (s.17) • Be candid when things have gone wrong (s.19)
2: Communication	• Listen to patients and ensure they are at the heart of decisions made about their care (s.1) • Communicate effectively with patients (s.2) • Obtain valid consent (s.3) • Respond to complaints effectively (s.18)
3: Clinical practice	• Keep your knowledge and skills up to date (s.5) • Recognise, and work within, your limits of competence (s.6) • Conduct appropriate assessments, examinations, treatments and referrals (s.7)
4: Leadership and accountability	• Maintain adequate patient records (s.8) • Ensure that supervision is undertaken appropriately and complies with the law (s.9) • Ensure a safe environment for your patients (s.12)
5: Speciality CPD	CPD within this domain should be of use and relevance to registrants with an additional supply, supplementary prescribing and/or independent prescribing specialty and/or contact lens specialty.
6: Current risks[6]	CPD within this domain must be directly relevant and responsive to the specific risk, deficiency or knowledge gap identified by the GOC.

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[6] Only applicable when explicitly invoked, with advance notice to providers given.

Annex 2: Standards for CPD providers

What are the Standards for CPD providers?
The Standards for CPD providers are intended to give providers an understanding of our expectations – what they must do – in order to hold approved provider status and deliver CPD to our registrants. We place trust in approved providers to devise and deliver effective learning, having these standards in place helps us to be confident that our trust is well-placed and that registrants can rely on those providers to deliver content that meets their needs.

If your provider is selected for either our annual audit or a targeted audit in response to concerns raised, we will audit your provision against these standards. More information on what our audit process looks like can be found in our Guide to audit of providers of CPD, available on our website.

Standard 1: Patient safety and professionalism
Patient safety and professionalism are at the heart of our Standards of Practice for Optometrists and Dispensing Opticians to ensure registrants are equipped and supported to practise competently throughout their professional lives, delivering safe eye care to patients and the public. We expect this regardless of the context or setting in which they work. As a provider of CPD, you have a crucial role to play in promoting the importance of patient safety and professionalism, and in helping registrants to understand and achieve the standards we require of them.

S1.1 The development and delivery of sessions is informed by and reflects the GOC's Standards of Practice for Optometrists and Dispensing Opticians.

S1.2 Providers reflect annually on the emphases they place on our professional standards in the context of evolving and new professional practice, available data and knowledge about professional risk, and of patient need and expectations, and make appropriate modifications to ensure their provision remains relevant, up to date and safe.

S1.3 Providers embed up to date evidence-based practice in their activity, that reflects good practice in the clinical, professional and educational spheres.

S1.4 Providers embed the knowledge, understanding and application of all relevant legislative and regulatory requirements and clinical and professional standards within their provision.

S1.5 CPD provision must support and encourage participants to reflect upon the learning experience and apply it to practice.

S1.6 All CPD activity provided is free from unfair bias, conflicts of interest and unwarranted influence of third parties. If there is an unavoidable conflict of interest, or where there may be a perceived conflict of interest, this should be declared in advance of the session taking place.

S1.7 A culture of lifelong learning in practice, individually and with others is cultivated and maintained by providers.

Standard 2: Safe and accessible learning
The learning environments that registrants, staff and patients occupy in the delivery of education and training must be safe and accessible. This is important to protect all those who study, work and visit these environments.

S2.1 All learning environments are safe and accessible to registrants, educators, training supervisors, patients and carers, and free from discrimination, harassment and victimisation.

S2.2 Safe, accessible and prompt channels are in place for raising concerns, and an environment in which it is safe for all to speak up is cultivated and maintained.

S2.3 Providers must operate a system for receiving and responding to complaints from those accessing CPD provision.

S2.4 All technology, devices and equipment that may be used as part of a CPD activity must be safe to use and maintained in good working order and be accessible.

S2.5 Confidentiality of information obtained for the purposes of delivering CPD must be respected. Such information must not be disclosed or used for purposes other than the provision of CPD without the explicit consent of the registrant concerned or a person entitled to act on their behalf, except where such disclosure is required by law.

S2.6 All staff involved in the design and delivery of CPD are professionally competent to fulfil their roles.

S2.7 Providers have the resources to deliver CPD in accordance with these standards, including but not limited to staff, equipment and facilities, and access to all relevant forms of clinical experience for students.

Standard 3: Developing and delivering CPD content

It is the responsibility of CPD providers to make decisions about how they will design and deliver their CPD to meet these standards. We seek to enable providers to design, develop and deliver their provision in ways that are innovative, can continue to evolve and reflect continuous improvement, as well as reflecting the needs of patients, the optical sector and wider health systems in the UK while meeting registrant need. We expect a diversity of approaches to CPD to develop.

S3.1 Providers develop and deliver curricula in accordance with the domains set out in section 1 of Guidance for providers of CPD.

S3.2 CPD providers make clear to registrants what the learning outcomes of the CPD activity will be, linking these to the domains being covered.

S3.3 An active process of continuous improvement is maintained by CPD providers to remain in step with educational, clinical and technological good practice, reflective of practice in the UK optical sector and of changing patient demographics and clinical need.

S3.4 Active mechanisms are in place to keep up to date with clinical, professional, demographic, policy and legislative, employer and patient needs and expectations, and embed this knowledge and understanding into CPD provision.

S3.5 CPD provision must not be sales-oriented nor exclusively present the features and benefits relating to one particular brand or product. This does not exclude new market developments being presented to the sector, but the distinction between promotional/marketing content and CPD content must be made clear to the audience.

S3.6 Providers develop their CPD content and determine their delivery modes in the context of the place of eye health and vision services in the wider health systems within the UK.

S3.7 CPD providers must incorporate mechanisms to assure that registrants have demonstrated safe and sufficient attainment of the designated learning outcomes.

S3.8 Effective management- systems are in place to plan, monitor and centrally record registrant attendance and completion of learning objectives, and interactive elements of assessment.

S3.9 Appropriate assessment mechanisms are utilised to assess registrant engagement and understanding. The pass mark of individual assessments, leading to satisfactory completion, must be at an appropriate level to command confidence and assure safety.

S3.10 Providers must advise that registrants are only permitted to attain a session's CPD points when they have completed the full CPD activity and passed any related assessments.

S3.11 Providers must demonstrate their assessments are fit for purpose and deliver valid and reliable results.

S3.12 Providers must demonstrate how they take into account feedback about their CPD sessions.

Standard 4: Delivering value for students, patients and employers

It is crucial that CPD demonstrates good value for registrants and equips them to practise confidently, competently and safely as autonomous professionals in the UK optical sector. We know the optical sector is continuing to evolve, the needs of patients are changing and the range of eye health and vision services being made available are also continuing to develop. This means CPD providers must also take these factors into account in the design, development and delivery of their CPD.

S4.1 Registrants are equipped to practise competently and safely in the subject matter or area of practice covered by the CPD session.

S4.2 The regulatory requirements placed upon professionals are made clear at all times, including in the marketing, registration and subsequent confirmation of attendance.

S4.3 All CPD marketing and information material remains up to date, relevant and correct.

S4.4 Providers must act at all times in such a manner as to support the requirements of the CPD scheme, and all CPD provision must be delivered in accordance with the criteria specified in our Guidance for providers of CPD. Specifically providers must:

- inform potential users of the intended user group(s) that the provision has approval for i) specific user group(s); ii) the number and type of CPD points available; and iii) the content and standard of the event.
- inform registrants of their successful CPD completion.
- accurately record the name, contact details and GOC number (or username for non-registrants) of all participants, and ensure data is compliant with the Data Protection Act 2018 (incorporating GDPR)); verify attendance and accurately record successful completion of CPD by all attendees; and ensure data is compliant with relevant data protection legislation as above.
- issue a printable or printed certificate of completion containing the title of the CPD, the reference code, date completed, domains approved for, the type of CPD point (general or specialist) and the name of the provider to all those who successfully complete the CPD.
- maintain a set of CPD records for a minimum period of six years after the end of the CPD cycle they relate to. as:
  New CPD rules stipulate at 20.3:
  (1)The records must be retained for at least two complete relevant periods after the end of the period to which the records relate.

S4.5 CPD providers must provide clear, timely and accessible information about the CPD activities they deliver to participants (and the GOC, if requested) and how they relate to the domains set out in our Guidance for providers of CPD.

S4.6 Promotional techniques must be ethical and transparent. Advertising must be in accordance with legal requirements and advertising standards regulations.

Annex 3: Example formats of CPD

The formats listed here should be seen as examples only; this list is not exhaustive. The provider will decide how many points are available for the session– see section 3 of the Guidance for providers of CPD.

Skills workshop
Description
The registrant is practising clinical skills, or other practical skills, using the relevant equipment and doing the technique where they are observed and get 1:1 feedback. The workshop lasts at least an hour, there is an appropriate ratio of instructors to registrants for the skills being learned, each registrant has equal access to practice and feedback, and the majority of the time is spent learning the skills and techniques.

Suggested points: 3 (interactive)

Discussion workshop
Description
The registrant is discussing a topic and issues in a small group where they are actively brought into the discussion. The discussion lasts for an hour and the likely group size is 4-10. A good way of discussing knowledge-based issues and involving other health care professionals.

Suggested points: 3 (interactive)

Multi station workshop
Description
The registrant is observed completing a series of activities at different stations which develop or confirm professional competence. They receive 1:1 feedback and guidance from an appropriately qualified professional. Expect 4–5 stations.

Suggested points: 3 (interactive)

Visual recognition test
Description
The registrant is viewing pictures of clinical signs and making diagnostic and management decisions with no opportunity to reflect on their knowledge and understanding compared to that of others. The registrant reviews around 6 images with two questions per image.

Suggested points: 1 (non-interactive)

Visual recognition test and discussion
Description
The registrant views images of clinical symptoms and makes diagnostic and management decisions. The registrant answers a series of questions and then participates in a discussion of the issues raised by each case.

Suggested points: 2 (interactive)

Lecture
Description
The registrant is primarily listening to a presentation with a chance to ask questions at the end. The lecture may be streamed live. A lecture generally lasts 45-50 minutes and may have more than one speaker. Time is allocated for questions at the end. An appropriate platform should be used for online delivery.

Suggested points: 1 (interactive)

Lecture with discussion workshop
Description
The registrant listens to the lecture and then takes part in a separate, small group discussion with a group leader about the issues raised in the lecture. Registrants move into break out rooms or smaller groups for the discussion. The lecture element should be at least 30 minutes.

Suggested points: 2 (interactive)

Recorded lecture
Description
The registrant is listening to or watching a recording of a lecture with no opportunity to reflect on their knowledge and understanding compared to that of others. Learning lasts about an hour and should be confirmed using appropriate questioning.

Suggested points: 1 (non-interactive)

Demonstration and discussion workshop
Description
The registrant watches a demonstration of clinical skills, other practical skills, use of relevant equipment and participates in a group discussion based on the demonstration. There should be a sensible split between the time spent on the demonstration and discussion elements. For a larger number of registrants there may be a need for multiple discussion groups.

Suggested points: 2 (interactive)

Optical laboratory tour
Description
The registrant is listening to presentations about the manufacturing process with the opportunity to ask questions. A well organised tour will showcase widely used manufacturing techniques and refer to relevant quality standards.

Suggested points: 1 (interactive)

Distance learning
Description
The registrant is working on their own using learning materials in a range of media with no opportunity to reflect on their knowledge and understanding compared to that of others. The learning should take about an hour to complete.

Suggested points: 1 (non-interactive)

Provider-led peer review
Description
Using pre-prepared scenarios, the registrant is interacting with their peers to discuss and understand clinical decision making, diagnosis, management and record keeping processes and practices. They will reflect on how others may have approached the situation. This format can be used for larger groups, with a lead facilitator and registrants in small groups. The session should last for a minimum of one hour.

Points: 3 (interactive)