General Osteopathic Council

Guidance for Osteopathic CPD Providers

Advice on supporting osteopaths to meet the requirements of the new CPD scheme

CPD

July 2018

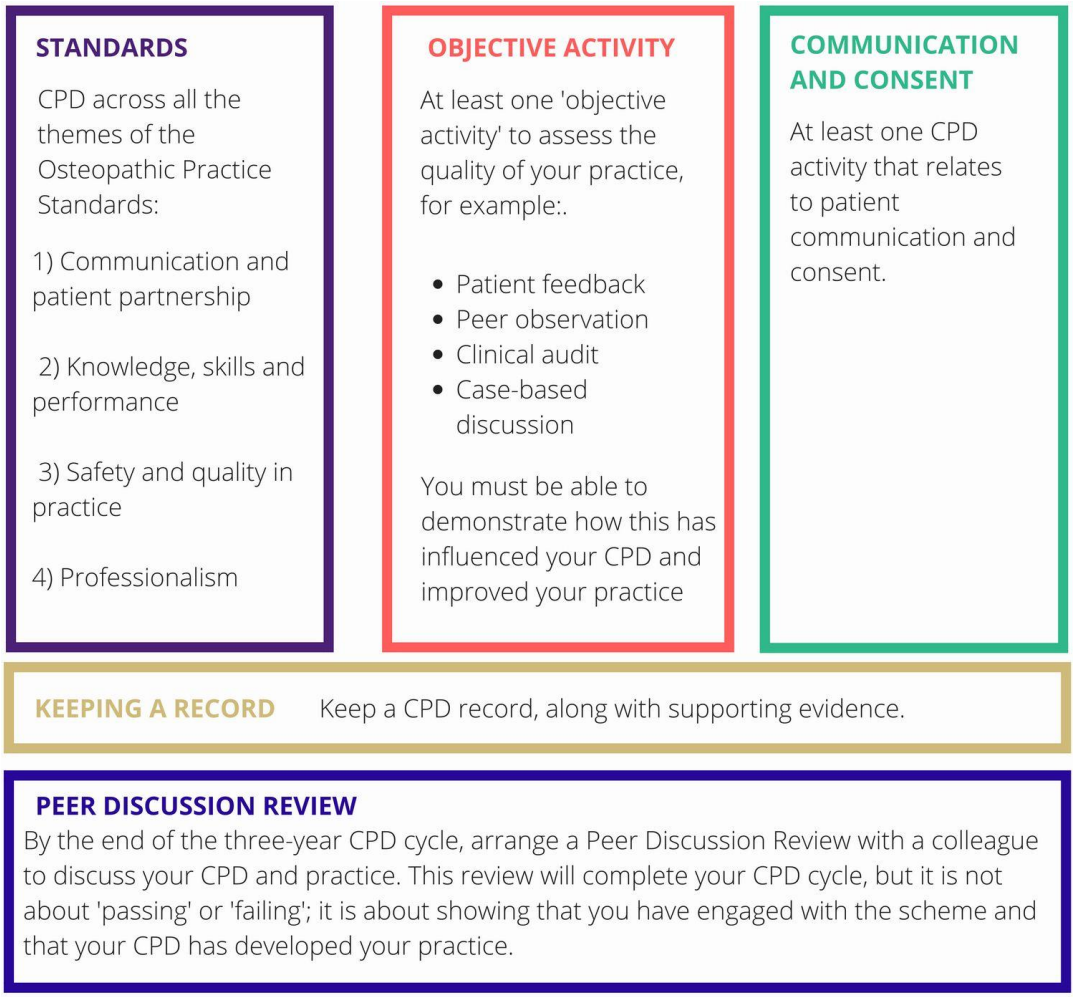
Introduction

CPD for osteopaths is changing from 1 October 2018 onwards. This guidance is for individuals and organisations providing CPD and helps you to:

- understand the changes to the GOsC's osteopathic CPD scheme
- raise awareness of your CPD provision and how it can support osteopaths in meeting the requirements of the new CPD scheme
- consider how you can support osteopaths to undertake, record and reflect on key aspects of the scheme through their CPD activities.

Summary of the new CPD cycle

Over a three-year CPD cycle, osteopaths will need to undertake 90 hours of CPD (which includes 45 hours of learning with others), across all four themes of the Osteopathic Practice Standards, include at least one objective activity, and one CPD activity relating to communication and consent. They will also need to keep a CPD record and complete a Peer Discussion Review with an osteopath or other health professional.



What constitutes CPD?

CPD is any activity that maintains, enhances and develops osteopathic professional practice. It includes any learning undertaken by an osteopath, for example discussion of CPD and practice with a colleague, courses, seminars, practical sessions, elearning, reading, research, individual study, peer discussion review, mentoring and any other activities that can advance practice.

Osteopaths 'must keep professional knowledge and skills up to date' according to B3 of the Osteopathic Practice Standards (2018). To achieve this, they must be professionally engaged, undertake professional development activities and keep up to date with factors relevant to ongoing practice (including the wider healthcare environment) throughout their three-year CPD cycle.

Although the new scheme specifies particular elements of CPD to be undertaken within the three-year cycle, most CPD, as now, remains self-directed by the osteopath. The new scheme does not restrict courses that could be offered by CPD providers in any way. However, it does provide an opportunity for CPD providers to help osteopaths identify whether the activities will help them to meet the new elements of the scheme.

CPD 'learning with others' additionally must involve interaction (both giving and receiving information to inform learning) with osteopaths, healthcare practitioners or other professionals. CPD must be reflected on and recorded by the osteopath within their CPD folder.

Timing of the new CPD scheme

Osteopaths will begin to enter the new CPD scheme from 1 October 2018 at the conclusion of their next annual CPD cycle. This means that all osteopaths will have entered the new CPD scheme by September 2019. An osteopath can count any CPD towards the cycle that they are in (whether this is their new three-year cycle or their final annual cycle).

Although the new scheme is only mandatory for all osteopaths once they enter their first three-year cycle, many osteopaths are trying out new elements before this period to build confidence in their abilities and gain a head start.

How you can help osteopaths undertake new elements of the CPD scheme

Osteopaths will be attracted to CPD activities which will support them to meet the requirements of the new CPD scheme.

You can provide support to osteopaths undertaking the new CPD scheme in any of the following ways.

Prior to the CPD activity

- **Present CPD activities to highlight how they help osteopaths link to the Osteopathic Practice Standards themes**

  The table below shows the areas that may be covered in any CPD activity and which theme of the Osteopathic Practice Standards they relate to. Many activities will relate to more than one theme of the Osteopathic Practice Standards. The activity does not need to cover every standard within the theme in order to count as covering the theme.

Theme of the OPS	**Areas include**	**Relevant CPD activities may cover**
Communication and patient partnership	Listening, respecting patient's concerns and preferences, dignity and modesty, effective communication, providing information, consent, patient partnership.	• communicating with patients – different questions and approaches to identify patient ideas, concerns and expectations • exploring non-verbal communication mechanisms • ways of communicating benefits and risks of treatment options to particular patients • ways of supporting patients to make decisions about treatment.
Knowledge, skills and performance	Having sufficient knowledge and skills, working within training and competence, keeping up to date, analysing and reflecting on information to enhance patient care.	• reflection on current knowledge and skills and learning new knowledge and skills including techniques.
Safety and quality in practice	Case history taking and record keeping, patient evaluation, management, safeguarding, wider role in enhancing patients' health and wellbeing.	• case history taking and developing a clear narrative for treatment options • learning knowledge and skills about vulnerable patients, including safeguarding or how to report female genital mutilation • signposting patients to resources about diet, exercise, and smoking cessation.

Professionalism	Ethics, integrity, honesty, duty of candour, confidentiality, working with others, complying with regulatory requirements.	• enhancing your understanding of the contributions of other healthcare professionals to patient care • establishing clear boundaries with patients (through case studies or group discussions) • data analysis and report writing • equality and diversity issues • confidentiality and data protection (eg GDPR) • keeping up to date with legal requirements on advertising your practice • analysing feedback about your practice and implementing improvements • supporting colleagues to enhance patient care (eg mentoring activities) • health and safety issues.

- **Offer CPD activity relating to communication and consent**

  It is suggested this aspect of CPD should take around three hours, but it is more important that the CPD undertaken has enhanced the osteopaths' practice for the benefit of patients.

  The record for this activity completed by the osteopath should demonstrate a review of the Osteopathic Practice Standards and a reflection showing how the CPD has informed learning and been applied in practice.

- **Develop activities that enable the osteopath to seek feedback on their practice**

  Examples of such activities include case-based discussion, how to conduct patient feedback or observation of practice and feedback.

  The osteopath will need to demonstrate how the feedback has influenced their practice, recording a note of the method used, a summary of the feedback or data gathered, how that feedback or data has fed into CPD and practice (this will often include analysis, reflection and/or discussion with another person, and an action plan).

- **Consider providing access to peers for osteopaths to choose, to help them undertake aspects of the peer discussion review.**

  We encourage osteopaths to identify a peer early in their three-year cycle so that they have someone with whom they can regularly discuss their CPD and practice. If the provider is able to promote access to peers, it may be helpful to let osteopaths know this.

During the CPD activity

- **Support osteopaths to reflect on and record their practice**

  Encouraging osteopaths to pause, discuss, reflect on and record the implications of their learning and the impact it has had on their practice throughout the session will allow them to demonstrate engagement with the CPD scheme. Consider referring to the four themes of the Osteopathic Practice Standards throughout the activity.

  Consider including reflective questions on the back of CPD certificates which osteopaths are then able to keep as a record for their CPD folders and retain evidence of their participation, these could include:

  i. What did you learn?

  ii. What are the implications for your CPD and practice? For example, will you do anything differently? Did the activity confirm that your approach is correct?

  iii. What will you do as a result of this learning? For example, will you change your practice, do some further learning? What is the benefit to your practice or patients?

  iv. What themes of the Osteopathic Practice Standards have you considered today?

At the conclusion of the activity

Osteopaths should retain evidence of their participation in and reflection on their activity to help them to demonstrate their CPD and which of the new elements of the CPD scheme they have undertaken. Examples of reflective templates are available on the CPD microsite at: cpd.osteopathy.org.uk.

Quality Assurance of CPD providers

The GOsC does not quality assure providers of CPD. However, CPD providers are responsible for ensuring the quality of the CPD activities they provide and should be able to demonstrate their quality to the participants.

Osteopaths could consider the following:

- What are the learning objectives of the course and how will they be delivered?
- Will the learning objectives meet my learning needs?
- How will the course contribute to the new elements of the CPD scheme?
- What are the skills and experience or educational expertise of the people delivering the course?
- Has the course been evaluated by others?
- Is the course evidence informed?
- Are there opportunities for regular reflection and recording during the course?
- How is learning assessed and evidenced?
- Will there be an opportunity to provide feedback on the course – does it include its own mechanisms to ensure quality?
- What do previous course evaluations say?
- Is the course accessible and fair? Is there an equality and diversity policy in place?
- Are there policies and procedures to avoid commercial bias?

Questions

If you have any questions about the new GOsC CPD scheme, please do not hesitate to contact the team on newcpd@osteopathy.org.uk .

Useful links

Take a look at the updated Osteopathic Practice Standards which comprise both the Standard of Proficiency and the Code of Practice for osteopaths.

Download the CPD Guidelines which will support the implementation of the new CPD scheme for osteopaths.

Download the Peer Discussion Review guidelines for osteopaths undertaking the Peer Discussion Review.

Download a personal development plan which helps osteopaths identify their learning needs, supports their aspirations and create a plan of how they will do this.

Download the CPD Reflective template form which can be useful for osteopaths to assess their current situation and plan for future CPD based on their experiences.

Take a look at further examples of objective activities.